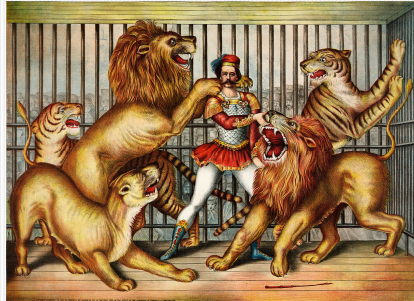


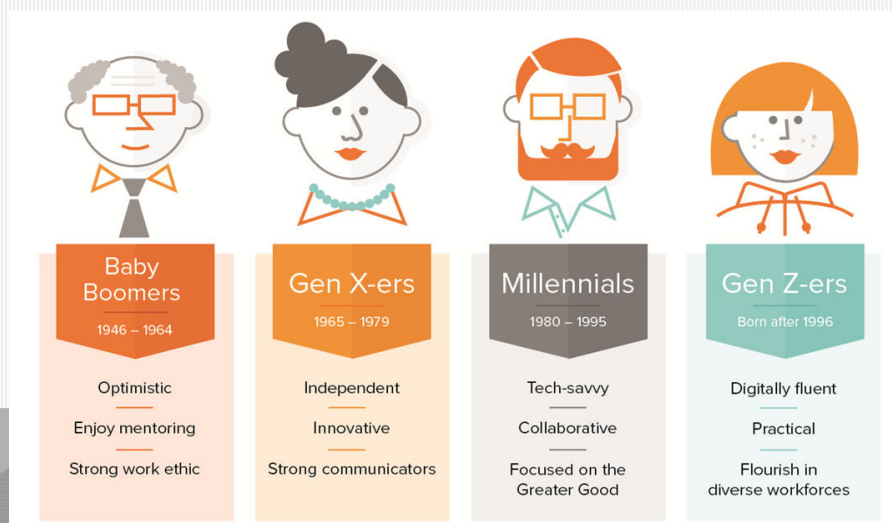
Taming & Teaching Sanitation

Julie Halfpop RDN, LD
 Director of Nutrition
 Martin Bros. Distributing Inc.
jhalfpop@martinbros.com



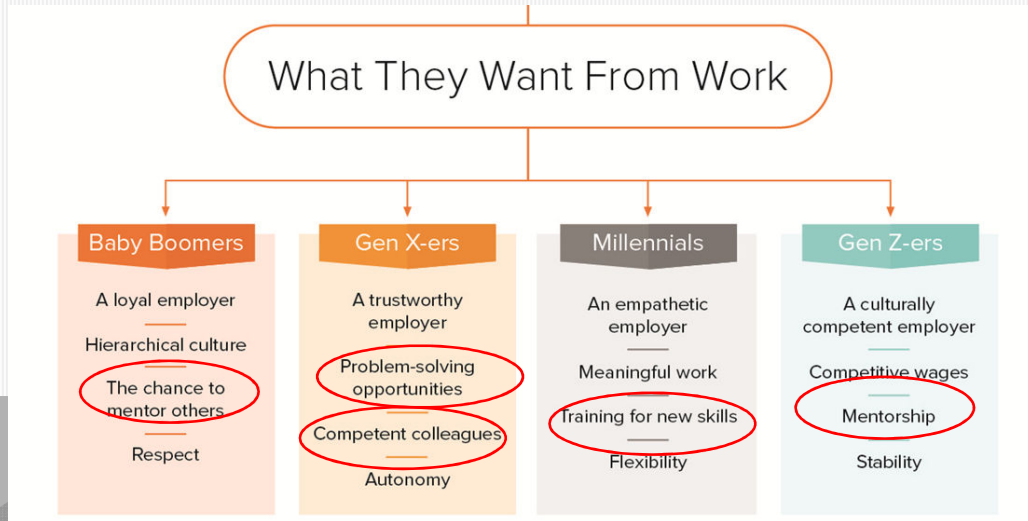
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MULTI – GENERATIONAL WORKFORCE



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GENERATIONAL LEARNING STYLES DIFFER

- Educational past
- Work history of parents
- Popular culture-learning, collaboration & entertainment
- Technology



WORLD WAR II GENERATION

- Prefer lecture & expert presentations. Don't want to be embarrassed.
- Grew up in the classroom atmosphere & the strict "don't speak"
- Like On-the job training (be sensitive to their experience/age)
- Still like printed book for study
- Make ideal mentors in select roles
- Many embrace technology



BABY BOOMERS (1946-1964)

- Workaholic approach with extra effort to achieve success
- Expect more personally-focused learning structure
- Classroom format with interaction
- Prefer stable, risk free environment but want to interact with others
- Like practical and fun activities that allow for team exercises, storytelling
- Will use technology if need to
- Prefer printed books but happy to move to online reading

GENERATION X (1965-1980)

- Learn by doing
- Prefer self-directed learning
- Build in lots of activities-field trips, debates, role-play and games
- Desire immediate feedback
- Use technology where possible
- Will turn to computer before book

MILLENIALS/GEN Z (BORN AFTER 1980)

- Prefer collaborative learning environments peer interaction
- Enjoy fast-moving interactive activities
- Like it short/sweet (not endless power points)
- Want to be edu-tained
- Expect technology to be used
- Enjoy games and social networks as a part of learning
- Will use smartphones



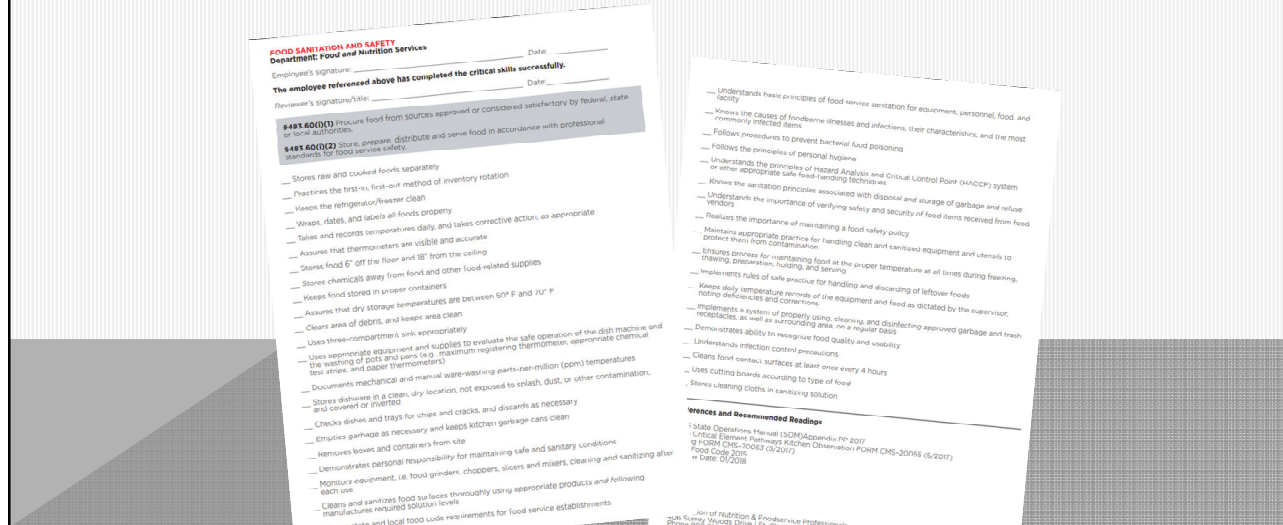
KEYS TO SUCCESS

- Personalize the Learning Experience
- Engage Your Learners
- Recognition and Reward
- Gaming
- Social Learning

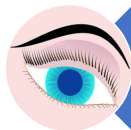


PERSONALIZE THE LEARNING EXPERIENCE

- What knowledge is required to perform the job?



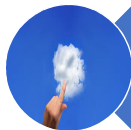
Types of learners



Visual Learners (65%)



Auditory Learners (30%)



Tactile Learners (5%)

PERSONALIZE

Testing may be more appropriate for younger generations

Personal discussion may work better for older generations

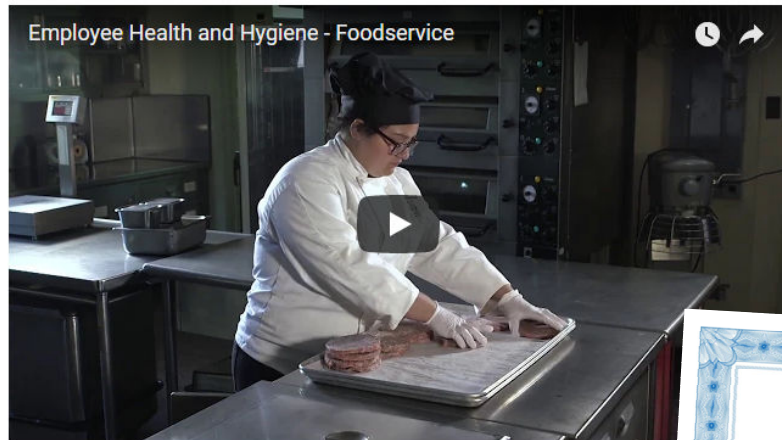
me

PERSONALIZE THE LEARNING EXPERIENCE

- What knowledge is required to perform the job?

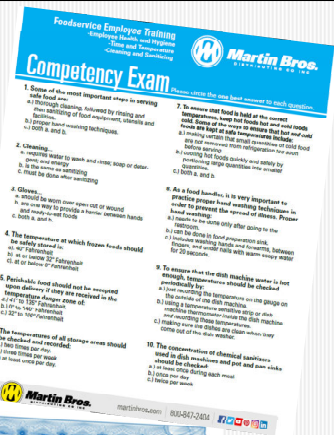
EMPLOYEE		FOOD AND NUTRITION SERVICES COMPETENCIES	
SAFETY AND SANITATION		Competencies	Multiple Choice Resources
Completed <input type="checkbox"/> Yes <input type="checkbox"/> No	Demonstrate handwashing procedure	<ul style="list-style-type: none"> Demonstrate handwashing procedure Demonstrate handwashing procedure Demonstrate handwashing procedure 	<ul style="list-style-type: none"> Demonstrate handwashing procedure Demonstrate handwashing procedure Demonstrate handwashing procedure
Completed <input type="checkbox"/> Yes <input type="checkbox"/> No	Accurately states glove usage (why you wear gloves, when you wear gloves, when you change gloves, how you properly remove gloves)	<ul style="list-style-type: none"> Demonstrate glove usage (making proper butter sandwich) Demonstrate glove usage (making proper butter sandwich) Demonstrate glove usage (making proper butter sandwich) 	<ul style="list-style-type: none"> Demonstrate glove usage (making proper butter sandwich) Demonstrate glove usage (making proper butter sandwich) Demonstrate glove usage (making proper butter sandwich)
Completed <input type="checkbox"/> Yes <input type="checkbox"/> No	Demonstrate glove usage (making proper butter sandwich)	<ul style="list-style-type: none"> Demonstrate glove usage (making proper butter sandwich) Demonstrate glove usage (making proper butter sandwich) Demonstrate glove usage (making proper butter sandwich) 	<ul style="list-style-type: none"> Demonstrate glove usage (making proper butter sandwich) Demonstrate glove usage (making proper butter sandwich) Demonstrate glove usage (making proper butter sandwich)
Completed <input type="checkbox"/> Yes <input type="checkbox"/> No	Accurately states how to avoid contamination and cross-contamination of food	<ul style="list-style-type: none"> Demonstrate how to avoid contamination and cross-contamination of food Demonstrate how to avoid contamination and cross-contamination of food Demonstrate how to avoid contamination and cross-contamination of food 	<ul style="list-style-type: none"> Demonstrate how to avoid contamination and cross-contamination of food Demonstrate how to avoid contamination and cross-contamination of food Demonstrate how to avoid contamination and cross-contamination of food
Completed <input type="checkbox"/> Yes <input type="checkbox"/> No	Accurately states how to avoid cross-contamination in dish room area	<ul style="list-style-type: none"> Demonstrate how to avoid cross-contamination in dish room area Demonstrate how to avoid cross-contamination in dish room area Demonstrate how to avoid cross-contamination in dish room area 	<ul style="list-style-type: none"> Demonstrate how to avoid cross-contamination in dish room area Demonstrate how to avoid cross-contamination in dish room area Demonstrate how to avoid cross-contamination in dish room area
Completed <input type="checkbox"/> Yes <input type="checkbox"/> No	Accurately states if dish machine is a low or high temperature unit, proper loading of dish machine, temperatures, and knowledge of appropriate documentation methods	<ul style="list-style-type: none"> Demonstrate if dish machine is a low or high temperature unit, proper loading of dish machine, temperatures, and knowledge of appropriate documentation methods Demonstrate if dish machine is a low or high temperature unit, proper loading of dish machine, temperatures, and knowledge of appropriate documentation methods Demonstrate if dish machine is a low or high temperature unit, proper loading of dish machine, temperatures, and knowledge of appropriate documentation methods 	<ul style="list-style-type: none"> Demonstrate if dish machine is a low or high temperature unit, proper loading of dish machine, temperatures, and knowledge of appropriate documentation methods Demonstrate if dish machine is a low or high temperature unit, proper loading of dish machine, temperatures, and knowledge of appropriate documentation methods Demonstrate if dish machine is a low or high temperature unit, proper loading of dish machine, temperatures, and knowledge of appropriate documentation methods
Completed <input type="checkbox"/> Yes <input type="checkbox"/> No	Demonstrate the 3 bucket method of sanitizing surface	<ul style="list-style-type: none"> Demonstrate the 3 bucket method of sanitizing surface Demonstrate the 3 bucket method of sanitizing surface Demonstrate the 3 bucket method of sanitizing surface 	<ul style="list-style-type: none"> Demonstrate the 3 bucket method of sanitizing surface Demonstrate the 3 bucket method of sanitizing surface Demonstrate the 3 bucket method of sanitizing surface
Completed <input type="checkbox"/> Yes <input type="checkbox"/> No	Demonstrate procedure of checking dishwasher for proper temperatures, soap, sanitizing, and drying agents	<ul style="list-style-type: none"> Demonstrate procedure of checking dishwasher for proper temperatures, soap, sanitizing, and drying agents Demonstrate procedure of checking dishwasher for proper temperatures, soap, sanitizing, and drying agents Demonstrate procedure of checking dishwasher for proper temperatures, soap, sanitizing, and drying agents 	<ul style="list-style-type: none"> Demonstrate procedure of checking dishwasher for proper temperatures, soap, sanitizing, and drying agents Demonstrate procedure of checking dishwasher for proper temperatures, soap, sanitizing, and drying agents Demonstrate procedure of checking dishwasher for proper temperatures, soap, sanitizing, and drying agents
Completed <input type="checkbox"/> Yes <input type="checkbox"/> No	Discuss holding temperatures of hot and cold foods	<ul style="list-style-type: none"> Discuss holding temperatures of hot and cold foods Discuss holding temperatures of hot and cold foods Discuss holding temperatures of hot and cold foods 	<ul style="list-style-type: none"> Discuss holding temperatures of hot and cold foods Discuss holding temperatures of hot and cold foods Discuss holding temperatures of hot and cold foods
Completed <input type="checkbox"/> Yes <input type="checkbox"/> No	Discuss cooling process of roasts or large amounts of equipment	<ul style="list-style-type: none"> Discuss cooling process of roasts or large amounts of equipment Discuss cooling process of roasts or large amounts of equipment Discuss cooling process of roasts or large amounts of equipment 	<ul style="list-style-type: none"> Discuss cooling process of roasts or large amounts of equipment Discuss cooling process of roasts or large amounts of equipment Discuss cooling process of roasts or large amounts of equipment
Completed <input type="checkbox"/> Yes <input type="checkbox"/> No	Accurately states, cooks, and holds different types of food using correct food safety procedures including leftovers	<ul style="list-style-type: none"> Accurately states, cooks, and holds different types of food using correct food safety procedures including leftovers Accurately states, cooks, and holds different types of food using correct food safety procedures including leftovers Accurately states, cooks, and holds different types of food using correct food safety procedures including leftovers 	<ul style="list-style-type: none"> Accurately states, cooks, and holds different types of food using correct food safety procedures including leftovers Accurately states, cooks, and holds different types of food using correct food safety procedures including leftovers Accurately states, cooks, and holds different types of food using correct food safety procedures including leftovers
Completed <input type="checkbox"/> Yes <input type="checkbox"/> No	Demonstrate how to properly calibrate a food thermometer, take food temperatures, and/or thermometer properly document food temperatures	<ul style="list-style-type: none"> Demonstrate how to properly calibrate a food thermometer, take food temperatures, and/or thermometer properly document food temperatures Demonstrate how to properly calibrate a food thermometer, take food temperatures, and/or thermometer properly document food temperatures Demonstrate how to properly calibrate a food thermometer, take food temperatures, and/or thermometer properly document food temperatures 	<ul style="list-style-type: none"> Demonstrate how to properly calibrate a food thermometer, take food temperatures, and/or thermometer properly document food temperatures Demonstrate how to properly calibrate a food thermometer, take food temperatures, and/or thermometer properly document food temperatures Demonstrate how to properly calibrate a food thermometer, take food temperatures, and/or thermometer properly document food temperatures
Completed <input type="checkbox"/> Yes <input type="checkbox"/> No	Accurately states temperature danger zone	<ul style="list-style-type: none"> Accurately states temperature danger zone Accurately states temperature danger zone Accurately states temperature danger zone 	<ul style="list-style-type: none"> Accurately states temperature danger zone Accurately states temperature danger zone Accurately states temperature danger zone
Completed <input type="checkbox"/> Yes <input type="checkbox"/> No	Ability to explain safety procedures designed to prevent burns and scalds to self and others	<ul style="list-style-type: none"> Ability to explain safety procedures designed to prevent burns and scalds to self and others Ability to explain safety procedures designed to prevent burns and scalds to self and others Ability to explain safety procedures designed to prevent burns and scalds to self and others 	<ul style="list-style-type: none"> Ability to explain safety procedures designed to prevent burns and scalds to self and others Ability to explain safety procedures designed to prevent burns and scalds to self and others Ability to explain safety procedures designed to prevent burns and scalds to self and others
Completed <input type="checkbox"/> Yes <input type="checkbox"/> No	Ability to explain safety procedures designed to prevent slip and falls	<ul style="list-style-type: none"> Ability to explain safety procedures designed to prevent slip and falls Ability to explain safety procedures designed to prevent slip and falls Ability to explain safety procedures designed to prevent slip and falls 	<ul style="list-style-type: none"> Ability to explain safety procedures designed to prevent slip and falls Ability to explain safety procedures designed to prevent slip and falls Ability to explain safety procedures designed to prevent slip and falls

Employee Health and Hygiene



Download the [Employee Health and Hygiene script](#).

<https://www.extension.iastate.edu/foodsafety/foodservice-employee-training>

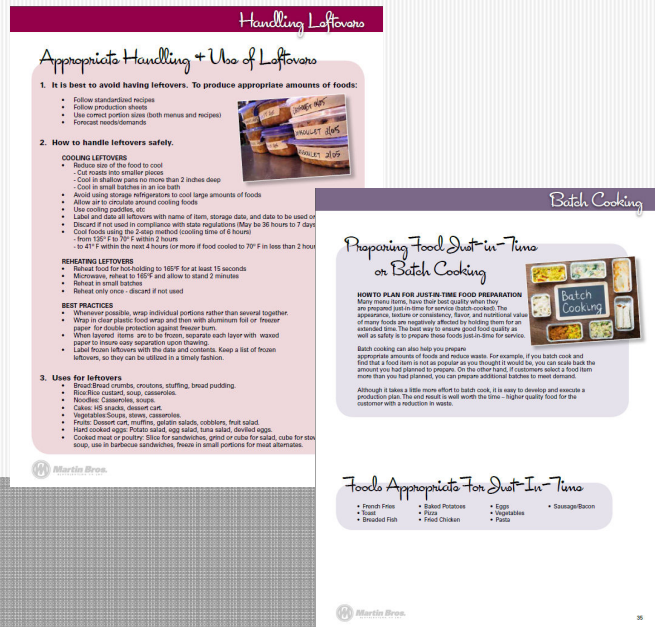


[HTTPS://WWW.YOUTUBE.COM/WATCH?V=JD_Y-68S92E](https://www.youtube.com/watch?v=JD_Y-68S92E)



Sergio Nieto
LGMA Handwashing app developer,
CTS Consulting

LGMA Develops App for Food Safety Training



ENGAGE YOUR LEARNERS

- Self-interest
- Desire to improve
- Being challenged
- Part of a team
- Recognition
- Have fun

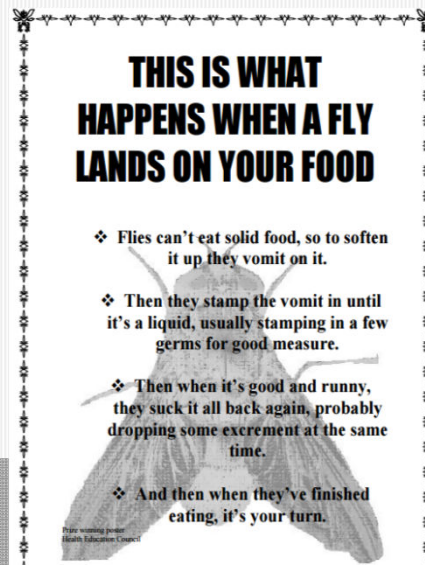


Engagement won't happen because it is required, we need to grab them!

“Control flies in the establishment”

But why?

Also to control shigellosis



ENGAGE YOUR LEARNERS

- Recognition & Reward



GAMING:

USE OF GAME MECHANICS IN THE DESIGN OF LEARNING
IMPROVES ENGAGEMENT & ACCELERATES LEARNING

- Video Games
- Games of Chance
- Role Playing
- Simulations
- Building & Constructing
- Puzzles & flashcard games



GAMING:

- Addresses skills, attitudes, beliefs
- Creates less resistance to learning
- Encourages experimentation (innovative thinking)
- Less stressful than other education methods
- Creates a competitive spirit and teamwork

FUN!

SOCIAL LEARNING

- Team Exercises
- On-the-job Training
- Mentoring
- Social Media
 - Communities of practice/discussion groups



4. [Re: Use by dates](#)

[Reply to Group](#)

[Reply to Sender](#)



Mar 20, 2018 7:04 AM
[Pamela Winans](#)

Ask your RD. Yes there is a UBD list. If RD does not have one let me know. Send me fax number and I'll fax to you. It's a very handy tool. All items opened need UBD except freezer and that should have opened date. Oh and now because of allergies you can not have any product in bags or wrapped without what in product. I guess this is a new thing with survey. I went on line and got ingredients for my cereals as I have dispensers

"Please Pass the Problems"


This activity allows the whole team to help solve the problems in the department.

DESCRIPTION:

- Seat team in large circle.
- Give each team member a piece of paper.
- Instruct each team member to write down a current problem or issue happening in their work day.
- Instruct each team member to pass the paper to the person on their right.
- Each team member should then write down a solution to the problem written on the paper they received. Give enough time for recording solutions.
- Continue to pass the paper to the right until each team member receives his/her own paper back.
- These could be turned in, used for discussion, or maybe even have the team members rate the best solutions!



https://www.martinsmart.com/videoplayer/videoplayer_SSL1.asp



**SURVEY
SUCCESS**


LIVE ▶

Are you ready for the next survey?
For the second installment of Survey Success Live, we'll be discussing these topics:

- Food Preparation
- Batch Cooking
- Handling Modified Consistencies
- Cleaning & Sanitizing

Join us online in 2018 as we take quarterly tours through real kitchens and dining rooms in senior living communities, helping to identify common errors in practice and steps that can be taken to correct them.

Our next LIVE event will take place on
Monday, April 30th from 1:30-2:30pm


 **Martin Bros.**
RESIDENTIAL AND COMMERCIAL

SURVEY PREPAREDNESS QUESTIONS

- Do you use pasteurized eggs?
- Can you show me your temperature logs?
- Do you keep a temperature log when cooling foods?
- How do you thaw meat?
- Do you serve leftovers?
- What do you do if a resident complains about the temperature of a food?
- What do you do if you have diarrhea, fever with sore throat, vomiting and are scheduled to work?
- How many seconds do you wash your hands for?
- What kind of dishmachine do you have?
- If your high temperature DW reads under 180 degrees F what do you do?

CHUNKING

DEVELOPING INFORMATION ON A SINGLE NARROW TOPIC & DELIVERING IN A SHORT, SIMPLE, MEMORABLE WAY



Cooling

Objective:
Participants will practice proper methods for cooling: Cool to 70 degrees F in 2 hours and 41 degrees in 4 hours for a total cooling time of 6 hours.

Learning Activities:

- Participants will record temperatures of a food item being cooled in the refrigerator prior to the Food Safety Skills Fair on form included. *Note:* Will want to complete prior to the day of the Food Safety Skills Fair.
- Discuss proper methods of cooling foods.

Materials:

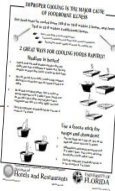
- Fill 6" full-size steamtable pan with boiling water and place in the refrigerator.
- May also record the temperature of another leftover such as a roast or large container of another food item.
- Thermometer
- Recording form, included.
- Pencil
- Poster on cooling methods: http://www.myfloridastate.com/dps/HRI/forms/documents/S030_061.pdf
- On day of Food Safety Skills Fair, display alternate methods to cool foods:
 - Small, shallow containers
 - Cutting roasts into smaller units
 - Cooling stick
 - Ice bath method of cooling put pan of leftovers in another pan filled with ice.
 - Stirring
 - Blast chiller, if available


Method:

- Place pan of water or other leftover food item in the refrigerator.
- Post recording form on outside of refrigerator.
- Assign staff to record temperatures every 1/2 hour through 6 hours.

Evaluation:

- Participants will identify proper methods to cool foods.





Cooling Experiment

Fill a 6 inch, full size steam table pan or other deep pan with boiling water and place in the refrigerator. You may use another large container of leftover hot food.

Be careful not to warm the rest of the refrigerator. Ask staff to chart the temperature every half hour.

TIME	TEMPERATURE	EMPLOYEE INITIALS
BEGINNING		
1/2 HOUR		
1 HOUR		
1 1/2 HOUR		
2 HOUR		
2 1/2 HOUR		
3 HOUR		
3 1/2 HOUR		
4 HOUR		
4 1/2 HOUR		
5 HOUR		
5 1/2 HOUR		
6 HOUR		



CHUNKING

- Appeals to all generations
- We remember more
- Increases the amount of information we can address

60 seconds to 60 minutes

POWER OF POSTERS



High Temp Dishmachine Guidelines
Guía Para el Lavaplatos de Alta Temperatura
Set-up Procedures Procedimientos para el lavado

Daily Warewash Procedures Procedimientos para el lavado diario

Clean-up Procedures Procedimientos

5 STEPS TO PROPERLY CLEAN & SANITIZE YOUR ICE MACHINE

- 1 Rinse/Clamp: Remove the ice in the bin and wipe down the surface with a mild cleaner. Rinse thoroughly.
- 2 Descaling: Following the manufacturer's procedure, run a recommended ice machine cleaner through the machine. Purge the machine.
- 3 Sanitizing: Repeat the process with an EPA approved sanitizer. Purge again.
- 4 Condenser cleanup: Brushing down the condenser will make it more efficient and ensure maximum ice production.
- 5 Water filter replacement: Replace water filter every six months to maintain ice quality and protect the evaporator from performance-robbing buildup.

CAN SAFETY
IS IT SAFE TO USE FOOD FROM DENTED CANS?

SAFE GANG HAVE:

- Smooth dents
- Dents that do not compromise ice production
- Dents that do not compromise seal integrity

DISCARD GANG WIT:

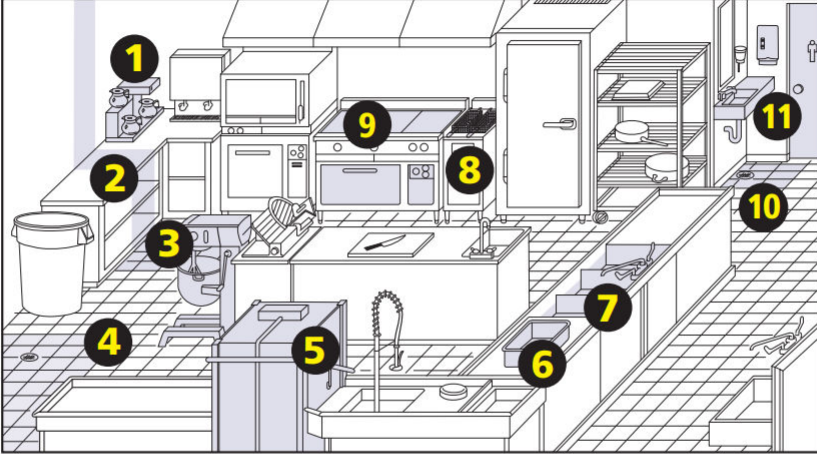
- Sharp dents
- Dents where Seal and End Meet
- Sealing of Dents
- Rust that Does Not Wipe Off

COOL FOOD IN TWO STAGES

135°-70° IN TWO HOURS OR LESS
70°-41° IN FOUR HOURS OR LESS

REHEAT FOOD FOR HOT HOLDING TO 165° WITHIN 2 HOURS ONLY USING OVEN, MICROWAVE, STOVE

Kitchen Cleaning and Sanitation and Beverage Solutions



1 BEVERAGE PRODUCTS
Enhance your customers' experience with our fresh brewed coffee and other beverages.

2 DEGREASERS / GENERAL PURPOSE CLEANERS
Keep your kitchen sparkling by removing grease and heavy soils from walls, floors and other washable surfaces.

3 NO RINSE, E.P.A. REGISTERED SANITIZERS
Address food inspectors' concerns by sanitizing your kitchen equipment, food prep surfaces, tabletops, pots, pans and utensils.

4 KITCHEN & SPECIALTY FLOOR CLEANERS
Reduce slip-fall accidents and eliminate odors with clean kitchen floors.

5 DISH MACHINE PRODUCTS
Control your costs with a well maintained dish machine. Keep your customers coming back with clean glasses.

6 SILVERWARE PRESOAK
Remove hard-to-clean soils like egg and barbeque sauces so that your flatware comes clean with one pass.


7 THREE SINK SANITATION SYSTEM
Manage your costs of manually cleaning and sanitizing your pots, pans and utensils with our

8 DEEP FAT FRYER CLEANER
Extend the life of your fryer and eliminate burned-on odors from your fried foods with

9 GRILL & OVEN CLEANER
Economically, efficiently and completely clean your grill.

10 MISCELLANEOUS KITCHEN & HOUSEKEEPING PRODUCTS
Keep your establishment clean and appealing and extend your equipment life with our preventive maintenance programs.

11 BATHROOM, HAND WASHING SINK AND PAPER TOWELS
Provide a clean, disinfected area where your food handlers can effectively wash their hands.



Martin Bros
DISTRIBUTING CO. INC.
406 Viking Rd
Cedar Falls, Iowa 50613
815-223-2233

LEARNERS NEED TO USE A MAXIMUM NUMBER OF SENSES

Adults retain new knowledge in relation to the following modes:

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- 70% of what they say
- 90% of what they do

INITIAL KITCHEN OBSERVATION AUDIT



Initial Observation Audit

Week of:

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Meats not thawing at room temperature							
Food items in the refrigerator are labeled and dated							
PHF are stored separately from other foods (thawing meats are not dripping on other foods)							
Handwashing facilities with soap/water are separate from food preparation							
Staff are practicing proper hand hygiene & glove use							
Cracked or unpasteurized eggs are not used in foods that are not fully cooked							
Food is prepared, cooked or stored under appropriate temperatures and with safe food handling techniques							
Staff are employing hygienic practices							

Notes:

MARTIN BROS. WEBINAR

Wednesday, April 4, 2018 • 1:30-2:30 p.m. CDT

100% FREE!

A VALUE WORTH \$100
(\$50 registration and \$50 in travel/time)

C-Store

School

Nursing

Healthcare

Restaurant

FDA Food Code Update

PRESENTED BY: Jeannie Sneed, PhD, RD, CP-FS, Sneed Consulting

DESCRIPTION:

Get the latest on the long awaited Food Code Update! This webinar was scheduled for 2017 but since the update was not released as anticipated, it has been rescheduled for this date.

MEASURING SUCCESS

Polling
 Rating
 Small Group Discussions
 Listing Responses on Newsprint
 Interviewing Partners
 Questioning
 Sentence Completion

Culturally Effective Communication

- ⌘ E-Everyone has a culture
- ⌘ I-Take time to collect relevant info
- ⌘ H-Hold all judgements
- ⌘ N-Notice & negotiate differences
- ⌘ I- Involve cultural resources
- C-Collaborate



THE FORGETTING CURVE

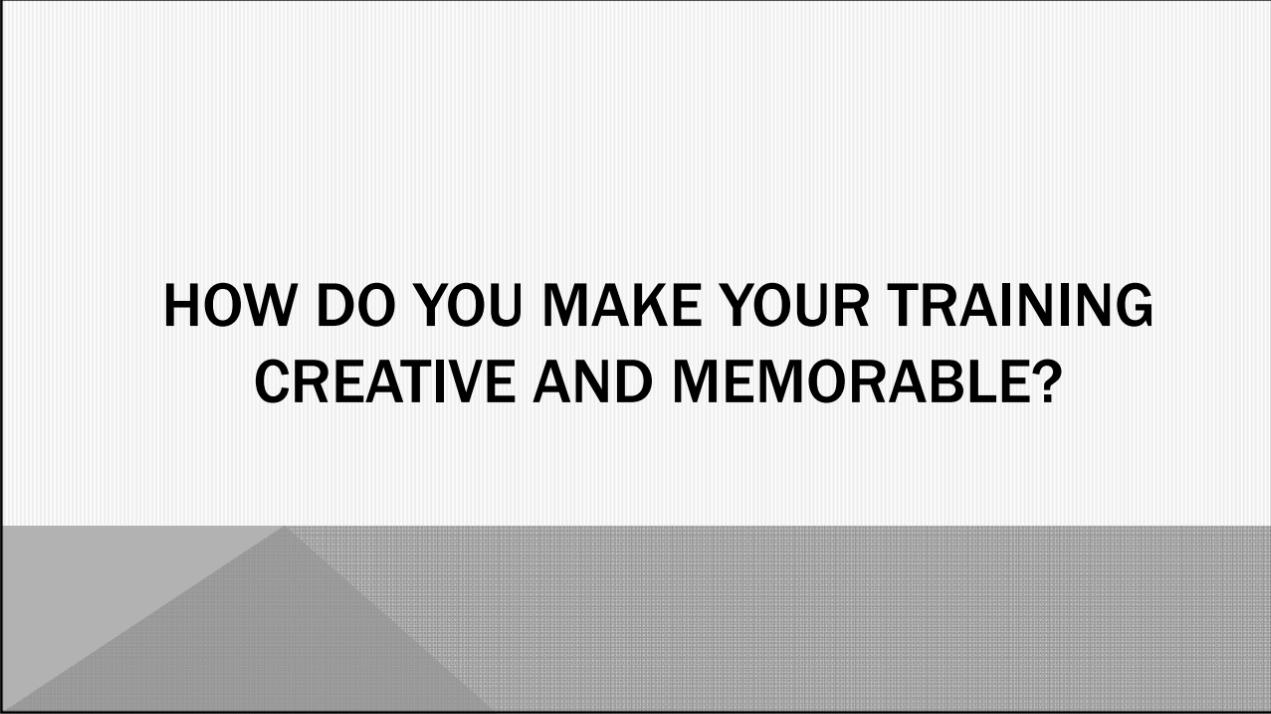
Participants will forget:

- 55% within one hour
- 65% after a day
- 75% after a week

QAPI IDEAS:

- Lack of competency criteria and checklists/evaluation of staff
- Lack of training on new regulations
- Lack of comprehensive cleaning schedule with specific staff assigned and staff initialing to document
- Lack of Manufacturer Guidelines for cleaning & sanitizing all equipment and log to ensure compliance
- Lack of log or monitoring of red sanitizing buckets for effective sanitizer use
- Staff unsure of use of 3 compartment sink when dishmachine down

Linda Handy: Dec 2017 Nutrition & Foodservice Edge



**HOW DO YOU MAKE YOUR TRAINING
CREATIVE AND MEMORABLE?**