Design Document

EDIT 6170e

Reporting Hazards and Incidents

<u>Purpose of Lesson</u>

Since the establishment of the Occupational Safety and Health Administration (OSHA) in 1970, Federal law has dictated that employers must provide a safe working environment for their employees. This means that employers must ensure the workplace is free of known health and safety hazards. To validate that safety policies and practices are providing their employees with a safe work environment, employers can empower their workers to report and respond to all incidents immediately through the use of incident reporting, aiding in their quick resolution and subsequent investigation.

Incident Reporting is a way for the Centers for Disease Control and Prevention (CDC) to document injuries and accidents, near misses, property and equipment damage, and health and safety issues on CDC-owned and -leased facilities. CDC employees can report workplace safety hazards using myCority or by submitting a ticket to the Safety Help Desk (SHD). These comprehensive tools streamline information and allow for a fuller picture of health and safety at CDC.

The role of the CDC Collateral Duty Safety Officer (CDSO) is to assist employees with the submission of accurate, complete, and timely incident reports. This section will provide a series of practical lessons to help the CDSO develop skills for the construction and submission of CDC incident reports. This lesson includes what is considered a reportable event, how to create a good incident report, what details need to be documented, and what method of submission is to be used. Successful completion of this process allows the CDC to take proactive measures to identify and correct hazards before they can cause injury or illness.

Aim

In an effort to ensure the Centers for Disease Control and Prevention remains a safe workplace, the Collateral Duty Safety Officer must be able to assist with the documentation and submission of accurate, complete, and timely incident reports, while focusing on the abatement of serious injury or illness to employees, contractors, or visitors.

Learner Analysis

General Characteristics

The average Collateral Duty Safety Officer (CDSO) is an adult in the early- to mid-career stage of work with few CDSOs being managers or above. A CDSOs work experience will vary based on the Managing Office (MO) to which they are assigned. The CDSOs in the laboratories are generally scientists, such as epidemiologists and virologists, with doctorate-level education. In administrative and industrial offices, CDSOs may be personalists or quality control specialists. Their educational background will be primarily college graduates, with a few completing postgraduate degrees. In each MO, there will also be a mix of both Federal staff and contractors assigned as CDSOs.

Specific Characteristics

Prior to taking this course, the learner must complete Security Awareness Training (SAT) and Safety Survival Skills Training (SSST). CDSOs assigned in high hazard areas (e.g. laboratories and shops) or in areas with hazardous materials (chemical, biological, or radiological) must complete critical EHS element or sub-element training, as assigned.

To successfully complete this course, the learner will need access to a computer, high-speed internet, and will have established their HHS Learning Portal account prior to the start of the course. The learner should have intermediate communication experience (verbal and written communication, mentoring/coaching, writing reports).

There are no physical requirements identified for a Collateral Duty Safety Officer (CDSO).

Motivation and Attitude

The learners should be committed to ensuring the safety and welfare of their fellow workers is a priority in their work area and at CDC-owned and -leased facilities. They should be motivated to help others, identify hazards, and be a proactive voice in an effort to reduce or eliminate injury or illness to employees, contractors, and visitors.

Expectations and Vocational Aspirations

Communicating threats, risks, and hazards to affected workers and leaders in an organization will help raise awareness of incidents that could lead to injury or illness. Doing so will help leaders and supervisors to ensure preventive measures are in place to protect the learner, their team, and their workplace.

Decision-related Characteristics

Per OHSA 29 CFR 1960.58, Centers for Disease Control and Prevention (CDC) personnel that have been identified as candidates for the role of CDC Collateral Duty Safety Officer (CDSO) in the last six months or that have not taken any CDSO training previously, must complete training "commensurate with the scope of their assigned responsibilities."

Collateral Duty Safety Officers can be assigned at the Center, Division or Branch levels but they are not Safety and Health Specialists. The CDSO is not directly employed by OHSO, OLSS or NIOSH, but they will serve as points-of-contact for occupational safety and health related matters, so they are hand-selected by senior management.

Contextual Analysis

Delivery Setting

1. **Setting**
   The training will be offered quarterly at the Centers for Disease Control and Prevention (CDC) Roybal Campus in Building 19 Distance Learning Auditorium (DLA). Learners will be provided CDC-owned laptops with internet and intranet access. The class size has been set to a minimum of six (6) and a maximum of twenty (20) learners.

2. **Learner Involvement**
   This lesson is a blended-learning module and will require a high level of learner involvement. Learners will participate in instructor-led instruction and group discussions where they will be expected to participate, through the use of Q&A, to ensure they grasp the concept or actions of the current objective prior to moving on to the next objective. Learners will participate in role-play activities in which they will be presented an incident and need to obtain or collect pertinent information regarding the incident. Learners will also have hands-on training using myCority in which they will write and submit an incident report using the supplied computers. Learners will use the incident reports they submitted in the next lesson, Incident Investigation.

3. **Learner Affiliation**
   Learner affiliation will vary for this course. This course is only open to current Centers for Disease Control and Prevention (CDC) employees and contractors however, the learners will be from varying Managing Offices (MO). Learners may work in similar work areas such as laboratories or industrial sites.

4. **Learner Competition**
   There will not be any inherent or designed competition as part of this course. The learners will benefit most by working collectively as a team in the identification of hazards and collection of data.

5. **Task Orientation**
   Learners will have varying levels of task orientation during this lesson. When participating in group discussions, the task orientation is low as learners are verifying their knowledge retention of the material presented by the instructor. During hands-on and role-play activities, the learner will have an increased level of task orientation. Learners will be asked to demonstrate their knowledge of the content through procedural application.

6. **Other Important Characteristics**
   Not all learners will have a safety background so foundational learning must be established in previous lessons. In order for the learner to report an incident, they must understand their role in safety in the workplace, be able to identify the types of incidents (as shown in the Safety Triangle) and recognize behaviors that can lead to injury or illness.

   In this lesson, learners will rely heavily on the use of technology. It is imperative to have IT support before and during the lesson in an effort to reduce downtime due to equipment failure or the inability to access the internet or CDC intranet.

   The course location and class size restrictions may change if the course is conducted while still under COVID restrictions. The learner must be prepared to wear a mask inside the building, regardless of their vaccination status. Upon arrival to the Centers for Disease Control and Prevention (CDC) Roybal Campus, the learner will be asked to present their completed COVID pre-screening results with their ID to the guard at the gate. If a learner is showing signs or symptoms commiserate with the Coronavirus within three (3) days prior or anytime during the course, they will be excused from the course without penalty and rescheduled for the next available course.

Application Setting

1. **Learner Application**
   The learners will apply their knowledge of incident reporting in various settings to include both laboratory and non-laboratory work areas. Upon notification or identification of an incident, the learner will promptly begin the incident reporting process. The tasks and pace will be determined by the type of incident, the perceived danger, such as whether a bio- or chemical hazard exists, and the location of the incident. Most steps of the incident reporting beyond identification will be completed using their government issued computer.

2. **Supervisor Support**
   The supervisors are responsible for communicating safety policies and demonstrating safe work practices to their employees, contractors, and visitors, when applicable. Supervisors will ensure the Collateral Duty Safety Officers (the learners) are provided

approximately four (4) hours per week, but no more than 10 percent of their work hours per month, to fulfill their duties as a CDSO.

3. **Employee Involvement**
Safety is everyone's responsibility, and as such, CDC employees are expected to report an incident or hazardous condition to their respective CDSO in a timely fashion.

4. **Peer Cohesion**
In most situations, a single CDSO will be assigned to a work area therefore there is a low level of peer cohesion in the application of the learning in this lesson.

5. **Autonomy**
Due to the nature of the work done at the CDC, there are a significant number of policies, procedures, and checks & balances that occur to ensure the safety of the worker and visitors. The CDSO will have a low level of autonomy and it will be limited to the physical submission of the incident report, and in some cases, the time allotted to submit the report.

6. **Task Orientation**
The level of task orientation will vary based on the level of effort and the level of involvement of the CDSO in relation to the incident. In such incidences where the CDSO is assisting a team member with entering incident details into myCority, their task orientation will be low. In such cases where they are the reporting official and witness to a hazardous work situation, their level of task orientation will be at its highest as there will more a significant increase in the number of steps in the process.

7. **Clarity of Job Expectations**
The Federal guidance on the position and training requirement for Collateral Duty Safety Officers is not new however a formal program was never developed at the CDC. In the years leading up to this request for training, the Safety Officer (SO) or Field Safety Officer (FSO) carried out the role of the CDSO. Under new leadership, the requirement for a CDSO as its own duty position was establish. Guidelines for responsibilities and expectations are being developed in parallel to the development of the CDSO training course.

8. **Management/Supervisory Control**
Direct management or supervisory control will vary for each selected CDSO. The CDSOs is not a Safety and Health Specialists, most will not report to an occupational safety and health team. Instead, their operating instructions will be dictated by safety policies established by their MO, the CDC, Health and Human Services (HHS), or the Quality Control Branch (QCB). Direct supervision will primarily come in the form of time allotted to perform CDSO duties.

9. **Level of Innovation**
   There is no innovation in the development and submission of incident reports. However, the CDSO and their team are encouraged to identify different or innovative ways to reduce or eliminate hazards in the workplace.

10. **Appropriateness of Application Setting**
    The application setting is highly appropriate since the CDSO will be most familiar with their individual work area and team members. They would be better able to identify potential hazard, suggest mitigation methods, when completing an incident report. They will also have the equipment needed and access to myCority in order to complete the incident reporting process.

11. **Other Relevant Characteristics of the Application Setting**
    Additional or relevant characteristics of the application setting that will affect the instruction would be those caused by COVID restrictions or changes in the workplace. In the event that a work area or team is on Maximum Telework, there will not be a physical work location for the CDSO to perform their duties. Incident reporting may be required in rare instances while on Maximum Telework, but the CDSO will still have the means to create or assist with an incident report as CDC employees have government issued computers, smart cards, and VPN access so they are still able to access the intranet and myCority application.

Learning Objectives

4.1   Provided a scenario, the learner will be able to match incident types to the level they occur on the Safety Triangle.

4.2   The learner will be able to identify the methods for reporting hazardous conditions at CDC owned- and leased-properties.

4.3   Given a scenario, the learner will be able to identify the appropriate method to use for reporting incidents involving a workplace injury, illness, government property damage, or near miss.

4.4   Given a scenario, the learner will demonstrate the process of completing an incident report using the Safety Help Desk.

4.5   Given a scenario, the learner will demonstrate the process of completing an incident report using myCority.

Instructional Strategies

Learners will begin this lesson, *Reporting Hazards and Incidents,* with an overview of the importance of reporting hazards. The learners will then learn the concept and incident level categorization of the Safety Triangle through lecture. The instructor will provide an illustration of the Safety Triangle as a visual aid and through the use of scenarios, provide examples of incidents that may occur in each level of the pyramid. Learning Objective 1 (LO1) will be evaluated with a scenario in which, when given a scenario, the learner must correctly identify the incident type and the correct level it occurs on the Safety Triangle. As a class, the learners will evaluate the results to determine correct correlation between incident and level and why that level is appropriate.

The next section of the module will focus on reporting procedures. Learners will be presented with the methods of reporting incidents at the CDC and CDC-leased facilities. The instructor will provide a chart as a visual aid to assist the learner in identifying the correct method of reporting based on the incident type. To ensure learners can differentiate between the reporting methods, LO2 and LO3 will be evaluated through written evaluation in which the learner will match the incident type to the appropriate reporting method.

The learner, now able to differentiate between reporting methods, must be able to complete and submit both a Safety Help Desk Ticket and a myCority incident report. The instructor will use a combination of lecture and demonstration-performance methodologies. The instructor will review the process of submitting reports on the individual platforms followed by a live demonstration of the processes. To evaluate LO4 and LO5, the learner will be provided a scenario that would require the generation of either a Safety Help Desk Ticket or a myCority incident report. The learner will use practical application through a hands-on activity to complete an incident report using both platforms.

Topic (Task)	Type of Content	Time Allocated to Content	Relevant Learning Objective(s)	Ideas for Evaluation
Incident Reporting Overview (10 min)				
Importance of Reporting Hazards	Attitudinal	5	N/A	N/A
Federal Policy (OSH Act of 1970)	Fact	5	N/A	N/A
Incident Classification (45 min)				
Safety Triangle	Fact	5	4.1 Identify the incident levels of the Safety Triangle	**Scenario (10 min)** Provided a scenario, the learner must determine what level of the Safety Triangle an incident occurs. **Peer Review/Discussion (10 min)** Following the scenario, the learner's peers will determine if the level matches the incident and why.
Unsafe Conditions	Fact	5		
Near Miss	Fact	5		
Incident	Fact	5		
Injury	Fact	5		
Reporting Procedures (45 min)				
Reporting Methods	Fact	5	4.2 Differentiate between Safety Help Desk and myCority for reporting of incidents 4.3 Identify the appropriate method to use for reporting incidents	**Matching (5 min)** Given a chart/diagram, the learner will match the incident type to the correct method for reporting.
Incident Reporting Procedures	Fact	5		
Submitting an Incident Report - Safety Help Desk	Fact Procedural	5	4.4 Demonstrate the process of completing an incident report using the Safety Help Desk	**Hands-on Activity (5 min)** The learner will use the provide laptop with internet to access the CDC intranet site. Using the scenario provided, the learner will complete the process of creating and submitting a Safety Help Desk Ticket.

Submitting an Incident Report - myCority	Fact Procedural	10	4.5 Demonstrate the process of completing an incident report myCority	**Hands-on Activity (10 min)** The learner will use the provide laptop with internet to access the CDC intranet site. Using the scenario provided, the learner will navigate to myCority and complete the process of creating and submitting a myCority incident report.

Evaluative Instruments

The following Evaluative Instruments will be used for this lesson:

LO1 – Scenario: Provided a scenario, the learner must determine what level of the Safety Triangle an incident occurs.

LO1 – Peer Review: Following the scenario, the learners will evaluate the results determine if the correct correlation between incident and level has been identified.

LO2 and LO3 – Written Assessment: Given a chart/diagram, the learner will match the incident type to the correct method for reporting.

LO4 – Scenario: Using the scenario provided, the learner will complete the process of creating and submitting a Safety Help Desk Ticket.

LO5 – Scenario: Using the scenario provided, the learner will navigate to myCority and complete the process of creating and submitting a Safety Help Desk Ticket.

LO1 Evaluation: Identifying Safety Triangle Levels

Total Time: 20 minutes

Overview: Students will determine the level of the Safety Triangle in which an incident occurs**.**

Objective(s):

4.1   Provided a scenario, the learner will be able to match incident types to the level they occur on the Safety Triangle.

Resources: Safety Triangle Illustration, Safety Triangle Scenario Videos, Answer Sheet

Part 1 – Scenario (10 Minutes)

Instructor Directions:

Choose an incident type and select the corresponding video to play the scenario for the class. If audio-visual components are not available, the instructor will read the scenario aloud to the class. At the end of the scenario, pass out the answer sheet and ask the students to circle the correct level associated with the scenario.

Note: Time permitting, the instructor may provide more than one scenario to the class.

Learner Directions:

Watch (or listen to) the following scenario and try to determine which level of the Safety Triangle the hazard correlates. Using the answer sheet provided, circle the level you think best matches the scenario. Return the answer sheet to the instructor.

Note: Do not write your name on the answer sheet.

Unsafe Conditions
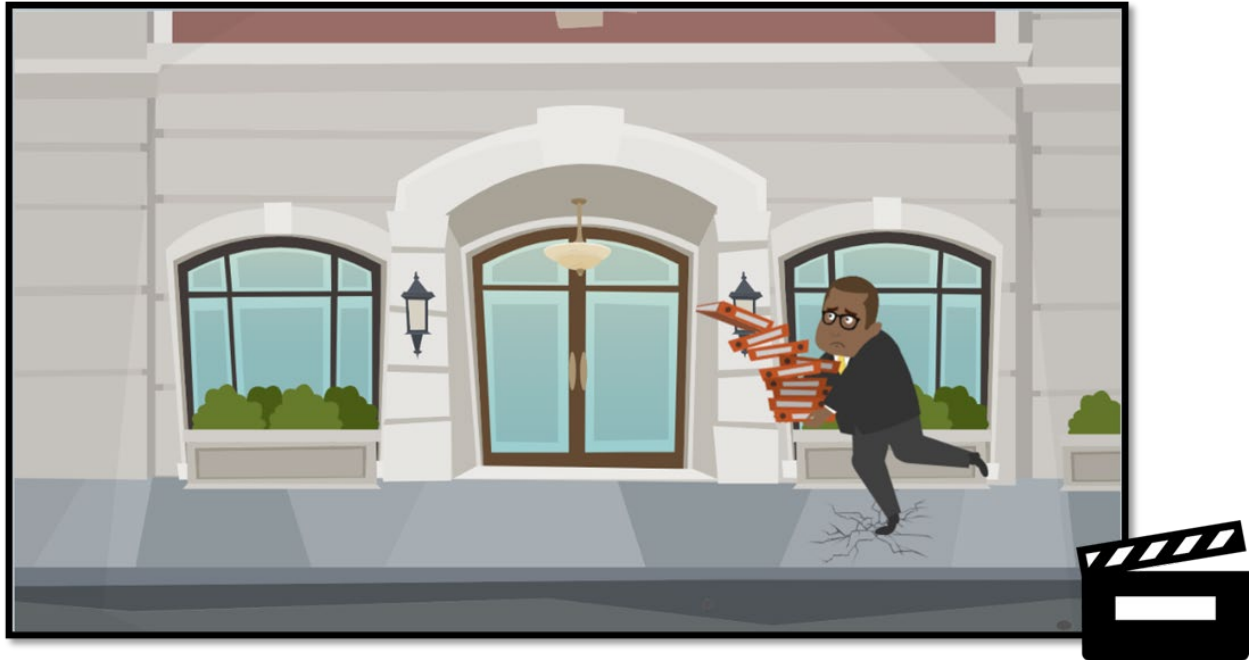
Video 4.1 – Unsafe Conditions Scenario:

Verbal: It's a sunny day here at the CDC so Cynthia has decided to walk to her next meeting. As she approaches the **[redacted]** Building, she notices that the sidewalk is broken and parts of the cement are missing. Cynthia immediately recognizes this as a safety hazard and that she will need to submit a report. What level of the Safety Triangle will this hazard fall under?

Answer: Cynthia will report this incident as an unsafe condition. Unsafe Conditions are hazards that have the <u>potential</u> to cause an incident or injury.

Near Miss

Video 4.2 – Near Miss Scenario:

Verbal: Carl is headed to a meeting at the **[redacted]** Building. He is carrying the presentation material for each of the attendees. The stack of materials is cumbersome so he is focused on balancing them in his hands and doesn't look down so he does not notice that the sidewalk is broken and parts of the cement are missing. His foot gets momentarily lodged in the area of the missing cement and he stumbles forward. Carl regains his footing and is happy to find that he did not drop a single binder in the process. Carl recognizes that this could have been a lot worse had he fallen. Carl knows this as a safety hazard and that he will need to submit a report. What level of the Safety Triangle will this hazard fall under?

Answer: *Carl is not naturally clumsy, and he was not rushing, so he knows this is would be considered a near miss incident, as he could have fallen and even sustained injury if he fell. A Near Miss is an instance in which an employee might have been hurt if the circumstances had been slightly different.*

Incident
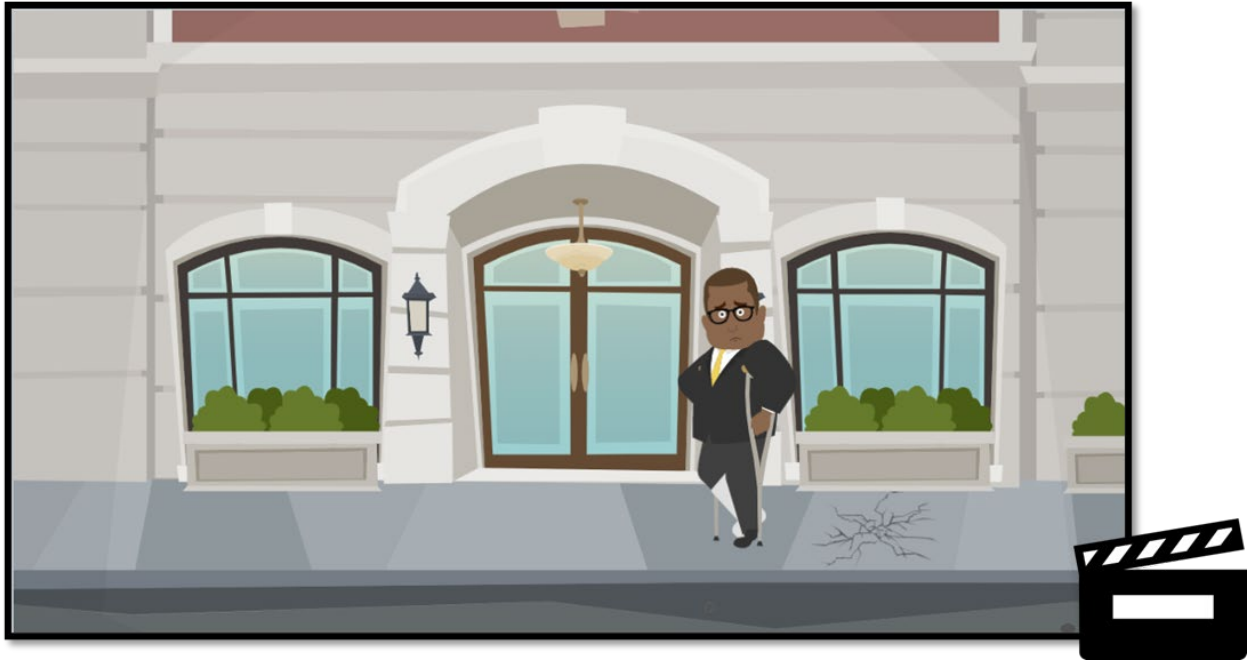
Video 4.3 – Incident Scenario:
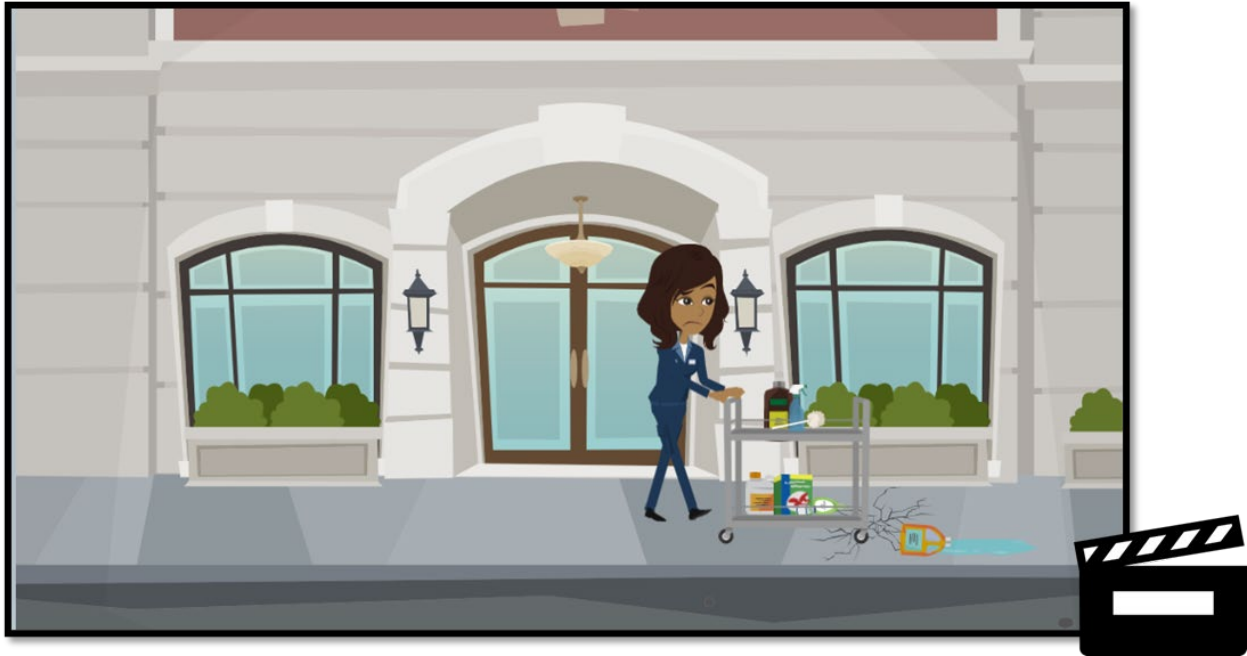
Verbal: Lettie is pushing her cart of cleaning supplies, some containing hazardous materials, to the next building. Lettie notices that the sidewalk is broken and parts of the cement are missing so she tries to maneuver the cart around the broken area. Despite her best efforts, the wheel of the cart catches on a piece of the broken sidewalk. One of the bottles of cleaning supplies topples over and falls off the cart. The force of the fall causes the lid to pop off and cleaning solution leaks out onto the ground. Lettie knows this as a safety hazard and that she will need to submit a report. What level of the Safety Triangle will this hazard fall under?

Answer: This hazard would be considered a reportable Incident. Lettie herself was not injured, but as a result of the spill, she will suffer loss of time in completing her tasks, loss in resources needed to complete her task, and the CDC will incur a loss in inventory as the cleaning supplies will have to be replaced. Incidents are unplanned or undesired events that adversely affect the completion of a task. Incidents are not always serious in their effects, as is the case with near misses, but most are preventable through reporting processes.

Injury

Video 4.4 – Injury Scenario:

Verbal: Carl is headed to a meeting at the **[redacted]** Building. He is carrying the presentation
material for each of the attendees. The stack of materials is cumbersome so he is focused
on balancing them in his hands and doesn't look down so he does not notice that the
sidewalk is broken and parts of the cement are missing. His foot gets lodged in the area
of the missing cement and he falls. When Carl stands up, he finds it hard to put pressure
on his foot so he goes to the Clinic. At the Clinic, it is determined that Carl has fractured
his ankle. Carl knows this the sidewalk is a safety hazard and that he will need to submit
a report. What level of the Safety Triangle will this hazard fall under?

*Answer: Carl is not naturally clumsy, and he was not rushing, but because he fell and sustained
an injury, this hazard is now reportable as an Injury. An injury is an event or exposure
in the work environment that caused a wound or damage to the body resulting in or
contributing to the resulting condition, or significantly aggravated a pre-existing
condition.*

Part 1 - Answer Sheet

The answer sheets will be handed out to the learners after the scenario has finished playing. It will contain the question, instructions for the learner, and the four levels of the Safety Triangle.

Instructors or Training Coordinators must have the answer sheets prepared for distribution prior to the start of the class (printed and cut out).

Which level of the Safety Triangle does the hazard in the scenario best match?

Circle the level you think best matches the scenario, then return the answer sheet to the instructor.

Unsafe Condition   **Near Miss**   **Incident**   **Injury**

Which level of the Safety Triangle does the hazard in the scenario best match?

Circle the level you think best matches the scenario, then return the answer sheet to the instructor.

Unsafe Condition   **Near Miss**   **Incident**   **Injury**

Which level of the Safety Triangle does the hazard in the scenario best match?

Circle the level you think best matches the scenario, then return the answer sheet to the instructor.

Unsafe Condition   **Near Miss**   **Incident**   **Injury**

Which level of the Safety Triangle does the hazard in the scenario best match?

Circle the level you think best matches the scenario, then return the answer sheet to the instructor.

Unsafe Condition   **Near Miss**   **Incident**   **Injury**

Part 2 – Open Discussion (10 Minutes)

After collecting the answer sheets, the instructor will read the results to the class. The instructor will open the results up to discussion. As a class, the learners will determine if the level of the Safety Triangle matches the incident and why.

The learners should identify one or more of the following:

Unsafe Conditions

- Unsafe Conditions have the **potential** to cause an incident or injury
- Cynthia was able to avoid tripping and/or falling

Near Miss

- Carl tripped but did not sustain an injury
- An employee might have been hurt if the circumstances had been slightly different

Incident

- Lettie was not injured, but she will not be able to complete her task on-time or as she intended due to the loss of some - or all - of her cleaning supplies
- Incidents are unplanned or undesired events
- Incident adversely affect the completion of a task
- Incidents are not always serious, but most are preventable through reporting processes

Injury

- Carl sustained an injury as a result of the hazard
- Carl had to go to the Clinic for observation
- An injury is an event or exposure in the work environment that caused a wound or damage to the body
- Injuries result in or contribute to the result of a condition
- Injuries may result in the aggravation of a pre-existing condition

LO2 and LO3 Evaluation: Incident Reporting Methods

Total Time: 5 minutes

Overview: Given a chart/diagram, the learner will match the incident type to the correct method for reporting.

Objective(s):

4.2 The learner will be able to identify the methods for reporting hazardous conditions at CDC owned- and leased-properties.

4.3 Given a scenario, the learner will be able to identify the appropriate method to use for reporting incidents involving a workplace injury, illness, government property damage, or near miss.

Resources: *myCority vs. The Safety Help Desk* Chart

Quiz: Module 4 - Incident Reporting Methods

Instructor Directions:

Provide the learners with the quiz. Once each learner has received the quiz, go over the instructions and inform them they have 5 minutes to complete the quiz. Instructors my choose to keep track of the time using a timer or by making note of the time on the clock in the classroom.

At time, the learners will be asked grade their own quizzes. The instructor will review the correct answers with the class and determine if additional review time is necessary.

Learner Directions:

Correctly match the incident or topic area to the appropriate reporting method. You will have approximately five (5) minutes to complete this quiz. When you are finished, put your pens or pencils down to signal to the instructor that you are done.

Quiz: Module 4 - Incident Reporting Methods

Name: _____   Date: _____

Instructions: Check the box next to the correct reporting method for each incident or topic area.

myCority	Safety Help Desk	Topic Area or Incident Type
☐	☐	Incidents and Near Misses
☐	☐	View Records (Lab Only)
☐	☐	Ergonomic Assessment
☐	☐	Anonymously Report Safety Concerns
☐	☐	Unsafe Work Conditions
☐	☐	Risk Assessments
☐	☐	Contractor Health & Safety Plans
☐	☐	Dashboard Analytics (Lab Only)
☐	☐	General Safety-Related Questions or Concerns
☐	☐	Track Immunization Records
☐	☐	Anonymously Report Safety Hazards
☐	☐	Safety Training Issue
☐	☐	Complete Medical Questionnaires

Quiz: Module 4 - Incident Reporting Methods

Answer Key

myCority	Safety Help Desk	Topic Area or Incident Type
☒	☐	Incidents and Near Misses
☒	☐	View Records (Lab Only)
☒	☐	Ergonomic Assessment
☐	☒	Anonymously Report Safety Concerns
☒	☐	Unsafe Work Conditions
☐	☒	Risk Assessments
☐	☒	Contractor Health & Safety Plans
☒	☐	Dashboard Analytics (Lab Only)
☐	☒	General Safety-Related Questions or Concerns
☒	☐	Track Immunization Records
☒	☐	Anonymously Report Safety Hazards
☐	☒	Safety Training Issue
☒	☐	Complete Medical Questionnaires

LO4 Evaluation: Submitting a Safety Help Desk Ticket

Total Time: 20 minutes

Overview: Using the scenario provided, the learner will complete the process of creating and submitting a Safety Help Desk Ticket.

Objective(s):

4.4   Given a scenario, the learner will demonstrate the process of completing an incident report using the Safety Help Desk.

Resources: Refer to Task 4: Submitting an Incident Report; Subtask 4.1: Safety Help Desk

Materials: Computers with internet and CDC intranet access, Government email account

Scenario (5 Minutes)

Instructor Directions:

Provide the class with the following scenario:

Jeff works in new to the work area but not new to working in the laboratories. On his way to a meeting today, Jeff dropped his pencil near the eye wash station. As he was picking it up, he happened to notice the inspection tag. According to the tag, the eye wash station was last inspected over a year ago. Jeff knows that the CDSO is best suited to help him submit a Safety Help Desk Ticket, so he has come to you for help.

After reading the scenario, instruct the learners that they will complete a Safety Help Desk Ticket. To eliminate the chances of generating an actual help desk ticket, the learner will need to set up their email with the following information:

To: Safety Help Desk

CC: [redacted]@cdc.gov

Subject: CDSO Module 4 Quiz –

Display the following example for the students to refer back to when they begin generating their ticket.
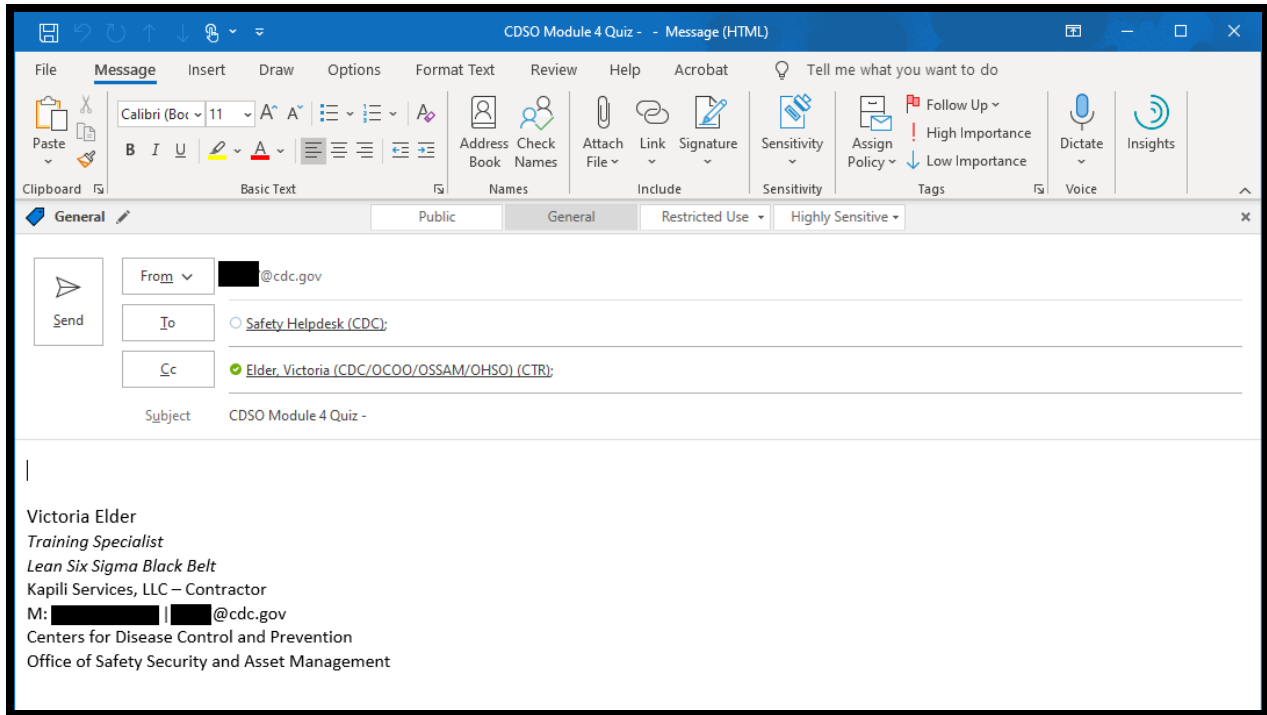
When the learner has completed the creation of the ticket, they will raise their hand. Verify so subject line includes "**CDSO Module 4 Quiz**" so that it does not generate a real help desk ticket.

The learner may refer back to their notes on *Submitting an Incident Report through Safety Help Desk*.

Learner Directions:

As a CDSO, you may be approached by management or fellow team members to request assistance with submitting a Safety Help Desk ticket.

As a reminder, the Safety Help Desk is used to submit general safety-related concerns or questions; if you are approached about an unsafe condition or a safety incident, please ensure you complete and submit a report through myCority.

Listen to the scenario, then complete a Safety Help Desk Ticket. If you wish to include pictures in your submission, simulate adding them by including them in the body of your email. Use brackets and include a brief description of the picture. For example: [eye wash inspection tag]

You may refer back to your notes to complete this evaluation.

DO NOT SUBMIT the ticket. When you have completed the creation of the ticket, raise your hand so the instructor can verify the correct subject line has been used so that it does not generate a real help desk ticket.

Answer Key

The Safety Help Desk Ticket should include the following information:

From	Learner's government email address, not a group email account
To	The Safety Help Desk email address, safetyhelpdesk@cdc.gov.
Subject	**CDSO Module 4 Quiz –** followed by a brief description identifying the ticket request type. *Example:* Eye Wash Inspection or Lab Safety Request
Email Body	Description of the safety concern or question, ensuring all pertinent details are included.
Attachments	The learner can simulate including a picture or attachment by including a brief description, in brackets, in the body of the email. *Example:* [eye wash inspection tag]

<h1 align="center">LO5 Evaluation: Submitting a myCority Report</h1>

Total Time: 20 minutes

Overview: Using the scenario provided, the learner will complete the process of creating and submitting an incident report using myCority.

Objective(s):

4.5   Given a scenario, the learner will demonstrate the process of completing an incident report using myCority.

Resources: Refer to Task 4: Submitting an Incident Report; Subtask 4.2: Reporting through myCority, Safety Triangle Scenario Videos

Materials: Computers with internet and CDC intranet access, Link to myCority

Scenario (10 Minutes)

<u>Instructor Directions</u>:

Choose from one of the following scenarios:

Note: In lieu of reading the scenario, you may use the videos from LO1 Evaluation.

Scenario 1 - It's a sunny day here at the CDC so Cynthia has decided to walk to her next meeting. As she approaches the [redacted] Building, she notices that the sidewalk is broken and parts of the cement are missing. Cynthia immediately recognizes this as a safety hazard and that she will need to submit a report. What level of the Safety Triangle will this hazard fall under?

Scenario 2 - Carl is headed to a meeting at the [redacted] Building. He is carrying the presentation material for each of the attendees. The stack of materials is cumbersome so he is focused on balancing them in his hands and doesn't look down so he does not notice that the sidewalk is broken and parts of the cement are missing. His foot gets momentarily lodged in the area of the missing cement and he stumbles forward. Carl regains his footing and is happy to find that he did not drop a single binder in the process. Carl recognizes that this could have been a lot worse had he fallen. Carl knows this as a safety hazard and that he will need to submit a report. What level of the Safety Triangle will this hazard fall under?

Scenario 3 - Lettie is pushing her cart of cleaning supplies, some containing hazardous materials, to the next building. Lettie notices that the sidewalk is broken and parts of the cement are missing so she tries to maneuver the cart around the broken area. Despite her best efforts, the wheel of the cart catches on a piece of the broken sidewalk. One of the bottles of cleaning supplies topples over and falls off the cart. The force of the fall causes the lid to pop off and cleaning solution leaks out onto the ground. Lettie knows this as a safety hazard and that she will need to submit a report. What level of the Safety Triangle will this hazard fall under?

Scenario 4 - Carl is headed to a meeting at the [redacted] Building. He is carrying the presentation material for each of the attendees. The stack of materials is cumbersome so he is focused on balancing them in his hands and doesn't look down so he does not notice that the sidewalk is broken and parts of the cement are missing. His foot gets lodged in the area of the missing cement and he falls. When Carl stands up, he finds it hard to put pressure on his foot so he goes to the Clinic. At the Clinic, it is determined that Carl has fractured his ankle. Carl knows this the sidewalk is a safety hazard and that he will need to submit a report. What level of the Safety Triangle will this hazard fall under?

Following the scenario, the learners will be asked to generate an incident report using myCority. The learner may refer back to their notes on *Submitting an Incident Report through myCority*.

<u>Learner Directions</u>:

As a CDSO, you may be approached by management or fellow team members to request assistance with submitting an incident report through myCority. Listen to the scenario, then complete an incident report using myCority.

You may refer back to your notes to complete this evaluation.

LO5 Evaluation: Submitting a myCority Report

Answer Key

The myCority incident report should include, at a minimum, the following information:

Section: Reporting Information	
User ID	Learner's User ID or Anonymous
Date Reported	Today's Date
Time Reported	Time
Injury/Illness Checkbox	If the scenario was an injury or illness, the appropriate box should be checked.
Section: Event Details	
Date Occurred	Today's Date
Incident Location	Outside of or in front of the **[redacted]** Building
1. **Location Details**	Specific details about where this incident occurred. Examples: campus/building/floor/room, TDY location, biosafety level (BSL)
2. **Employee actions at time of incident**	What was the employee doing just before the incident occurred? Description of the activity, as well as the tools, equipment, or material the employee was using. Be specific. Examples: climbing a ladder, daily computer key-entry, working at a lab bench top
3. **Incident Details**	What happened? Describe how the incident occurred. Examples: Worker slipped and fell on wet floor, Worker was cut with a scalpel, Broken handrail
4. **Injury or Illness**	If injury occurred, what part of the body was affected and how was it affected. Description should be more specific than 'hurt', 'pain', or 'sore.' Examples: strained back; chemical burn on hand; sprained ankle

5. Chemical or Pathogen?	Was there a pathogen, toxin, chemical substance, radionuclide, or specific object involved? If yes, a describe should be included.	
6. Other Checkbox	Check if employee was treated in an emergency room. Check if employee was hospitalized overnight as an in-patient. Check if employee died.	
Section: Witness Details		
Other Eyewitnesses	Yes/No For the sake of time, there should be no eyewitnesses.	

Evaluation Plan

<u>Formative Evaluation</u>

The use of formative assessments in learning provides the instructor with regular and reliable feedback on the learner's progress throughout the course, lesson, or module. The same principle holds true in course design. Conducting frequent evaluation throughout the design process allows the designer to verify that objectives, instructional materials, and assessments align with learning needs. It also allows the designer to determine whether the content is effective in meeting the goals and if learning activities are best suited for knowledge retention for the learner.

During the early stages of design of Module 4 of the Collateral Duty Safety Officer Course, the content went through several formative reviews. The first being a learner and contextual analysis where the client and stakeholders reviewed the documentation to ensure accuracy in purpose, expectations, and context. The content has also gone through a Subject Matter Expert (SME) review in which the client identified SMEs to review learning objectives and associated tasks. The SME verified the steps and scenarios provided in each task was correct and that steps in the process had not been missed.

The design of Module 4 will go through one additional formative evaluation prior to the designer being cleared to begin course development. The design document will be reviewed through peer review, also referred to as a desk critique. Peer reviews often allow design documents to be evaluated by more experienced developers, writers, and testers, as they often discover things that are unclear or need to be rephrased. Through the process of a peer review, the designer also benefits from the constructive feedback. The exposure to the perspective of a peer strengthens the knowledge and capabilities of the designer in such areas as technical writing, creativity, and engagement.

<u>Summative Evaluation</u>

The focus of a Summative Evaluation is to verify that the learning solved a problem. In Module 4 of the Collateral Duty Safety Officer Course the problem - or aim - of the training is to ensure that newly assigned CDSOs can assist with the documentation and submission of accurate, complete, and timely incident reports. To verify the problem was solved through the learning, the designer must test the effectiveness of the content. This will be accomplished through a dry run of the module. The dry run allows other experts to evaluate and validate the technical content of the module.

Not only does summative evaluation focus on the outcomes, but it is also a way for the designer to confirm that the learner has enough time to complete the learning and assessments. To verify this, a cross-functional team will be put together to conduct a pilot evaluation. Members of the team will review the course materials, run through the scenarios, and participate in the assessments. As a group, the team will determine whether the content aligns with the objectives. They verify that the annotated times for learning activities and assessment are accurate. The team will also review the document to ensure the content matches the average educational level of the target learner.