



# FOOD PROTECTION

## MEETING TIMES & LOCATION

Fridays from 11:30am – 2:20pm  
South Campus Center 303

## INSTRUCTOR

Emily Hovis, Assistant Teaching Professor  
Department of Environmental & Occupational Health Sciences (DEOHS)  
Email: [ehovis@uw.edu](mailto:ehovis@uw.edu)  
Office Hours: By Appointment

## COURSE DESCRIPTION

In this course we study food protection – the preventative and responsive measures that can be taken so that food intended for human consumption is safe and does not cause illness or other adverse effects. Students will learn about various food safety hazards, basic sanitation principles that are employed along the farm to fork continuum for controlling hazards, the regulatory environment that exists to minimize food safety risks, and potential career paths in the field of food safety. This course has a particular focus on prevention of foodborne illness associated with retail food establishments.

# COURSE INFORMATION

## LEARNING GOALS

Upon completion of this course, students should be able to:

1. Identify and describe the regulatory framework that exists to keep food safe.
2. Recognize, characterize, and categorize food safety hazards, their sources, and health effects.
3. Identify and describe foodborne illness risk factors and sanitation principles that are employed to minimize food safety risk along the farm to fork continuum.
4. Summarize and discuss hazard analysis critical control point (HACCP) principles.
5. Demonstrate and discuss foodborne illness outbreak investigation, response, and appropriate control measures.



## COURSE FORMAT

This course will be offered using primarily a flipped classroom model. Students are expected to come to class prepared for the day, having reviewed foundational content independently on Canvas (such as recorded lectures, readings, etc.) in advance of scheduled class time. In-person class sessions will primarily focus on application of concepts through discussions, group activities, and field trips; with a particular emphasis on outbreak investigation case studies. Questions and comments on the subject matter are encouraged.

Subject matter experts will provide guest lectures throughout the course. These special guests are invited to give students a different perspective of food safety along the farm to fork continuum and provide an opportunity for students to learn about several real-world food safety career paths. Students are encouraged to engage with these special guests through discussion and questioning.

## GRADING / ASSESSMENT OF LEARNING

All quizzes, assignments and assessments (with few exceptions) must be submitted through Canvas by the due date. There is not currently a penalty for the submission of late assignments, but the instructor reserves the right to institute a penalty of 15% if students are not submitting assignments/quizzes within the required timeframe and it is impacting in-class activities and discussion.

You do not need to contact the instructor to receive permission to miss an in-person class. **I cannot stress this enough - DO NOT come to class ill.** If you are unable to attend class in-person, recorded class sessions and alternate assignments are available through Canvas.

Your final grade will be calculated based on the following:

**Weekly Quizzes (40%):** Quizzes will be available through Canvas before our scheduled class time. Quizzes will cover key content from the Canvas recorded lecture/readings and the previous week's in-person activities/discussion. These are designed to keep you engaged in the material and to help you (and me!) assess whether you are learning as you go.

**Assignments (40%):** Assignments will help students stay on track, understand and remember key points, and provide the opportunity to apply learning, evaluate evidence, synthesize material, and make connections between topics. Most assignments will be submitted electronically through Canvas. Several major assignments are described below:

- **Pathogen Group Share:** Students will select a bacterial pathogen to research independently. Students will then collaborate with their peers to prepare and present a short (5-10 minute) in-class presentation during week 3. During this share session, students will develop a bacterial hazard table that will be used later in the class during a mock outbreak investigation.
- **Field Trips:** Students are required to participate in the following on-campus field trips:
  - *Interactive Lab Activity:* Students will participate in an interactive lab activity that explores cooking, cooling, evaluating TCS foods, and cleaning & sanitizing. This is a hands-on session that will provide an opportunity to use retail food inspection equipment.
  - *Mock Retail Food Inspection:* Students will participate in an on-campus field trip to conduct a mock retail food inspection. Afterwards students will submit a short report summarizing the experience.

Students can forgo the on-campus mock inspection by instead shadowing an environmental health inspector on several retail food inspections. This can be setup/coordinated with the instructor. **Students that are environmental health majors are highly encouraged to take advantage of this shadowing opportunity.**

**Individual Food Research Project (10%):** This project is conducted independently and provides a deep dive into the application of HACCP principles. Students will choose a food/menu item to research throughout the course and develop a food safety plan. This project takes place over approximately several weeks with assignments being submitted through Canvas.

**Final Assessment (10%):** A final assessment will be available through Canvas during finals week. Questions will include multiple choice, true-false, fill-in-the-blank and short-answer based on Canvas videos/readings, class discussions, activities, field trips and the course objectives.

A 4.0 scale will be calculated using the following conversion:

| 4.0 Scale | Percentage | 4.0 Scale | Percentage | 4.0 Scale | Percentage |
|-----------|------------|-----------|------------|-----------|------------|
| 4.0       | ≥98.0%     | 2.8       | <84.7%     | 1.6       | <71.2%     |
| 3.9       | <97.0%     | 2.7       | <83.5%     | 1.5       | <70.1%     |
| 3.8       | <95.9%     | 2.6       | <82.4%     | 1.4       | <69.0%     |
| 3.7       | <94.8%     | 2.5       | <81.3%     | 1.3       | <67.8%     |
| 3.6       | <93.6%     | 2.4       | <80.2%     | 1.2       | <66.7%     |
| 3.5       | <92.5%     | 2.3       | <79.1%     | 1.1       | <65.6%     |
| 3.4       | <91.4%     | 2.2       | <77.9%     | 1.0       | <64.5%     |
| 3.3       | <90.3%     | 2.1       | <76.8%     | 0.9       | <63.4%     |
| 3.2       | <89.2%     | 2.0       | <75.7%     | 0.8       | <62.2%     |
| 3.1       | <88.0%     | 1.9       | <74.6%     | 0.7       | <61.1%     |
| 3.0       | <86.9%     | 1.8       | <73.5%     | 0.0       | <60.0%     |
| 2.9       | <85.8%     | 1.7       | <72.3%     |           |            |

*Table 1 - 4.0 Scale to Percentage and Letter Grade Conversion*

# COURSE MATERIALS

---

An overview of course materials will be available on Canvas as the first page in the weekly module. This overview will describe weekly learning objectives and list things 'to do' before coming to class:



**To Read or View - Required Readings & Videos:** This section includes pages of foundational content with links to readings and videos that are designed to enrich your learning experience. These materials are required to be read/viewed before class.



**To Complete and Submit – Required Quizzes & Assignments:** This section includes a list of quizzes and assignments that should be submitted by the listed due date. These assignments must be submitted/uploaded to Canvas before class.



**To Explore - Optional Readings & Videos:** The section list reading and videos that provide increased depth of a topic or illustrates the principles covered in the module that week. Students are encouraged to explore these materials, but they are strictly 'optional' and DO NOT need to be read/viewed before class.

Most readings are available as PDF files that can be viewed on Canvas or downloaded to your computer by following the links provided on the Canvas page. In some cases, the readings may be links to government or private websites. Videos will be imbedded in the Canvas page, so you can view the video directly on Canvas.

**Optional Textbooks:** We will use a combination of materials from the following textbooks. Whenever a chapter in one of these textbooks is listed as a required reading for the week, it will be posted on Canvas as a PDF or have a link to the UW library where you can download the chapter.

*These textbooks are optional for students:*

- Sperber, W., & Mortimore, Sara. (2011). ***Food Safety for the 21st Century: Managing HACCP and food safety throughout the global supply chain.*** Ames, Iowa: Blackwell Pub. The full text is available for purchase online or from the [UW online library](#)
- Motarjemi, Yasmine, Moy, Gerald, & Todd, Ewen. (2014). ***Encyclopedia of Food Safety.*** San Diego: Elsevier Science & Technology. The full text is available for purchase online or from the [UW online library](#)

# TENTATIVE SCHEDULE

**Disclaimer:** The syllabus, readings, and/or lecture schedule are all subject to change. Any changes will be announced in class and posted on Canvas.

| WEEK | DATE | SUBJECT AREA  |
|------|------|---|
| 1    | 1/7  | <b>Introduction to Food Protection</b>  |
| 2    | 1/14 | <b>Regulatory Framework &amp; International Food Safety</b><br><i>Guest Lecturer: Adam Lim from Starbuck's</i>  |
| 3    | 1/21 | <b>Foodborne Illnesses &amp; Hazards</b>  |
| 4    | 1/28 | <b>Principles of Prevention - Designing Safer Food</b>  |
| 5    | 2/4  | <b>Principles of Prevention - Basic Food Safety</b><br><i>Field Trip: Interactive Lab Activity at Chef's Table in Lander Hall</i>                             |
| 6    | 2/11 | <b>Risk-Based Inspections &amp; Assessing Active Managerial Control</b><br><i>Field Trip: Mock Inspection at Local Point in Lander Hall</i>                   |
| 7    | 2/18 | <b>Safely Managing the Food Supply – Production &amp; Processing</b><br><i>Guest Lecturers: David Smith, Connie Fisk &amp; Ashley-Rose Ferguson from WSDA</i> |
| 8    | 2/25 | <b>Safely Managing the Food Supply – Retail &amp; Home</b><br><i>Guest Lecturer: Chris Skilton from Public Health Seattle-King County</i>                     |
| 9    | 3/4  | <b>Foodborne Outbreak Investigations</b><br><i>Guest Lecturer: Meelay Tellier from the Washington State Department of Health</i>                              |
| 10   | 3/11 | <b>Emerging Issues in Food Safety &amp; Course Wrap-Up</b>  |
| 11   | 3/16 | <b>Final Assessment on Canvas</b>   |

# COURSE POLICIES

---

## ACADEMIC INTEGRITY

Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity.

The UW School of Public Health (SPH) is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, and other misconduct are serious violations of [the University of Washington Student Conduct Code](#) (WAC 478-120). We expect you to know and follow the university's policies on cheating and plagiarism, and [the SPH Academic Integrity Policy](#). Any suspected cases of academic misconduct will be handled according to University of Washington regulations. For more information, see the University of Washington Community Standards and Student Conduct website.

---

## ACCESS & ACCOMODATION

Your experience in this class is important to me. If you have already established accommodations with [Disability Resources for Students \(DRS\)](#), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or [uwdrs@uw.edu](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://disability.uw.edu). DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

---

## BIAS CONCERNS

The Office of the Dean has a [student concern policy](#), a faculty concern policy and standard HR procedures for staff concerns. Our 2018 climate survey states that most people in SPH do not report bias incidents because they do not know where to go. Students are encouraged to report any incidents of bias to someone they feel comfortable with, including instructors, advisers or department staff. They can email [dcinfo@uw.edu](mailto:dcinfo@uw.edu) for immediate follow up. Bias concerns can be anonymously and confidentially reported at this link <https://sph.washington.edu/about/diversity/bias-concerns>. Data is collected by the Assistant Dean for EDI and the Director of Program Operations for Student and Academic Services and tracked for resolution and areas are identified for further training.

## CLASSROOM CLIMATE

The UW School of Public Health seeks to ensure all students are fully included in each course. We strive to create an environment that reflects community and mutual caring. We encourage students with concerns about classroom climate to talk to your instructor, your faculty or academic advisor, or a member of the departmental or SPH Diversity Committee. Victoria Gardner ([vg@uw.edu](mailto:vg@uw.edu)), SPH Assistant Dean for Equity, Diversity & Inclusion, is also a resource for students with concerns related to equity, diversity, and inclusion.

---

## COVID-RELATED EXPECTATIONS

Per UW policy, this class will be conducted in person. Therefore, unless you meet the criteria for an accommodation from Disability Resources for Students (DRS) or a special arrangement approved by the SPH Office of the Dean that allows you to take the course remotely [[see student communications here](#)] you should only register for this class if you can attend in-person.

- Please contact UW Disability Resources for Students (DRS) directly if you feel you may be eligible for an accommodation based on your status as an immunocompromised individual or based on other diagnosed physical or mental health conditions that might prevent you from being able to take classes in-person.
- If you are a student enrolled in a program in SPH, and you are either living with an individual who is immunocompromised, OR you are unable to obtain a visa to travel to the US, you may be eligible for a "special arrangement" that will allow you to take this course remotely. Requests for special arrangements to take the class remotely should have been submitted to and approved by the Students and Academic Services team in the Office of the Dean before the beginning of the quarter. If you have questions about this type of arrangement, please reach out to Student and Academic Services by email at [sphas@uw.edu](mailto:sphas@uw.edu).

All UW students are expected to complete their [vaccine attestation](#) before arriving on campus and to follow the campus-wide face-covering policy at all times. You are expected to follow state, local, and UW COVID-19 policies and recommendations. If you feel ill or exhibit possible COVID symptoms, you should not come to class. If you need to temporarily quarantine or isolate per CDC guidance and/or [campus policy](#), you are responsible for notifying your instructors as soon as possible by email. **If you receive a positive COVID-19 test result, you must report to campus Environmental Health & Safety (EH&S) by emailing [covidehc@uw.edu](mailto:covidehc@uw.edu) or calling 206-626-3344.**

**No food or drinks are allowed in the classroom.**

**Please check your email daily BEFORE coming to class.** If we need to conduct class remotely because the instructor or a guest speaker is complying with UW policies and unable to attend in person, we will send all registered students an email with a Zoom link for remote instruction. Thank you for your patience and support as we all transition together back to in-person learning!

## **EQUITY, DIVERSITY AND INCLUSION**

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of University education. In SPH, students are expected:

1. To respect individual differences, which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status and veteran status.
  2. To engage respectfully in the discussion of diverse worldviews and ideologies embedded in course readings, presentations and artifacts, including those course materials that are at odds with personal beliefs and values.
  3. To encourage students with concerns about classroom climate to talk to their instructor, adviser, a member of the departmental or SPH EDI Committee, the Assistant Dean for EDI, or the program's director.
- 

## **NOTICE TO STUDENTS – USE OF PLAGIARISMS DETECTION SOFTWARE**

The University has a license agreement with SimCheck, an educational tool that helps prevent or identify plagiarism from Internet resources. Your instructor may use the service in this class by requiring that assignments are submitted electronically to be checked by SimCheck. The SimCheck Report will indicate the amount of original text in your work and whether all material that you quoted, paraphrased, summarized, or used from another source is appropriately referenced.

accommodation, is available at [Religious Accommodations Policy \(Links to an external site.\)](#). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(Links to an external site.\)](#).

---

## **PERSONAL PRONOUNS**

According to the UW First Year Programs, being an ally is not just about intention, it's also about behavior. We share our pronouns because we strive to cultivate an inclusive environment where people of all genders feel safe and respected. We cannot assume we know someone's gender just by looking at them. So we invite everyone to share their pronouns. Faculty training and consultation on pronoun use is available for SPH faculty from the Assistant Dean for EDI. Including pronouns on syllabi is optional as we work to develop and provide further training to all teaching faculty.

---

## **RELIGIOUS ACCOMODATIONS**

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(Links to an external site.\)](#). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(Links to an external site.\)](#).

## **SAFETY**

Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus’s team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.

---

## **SPH LAND ACKNOWLEDGEMENT**

The University of Washington acknowledges the Coast Salish people of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Suquamish, Tulalip and Muckleshoot nations.

---

## **WRITING RESOURCES**

All written assignments for this class must be high quality, well researched, well organized, and well written. Use plain language instead of jargon. The instructors will consider the clarity of writing when grading assignments. Writing is an important transferable skill for all career pathways. Establishing a strong foundation in writing skills will help students be successful throughout their future course work and career. Therefore, this course includes written assignments with the goal to helping students identify areas of strength and improvement in writing. However, if a student feels that they could benefit from additional opportunities to improve their writing skills, a list of resources at the UW and others accessible online can be found on the SPH website (<https://sph.washington.edu/sites/default/files/inline-files/Writing-Resources-4.3.19.pdf>) and on the DEOHS intranet (<https://portal.deohs.washington.edu/index.php/academic-support-writing-resources>).