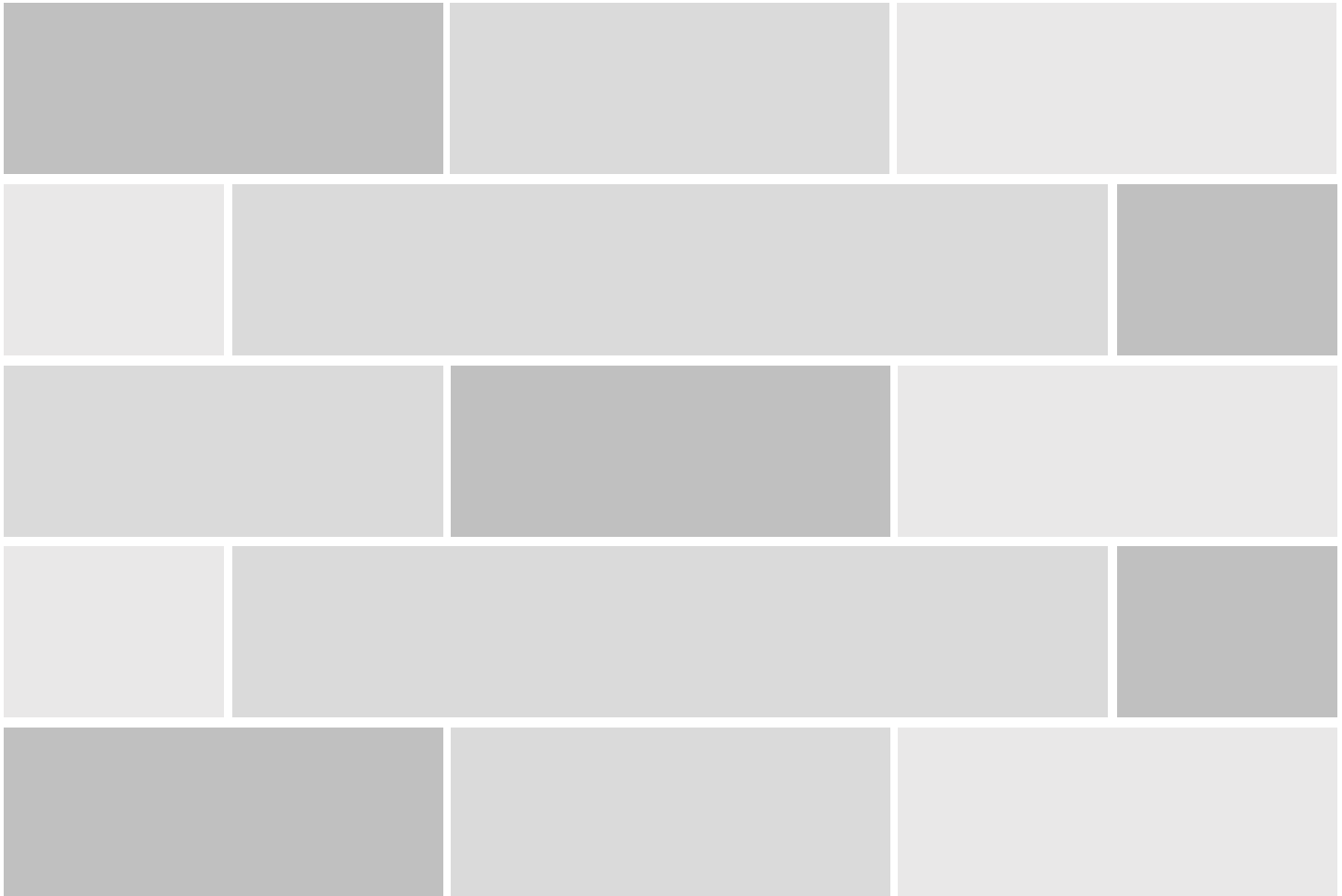


# Employee Food Safety Inservice: **Maintaining and Cleaning Equipment**



## HOW TO USE THESE MATERIALS

In addition to lecture and discussion notes, this packet includes:

- ❖ Promotional flyer.
- ❖ Pre-test/post-test.
- ❖ Handouts.
- ❖ Attendance sheet.
- ❖ Certificate of completion.

This inservice has been designed to be 30 minutes in length and to be used as a tool to train foodservice employees. We have written an outline for what we see as important steps in studying this inservice topic. However, it's up to you to prepare in advance and tailor your inservice to your employees. Consider:

- ❖ Employees' backgrounds and experience levels.
- ❖ Problems or areas for improvement specific to your facility.
- ❖ Specific department or facility policies relevant to this topic.
- ❖ Specific local standards relevant to this topic.

While planning how you'll approach your inservice, keep in mind that participants remember:

- ❖ 70% of what they talk over with others — discussion.
- ❖ 80% of what they use and do — projects, scenarios.
- ❖ 95% of what they teach others — one-on-one training, student presentations.

The more involved and focused participants are, the more they will absorb. It is important to keep communication flowing throughout the lecture by continuously involving the participants. You can accomplish this by asking questions, having participants read handouts aloud, and asking for examples of concepts and standards.

To be fully effective, training should begin on a new employee's first day. Then it should be continually reviewed — even for long-term employees. And, you can strengthen lessons learned by setting a good example, actively enforcing policies, and recognizing and rewarding a job well done.

## INSERVICE OBJECTIVES:

This lesson addresses rationale and procedures for maintaining and cleaning equipment. After completing this session, employees will be able to:

- ❖ Explain the importance of preventive maintenance.
- ❖ Explain the relationship between clean and sanitary.
- ❖ List examples of cleaners and sanitizers.
- ❖ Recognize the role of each employee in keeping equipment clean.

## INSERVICE OUTLINE:

### Optional Pre-Test | 5 Mins

#### Resources & Supplies

- ❖ Pre-test/Post-test.

#### Outline

Optional: Ask participants to complete the pre-test. Tell them you will re-visit these questions at the end of the session.

### Lecture & Discussion | 5 Mins

#### Resources & Supplies

- ❖ Handouts: Case Study: The Case of the Dirty Food Prep Area.

#### Outline

- ❖ Need to maintain equipment because:
  - Cleaning every day makes heavy cleaning easier.
  - Increases the life of large equipment.
  - Adds to the safety of the equipment.
- ❖ Sanitation by design: We select equipment by cleanability standards.
- ❖ In equipment design, food contact surfaces vs. non-food contact surfaces:
  - Food contact surfaces should be smooth, resistant to corrosion, nontoxic, nonabsorbent, and unable to adulterate food.
  - Non-food contact surfaces should be smooth and resistant to corrosion.
- ❖ Layout of equipment: movable or on legs for easy cleaning.

- ❖ Ways to identify safe equipment:
  - Look for the NSF symbol.
  - Look for UL (Underwriters' Laboratories) mark.
- ❖ Flooring materials: slip-resistant, non-porous, wear resistant, easy to maintain, e.g. glazed tile, quarry tile.
- ❖ Wall construction materials: glazed tile or ceramic tile — resistant to heat and grease, and durable enough for frequent cleaning.
- ❖ Dry storage areas: should be ventilated, dry, and constructed of easy-to-clean surfaces; slatted shelving recommended.
- ❖ Cleaning procedures:
  - Clean-in-place equipment is designed so that cleaning and sanitizing solutions circulate throughout a fixed system and contact all interior food contact surfaces; must be self-draining; does not include equipment such as slicers or mixers that require in-place manual cleaning.
  - Dishwashers: should have temperature monitoring devices; should have means of minimizing cross contamination.
  - We use written procedures for each type of equipment [mention/show your own procedures].
- ❖ Cleaning schedule: a tool to assure proper maintenance is followed.
- ❖ Preventive maintenance means maintaining equipment to help keep it in good working order. This includes — most importantly — cleaning.
- ❖ Preventive maintenance advantages:
  - Supports our sanitation system and food safety.
  - Helps keep our equipment safe.
  - Helps keep equipment functioning smoothly.
  - Makes equipment last longer.
  - Discourages pests.
  - Saves money, as equipment works more efficiently.
- ❖ Preventive maintenance is a responsibility we share.
- ❖ Basic rules:
- ❖ Rule #1: Wipe up spills immediately.
  - Finishes become corroded from food spills, especially from foods containing acid.
  - Less time-consuming when spills are fresh.
  - Discourages pests.

- ❖ Rule #2: Clean equipment at the end of each use/day.
  - Lengthens the life of the equipment.
  - Essential for sanitation.
  
- ❖ Rule #3: Follow manufacturer's suggestions for oiling, small repairs, cleaning.
  - Saves money (Dust in refrigeration condensers causes 85% of the service calls.)
  - Extends the life of the equipment.
  
- ❖ Rule #4: Maintain a service record file.
  - Helps justify need for new equipment.
  - Saves money (Record will show if equipment is still under warranty.)
  
- ❖ Effective cleaning practices:
  
- ❖ Clean = remove visible dirt.
  
- ❖ Sanitize = reduce the number of harmful microorganisms to a safe level (This does not mean "sterilize.").
  
- ❖ Before an item can be sanitized successfully, it must first be cleaned.
  
- ❖ Types of cleaners:
  - Detergents — for walls, ceilings, floors; dishwashing. What detergents do we use?
  - Abrasive cleaners — for scrubbing; can scratch stainless steel, though. What abrasive cleaners do we use?
  - Acid cleaners — for de-liming, removing mineral deposits. What acid cleaners do we use?
  - Degreasers — remove grease buildup. What degreasers do we use?
  
- ❖ Types of sanitizers:
  - Heat — immersion (at least 171°F for at least 30 sec.)
  - Chlorine.
  - Quaternary ammonia ("quats").
  - Iodine.
  
- ❖ What do we sanitize? How do we sanitize?

## ACTIVITY | CASE STUDY | 10 MINS

### Resources & Supplies

❖ Handout: The Case of the Dirty Food Prep Area.

### Outline

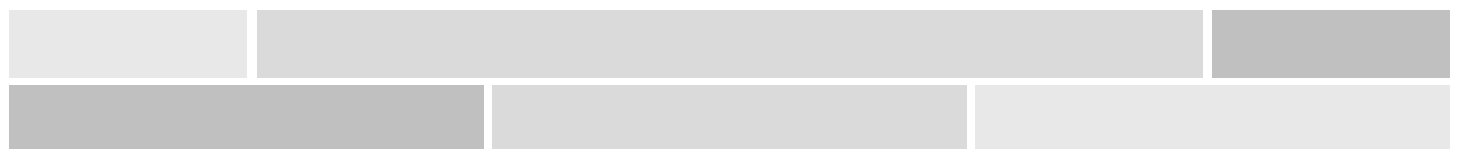
❖ Distribute Handout: The Case of the Dirty Food Prep Area.

Ask for three volunteers to act out this case study. You can bring a prop, such as a broom or rag. Have the three volunteers read/act out The Case of the Dirty Food Prep Area. Tell volunteers they may ad lib, adding anything they would like.

Now, ask for a volunteer to act as a supervisor. Let the supervisor, Mary, and Michael role play this situation and come up with a solution. If the supervisor gets stuck, offer some help, e.g. Is there a cleaning schedule? Are all employees following it?

[Through this process, employees should come to realize the importance of teamwork. They should understand why the manager schedules cleaning and should feel motivated to follow cleaning schedules.]

Optional: Take a few photos during this activity. Post them with your cleaning schedule for reinforcement.



### **Maintaining and Cleaning Equipment**

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## POST-TEST & CLOSING | REVIEW | 10 MIN

### Resources & Supplies

- ❖ Pre-test/Post-test.
- ❖ Attendance Sheet.
- ❖ Certificates of completion.

### Outline

- ❖ Distribute copies of the post-test.
- ❖ Ask participants to complete the post-test. (If you also used this as a pre-test, ask participants to review their answers.) Review questions and answers.
- ❖ Correct answers are: 1. A; 2. C; 3. A; 4. B; 5. D
- ❖ Ask each participant to name a key point discussed today. Review any other key points not mentioned.
- ❖ Ask each participant to sign the attendance sheet.
- ❖ Distribute certificates of completion.

## PRE-TEST / POST-TEST | MAINTAINING AND CLEANING EQUIPMENT

❖ Select the best answer for each question.

1. Following cleaning procedures for equipment makes it:

- A. Last longer
- B. Wear out sooner
- C. Keep its UL mark
- D. More expensive to repair

2. What is a caution or concern with abrasive cleaning products?

- A. They may remove mineral buildup.
- B. They may accidentally sanitize work surfaces.
- C. They may scratch stainless steel.
- D. They may discourage pests.

3. What causes the most service calls on refrigerator equipment?

- A. Dust in condensers
- B. Sanitary shelves
- C. Routine cleaning
- D. Thermostat malfunctions

4. Something that is sanitized is:

- A. Completely sterile and free of germs
- B. Free of harmful levels of germs
- C. Free of visible dirt
- D. Free of grease

5. Something that is clean is:

- A. Completely sterile and free of germs
- B. Safe enough to eat from
- C. Free of excess decoration
- D. Free of visible dirt



## CASE STUDY:

### The Case of the Dirty Food Prep Area

**Narrator:** There always seems to be something requiring cleaning in the foodservice department, and there is never enough time to do it. One evening, Mary, the last P.M. cook to leave, makes her usual dash through the food prep area. She finds dirty wiping clothes and a pail of used cleaning solution that has not been disposed of in the prep area. The floor of the salad area needs to be swept. Food spilled on the steamer during lunch is still there. There are empty food packages and cans on the counter, and used rags tossed on the floor.

**Mary** [to herself]: The floor really needs to be scrubbed, and the hoods and vents over the main ovens need cleaning too. I can't do all that alone! Maybe if the census goes down and no one calls off over the weekend, someone will clean then.

**Narrator:** In the morning, the A.M. cook, Michael, starts his shift.

**Michael:** [shouting to himself]: Food spilled in the steamer last night was not cleaned and the ovens need to be cleaned too. It is so difficult to clean during the day. Why isn't this being done on the P.M. shift?

**Narrator:** Michael waits until after the noon trayline and then approaches Mary:

**Michael:** Mary, what gives? Why do you evening people leave such a mess? I'm sick and tired of all this. When are you gonna get your act together? I'm picking up trash, wiping counters, and putting stuff away. When can I cook food?

**Mary:** I am tired of cleaning up after everyone. I can't clean up everyone's messes. I am the P.M. cook, not a maid. Everyone on the A.M. shift can leave when their job is done. They just walk away— whether the foodservice department is clean or not. I'm the last cook to leave, so people think I should clean up everything. Well, let me tell you — Mom doesn't work here, so everyone will have to clean up after themselves!

# INSERVICE NOTICE:

## Maintaining and Cleaning Equipment

Day/Date:

Time:

Location:

Who Should Attend:





THIS CERTIFIES THAT

\_\_\_\_\_

HAS PARTICIPATED IN THE  
**MAINTAINING AND CLEANING EQUIPMENT**  
INSERVICE TRAINING PROGRAM

PRESENTED THIS \_\_\_\_\_ DAY OF \_\_\_\_\_,

AT \_\_\_\_\_

SIGNED \_\_\_\_\_