

Hello Group,

Here are the minutes from the call (5/08/2019):

Call Participants (7)

Christine Sylvis
 Matthew Walker
 Ed Robinson (visitor)
 Kenesha Williamson
 Robert Sudler
 David Read
 Adam Kramer

We discussed the content areas below. As we all continue reviewing the material, let's consider its usefulness, whether there is any missing content, and how it would be implemented as "pre" or "post" coursework to replace FDA ORA U.

	<u>Christine Sylvis w/ Kenesha Williamson</u>	<u>DeBrena Hilton w/ Melissa Vaccaro</u>	<u>Mark Speltz w/ Amanda Douglas</u>	<u>Matt Walker</u>
3/13	B1 Regulatory Program Foundations	B8 Environmental Hazards	B15 Jurisdiction	B22 Professionalism
4/10	B2 Allergens	B9 Food / Feed Defense Awareness	B16 Labeling	B23 Public Health Principles
5/8	B3 Biological Hazards	B10 HACCP	B17 Laws, Regulations, Policies, & Procedures	B24 Recalls
6/12	B4 Biosecurity	B11 Imports	B18 Personal Safety	B25 Sampling
7/10	B5 Communication Skills	B12 Integrated Food Safety System	B19 Pest Control	B26 Sanitation Practices
8/14	B6 Data & Information Systems	B13 Inspections, Compliance, & Enforcement	B20 Plumbing	B27 Traceability
9/11	B7 Emergency Response	B14 Investigation Principles	B21 Preventive Controls	B28 Transportation

The group continued discussion on course reviews. Feedback is focused on making key comparisons between the IFPTI curriculum framework and standard 2 curriculum. Ultimately, we will need to make recommendations for replacement or supplement.

Christine and Kenesha – B3 Biological Hazards. There was very little about thermal processing as a control for biological hazards. Standard 2 gave more detail on microbiology. We recommend splitting the course due to its length.

Unit 1 - Pathogens vs Spoilage Organisms slide mentions that off-flavors are a characteristic of food compromised by the outgrowth of pathogens. This should be included under the spoilage organism column.

Sampling slides mention the term “for-cause” sampling. Where does this wording come from? The message could be rephrased to better represent circumstances such as traceback investigations for foodborne illness or precautionary circumstances. Also, the regulatory sampling slide gives the impression that the regulator will be completing the sampling in manufacturing environments.

Unit 2 – Aflatoxins slide mentions some effects of carcinogens. But, the slide does not explain that aflatoxins are carcinogens. Perhaps the previous slides could have included a brief explanation that many aflatoxins are considered carcinogenic.

Other Mycotoxins slide mentions that fumonisin consumption can be fatal. But, it is unclear as to whether that fatality is found in humans or just horses and swine. Also, are humans becoming affected through consumption of swine or the rice and corn directly?

Toxin-Mediated Infection slide does not explain that the terms toxicoinfection and toxin-mediated infection are interchangeable.

Examples of Incubation Periods slide uses a bullet point format to provide the information. This may have been better as a data table.

Biofilm slide could have included a nice tie-in to the messages about sampling, as *L. monocytogenes* is difficult to remove from a facility due to biofilms.

Unit 3 – Food Packaging slide provides an explanation of MAP below the bullet points for both MAP and general ROP without connecting the explanation directly to MAP.

Vectors: Humans slide contains a photo of a food handler correctly wearing gloves and using a utensil to handle food. It would be better to show bare hand contact.

Unit 4 – Listeria slide shows a photo of a drain cover in a pool. This should be a floor drain photo within a food establishment.

Food Contact Surfaces slide uses the terms direct and indirect food-contact surfaces. This is not in alignment with the terms food-contact surface and nonfood contact surface used in retail food.

Unit 5 – Several slides continued to mention only MAP as a type of packaging which can aid in the control of pathogenic growth.

Controlling campylobacter slide has the bacteria name misspelled in two of the sentences.

Estimated time to complete the course: approx. 2 hrs.

Dave – The photos and graphics were done by persons who do not have a food safety background. The photos are still being reviewed. The special processes topic is explored further in the retail food section.

DeBrena – B10 HACCP. Unit 2: Record Review for Accuracy – consider changing “validity” wording. Too much like verification vs validation and makes you think you are talking about validations whereas the slide is discussing verification. Overall comment: Verification vs Validations needs better disused and language on slides needs to stay true their meaning.

Unit 4: Videos? Seem out of place, not necessary, too short if they are going to be used. Would be better if video clips provided snippet of each of the 7 steps of HACCP instead of just 2.

Unit 5: Laws Regulations and Guidance: suggest creating stand-alone paragraph to explain implementation of FSMA. Need better clarification of State Agriculture programs, USDA, FDA, State and local oversight and co-regulation. Also, better explanation of FSMA (food safety plans) vs HACCP.

Assessment question—there was a question for recall procedure. We felt this was not adequately covered in module for use as a question. Recall information could have been more in depth versus the existing standard 2 HACCP content. The majority of the standard 2 HACCP bullet points were covered. The course took roughly 1 hr. The two video clips were a nice inclusion. However, the videos did not adequately explain the concepts.

Dave – Most of the questions/issues have been addressed for the HACCP course. As for FDA 16, 17, and 18, some of the HACCP coursework was existing. So, the IFPTI course is intended to blend all three and replace them.

Amanda and Mark – B17 Laws, Regulations, Policies, & Procedures. We do not have any significant feedback. We thought the course was well aligned with the competencies and covered all the topics. As stated on previous calls the content is a little dry, and we believe in future the courses will have more interaction.

Matt - B24 Recalls. Basics of it were useful. The course included videos. Nice change. The use of subtitles was also great from an accessibility aspect. If we were to add it to the curriculum, it should be included in the post courses. It would be good for a new EHS to get this intro to recalls, though not all jurisdictions are involved in issuing recalls.

Dave – Some new EHS can be involved in recall verification checks via phone call or site visits.

To prepare for the next call, the group was asked to revisit the standard 2 online courses to better support analysis of content alignment.