

Investigators' Discoveries: Digging Deep for Food Safety



Digging Deeper Training

- o Training Consists of:
 - o Purpose (Why?)
 - o What
 - o Method
 - o 4 Activities

Purpose

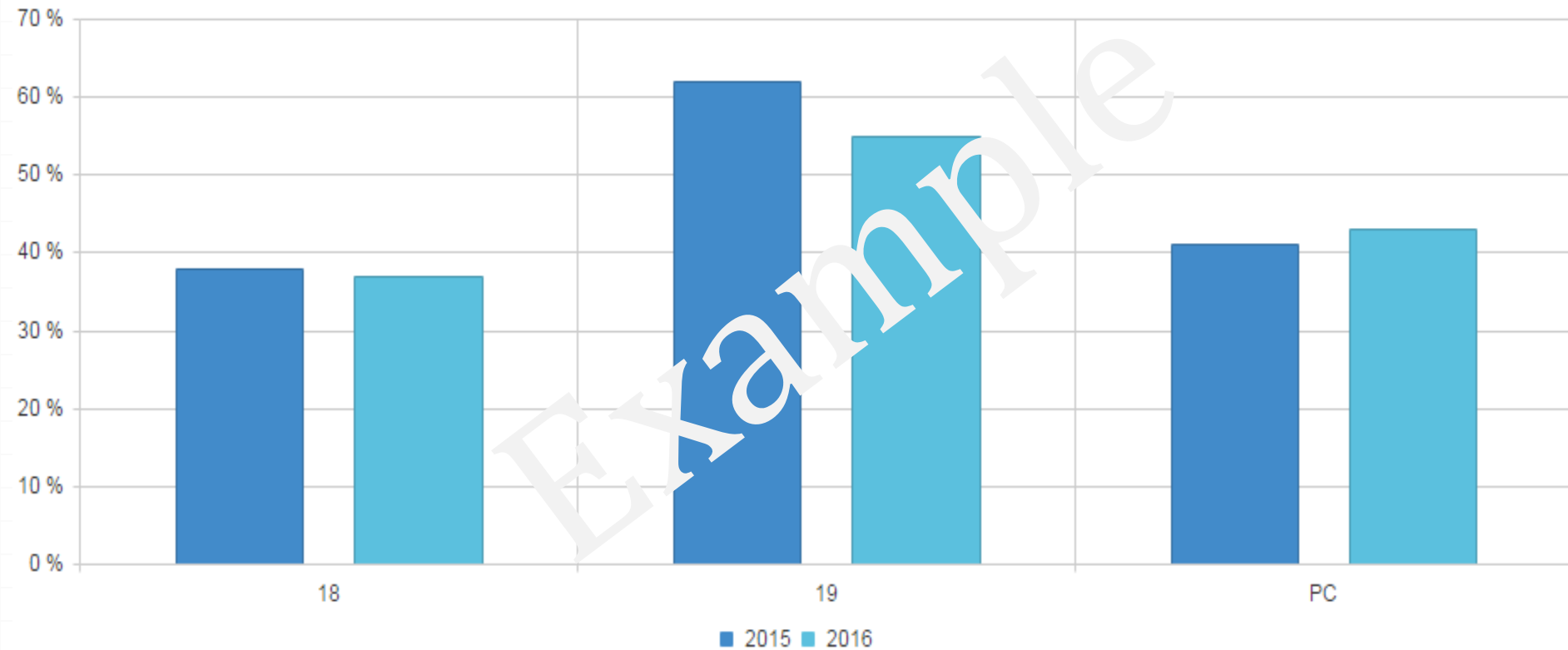
A training in using questioning and observational skills together to determine the extent of violations and their root causes to identify systematic gaps so that long term corrective actions can be achieved.

What is the goal?

The primary function of this exercise is to enhance the Regulatory Jurisdiction's ability to protect the public health by identifying food safety hazards within regulated facilities and minimizing the public's exposure to those hazards through guidance, education and enforcement.

Not Observed-Full Service

Inspection Results By Year



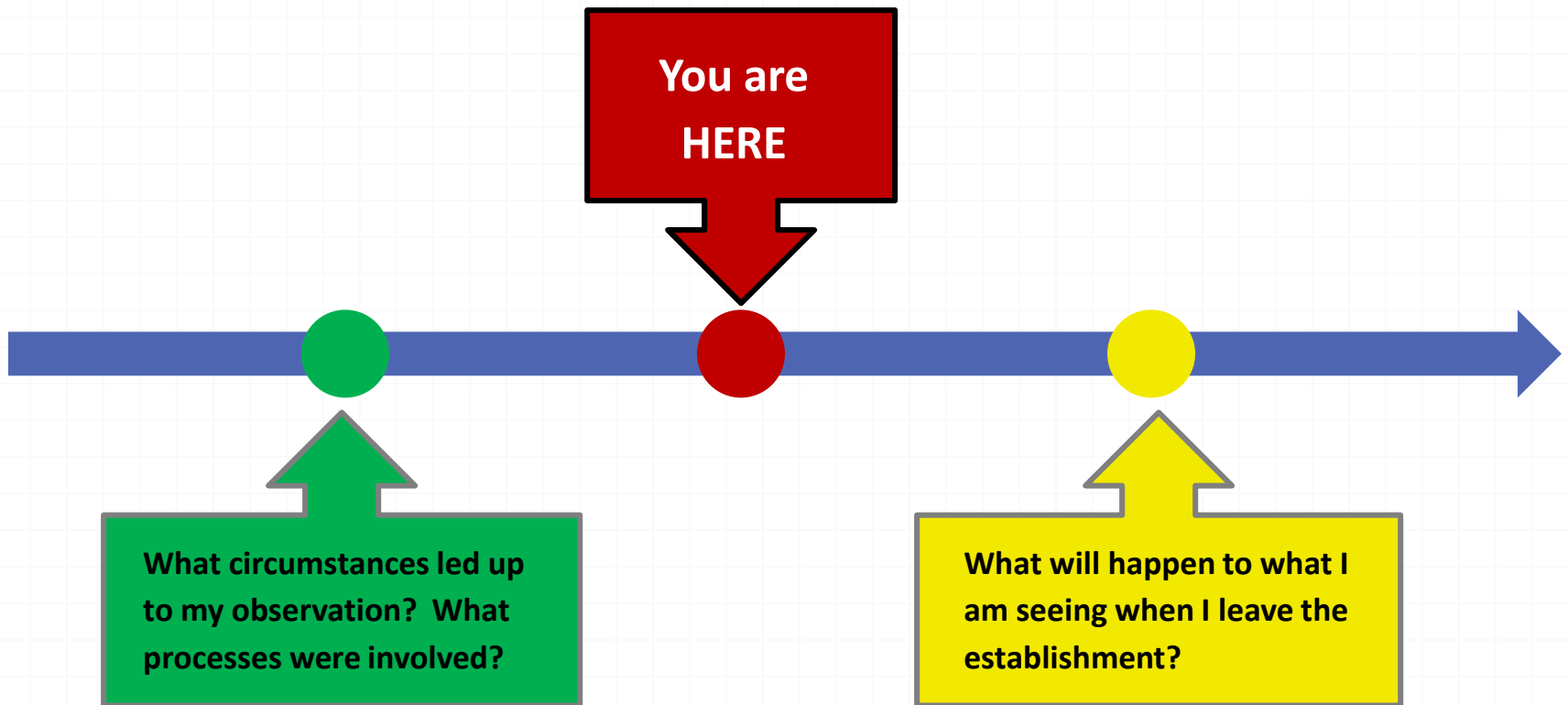
Identifying Risk Factors

When you observe a hazard (violation)-
are you seeing the whole story?



I make better
decisions with half
the data.

Said no one ever.



How do we know???

We ask questions!

Example- Chicken Caesar Salad



- Cook chicken
- Cool chicken
- Add dressing
 - Is this from a jar?
 - Is this made in house?
- Add cheese
- Add croutons
- Store in cooler until served to customers.

**You
are
Here**

METHOD

Ask questions to determine:

- o What
- o Where
- o When
- o Why
- o Who
- o How
- o Will vs. Skill

WHAT

Used to ask for information about something or someone



- o “What” will answer what happened, or what is the hazard (The hazard is the observation or the violation) and will encourage inspectors to gather facts related to the observations.

What is the problem? What am I observing that does not meet code requirements?

WHERE

In or to what place or position

o “Where” sets the scene and will answer *where* the hazard is happening (that you can observe) as well as *where else* the hazard may be happening (that you cannot observe at the time of inspection or in the location where you are observing the hazard).

Where is the violation happening? Where else might I observe the same hazard?

WHEN



At what time

o “When” will answer the time the hazard occurred. This may also answer when else the hazard may be observed in the future, or may have happened in the past.

When is it happening? Is the hazard happening now? Did it happen earlier in the day? When will it happen in the future?

WHY



For what reason or purpose

o “Why” will answer the background or the cause of the hazard or violation.

Why is it happening? What circumstances have allowed the violation to happen?

WHO

Gives further information about a person or people

o “Who” is a question that will contain the facts related to any person who is directly or indirectly associated with the hazard.

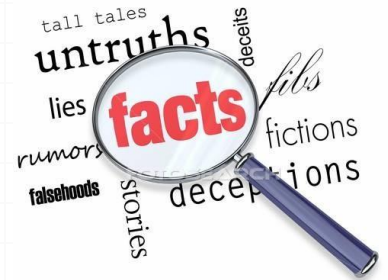
Who is responsible? Who will resolve the issue?



HOW

Used to ask about the condition or quality of something

o “How” will provide facts about how the hazard came to be or how it can be corrected.



How can you overcome this issue? How can this be corrected? How must things change to prevent future violations?

Examples

What is the problem?

Chicken temperature is 120°F

Where is it happening?

On the buffet line

When is it happening?

2:00pm- slow time of day

Why is it happening?

The chicken has been on the buffet for 1 hour and the buffet table temperature is set at 110°F

Who is/do you need to get involved?

Manager and cooks who fill the buffet

How can you overcome this problem?

Set the Buffet table temperature to 160°F monitor temps every hour. Discard chicken below 135°F or reheat to 165°F.

Skill vs. Will

SKILL

- *Technical ability to execute the job duties*
- depends on experience, training and understanding.
- “I’ve never been taught.”
- “I understand and can show you.”

WILL

- *Desire, Attitude, and Behavior*
- depends on desire to achieve, incentives, security and confidence.
- “What’s in it for me?”
- “I want to do it but no one has taught me.”

Have you ever felt that you missed something or did not ask enough questions?



Activity

1

- Observe the hazard (violation) in the following photos.
- Write a question (or questions) for each category using the provided form.

Activity 1.1- Hazard



Group Activity 1.1

Observe the hazard (violation) in the photo. Write a question (or questions) for each category. *Photo 2- Prepping Vegetables*

Name(s)

WHAT-

WHERE-

WHEN-

WHY-

WHO-

HOW-

Activity

2

- Watch and listen to the following scenario.
- Identify and summarize the questions that were asked using the provided form.



Hazard (Observation)



Activity 2 Role Play Scenario

Identify and summarize which questions were asked based off of the scenario.

Name: _____

WHAT-

WHERE-

WHEN-

WHY-

WHO-

HOW-

Skill vs. Will-

Questions that should have been asked-

Activity ③

- Observe the hazard (violation) in the scenario provided and the following photo.
- Write a question (or questions) for each category using the provided form.

Activity 3- Hazard



Establishment Info

- o We had half a pan of leftover meatballs from last night. I added new meatballs in with the leftovers and microwaved the meatballs for 5 minutes at 7:00am this morning. Once the timer went off, we mix them up and microwave for another 3 minutes as written in our procedure manual. We normally don't take temperatures because we microwave for a set amount of time. We had a new closer last night who put the meatballs in the freezer instead of the cooler which was weird, but other than that nothing out of the ordinary has happened this morning. The microwave was acting funny last week but the owner's brother came in and looked at it and said nothing was wrong.

Group Activity 3

Observe the hazard (violation) in the photo and scenario. Write a question (or questions) for each category. *Meatballs*

Name(s) _____

WHAT-

WHERE-

WHEN-

WHY-

WHO-

HOW-

Activity

4

Scenario Based Role Play

- Three Scenarios total
(we will do this 3 times)
- Each scenario will have 3 roles
 - Inspector
 - Person in Charge
 - Reviewer

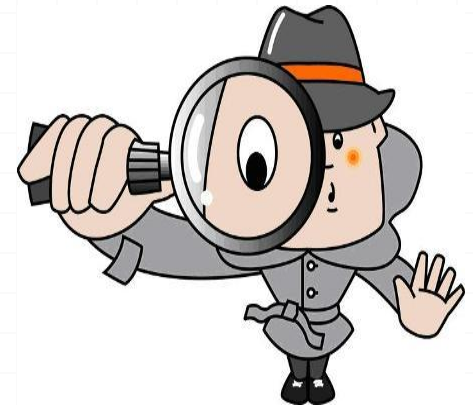


Inspector Role

Inspector- will be given limited information.

Use the Investigative Questioning Method to determine:

- **What** hazard is present
- **Where** the hazard is taking place
- **When** the hazard is happening
- **Why** the hazard is happening
- **Who** is responsible
- **How** the hazard will be corrected
- **Will** vs. Skill



Person in Charge



- The Person in Charge will have the establishment's information containing the background and circumstances pertaining to the hazard.
- The Person in Charge will answer the Inspector's questions based on the information provided.
- If the Inspector asks a question that can not be answered based on the information provided- the Person in Charge will answer, "I do not know".

Reviewer

- o The Reviewer will be provided with the Inspector information as well as the Person in Charge's information.
- o The Reviewer of each Scenario will complete an Interview Feedback Form



Interview Feedback Form

Did the inspector determine...	Success		Suggested Improvement (Include comments)
What is the hazard?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<div></div> <div></div> <div></div> <div></div>
Where does the hazard exist?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<div></div> <div></div> <div></div> <div></div>
When did the hazard occur?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<div></div> <div></div> <div></div> <div></div>
Why did the hazard occur?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<div></div> <div></div> <div></div> <div></div>
How can the hazard be corrected?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<div></div> <div></div> <div></div> <div></div>
Will or Skill?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<div></div> <div></div> <div></div>

Interview Feedback Form (cont.)

Attribute	Success		Suggested Improvement (Include comments)
Efficiently elicited the information	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<hr/> <hr/> <hr/>
Polite - yet assertive	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<hr/> <hr/> <hr/>
Mannerisms (Ahs, moving hands)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<hr/> <hr/> <hr/>
Voice Projection	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<hr/> <hr/> <hr/>

Inspector:

Manager:

Reviewer:

Scenario 2- Bob's Grocery



Answer Key

Expectations

If you observe something that appears to be out of compliance, use your investigative skills to determine:

- **WHAT**- identify the correct violation (if any)
- **WHERE**- where and which products or surfaces are affected by the violation
- **WHEN**- when did/will the violation occur (before and after you've left the establishment)
- **WHY**- circumstances that led to the violation
- **HOW**- how can this violation be corrected – short term and long term
- **WILL or SKILL**- adjust your exit conference and method of follow-up and enforcement based on this determination

Jurisdiction's Expectations

- o Ensure that observations are made to verify control over all Food Borne Illness Risk Factor and Public Health Intervention areas during every inspection you conduct
- o Effective investigative skills are a requirement of Retail and Manufactured Program Standards
- o Developing investigative skills will help you better protect public health
- o Investigative Skills will be assessed during QA Joint Inspections
- o Funding is attached to the Standards

Training Materials

◦ Where to get materials?

<http://www.afdo.org/2018-afdo-presentations-monday/>

Thank- You

Mark Speltz, Chief Inspector
Iowa Department of Inspections and Appeals
Food and Consumer Safety Bureau
Mark.speltz@dia.iowa.gov
(515)669-3266

Jennifer Pierquet MPH, PMP, Program Planner
Department of Inspections and Appeals
Food and Consumer Safety Bureau
jennifer.pierquet@dia.iowa.gov
(515)-577-3003