

Bloodborne Pathogens



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An HSI Company

Bloodborne Pathogens

Instructor Guide, *Version 8.0*

Purpose of this Guide

This ASHI *Bloodborne Pathogens Version 8.0 Instructor Guide* is solely intended to give information on the presentation and administration of ASHI Bloodborne Pathogens certified training classes. The information in this book is furnished for that purpose and is subject to change without notice.

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Making the Workplace and Community Safer.

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PREVIEW

PART 1:

PROGRAM DESIGN AND INSTRUCTIONAL TOOLS

PREVIEW

Program Design

Program Overview

The ASHI Bloodborne Pathogens training program is intended for individuals who are trained as a CPR and/or first aid provider, or have an identified job classification in which there are tasks or procedures that increase the risk of exposure to bloodborne pathogens. There are no class prerequisites.

The goal of this training program is to provide knowledge to employees with an identified risk on how to avoid exposure to blood and other potentially infectious materials, and what steps will be taken if an exposure occurs. Founded in basic principles of instructional design and learning theory, ASHI promotes a “toolbox” approach to learning. This approach gives Instructors flexibility in both presentation strategies and materials in order to reach students with widely varying abilities in the countless instructional settings that exist in the real world.

Program Structure

ASHI Bloodborne Pathogens contains only core training content.

Core Training Content

The core training content is the minimum knowledge content that is required for certification in ASHI Bloodborne Pathogens.

Third-Party Training Content

Additional training materials that are not produced by HSI may also be used to enhance ASHI Bloodborne Pathogens at the discretion of the training center director. These additional materials may not be used in lieu of ASHI Bloodborne Pathogens materials and may not be used to shorten or otherwise alter the core training content required for certification.

Important:

INSTRUCTORS MUST BE FAMILIAR WITH AND COMPLY WITH ALL APPLICABLE LOCAL, STATE, PROVINCIAL, FEDERAL LAWS AND ADMINISTRATIVE RULES AS THEY PERTAIN TO THE APPROVAL, DELIVERY, AND ADMINISTRATION OF THIS TRAINING. HSI MAINTAINS A DATABASE OF ALL REGULATORY APPROVALS IN OTIS.

Class Types

There is only one class type for ASHI Bloodborne Pathogens. Regardless if the student is new, or has taken Bloodborne Pathogens in the past, each class is taught as if it is an initial class training.

Renewal Class

Renewal training is accomplished by repeating an initial training class.

Challenge

There is no challenge option available for this course.

Class Methods

There are 2 main methods to teaching and certifying students in ASHI Bloodborne Pathogens: instructor-led classroom training and blended learning.

Classroom Training

This is an instructor-led, in-person, classroom-based approach where the core knowledge content is provided using scenario-based video segments followed by the opportunity for interactive questions and answers with the instructor. There is no restriction on the number of students in a training class.

Blended Learning

This is a mixed-mode approach using both online and in-person learning; core knowledge content is provided in video segments and interactive student exercises online, followed by a required real-time interactive question and answer session with an instructor.

Training Content

Initial Classroom Class

The content of the initial class is divided into lessons. Each lesson provides an approximate length, states specific knowledge objectives (What Students Should Learn), provides an encouraging reason for learning (Why This Topic Matters), lists required equipment, and describes the necessary instructor activities. The outline and time frame for the Initial Instructor-Led Class are provided in Part 3.

ASHI promotes a “toolbox” approach to learning. This means that various presentation methods and tools may be used by the instructor to meet the knowledge objectives of the course, including skill guides, video, and slides.

Four-step Instructional Approach

In general, ASHI follows a basic four-step instructional approach (some lessons may include fewer or additional steps). Because the ASHI Bloodstone Pathogens program does not include any skill objectives, two of the steps, the demonstration and practice of skills, will not be utilized. Those steps are retained here for consistency with other ASHI programs that include skills training.

Step 1: Present the Knowledge Content

The program video and the program slide presentation are the primary tools provided to deliver knowledge content for the class.

Featuring scenario-based video segments, the program video provides you with a simple, engaging, and consistent approach to deliver content.

The program slide presentation allows more experienced Instructors to take an active role in presenting content. Slides focus on the key points of information and allow Instructors to highlight content using other delivery methods. Slide notes provide more detail on content. Instructors can use stated video-times as a guide for pacing lesson times when using the presentation.

Key points are also included for each lesson in this Instructor Guide and can be used to emphasize key content throughout the class.

Step 2: Demonstrate Skills

When demonstrating skills, a high-quality performance is essential because students will tend to copy it.

When giving a demonstration, consider using the WHOLE-PART-WHOLE method:

WHOLE: Demonstrate the entire skill, beginning to end, briefly naming each action or step.

PART: Demonstrate the skill again, step-by-step, integrating information and facts while pointing out common errors in technique. Present only the knowledge necessary to for the student to adequately perform the skill. To help, have students look at the appropriate Skill Guide as you demonstrate.

WHOLE: Demonstrate the entire skill again — in real-time — without comment. Perform it without remarks, interruption, or explanation. This helps students get a feel for the tempo of the skill and the opportunity to observe the sequence of actions before they practice.

Step 3: Allow Adequate Time for Students to Practice the Skills

Break students into small groups with the required equipment for the practice. Have one student act as a coach by reading the skill steps from the Skill Guide while another student performs the skill on a manikin or on another student who is playing the role of the ill or injured person. Have students rotate through the roles until all have played each role.

An Instructor should circulate through the classroom, answering questions, correcting errors in technique, and providing constructive feedback and positive reinforcement. Avoid anxiety-producing, perfection-oriented skill checks. A stimulating, but non-threatening, environment is best for learning.

More experienced or returning students may enjoy a scenario- or problem-based learning approach. Scenario sheets are available to support this approach.

Step 4: Wrap It Up

Ask for and answer questions as briefly and concisely as you can. If available, finish with a short problem-solving scenario to help students recall key information.

The initial class proceeds lesson by lesson until its conclusion. ASHI Bloodborne Pathogens certification cards are issued to those students who have earned them.

Certification Requirements

Instructors must be current and properly authorized as an ASHI Bloodborne Pathogens instructor to issue Bloodborne Pathogens certification cards.

The certification requirement for an initial class requires students to demonstrate cognitive knowledge through interaction with the instructor in a classroom setting or by successful completion of the interactive online course. It also requires participating in a real-time interactive question and answer session with the instructor. A Written Exam is not required for certification unless required by a regulatory agency.

Important:

WHEN NOT REQUIRED, THE WRITTEN EXAM MAY BE USED AS A PRE-, POST-, OR IN-CLASS ACTIVE LEARNING TOOL. THE INDIVIDUAL'S SCORE ON AN OPTIONAL EXAM MAY NOT BE USED TO WITHHOLD A PROPERLY EARNED CERTIFICATION CARD. WHEN A WRITTEN EXAM IS NOT USED OR REQUIRED, INSTRUCTORS CAN MEASURE COGNITIVE UNDERSTANDING BY INFORMAL OBSERVATION AND QUESTIONING USING THE KNOWLEDGE CHECK FEATURE.

Initial Blended Class

About Blended Learning

Blended learning combines the convenience of online learning with a real-time, interactive question and answer session with an authorized instructor. The platform used for the online portion of the Initial Blended Class is Otis. This web-based learning system allows for a variety of sensory interactions to provide users with a low-stress, easy-to-use, and convenient way to learn the required information. The management of blended training, including scheduling online and face-to-face sessions, is also done through Otis. Students are notified by email of enrollment in the online class. Student progress can be monitored online. For information on system requirements and how to register students for the online portion of the class contact your training center director or email customerservice@hsi.com.

Online Portion

The online portion of a blended training class covers the essential cognitive content for the class using program video segments and interactive exercises. When a student successfully completes the online portion of the class, a Recognition of Completion certificate will be made available to the student for printing and the completion will be recorded within Otis. Successful completion of the online portion is required to attend the real-time portion of the class for interactive questions and answers with an instructor.

Important:

COMPLETION OF THE ONLINE PORTION ALONE DOES NOT RESULT IN CERTIFICATION. THE ONLINE PORTION IS USEFUL FOR KNOWLEDGE ACQUISITION, ONLINE TRAINING ALONE DOES NOT MEET THE BLOODBORNE PATHOGENS TRAINING REQUIREMENTS OF THE US DEPARTMENT OF LABOR, OCCUPATIONAL SAFETY & HEALTH ADMINISTRATION (OSHA) STANDARDS. ONLINE TRAINING MUST BE ACCOMPANIED WITH A REAL-TIME INTERACTIVE QUESTION AND ANSWER SESSION WITH THE INSTRUCTOR.

Real-Time Question and Answer Session

Students must be provided an opportunity for interactive questions and answers with a person knowledgeable in the program content and the site-specific methods used to reduce exposure in order to meet the knowledge objectives.

The opportunity for interactive questions and answers can be achieved either face-to-face in a classroom setting or via online video conferencing. Sessions can be conducted for groups or for individuals.

For more information:

https://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=INTERPRETATIONS&p_id=25992

Certification Requirements

The certification requirements for the Initial Blended Class are the same as for an Initial Instructor-Led Classroom Class.

Instructional Tools

This ASHI Bloodborne Pathogens Instructor Guide (integrated with pages from the Bloodborne Pathogens Student Book), video segments, slides, and online training provide the materials necessary for a properly qualified and authorized instructor to conduct the Classroom and Blended classes. Lesson plans are located in Parts 3 and 4.

Instructor/Training Center Portal in Otis

The instructor/training center portal in Otis provides access to the most current support documents, including exams, errata sheets, and more. Please see Otis for the most up-to-date information. Login to Otis at otis.hsi.com/login. If you need assistance logging into Otis, call 877-440-6049 to speak with technical support.

Student Book

The ASHI Bloodborne Pathogens Student Book is an up-to-date resource that covers the core knowledge content required for certification. Each participant should have a current print or digital Student Book readily available during and after the class.

Program Video

The ASHI Bloodborne Pathogens program video is a scenario-based visual learning tool. Video segments cover all core training content. The video is available on digital video disc (DVD), online as a component of the blended class, and as an Otis-powered desktop or mobile application.

Program Slide Presentation

An ASHI Bloodborne Pathogens slide presentation is provided as an alternative visual tool to the program video. Designed for more experienced Instructors, the presentation highlights the key points of the program content to help guide Instructors in class. The program slide presentation file is available in Otis.

Skill Guides

There are no skill guides for the Bloodborne Pathogens program.

Scenario Sheets

There are no scenario sheets for the Bloodborne Pathogens program.

Performance Evaluation Sheets

There are no performance evaluations for the Bloodborne Pathogens program.

Written Exam

Unless required by a regulatory agency, it is not required for students to take and pass the Written Exam. However, the Written Exam documents are provided as an instructional tool and can be used to check student learning and effective retention of knowledge objectives.

Two Written Exam versions, an answer sheet, and answer keys are included in the program documents in Otis.

OSHA Bloodborne Pathogens Training Compliance

The ASHI Bloodborne Pathogens training program has been designed to meet the needs of different individuals, including those who need to meet the requirements established by the Occupational Safety and Health Administration's (OSHA) *Bloodborne Pathogens Standard 29 CFR 1910.1030*.

The following information provides more details on how the ASHI Bloodborne Pathogens training program can be used to help employers comply with the OSHA Standard.

Covered Employees

As determined by the employer, employees whose job classification creates an occupational risk of exposure to blood or other potentially infectious materials must comply with the requirements of the OSHA Bloodborne Pathogens Standard.

Meeting Compliance

The ASHI Bloodborne Pathogens training program is only a part of a larger comprehensive site-specific training plan required to comply with the OSHA Bloodborne Pathogens Standard.

In the Bloodborne Pathogens Standard, OSHA specifies the minimum training elements to be covered when training to meet regulation. These elements are covered in general terms within the ASHI Bloodborne Pathogens training program. It is important to understand that compliance training also needs to include the site-specific methods employers use to meet the standard. For example, after learning what personal protective equipment (PPE) is, what are the specific types of PPE provided by the employer and how are they made available?

To help, instructor activities are included in most lessons of the ASHI Bloodborne Pathogens training program to allow for coverage of any site-specific details as outlined in an organization's exposure control plan. Space is provided on Student Handbook pages to write notes on site-specific information. Discussion opportunities are included in each segment of the program.

Real-Time Question and Answer Session

Part of the OSHA Bloodborne Pathogens Standard specifies that students must have an opportunity for an interactive question and answer session with a person knowledgeable in general content and site-specific information, conducting the training. OSHA has determined that this session be in real-time, either in the classroom or by video-conferencing. It can be done in groups or individually.

This real-time session is required for certification in the ASHI Bloodborne Pathogens training program.

Certification Period

To meet the OSHA Bloodborne Pathogens Standard, annual training is required for those employees determined by their employer to be at risk for exposure to blood or other potentially infectious materials.

The ASHI Bloodborne Pathogens training program provides a certification card that can be issued for up to 12 months.

Instructor Background

Based on the OSHA compliance directive entitled *CPL 2-2.44D Enforcement Procedures for the Occupational Exposure to Bloodborne Pathogens*: "The person conducting the training is required to be knowledgeable in the subject matter covered by the elements contained in the training program as it relates to the workplace that the training will address. In addition to demonstrating expertise in the area of the occupational hazard of bloodborne pathogens, the trainer must be familiar with the manner in which the elements in the training program relate to the particular workplace.

The Compliance Officer should verify the competency of the trainer based on the completion of specialized courses, degree programs, or work experience, if he/she determines that deficiencies exist in training. Possible trainers include a variety of healthcare professionals such as infection control practitioners, nurse practitioners, registered nurses, occupational health professionals, physician's assistants, and emergency medical technicians.

Non-healthcare professionals such as, but not limited to, industrial hygienists, epidemiologists, or professional trainers, may conduct the training, provided they are knowledgeable in the subject matter covered by the elements contained in the training program as it relates to the workplace.

One way, but not the only way, knowledge can be demonstrated is the fact that the person received specialized training. In some workplaces, such as dental or physicians' offices, the individual employer may conduct the training, provided he or she is familiar with bloodborne pathogen exposure control and the subject matter required by paragraphs (g)(2)(ix)(A) through (N). (Of the OSHA Bloodborne Standard 29 CFR 1910.1030)."

Important Links

OSHA Bloodborne Pathogens Standard
29 CFR 1910.1030

https://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=10051

OSHA CPL 2-2.44D Enforcement Procedures for the Occupational Exposure to Bloodborne Pathogens

https://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=DIRECTIVES&p_id=2570

PREVIEW

The ASHI Bloodborne Pathogens slide presentation was created using PowerPoint® presentation graphics program. PowerPoint® is a registered trademark of Microsoft Corporation in the United States and/or other countries.

PART 2:
**CLASS REQUIREMENTS
AND ADMINISTRATION**

PREVIEW

Class Requirements

Important:

COMPLETE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE INCLUDING PROGRAM STANDARDS, CERTIFICATION STANDARDS, AND THE TERMS AND CONDITIONS FOR INSTRUCTOR AND INSTRUCTOR TRAINER AUTHORIZATION ARE LOCATED IN THE MOST RECENT VERSION OF THE HSI TRAINING CENTER ADMINISTRATION MANUAL (TCAM) AVAILABLE AT <http://www.hsi.com/qualityassurance>.

ALL INSTRUCTORS HAVE AGREED TO COMPLY WITH THESE STANDARDS BY SUBMITTING A SIGNED APPLICATION FOR INSTRUCTOR AUTHORIZATION.

Before Class

A few days before the class, confirm the date, location, and number of students. Ensure you have the following materials (see Equipment List for detailed information):

- Bloodborne Pathogens Instructor Guide
- Bloodborne Pathogens Student Books
- Audio visual equipment and cables
- Class paperwork

Review this Instructor Guide, paying particular attention to the outline and time frame for the class you are teaching (Classroom or Blended). Review the video or slides and key points for each lesson. Review all of the included Instructor Notes to see if you need to adjust your approach to training. Familiarize yourself with the Student Book.

Learning Environment

The ideal learning environment is comfortable, efficient, and distraction-free with sufficient space, seating, resources, and equipment. Instructors should take reasonable efforts to ensure a physically safe, comfortable and appropriate learning environment. The room should be well lit, well ventilated, and comfortable in temperature. Avoid cramped classroom setups where possible. Instructors must often create a makeshift classroom out of a noisy shop floor, poorly lit cafeteria, or cramped conference room. Such challenges should be anticipated and the learning environment be made as favorable as possible.

Classroom Space

The room should be large enough to accommodate comfortable seating for all of the students in your class. Care should be taken to make sure all students can clearly see and hear the video, any instructor comments, and student discussion.

Classroom Safety

Make sure there are no obvious hazards in the classroom, such as extension cords that can be tripped over. Discourage students from smoking, eating, or engaging in disruptive or inappropriate behavior. Have an emergency response plan in case of serious injury or illness, including evacuation routes from the classroom. Be aware of and share with students the location of the nearest bathrooms, exit, phone, first aid kit, AED, fire alarm pull station, and fire extinguisher.

Student Illness and Other Emergencies

Advise students to not attend class if they have an illness such as influenza or a fever. Training centers should provide reasonable accommodation to students to make up class time. If a student has a medical emergency, instructors should provide the appropriate first aid care and activation of EMS.

Equipment and Materials List

Some equipment and materials are required for teaching, while other materials are optional (like the Written Exam). Some materials and equipment are recommended but not required. Use the lists below to prepare the right materials and equipment for the training you are delivering.

Core Content

Required

- Television with DVD player, or computer with speakers, large monitor, or projection screen
- Bloodborne Pathogens Student Books, 1 for each student (print or digital)
- Bloodborne Pathogens program video, DVD or Otis-powered desktop, mobile application, or Bloodborne Pathogens slide presentation, 1 for each class
- Bloodborne Pathogens certification cards, 1 for each student who fulfills the requirements (print or digital)
- Class roster, 1 for each class (print or digital)

May Be Required (Regulatory Agency)

- Written exams A and B, 1 version for each student (print)
- Written exams answer sheets, 1 for each student (print)
- Written exams answer keys, A and B, 1 for each instructor/assistant (print)

Recommended

- Pens or pencils, 1 for each student when Written Exam is administered
- Name tags or tent cards, 1 for each student
- Spare projector bulb (as needed)
- Extension cord (as needed)

- Whiteboard with dry erase pens and eraser, if available
- Large black markers for student name tags or tent cards
- Large envelope for class paperwork, including Written Exam answer sheets when required

Conducting a Class

1. Arrive early. Give yourself plenty of time to get organized.
2. Circulate a sign-in sheet or the Class Roster. Be sure all students sign-in.

During Class

1. Start on time. Briefly cover class expectations: class goal, certification requirements, classroom safety, facilities, mobile phone use, and breaks.
2. Stay on track. Keep lessons within their time limits. End discussions when they are not productive or lead off class.
3. At the beginning of each lesson, briefly communicate the knowledge objectives, and explain why this topic matters.
4. Show the video or slide presentation and emphasize the key points as needed. Ask for and briefly answer any questions.
5. Upon class completion, issue Bloodborne Pathogens certification cards to those individuals who earned them.
6. Offer and collect students' Rate Your Program evaluations.

After Class

Complete and sign the Class Roster.

Administration

Skill Evaluation

There are no required skills to be evaluated for the ASHI Bloodborne Pathogens training program.

Written Exam

A Written Exam is not required for certification unless required by a regulatory agency.

Evaluation of the core knowledge objectives in Bloodborne Pathogens is normally accomplished by informal observation and questioning throughout a training class.

When a Written Exam is required, adequate time must be added to the class to complete the exam. Two versions of the Written Exam, along with instructions for their use are included online in Otis. An exam answer sheet is also available to help minimize the amount of paper used. Exam answer keys are provided for both exam versions to aid in exam correction.

Each student must obtain a passing score of 70% or better. If a student does not pass the first Written Exam, he or she must take the alternative version. If a student does not pass the alternative version, he or she must retake the class.

ASHI is implementing open-book exams with the G2015 training programs. Open-book exams emphasize critical thinking and problem solving over recall of memorized facts and decrease test anxiety. Open-book exams mean that students may use reference materials to take exams when they are required. Reference materials include any notes taken during the class as well as the print or digital ASHI Student Book.

Although students may use reference materials while taking the exam, they should not be allowed to openly discuss the exam with other students or the instructor. Their answers should be their own. Instructors may read aloud the exam to the students as necessary without providing the answers.

Consider the following tips to prevent cheating if students take the Written Exam.

1. Before distributing the exams, remind students those who are caught cheating will not receive certification cards.
2. Request a photo ID if you suspect someone may be taking the test in place of a student. Taking an exam for someone else constitutes cheating.
3. Inform students there is to be no talking during the exam. If a student has a question during the exam, ask that student to raise a hand and you will go to him or her.
4. For extra precaution, use both versions of the exam, alternating them between students to make copying from another student more difficult.
5. Walk around the room throughout the exam. Do not do other work while monitoring the exam.

Criteria for Certification

When the instructor determines a student has demonstrated an adequate understanding of the cognitive content and participated in a real-time question and answer session with an instructor, the instructor may issue a certification card (print or digital). For the blended option, successful completion of the interactive online course demonstrates an adequate understanding of the cognitive content.

Certification means verification that on the indicated class completion date the student demonstrated achievement of the required knowledge objectives to the satisfaction of a currently authorized ASHI instructor or instructor trainer.

Certification does not guarantee future performance or imply licensure or credentialing. Certification is documented by the legitimate issuance of a correctly completed Bloodborne Pathogens certification card.

Important:

SEE THE MOST RECENT VERSION OF THE HSI TRAINING CENTER ADMINISTRATION MANUAL (TCAM) FOR COMPLETE PROGRAM STANDARDS REGARDING CERTIFICATION. THE TCAM IS AVAILABLE AT <http://www.hsi.com/qualityassurance>.

Class Documentation

All of the class documentation forms used in the Bloodborne Pathogens training program are available for download in the documents section of Otis. A complete list of those forms can be found in the Appendix of this Instructor Guide.

There may be periodic revisions or updates to the class documentation forms. Refer to Otis for the most current version.

Class Roster

The Class Roster is the principal record of training. The roster verifies student completion of the class. It also documents the results of the Written Exam if used during training. A complete, accurate, and legible Class Roster signed by the authorized instructor or submitted online through Otis is required for every training class. The Class Roster must be promptly delivered to the training center responsible for the class or submitted online through Otis. The training center is required to keep clear, legible and orderly class records (paper or digital) for no less than 3 years.

Rate Your Program Course Evaluation

Encouraging class participants to provide feedback and then using that feedback to improve instruction is an essential aspect of any quality educational effort. HSI requires that students be given the opportunity to evaluate any ASHI class using the Rate Your Program course evaluation form.

When used, course evaluations must be promptly delivered to the training center responsible for the class.

Additionally, class participants may provide Rate Your Program feedback directly to HSI <http://www.hsi.com/rateyourprogram>. All information obtained by HSI through this process is reviewed and shared with the training center, instructor, or instructor trainer as appropriate.

PART 3:
INITIAL TRAINING,
CLASSROOM

PREVIEW

Initial Class Outline and Time Frame

Lesson	Lesson Title	Knowledge Objectives	Approximate Length (min)
Introduction	<i>Describe the purpose of the program, health and safety precautions, and conduct a warm-up exercise.*</i>		3
BLOODBORNE PATHOGENS			
1	OSHA Bloodborne Pathogens Standard	Locate a copy of the OSHA Bloodborne Pathogens Standard and explain the basic content within it. 1910.1030(g)(2)(vii)(B)	5
2	Specific Bloodborne Pathogens	Describe the general facts and symptoms of bloodborne diseases. 1910.1030(g)(2)(vii)(B)	8
3	Hepatitis B Immunization	Describe the efficacy, safety, and method of administration of the hepatitis B vaccine; describe the benefits of being vaccinated and your right to the vaccine free of charge when there is occupational exposure risk. 1910.1030(g)(2)(vii)(I)	5
4	Your Company's Exposure Control Plan	Describe the employer's exposure control plan and how to obtain a written copy of it. 1910.1030(g)(2)(vii)(D) Identify tasks and activities that may involve exposure to blood and other potentially infectious materials. 1910.1030(g)(2)(vii)(E) Describe the required signs and labels and/or color-coding used to communicate the presence of potentially infectious materials. 1910.1030(g)(2)(vii)(M)	7
5	Transmitting Bloodborne Pathogens	Describe the common routes of transmission for bloodborne pathogens. 1910.1030(g)(2)(vii)(C)	4
6	Methods to Control the Risks of Exposure	Describe the use and limitations of methods that will prevent or reduce exposure to blood and other potentially infectious materials, including engineering controls, work practices, and personal protective equipment. 1910.1030(g)(2)(vii)(F) Describe the proper types, proper use, location, removal, handling, decontamination, and disposal of personal protective equipment. 1910.1030(g)(2)(vii)(G) Describe how to select personal protective equipment. 1910.1030(g)(2)(vii)(H)	7
7	When an Exposure Occurs	List the appropriate actions to take and persons to contact in an emergency involving blood or other potentially infectious materials. 1910.1030(g)(2)(vii)(J) Describe the procedure to follow if an exposure incident occurs, including the method of reporting the incident and the medical follow-up that will be made available. 1910.1030(g)(2)(vii)(K) Describe the required post-exposure evaluation and follow-up after an exposure incident. 1910.1030(g)(2)(vii)(L)	10
8	Housekeeping	Describe what regulated waste is and how to manage it safely through the use of safe containers and decontamination. 1910.1030(d)(4)	7
Real-Time Question and Answer Session		<i>An opportunity for interactive questions and answers with the person conducting the workplace training session is required when conducting training. 1910.1030(g)(2)(vii)(N)</i>	5+
EVALUATION			
Written Exam		<i>Optional, unless required.^a</i>	20–30
CONCLUSION			
Documentation and Certification		<i>Verify class documentation and issue certification cards to students who earned them.</i>	5+
		Total Time^b	about 1 hour

* The person conducting the training shall be knowledgeable in the subject matter covered by the elements contained in the training program as it relates to the workplace that the training will address. 1910.1030(g)(2)(viii)

^a When a Written Exam is not required by a regulatory agency, it is optional. The optional exam may be used before, during, or after class as an active learning tool; however, the participant's score on an optional exam may not be used to withhold a properly earned certification card. See Written Exam on page 9.

^b Projected times for lessons take into account video run times, brief introductions, basic site-specific information, and answers to questions. Depending on the organization and the job classifications within it, the time to cover site-specific information required for compliance with the OSHA Bloodborne Pathogens Standard can vary widely. Lesson times are influenced by class preparation, available equipment, the amount of detailed site-specific information, and instructor efficiency. These could increase the time to meet training compliance.

Introduction

Class Type: Initial

Class Method: Classroom

Length: 3 minutes

Why This Topic Matters

The class introduction is important, whether the students and instructor know each other or are meeting for the first time. The introduction helps everyone to relax and to feel less inhibited and comfortable. The introduction sets the tone for the entire class.

Equipment

- Sign-in sheet or Class Roster, name tags or tent cards (optional), large black markers (optional)

Instructor Activities

1 Greet Students

- Arrive early. Give yourself plenty of time to get set up and organized
 - ✓ Greet students as they arrive and introduce yourself. Have them sign in on the roster.
 - ✓ Be friendly, considerate, respectful, and professional.
 - ✓ Have students complete a name tag or tent card and select a seat.

2 Begin Class

- Start on time.
 - ✓ Consider using an appropriate icebreaker as a warm-up exercise. Great ideas for these activities can be found on the internet by searching with the key word *icebreaker*.
 - ✓ Establish a connection with the students. Ask about previous training. Connect the students' experiences and knowledge to this class.
- Briefly cover class goal, agenda, certification requirements, facility and classroom safety.
 - ✓ Class goal: provide knowledge to employees with an identified risk of occupational exposure on how to avoid exposure to blood and other potentially infectious materials and what steps will be taken if an exposure occurs.
 - ✓ Describe the agenda, including breaks.
 - ✓ Outline the minimum requirements for certification.
 - ✓ Review facility safety features. Know and share the locations of the following:
 1. Bathrooms, fire/emergency exits, fire alarm pull stations, best emergency evacuation route
 2. First aid kits, emergency oxygen, and AEDs
 - ✓ Distribute the ASHI Bloodborne Pathogens Student Book.

3 Wrap It Up

- Ask for and answer any questions before moving on to the next lesson.

OSHA Bloodborne Pathogens Standard

Class Type: Initial

Class Method: Classroom

Length: 5 minutes

Why This Topic Matters

The OSHA Bloodborne Pathogens Standard requires employers to protect employees who are at risk from occupational exposure to infectious bloodborne diseases.

What Students Should Learn

After completing this lesson, the student should be able to state or identify the following:

- Where to locate a copy of the OSHA Bloodborne Pathogens Standard and explain the basic content within it

Equipment

- Television with DVD player or computer/tablet with speakers, large monitor, or projection screen (will be used throughout class), copy of the OSHA Bloodborne Pathogens Standard (optional, available at www.osha.gov)

Instructor Activities

1 Present Knowledge Content — Show Video (required, approx. duration 2:00) or Slides

- Emphasize key points as needed.
 - ✓ OSHA Bloodborne Pathogens Standard
 - Some employees face significant health risk as a result of exposure to blood or other potentially infectious materials (OPIM).
 - In 1991, the Occupational Safety and Health Administration (OSHA) issued the Bloodborne Pathogens Standard, 29 CFR 1910.1030, which applies to all employees who can reasonably come in contact with human blood and OPIM in the course of their job activities.
 - The purpose of the standard is to protect employees by minimizing or eliminating exposure to disease-carrying microorganisms, or pathogens, that can be found in human blood and other body fluids.
 - Every year, all employees with the potential of occupational exposure must receive training on bloodborne pathogens and exposure control methods.
- Ask for and briefly answer any questions.
- Refer students to pages 1–2 of the Student Book.
- Use the Knowledge Check activity to evaluate and increase retention.

2 Review Site-Specific Information

- Inform students about who to talk to about bloodborne pathogens for their organization.
- Notes can be written in their student books or handout.

3 Wrap It Up

- Ask for and answer any questions before moving on to the next lesson.



Knowledge Check

What is the purpose of the OSHA Bloodborne Pathogens Standard?

The purpose of the standard is to protect employees by minimizing or eliminating occupational exposure to disease-carrying microorganisms, or pathogens, which can be found in human blood and other body fluids.

NEXT LESSON:

Specific Bloodborne Pathogens

PREVIEW

OSHA Bloodborne Pathogens Standard

UNITED STATES DEPARTMENT OF LABOR

Find it in OSHA

A TO Z INDEX

Occupational Safety and Health Administration

English | Spanish

ABOUT OSHA - WORKERS - EMPLOYERS - REGULATIONS - ENFORCEMENT - TOPICS - NEWS - DATA - TRAINING

Regulations (Standards - 29 CFR) - Table of Contents

- Part Number: 1910
- Part Title: Occupational Safety and Health Standards
- Subpart: Z
- Subpart Title: Toxic and Hazardous Substances
- Standard Number: 1910.1030
- Title: Bloodborne pathogens.
- Appendix: A
- GPO Source: e-CFR

1910.1030(a)

Scope and Application. This section applies to all occupational exposure to blood or other potentially infectious materials as defined by paragraph (b) of this section.

1910.1030(b)

Definitions. For purposes of this section, the following shall apply:

Assistant Secretary means the Assistant Secretary of Labor for Occupational Safety and Health, or designated representative.

Some employees face significant health risk as a result of exposure to blood or other potentially infectious materials (OPIM).

In 1991, the Occupational Safety and Health Administration (OSHA) issued the Bloodborne Pathogens Standard, 29 CFR 1910.1030, which applies to all employees who can reasonably come in contact with human blood and OPIM in the course of their job activities.

The purpose of the standard is to protect employees by minimizing or eliminating exposure to disease-carrying microorganisms, or pathogens that can be found in human blood and other body fluids.

Every year, all employees with the potential of occupational exposure must receive training on bloodborne pathogens and exposure control methods.

Your understanding of important concepts such as engineering and work practice controls, personal protective equipment, exposure follow up, and housekeeping procedures can help reduce or eliminate your risk of being exposed to potentially infectious materials in your workplace.



The Needlestick Safety and Prevention Act

An estimated 385,000 needlestick injuries occur annually in hospital settings. Nurses are the most frequently injured, but laboratory staff, physicians, housekeepers, and other healthcare workers are also injured.

In response to concern over these exposures, Congress passed the Needlestick Safety and Prevention Act, directing OSHA to revise the Bloodborne Pathogens Standard. This revision became effective in April 2001.

The revised standard states that "safer medical devices, such as sharps with engineered sharps injury protections and needleless systems, must be used where feasible." Safer needles have built-in safety control devices, such as those that use a self-sheathing needle, to help prevent injuries before, during, and after use through safer design features.

Since the act was implemented, there has been a 31.6% decrease in sharps injuries in non-surgical settings. For more information, OSHA has developed an excellent website dedicated to safety and prevention of needlesticks and sharps injuries. See the Hospital eTool (HealthCare Wide Hazards Module) at <http://www.osha.gov>.



Knowledge Check

What is the purpose of the OSHA Bloodborne Pathogens Standard?

The Bloodborne Pathogens Standard, 29 CFR 1910.1030 is accessible through the OSHA website at www.osha.gov.

PREVIEW

Who to Talk to About BBP in Your Organization

Notes:

AMERICAN SAFETY & HEALTH INSTITUTE

An HSI Company

American Safety & Health Institute
1450 Westec Drive
Eugene, OR 97402 USA
800-447-3177 • 541-344-7099 • 541-344-7429 fax
hsi.com/ashi

Bloodborne Pathogens



Making the Workplace and Community Safer.