

**Stand Alone 6 – First Aid**  
*Session 10 – Blood Borne Pathogens*  
*LD 34 – First Aid*

**Date Revised:** 11/19/19

**Course Goal:** To teach recruit officers how to provide first aid and CPR. Utilize CAPRA

**Session Goal:** To teach recruit officers how to safely protect against infectious pathogens as well as understand department policy regarding workplace discrimination issues.

**Learning Objectives:**

- Identify the links of the chain of transmission of infectious pathogens [34.I.C]
- Recognize first aid equipment and precautions peace officers may utilize to treat others and to ensure their own personal safety when responding to an emergency including: [34.I.D]
  - Types and levels of Personal Protective Equipment (PPE) used to accomplish Body Substance Isolation (BSI) [34.I.D.1]
    - Removal of contaminated gloves [34.I.D.1.a]
  - Decontamination considerations [34.I.D.2]

**Session Time:** 1 hour

| <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Classroom with tables</li> <li>• White board</li> <li>• Dry-erase markers</li> </ul>  |  |
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| <p><b>Session Summary:</b> The instructor will lead an overhead facilitated discussion with the whole class. The students will then participate in a table top learning activity regarding blood borne pathogens and workplace discrimination.</p>  |  |
| Outline   | Instructor Notes   |
| <p>I. Blood borne pathogens</p> <p>A. Types of pathogens</p> <ol style="list-style-type: none"> <li>1. Bacteria</li> <li>2. Viruses</li> </ol> <p>B. Transfer of pathogens [1]</p> <ol style="list-style-type: none"> <li>1. Airborne           <ol style="list-style-type: none"> <li>a. Spread by tiny droplets sprayed during breathing, coughing, or sneezing</li> <li>b. Can be absorbed through the eyes or inhalation</li> </ol> </li> <li>2. Blood borne           <ol style="list-style-type: none"> <li>a. Spread through blood or other body fluids</li> <li>b. Encounters an open wound or sore</li> </ol> </li> </ol> <p>C. Chain of transmission [2] [34.I.C]</p> <ol style="list-style-type: none"> <li>1. Infectious agent</li> </ol> | <p><b>Facilitated discussion:</b></p> <p>[1] Ask – Why is it important to know how infection and disease are spread?</p> |

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| <ol style="list-style-type: none"> <li>2. Reservoir</li> <li>3. Portal of exit</li> <li>4. Mode of transmission</li> <li>5. Portal of entry</li> <li>6. Susceptible host</li> </ol> <p><b>D. Exposure [3]</b></p> <ol style="list-style-type: none"> <li>1. Peace officers are at high risk of being exposed</li> <li>2. Exposure does not necessarily mean an individual will contract the illness</li> </ol> <p><b>E. Personal protective equipment (PPE) [34.I.D.1]</b></p> <ol style="list-style-type: none"> <li>1. Breaks the chain of transmission</li> <li>2. Prevents possible exposure and infection</li> <li>3. Must be used and care for properly</li> <li>4. Types of PPE's [4]             <ol style="list-style-type: none"> <li>a. Protective gloves</li> <li>b. Eye protection</li> <li>c. Masks</li> <li>d. Gowns</li> <li>e. Ventilation devices</li> <li>f. General supplies and equipment                 <ol style="list-style-type: none"> <li>1) Special cleaning solutions</li> <li>2) Leak proof bags</li> <li>3) Biohazard disposable bags</li> <li>4) Puncture resistant disposable containers</li> </ol> </li> </ol> </li> </ol> <p><b>F. PPE removal and disposal [5] [34.I.D.1.a]</b></p> <ol style="list-style-type: none"> <li>1. Removal of contaminated gloves</li> <li>2. Biohazard bags</li> <li>3. Sharps containers</li> <li>4. Liquid proof containers</li> <li>5. Comply with agency policy and OSHA guidelines</li> </ol> <p><b>G. Universal precautions and decontamination considerations [6] [34.I.D.2]</b></p> <ol style="list-style-type: none"> <li>1. Treat all body fluids as if they are contaminated</li> <li>2. Wash hands thoroughly             <ol style="list-style-type: none"> <li>a. Warm water</li> <li>b. Antiseptic soap</li> <li>c. Before and after exposure</li> </ol> </li> <li>3. Use hand sanitizer</li> <li>4. Disinfect and decontaminate any exposed equipment</li> <li>5. Use caution handling broken glass and sharp objects</li> <li>6. Cover any open cuts or sores</li> </ol> | <p><b>[2] Ask –</b> What is the chain of transmission?</p> <ul style="list-style-type: none"> <li>• How can the chain be broken?</li> </ul> <p><b>[3] Ask –</b> Why are peace officers at high risk of exposure?</p> <ul style="list-style-type: none"> <li>• How does exposure relate to contraction of the illness?</li> </ul> <p><b>[4] Ask -</b> What personal protective equipment do you have available to you in the field?</p> <p><b>Discuss –</b> the feasibility of carrying all those pieces of equipment with you on patrol.</p> <p><b>[5] Ask –</b> Why is it a bad idea to dispose of used PPE in a general use trash can? List the Universal safety precautions every person can take to minimize infection.</p> <p><b>[6] Ask –</b> What do you think the term universal precautions means?</p> <ul style="list-style-type: none"> <li>• When should you take universal precautions?</li> <li>• When wouldn't you?</li> </ul> |
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| <p>H. Personal preventative measures</p> <ol style="list-style-type: none"><li>1. Remain healthy and support your immune system</li><li>2. Stay in good physical condition</li></ol> <p>I. Documentation of exposure [7]</p> <ol style="list-style-type: none"><li>1. Report the exposure verbally and in writing</li><li>2. Comply with agency policy, HIPAA, and OSHA regulations</li><li>3. AB 2737 – New law to protect law enforcement<ol style="list-style-type: none"><li>a. Effective January 1, 2009</li><li>b. Officers cannot ask source/suspect to consent to testing, only medical staff</li><li>c. If an officer sustains a BBP exposure anytime during normal work duties</li><li>d. An ex parte court order may be sought to obtain blood from a source person for testing for HIV and Hepatitis C</li><li>e. Simplifies and expedites the process by which officers can learn the source person’s test results which impacts their own health and treatment</li></ol></li></ol> <p>J. Employment and discrimination</p> <ol style="list-style-type: none"><li>1. Officers with HIV or Hepatitis C<ol style="list-style-type: none"><li>a. Do not have to disclose that information or resign</li><li>b. Infected officers must take precautions not to infect others</li></ol></li><li>2. Workplace discrimination<ol style="list-style-type: none"><li>a. You may encounter ignorance about BBP, including HIV</li><li>b. You can provide information or make it clear that you are unwilling to be part of discrimination</li><li>c. Some people may not know the laws and policies that prohibit the disclosure of confidential medical information, including HIV</li></ol></li><li>3. Department discrimination [8]<ol style="list-style-type: none"><li>a. Cannot discriminate against employees that have HIV or Hepatitis C<ol style="list-style-type: none"><li>1) Law and department policy prohibits the disclosure of a person’s confidential medical information</li><li>2) It is improper conduct and a violation of the confidentiality requirement to disclose the HIV or HCV status of a co-</li></ol></li></ol></li></ol> | <p>[7] Ask – Why is it important to document exposure (or even possible exposure) to an infectious agent?</p> <p>[8] Run learning activity (20 minutes) – <u>Workplace discrimination</u></p> |
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**Learning Activity – Workplace Discrimination**

**Purpose:** This activity will help students identify ethical issues regarding blood borne pathogens and workplace discrimination, discuss the impact of the conduct, determine if intervention is required, and defend the chosen intervention strategy.

**Description:** The students will work in groups at their table to discuss an ethical scenario. They will have 3-5 minutes to discuss 3 questions, which the instructor should write on the white board. At the end of the time, the instructor will lead an overhead facilitated, drawing out the key learning points from each table.

Scenario:

You are in your fourth week of training at the police academy. Tomorrow you start “ground control” training. During a break between classes, a male classmate you know tells you that another classmate, Andy, is HIV positive. He tells you he was in the military with Andy, and found out about Andy’s HIV status at that time, and that you should come with him to protest having physical contact (such as wrestling) with Andy, to avoid “catching AIDS”.

Questions (write on white board):

- What are your duties in this case?
- Do you believe there is a conflict between your duty to protect yourself and fellow classmate Andy’s right to privacy?
- How would you use this training about blood borne pathogens to address this situation?

Additional follow-up questions:

- Do you believe you might contract HIV while wrestling with Andy?
- Was it misconduct for your classmate to reveal Andy’s HIV status to you?
- Would it be misconduct for your classmate to bring his concerns to academy staff?
- What would you say to your classmate?
- Would you accompany him when he meets with academy staff?
- Would you tell him his actions constitute misconduct?
- Would you advise him not to share this information with anyone else in your class?
- Would you notify him that you were going to notify academy staff about what he told you?
- Would this concern you if you had to wrestle with Andy?
- How would you respond if other classmates did not want to wrestle with Andy?

**Resources needed:**

- Classroom with tables
- White board w/dry-erase

**Key learning points:**

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- HIV and Hepatitis C status is confidential information and must not be shared
- Employees right to privacy prevails over the extremely minimal health concern of contact with an HIV positive individual
- A blood borne pathogen must enter the body through a portal of entry
- Intact skin is not a portal of entry

**Time required:** 20 minutes