

**2016**

**Regulatory and Public  
Health Partner Training  
Summit**



**MAP  
Workbook**





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## **Introduction**

### **Purpose**

The 2016 Regulatory and Public Health Partner Training Summit is a training session, informational briefing, and working group meeting that advances the development and implementation of the Integrated Food Safety System (IFSS) National Curriculum Standard (NCS); socializes the IFSS NCS development strategy; and introduces approaches to measuring successes under the IFSS NCS. The ultimate goal of the IFSS NCS is to establish the standards for training programs connected to the IFSS to better assure a competent workforce of food safety professionals performing comparable work.

### **Background**

The 2016 Regulatory and Public Health Partner Training Summit (hereafter referred to as the Training Summit) will be held on September 13-15, 2016 in Rockville, MD, and is a follow-up to the 2015 FDA/ORA Public Health and Regulatory Food and Feed Training Summit that was held on September 28-30, 2015. It is part of the Agency's effort, in collaboration with Partnership for Food Protection (PFP), to continuously improve the quality of and access to training to support federal, state, local, tribal, and territorial food safety regulatory officials and to promote our collective public health mission. The FDA and PFP envision National Curriculum Standards (NCS) for training to support a national Integrated Food Safety System (IFSS). The goal of this meeting is to continue development of the IFSS NCS with our partners/stakeholders as well as continuing the dialogue on how to evaluate the quality of training programs to build advocacy for the IFSS NCS. The 2016 Training Summit will again engage participants to exchange ideas and feedback on training regarding national curriculum development standards and training program evaluation. As with the previous meeting in 2015, we endeavor to invite a diverse array of stakeholders to leverage perspectives on training needs and identify opportunities for further collaboration and partnership as we move toward a national IFSS.



### **Target Audience**

Federal food safety regulatory staff  
State food safety regulatory staff  
Local food safety regulatory staff  
Food and Feed safety associations and partnerships  
Food and Feed alliances  
International partners  
Academia/Centers of Excellence involved in food safety.

### **Training Summit Objectives**

At the end of the Training Summit, participants will be able to:

- Outline an action plan using the MAP Workbook
- Describe the concepts of the National Assessment & Training Strategy
- Define the term 'competency statement'
- Describe a competency-based learning system
- Explain how the curriculum framework can be utilized in designing and developing learning events
- Explain the purpose of measuring competencies
- Explain the importance of Growth and Performance Strategies Discussions
- Discuss the benefits of learning plans to address gaps in competencies
- Describe the elements of learning plans
- Use evaluation strategies and indicators of success as part of learning plans
- Discuss opportunities for collaboration with the NCS
- Discuss the significance of credentialing for the food protection profession



## **Agenda**

### **2016 Regulatory and Public Health Partner Training Summit Agenda**

**September 13 - 15, 2016  
Rockville, MD**

#### **DAY 1: September 13, 2016**

<b>DAY 1: September 13, 2016</b>		
<b>Time</b>	<b>Topic</b>	<b>Speaker</b>
7:00 AM	Check-In	Registration Team
8:00 AM	Networking/Housekeeping	Host
8:35 AM	Welcome	ACRA/DACRA/ADM/FDA
9:00 AM	Year in Review	Will Bet-Sayad PFP Project Manager/FDA/DHRD
9:20 AM	Using My Action Plan (MAP) Workbook	Brooke Mullican Manager, Career Management and De- velopment Branch/FDA/DHRD  Pascale Noland Instructional Systems Specialist/FDA/ DHRD
9:35 AM	<b>BREAK</b>	
10:05 AM	Turning Point	Brooke Mullican  Daniel Connally Management and Program Analyst/ FDA/ORM
10:10 AM	Partners in Action	Donald Smith Food Safety Officer/ Interagency Liaison Coordinator/United States Department of Defense  Karla Ruzicka Chief Learning Officer/National Marine Fisheries Service
10:30 AM	National Assessment & Train- ing Strategy (NATS)	Craig Kaml Senior Vice President, International Food Protection Training Institute
11:45AM	<b>LUNCH</b>	



12:45 AM	What is a Competency Statement?/Exercise	Craig Kaml
1:55 PM	A Competency-Based Learning System	Gerald Wojtala Executive Director, International Food Protection Training Institute
2:25 PM	<b>BREAK</b>	
2:40 PM	Turning Point	Brooke Mullican  Daniel Connally
2:45 PM	Competency & Curriculum Frameworks	Craig Kaml
3:15 PM	Status of the National Curriculum Standard (NCS)	Craig Kaml
3:45 PM	Competency Assessment/Exercise	William Farmer Industrial Psychologist/Psychometrician/ FDA/DHRD
4:47 PM	Exit Tickets & Day 1 Wrap-Up	Host
5:00 PM	<b>ADJOURN</b>	



<b>DAY 2: September 14, 2016</b>		
8:00 AM	Welcome, Housekeeping, & Overnight Thoughts	Host
8:30 AM	Growth and Performance Strategy (GAPS) Discussion / Exercise	Gerald Wojtala  Katherine Fedder Director, Food and Dairy Division (Retired) Michigan Department of Agriculture
10:15 AM	Turning Point	Brooke Mullican  Daniel Connally
10:20 AM	Introduction to Learning Plans	Gerald Wojtala
10:50 AM	Learning Plans/Exercise	Gerald Wojtala
11:50 AM	<b>LUNCH</b>	
12:50 PM	Evaluation of Learning/Exercise	William Farmer
2:20 PM	<b>BREAK</b>	
2:35 PM	Turning Point	Brooke Mullican  Daniel Connally
2:40 PM	Embracing Change	Jonathan Morgan Executive Director of the Learning Division/ Canadian Food Inspection Agency
2:55 PM	MAP Review	Brooke Mullican  Pascale Noland
3:30 PM	Exit Tickets & Day 2 Wrap-Up	Host
4:00 PM	<b>ADJOURN</b>	



## 2016 Regulatory and Public Health Partner Training Summit



DAY 3: September 15, 2016		
8:00 AM	Welcome, Housekeeping, & Overnight Thoughts	Host
8:10 AM	Panel Session	DHRD/IFPTI Panel
9:40 AM	<b>BREAK</b>	
9:55 AM	Turning Point	Brooke Mullican Daniel Connally
10:00 AM	Credentialing	William Farmer
11:15 AM	Video Montage	Will Bet-Sayad
11:20 AM	Training Summit Closing Remarks	Pat Alcock Director, Division of Human Resource Development/FDA
11:40 AM	Exit Tickets & Wrap-Up	Host
12:00 PM	<b>ADJOURN</b>	







## **MAP Workbook**

### **DESCRIPTION**

This MAP (My Action Plan) Workbook is to be used as a reflective tool during the Training Summit and beyond. It provides you with a means to document ideas and strategies for future application of the Integrated Food Safety System (IFSS) National Curriculum Standard (NCS) within your organization.

### **OBJECTIVES**

- Reflect on the NCS Training Summit objectives and their impact on your organization
- Actively look for opportunities to integrate insights gained throughout the NCS Training Summit within your organization
- Promote the goals and products of the Training Summit within your organization

### **MY ACTION PLAN (MAP)**

MAP stands for 'My Action Plan.' The MAP Workbook is intended to help you build an action plan by documenting ideas and strategies throughout the Training Summit. While at the Training Summit, we encourage you to actively look for future opportunities to integrate insights from the Training Summit at your organization. The MAP Workbook will also help you to compare your progress throughout the Training Summit with your colleagues and thus advance the development and implementation of the IFSS National Curriculum Standard (NCS) within your organization.





## Reflective Questions in the MAP (My Action Plan)

What did I take away from this topic?

*Each topic throughout  
the MAP Workbook has the  
same set of reflective ques-  
tions.*



This space is for you to add your notes, ideas, comments, etc. you want to remember from individual presentations.

How can I use this in my organization?



This is space for you to jot down ideas and strategies you are considering for a possible implementation at your organization.

*The 'Golden Nugget's  
for each presentation  
provide the key takeaway or  
words of wisdom for each  
presentation.*

***Each participant will find his  
or her own "Golden Nugget"!  
There is no right or wrong  
answer in the MAP, this is all  
about you!***



## **National Assessment and Training Strategy (NATS)**

### **DESCRIPTION**

This presentation provides an overview of the National Assessment and Training Strategy (NATS) approach for the Integrated Food Safety System (IFSS) curriculum. This strategy is based on best practices that can be used throughout the food protection community.

### **OBJECTIVES**

- Identify challenges of current system
- Describe the concept of NATS
- Perform a SWOT analysis for NATS
- Identify ideas for implementing NATS

### **National Assessment and Training Strategy**

The National Assessment and Training Strategy (NATS) focuses on assessing employees' competency against the National Curriculum Standard (NCS) competencies, providing learning experiences to help obtain the desired competencies, and then reassessing employees by a trained field-based assessor in everyday work conditions. The intent of this strategy is to increase access to learning experiences (training) via trained, field-based, agency-level instructors, who are also trained assessors. These instructor/assessors can provide intra or interagency assessment of other instructors' learners. The main approach of this strategy is to use field-based experiences to guide the employee's learning. However, the learning plan can leverage all methods of learning experiences, such as online, self-paced, mentoring, and classroom-based instruction.



## **REFLECTIVE QUESTIONS**

What did I take away from this topic?

How can I use this in my organization?

***The National Assessment and  
Training Strategy leverages,  
formalizes, and puts structure  
to current best practices.***



**Brainstorm:**

Think about how you train your staff. List 2-3 challenges faced by you/your agency regarding training.



## National Assessment and Training Strategy (NATS)







## SWOT Exercise

### National Assessment and Training Strategy (NATS)

#### SWOT:

SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. This analysis will be the basis of a large group discussion to debrief on the findings of the individual groups.

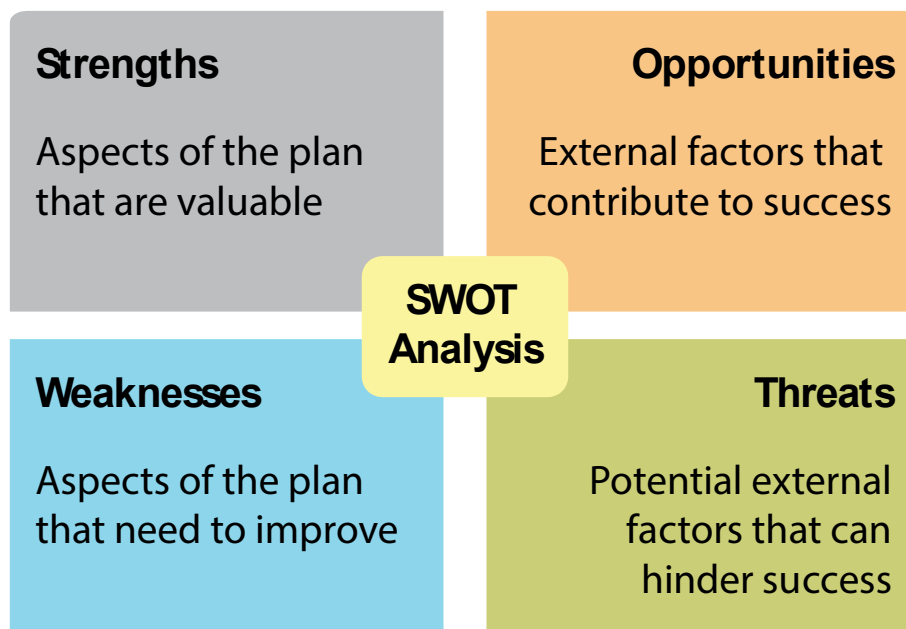
#### Instructions:

Within your group, conduct a SWOT Analysis of the National Assessment and Training Strategy (NATS). Use the provided template to take notes. As a group, choose the #1 overall strengths, weaknesses, opportunities, and threats. Use the space on the right for the brainstorm. There are also additional note pages at the end of this section.

**Purpose:** Engage the audience to think about challenges to the way we currently train the regulatory community by conducting a SWOT.

**Expected Outcome:** List of the top strengths, weaknesses, opportunities, and threats related to NATS implementation

**Time:** 25 minutes total





# SWOT Analysis

## Strengths

Aspects of the plan that are valuable

Enter Strengths here

---

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## Opportunities

Factors that contribute to success

Enter Opportunities here

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## Weaknesses

Aspects of the plan that need to improve

Enter Weaknesses here

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## Threats

Potential factors that can hinder success

Enter Threats here

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**Notes:**



**Notes:**



## **What is a Competency Statement?**

### **DESCRIPTION**

This presentation explains what competency statements are, the elements of competency statements, how competency statements in the NCS were created, and how the NCS competency statements provide the foundation for developing a curriculum and assessing an individual's knowledge, skills, and abilities (i.e., an individual's competence). The associated activity will provide you with the opportunity to draft competency statements.

### **OBJECTIVES**

- Define the term *competency statement*
- Discuss the elements of competency statements
- Describe the use of competencies in food safety
- Discuss how competency statements are created
- Experience the process of developing a competency statement

### **What are Competency Statements**

Competencies are the knowledge, skills, and abilities needed to perform consistent and comparable work for a particular position in the food protection profession. Competency statements identify what a person should KNOW or BE ABLE TO DO with regard to a specific content area.

Competency statements must: (1) be observable and measurable, (2) address one idea, (3) address a specific job context, (4) contain an action verb, and (5) assume the highest level of performance. Competency statements are used to measure a person's competency for a specific job and design learning experiences.



## **REFLECTIVE QUESTIONS**

What did I take away from this topic?

How can I use this in my organization?

***Competency statements  
provide the blueprint for  
curriculum development.***





## **Competency Statements Exercise**

The purpose of this activity is to experience the process of developing observable and measurable competency statements.

### **Instructions:**

As a group, work through the process of creating a competency statement for an entry level US food protection professional (20 minutes).

**Step 1.** Start by brainstorming what an entry level US food protection professional needs to know or be able to do. Group similar items together.

**Step 2.** Select one group of tasks/duties and develop competency statements.

**Purpose:** Experience the process of developing competency statements.

**Expected Outcome:** Deeper understanding and appreciation of the complexity of the process.

**Time:** 55 minutes total



### Five Elements of a Competency Statement

- 1) Must be observable and measurable
- 2) Must address one specific knowledge, skill, or ability - cannot be double-barreled!
- 3) Must apply to one specific job context.
- 4) Must begin with a Bloom's word.
- 5) The highest level of job performance and quality is assumed - thus we don't need qualifiers.

Competency Development Principles	
Focus On:	Do Not Focus On:
✓ Competency	✗ Training
✓ Know About	✗ Assessment
✓ Be Able To Do	✗ Existing Courses



**Notes:**



## Action Words for Bloom's Taxonomy

(based on updated version of Bloom's)

Knowledge	Understand	Apply	Analyze	Evaluate	Create
define	explain	solve	analyze	reframe	design
identify	describe	apply	compare	criticize	compose
describe	interpret	illustrate	classify	evaluate	create
label	paraphrase	modify	contrast	order	plan
list	summarize	use	distinguish	appraise	combine
name	classify	calculate	infer	judge	formulate
state	compare	change	separate	support	invent
match	differentiate	choose	explain	compare	hypothesize
recognize	discuss	demonstrate	select	decide	substitute
select	distinguish	discover	categorize	discriminate	write
examine	extend	experiment	connect	recommend	compile
locate	predict	relate	differentiate	summarize	construct
memorize	associate	show	discriminate	assess	develop
quote	contrast	sketch	divide	choose	generalize
recall	convert	complete	order	convince	integrate
reproduce	demonstrate	construct	point out	defend	modify
tabulate	estimate	dramatize	prioritize	estimate	organize
tell	express	interpret	subdivide	find errors	prepare
copy	identify	manipulate	survey	grade	produce
discover	indicate	paint	advertise	measure	rearrange
duplicate	infer	prepare	appraise	predict	rewrite
enumerate	relate	produce	break down	rank	role-play
listen	restate	report	calculate	score	adapt
observe	select	teach	conclude	select	anticipate
omit	translate	act	correlate	test	arrange
read	ask	administer	criticize	argue	assemble
recite	cite	articulate	deduce	conclude	choose
record	discover	chart	devise	consider	collaborate
repeat	generalize	collect	diagram	critique	collect
retell	give examples	compute	dissect	debate	devise
visualize	group	determine	estimate	distinguish	express
	illustrate	develop	evaluate	editorialize	facilitate
	judge	employ	experiment	justify	imagine
	observe	establish	focus	persuade	infer
	order	examine	illustrate	rate	intervene
	report	explain	organize	weigh	justify
	represent	interview	outline		make
	research	judge	plan		manage
	review	list	question		negotiate
	rewrite	operate	test		originate
	show	practice			propose
	trace	predict			reorganize
	transform	record			report
		schedule			revise
		simulate			schematize
		transfer			simulate
		write			solve
					speculate
					structure
					support
					test
					validate



## **A Competency-Based Learning System**

### **DESCRIPTION**

This presentation introduces the concept of a competency-based learning system, and how a competency-based approach can benefit the food protection professional community.

### **OBJECTIVES**

- Describe a competency-based learning system
- Identify key benefits of a competency-based learning system
- Discuss competency-based learning system implementation

### **Competency-Based Learning System**

A competency-based learning system refers to all the component processes that interact to provide the professional community with a standard set of validated competencies (the National Curriculum Standard) on which to base performance measures and learning experiences. The competency-based learning system is intended to provide the profession with an aligned, outcomes-basis approach that helps direct the efforts of everyone involved in the system. This audience includes the professionals (employees), supervisors, agencies, and organizations that create and/or deliver learning experiences. The system focuses on front-end analysis of desired performance, an advisory group that helps guide the overall system strategy, aligned efforts providing learning experiences, and support systems needed to ensure the system functions appropriately.



## **REFLECTIVE QUESTIONS**

What did I take away from this topic?

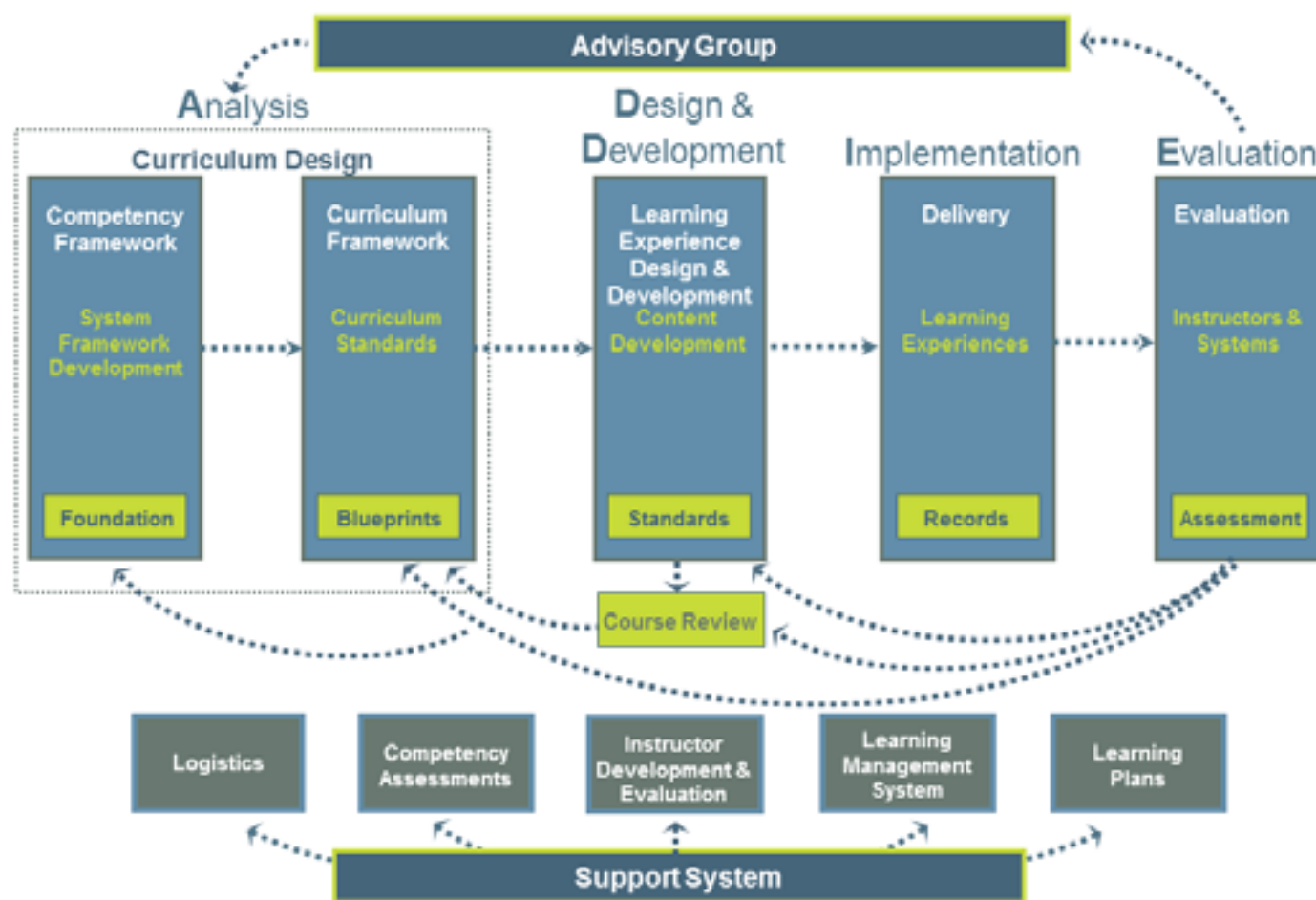
How can I use this in my organization?

***A competency-based learning  
system integrates measurable  
standards for performance.***





## Elements of the Competency-Based Learning System





**Notes:**



## **A Curriculum Framework**

### **DESCRIPTION**

This presentation introduces the development of the IFSS Food Protection Professionals Curriculum Framework and its use as a blueprint for developing learning events.

### **OBJECTIVES**

- Describe the development of the curriculum framework
- Describe the structure of the curriculum framework
- Discuss how competency statements are structured within each content area of the curriculum framework
- Explain how the curriculum framework can be utilized in designing and developing learning events

### **Curriculum Framework**

A curriculum framework is a schematic illustration of the relationship between, among, and progression through professional levels, core content (topic) areas, professional tracks (and program areas within those tracks), and spanning content areas. Each content area contains competency statements and key performance indicators that can be used by an individual to assess his or her competency in that particular content area, and develop a personal learning plan based on his or her competency assessment.



## **REFLECTIVE QUESTIONS**

What did I take away from this topic?

How can I use this in my organization?

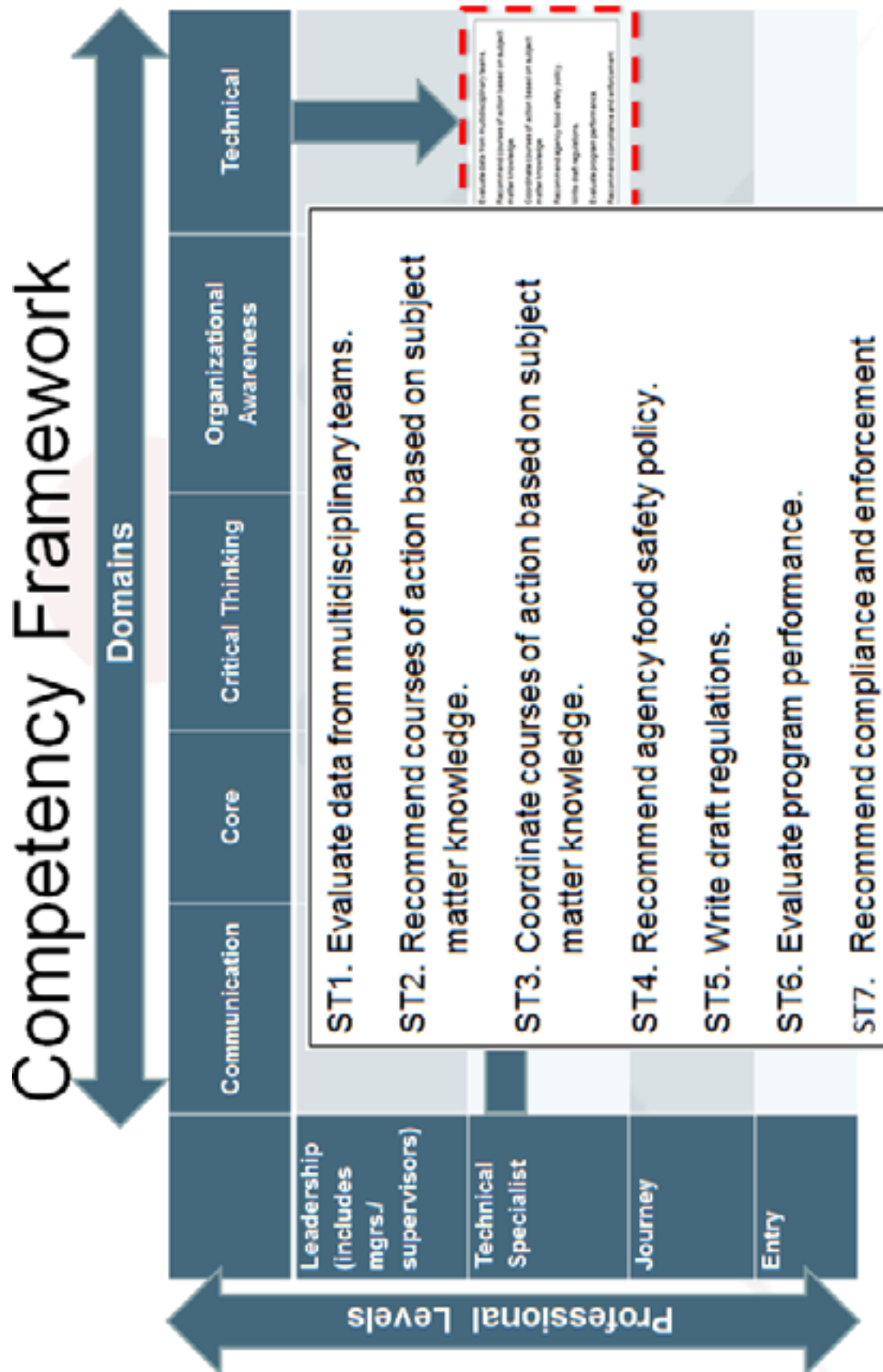
***The competency statements  
(desired performance) within  
the curriculum framework  
constitute a National Curriculum  
Standard that organizations can  
use to develop learning events  
(training).***



### Competency Framework

- **Purpose:** Identify desired outcomes or behavior
- **Use:** Metrics by which competency can be measured
- **Characteristics:** Observable and measurable
- **Evaluation:** Person meets the competency if he/she can perform to the level of the stated competency

**Notes:**





## Main Curriculum Framework

ifpti		INTERNATIONAL FOOD PROTECTION TRAINING AUTHORITY		Integrated Food Safety System Food Protection Professionals Curriculum Framework		FDA	
Learning Objectives		Learning Objectives		Learning Objectives		Learning Objectives	
Foundational Program Requirements	1.1	1.1	1.1	1.1	1.1	1.1	1.1
	1.2	1.2	1.2	1.2	1.2	1.2	1.2
	1.3	1.3	1.3	1.3	1.3	1.3	1.3
	1.4	1.4	1.4	1.4	1.4	1.4	1.4
Intermediate Program Requirements	2.1	2.1	2.1	2.1	2.1	2.1	2.1
	2.2	2.2	2.2	2.2	2.2	2.2	2.2
	2.3	2.3	2.3	2.3	2.3	2.3	2.3
	2.4	2.4	2.4	2.4	2.4	2.4	2.4
Advanced Program Requirements	3.1	3.1	3.1	3.1	3.1	3.1	3.1
	3.2	3.2	3.2	3.2	3.2	3.2	3.2
	3.3	3.3	3.3	3.3	3.3	3.3	3.3
	3.4	3.4	3.4	3.4	3.4	3.4	3.4
Specialty Program Requirements	4.1	4.1	4.1	4.1	4.1	4.1	4.1
	4.2	4.2	4.2	4.2	4.2	4.2	4.2
	4.3	4.3	4.3	4.3	4.3	4.3	4.3
	4.4	4.4	4.4	4.4	4.4	4.4	4.4
Total (Hours)	100	100	100	100	100	100	100
	100	100	100	100	100	100	100
	100	100	100	100	100	100	100
	100	100	100	100	100	100	100

Note: For a larger version of Curriculum Map, see folder in the back of the MAP workbook.



**Notes:**





## **National Curriculum Standards Status**

### **DESCRIPTION**

This presentation provides you with an update of the National Curriculum Standard (NCS) and the online interactive tools (frameworks, course catalog, assessment tool, etc.) available to food protection professionals.

### **OBJECTIVES**

- Describe the status of the NCS development
- Utilize the Interactive National Curriculum Standard (INCS) as a blueprint to identify high-level competencies within the profession
- Locate the online interactive tools incorporated within the INCS
- Describe how the interactive tools are used to identify potential competency gaps within your organization

### **NCS Status**

The IFSS Framework Working Group has identified all of the competencies needed by an Entry Level food protection professional. These competencies were used to create course design documents for online courses scheduled to be launched later this year.

The Animal Food Framework Working Group has identified all of the competencies needed by a Basic (Entry) Level Animal Feed Control Official, and half of the competencies needed at the Advanced and Expert Levels.

The Manufactured Food Framework Working Group has identified six content areas at the Entry Level, and the competencies associated with these content areas.

The Retail Food Framework Working Group has identified six content areas at the Entry Level and the competencies needed by these content areas. The working group has initially identified content areas at the Advanced Level and Technical Specialist Level (FDA Retail Program Standards).



## **REFLECTIVE QUESTIONS**

What did I take away from this topic?

How can I use this in my organization?

***For the latest status of the NCS please visit***  
***[http://www.fda.gov/Training/ForStateLocalTribalRegulators/  
ConferencesandEvents/default.htm](http://www.fda.gov/Training/ForStateLocalTribalRegulators/ConferencesandEvents/default.htm)***



## **Competency Assessment**

### **DESCRIPTION**

This presentation introduces you to the concept of assessing individual and group competencies, the use of competency assessment tools, and competency gap and needs analysis.

### **OBJECTIVES**

- Explain the purpose of measuring competencies
- Apply approaches to evaluating training and outcomes
- Explain gap and needs analysis reporting
- Interpret the gap report
- Assess competencies with the help of a software tool

### **Competency Assessment**

A competency-based learning system emphasizes focusing learning experience (training) efforts and resources on competency gaps. In order to know where to focus efforts and find these gaps, assessments against the competencies need to take place. An individual's or group's competency gaps can be compared against the professional level and program areas competencies of the NCS. Additionally, performance-based competency assessment can occur during work assignments, rather than in a classroom.



## **REFLECTIVE QUESTIONS**

What did I take away from this topic?

How can I use this in my organization?

***Competency assessment  
provides the foundation  
for developing effective  
learning plans.***



## **Competency Assessment Exercise**

The competencies on the opposite page are from the Entry Level Gen Eds, IFSS FPP Framework. Please complete a self-assessment on the competencies by entering a score of 0-9 on the performance scale (0 = No Performance, 5 = Medium Performance, 9 = High Performance).

### **Part 1:**

Fill out the assessment on the next page, then discuss in your group.

**Purpose:** Recognize the importance of measuring competency against standardized competency statements and key performance indicators.

**Expected Outcome:** Experience the process and recognize the difference between assessments with and without KPIs.

**Time:** 50 minutes total

**Notes:**



How well can I...

Allergens	None			Medium			High			
Discuss foundational information related to major food allergens.	0	1	2	3	4	5	6	7	8	9
Discuss allergen labeling requirements.	0	1	2	3	4	5	6	7	8	9
Discuss control measures to prevent allergen cross-contact.	0	1	2	3	4	5	6	7	8	9
Biosecurity	None			Medium			High			
Explain sanitation methods as related to biosecurity.	0	1	2	3	4	5	6	7	8	9
Environmental Hazards	None			Medium			High			
Explain which environmental hazards can adulterate the food supply.	0	1	2	3	4	5	6	7	8	9
Discuss methods used to control environmental hazards.	0	1	2	3	4	5	6	7	8	9
Biological Hazards	None			Medium			High			
Describe factors which contribute to the growth of biological organisms.	0	1	2	3	4	5	6	7	8	9
Discuss methods used to control biological hazards.	0	1	2	3	4	5	6	7	8	9
Imports	None			Medium			High			
Identify strategies used to address non-compliant imported food products.	0	1	2	3	4	5	6	7	8	9
Sampling	None			Medium			High			
Discuss the factors to consider when collecting a sample.	0	1	2	3	4	5	6	7	8	9

**Notes:**



## **Competency Assessment Exercise**

### **Part 2**

Self-Assessment with Key Performance Indicators (KPIs)

Please complete the self-assessment using the KPI Guide to assist in your assessment.

**Notes:**



How well can I...

Allergens	None	Medium						High	
	0	1	2	3	4	5	6	7	8 9
Discuss foundational information related to major food allergens.									
KPI Guide: Average Performance = 5	High Performance = 9								
He/she has a knowledge or awareness of the existence of allergens.	He/she can give examples of some of the major allergens. <ul style="list-style-type: none"> <li>List the major food allergens</li> <li>8 common allergens</li> </ul>								
He/she can define what an allergen is.									
He/she has a knowledge or awareness of regulations tied to allergens.	He/she has a knowledge of awareness of regulations related to allergens. <ul style="list-style-type: none"> <li>Name the regulation</li> <li>Undeclared allergens</li> <li>Recalls</li> <li>Animal feed is exempt</li> <li>Labeling requirements</li> </ul>								
He/she has a knowledge or awareness that allergens have the potential to cause a health hazard.	He/she can discuss the importance of regulating allergens.								
	He/she has a knowledge or awareness of routes of exposure for allergens. <ul style="list-style-type: none"> <li>Hygiene hypothesis</li> </ul>								
	He/she can describe a range of exposure, symptoms, and severity. <ul style="list-style-type: none"> <li>Deadly</li> <li>No cure!</li> <li>Treatment to reaction</li> <li>Severity can increase over time</li> <li>Can develop</li> <li>Prevalence within the population is increasing</li> <li>Intolerance</li> <li>Trace levels</li> </ul>								





Discuss allergen labeling requirements.	0	1	2	3	4	5	6	7	8	9
<p>KPI Guide Average Performance = 5</p> <p>He/she has knowledge or awareness that allergens must be declared on the label.</p>	<p>High Performance = 9</p> <p>He/she has a knowledge or awareness of which allergens must be declared on the label.</p> <ul style="list-style-type: none"><li>• Big 8 (USA)</li></ul> <p>He/she has a knowledge or awareness of different allergen labeling options.</p>									
Discuss control measures to prevent allergen cross-contact.	0	1	2	3	4	5	6	7	8	9
<p>KPI Guide Average Performance = 5</p> <p>He/she has a knowledge or awareness of various control measures.</p> <p>He/she has a knowledge or awareness of control measures utilized to prevent cross-contact.</p>	<p>High Performance = 9</p> <p>He/she can name several control measures.</p> <ul style="list-style-type: none"><li>• Cleaning</li><li>• Sanitizing</li><li>• physical separation</li><li>• Dedicated equipment</li><li>• Labeling</li><li>• Colored coding</li><li>• Dedicated facility</li><li>• Gloves</li><li>• Air flow controls</li><li>• Training</li></ul> <p>He/she can explain how control measures prevent cross-contact.</p> <p>He/she can recognize when control measures are not properly implemented.</p>									



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Biosecurity	None Medium High									
Explain sanitation methods as related to biosecurity.	0	1	2	3	4	5	6	7	8	9
<p>KPI Guide</p> <p>Average Performance = 5</p> <p>He/she has a knowledge or awareness of sanitation methods related to biosecurity.</p> <p>He/she can give one or more examples of sanitation methods related to biosecurity.</p>	<p>High Performance = 9</p> <p>He/she can give several examples of sanitation methods related to biosecurity such as:</p> <ul style="list-style-type: none"> <li>• Equipment</li> <li>• Washing vehicles</li> <li>• Dedicated equipment</li> <li>• Disinfection of equipment</li> <li>• Pressure washing</li> </ul> <p>Facility</p> <ul style="list-style-type: none"> <li>• Cleaning and sanitizing food contact surfaces</li> <li>• Waste management</li> <li>• Dead stock disposal</li> <li>• Porta john</li> <li>• Fumigation</li> <li>• Pressure washing</li> <li>• Use of lime</li> <li>• Viracides</li> </ul> <p>Employee</p> <ul style="list-style-type: none"> <li>• Foot bath</li> <li>• Handwashing</li> <li>• Shower- in / shower-out</li> </ul>									

Environmental Hazards	None Medium High									
Explain which environmental hazards can adulterate the food supply.	0	1	2	3	4	5	6	7	8	9
<p>KPI Guide</p> <p>Average Performance = 5</p> <p>He/she can name the three categories of environmental hazards that can adulterate food.</p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Chemical/toxin <ul style="list-style-type: none"> <li>◦ Radiological</li> </ul> </li> <li>• Biological</li> </ul> <p>He/she can define adulteration.</p>	<p>High Performance = 9</p> <p>He/she can give examples for each of the three categories of environmental hazards that can adulterate food.</p> <ul style="list-style-type: none"> <li>• Physical - glass</li> <li>• Chemical/toxin – rat poison</li> <li>• Biological – salmonella, listeria</li> </ul> <p>He/she has a knowledge or awareness that there may be allowable limits of various physical, chemical, and biological elements such as:</p> <ul style="list-style-type: none"> <li>• Physical – insect parts</li> <li>• Chemical/toxin– pesticides, aflatoxins</li> <li>• Biological – coliforms</li> </ul>									



Discuss methods used to control environmental hazards.	0	1	2	3	4	5	6	7	8	9
<p>KPI Guide Average Performance = 5</p> <p>He/she has a knowledge or awareness that methods exist to control environmental hazards.</p> <p>He/she can define the terms eliminate, prevent, and control for environmental hazards.</p>	<p>High Performance = 9</p> <p>He/she can identify methods that reduce, control, monitor, or eliminate environmental hazards.</p> <ul style="list-style-type: none"> <li>• Proper cleaning and sanitation</li> <li>• Environmental monitoring programs</li> <li>• Sequencing or flushing</li> <li>• Time and temperature controls</li> <li>• Corrective actions</li> <li>• Process flow</li> </ul> <p>Chemical control program</p>									

Biological Hazards	None Medium High									
Describe factors which contribute to the growth of biological organisms.	0	1	2	3	4	5	6	7	8	9
<p>KPI Guide Average Performance = 5</p> <p>He/she can give examples of biological growth factors. Bacteria, fungi, and mold – FAT TOM Viral, parasites, prions – host required</p>	<p>High Performance = 9</p> <p>He/she can explain how growth factors impact biological organisms.</p> <p>He/she can discuss what FAT TOM stands for:</p> <ul style="list-style-type: none"> <li>• Food</li> <li>• Acidity</li> <li>• Time</li> <li>• Temperature</li> <li>• Oxygen</li> <li>• Moisture</li> </ul>									



Discuss methods used to control biological hazards.	0	1	2	3	4	5	6	7	8	9
<p>KPI Guide Average Performance = 5</p> <p>He/she has a knowledge or awareness of methods that exist to control biological hazards.</p> <p>He/she can define the terms eliminate, prevent, and control for biological hazards.</p>	<p>High Performance = 9</p> <p>He/she can identify methods that reduce, monitor, control, or eliminate BH.</p> <ul style="list-style-type: none"> <li>• Proper cleaning and sanitation</li> <li>• Biological monitoring programs</li> <li>• Time and temperature controls</li> <li>• Corrective actions</li> <li>• Process flow</li> </ul>									

Imports	None Medium High									
Identify strategies used to address non-compliant imported food products.	0	1	2	3	4	5	6	7	8	9
<p>KPI Guide Average Performance = 5</p> <p>He/she has a knowledge or awareness that enforcement strategies exist.</p> <p>He/she has a knowledge or awareness that non-compliant products will not be allowed into commerce.</p> <p>He/she knows where to report an issue.</p> <p>He/she has a knowledge or awareness of collaboration with other agencies.</p>	<p>High Performance = 9</p> <p>He/she can give examples of some enforcement strategies.</p> <p>Seizure</p> <ul style="list-style-type: none"> <li>• Refusal</li> <li>• Import alert</li> <li>• Embargo</li> <li>• Recall</li> <li>• Seizure</li> <li>• Detention</li> <li>• Warning letter</li> <li>• Increased sampling</li> <li>• Legal proceedings</li> </ul> <p>He/she has a knowledge or awareness of other compliance strategies.</p> <ul style="list-style-type: none"> <li>• Recondition</li> <li>• Disposal</li> <li>• Outreach strategies</li> <li>• Compliance assistance <ul style="list-style-type: none"> <li>○ Educate while you regulate</li> </ul> </li> </ul>									



Sampling	None	Medium						High	
Discuss the factors to consider when collecting a sample.	0	1	2	3	4	5	6	7	8 9
<p>KPI Guide Average Performance = 5</p> <p>He/she can describe considerations for sampling.</p> <ul style="list-style-type: none"><li>• Expiration</li><li>• Time restraints</li><li>• Staffing/team</li><li>• Method of sampling<ul style="list-style-type: none"><li>◦ Representation of the lot</li></ul></li><li>• Equipment</li><li>• Sample type<ul style="list-style-type: none"><li>◦ Finished product</li><li>◦ Environmental samples</li><li>◦ Ingredients</li><li>◦ Surveillance vs. for cause</li></ul></li><li>• Safety<ul style="list-style-type: none"><li>◦ Enclosed areas</li><li>◦ Aware of your sampling environment</li></ul></li></ul>	<p>High Performance = 9</p> <p>He/she can explain the ramifications if sampling factors are not considered.</p> <ul style="list-style-type: none"><li>• Product contamination</li><li>• Cross contamination</li><li>• Cross contact</li><li>• Enforcement action fails</li></ul>								



**Notes:**



## **Growth and Performance Strategy (GAPS) Discussion**

### **DESCRIPTION**

This presentation will focus on GAPS discussion as a tool to create concrete action plans based on the employee's self-assessment and mentor's assessment and expected NCS competency level.

### **OBJECTIVES**

- Explain the importance of a GAPS discussion.
- Describe the key components of a GAPS discussion .
- Participate in a GAPS discussion.

Once competency gaps have been identified, the employee and mentor should have a discussion to determine a course of action to help the employee address those gaps. The discussion should focus on creating an individualized or a group learning plan. Learning experiences can include on-the-job experiences, online courses, classroom-based courses, and other experiences that help the employee gain competency in the needed areas.



## **REFLECTIVE QUESTIONS**

What did I take away from this topic?

How can I use this in my organization?

***GAPS stands for Growth  
and Performance Strategy  
Discussion, a collaborative  
communicative approach to  
resolve competency gaps.***





## **Growth and Performance Strategy Discussion Exercise**

The activity for this topic is to analyze a self-assessment, mentor assessment, gap report, and scenarios, and to perform a role-play with a partner based upon all of the information provided, followed by a debrief at the table on what you have learned through the role-playing exercise.

**Notes:**



### **Tips for a GAPS Conversation**

- State the “gap” clearly
- What is the employees perception of the gap?  
Reason for the gap?
- What is the employee’s suggested solution?
- What is the mentor’s solution?
- Reach agreement on a development plan
- Document the agreement and establish targets
- Agree on follow-up actions



## Gap Report

Competency Statement	Mentor Score	Self Score	GAP	Need
<b>Allergens</b>				
Discuss foundational information related to major food allergens.	8	8	0	No
Discuss allergen labeling requirements.	8	7	1	No
Discuss control measures to prevent allergen cross-contact.	3	3	0	High
<b>Biosecurity</b>				
Explain sanitation methods as related to biosecurity.	4	9	-5	High
<b>Environmental Hazards</b>				
Explain which environmental hazards can adulterate the feed and food supply.	0	7	-7	Very High
Discuss methods used to control environmental hazards.	3	6	-3	High
<b>Biological Hazards</b>				
Describe factors which contribute to the growth of biological organisms.	7	8	-1	Low
Discuss methods used to control biological hazards.	6	8	-2	Low
<b>Imports</b>				
Identify strategies used to address non-compliant imported feed and food products.	8	9	-1	No
<b>Sampling</b>				
Discuss the factors to consider when collecting a sample.	7	8	-1	Low



## **Questions to help prepare for a competency coaching session**

- In what areas did the employee self-score higher than the mentor did?
- In what areas did the employee self-score lower than the mentor did?
- In what areas did both the employee and mentor rate the employee as low?
- In what areas did both the employee and mentor rate the employee as high?

## **Have the mentor write some notes on how to have the conversation with the person being assessed:**

- Which competencies will you address with this employee?
- What will you suggest to address the gaps?
- How can you help the employee with a vision for his or her career path?
- What if there is disagreement? What are some alternatives?
- What approach will work well for the employee?

## **Have the employee write some notes on how to approach the conversation**

- What are the reasons for the gaps?
- How can I address the gaps?
- What hurdles need to be considered in addressing the gaps?
- What steps do I see in directing my learning path?
- What do I expect from my manager to help me in my current role and my career?



## **Introduction to Learning Plans**

### **DESCRIPTION**

This presentation provides an overview of how to create learning plans based on the IFSS National Curriculum Standard.

### **OBJECTIVES**

- Discuss the benefits of different types of learning experiences.
- Discuss how an individual learning plan is used to address gaps in competencies.
- Use group learning plans to address specific team needs and program needs.

### **What is a Learning Plan?**

A learning plan is simply a document prepared by an employee and the mentor that outlines steps to address the identified competency gaps. When developing a learning plan, the employee and the mentor should consider all the ways that competency gaps can be addressed, not just rely on classroom-based training. Each learning experience should be analyzed to determine which competencies will be met and how each competency will be measured and documented. It is important to monitor progress and conduct frequent check-ins between the employee and mentor to ensure successful completion.



## **REFLECTIVE QUESTIONS**

What did I take away from this topic?

How can I use this in my organization?

***Learning plans create  
pathways to deliberately  
achieve desired  
competency.***



## **Developing Learning Plans**

### **DESCRIPTION**

This presentation provides an overview of how to use the GAPS analysis report in support of the IFSS National Curriculum Standard to create learning plans and learning strategies that can help employees achieve the desired level of competency.

### **OBJECTIVES**

- Identify the elements of a learning plan
- Apply the elements of a learning plan to the GAPS scenario
- Discuss the benefits of a learning plan

### **Developing Learning Plans**

When developing a learning plan, the employee and the supervisor should consider all the ways that competency gaps can be addressed, not just relying on classroom-based training. Each learning experience should be analyzed to determine which competencies will be addressed, and how the competency will be measured and documented. Frequent check-ins will help assure the plan is achieving the intended results.



## **REFLECTIVE QUESTIONS**

What did I take away from this topic?

How can I use this in my organization?

***People gain competency  
through many means, not just  
through formal classroom  
style learning events.***





## **Learning Plan Brainstorm and Breakout Exercise**

**Notes:**



**Notes:**



## **Evaluation of Learning**

### **DESCRIPTION**

This presentation focuses on the use of evaluation to measure an employee's progress in relation to his or her learning plan. Additionally, it provides sample evaluation methods as part of the National Assessment Training Strategy.

### **OBJECTIVES**

- Recognize the role of evaluation in National Curriculum Standard learning plan development
- Determine indicators to assess levels of competency
- Use evaluation methods and measures of success as part of National Curriculum Standard learning plans

## **Evaluation of Learning**

As part of the process of learning, it is critical to develop a plan and process for determining whether or not progress is being made. It is important that supervisors and employees evaluate learning from a number of perspectives. Initial reactions to training, including perceptions of value, are an important effective measure of the impact of training. Other indicators of success include objective measurement of knowledge acquisition and retention, behavioral impact of training on task performance, as well as impact and performance on organizational metrics of success.



## **REFLECTIVE QUESTIONS**

What did I take away from this topic?

How can I use this in my organization?

***Evaluation is the key to  
determining if learning is  
occurring.***



## **Evaluation of Learning Exercise**

### **Instructions:**

How would you evaluate a learning plan? Using the gaps identified during the previous exercise, develop a draft evaluation plan including measures of success and evaluation methods. Use the example below as a guide.

Competency gaps / training needs	Measure of success	Evaluation method
Example:  Discuss control measures to prevent allergen cross-contact	Score high on self-assessment  Scores at least 80 % on allergen online test  Identify allergen concerns, routes of contamination and controls on inspection reports	Self- assessment  Online test on allergens  Observation by Certified Field Assessor (CFA)  Interview employee on allergen knowledge  Review of inspection report
Explain sanitation methods as related to biosecurity		
Describe the effect of environmental hazards in feed and food products and processes		



**Notes:**

### **Evaluation of Training**

- There are a number of approaches to evaluating training and outcomes
- Kirkpatrick's Four-Level Model is widely used:
  - **Level 4 Results/Performance**
  - **Level 3 Behavior**
  - **Level 2 Learning Acquisition**
  - **Level 1 Trainee Reaction/Satisfaction**



## **Panel Discussion**

### **DESCRIPTION**

This is an open platform to exchange questions, comments, and ideas regarding the implementation of the National Curriculum Standard (NCS) for the food protection profession.

### **OBJECTIVES**

- Discuss topics regarding the NCS
- Address questions regarding the NCS
- Discuss opportunities for collaboration with the NCS
- Capture stakeholder ideas and suggestions on NCS implementation

## **Panel Discussion**

The vision for the NCS began in 2008 with the FDA 50-State Meeting and the creation of the Partnership for Food Protection (PFP). The NCS is a competency-based training curriculum framework for regulatory food protection professionals that support a core component of the IFSS: a competent workforce doing comparable work at the federal, state, local, tribal, and territorial levels. The NCS provides a comprehensive, national curriculum framework that is career-spanning, standardized, and standards- and competency-based, thus allowing food protection professionals to gain, maintain, or update the knowledge, skills, and abilities the profession requires. The National Assessment and Training Strategy (NATS) is the implementation method for the NCS. NATS is comprised of a competency (knowledge, skills, and abilities) assessment system; an effective learning system; a blended learning approach including course content delivered through field-based learning experiences; a standardized instructor development and support system; and a comprehensive evaluation system that provides feedback for the development of the NCS as well as for the entire National Competency-Based Learning System.



## **REFLECTIVE QUESTIONS**

What did I take away from this topic?

How can I use this in my organization?

***Mutual reliance for a safer food  
supply through collaboration, sharing  
solutions, and solving problems.***





## **Credentialing**

### **DESCRIPTION**

This learning event discusses credentialing, why it is important to the food safety profession, and the role of credentialing bodies and its relation to the NCS framework.

### **OBJECTIVES**

- Define credentialing
- List examples of credentials
- Discuss the role of credentialing bodies
- Discuss the relationship between NCS and credentialing for the food safety profession

### **Credentialing**

Credentialing is an important indicator of professional expertise and competence. Though certain credentials are required by law for professional practice (i.e., licensure), the process of credentialing for voluntary and pseudo-voluntary credentials (e.g., certification) is generally very lengthy and requires a significant commitment on the part of the professional and stakeholders.



## **REFLECTIVE QUESTIONS**

What did I take away from this topic?

How can I use this in my organization?

***As a community, how do  
we want to establish the  
qualifications for our  
profession?***



## **Credentialing Exercise**

How would you explain the importance of credentialing at your organization?

This exercise will help you to gain a broader understanding of credentialing for the food safety profession.

### **Questions for discussion:**

- 1) How could credentialing support integration?
- 2) Are there potential challenges in supporting credentialing within the IFSS?
- 3) How can the NCS support credentialing?
- 4) What are credentials that currently exist for the food safety profession?
- 5) How can credentialing improve our work in food safety?

**Notes:**



**Notes:**



## Glossary of Terms

**Advisory group:** Group of subject matter experts who provide guidance on the system as and help ensure that the system and processes are followed

**ADDIE Process:** The ADDIE model is a framework that lists generic processes that instructional designers and training developers use. It represents a descriptive guideline for building effective training and performance support tools in five phases: (Analysis, Design, Development, Implementation, Evaluation) (Wikipedia, 2016)

**Blooms Taxonomy:** Classification system used to define and distinguish different levels of human cognition—i.e., thinking, learning, and understanding

**Competency Statement:** A statement that outlines the knowledge, skills, and abilities necessary to perform a specific job function

**Credentialing:** The process of establishing the qualifications of licensed professionals, organizational members or organizations, and assessing their background and legitimacy

**Curriculum Framework:** A color-coded, visual grid that demonstrates the relationship between Professional Levels, Level-Spanning Topics, Content Areas, Level-Specific Core Content Areas, and Professional Tracks, as well as Program Areas that are part of those tracks

**Content Areas:** These are topics or subjects in which regulatory feed and food professionals should attain competencies

**Evaluation:** Measure an individual's progress in relation to his or her individual learning plan

**Kirkpatrick Four Level Evaluations:** Standard for evaluating the effectiveness of training. It considers the value of any type of training, formal or informal, across four levels. Level 1 Reaction evaluates how participants respond to the training. Level 2 Learning measures if they actually learned the material. Level 3 Behavior considers if they are using what they learned on the job, and Level 4 Results evaluates if the training positively impacted the organization (Kirkpatrick, 2006-2016)

**Learning Plan:** A document intended to help plan and guide learning over an extended period of time to achieve specific goals. Individual and group learning plans can be based on the IFSS National Curriculum Standard (NCS) to address gaps in competencies

**Program Areas:** specific content areas within professional tracks

**Professional Tracks:** Specific areas of specialization

**Competency Domains:** Include Communication, Core, Critical Thinking, Organizational Awareness, and Technical competency



## **Glossary of Acronyms**

AAFCO	Association of American Feed Control Officials
ACRA	Associate Commissioner of Regulatory Affairs
AFDO	Association of Food and Drug Officials
AMS	Agricultural Marketing Service
APHL	Association of Public Health Laboratories
ASTHO	Association of State and Territorial Health Officials
CBLS	Competency-Based Learning System
CDC	Centers for Disease Control and Prevention
CFIA	Canadian Food Inspection Agency
CFP	Conference for Food Protection
CFSAN	Center for Food Safety and Applied Nutrition
CGS	Contracts and Grants Staff
CMDB	Career Management and Development Branch
COFEPRIS	Comisión Federal para la Protección contra Riesgos Sanitarios/ Federal Commission for Protection against Health Risks
CSTE	Council of State and Territorial Epidemiologists
CVM	Center for Veterinary Medicine
DACRA	Deputy Associate Commissioner of Regulatory Affairs
DD	Deputy Director
DHA	Defense Health Agency
DHRD	Division of Human Resource Development
DIO	Division of Import Operations
DMO	Division of Management Operations
DOD	Department of Defense
ETC	Education and Training Committee
FAS	Foreign Agricultural Service
FDA	Food and Drug Administration
FDAU	FDA University
FMI	Food Marketing Institute



FSIS	Food Safety Inspection Service
FSMA	Food Safety Modernization Act
FSVP	Foreign Supplier Verification Program
GFPTI	Global Food Protection Training Institute
GMA	Grocery Manufacturers Association
IFSS	Integrated Food Safety System
INCS	Interactive National Curriculum Standard
IFPTI	International Food Protection Training Institute
IFSS	Integrated Food Safety System
IICA	Inter-American Institute for Cooperation on Agriculture
IO	Immediate Office
ISD	Instructional Systems Designer
ISS	Instructional Systems Specialist
ISSC	Interstate Shellfish Sanitation Conference
JIFSAN	Joint Institute for Food Safety and Applied Nutrition
KPI	Key Performance Indicator
MAP	My Action Plan
MFRPS	Manufactured Food Regulatory Program Standards
NACCHO	National Association of County and City Health Officials
NALBOH	National Association of Local Boards of Health
NASAHO	National Assembly of State Animal Health Officials
NASDA	National Association of State Departments of Agriculture
NATS	National Assessment and Training Strategy
NCIMS	National Conference on Interstate Milk Shipments
NCS	National Curriculum Standard
NEHA	National Environmental Health Association
NOAA	National Oceanic and Atmospheric Administration
NRA	National Restaurant Association
OCC	Office of the Chief Counsel
OCQPM	Office of Communications and Quality Program Management



OEIO	Office of Enforcement and Import Operations
OFFO	Office of Food and Feed Operations
OFVM	Office of Foods and Veterinary Medicine
OIP	Office of International Programs
OMPTO	Office of Medical Products and Tobacco Operations
OO	Office of Operations
OP	Office of Partnerships
ORA	Office of Regulatory Affairs
ORM	Office of Resource Management
PAG	Program Alignment Group
PC	Preventive Controls
PFP	Partnership for Food Protection
PI	Principal Investigator
RAST	Research and Science Team
SENASICA	Servicio Nacional de Sanidad, Inocuidad y Calidad Agroalimentaria
SIS	Standards Implementation Staff
SWOT	Strengths, weaknesses, opportunities, threats
T&C	Training and Certification Workgroup (PFP)
USAHA	United States Animal Health Association
USAID	United States Agency for International Development
USDA	United States Department of Agriculture
VQIP	Voluntary Qualified Importer Program (FDA)
WIFFS	Western Institute for Food Safety and Security (UC Davis)
WTO	World Trade Organization





### Biographies (In Alphabetical Order)



**Patricia Alcock** received a Bachelor's degree in biology from Lycoming College, Williamsport, PA in 1989. That same year, Ms. Alcock started her career with the Food and Drug Administration as an Investigator with the New Jersey District. From 1989 thru 1996, Ms. Alcock acquired multi-district experience, working in New Jersey District as drug investigator, and then in San Juan District as a Drug Specialist Investigator, with a primary focus on pharmaceutical manufacturing inspections.

From 1996 to 1999, Ms. Alcock was promoted to CDER's Office of Compliance and served as a Compliance Officer reviewing inspection reports for compliance to FDA regulations. In August 2002, Ms. Alcock returned to FDA's Office of Regulatory Affairs as Deputy Director of the Division of Field Investigations; where her role was to manage the National Expert Investigators and assist ORA's Field Offices on inspectional matters.

Ms. Alcock is currently the Director at FDA ORA's Division of Human Resource Development and assisted in the day to day operations of a large training and certification organization. DHRD's primary role is to analyze, design, develop, implement and evaluate adult education, training and certification programs for FDA ORA employees. In addition to assisting FDA ORA employees, DHRD works collaboratively with FDA's state, local, tribal and territory regulatory partners in providing education and training programs for their inspection staff in support of public health protection.



**Will Bet-Sayad** is currently employed by the U.S. Food and Drug Administration where he serves as a Project Officer for the Office of Regulatory Affairs, Division of Human Resources Development. He received his M.S. in Biological Science from the University of Mississippi with an emphasis in microbiology and physiology. He has been an employee of FDA since 2008 and previously worked for the Florida Department of Agricultural and Consumer Services Division of Food Safety's Bureau of Food and Meat Inspection as a Biological Scientist. He currently serves as the Project Manager for the Partnership for Food Protection's Training and Certification Workgroup, and is a member of the Integrated Food Safety Team.



## 2016 Regulatory and Public Health Partner Training Summit



**Daniel Connally** has worked for HHS since 2008. He began his career as a Watch Officer in the Secretary's Operations Center (SOC), within HHS' Office of the Assistant Secretary for Preparedness and Response (ASPR), responding to and coordinating federal assets during public health emergencies. Currently he is the Special Assistant to the Associate Director for Management, in the Office of Resources Management (ORM), Office of Regulatory Affairs (ORA).

Previously, he worked for the Office of Policy and Planning, advising ASPR leadership through policy options and strategic planning initiatives to support domestic and international public health emergency preparedness and response activities. Prior to that, he worked in the International Response Programs Branch (IRP) in the Office of Emergency Management (OEM) in ASPR, providing training, policy development, and multilateral partnerships with international counterparts for international humanitarian assistance and disaster response. He began as a Watch Officer in the SOC, the 24/7 National Focal Point for monitoring all public health emergencies, and the center for interagency collaboration during public health emergency responses. During this time he developed numerous standard operating procedures (SOPs), enhanced the six weeks Watch Officer's training program, and trained over twenty employees.

Prior to HHS, Connally served as a US Marine Corps Reserve, Non-Commissioned Officer where he held many leadership positions other special duties as a Combat Engineer. Most significantly as a Vehicle Commander for a Route Clearance Convoy in the Al Anbar Province, Iraq for Charlie Company, 4th Combat Engineer Battalion, Regimental Combat Team 2, II Marine Expeditionary Force (Forward) in support of Operation Iraqi Freedom 06-07. Following his deployment he was promoted to the rank of Sergeant and the position of Platoon Sergeant, managing 40 Marines, where he developed monthly teaching/training scenarios to be implemented at the Company level. He currently mentors Marines and other Service Members that are transitioning to civilian life, to include; job placement, resume building, interview processes, and translating their military skills into the civilian sector.



**Dr. William 'Bill' Farmer** is an Industrial and Organizational Psychologist working primarily with DHRD's Certification Team. Bill has been with the FDA since December 2015.

Bill's background includes both internal and external consulting, and conducting and directing personnel research for military, public, and private sector organizations for 25 years. Prior to coming to the FDA he served as the Navy's technical representative to the Department of Defense for enlisted entrance and classification testing and within the Navy as technical adviser on the enlisted advancement examination process. Additionally he served as the program manager for the Navy's non-cognitive testing initiative and Chair of the Institutional Review Board for the Bureau of Naval Personnel.

Although his experience touches on areas as diverse as leader development (including executive coaching), training, and performance management, his primary focus has been in the areas of testing, selection and psychometrics.

He is currently an adjunct graduate faculty member at the University of Memphis teaching courses in industrial psychology, employee selection, compensation, research, statistics, and advanced psychometrics, as well as performing committee work on doctoral and master's theses.

He received his PhD in Quantitative Psychology/Psychometrics from the University of Oklahoma.



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**Jim Fear** has a Bachelor of Science degree in General Agriculture from the University of Maryland at College Park and a Master in Business Administration from Frostburg State University.

He currently manages the new Integrated Food Safety Staff within FDA's Division of Human Resource Development overseeing curriculum development with multiple cooperative agreement grants developing the National Curriculum Standard (NCS) for the Integrated Food Safety System and course development and delivery on DHRD's behalf. The grants also support components of the new FSMA requirements. The IFS Staff also supports the Partnership for Food Protection's Training and Certification workgroup to advance training, national training curriculum standards under the IFSS, from 2013 to present.

Jim managed FDA/DHRD's State Training Team that became the Food, Feed, Emergency Response Team (FFERT) under the IFSS in develop and delivery of web and classroom training courses for FDA, state, local, territorial and tribal regulators. Program areas include the retail food, milk, shellfish, manufactured food, feed, veterinary medicine, emergency response (ICS/NIMS, foodborne illness, and produce farm investigations) from 2002-2013.

Jim worked for FDA/DHRD/State Training Team (STT) as a training officer to develop, deliver and instruct training courses for FDA, state, local, territorial and tribal regulators from 1991-2002.

Jim worked for the Frederick County Health Department, MD as a Registered Sanitarian in the Food Control Office from 1986-1991 conducting retail inspections, plan reviews, and foodborne illness investigations.



**Katherine Fedder** spent 31 years with the Michigan Department of Agriculture, working in various divisions and capacities including plant pest inspector, agriculture products inspector, pesticide program manager, regional supervisor, and Director of the Marketing and Market Development Division. The last 12 years of her career she served as Director of the Food and Dairy Division.

After retiring from state service in 2010 Ms. Fedder spent three years as the Director of Regulatory Affairs for the Neogen Corporation, a food safety technology company headquartered in Lansing, Michigan. Since March 2014, she has operated a food safety regulatory affairs and training consulting business, and is pleased to be affiliated with the International Food Protection Training Institute (IFPTI).



**Dr. Craig Kaml** is the Senior Vice President of the International Food Protection Training Institute (IFPTI), where he oversees curriculum design and development, course review, instructional design, course development, instructor development, course delivery, assessment, and evaluation. He collaborates with IFPTI staff to ensure national food protection training requirements meet ANSI and IACET standards. His background is in adult learning theory and application, instructional design, instructional technology, and higher and distance education leadership, design, and delivery. Dr. Kaml developed the IFPTI Curriculum Development

Process, a 10-step method of developing competency-based blueprints for learning events offered to a variety of audiences, including food regulatory professionals, animal feed control officials, food and feed state laboratory professionals, and professionals in low- to middle-income countries who regulate food and/or medical products.



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**Jonathan 'Jon' Morgan** has been with the Learning Division of CFIA since October 2008. He has been working with IFPTI since 2014 in the development of a competency based training framework for each of the three identified communities in CFIA; the Inspectorate, the Advisory and the Laboratory. He has been participating in the FDA's National Training Framework Development Project since March 2015. Before joining the CFIA Jon spent 18 years at the Kemptville Campus of the University of Guelph. He was a professor, a researcher and the Associate Director, Academic, during his career. Jon is a veterinarian by training and has a Master's degree in reproductive technologies. His research interests are In- Vitro fertilization technologies and the effects of nutrition on embryo quality



**Brooke Mullican** is the Manager for DHRD's Career Management and Development Branch where she oversees the career development, implementation and management of leadership, organizational and administrative development programs for The Office of Regulatory Affairs. Within this role, Ms. Mullican leads a team of professionals who manage and teach all curriculum, courses and programs under the Management and Leadership Development Program (MLDP), including potential supervisors, first line supervisors, mid level and senior executive leaders. Ms.

Mullican regularly engages in outreach and builds relationships with strategic internal and external partners in the organizational development industry. She is also a subject matter expert for a variety of organizational development initiatives. Ms. Mullican began her career in education, working in the public school sector as an Educator and Staff Development Specialist. It was there she focused on advancing public education initiatives such as No Child Left Behind. Ms. Mullican has completed post graduate studies in Educational Leadership and Supervision from McDaniel College, graduated from University of Maryland, where she received a Masters of Human Resource Management and received a BA in Early Childhood Education from Towson University. In 2016, Ms. Mullican was awarded the new FDA Alumni Association Innovator Award for her work with her team on the new FDA Alumni Mentoring Program.



**Pascale Noland** has been at the FDA/ORR/DHRD as an Instructional Systems Specialist since October 2015. Pascale has close to 18 years of experience in curriculum and training development both at the State Department where she was involved in multiple-year curriculum development projects, such as Basic Language and Culture Training Course for Diplomatic Personnel and USAID (2015) and for the U.S. Army Special Operations Special Warfare Group (SWEG) in the development of the Basic Language Training Course (SOLT) (2006). She was also a key player in the TRADOC accreditation of the Special Operation Language School as Center

of Excellence. Pascale was born in France, grew up in Germany and speaks three languages (French, German and English.) In addition to a Master's degree in International Relations, she has also completed major graduate level coursework in Adult Education with a focus on Instructional Design and Curriculum as well as Instructional Technology at Troy University, Alabama.



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**Loney Nunemaker** graduated from Virginia Commonwealth University in Richmond, VA with a bachelor's degree in Mass Communications in 1984. He did his graduate work at Old Dominion University in Norfolk, VA majoring in Education with an emphasis in Instructional Technology in 2001. Upon graduation from VCU, Loney took a job with Newport News Shipbuilding conducting 688 Class submarine and Nimitz Class aircraft carrier crew training. He designed, developed, and taught Navy personnel how to operate and maintain their ships.

After 16 years with NNS Loney accepted his first federal position as an Instructional Systems Specialist with the U.S. Coast Guard's Performance Technology Center in Yorktown, VA in 2000. He was assigned to the Design and Development Branch building both class room and electronic performance interventions across all U.S. Coast Guard disciplines. In 2003 he was promoted and began designing training for the Coast Guard's two newest ship platforms, Response Boat Small (RBS) and the 87 ft. Coastal Patrol Boat.

In 2006 Loney accepted a position with the U.S. Fire Administration in Emmitsburg, MD as an Instructional Systems Specialist designing leadership and management training for fire professionals across the nation. In 2010 he was promoted to the position of supervisor of the National Fire Academy's Response Branch where he was responsible for the personnel designing and developing training in the areas of Arson and Arson Investigation, Weapons of Mass Destruction, Emergency Medical Services, Command and Control (Incident Command System), and Fire Chemistry.

In 2014 Loney accepted a position with the U.S. Food and Drug Administration as Deputy Director of the Division of Human Resource Development. As such, he shares responsibility with the Director to promote and administer DHRD's primary role to analyze, design, develop, implement, and evaluate adult education, training and certification programs for FDA/ORA employees. In addition to assisting FDA/ORA employees, DHRD works collaboratively with FDA's state, local, tribal, and territorial regulatory partners providing education and training programs for their inspection staffs in support of public health protection.



**Melinda Plaisier** serves as the Associate Commissioner for Regulatory Affairs (ACRA). She has responsibility for over 4,800 staff and operations in the Office of Regulatory Affairs (ORA), Global Regulatory Operations and Policy. ORA is FDA's "field force" and supports FDA's product centers through responsibilities including inspections and investigations (including criminal investigations), compliance and enforcement, import operations, regulatory science and field laboratory operations. ORA also works closely with global, federal, state, local, tribal and territorial partners. ORA administers contracts, grants and cooperative agreements, primarily with state

regulatory partners to advance an integrated system and ensure an effective public health safety net.

Ms. Plaisier began her career in public policy, working in the U.S. Congress for over a decade. She joined FDA in 1995, spending 13 years in the Office of the Commissioner, where she served in two Associate Commissioner positions - the Associate Commissioner for Legislation, providing executive leadership in directing and managing the agency's congressional relations and legislative activities, and the Associate Commissioner for International Programs, where she focused on negotiating international agreements and working with developing nations.

Prior to her appointment as ACRA, she served as the Regional Food and Drug Director (RFDD), Central Region. As the RFDD, she provided executive leadership in directing and managing the programs of FDA within the Central Region, a 15-state area.

In 2004 and again in 2009, Ms. Plaisier was awarded the Presidential Meritorious Rank Award for exceptional long-term accomplishments in the Senior Executive Service.

Ms. Plaisier is a graduate of Indiana University, where she received a Master of Social Work, a BA in Sociology and a BA in Classical Civilizations.





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**Ms. Karla Ruzicka** has been involved in the seafood industry since 1985, assuming the Education Director role for a small trade association called the New England Fisheries Development Foundation, conducting training and education courses for the US seafood industry. In 1990, Karla joined the USDC/NOAA Seafood Inspection Program. Working collaboratively with Federal and State partners, academia, and the seafood industry, Karla has been privileged to participate in the development and international delivery of a wide array of seafood regulatory training and education courses, including HACCP training, designed to provide educational support for government seafood inspection staff and for seafood industry members. Currently, Karla oversees the Education and Program Development team for NOAA's Office of International Affairs and Seafood Inspection responsible for training, education, organizational policy and operational procedures development.



**Chief Warrant Officer Donald Smith's** Professional experience spans 27 years. He currently serves as the strategic-level advisor and subject matter expert to the Defense Health Agency (DHA) on world-wide Department of Defense (DOD) food protection activities and its mission execution. His responsibilities also include improving DOD and DHA stakeholder positions by building linkages, fostering interagency partnerships, and enhancing networking opportunities with domestic and international agencies and partners. Mr. Smith evaluates and assists in the authorship of DOD food protection policy and guidance. His previous assignments include serving as the senior food protection program advisor for the largest geographical region within the continental United States. He has performed more than 1,000 comprehensive, risk-based food protection audits in 32 countries. He earned his Master of Public Health degree from Liberty University and obtained his undergraduate degree in Food Science from Kansas State University.



**Sarah Steele** is a successful executive coach, strategist, change agent and empowering speaker with more than two decades of global business experience. She brings a truly holistic and globally savvy touch to her work by combining deep capabilities in communication, change management and emotional intelligence with her background in Human Resources and Operational leadership. Her long and successful corporate career saw her work for major organizations in the UK, Europe and the United States.

She is passionate about helping individuals and organizations achieve fundamental change in the most efficient and effective way possible, whether through her work with corporate or government clients or donating her skills to charities such as the Princes of Wales' Trust or helping United States veterans navigate the corporate landscape.

With the ability to keep her eye on the big picture she works with clients to remain focused on future goals by helping to set strategies that create change resiliency and compassionate leadership throughout all levels of an organization.

Sarah has invaluable experience in multi-cultural dynamics, bringing individuals from the UK, USA, Australia and across the Latin American region together to work as high performing teams. She has also sat on Mergers and Acquisition teams with responsibility for pre-merger legal due diligence as well as post-acquisition change management and culture integration issues across the UK, USA, Italy, Switzerland, Germany, Sweden and France.

During her career, Sarah has successfully worked with many sectors including media, banking, academia, telecommunications, advertising, recruitment and government agencies.



**Gerald Wojtala** is Executive Director at the International Food Protection Training Institute (IFPTI). Previously, he was Deputy Director of the Food & Dairy Division with the Michigan Department of Agriculture where he managed the food protection programs in the state of Michigan involving oversight of division employees and accreditation of 45 local public health programs. He was also responsible for legislative interaction and led efforts for the major amending and reenactment of the state food law. Mr. Wojtala is the Past-President of the Association of Food and Drug Officials (AFDO). Prior to government service, he worked as a microbiologist at Difco Laboratories in Detroit. He is a long standing member of the Institute of Food Technologists and is also a current lead instructor with the National Center for Biomedical Research and Training, Academy of Counter-Terrorist Education at Louisiana State University. Mr. Wojtala received the FDA Commissioner's Special Citation for his role in investigating an outbreak of Hepatitis A among school children from the consumption of strawberries and also for managing the response to the Power Blackout of 2003 that occurred in the northeastern United States. Mr. Wojtala holds a degree in Microbiology from Eastern Michigan University and graduate work in Food Science at Wayne State University.