

Grades HMAN4100 2019

Question 1 and 2 is graded with a maximum of 100points

90=A

80=B

65=C

55=D

45=E

Question 1 Roles

A (20) - Roles should be described as a social actor's different ways of meeting different expectations (social norms) in different social situations. Candidates could elaborate with examples from the hierarchies in healthcare systems, references to Robert K. Merton's role conflicts (intra and inter), and how failing to meet norms is met with negative sanctions.

B (20) - The traditional patient role should be explained as Talcott Parsons' definition of rights and obligations (The patient is exempt from normal social roles and is not responsible for their condition; The patient should try to get well, seek competent help and cooperate with the healthcare professionals). Historically, the candidate could start with the conditions in mental asylums and how patient rights have grown from the works of Pinel and Pussin. Modern active patient roles, new patient rights and user involvement should also be mentioned. Ole Berge's cycles can be used for analyses.

C (20) - Candidates should be able to describe what constitute the health professionals' main roles, professionally and ethically, preferably referring to Hippocrates. Candidates should present some background information for the historical development of healthcare professionals' roles, eg. intuitive, probabilistic and precision-based medicine (Clayton Christiansen); "the golden age"; or the managerial revolution and budget constraints. Candidates could present challenges to healthcare autonomy from governance, management, colleagues and patients. Challenges can take the form of government prioritisations or other regulations. Further, expectations from colleagues can lead to increased workloads, and patients' rights and user involvement change public expectations from healthcare professionals.

D (20) – Candidates are expected to define the manager's role in healthcare systems, preferably using Henry Mintzberg's 10-item definition, and especially the 3 aspects (information, interpersonal, decision-making). Several other aspects of the curriculum could be used in this definition (cycles, planning, trust). Candidates could also show that they understand the humanistic and technical traditions.

E (20) – Answering this question demands more analytical skills than the other questions. Candidates should demonstrate knowledge of how managers' roles and healthcare professionals' roles are different when setting priorities for patients already under treatment, and patients waiting for treatment ("patient flow"). References to the professional norms from Skirbekk & Nortvedt, or the four worlds of Mintzberg & Glouberman, can be applied.

Question 2 Medical field

- This question can be answered in many different ways, so the grading instructions are loosely defined. In addition to the theories, Walshe & Smith chapters 6, 9, 10, 11 & 12 are relevant for definitions and descriptions of challenges.

A (33 1/3) - This question demands knowledge of the chosen field and an ability to define clearly what it is the most important aspects.

B (33 1/3) – Describing challenges demands both knowledge of the field and the ability to describe it with theories from the curriculum.

C (33 1/3) -Describing challenges of management means the candidates are expected to show analytical skills, as well as knowledge from A and B.

Question 3 Trust

-This question is open, but it is highly preferred that candidates write essayistic (not just keywords). Candidates should demonstrate knowledge from the curriculum, but more importantly, candidates are expected to demonstrate analytic skills. Candidates should define trust, and its importance in society. Candidates could describe mandates of trust. They should discuss how managers' roles and healthcare professionals' roles differentiate regarding the need for trust and control. Further, candidates could choose to include challenges to healthcare autonomy from governance, management, colleagues and patients.