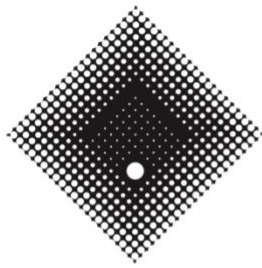# Blueprint and storyboard examples to facilitate effective digitally supported remote teaching and learning

VICTORIA UNIVERSITY
ONLINE

Prepared by:
Professor Chris Walsh (Academic Director, VU Online) chris.walsh@vu.edu.au
Ana Yap (Senior Learning Designer, VU Online) ana.yap@vu.edu.au

Acknowledgement of country
Victoria University Online acknowledges, recognises and respects the Elders, families and forebears of the Boonwurrung and Wurundjeri of the Kulin who are the traditional owners of University land.

THE NEW WAY TO DO UNI

Table of contents

OVERVIEW

This guide has been prepared based on best-practice and the experience of VU Online delivering fully online units in the College of Health and Biomedicine and the Victoria University Business School. It has been designed to complement the documents circulated by the VC entitled, *Effective Digitally Supported Remote Teaching and Learning in response to COVID-19.* **The guide presents a Pre-Class (Synchronous), Zoom-Class (Asynchronous) and Post-Class (Synchronous) Framework for authoring unit content**. Examples are provided from VU Online's postgraduate units to support academics and teachers in authoring content.

Part 1 entitled, '**Blueprint**' presents an example of how Academics can break down Unit Learning Outcomes (ULOs) into Weekly Learning Outcomes (WLOs**) to guide the authoring of weekly unit content into VU Collaborate**. With WLO's, you can focus on specific topics each week, knowing they work to assist students in demonstrating the ULOs through their online activities and assessments.

Part 2 entitled '**Activity Examples**' presents examples for the common activities that you can use/author to create engaging content for students to promote active learning 'pre-class'. There are eight main types of 'activities' that students can engage in, with explanations and examples provided from live VU Online units. These examples are provided to help you understand the genre of online content authoring and provide tangible examples you can emulate or repurpose for your own unit.

Additionally, the '**Elimination of exams for online delivery**' provides an example of a self-determined assessment and its rubric that was designed from an examination. Currently, it is impossible to have invigilated exams via VU Collaborate. VU Online's Assessment Guides for numerous postgraduate units have been saved to your College's SharePoint. There are more than 30 examples of Assessments with rubrics that have been designed specifically for online teaching and learning. As the VUBS is keen to remove all examinations, unless required for accreditation, these examples will assist you in rethinking how to assess students' demonstration of ULOs and enterprise skills.

PART 1: BLUEPRINT

The breakdown of Unit Learning Outcomes (ULOs) into Weekly Learning Objectives (WLOs) is demonstrated using HNO6006 as an example. Having up to 30 WLOs assists in planning class delivery and breaking down the content of your unit and designing online activities that assist students in both acquiring the subject matter knowledge and demonstrating the ULOs across the 12 weeks of the trimester or even the 4 or 8 weeks of the future postgraduate block.

UNIT LEARNING OUTCOMES (ULOS)

Upon successful completion of this unit, students will be able to:

1. Review healthcare information systems, electronic health records and Telehealth, and examine their use in the delivery of nursing care;
2. Debate issues related to evidenced-based nursing data capture and standards, retrieval and reuse into nursing practice in a selected domain of nursing;
3. Explore relevant databases and find analytical solutions to the presentation of nurse-sensitive data in a selected domain of nursing;
4. Adapt and deliberate informatics concepts and approaches as they relate to specific biomedical and healthcare problems; and
5. Investigate the utility of social media within the contexts of consumer health information, client education and professional practice.

Unit learning outcomes (ULOs) and Weekly learning objectives (WLOs)

Based on the ULOs in the following table, academics can author WLOs to align to the ULOs and plan and deliver content through mini-lessons. These WLOs should all use the appropriate AQF level verbs at either the undergraduate of graduate level. This guide provided examples: *Learning outcome verbs for AQF levels 4-10*.

ULOs	WLOs
1. Review healthcare information systems, electronic health records and Telehealth, and examine their use in the delivery of nursing care;	• Critically review health information systems and provide examples of these systems relevant to your practice setting. (Wk 1 – ULO1) • Examine the variety of electronic health / medical records used in primary, second and tertiary health settings. (Wk 1 – ULO1) • Critically analyse and discuss the evolution of telehealth in Australia and consider the future of this initiative worldwide. (Wk 1 – ULO1) • Critique how health information systems are used to support nursing workflow and enhance the safe delivery of nursing care. (Wk 1 – ULO1) • Deconstruct the synergies between health information systems and social networking tools. (Wk 1 – ULO5)
2. Debate issues related to evidenced-based nursing data capture and standards, retrieval and reuse into nursing practice in a selected domain of nursing;	• Investigate the links between health information systems and evidence-based practice. (Wk 3 – ULO2) • Examine how data are safely collected, stored and retrieved across multiple health-related settings. (Wk 3 – ULO2) • Critically review 'quality nurse-sensitive data' and differentiate this type of data from other health-related data. (Wk 3 – ULO2)

	• Deduce and explicate how nurse-sensitive data are collected, utilised and / or applied to develop evidence-based practice. (Wk 3 – ULO2) • Investigate and extrapolate future directions of retrieval and reuse of nursing data to support evidence-based nursing practice. (Wk 6 – ULO2)
3. Explore relevant databases and find analytical solutions to the presentation of nurse-sensitive data in a selected domain of nursing;	• Examine the major issues affecting health information systems, including the processes by which the issues are identified. (Wk 4 – ULO3) • Critically analyse and discuss solutions to the major issues affecting health information systems, including the ways in which these solutions have been applied and evaluated. (Wk 4 – ULO3) • Appraise specific examples of the issues affecting health information systems and also of the solutions used to overcome these issues in selected domains of nursing. (Wk 4 – ULO3) • Propose ways and means by which nurses can lead the development and implementation of solutions to address the issues affecting health information systems in selected domains of nursing. (Wk 4 – ULO3) • Investigate and extrapolate future directions of nurse-sensitive data to improve nursing care to people, communities and populations across the lifespan. (Wk 6 – ULO3)
4. Adapt and deliberate informatics concepts and approaches as they relate to specific biomedical and healthcare problems; and	• Critically review and deliberate upon the major theoretical concepts and approaches related to health information systems. (Wk 5 – ULO4) • Critically analyse and discuss what it means to take a systems approach to information technology in the context of biomedicine and healthcare. (Wk 5 – ULO4) • Interrogate the challenges related to the interoperability of systems. (Wk 5 – ULO4) • Critique the challenges related to the protection of privacy, confidentiality and security of health information systems. (Wk 5 – ULO4) • Investigate and extrapolate future directions of informatics as they relate to specific biomedical and healthcare problems (Wk 6 – ULO4)
5. Investigate the utility of social media within the contexts of consumer health information, client education and professional practice.	• Critically review the notions of 'social media' and provide examples of social media used in health settings and/or to support better health outcomes for people and populations. (Wk 2 – ULO5) • Examine the role of social media for nurses and nursing. (Wk 2 – ULO5) • Critically analyse and discuss the opportunities and challenges related to social media and the delivery of safe patient care. (Wk 2 – ULO5) • Critique the use of social media within the context of consumer health information, client education and professional practice. (Wk 2 – ULO5) • Interrogate the synergies between health information systems and social networking tools. (Wk 2 – ULO5)

	• Investigate and extrapolate future directions of social media as a tool for improving information to and education for health consumers and also professional practice. (Wk 6 – ULO5)

PART 2: ACTIVITY EXAMPLES

Part 2 provides an explanation and examples of online activities that you can use/author to create engaging content for students in VU Collaborate. There are eight main types of 'activities' that students can engage in:

Type of activity	Summary
1. Readings	Required or recommended readings such as journal articles, websites, etc. for students to read (most often pre or post the online class).
2. Videos	Videos from either YouTube or Vimeo that students can watch.
3. ePortfolio	Tasks that require students to **perform an action specifically related to their assessment or demonstrating ULOs or enterprise skills**. Students are to record these into their ePortfolio (their online folio).
4. Reflections	Prompts authored in VU Collaborate for students to reflect on what they have learned so far, **should not require students to write any information down, rather think or be picked up in whole class discussion or collaborative groupwork/pair work in the Zoom Breakout rooms**.
5. Discussions	Tasks that require students to perform multiple actions or steps and share their findings with peers. These should **only be used if there is a benefit with students collaborating and sharing with peers** (as they always require a step that asks students to respond to their peers).
6. Activities	**Tasks that require students to perform multiple actions or steps or demonstrate their own critical thinking as they demonstrate WLOs..** Differentiated from Discussions as there is less benefit for students to share their findings with peers.
7. LinkedIn Learning	**Offers students the ability to learn in-demand enterprise skills** with over 14,000+ online courses taught by real-world professionals. Students can also earn Certificates of Completion to add to their LinkedIn Profile and CV.
8. H5P	H5P is an easy to use authoring tool that allows you to add some interactivity into your unit content. It allows for students to engage with the unit content rather than doing passive reading or viewing.

In the Appendix, details are provided on how each of these seven activities can be formatted in VU Collaborate.

PART 3: MODEL STORYBOARD FOR VUBS CONSISTENCY

Depending on the length of your unit, the model storyboard below is an outline for authoring content to enter into VU Collaborate. VU Online proposes this as the minimum standard for online presence when it comes to content in the unit instance on VU Collaborate. The following example is from BMO6624: Organisation Change Management. **The example illustrates the Pre-Class (Synchronous), Zoom-Class (Asynchronous) and Post-Class (Synchronous) Framework.**

Introduction: Each week needs to start with an introduction to 'start the conversation' or 'spark debate'. VU Online recommends the Introductions to each week be filmed and then uploaded into the LMS. **A great and relatively easy way to do this is to use Panopto**. The following VU Collaborate Help guide, Introduction to Panopto, provides step-by-step instructions. Following an introduction, you should add the WLOs (illustrated below).

Pre-class (Asynchronous): This is the content you want students to engage with before the attend your online class via Zoom. Each week there should be up to 3-4 pre-class topics (e.g. modules) authored into VU Collaborate. This allows the students to interact with relevant content before the class, and eliminated the necessity for the Academic to lecture to students. This is an example of **asynchronous teaching** or preparing unit materials and content in advance of students accessing them independently on VU Collaborate. **Asynchronous teaching** increases students' cognitive engagement because they have more time to interact with and reflect on the unit's materials. Discussion board and ePortfolio activities via VU Collaborate provide students with easy access to content and learning activities they can complete before or after the class runs online.

Authoring this content is important because it free the academic from feeling the need to lecture to students in the online (and on-campus) space. Instead, during the three hours of postgraduate class time, you can plan **synchronous** interactive, engaged and collaborative activities that foster a sense of belonging. Refer to the Zoom for Digitally Supported Remote Teaching and Learning for guidance and examples on how to do this using Zoom's Breakout rooms.

WEEKLY STRUCTURE OVERVIEW FOR VU COLLABORATE

INTRODUCTION & WLOS (WHOLE WEEK) EXAMPLE

Introduction

Embarking on creating planned change and being able to deal with unplanned change is an exciting, challenging and, oftentimes, intimidating experience. This week, to get us started on this journey of exploring how we go about managing planned and unplanned change, we will look at some key concepts that underpin what we will study in the rest of the unit.

There are four topics to study this week. We begin with investigating the nature of change itself, particularly its effects on people. After that we examine the scope of change management in organisations, before looking at the similarities and differences between planned and unplanned change. Finally, we'll consider the implications of making the decision to create change and evaluate organisational readiness for change.

Watch the following video as Professor Marcia Devlin introduces you to Week 1 covering planned and unplanned change.

Professor Marcia Devlin, Senior Deputy Vice-Chancellor, Victoria University (2019)

Figure 1: https://vimeo.com/365667929
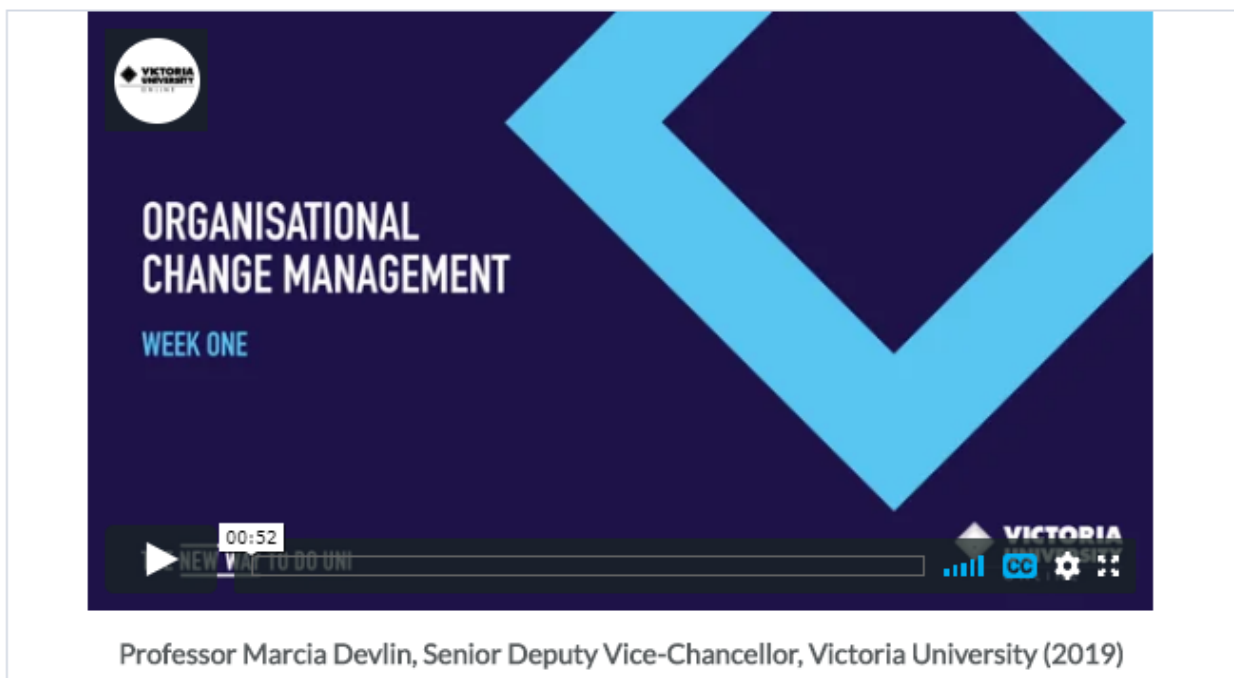
Weekly learning objectives

By the end of this week, you should be able to:

01 critically reflect on how previous experiences of personal, social and organisational change can affect reactions to future change

02 explicate the scope of planned change in organisations

03 evaluate the difference between managing planned and unplanned change in social, organisational and personal contexts

04 diagnose situations in which planned organisational change is warranted

05 elucidate the importance of leadership responsibility and accountability in deciding to undertake planned change in organisations.

1.1 PRE-CLASS EXAMPLES OF UNIT CONTENT

Indexing

⠿ **1.1.1 The nature of change management** ⌄
   🌐 Web Page

⠿ **1.1.2 Change management foundations** ⌄
   🌐 Web Page

⠿ **1.1.3 The scope of change management** ⌄
   🌐 Web Page

⠿ **1.1.4 Change management causes stress** ⌄
   🌐 Web Page

1.1.1 The nature of change management

The example below also has a reading from the VU Library. Critically this reading is placed at the students' point of need. Each College has a dedicated Librarian who can assist in 'peppering' readings this way into you unit's content on the LMS. This creates a more seamless user experience. More importantly, it is reflective of best practice when it comes to online teaching and learning because successful digitally supported remote teaching and learning must encourage students to stay online completely wherever possible. You can also add images to your content as long as they are attributed correctly. Notice how the reading is introduced to students. Doing this is important as it provides students a rationale as to why the reading is important (i.e. successfully completing Assessment 1).

Week 1: Planned and unplanned change

Change management is a term that is usually used, in the literature at least, to describe how organisations deal with change. However, it is obvious that change occurs in many contexts, not just organisations. It is also true, and critical in this unit, that organisational change involves and affects people. We'll look at this last issue in Week 2. In this unit, however, we are concerned largely with organisations and how change is managed.

Change also comes in different forms and we'll look at four forms of change throughout the course of this unit: planned, unplanned, discontinuous and continuous or constant change.

Heraclitus, the Greek philosopher wrote that 'Life is Flux'. He is attributed with saying that, 'the only constant in life is change'. He wrote this 2500 years ago. Consider what he would think of the world today, where change and disruption is extraordinary in terms not just its speed but also reach across real-world and digital contexts. We'll discuss this issue in Week 6 in more depth.

However, implicit Heraclitus's teaching is that humans need to recognise the importance of change in their lives and manage it well. The same ethos is at the heart of this unit on change management. The same, of course, can be said for organisations that exist in a rapidly changing and even volatile environment where change is a constant and relentless.
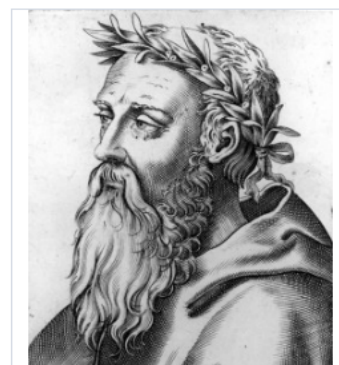
Heraclitus (n.d.) <http://bit.ly/2o104Fs>

Change organisation in general

The following reading and ePortfolio reflection explore the notion of change as something 'normal' and how this affects change management in organisations. You'll be able to use your response to the following ePortfolio reflection in undertaking Assessment 1 and the Discussion.

REQUIRED READING

Read *The only constant is change: 100,000 dead: the immediacy of impermanence* (Formica 2008). This brief article from Psychology Today is more of a statement than an argument. However, it does make a useful point about seeing change as 'normal' rather than an exception

not available ⊘

Formica, M. J. (2008, May 8). The only constant is change: 100,000 dead: the immediacy of impermanence. Retrieved 13 September 2019, from Psychology today website: https://www.psychologytoday.com/us/blog/enlightened-living/200805/the-only-constant-is-change

1.1.2 Change management foundations

The following example is useful because it makes use of LinkedIn Learning course (available from the VU Library) that is directly related to the unit's content and the WLOs. There are instructions on how to embed a LinkedIn Learning activity in the Appendix.

The LinkedIn Learning course, Change management foundations ⧉ (McGannon 2016), is an excellent resource because it discusses the principles and techniques necessary to drive change not only at at the project level, in a certain business area, but throughout an entire organisation. This course is foundational at the macro level and will set the stage for the rest of the unit's micro-level learning activities. The course has 4 primary topics. Take each topic and then complete the quiz at the end of each topic.

Please note by successfully completing this course you can also earn a LinkedIn Learning Certificate that you can add to both your LinkedIn profile and CV.

1.1.3 The scope of change management

When people talk or write about change management, they tend to be thinking about large-scale change, perhaps involving a whole organisation. In these cases, being aware of all of the stakeholders (those that will be affected), is a major component of the change management exercise. However, change can involve just a single team in an organisation where no-one outside the team is affected. It may involve a small number of teams, perhaps a department but no-one else. Sometimes, it may just involve just one person.

Whether the change involves one person or thousands, how that change is managed needs to be carefully considered and implemented.

Stakeholder analysis

The main error when scoping a change management process is to not involve those who might be affected. Thus, a stakeholder analysis is critical to undertaking any change. If you've studied or worked in project management, you'll know the importance of stakeholder analysis.

Planned change management can, and should, be thought of as a project, so tools such as stakeholder analysis that are normally applied to project management are not out of place when considering the change management process. We will now explore the scope of change management through an example of an enthusiastic prison officer.

A case in point

An enthusiastic prison officer had engaged prisoners in growing seedlings as part of an education and rehabilitation program. The seedlings were then sold at local markets and stores at a very competitive price. This initiative meant that local horticulturalists were at a disadvantage and complained that the prison's product was subsidised by the taxpayer and that this was an unfair commercial advantage.

If the prison had required the prison offer to conduct a stakeholder analysis, it would have revealed that consultation with the local horticulturalists was critical, before implementing the initiative. Instead, the prison was faced with a situation that could have been prevented.

> **REQUIRED RESOURCES**
>
> The following article by Kennon, Howden and Hartley, 'Who really matters? A stakeholder analysis tool' exemplifies the importance of undertaking stakeholder analysis.
>
> `not available` 🗐
> Kennon, N., Howden, P., & Hartley, M. (2009). Who really matters?: a stakeholder analysis tool. *Extension Farming Systems Journal*, 5(2), 9–17. Retrieved from https://search-informit-com-au.wallaby.vu.edu.au:4433/documentSummary;dn=733413362842369;res=IELHSS
> ISSN: 18332048

1.1.4 Change management causes stress

The content below includes a 'Reflection' activity example. These are relatively simple to author and you can pick up on these during your Zoom sessions.

Organisational change frequently leads to employee stress! Understanding why some employees experience stress when facing a particular change, while others do not, or experience it to a lesser extent, is critical for improving change management practices.

REQUIRED READING

The following article by Wisse and Sleebos (2015) explores if stress responses can be explained by the extent to which there is a match between employee self-construal and change consequences.

> not available 🗐
>
> Wisse, B., & Sleebos, E. (2016). When Change Causes Stress: Effects of Self-construal and Change Consequences. *Journal of Business and Psychology*, *31*(2), 249–249. https://doi.org/10.1007/s10869-015-9411-z Retrieved from https://search.ebscohost.com/login.aspx?direct=true&site=eds-live&db=edselc&AN=edselc.2-52.0-84935048095&authtype=shib&custid=s1145751
> ISSN: 08893268

REFLECT

After reading *When change causes stress: Effects of self-construal and change consequences* (Wisse & Sleebos 2016) and engaging with this week's activities and resources up to this point, carefully consider the notion of continuity and the extent to which it may ensure effective implementation of organisational changes.

1.2 ZOOM CLASS (SYNCHRONOUS TEACHING)

Please read the complimentary professional development documents, *Zoom for Digitally Supported Remote Teaching and Learning Strategies* for explicit information on running an online class via Zoom.

Always have an agenda with timings

Similar to any on-campus class, it's important to have a lesson plan/agenda with timings. **For your online class lesson plan/agenda use a VU PowerPoint template (One is uploaded in the VUBS Sharepoint) for consistency across the VUBS**. Send the Agenda .PPT before the class so that students know what to expect. For postgraduate classes delivered 100% online, your agenda will need to be 3 hours in total. It is a good idea to have Zoom running the entire time and also don't forget to schedule in breaks.

Sample agenda PG 3-hour class with activities

1. **Introduction** and **Mini-Presentation** on unit content (15 minutes)
2. **Student-centred activity** using a scenario, a problem statement, or question(s) using **Zoom Breakout Rooms** (35 minutes)
3. **Whole class discussion/share** (10 minutes)
4. **Break** (10 minutes)
5. **Individual activity**: Discussion post and peer/academic-response (40 minutes)
6. **Workshop:** Activity where students work in pairs or groups to practice enterprise skills such as creativity, problem solving, communicating, critical thinking – this is tied to demonstrating the WLOs presented in the Introduction (60 minutes)
7. **Break** (10 minutes)
8. **Individual reflection** in ePortfolio on key learning from the class (20 minutes)
9. **Summary/reflection:** Students share what they learned and academic outlines the post-class activities (20 minutes)

1.3 POST-CLASS (ASYNCHRONOUS TEACHING)

The Post-class section should include content that you direct students to engage with in an asynchronous mode that provides a summary and activities to extend students' learning. It should also help prepare them for the next week's online class' Pre-class content.

Supporting resources

In this topic we examined organisations and, in particular, organisational culture as important background material for understanding change. One simple example of how the complex nature of organisations can influence planned change is 'flow-on effect', which you saw in the article by Watkins in the previous topic.

In that case, implementing a change in one part of the system, resulted in changes in other parts of the system. If careful planning has not considered this possibility then initiated changes can have unexpected and detrimental consequences. Organisations are complex open systems in themselves, but are also made up of systems. These systems are individuals, teams, departments, boards, even projects.

Explore the following supporting resources to consolidate and further your understanding on the topic.

RECOMMENDED READINGS

The following paper expands on the idea of organisations being complex and provides a great overview of what is called Complex Adaptive Systems. We'll look at the idea of complexity in more detail in Week 5.

Focus on pages 1-7 (but you can read the whole thing to get even more insights) of the 2014 Australian Futures Project written by Fiona McKenie about Complex Adaptive Systems.

> `not available` 🌐
> McKenzie, F. (2014, May 1). Complex adaptive systems: implications for leaders, organisations, government and citizens. Retrieved 14 September 2019, from Australian Futures Project website: http://files.australianfutures.org/Complex-Adaptive-Systems.pdf

If you are interested in reading more about the complex nature of organisations from a business perspective, read the following article by Nguyen et al. (2018).

> `not available` 🗔
> Nguyen, D. T. N., Teo, S. T. T., Pick, D., & Jemai, M. (2018). Cynicism about Change, Work Engagement, and Job Satisfaction of Public Sector Nurses. *Australian Journal of Public Administration*, 77(2), 172–172. https://doi.org/10.1111/1467-8500.12270 Retrieved from https://search.ebscohost.com/login.aspx?direct=true&site=eds-live&db=edselc&AN=edselc.2-52.0-85048714395&authtype=shib&custid=s1145751
> ISSN: 14678500

APPLY YOUR UNDERSTANDING

Reflect on the following questions as they will provide a basis for Assessment 1.

- Do you agree that change needs to be thought of as normal, rather than as an exception?

- What big changes do you see in the next 10-years, future for your family, society, the world?

- Is there anything you can do to prepare for these changes?

WEEK 1 SUMMARY

It is important to have a summary to conclude the week where you provide students with a statement about key learning from the week and a prelude of what is to come in the next week. It is also a great place to remind students of an upcoming assessment.

Summary

The activities and readings undertaken this week have been designed to assist you in completing Assessment 1.

What is clear from this week's work is that change is, potentially, a high impact phenomenon for both individuals and organisations. The level of impact depends a great deal on the experience of those affected, and the culture of the organisation.

Given its potentially negative effects change management is not to be taken lightly and needs to be a carefully managed process. Furthermore, effective leadership is critical in the change management process.

These issues will be explored in more detail in the next few weeks of this unit.

ASSESSMENT TRACKER

Don't forget that Assessment 1 is due at the end of this week. Check the requirements by going to the Assessment Dropbox via the Assessments menu.

Successfully completing the readings, videos and learning activities this week will assist you in completing Assessment 1, which is a 500-word Critical Reflection focusing on planned and unplanned change.

Post any questions you have to the Assessment Q&A discussion topic.

ELIMINATION OF EXAMS FOR ONLINE DELIVERY

Currently at VU it is impossible to have invigilated exams in units that are delivered online. Additionally, examinations have no specific application in most real-world settings, nor do they provide students opportunities to demonstrate the enterprise skills many employers expect them to possess upon graduating. Having students spending relatively less time on routine tests, quizzes and essays and more time with peers/individually communicating, problem solving and engaging in team work as part of their assessments is ideal. At VU Online, there are no exams or quizzes in any of the units. Instead, there are assessments that have embedded elements of self-determined learning that focus on students acquiring industry and enterprise skills through research, enquiry and practice.

A sample assessment and rubric are provided below.

Sample online assessment task (self-determined learning)

The following assessment demonstrates how to embed elements of self-determined learning into a task by giving students a choice (e.g. Topic A or B) to foster their enterprise skills through research, enquiry and practice (e.g. developing an alternative value statement). The rubric is also provided which streamlines moderation, calibration and assessment online as the rubric is explicitly aligned to the assessment.

BMO5501: Assessment 2: Credo, value and conduct at Johnson & Johnson (Other: Critical analysis)

Overview

Weight	Length	Due date	ULOs
40%	2000 words +/-10%	End of Week 3 (Sunday 11.59pm)	1, 2, 3, 4, 7

Details

During the first three weeks of this unit, you have studied and discussed the place of ethics in society in general, and in the contemporary workplace specifically. In this assessment, you are required to reflect on your learning across the first three weeks and provide a critical analysis of the opportunities and challenges ethics presents for leaders, managers and staff.

Submit a written assessment of no more than 2000 words addressing either Topic A or B.

- Topic A: 'Credo, value and conduct' for the Johnson & Johnson Company. Read the Code of business conduct (PDF 4.1 MB) (Johnson & Johnson Company 2017) to access the statement.

- Topic B: Choose a multinational business from an industry you know well and examine its equivalent 'credo, value and conduct statement'.

Instructions

Topic A

1. Identify the reasons why and how ethics is of importance to the business of Johnson & Johnson overall noting that J&J encompasses medical devices, pharmaceutical and consumer packaged goods (500 words).

2. Discuss the relevance and ramifications of J&J being a global enterprise and a global employer for its approach to business ethics (500 words).

3. Identify and assess alternative perspectives of business ethics and corporate social responsibility in relation to J&J and one of its business units (500 words).

4. Develop a brief alternative value statement replacing J&J's 'Our Credo' statement (page 2) so that it reflects employee, customer and shareholder interests in a well-balanced and modern way and responds to global and local challenges, including climate change and human rights (500 words).

OR

Topic B

Choose a multinational business from an industry you know well and examine its equivalent 'credo, value and conduct statement' and answer the following:

1. Identify the reasons why and how ethics is of importance to the business of your choice (500 words).

2. Discuss the relevance and ramifications of the business being a global enterprise and a global employer for its approach to business ethics (500 words).

3. Identify and assess alternative perspectives of business ethics and corporate social responsibility in relation to the business and one of its business units, if applicable (500 words).

4. Develop a brief alternative value statement replacing the business 'value statement' so that it reflects employee, customer and shareholder interests in a well-balanced and modern way and responds to global and local challenges, including climate change and human rights (500 words).

You may consider each of these questions separately, in which case the suggested word limit for each section should be taken as a guide, along with your introduction and conclusion. Alternatively, you may address the four questions using an integrated approach. In your response draw from the relevant literature and research to support your analysis. A minimum of ten (10) references is required. Illustrate your points with examples from relevant case studies about ethics and organisations (these can be included within your ten references), as well as your own experience. Correctly use the Harvard referencing style and include a Reference List at the end of your assessment.

Supporting resources

Harvard referencing: Home (Victoria University Library 2019) has a variety of Harvard referencing resources that you can use.

Page Break

Marking criteria

You will be assessed on the following marking criteria:
C1. Effective communication and use of academic literacies. (10 points)
C2. Identification and analysis of the reasons why ethics has a high level of importance broadly for J&J/the company. (15 points)
C3. Discussion of the relevance and ramifications of J&J/the company being a global enterprise and a global employer for its approach to business ethics. (15 points)
C4. Identification and assessment of alternative perspectives of business ethics and corporate social responsibility. (20 points)
C5. Development of a brief alternative value statement replacing the existing one, so that it reflects employee customer and shareholder interests in a well-balanced and modern way and responds to global and local challenges including climate change and human rights. (20 points)
C6. Presentation of corroborating evidence, including synthesis of relevant literature and research. (10 points)
C7. Correct use of the Harvard referencing style, and inclusion of a Reference List. (10 points)

SAMPLE RUBRIC

For consistency across the college, it is recommended that C1 and the last two criterion (in this case C6 and C7) are the same across all units.

Assessment 2: Credo, value and conduct of (multinational) companies (Critical analysis)

(not graded yet)

Criteria	High Distinction (HD)	Distinction (D)	Credit (C)	Pass (P)	Fail (N)	
C1. Effective communication and use of academic literacies Add Feedback	10 points **(8-10 points)** **Outstanding** level of application of knowledge and skills. **Highly** accurate and appropriate language use. **Expertly** written and adheres to the academic genre. **No errors** in grammar or spelling are evident. Information, arguments and evidence are **expertly** presented; the presentation is logical, persuasive, and well-supported by evidence, demonstrating a clear flow of ideas and arguments. Justifies any conclusions reached with **sophisticated arguments**.	7.5 points **(7-7.9 points)** **Highly effective** level of application of knowledge and skills. **Accurate and appropriate** language use. **Very well written** and adheres to the academic genre. **No errors** in grammar or spelling are evident. Information, arguments and evidence are **very well- presented**; the presentation is logical, clear and well supported by evidence. Justifies any conclusions reached with **well-developed arguments**.	6.5 points **(6-6.9 points)** **Effective** level of application of knowledge and skills. **Effective** language use. **Well written** and adheres to the academic genre. **No errors** in grammar or spelling are evident. Information, arguments and evidence are **well-presented**, mostly clear flow of ideas and arguments. Justifies any conclusions reached with **well-formed arguments** not merely assertion.	5.5 points **(5-5.9 points)** **Sound** level of application of knowledge and skills. **Satisfactory** language use Written according to academic genre (e.g. with introduction, conclusion or summary) and has **accurate** spelling, grammar, sentence and paragraph construction. **Errors** in grammar or spelling are frequent but do not detract from meaning. Information, arguments and evidence are presented in a way that is **not always clear and logical**. Justifies any conclusions reached with **arguments** not merely assertion.	2.5 points **(0-4.9 points)** **Poor** level of application of knowledge and skills. **Poor** language use **Poorly** written with errors in spelling, grammar. **Difficult to understand** for audience, no logical/clear structure, poor flow of ideas, argument lacks supporting evidence. Makes assertions that are not justified.	/ 10
C2. Identification and analysis of the reasons why ethics has a high level of importance broadly for J&J/the company Add Feedback	15 points **(12-15 points)** **Outstanding** and insightful identification of the reasons why ethics has a high level of importance for J&J/the company, including demonstrably sophisticated understanding of the issues, arguments and drivers.	11 points **(10.5-11.9 points)** **Highly effective** identification of the reasons why ethics has a high level of importance broadly for J&J/the company demonstrating a thoughtful understanding of the relevant arguments and drivers at a well-developed level.	9.5 points **(9-10.4 points)** **Effective** identification the reasons why ethics has a high level of importance broadly for J&J/ the company, with good discussion of the issues, arguments and drivers.	8 points **(7.5- 8.9 points)** **Sound** identification of the reasons why ethics has a high level of importance broadly for J&J/the company, with some discussion of the issues, arguments and drivers.	4 points **(0-7.4 points)** **Poor** or very limited analysis, or no analysis undertaken. The reasons why ethics has a high level of importance broadly for J&J/the company are not clearly identified.	/ 15
C3. Discussion of the relevance and ramifications of J&J/the company being a global enterprise and a global employer for its approach to business ethics Add Feedback	15 points **(12-15 points)** **Outstanding** and sophisticated discussion of the relevance and ramifications of J&J/the company being a global enterprise and a global employer for its approach to business ethics.	11.25 points **(10.5-11.9 points)** **Highly effective** discussion of the relevance and ramifications of J&J/the company being a global enterprise and a global employer for its approach to business ethics.	9.75 points **(9-10.4 points)** **Effective** discussion of the relevance and ramifications of J&J/the company being a global enterprise and a global employer for its approach to business ethics.	8.25 points **(7.5-8.9 points)** **Sound** discussion of the relevance and ramifications of J&J/the company being a global enterprise and a global employer for its approach to business ethics. Discussion is demonstrated at a basic level with significant scope for greater breadth and/or depth of analysis.	3.75 points **(0-7.4 points)** **Poor** or very limited discussion of the relevance and ramifications of J&J/the company being a global enterprise and a global employer for its approach to business ethics, or no discussion undertaken.	/ 15

Criteria						Score
C4. Identification and assessment of alternative perspectives of business ethics and corporate social responsibility **Add Feedback**	20 points **(16-20 points)** **Outstanding** identification and assessment of alternative perspectives of business ethics and corporate social responsibility.	14.67 points **(14-15.9 points)** **Highly effective** identification and assessment of alternative perspectives of business ethics and corporate social responsibility. Scope for a more integrative and/or critical approach to identifying, analysing and assessing alternatives.	12.67 points **(12-13.9 points)** **Effective** identification and assessment of alternative perspectives of business ethics and corporate social responsibility. Some scope for strengthening one or both of these dimensions.	10.67 points **(10-11.9 points)** **Sound** identification and assessment of alternative perspectives of business ethics and corporate social responsibility. Significant scope for strengthening one or both of these dimensions.	5.33 points **(0-9.9 points)** Alternative perspectives of business ethics and corporate social responsibility are **not clearly** identified.	/ 20
C5. Development of a brief alternative value statement replacing the existing one, so that it reflects employee customer and shareholder interests in a well-balanced and modern way and responds to global and local challenges **Add Feedback**	20 points **(16-20 points)** **Outstanding** development of a brief alternative value statement replacing the existing one, so that it reflects employee customer and shareholder interests in a well-balanced and modern way and responds to global and local challenges including climate change and human rights.	15 points **(14-15.9 points)** **Highly effective** development of a brief alternative value statement replacing the existing one, so that it reflects employee customer and shareholder interests in a well-balanced and modern way and responds to global and local challenges including climate change and human rights.	13 points **(12-13.9 points)** **Effective** development of a brief alternative value statement replacing the existing one, so that it reflects employee customer and shareholder interests in a well-balanced and modern way and responds to global and local challenges including climate change and human rights.	11 points **(10-11.9 points)** **Sound** presentation of examples of business and human resource practices which would likely align/not align with the employee experience from an employee perspective, and an explanation why you think they would be a good/not good 'fit'. Development of a brief alternative value statement replacing the existing one, so that it reflects employee customer and shareholder interests in a well-balanced and modern way and responds to global and local challenges including climate change and human rights.	5 points **(0-9.9 points)** **Poor** development of a brief alternative value statement replacing the existing one, so that it reflects employee customer and shareholder interests in a well-balanced and modern way and responds to global and local challenges including climate change and human rights.	/ 20
C6. Presentation of corroborating evidence, including synthesis of relevant literature and research **Add Feedback**	10 points **(8-10 points)** **Outstanding** jusification of your view by presenting corroborating evidence. **Outstanding** use of references in a highly integrated way to support a sophisticated level of critical analysis. Number of relevant academic references significantly exceeds requirements.	7.5 points **(7-7.9 points)** **Highly effective** justification of your view by presenting corroborating evidence. **Highly effective** use of references in a highly integrated way to support a strong level of critical analysis. Number of relevant academic references exceeds minimum requirements.	6.5 points **(6-6.9 points)** **Effective** justification of your view by presenting corroborating evidence. **Effective** use of references which strengthens/adds weight in support of the analysis. Scope for a higher level of breath and depth in the integration of academic references. Minimum number of relevant academic references used.	5.5 points **(5-5.9 points)** **Sound** justification of your view by presenting corroborating evidence. **Sound** level of relevant academic references used with a basic level of integration to support the analysis. Minimum number of relevant academic references used.	2.5 points **(0-4.9 points)** **Poor** or no justification of your view by presenting corroborating evidence. **Poor** level of relevant academic references used with a basic level of integration to support the analysis. Less than the minimum number of relevant academic references incorporated within and in support of the analysis.	/ 10
C7. Correct use of the Harvard referencing style, and inclusion of a Reference List **Add Feedback**	10 points **(8-10 points)** **Outstanding**, advanced and correct use of referencing and includes a Reference List with no errors.	7.5 points **(7-7.9 points)** **Highly effective**, relevant and correct use of referencing and includes a Reference List with no errors.	6.5 points **(6-6.9 points)** **Effective** and correct use of referencing and includes a Reference List with no errors.	5.5 points **(5-5.9 points)** **Sound** and correct use of referencing and includes a Reference List with minor errors.	2.5 points **(0-4.9 points)** **Poor** and incorrect use of referencing and does not include a Reference List.	/ 10

Total	0 / 100

Overall Score

High Distinction (HD)	Distinction (D)	Credit (C)	Pass (P)	Fail (N)
80 points minimum	70 points minimum	60 points minimum	50 points minimum	0 points minimum

APPENDIX (SAMPLE ACTIVITIES)

The following examples will assist you in understanding the genre you are writing for when it comes to the 8 types of activities described above. Additionally, there is a **template** to assist you in authoring weekly content that can then be transferred into the LMS quickly and seamlessly in the VUBS SharePoint. For any reading, to assist the librarians, it is recommended you have the full reference from the library.

1. READINGS

There are two types of readings for students:

1. Required reading(s)
2. Recommended reading(s).

All readings that have been selected for your unit **must have an accompanying introductory (or lead-in) text that contextualises the readings for students and explains why they should read the resource**. The readings should also relate specifically to the Weekly Learning Outcomes (WLOs). All readings need an explicit rationale in order that students understand why they are being asked to read or view them. The rational can be tied to understanding a learning outcome, preparing for an assessment task or furthering students understanding of a particular concept, etc.

Example of reading

REQUIRED READING

Read *Nurse care coordinators: Definitions and scope of practice* (Nutt & Hungerford, 2010) as this literature review summarises current descriptions, expectations, and challenges associated with the term 'care coordinator'. Being able to define the role of a care coordinator will help you with Assessment 1 (due at the end of Week 1) where you are required to reflect on the role of care coordinators within your workplace.

active 📄 ☷ required

Nutt, M., & Hungerford, C. (2010). Nurse care coordinators: definitions and scope of practice. *Contemporary Nurse: A Journal for the Australian Nursing Profession, 36*(1/2), 71–81. Retrieved from https://search-informit-org.wallaby.vu.edu.au:4433/documentSummary;dn=803547866658234;res=IELHEA
ISSN: 1037-6178

THE NEW WAY TO DO UNI

2. VIDEOS

Similar to the readings, all videos that have been selected for your unit must have introductory text to contextualise the videos for the students. The selected videos must also relate to the WLOs to ensure relevance to students.

Examples of video

Watch the following video as it explains how effective care coordination can facilitate positive outcomes for patients from a physician's perspective. This will help you better understand what is meant by the term 'coordinator'.

The 'music' of coordinated care (2014) <https://www.youtube.com/watch?v=0W2UG2GxSU4>

Watch the following video to meet Aunty Nellie and to hear who she is and where she's from. Aunty Nellie will be featured throughout this week and next week.

Promoting cultural competence and community health (2019) courtesy of Moondani Balluk

3. ePORTFOLIO TASKS

ePortfolios are used to prompt students to either reflect on their learning or practice a skill that is tied to a unit learning outcome. These tasks should be helping students' complete part of their component or utilise a skillset that is required for the assessment.

Always **include a purpose** for why students should complete the ePortfolio activity. Also prompt the students to share their ePortfolio post with their online facilitators to receive individualised feedback.

Example of ePortfolio task

EPORTFOLIO TASK

Think of a time when you were a patient of the healthcare system , whether it was in a GP clinic or in the hospital. Using the attached blank template, what was your central goal? Who and/or what was required to achieve this goal? What names/services would you put in the coloured circles? Did this occur?

This task is important as both Assessment 2 and 3 require you to be familiar with what services a patient may require.

Record your response in your ePortfolio.

Allow 30 minutes to complete this activity.

The National Interpreting Communication Services (NICSS) organisation can provide assistance for Aboriginal and Torres Strait Islander people very hard of hearing or deaf. NICSS provides interpreters for a range of professional and government services. You can find some examples by visiting the NICSS Aboriginal and Torres Strait Islander ⧉ (NICSS National Interpreting & Communicating Services, 2019).

EPORTFOLIO TASK

What are some strategies you could employ to ensure the delivery of culturally safe healthcare with respect to individual, cultural and linguistic needs at your workplace?

Record your response in your ePortfolio.

Allow 20 minutes to complete this activity.

4. REFLECTIONS

Reflections are used to get students to engage in thinking about the topic further, but not necessarily needing to do further research. These are useful in helping students contextualise what they have read or watched into their own real-world practices.

Example of reflection

REFLECT

We will be learning about these factors more in depth this week. Considering what you currently know about these three factors, critically analyse how they affect Grace and Marco's overall wellness and health. Knowing what you do about Grace and Marco, which factors put them at risk for health disparities?

Scenario

Imagine this scenario:

You are travelling overseas in a foreign country and you have a car accident sustaining numerous injuries. You are in hospital with a serious leg fracture and in traction. No one speaks English [replace with your primary language of this isn't your primary language], and they are very busy. The food is not to your taste at all, you are in a lot of pain and just want to call home. You lost your phone in the accident and there are no patient phones visible and you can't get out of bed anyway. You try to talk to the staff but they don't have time and do not seem interested in your issues.

REFLECT

Did you note feelings of frustration, fear, anger, perhaps sadness? Now reflecting on these feelings think about how you might start behaving. Note these down too.

Did you note behaviours such as Demanding? Raised voice? 'Non-compliance'? Withdrawal? Can you see how the absence of fundamental and effective cross-cultural communication might have a negative and adverse effect to health care delivery?

5. DISCUSSIONS

Example discussion

Purpose

Add a purpose and tie it explicitly to a ULO.

Task

Step 1: Add a spark *scenario* or *question* that gets the students thinking about the knowledge, skills and information presented in week's topics.

Step 2: Direct students to respond to the spark.

Time: Include an estimated time to complete the first part of the activity.

Step 3: Direct students to respond to each other.

Time: Include an estimated time for completion for the second part of this activity.

Discussion: Role summary ⌄

Ana Yap posted 30 September, 2019 13:07 ☆ Subscribe

Purpose

Now that you have a better understanding of the role and the practice regulations, how would you summarise the responsibilities of a care coordinator?

You will author a document that summarises care coordinators' responsibilities, which will help you better define and articulate your role to patients and colleagues in the future.

Defining the role of a care coordinator will assist you in your Assessment 1 Reflection, as you consider care coordination practices in your current workplace.

This discussion topic supports unit learning outcome 1.

Task

– **Step 1: Search** on Seek (2019) or Jora (2019) or another job advertisement site for care coordination roles.

– **Step 2: Identify** a care coordination role that lists key responsibilities.

– **Step 3: Post** a link to the care coordination role that you identified in Step 2.

  Allow 30 minutes to complete the first part of this discussion.

– **Step 4: Respond** to a peer's job advertisement by authoring a 150–200 worded summary on how you and your workplace experience makes you an ideal candidate for this job.

  Allow 30 minutes to complete the second part of this discussion.

6. ACTIVITIES

Similar to the discussion, the activities follows the same framework as the discussion. However, there is no need for students to post or collaborate with peers.

Example activity

Purpose

Add a purpose and tie it explicitly to a ULO.

Task

Step 1: Add a spark *scenario* or *question* that gets the students thinking about the knowledge, skills and information presented in week's topics.

Step 2: Direct students to respond to the spark.

Time: Include an estimated time to complete this activity.

Purpose

Although nurses have been helping patients coordinate care for decades, formal roles within various healthcare settings have only been developed more recently. Sometimes, the role is facility specific, such as a GP clinic care coordinator. Other times, the role may be based on patient diagnosis, such as cancer care coordinators. Care coordinator roles may even be specific to a region such as a Primary Health Network; there are six primary health networks in Victoria.

Care coordinators can work in a variety of healthcare fields. You may have discovered some fields previously when you were searching for job descriptions.

This activity will help you contextualise the role of care coordinators and where they may be employed.

Before you continue, you may want to conduct your own research for creating concept maps or visiting 8 of the best concept mapping Apps for teachers ⬀ (Educational Technology and Mobile Learning, 2017).

Task

Step 1: Develop a concept map. Begin by considering the various healthcare sectors, (for example, a hospital, general practice, community health centres, urgent care centres etc.). This will form the centre of your concept map.

Step 2: Once you have completed Step 1, branch off into more specific fields where you may find care coordinators. **Consider** the types of patients within these fields that would be most likely to benefit from care coordination.

Hint: An example of a specific field that utilises care coordinators is oncology. You can read Health professionals involved in cancer care coordination: Nature of the role and scope of practice ⬀ (Haynes et al., 2018) for a summary of cancer care coordinators within Victoria.
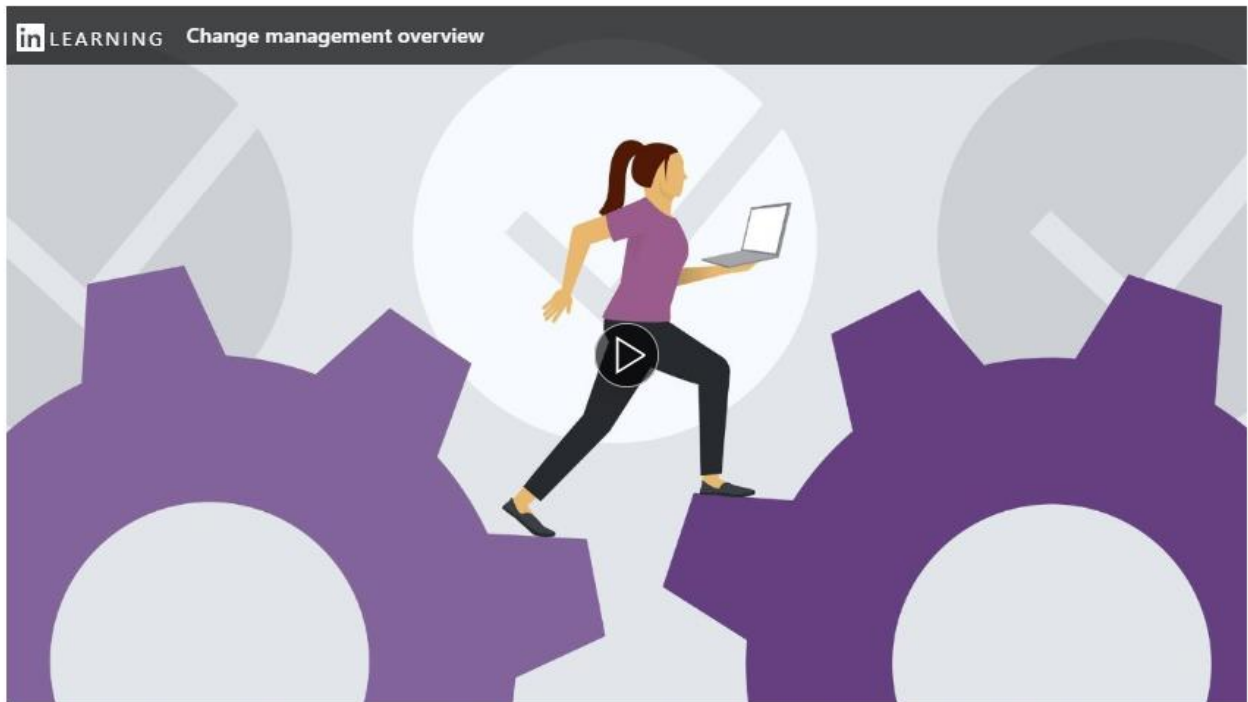
Allow 30 minutes to complete this activity.

References

Haynes, K., Ugalde, A., Whiffen, R., Rogers, M., Duffy, M., Packer, C.,...Livingston, P. (2017). Health professionals involved in cancer care coordination: Nature of the role and scope of practice. *Collegian, 25*(2018), 395-400. https://doi.org/10.1016/j.colegn.2017.10.006

7. LINKEDIN LEARNING ACTIVITIES

The following LinkedIn Learning course by McGannon (2016) is an excellent resource because it discusses the principles and techniques necessary to drive change not only at at the project level, in a certain business area, but throughout an entire organisation. This course is foundational at the macro level and will set the stage for the rest of the unit's micro-level learning activities. The course has 4 primary topics. Take each topic and then complete the quiz at the end of each topic.

Please note: by successfully completing this course you can also earn a LinkedIn Learning Certificate that you can add to both your LinkedIn profile and CV.

8. H5P INTERACTIVES

The H5P website Examples and downloads (H5P 2020) has examples of the different types of interactives that you can easily build in your unit.