| | Topic area | Tier 1 | Tier 2 | Tier 3 |
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| **COMPETENCY 1** | **Outbreak detection** | Describes the role of surveillance systems in detecting foodborne illness outbreaks | Uses surveillance systems to detect to foodborne illness outbreaks | Improves surveillance systems to make foodborne outbreak detection timelier and more efficient |
| **COMPETENCY 2** | **Outbreak investigation team: roles and responsibilities** | Explains the role of environmental health professionals, epidemiologists, microbiologists, and other members of the outbreak investigation team[1] during a foodborne illness outbreak investigation | Collaborates with other members of the outbreak investigation team on activities undertaken as part of a foodborne illness outbreak investigation | Leads activities undertaken as part of a foodborne illness outbreak in collaboration with partners at local, state and federal agencies |
| **COMPETENCY 3** | **Outbreak investigation team: partnerships and communication** | Describes the importance of partnerships and ongoing communication with epidemiologists, microbiologists, and other professionals engaged in outbreak detection and response | Maintains partnerships and ongoing communication with epidemiologists, microbiologists, and other professionals engaged in outbreak detection and response | Builds partnerships with local, state and federal agencies engaged in outbreak detection and response |

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[1] Outbreak investigative teams are made up of a variety of professionals, including: epidemiologists, microbiologists, environmental health professionals, regulatory
compliance officers and inspectors, and health communication specialists. A team may add other professionals as the investigation proceeds.

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| **COMPETENCY 4** | **Environmental assessments** | Describes the components of an environmental assessment | Performs foodborne illness outbreak environment assessments | Continuously improves the process for conducting foodborne illness outbreak environment assessments |
| **COMPETENCY 5** | **Contributing factors** | Lists types of contributing factors by causative agent or food vehicle | Uses available information to develop hypotheses about the causative agent, implicated food, and contributing factors in preparation for the site visit | Mentors others on the use of epidemiological, laboratory and other data when developing hypotheses about the causative agent, implicated food, and contributing factors in preparation for the site visit |
| **COMPETENCY 6** | **Observation and Record Review** | Lists processes, practices, and records to observe and review during a site visit | Selects appropriate processes and practices to observe and records to review during a site visit given a specific outbreak scenario | Mentors others on appropriate processes and practices to observe and records to review during a site visit given a specific outbreak scenario |
| **COMPETENCY 7** | **Interview skills** | Lists the types of information required when interviewing managers and staff during a foodborne illness outbreak environmental assessment | Interviews managers and staff during a foodborne illness outbreak environmental assessment to obtain relevant information | Develops interview guides and techniques for interviewing managers and staff during a foodborne illness outbreak environmental assessment |
| **COMPETENCY 8** | **Sampling** | Lists the types of sampling, sampling tools and other equipment used as part of a foodborne illness outbreak environmental assessment | Collects food, environmental, and clinical samples during a foodborne illness outbreak environmental assessment | Develops and improves sampling guides and model practices |

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| **COMPETENCY 9** | **Critical thinking skills** | Summarizes multiple sources of information from a foodborne illness outbreak environmental assessment | Analyzes information from a foodborne illness outbreak environmental assessment to identify contributing factors and root causes or environmental antecedents | Mentors others on the use of critical thinking skills and systems theory to identify contributing factors and root causes or environmental antecedents |
| **COMPETENCY 10** | **Control measures** | Lists appropriate short- and long- term control measures | Recommends appropriate short- and long-term control measures given a specific outbreak scenario | Evaluates the impact of short- and long-term control measures |
| **COMPETENCY 11** | **Legal authority** | Describes the legal authority of state/local agencies during a foodborne illness outbreak | Carries out the legal authority of state/local agencies during a foodborne illness outbreak | Evaluates the need to use state/local legal authorities during a foodborne illness outbreak, in consultation with other local, state and federal agencies |
| **COMPETENCY 12** | **Traceback investigations** | Explains the purpose of traceback and trace forward investigations and the roles of local, state and federal agencies | Conducts traceback and trace forward investigations in collaboration with state and federal partners | Facilitates and advises on traceback and trace forward investigations in collaboration with other state and federal agencies |
| **COMPETENCY 13** | **Outbreak communication** | Recognizes the importance of communicating with external partners and stakeholders | Communicates results of the environmental assessment to external partners and stakeholders | Responds to requests from the media, external partners and stakeholders for information on the foodborne illness outbreak investigation |

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| **COMPETENCY 14** | **Quality Improvement** | Explains the importance of evaluation and continuous quality improvement | Implements strategies for evaluation and continuous quality improvement | Develops strategies for evaluation and continuous quality improvement |
| **COMPETENCY 15** | **Report Writing** | Lists the items that would be included in a written summary of a foodborne illness outbreak environmental assessment | Prepares a foodborne illness outbreak environmental assessment report | Mentors staff on effective report writing during a foodborne illness outbreak investigation |
| **COMPETENCY 16** | **Outbreak reporting** | Describes the importance of reporting foodborne illness outbreaks to national surveillance | Assists in the reporting of foodborne illness outbreaks to national surveillance | Improves the quality and completeness of foodborne illness outbreak data reported to national surveillance |