



PATHOGEN SAFETY DATA (PSD) SHORT COURSE INSTRUCTOR GUIDE

Instructor Guidance

This factsheet contains guidance for instructors on how to use the NIEHS Pathogen Safety Data (PSD) Short Course. The short course was developed in response to grantee requests for a condensed version of the full day Pathogen Safety Data Guide Training Module. Both courses are geared to train workers with potential exposure to infectious pathogens to independently assess infectious agents of concern.

Trainers are encouraged to adapt and modify how they deliver the course to meet the needs of the specific program, audience, and circumstances. The curriculum may be integrated into existing infectious disease training programs or used as a standalone module. However, the module is not intended to replace or satisfy the need for a comprehensive, site specific program on occupational exposure to infectious diseases. The materials for the module include:

- 1) A PPT presentation (abbreviated and updated from the full PSD module).
- 2) A participant worksheet (same as for the full PSD module).
- 3) The PSD Guide (same as for the full PSD module).
- 4) A glossary (same as for the full PSD module).
- 5) Four case studies that can be used as an alternative to activities 3 and 4.
- 6) This instructor guide.

These materials may be downloaded from the NIEHS WTP website: <https://tools.niehs.nih.gov/wetp/index.cfm?id=2554>

Course Goals

This is a one and a half to two-hour course entitled “Pathogen Safety Data Short Course.” The goal of the guide and the short course training module is to clarify the use of existing PSD resources currently available for development of infectious disease occupational exposure control plans in a broad spectrum of industries.



Target Audience

The short course is designed to prepare a broad array of occupations on how to use PSD databases to learn about the characteristics of infectious hazards they may encounter in their workplace and how to protect themselves from exposure. Rather than teaching about one specific infectious agent, this approach is geared to increase worker capability and confidence in doing their own assessments.

Preparation for the Course

Preparation for the course should include inquiring with the host organization about the infectious hazards of concern to the trainee population so that the instructor can prepare accordingly. For example, workers in a sewage treatment plant may be concerned with exposure to hepatitis A, B, and C. Searching for information about sewage treatment workers' exposures to these pathogens will prepare instructors ahead of the class.

Participation/Small Group Activity

This activity is designed for small groups to select a pathogen or pathogens they are specifically concerned about and look up the infectious agent's characteristics and related methods of worker protection. With the small amount of time to conduct the short course, it is advisable to have the groups divide up the questions so that everyone in the group is engaged in looking up the answers.

Case Studies

The course case studies are an alternative to using the worksheet. Each case study has questions specific to the scenario and infectious agent highlighted. Instructors can use these instead of worksheet questions 3 and 4. Instructors may also develop their own case studies using pathogens that are of particular concern to trainees.

Group Discussions

Keep in mind that some of the questions provided are open-ended and may generate more than one correct response. Some of the resources used to research pathogens may have contradictory information about pathogen characteristics.

It is important to allow students to present their ideas and solutions. The case studies also may reveal gaps in the public health system, and so some problems may not have an easy or clear solution. As the instructor, you want to draw out the knowledge and expertise of the participants and help them to clarify potential problems and solutions.



Instructor Notes

Below each PowerPoint slide is a set of instructor notes. The instructor notes include material in quotation marks that is intended to be directly communicated to participants.

Adult Education Techniques

This course is based on proven adult education techniques, including group discussions and case studies. This participative approach encourages students to play an active role in learning. Participative training techniques are much more effective than lecturing. By drawing on a participant's work experience, you will engage them in learning about and solving problems presented in the material.

Be a Facilitator

We encourage you to be an instructor who facilitates the course. Use the worksheet and case studies included in the course to draw out students' experiences related to infection and exposure control and help them fill in the missing pieces. Your role is to serve as a discussion leader, not just as an "expert." This approach is more rewarding for participants and less of a burden on trainers.

Other Course Materials from WTP

Additional materials related to Pathogen Safety Data and infectious disease can be found at <https://tools.niehs.nih.gov/wetp/index.cfm?id=2554>