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First Aid

AMERICAN SAFETY &
HEALTH INSTITUTE



BLOODBORNE PATHOGENS

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KEYWORDS & DEFINITIONS

The following keywords and definitions are provided for clarity and quick reference for phrases and concepts included throughout this training program.

1. **Blended Learning.** A mixed-mode approach that uses both online and face-to-face learning. Core knowledge content is provided in video segments and interactive student exercises online, followed by face-to-face skills practice and evaluation.
2. **Classroom.** A place where Instructors and students meet face to face, in person or virtually.
3. **Class Presentation.** An instructional segment that guides the Instructor through the requirements of each lesson, with options for initial or blended training. It is streamed through Otis™ or downloaded to the HSI Instructor Desktop Video Player.
4. **Class Roster.** The principal record of training used to verify student completion of the class.
5. **Constructive Feedback.** Generally defined as “helpful information or criticism given to someone to indicate what can be done to improve something.”¹ Instructors and students are encouraged to provide specific and constructive feedback to each other during training. Constructive feedback fosters reflection, correction, and improved performance that enhances learning.
6. **Contextual Learning.** Teaching and helping students learn new information or knowledge “in such a way that it makes sense to them in their own frames of reference.”²
7. **Initial Training.** A traditional classroom or blended learning training class for individuals who have never been certified or whose certification has expired.
8. **Key Points.** The important and essential information in each lesson, based on the objectives, and emphasized by the Instructor as needed.
9. **Learning Environment.** A physically safe, comfortable, and appropriate space for learning.
10. **Online Training & Information System (Otis™).** HSI’s web-based platform that delivers lesson presentations, organizes Training Center data, schedules and tracks Instructors and students, and provides automated back-office processing. Log in at otis.hsi.com/login.
11. **Rate Your Program.** A class evaluation form available in digital and online format, required to be offered to students completing any HSI training program.
12. **Review Question.** A question posed to students that revisits an important and essential point from the lesson, based on the enabling objectives. Used as needed.
13. **Student Book.** A comprehensive resource that covers the required knowledge content of the class as well as supplemental information.
14. **Supplemental Training Content.** Additional knowledge and skill content produced by HSI and supplied in an HSI training program that may be added to the required training content by the Instructor as desired or required. Supplemental training content may be needed to tailor a training class to unique conditions or potential hazards of a specific workplace or worksite or to comply with federal or state regulatory requirements.
15. **Third-Party Training Content.** Additional materials not produced by HSI that may be used to enhance a training class at the discretion of the Training Center Director.
16. **Traditional Classroom Training.** Instructor-led, in-person, live training approach.
17. **Training Program Standard.** The minimum training requirements for each HSI training program. Training Program Standards include Intended Audience; Instructor Authorization Requirement; Class Length; Participant Prerequisites; Student-to-Instructor Ratios; Student Certification Requirements; Certification Period; Required Class Documentation; and brief comments or explanations specific to the program. Training Program Standards referenced in this Instructor Guide are thoroughly detailed in the HSI Training Center Administrative Manual (TCAM, available at emercycare.hsi.com/quality-assurance-compliance).
18. **What Students Should Learn.** The knowledge (cognitive) or skill (psychomotor) outcomes that a student should achieve upon completion of a lesson.
19. **Why This Topic Matters.** A motivating statement or rationale for why it’s important to cover the information in each lesson.
20. **Written Exam.** A valid assessment tool provided by HSI that reflects the minimum acceptable level of knowledge competency and may be used for informal or formal student assessment, as needed.
21. **Wrap Up.** The concluding part of each lesson. The Instructor reinforces key points or asks a review question (as needed) and then answers any questions, before moving on to the next lesson.

¹ “Feedback.” <https://www.merriam-webster.com/dictionary/feedback> [Retrieved 8/28/2020]

² Overview of Contextual Teaching and Learning. Center for Occupational Research and Development. https://www.cord.org/cord_ctl_overview.php [Retrieved 12/22/2020]

CLASS REQUIREMENTS

Before Class

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 [hsi.com/qualityassurance](https://www.hsi.com/qualityassurance). All Instructors have agreed to comply with these standards by submitting a signed application for Instructor authorization.

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 Materials

- ✔ Review this Instructor Guide, paying particular attention to the outline and time frame for the class you are teaching (Classroom or Blended).
- ✔ Review the Class Presentation slides, videos, 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 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, bleeding control 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.

INITIAL TRAINING, TRADITIONAL CLASSROOM

Outline & Time Frame

Lesson	Lesson Title	Knowledge Objectives	Approx. Length (min.)
INTRO	Describe the purpose of the program, health and safety precautions, and conduct a warm-up exercise. ⁵		3:00
Bloodborne Pathogens			
1	OSHA Bloodborne Pathogens Standard	Locate a copy of the OSHA Bloodborne Pathogens Standard and explain the basic content within it. <i>1910.1030(g)(2)(vii)(B)</i>	5:00
2	Specific Bloodborne Pathogens	Describe the general facts and symptoms of bloodborne diseases. <i>1910.1030(g)(2)(vii)(B)</i>	8:00
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. <i>1910.1030(g)(2)(vii)(I)</i>	5:00
4	Your Company's Exposure Control Plan	Describe the employer's exposure control plan and how to obtain a written copy of it. <i>1910.1030(g)(2)(vii)(D)</i> Identify tasks and activities that may involve exposure to blood and other potentially infectious materials. <i>1910.1030(g)(2)(vii)(E)</i> Describe the required signs and labels and/or color-coding used to communicate the presence of potentially infectious materials. <i>1910.1030(g)(2)(vii)(M)</i>	7:00
5	Transmitting Bloodborne Pathogens	Describe the common routes of transmission for bloodborne pathogens. <i>1910.1030(g)(2)(vii)(C)</i>	4:00
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. <i>1910.1030(g)(2)(vii)(F)</i> Describe the proper types, proper use, location, removal, handling, decontamination, and disposal of personal protective equipment. <i>1910.1030(g)(2)(vii)(G)</i> Describe how to select personal protective equipment. <i>1910.1030(g)(2)(vii)(H)</i>	7:00
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. <i>1910.1030(g)(2)(vii)(J)</i> 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. <i>1910.1030(g)(2)(vii)(K)</i> Describe the required post-exposure evaluation and follow-up after an exposure incident. <i>1910.1030(g)(2)(vii)(L)</i>	10:00
8	Housekeeping	Describe what regulated waste is and how to manage it safely through the use of safe containers and decontamination. <i>1910.1030(d)(4)</i>	7:00

⁵ 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)

Lesson	Lesson Title	Knowledge Objectives	Approx. Length (min.)
Real-Time Question-and-Answer Session		An opportunity for interactive questions and answers with the person conducting the workplace training session is required when conducting training. <i>1910.1030(g)(2)(vii)(N)</i>	5:00+
Evaluation & Conclusion			
Written Exam		<i>Optional, unless required.⁶</i>	20:00-30:00
Documentation and Certification		<i>Verify class documentation and issue certification cards to students who earned them.</i>	5:00+
			1:00 Hour
Total Time ⁷			

⁶ 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.

⁷ 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.

BLOODBORNE PATHOGENS

lesson one

OSHA BLOODBORNE PATHOGENS STANDARD

PREPARE



Duration
5 minutes



Class Format: Initial Training
Delivery Method: Traditional Classroom

PRESENT



Begin the Lesson

Refer students to **pages 1–2** of the Student Book.



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.



Play the Video



Reinforce Key Points as Needed

1. 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.



Instructional Notes — 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.

WRAP UP

Use the Knowledge Check Activity to Evaluate and Increase Retention

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.

Ask For & Answer Questions Before Moving to the Next Lesson

EVALUATION - WRITTEN EXAM

PREPARE



Duration
20-30 minutes



Class Format: Initial Training
Delivery Method: Traditional Classroom



Equipment and Materials:

- ✔ Written Exam — Versions A and B (optional)
- ✔ Written Exam Answer Sheet (optional)
- ✔ Written Exam Answer Key — Versions A and B (optional)
- ✔ Recognition of Participation (optional)

PRESENT



Knowledge Evaluation

Instructors must evaluate and document each student's competency of knowledge. Each student must display an understanding of the required knowledge objectives for the program being used.



Evaluate Student Knowledge

1. At a minimum, student knowledge is evaluated by Instructors throughout a class through informal questions, discussions, and features such as the Knowledge Checks for each lesson.
2. A Written Exam is available to provide a more formal approach to knowledge evaluation. It is normally optional, unless required by a regulatory agency.
 - a. The Written Exam and instructions for its use are found online in Otis and in this Instructor Guide Appendix.
 - b. When used to meet regulation, each student must get a passing score or higher. The passing score on the Bloodborne Pathogens Written Exam is at least 70% (at least 14 questions correct out of the 20 provided).
 - c. A Written Exam will increase the time of the class. Be sure to allow for adequate time to do it.
 - d. If a student does not pass the initial exam, you can provide a second alternate exam to complete.
 - e. If a Written Exam is used for certification, fill in each student score on the Class Roster at the end of the class.

DOCUMENTATION & CERTIFICATION

PREPARE



Duration
5+ minutes



Class Format: Initial Training
Delivery Method: Traditional Classroom



Equipment and Materials:

- ✓ Rate Your Program evaluation forms
- ✓ Bloodborne Pathogens certification cards
- ✓ Bloodborne Pathogens Class Roster

PRESENT



Distribute Rate Your Program Course Evaluation Forms

- ✓ A Rate Your Program course evaluation form is included in the back of the instructor guide. It can also be found, along with instructions on its use, in Otis.
- ✓ Allow adequate time to complete and collect.
- ✓ Inform students they may also provide Rate Your Program feedback directly to HSI using a web-based form at hsi.com/rateyourprogram.



Issue Student Certification Cards

- ✓ Confirm all eligible students are on the Class Roster.
- ✓ Issue certification cards to those who earned them. Cards must be complete, accurate, and legible.
- ✓ Card expiration date may not exceed 1 year from month of class completion.
- ✓ Congratulate and thank students for participating!
- ✓ Dismiss students from class.



Instructional Notes

- ▶ Certification means verification that on the indicated class completion date, the student demonstrated achievement of the required knowledge.



Complete and Sign Class Roster

- ✓ The roster must be complete, accurate, and legible. Ensure proper documentation of any Written Exam and completion for each student.
- ✓ Sign the roster or electronically submit it through Otis.



Instructional Notes

- ▶ The Class Roster is the principal record of training. Signing or electronically submitting a Class Roster is confirmation that all participants listed met required knowledge criteria.



Package Class Documents

- ✓ Package the roster and class evaluations together and return promptly to the Training Center responsible for the class.

BLENDED LEARNING

INTRODUCTION

PREPARE



Duration
3 minutes



Class Format: Initial Training
Delivery Method: Traditional Classroom



Equipment and Materials:

- ✔ Sign-in sheet or Class Roster
- ✔ Name tags or tent cards (optional)
- ✔ Large black markers (optional)

PRESENT



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 more comfortable. The introduction sets the tone for the entire class.



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.



Begin the Lesson

1. Start on time.
2. Briefly cover class goal, agenda, certification requirements, facility, and classroom safety.
 - a. Class goal: **Provide an opportunity to cover site-specific information about how the student's organization addresses the OSHA Bloodborne Pathogens Standard and ask questions related to the overall training.**
 - b. Describe the agenda, including breaks.
 - c. Outline the minimum requirements for certification:
3. Review facility safety features. Know and share the locations of the following:
 - a. Bathrooms, fire/emergency exits, fire alarm pull stations, best emergency evacuation route
 - b. First aid kits, bleeding control kits, emergency oxygen, and AEDs

WRAP UP



Ask For & Answer Questions Before Moving to the Next Lesson

APPENDIX CONTENTS

Class Forms and Class Presentation Available in Otis

All the class forms for the HSI Bloodborne Pathogens training program, along with instructions for their use, are available for download from the program document area within Otis.

Online availability of class forms ensures you always have immediate access to the most current versions.

All authorized HSI Instructors and Training Centers are provided free access to Otis at otis.hsi.com/login.

Besides class forms and slide presentations, Otis also provides a number of additional digital tools and resources to enhance your ability to deliver high-quality training services. If you have not yet used Otis, take a look at it right away.

If you need help in getting started with Otis or if you need assistance logging in, contact our technical support team at 800-447-3177.

These elements can be found on the following pages and as separate printouts inside of Otis:

Class Roster	Exams
<ul style="list-style-type: none">✓ Class Roster Instructions✓ Class Roster	<ul style="list-style-type: none">✓ Instructions for Written Exam✓ Written Exam Version A✓ Written Exam Version B✓ Written Exam Version A Answer Key✓ Written Exam Version B Answer Key✓ Written Exam Answer Sheet
Worksheets & Forms	Course Evaluations
<ul style="list-style-type: none">✓ Model Exposure Control Plan✓ Site-Specific Worksheet✓ Frequently Asked Questions and Answers✓ Resource List	<ul style="list-style-type: none">✓ Course Evaluation Instructions✓ Rate Your Program Course Evaluation



SAMPLE - INTERNAL USE ONLY

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