

DM/P 845 Food Safety Risk Analysis -- Distance

"I know no safe depository of the ultimate powers of society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them but to inform their discretion by education."

Thomas Jefferson

Undergraduates may also take this course with Dr. Powell's permission

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Class: 3 credit hours

Course Description:

Food Safety Risk Analysis is based on the principles of risk analysis – the interwoven roles of risk assessment, management and communication – and their application to food safety, agricultural biotechnology, and food policy development. This course will aid students in developing the ability to critically examine risk issues and various stakeholder perspectives leading to appropriate and beneficial policy development.

A significant portion of the course will focus on the importance of thorough research and good communication skills, as well as the suitability of communication efforts. In addition, assignments are designed to help students increase their knowledge, understanding, and use of electronic resources. The emphasis on acquiring and critically evaluating electronic information will assist students in further developing lifelong learning skills. The course will be presented through lectures, case study presentations, and Internet-based support material including text, audio and video through the extensive database underpinning bites.ksu.edu and barfblog.com.

Method of evaluation

Assignments (3 @ 10 %)	30%
Risk management case study	30%
Risk communication project	20%
Risk assessment critique	20%

Assignments (30%)

There will be three, short assignments valued at 10% each.

Risk management case study (30%)

Students will work on a food safety risk management scenario of their own choosing. Each student will decide on a suitable topic, and conduct background research in risk assessment and management related to a specific food safety risk. The assignment will be to present a briefing on the issue to business or government colleagues, with recommendations and justifications. A risk communication strategy must be included. Groups will be evaluated on comprehensives, and the degree of integration they have brought to their topic. A written report will accompany the presentation.

Risk communication project (20%)

Students will pick a food safety risk scenarios. They will be required to research the topic, and present to the instructor using electronic communication in the form of a press conference, town-hall meeting, or whatever is appropriate. Each student will be evaluated on how well the press conference was conducted and a demonstration of basic risk communication principles (10%). Further, each student will submit a 1,000-word maximum discussion of the project, due one week after the oral presentations. The written report will include a critical evaluation of the presentation, and the dynamics of a live press conference.(10%).

Risk assessment critique (20%)

Students will take an existing risk assessment which are readily available on-line -- such as the risk of listeria in ready-to-eat foods, E. coli O157:H7 in ground beef, the development of antibiotic-resistant campylobacter in cattle, ecological flow of herbicide resistant genes in specific crops -- and provide a critical analysis of the risk assessment.

Electronic distribution and discussion:

This course will rely heavily on e-mail and the Internet for distribution of background materials, lecture notes and informal discussion. Further, all students must subscribe to the bites.ksu.edu listserv and barfblog.com for the semester.

bites-l provides current, generalized, public risk perception information about rapidly changing issues, culled from journalistic and scientific sources around the world and condensed into short items or stories that make up the daily postings. bites-l is distributed daily by electronic mail to thousands of individuals from academia, industry, government, the farm community, journalism and the public at large.

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(subscription is free)
listserv@listserv.ksu.edu
leave subject line blank
in the body of the message type:
subscribe bites-L firstname lastname
i.e. subscribe bites-L Doug Powell

Required text:

None. There will be several documents required for reading that will be available electronically, either through web sites or through a class mailing list, and announced as appropriate.

Required Readings:

bites-l

barfblog.com

The following materials are background reference material:

(current references are associated with course material)

Byrd, D.M. and Cothorn, C.R. 2000. Introduction to Risk Analysis: A Systematic Approach to Science-Based Decision Making [(ISBN: 0-86587-696-7) Government Institutes, Houston, TX, 433 pp.

Powell, D.A. and Leiss, W. 1997. Mad Cows and Mothers' Milk: The Perils of Poor Risk Communication. McGill-Queen's University Press.

Chociolko, C. 1995. The experts disagree: simply a matter of facts versus values? Alternatives 21(3): 18-25

Covello, V.T. and Merkhofer, M.W. 1994. Risk Assessment Methods. 319 pp.

Glickman, T.S. and Gough, M. Readings in Risk. 262 pp.

Leiss, W. and Chociolko, C. 1994. Risk and Responsibility. 405 pp.

Leiss, W. 1989. Prospects and Problems in Risk Communication. 216 pp.

Nelkin, D. 1987. Selling Science: How the Press Covers Science and Technology. W.H. Freeman and Company. New York. 224 pp.

U.S. National Research Council. 1994. Building Consensus Through Risk Assessment and Management. 108 pp.

U.S. National Research Council. 1993. Issues in Risk Assessment. 346 pp.

U.S. National Research Council. 1989. Improving Risk Communication. Committee on Risk Perception and Communication. National Academy Press, Washington, D.C. 332 pp.

Web sites:

foodsafety.ksu.edu

bites.ksu.edu

<http://www.riskworld.com>

<http://www.foodriskclearinghouse.umd.edu/>

<http://www.ilsa.org>

<http://www.foodrisk.org/index.cfm>

<http://www.who.int/foodsafety/micro/riskanalysis/en/>

<http://www.centerforriskcommunication.com/home.htm>

<http://www.sra.org/rcsg/rcsgsources.html>

Writing references

<http://www.bartleby.com/141/>

<http://writing.colostate.edu/references/sources/cbe/index.cfm>

<http://www.bedfordstmartins.com/online/cite8.html>

<http://www.dianahacker.com/resdoc/sciences/overview.html>

Ethical behavior for students in the Veterinary College

The Student Board of Ethical Behavior is a student-governed body assigned the responsibility of adjudicating cases of professional and academic misconduct within the Kansas State University College of Veterinary Medicine. The complete document can be found at:

<http://www.vet.k-state.edu/handbook/policies/ethical.behavior.htm>

Academic Dishonesty/Honor Statement:

"Kansas State University has an Honor & Integrity System based on personal integrity, which is presumed to be sufficient assurance in academic matters one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor & Integrity System. The policies and procedures of the Honor & Integrity System

apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The honor system web site can be reach via the following URL: www.ksu.edu/honor <<http://www.ksu.edu/honor>> .

“On my honor, as a student, I have neither given nor received unauthorized aid on this academic work.” Also plagiarism and cheating are serious offenses and may be punished by failure on the exam, paper or project; by failure in the course; and/or by expulsion from the university.

Discrimination and Harassment:

The objective of the K-State educational program is to develop individuals who use enlightened judgment in their professional, personal and social lives. To achieve this goal, the university’s policy forbids discrimination against individuals or groups based on race, gender religion, national origin, age, sexual orientation or disability. Please refrain from using racist or sexist language in the classroom or in your projects.