

TASSELS AND TUMULT: THE GRADUATION GAFFE

FACILITATOR'S GUIDE



This publication was supported by the Food and Drug Administration (FDA) of the U.S. Department of Health and Human Services (HHS) as part of a financial assistance award (FAIN) totaling \$500,000 with 100 percent funded by FDA/HHS. The contents are those of the authors and do not necessarily represent the official views of, nor an endorsement by, FDA/HHS or the U.S. government.



FACILITATOR'S GUIDE

WELCOME

This facilitator guide provides you with the information needed to conduct a tabletop exercise based on an outbreak originating from a retail source. This scenario will focus attention on the regulatory traceback investigation that occurs after a consumer reports an illness. As in typical foodborne outbreaks, the response will initially begin at the local, state, and tribal levels.

Exercise Goals and Objectives

Overall Goal

Improve jurisdictional preparedness and response to retail incidents.

Objectives

At the conclusion of this tabletop exercise, you should be able to:

- Discuss the sources and routes of contamination leading to the presence of pathogens in retail food service establishments.
- Assess the adequacy of control measures at retail food service establishments.
- Describe how an environmental assessment supports a foodborne illness outbreak investigation.
- Explain the role of clinical and food laboratories, including the importance of sample collection and chain of custody.
- Apply local, state, tribal, and federal regulations related to outbreak investigations and pathogen control in retail establishments.
- Utilize established investigation, reporting, and response procedures to manage the outbreak.
- Use a collaborative approach to efficiently deploy the responsibilities of each agency/discipline to implement proactive solutions during outbreak investigations.

Exercise Expectations

The event you are preparing to conduct is a tabletop exercise. This tabletop exercise is intended to involve key personnel discussing a simulated scenario in an informal setting. You can use the discussion time today to talk about plans, policies, and procedures and promote functional organization through the understanding of authorities, protocols, and response resources that already exist within participants' jurisdictions. This tabletop exercise is designed to facilitate discussion among various participating entities such as:

FACILITATOR'S GUIDE

1. **EHS** - State/local/tribal/territorial environmental health specialists (including those responsible for inspecting retail and food service establishments)
2. **LL** - Local and state clinical and/or food laboratories
3. **LPH** - Local public health/epidemiologist
4. **SRA** - State regulatory agency
5. **IND** - Members of the retail/food service sector who can participate as an option

Facilitator Expectations

The role of the facilitator is to guide the participants through the tabletop exercise. Your primary responsibilities include:

1. Read and understand this guide before conducting the tabletop exercise.
2. Be familiar with the objectives of the tabletop exercise and ensure that participants are familiar with these objectives before the tabletop exercise.
3. Understand the exercise evaluation guide (EEG) used to document highlights of the discussions.
4. Thoroughly review the SitMan and accompanying PowerPoint presentation.
5. Thoroughly review Appendix C, the mock inspection, and be prepared to role-play the grocery manager.
6. Establish and monitor a basic set of ground rules for participants to follow during discussion.
7. Keep the Tabletop Exercise on schedule.
8. Identify the appropriate times for breaks and lunch (if applicable).
9. Facilitate discussions by asking pertinent questions rather than offering your opinions.
10. Keep all discussions focused by bringing the group back on track if the conversation strays from the topic.
11. Encourage interaction among the different groups as they would be in the “real world.”
12. Encourage the participants to share their experiences and ideas to learn from one another.
13. Help the small groups during the breakout sessions if they have questions or need clarification of the discussion questions.
14. Identify participants who have relevant and recent experience with scenarios such as this and encourage them to share with less experienced participants.

FACILITATOR'S GUIDE

It may be necessary for you to interact with and monitor the small groups to make sure they stay engaged, including reassigning members to different tables to facilitate a more effective and balanced discussion. Some facilitators have also found it helpful to have someone identified (perhaps the lead planner) to assist with monitoring and guiding the groups when they are in the breakout sessions.

Participant Expectations

The following can be expected of the tabletop exercise participants:

1. Participants should have a working knowledge of retail food investigations through public health, environmental health, and/or local/state/tribal organizations.
2. Participants who have relevant experiences are expected to share those experiences with less experienced participants during the breakout sessions.

Additional Materials

A PowerPoint presentation has been developed to help you facilitate the tabletop exercise and to enhance the learning experience for attendees. There is also a situation manual (SitMan) created as a reference tool for the participants.

Personal Learning Inventory

The Personal Learning Inventory (PLI) is designed to provide participants with a document they can keep, which highlights their major takeaways, improvement ideas, and action items.

PLIs are for the participants' use only and will not be collected; however, they are welcome to share their PLI with others as a record of their learning experience in today's tabletop exercise. Every participant should use the PLI included at the end of the SitMan during the Tabletop Exercise to capture important discoveries and issues as they go through the modules. Participants will complete the PLIs at the end of the exercise and keep them. The PLIs will not be collected.

Evaluation

AFDO has created an online evaluation that can be accessed via a link or QR code in one of the last slides. The survey is available here: <https://www.surveymonkey.com/r/RQSJPMM>

FACILITATOR'S GUIDE

Course at a Glance








Time	Agenda
8:30 a.m.	Sign-in / Registration
9:00 a.m.	Welcome to the Day / Introductions
9:30 – 9:40 a.m. 9:40 – 10:30 a.m. 10:30 – 11:30 a.m.	Module 1 (120 Minutes) Set up of scenario Module 1 Questions Discussions
11:30 – 11:45 a.m.	Break
11:45 – 11:50 a.m. 11:50 – 12:10 p.m. 12:10 – 12:20 p.m.	Module 2 (35 minutes) Set up scenario Module 2 Mock investigation by EHS Cont. Presentation
12:20 – 1:20 p.m.	Module 2 (+60 minutes) Lunch (20-minute break; 40-minute working lunch/questions)
1:20 – 2:20 p.m.	Discussions
2:20 – 2:30 p.m. 2:30 – 3:00 p.m. 3:00 – 3:30 p.m.	Module 3 (110 minutes) Set up of scenario Module 3 Questions Discussions
3:30 – 4:00 p.m.	After-Action Report and Evaluation
4:00 – 4:15 p.m.	Next Steps and Adjourn

Approximate Total Workshop Time: **6 contact hours** depending on time allotted for break after working lunch. Note on breakout timing:

- Report out time should always meet or exceed the group question discussion time.
- Roughly 10 minutes per group should be allocated for discussion time.
- Groups should focus on the top three points or challenges they have uncovered.

FACILITATOR'S GUIDE

Facilitator Guide Icons

When You See This...	It Means...
	Use the facilitator's note for guidance
	REFER the participants to the SitMan page as indicated.
	SAY what's printed in the SitMan, present information in the PowerPoint, or provide other instructions.
	ASK question(s) of the participants; encourage share out.
	DISTRIBUTE materials to the participants.
	ASSEMBLE participants into a breakout or smaller group for an activity.
	PLAN and review.

FACILITATOR'S GUIDE

Preparations: Getting Started

The following items should be provided by the Lead planner:

- List of participants and their affiliations
- Tabletop exercise schedule
- One copy of the SitMan for each participant
 - Modules 1 and 2 should be distributed at the start of the training
 - The mock inspection Q&A and Module 3 should be distributed separately, later
- Name badge for each participant
- Table tent card for each participant group
- Certificate of Attendance for each participant
- Appropriate audio-visual equipment and meeting supplies
- Copies of the Personal Learning Inventory (located in the SitMan)

The facilitator should arrive early enough (at least 30 and ideally 60 minutes before the start of the tabletop exercise) to make sure that the room is set up properly and that the necessary documents and supplies are available. The facilitator should also check that all equipment is in working order.

A Note About Clock Management

As a facilitator, you are responsible for keeping the tabletop exercise on schedule. Running behind schedule and finishing late will distract from the tabletop exercise's goals and may detract from the learning experience. Also, cutting corners and rushing through the program may have equally negative effects as the continuity of the learning can be greatly disrupted. Some helpful guidelines for you to consider are:

- Prepare in advance to be familiar with the materials.
- Rehearse the timing of each portion of the training.
- Use the agenda – the timing has been calculated to effectively fit the allotted time frame.

If the training is scheduled for more or less time than the suggested time frame, plan out a new agenda in advance.

- Manage excessive conversation by asking participants to link their comments to the stated objectives.

FACILITATOR'S GUIDE

- “Park” lengthy discussions in a “Parking Lot” and agree to return to them later (if time permits).
- Questions and concerns that arise in the breakout sessions that cannot be resolved should be recorded in the After-Action Report (AAR).
- Use breaks and lunch to recalculate the agenda timing if there are concerns about veering off course.

FACILITATOR'S GUIDE

INTRODUCTION SLIDES

Slide 1: Title Slide

TASSELS AND TUMMULT: THE GRADUATION GAFFE

A Tabletop Exercise

**USE:**

The facilitator should welcome everyone and introduce himself/herself to the participants.

**SAY:**

Welcome everyone, to today's training. My name is... Today you'll be part of a tabletop exercise focused on a foodborne illness at the retail sector.

FACILITATOR'S GUIDE

Slide 2: Funding Acknowledgement

Funding Acknowledgement

- The development of this exercise was supported by the Food and Drug Administration (FDA) of the U.S. Department of Health and Human Services (HHS) as part of a financial assistance award [FAIN] totaling \$500,000 with 100 percent funded by FDA/HHS.
- The contents are those of the authors and do not necessarily represent the official views of, nor an endorsement by, FDA/HHS or the U.S. Government.



SAY:

The development of this training was supported by the Food and Drug Administration (FDA) of the U.S. Department of Health and Human Services (HHS) as part of a financial assistance award [FAIN] totaling \$500,000 with 100 percent funded by FDA/HHS.

The contents are those of the authors and do not necessarily represent the official views of, nor an endorsement by, FDA/HHS, or the U.S. government.

FACILITATOR'S GUIDE

Slide 3: Acknowledgements, cont.

Acknowledgements (continued)

- Thank you to the volunteer subject matter experts
 - Kemi Oni (Iowa Department of Health)
 - Danny Ripley (Tennessee Department of Health)
 - Brad Deacon (Michigan Department of Agriculture and Rural Development)
- Developed by AFDO and Food Safety Strategy, LLC



SAY:

The training was developed by AFDO with support from Food Safety Strategy and three subject matter experts:

- Kemi Oni (Iowa Department of Health)
- Danny Ripley (Tennessee Department of Health)
- Brad Deacon (Michigan Department of Agriculture and Rural Development)

FACILITATOR'S GUIDE

Slide 4: Safety and Logistics

Safety and Logistics

- Restroom
- Emergency exits
- Fire extinguisher, first aid, AED
- Breaks and lunch plan



USE:

Facility Points of Interest: Identify the locations of important places in the building like the restrooms, emergency exits, snack room or cafeteria, and other places that may be needed by the participants during the tabletop exercise.

Timelines for Breaks: Please see the “Course at a Glance” (page 5) agenda to plan for breaks and lunch logistics.



SAY:

Our facility restrooms are located _____.

Emergency exits can be found _____.

In the event of a fire or other emergency, the fire extinguisher, first aid, and AED devices are located _____.

Our first 15-minute scheduled break begins at 11:30 a.m.

During our lunch break, we plan to _____. Snacks and water are/are not provided. Vending machines are/are not on the premises.

FACILITATOR'S GUIDE

Slide 5: Introductions

Introductions

- Facilitator
- Evaluators (at each table)
- Icebreaker (Name, organization)



USE:

Ask participants to introduce themselves by offering their name, agency/company/entity, and their role. Explain that representatives from various entities have been asked to take part in this workshop. Consider including an icebreaker depending on the size of the group. For example, what food do you avoid based on your profession?



SAY:

Let's go around the room and introduce ourselves, with your name, agency/company/entity, and your role there.

FACILITATOR'S GUIDE

Slide 6: Purpose and Scope

Purpose and Scope

- At any point during production or distribution, food can be contaminated.
 - This scenario focuses on roles and actions that occur following a consumer illness complaint in the retail sector.
- It is incumbent that relevant parties/partners understand the roles and responsibilities of all participating entities during investigations.
 - Communication is key to the efficiency and success of investigations.



SAY:

At any point during production or distribution, food can be contaminated. Here, this scenario focuses on roles and actions that occur following a consumer illness complaint in the retail sector.

It is incumbent on relevant parties/partners to understand the roles and responsibilities of all participating entities during investigations. Communication is key to the efficiency and success of investigations.

FACILITATOR'S GUIDE

Slide 7: Exercise Structure

Exercise Structure

- Highly interactive exercise with three learning modules, each with questions and discussion:
 - **Module 1** - Identification of Potential Outbreak
 - **Module 2** - Inspection & Sample Collection (Mock Investigation for Environmental Health Specialists)
 - **Module 3** - Conclusion



SAY:

This tabletop activity is a highly interactive exercise with three learning modules. Each module includes information about an evolving foodborne illness situation and requires participants to evaluate and discuss the situation.

- Module 1- Identification of Potential Outbreak
- Module 2- Inspection and Sample Collection
 - This module contains a mock investigation for environmental health specialists.
- Module 3 – Conclusion

FACILITATOR'S GUIDE

Slide 8: Materials

Materials

- Situation Manual
 - All referred to as the SitMan
 - Contains more details than will be presented in each module
 - Module 3 and supplemental information will be provided later
- Appendices
 - Resource list
 - Epidemiology of foodborne diseases
 - Acronym list
 - Personal Learning Inventory
 - After Action Report



SAY:

This interactive exercise contains several parts to ensure a seamless experience. Here are the different documents that will be made available to you throughout the activity:

- The Situation Manual, or the SitMan, contains more details than will be presented in each module. Your table group must review this information to help guide this process.
- You will be provided with Modules 1 and 2 to begin. However, Module 3 and other supplemental information will be provided later. The SitMan also includes:
 - Appendices
 - Resource list
 - Epidemiology of foodborne diseases
 - Acronym list
 - Personal Learning Inventory
 - After-Action Report

FACILITATOR'S GUIDE

Slide 9: Personal Learning Inventory (PLI)

Personal Learning Inventory (PLI)

- Found at the end of the SitMan.
- Designed to provide you with a document to capture questions, improvement ideas, and action items.
- For your use only (not collected). You are encouraged to share your PLI with others as a record of your learning experience.
- Add to your PLI throughout the day and refer to it as needed.



REFER:

Refer participants to the “Personal Learning Inventory” handout



SAY:

The Personal Learning Inventory document, or PLI, is located at the end of the SitMan. Please find this handout now. This handout is designed to provide you with a document to capture questions, improvement ideas, and action items.

This is for your personal use only and will not be collected. You are encouraged to share your Personal Learning Inventory document with others as a record of your learning experience. Feel free to add to your PLI throughout the day and refer to it as needed.

FACILITATOR'S GUIDE

Slide 10: Goal of Exercise

Goal of Exercise

- Provides an overview of actions taken at the local, state, tribal, and territorial levels when a food-related incident occurs
- Focuses on the role that key personnel play in containing the problem and protecting consumers



ASK:

Ask participants what expectations they have for this workshop. Include relevant new goals (if time permits).



SAY:

This exercise is designed to provide an overview of actions taken at the local, state, tribal, and territorial levels when a food-related incident occurs.

Our primary focus is on the role that key personnel play in containing the problem and protecting consumers.

FACILITATOR'S GUIDE

Slide 11: Exercise Supports

Exercise Supports

- Standard 5: Foodborne Illness and Food Defense Preparedness and Response of the Voluntary National Retail Food Regulatory Program Standards reflect the current policies and procedures and is accurate as of January 2022.
- If there has been an update to the procedure in your jurisdiction, please inform the group of the change and work with the facilitator to ensure all participants understand the update.
- Scenario is hypothetical – don't fight the scenario.



SAY:

This exercise has been based on the policies and procedures contained in *Standard 5: Foodborne Illness and Food Defense Preparedness and Response of the Voluntary National Retail Food Regulatory Program Standards* and is accurate as of January 2022.

If there has been an update to the procedure in your jurisdiction, please make the group aware of the change and work with me, as your facilitator, to ensure that all participants understand the update.

Remember that the scenario presented here is hypothetical and may contain some assumptions in the process of managing an outbreak. Embrace the information presented and stay focused on the roles and responsibilities of each group member.

FACILITATOR'S GUIDE

Slide 12: Exercise Objectives

Exercise Objectives

- After this exercise, you will be able to:
 - Discuss the sources and routes of contamination leading to the presence of pathogens in retail foodservice establishments
 - Assess the adequacy of control measures at retail foodservice establishments
 - Describe how an environmental assessment supports a foodborne illness outbreak investigation



SAY:

We will focus on these learning objects as part of the exercise today. Team members will:

- Discuss the sources and routes of contamination leading to the presence of pathogens in retail food service establishments.
- Assess the adequacy of control measures at retail food service establishments.
- Describe how an environmental assessment supports a foodborne illness outbreak investigation.

FACILITATOR'S GUIDE

Slide 13: Exercise Objectives (continued)

Exercise Objectives (continued)

- Explain the role of clinical and food laboratories, including the importance of sample collection and chain of custody
- Apply local, state, tribal, and federal regulations related to outbreak investigations and pathogen control in retail establishments



SAY:

Explain the role of clinical and food laboratories, including the importance of sample collection and chain of custody.

Apply local, state, tribal, and federal regulations related to outbreak investigations and pathogen control in retail establishments.

FACILITATOR'S GUIDE

Slide 14: Exercise Objectives (continued)

Exercise Objectives (continued)

- Utilize established investigation, reporting, and response procedures to manage the outbreak
- Use a collaborative approach to efficiently deploy the responsibilities of each agency/discipline to implement proactive solutions during outbreak investigations



ASK:

Ask participants what expectations they have for this workshop. Include relevant new objectives (if time permits).



SAY:

Utilize established investigation, reporting, and response procedures to manage the outbreak.

Use a collaborative approach to efficiently deploy the responsibilities of each agency/discipline to implement proactive solutions during outbreak investigations.

You will be presented with an arrangement of questions for discussion at the end of each module. Not all the questions will apply to every group, but all discussion questions align with these learning objectives to focus your learning and practice today.

FACILITATOR'S GUIDE

Slide 15: Exercise Rules of Engagement

Exercise Rules of Engagement

- Open, low-stress and non-public learning environment, not intended to set precedents
- Listen to and respect the varying viewpoints of all the other participants
- Scenario is plausible and the events occurred as presented
 - Suspend your disbelief, and feel free to discuss differing policies and procedures during the breakout discussions.



SAY:

This exercise has been created to be an open, low-stress, and non-public learning environment. It is NOT intended to set precedents.

Please remember to listen to and respect the varying viewpoints of all the other participants in your table teams and among the other groups.

Assume the scenario depicted in this exercise is plausible, and the events unfolded as described. Engage with an open mind and feel encouraged to explore varying policies and procedures during the breakout sessions.

FACILITATOR'S GUIDE

Slide 16: Exercise Guidelines

Exercise Guidelines

- Commit to applying learnings from today's activities to your job/function and sharing key learnings with colleagues
- Teamwork is vital
- Have fun



SAY:

The purpose of this exercise is to apply your learnings from today's activities directly to your job/function. Remember to share key ideas and questions with your colleagues. The PLI handout can help you keep track of important items for later.

Remember that teamwork is vital for a successful exercise. Be sure to work together to share ideas, and welcome different perspectives and methods to accomplish the goals.

Most importantly, remember to have fun during this process.



ASK:

Are there any questions I can answer about the approach to this tabletop exercise?

FACILITATOR'S GUIDE

Slide 17: Exercise Players (Tabletops)

Exercise Players (Tabletops)

- Roles

- Environmental health specialists (EHS)
 - Managers
 - Field staff
- Laboratories (LL)
 - Clinical
 - Food
- Epidemiologists (LPH)
- State regulatory agencies (SRA)
 - Rapid response team
- Retail food industry (IND; optional)

**USE:**

Determine outliers: If any participant does not fit in with one of these categories, then consider where best to seat them during the sign-in process.

**SAY:**

This exercise includes various roles in the management of a foodborne outbreak. Here is a summary of the different positions that may be present with us today:

- Environmental health specialists (EHS) who are either managers or field staff
- Laboratories (LL), both clinical and food
- Epidemiologists (LPH)
- State regulatory agencies (SRA), including a Rapid Response Team if the state has one

FACILITATOR'S GUIDE

Slide 18: Roles and Responsibilities

Roles and Responsibilities

- **Participant:** Respond to the scenario based on first-hand, experiential knowledge; current plans and procedures of individual entity, agency, or jurisdiction; and insights from training and experience.
- **Evaluator:** Record discussion highlights at each breakout table; don't participate but capture the dialogue for the After Action Report.
- **Facilitator:** Lead the exercise, provide situation updates, and moderate discussions. Provide additional information and resolve questions as needed. Key officials may also assist as subject matter experts.



USE:

Table Evaluators: Confirm that an evaluator is present for each breakout table or group.



SAY:

To create a successful practice exercise, the following roles and responsibilities have been created to support the many parts of this interactive activity:

- The **Participant** will respond to the scenario based on their first-hand, experiential knowledge; current plans and procedures of their individual entity, agency, or jurisdiction; and insights from training and experience.
- The **Evaluator** will record the highlights of the discussion at each breakout table. They don't participate in the exercise but capture the essence of the dialogue for use in the After-Action Report.
- The **Facilitator** (that is me) leads the exercise, provides situation updates, and moderates discussions. I help by providing additional information and resolving questions as needed. I welcome the support and assistance of key officials who can serve as subject matter experts during the exercise.

FACILITATOR'S GUIDE

Slide 19: Roles and Responsibilities (cont.)

Roles and Responsibilities (continued)

- **Group discussion leader:** Representative from each table (volunteered by the group) who leads the group.
- **Group recorder/reporter:** Representative from each table (volunteered by the group) who ensures that the group discussions are kept on time, records the key themes discussed at the table, and is responsible for reporting out during the large group dialogue.



SAY:

Each table will also require the following roles to manage and document discussions:

- The **Group Discussion Leader** is a table volunteer who will lead the group at each table.
- The **Group Recorder/Reporter** is a table volunteer who will ensure that the table group discussions are kept on time, record the key themes discussed at the table, and be responsible for reporting during the large group dialogue.

FACILITATOR'S GUIDE

Slide 20: Remaining Questions/Comments

Remaining Questions / Comments

- Any questions before we begin?
- Expectations clear?



ASK:

What questions can I answer about the logistics, roles, or expectations for this exercise?

FACILITATOR'S GUIDE

MODULE 1 – IDENTIFICATION OF A POTENTIAL OUTBREAK

Slide 21: Module 1 – Identification of a Potential Outbreak

Module 1: Identification of Potential Outbreak

- Presentation of Scenario - 10 min
- Work Session (in breakout groups) - Answering Questions – 50 min
- Module Debrief (whole group) – 60 min



USE:

Presentation Limit: Summarize the scenario using the PowerPoint presentation for a maximum of **10 minutes only**. Remind the participants that additional details are in the SitMan.

Time Management: Timing is critical. Manage the clock and allow **120 minutes** in total for the entire module.

Keep them informed about the remaining time, and give them warnings at **10 minutes, 5 minutes, and 2 minutes**. The whole group discussion is limited to 60 minutes.



SAY:

Module 1 describes the details of the scenario where an illness outbreak occurred. Here is our timeline for Module 1.

- We will spend approximately 10 minutes presenting the scenario as a large group.
- When finished, we will begin our Work Session in breakout groups.
- You will be provided with 50 minutes to answer the questions for the module exercise. Each group will be assigned questions for discussion.
- We will share our learnings as a whole group in a module debrief for 60 minutes.
- The total time allotted for this section is two hours. I will help you manage your time in table discussion and will instruct you when it is time to begin constructing your report for presentation to the whole group. Remember that any unanswered questions should

FACILITATOR'S GUIDE

be written down for discussion with the whole group.

- We will reconvene as a whole group to report on your findings and any issues you encountered during your group investigation.
- Be sure to identify any critical issues, assumptions, and decisions that your table team made. Feel free to ask any additional questions that you think should be addressed at this time.

FACILITATOR'S GUIDE

Slide 22: Module 1 – Identification of a Potential Outbreak

Module 1: Identification of Potential Outbreak

- June 8 : Local health department was alerted via email by a concerned parent regarding sick party guests hosted June 6.
- Local epidemiologist called the parent and gathered information on who got sick, onset, symptoms, etc. The information provided met the criteria to trigger an investigation.



SAY:

On June 8, the local health department was alerted via email by a concerned parent regarding several illnesses allegedly associated with a graduation party hosted on June 6.

The concerned parent explained that many family members and friends were sick following the event. They expressed concern about the food served at the party.

The local epidemiologist called the parent and gathered as much information as possible – who got sick, onset, symptoms, etc.

The information provided met the criteria to trigger an investigation.

FACILITATOR'S GUIDE

Slide 23: Module 1 – Identification of a Potential Outbreak

Module 1: Identification of Potential Outbreak

- Epidemiologist informed their counterpart, the environmental health specialist, in case an inspection was warranted
- Epidemiologist began hypothesis-generating interviews; state epidemiologist was solicited for help to expedite the process



SAY:

The epidemiologist informed their counterpart, the environmental health specialist, in case an inspection was warranted. The epidemiologist begins hypothesis-generating interviews; the state epidemiologist was solicited for help to expedite the process.

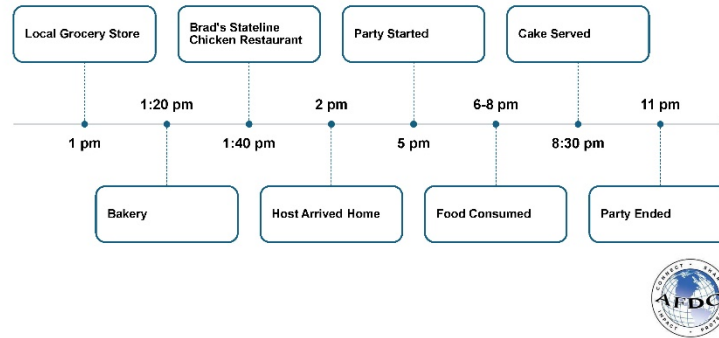
The host of the party had contact information for all guests in attendance. The epidemiologist gathered information from sick and healthy persons through a combination of phone calls and electronic submissions.

FACILITATOR'S GUIDE

Slide 24: Module 1 – Identification of a Potential Outbreak

Module 1: Identification of Potential Outbreak

- Interviews and questionnaire answers gleaned information



SAY:




The results of the interviews and questionnaires gleaned the following information as of late Friday night:

- Most party food was sourced from a local grocery store at 1:00 p.m., with dessert then picked up from a local bakery directly after, and fried chicken picked up from Brad's Stateline Chicken Restaurant.
- The entire trip took approximately 1 hour, and there was no temperature control other than air conditioning in the party host's car.
- Once home, the cake was stored in the refrigerator and grocery store/restaurant items were placed on kitchen/serving tables. No food items were co-mingled, and the same containers from the store/restaurant were used.
- Party guests arrived around 5 p.m., and the event concluded by 11:00 p.m. with most partygoers consuming food between 6 and 8 p.m. The cake was served chilled around 8:30 p.m.



FACILITATOR'S GUIDE


Slide 25: Module 1 – Identification of a Potential Outbreak

Module 1: Identification of Potential Outbreak

Grocery Store	Bakery	Brad's Stateline Chicken Restaurant
		

*Leftover roast beef, fried chicken, pretzels, and potato salad





SAY:

The menu of food items provided at the event included:

- **Grocery store** items such as sliced watermelon, fruit salad, leafy greens with bottled ranch dressing, roast beef sandwiches, deli-prepared potato salad, and pretzels
- **Bakery items** such as vanilla cake with custard filling, and chocolate chip cookies
- **Restaurant items** like Brad's Stateline Chicken Restaurant's fried chicken.

The party host had leftover roast beef (frozen), fried chicken (frozen), pretzels, and potato salad (refrigerated).

FACILITATOR'S GUIDE

Slide 26: Module 1 – Identification of a Potential Outbreak

Module 1: Identification of Potential Outbreak

- Late Friday night: Information on sick/healthy food exposures gathered

13 SICK PEOPLE	8 HEALTHY PEOPLE
• Watermelon (7)	• Watermelon (5)
• Salad (7)	• Salad (6)
• Dressing (6)	• Dressing (6)
• Chicken (5)	• Chicken (6)
• Roast beef (12)	• Roast beef (4)
• Potato salad (6)	• Potato salad (4)
• Pretzels (2)	• Pretzels (1)
• Fruit (4)	• Fruit (4)
• Cake (9)	• Cake (7)
• Cookies (6)	• Cookies (4)



USE:

Data Table: The data depicted in the chart aligns with the information presented on the slide. It has been included in the script section to facilitate clear comprehension.



This slide contains information on sick and healthy food exposures observed or experienced by late Friday night.

13 sick people

Watermelon (7)
Salad (7)
Dressing (6)
Chicken (5)
Roast beef (12)
Potato salad (6)
Pretzels (2)
Fruit (4)
Cake (9)
Cookies (6)

8 healthy people

Watermelon (5)
Salad (6)
Dressing (6)
Chicken (6)
Roast beef (4)
Potato salad (4)
Pretzels (1)
Fruit (4)
Cake (7)
Cookies (4)

FACILITATOR'S GUIDE

Slide 27: Module 1 – Identification of a Potential Outbreak

Module 1: Identification of Potential Outbreak

- Late Friday: Data on 13 sick individuals obtained
- Details of sick individuals including patient gender, age, disease onset, symptoms, and reported food exposures listed in SitMan



SAY:

As of late Friday, the following data on **13 sick individuals** were obtained:

- There were 8 males and 5 females.
- The ages of impacted persons range from 4 to 56 years old.
- The onset of symptoms emerged in the early hours of June 7.
- Affected individuals reported consistent complaints of diarrhea, stomach pain, cramping, and nausea. No fever was present in any of these individuals.
- A subset of individuals experienced vomiting; the exact number of impacted individuals was not reported.
- Most illnesses resolved within 24 hours.
- Additional details for sick individuals including patient sex, age, disease onset, symptoms, and reported food exposures listed in the SitMan.

FACILITATOR'S GUIDE

Slide 28: Module 1 – Identification of a Potential Outbreak

Module 1: Identification of Potential Outbreak

- Epidemiologist and environmental health specialist discuss foods consumed by sick individuals
- Epidemiologist communicates with the host about leftover food collection, the sick individuals willing to donate stool specimens (dropoff, pick-up), and the state laboratory for receiving and testing samples



SAY:

The Epidemiologist shared details with the environmental health specialist (EHS) about foods that were consumed by sick individuals and the leftover food items.

The Epidemiologist then follows up with the host about leftover food collection and the sick individuals who may be willing to donate stool specimens for drop-off or pick-up. The epidemiologist contacts the state laboratory for receiving and testing samples.

Upon determining the collection strategy and logistical needs for sampling collection, the epidemiologist and the environmental health team coordinate to arrange the collection of leftover food from the host.

FACILITATOR'S GUIDE

Slide 29: Module 1 – Identification of a Potential Outbreak

Module 1: Identification of Potential Outbreak

- Discuss hypotheses generated and likely source
- Environmental health specialist alerts store of an inspection
- Considers possible testing of food samples (from inspections) and sample shipment (environmental health and laboratory)



SAY:

The Environmental Health Specialist calls the grocery store, bakery, and Brad's Stateline Chicken Restaurant to alert them of the potential outbreak and discuss plans to visit the next day for an inspection.

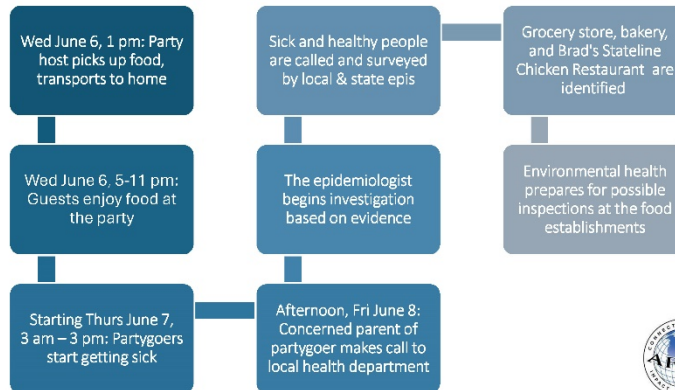
The decision on which location(s) to visit will be based on the hypotheses generated and the likely source of the contaminated food.

The Environmental Health Specialist communicates with the State Laboratory to discuss possible testing of food samples from the inspection and the logistics of the sample shipment.

FACILITATOR'S GUIDE

Slide 30: Module 1 – Identification of a Potential Outbreak

Summary of Timeline



SAY:

Here is a brief overview of the event timeline from reporting to current action.

- At 1:00 p.m. on Wednesday, June 6, the party host picks up catered food and groceries for the graduation event the following day. The host transfers the food home.
- From 5:00 p.m. to 11:00 p.m. on Wednesday, June 6, guests enjoy the food at the graduation party.
- Beginning at 3:00 a.m. on Thursday, June 7, and through 3:00 p.m. the same day, partygoers show symptoms of illness.
- On the afternoon of Friday, June 8, a partygoer's concerned parent calls the local health department.
- The epidemiologist activates the investigation based on evidence.
- Sick and healthy people are contacted and surveyed by local and state epidemiologists.
- The grocery store, bakery, and Brad's Stateline Chicken are identified.
- The environmental health team prepares for possible inspections at the food establishments.

FACILITATOR'S GUIDE

Slide 31: Table Activity Session

Table Activity Session



- Consider the developments while answering assigned questions
 - **EHS: Prepare questions for the mock inspection to be performed in Module 2**
- Identify any additional requirements, critical issues, decisions, and questions you think should be addressed at this time
- Record any unanswered assigned questions or participant questions

STEWARDS FOR IMPROVING PUBLIC HEALTH
WORLDWIDE SINCE 1896.



USE:

Review Norms: Remind the participants to listen to and respect the varying viewpoints of other participants.

Suspend disbelief and focus on the facts provided in the Module 1 SitMan scenario.



SAY:

We are now moving into our Tabletop discussion. Consider the developments within the Module 1 scenario while answering the assigned questions.

Identify any additional requirements, critical issues, decisions, and questions you think should be addressed at this time. Remember to record any unanswered assigned questions or participant questions that have arisen during your conversation.

A special note to the EHS professionals attending our activity: Please prepare questions for the mock inspection to be performed in Module 2.

FACILITATOR'S GUIDE

Slide 32: Breakout Session

Breakout Session

- 50 minutes to discuss questions
- 60 minutes for all groups to report out



REFER:

Refer participants to relevant SitMan pages.



USE:

Time Management: Inform participants to end breakout sessions and join the moderated discussion at the appropriate time. Give the groups 10-, 5-, and 2-minute warnings to wrap up.

Assign Questions: Include the list of all questions, organized as follows:

- Start with a general question for the EHS table, then ask the same to the epi, lab, and state regulatory groups
- Follow with other general questions.
- Then conclude with questions unique to EHS, epi, lab, state regulatory, and industry.

Group Shareout: Keep track of time. If a group can't answer a question, open it to the entire group for input.



SAY:

Please be reminded that you will have 50 minutes to discuss the assigned questions. We will then return together as a whole group for 60 minutes for all groups to report out.



ASK:

Are there any questions that I can answer before moving into your work session?



ASSEMBLE:

Have each of the groups report their top three discussion points, focusing on key items for the whole group.

- Give each group 10 to 15 minutes to report out, depending on the number of groups
- Record unresolved questions for the After-Action Report.

FACILITATOR'S GUIDE

Slide 33: Break



BREAK 15 MINUTES



PLAN::

Remind participants of the facility layout for restrooms, snacks, and water.



SAY:

We will now take a 15-minute break before continuing with Module 2. Please be sure to return on time as we will begin promptly at _____ a.m./p.m.

FACILITATOR'S GUIDE

MODULE 2 – INSPECTION AND SAMPLE COLLECTION

Slide 34: Module 2 – Inspection and Sample Collection

Module 2: Inspection & Sample Collection

- Presentation of Scenario – 5 min
- Mock Inspection – 20 min
- Cont. Presentation of Scenario – 10 min
- LUNCH
 - 20-min break
 - 40-min working lunch/ answer questions
- Module Debrief (whole group) – 60 min



USE:

Presentation Limit: Summarize the scenario using the PowerPoint presentation for a maximum of **5 minutes before** the mock inspection and **10 minutes after** the mock inspection.

Remind the participants that additional details are in the SitMan.

Time Management: Timing is critical. Manage the clock and allow **125 minutes** in total for the entire module.

Keep them informed about the remaining time, and give them warnings at 10 minutes, 5 minutes, and 2 minutes. The whole group discussion is limited to 60 minutes.



SAY:

Module 1 provides further evidence for the retail outbreak scenario. Here is our timeline for Module 2:

- We will spend approximately 5 minutes presenting the scenario as a large group.
- Then we'll have about 20 minutes for the EHS participants to conduct a mock inspection using the interview questions they developed in the last module.
- We'll reconvene for about 10 minutes to continue our presentation of the scenario as a whole group.
- After the presentation is completed, we will take a 20-minute break for lunch. We will

FACILITATOR'S GUIDE

regroup for a working lunch to answer the assigned questions for 40 minutes. Each group will be assigned questions for discussion.

- We will share our learnings as a whole group in a Module Debrief for 60 minutes.

The total time allotted for this section is 2 hours and 5 minutes. I will help you manage your time in table discussion and instruct you when it's time to begin constructing your report for presentation to the whole group. Remember that any unanswered questions should be written down for discussion with the whole group. We will reconvene as a whole group to report on your findings and any issues you encountered during your group investigation. Be sure to identify any critical issues, assumptions, and decisions that your table team made. Feel free to **ask** any additional questions you think should be addressed at this time.

FACILITATOR'S GUIDE

Slide 35: Module 2 – Inspection and Sample Collection



Module 2: Inspection and Sample Collection


- June 9th

Food and stool collection

Leftover collection

Review prior inspection reports





SAY:

On the morning of June 9, food and stool specimen collection occurs. The local environmental health specialist coordinates the collection of the leftovers from the party host. The local epidemiologist coordinates the *Para-Pak* kit drop-off to the affected individuals and provides pickup or submission instructions to the testing subjects.

On the afternoon of June 9, the local environmental health specialist reviews the previous inspection reports for the grocery store, bakery, and Brad's Stateline Chicken Restaurant.

FACILITATOR'S GUIDE

Slide 36: Module 2 – Inspection and Sample Collection

Module 2: Inspection and Sample Collection

- Summary of the previous inspection report for the GROCERY STORE

Last inspection was 10 months ago / Several "minor" deficiencies:

- Non-compliance with expiration dates
- Presence of dented cans
- Two uncalibrated temperature probes
- Refrigerated display case operating at 46°F., exceeding the Food Code requirements



SAY:

Here is a summary of the previous inspection report and findings for the grocery store:

"During the last inspection conducted 10 months ago, the grocery store revealed a series of what were categorized as 'minor' deficiencies. These included instances of non-compliance with expiration dates upon stocking food items, the presence of dented cans conspicuously lining the shelves, two uncalibrated temperature probes, and notably, a refrigerated display case was found to be operating at a temperature of 46°F., exceeding the Food Code requirements."

FACILITATOR'S GUIDE

Slide 37: Module 2 – Inspection and Sample Collection

Module 2: Inspection and Sample Collection

- Summary of the previous inspection report for the BAKERY

Last inspection was 10 months ago / Several "minor" deficiencies:

- Non-compliance with expiration dates
- Presence of dented cans
- Two uncalibrated temperature probes
- Refrigerated display case operating at 46°F., exceeding the Food Code requirements



SAY:

Here is a summary of the previous inspection report and findings for the bakery:

"During the most recent assessment carried out four months prior, the bakery came under scrutiny, with a notable 'major' observation regarding the insufficient temperature of the handwashing sink's water and lack of soap at one employee sink."

FACILITATOR'S GUIDE

Slide 38: Module 2 – Inspection and Sample Collection

Module 2: Inspection and Sample Collection

- Summary of the previous inspection report for the BRAD'S STATELINE CHICKEN RESTAURANT

Last inspection was 10 months ago / Several "minor" deficiencies:

- During the last inspection, 11 months ago, there were no notable violations



SAY:

Here is a summary of the previous inspection report and findings for Brad's Stateline Chicken Restaurant:

"During the last inspection, 11 months ago, there were no notable violations."

FACILITATOR'S GUIDE

FACILITATOR DIRECTIONS FOR MOCK INSPECTION

Objective: The mock inspection questions and answers (separate file) should be used by evaluators or facilitators (“the speaker” as determined by the Lead Planner) as part of Module 2. EHS participants (“the participants”) will engage with the speaker as part of a mock inspection of the grocery location that provided several catered items for the event associated with illness. The objective of the interaction is to help inspectors (the participants) identify topics and questions appropriate for an inspection of an establishment that may be associated with an outbreak, as well as to advance the scenario by revealing information that may have led to the outbreak.

Instructions: Before the mock inspection, as part of their Module 1 questions, the EHS participants will have developed a list of questions they intend to ask the speaker (playing the role of the grocery store manager). The speaker should *only* answer questions from the list that the participants ask. The speaker should mark which questions have been asked. Questions are organized by topic to aid the speaker in finding the appropriate answer based on the participants’ questions.

There is a slide that shows a cooling log that should be shown IF the participants ask for this kind of information.

After the participants have asked all their questions, the speaker should advance the slide to show the summary of the “inspection” of the grocery store, highlighting the key points that may not have been asked by participants. The goal is to help the participants think about additional questions they may want to ask if they are investigating a complaint. It will also ensure that participants have enough information to proceed to the next module.

If a question is asked that is not on this list: The speaker should be familiar enough with the inspection of retail food establishments, including grocery stores that provide “to-go” catering, to feel comfortable responding to questions that may not be included on this list. The speaker should note any such questions and include them, and the answers provided by the speaker, as part of the evaluation so that the workshop creators can consider adding the questions/answers to updated training materials.

FACILITATOR'S GUIDE

Slide 39: Module 2 – Inspection and Sample Collection

Module 2: Inspection and Sample Collection

- Mock Inspection by EHS group (Interview the manager)
- Ask questions of facilitator as you would in an inspection

20 MINUTES

ALL PARTICIPANTS OBSERVE THE EHS
TABLE PERFORM THE INSPECTION



REFER:

Refer to the Mock Inspection Appendix in the SitMan.



USE:

The facilitator will play the role of the grocery store and ask EHS to use their questions to conduct a mock inspection for the group (see Appendix C).

Provide 20 minutes only for this exercise and keep time for the participants.

All participants observe the EHS table and perform the “inspection” with the facilitator in a whole group practice.



SAY:

Now it's time for the Mock Inspection.

Representatives from the EHS table group(s) will interview the store manager whose part is played by me, your facilitator.

EHS group – Please remember to ask the facilitator questions as you would in an actual inspection – except we only have 20 minutes.

For all remaining participants, please witness the inspection process and take notes as necessary. You will be using the information obtained from this activity as part of your tabletop discussion. And don't worry – after the inspection, you'll get a copy of my cheat sheet.



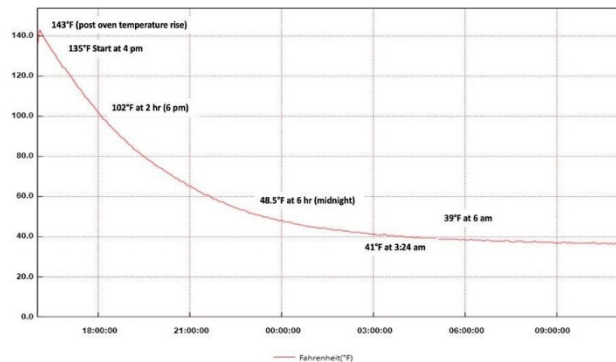
USE:

ONLY Move to the next slide IF the EHS inspectors ask about cooling temperatures

FACILITATOR'S GUIDE

Slide 40: Cooling Chart

Module 2: Inspection and Sample Collection



Prime rib roasts came out of the oven (around 4 pm) and were placed in the walk-in cooler. The prime rib roasts took about 11 hours to cool to 41°F. The output from the probe is shown.



SAY:

(IF ASKED BY THE EHS 'INSPECTORS')

The prime rib roasts came out of the oven (around 4 p.m.) and were placed in the walk-in cooler. It took about 11 hours for the prime rib roasts to cool to 41°F. The output from the probe is shown.

FACILITATOR'S GUIDE

Slide 41: Grocery Store Inspection Key Points

Module 2: Inspection and Sample Collection

- Details in provided handout
- Time-temperature abuse of prime rib roasts
 - Cooked to 143°F. over 5 hours
 - Cooled to 41°F. over 11 hours
 - Sliced cold, reheated in Alto Shaam set to 125°F.
- Roast was removed from walk-in cooler at 10 a.m. with expected pickup of 11 a.m.; customer arrived at 1 p.m.
- No employee illnesses



DISTRIBUTE:

Distribute a copy of the mock inspection questions and answers to each participant at the end of the mock inspection.



SAY:

Here are the key findings from the grocery store. Please be reminded that more details are provided for you in the *Mock Inspection* handout.

- The inspector found that there was evidence of time-temperature abuse of prime rib roasts.
- The roast was cooked to 143°F. over 5 hours.
- The roast was cooled to 41°F. over 11 hours.
- The roast was sliced cold, then reheated in an Alto Shaam set to 125°F.
- The roast was removed from the walk-in cooler at 10:00 a.m. with an expected pickup of 11:00 a.m. The customer arrived at 1:00 p.m. for pickup.
- No employee illnesses were reported.

FACILITATOR'S GUIDE

Slide 42: Module 2 – Inspection and Sample Collection

Module 2: Inspection and Sample Collection

- On June 11th, a newspaper article, “**Town Graduation Celebration Sees Dip in Attendance Amid Heatwave and Rumors**” recapped the weekend:

- *“This year's town celebration honoring local graduates witnessed a noticeable drop in attendance, leaving organizers and attendees puzzled. Rumors circulated that a number of graduates were sidelined due to excessive partying leading up to the event or were not feeling well.”*
- *“The scorching temperatures likely contributed to the decreased crowds, with many opting for indoor respite over outdoor festivities.”*



SAY:

On June 11, a newspaper article, “Town Graduation Celebration Sees Dip in Attendance Amid Heatwave and Rumors,” recapped the weekend’s events. Here are a few snippets from the article:

“This year's annual town celebration honoring local graduates witnessed a noticeable drop in attendance, leaving organizers and attendees puzzled. Rumors circulated that a significant number of graduates were sidelined due to excessive partying leading up to the event or were not feeling well.

“The scorching temperatures likely contributed to the decreased crowds, with many opting for indoor respite over outdoor festivities. Despite the subdued atmosphere, those who did attend showed unwavering support for the graduates, cheering them on as they marked this significant milestone.”

FACILITATOR'S GUIDE

Slide 43: Module 2 – Inspection and Sample Collection

Module 2: Inspection and Sample Collection

- More Cases Emerge
 - Three individuals with similar illnesses; one visited urgent care (June 7 evening) and submitted a stool specimen
 - Four reports from “R U Sick” – a new initiative aimed at identifying outbreaks early on



SAY:

More cases have emerged. Three individuals reported similar illnesses, with one visiting urgent care on the evening of June 7. This affected person had submitted a stool specimen for testing.

Four reports are submitted from “R U Sick” – a new initiative aimed at identifying outbreaks early on. The epidemiologist noted one of the four they spoke to Friday, while the other three are new cases who did not attend the June 6 party.

FACILITATOR'S GUIDE

Slide 44: Module 2 – Inspection and Sample Collection

Module 2: Inspection and Sample Collection

- New Case Information
 - Three cases attended other graduation parties and one sick individual said the food consumed was catered from the local grocery store.
 - None of them reported consuming any food from the bakery or Brad's Stateline Chicken Restaurant.



SAY:

Here's some new case information: In recent interviews, it was discovered that the three individuals involved in the cases attended another graduation party. Additionally, one person who fell ill mentioned that the food consumed at the party was catered by a local grocery store.

None of the sick individuals reported consuming any food from the bakery or Brad's Stateline Chicken Restaurant.

FACILITATOR'S GUIDE

Slide 45: Module 2 – Inspection and Sample Collection

Module 2: Inspection and Sample Collection

- June 11, the Epidemiologist Team has calculated odds ratios (OR) from each food for the sick and case controls
- Roast beef had the highest OR (12.0), $P=0.048$

Data on Roast Beef from Interviews / Questionnaires

	Sick Individuals	Health Individuals
Roast Beef	12	4
No Roast Beef	1	4
Total	13	8

*Data from RU Sick NOT included, but as noted, 2 of the 3 sick people ate roast beef sandwiches.



USE:

Reporting Data: The facilitator should request that the laboratory personnel attending the exercise explain the “OR” and “P” values to the group.



SAY:

On June 11, the Epidemiologist Team calculated the odds ratios (OR) from each food for the sick and case controls: Roast beef had the highest OR (12.0), $P=0.048$



ASK:

Please raise your hand if you are not familiar with the meaning or significance of the “odds ratio” (OR) and/or p-value.

FACILITATOR'S GUIDE

Slide 46: Module 2 – Inspection and Sample Collection

Module 2: Inspection and Sample Collection

- Local epidemiologist communicates the results of the data analysis and other related findings from new cases interviews
- Local environmental health specialist:
 - Phones the lab to prioritize testing roast beef samples
 - Obtains more information on roast beef/ingredients
 - Re-visits grocery store to discuss control measure/ follow-up



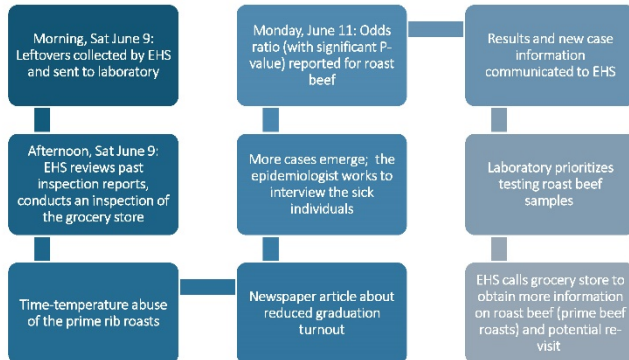
SAY:

The local epidemiologist communicates the results of the data analysis and other related findings from new case interviews. The local environmental health specialist contacts the laboratory to prioritize testing of roast beef samples; calls the grocery store to obtain more information about the roast beef, including other foods it was used in as an ingredient; and re-visits the grocery store to discuss control measures and learning opportunities.

FACILITATOR'S GUIDE

Slide 47: Module 2 – Inspection and Sample Collection

Summary of Timeline



SAY:

Here is a brief overview of the events that have transpired in this module:

- On the morning of Saturday, June 9, the leftovers were collected by EHS and sent to the laboratory.
- On the afternoon of Saturday, June 9, EHS reviewed past inspection reports and inspected the grocery store.
 - The inspection report noted that time-temperature abuse of the prime rib roasts had occurred.
 - This same day, a newspaper article was published about reduced graduation turnout.
 - More cases emerge; the epidemiologist works to interview the sick individuals.
- On Monday, June 11, the odds ratio (with significant P-value) was reported for the roast beef.
 - Results and new case information communicated to EHS.
 - The laboratory prioritizes testing roast beef samples.

The EHS calls the grocery store to obtain more information on roast beef (prime beef roasts) and re-visit the location.

FACILITATOR'S GUIDE

Slide 48: Table Activity Session

Table Activity Session

- Consider the developments while answering assigned questions.
- Identify any additional requirements, critical issues, decisions, and questions you think should be addressed at this time.
- Record any unanswered assigned questions or participant questions.

**USE:**

Review norms: Remind the participants to listen to and respect the varying viewpoints of other participants.

**SAY:**

We are now moving into our Tabletop discussion. Consider the developments within the Module 2 scenario and Mock Inspection while answering the assigned questions.

Identify any additional requirements, critical issues, decisions, and questions you think should be addressed at this time. Remember to record any unanswered assigned questions or participant questions that have arisen during your conversation.

FACILITATOR'S GUIDE

Slide 49: Break

Lunch – 20 Minute Break 40 Minute Table Discussion

**PLAN:**

Remind participants of the facility layout for restrooms, snacks, and water.

**REFER:**

Refer participants to relevant SitMan pages.

**USE:**

Time Management: At the appropriate time, ask the participants in the breakout sessions to end their discussions so that the group can participate in the moderated discussion.

Give the groups 10-, 5-, and 2-minute warnings so that they can wrap up their discussions.

Assign Questions: Include the list of all questions.

**SAY:**

We will now take a 20-minute break before continuing with Module 2. Please be sure to return on time as we will begin promptly at _____ a.m./p.m.

We will continue with a working lunch format for 40 minutes while answering questions on our tabletops. Please feel free to bring your food and drink items.

We will then return together as a whole group for 60 minutes for all groups to report out.

**ASK:**

Are there any questions I can answer before moving into your break and work session?

FACILITATOR'S GUIDE

Slide 50: Breakout Session

Breakout Session

- 60 minutes for all groups to report out



USE:

Group Shareout - If a group is unable to answer a question, pose the question to the whole group and see if an answer can be found.

Manage the clock and keep the discussion on track.



ASSEMBLE:

Have each group report their discussion, organized as follows:

- For the EHS questions, start with questions applicable to all participants and go around.
- Then conclude with questions unique to EHS – Epi – Lab - State regulatory – Industry.
- Groups should focus on the top three items they have discussed and should be important for the whole group to know.
- Give each group 10 to 15 minutes to report out, depending on the number of groups.



USE:

Unresolved questions should be recorded and later addressed in the After-Action Report.



ASK:

Are there any comments from other participants about the questions and answers reported?

FACILITATOR'S GUIDE

MODULE 3 – CONCLUSION

Slide 51: Module 3 - Conclusion

Module 3: Conclusions

- Presentation of Scenario – 10 min
- Work Session (in NEW breakout groups): Answering Questions – 30 min
- Module Debrief (whole group) – 30 min



USE:

Presentation Limit: Summarize the scenario using the PowerPoint presentation for a maximum of **5 minutes before** the Mock Inspection and **10 minutes after** the Mock Inspection. Remind the participants that additional details are in the SitMan.

Time Management: Timing is critical. Manage the clock and allow 70 minutes in total for the entire module.

Keep them informed about the remaining time, and give them warnings at **10 minutes, 5 minutes, and 2 minutes.**



SAY:

Module 3 provides the information necessary to close out the retail outbreak. Here is our timeline for Module 3.

- 10 minutes: Present the scenario as a large group.
- 30 minutes: Answer questions in new breakout groups, with directions provided before the session.
- 30 minutes: Reconvene for a Module Debrief as a whole group.

The total time allotted is 60 minutes. I will help you manage time during discussions and instruct you when to start constructing your report for presentation. Record any unanswered questions for the whole group to discuss.

We will reconvene to report findings and discuss any issues encountered during the investigation. Identify critical issues, assumptions, and decisions made by your team, and feel free to ask any additional questions.

FACILITATOR'S GUIDE

Slide 52: Module 3 - Conclusion

Module 3: Conclusions

Stool sample lab results received: Enterotoxin detected in stool specimens from the first reported cases, toxin produced by *C. perfringens*

By Friday, June 15, food lab results received: Roast beef samples from the party host's home and grocery store inspection were confirmed positive for *C. perfringens* by culture.

All other food from the party host's home was negative.



SAY:

Here is a brief overview of the sample results:

- The stool sample lab results were received and show that *Enterotoxin* was detected in stool specimens from the first reported cases. The toxin is produced by *C. perfringens*.
- By Friday, June 15, all food lab results were received. These reveal that the roast beef samples from the party host's home and grocery store inspection were both confirmed positive for *C. perfringens* by culture.
- All other food from the party host's home was negative.

FACILITATOR'S GUIDE

Slide 53: Module 3 - Conclusion

Module 3: Conclusions

- Inspectional findings + lab results = outbreak was due to contaminated roast beef
- Beef rib roasts at the grocery store improperly cooked, cooled, and reheated for a duration that allowed the pathogen to grow
- The grocery store also supplied the same roast beef to other parties that were associated with the “R U Sick” patients



SAY:

Based on inspection findings and laboratory results, it was determined that the outbreak stemmed from contaminated roast beef. The beef rib roasts at the grocery store were found to be improperly cooked, cooled, and reheated for a duration that allowed the pathogen to grow.

The grocery store also supplied the same roast beef to other parties that were associated with the “R U Sick” patients.

FACILITATOR'S GUIDE

Slide 54: Module 3 - Conclusion

Module 3: Conclusions

- Other factors that contributed to the outbreak:
 - New deli manager/lack of taking routine temperatures, unlike the former deli manager
 - High staff turnover
 - Temperature probes not functioning properly



SAY:

There were 3 additional factors contributing to the outbreak.

First, the deli manager who habitually monitored temperatures retired three months before the incident. The new deli manager took food safety training but was not in the habit of taking temperatures.

Second, this situation was compounded by high staff turnover, with many new members joining the team due to the absenteeism of high school students during graduation events and the return of college students. Additionally, there is a possibility that food safety training was inadequate.

Third, the temperature probe on one of the Alto Sham ovens was malfunctioning, and the use of the probes was discontinued some time ago.

FACILITATOR'S GUIDE

Slide 55: Module 3 - Conclusion

Module 3: Conclusions

- Other considerations that likely contributed to the outbreak – Party Host (Home Consumer)
 - No temperature control in the party host's car
 - The party host left the roast beef/food out on the table without any temperature control
 - All factors may have contributed to *C. perfringens* reaching higher numbers (e.g., consumer temperature-abused product resulting in more illnesses)



SAY:

Other considerations that likely contributed to the outbreak include the conditions of food storage by the home consumer.

The party host transported the food in their car without any temperature control measures. Furthermore, they also left the roast beef and other food items out on the table without implementing any temperature control measures before the party guests arrived (estimated from 1:30 p.m. to 5:00 p.m.) and during the party (5:00 p.m. to 11:00 p.m.). This may have contributed to the *C. perfringens* reaching higher numbers. For example, the consumer's temperature-abused product resulted in more illnesses.

FACILITATOR'S GUIDE

Slide 56: Module 3 - Conclusion

Module 3: Conclusions

- Local environmental health specialist followed up with the grocery store about what went wrong and opportunities for prevention:
 - Training
 - Store's risk control plan includes taking and recording temperatures for cooking, cooling, and reheating, reviewing by a certified food protection manager (CFPM) daily, and sending to the health department weekly



SAY:

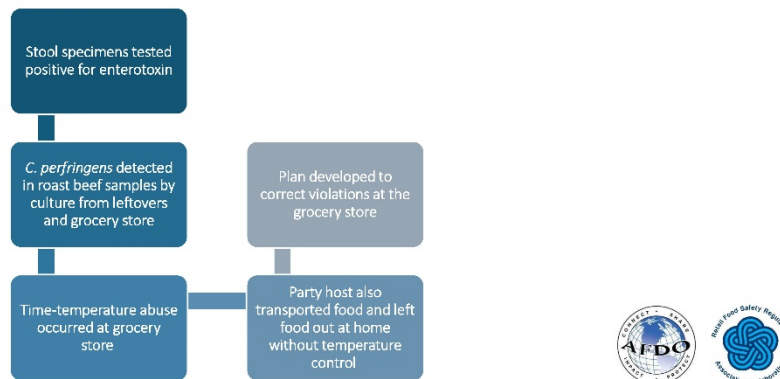
The local environmental health specialist followed up with the grocery store about what went wrong and opportunities for prevention. Training that can be provided to avoid errors in the future was also discussed.

The store's risk control plan includes taking and recording temperatures for cooking, cooling, and reheating, reviewing by a certified food protection manager (CFPM) daily, and sending to the health department weekly.

FACILITATOR'S GUIDE

Slide 57: Summary of Timeline

Module 3: Conclusions



SAY:

Here is a brief overview of the results received and subsequent actions:

- All stool specimens tested positive for enterotoxin.
- *C. perfringens* was detected in roast beef samples by culture from leftovers and from the grocery store.
- Time-temperature abuse occurred at the grocery store.
- The party host also transported food and left food out at home without temperature control.
- A plan was developed to correct violations at the grocery store.

FACILITATOR'S GUIDE

Slide 58: Table Activity Session

Table Activity Session

- **Change groups! Count off by the number of tables.**
- Consider the events/timeline while answering assigned questions.
- Identify any additional requirements, critical issues, decisions, and questions you think should be addressed at this time.
- Record any unanswered assigned questions or participant questions.



USE:

Facilitate intros among participants: Encourage table team members to introduce themselves.

Review norms: Remind the participants to listen to and respect the varying viewpoints of other participants.



SAY:

We are now going to change groups! Let's count off by [number of tables] to form our new groups. The number you call out will be your new table number.



ASSEMBLE:

Assemble the participants at their respective tables.



SAY:

Please introduce yourself, with your name, agency/company/entity, and your role there to your new table team members.

We are now moving into our tabletop discussion. Consider the developments within the Module 3 scenario while answering the assigned questions. Identify any additional requirements, critical issues, decisions, and questions you think should be addressed at this time. Remember to record any unanswered assigned questions or participant questions that have arisen during your conversation.

FACILITATOR'S GUIDE

Slide 59: Breakout Session

Breakout Session

- 30 minutes to discuss questions
- 30 minutes for all groups to report out



USE:

At the appropriate time, ask the participants in the breakout sessions to end their discussions so that the group can participate in the moderated discussion.

Give the groups **10-, 5-, and 2-minute** warnings so they can wrap up their discussions.



SAY:

Please be reminded that you will have 30 minutes to discuss the assigned questions. We will then return together as a whole group for 30 minutes so all groups can report out.



ASK:

Are there any questions I can answer before moving into your work session?

FACILITATOR'S GUIDE

Slide 60: Exercise Objectives

Exercise Objectives

- Recapping learning objectives:
 - Discuss the sources and routes of contamination leading to the presence of pathogens in retail foodservice establishments.
 - Assess the adequacy of control measures at retail foodservice establishments.



SAY:

We are nearing the end of our tabletop exercise. Here is a reminder of our learning objectives. Today we learned how to:

- Discuss the sources and routes of contamination leading to the presence of pathogens in retail food service establishments.
- Assess the adequacy of control measures at retail food service establishments.

FACILITATOR'S GUIDE

Slide 61: Exercise Objectives (cont.)

Exercise Objectives (continued)

- Describe how an environmental assessment supports a foodborne illness outbreak investigation.
- Explain the role of clinical and food laboratories, including the importance of sample collection and chain of custody.
- Apply local, state, tribal, and federal regulations related to outbreak investigations and pathogen control in retail establishments.



SAY:

We also learned how to:

- Describe how an environmental assessment supports a foodborne illness outbreak investigation.
- Explain the role of clinical and food laboratories, including the importance of sample collection and chain of custody.
- Apply local, state, tribal, and federal regulations related to outbreak investigations and pathogen control in retail establishments.

FACILITATOR'S GUIDE

Slide 62: Exercise Objectives (cont.)

Exercise Objectives (continued)

- Utilize established investigation, reporting, and response procedures to manage the outbreak.
- Use a collaborative approach to efficiently deploy the responsibilities of each agency/discipline to implement proactive solutions during outbreak investigations.



SAY:

Finally, we learned how to:

- Utilize established investigation, reporting, and response procedures to manage the outbreak.
- Use a collaborative approach to efficiently deploy the responsibilities of each agency/discipline to implement proactive solutions during outbreak investigations.

FACILITATOR'S GUIDE

Slide 63: Evaluation

Evaluation

- <https://www.surveymonkey.com/r/RQSJPMM>

**USE:**

Give participants approximately 5 minutes to complete the survey, noting that there are a few more things to cover before breaking for the day.

**SAY:**

Please take about 5 minutes right now to complete the exercise evaluation by clicking the QR code shown.

Your feedback goes to AFDO and is important to make future exercises even more successful.

FACILITATOR'S GUIDE

Slide 64: Other Activities

Other Activities

- After Action Report and Improvement Plan (AAR/IP)
 - Will be generated
 - Your feedback from wrap-up questions will be incorporated
 - Consider this For Official Use Only and share only with those with a need to know
- Review your PLI and add final thoughts (do not turn in; PLI stays with you)



DISTRIBUTE:

Distribute and collect feedback forms. Upon collection from the Participants, please forward to the Lead Planner.



SAY:

Here are a few housekeeping items as we close out our exercise.

- The After-Action Report and Improvement Plan (AAR/IP) will be generated by the evaluators and Lead Planner, and a draft will be shared in about one month. Your feedback from evaluations and wrap-up questions will be incorporated. Consider this For Official Use Only and share only with those with a “need to know.”
- Review your PLI and add any final thoughts. Please do NOT turn in this document; the PLI stays with you.

FACILITATOR'S GUIDE

Slide 65: Resources

Resources

- Complete list in SitMan – your situation manual
 - FDA Model Food Code: <https://www.fda.gov/food/fda-food-code/food-code-2022>
 - EpiReady: <https://www.neha.org/epi-ready>
 - CIFOR CDC landing page: <https://www.cdc.gov/ncezid/dfwed/food-safety-office/cifor.html>
 - RRT Best Practices Manual: https://cifor.us/downloads/clearinghouse/2017-RRT-Best-Practices-Manual_FINAL_191216_082235.pdf
 - Integrated Food Safety Centers of Excellence (Food Safety CoEs) : <https://www.cdc.gov/foodsafety/centers/index.html> ; Products developed by CoEs: <https://foodsafetycoe.org/>



SAY:

Here is a list of the resources and professional publications that were involved in creating this exercise. You'll find these in the SitMan appendix as well.

FACILITATOR'S GUIDE

Slide 66: Thank You and Questions

Thank You and Questions

**DISTRIBUTE:**

Distribute certificates of completion (if applicable).

**SAY:**

It was a pleasure serving as your facilitator today. You are now dismissed. Thank you for coming and safe travels!

FACILITATOR'S GUIDE

APPENDIX A: GLOSSARY

In this appendix, you will find a list of terms used throughout the guide. Use this as a reference for any words with which you are unfamiliar.

1. **After-Action Report and Improvement Plan (AAR/IP)** – The final product of an exercise. The After-Action Report and Improvement Plan (AAR/IP) has two components: an AAR, which captures observations and recommendations based on the exercise objectives as associated with the capabilities and tasks; and an IP, which identifies specific corrective actions, assigns them to responsible parties and establishes targets for their completion. The lead evaluator and the exercise Planning Team draft the AAR and submit it to conference participants before an After-Action Conference. The draft AAR is distributed to conference participants for review no more than 30 days after the exercise is conducted. The final AAR/IP is an outcome of the After-Action Conference and should be disseminated to participants no more than 60 days after exercise completion. The AAR/IP should be treated as a “For Official Use Only” document and shared only with those with a need to know.
2. **Module** – A segment within the exercise.
3. **Personal Learning Inventory (PLI)** – An accounting of each participant’s learning experience.

FACILITATOR'S GUIDE

APPENDIX B: ACRONYMS USED

Acronym	Organization
AFDO	Association of Food and Drug Officials
CDC	Centers for Disease Control and Prevention
EHS	Environmental health specialist
FDA	Food and Drug Administration
FERN	Federal Emergency Response Network
PFGE	Pulsed field gel electrophoresis
TTX	Tabletop exercise
WGS	Whole genome sequencing

9/1/24