This instructor’s manual is part of the American Red Cross Bloodborne Pathogens Training: Preventing Disease Transmission program. Visit redcross.org to learn more about this program.

The emergency care procedures outlined in this book reflect the standard of knowledge and accepted emergency practices in the United States at the time this book was published. It is the reader's responsibility to stay informed of changes in emergency care procedures.

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Published by StayWell Health & Safety Solutions
This manual is dedicated to the thousands of employees and volunteers of the American Red Cross who contribute their time and talent to supporting and teaching lifesaving skills worldwide and to the thousands of course participants who have decided to be prepared to take action when an emergency strikes.

These treatment recommendations and related training guidelines have been reviewed by the American Red Cross Scientific Advisory Council, a panel of nationally recognized experts in fields that include emergency medicine, occupational health, sports medicine, school and public health, emergency medical services (EMS), aquatics, emergency preparedness and disaster mobilization.

Many individuals shared in the development and revision process in various supportive, technical and creative ways. The American Red Cross Bloodborne Pathogens Training: Preventing Disease Transmission Instructor’s Manual was developed through the dedication of employees and volunteers both. Their commitment to excellence made this manual possible.
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Course Purpose

The purpose of the American Red Cross Bloodborne Pathogens Training: Preventing Disease Transmission course is to teach employees:

- How bloodborne pathogens are spread.
- How to help prevent exposure incidents by following work practice controls, using engineering controls and personal protective equipment (PPE), practicing good personal hygiene, and properly cleaning and disinfecting equipment and supplies.
- How to recognize, report and follow up on employee exposure to infectious materials.

This course was developed with guidance from the federal Occupational Safety and Health Administration (OSHA) to comply with the training component of the OSHA Bloodborne Pathogens Standard (29 CFR part 1910.1030), released December 6, 1991, and its revision, released January 18, 2001.

**Note:** This course is intended only to assist employers with meeting the training mandate as stipulated in the OSHA Bloodborne Pathogens Standard. It is vital that American Red Cross instructors understand and convey to employers and participants that taking part in Bloodborne Pathogens Training does not constitute full compliance with the OSHA standard. Issues regarding specific engineering controls, PPE, immunizations, exposure control plans and reporting exposure incidents are the responsibility of the employer.

Course Prerequisites

None

Course Participants

Participants in this course may represent a broad range of backgrounds and differ in levels of education and experience. Participants may include:

- Public safety personnel.
- Medical personnel, such as athletic trainers, emergency medical technicians, pharmacists, nurses and physicians.
- Members of emergency response.
- Employees with a duty to respond.

Course Length

Bloodborne Pathogens Training: Preventing Disease Transmission is designed to be taught in approximately 2 hours. These estimates are based on:

- Twenty-five participants per instructor.
- The experience and abilities of the instructor.

You must carefully consider the issues of time when planning each class session. The lesson plan in this instructor’s manual should be followed as closely as possible; however, facility constraints, specific instructor-to-participant ratios and participant needs, such as breaks, may increase course length.
Other factors that may influence lesson planning include:

- Classroom availability and layout.
- Number of participants.
- Instructor experience.
- Number of instructors.

### Classroom Space

The lessons described in this instructor’s manual require classroom space suitable for lectures, class discussions, activities and video presentations. The classroom should provide a safe, comfortable and appropriate learning environment. The room should be well lit, well ventilated and comfortable in temperature.

### Class Size

The course outline and lesson plan have been developed for a class of approximately 25 participants. If your class is larger, you will probably need to allow more time or have co-instructors, assisting instructors or instructor aides help you. The amount of assistance from additional instructors may limit class size. Personal supervision is necessary to ensure the safety of participants. If the class is too large, you may not be able to provide proper supervision or complete class activities in the allotted time.

### Class Safety

As a Red Cross instructor, it is important for you to make the teaching environment as safe as possible. Participants who believe that they are at risk for injury or illness may become distracted. These same feelings may also affect your ability to conduct the courses. There are several steps you can take to help increase class safety:

- **Instructor preparation.** Consider possible hazards and manage safety concerns before a course starts. Often, you can foresee hazards and take steps to eliminate or control them long before participants arrive.

- **Instructor aides.** Individuals who express an interest in becoming an instructor but do not meet the instructor requirements—for example, the minimum age—can participate in the course experience as instructor aides. Clearly define their roles and responsibilities. Instructor aides must always be under the direct supervision of an instructor and should never be left alone to supervise course participants. Instructor aides must possess a basic-level certificate in the applicable program or course for which they wish to assist. A Red Cross instructor can train an instructor aide candidate. Contact the local Red Cross chapter to obtain further information about instructor aide training. In general, duties and responsibilities of instructor aides include:
  - Handling registration and record keeping.
  - Setting up classrooms and handing out supplies.
  - Assisting with equipment (e.g., setup, cleaning and distribution of materials).
  - Helping participants with small-group activities.
Participants with Disabilities and Special Health Considerations

Detailed guidance on adapting courses to accommodate participants with disabilities and special health considerations is included in the *Americans with Disabilities Act (ADA) Resource Guide for Conducting and Administering Health and Safety Services Courses*, which is available on Instructor’s Corner.

Modifications for Different Settings

The Bloodborne Pathogens Training: Preventing Disease Transmission course can be customized to meet participants’ specific needs. It can be offered, for example, as a certification course to meet a regulatory requirement or as an employee benefit program. Schools may integrate training into the curriculum.

**Training in the Workplace**

**Training to Meet a Workplace Certification Requirement**

Courses are designed to meet the training requirements of various occupational, office or industrial settings. When offering the program to meet certification requirements, adapting the training does not mean that you can add to, delete or change the content.

To modify the course for a workplace with certification needs, a Red Cross chapter representative should meet with the workplace safety representative to discuss the needs before scheduling a course. A chapter representative should convey this information to you so that you can adequately prepare to deliver the course material. As an instructor, you should ask these questions:

- Why is the workplace customer offering this training?
- What is the background of course participants? This includes:
  - Previous training.
  - Job responsibilities.
  - Educational background.
  - English as a second language.
- What site-specific information is known? This includes:
  - The type and frequency of past incidents of injury or sudden illness in the workplace.
  - Established emergency procedures. (Is there a written emergency action plan?)
  - The type and location of first aid supplies at the site.

**Participant Materials**

All Bloodborne Pathogens Training: Preventing Disease Transmission course participants have access to free electronic fact and skill sheets that can be downloaded and printed that are available on Instructor’s Corner and redcross.org. Participants are not required to have any course materials during class.

**Instructor Materials**

The instructor’s manual contains all the information needed for planning, preparing and conducting the course. Although the lesson is essential (and required) during class, other information included in the instructor’s manual is more useful for planning and preparation. To account for this range of uses, the instructor’s manual is available in a free electronic version, which can be printed. Section 2 (the lesson) should be printed and used when teaching the course. Sections 1 and 3 can be viewed online at any time. The lesson has been streamlined and formatted to be printer friendly.
The instructor’s manual provides the tools necessary to evaluate the performance of course participants. It includes the following sections:

- Section 1: Administration. This section describes the organization of the program, provides administrative information on conducting the training, helps prepare instructors to teach and contains information on instructor responsibilities.
- Section 2: Lesson. This section contains the course outline, learning objectives and comprehensive lesson that makes up the course.
- Section 3: Appendix. This section includes Teaching Strategies.

**Video Segments**

Video segments are designed for the Bloodborne Pathogens Training course. The video segments are an integral part of the course and are required. The course cannot be conducted if the video segments are not available.

The video segments are available from the following sources:

- CPR/AED for Professional Rescuers and Health Care Providers DVD
- First Aid/CPR/AED DVD
- Bloodborne Pathogens Training: Preventing Disease Transmission course presentation
- Instructor’s Corner

**Instructor’s Corner**

As an instructor, you should register on Instructor’s Corner and visit the site regularly for program information and updates. Once you have completed the brief registration process, you will have free access to many important resources for instructors.

The following Bloodborne Pathogens Training: Preventing Disease Transmission instructor resources are available on Instructor’s Corner:

- Administrative Terms and Procedures
- Participant Course Evaluation Form
- Sample Course Record and Course Record Addendum
- The Americans with Disabilities Act—Course Modification
- Bloodborne Pathogens Training: Preventing Disease Transmission Course Presentation

Additional materials on Instructor’s Corner include:

- Information about other Red Cross training and education programs.
- Frequently asked questions (FAQs) and expert answers to your technical questions.
- Link to the Red Cross Learning Center website.
- Links to redcrosstore.org and shopstaywell.com for training supplies and Red Cross retail products.

**Course Presentation**

Another resource for instructors is the Bloodborne Pathogens Training: Preventing Disease Transmission course presentation. Similar to a PowerPoint presentation, the course presentation is an in-class visual aid that is projected onto a screen or viewing area. Instructors click through the presentation slides as they progress through the lessons.

The course presentation is designed to include all the visual information necessary to conduct a Bloodborne Pathogens Training: Preventing Disease Transmission course. The course presentation includes video segments, activity directions and lecture points. When using the course presentation, it is not necessary to use any print products (other than the lesson).

Before conducting the course, become familiar with the presentation software and test the display of the system to be used. Although printed reference materials are not necessary when using the course presentation, it is recommended that you have backup copies of the presentation and video segments in case technical difficulties occur.

**Course Presentation System Requirements**

- Adobe Reader 9
- Flash Player 8, 9 for Windows and Mac
- Flash Player 9 for Linux and Solaris

**Equipment Requirements**

- Laptop/desktop computer
- Power source
- Projector
- Projection screen/area
- Computer speakers
Conducting the Course

Precourse Planning

To successfully meet the instructional objectives, it is necessary that you talk with the employer representative before conducting the training. If the training is conducted at a Red Cross chapter, let participants know that they will want to check with their employers for worksite-specific information. If possible, meet at the workplace where you will be teaching. Review the training materials and obtain any information specific to the workplace for which the training is being conducted. Ask the employer representative to review with you the types of workplace-specific tasks that present a potential risk of exposure, examples of work practices and engineering controls that are in effect, as well as the types of PPE and biohazard disposal cleanup materials available. This information will help you tailor your presentation to the specific needs of the participants.

Dealing with Challenging Questions

Occasionally, you may be faced with a challenging or difficult question from a participant that may be based on that individual’s values, beliefs or opinions. Questions may also arise that might tempt you to take sides on an issue that pits employees against employer. Instructors must always maintain a nonjudgmental perspective whenever these situations arise. The best approach is to confine comments or responses to factual information provided in the course content and to:

- Acknowledge the question and seek clarification, if necessary, such as repeating or rephrasing a question.
- Refer the participant to specific information in the OSHA Bloodborne Pathogens Standard as it relates to his or her question.
- Focus value-based questions or questions that probe for your personal feelings about an issue on the facts about bloodborne pathogens or the disease process without getting involved in the values underlying the question.
- Direct the participant to the employer representative and exposure control plan for the answer.

The employer representative, if at all possible, should be available to answer specific questions related to the exposure control plan of the individual facility. Ensure that the employer representative is comfortable with his or her role in the training. The employer representative should be familiar with the employer’s exposure control plan. During the part of the training in which the exposure control plan is reviewed with the employees, the employer representative should review the plan with participants and answer questions specific to their workplace. As the instructor, your primary responsibility is to answer questions dealing with information in the course materials.

Instructional Design Elements

To make the courses more engaging for the instructor and participants, interactive exercises are integrated into the lesson, along with traditional lectures. For detailed explanations of each lesson component and additional instructional tools, refer to Appendix: Teaching Strategies. The activities included in the lesson, such as guided discussions and small-group activities, are designed to correspond with the lesson objectives and reinforce essential information that participants need to know.

The lecture points included in the courses represent the fundamental concepts that instructors need to convey to meet the associated learning objectives. They are designed to be read as is or used as a guide, to allow instructors to deliver the lecture material more naturally.
Criteria for Course Completion and Certification

Red Cross certification means that on a particular date an instructor verified that a participant demonstrated competency in all required knowledge and skills taught in the course. Competency is defined as being able to demonstrate correct decision-making processes, to sequence care steps properly and to demonstrate proficiency in completing all required skills without any coaching or assistance. To complete the course successfully, the participant must attend the entire class session. OSHA regulations indicate that training in bloodborne pathogens must be conducted annually.

Note: This course is intended only to assist employers with meeting the training mandate as stipulated in the OSHA Bloodborne Pathogens Standard. It is vital that American Red Cross instructors understand and convey that taking part in the Bloodborne Pathogens Training course does not constitute full compliance with the OSHA standard. Issues regarding specific engineering controls, PPE, immunizations, exposure control plans and reporting exposure incidents are the responsibility of the employer.

Reporting Procedures

You must submit a completed Course Record and Course Record Addendum to the local Red Cross chapter within 10 working days of course completion. The Course Record can be submitted by mail, fax or e-mail. Check with the local Red Cross chapter for procedures on submitting course records.

Awarding Certificates

Discuss with the local Red Cross chapter the procedures for obtaining American Red Cross course completion certificates. If you receive certificates after the course is over, make arrangements to get them to participants.

Instructor Responsibilities

Your responsibilities as a certified Red Cross instructor are to:

- Be familiar with course materials and know how to use them to teach effectively.
- Plan, coordinate and manage a course in conjunction with the local Red Cross chapter.
- Advise the local Red Cross chapter in advance of any teaching activity.
- Inform participants of evaluation procedures and course completion requirements.
- Create a nonthreatening environment that fosters learning.
- Demonstrate healthy habits while conducting a course or presentation.
- Adapt your teaching approaches to the experiences and abilities of participants to enable them to meet the course objectives.
- Prepare participants to meet the course objectives.
- Be prepared to answer participants’ questions or know how to find the answers.
- Ensure that the classroom is free of hazards.
- Provide participants with timely, positive and corrective feedback as they learn.
- Identify participants who are having difficulty and develop effective strategies to help them meet course objectives.
- Conduct courses in a manner consistent with course design.
- Issue course completion certificates.
- Submit completed course records and reports to the Red Cross representative within 10 working days from the course completion.
- Be familiar with and inform participants of other Red Cross courses and programs.
- Identify potential instructor candidates and refer them to the appropriate Red Cross representatives.
- Abide by the obligations in the Instructor Agreement and Code of Conduct and, if applicable, the Authorized Provider Agreement.
- Represent the Red Cross in a positive manner.
- Promote volunteer opportunities available through the Red Cross.
American Red Cross Resources

Keep updated on the latest instructor information by visiting Instructor’s Corner (redcross.org/instructorscorner). This site features program materials, FAQs, instructor and program updates, and course-related forms. Your local Red Cross chapter may have additional information and resources provided by national headquarters, as well as additional equipment, marketing materials and instructional aids you can use. Before you start the Bloodborne Pathogens Training: Preventing Disease Transmission program, find out how your local Red Cross chapter can support you.

Additional Resources for Instructors and Participants

Training Equipment and Red Cross Retail Products

CPR breathing barriers, first aid kits and a wide range of Red Cross retail products are available through the local Red Cross chapter or the Red Cross store (redcrossstore.org).

Additional Red Cross Courses

A wide range of additional training opportunities in health and safety and preparedness are offered through the Red Cross. Additional Red Cross programs include:

- Lifeguarding.
- Swimming and Water Safety.
- Babysitter’s Training.
- Family Caregiving.
- Nurse Assistant Training.
- Wilderness and Remote First Aid.
- Emergency Medical Response.

Refer participants to the local Red Cross chapter for more information about scheduled courses in their community.

Continuing Education Units for Professionals

Many course takers are professionals who need continuing education units (CEUs) to maintain a license and/or certification. Examples include nurses, social workers, recreation professionals, teachers and day care providers.

The American Red Cross is approved as an authorized provider by the International Association for Continuing Education and Training (IACET) (www.iacet.org). IACET’s Criteria and Guidelines for Quality Continuing Education and Training Programs are the standards by which hundreds of organizations measure their educational offerings. For additional information, contact the local Red Cross chapter.
## COURSE OUTLINE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the Course</td>
<td>10 minutes</td>
</tr>
<tr>
<td>OSHA Bloodborne Pathogens Standard</td>
<td>10 minutes</td>
</tr>
<tr>
<td>How Infections Occur</td>
<td>35 minutes</td>
</tr>
<tr>
<td>Exposure Control Plan</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Exposure Incidents</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Wrap-Up</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Closing</td>
<td>5 minutes</td>
</tr>
<tr>
<td><strong>Total Course Time</strong></td>
<td><strong>2 hours</strong></td>
</tr>
</tbody>
</table>

**Instructor’s Note:** This outline provides you with an overview of the knowledge and skills to be taught in the American Red Cross Bloodborne Pathogens Training: Preventing Disease Transmission course. It is one class session for a total time of 2 hours.
LESSON OBJECTIVES
After completing this lesson, participants should be able to:
- Define bloodborne pathogens.
- Identify the bloodborne pathogens of primary concern.
- List four ways bloodborne pathogens can enter a person's body.
- Describe the importance of PPE and hand washing in reducing the risk of bloodborne pathogen transmission.
- Identify work practices that help eliminate or reduce the risk of exposure.
- Demonstrate how to remove disposable gloves properly.
- List procedures to follow if exposure occurs.

GUIDANCE FOR THE INSTRUCTOR
To complete this lesson and meet the lesson objectives, you must:
- Discuss all points in the introduction to the course.
- Conduct the lecture on bloodborne pathogens.
- Show the video segment, “How Infections Occur”
- Lead the guided discussion and conduct a lecture on the spread of pathogens.
- Lead the guided discussion about an exposure control plan.
- Show the video segments, “The Exposure Control Plan” and “Personal Protective Equipment”
- Conduct the small-group activity on personal protective equipment (PPE).
- Conduct the lecture on the importance of hand washing.
- Show the video segment, “Engineering and Work Practice Controls,” and lead the guided discussion on engineering and work practice controls.
- Conduct the lecture on equipment and spill cleanup.
- Conduct the skill session for Removing Disposable Gloves.
- Show the video segment, “Exposure Incidents,” and conduct the lecture on what to do if an exposure incident occurs.
- Complete the Wrap-Up.
- Conduct the Closing.

MATERIALS, EQUIPMENT AND SUPPLIES
- Non-latex disposable gloves (one pair per participant)
- Examples of PPE, such as gowns, eye protection and breathing barriers
- Examples of biohazard equipment as appropriate
### TOPIC: INTRODUCTION TO THE COURSE

**Discussion**
- Welcome participants and briefly introduce yourself and co-instructors, if applicable. Give your background and identify yourself as an American Red Cross instructor.
- Have participants briefly introduce themselves and write their names on name tags or name tents and display them.
- Review facility policies and procedures, and give locations of restrooms, water fountains and break areas. Also point out where exits are located as well as where automated external defibrillators (AEDs) are located.

_Instructor’s Note:_ If this training involves the same participants from a previous session, omit the previous points of the introduction.

- Review the course outline.
- Point out and/or distribute the fact sheet/skill sheet, as necessary, which participants will use during the course.

**Lecture Points**
- The purpose of the Bloodborne Pathogens Training: Preventing Disease Transmission course is to provide participants with an understanding of:
  - The intent of the Bloodborne Pathogens regulation issued by the federal Occupational Safety and Health Administration (OSHA).
  - How bloodborne pathogens are spread.
  - Precautions to prevent exposure incidents.
  - How to recognize, report and follow up on exposure to infectious materials.
- To receive the course completion certificate for Bloodborne Pathogens Training: Preventing Disease Transmission, you must attend the entire course.
- Upon successful course completion, each participant will receive an American Red Cross Universal Certificate indicating Bloodborne Pathogens Training that is valid for 1 year. Training must be completed annually as required by OSHA regulations.

### TOPIC: OSHA BLOODBORNE PATHOGENS STANDARD

**OSHA Regulations**

**Lecture Points**
- OSHA has issued regulations about on-the-job exposure to bloodborne pathogens.
- OSHA requires that employers reduce or remove hazards from the workplace that may place employees in contact with infectious materials.
- These regulations apply to employees who may be exposed to blood or other body substances that could cause infection.
- The Bloodborne Pathogens Standard was revised in 2001 in response to passage of the federal Needlestick Safety and Prevention Act.

_Instructor’s Note:_ Refer participants to their fact sheets for a listing of specific employer responsibilities and to the OSHA website for additional information about the Bloodborne Pathogens Standard (29 DFR part 1910.1030).
## TOPIC: HOW INFECTIONS OCCUR

### BLOODBORNE PATHOGENS

| Lecture Points | Bloodborne pathogens, such as bacteria and viruses, are present in blood and body fluids and can cause disease. |
|               | The major bloodborne pathogens of concern to those responding to a first aid emergency are hepatitis B, hepatitis C and HIV. |

### THE SPREAD OF PATHOGENS

| Large-Group Activity | Have participants list ways in which someone who responds to a first aid situation, including breathing or cardiac emergencies, may be exposed to bloodborne pathogens. |
|                     | Be sure to emphasize exposure through injuries from needles and other sharps devices and direct and indirect contact with skin and mucous membranes. |
| Video               | Show the video segment, “How Infections Occur” (5:26). Answer participants’ questions about the segment. |
| Guided Discussion and Lecture Points | Ask participants: **As you learned in the video, four conditions must be met for any disease to be spread. What are they?**  
**Answer:** Responses should include the following:  
- A pathogen must be present.  
- A sufficient quantity of the pathogen to cause disease must be present.  
- A person must be susceptible to the pathogen.  
- The pathogen must pass through the correct entry site (for example, eyes, mouth and other mucous membranes or skin pierced or broken by needlesticks, bites, cuts, abrasions and other means).  
- Bloodborne pathogens spread primarily through direct or indirect contact with infected blood or other body fluids.  
- Bloodborne pathogens do not spread by food or water or by casual contact, such as hugging or shaking hands.  
- Direct contact occurs when infected blood or body fluid from one person enters another person’s body at a correct entry site.  
- Indirect contact occurs when a person touches an object that contains the blood or other body fluid of an infected person and that infected blood or body fluid enters the body through a correct entry site.  
- Other pathogens can enter the body through droplet transmission, which occurs when a person inhales droplets from an infected person, such as through a cough or sneeze.  
- Vector-borne transmission occurs when an infectious source, such as an animal bite or an insect bite or sting, penetrates the body’s skin. |
# TOPIC: EXPOSURE CONTROL PLAN

| Guided Discussion | ■ Ask participants to describe what they think an exposure control plan is.  
|                   | ■ Clarify that an exposure control plan, required by OSHA, is a written document outlining the protective measures an employer will take to eliminate or minimize incidents of employee exposure.  
|                   | ■ Urge participants to review the exposure control plan at their places of employment. |

| Video | ■ Show the video segments, “The Exposure Control Plan” (2:10) and “Personal Protective Equipment” (2:01). Answer participants’ questions about the segments. |

## PERSONAL PROTECTIVE EQUIPMENT

| Small-Group Activity | ■ Divide participants into several small groups. Ask each group to identify examples of PPE that the participants would use for their individual jobs and possible situations when each would be used.  
|                     | ■ Have each group share its information with the rest of the class. Point out similarities for when each type of PPE would be used.  
|                     | ■ Show participants examples of different types of PPE. |

## HAND HYGIENE

| Lecture Points | ■ Hand washing is the most effective measure to prevent the spread of infection.  
|                | ■ Wash hands before providing care, if possible, and always after providing care, whether gloves are worn.  
|                | ■ Use alcohol-based hand sanitizers when soap and water are not available and the hands are not visibly soiled. |

| Video | ■ Show the video segment, “Engineering and Work Practice Controls” (3:47). Answer participants’ questions about the segment. |

## ENGINEERING AND WORK PRACTICE CONTROLS

| Guided Discussion | ■ Ask participants to define the meaning of engineering controls and to give examples.  
|                  | **Answers:** Responses should include the following:  
|                  | ○ Engineering controls are measures to isolate or remove a hazard from the workplace.  
|                  | ○ Examples include sharps disposal containers, self-sheathing needles, safer medical devices, biohazard containers and labels, and PPE.  
|                  | ■ Ask participants to differentiate engineering controls from work practice controls.  
|                  | **Answers:** Responses should include the following:  
|                  | ○ Work practice controls focus on changing the way a task is carried out; engineering controls focus on isolating or removing hazards from the workplace. |
## ENGINEERING AND WORK PRACTICE CONTROLS  

Give examples of work practice controls, such as:
- Disposing of sharps in puncture-resistant, leak-proof, labeled containers.
- Avoiding the splashing, spraying and splattering of droplets of blood or other potentially infectious materials.
- Removing and disposing of soiled protective clothing as soon as possible.
- Cleaning and disinfecting all soiled equipment and work surfaces.
- Using good hand hygiene.
- Not eating, drinking, smoking, applying cosmetics or touching body areas in environments where exposure is possible.
- Isolating contaminated areas so other employees or people do not walk through and become exposed.

## EQUIPMENT AND SPILL CLEANUP

**Lecture Points**

- Take the following steps to clean up spills:
  - Wear disposable gloves and other PPE.
  - Take steps to protect others by roping off or placing cones around the area so others are not accidentally exposed by walking through it.
  - Clean up spills immediately or as soon as possible after the spill occurs.
    - If the spill is mixed with sharp objects, such as broken glass and needles, do not pick these up with your hands. Use tongs, a broom and dustpan, or similar items.
  - Dispose of the absorbent material used to collect the spill in a labeled biohazard container.
  - Flood the area with a fresh disinfectant solution. Use a commonly accepted disinfectant of approximately 1½ cups of liquid chlorine bleach to 1 gallon of water (1 part bleach to 9 parts water, or about a 10% solution) and allow it to stand for at least 10 minutes.
  - Use appropriate material to absorb the solution, and dispose of it in a labeled biohazard container.
  - Scrub soiled boots, leather shoes and other leather goods, such as belts, with soap, a brush and hot water. If you wear a uniform to work, wash and dry it according to the manufacturer’s instructions.

## REMOVING DISPOSABLE GLOVES

**Skill Session**

- Give each participant a pair of non-latex disposable gloves and have them put on the gloves.
- Guide participants through the steps listed on the Removing Disposable Gloves skill chart.
- Point out any common errors, such as touching the bare skin with a contaminated glove or touching a portion of the glove that is likely contaminated with a bare hand.
TOPIC: EXPOSURE INCIDENTS

Time: 15 minutes

<table>
<thead>
<tr>
<th>Video</th>
<th>Show the video segment, “Exposure Incidents” (1:56). Answer participants' questions about the segment.</th>
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</thead>
</table>

| Lecture Points | Immediate steps to take following an exposure incident include:  
- Cleaning the contaminated area thoroughly with soap and water.  
- Flushing splashes of blood or other potentially infectious materials near the mouth and nose with water.  
- Irrigating the eyes, if exposed, with clean water, saline or sterile irrigants for 20 minutes.  
Steps to take after an exposure incident include:  
- Immediately reporting the incident to the appropriate person identified in the employer's exposure control plan and to the emergency medical services (EMS) personnel taking over care of the victim.  
- Writing down what happened, including the time, date and circumstances of the exposure, actions taken after the exposure and any other information required by the employer.  
- Seeking immediate follow-up care according to the employer’s exposure control plan. |

WRAP-UP

Time: 5 minutes

- In review, ask participants the following questions and answer any participants’ questions:
  - Which bloodborne pathogens are of primary concern for someone who responds to a first aid emergency?  
    **Answer:** Bloodborne pathogens of primary concern are hepatitis B, hepatitis C and HIV.  
  - What four conditions are required for an infection to spread?  
    **Answer:** Responses should include the following:  
    - Presence of a pathogen  
    - Sufficient quantity of the pathogen  
    - Susceptible person  
    - Passage of pathogen through the correct entry site  
  - A victim has sustained a deep cut to his upper arm. The wound is open and blood is spurting from the wound. What PPE should you use?  
    **Answer:** Responses should include the following:  
    - Disposable gloves  
    - Face shield or mask  
    - Disposable gown  
  - After providing care to a victim, you notice that your gloves have become torn and some of the victim’s blood is on the skin of your hands. What should you do?  
    **Answer:** Responses should include the following:  
    - Immediately remove the gloves and clean the hands thoroughly with soap and water.  
    - Report the incident to the appropriate person and to the EMS providers taking over the victim’s care.  
    - Write down what happened.  
    - Seek immediate follow-up care according to the employer’s exposure control plan.
### CLOSING

- Tell participants who have attended the entire course that they have successfully passed the course.
- Thank all course participants for attending the course.
- Inform participants of other Red Cross courses that they may be interested in taking and of volunteer opportunities.

### Skill Chart

Participants must perform the steps listed in the skill chart in the correct order.

#### REMOVING DISPOSABLE GLOVES

**Note:** To remove gloves without spreading germs, never touch your bare skin with the outside of either glove.

1. Pinch the palm side of one glove near your wrist. Carefully pull the glove off so that it is inside out.
2. Hold the glove in the palm of your gloved hand. Slip two fingers under the glove at the wrist of the gloved hand.
3. Pull the glove until it comes off, inside out. The first glove should end up inside the glove you just removed.
4. Always wash your hands after removing gloves.

**Notes:**

- Always dispose of gloves and other PPE in a proper biohazard container.
- Wash hands thoroughly with soap and running water, if available. Otherwise, rub hands thoroughly with an alcohol-based hand sanitizer if hands are not visibly soiled.
TEACHING STRATEGIES

Teaching the Lesson

Before you teach a lesson, you should read the lesson plan, review the appropriate fact sheet and skill sheet and gather necessary materials, equipment and supplies.

The lesson plan contains the following:

- Lesson name
- Lesson objectives (specific course knowledge and skill objectives appropriate to the lesson)
- Guidance for the instructor (steps to be taken to complete the lesson)
- Materials, equipment and supplies (materials specific to course being taught)
- Topic names
- Activities (class exercises that enhance participants’ understanding of the course material)
- Skill session (practice of a skill by participants)
- Lesson wrap-up (lesson review)

There are multiple teaching strategies used throughout the course to keep participants engaged including activities and the skill session. Rather than simply lecturing to participants, maximize learning by facilitating class discussion and interaction. Question-and-answer sessions are built into the course to help such interaction. The questions enable participants to think about the issues and draw on experience or prior knowledge.

Working with Your Audience

Understanding your audience will help you engage participants in course activities. If you can relate to your audience, you will be better able to facilitate the activities successfully, help participants associate classroom information with personal experiences, provide a positive learning environment and maintain each participant’s self-esteem. You may have adults and youths from a variety of age groups in your course. Being aware of these differences before the course begins can help you anticipate any issues before they arise, such as different levels of understanding and skill.

Facilitating Discussion

Many activities and discussions in this course make use of facilitation principles, with the course instructor serving as the facilitator.

Facilitation is based on the concept of pushing, pulling and balancing the flow of information. Push skills have to do with information flowing mostly from instructor to participants. Pull skills are used when the instructor engages participants through the use of interactive exercises and by asking and answering questions or using other approaches that actively involve participants in their own learning, such as with the use of open-ended questions. Balance skills involve managing the push and pull of information to keep the learning process moving and to maximize learning.
When you facilitate classroom discussion and participant responses, keep in mind the following points:

- Maximize class interaction.
- Use pull skills to engage participants in classroom discussions and to keep discussions on topic or to provide necessary information.
- Pull skills are also useful to solicit responses from different participants to prevent one participant from dominating the discussion.
- Promote an open exchange of information and ideas by asking open-ended questions (i.e., questions that begin with “who,” “what,” “when,” “where,” “why” or “how”), waiting for responses, listening, managing silence and referring participants’ questions back to the group for discussion and resolution.
- Ensure effective discussion sessions by giving and receiving feedback, maintaining an open perspective, setting the climate, staying on topic and managing time effectively.

Facilitation techniques allow you to evaluate participants’ knowledge and understanding throughout the course. In addition, facilitation:

- Gives you the opportunity to evaluate the group’s needs and focus the activities on those needs.
- Allows you to build on participants’ previous knowledge and skills.
- Allows participants to associate previous knowledge and skills with new information.
- Allows participants to learn from one another.
- Keeps participants engaged and interested throughout the course.

**Activities**

The educational activities in this course:

- Are learner focused and involve ongoing evaluation of participants, beginning when they enter the classroom.
- Teach participants to use their critical-thinking skills to solve problems.
- Allow participants to associate information with their personal experience.

**Guided Discussion**

The instructor’s role in the guided discussions is critical. The ability to introduce questions that prompt discussion is an important aspect of facilitating good discussions. The purposes of asking questions for guided discussions are to:

- Increase comprehension (i.e., when the group does not understand something, the discussion may offer an alternative explanation that clarifies the information for participants).
- Monitor and evaluate the group’s level of understanding.
- Focus the group’s attention on the relevant topic.
- Ensure that the group covers all of the supplied content for each activity.

**Lectures**

Instructor presentation, or lecture, is sometimes the most effective way to deliver information. However, because lecturing is a passive way for participants to learn, it should be kept as brief as possible. Too much lecturing causes participants to become disengaged, resulting in less effective learning. Lecture points are specific content that instructors must communicate to participants and are written so that they can be read aloud as written or rephrased as needed. When you use lecture points, it is important that you fully understand the content in order to rephrase or provide context as needed. If you are using the course presentation, the main points for the lecture are included on the accompanying slide. If you are not using the course presentation, it is often helpful to write
bullet points on newsprint before the class to facilitate the learning process. This practice also helps you meet the various learning needs of participants.

When delivering a lecture, it is important that the lecture be dynamic and engaging. Keeping the lecture moving, avoiding long stories of personal experiences and maintaining a learner-centered focus will vastly improve educational outcomes. One way to accomplish this is to prepare for interactive lectures. An interactive lecture will have opportunities for two-way communication between participants and the instructor as well as among the participants themselves. To prepare an interactive lecture, keep the following suggestions in mind:

- Ensure that you understand the purpose of the lecture and plan accordingly.
- Feel free to rephrase the lecture points to fit your natural speaking style.
- Prepare lecture notes so that you can avoid reading from the instructor's manual while lecturing.
- Use analogies to help create a bridge between lecture material and participants' experiences.
- Strive for interaction with participants during lectures.
- Encourage participants to add to the lecture.

**Group Activities**

This course also uses group exercises to meet learning needs and promote interaction. When conducting group exercises, you should choose both the size and makeup of the groups. Form groups using the fewest number of participants necessary to conduct the exercise. Keeping the group size small will help avoid potential group-dynamics issues and establish a comfortable environment for the exchange of ideas.

Form new groups for each activity. Changing group members among activities promotes class cohesion, avoids situations in which one or more participants feel left out and keeps friendships from taking precedence over learning. Using an arbitrary selection criterion each time you form groups will help you vary group makeup and give participants the chance to interact with many different classmates. For example, try using selection criteria such as find the person in class whose birthday is closest to yours and form a pair, find the person who lives the farthest from you and form a pair, or find the other people in class whose birthday is in the same season as yours (winter, spring, summer or fall) and form a group.

**Small-Group Exercises**

Small-group exercises use two to four participants working together to solve a problem or complete an activity. These exercises allow participants to use one another's knowledge to solve problems and learn from others' experiences.

**Large-Group Exercises**

Large-group exercises use large numbers of participants or the whole class to solve a problem or complete an activity. When the entire class works together, it provides an opportunity to exchange ideas, discuss problems and think about the many ways to solve a problem.

**Lesson Wrap-Ups**

These question-and-answer sessions are found at the end of the lesson. As you lead the wrap-ups, ask for volunteers to provide answers. Waiting up to 10 seconds for an answer can help encourage hesitant participants to answer. Call on participants by name if you are having a hard time finding volunteers. However, do not insist that all participants provide answers. Participants can still gain from this format even if they appear reluctant to answer.

Ideal responses are provided for each question. Answers labeled “Responses could include” are examples of one or more possible correct answers. For these questions, an example of a correct answer is provided in case participants are unable to come up with the correct answer(s) on their own. Answers labeled “Responses should include” are the correct answer(s) that must be covered. In this case, instructors must provide any or all of the answers if participants are unable to come up with the correct answer(s) on their own.
Conducting Skill Sessions

Skill sessions are a critical component of most American Red Cross courses that result in certification. The skill session should be well organized and well managed. During the skill session, participants are learning and perfecting skills. The session should include direction and instruction, ample practice time, instructor reinforcement, corrective feedback and encouragement to ensure participant success. Plan the skill session to reinforce learning objectives.

During the skill session, you are responsible for:

- Maintaining a safe learning environment.
- Helping participants form pairs and making sure that they have the necessary equipment for skill practice (e.g., non-latex disposable gloves).
- Demonstrating a skill or skill components and/or guiding participants through a skill.
- Keeping the session running smoothly.
- Providing sufficient time for all participants to practice each skill.
- Identifying errors promptly and providing appropriate feedback to help participants improve their skills.
- Encouraging participants to improve their skills.
- Checking each participant for skill competency.

Orienting Participants to the Skill Session

Orienting participants to the skill session will help them get started quickly and practice more efficiently. Participants should practice in groups of two or three.

Instructor-Led Practice

Instructor-led practice can be used to focus on a skill or part of a skill. It is particularly useful for introducing new skills that build on previously learned skills or for safety reasons. With this method, the instructor guides participants through each step of a skill while checking on participants to ensure that all in the group complete the steps properly as the instructor calls them out.

When you lead the practice, position yourself so that you can see everyone.

People with Reading Difficulties and Disabilities

If you believe that a class includes participants who have reading difficulties or disabilities, you should discuss this with those participants individually and privately without attracting the attention of the rest of the class. You should make modifications that will allow these individuals to participate fully in class, such as reading any necessary material to the class.

Identifying People with Reading Difficulties or Disabilities

Course participants will do some reading during this course. You must be prepared to detect any such difficulties and provide those participants with every opportunity to succeed, including modifications. Some participants may have difficulty reading because English is his or her second language. Through observation, you may be able to detect that an individual has reading difficulties.
Problems with reading skills may be present when:

- A participant does not follow along with written material or turn pages as the instructor reads.
- A participant says that he or she:
  - Forgot his or her glasses.
  - Has not done well in educational settings.
  - Does not do well in testing situations.

**Helping Participants with Reading Difficulties or Disabilities**

Final written exams are not a required component of the course. If a final exam has been requested or required by an employer, course provider, or state or local regulations, you may administer an oral exam instead.