Changing the Behavior of Food Employees Using Materials Designed for Oral Culture Learners

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Presentation Objectives

After this presentation, you will be able to:

- Describe the findings of various studies and theories related to food employee behavior
- Contrast oral culture from print culture learning principles
- Describe FDA’s Oral Culture Project
- Apply oral culture learner principles to make your training more effective
Project Background and Related Research
Factors Affecting the Ability of Food Workers to Prepare Food Safely

- Time Pressure
- Structural environments, equipment, and resources
- Management and coworker emphasis on food safety
- Worker characteristics
- Negative consequences for those who do not prepare food safely
- Food safety education and training
- Restaurant procedures
- Glove and sanitizer use

(Green and Selman, 2005)
Highlights of Research Review

- Food workers view their business as low risk (Clayton et al., 2002)

- Behavior is motivated by values and interpretations of situations and events (Burke, 1990)
Highlights of Research Review

- Some research has shown that workers are more likely to implement safe practices if they understand the importance of implementing those practices (Clayton et al., 2002)

- Research suggests that real-life examples get food workers and managers’ attention and help them learn (Beegle, 2004)
Highlights of Research Review

- Change efforts based on incentive and threat rarely succeed in the long run (Rock & Schwartz, 2006)

- “Change is pain” - Change is unexpectedly difficult because it provokes sensations of physiological discomfort (Rock & Schwartz, 2006)
FDA’s Oral Culture Project
Oral Versus Print Culture

Learners

Dr. Donna Beegle, 2004

Oregon Environmental Health Specialist Network (EHS-Net) Communication Study
Oral Versus Print Culture Learners

Study conclusion:
- Food employees = oral culture learners
- Regulators = print culture learners
Most Food Safety Education Today

- Presented in print or verbally in unfamiliar abstract language
- Presented by someone of power and/or someone who does not understand what it is like to work in a foodservice establishment
- Good behavior is often not modeled or made a priority in restaurant environment (i.e. lack of food safety culture)
Most Food Safety Education Today

- Often describes “how” but not “why”
- If provided, the “why” is often presented:
  - In a language that is not familiar (maybe too technical)
  - In a way that does not relate to food employees’ personal experiences
Most Food Safety Education Today

- Examples:
  - Classroom style/computer-based learning
  - Written manuals, pamphlets, SOPs
  - Step-by-step “how to” posters
  - Training provided by people of power
    - Health inspectors
    - Agents of the health department
    - Industry QA staff
Lavado de manos para empleados de alimentos

¿CUÁNDO?
- Justo antes de tocar alimentos
- Después de:
  - entrar al baño
  - toser, estornudar o usar el pañuelo
  - tocar carnes, aves, huevos, pescados o mariscos crudos
  - hablar por teléfono
  - tocarse, peinarse o rascarse la nariz o el cuerpo
  - comer
  - fumar
  - tocar utensilios sucios
  - hacer tareas de limpieza

¿CÓMO?
1. Usar agua tibia y jabón de un dispensador.
2. Frotar vigorosamente hasta el codo por 15 segundos. Limpiar debajo de las uñas, entre los dedos, brazos y prótesis.
3. Enjuagar con agua corriente, limpia y tibia.
4. Secar con papel toalla o 30 segundos de aire caliente.
5. Cerrar el grifo con el papel toalla.

Typical Food Safety Poster in Use Today
Recommendations for Communicating Food Safety Concepts to Oral Culture Learners (Beegle, 2004)

- Use stories and sayings with vivid examples to allow food employees to “feel” the impact of a behavior

- Stress importance of role models who show and model appropriate behavior in supportive ways
Recommendations for Communicating Food Safety Concepts to Oral Culture Learners (Beegle, 2004)

- Whenever possible, information should be provided by people with which the food employees have a relationship.

- Use familiar words and examples that food employees can relate to.
Recommendations for Communicating Food Safety Concepts to Oral Culture Learners (Beegle, 2004)

- Present information verbally and often
- Use eye contact
  - Depends on the culture
- Use simple signs/posters as reminders
Recommendations for Communicating Food Safety Concepts to Oral Culture Learners (Beegle, 2004)

- Focus on the big picture, not the gory details
- Allow for two-way communication
- Demonstrate concepts and have food employees demonstrate the concepts back to you
FDA Oral Culture Project
Project Purpose

- Collect/develop educational materials and methods that incorporate oral culture learning principles

- Increase effectiveness of food safety training/educational materials
FDA Industry Outreach Workgroup

- Alan Tart
- JoAnn Pittman
- Alan Bennett
- Katey Kennedy
- John Marcello
- Ray Duffill
- Lisa Whitlock
- Mary Cartagena
- Laurie Williams
- Steve Nattrass
- Sharon Ferguson
- Richard Ramirez
- Deirdra Scarborough
- John Powell
Consultants

- Dr. Donna Beegle
- Etti Gomez, Buena Vista Consulting
- Dr. Laura-Green Brown, CDC
Methods

- Funding/Support
- Collect/Design Materials
Example Oral Culture Materials

- Storyboards
- Cause and Effect Posters
- Testimonials
- Demonstrations
- Activities
- Narrated exercises
- Games
Would you want these people in your kitchen?

Diarrhea

Vomiting

Diarrhea

Vomiting

Then why would you go to work sick?

Protect People Everywhere...
Stay Home When You Are Sick.
Bare Hands Could Have Germs on Them That Could Make Someone Sick

Protect People Everywhere. You Don’t Want to Make Anyone Sick: Always Wear Gloves or Use Utensils When Handling Ready-to-Eat Foods

FDA
Think To Yourself Before You Work...

Protect People Everywhere By Not Working When You Are Sick.
I Should Have Stayed Home

I woke up feeling awful. I had diarrhea and was sick at the same time.

I got to work and punched in. I am sure I looked as bad as I felt. I knew I shouldn’t be here.

All I wanted to do was go back to bed, but with bills piling up, I couldn’t afford to stay home.

Orders were stacking up, so I immediately began to prepare burgers.

Carlos was having a great time with his family. This was his favorite restaurant.

When the food came, he dug right in and finished his burger and part of his sister’s.

That night, Carlos doubled over with a stomach ache. He was so sick. He ended up being taken to the emergency room.

I found out 33 other people got ill from me handling their food when I was sick. The Health Department closed the restaurant.

I should have done what I knew was right and stayed home. I could have prevented all of this. Because the restaurant was closed for awhile, I lost income. I was also embarrassed.

Protect People Everywhere. Stay home if you are sick.
My name is David. One day, while at work, I started feeling sick and ran for the bathroom.

I felt better, so I returned to finish my shift. I needed the money. An order came in for a salad. I forgot to wash my hands or wear gloves.

I did not know I had germs on my hands. I passed my germs to the tomatoes . . . .

. . . and to the cucumbers . . .

. . . and to the entire salad . . .

. . . and to a little girl named Ashlynn who ate the salad that I prepared.

The next day, Ashlynn got so sick with stomach cramps and vomiting. In fact, dozens of people got sick because I continued to prepare food that day.

I could have prevented this from happening.

Protect People Everywhere: Wash Your Hands, Use Gloves or Utensils, and Never Work When You Are Sick.
Glo Germ
Stakeholder Review Group

- NRA
- FMI
- SOPHE
- The Steritech Group
- Wal-Mart, Inc.
- Kroger Supermarkets
- Publix Supermarkets
- Disney
- Supervalu
- Barrier Safe Solutions
- Food Handler
- Sodexo
- Yum! Brands
- Wegman’s
- Big Y Foods
- MA Dept of Elem. And Secondary Education
Stakeholder Review Group

- Wakefern Food Corp.
- The Great A&P Tea Company
- Ecolab/Ecosure
- OR Dept Human Services
- Oregon Restaurant Association
- Bay Area, CA Health Departments
- NC County Health Depts.
- NCSU
- KSU
- UGA
- UFL
- Johnson and Wales University
Methods (continued)

- Field Test Materials
  - >200 food employees and culinary students
  - Workshop Format
  - Evaluation Form
  - Open Discussion
- Revise Materials
Methods (continued)

- Materials are available in:
  - English
  - Spanish
  - Simplified Chinese (Cantonese)
  - Traditional Chinese (Mandarin)
  - Vietnamese
  - Hindi
  - Russian
  - Korean
  - Arabic
Results

- Workshop format
  - Encourages interaction
  - Repetition reinforces concepts
  - Minimizes power dynamic
  - Makes food employees stakeholders in the process
Results

Materials:

- Varying the materials used reinforces the concept in different ways
- Use less written words
- More pictures, more verbal
Results

Materials (continued):

- Stressing “the why” and “the how” is important
- “The why” must challenge food employees’ prior life experiences
Future Plans (2010 and Beyond)

- Revise/Develop Additional Materials
- Test Long-term Effectiveness
- Expand Partnerships/Collaborations
Audio Testimonial

- Prepared by Oregon State University
- Tells the story of “Linda,” a former waitress who contracted botulism by eating an improperly held baked potato
Summary

- Food employees (as a whole) and regulators have different learning styles.

- It’s not enough to just teach “how.”

- Reinforcing the “why” is also important.

- You can’t expect behavior change if the context of “why” is because “it’s the law” or simply “you will make people sick.”
Summary

- Learning and behavior change may be improved by incorporating multiple methods and learning styles.

- Focus on:
  - Relating concepts to past experiences
  - Reducing the power dynamic
  - Building trusting relationships
QUESTIONS?

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THANK YOU!