APPENDIX B-2: FIELD TRAINING MANUAL

# CONFERENCE FOR FOOD PROTECTION

# FIELD TRAINING MANUAL

# REGULATORY RETAIL FOOD SAFETY INSPECTION OFFICERS

**DRAFT: January 7, 2008**

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# GLOSSARY OF TERMS

**Competency:** is the state or quality of being adequately or well qualified; having the ability to perform a specific duty, task or role as measured by comparison against a standard of performance.

As used in the context of this Field Training Manual, "competency" means:

- The demonstration of one or more skills (job tasks) based on knowledge derived from educational programs and experience;
- The ability to perform a task with expected outcomes under the varied circumstances of the real world; and
- The effective application of knowledge and skill in the work setting.

Moreover, "competencies" also refers to a specific list of job tasks appropriate for each described performance element.

**Conference for Food Protection (CFP)**: is a biennial forum comprised of representatives from the food industry, government (local, state, federal), academia, and consumer organizations to identify and address emerging problems of food safety and to formulate consensus recommendations through a balanced and deliberative process. Although the Conference has no formal regulatory authority, it is an organization that influences the adoption of uniform model food safety laws and regulations among government agencies and the reduction of different interpretations and implementation of such laws and regulations.

**Consistent pattern of behavior**: is a recurring pattern of action or performance that is recognizable and distinctive. As used in the context of this *Field Training Manual*, a "consistent pattern of behavior" means:

- The trainee can explain the purpose/objective of a job task and the steps necessary to carry it out effectively;
- The demonstration of a clear understanding of a given competency; and
- A collective set of trainer observations which indicate that the trainee can successfully demonstrate the competency correctly and repeatedly.

**Demonstration inspection**: is a method used by an experienced trainer or designated staff member to visibly show and explain to a trainee the processes and procedures used to conduct a regulatory retail food safety inspection.

**Establishment risk categories**: is a defined grouping of types of food establishments for risk based inspections found in Standard 3 of the FDA Program Standards. Standard 3 requires that regulatory jurisdictions use a process that groups food establishments into categories based on potential and inherent food safety risks. Annex 5, Table 1 of the *FDA Food Code* provides an example of using risk categorization of food establishments with four categories. Jurisdictions can use their own system for grouping establishments into categories based on potential food safety risks.

***FDA Voluntary National Retail Food Regulatory Program Standards*:** are a voluntary set of standards developed through the CFP process and offered by the US Food and Drug Administration to promote continuous improvement and uniformity among regulatory retail food protection programs. The Program Standards serve as a model program foundation and are designed to assist managers of regulatory retail food protection programs in their ability to enhance the services they provide to the public. When applied in the intended manner, the Program Standards should:

- Identify program areas where an agency can have the greatest impact on retail food safety;
- Promote wider application of effective risk-factor intervention strategies;
- Assist in identifying program areas most in need of additional attention;
- Provide information needed to justify maintenance or increase program budgets;
- Lead to innovations in program implementation and administration; and
- Improve industry and consumer confidence in retail food protection programs by enhancing uniformity within and between regulatory agencies.

This *Field Training Manual* was developed using the *FDA Voluntary National Retail Food Regulatory Program Standards*, *Standard 2 – Trained Regulatory Staff* as the basis for required elements. Standard 2 – Trained Regulatory Staff applies to the essential elements of a training program for regulatory staff and requires that staff have the knowledge, skills and abilities to adequately perform their required duties. Additional information can be found at http://www.cfsan.fda.gov/~dms/ret3intr.html.

***Field Training Worksheet*:** is an optional form that can be used by a trainer to record their observations while a trainee is demonstrating the various competencies essential to conducting effective food safety inspections. The minimum performance element competencies (specific job related skills and tasks) that a Food Safety Inspection Officer is expected to perform in a work setting may be identified in the jurisdiction's Training Plan and can be included on the *Field Training Worksheet*.

**Food Safety Inspection Officer (FSIO):** is a regulatory employee responsible for conducting food safety inspections of one or more of the following types of establishments:

- Institutional foodservice;
- Restaurants and other facilities involved in retail foodservice; and
- Grocery stores or other retail food facilities.

**Inspection Training Area:** is a generalized grouping of like or similar performance elements combined together under a single category. As used in the context of this Field Training Manual, there are six (6) Inspection Training Areas:

I. Pre-Inspection;
II. Inspection Observations and Performance;
III. Oral Communication;
IV. Written Communication;
V. Professionalism; and
VI. Additional Inspection Areas (jurisdiction specific).

**Performance Element:** is a general description of a group of competencies (job tasks) to be performed by an employee in a particular area of work. Performance Element descriptions are highlighted in the gray shaded boxes of the *CFP Training Plan and Log*, and the Field Training Worksheets included with the Field Training Manual.

**Prerequisite Curriculum:** is a specified food safety training curriculum designed to provide Food Safety Inspection Officers (FSIO) with an understanding of the essential food safety and public health principles needed to effectively conduct food safety inspections. Areas of study include:

- Public health principles;
- Prevailing statutes, regulations, and ordinances;
- Communication skills; and
- Microbiology.

Newly hired FSIOs or those newly assigned to the regulatory retail food protection program should successfully complete the prerequisite curriculum prior to conducting independent food safety inspections. Specific web-based courses and learning objectives for the prerequisite curriculum are available on the FDA ORA-U website at: http://www.fda.gov/ora/training/.

**Trainee:** is an individual who is newly hired or newly assigned to the regulatory retail food protection program. Regardless of their previous inspection experience, these individuals are in the process of learning and successfully demonstrating the competencies identified in the jurisdiction's training plan as essential for conducting effective food safety inspections.

**Trainee-Led Inspections:** is a joint field-training inspection that includes both the jurisdiction's designated trainer and the trainee, where the trainee takes the lead and is responsible for conducting the inspection per the jurisdiction's administrative procedures and policies. The trainee's inspection approach, communication techniques, and food safety priorities should reflect those which would be followed if he/she were conducting an independent inspection.

Trainee-led inspections provide an opportunity for the jurisdiction's trainer to observe the trainee as he/she demonstrates competencies, and identify those competencies that have yet to be learned or were not properly demonstrated.

**Trainer:** is an individual recognized by the regulatory jurisdiction's food safety program manager as having the prerequisite knowledge, field experience and communication skills necessary to train other Food Safety Inspection Officers, and who has been assigned this training responsibility.

This individual is responsible for observing the trainee as he/she demonstrates competencies identified in the jurisdiction's training plan, and providing feedback to the trainee throughout the course of the training process on their ability to demonstrate these competencies.

For jurisdictions enrolled in the *FDA Voluntary National Retail Food Regulatory Program Standards*, the trainer or designated staff member responsible for documenting the FSIO's demonstration of a competency must have completed all the training elements in Steps 1-3 of Standard 2 – Trained Regulatory Staff. It is highly recommended that the trainer be standardized in a process similar to the "FDA Standardization Procedures" (See FDA Procedures for Standardization of Retail Food Inspection/Training Officers at http://www.cfsan.fda.gov/~ear/rfi-toc.html).

**Training Plan and Log**: is a structured approach for a regulatory retail food protection program to identify and document food protection training content, determine training methods, and track a Food Safety Inspection Officer's progress in demonstrating competencies specific to their job responsibilities and essential for conducting independent food safety inspections.

Please see the Training Plan and Log included in this *Field Training Manual*.

# I. Introduction

## BACKGROUND

The Conference for Food Protection (CFP) has progressed through multiple stages in the development of a nationally recognized model for training and standardizing regulatory Food Safety Inspection Officers (FSIOs) responsible for conducting food safety inspections. Research conducted by CFP revealed that existing training and standardization programs were nearly as varied as the number of regulatory jurisdictions throughout the country. In response, a model multi-tiered approach for training and standardizing FSIOs was developed using the *FDA Voluntary National Retail Food Regulatory Program Standards, Standard 2 – Trained Regulatory Staff.*

This *Field Training Manual* focuses on two components of this multi-tiered approach contained in Standard 2 – the prerequisite coursework and the field training model for preparing newly hired FSIOs or individuals newly assigned to the regulatory retail food protection program to conduct independent food safety inspections. The instructions and worksheets provided in this manual constitute a training process, ***not*** a certification or audit process.

The model developed through the CFP process, consists of a training plan, trainer's worksheets, and procedures that may be used by ***any*** regulatory retail food protection program. Jurisdictions do ***not*** have to be enrolled in the *FDA Voluntary National Retail Food Regulatory Program Standards* to use, and benefit from, this training structure for preparing FSIOs to conduct independent food safety inspections. This manual was developed to assist jurisdictions that do not have the available staff resources and funding necessary to develop a comprehensive training process. The training model presented in this manual can be readily integrated into existing regulatory retail food protection programs.

The work within this document represents the culmination of years of research and review by subject matter experts comprised of psychometricians and representatives from state and local regulatory retail food protection programs, industry trade associations, retail food and foodservice operations, academia, and the FDA's Office of Regulatory Affairs University (ORA U). The coursework and training process are the basis for much of the criteria that is contained in Steps 1 and 2 of *Standard 2 – Trained Regulatory Staff, FDA Voluntary National Retail Food Regulatory Program Standards.* This manual is a working document and improvements will be made through the CFP Committee process.

With the availability of this document, state, local, and tribal regulatory retail food protection programs now have a nationally recognized model upon which to design basic training programs for FSIOs. Moreover, ongoing use of this model will both enhance the effectiveness of regulatory retail food safety inspections across the country and increase uniformity among regulatory professionals.

## OVERVIEW – FIELD TRAINING MANUAL

All new employees or individuals new to the regulatory retail food protection program should complete prerequisite coursework and a field training process similar to that presented in this document. The national research conducted by CFP has been used to identify the minimum performance element competencies needed to conduct effective regulatory retail food safety inspections. The *CFP Training Plan and Log* along with the *Field Training Worksheets* provided in this manual are based on these minimum performance element competencies.

Flexibility has been built into the process to allow regulatory jurisdictions the opportunity to customize training content and methods to represent a jurisdiction's own administrative policies, procedures, and inspection protocol. As you read through this manual, it is important to keep in mind that jurisdictions are not obligated to use the forms; equivalent forms or training processes can be developed. The ultimate objective is to ensure FSIOs are trained on and provided an opportunity to successfully demonstrate the performance element competencies that are a vital part of their job responsibilities.

# II. Prerequisite Curriculum

## PREREQUISITE COURSES

The CFP has worked with the FDA to identify a prerequisite curriculum designed to provide a FSIO with a solid understanding of essential food safety and public health principles needed to conduct effective retail food safety inspections. The FSIO should complete the prerequisite coursework ***prior*** to conducting independent inspections. A trainer can, however, conduct joint field training inspections with the newly-hired FSIO while they are in the process of completing the prerequisite coursework.

The prerequisite curriculum, as available on the FDA ORA U web site, is reprinted below with the estimated amount of time (in minutes) to complete each module indicated in parenthesis followed by the course number.

**PUBLIC HEALTH PRINCIPLES**
Public Health Principles (90) FDA36

**MICROBIOLOGY**
**Food Microbiological Control (series):**
1. Overview of Microbiology (60) MIC01
2A. Gram-Negative Rods (60) MIC02
2B. Gram-Positive Rods & Cocci (90) MIC03
3. Foodborne Viruses (60) MIC04
4. Foodborne Parasites (90) MIC05
Mid-Series Exam (30) MIC16
5. Controlling Growth Factors (90) MIC06
6. Control by Refrigeration & Freezing (60) MIC07
7A. Control by Thermal Processing (90) MIC08
7B. Control by Pasteurization (90) MIC09
10. Aseptic Sampling (90) MIC13
12. Cleaning & Sanitizing (90) MIC15

**PREVAILING STATUTES, REGULATIONS, ORDINANCES**
Basic Food Law for State Regulators (60) FDA35
Basics of Inspection
Beginning an Inspection (90) FDA38
Issues & Observations (90) FDA39
An Introduction to Food Security Awareness (60) FD251
2005 Food Code
NOTE: Specific state/local laws & regulations to be addressed by each jurisdiction

**COMMUNICATION SKILLS**
Communication Skills for Regulators

**Two options are available for FSIOs to complete the prerequisite coursework:**

### OPTION 1 – FDA ORA U Web-based Training

All prerequisite courses can be completed via web-based training and are available from FDA's ORA University at: http://www.fda.gov/ora/training/. Employees of regulatory agencies can obtain free access to these course offerings; access passwords can be obtained on line. The time needed to complete the prerequisite courses will vary from one trainee to another. FDA ORA U has estimated the total time needed to complete the prerequisite coursework to be 42 hours.

### OPTION 2 – Equivalent Coursework and Recognized Examination

A jurisdiction's trainer or food protection program manager can allow credit for coursework that a FSIO has completed from sources other than FDA ORA U. A course is deemed equivalent if it can be demonstrated to cover at least 80% of the learning objectives of the comparable ORA U course ***and*** documentation of successful completion is provided. The learning objectives for each of the ORA U courses are available from

the FDA web site: http://www.fda.gov/ora/training/.

FSIOs submitting documentation of equivalent coursework should also demonstrate a basic level of food safety knowledge by successfully passing a written examination from one of the following four (4) categories:

1. The Certified Professional - Food Safety (CP-FS) examination offered by the National Environmental Health Association (NEHA);

2. A state sponsored food safety examination that is based on the current version of the FDA Food Code (and supplement) and developed using methods that are psychometrically valid and reliable;

3. A food manager certification examination provided by an ANSI/CFP accredited certification organization; or

4. A Registered Environmental Health Specialist (REHS) or Registered Sanitarian (RS) examination offered by NEHA or a State Registration Board.

**NOTE:** *Within the context of this manual, the written examinations are part of a training process, not a standardization or certification process. The examinations listed above are not to be considered equivalent to each other. They are to be considered only as training tools and have been incorporated as part of this* Field Training Manual *because each provides a method for determining whether a FSIO has attained a basic level of food safety knowledge. Any jurisdiction has the option and latitude to mandate a particular examination based on the laws and rules of that jurisdiction.*

# III. The CFP Training Plan and Log

## CFP TRAINING PLAN AND LOG

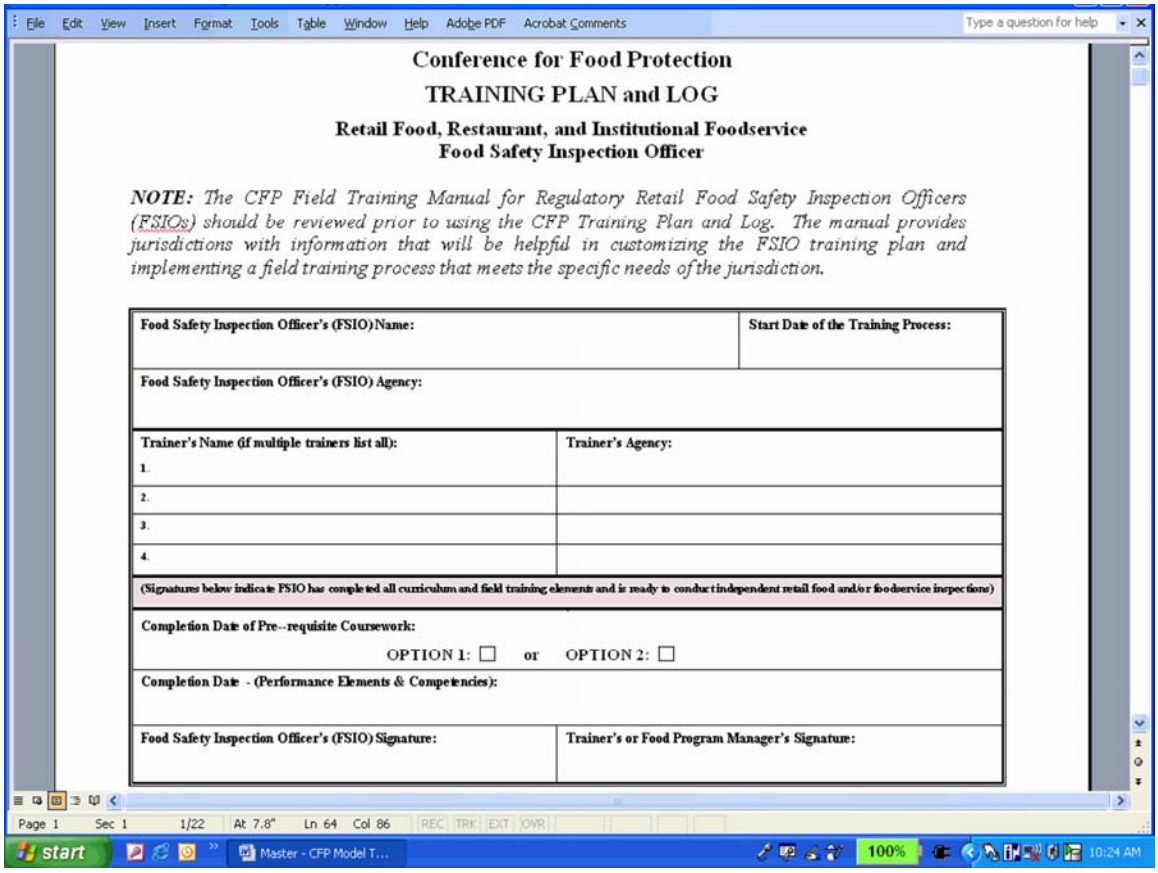
The *CFP Training Plan and Log* (see Attachment A) provides a structured approach for identifying the training content, determining the training methods, and tracking the FSIO's progress in successfully demonstrating performance elements and competencies specific to their job responsibilities.

The *CFP Training Plan and Log* provides areas for documenting:

- Trainee and Trainer information;
- A jurisdiction's method of training for each of the competencies; and
- Completion of performance elements and/or competencies for each training area.

It also contains optional areas for:

- Maintaining a weekly training log for tracking accomplishments and identifying future training goals; and
- Tracking the number and type of retail food and/or foodservice establishments included as part of the field training inspections.



Conference for Food Protection

TRAINING PLAN and LOG

**Retail Food, Restaurant, and Institutional Foodservice**
**Food Safety Inspection Officer**

***NOTE:*** *The CFP Field Training Manual for Regulatory Retail Food Safety Inspection Officers (FSIOs) should be reviewed prior to using the CFP Training Plan and Log. The manual provides jurisdictions with information that will be helpful in customizing the FSIO training plan and implementing a field training process that meets the specific needs of the jurisdiction.*

| | |
|---|---|
| **Food Safety Inspection Officer's (FSIO) Name:** | **Start Date of the Training Process:** |
| **Food Safety Inspection Officer's (FSIO) Agency:** | |
| **Trainer's Name (if multiple trainers list all):** 1. | **Trainer's Agency:** |
| 2. | |
| 3. | |
| 4. | |
| **(Signatures below indicate FSIO has completed all curriculum and field training elements and is ready to conduct independent retail food and/or foodservice inspections)** | |
| **Completion Date of Pre--requisite Coursework:** OPTION 1: ☐ or OPTION 2: ☐ | |
| **Completion Date - (Performance Elements & Competencies):** | |
| **Food Safety Inspection Officer's (FSIO) Signature:** | **Trainer's or Food Program Manager's Signature:** |

## DESCRIPTION OF HEADER INFORMATION

*Food Safety Inspection Officer's (FSIO's) Name* – The name of the individual who will receive the training.

*Food Safety Inspection Officer's (FSIO's) Agency* – The name of the regulatory retail food protection program where the FSIO receiving training is employed.

*Start Date of the Training Process* – The date any part of the FSIO's training for conducting independent food safety inspections is initiated; this includes review of the jurisdiction's procedures, rules, and manuals; classroom or web-based coursework; joint field training inspections; or other training methods identified in the jurisdiction's training plan.

*Trainer's Name (if multiple trainers, list all)* – The name(s) of the individual(s) delivering or overseeing the training of the FSIO.

*Trainer's Agency* – The name of the regulatory retail food protection program or agency where the trainer is employed.

*Completion Date of Prerequisite Coursework* – The date the trainee completes ***all*** prerequisite coursework identified by the Conference for Food Protection as essential for conducting independent food safety inspections. Two options are available for completing the prerequisite course work:

> *OPTION 1* – Box is checked to indicate the FSIO has completed the FDA ORA U prerequisite ("Pre") courses/examinations/exercises, ***and*** has completed training on the jurisdiction's prevailing statutes, regulations, and or ordinances.
>
> **OR**
>
> *OPTION 2* – Box is checked to indicate the FSIO has submitted documentation of completing coursework equivalent to the FDA ORA U prerequisite ("Pre") curriculum, ***and*** has completed training on the jurisdiction's prevailing statutes, regulations, and/or ordinances, ***and*** has certification or other documentation of successfully passing one of the written examination options in *Standard 2 – Trained Regulatory Staff, FDA Voluntary National Retail Food Regulatory Program Standards*.

*Completion Date – (Performance Elements & Competencies)* – The date the FSIO has successfully demonstrated ***all*** performance element competencies identified in the jurisdiction's training plan. At this point, the jurisdiction's trainer and/or retail food protection program manager has determined that the FSIO is now ready to conduct independent food safety inspections of retail food and/or foodservice establishments.

*Food Safety Inspection Officer's (FSIO's) Signature* – The signature of the FSIO that is applied when ***all*** performance element competencies have been successfully demonstrated.

*Trainer's or Food Program Manager's Signature* – The signature of the individual responsible for making the determination that the trainee has completed ***all*** the training areas and successfully demonstrated ***all*** the performance element competencies.

## JURISDICTION'S TRAINING METHODS

The *CFP Training Plan and Log* is designed to incorporate a variety of training methods appropriate for each of the performance element competencies. Jurisdictions are free to select the training method most appropriate for their individual situation and needs. A table (see example below) is included in the *CFP Training Plan and Log* to document and summarize the various training methods that a jurisdiction may use. Examples of training methods include, but are not limited to, classroom presentations or exercises, laboratory workshops, office demonstrations, and joint field training inspections.

| JURISDICTION'S TRAINING METHODS | |
|---|---|
| **Code** | **Training Method** |
| **CE** | Classroom Exercise |
| **OD** | Office Demonstration |
| **LE** | Laboratory Exercise |
| **JFT** | Joint Field Training |
| **O** | Other (described in Training Plan) |

The column with the heading "*Code"* can be used to record an abbreviation that describes the training method. For example, the abbreviation "LE" in the above table is used to describe "Laboratory Exercise." The abbreviation "JFT" is used to describe "Joint Field Training Inspections."

### INSPECTION TRAINING AREAS

The *CFP Training Plan and Log* is divided into six (6) inspection training areas:

I. Pre-Inspection
II. Inspection Observations and Performance
III. Oral Communication
IV. Written Communication
V. Professionalism
VI. Additional Inspection Areas (jurisdictions can add performance elements and competencies not contained in the *CFP Training Plan and Log*)

### PERFORMANCE ELEMENTS

The *CFP Training Plan and Log* contains a total of 23 "performance elements" within the six (6) inspection training areas.

I. Pre-Inspection – (*2 Performance Elements*)

- Has the required equipment and forms to conduct the inspection.
- Reviews the establishment file for the previous inspection report, complaints on file, and if applicable, required HACCP Plans or documents supporting the issuance of a variance.

## II. Inspection Observations and Performance – (*7 Performance Elements*)

- Provides identification as a regulatory official to the person in charge, confirming agency authority for the inspection and stating the purpose of the visit.
- Has knowledge of the jurisdiction's laws, rules, and regulations required for conducting retail food/foodservice inspections.
- Uses a risk-based inspection methodology to assess the regulations related to employee practices and management procedures essential to the safe storage, preparation, and service of food.
- Obtains immediate corrective action for out of compliance employee practices and management procedures essential to the safe storage, preparation and service of food.
- Correctly assesses the compliance status of other regulations (Good Retail Practices) that are included in the jurisdiction's prevailing statutes, regulations, and/or ordinances.
- Verifies correction of out of compliance observations identified during the previous inspection.
- Correctly uses inspection equipment during the joint inspection.

## III. Oral Communication – (*6 Performance Elements*)

- Asks questions and engages in a dialogue with the person in charge/employees to obtain information relevant to the inspection.
- Provides the person in charge/employees with accurate answers to inspection-related questions or admits not knowing the answer.
- Uses available means (e.g., interpreter, drawings, demonstrations, diagrams, international food safety icons) to overcome language or communication barriers.
- Follows the jurisdiction's policy with regard to disclosure of confidential information.
- Uses effective communication and conflict resolution techniques to overcome inspection barriers.
- Conducts the exit interview explaining out of compliance observations and identifying corrective actions and timelines for all noted violations.

## IV. Written Communication – (*3 Performance Elements*)

- Completes inspection form per the jurisdiction's administrative procedures (e.g., observations, corrective actions, public health reasons, applicable code references, compliance dates).
- Includes with the inspection report any compliance or regulatory documents identified or cross-referenced in written statements (e.g., exhibits, attachments, sample forms, embargo forms, destruction forms, suspension notices).
- Presents the inspection report, and when necessary cross-referenced documents, to the person in charge.

## V. Professionalism – (*3 Performance Elements*)

- Maintains a professional appearance consistent with the jurisdiction's policy (e.g., clean outer clothing, hair restraint).
- Demonstrates proper sanitary practices as expected from a food service employee.
- Only reports substantiated findings as violations.

## VI. Additional Performance Elements – (*Jurisdiction Specific)*

- Uses an aseptic food sample collection method consistent with criteria established by the laboratory serving the jurisdiction.
- Uses an aseptic water sample collection method consistent with criteria established by the laboratory serving the jurisdiction.
- Other performance elements identified by the jurisdiction.

**NOTE**: *The* CFP Training Plan *lists 2 Performance Elements (aseptic food and water sample collection) under additional performance elements. The responsibility for aseptic sampling of food and water varies greatly from one jurisdiction to another. If FSIOs are expected to collect aseptic samples of food and/or water, even if it is to be done on a limited basis, these performance elements should be included in the jurisdiction's training plan.*

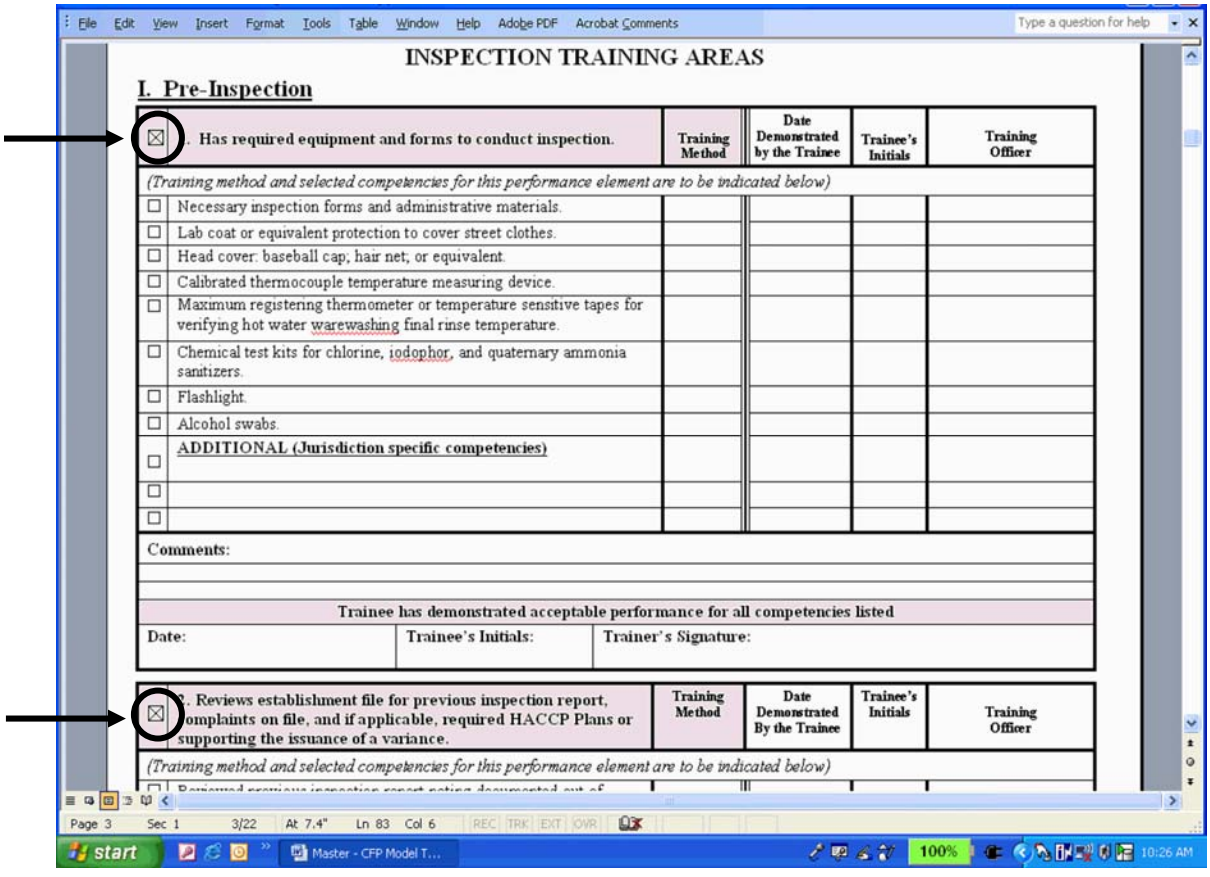
# IV. Creating Your Training Plan

This section presents four (4) basic steps that jurisdictions should consider when developing a training plan for your regulatory retail food protection program:

**STEP 1** – Determine Performance Elements to be Included in Your Training Plan
**STEP 2** – Determine Competencies for Each Selected Performance Element
**STEP 3** – Determine Need for Additional Performance Elements and Competencies
**STEP 4** – Determine Appropriate Training Method for Each Competency

## STEP 1 – DETERMINE PERFORMANCE ELEMENTS TO BE INCLUDED IN YOUR TRAINING PLAN

Performance elements appear in the **shaded areas** of the *CFP Training Plan and Log*. The jurisdiction's trainer should review the performance elements contained in the *CFP Training Plan and Log* and determine those that are part of the job responsibility of a FISO in their jurisdiction. If a performance element is conducted by a FSIO, it is to be included in the training plan. An "X" is to be placed in the box adjacent to each performance element included in your jurisdiction's training plan.



INSPECTION TRAINING AREAS

I. Pre-Inspection

| ☒ | . Has required equipment and forms to conduct inspection. | Training Method | Date Demonstrated by the Trainee | Trainee's Initials | Training Officer |
|---|---|---|---|---|---|
| | *(Training method and selected competencies for this performance element are to be indicated below)* | | | | |
| ☐ | Necessary inspection forms and administrative materials. | | | | |
| ☐ | Lab coat or equivalent protection to cover street clothes. | | | | |
| ☐ | Head cover: baseball cap, hair net, or equivalent. | | | | |
| ☐ | Calibrated thermocouple temperature measuring device. | | | | |
| ☐ | Maximum registering thermometer or temperature sensitive tapes for verifying hot water warewashing final rinse temperature. | | | | |
| ☐ | Chemical test kits for chlorine, iodophor, and quaternary ammonia sanitizers. | | | | |
| ☐ | Flashlight. | | | | |
| ☐ | Alcohol swabs. | | | | |
| ☐ | ADDITIONAL (Jurisdiction specific competencies) | | | | |
| ☐ | | | | | |
| ☐ | | | | | |

Comments:

Trainee has demonstrated acceptable performance for all competencies listed

Date: | Trainee's Initials: | Trainer's Signature:

| ☒ | . Reviews establishment file for previous inspection report, complaints on file, and if applicable, required HACCP Plans or supporting the issuance of a variance. | Training Method | Date Demonstrated By the Trainee | Trainee's Initials | Training Officer |
|---|---|---|---|---|---|
| | *(Training method and selected competencies for this performance element are to be indicated below)* | | | | |

Using the graphic above as an example, an "X" appears in the box for identified performance elements within the "Pre-Inspection" training area. In this example, the trainer has

determined that both of these performance elements are part of the FSIO's job responsibility in their jurisdiction.

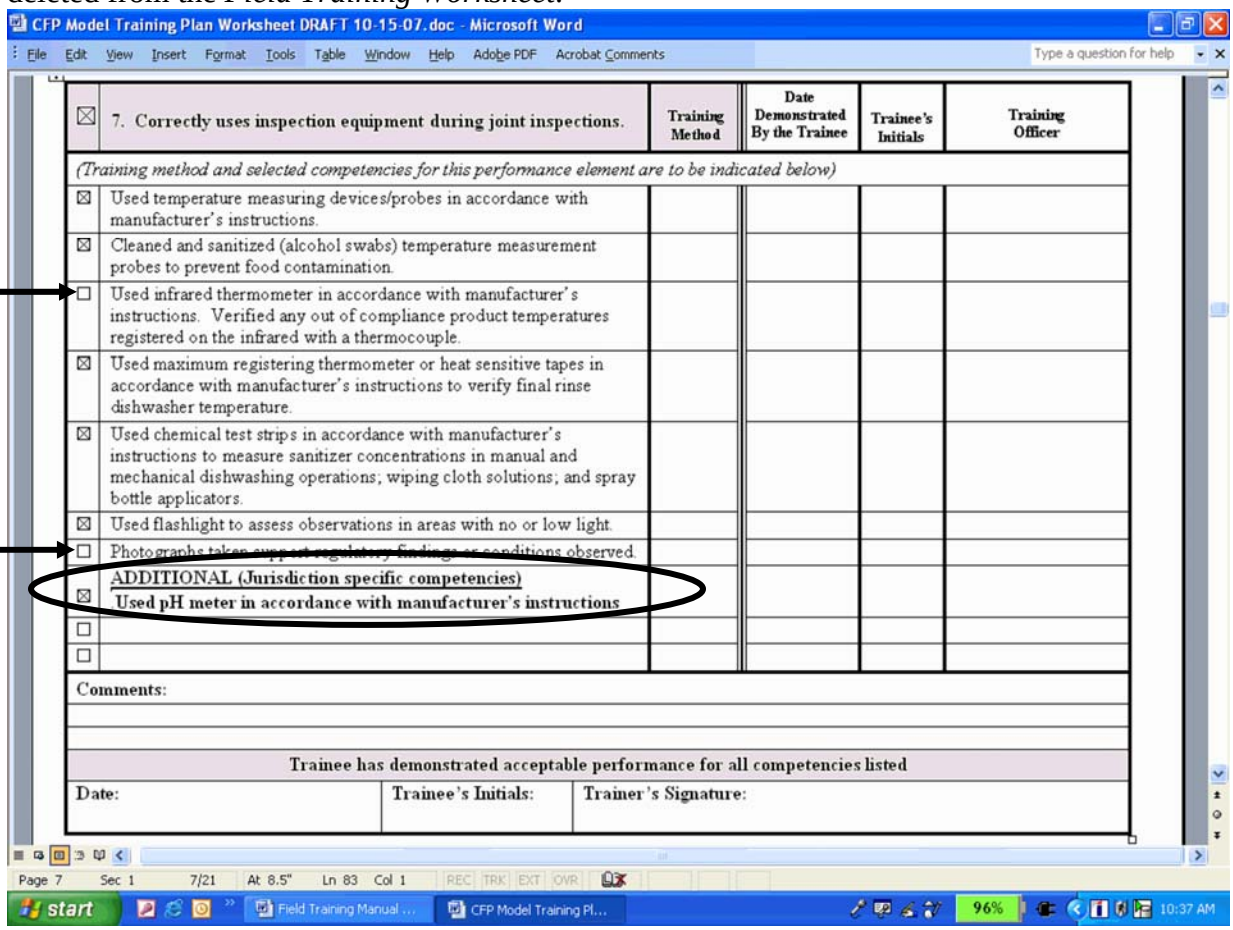
### STEP 2 – DETERMINE COMPETENCIES FOR EACH SELECTED PERFORMANCE ELEMENT

The *CFP Training Plan and Log* provides a list of competencies (job tasks) under each performance element. These competencies are intended to serve as examples of job related tasks that a FSIO will be expected to successfully demonstrate during field training inspections.

The jurisdiction's trainer should review competencies listed under the selected performance elements and place an "X" in the box for each of the competencies that are part of the FSIO's job responsibility in their jurisdiction.

Some of the competencies listed for a performance element may not be applicable to a FSIO within a given jurisdiction. In the graphic below, infrared thermometers and cameras are not part of the standard issued equipment for inspection staff. The FSIO would not, therefore, be responsible for using this type of equipment. If this is the case, the boxes adjacent to these competencies are to be left blank as they would not be included in that jurisdiction's training plan.

Competencies that are applicable to the FSIO's job should <u>not</u> be arbitrarily removed or deleted from the *Field Training Worksheet.*

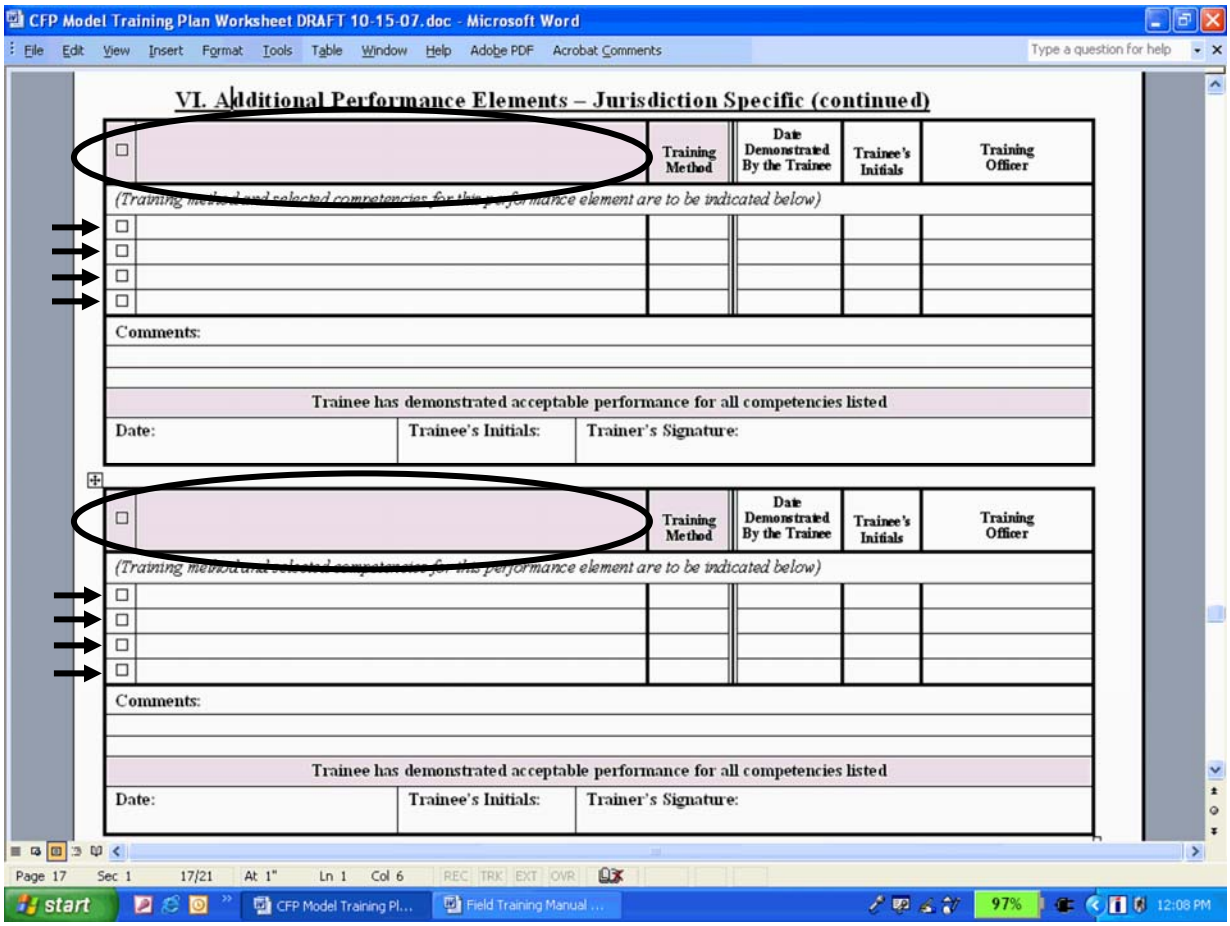


Conversely, there may be competencies not listed under a performance element that are important for a jurisdiction to include in a FSIO's training. The *CFP Training Plan and Log* has been designed to accommodate "Additional" jurisdiction-specific competencies. In the example from the previous graphic, the jurisdiction issues pH test kits to all FSIOs for product assessments during inspections. If this is the case, the FSIO will need to successfully demonstrate the use of the pH test kit during training which will be included as part of the FSIO training plan.

### STEP 3 – DETERMINE NEED FOR ADDITIONAL PERFORMANCE ELEMENTS AND COMPETENCIES

The performance element competencies that comprise the *CFP Training Plan and Log* represent a national model and the overwhelming majority of these apply to every jurisdiction. There will be instances, however, where a jurisdiction may need to add performance elements and competencies that are not listed on the *CFP Training Plan and Log.*

Section VI – Additional Performance Elements includes blank templates that a jurisdiction can use to further customize their training plan. Additional Performance Elements are placed in the shaded boxes circled in the graphic below. Any competencies that a FSIO will need to successfully demonstrate during the training process for this performance element need to be identified and listed in the spaces indicated with the arrows.



Feedback received from some jurisdictions that field tested the CFP training process suggested inclusion of the following additional performance element competencies in a FSIO training plan:

- Applies HACCP principles in the assessment of food processes and/or preparation procedures to determine if food safety hazards are controlled.
- Conducts menu-based reviews to determine inspection priorities based on potential food safety hazards.
- Demonstrates a thorough understanding of how the Food Code is organized and proper application of Food Code conventions.
- Develops risk control plans or other intervention strategies in accordance with the jurisdiction's administrative procedures to obtain long term control of contributing factors to foodborne illnesses.

### STEP 4 – DETERMINE APPROPRIATE TRAINING METHOD FOR EACH COMPETENCY

Once the FSIO competencies have been identified in the training plan, consideration needs to be given as to how the training will be delivered. Training methods vary from jurisdiction to jurisdiction, and resources available to a jurisdiction (time, money, personnel, etc.) may have a significant impact on determining the type of training that can be provided. Whatever training methods are selected, it is important to ensure that the process will cover all the competencies (job tasks) that FSIOs are expected to successfully demonstrate during food safety inspections.

Training is most effective when it is delivered within the context or environment in which an individual would be expected to apply the knowledge and skills. For FSIOs, the appropriate training environment is one that mirrors the actual experience of inspecting retail food, restaurant, and/or institutional foodservice establishments. When developing the FSIO training plan, every effort should be made to provide the FSIO with opportunities to demonstrate a competency during actual field training inspections.

In an ideal training environment, the selection of establishments used for training will provide adequate opportunity to demonstrate all competencies. However, for a variety of reasons, it may not always be possible for the trainee to demonstrate all competencies during joint field training inspections. Should this occur, other training options will need to be considered and implemented.

Some of the performance elements that comprise the *CFP Training Plan and Log* include competencies that frequently occur as part of the inspection process and give multiple opportunities for the trainer to observe the trainee demonstrating these job tasks during joint field training inspections. These performance elements include:

- Has the required equipment and forms to conduct the inspection;
- Reviews establishment file for previous inspection report, complaints on file, and, if applicable, required HACCP Plans or documents supporting the issuance of a variance;

- Provides identification as a regulatory official to the person in charge, confirming agency authority for the inspection and stating the purpose of the visit;
- Uses inspection equipment correctly during the inspection;
- Conducts the exit interview explaining out of compliance observations and identifying corrective actions and timelines for all noted violations;
- Presents the inspection report and, when necessary, cross-referenced documents, to the person in charge; and
- Maintains a professional appearance that is consistent with jurisdiction's policy (e.g., clean outer clothing, hair restraints).

Some of the performance elements, though they frequently occur during field inspections, **will have competencies that the FSIO will need to successfully demonstrate throughout the course of the joint field training process.** These performance elements represent competencies for which the trainer will observe a trainee's continued development and improvement with each subsequent training inspection. Most of the performance elements fall into this category and include:

- Has knowledge of the jurisdiction's laws, rules, and regulations required for conducting retail food/foodservice inspections;
- Uses a risk-based inspection method to assess regulations related to employee practices and management procedures essential to the safe storage, preparation, and service of food;
- Obtains immediate corrective actions for out of compliance employee practices and management procedures essential to the safe storage, preparation, and service of food;
- Verifies correction of out of compliance observations identified during the previous inspection;
- Asks questions and engages in a dialogue with the person in charge/employees to obtain information relevant to the inspection;
- Provides the operator with accurate answers to inspection-related questions or admits not knowing the answer;
- Uses available means (e.g. interpreter, drawings, demonstrations, diagrams, international food safety icons) to overcome language or communication barriers;
- Completes inspection form per the jurisdiction's administrative procedures (e.g., observations, corrective actions, public health reasons, applicable code reference, compliance dates;
- Includes with the inspection report any compliance or regulatory documents identified or cross-referenced in written statements (e.g., exhibits, attachments, sample forms, embargo forms, destruction forms, suspension notices);
- Demonstrates proper sanitary practices as expected from a food service employee; and
- Only reports substantiated findings as violations.

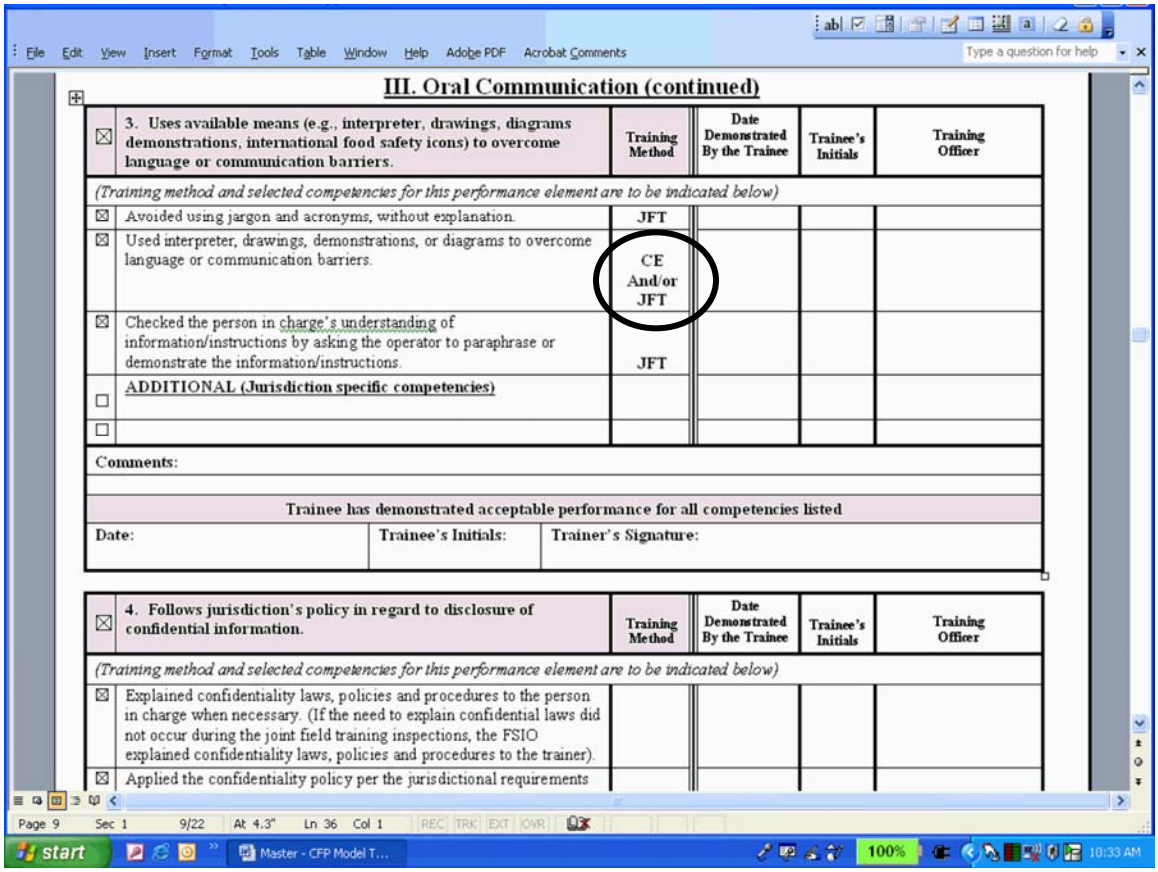
There are, however, some performance elements that are important inspection responsibilities but **may seldom or rarely occur during the FSIO field training process**. Due to the variable nature of inspections, the trainee may not be presented with an opportunity to demonstrate these competencies as part of the joint field training process. Although less frequently encountered, these performance elements include knowledge and skills integral to enhancing the effectiveness of the inspection process and include:

- Follows the jurisdiction's policy in regard to disclosure of confidential information;
- Uses effective communication and conflict resolution techniques to overcome inspection barriers; and
- Uses an aseptic food or water sample collection method consistent with criteria established by the laboratory serving the jurisdiction.

Whenever possible, competencies are to be assessed in the field inspection environment. If this is not feasible **laboratory, classroom, or office exercises** may be used to assess performance elements difficult to observe in the field. Examples of such training exercises may include:

- Trainee photographing a specific object in the office, field, or laboratory;
- Trainee explaining to the trainer the jurisdiction's policy in regard to disclosure of confidential information;
- Trainee explaining to the trainer the jurisdiction's policy in regard to conflict resolution (the trainer may develop scenarios for the trainee to review and discuss appropriate conflict resolution techniques); or
- Trainee demonstrating aseptic food and/or water sampling in the office, laboratory, or during a designated field training inspection.

The graphic below provides an illustration to document alternative training methods.



III. Oral Communication (continued)

| | | Training Method | Date Demonstrated By the Trainee | Trainee's Initials | Training Officer |
|---|---|---|---|---|---|
| ☒ | **3. Uses available means (e.g., interpreter, drawings, diagrams demonstrations, international food safety icons) to overcome language or communication barriers.** | | | | |
| | *(Training method and selected competencies for this performance element are to be indicated below)* | | | | |
| ☒ | Avoided using jargon and acronyms, without explanation. | JFT | | | |
| ☒ | Used interpreter, drawings, demonstrations, or diagrams to overcome language or communication barriers. | CE And/or JFT | | | |
| ☒ | Checked the person in charge's understanding of information/instructions by asking the operator to paraphrase or demonstrate the information/instructions. | JFT | | | |
| ☐ | ADDITIONAL (Jurisdiction specific competencies) | | | | |
| ☐ | | | | | |

**Comments:**

**Trainee has demonstrated acceptable performance for all competencies listed**

| Date: | Trainee's Initials: | Trainer's Signature: |
|---|---|---|

| | | Training Method | Date Demonstrated By the Trainee | Trainee's Initials | Training Officer |
|---|---|---|---|---|---|
| ☒ | **4. Follows jurisdiction's policy in regard to disclosure of confidential information.** | | | | |
| | *(Training method and selected competencies for this performance element are to be indicated below)* | | | | |
| ☒ | Explained confidentiality laws, policies and procedures to the person in charge when necessary. (If the need to explain confidential laws did not occur during the joint field training inspections, the FSIO explained confidentiality laws, policies and procedures to the trainer). | | | | |
| ☒ | Applied the confidentiality policy per the jurisdictional requirements | | | | |

In this example, the types of establishments selected for the joint training process did not present an inspection environment that required the trainee to overcome language barriers. An opportunity for the trainee to demonstrate these competencies was addressed by incorporating a classroom exercise as an alternative training method.

# V. Preparing for Joint Field Training Inspections

### STEP 1 – IDENTIFY SOURCE DOCUMENTS FOR ORIENTATION

Information that a regulatory jurisdiction should review as part of the FSIO's orientation to the retail food protection program includes but is not limited to:

- The jurisdiction's FSIO training plan that identifies the specific performance element competencies that a FSIO will need to successfully demonstrate during joint field training inspections;
- The jurisdiction's current statutes, regulations, code, or ordinances governing foodservice and/or retail food under its inspection authority;
- Any written policies or interpretations implemented by the jurisdiction that carry the same weight as their prevailing statutes, rules, and ordinances;
- The jurisdiction's current retail food protection program inspection form;
- Any marking instructions that the jurisdiction may have developed to assist staff with documenting inspection findings;
- The prerequisite curriculum posted on FDA's ORA U web site and the web address for obtaining an access password; and
- Other documents specific to the jurisdiction that the trainer has determined are integral to the retail food protection training program.

The inclusion of the above list of source documents is not meant to imply that all material must be reviewed during a single dedicated FSIO orientation session. The documents are included here to provide a starting point for a checklist of materials a trainer will likely need to review with the FSIO the first weeks of employment or assignment to the retail food protection program.

### STEP 2 – REVIEW LIST OF PREREQUISITE CURRICULUM WITH TRAINEE

The courses listed as part of the prerequisite curriculum should be reviewed with the FSIO. The trainer or food program manager needs to make a determination whether a candidate has met any or all of the prerequisite curriculum requirements and has documentation indicating successful completion. If the FSIO needs to complete coursework, the trainer should assist him/her with obtaining an access password to the FDA ORA U web site, or make a determination as to whether equivalent courses are a more viable option.

Reserving designated blocks of time each week for the FSIO to devote to this curriculum often facilitates timely completion of the prerequisite coursework. Keep in mind that the FSIO can participate and even take the lead in conducting joint field training inspections while they are in the process of completing the prerequisite coursework.

**NOTE:** *The prerequisite coursework includes a listing for the* FDA 2005 Food Code. *While most jurisdictions use the* FDA Food Code *as the foundation for their own rules and regulations, there will be some differences unless the jurisdiction has adopted the entire* FDA Food Code *by reference. Jurisdictions should use their own Food Code as the prerequisite course for training FSIOs. State, local, and tribal jurisdictions are strongly encouraged to*

*conduct a frequent review of their existing Food Code provisions against the current version of the* FDA Food Code *to ensure that it provides a scientifically sound technical and legal basis for regulating the retail food segment of the industry.*

### STEP 3 – REVIEW TRAINING PLAN WITH TRAINEE

A review of the jurisdiction's retail food protection training plan should include a discussion of:

- The performance elements, how they were determined, and their impact on conducting effective food safety inspections;
- The specific competencies that comprise each performance element so the trainee has a clear understanding of what job tasks they will be expected to successfully demonstrate during the course of the field training process;
- Training methods and approaches that will be offered to facilitate a trainee's demonstration of the competencies;
- How field training objectives will be determined and communicated to the trainee;
- How the trainer will observe the trainee perform competencies during field training inspections and share feedback on their observations;
- How progress and accomplishments will be documented on the training plan; and
- The jurisdiction's criteria for determining a trainee's readiness to conduct independent inspections of retail food and/or foodservice facilities.

# VI. Conducting Field Training Inspections

Field training inspections are a core component for preparing a FSIO to perform their job responsibilities independently. There are two types of field training inspections: demonstration (trainer-led) and those where the trainee takes the lead (trainee-led).

Field training will initially be comprised of demonstration (trainer-led) inspections. Providing an opportunity for the FSIO to observe experienced staff conducting food safety inspections is an essential step in preparing a trainee for taking the lead during field training inspections.

Trainee-led inspections provide the opportunity for the jurisdiction's trainer to observe the trainee build their skills and successfully demonstrate competencies. Inspections led by a trainee are ***not*** part of an examination or audit process. They are intended to be part of a structured training process where learning is still occurring, where trainers are providing feedback, and where correct demonstration of competencies is continually being re-enforced.

A sufficient number of field training inspections led by the trainee are to be conducted to allow the demonstration of ***all*** competencies identified in the jurisdiction's training plan. Upon completion of the field training process, the trainee should have successfully demonstrated all competencies in the training plan and be ready to conduct independent inspections of retail food and/or foodservice facilities.

## STEP 1 – SELECTING APPROPRIATE TRAINERS

The manager of the regulatory retail food protection program has the discretion of deciding who will serve as trainers. In making this decision, available training resources (e.g., personnel, time, funding) and overall program objectives will need to be considered when selecting staff to oversee and conduct the FSIO field training.

A trainee can garner important knowledge and perspective from observing different inspection approaches from experienced staff. During the course of these joint inspections, it is expected that a trainee will observe experienced staff demonstrate all performance element competencies that are part of the jurisdiction's training plan.

## STEP 2 – CONDUCTING DEMONSTRATION (TRAINER-LED) INSPECTIONS

When selecting staff for trainer-led inspections, management should consider experienced staff with a solid command of all the competencies the FSIO will be expected to demonstrate in the training process. These experienced staff members will lay the foundation for the trainee's assimilation of the knowledge and skills needed to conduct food safety inspections as they will be initially demonstrating how to correctly perform specific job tasks.

If possible, management should consider pairing the trainee with several different FSIOs during demonstration inspections to allow exposure to different inspection approaches and techniques. Moreover, these trainer-led inspections should be conducted in a variety of establishments that cover the spectrum of retail food and foodservice operations that the FSIO will eventually be inspecting on their own.

The level of preparedness and time needed to assimilate knowledge from observations made during demonstration inspections will vary with each trainee. When a determination has been made that the trainee is ready to take the lead during an inspection, it is important to keep in mind that training has not stopped. Trainees will still need trainers to demonstrate competencies and provide feedback. The CFP training process is designed to facilitate a continuous improvement learning experience.

**STEP 3 – PREPARING FOR INSPECTIONS LED BY THE TRAINEE**

Inspections led by the trainee consist of two inter-related but separate activities: one is specific to the role of the jurisdiction's trainer, the other relates to the role and responsibilities of the trainee.

- The trainer is responsible for observing the trainee as he/she demonstrates competencies identified in the jurisdiction's training plan.
- The trainee is responsible for conducting the inspection in the presence of the trainer, per the jurisdiction's administrative procedures and policies.

Even though there is a relationship between these activities, it is important to recognize the need to view them separately.

*Trainer's Role*

During trainee-led inspections, the trainer observes the trainee conducting the inspection and demonstrating the competencies. The trainer participates ***only*** when the inspection process dictates their assistance or intervention.

No single field training inspection will provide an opportunity for the trainee to demonstrate all the competencies listed in the training plan. The trainer should allow the inspection process to unfold as it normally would; in other words, the jurisdiction's training plan should *not* be used as a checklist for structuring the inspection to accommodate observations of a trainee demonstrating competencies. Requesting that a trainee demonstrate a competency that is not integral to the inspection that is occurring may be disruptive and create unwanted confusion and stress for the trainee.

As the field training process progresses, the trainer may note that the selection of establishments has not provided the trainee an opportunity to demonstrate some competencies. The trainer can try to remedy this situation by selecting establishments that may provide appropriate environments where the trainee can demonstrate the job tasks. If this is not feasible, the trainer can set up field exercises during inspections led by the trainee; however, the exercise should be conducted at a time that will not disrupt the flow of the inspection and the trainer should discuss these exercises with the trainee prior to the inspection so expectations are clear.

*Trainee's Role*

Since the trainee will be taking the lead during these field training inspections, their focus should be on observations of food safety practices and procedures within the establishment. During these inspections the trainee is responsible for:

- Initiating contact with the person in charge;
- Explaining the purpose of the inspection;
- Directing the inspection process;
- Establishing a dialogue with management and employees;
- Making the observations of food safety practices;
- Obtaining corrective actions for out-of-compliance foodborne illness risk factors;
- Preparing the inspection report; and
- Facilitating and conducting the exit discussion of the report.

The trainee's inspection approach, communication techniques, and food safety priorities should be reflective of those they would implement if inspecting independently. The inspection should *not* be structured solely around the demonstration of competencies. The trainee should concentrate on conducting an effective food safety inspection. Providing an appropriate variety of establishments will help ensure the competencies listed on the jurisdiction's training plan do not drive the inspection approach.

### STEP 4 – SELECTING ESTABLISHMENTS FOR INSPECTIONS LED BY TRAINEE

The ideal establishment for conducting a food safety inspection led by the trainee is one that will provide an opportunity for the trainee to successfully demonstrate the greatest number of competencies. The majority of these inspections should be completed in establishments that are representative of the highest risk categories within the jurisdiction or the FSIO's assigned training area.

Jurisdictions can use their own system for grouping establishments into categories based on potential or inherent food safety risks. Annex 5, Table 1 of the *2005 FDA Food Code* can also be used as a reference for assigning risk categories.

### STEP 5 – DETERMINING THE NUMBER OF INSPECTIONS LED BY TRAINEE

There is no definitive number of inspections led by the trainee that can be used as a standard for all newly hired employees. The number of inspections necessary is one that provides adequate opportunity for all competencies to be demonstrated. Some of the competencies, such as those related to conducting a risk-based inspection, must be continually demonstrated throughout the course of the field training process.

**NOTE:** *For jurisdictions enrolled in the* FDA Voluntary National Retail Food Regulatory Program Standards, *staff conducting food safety inspections must conduct a minimum of 25 joint field inspections comprised of both "demonstration" (trainer-led) and trainee-led inspections, and include a variety of establishment types available within the jurisdiction.*

The CFP field training process is *not* intended to be part of an audit or evaluation process, therefore a "scoring system" has not been included. The primary objective of this process is to ensure that the FSIO has received training for all the competencies that are part of the job responsibilities within that jurisdiction. As part of this training, the FSIO is to successfully demonstrate their ability to perform each of these competencies. No single inspection or observation should be used by the trainer(s) as the standard of measurement; the jurisdiction's trainer(s) need to evaluate the trainee's ability to demonstrate competencies throughout the entire process.

**NOTE:** *FSIOs should successfully complete the field training process prior to conducting independent inspections and re-inspections of retail food establishments equivalent to Risk Categories 2, 3, and 4 as noted in Annex 5, Table 1 of the* 2005 FDA Food Code. *However a jurisdiction's trainer or food program manager can make a determination as to the FSIO's readiness to conduct independent inspections of Risk Category 1 establishments at any time during the training process.*

## STEP 6 – OBSERVING TRAINEE DEMONSTRATE COMPETENCIES

***NOTE:*** *For jurisdictions enrolled in the FDA Voluntary National Retail Food Regulatory Program Standards, the trainer or designated staff member responsible for documenting the FSIOs demonstration of a competency must have completed all the training elements in Steps 1-3 required in Standard 2 – Trained Regulatory Staff. It is highly recommended that this trainer be standardized in a process similar to the "FDA Standardization Procedures" (See FDA Procedures for Standardization of Retail Food Inspection/Training Officers at http://www.cfsan.fda.gov/~ear/rfi-toc.html).*

There is no single "correct" method for making a determination as to when a trainee has successfully demonstrated a competency during field training inspections. Throughout the series of training inspections, the trainer will observe the trainee demonstrate many competencies. For some competencies, the trainer will be able to ascertain relatively quickly whether a trainee has demonstrated the job task correctly. For example, once a trainee successfully demonstrates the proper use of inspection equipment, he/she generally will maintain that skill throughout the training process.

Almost all of the competencies listed, however, should be demonstrated by the trainee several times. The trainer should observe the trainee successfully demonstrate a consistent pattern of behavior for each competency. As defined in this document, a **"consistent pattern of behavior"** means:

- The trainee can explain the purpose/objective of the job task and the steps necessary to carry it out effectively;
- The demonstration of a clear understanding of a given competency; and
- A collective set of trainer observations which predominately indicate that the trainee can successfully demonstrate the competency correctly and repeatedly.

Trainees will be on a continuous learning curve throughout the training process;

inconsistencies in their inspection approach from one facility to another should be expected. Trainers will need to determine whether these inconsistencies are due to a lack of understanding, an inability to successfully demonstrate a competency, or simply inexperience.

In some cases a trainee may be capable of successfully demonstrating a competency but fails to do so during an inspection. For example, he/she may not address an important food safety risk (such as employee health) with the person in charge. The trainee may understand and can demonstrate the proper approach to assessing an employee health policy within an establishment, but forgets to do so because they may have become distracted by other risk related observations and the need to work with management to obtain corrective actions. This is an example of a trainee who is still in the process of developing his/her own organized risk-based inspection approach.

It is important for trainers to recognize that during the training process, trainees are not only learning competencies but are also becoming acclimated to their working environment. Trainer's decisions regarding a trainee demonstrating a competency should be based on a collective set of observations which predominately indicate the job task is being performed correctly.

When the trainee successfully demonstrates a competency, the jurisdiction's trainer or designated staff person documents the completion of the skill on the training plan. Some options and forms for tracking the trainee's progress and accomplishments are presented in Section VII of this document.

# VII. Documenting Training Progress and Accomplishments

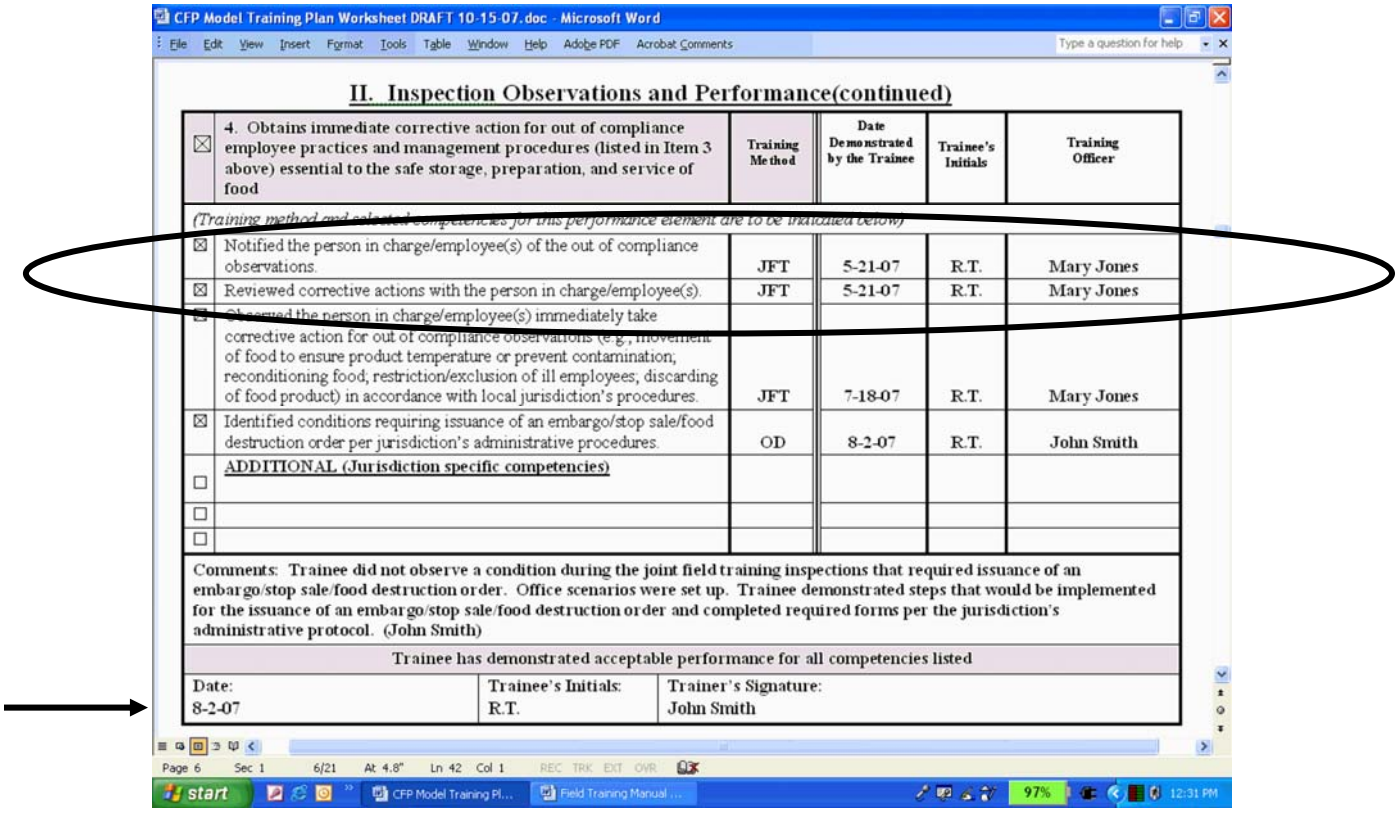
Each regulatory retail food protection program will need to develop a system to track a FSIO's training progress and accomplishments. A jurisdiction can customize the forms provided in this manual or develop their own. Any system for documenting training should provide a method for:

- Recording competencies that have been demonstrated by a FSIO;
- Determining competencies a FSIO has not yet demonstrated;
- Identifying the trainer(s) responsible for observing a FSIO demonstrating a competency;
- Providing feedback to the FSIO on training objectives; and
- Obtaining confirmation from both the FSIO and trainer that competencies have been demonstrated correctly.

## CFP Training Plan and Log Used as a Single Source Document

The *CFP Training Plan and Log* (Attachment A) can be used as a single source document for recording a FSIO's training progress and accomplishments.

The graphic below provides an illustration of how a FSIO's training status can be tracked with documentation entered for the four competencies listed under this performance element.



For each of the competencies, the trainer records the date a determination was made that the trainee successfully demonstrated the competency. The trainee's initials (represented by "R.T." in the graphic on the previous page), indicate his/her agreement with the date recorded (represented as 5-21-07). The training officer's name or signature indicates confirmation that the trainee successfully demonstrated the competency. When the trainee has demonstrated all the competencies for a performance element, the bottom row is completed as indicated with the arrow in the graphic.

Documentation on the CFP *Training Plan and Log* does not have to follow this format exactly. For example, a jurisdiction that has only one trainer may find it redundant to record the trainee's initials and trainer's name for all competencies within each performance element. In scenarios like this, a trainer may choose to simply record the date when each competency was demonstrated under the "Date Demonstrated by the Trainee" column. Then, when the trainee has demonstrated all the performance element competencies, he/she places their initials in the bottom row (indicated with the arrow in the graphic), and the trainer signs confirming completion.

However, if multiple trainers are used, competencies demonstrated by the trainee may be confirmed by different individuals. In this case, in order to ensure open communication between the training staff and the trainee throughout the field training process, it may be important to know which trainer actually observed that the trainee demonstrated a specific competency.

A "comment" section is provided at the bottom of each of the performance element tables. This area can be used to describe future training objectives or to provide a method of communicating training observations among multiple trainers. It can also be used to describe changes to the training plan to ensure opportunity to demonstrate a competency that may be difficult to observe during field training inspections.

From the example presented on the previous page, the comment section includes the following note:

> *Trainee did not observe a condition during the joint field training inspections that required issuance of an embargo/stop sale/food destruction order. Office scenarios were set up. Trainee demonstrated steps that would be implemented for the issuance of an embargo/stop sale/food destruction order and completed the required forms per the jurisdiction's administrative protocol. (John Smith)*

In this example, the scheduled field training inspections were coming to an end. The field inspections had not provided an opportunity for the trainee to demonstrate the jurisdiction's procedure for issuance of an embargo/stop sale/food destruction order. The trainer set up an office exercise for the trainee to demonstrate this competency and the "OD" designation under training method in the graphic indicates "Office Demonstration."

## OPTIONAL TRAINING LOGS

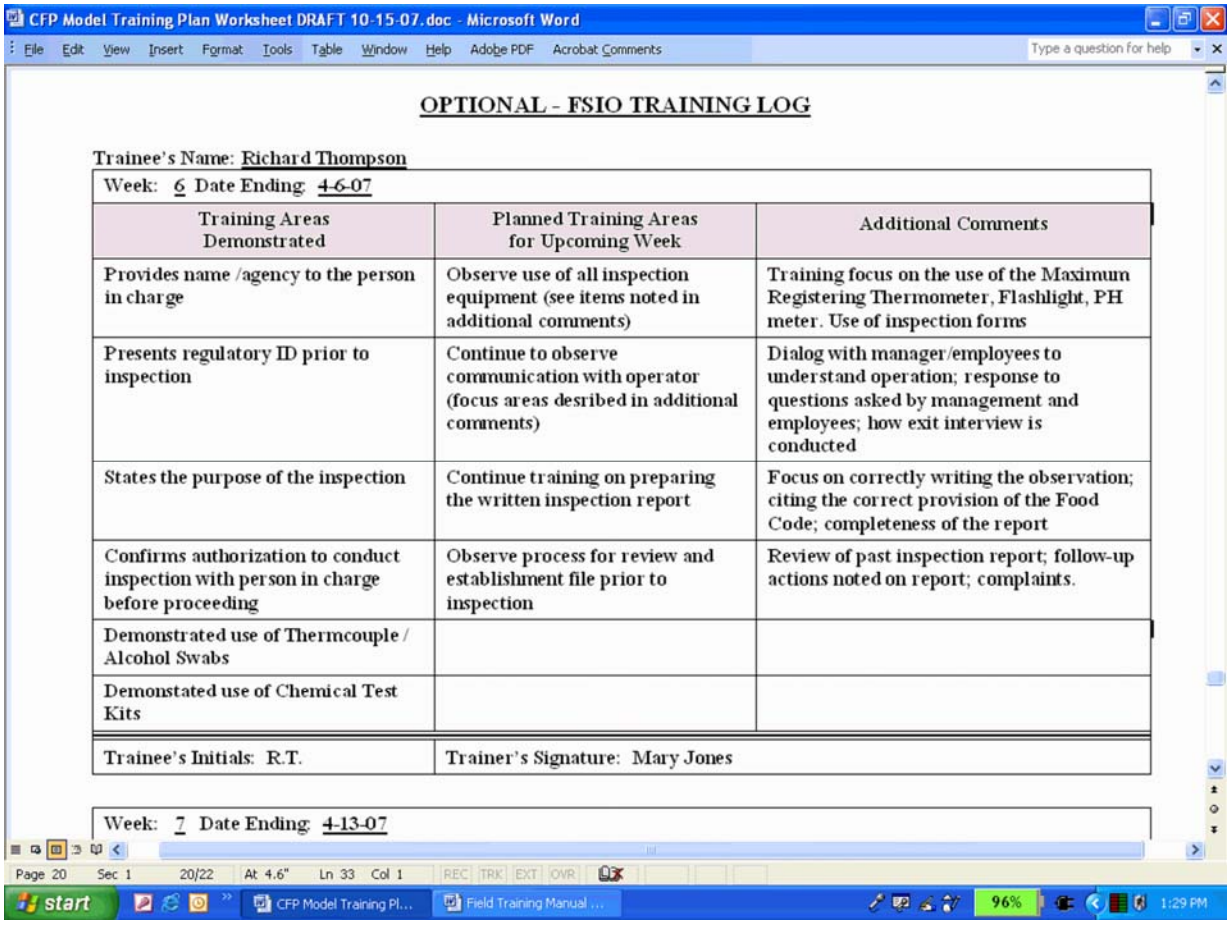
Two optional training logs are included at the end of the *CFP Training Plan and Log* that can be used to track a FSIO's progress and achievements:

- FSIO Training Log
- Joint Field Training Inspections – Establishment Log

A determination on whether to use these optional training logs should be made by the manager of the regulatory retail food protection program before initiating field training so their intended use and purpose can be communicated to FSIOs in training and staff who will serve as trainers.

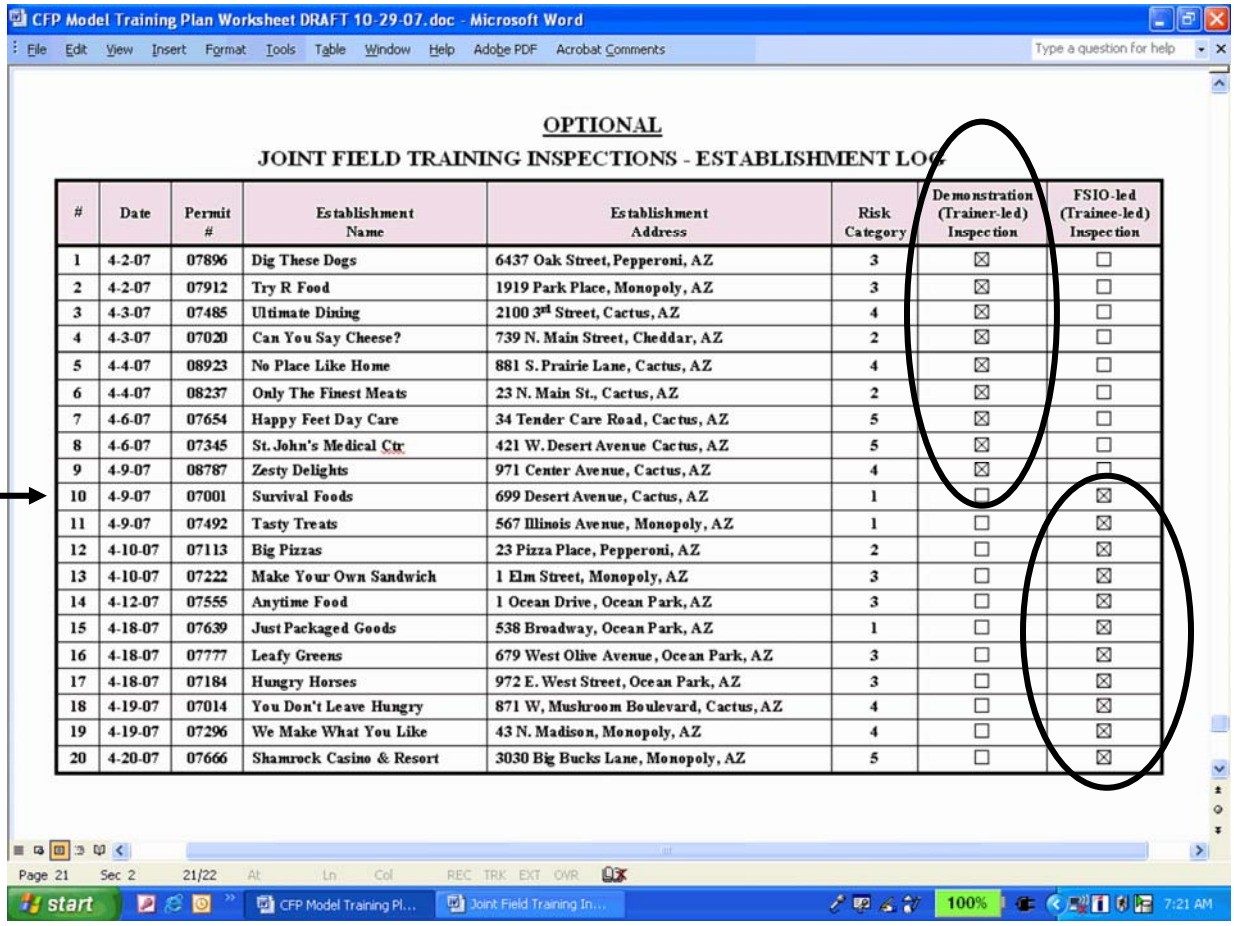
### *FSIO Training Log*

The optional *FSIO Training Log* provides a method for tracking a FSIO's progress and accomplishments from one week to another by noting competencies demonstrated each week. Training objectives for the upcoming week can be established and communicated with the trainee to clarify expectations and assist in focusing on specific competencies. This weekly training log can also be an important means of sharing information in situations where multiple trainers are working with a FSIO.



*Joint Field Training Inspections – Establishment Log*

The optional *Joint Field Training Inspections – Establishment Log* provides a method of tracking the number and type of establishments within which training has been conducted. A "Risk Category" column provides a quick reference as to the complexity of food preparation processes that have been included in the FSIO's training and assists in determining what types of establishments to include in future field training inspections.




| # | Date | Permit # | Establishment Name | Establishment Address | Risk Category | Demonstration (Trainer-led) Inspection | FSIO-led (Trainee-led) Inspection |
|---|---|---|---|---|---|---|---|
| 1 | 4-2-07 | 07896 | Dig These Dogs | 6437 Oak Street, Pepperoni, AZ | 3 | ☒ | ☐ |
| 2 | 4-2-07 | 07912 | Try R Food | 1919 Park Place, Monopoly, AZ | 3 | ☒ | ☐ |
| 3 | 4-3-07 | 07485 | Ultimate Dining | 2100 3rd Street, Cactus, AZ | 4 | ☒ | ☐ |
| 4 | 4-3-07 | 07020 | Can You Say Cheese? | 739 N. Main Street, Cheddar, AZ | 2 | ☒ | ☐ |
| 5 | 4-4-07 | 08923 | No Place Like Home | 881 S. Prairie Lane, Cactus, AZ | 4 | ☒ | ☐ |
| 6 | 4-4-07 | 08237 | Only The Finest Meats | 23 N. Main St., Cactus, AZ | 2 | ☒ | ☐ |
| 7 | 4-6-07 | 07654 | Happy Feet Day Care | 34 Tender Care Road, Cactus, AZ | 5 | ☒ | ☐ |
| 8 | 4-6-07 | 07345 | St. John's Medical Ctr | 421 W. Desert Avenue Cactus, AZ | 5 | ☒ | ☐ |
| 9 | 4-9-07 | 08787 | Zesty Delights | 971 Center Avenue, Cactus, AZ | 4 | ☒ | ☐ |
| 10 | 4-9-07 | 07001 | Survival Foods | 699 Desert Avenue, Cactus, AZ | 1 | ☐ | ☒ |
| 11 | 4-9-07 | 07492 | Tasty Treats | 567 Illinois Avenue, Monopoly, AZ | 1 | ☐ | ☒ |
| 12 | 4-10-07 | 07113 | Big Pizzas | 23 Pizza Place, Pepperoni, AZ | 2 | ☐ | ☒ |
| 13 | 4-10-07 | 07222 | Make Your Own Sandwich | 1 Elm Street, Monopoly, AZ | 3 | ☐ | ☒ |
| 14 | 4-12-07 | 07555 | Anytime Food | 1 Ocean Drive, Ocean Park, AZ | 3 | ☐ | ☒ |
| 15 | 4-18-07 | 07639 | Just Packaged Goods | 538 Broadway, Ocean Park, AZ | 1 | ☐ | ☒ |
| 16 | 4-18-07 | 07777 | Leafy Greens | 679 West Olive Avenue, Ocean Park, AZ | 3 | ☐ | ☒ |
| 17 | 4-18-07 | 07184 | Hungry Horses | 972 E. West Street, Ocean Park, AZ | 3 | ☐ | ☒ |
| 18 | 4-19-07 | 07014 | You Don't Leave Hungry | 871 W, Mushroom Boulevard, Cactus, AZ | 4 | ☐ | ☒ |
| 19 | 4-19-07 | 07296 | We Make What You Like | 43 N. Madison, Monopoly, AZ | 4 | ☐ | ☒ |
| 20 | 4-20-07 | 07666 | Shamrock Casino & Resort | 3030 Big Bucks Lane, Monopoly, AZ | 5 | ☐ | ☒ |

In addition, the establishment log provides a quick method for distinguishing trainer-led (demonstration) inspections from those that are trainee-led. An "X" is placed in the appropriate column to denote the type of field training inspection conducted. In the above graphic, the first 9 inspections were trainer-led, and the trainee first took the lead during joint field training inspections when Establishment #10 was visited.

**SUPPLEMENTAL FIELD TRAINING WORKSHEET FOR TRAINERS**

Some jurisdictions who field tested the CFP training process requested optional *Field Training Worksheets* that trainers could use during trainee-led inspections to record observations that will aid in determining when a competency has been consistently demonstrated. The *Field Training Worksheet* also provides a means for identifying competencies that the trainee has not had the opportunity to successfully demonstrate.

Two versions of such a worksheet have been developed:

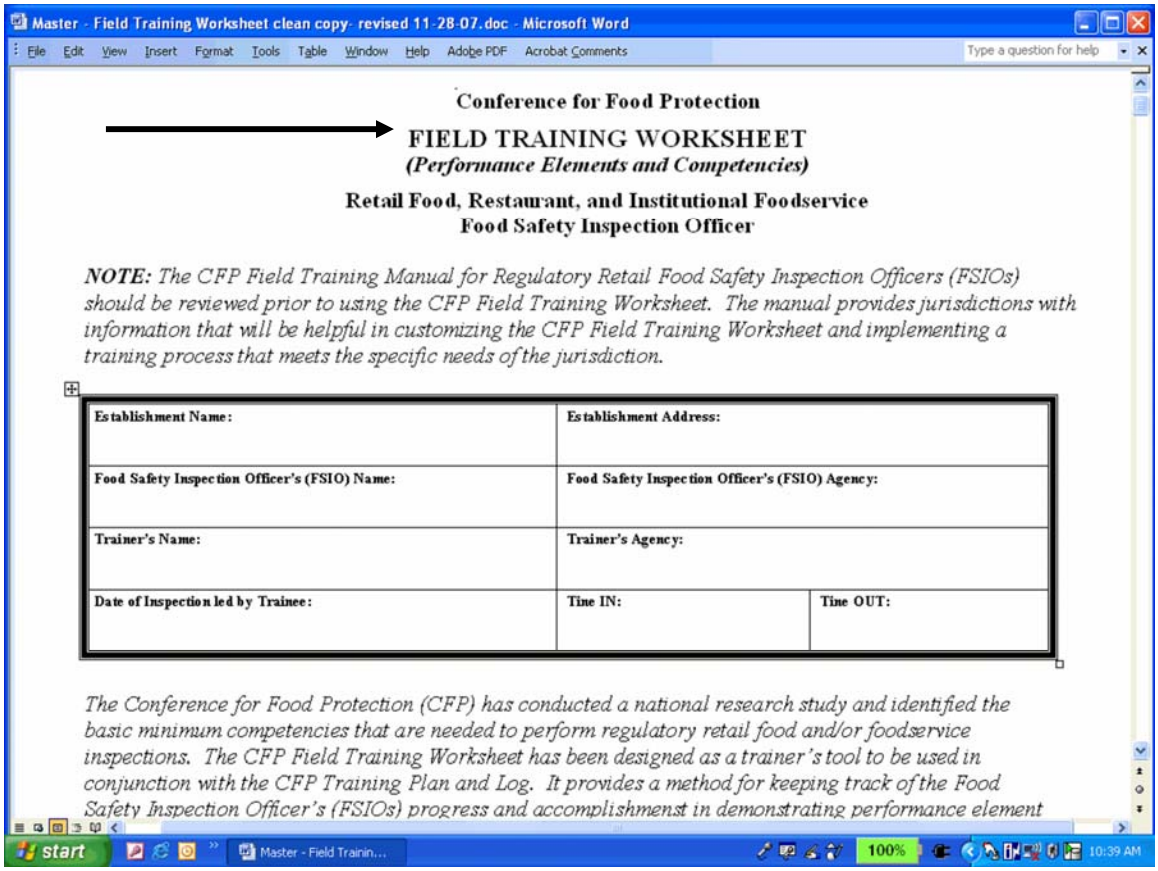
- *Field Training Worksheet*, a distilled version of the *CFP Training Plan and Log*
- *Abbreviated Field Training Worksheet*, a version listing only the performance elements.

Either version can be used in conjunction with the *CFP Training Plan and Log* to track a FSIO's progress and accomplishments. The manager of the regulatory retail food protection program has the discretion of determining whether to use a *Field Training Worksheet* as part of their training process.

*Field Training Worksheet*

The *Field Training Worksheet*, included as Attachment B, is a distilled version of the *CFP Training Plan and Log*.

In this worksheet, all **performance element competencies** for which the most appropriate training method is "Joint Field Training Inspections – JFT" have been included.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**Conference for Food Protection**

**FIELD TRAINING WORKSHEET**

***(Performance Elements and Competencies)***

**Retail Food, Restaurant, and Institutional Foodservice Food Safety Inspection Officer**

***NOTE:*** *The CFP Field Training Manual for Regulatory Retail Food Safety Inspection Officers (FSIOs) should be reviewed prior to using the CFP Field Training Worksheet. The manual provides jurisdictions with information that will be helpful in customizing the CFP Field Training Worksheet and implementing a training process that meets the specific needs of the jurisdiction.*

| | | |
|---|---|---|
| **Establishment Name:** | **Establishment Address:** | |
| **Food Safety Inspection Officer's (FSIO) Name:** | **Food Safety Inspection Officer's (FSIO) Agency:** | |
| **Trainer's Name:** | **Trainer's Agency:** | |
| **Date of Inspection led by Trainee:** | **Time IN:** | **Time OUT:** |

*The Conference for Food Protection (CFP) has conducted a national research study and identified the basic minimum competencies that are needed to perform regulatory retail food and/or foodservice inspections. The CFP Field Training Worksheet has been designed as a trainer's tool to be used in conjunction with the CFP Training Plan and Log. It provides a method for keeping track of the Food Safety Inspection Officer's (FSIOs) progress and accomplishmenst in demonstrating performance element*

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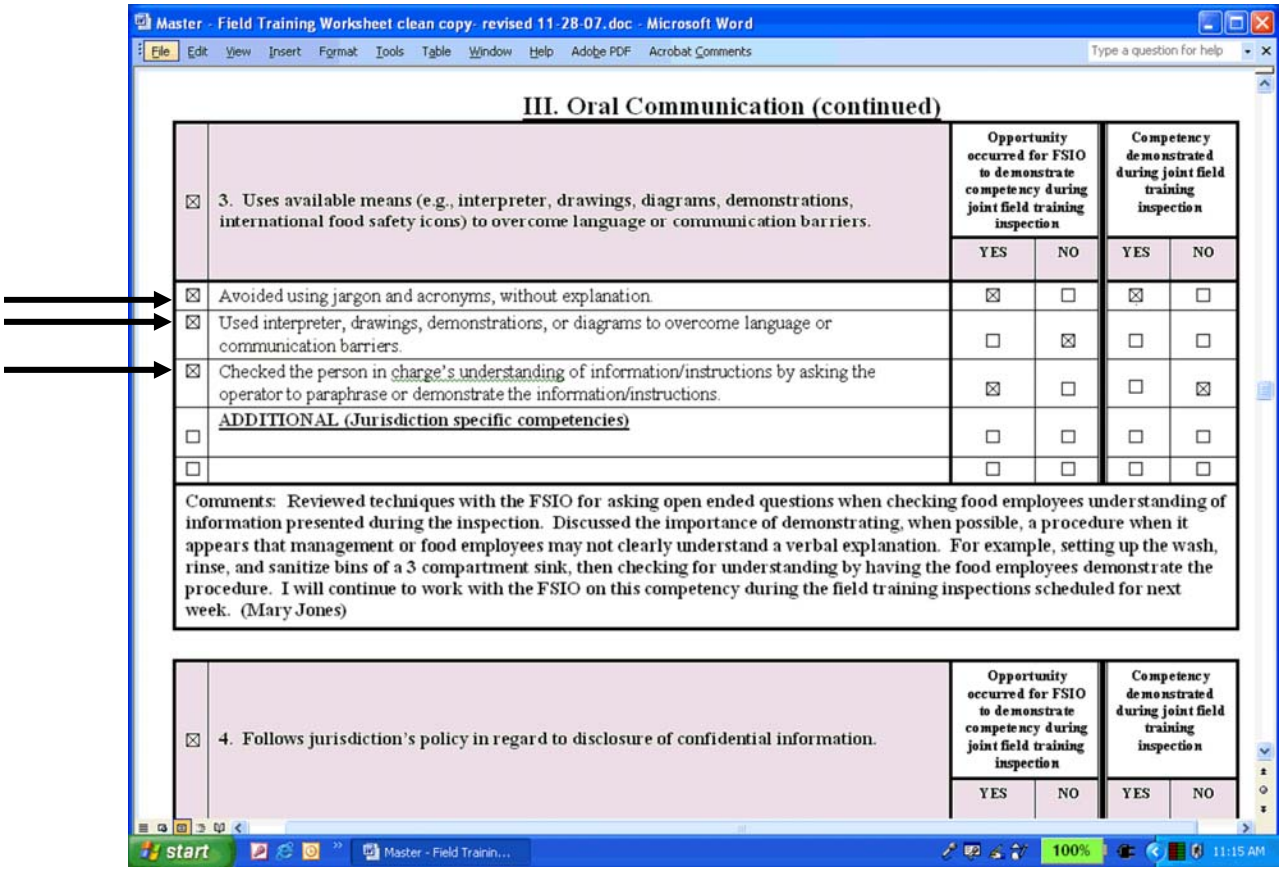
For each of the competencies included in the jurisdiction's *Field Training Worksheet*, the trainer:

- Determines whether or not there was an opportunity to demonstrate a competency; and
- Determines when a FSIO consistently demonstrates a competency correctly.



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**III. Oral Communication (continued)**

| | | Opportunity occurred for FSIO to demonstrate competency during joint field training inspection | | Competency demonstrated during joint field training inspection | |
|---|---|---|---|---|---|
| ☒ | 3. Uses available means (e.g., interpreter, drawings, diagrams, demonstrations, international food safety icons) to overcome language or communication barriers. | YES | NO | YES | NO |
| ☒ | Avoided using jargon and acronyms, without explanation. | ☒ | ☐ | ☒ | ☐ |
| ☒ | Used interpreter, drawings, demonstrations, or diagrams to overcome language or communication barriers. | ☐ | ☒ | ☐ | ☐ |
| ☒ | Checked the person in charge's understanding of information/instructions by asking the operator to paraphrase or demonstrate the information/instructions. | ☒ | ☐ | ☐ | ☒ |
| ☐ | ADDITIONAL (Jurisdiction specific competencies) | ☐ | ☐ | ☐ | ☐ |
| ☐ | | ☐ | ☐ | ☐ | ☐ |

Comments: Reviewed techniques with the FSIO for asking open ended questions when checking food employees understanding of information presented during the inspection. Discussed the importance of demonstrating, when possible, a procedure when it appears that management or food employees may not clearly understand a verbal explanation. For example, setting up the wash, rinse, and sanitize bins of a 3 compartment sink, then checking for understanding by having the food employees demonstrate the procedure. I will continue to work with the FSIO on this competency during the field training inspections scheduled for next week. (Mary Jones)

| | | Opportunity occurred for FSIO to demonstrate competency during joint field training inspection | | Competency demonstrated during joint field training inspection | |
|---|---|---|---|---|---|
| ☒ | 4. Follows jurisdiction's policy in regard to disclosure of confidential information. | YES | NO | YES | NO |

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The *Field Training Worksheet* contains two major columns for recording observations:

- *Opportunity occurred for FSIO to demonstrate competency during field training inspection.*

  *YES* – An "X" is placed in this box if the trainee had an opportunity to successfully demonstrate the listed competency during the inspection. In the graphic above, the trainee had opportunity to demonstrate competencies pertaining to "avoiding the use of acronyms/jargon" and "checking the person in charge's understanding of information."

  *NO* – An "X" is placed in this box if the inspection environment did not require or present an opportunity for the trainee to successfully demonstrate the competency. Using the graphic above, an opportunity did not occur during the field training for the trainee to demonstrate "the use of interpreters/drawings/demonstrations, etc., to overcome language or communication barriers." If this pattern continues throughout the field training inspections, an alternative training method may need to be considered.

- *Competency demonstrated during field training inspections.*

  *YES* – An "X" is placed in this box if the trainee successfully demonstrates the competency during the inspection. When possible, a trainer should observe a trainee demonstrating a competency several times. In the graphic displayed on the previous page, the trainer has indicated that the trainee has successfully demonstrated the ability to avoid acronyms/jargon when providing explanations to food employees during inspections.

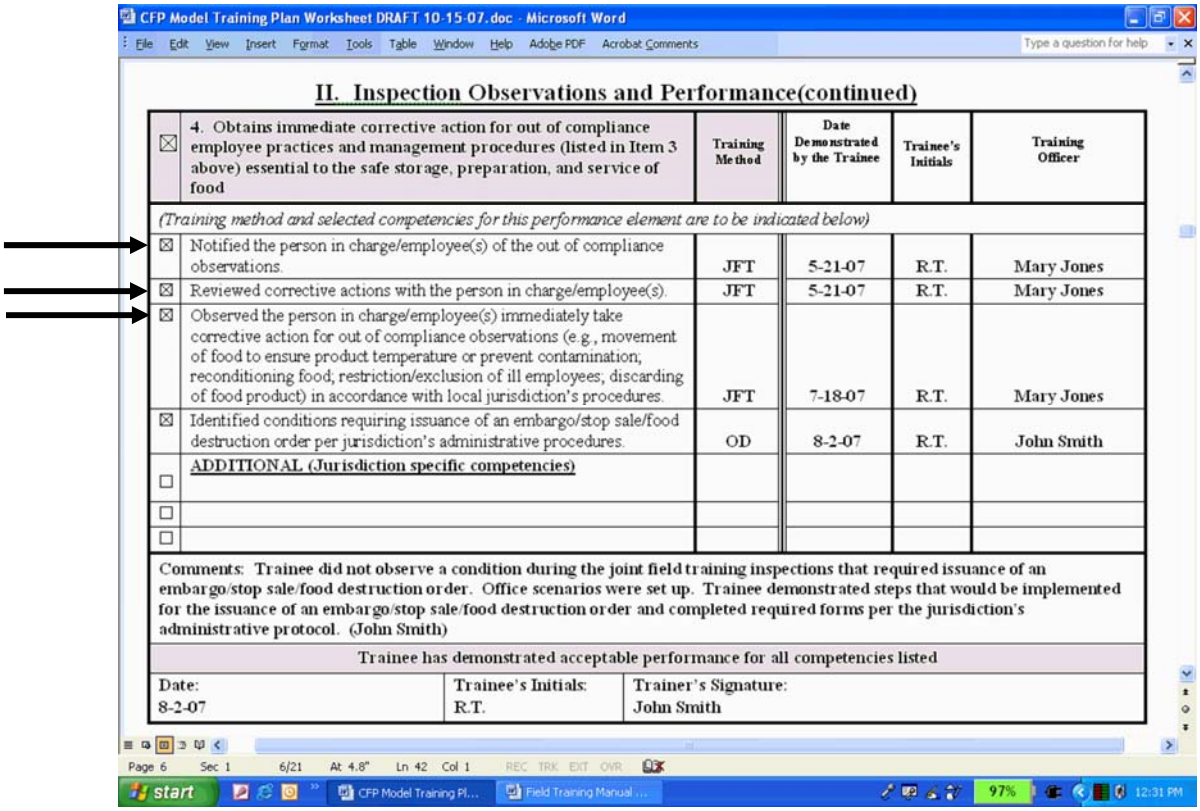
  *NO* – An "X" is placed in this box if the trainee has an opportunity to demonstrate a competency during the inspection but does not do so correctly or does not act correctly in the inspection situation. It is important to emphasize that a "NO" determination for the competency does ***not*** *in any way* denote or indicate that the trainee has failed. It is simply part of the continuous learning process and is intended to identify areas where additional training is needed. When a "NO" determination is made regarding a specific competency, the trainer should take immediate steps to review or demonstrate the correct procedure or protocol with the trainee. In the graphic on the previous page, the trainer has indicated that the trainee needs additional training related to communication techniques for determining the person in charge's level of understanding for the information presented during the inspection.

  *Comments* – The trainer can provide detailed descriptions of observations made during joint training inspections in the "comments" section at the bottom of each performance element table, as well as additional training provided and future training objectives. In the example used for this discussion, the trainer has provided the following statements in the comment section:

  *Reviewed techniques with the FSIO for asking open-ended questions when checking food employees understanding of information presented during the inspection. Discussed the importance of demonstrating, when possible, a specific procedure when it appears that management or food employees may not clearly understand a verbal explanation. For example, setting up the wash, rinse, and sanitize bins of a 3 compartment sink, then checking for understanding by having the food employees demonstrate the procedure. I will continue to work with the FSIO on this competency during the field training inspections scheduled for next week. (Mary Jones)*

The *Field Training Worksheet* is a method for trainers to organize and record their notes from observations made of the trainee demonstrating competencies during training inspections.

As indicated in the graphic at the top of the next page, information from the *Field Training Worksheet* can be transferred to the *CFP Training Plan and Log* when a trainee has demonstrated a competency.



CFP Model Training Plan Worksheet DRAFT 10-15-07.doc - Microsoft Word

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## II. Inspection Observations and Performance(continued)

| | 4. Obtains immediate corrective action for out of compliance employee practices and management procedures (listed in Item 3 above) essential to the safe storage, preparation, and service of food | Training Method | Date Demonstrated by the Trainee | Trainee's Initials | Training Officer |
|---|---|---|---|---|---|
| | *(Training method and selected competencies for this performance element are to be indicated below)* | | | | |
| ☒ | Notified the person in charge/employee(s) of the out of compliance observations. | JFT | 5-21-07 | R.T. | Mary Jones |
| ☒ | Reviewed corrective actions with the person in charge/employee(s). | JFT | 5-21-07 | R.T. | Mary Jones |
| ☒ | Observed the person in charge/employee(s) immediately take corrective action for out of compliance observations (e.g., movement of food to ensure product temperature or prevent contamination; reconditioning food; restriction/exclusion of ill employees; discarding of food product) in accordance with local jurisdiction's procedures. | JFT | 7-18-07 | R.T. | Mary Jones |
| ☒ | Identified conditions requiring issuance of an embargo/stop sale/food destruction order per jurisdiction's administrative procedures. | OD | 8-2-07 | R.T. | John Smith |
| ☐ | ADDITIONAL (Jurisdiction specific competencies) | | | | |
| ☐ | | | | | |
| ☐ | | | | | |

Comments: Trainee did not observe a condition during the joint field training inspections that required issuance of an embargo/stop sale/food destruction order. Office scenarios were set up. Trainee demonstrated steps that would be implemented for the issuance of an embargo/stop sale/food destruction order and completed required forms per the jurisdiction's administrative protocol. (John Smith)

Trainee has demonstrated acceptable performance for all competencies listed

| Date: | Trainee's Initials: | Trainer's Signature: |
|---|---|---|
| 8-2-07 | R.T. | John Smith |

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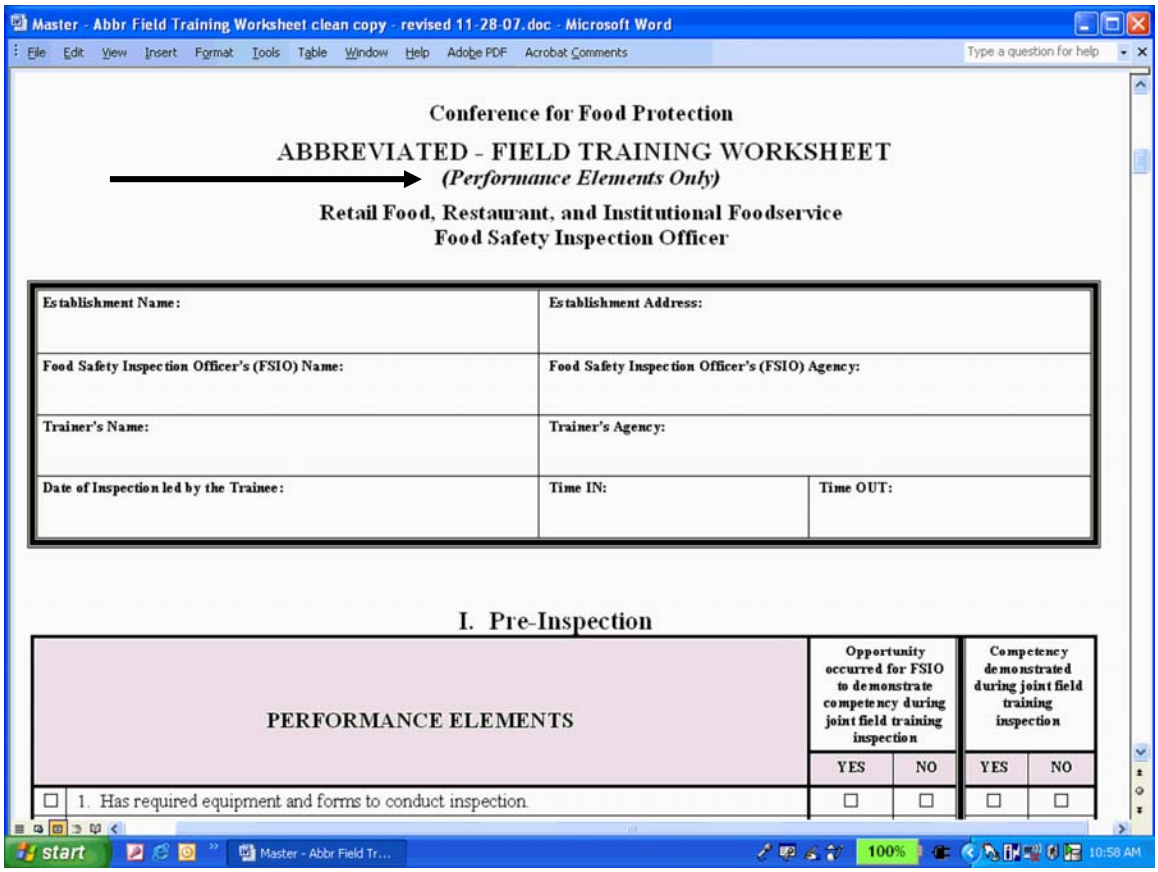
In this example, the trainee has demonstrated the first 3 competencies during "Joint Field Training Inspections – JFT." The trainer, "Mary Jones" has recorded the date the trainee demonstrated each of the competencies in the *CFP Training Plan and Log.*

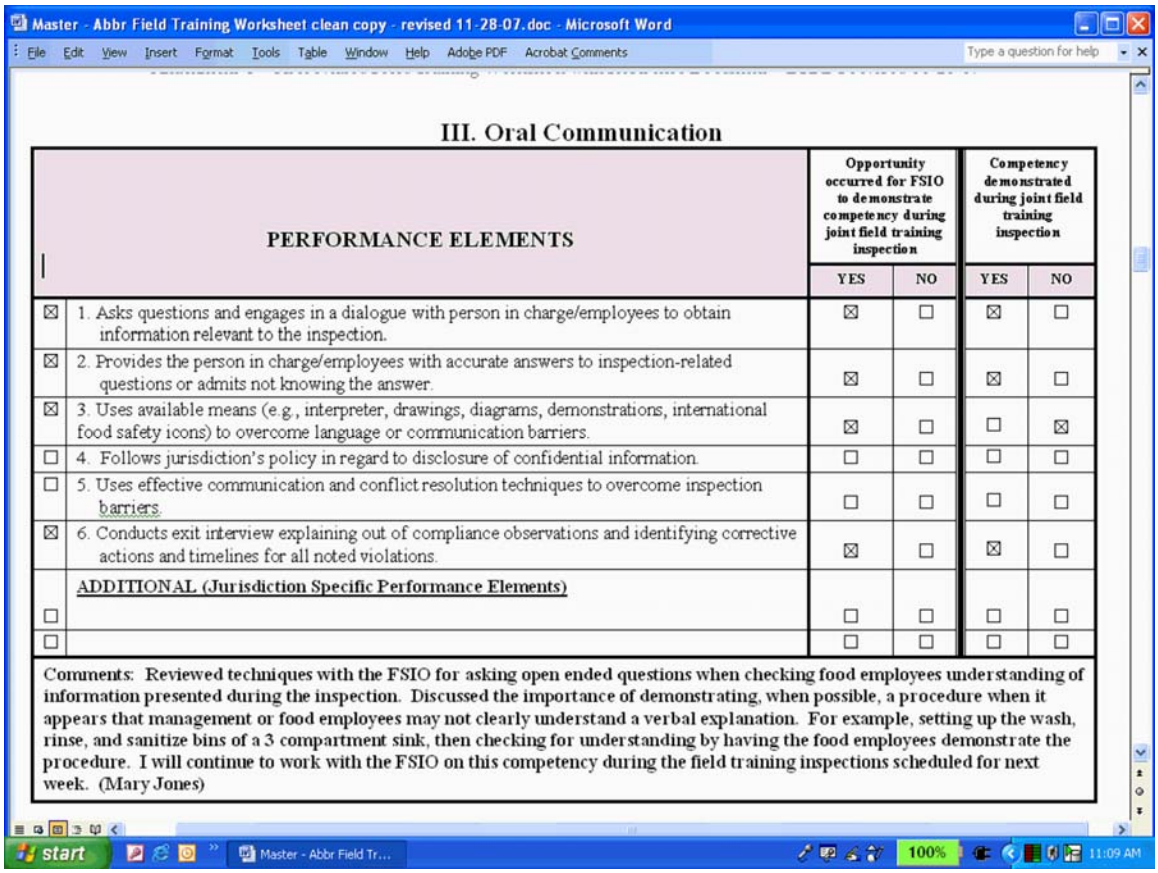
*Abbreviated Field Training Worksheet*

The *Abbreviated Field Training Worksheet*, included as Attachment C, lists only the performance elements and is an even shorter version of the worksheet just discussed.

The use of this worksheet is intended for experienced trainers with a strong working knowledge of the competencies that FSIOs are expected to successfully demonstrate during field training inspections.



As an example, the abbreviated worksheet segment that lists the performance elements pertaining to oral communication is displayed in the graphic below. All six (6) of the performance elements for the "Oral Communication" inspection area are included. None of the competencies (job tasks), however, are listed for these performance elements. The two column format and comment section for documenting training observations is the same as for the longer *Field Training Worksheet*.



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**III. Oral Communication**

| | PERFORMANCE ELEMENTS | Opportunity occurred for FSIO to demonstrate competency during joint field training inspection | | Competency demonstrated during joint field training inspection | |
|---|---|---|---|---|---|
| | | YES | NO | YES | NO |
| ☒ | 1. Asks questions and engages in a dialogue with person in charge/employees to obtain information relevant to the inspection. | ☒ | ☐ | ☒ | ☐ |
| ☒ | 2. Provides the person in charge/employees with accurate answers to inspection-related questions or admits not knowing the answer. | ☒ | ☐ | ☒ | ☐ |
| ☒ | 3. Uses available means (e.g., interpreter, drawings, diagrams, demonstrations, international food safety icons) to overcome language or communication barriers. | ☒ | ☐ | ☐ | ☒ |
| ☐ | 4. Follows jurisdiction's policy in regard to disclosure of confidential information. | ☐ | ☐ | ☐ | ☐ |
| ☐ | 5. Uses effective communication and conflict resolution techniques to overcome inspection barriers. | ☐ | ☐ | ☐ | ☐ |
| ☒ | 6. Conducts exit interview explaining out of compliance observations and identifying corrective actions and timelines for all noted violations. | ☒ | ☐ | ☒ | ☐ |
| ☐ | ADDITIONAL (Jurisdiction Specific Performance Elements) | ☐ | ☐ | ☐ | ☐ |
| ☐ | | ☐ | ☐ | ☐ | ☐ |

Comments: Reviewed techniques with the FSIO for asking open ended questions when checking food employees understanding of information presented during the inspection. Discussed the importance of demonstrating, when possible, a procedure when it appears that management or food employees may not clearly understand a verbal explanation. For example, setting up the wash, rinse, and sanitize bins of a 3 compartment sink, then checking for understanding by having the food employees demonstrate the procedure. I will continue to work with the FSIO on this competency during the field training inspections scheduled for next week. (Mary Jones)

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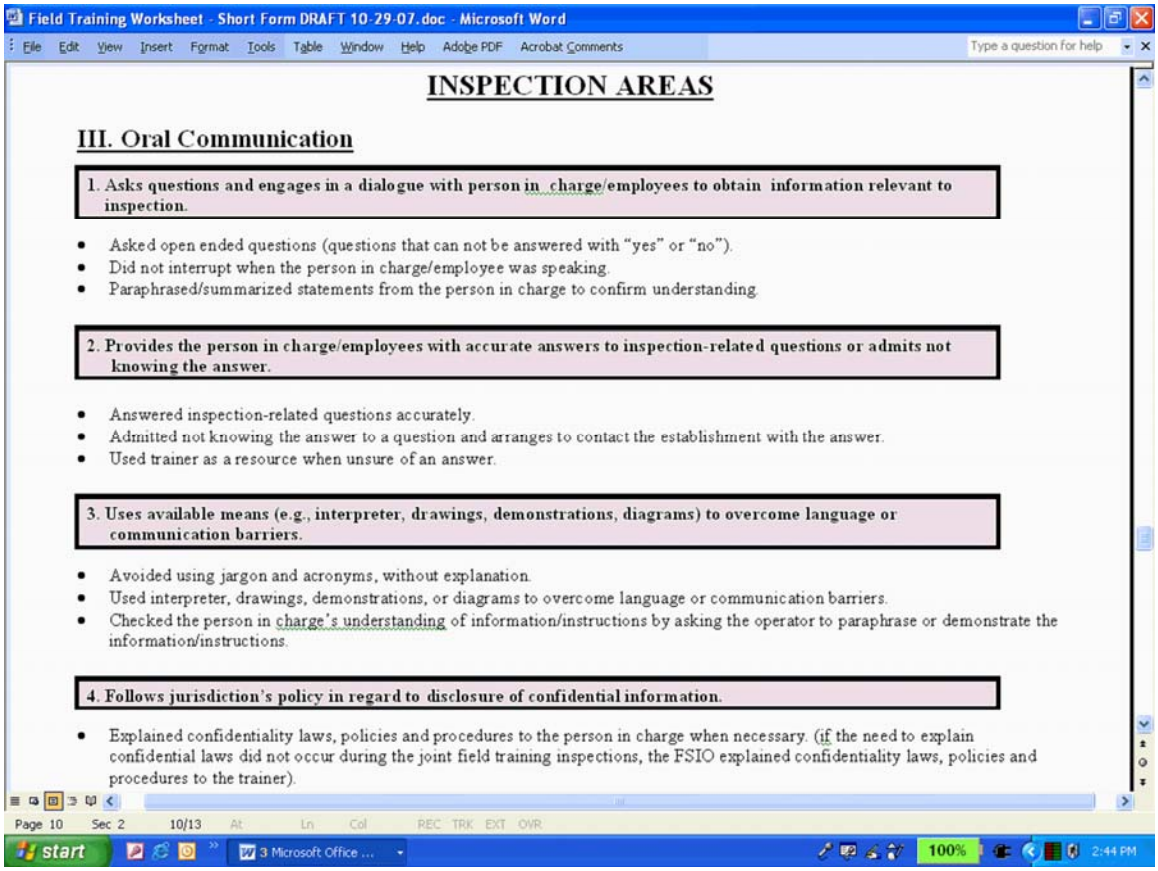
A reference list of example competencies for each performance element is provided at the end of the *Abbreviated Field Training Worksheet* for trainers to use during trainee-led inspections. The graphic that appears at the top of the next page displays competencies for some of the oral communication performance elements used as examples throughout this discussion.




It is important to keep in mind that using either of the worksheets is a determination to be made by the regulatory jurisdiction's management. These documents have been included with this manual to support a jurisdiction's effort to ensure a FSIO has received training and demonstrated all competencies needed to conduct effective independent food safety inspections.

## USING A SUPPLEMENTAL FIELD TRAINING WORKSHEET

In determining how to integrate a supplemental *Field Training Worksheet* into the training process, two approaches are generally considered:

- Using a worksheet during every trainee-led inspection; or
- Using a worksheet at set interval points during the trainee-led field training process.

These two approaches are only examples and are not intended to restrict the use of other formats by a jurisdiction. The following summary of strengths and challenges for each approach provides some guidance to regulatory retail food protection programs on ways to integrate a *Field Training Worksheet* into their training process.

***Approach #1: During <u>every</u> inspection led by a trainee***

Strengths: This approach provides continual feedback to the trainee on the competencies they have demonstrated and those for which more focused training is still needed. In the early stages of the training process, the *Field Training Worksheet* can be an important tool in determining whether more demonstration (trainer-led) inspections need to be performed. In later stages, the worksheet will help focus training on competencies the trainee is having difficulty performing.

In addition, using the *Field Training Worksheet* with every inspection will provide important feedback on the jurisdiction's training and orientation program. The *Field Training Worksheet* can assist trainers with identifying potential gaps in the orientation/training program, coursework requirements, or administrative materials used to prepare staff to take the lead during field training inspections.

Challenges: Using the *Field Training Worksheet* during every inspection may cause trainers to focus too much on completing the form rather than on the training of the FSIO. The *Field Training Worksheet* is simply a tool to assist the trainer to track competencies as demonstrated during inspections led by a trainee.

Competing program priorities and limited resources may impede a jurisdiction's ability to use a *Field Training Worksheet* during every trainee-led inspection. Jurisdictions will need to track the training process and communicate results effectively with the time commitment associated with completing forms used to support the training process.

***Approach #2: At <u>set interval points</u>***

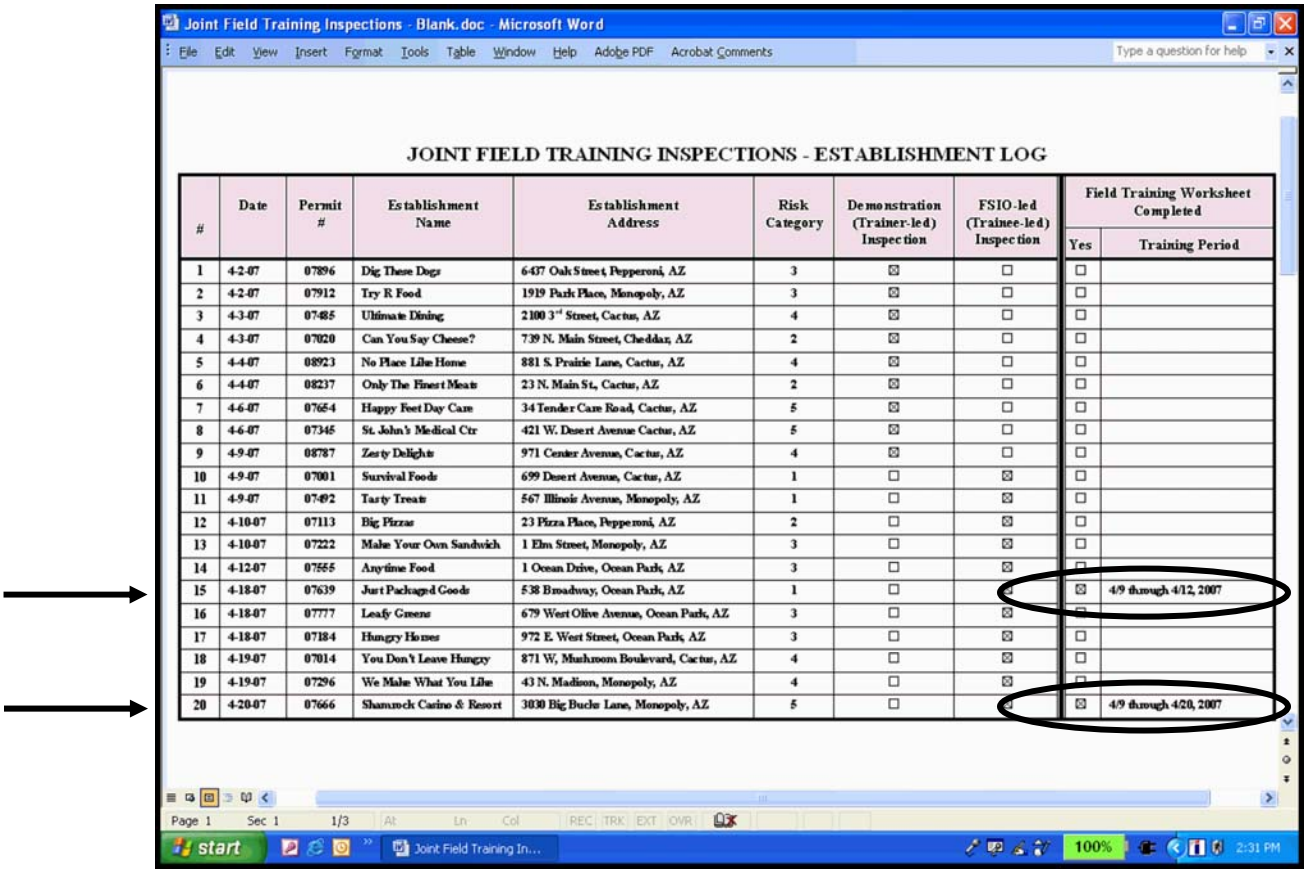
Strengths: A trainer may choose to use the *Field Training Worksheet* at set interval points during trainee-led inspections. For example, a *Field Training Worksheet* could be completed after every fifth inspection (i.e., inspections 5, 10, 15, 20 and 25). This process provides set checkpoints for determining when training observations indicate the trainee has successfully demonstrated a competency.

The trainer can set achievable objectives for the trainee using the interval process, focusing on a few competencies at a time. Trainee-led inspections conducted between each use of the *Field Training Worksheet* can enhance a trainee's knowledge and skills for competencies or provide additional training when needed.

Challenges: The interval process requires trainers to work from notes or inspection reports to determine competencies that have been observed and/or demonstrated over a period of time. The primary objective during trainee-led inspections is for the trainer to observe a consistent pattern of behavior in the trainee's ability to successfully demonstrate a competency. Depending on how frequently a competency is observed, an interval approach could reveal fluctuations in a trainee's ability to demonstrate a job task. The interval process

may not provide as structured a method for providing continuous feedback to the trainee as that provided if the *Field Training Worksheet* is used during every trainee-led inspection.

The "Joint Field Training Inspection – Establishment Log" can be an important tool for documenting the use of the *Field Training Worksheet* when using the interval approach. The establishment log provides a means to note the point in time when the worksheet was completed and the time frame covered during the training period. In the illustration below, the trainer completed a *Field Training Worksheet* after the inspection of Establishment #15 and Establishment #20.



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**JOINT FIELD TRAINING INSPECTIONS - ESTABLISHMENT LOG**

| # | Date | Permit # | Establishment Name | Establishment Address | Risk Category | Demonstration (Trainer-led) Inspection | FSIO-led (Trainee-led) Inspection | Field Training Worksheet Completed | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Yes | Training Period |
| 1 | 4-2-07 | 07896 | Dig These Dogs | 6437 Oak Street, Pepperoni, AZ | 3 | ☒ | ☐ | ☐ | |
| 2 | 4-2-07 | 07912 | Try R Food | 1919 Park Place, Monopoly, AZ | 3 | ☒ | ☐ | ☐ | |
| 3 | 4-3-07 | 07485 | Ultimate Dining | 2100 3rd Street, Cactus, AZ | 4 | ☒ | ☐ | ☐ | |
| 4 | 4-3-07 | 07020 | Can You Say Cheese? | 739 N. Main Street, Cheddar, AZ | 2 | ☒ | ☐ | ☐ | |
| 5 | 4-4-07 | 08923 | No Place Like Home | 881 S. Prairie Lane, Cactus, AZ | 4 | ☒ | ☐ | ☐ | |
| 6 | 4-4-07 | 08237 | Only The Finest Meats | 23 N. Main St., Cactus, AZ | 2 | ☒ | ☐ | ☐ | |
| 7 | 4-6-07 | 07654 | Happy Feet Day Care | 34 Tender Care Road, Cactus, AZ | 5 | ☒ | ☐ | ☐ | |
| 8 | 4-6-07 | 07345 | St. John's Medical Ctr | 421 W. Desert Avenue Cactus, AZ | 5 | ☒ | ☐ | ☐ | |
| 9 | 4-9-07 | 08787 | Zesty Delights | 971 Center Avenue, Cactus, AZ | 4 | ☒ | ☐ | ☐ | |
| 10 | 4-9-07 | 07001 | Survival Foods | 699 Desert Avenue, Cactus, AZ | 1 | ☐ | ☒ | ☐ | |
| 11 | 4-9-07 | 07492 | Tasty Treats | 567 Illinois Avenue, Monopoly, AZ | 1 | ☐ | ☒ | ☐ | |
| 12 | 4-10-07 | 07113 | Big Pizzas | 23 Pizza Place, Pepperoni, AZ | 2 | ☐ | ☒ | ☐ | |
| 13 | 4-10-07 | 07222 | Make Your Own Sandwich | 1 Elm Street, Monopoly, AZ | 3 | ☐ | ☒ | ☐ | |
| 14 | 4-12-07 | 07555 | Anytime Food | 1 Ocean Drive, Ocean Park, AZ | 3 | ☐ | ☒ | ☐ | |
| 15 | 4-18-07 | 07639 | Just Packaged Goods | 538 Broadway, Ocean Park, AZ | 1 | ☐ | ☒ | ☒ | 4/9 through 4/12, 2007 |
| 16 | 4-18-07 | 07777 | Leafy Greens | 679 West Olive Avenue, Ocean Park, AZ | 3 | ☐ | ☒ | ☐ | |
| 17 | 4-18-07 | 07184 | Hungry Horses | 972 E. West Street, Ocean Park, AZ | 3 | ☐ | ☒ | ☐ | |
| 18 | 4-19-07 | 07014 | You Don't Leave Hungry | 871 W. Mushroom Boulevard, Cactus, AZ | 4 | ☐ | ☒ | ☐ | |
| 19 | 4-19-07 | 07296 | We Make What You Like | 43 N. Madison, Monopoly, AZ | 4 | ☐ | ☒ | ☐ | |
| 20 | 4-20-07 | 07666 | Shamrock Casino & Resort | 3030 Big Bucks Lane, Monopoly, AZ | 5 | ☐ | ☒ | ☒ | 4/9 through 4/20, 2007 |

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In the above example, the trainee-led inspections began with Establishment #10. The first *Field Training Worksheet* was completed after Establishment #15 and contains a collective set of observations of the trainee demonstrating competencies for Establishments #10 through #15, encompassing the period, April 9 through 12, 2007.

In this example, the jurisdiction's training staff completes a *Field Training Worksheet* using establishment inspection intervals of five. The second *Field Training Worksheet* was completed after Establishment #20 and the trainer's observations again represented observations over a cumulative period of time. The notes from one *Field Training Worksheet* build on observations made on previous documents. The observations on the second *Field Training Worksheet*, therefore, represents the period when the trainee began taking the lead during the training process on April 9, 2007 until the date the second *Field Training Worksheet* was completed on April 20, 2007.

The *Field Training Worksheet* is ***not*** intended to be used as a checklist during inspections nor should it drive the inspection approach used by the trainee. Continuous instruction is encouraged during each of the inspections led by a trainee. Trainers should take the opportunity to demonstrate and/or review correct procedures and skills for competencies that are not understood or properly performed by the trainee during each inspection.

## REVIEWING FIELD TRAINING

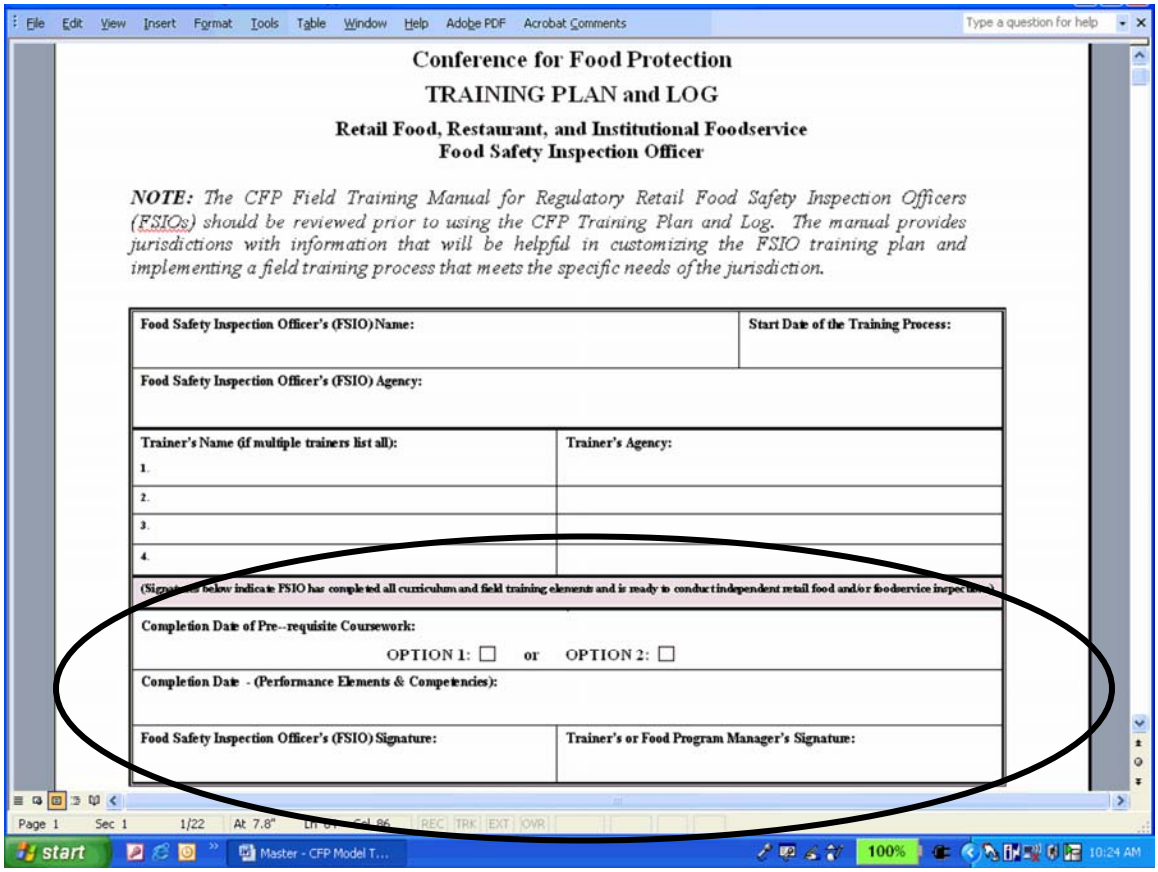
Consistent and on-going feedback regarding inspection competencies is the cornerstone of the FSIO field training process presented in this manual. The trainer should share his/her observations with the trainee during each of the inspections. Discussions should include competencies successfully demonstrated by the trainee, as well as those where additional training is needed. Trainers should provide continuous positive reinforcement for competencies correctly demonstrated by the trainee.

For areas where additional training is needed, the trainer should demonstrate the competency to the trainee during joint inspections and determine if other training methods may benefit the trainee's understanding and application of the competency. Field training objectives should continually be reviewed with the trainee and updated as needed during the field training process.

Equally as important, the field training process provides critical feedback to managers and trainers on the effectiveness of their retail food training and orientation programs. Competencies (job tasks) that are not consistently performed well by trainees may be an indication that the regulatory jurisdiction has significant gaps in their training program, coursework, or materials used to prepare staff for field inspections. Field training, where observations are made of a trainee demonstrating specific competencies, provides a framework for evaluating and enhancing the effectiveness of a jurisdiction's existing regulatory retail food training programs.

## DOCUMENTATION OF COMPLETION

The trainer's and trainee's signature in the header of the *CFP Training Plan and Log* indicates they both concur that all prerequisite coursework has been completed and competencies listed on the jurisdiction's training plan have been demonstrated.



Conference for Food Protection

TRAINING PLAN and LOG

**Retail Food, Restaurant, and Institutional Foodservice**
**Food Safety Inspection Officer**

***NOTE:*** *The CFP Field Training Manual for Regulatory Retail Food Safety Inspection Officers (FSIOs) should be reviewed prior to using the CFP Training Plan and Log. The manual provides jurisdictions with information that will be helpful in customizing the FSIO training plan and implementing a field training process that meets the specific needs of the jurisdiction.*

| Food Safety Inspection Officer's (FSIO) Name: | Start Date of the Training Process: |
|---|---|
| Food Safety Inspection Officer's (FSIO) Agency: | |
| Trainer's Name (if multiple trainers list all): 1. | Trainer's Agency: |
| 2. | |
| 3. | |
| 4. | |
| (Signatures below indicate FSIO has completed all curriculum and field training elements and is ready to conduct independent retail food and/or foodservice inspections.) | |
| Completion Date of Pre--requisite Coursework: OPTION 1: ☐ or OPTION 2: ☐ | |
| Completion Date - (Performance Elements & Competencies): | |
| Food Safety Inspection Officer's (FSIO) Signature: | Trainer's or Food Program Manager's Signature: |

When a FSIO has completed all the prerequisite coursework and demonstrated all the competencies identified in the jurisdiction's training plan, the retail food protection program managers has a basis for determining the FSIO's readiness to conduct independent food safety inspections. The completed and signed *CFP Training Plan and Log* should be placed in the FSIO's training file and a copy of the completed document given to the FSIO for their records.

# VIII. Continuing Training

The prerequisite coursework, training plan, and field training inspection process presented in this manual are based on the minimum performance competencies a FSIO should be able to successfully demonstrate ***prior*** to conducting independent food safety inspections. This process should be considered but a first step in the development of inspection staff in a regulatory retail food protection program. Additional training opportunities and standardization should be provided on a continual basis to advance the development of a FSIO's ability to implement a risk-based inspection approach and communicate food safety principles to the regulated industry and the public.

## *Additional Food Safety Courses*

Over 100 food safety related courses are accessible from the FDA ORA U web site. The Conference for Food Protection has worked with FDA to identify courses that a FSIO should complete within the first 18 months of hire or assignment to the retail food program. It is expected that most FSIOs would complete this second phase of coursework ***after*** they have started to conduct independent inspections.

This additional coursework is part of the criteria contained in *Standard 2 – Trained Regulatory Staff, FDA Voluntary National Retail Food Regulatory Program Standards* and includes:

**MICRIBIOLOGY**
**Food Microbiological Control (series):**
7C. Control by Retorting (90) MIC10
8. Technology-Based Food Processes (120) MIC11
9. Natural Toxins (90) MIC12

**HACCP**
**Basics of HACCP (series):**
1. Overview of HACCP (60) FDA16
2. Prerequisite Programs & Preliminary Steps (60) FDA 17
3. The Principles (60) FDA18

**EPIDEMIOLOGY**
**Foodborne Illness Investigation (series):**
1. Collecting Surveillance Data (90) F101
2. Beginning the Investigation (90) F102
3. Expanding the Investigation (90) F103
4. Conducting a Food Hazard Review (90) F104
5. Epidemiological Statistics (90) F105
6. Final Report (30) F106

*Note: the estimated amount of time (in minutes) to complete each module is indicated in parenthesis followed by the course number.*

The jurisdiction should also conduct or provide an opportunity for FSIOs to attend an *Application of the Basics of Inspection/Investigations Course*. This course addresses all retail food program inspection areas in which a FSIO should receive training and contains a practicum that provides an opportunity to demonstrate inspection techniques and procedures. The *Application Course* provides an important confirmation that retail food safety program training objectives have been achieved.

A fully developed *Application Course* is available on CD through FDA's Division of Human Resource Development's lending library. A jurisdiction's trainer can conduct their own *Application Course* using these materials or develop one that addresses at least 80% of the learning objectives and exercises contained in the course. In addition, the Association of Food and Drug Officials (AFDO) at www.afdo.org/ has, upon request,

conducted the course for state and local retail food protection programs.

***Standardization***

Managers of regulatory retail food protection programs are encouraged to implement a standardization process similar to what is included in "*FDA's Standardization Procedures"* for FSIOs to complete within 18 months of hire. A copy of FDA's standardization process can be obtained from the following web link:

www.cfsan.fda.gov/~ear/rfi-toc.html.