Hypothetical Inc
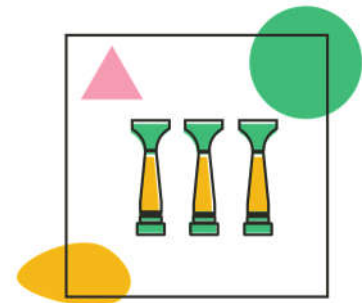# Scene Safety Awareness Campaign

Case Study

Note: this case study describes a hypothetical project, to address a hypothetical problem for a hypothetical organization. It was created for the sole purpose of demonstrating the instructional design and related skills of the author. All project assets shown here are the product of the author. All project results described here are fictional.

A CASE STUDY

Project Title	*Workplace Scene Safety – Awareness Campaign*
Tools used in Development	*MS Word*
Time in Development	*TBD to develop the program* *4 hrs to write the case study*
Client	*Hypothetical Inc.*
Collaborators	*Safety dept staff, Facilities group staff, Marketing dept staff, HR dept staff*

EXECUTIVE SUMMARY

In recent months, Hypothetical Inc. has experienced several workplace incidents where bystanders have been injured by unsafe conditions at the scene as they tried to help the subject of the initial incident.

In addition to ongoing efforts to reduce overall workplace incidents, Hypothetical has initiated an awareness campaign to educate the entire workforce on accident-scene safety in the workplace.

The working name for this campaign is "Stop. Think." The tagline is "Don't just do something, stand there" – a play on the phrase "don't just stand there, do something" which is often heard in emergency situations.

BACKGROUND CONTEXT

During the past year, the rate of workplace incidents at Hypothetical has remained constant. However, data indicates that the number of injuries per incident has increased sharply. Review of the incident reports indicates that this increase is due to an increase of "secondary injuries" – bystanders, or colleagues trying to help, who become injured because they did not take care of their own safety first.
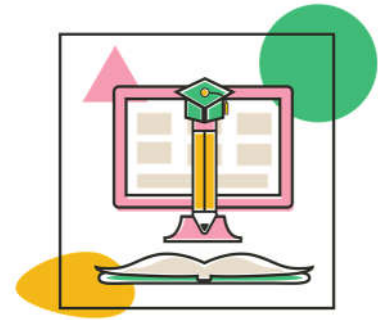
The "Stop. Think." campaign aims to reduce the rate of these secondary injuries, and improve overall workplace safety, by training every employee how to safely help at the scene of a workplace accident:

- when and how to assess the safety of an incident scene
- when and how to safely make an initial assessment of the people involved in the incident
- when and how to properly call for EMS help within the Hypothetical Inc facility.
- what to do, safely, while waiting for EMS

SOLUTION JOURNEY

Solution criteria

I created an awareness campaign that educates
employees to the dangers of not putting their
own safety first and provides simple steps
which will help keep them safe as they assist
at an incident scene.

The campaign teaches four incident-response
steps:
1) Scene assessment – check for scene safety, include examples of
   possible dangers in both an office setting and in the
   Hypothetical Inc. manufacturing facility.
2) Subject assessment – how to assess a person's condition enough to
   determine if EMS should be called.
3) Activate EMS – how to get help from within the Hypothetical Inc
   facilities.
4) What to do while waiting for EMS – basic personal protection
   steps and initial patient treatment steps

Selected Solution

The campaign includes multiple active-learning options for the initial
education portion, and multiple passive-learning assets for the
ongoing reinforcement of the material.

The campaign was implemented as short periods of active learning
incorporated into the workday, combined with pervasive passive
learning woven into the work environment.

The campaign specifically does not include any traditional instructor-
led, classroom-style training sessions. Because the knowledge is very
simple, it will (hopefully) not be used often and it is not specific
to any specific job, an approach of asynchronous active learning
coupled with frequent passive reinforcement is more appropriate.

Design & Development Process

The following assets were developed for the campaign:
- A full ILT script. Though the campaign does not include an ILT
  session, this script serves as the basis for all other assets to
  ensure that the process and messaging is consistent across all
  assets.

  Script includes several knowledge-check questions for each of the
  four steps.

- Four short animations, one for each defined step of the campaign. Animations follow the ILT script.
- Interactive website which combines the four animations with knowledge check "flash cards" for a simple, low-resource online learning module.
- Printable quiz of the knowledge check questions for use with the flash cards website or for an in-person coaching situation.
- (TBD platform) eLearning module which combines the four animations with the knowledge checks to create a simulation of different situations. Successful completion of the module awards a "badge" for the learner.

The campaign includes three learning evaluation check points:
1) The knowledge checks built into the eLearning module and the interactive website provide confirmation of learning and the opportunity to repeat information that was not learned well.

2) An email (or company portal) prompt TBD period of time after the active learning asks the employee to self-asses their retention of the incident-response steps. (i.e. it asks them if they remember and could perform the steps accurately).

   Employees who indicate that they do not remember, or could not perform, the steps are given an opportunity to repeat the active learning portion of the program.

3) Review of safety department incident reports to see if the rate of secondary injuries changes after roll out of the program.

The project included a staged roll-out plan where employees with some level of emergency response training were identified. Those employees were asked to preview the campaign materials and provide feedback. Feedback was incorporated and the campaign was rolled out company wide.

Completion metrics are gathered from the interactive website and the eLearning portal. HR department is responsible for monitoring completion metrics and for follow up related to non-completion.

Challenges

I am not strong with graphic design. I studied basic graphic design principles to ensure that the materials were visually appropriate to the learning goals, aesthetically pleasing and matched the Hypothetical Inc. style guidelines. I used multiple rounds of review and feedback with stakeholders to refine the wording and visual elements.

Prior to this project I had no experience with creating animations. Following various tutorials, I learned how to use Vyond to create animations. Again, I used multiple rounds of stakeholder review and feedback to ensure the animations met the client needs.

I also had no prior experience with eLearning platforms. Following online tutorials, I learned how to use (TBD) – the eLearning platform used by Hypothetical Inc.

RESULTS

In addition to the L&D tools that I learned, I learned about OSHA rules relating to reporting and recordkeeping of workplace safety incidents.

Outcomes

[As this case study is hypothetical for the purpose of generating portfolio assets, these results are also hypothetical for the purpose of showing the type of metrics that might be used to measure the effectiveness of the project, and how the results might be presented.]

One year after roll out of the "Stop. Think." campaign, the rate of secondary injury at workplace incidents is down by 80% over the year before the campaign. A survey of employees one year after campaign roll out indicates that 60% of respondents believe they remember and could perform the response steps of the campaign if an incident occurred near them.

The 40% of respondents who reported that they could not remember or perform the steps were offered an opportunity to repeat the active learning portion of the program. Fifteen percent took advantage of the opportunity to refresh their knowledge.