Instructor Prompts:

- What is in it for me? Sooo………. do you want there to be an integrated food safety system? If so how do we get there? Let’s see if we can develop a plan to get there.
Instructor Prompts:
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• **Purpose:** The purpose of this Toolkit is to assist stakeholders in completing a self-assessment; marking progress on efforts to integrate; identifying gaps to integration; leveraging of resources; and planning of next steps to implement integration.

• **Outcome:** An established plan; a guide to building an integrated global food safety system leading to increased public health protection.

• The Toolkit is designed to be used within an organization and used by an interdisciplinary workgroup with knowledge and practical experience in food safety and food defense. Use of the Toolkit by these teams will provide a broader context for assessing an organization’s current integration efforts and will identify potential areas for improvement, especially with respect to cross-agency/cross-discipline activities.

• Use of the Toolkit with these teams will allow stakeholders to become more familiar with the roles and responsibilities of each team member, facilitate communication, and engender team-building in the process. Knowing each other and understanding each other’s roles will lead to a more integrated system.

• Although the interdisciplinary workgroup is the ideal target audience, the Toolkit can also be used by persons from a single program, agency, or discipline, or even a single person within an agency who acts as a “champion” for the cause. Because integration is a team effort, however, such an approach could be recognized as more limited in scope and might best be viewed as the initial steps that could involve others at a later time.
Instructor Prompts:

- Identify the stakeholders to be involved.
  - Making this decision now will allow you to concentrate your efforts, involve the right people in setting priorities, and identify changes that will be implemented.
- Brief decision-makers.
  - Obtaining a commitment from decision-makers will help define the resources and constraints that should be considered when using the Toolkit and creating implementation plans.
- Select your Workgroup.
  - An interdisciplinary Workgroup with practical expertise in epidemiology, environmental health, food regulation, the laboratory, health education, food defense, and communication is ideal. Participants must have knowledge and experience in food safety issues, the time, and the interest. Include staff who are key to improving food safety/food defense in your program, agency, or jurisdiction. Even if you decide to focus on only one program or agency, involvement of participants from federal, state, and local levels is encouraged.
  - If your program/agency/jurisdiction/organization/company is involved in other initiatives aimed at capacity development or program quality and performance (e.g., FDA Voluntary National Retail Food Regulatory Program Standards and Manufactured Food Regulatory Program Standards, Public Health Accreditation Board Standards, and National Public Health Performance Standards), consider including staff who are involved in those initiatives.
• Identify support group (Facilitator and Recorder).
  1. Facilitator
     • To ensure success, identify a Facilitator to lead the process. The Facilitator should
       have experience in food safety/defense and integration/collaboration and be aware
       of the resources necessary and available in the organizations who will be
       participating. Before assembling the Workgroup, the Facilitator should become
       familiar with the roles and responsibilities of the organizations who will be
       participating, as well as past issues/barriers between and among the
       organizations.
  2. Recorder
     • Assign one person to record notes from the Workgroup’s discussions, especially
       conclusions about the performance of the program/agency/jurisdiction/
       organization/company in food safety integration and decisions on actions to
       improve performance.
• Ensure that participants are familiar with the Toolkit.
  • To prepare to use the Toolkit, workgroup members should become familiar with the
    IFSS Toolkit. Workgroup teams might then assign individual participants to take
    responsibility for reviewing different sections of the Toolkit.
• Assemble necessary support materials.
  • As an initial step in using the Toolkit, assemble copies of the Toolkit worksheets
    and other documents that might help in the process, including written protocols,
    interagency agreements, memoranda of understanding, and information on other
    quality improvement initiatives in which your program or agency might be involved.
• Decide on a timeframe for completing the process.
  • Use of the Toolkit requires a systematic, in-depth examination of integration
    activities in your program/agency/jurisdiction/organization/company and might take
    several hours or the better part of a day to complete. Decide now whether your
    Workgroup team plans to work through the Toolkit process in one period or break
    up the process.
• Review the Focus Areas.
  • A key step in using the Toolkit is to identify the Focus Areas that are most
    important for your program/agency/jurisdiction/organization/company to develop.
    You might involve the full Workgroup team or a smaller group of decision-makers
    in this prioritization process. The Workgroup team (or subsets of the Workgroup
    team) will then concentrate on the prioritized Focus Areas during the remainder of
    the process.
for each prioritized Focus Area, the Toolkit will help you systematically examine integration efforts in your program/agency/jurisdiction/organization/company and explore the Toolkit for ways to improve your effort in that Focus Area. Use the Individual Focus Area Worksheets to help you work through the process.

**STEP 1: Describe your current activities and procedures in the Focus Area.** Considering the Key Indicators, outline what is currently being done in your program/agency/jurisdiction/organization/company. Include individuals, programs, and agencies involved; their roles and responsibilities; and routine actions and procedures undertaken. Written response protocols, if available, will help in this process. Consider other ongoing efforts in capacity development or quality improvement (e.g., Voluntary National Retail Food Regulatory Program Standards and Manufactured Food Regulatory Program Standards).

As you list current activities and procedures related to this Focus Area, identify those that might need work to improve your program/agency/jurisdiction/organization/company efforts with integration.

**STEP 2: Prioritize IFSS Key Indicators to address needed improvements.** Rate the priority for implementation of each Key Indicator using a scale of 1 to 5 (1=Low priority and 5=High priority). If a Key Indicator is already in place in your program/agency/jurisdiction/organization/company, check the appropriate box. If a Key Indicator is not relevant to your program/agency/jurisdiction, select N/A.

In considering Key Indicators to improve your program/agency
/jurisdiction/organization/company performance in integration efforts, select those that will best use resources based on the following:

- The likely impact on the occurrence of improving integration;
- The ease of implementation, including necessary time, resources, expertise, and likely barriers; and
- Whether the Key Indicator is dependent on other conditions being in place.

• **STEP 3: Make plans to implement selected IFSS Key Indicators.** For each Key Indicator selected in the previous step, identify who will take the lead and the timeframe for implementation. If certain actions must precede others, make a note of this and adjust the timeframe. Identify factors that might positively or negatively influence full implementation. For example, certain staff skills or expertise might facilitate implementation of a particular Key Indicator, whereas lack of funding might inhibit implementation. Also think about ways to incorporate the Key Indicator into your program/agency/jurisdiction/organization/company standard operating procedures so the activity will be continued.

• When the worksheet for one Focus Area has been completed, repeat steps 1–3 for each of the other Focus Areas you have selected as important for your program/agency/jurisdiction/organization/company to address.
Describe

STEP 1: Describe your current activities and procedures in the Focus Area.
Prioritize

- **STEP 2:** Prioritize IFSS Key Indicators to address needed improvements.

Instructor Prompts:
Plan
STEP 3: Make a plan to implement selected IFSS Key Indicators.

Instructor Prompts:
Instructor Prompts:

- These Focus Areas were selected by an IFPTI workgroup and vetted with stakeholders to represent important aspects of integration. Each Focus Area is further subdivided to facilitate the process of assessing your status and setting priorities for improving integration. There is inevitable overlap between Focus Areas; so while the entire Toolkit may seem long, when the overlap is recognized, there is less to it than first meets the eye.

- The purpose of this Toolkit is to assist stakeholders in completing a self-assessment; marking progress on efforts to integrate; identifying gaps to integration; leveraging of resources; and planning of next steps to implement integration.
Instructor Prompts:

- The Toolkit Worksheets include these subdivisions and status terms to facilitate your self-assessment and priority-setting. We will discuss the Toolkit Worksheets in greater detail in the following slides.
Instructor Prompts:

- Each of the six focus areas has a purpose provided.

- The Toolkit will be used by an interdisciplinary workgroup in a jurisdiction, brought together specifically for this task. However, the Toolkit can be used in other ways. For example, the Toolkit might be used as part of the after-action review of a recall response. This setting can effectively relate problems of the outbreak response to participants who might be motivated to make improvements or changes in future responses. The Toolkit also could be used in conjunction with meetings arranged for other purposes (e.g., State Food Safety Taskforces) or for capacity development efforts (e.g., FDA Voluntary National Retail Food Regulatory Program Standards and Manufactured Food Regulatory Program Standards).

- A key step in using the Toolkit is to identify the Focus Areas that are most important for your program/agency/jurisdiction/organization/company to develop. (See the Prioritization of Focus Areas in the Introduction section of the Toolkit). You might involve the full Workgroup team or a smaller group of decision-makers in this prioritization process. The Workgroup team (or subsets of the Workgroup team) will then concentrate on the prioritized Focus Areas during the remainder of the process.
Additional background that does not need to be covered by the lecturer:

• To help you understand what is included in each Focus Area, “Key Indicators” have been identified for each Focus Area. Key Indicators are activities, relationships, and resources that could be critical to achieving success in a particular Focus Area. If only a few of the Key Indicators for a Focus Area are in place in your program/agency/jurisdiction/organization/company, it could mean the Focus Area needs improvement.

• If your program/agency/jurisdiction/organization/company is already involved in other capacity development or quality assurance initiatives, priorities identified in those efforts can be used to help prioritize Focus Areas for implementing the IFSS Toolkit:
  • Voluntary National Retail Food Regulatory Program Standards
  • Manufactured Food Regulatory Program Standards
  • ISO/IEC 17025:2005
  • Local Public Health Accreditation Board Standards
  • Local Public Health Performance Standards.

• In addition, review contracts, partnerships, and cooperative agreements to identify areas in need of improvement. After-action reports or debriefings among persons involved in past recall or outbreak responses can help you identify strengths and weaknesses in stakeholder cooperation during response efforts and can identify opportunities for improvement.

• Finally, a growing proportion of foodborne disease outbreaks, multi-state recalls, and food emergency response episodes require the resources of more than one stakeholder for detection, investigation, or control. This is particularly true for some of the most serious foodborne illnesses (e.g., *E. coli* O157:H7 infection, salmonellosis, and hepatitis A infection) and large food recalls. Therefore, all stakeholders are encouraged to evaluate their relationship with other stakeholders during these important and serious events.
Instructor Prompts:

- The worksheet is then subdivided into a list of Key Concepts. Each Key Concept includes a brief statement that describes how that Key Concept relates to the purpose of that Focus Area.

- “Key Concepts” are the various dimensions you’ll use to evaluate your organization’s integration efforts. Each Focus Area includes its own list of Key Concepts. Some Key Concepts are common to all Focus Areas (such as “vertical,” “horizontal,” and “training”), while other Key Concepts are unique to that Focus Area.

- Key Concepts are activities, relationships, and resources that could be critical to achieving success in a particular Focus Area. If only a few of the Key Concepts for a Focus Area are in place in your program/agency/jurisdiction/organization/company, it could mean the Focus Area needs improvement.
Instructor Prompts:

- Each Key Concept is then provided with a list of Key Indicators to assist the self-evaluation process by providing guidance into how to implement that Key Concept. This list is not all-inclusive.
### Instructor Prompts:

- During your self-assessment, read and discuss each indicator with your stakeholders and determine if that indicator is already in place.
Instructor Prompts:

- During your self-assessment, read and discuss each indicator with your stakeholders and determine if that Key Indicator is in place. If it is not, the stakeholders need to determine what rank priority they will give to implementing that Key Indicator. A rank of one (1) is considered a low priority and a rank of 5 is considered to be the highest priority for implementation. When deciding on ranking, consider the importance of that Key Indicator to public health and integration in the context of the resources available to work on and complete or accomplish that indicator. If that Key Indicator does not apply to you and your stakeholders, then mark it as N/A for “not applicable.”
Instructor Prompts:

- Extra (blank) rows are provided at the bottom of each list of Key Indicators for every Key Concept, so that you and your stakeholders can add Key Indicators you determine need to be added. Rank those new Key Indicators in the context of the other Key Indicators you have also ranked.
Instructor Prompts:

- In this exercise, your Workgroup is being asked to assess one Focus Area to determine which Key Indicators need to be addressed, and what priority needs to be assigned to each Key Indicator that needs to be developed and/or implemented. Please work on this exercise in the context of your own work situation, and respond based on your knowledge of how your current food safety and food defense system operates.
Exercise Directions

- Complete the form(s) provided for the Communications Focus Area in your Workgroup. Follow the Steps:
  1. **STEP 1:**
     - Describe your current activities and procedures in the Focus Area.
  2. **STEP 2:**
     - Prioritize IFSS Key Indicators to address needed improvements.
  3. **STEP 3:**
     - Make a plan to implement selected IFSS Key Indicators.

Instructor Prompts:

- Set up breakout groups of approximately 6 - 10 people. Direct them to select a group leader, and then to jointly discuss the questions in an assigned Focus Area and develop answers.
- They can write their answers on the handout provided.
- Allow the breakout groups ~20 minutes to work.
- Label 3 flip charts per group with the titles “Current Integration Activities,” “Key Indicators/Priority,” and “Integration Plan.”
  - Tell participants to use the 3 flip charts to:
    - Document current integration activities.
    - Identify and prioritize areas to improve integration.
    - Develop a plan of action.
Instructor Prompts:

- **Collaborate**: Work together and discuss each Key Indicator in the section that you are assigned.
- **Questions**: Ask questions for clarification.
- **Time**: Be aware of the time.
  - Use a “parking lot” sheet to capture unresolved issues/concerns.
  - If you finish early, let the instructors know; you will be assigned a new Focus Area.
- **Feedback**: Use the Participant Evaluation (example shown on slide) in the back of the Toolkit (pages 7-8 in the “Resources” tab) to write down recommendations for improvement (last section of Toolkit).
Group Exercise Debrief

Share with the class:

1. **Step 1**: Select one key concept that you worked on in Communication. Share the activities you are currently doing within that key concept.

2. **Step 2**: Share the key indicators for the key concept that your group selected and/or added that focus area. Share the priority you ranked each key indicator.

3. **Step 3**: Share the plan you developed to improve integration for the key concept in your assigned focus area.

4. **Step 4**: What agencies/partners were missing from your group today?

Instructor Prompts:

- Conduct a class discussion by asking a few volunteer groups to report out their answers and invite other groups to comment on the answers provided.
- Highlight similarities and differences in the reported answers (as time permits) to get through all groups.
Instructor Prompts:

- Toolkit Overview: Describes goals, target audience, and approach of the IFSS Toolkit.
- Toolkit User Instructions: Discusses in detail the steps for using the IFSS Toolkit.
- Toolkit User Instructions (Quick Start Guide): Briefly lists the steps for using the IFSS Toolkit.
- Preliminaries Worksheet: Helps identify participants and resources necessary to use the Toolkit.
- Toolkit Tips for Facilitators: Describes role of Facilitator and suggestions for leading Toolkit process.
- Individual Focus Area Worksheets: Helps identify recommendations appropriate for program/agency/jurisdiction/organization/company related to the following:
  - Communications, Roles and Responsibilities, Integration of Legal Authority, Resources, Emergency Response, and Global Activities.
- Resource Reference List: Lists documents to assist Workgroup members in completing Focus Area Worksheets.
- Participant Evaluation Form: Solicits feedback to improve future versions of IFSS Toolkit.
Summary Points

- An Integrated Food Safety System is beneficial to all food protection stakeholders.
- All stakeholders should participate in developing and implementing a plan to improve integration of the food safety and food defense system.
- The IFSS Toolkit involves a three-step process of:
  - Documenting current integration activities;
  - Prioritizing areas to improve integration; and
  - Developing a plan of action.
- Using the IFSS Toolkit can help develop and implement an Integrated Food Safety System.

Instructor Prompts:

Please read to participants.
Take Home Message

You have the knowledge and tools to develop an integration plan. Integration begins with you—you have begun today*.

*AFDO is available to conduct toolkit workshops in your state/region.

Instructor Prompts:

Please read to participants.
References/Resources List


Instructor Prompts: