

Sushi – A Special Food Topic

Facilitator's Guide

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Guide Overview

This is an online learning tool that can be accessed anytime for independent learning at <http://sites.bu.edu/masslocalinsitute/>. However, in order to meet the training needs of a variety of audiences across Massachusetts, this Facilitator's Guide (Guide) has been designed to assist with a group-based delivery in flexible time segments. Please note that the Guide provides suggestions and guidelines for how to conduct the training. Each facilitator can adapt the guidelines and/or incorporate his or her own training methods to best meet the needs of any given group who will partake in this training.

Two options for a facilitator-led training are available.

1. Access via high-speed internet: <http://sites.bu.edu/masslocalinsitute/>
2. Access via CD. A CD is available if you do not have high speed internet access to the online training. To request a copy of this training on CD, please contact the Local Public Health Institute of MA at lphi@bu.edu.

For either option, move through the training by following the Table of Contents. Use the scroll bar on the right-hand side to move up and down the page. Click on 'next page' or a page number to move between pages.

The course contains multiple webpages with subject content, links to other websites, activities and exercises, and video clips. You should discuss all of the content, play the videos, and conduct the activities and exercises. You should also illustrate some of the links and resources, as time allows. Be sure participants understand that this training is the equivalent of an online Resource Manual so they should be encouraged to access it frequently.

The Guide also provides teaching tips, estimated times for completion, facilitator notes, and supplemental activities or discussion topics. Please note that the online training serves as a valuable resource to all classroom facilitators because it has dozens of links to:

- statutes and regulations that explicitly outline roles, responsibilities, and authority
- carefully selected online resources that provide valuable information for dealing with public health issues

We hope that you find the content and suggestions provided in this Guide useful. We invite you to submit your comments – your opinions and suggestions help to improve our Guides.

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Kathleen MacVarish
Seth Eckhouse

Before You Begin

- ✓ Plan approximately 1 hour to complete this online training. For a classroom setting, plan an additional 30 minutes to an hour to allow time for group discussion and activities.
- ✓ Complete the online training on your own.
- ✓ Read this Facilitator's Guide to become familiar with the content and flow. We suggest you print this Guide before you start the online training, so you can take notes as you complete the training.
- ✓ As you complete the training and review the Facilitator's Guide, look for segments to include examples specific to your audience and your own experience.
- ✓ Decide if you want to print out any of the webpages, links, or resources for activities or discussion. You can find all answers to the discussion questions in their related webpages.
- ✓ Determine what equipment you want to incorporate into delivering the training.
- ✓ Think about other tools you might wish to supplement the training with, such as flipcharts, diagrams, icebreakers, or activities.
- ✓ If your participants are seeking contact hours, tell them to complete the pre-test online before attending your training and remind them to complete the post-test and evaluation online at the end of the training.

Participants must register to establish a learner profile and complete the pre-test, post-test, and the evaluation for a certificate of completion with contact hours.

Teaching Tips – Alternatives to “Are there any questions?”

Often asking “*Are there any questions?*” only elicits response from the same few people who are willing to speak up.

The alternatives suggested below are designed to involve learners more actively.



Identify expectations

Participants can write down 1-2 questions they believe the session will answer.



Make diagrams

Ask individuals or small groups to draw a diagram that illustrates the material.



Identify unanswered questions

Ask individuals/ groups to write down 1-2 questions they still have.



Create potential exam questions

Ask participants to generate potential exam questions and answer them.

Working with Small Groups

Having learners work in small groups is a good way to increase involvement. When making small group assignments:

- Groups should be no larger than seven people.
- Assign a group leader or reporter.
- Give specific and simple directions.
- Ask for specific and concrete products - list, diagram, summary, illustration, etc.
- Set a time limit.
- Let the learners do the work. Facilitate discussions rather than lead them.

Introduction (Page 2)

Introduce yourself and provide some background information on your public health experience. Have participants introduce themselves and describe where they work, what they do, and what their backgrounds are. Participants should also state what they hope to learn from the course.

Explain that this training will also serve as a valuable resource to all LBOH members and health department staff because it has links to:

- statutes and regulations that explicitly outline roles, responsibilities and authority
- carefully selected online resources that provide valuable information for dealing with public health issues

Discuss the purpose of the course. The purpose of this course is to explain the public health concerns associated with sushi, specifically in its preparation, storage, and service. It also details the responsibilities of LBOH in ensuring safe food handling practices that comply with the requirements that govern sushi's safety, especially with regards to rice acidification.

Review Learning Objectives.

After completing this training, you will be able to:

- Define sushi in both technical and common terms
- List three types of pathogens associated with sushi
- Name three requirements for establishments to serve sushi with acidified rice and without time or temperature control
- List two things the LBOH must do to consider a variance request, and two ways to validate an HACCP plan for an establishment that is new and not yet in operation
- Identify the minimum requirements of an HACCP plan
- Name the two processes an establishment must demonstrate to the LBOH for validation of their HACCP plan
- Summarize four important areas to assess during a demonstration of sushi assembly

What is Sushi? (Page 3)

Explain the difference between the technical and common definitions of sushi.

Describe the two different types of sushi.

Show the videos on maki and nigari preparation.

Conduct the self check activity with participants.

What are the Public Health Concerns? (Page 4)

List the pathogen hazards associated with sushi.

Explain that fish may be contaminated with pathogens, or that pathogens may be introduced during sushi preparation, storage, or service.

Ask participants if they've investigated or read about any outbreaks involving sushi consumption, and **detail** the 2012 outbreak.

Emphasize that not all fish presents a parasite hazard.

Open and highlight the importance of Chapter 3 of the FDA Fish and Fishery Products Hazards and Control Guidance.

Note that market names don't always match the menu.

Describe the steps to take if a fish species is a parasite hazard.

Show the video on parasite hazards and destruction.

Conduct the self check activity with participants.

What is the Role of the LBOH? (Page 5)

Explain that 105 CMR 590.000 (590) contains specific requirements for sushi operators, and LBOH are the delegated administration and enforcement authority for 590.

Note that most retail establishments that prepare sushi use acidified rice that is held at room temperature.

Detail the three requirements an establishment must comply with in order to serve sushi with acidified rice and without temperature or time control.

List the situations in which the special requirements are not required.

Conduct the quiz group with participants.

Explain that in order for a variance to be considered, the LBOH must review and validate the HACCP plan.

Detail the information that must be included, at the minimum, in an HACCP plan.

Conduct the self check activity with participants.

Refer to the two documents that assist establishments with HACCP plan preparation, and assist LBOH with HACCP plan review.

Emphasize that in order to validate the HACCP plan, the LBOH must actually observe the process described in the HACCP plan.

Ask participants if they have had to validate an HACCP plan for an establishment that was new and not yet in operation. **Describe** the two ways to do so.

Conduct the self check activity with participants.

Inspector in Action (Page 6)

List the two processes an establishment must demonstrate to the LBOH for validation of their HACCP plan.

Explain the complexity of the rice acidification process.

Show the videos on preparing sushi rice, calibrating a pH meter, and preparing and pH testing a rice slurry.

List some questions LBOH should ask to ensure food safety.

Name and detail the important areas to assess during a sushi assembly demonstration.

Conduct the quiz group with participants.

Conclusion and Additional Resources (Page 7)

Encourage participants to use the Job Aid that summarizes key points from the training for future reference.

Review the Learning Objectives.

- Define sushi in both technical and common terms
- List three types of pathogens associated with sushi
- Name three requirements for establishments to serve sushi with acidified rice and without time or temperature control
- List two things the LBOH must do to consider a variance request, and two ways to validate an HACCP plan for an establishment that is new and not yet in operation
- Identify the minimum requirements of an HACCP plan
- Name the two processes an establishment must demonstrate to the LBOH for validation of their HACCP plan
- Summarize four important areas to assess during a demonstration of sushi assembly

Offer additional resources for further information.

Certificate of Completion

At the conclusion, remind participants that if they would like a certificate of completion with contact hours, they must log in to the Institute's website and complete the pre-test, the post-test and the evaluation.