



Hand Hygiene:

Part 1 of "Stop the Bleed" Training

Illinois CTE Endorsement Area:
Health Science Technology & Human Services
Teacher and Student Editions

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Converted to Format by Karen Aldworth
Current Phase of Lesson: Phase 3 of 5



**Illinois
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Overview:

Mass casualty is an unfortunate experience we have all heard about in recent years. "Stop the Bleed" is a nationwide initiative to educate the public on what to do in the case of life-threatening bleeding. Although the formation of the "Stop the Bleed" program was prompted by public events, the information included in this lesson has value for accidents occurring in homes and at accident sites. The focus of this lesson is presenting information to maintain safety for the responder. Hand hygiene is the most effective way to prevent infection to yourself and others. Students will also learn how to properly remove gloves to prevent cross contamination.

Classes or Discipline:

- All Health Science Technology classes
- Public & Human Services classes

Career Cluster:

- [Health Science](#)
- [Human Services](#)

Illinois CTE Endorsement Area:

- [Health Science](#)
- [Human Services](#)

Grade Level(s):

- Grades 5-8
- Secondary schools
- Postsecondary schools

Suggested Days/Minutes: (1) 2-hour session**Learning Objectives:**

- Properly perform hand hygiene, using appropriate techniques (steps) following an exposure to potential bloodborne pathogens.
- Demonstrate how to safely and properly remove disposable gloves without cross-contaminating.
- Identify the most important procedure in the prevention of the spread of infection.
- Decide the most important step in handwashing.

Standards Addressed:

- [National Health Science Standards](#)
 - 7.1.2b Standard Precautions: handwashing and gloving.
 - 7.2.1 Personal Safety: safety procedures as outlined by CDC and OSHA.
 - 7.5.2 Emergency Procedures & Protocols: apply principles of basic emergency response (safe location, contact emergency personnel (911) and follow safety protocols).
- **Common Core Learning Standards:**
 - CC.K-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Expressing their own findings clearly and persuasively.
 - CC.11-12.R.ST9 Integration of Knowledge and Ideas: Synthesize information from a range of sources (e.g. texts, experiments, simulations) into a coherent understanding of a process

Enduring Understandings:

- Accidents can happen at home, in the workplace or while driving at any time. Basic knowledge of tips to protect bystanders who are willing to respond to these emergencies is critical.
- The ability to evaluate a scene for safety to protect themselves and possible victim(s) can be a life saver for the bystander, responder and the victim.
- Recalling how to properly wash hands following a bloodborne pathogen exposure.
- Removing disposable gloves without cross-contaminating is a protective measure vital to the safety of the responder.
- Knowledge of the Illinois' Good Samaritan Act.
- Procedure for reporting a blood borne pathogen exposure incident.

Resources and References:

1. YouTube Video:
[Surviving The Las Vegas Shooting With Heather Melton](#)
[Wash 'Em - Hand Hygiene Music Video](#)
2. Glo Germ gel lotion (May be purchased on Amazon)
3. Black light
4. Handout:
[What to do if you have a blood exposure incident](#)
[Hand Hygiene Handout](#)

5. Handwashing station (you can use bathrooms or kitchens. Paper towels are preferable to air dryers etc.)
6. Disposable non-latex gloves in Med – Large – X-Large (May be purchased at Walmart or Target or any pharmacy).
7. Small lunch size plastic bags for students to use to keep their gloves in – as a takeaway. (purchase at any retailer selling paper products)
8. 5x8 lined index cards (white or colored) – as takeaways.
9. Colored markers, pen, pencils
10. Internet connectivity for video viewing & gaming opportunity.
11. Internet compatible device for Kahoot!
12. Kahoot! [Stop the Bleed: Hand Protection](#)
13. [Mock blood exposure incident report](#)

Essential Employability Skills:

There are four [essential employability skills](#)

- Personal Ethic: integrity, respect, perseverance, positive attitude
- Work Ethic: dependability, professionalism
- Teamwork: critical thinking, effective and cooperative work
- Communication: active listening, clear communication

The focus of this lesson is on positive attitude, professionalism, critical thinking and clear communication, verbal and non-verbal.

Skill	How it is addressed:
Positive Attitude Professionalism	Students will explore the need for a positive attitude. Students will have personal confidence when responding to emergencies and know how to protect themselves. Professionalism will be demonstrated through knowledge of correct procedures to follow when exposed to a potential bloodborne pathogen. Explore: Step 1 & 2
Critical Thinking	Untrained responders must think quickly what objects can be used in a bleeding emergency. These responders will have to immediately start with lifesaving techniques learned during this lesson in order to save a life. Explore: Gloving Step 6
Communication	It is essential that emergency responders be able to communicate with others & victim(s) clearly, calmly and concisely all information pertaining to events. Explore: Gloving Step 6

Suggested Differentiation Strategies:

- Individual hands-on demonstration by students for handwashing and gloving techniques. This lab experience may be modified to include the handwashing handout.
- Hands-on learning through group or individual work from research for tip card with a diverse group of student learners.
- Printed handouts of steps for handwashing. (Students with an IEP or any student that requires written & visual cues)
- Opportunity for creative learning within a diverse group of student learners. (tip card)
- Video viewing for visual learners.
- Gaming opportunity (Kahoot!).
- Group and individual opportunities will include different learning styles.

Throughout this lesson the teacher notes and comments are in red.

1. Engage: (40 minutes)

Part 1

1. Your teacher will set up a Kahoot! game. [Click here](#) and wait for your game code.
Play Kahoot!: [Stop the Bleed: Hand Protection](#)
Teacher will allow students to use whatever electronic device they have with internet connectivity.
2. In small groups (3-4) discuss why "Stop the Bleed" may be important to you personally & professionally.
 - a. Be prepared to share some of your reasons with the class.
 - b. This training is only an introduction to the full training that can be scheduled for another date or after school session.
Full training for "Stop the Bleed" is a 1 (one) 2-hour session (depending on class size). There is a certificate of completion at the end. It can be held in any classroom. Contact a trainer for specific dates & times.
3. Do you remember hearing about the mass shooting at the Las Vegas Music Festival on October 1, 2017? Your teacher will show you a video story of a survivor who lost her husband that day.
View: [Las Vegas Music Festival Survivor's Story](#)
4. In small groups (3-4) discuss the following:
 - a. How do you "feel" after hearing this woman's story?
 - b. Why do you think your teacher showed you this video?
 - c. What is the "take away" from this video?
The goal is for the students to want to help and get involved with saving a life. This should NOT be a story about gun control. It should be about the implications of an emergency bleeding event and loss of life.
5. What would you do if something like this happened at an event that you were attending?
Run and hide is a reasonable response. However, try to guide the students to wanting to know more about what to do so they are able to help victims. Increase student awareness that tragic accidents can happen to anyone & anywhere.

Part 2

1. Emotions naturally run wild for caregivers at a horrific event. But safety must be a top priority. Responders must be aware that the victims may potentially be carriers of dangerous bloodborne pathogens. Let see how this works.
2. View: "[Wash 'Em Hand Hygiene](#)"
3. How important is it to protect yourself from contamination? Try this experiment:

- a. Your teacher has some lotion for your hands. Rub it into your hands completely and thoroughly.
The "special lotion" is GloGerm. It can be purchased online and is very inexpensive. It glows when exposed to a black light, but otherwise is undetectable. It is non-toxic and will wash off clothing.
It is important that the person(s) with the GloGerm lotion do not know they have it. After purchasing GloGerm lotion, compare its color and texture to other lotions and put them in similar containers. Perhaps a small amount of lotion could be placed in several containers and set at convenient locations around the room. One of the containers would be Glo Germ whereas all others would be regular hand lotion. By monitoring who used that particular container, you will know the extent of the "original contamination". Another option is to select a "carrier" privately and have them apply the GloGerm lotion without others knowing it. This is less realistic and may bring up other issues such as purposefully "spreading a disease."
- b. Shake hands with at least half of the students in your classroom.
- c. One person was "infected" with a different type of lotion.
- d. Put your hands under the black light to see if you contracted the disease.
- e. Discuss what happened and how it could have been prevented.

2. Explore: (40 minutes)

Handwashing

1. Everyone should now get the special lotion from your teacher. Rub it into your hands completely and thoroughly.
2. Look at your hands under the black light
Be sure to turn all classroom lights off for better viewing.
3. Wash your hands as you normally do. List the following steps regarding your usual handwashing:
 - a. Length of time.
 - b. Type of soap.
 - c. Your technique
4. Look at your hands again under the black light.
If the remaining lotion was germs, how effective is your usual handwashing method?
5. What do you see? Are there still "germs" present?
6. Your teacher is going to demonstrate the proper handwashing technique.
 - a. What is included that is not in your list in step 3.

- b. Rewrite your list.
7. Apply more GloGerm lotion to your hands and practice the proper hand hygiene technique. Check your hands under the black light.
8. Continue handwashing until all the lotion is removed. Verify clean hands under the black light.
9. Rewrite your list on a 5x8 index card to be used as a "Handwashing Tip Sheet" for future reference.

Let students be creative! Use 5x8 lined or unlined index cards. Have groups share their "tips" with entire class. This can be a graded project when the teacher checks for accuracy using the rubric in the evaluation section.

*** Cards should include all the following steps for proper handwashing:

- a. Take off any jewelry on hands.
- b. Push wrist watch up above wrist or remove watch.
- c. Turn on the cold water first followed by the hot water and adjust temperature to preference.
- d. Wet your hands with clean water with fingertips pointing downward.
- e. Apply soap and lather your hands by rubbing them together for at least 20 seconds. Friction during handwashing is the most important step in hand washing.
- f. Make sure you also lather the back of the hands, between the fingers, and under the fingernails. Rinse well with fingertips pointing downward. Encourage students not to "flick" their wet hands as this will spread contamination. In healthcare, flicking means failure of this skill.
- g. Dry with a clean towel or air dry. Clean paper towels are preferable to air drying.

Gloving

1. Get a pair of disposable non-latex gloves. (Sm-Med-Lrg-XL.) Put them on.
Ask students to take a larger glove size.
Ask students why you encouraged them to take a larger size glove than they usually wear. In an emergency, they can get larger gloves on more quickly.
Less time delayed in assisting the victim.
2. Smear both hands with either ketchup or BBQ sauce.
3. Remove your gloves in a manner that does not put contaminants on your fingers, clothes, the floor, or anything else and then discard the gloves so that nothing gets on the lid or outside of the trash can.
4. How did you do it? Talk this over as a class.

- a. Compare your technique to others.
 - b. What is the best way to do this?
5. Your teacher is now going to demonstrate the proper way to remove and dispose of your gloves.
 - a. How does this method differ from yours?
 - b. Now attempt to remove the gloves using the proper technique.
6. Look around your classroom, what items can be used if gloves are not available?
Garbage bags, trash can liners, plastic lunch bags

3. Explain: (10 minutes)

Answer the following questions using the information you learned in the handwashing and gloving activities.

1. What is the most important step in handwashing?
Friction
2. Can hand sanitizer be a substitute for proper handwashing in the presence of contact with someone else's blood?
Hand sanitizer is not recommended when hands are visibly soiled.
3. What is the most effective way to prevent the spread of pathogens?
Effective handwashing
4. How can gloves be removed without cross contaminating.
Students should be able to demonstrate the correct technique.

4. Elaborate/Extend: (30 minutes)

1. You have now experienced the importance of protecting yourself from contamination and the proper performance of handwashing and gloving. What happens if there is a problem?
Give your students the mock blood exposure incident report to review and complete.
2. What should you know if you experience a blood exposure incident?
 - a. In small groups read:
[What to do if you think you have been exposed to blood borne pathogens.](#)
 - b. Why is it necessary to complete all information on the blood exposure form?
Give the students a copy of the [Mock Blood Exposure form](#). Be sure to instruct students to use N/A as not applicable for information that does not pertain to that incident.
 - c. If a question on the blood exposure form does not apply to your exposure, how should you complete that portion of the form?

Marking those items with N/A will make it clear that all questions were noted by the person filling out the form.

3. You have experienced an exposure to blood that potentially carries a pathogen. You are going to receive a “sample” blood exposure report form and a case scenario providing you the information to complete the report.

You can use the following scenario or create your own.

You witness a car accident today at 9:45am while traveling east on Renwick Road in Romeoville, IL. The victim (Mr. C) is laying in a field off the roadway. He is conscious but there is a large pool of blood underneath him. You call 911 to report the accident. Your hands become heavily soiled with Mr. C's blood while looking for the source of the bleeding.

First responders on the scene arrived at 9:50am. After giving a brief review of the situation to EMS, you indicate that you did not have any protection from the victim's blood. You indicate that you will need complete a blood exposure incident report.

14. After completing the exposure report, discuss the following questions with the people at your table. Record your responses and be ready to share them with the class.
 - a. What do you need to do 1st after informing first responders that you have experienced a potential bloodborne exposure?
Wash any skin that was contaminated with the victim's blood. If any exposure in the eyes, nose or mouth, flush with clear water.
 - b. How soon do you need to be evaluated by a medical professional?
Immediately, do not delay.
15. Research the Illinois' Good Samaritan Law.
 - a. How does the Illinois' Good Samaritan Act apply to the scenario you just read?
Be sure that the report focuses on the confidentiality of the victim(s). Never use of names, age, identifying characteristics, etc. Information to first responders is approved as coordination of care issue.
16. Discuss with a group how & why the complete "Stop the Bleed" training has meaning to you personally and professionally.
17. Revisit handwashing and gloving if you think you need additional practice.

5. Evaluate:

1. Repeat Kahoot! post-lesson with anticipation of score improvement. [Click here](#) and wait for the game code for the Kahoot!
Kahoot! [Stop the Bleed: Hand Protection](#)
Ask students how many more questions they answered correctly at the end of

this lesson.

2. Verbalize “why” and “how” "Stop the Bleed" training has value to you personally and professionally after viewing a survivor’s story.
Encourage students to take the complete course and receive a certificate of completion.
3. Demonstrate proper handwashing technique, following all steps in correct order.
4. Evaluate "Stop the Bleed" handwashing steps “tip cards” designed by students and evaluated for accuracy.
Use the below rubric for the tip card and for 1:1 handwashing demonstration. Reinforce that proper handwashing is the best way to avoid spreading germs to help prevent infection.
5. Demonstrate correct procedure for removal of disposable gloves without cross contamination.
Remediate students who cross contaminate when removing their gloves. Have them repeat as necessary to demonstrate competency.

Use this rubric to assess learning for handwashing demonstration and tip cards:

Category	3	2	1
Preparation	Removed any jewelry	Removed some jewelry, but not all	Did not remove jewelry
Faucet	Turned on the cold water first followed by the hot water and adjusted temperature to preference. Turned off hot water first followed by cold water using clean paper towels. Did not touch the faucet with bare hands after handwashing.	Did not turn on and off water in the right order, but was careful to not touch the faucet with clean hands	Did not turn on and off water in the right order. Touched the faucet with clean hands
Process	Wet hands with warm water with fingertips pointing downward. Applied soap and lathered hands by rubbing them together for at least 20 seconds. Made sure you to lather the back of the hands, between the fingers, and under the nails. Rinsed	Properly positioned hands and applied soap correctly but did not continue for 20 seconds. Used enough friction but not to all parts of the hand, especially the nails and back of the hands.	Did not properly position hands. Soap was not applied and time was too short. Friction was lacking and some parts of the hand did not get adequate attention.

	well with fingertips pointing downward.		
Drying	Did not “flick” fingers and hands after washing. Dried hands with a clean towel or air dried. (Clean paper towels are preferable to air drying). Started at the fingertips and moved upward toward the wrist.	Was careful not to flick the water but did not use a clean paper towel to dry hands. Started drying at the fingertips and moved toward the wrist.	Flicked the water. Did not use a clean paper towel. Started to dry hands at the wrist and moved down the hand toward the fingertips.

HAND HYGIENE HANDOUT

1. Take off any jewelry, push watch up above wrist.
2. Turn on the cold water first followed by the hot water and adjust temperature to preference.
3. Wet your hands with clean water with fingertips pointing downward.
4. Apply soap and lather your hands by rubbing them together for at least 20 seconds. (Friction during handwashing is the most important handwashing step.)
5. Make to lather the back of the hands, between the fingers, and under the fingernails.
6. Rinse well with fingertips pointing downward. Do not "flick" fingers and hands as this will spread contamination. In healthcare, flicking means failure of this skill.
7. Dry with a clean towel or air dry. Clean paper towels are preferable to air drying.
8. Starting at the fingertips and moving upward to the wrist, dry the hands without going over the same area with the same paper towel. Use additional paper towels as needed to dry hands.
9. Turn off hot water first followed by cold water using the paper towels. Do not touch the faucet with hands after handwashing.

Proper handwashing is the best way to prevent the spread of infection.

Blood and Body Fluid Exposure Report Form:

Name: Last _____ First: _____

Date of Exposure: ____/____/____

Time of exposure: _____ AM PM (Circle)

Location of exposure: (Where were you when exposure occurred)

Name of person completing report: _____

Type of exposure and where on your body did exposure occur:

Blood: ____

Needle stick:____

IV:____

Body fluids:____

Name of source individual (patient you were caring for at the time):

Description of Events:

Could the exposure have been prevented? ____ YES ____ NO

If yes, explain here:

If no, explain here:

Signature & Title of Reporter: _____ Date: _____

Notes:

All ILCTE lessons are vetted by Curriculum Leader, Dr. Brad Christensen.

To see a review of this lesson by previous users, [click here](#).

We invite users of this lesson to [click here](#) to leave follow up information and rating.

We would like to publish pictures / videos of your students using this lesson. Please send to Rod McQuality at: rdmcquality@ilstu.edu. By sending pictures, you have met all the picture / video release for your school.

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Hand Hygiene:

Part 1 of "Stop the Bleed" Hand Protection

Student Edition

Overview:

Mass casualty is an unfortunate experience we have all heard about in recent years. "Stop the Bleed" is a nationwide initiative to educate the public on what to do in the case of life-threatening bleeding. Although the formation of the "Stop the Bleed" program was prompted by public events, the information included in this lesson has value for accidents occurring in homes and at accident sites. The focus of this lesson is presenting information to maintain safety for the responder. Hand hygiene is the most effective way to prevent infection to yourself and others. Students will also learn how to properly remove gloves to prevent cross contamination.

Learning Objectives:

- Properly perform hand hygiene, using appropriate techniques (steps) following an exposure to potential bloodborne pathogens.
- Demonstrate how to safely and properly remove disposable gloves without cross-contaminating.
- Identify the most important procedure in the prevention of the spread of infection.
- Decide the most important step in handwashing.

Enduring Understandings:

- Accidents can happen at home, in the workplace or while driving at any time. Basic knowledge of tips to protect bystanders who are willing to respond to these emergencies is critical.
- The ability to evaluate a scene for safety to protect themselves and possible victim(s) can be a life saver for the bystander, responder and the victim.
- Recalling how to properly wash hands following a bloodborne pathogen exposure.
- Removing disposable gloves without cross-contaminating is a protective measure vital to the safety of the responder.
- Knowledge of the Illinois' Good Samaritan Act.
- Procedure for reporting a blood borne pathogen exposure incident.

Resources and References:

1. YouTube Video:
[Surviving The Las Vegas Shooting With Heather Melton](#)
[Wash 'Em - Hand Hygiene Music Video](#)
2. Glo Germ gel lotion (May be purchased on Amazon)

3. Black light
4. Handout:
 - [What to do if you have a blood exposure incident](#)
 - [Hand Hygiene Handout](#)
5. Handwashing station (you can use bathrooms or kitchens. Paper towels are preferable to air dryers etc.)
6. Disposable non-latex gloves in Med – Large – X-Large (May be purchased at Walmart or Target or any pharmacy).
7. Small lunch size plastic bags for students to use to keep their gloves in – as a takeaway. (purchase at any retailer selling paper products)
8. 5x8 lined index cards (white or colored) – as takeaways.
9. Colored markers, pen, pencils
10. Internet connectivity for video viewing & gaming opportunity.
11. Internet compatible device for Kahoot!
12. Kahoot! [Stop the Bleed: Hand Protection](#)
13. [Mock blood exposure incident report](#)

Essential Employability Skills:

There are four [essential employability skills](#)

- Personal Ethic: integrity, respect, perseverance, positive attitude
- Work Ethic: dependability, professionalism
- Teamwork: critical thinking, effective and cooperative work
- Communication: active listening, clear communication

The focus of this lesson is on positive attitude, professionalism, critical thinking and clear communication, verbal and non-verbal.

Skill	How it is addressed:
Positive Attitude Professionalism	Students will explore the need for a positive attitude. Students will have personal confidence when responding to emergencies and know how to protect themselves. Professionalism will be demonstrated through knowledge of correct procedures to follow when exposed to a potential bloodborne pathogen. Explore: Step 1 & 2
Critical Thinking	Untrained responders must think quickly what objects can be used in a bleeding emergency. These responders will have to immediately start with lifesaving techniques learned during this lesson in order to save a life. Explore: Gloving Step 6
Communication	It is essential that emergency responders be able to communicate with others & victim(s) clearly, calmly and concisely all information pertaining to events. Explore: Gloving Step 6

1. Engage:

Part 1

1. Your teacher will set up a Kahoot! game. [Click here](#) and wait for your game code.
2. In small groups (3-4) discuss why "Stop the Bleed" may be important to you personally & professionally.
 - a. Be prepared to share some of your reasons with the class.
 - b. This training is only an introduction to the full training that can be scheduled for another date or after school session.
3. Do you remember hearing about the mass shooting at the Las Vegas Music Festival on October 1, 2017? Your teacher will show you a video story of a survivor who lost her husband that day.
View: [Las Vegas Music Festival Survivor's Story](#)
4. In small groups (3-4) discuss the following:
 - a. How do you "feel" after hearing this woman's story?
 - b. Why do you think your teacher showed you this video?
5. What is the "take away" from this video?
What would you do if something like this happened at an event that you were attending?

Part 2

1. Emotions naturally run wild for caregivers at a horrific event. But safety must be a top priority. Responders must be aware that the victims may potentially be carriers of dangerous bloodborne pathogens. Let see how this works.
2. View: "[Wash 'Em Hand Hygiene](#)"
3. How important is it to protect yourself from contamination? Try this experiment:
 - a. Your teacher has some lotion for your hands. Rub it into your hands completely and thoroughly.
 - b. Shake hands with at least half of the students in your classroom.
 - c. One person was "infected" with a different type of lotion.
 - d. Put your hands under the black light to see if you contracted the disease.
 - e. Discuss what happened and how it could have been prevented.

2. Explore:

Handwashing

1. Everyone should now get the special lotion from your teacher. Rub it into your hands completely and thoroughly.
2. Look at your hands under the black light
3. Wash your hands as you normally do. List the following steps regarding your usual handwashing:
 - a. Length of time
 - b. Type of soap
 - c. Your technique
4. Look at your hands again under the black light.
If the remaining lotion was germs, how effective is your usual handwashing method?
5. What do you see? Are there still germs present?
6. Your teacher is going to demonstrate the proper handwashing technique.
 - a. What is included that is not in your list in step 3.
 - b. Rewrite your list.
7. Apply more GloGerm lotion to your hands and practice the proper hand hygiene technique. Check your hands under the black light.
8. Continue handwashing until all the lotion is removed. Verify clean hands under the black light.
9. Rewrite your list on a 5x8 index card to be used as a "Handwashing Tip Sheet" for future reference.

Gloving

1. Get a pair of disposable non-latex gloves. (Sm-Med-Lrg-XL.) Put them on.
2. Smear both hands with either ketchup or BBQ sauce.

3. Remove your gloves in a manner that does not put contaminants on your fingers, clothes, the floor, or anything else and then discard the gloves so that nothing gets on the lid or outside of the trash can.
4. How did you do it? Talk this over as a class.
 - a. Compare your technique to others.
 - b. What is the best way to do this?
5. Your teacher is now going to demonstrate the proper way to remove and dispose of your gloves.
 - a. How does this method differ from yours?
 - b. Now attempt to remove the gloves using the proper technique.
6. Look around your classroom, what items can be used if gloves are not available?

3. Explain:

Answer the following questions using the information you learned in the handwashing and gloving activities.

1. What is the most important step in handwashing?
2. Can hand sanitizer be a substitute for proper handwashing in the presence of contact with someone else's blood?
3. What is the most effective way to prevent the spread of pathogens?
4. How can gloves be removed without cross contaminating.

4. Elaborate/Extend

1. You have now experienced the importance of protecting yourself from contamination and the proper performance of handwashing and gloving. What happens if there is a problem?
2. What should you know if you experience a blood exposure incident?
 - a. In small groups read:
[What to do if you think you have been exposed to blood borne pathogens.](#)
 - b. Why is it necessary to complete all information on the blood exposure form?

- c. If a question on the blood exposure form does not apply to your exposure, how should you complete that portion of the form?
3. You have experienced an exposure to blood that potentially carries a pathogen. You are going to receive a “sample” blood exposure report form and a case scenario providing you the information to complete the report.
14. After completing the exposure report, discuss the following questions with the people at your table. Record your responses and be ready to share them with the class.
 - a. What do you need to do 1st after informing first responders that you have experienced a potential bloodborne exposure?
 - b. How soon do you need to be evaluated by a medical professional?.
15. Research the Illinois’ Good Samaritan Law.
 - a. How does the Illinois’ Good Samaritan Act apply to the scenario you just read?
16. Discuss with a group how & why the complete "Stop the Bleed" training has meaning to you personally and professionally.
17. Revisit handwashing and gloving if you think you need additional practice.

5. Evaluate:

1. Repeat Kahoot! post-lesson with anticipation of score improvement. [Click here](#) and wait for the game code for the Kahoot!
2. Verbalize “why” and “how” "Stop the Bleed" training has value to you personally and professionally after viewing a survivor’s story.
3. Demonstrate proper handwashing technique, following all steps in correct order.
4. Evaluate "Stop the Bleed" handwashing steps “tip cards” designed by students and evaluated for accuracy.
5. Demonstrate correct procedure for removal of disposable gloves without cross contamination.

Your teacher may use the following rubric to evaluate your understanding of proper handwashing.

Category	3	2	1
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Preparation	Removed any jewelry	Removed some jewelry, but not all	Did not remove jewelry
Faucet	Turned on the cold water first followed by the hot water and adjusted temperature to preference. Turned off hot water first followed by cold water using clean paper towels. Did not touch the faucet with bare hands after handwashing.	Did not turn on and off water in the right order, but was careful to not touch the faucet with clean hands	Did not turn on and off water in the right order. Touched the faucet with clean hands
Process	Wet hands with warm water with fingertips pointing downward. Applied soap and lathered hands by rubbing them together for at least 20 seconds. Made sure you to lather the back of the hands, between the fingers, and under the nails. Rinsed well with fingertips pointing downward.	Properly positioned hands and applied soap correctly but did not continue for 20 seconds. Used enough friction but not to all parts of the hand, especially the nails and back of the hands.	Did not properly position hands. Soap was not applied and time was too short. Friction was lacking and some parts of the hand did not get adequate attention.
Drying	Did not "flick" fingers and hands after washing. Dried hands with a clean towel or air dried. (Clean paper towels are preferable to air drying). Started at the fingertips and moved upward toward the wrist.	Was careful not to flick the water but did not use a clean paper towel to dry hands. Started drying at the fingertips and moved toward the wrist.	Flicked the water. Did not use a clean paper towel. Started to dry hands at the wrist and moved down the hand toward the fingertips.