



WORKSHOP DISCUSSION GUIDE

Bloodborne Pathogens

Contents

- About Kognito 3
- How to Use this Discussion Guide 4
- Overview of Bloodborne Pathogens 5
- Learning Goals 5
- Sections 5
- Instructional Strategies for Implementers 6
- Live Facilitation 8
- Workshop Overview 9
- Hook Activity 10
- Preparing for the Simulation 11
- Discussion 11
- Conclusion 12

About Kognito

Kognito is a leading provider of practice-based digital learning experiences that present strategies to improve mental health and well-being across schools, campuses, and communities. Built on an interactive platform, our products integrate several evidence-based models and techniques, game mechanics, and learning principles, allowing users to learn by engaging in role-play conversations with emotionally responsive humans. Through practice and personalized feedback, users learn and assess their competency to lead similar real-life conversations.

Kognito has been instrumental in providing training to over 1 million educators, administrators, students, and their communities. This innovative approach is changing lives by increasing user confidence and awareness on critical topics that impact critical thinking and decision-making.

The Kognito Model

The Kognito model combines evidence-based SEL skills, learning science, and simulated conversation practice with virtual humans to create a learning experience that leads to improved confidence and behavior change. Learners immerse in simulated real-life scenarios, engaging in virtual human conversations and receiving feedback from a virtual coach. This model ensures a reflective and transformational experience.

At Kognito we believe that:

- **Adults learn best when they do.** Kognito’s simulations provide key knowledge on conversation and adult SEL skills, followed by practice opportunities. The active experimentation involved in the simulations turns abstract learning concrete.
- **Adult learners need opportunities for critical reflection.** The conversations provide coaching and other opportunities for learners to reflect on how they are doing and what steps they can take to improve. These critical reflection points allow for more transformative-learning moments and deeper understanding of the communication strategies taught.
- **Adult learning that evokes an emotional response creates a powerful learning experience that is not easily forgotten.** The scenarios are designed to provide these types of “aha” moments by revealing the cause-and-effect relationship between the learners’ communication strategies and the responses they elicit. The learner is then able to relate their experience in the simulation to past experiences and impart new meaning on previous interactions.

How to Use this Guide

To help you facilitate a successful training, we've developed a comprehensive discussion guide so that you can quickly and efficiently train educators, staff, and athletic personnel. Crafted by instructional design and learning experts, the guide features a road map for facilitating this session and offers a wealth of content and learning activities such as facilitator strategies, learning objectives, group activity and discussion ideas.

- The content found in this guide is intended to supplement or lead your experience with the Kognito product.
- This guide can be a resource to train workshop leaders discussion leaders.
- This guide can be used for professional development days, in-service days, individual meetings, or group meetings.



Overview

Learning Goals

After completing *Bloodborne Pathogens*, learners will be better able to:

- ✓ Understand what bloodborne pathogens are
- ✓ Determine when there has been possible exposure
- ✓ Recognize possible sources of exposure
- ✓ Know applicable regulations
- ✓ Identify the elements of an Exposure Control Plan
- ✓ Describe methods of compliance
- ✓ Outline what constitutes an exposure incident

Sections

Bloodborne Pathogens contains the following lesson sections:

1. What are Bloodborne Pathogens?

Learn what Bloodborne Pathogens (BBP) are and what the Occupational Safety and Health Administration is.

2. Examples BBPs

Learn about the 3 most common BBPs, Human Immunodeficiency Virus (HIV), Hepatitis B Virus (HBV), and Hepatitis C Virus (HBC), including how they are contracted and their symptoms.

3. Occupational Exposure Sources

Learn what occupational exposures sources are and how you can contract BBPs.

4. Where can I be exposed?

Learn the types of situations that can expose you to BBPs.

5. What are the regulations?

Learn what regulations govern BBP exposure and incident reporting.

6. Exposure Control Plan

Learn what an exposure control plan is and how to use it.

7. **Methods of compliance**

Learn about the various methods of compliance such as universal precautions, work place controls, personal protective equipment, housekeeping, Hepatitis B vaccination, and communication.

8. **What to do in an exposure incident**

Learn what steps to take to protect yourself and others in the event of an exposure incident.

9. **What happens next**

Learn what happens after an exposure incident.

Following these, learners complete a knowledge check of concepts and techniques learned.

Instructional Strategies for Facilitators

There are many ways Bloodborne Pathogens can be incorporated into a training or education curriculum. Here are a few specific ideas you can use in your curriculum.

1. **Conduct a live workshop** using digital content and discussion guide below
2. **Facilitate a discussion** about Bloodborne Pathogens before learners access the training. If learners are unfamiliar with Bloodborne Pathogens, review the Learner Takeaways document. (Questions can be found at the conclusion of this Discussion Guide)
3. **Assign the training module** for learners to complete on their own. Give learners a structure for getting the most out of the training module.
4. **Ask learners to complete self-reflections** after they have completed the course. (Questions can be found at the conclusion of this Discussion Guide)

Preparing for the Training Module

To prepare participants for the training, explain how to access the training and what they can anticipate. Participants may take the training module on their own, or you may break them into groups of two or three so they can work together to determine how to navigate the training.

Ensure all participants have access to the training module, can log into their account, etc. Proctor the room to allow anyone needing assistance to communicate with you.

Be sure to schedule a break once the participants complete the training module, anyone who finishes early can begin their break immediately. So that you can resume the discussion portion of the training in a timely manner, indicate the when the group will convene on the board.

Live Facilitation

The following tips offer instructions for leading a live facilitation session using the training module.

Preparation Time: 2-3 hours

Facilitation Runtime: 60 – 90 minutes

Preparation

✔ Determine the best method for implementing the training.

Option 1: Will learners complete the training module prior to the facilitation session?

Option 2: Will the workshop be offered face-to-face or online?

Tips for online workshops:

- If you choose to offer the training session online the following are recommended meeting software platforms: Zoom, Google Hangouts, WebEx, or Skype.
- The “breakout rooms” in Zoom allow participants to partner for role plays and discussion.
- To help you manage the workshop it is recommended that you assign a co-host.
- Record the online workshop and make it available for those who cannot attend.

✔ Review the Discussion Guide: Evaluate the amount of time you will have for your workshop and customize the program to suit your time constraints.

✔ Print or email the workshop handouts.

Learner Takeaways

- Understand what bloodborne pathogens are
- Determine when there has been possible exposure
- Recognize possible sources of exposure
- Know applicable regulations
- Identify the elements of an Exposure Control Plan
- Describe methods of compliance
- Outline what constitutes an exposure incident

Face-to-Face Workshop Overview

Introduction and Pre-Brief: 5-15 min

- 5 minutes: Workshop welcome and overview
- 5 minutes: Add the hook activity
- 10 minutes: Prepare learners to take the training module, if they will take it during the workshop.

Training module (if users have not already completed it): 30-45 min

- 30 minutes: Learners complete the training module on their own.
- 45 minutes: Learners complete the training module in groups, discussing which options to select.
- Break recommended after training module completion

Discussion: 10-15 minutes

- 5 minutes: Bloodborne Pathogen questions
- 10 minutes: Targeted incident exposure procedure questions

Wrap-Up: 10-15 minutes

- 5 minutes: Thank participants for their time and remind them why this topic is important.
- 10 minutes: Add the 3, 2, 1 activity

Introduction

Start by discussing what participants will learn in the session. After completing Bloodborne Pathogens learners will be better able to:

- Understand what bloodborne pathogens are
- Determine when there has been possible exposure
- Recognize possible sources of exposure
- Know applicable regulations
- Identify the elements of an Exposure Control Plan
- Describe methods of compliance
- Outline what constitutes an exposure incident

Hook Activity - AEIOU

Show the following image to participants.



Ask participants to write down their response to this image using the acronym AEIOU:

- A** **Adjective:** Write a word to describe the image.
- E** **Emotion:** How do you feel about this image?
- I** **Interesting:** What's interesting to you about the image?
- O** **OMG:** What surprised you about the image?
- U** **Um?:** What question do you have about the image?

Ask participants to share their responses with a neighbor. Next ask participants to share a few answers with the whole group.

Discussion

Ask a few broad questions to get the discussion going, such as:

- What do you know about Bloodborne Pathogens?
- Describe a few situations that could lead to someone being exposed to Bloodborne Pathogens?
- Think of a time when you've experienced possible Bloodborne Pathogen exposure. How did you respond to the situation?
- What could be the result if you are exposed to Bloodborne Pathogens?
- Why might some organizations or school systems have Bloodborne Pathogen regulations?

Training Module Group Discussion Questions

If reviewing as a group, here are some questions to ask at each page:

- 1. What are Bloodborne Pathogens?**
 - a. Have you ever had experience with BBPs?
 - b. How have you worked with OSHA regulations before?
- 2. Examples BBPs**
 - a. Have you heard of any of these BBPs before?
 - b. Were you surprised by anything you learned about these BBPs?
- 3. Occupational Exposure Sources**
 - a. What situation do you think you could possibly encounter BBPs while at work?
 - b. How could you mitigate exposure risk?
- 4. Where can I be exposed?**
 - a. Through what kind of contact are you **not** exposed to BBPs?

5. What are the regulations?

- a. Where can you find if your state or school district has further BBP regulations?
- b. What sort of Personal Protective Equipment could help mitigate BBP exposure risk?

6. Exposure Control Plan

- a. Where can you find your organization's exposure control plan?
- b. What would you expect to find in your organization's exposure control plan?

7. Methods of compliance

- a. How could you eliminate or reduce exposure to BBPs?
- b. What sort of signs or labels would you expect to see when dealing with BBPs?

8. What to do in an exposure incident

- a. What sort of details would you include in an incident investigation report?
- b. Where would you find your organization's incident investigation report procedure?

9. What happens next

- a. Why do you think it is important for this information to remain confidential and anonymous?

Conclusion

3, 2, 1 Activity

- Ask participants to write down 3 things they learned today, 2 questions they have, and 1 way they want to use what they learned.
- Allow participants to share their answers.
- What did you already know about Bloodborne Pathogens? What did you learn?
- What surprised you the most about Bloodborne Pathogens?
- How might you change how you approach an incident where Bloodborne Pathogen exposure is possible?
- What steps can you take to reduce the possibility of a Bloodborne Pathogen exposure incident?

Wrap-Up

- Explore questions raised in the 3, 2, 1 activity and allow for other questions.
- Thank participants for their time and remind them why this topic is important

Additional Resources:

- [OSHA Bloodborne Pathogens and Needlestick Prevention Additional Resources](#)
- [Red Cross Bloodborne Pathogens Online Training](#)
- [American BLS Bloodborne Pathogen Training](#)

Stay Connected

Congratulations! You have completed Bloodborne Pathogens training.

We invite you to be part of the Kognito community online and connect with us on social media. Share your experience using Kognito, hear from experts, stay in the know about new products and be the first to hear about conferences and online events.

Connect with us today!

 LinkedIn www.linkedin.com/company/kognito/

 Facebook www.facebook.com/KognitoConversations

 YouTube www.youtube.com/channel/UC1cyckrxa_ICegQMT2HPS-w

 Twitter: twitter.com/Kognito

You can browse our complete library of PK-12 solutions at <https://kognito.com/pk-12/>.