Saint Joseph's College of Maine

MHA Program Competencies

The MHA Competencies outline the competencies and skills that you are supposed to attain by the time you complete this masters' program. These were adapted from International Hospital Association (IHI) 2015 "Leadership Competencies for Healthcare Services Managers" report and collated with both the Commission on Accreditation of Healthcare Management (CAHME) and the American College of Healthcare Executives 2025 Competencies Assessment (CAT) tool domains.

Mastery of these competencies is assessed at the following levels: Advanced, Intermediate, Novice, Some Knowledge and No Knowledge. Expected mastery of these competencies at program completion for most students will be at the Advanced mastery level with some competency attainment at the Intermediate level.

Since these competencies are also used in program improvement efforts, these also serve as the program outcomes for the MHA. Program outcomes are measures of the knowledge and skills students should have by the end of a program of study.

Since the educational levels of program outcomes are most commonly measured using Bloom's Taxonomy and Domains, the Bloom's Taxonomy domains are noted in parentheses at the end of the competency. This is to ensure program learning is at the graduate level where learning should occur in the application domains and above. These competencies are also correlated to CAHME domains.

COMPETENCIES

1. Utilize effective interpersonal communication *(Bloom's Level 3 Apply)*
2. Creates effective, professional documents as evidenced through advanced writing skills. *(Bloom's Level 6 Synthesize)*
3. Demonstrate effective presentation skills *(Bloom's Level 3 Apply)*

4. Cultivate advanced competencies in management and leadership theory and practices. *(CAHME III A.5) (Bloom's Level 6 Synthesize)*

5. Manage change effectively. *(Bloom's Level 4 Analyze)*

6. Appraise personal strengths and weaknesses. *(Bloom's Level 5 Evaluate)*

7. Demonstrate systems thinking. *(Bloom's Level 3 Apply)*

8. Model critical thinking, analysis and problem-solving skills and competencies. *(Bloom's Level 6 Synthesize)*

9. Model competencies in personal and professional ethics, professionalism and transparency *(Bloom's Level 6 Synthesize)*

10. Contribute professionally and in the community. *(Bloom's Level 3 Apply)*

11. Illustrate effective collaboration and teamwork. *(Bloom's Level 3 Apply)*

12. Appraise health care issues and trends. *(Bloom's Level 5 Evaluate)*

13. Interpret health care law and policy. *(Bloom's Level 4 Analysis)*

14. Assess legal and practical aspects of managing healthcare finance. *(Bloom's Level 5 Evaluate)*

15. Formulate strategies for managing human resources in a healthcare setting. *(Bloom's Level 6 Synthesize)*

16. Evaluate organizational dynamics and governance. *(Bloom's Level 5 Evaluate)*

17. Create a complete strategic plan for a health organization. (*Bloom's Level 6 Synthesize)*

18. Assess health care information management and computer productivity programs and systems. *(Bloom's Level 5 Evaluate)*

19. Develop quality improvement and performance improvement strategies. (*Bloom's Level 6 Synthesize)*

20. Demonstrate quantitative skills. *(Bloom's Level 6 Synthesize)*

21. Design and manage projects. *(Bloom's Level 6 Synthesize)*

Program competencies are introduced and supported throughout the curriculum. You will be assessed at the culminating level (final time) after you have had significant practice on program assessments. The culminating assessments for many of these MHA competencies are in your final Capstone course.

Courses Where Program-Level MHA Competencies are Assessed

HA 511 Leadership in Healthcare Administration
Final Project MHA Competency Assessed: 5

HA 515 Health Services Administration
Final Paper MHA Competency Assessed:16

HA 512 Quality Management and Performance Improvement
Case Study and Quality Improvement Plan Written Assignment MHA Competency Assessed: 19

HA 525 Healthcare Financial Management
Final Project MHA Competency Assessed:11, 14

HA 545 Research Methods
Final Project MHA Competency Assessed: 20

HA 571 Healthcare Informatics
Final Project MHA Competency Assessed: 11, 18

HA 575 Ethical and Legal Perspectives
Final Project MHA Competency Assessed: 9 (written), 13

HA 615 Strategic Human Resources Management
Final Project MHA Competency Assessed: 15

HA 700 Strategic Planning and Management
Final Project MHA Competency Assessed: 17

HA 727 Applied Capstone, HA 730 Capstone or HA 660 Administrative Practicum
Self-Assessment Assignment MHA Competency Assessed: 6
Final Project MHA Competencies Assessed: 2, 4,7, 8, 10, 12, 21
Final Presentation MHA Competencies Assessed: 1, 3, 9 (oral synthesis level), 21

How You Will Be Assessed

MHA competency assessment has three purposes:
- *It is done to ensure the majority of the graduates can attain the designated program competency levels*
- *It is done to identify opportunities for program and curriculum improvement*
- *It is used as part of the institutional effectiveness process for both the university and programmatic accreditation body CAHME*

A mastery rubric will be used to assess each one of the MHA program competencies in the courses listed above. The rubric is different for each course. A mastery rubric is different from a grading rubric, however like a grading rubric it will indicate the performance required for each

level of mastery. Mastery rubrics only consider performance; they do not include things that are used in the grading process such as use of APA style. The mastery rubric will only assess the level at which you met the program competency. Each MHA competency is targeted for development at one of five performance levels.

Program Competency Mastery Performance Levels

Level 1 No Mastery: Students can perform or accomplish this competency in limited situations with significant support or practice.

Level 2 Some Mastery: Students can recognize what is required to carry out this competency and could perform or accomplish it consistently in familiar situations with minimal support or practice. (Bloom's Taxonomy Level 2 Comprehension/Level 1 Knowledge)

Level 3 Novice Mastery: Students can articulate the steps for implementing the competency and know how to get information for a better understanding of it; students can apply the competency consistently to address unfamiliar problems or in new situations. (Bloom's Taxonomy Level 3 Application)

•**Level 4 Intermediate Mastery:** Students are able to integrate knowledge and skills of this competency in a variety of situations and do so consistently and independently at the analysis level. (Bloom's Taxonomy Level 5 Analysis)

Level 5 Advanced Mastery: Students are able to integrate knowledge and skills of this competency in complex situations and do so consistently and independently at the evaluation and/or synthesis level. Depending on the competency and your prior experience, mastery may not be achieved for many years. (Bloom's Taxonomy Level 5 Evaluation and 6 Synthesis)

At the masters' level, the goal of the program is for most students in the program to attain intermediate or advanced mastery in the MHA competencies. It is not expected that every student will reach the intermediate and advanced level in every MHA program competency. If students are rated at lower mastery this does not necessarily mean it is the fault of the students. In fact, it could mean that the concept needs to be addressed more in the associated course.

Because the purpose of mastery rubrics and grading rubrics are different, the assessments used to measure program competencies will also have a grading rubric that you can use for further guidance.

Updated October 2025