**Bloodborne Pathogen Training Blueprint**

Alyssa Stump

American College of Education

DL5743 – Advanced Design of Instructional Media

July 16, 2024

|  |
| --- |
| Bloodborne Pathogen Introductory/Refresher Training |
| **Student’s Name:** | Alyssa Stump |
| **Training Title:** | Bloodborne Pathogen Introductory/Refresher Training |

|  |  |
| --- | --- |
| Training Overview | *Write a brief, yet concise, description of the online training course you will design to address the needs of learners. What content will the training course cover? How many modules will be included in the course (at least 3 modules are required)? What will the target audience learn during this training course? In this course, the target audience will learn…* |
| In this course, the target audience will learn about Bloodborne Pathogens. Specifically, there will be 4 modules that include general safety standards, enforcement, hazard recognition, and exposure evaluation/control. |
| Industry Standards or Educational Standards | *If you are creating training for learners that will fulfill industry or educational standards, then go to the standards website and copy and paste here. Cite the website.* |
| The list of standards for Bloodborne Pathogens is quite extensive, and therefore, will be referenced by utilizing the website link(s).**Bloodborne Pathogens:** <https://www.osha.gov/laws-regs/regulations/standardnumber/1910/1910.1030>**Hepatitis B Vaccine Declination (Mandatory):** <https://www.osha.gov/laws-regs/regulations/standardnumber/1910/1910.1030AppA><https://www.osha.gov/sites/default/files/publications/osha2254.pdf> |

|  |  |
| --- | --- |
| Target Audience  | *Write a thorough description of your target audience (age, degree level, cultural factors, socioeconomic factors, gender, ethnicity, knowledge, skills, attitudes, learning styles, motivation to learn, and cognitive and physical characteristics).* |
| According to the American Red Cross, “anyone who may come into contact with blood or OPIM as a part of their job should receive training. This includes but is not limited to: healthcare workers, first responders, laboratory personnel, janitorial and maintenance staff, tattoo and piercing artists, and mortuary and funeral home staff” (ARC, n.d.).I will be delivering this training to a group of local tattoo artists. The following demographic information was taken from (Zippia, 2024):* There are over **6,382** tattoo artists currently employed in the United States.
* 25.0% of all tattoo artists are women, while **75.0%** are **men**.
* The average tattoo artist age is **42** years old.
* The most common ethnicity of tattoo artists is White (57.4%), followed by Hispanic or Latino (20.0%), Black or African American (9.3%) and Unknown (6.4%).
* In 2022, women earned 97% of what men earned.
* **6%** of all tattoo artists are **LGBT**.
* Tattoo artists are 91% more likely to work at private companies in comparison to public companies.
 |
| Context Analysis | *Write a concise description of where and when the training will take place. Discuss how you will promote transfer of learning. Think about if the learning context is compatible with the learners’ needs and characteristics.*  |
| The 2-day training will take place during the week at a local tattoo studio. The training is 2 days to ensure all of the vital information is covered and are on weekdays, so artists do not lose out on high-traffic appointment/walk-in days (Saturday and Sunday). Local artists from other shops will be encouraged to attend, as attendance is not exclusive to the hosting shop. This course will be taught in-person, but with technology heavily integrated through assignments and assessments. |
| Needs Analysis | *Write a concise description of the needs of your learners and the way in which you identified those needs (surveys, interviews, focus groups, institutional or organizational data etc.).* |
| A Needs Assessment will be conducted that also serves as an “icebreaker” for the participants. This will be administered in the form of a quiz game and will include:* Background knowledge of Bloodborne Pathogen Information

-What are Bloodborne Pathogens?-Why is it important for you and your profession to know what Bloodborne Pathogens are?-How are Bloodborne Pathogens transmitted?-What are some examples of Bloodborne Pathogens?-How do you avoid transmitting Bloodborne Pathogens as a tattoo artist?**Quizizz will be used to create the Needs assessment/Icebreaker** |
| **Instructional Design Model** | *Identify the instructional design model you used to guide your design plan. Provide a rationale why you chose this instructional design model to guide your design.*  |
| Gagne’s 9 Events will be utilized for this course. This model was chosen because overall, it is the most effective in ensuring skills learned in the course are transferrable to the learners’ jobs. The pillars of this model include Gaining Attention, Informing Learners of Objectives, Activating Prior Learning, Presenting Content, Providing Guidance, Practicing, Providing Feedback, Assessing Performance, Enhancing Retention and Transferring to the Job. |
| **Prior Knowledge** | *What prior knowledge will the target audience require to be able to accomplish the training outcomes?* |
| Since this is an introductory/refresher course, learners will only be required to know their role within the training. They will be asked to draw upon their experience as a tattoo artist, or their knowledge of tattooing (if they do not have experience yet) and apply it to the content taught in this course. They may want to refresh themselves on their formal responsibilities as a tattoo artist or reflect on their current responsibilities and note if there are any duties they should add to their role for increased safety of themselves and their clients. |

|  |  |
| --- | --- |
| Learning Outcomes | *Overall goal of each training module.* *At the end of this module the learner will be able to…* |
| * Learners will be able to successfully apply general safety standards related to Bloodborne Pathogens to their professional setting.
* Learners will be able to successfully apply enforcement principles related to Bloodborne Pathogens to their professional setting.
* Learned will be able to apply hazard recognition principles related to Bloodborne Pathogens to their professional setting.
* Learners will be able to successfully apply exposure evaluation/control principles related to Bloodborne Pathogens to their professional setting.
 |
| Learning Objectives | *The learning objectives for the online training modules should identify the* ***condition****,****behavior****, and* ***degree of measurement*** *and should align with the learning outcomes from each training module. At least 3 clear, specific, measurable, and observable objectives are required. Learning objectives allow the outcomes to be broken down into smaller, more manageable outcomes.* |
| * When given 5 real-world scenarios regarding general safety standards related to Bloodborne Pathogens, learners will be able to apply their newly learned skills with at least 80% accuracy in a single trial.
* When given 5 real-world scenarios regarding enforcement principles related to Bloodborne Pathogens, learners will be able to apply their newly learned skills with at least 80% accuracy in a single trial.
* When given 5 real-world scenarios regarding hazard recognition principles related to Bloodborne Pathogens, learners will be able to apply their newly learned skills with at least 80% accuracy in a single trial.
* When given 5 real-world scenarios regarding exposure evaluation/control principles related to Bloodborne Pathogens, learners will be able to apply their newly learned skills with at least 80% accuracy in a single trial.
* When delivered a course on Bloodborne Pathogens, learners will be able to apply their newly learned skills by creating a Bloodborne Pathogen Safety integration plan with 100% accuracy in 1 out of 2 trials.
 |

|  |  |
| --- | --- |
| **Multimedia Selection and Copyright** | *Describe how multimedia will be incorporated into the training to ensure (a) relevancy, (b) real-world connections, (c) interactivity, (d) collaboration, (e) motivation, and (f) engagement. What steps will you take to ensure you are following legal and ethical requirements related to the selection of multimedia and copyright?* |
| General Video from ProCPR: <https://www.youtube.com/watch?v=g68inIfYmy0>Tattooer-Specific Video from ProCPR: <https://www.youtube.com/watch?v=Nz_ZdzQ5atY>There will be narrated slides available for students to utilize and refer to made with Canva. The videos above will be embedded into the slides.  |
| **Instructional Strategies** | *What learning activities will help learners transfer, develop, and reinforce skills or knowledge required by the learning objectives such as discussion, group work, research, etc.) Explain what the target audience will do in this course that puts them in an active learning situation. Remember these should align with your objectives.* |
| To establish a foundational understanding of the content, students will be required to take a formative multiple-choice assessment (individually) after each module that can be taken as many times as necessary for the learner to pass. Then, students will be put into heterogeneous groups so they can collaborate on solving the module-specific scenario. **The in-video assessment questions will be administered using EdPuzzle.**  |

|  |  |
| --- | --- |
| **Formative Assessment Strategies** | *The criteria should directly align with the instructional objectives and industry standards. How will you monitor learner progress? Also describe your plan for providing feedback to your target audience during the training. Think about “knowledge checks” to avoid cognitive overload and reinforce the concepts.* |
| To establish a foundational understanding of the content, students will be required to take a formative multiple-choice assessment (individually) after each module that can be taken as many times as necessary for the learner to pass. There will only be 5 target questions as to not overwhelm the learners. **The in-video assessment questions will be administered using EdPuzzle.** |

|  |  |
| --- | --- |
| **Summative**Assessment Strategies | *Describe the assessment process that you will use to measure whether the learner achieved the instructional objectives. How will you assess the learner’s performance/mastery of skill? What are the criteria for achievement, and performance level? How will you assess what the learners have learned? The criteria should directly align to the instructional objectives and industry standards (if there are any). Also describe your plan for providing feedback to your learners.* |
| **Per Module:** 1) Students will take a summative assessment related to foundational information that reflects the in-video questions. Students must score at least an 80% on the foundational summative assessment in order to move onto the application. This assessment will be administered through **Google Forms.**2) Students will collaborate in heterogeneous groups (created based on performance on formative assessments) and solve a module-specific scenario. This scenario will be given **in the video**.**End of Course Assessment/Application**: Each artist will individually generate a plan to enact within their daily routine that meets all of the Bloodborne Pathogen safety requirements. |

|  |  |
| --- | --- |
| **Accommodations** **Modifications** | *How will you provide accommodated or modified instruction for learners? How will you adapt the learning for learners with disabilities? How will you present information clearly and so it is easily understood by those with disabilities? How will you incorporate assistive devices used to enhance learning experiences and capabilities?* |
| * Universal Design for Learning Principles will be utilized
* Performance evaluations will be conducted throughout the course to determine individual needs of students
* One-on-one support will be available on an as-needed basis
* Additional coaching opportunities will be made available
* Materials will be ADA Compliant
* Flexible deadlines based on student needs
 |

|  |  |
| --- | --- |
| **Evaluation** | *Describe how you will gather feedback on the training. You may collect feedback face-to-face or via online survey, email, or other media. Then describe how you will adjust the instructional strategies included in this training according to learner interaction and response to you, the content, and instructional delivery.* |
| I will collect feedback at the beginning, middle, and at the end of the course. I will gather feedback in the form of surveys that contain both multiple choice and open-ended questions. The surveys will be anonymous, so students are more likely answer honestly regarding their experience. I will take numerical data and compare it to the feedback and look for consistencies among them. I will target the feedback that is brought up multiple times and make changes to the course accordingly. If students are giving feedback and there are no trends, I will handle them on an individual basis. |

**References**

American Red Cross. (n.d.). *OSHA Bloodborne pathogens training requirements*. <https://www.redcross.org/take-a-class/first-aid/first-aid-training/osha-bloodborne-pathogen-training-requirements#:~:text=Basically%2C%20anyone%20who%20may%20come,Doctors%2C%20nurses%2C%20and%20medical%20assistants>

ProTrainings. (2014). *How bloodborne pathogens and disease spread* [Video]*.* YouTube. [*https://www.youtube.com/watch?v=g68inIfYmy0*](https://www.youtube.com/watch?v=g68inIfYmy0)

ProTrainings (2013). *Bloodborne pathogens training – Infection control for body artists. https://www.youtube.com/watch?v=Nz\_ZdzQ5atY*

Zippia. (2024). *Tattoo artist demographics and statistics in the US.* <https://www.zippia.com/tattoo-artist-jobs/demographics/>