

MHA@GW Course Catalogue

The MHA@GW curriculum consists of eight 10-week learning modules, four interactive immersion experiences and an organizational research project.

Each learning module focuses on different core skill sets required for optimal delivery of health care. In total, the MHA degree requires 50 credits to complete.

Module Coursework

MODULE ONE: HEALTH CARE MANAGEMENT AND STRATEGY

5 credits

This module provides a detailed examination of the core principles of management and strategy that are required by persons holding leadership roles in health care delivery organizations.

MODULE TWO: MEDICAL INFORMATICS AND DECISION MANAGEMENT

5 credits

This interdisciplinary module is designed to introduce the fundamental principles and concepts of health care informatics and decision management, with a primary focus on clinical applications and their ability to operate within the framework of improving quality, productivity and satisfaction. The module will provide a theoretical framework for understanding how to conceptualize product effectiveness, return on investments, patient privacy, error reduction and define data and information requirements across many different health care settings.

MODULE THREE: HEALTH CARE FINANCIAL MANAGEMENT

5 credits

This module provides an understanding of the financial operations of health care organizations including financial reporting, cost management, sources of revenue and budgeting in health care organizations. It will focus on the theory and application of health care finance as it applies to health care organizations. The module includes specific emphasis on CFO responsibilities, revenue cycle, coding, reimbursement mechanisms, managed care contracting, personnel expenses, supply chain and materials management.

MODULE FOUR: COMMUNITY AND POPULATION HEALTH

5 credits

This module focuses on the engagement of a health care

organization with the community. It builds on the leadership, IT and finance modules to examine how an organization affects and is affected by its community. The complex relationships of community health, public health and population health are analyzed. Learners build their capabilities in applying analytical frameworks and performing concrete tasks to add to their e-portfolio.

MODULE FIVE: HEALTH ECONOMICS AND QUANTITATIVE METHODS

5 credits

This multidisciplinary module is designed around two important and closely related components. The first component focuses on key health economic concepts, applications and tools that are highly relevant to health care managers seeking to better understand, respond to and influence the constantly evolving health care marketplace. The second component of this module focuses on quantitative methods and is designed to build students' understanding of epidemiology and biostatistics principles and their application in health care management.

MODULE SIX: QUALITY AND PERFORMANCE IMPROVEMENT

5 credits

Effective health care leaders understand that quality-improvement tools and methods must be at the heart of every health care organization. Whether it is the quality of clinical care and patient safety, driving out waste and excessive cost or striving to deliver the most cost-effective care possible, quality improvement must be part of the skill set of every health care leader. From the principles of W. Edwards Deming's statistical process control to the six sigma and Toyota-style production models, quality improvement is and will continue to be the yardstick by which outstanding health care organizations are measured.

Along with this module, students will simultaneously complete the Organizational Research Project 1 (1 credit).

MODULE SEVEN: LAW AND POLICY

5 credits

Health care is one of the most highly regulated industries in the nation, with a plethora of federal and state laws combined with requirements from multiple accrediting and licensing agencies. Health care managers and leaders need a clear understanding of the legal and regulatory environment in which they operate.

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Along with this module, students will simultaneously complete the Organizational Research Project 2 (1 credit).

MODULE EIGHT: SYSTEMS THINKING AND LEARNING

5 credits

The first seven program modules intentionally create dotted-line connections between concepts in health care leadership. Systems Thinking and Learning is the student's chance to darken those lines. In this Module, we ask ourselves as a learning community; how do we drive organizational excellence by synthesizing our new knowledge? How do we make health care better?

Students are required to conduct an applied research project in their organizations as their culminating experience.

Immersion Experiences

As an MHA@GW student, you will participate in four immersion experiences to provide you with the opportunity to further develop your expertise as a health services professional.

IMMERSION ONE: LEADERSHIP AND ETHICS - 1

1.5 credits

Development of leaders in high-performing health care organizations requires a combination of theory and practice. Students uncover their leadership style and practice the skills of highly effective leadership responsibilities. In addition, students examine ethical principles and learn how leaders use these practices.

IMMERSION TWO: LEADERSHIP AND ETHICS - 2

3 credits

This is a continuation of Leadership and Ethics - 1. Students use principles including emotional intelligence, servant leadership and transformational leadership to further explore and develop their leadership attributes. This immersion emphasizes leadership during organizational change.

IMMERSION THREE: HEALTH SYSTEMS ANALYSIS

3 credits

This immersion asks MHA@GW students to spend a concentrated period of time studying firsthand either an outstanding health system in the United States or a national health system outside our borders. The objective of the analysis is to critically examine and assess the structure, function and operations of a domestic or international health system. This inside perspective enables students to explore some of the most prestigious health organizations

in the world. Students must select either the domestic or international option.

IMMERSION FOUR: ORGANIZATIONAL RESEARCH PROJECT AND PORTFOLIO PRESENTATION

1.5 credits

MHA@GW students present the findings of their organizational research projects and leadership portfolios during this immersion. Feedback on the research projects is provided by peers and a panel of health care leaders.

Organizational Research Project

In parallel with modules six and seven, students complete a two-course organizational research project in which they choose to either evaluate an organization, develop a business plan or complete a literature review that will allow them to solve a specific operational issue.

ORGANIZATIONAL RESEARCH PROJECT 1

1 credit

This project is the first part of a two-course sequence that enables students to create a prospectus and design an initial approach that addresses a current administrative or clinical question in a health care organization. Students perform an internal and external environmental scan and consult with organizational leaders in the selection of a research project.

Students may choose from one of the following project types:

- Organizational research/evaluation: Students perform an applied research project in their organization or engage in the evaluation of a current clinical or administrative effort.
- Business plan: Students develop a comprehensive business plan for a new strategic service unit or expansion of an existing strategic service unit.
- Exploratory analysis: Students evaluate a descriptive study prepared by an organization and explore the potential of a new service or product.

ORGANIZATIONAL RESEARCH PROJECT 2

1 credit

This project is the second part of a two-course sequence that enables students to develop and refine their formal project proposals followed from the approved prospectus that they developed during the Organizational Research Project 1 course. The objective of the project proposal is similar to that of a dissertation proposal where the student demonstrates

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the requisite level of background and familiarity with the chosen project.

Working with an organizational preceptor, students develop and present a mid-point "implementation defense" by the end of the term. Once approved by the preceptor and a faculty advisor, students are permitted to complete work on their project, which will be formally presented during the fourth immersion.