

Hello Group,

Here are the minutes from the call (6/12/2019):

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

Christine and Kenesha - B4 Biosecurity. Currently, there is no biosecurity in the currently curriculum. So, this content would be an addition. It's more in depth than we consider to be necessary. Overall, it seemed to have been designed for manufacturing instead of food service. Several case studies were included. That is beneficial for the learner.

Unit 1

At the beginning of the Unit 1, the definition of biosecurity is very broad. It seems to reference what we understand to be the basics of food protection within retail/restaurant environments. Is it the best definition? Is this term more widely used in manufacturing?

Three parts of a facility's biosecurity plan: exclusion, management, and containment. All of which should be SOPs for the facility.

Unit 2

The definition for fomite includes living and non-living matter. I understood fomites to be inanimate objects or materials which can become contaminated and transfer pathogens.

Explanations for food processing were nicely worded. Nice use of plain language to differentiate between harvest/slaughter and processing.

Unit 3

Biosecurity zone slide defines a controlled access point as the third point. However, it would be better suited as the first definition because personnel would have to enter controlled or restricted zones through this point of access.

The slides which describe the types of PPE need some additional wording to relate the subject to its significance in the prevention of contamination within a facility or operation.

Is the term enhanced inspection interchangeable with the term investigation as an inspection type? This was included on the slide which described how inspectors should protect themselves.

Unit 4

The slide which discusses the importance of planning for the regulatory visit includes a non-working link to the FDA Investigations Operations Manual. The distinction between disinfection and sanitizing needs to be better explained. The material did not include an explanation of communicating breaches within the sanitation chain as part of the recall protocol.

Unit 5

The FDA Investigation Operations Manual link at the beginning on unit 5 did not navigate to the correct webpage. The knowledge check question 2 seems to assess whether the learner has read the material at the provided links to both the FDA and USDA documents. The slide with those links could be improved by including a brief explanation of the main focuses of those two

documents. FDA being routine operations and USDA being emergency preparedness and response to adverse events.

DeBrena - B11 Terminology. – The slide which explains the term custom(s) broker includes the abbreviation CBP. The phrase CBP custody is used but is not explained until later slides. At which point, CBP is defined as Customs and Border Protection. The text under the example figure for Harmonized Tariff Schedule Code has very low resolution and is difficult to read. Unit 5 includes a “Real World Applications” video on investigations which took a very long time to load. Upon completing the final unit, there was no button available on screen to navigate to the actual course assessment. FD251 references imports. So, the material presented in the module is covered there. We do not recommend the material replace FD251. Course completion time was 47 mins.

Mark – B18 Personal Safety. It sounds like there is some redundant material in other courses regarding PPE. We noticed that the course provided specific instructions on how an inspector should execute personal safety rather than describing the types of PPE. It mentioned that an inspector should reach out to a facility in advance to determine what types of hazards to personal safety may be there. The buddy system for entering coolers and freezers was also mentioned for personal safety reasons. However, there may not always be more than one inspector conducting the inspection. Ladder safety was also included. We considered the content to be focused on more OSHA recommendations than necessary for the food protection field. Examples of hazard signage and PPE requirement signage was very useful. The content should be more of an overview and could be confusing. Basics of inspection course, FDA 38, includes a brief inclusion of personal safety by informing the inspector of appropriate clothing, shoes, head cover.

Christine – Our jurisdiction does not allow our inspectors to operate or disassemble the facility’s equipment such as a dish machine. So, we address it through internal training as well.

Mark – An overall awareness is helpful. In Iowa, we follow a similar approach. Our team are not OSHA specialists. So, recognizing signage is good.

Adam – If the module used the term MSDS was used, the information should be updated to SDS.

Amanda – One of the assessment questions was related to chemical safety. I believe it used the term SDS.

Matt – B25 Sampling. Aseptic sampling and chain of custody was explained. The FDA operations manual was referenced. Unit 3 includes a three-minute video with subtitles to demonstrate how to collect aseptic samples. The video is step by step and well done. The overall quality of the module is good. I recommend it being added to Standard 2 in the post coursework. I would not recommend it as a replacement because it is more comprehensive. FIO4, Foodborne Illness Investigations 4: Conducting a Food Hazard Review, covers the sampling content as post coursework. FIO4 does a better job of describing how prepare for sampling visit in advance. However, that component is not necessary for the IFPTI content. Approximately 60 mins to complete it.

On the next meeting, we will review our workgroup's charges, progress, and timeline. Please review the tracking sheet and provide recommendations for the courses assigned.

Call Participants (7)

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