

出國報告（出國類別：會議）

出席「消費者食物安全教育研討會  
(Consumer Food Safety Education  
Conference)」  
出國報告

服務機關：衛生福利部 國民健康署

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出國期間：103年12月1日至103年12月7日

報告日期：104年2月25日

## 摘要

消費者食物安全（含營養）教育研討會及會前工作坊（Consumer Food Safety Education Conference），於 103 年 12 月 3 日至 103 年 12 月 5 日在美國維吉尼亞州阿靈頓郡 Crystal Gateway Marriott 飯店召開，此會議由 Partnership for Food Safety Education 組織主辦，邀集美國政府部門（農業部 (USDA)、疾病控制與預防中心 (CDC) 與食品藥物管理局 (FDA))、民間團體、食物（品）及營養學者專家，針對食因性病原微生物汙染、社群媒體傳播、飲食營養教育介入評估、食物安全製備及消費者行為改變等進行最新研究成果報告及實例討論，與會人數約 200 餘人。

本次會議與本署業務相關之內容包括如何將研究結果的測量納入飲食營養教育及行為方面的政策介入、利用健康信念模式來進行介入，以及社群媒體傳播時應注意的事項、創新的作法和介紹所發布的健康訊息是否清楚明確的評估工具。經由此次會議的參與了解美國營養及健康教育推動經驗及最新學術研究結果，除了作為未來國民營養相關政策規劃的重要參考之外，亦可直接應用於健康議題的傳播。

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## 一、目的

了解美國營養及健康教育推動經驗及最新學術研究結果，並蒐集國外飲食及營養教育之教材，作為未來國民營養相關政策規劃及健康傳播之重要參考。

## 二、過程

(一) 出國行程摘要 (12月1-7日，共7日，含例假日2日)：

日期	行程內容摘要
12月1-2日	(啓程) 桃園國際機場出發，於美國洛杉磯轉機至華盛頓，轉乘巴士至維吉尼亞州阿靈頓郡
12月3日	參加「消費者食物安全教育研討會」會前工作坊
12月4日	參加「消費者食物安全教育研討會」
12月5日	上午參加「消費者食物安全教育研討會」，下午搭機返臺
12月6-7日	(返程) 經洛杉磯轉機返回臺北

(二) 參加議程 (詳如附件 1)：

時間	議程
103年12月3日(三)	
上午	1. 報到 2. 參加2場平行場次會前工作坊 (1) From Twitter to Facebook to LinkedIn: Finding Your Voice in Social Media (2) CDC Clear Communication Index
下午	參加2場平行場次會前工作坊

時間	議程
	(1) Best Practices in the Evaluation of Consumer Food Safety Interventions (2) Results of a Food Safety Intervention Study
103 年 12 月 4 日 (四)	
上午	1. 開幕共同場次 (1) Welcome and Overview (2) Food Safety Is a Winnable Battle (3) Supporting Consumers - Facilitating Behavior That Reduces Risky Behaviors 2. 參加 2 場平行場次 (1) Food Safety Curricula for Young People (2) Lessons in Social Media
中午	共同場次 Food Safety = Behavior
下午	1. 參加 2 場平行場次 (1) Food Safety and Behavior (2) Consumers and Safe Handling of Produce 2. 共同場次 Champion for Consumers: Educators in Action
103 年 12 月 5 日 (五)	
上午	1. 共同場次 Meaningful Messengers 2. 參加 4 場平行場次 (1) Food Safety and Youth I (2) Food Safety and Youth II (3) Successes in Prevention Health (4) Fresh Produce-Ready Schools

### 三、會議重點

#### (一) 主辦單位簡介

此次消費者食物安全教育研討會及會前工作坊在美國維吉尼亞州阿靈頓郡 Crystal Gateway Marriott 飯店召開，與會人數約 200 名。研討會之主辦單位 Partnership for Food Safety Education 為一非營利組織，係以終結美國食因性病原微生物感染而造成的疾病和死亡為宗旨，透過結合公立

和私營部門的共同合作來推動健康和食品安全教育，並提升教育消費者  
食品安全供應鏈的重要性。

## (二) 本署相關議題

1. 「From Twitter to Facebook to LinkedIn: Finding Your Voice in Social Media」  
平行場次：

由 International Food Information Council (IFIC) 辦理該會前工作坊平行場次。IFIC 為一非營利組織，其使命為促進美國健康和營養專家、教育工作者、政府官員、記者以及其他提供食品安全和營養訊息者之間的有效溝通。主講者為 IFIC 的 Tony Flood (Senior Director of Food Safety and Defense) 及 Liz Caselli-Michael (Digital Media Manager)，介紹如何利用各種社群媒體管道，例如 FaceBook、Twitter、google+、LinkedIn 等進行健康傳播。

首先 (pre-step) 要建立起自己的閱聽眾 (Building your following)，方式包括：傳達生活中實際可行的方法、不封鎖任何人、和閱聽眾建立起良好的關係、提供真實數據、發布訊息的頻率要固定、回答問題、分享其他有趣的內容等。接著第 1 步要尋找目標族群 (Step 1: Target)，試問：誰需要這個訊息？他們會在什麼社群媒體上？不同社群媒體的不同性質？有什麼其他的議題也是這群人有興趣的？尋找到目標族群後，第 2 步要選擇欲傳達的訊息 (Step 2: Message)。選擇 1 個主要傳達訊息及 2 個次要傳達訊息即可，避免一次選擇過多訊息，並且把訊息改寫成目標族群關心的議題。第 3 步發布訊息 (Step 3: Delivery)，選擇適合目標族群的發布方式，以部落格或文章、視覺化的圖片、影片或聲音、即時問答互動等不同方式發布訊息。第 4 步觸及 (Step 4: Reach)，除了當前的閱聽眾之外，利用各種宣傳活動來增加新的閱聽眾，並且直接與其他倡議者聯繫，擴展觸及率和訊息之散布。第 5 步是在訊息發出之後要進行後續追蹤及調整 (Step 5: Track and Adjust)，有多少人看到該訊息？這些人的人口學特徵？這些人符合我們設定好想要傳達訊息的那群人嗎？哪幾則的訊息最吸引人？什麼發布時間最有效？

這樣的訊息發布在什麼平台最吸引人？

最後以腸道出血性大腸桿菌 *E. coli* O157:H7 為例，分成小組進行健康傳播練習。

## 2. 「CDC Clear Communication Index」平行場次：

「CDC Clear Communication Index」會前工作坊平行場次由美國疾病控制與預防中心 (CDC) 的 Christine Prue (Associate Director for Behavioral Science, National Center for Emerging & Zoonotic Infectious Disease) 介紹該溝通指引工具，並以實際範例來說明如何使用。該指數先以 4 個問題（附件 2），評斷對象與提供訊息的需求：

- (1) Who is your primary audience?
- (2) What do you know about the health literacy skills of your audience?
- (3) What is your primary communication objective?
- (4) What is the main message statement in the material?

並依科學實證，列出 20 項評分項目，藉以評估所發布的訊息對於目標族群來說是否容易閱讀與理解。

## 3. 「Best Practices in the Evaluation of Consumer Food Safety Interventions」平行場次：

該會前工作坊平行場次由 Research Triangle Institute (RTI) International 與 Clemson University 合作辦理。RTI International 為一非營利組織，於全球超過 75 個國家提供醫藥、教育訓練、調查統計、經濟社會政策、能源環境領域、實驗室檢測和化學分析等研究技術服務。

過去教育工作者往往僅被訓練如何傳達訊息，而未被訓練如何評估介入成效。在介入之前，應先思考什麼才是理想的結果。以食物安全教育為例，理想的結果應不只是消費者知識的改變，更重要的是行為的改變，而最終的目的在於減少食因性病原微生物所引起的疾病。因此教育的介入是

否有效，應將相關的測量納入研究設計之中，研究結果的測量應是「SMART」的，即「Specific」、「Measurable」、「Achievable」、「Relevant」、「Time bound」。明確（「specific」）界定研究的結果和目標，假設介入的目標為「使青少年清洗水果」，則應明確設定目標為「在 6 週的介入之後，使至少 85% 的青少年參加者在食用之前都能清洗水果」，其中「85%」即為可測量（「measurable」）的目標，「6 週」即為時限（「time bound」）的設定，並在訂定目標時考量是否能達成（「achievable」），且該目標與組織目標及任務相關（「relevant」）。另安排了內部和外部效度、隨機分派、數據收集之品質控制等研究設計基礎課程。

#### 4. 「Results of a Food Safety Intervention Study」平行場次：

該會前工作坊平行場次由 The Ohio State University 的 Lydia Medeiros (Professor Emeritus, Human Nutrition, College of Education and Human Ecology) 和 Jeff LeJeune (Professor of Veterinary Preventative Medicine) 以及 Colorado State University 的 Patricia Kendall (Professor Emeritus) 和 Susan Baker (Associate Professor/Extension Specialist, Food Science and Human Nutrition) 共同介紹 2 所大學合作設計之西班牙語及英語 2 種語系的飲食營養教育教材「Eating Smart • Being Active」，該教材包含 8 個核心主題如下：

- Get Moving! - 一起享受活躍。
- Plan, Shop, \$ave - 在預算之內有計畫的購買健康食物。
- Fruits & Veggies - 增加每天蔬菜與水果的量。
- Make Half Your Grains Whole - 主食中至少有一半是全穀雜糧。
- Build Strong Bones - 由低脂或脫脂的乳製品中獲取足夠的鈣質。
- Go Lean with Protein - 選擇瘦肉作為蛋白質來源，並注意食品安全。
- Make a Change - 限制高脂、高糖和高鹽的食品。
- Celebrate! Eat Smart & Be Active - 慶祝獲得新知識和新技能！



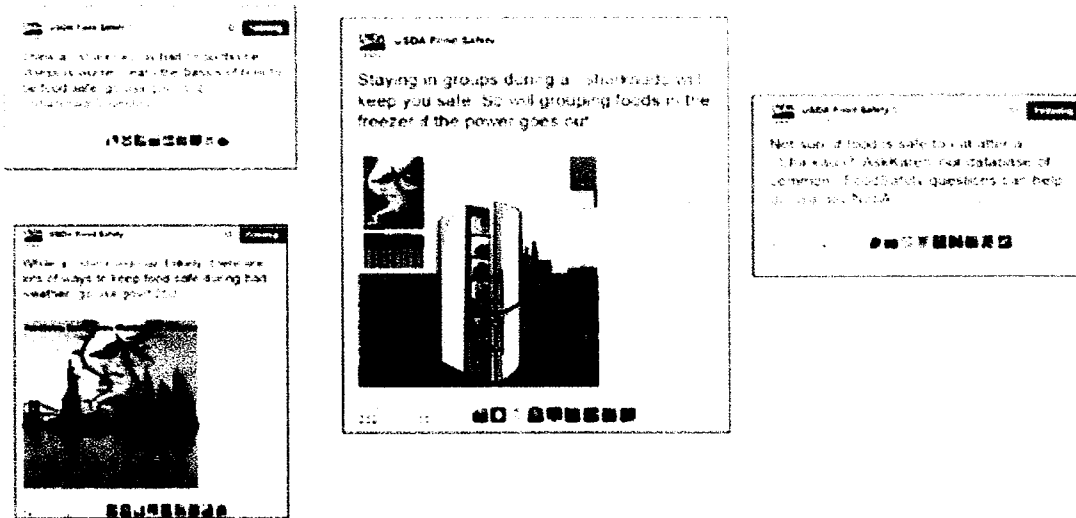
研究團隊針對俄亥俄州和科羅拉多州，共 542 位低收入孕婦（母語為英語或西班牙語）進行此教育課程，有效提升孕婦營養素養。

5. 「Food Safety Curricula for Young People」平行場次：

由美國農業部食品安全和營養應用中心 (CFSAN) 的 Howard Seltzer (National Food Safety education Advisor) 等人共同主講食物安全課程「Hands On: Real-World Lessons for Middle School Classrooms」，該課程包涵科學、社會學、數學、語言藝術等內容，科學方面係教導學生如何檢測食因性病原微生物、社會學方面係教導公共衛生、數學方面係教導食因性病原微生物相關統計分析、語言藝術方面係教導表達方式，藉以提升學生食品安全的概念。

6. 「Lessons in Social Media」平行場次：

由美國農業部食品安全檢驗局 (FSIS) 的 Christopher Bernstein (Food Safety Education Staff) 分享他們於 2012 年時，在 Twitter 上啟動一先驅計畫 (Pilot Program) 的成功經驗。FSIS 的作法為針對其官方 Twitter (@USDAFoodSafety) 上觀眾群的人口學特徵、這些人對哪些議題感興趣、以及他們也同時追蹤了哪些 Twitter 等進行分析，接著利用創新的議題來引起更多人的關注。例如 FSIS 在一系列的發文中利用井字標記 Sharknado (#sharknado) 這部美國當時最熱門的電視電影（如下頁圖），或是井字標記黃金女郎影集 (#GoldenGirls) 等熱門關鍵字方式，結果成功引起更多人的關注和轉發訊息。



### 7. 「Food Safety = Behavior」共同場次：

午餐論壇由美國大型零售商 Walmart Stores Inc.的 Frank Yiannas (Vice President, Food Safety) 演講。傳統的食物安全策略是靠訓練、檢驗及微生物試驗，現今則是仰賴正確的行為。然而行為的改變是複雜的，因此食品科學必需與行為科學相結合，並建立起食物安全文化。講者分別舉例說明「一致與承諾 (consistency and commitment)」、「類聚原則 (homophily)」、「從眾 (conformity)」等行為科學理論，並將其運用在食物安全上，建立起該企業 3 個食物安全基本信念 (如下圖) 之組織文化。



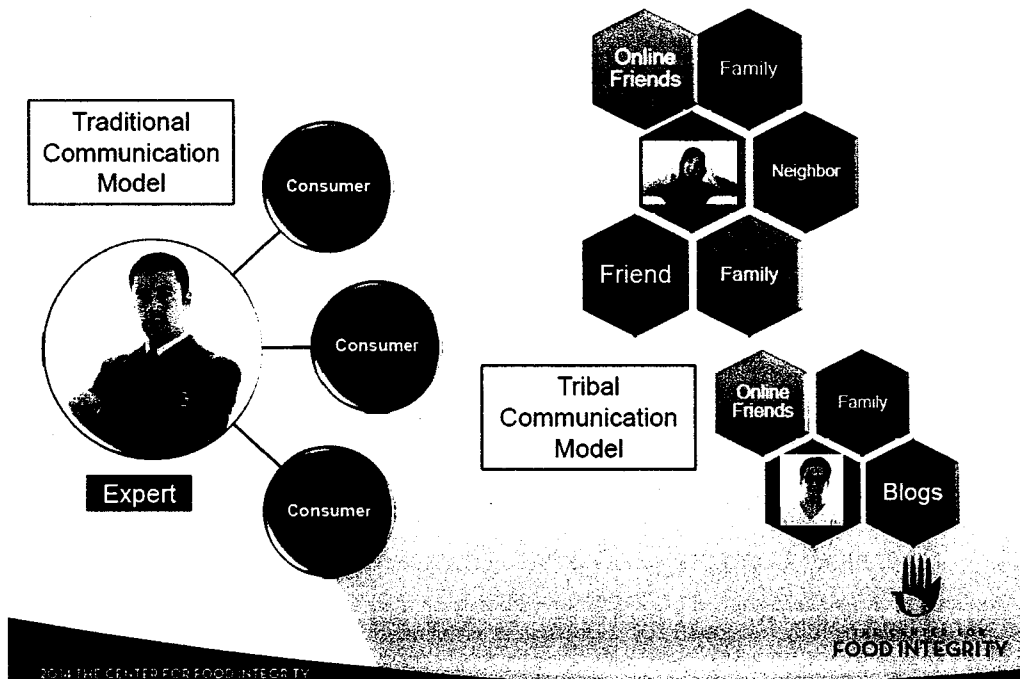
8. 「Food Safety and Behavior」平行場次：

英國 Newcastle University 的 Lynn Frewer (Professor, Food and Safety) 引用許多研究結果顯示，民眾即使認知食物安全風險，但在食物準備時卻經常未應用相關知識，因民眾覺得「事情不會發生在我身上 (It won't happen to me!)」，即所謂「樂觀偏差 (optimistic bias)」。已知樂觀偏差程度因不同性別、年齡、是否獨居、教育程度、疾病史及身體狀況等而不同，因此發展合適的健康傳播介入方式，以活化民眾原有的食物安全認知，並克服行為改變的障礙，是未來消費者安全相關研究努力的方向。

9. 「Meaningful Messengers」共同場次：

首先由美國非營利組織 Center for Food Integrity (CFI) 的 Charlie Arnot (Chief Executive Officer) 演講「Cracking the Code on Food Issues」。傳統的溝通模式為專家傳達資訊給消費者（下圖左），而現今溝通為部落模式（下圖右），接受來自網友、家人或部落格上的訊息。當消費者不斷地接受到

## Online Communication is Tribal/Insular



某個東西是有害的訊息時，他們會認為那東西有害，即使那並非是事實。然而事實本身無法驅使消費者做決定，而是由該群體價值觀左右消

費者的決定。因此不是要去爭論是非，應建立起讓民眾更容易理解科學的溝通管道，讓傳遞的科學訊息易於被接受，進而改變群體的共同價值觀。共同價值觀是建立信任最主要的驅動力，從而提升民眾對訊息傳遞者（例如政府）的信任。

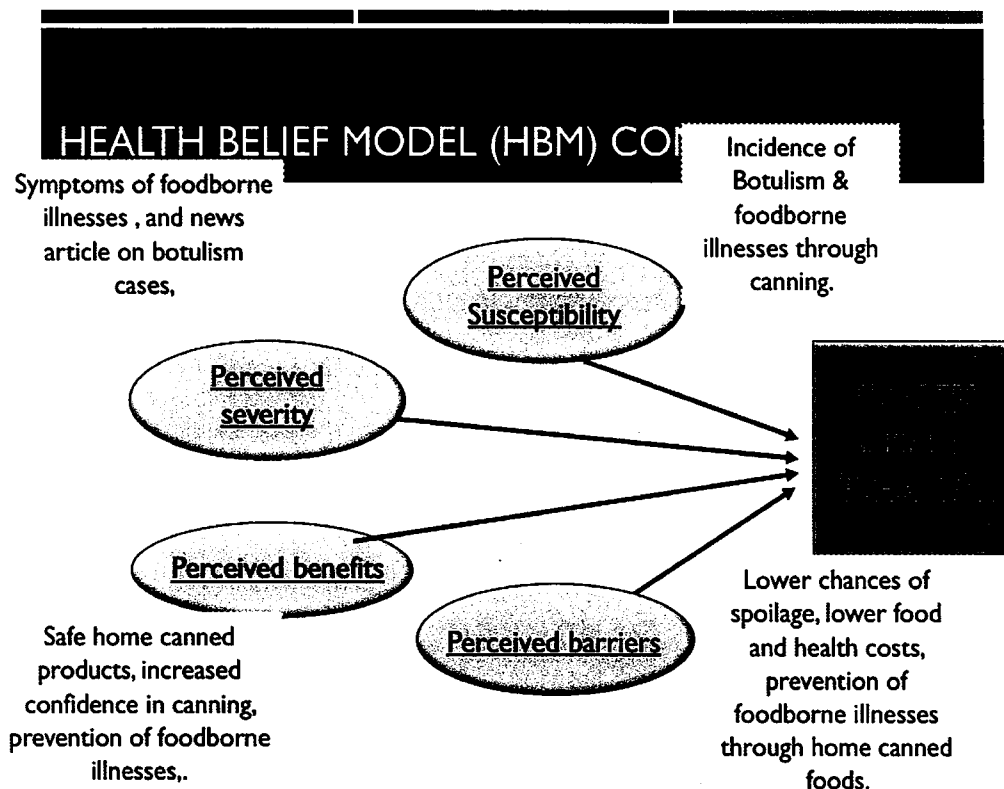
接下來由 CDC 的 Dana Pitts (Associate Director of Communications, Division of Foodborne, Waterborne, and Environmental Diseases, National Center for Emerging & Zoonotic Infectious Disease) 演講「Meaningful Messengers」。試想當新聞播報食物安全問題時，消費者想要聽到來自誰的說明？什麼樣的科學和技術的資訊能安定民心？講者以伊波拉病毒為例，說明伊波拉倖存者能成為最好的訊息傳遞者，因為能明確傳達「你可以在伊波拉存活下來」的訊息。因此透過目標族群的鎖定，選擇適合目標族群的語言及溝通平台，尋找說故事的人來觸動人心，並且有科學數據的支持，進而達到最佳的訊息傳遞。

#### 10. 「Food Safety and Youth I」平行場次：

由 The University of Tennessee 的 Jennifer Richards (Research Assistant Professor) 和 Lindsay Murphy (Graduate Research Assistant, Food Science and Technology) 主講「Exploring the Impact of a Food Safety Educational Intervention on Adolescent Food Safety Self-Efficacy Through Qualitative Research Methods」。研究顯示，即使學習大量食品安全知識，但食品安全自我效能（自我動力）不足，並無法驅使行為的改變，因此必須將自我效能開發納入教材中。

接下來由 Dhruti Patel 和 Shauna Henley (Family Consumer Science Educators, Department of Agriculture and Natural Resources, University of Maryland Extension) 主講「Theoretical Concepts as Guiding Principles for Developing a Food Preservation and Safety Program for Youth」，講解健康信念模式（health belief model，縮寫為 HBM）理論，並以避免罐頭所引起的食物中毒為例（下頁圖）說明，對於罐頭肉毒桿菌及引發疾病的敏銳程度、食因性疾病及肉毒

杆菌中毒症狀案件報導嚴重性的感知程度、認知安全家庭自製罐頭能避免食因性疾病，以及降低腐敗變質的機率、減少相關醫療費用並預防家庭自製罐頭所引起的食因性疾病等信念，利用改變信念的方式介入，進而改變民眾的行為。



11. 「Food Safety and Youth II」平行場次：

「Advocating to Improve Food Safety Education in School Settings」由 Pat Buck (Executive Director and Director of Outreach Education) 和 Lee Faulconbridge (Board Director, Center for Foodborne Illness Research and Prevention) 說明目前美國有食因性疾病預防課程的教育單位，小學及國中僅占一半、高中僅達 6 成，並針對至少有一半左右小學、中學及高中學生將面臨食因性疾病風險進行討論及該如何改善。講者指出，除了將食品安全教育納入整個數學、科學、科技、語言藝術和社會研究課程之外，學校可以定期召開家長會議及教師們安排食品安全相關會議，以改善學生面臨食因性疾病風險的現狀。

接著由 Washington State University 的 B. Susie Craig (Professor and Area

Specialist for Food Safety and Health, Extension) 主講「Integrating Food Safety Education With Middle and High School Food Science (STEM) Curriculum」，指出將食品安全教育融入科學 (Science)、科技 (Technology)、工程 (Engineering)、數學 (Mathematics) 4 個面相，能夠加強學生的食物安全認知程度。

12. 「Successes in Prevention Health」平行場次：

該場次由 North Carolina State University 主辦，首先由 Ben Chapman (Associate Professor, Department of Youth, Family, and Community Sciences) 開場，並以下圖詢問大家這是否是安全的食物？大多數人搖頭，但講者接著詢問判定的指標為何？在場的人都沉默了。講者以極淺顯易懂的方式說明量化評估指標的重要，令人印象深刻。



接著 Annie Hardison-Moody (Research Assistant Professor, Department of Youth, Family, and Community Sciences) 介紹自己正在進行的有關於宗教團體健康促進介入的計畫。計畫進行前先邀集各宗教團體領袖、神職人員、公共衛生教育工作者、合作推廣機構等召開會議，會議決議此計畫應不設限特定宗教團體，且應將重點放在低收入族群以縮小健康不平等。該計畫以社區為基礎，融入同儕教育模式，將 9 週的營養和健康教育課程與信仰結合，而參加的教會需在 1 年內完成至少 1 項策略（例如在舉辦所有教會

活動時皆將增加身體活動考量進去)及改善 1 項環境(例如花園的種植)。介入的評估方式包括參加者接受教育前後的測試、整個教會團體行為和人口學特徵的改變、以及策略和環境的改變。計畫進行 2 年多來，在美國北卡羅萊納州 4 個縣的 24 個教會實施，一共完成了 28 項策略變化。

### 13. 「Fresh Produce-Ready Schools」平行場次：

首先由 Iowa State University 的 Angela Shaw (Assistant Professor, Food Science and Human Nutrition) 和 Catherine Strohbehn (Extension Specialist/Adjunct Professor, Hotel, Restaurant, and Institutional Management Program) 共同主講「Effective Online Food Safety Education for School Gardens and University Farms」。以學校的花園及農場食品安全為例，說明如何開發有效的線上教育。線上教育的優勢包括無須出門、方便、成本效益高、符合學生的學習型態等。講者開發 2 套分別針對小學 4、5 年級學生及大學農場員工的線上教學模組，設計不同長短及內容的課程，並進行先驅研究後，對於教學模組的圖像內容、影片的速度和音量、使用的詞彙、測驗的難易度等進行調整，並依建議增加適合該年齡層及對象的內容。該研究前後測比較結果顯示，此線上課程能大大增進學生及農場員工的相關知識。目前該線上學習模組正積極豐富其內容，並開發西班牙文版本。

另一主題為「Produce Safety University: Effecting Change in School Nutrition Programs」，由美國農業部 (USDA) 的 Brenda Halbrook (Director, Office of Food Safety, Food and Nutrition Service) 和 Kathleen Staley (Food Safety Officer, Fruit and Vegetable Programs) 共同介紹 Produce Safety University (PSU)。PSU 為 USDA 所開發的一週培訓課程，旨在幫助學校餐飲服務人員識別和管理生鮮農產品有關的食品安全風險。課程內容涵蓋生鮮農產品供應鏈的各個環節，課程進行的方式包括演講、分組活動、實際操作、實地考察、參加者的評量、參觀批發商及生鮮供應商、採收及缺陷辨識、儲存和清洗等。

## 四、心得與建議

本次會議所學內容可應用於本署業務有關的包括：

### (一) 飲食營養教育及行為方面：

1. 將飲食及營養教育納入整個數學、科學、技術、語言藝術和社會研究課程中，能讓學習過程變得更有主題性及豐富性，此國外經驗可供教育單位作為參考。
2. 任何飲食及營養教育或政策的介入應評估是否有效，並將相關的測量納入研究設計之中，研究結果的測量應是「SMART」的，即「Specific」、「Measurable」、「Achievable」、「Relevant」、「Time bound」。
3. 信念在尋求健康行為中佔有很重要的地位。信念包括對疾病易感性及嚴重性的認知，以及認為採取預防性措施或障礙為何。思考利用改變信念的方式介入，使民眾願意採取所建議的預防性健康行為。

### (二) 社群媒體傳播方面：

1. 現今社群媒體已逐漸取代傳統媒體，社群媒體快速與直接的特性，若有任何負面的回應常會帶來衝擊。會議中特別提醒的是應抱持開放的態度，不封鎖任何人，和閱聽眾建立起良好的關係，立即提供回應，並鼓勵現有的觀眾分享訊息，以吸引並建立更多新的觀眾群。目標族群的設定也非常重要，例如不同性別、年紀、健康素養等的對象，而非模糊的「一般大眾」。設定好目標族群之後，才能依這些特定對象選擇適合的溝通媒介，藉由了解他們的興趣嗜好來選擇平台，例如美國使用 Pinterest 的女性佔 83%，男性佔 17%；而使用 Facebook 的女性佔 57%，男性佔 43%，年齡層的分布上使用 Pinterest 也較 Facebook 年輕。另外不同社群平台也有不同的熱門主題，像是 Pinterest 最熱門的主題為飲食，因此若目標族群為年輕女性之飲食



營養教育，則 Pinterest 為很好的溝通媒介。傳達訊息簡單明瞭，避免一次給予過多訊息，將訊息化為特定對象有興趣的內容，並使用該特定對象適合的語言方式、若影片則其語言速度和影像處理等都應適合特定對象，傳達方式加以視覺化、影像化、漫畫化、影片化等等。固定發布訊息頻率，但不宜過度頻繁引起反感，而且每種平台適合的發布頻率不同，一般建議 Facebook 每週 5-10 則、Twitter 和 google+ 每天至少 5 則、LinkedIn 每個工作天 1 則。

2. 發布訊息貼文時，多利用井字標記熱門關鍵字的創新方式來引起話題，增加更多人的關注和轉發訊息。
3. 由 CDC 學者指導的「CDC Clear Communication Index」是一套具有科學基礎且值得利用的指引，透過各項評分以了解訊息發布的方式是否清楚明確，使訊息能夠有效傳達給目標族群，本署相關網站及未來新聞稿可利用此套工具加以評估。
4. 針對發布的訊息，尋找合適的訊息傳達者。



# Together: A Food Safe America

Consumer Food Safety Education Conference 2014  
Arlington, VA • December 4 & 5, 2014



## WEDNESDAY, DECEMBER 3

*Preconference Workshops (additional fee for each workshop)*

### 8:30 AM Morning Workshops

- **Twitter to FaceBook to LinkedIn: Finding Your Voice in Social Media**

*Tony Flood, Senior Director of Food Safety and Defense; Matthew Raymond, Senior Director of Communications; and Liz Caselli-Michael, Digital Media Manager, IFIC*

This workshop will explore how utilizing various social media channels can extend your reach and multiply your message. In addition, we will identify creative approaches to enhance your personal and professional credibility and visibility. Participants will be asked to discuss their current experience in social media and what they want to get out of using social media, today and in the future. Participants will gain a greater understanding of what social media offers and how to leverage digital media tools to maximize their messages.

- **CDC Clear Communication Index**

*Christine Prue, Associate Director for Behavioral Science, National Center for Emerging & Zoonotic Infectious Diseases, CDC*

This workshop will review CDC's Clear Communication Index, a new research-based tool to plan and assess public communication materials. The four questions and 20 items in the Index are drawn from the scientific literature in communication and related disciplines. The items represent the most important characteristics to enhance clarity and aid people's understanding of information. The Index provides a numerical score on a scale of 100 so that developers of communication products can objectively assess and improve materials based on the best available science.

12:00 Lunch On Your Own

### 1:00 PM Afternoon Workshops

- **Best Practices in the Evaluation of Consumer Food Safety Interventions**

*Sheryl Cates, Food and Nutrition Policy Research, and Jonathan Biltstein, Research Psychologist, RTI International; and Angela Fraser, Associate Professor of Food Nutrition and Packaging, Clemson University*

This session will begin with an overview of the importance of good research design and will then discuss measures that can be taken to avoid some of the most common threats to internal and external validity, practical problems (and solutions) that can arise in the use of random assignment, and reasonable alternatives to randomized designs. Next, the session will provide suggested guidelines for defining outcome measures and developing effective impact instruments for collecting information on consumer behaviors at pre- and post-intervention. The session will conclude with guidance on how to develop and implement standardized data collection procedures and ensuring quality control during data collection.

- **Results of a Food Safety Intervention Study**

*Lydia Medeiros, Professor Emeritus, Human Nutrition, College of Education and Human Ecology, and Jeff LeJeune, Professor of Veterinary Preventative Medicine, The Ohio State University; and Patricia Kendall, Professor Emeritus, and Susan Baker, Associate Professor/Extension Specialist, Food Science and Human Nutrition, Colorado State University*

The presenters completed a fully designed food safety intervention study with 542 low-income English- and Spanish-speaking pregnant women in Ohio and Colorado. They developed the curriculum, trained paraprofessionals to deliver the intervention, and evaluated outcomes using both educational and microbiological data. This workshop will cover all aspects of this comprehensive research project, including use of a learner-centered approach in the development and delivery of the curriculum, project outcomes, and lessons learned about participant recruitment, collecting microbiological data and conducting multi-state research projects. The curriculum is available to the public for free at [foodsafety.osu.edu](http://foodsafety.osu.edu).

- **The Secrets to Securing Funds for Your Food Safety Education Programs**

*Jeanne Gleason, Director, Media Productions, New Mexico State University, and Teresa McCoy, Assistant Director of Evaluation and Assessment, College of Agriculture and Natural Resources, University of Maryland*

Recent changes to the requirements and funding levels for federal and institutional grant programs have increased the competition for food safety funding. Now, more than ever, it is important that you are strategic in designing your proposed food safety program and preparing your funding application packet. This workshop will share 10 secrets to creating highly competitive funding proposals. It will also clarify the grant writing process with a simple step-by-step outline and explain how to forge successful partnerships to strengthen your proposal. This workshop should be helpful to both beginners and seasoned veterans of the funding proposal development process.

## **THURSDAY, DECEMBER 4**

### **9:00 AM Opening Plenary Session**

#### **Welcome and Overview**

*Shelley Feist, Executive Director, Partnership for Food Safety Education, and Stan Hazan, Senior Director of Scientific and Regulatory Affairs, NSF International*

#### **Supporting Consumers – Facilitating Behavior That Reduces Risky Behaviors**

*Lynn Frewer, Professor of Food and Society, Newcastle University, Great Britain*

This presentation will focus on understanding and measuring societal and individual responses to risks and benefits associated with food.

### **10:30 Break**

### **1. Assessing the Food Safe Families Campaign**

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- **Lessons Learned From the Food Safe Families Campaign**

*Amelia Kermis, Public Affairs Specialist, and Maria Olmedo-Malagon, Director of Food Safety Education, Office of Public Affairs and Consumer Education, FSIS, US Department of Agriculture*

The Food Safe Family campaign, housed in USDA's Food Safety Inspection Service (FSIS), has four main messages – Clean, Separate, Cook, and Chill. This session will detail how the Food Safe Family campaign is utilizing partnerships, PSAs, and strategic public relations to educate the public about proper food safe behaviors.

- **Consumer Food Handling: Self-Reported Practices, Behaviors, and Risks**

*Jeannie Sneed, Professor, and Kevin Sauer and Kevin Roberts, Associate Professors, Hospitality Management and Dietetics, Kansas State University*

The Food Safe Families messages were examined in three studies of consumer food handling practices: national telephone survey; experimental study with an educational intervention and videotaped food preparation using meat inoculated with a tracer organism to determine cross-contamination; and focus groups with minority populations. Results show education and research needs of consumers.

### **2. Best Practices in the Evaluation of Consumer Food Safety Interventions**

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- **Best Practices in the Evaluation of Consumer Food Safety Interventions**

*Sheryl Cates, Senior Research Policy Analyst, Food and Nutrition Policy Research, and Jonathan Blitstein, Research Psychologist, Public Health Policy Research Program, RTI International, and Angela Fraser, Associate Professor of Food Nutrition and Packaging, Clemson University*

While a great deal of effort is put into developing food safety interventions, less attention is given to assessing the impact of these interventions on consumer behaviors. This session will provide guidance on best practices for conducting rigorous evaluations, including guidance on research design, specification of outcome measures, and development of impact instruments.

### **3. Food Retailers**

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- **Food Retailers Reaching Consumers**

Moderator: Hilary Shallo Thesmar, Vice President, Food Safety Programs, Food Marketing Institute

*Jeff Edelen, Corporate Retail Food Safety Manager, The Kroger Co., and Michael Roberson, Director of Corporate Quality Assurance, Publix Super Markets, Inc.*

Food retailers work to have a special connection with their customers and communities. In this session, leading retailers will talk about the values that drive them to communicate food safety information to customers, and will highlight specific program successes and challenges for the retail environment.

#### **4. Food Safety Curricula for Young People**

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- **Effective Food Safety Curricula for Young People**

*Howard Seltzer, National Food Safety Education Advisor, FDA; Judy Harrison, Extension Foods Specialist and Professor, Family and Consumer Sciences, University of Georgia; Jennifer Richards, Research Assistant Professor, Food Science and Technology, The University of Tennessee; and Laurie Hayes, Science Instructor, The Center for Advanced Research and Technology*

Over the past 15 years several curricula for teaching food safety in grades K-12 have been developed and used very effectively. This panel will discuss four of these demonstrated curricula: Smart Kids Fight BAC! (K-3); Your Game Plan for Food Safety (4-8); Food Safety in the Classroom (middle school, multidisciplinary); and, Science and Our Food Supply (middle and high school, science classes). All include teaching guides, classroom activities, and pre- and post-tests.

#### **5. Healthy People 2020**

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- **Healthy People 2020 Food Safety and Consumer Behavior Goals**

*Elisa L. Elliot, Office of Foods and Veterinary Medicine, and Amy Lando, Consumer Studies Team, Center for Food Safety and Applied Nutrition, FDA*

Healthy People provides science-based, 10-year national objectives for improving the health of all Americans. In January, 2014, the Department of Health and Human Services held a progress review webinar on the food safety goals of Healthy People 2020. This session will provide conference attendees with an update on these measures of progress

#### **6. Hotlines Serving Consumers**

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- **Consumer and Industry Information Center Support**

*Deborah Price, Chief, Information Center Branch, Office of Analytics and Outreach, CFSAN, FDA*

The US Department of Agriculture and the US Food and Drug Administration provide support to consumers and industry members on food safety, cosmetics, and dietary supplement issues. This session will share data and information from the consumer hotline at USDA as well as the Food and Cosmetics Information Center at FDA. Discussion will include what the data tell us and the types of questions that are asked by consumers, industry representatives, and other stakeholders.

#### **7. Lessons in Social Media**

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- **What Happens When Food Safety Issues Go Viral: Social Media Strategies For Turning Negatives to Positives**

*Brian Ellis, Executive Vice President for Crisis Management, PadillaCRT*

As new media platforms continue to provide an ever-expanding space for communication, quashing food safety issues before they go viral is more time-sensitive and potentially more effective than ever. This interactive session will incorporate hands-on learning and deliver the knowledge and skills you need to keep foodborne illness outbreaks and rumors from escalating into crises.

- **Effective Strategies for Using Social Media in Food Safety**

*Christopher Bernstein, Food Safety Education Staff, FSIS, USDA*

The USDA has had significant success with its Twitter account since launch in 2012. In addition, FoodSafety.gov has seen significant Facebook growth this year. Learn more about these efforts, and about the social media successes and challenges account administrators face.

Noon Lunch and Plenary Presentation:

- **Food Safety = Behavior**

*Frank Yiannas, Vice President, Food Safety, Walmart Stores Inc.*

1:30 PM Breakout Sessions 2

- **1. BAC Fighters Lightning Talks**

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*Moderator: Kathy Means, Vice President, Government Relations and Public Affairs, Produce Marketing Association*

In this fast-paced version of show and tell, presenters will take the podium for three minutes each to provide information – as well as their ideas, experiences, and passion – about a food safety education topic.

- **2. Food Safety and Behavior**

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- **Linking Behavior to Food Safety Risk**

*Lynn Frewer, Professor and Chair, Food and Safety, Newcastle University (UK)*

Research shows that many people are aware of food safety risks, but do not apply this knowledge during food preparation. They also associate food safety and nutrition knowledge, although communicators treat these as separate issues. Can we exploit the way consumers think about food to improve food safety and nutrition?

- **3. Consumer Reporting of Foodborne Illness**

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- **What Motivates Consumers to Report Foodborne Illnesses?**

*Susan Arendt and Lakshman Rajagopal, Associate Professors, Apparel, Events, and Hospitality Management, and Catherine Strohbehn, Extension Specialist/Adjunct Professor, Hotel, Restaurant, and Institutional Management Program, Iowa State University; and Steven Mandernach, Chief of the Food and Consumer Safety Bureau, Iowa Department of Inspections and Appeals*

The session will share the results of a study designed to determine why consumers did not report foodborne illnesses and how reporting of foodborne illness could be improved. Participants in three focus groups shared ideas on how to get information about methods of reporting including telephone numbers, Internet, media, and signage at restaurants.

- **Timely Identification of the Source of Foodborne Illnesses**

*Kristal Southern, Lead Surveillance Epidemiologist, FSIS, USDA*

Timely diagnosing and reporting of foodborne illnesses are important to identifying the suspected food source. Educating consumers on safe food cooking and handling is important to prevent foodborne illnesses.

#### **4. Consumers and Safe Handling of Produce**

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- **Effective Farm-to-Fork Consumer Education at Local Farmers Markets**

*Molly Albin, Graduate Research Assistant, and Jennifer Richards, Research Assistant Professor, Food Science and Technology, The University of Tennessee*

This session will present ways to educate consumers in a local, community setting in order to reduce foodborne illness outbreaks. Attendees will receive the consumer educational pamphlet designed from this study and discussed during this session.

- **Produce Pro: The Six Smart Home Handling Practices**

*Shelley Feist, Executive Director, Partnership for Food Safety Education, and Ashley Bouldin, Engagement Planning Director, The Food Group, Inc.*

Consumers play a critical role in the chain of prevention in food safety. The Partnership for Food Safety Education developed ProducePro in 2014 for retailers and BAC Fighters to help inspire American consumers to make smart choices when handling fresh fruits and vegetables at home. The campaign focuses on "6 Smart ProducePro Practices" for consumers.

#### **5. Food Safety and At-Risk Populations**

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- **A Case Study of Reaching High-Risk Foodborne Illness Audiences: People with Diabetes and Pregnant Women**

*Yaohua Feng, Doctoral Student, and Christine Bruhn, Director (ret.), Center for Consumer Research, Food Science and Technology, University of California, Davis*

Currently, few education programs target audiences that are at increased risk for foodborne illness, like people with diabetes and pregnant women. This study identified the behavior change barriers and motivations for two high-risk groups, and developed a food safety education program for each group. Participants completed homework tasks which reinforced recommended practices.

- **Innovative Approaches to Educate Older Adults and Those Who Care for Them About Foodborne Illness Prevention**

*Sandria Godwin, Professor, Family and Consumer Sciences, Tennessee State University, and Sheryl Cates, Senior Research Policy Analyst, and Katherine Kosa, Research Analyst, Food and Nutrition Policy Research Program, RTI International*

This panel will identify challenges to educating older adults about food safety and discuss how to effectively tailor programs to this target audience. Two different interventions will be presented, one targeted to healthcare providers and one for older adults themselves, that combines recipes with food safety tips.

#### **6. Risk Communication**

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- **Enhancing Risk Communications Through Stakeholder Engagement**

*Barbara Kowalczyk, Food Safety Risk Analyst, RTI International, and Will Hueston, Professor and GIFSL Endowed Chair, University of Minnesota*

Risk communication strategies and outbreak preparedness would be enhanced by expanding stakeholder engagement, delivering targeted audience-specific messages, addressing trust and transparency needs, and strengthening collaborations. In a demonstration project, stakeholder knowledge, perceptions and information needs around foot-and-mouth disease as it relates to food safety were assessed using novel methods.



- **What's in It for Me? Risk Communication Theory and Food Safety Messaging**

*Katherine Waters, Program Leader and Public Health, Extension, University of Minnesota*

The one-way communication strategy of "I'll give you the facts and you will make the right food safety decisions" has never worked well. Risk communication theory along with recent research in the field will help create relevant food safety risk communication messages.

2:45 Break

3:15 Afternoon Plenary Session:

**Champions for Consumers: Educators in Action**

*Presenters: Mary Pat Raimondi, VP Strategic Policy & Partnerships, Academy of Nutrition and Dietetics; Hilary Shallo Thesmar, VP Food Safety Programs, Food Marketing Institute; Steve Larsen, Director of Pork Safety, National Pork Board; Shelley Feist, Executive Director, Partnership for Food Safety Education; and Dana Dziadul, author, Food Safety Superstar*

*Panelists: Stan Hazan, Senior Director of Scientific and Regulatory Affairs, NSF International (moderator); Shelley Feist, Executive Director, Partnership for Food Safety Education; Maria Olmeda Malagon, Director of Food Safety Education, FSIS, USDA; Marjorie Davidson, Consumer Educator, CFSAN, FDA; and Christine Prue, Associate Director for Behavioral Science, CDC*

In this salute to leaders who connect with consumers on food safety and health, we explore this decentralized and diverse education effort, and share ideas for a future of greater levels of evaluation and effectiveness in consumer food safety education.

4:30 Reception and Poster Session

6:00 Adjourn

**FRIDAY, DECEMBER 5**

8:30 AM Morning Plenary Session

**Meaningful Messengers**

*Dana Pitts, Associate Director of Communications, Division of Foodborne, Waterborne, and Environmental Diseases, National Center for Emerging and Zoonotic Infectious Diseases, CDC, and Charlie Arnot, Chief Executive Officer, The Center for Food Integrity*

When food and food safety are in the news, who do consumers want to hear from? What scientific and technical information gets through the clutter? This session will provide data and advice on how health and food safety educators can be most effective in engaging consumers with preventive health information.

9:30 Break

9:45 Breakout Sessions 3

**1. BAC Fighters Lightning Talks**

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*Moderator: Jeanette Thurston, National Program Leader, NIFA, USDA*

In this fast-paced version of show and tell, presenters will take the podium for three minutes each to provide information – as well as their ideas, experiences and passion – about a food safety education topic..

## **2. Food Safety and Youth I**

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- **Exploring the Impact of a Food Safety Educational Intervention on Adolescent Food Safety Self-Efficacy Through Qualitative Research Methods**

*Jennifer Richards, Research Assistant Professor, and Lindsay Murphy, Graduate Research Assistant, Food Science and Technology, The University of Tennessee*

Research indicates increasing knowledge alone does not correlate to sustainable behavior changes; however developing high levels of self-efficacy may. This session explores the concept of self-efficacy, research supporting its ties to sustainable behavior change, and ways to effectively incorporate self-efficacy strategies into education.

- **Theoretical Concepts as Guiding Principles for Developing a Food Preservation and Safety Program for Youth**

*Dhruvi Patel and Shauna Henley, Family Consumer Science Educators, Department of Agriculture and Natural Resources, University of Maryland Extension*

Participation in food preservation (especially canned foods) by young people has increased and made a program for this age group necessary. Based on USDA guidelines for food safety and preservation and using the Health Belief Model, a curriculum was developed to demonstrate different types of home food canning techniques. In this presentation, educators will be able to learn about HBM, its significance, and how it was used to create this program for youth.

## **3. Motivating Behavior Change**

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- **Developing Narrative Safe Home Food Preparation Public Service Announcements**

*Robert Gravani, Professor of Food Science, and Michael Shapiro, Professor of Communication, Cornell University*

According to many surveys, most people know the basics of safe home food preparation (Clean, Separate, Cook and Chill), but many either don't comply with those practices, or don't follow them consistently. This session will describe how a series of narrative PSAs helped to overcome resistance, address non-compliance, and translate knowledge into behavior by modeling safe behaviors.

- **Thermometer Use: Making Progress Against HP 2020 Behavior Goals**

*Christine Bruhn, Director, (ret.) Center for Consumer Research, Food Science and Technology, University of California, Davis, and*

According to the US Department of Health and Human Services (2013), a 37% increase in the number of consumers using food thermometers is needed in order to meet the HP2020 goal. This session will present data on consumer ownership and use of thermometers, and discuss strategies for increasing thermometer use in consumer food preparations.

## **4. Ordered Online**

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- **Ordering Raw Meat, Poultry, and Seafood Online: Identifying Food Safety Risk Factors**

*Sandria Godwin, Professor, Family and Consumer Sciences, Tennessee State University, William Hallman, Professor, and Angela Senger-Mersich, Research Program Manager, Human Ecology, Rutgers, The State University of New Jersey*

Online sales of meat, poultry, game, and seafood products with home delivery are growing. However, shipping these perishable products poses food safety challenges. This session presents results of a USDA-funded study that examined food safety information on 427 vendor websites, surveyed 1,002 consumers about their experiences and expectations regarding these perishable products ordered online, and measured delivery and food safety parameters of 169 shipments of these items. Implications for consumer safety and recommendations concerning bridging the food safety information gap are also presented.

## **5. Successes in Preventive Health**

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- **Successes in Preventive Health**

*Benjamin Chapman, Associate Professor, and Annie Hardison-Moody, Research Assistant Professor, Department of Youth, Family, and Community Sciences, North Carolina State University; and Alice S. Ammerman, Director, Center for Health Promotion and Disease Prevention, and Professor, Department of Nutrition, University of North Carolina at Chapel Hill*

This session will consider key learnings that food safety educators can take away from other leading preventive health campaigns in disease prevention and nutrition that show evidence of modifying people's behaviors.

## **6. Using Social Media for Empowerment**

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- **Social Media Can't Stand Alone: Empowering Professionals and Integrative Marketing Through Home Food Safety**

*Allison MacMunn, Public Relations Manager, Academy of Nutrition and Dietetics, and Missy Cody, Associate Professor Emerita of Nutrition, Georgia State University*

Join us for this informative discussion featuring how the Academy and its Home Food Safety program empowers its members to share food safety messages and utilizes integrated marketing to improve the health of Americans.

- **Building a Network of BAC Fighters**

*Ashley Bell, Manager, Programs and Outreach, Partnership for Food Safety Education*

The Partnership for Food Safety Education brings together public and private sectors to support health and food safety educators by making their work more visible, collaborative, and effective. The Partnership works with an active network of 14,000 of these BAC Fighters, providing them with tools they can use to educate people in their communities on protecting their health through safe food handling and hygiene. Find out more about the community of BAC Fighters, how to access Partnership tools, and ways to participate in events and programming.

11:00 Break

11:15 Breakout Sessions 4

## **1. Media That Work**

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- **Case Studies on Creating Media That Work**

*Barbara Chamberlin, Professor, Learning Games Lab, and Jeanne Gleason, Director of Media Productions, New Mexico State University; Benjamin Chapman, Associate Professor of Youth, Family, and Community Services, and Christina Moore, Curriculum Coordinator, NoroCORE, North Carolina State University; Joan Hegerfeld-Baker, Assistant Professor and Food Safety Extension Specialist, South Dakota State University; Kali Kniel, Professor of Animal and Food Sciences, University of Delaware; Jennifer Quinlan, Associate Professor of Nutrition Sciences, Drexel University; and Carol Byrd-Bredbenner, Professor of Nutrition/Extension Specialist, Rutgers, The State University of New Jersey*

Join this panel of food safety educators and researchers as they discuss how they created games, apps, animations, videos, and print materials that work for different audiences. The panel will address their design processes, how they chose which type of media to use, their development experiences, timelines, and budgets.

## **2. Communicating Risks and Benefits of Foods**

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- **Communicating Risks and Benefits of Foods**

*Christine Prue, Associate Director for Behavioral Science, National Center for Emerging & Zoonotic Infectious Diseases, Centers for Disease Control and Prevention, and Lisa Casanova, Assistant Professor of Environmental Health, School of Public Health, Georgia State University*

Through in-depth interviews and focus group discussions the CDC set out to develop qualitative and quantitative information about the health risks and benefits of raw produce - foods that are nutritious but also pose risk from a food safety perspective. The session will focus on how to effectively communicate the risks and benefits of produce that is typically consumed raw in a way that encourages Americans to eat healthy foods while also protecting them from foodborne illnesses.

### **3. Developing Partnerships for Program Effectiveness**

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- **Reaching Your Target Audience: A Practical Approach to Food Safety Education**

*Suzanne Krippel, Program Manager, Environmental Public Health, and Kevin Brennan, Communications Officer, Administrative Services, Cuyahoga County Board of Health*

This session will offer low-cost, practical outreach techniques designed to reach the target audience with minimal time or money investment. Learn how easy it is to reach thousands of grocery customers with vital food safety information.

- **Reducing the Risk of Foodborne Illness Through Health Department Food Safety Education Programs**

*Jennifer Li, Director of Environmental Health and Health and Disability, National Association of County and City Health Officials, and Rachel Stradling, Environmental Health Supervisor, Virginia Department of Health-Alexandria*

This presentation is focused on sharing resources and programs that are available for health departments to strengthen their food safety education programs. Participants will hear from different local health departments about how they are reducing the risk of foodborne illness in their communities.

### **4. Food Safety and Youth II**

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- **Advocating to Improve Food Safety Education in School Settings**

*Pat Buck, Executive Director and Director of Outreach and Education, and Lee Faulconbridge, Board Director, Center for Foodborne Illness Research and Prevention*

Only half of elementary schools and 60% of middle and high schools include foodborne illness prevention in their health curriculum. Panelists will discuss foodborne illness risks that children face, barriers to including food safety in the school curriculum, and strategies for improving student adoption of safe food practices.

- **Integrating Food Safety Education With Middle and High School Food Science (STEM) Curriculum**

*B. Susie Craig, Professor and Area Specialist for Food Safety and Health, Extension, Washington State University*

Explore a national 4-H curriculum for youth (grades 6-12) that integrates food safety education with twelve food science (STEM) activities. Each activity includes a Youth Science Journal, Facilitator Guide, videos, podcasts, and support materials (QR links) using existing food safety resources with a consistent focus on and use of Fight BAC!

## 5. Fresh Produce-Ready Schools

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- **Effective Online Food Safety Education for School Gardens and University Farms**

*Angela Shaw, Assistant Professor, Food Science and Human Nutrition, and Catherine Strohbehn, Extension Specialist/Adjunct Professor, Hotel, Restaurant, and Institutional Management Program, Iowa State University*

With local food trends and recent increases in foodborne illness from fresh produce, a need for food safety education about production practices is needed. In this session, the development and piloting of online food safety training modules for those working in school gardens and university farms will be described.

- **Produce Safety University: Effecting Change in School Nutrition Programs**

*Brenda Halbrook, Director, Office of Food Safety, Food and Nutrition Service, and Kathleen Staley, Food Safety Officer, Fruit and Vegetable Programs, USDA*

USDA's Produce Safety University facilitates real change among the school nutrition target audience through an innovative, immersion course concept. The content addresses school-based practices to mitigate food safety risks associated with fresh produce. Success stories will illustrate real change associated with washing produce, school gardens, and setting expectations for suppliers.

## 6. Social Media Interventions

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- **"4 Day Throw Away" – A Social Marketing Campaign Using Social Media**

*Julie A. Albrecht, Professor of Nutrition and Health Sciences; Carol Schwarz, Extension Educator, Buffalo Country Extension; and Carol Larvick, Extension Educator, Dakota County Extension, University of Nebraska-Lincoln*

The social marketing campaign, "4 Day Throw Away,"  was designed to increase awareness of proper leftover practices. The traditional campaign included television and radio public service announcements (PSAs) and print media. Social media (Internet, Facebook, Twitter) increased the reach of the social marketing campaign.

- **#Thelfies: Use of Selfies and Social Media to Promote Food Safety**

*Brenda Watson, Executive Director, Canadian Partnership for Consumer Food Safety Education, and Donna Marie Antoniadis, CEO, She's Connected Media Inc.*

This presentation will share the lessons learned using social media to create a campaign to inspire consumers to use a food thermometer to cook like a pro by cooking food to recommended internal temperatures. The presenters will share the campaign model and lessons learned.

## 7. Understanding the Burden of Foodborne Illness

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- **Understanding the Burden of Foodborne Illness**

*Barbara Kowalczyk, Food Safety Risk Analyst, RTI International, and Michael Batz, Head of Food Safety Programs, Emerging Pathogens Institute, University of Florida*

Population-based epidemiologic data are essential to setting public health objectives, defining food safety priorities, and evaluating food safety interventions. Burden of disease estimates largely focus on acute foodborne illness and often exclude long-term sequelae. This session will discuss burden of disease, risk of long-term sequelae, and opportunities for improving estimates.

12:30 PM Networking Lunch

1:15 Afternoon Plenary

**Call to Action: Working Together to Prevent Foodborne Illness**

Moderator: *Joe Corby, Executive Director, Association of Food and Drug Officials*

*Michael Taylor, Deputy Commissioner for Foods, FDA, and Brian Ronholm, Acting Undersecretary for Food Safety, USDA*

The Food Safety and Inspection Service (FSIS) of the U.S. Department of Agriculture and the U.S. Food and Drug Administration (FDA) share primary responsibility for overseeing the safety of the U.S. food supply. The agencies routinely collaborate to ensure the safety of foods along the farm-to-table continuum. In this session attendees will hear from USDA FSIS and FDA leadership about how they are working together – and with others – to meet the food safety goals of Healthy People 2020.

2:15 Closing Session

**Food Safety Education Through Music**

*Carl Winter, Extension Food Toxicologist and Vice Chair, Department of Food Science and Technology, University of California, Davis*

**Foodborne Illness Mystery Theater**

*THEY Improv LLC*

Who knew food safety education could be so fun?! This session will open with the “Elvis of E.coli”, Dr. Carl Winter, and include a “who-dunnit” food poisoning mystery that will leave you on the edge – and out of – your seat! VIP conference guests will get into the act. The closing session will inspire you and give you ideas for connecting on new levels with people in your communities

3:30 Adjourn

## CDC Clear Communication Index Score Sheet

Name of material \_\_\_\_\_

Name of person scoring \_\_\_\_\_

Date \_\_\_ / \_\_\_ / \_\_\_\_\_

**Before you begin**, identify your primary audience, their health literacy skills, your primary communication objective, and main message. You must know these 4 pieces of information to score the material accurately. If you don't have this information, wait until you do to score the material.

**Note about translated materials:** If the audiences for the English and non-English versions are different, you should create and score the materials separately to account for audience differences.

**1. Who is your primary audience?** \_\_\_\_\_

*Note: See Appendix B of the User Guide for a list of common public health audiences.*

**2. What do you know about the health literacy skills of your audience?**

*List as many relevant characteristics about your audience as you can. Try and include evidence about their literacy and numeracy skills; words, numbers, and health concepts they find familiar; their prior experience with the topic; and their ability to comprehend different information formats, such as graphs. If you don't have any information at all, assume average to low health literacy skills.*

**3. What is your primary communication objective?**

*A communication objective is what you want your audience to think, feel, or do after they receive the message or material. Example 1: Increase the proportion of women between 18-25 years who intend to increase consumption of folic acid. Example 2: Increase the proportion of sexually active adults with favorable attitudes about taking an HIV test.*

**4. What is the main message statement in the material?**

*The main message statement is the one thing the audience must remember. The statement may be 1-3 short sentences.*

**If you are reviewing an existing material with multiple messages, list all possible messages.**

# CDC Clear Communication Index Score Sheet

## Using the Score Sheet

The Index has a total of 20 items in 4 parts. These 20 items are presented as questions.

- Questions 1-11 in Part A **apply to all materials**.
- Questions 12-20 in Parts B, C, and D may not apply to all materials.
- Choose one answer for each item you score.
- Only score a point when all instances of an item in the material meet the criteria.

More detailed descriptions and examples of each item can be found in the User Guide.

<b>Part A: Core</b>	
<b>The items in this section (1-11) apply to all materials.</b>	
Questions	Score (Check one per question)
<b>Main Message and Call to Action</b>	
<p><b>1. Does the material contain one main message statement?</b></p> <p><i>A main message is the one thing you want to communicate to a person or group that they must remember. A topic, such as heart disease or seasonal flu, isn't a main message statement. If the material contains several messages and no main message, answer no. (User Guide page 5)</i></p> <p><b>NOTE:</b> If you answered <b>No</b> to Question 1, <b>score 0 for Questions 2-4</b> and <b>continue</b> to Question 5.</p>	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
<p><b>2. Is the main message at the top, beginning, or front of the material?</b></p> <p><i>The main message must be in the first paragraph or section. A section is a block of text between headings. For a Web material, the first section must be fully visible without scrolling. (User Guide page 6)</i></p>	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
<p><b>3. Is the main message emphasized with visual cues?</b></p> <p><i>If the main message is emphasized with font, color, shapes, lines, arrows or headings, such as "What you need to know," answer yes. (User Guide page 7)</i></p>	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
<p><b>4. Does the material contain at least one visual that conveys or supports the main message?</b></p> <p><i>For example, count photographs, line drawings, graphs and infographics as visuals. If the visual doesn't have a caption or labels, answer no. If the visual has human figures who aren't performing the recommended behaviors, answer no. (User Guide page 8)</i></p>	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
<p><b>5. Does the material include one or more calls to action for the primary audience?</b></p> <p><i>If the material includes a specific behavioral recommendation, a prompt to get more information, a request to share information with someone else, or a broad call for program or policy change, answer yes. If the call to action is for someone other than the primary audience, answer no. (User Guide page 10)</i></p>	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0



## CDC Clear Communication Index Score Sheet

<b>Language</b>	
<b>6. Do both the main message and the call to action use the active voice?</b> <i>If only the main message or only the call to action uses the active voice, answer no. If you answered no to #1 or #5, answer no. (User Guide page 11)</i>	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
<b>7. Does the material always use words the primary audience uses?</b> <i>If all specialized or unfamiliar terms are explained or described (not just defined) the first time they are used, answer yes. Acronyms and abbreviations must be spelled out and explained if unfamiliar to the audience. (User Guide page 12)</i>	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
<b>Information Design</b>	
<b>8. Does the material use bulleted or numbered lists?</b> <i>If the material contains a list with more than 7 items, and the list is not broken up into sub-lists, answer no. If the list is for additional information or references only or at the end of the material, answer no. (User Guide page 14)</i>	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
<b>9. Is the material organized in chunks with headings?</b> <i>This item applies to prose text and lists. If the chunks contain more than one idea each, answer no. If the headings don't match the information chunks, answer no. (User Guide page 15)</i>	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
<b>10. Is the most important information the primary audience needs summarized in the first paragraph or section?</b> <i>The most important information must include the main message. A section is a block of text between headings. For a Web material, the first section must be fully visible without scrolling. (User Guide page 17)</i>	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
<b>State of the Science</b>	
<b>11. Does the material explain what authoritative sources, such as subject matter experts and agency spokespersons, know and don't know about the topic?</b> <i>If the material addresses both, answer yes. If the material addresses only one (what is known or not known), answer no. (User Guide page 18)</i>	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
<b>Part A score</b>	<b>Total</b> <u>  0  </u> / 11

Comments

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## CDC Clear Communication Index Score Sheet

### Part B: Behavioral Recommendations

Answer this question to determine if items 12-14 apply to the material.

Does the material include one or more behavioral recommendations for the primary audience?

- If **yes** – score items 12-14.
- If **no** – skip to Part C.

Questions	Score (Check one per question)
<p><b>12. Does the material include one or more behavioral recommendations for the primary audience?</b> <i>If no, STOP here and don't score Part B. (User Guide page 19)</i></p>	<input type="checkbox"/> Yes = 1
<p><b>13. Does the material explain why the behavioral recommendation(s) is important to the primary audience?</b> <i>If you offer only numbers to explain the importance of the behavioral recommendation with no other relevant information for the audience, answer no. (User Guide page 20)</i></p>	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
<p><b>14. Does the behavioral recommendation(s) include specific directions about how to perform the behavior?</b> <i>This may include step-by-step directions or a simple description (for example: Look for cereal with 100% daily value of folic acid). If the material includes information about when and how to contact a medical provider or health official, answer yes. If the material mentions when and how often to perform a behavior, answer yes. (User Guide page 21)</i></p>	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
<p><b>Part B score</b> <span style="float: right;"><b>Total</b> <u>  0  </u> / 3</span></p>	

Comments

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**CDC Clear Communication Index Score Sheet**

**Part C: Numbers**

Answer this question to determine if items 15-17 apply to the material.

Does the material include one or more numbers related to the topic?

- If **yes** – score items 15-17.
- If **no** – skip to Part D.

Questions	Score <i>(Check one per question)</i>
<p><b>15. Does the material <u>always</u> present numbers the primary audience uses?</b></p> <p><i>Many audiences find numbers distracting or confusing. Make sure the numbers in the material are both familiar and necessary to support or explain the main message statement. If not, delete them. Whole numbers are used by most audiences. The types of numbers used will vary for each audience. (User Guide page 22)</i></p>	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
<p><b>16. Does the material <u>always</u> explain what the numbers mean?</b></p> <p><i>For example, “The amount of meat recommended as part of a healthy meal is 3 to 4 ounces – it will look about the same size as a deck of cards.” (User Guide page 23)</i></p>	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
<p><b>17. Does the audience have to conduct mathematical calculations?</b></p> <p><i>Adding, subtracting, multiplying, and dividing involve calculations. Calculating a common denominator for the purposes of comparison is a mathematical calculation. Use the same denominator, even for absolute risk (example: 1 out of 3), throughout the material so that audiences don't have to calculate. (User Guide page 24).</i></p>	<input type="checkbox"/> Yes = 0 <input type="checkbox"/> No = 1

NOTE: for this item, Yes is scored 0 and No is scored 1.

<b>Part C score</b>	<b>Total</b> <u>  0  </u> / 3
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Comments

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# CDC Clear Communication Index Score Sheet

## Part D: Risk

Answer this question to determine if items 18-20 apply to the material.

Does the material present information, including numbers, about risk?

- If **yes** – score items 18-20.
- Items 19 and 20 have a “not applicable” (NA) option.
- If **no** – skip to Calculate the Score.

Questions	Score (Check One per Question)
<p><b>18. Does the material explain the nature of the risk?</b></p> <p><i>If the material states the threat or harm and how and why people may be affected, answer yes. If the material has only the threat or harm but no explanation, answer no. For example, if the material states there are 1,000 new cases of a contagious disease in Springfield, does it also state that people in Springfield may be more likely to get the disease, why they may be more likely, and how serious the threat of the disease is? (User Guide page 26)</i></p>	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
<p><b>19. Does the material address both the risks and benefits of the recommended behaviors?</b></p> <p><i>This includes actual risks and benefits and those perceived by your audience. If the material addresses <u>only</u> risks or <u>only</u> benefits, answer no. If no behavioral recommendation is presented, answer not applicable (NA). (User Guide page 27)</i></p>	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0 <input type="checkbox"/> NA
<p><b>20. If the material uses numeric probability to describe risk, is the probability also explained with words or a visual?</b></p> <p><i>Examples of probability information in a risk message are numbers (such as 1 in 5 or 20%). If the material presents numeric risk and also uses text to explain the probability, answer yes. If the material presents numeric risk and also uses a visual to explain the probability, answer yes. If the material only presents numeric risk, answer no. If the material does not include this type of probability information, answer not applicable (NA). (User Guide page 28)</i></p>	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0 <input type="checkbox"/> NA

<b>Part D score</b>	<b>Total</b> <u>  0  </u> / 3
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Comments

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## Calculate the Score for the Material

- **Step 1:** The total points that the material earned (this is the numerator).  
» A:   0   B:   0   C:   0   D:   0   =   0
- **Step 2:** The total possible points that the material could have earned (this is the denominator).  
» A:  11  B:   0  C:   0  D:   0  =  11
- **Step 3:** The numerator divided by the denominator multiplied by 100 to get the total score.

$$\underline{\quad 0 \quad} / \underline{\quad 11 \quad} \times 100 = \underline{\quad 0.0 \quad}$$

## How to Interpret the Score

The purpose of the Index is to improve the clarity of communication products.

### If the total score is 90 or above:

Excellent! You have addressed most items that make materials easier to understand and use.

### If the total score is 89 or below:

Note which items scored 0 points. Use the descriptions and examples in the User Guide to revise and improve the material. Then apply the Index again to check your work. You can use the Index as many times as you need to revise the material to get a score of 90 or above.

### Additional Comments

