DOCUMENT RESUME

ED 151 527 08 CE 014 981

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TITLE An Analysis of the Institutional and Commercial Housekeeper Occupation.
INSTITUTION Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 76
NOTE 351p.; Not available in hard copy because of reproducibility problems

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Cleaning; Communication Skills; Custodian Training; Decision Making Skills; *Employment Qualifications; Job Analysis; *Job Skills; Maids; *Maintenance; Mathematical Concepts; Number Concepts; Occupational Home Economics; Occupational Information; Performance Criteria; Problem Solving; Scientific Concepts; *Service Occupations; Service Workers; Skill Analysis; *Task Analysis; Task Performance; Trade and Industrial Education
IDENTIFIERS *Hospitality Occupations

ABSTRACT

This occupational analysis data was assembled to help instructors develop a course of study for commercial cleaners at the entry level. Following a job description for an institutional or commercial cleaner, the remainder of the content in standard task-analysis format presents an analysis of ten commercial cleaner duties (tasks). Each of ten duties is broken down into its components (one or more sub-tasks) and for each sub-task the following are given: task statement; tools, equipment, materials, objects acted upon; steps; safety-hazards, decisions; cues; errors; science skills/concepts; math-number systems skills/concepts; and communications (includes performance modes, examples, and skills/concepts). The commercial cleaner duties covered are caring for rooms, maintaining floors, caring for fabric surfaces, cleaning the bathroom, cleaning special items, cleaning special areas, cleaning waste receptacles, caring for cleaning equipment, controlling pests, and maintaining records. The sub-tasks for cleaning a guest room, cleaning discharge units, and cleaning occupied units are appended. (EM)

AN ANALYSIS OF THE INSTITUTIONAL AND COMMERCIAL HOUSEKEEPER OCCUPATION

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-1976-
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PREFACE

The general purpose of this occupational analysis is to provide a workable reference to the instructor of commercial cleaners at the entry level. The need for properly trained and skilled employees is very important since the life span of a building is influenced more by the quality of custodial work than by any other factor.

The tasks selected for this analysis were chosen according to the most frequently performed or were indicated as important on a state wide survey of employers from schools, hotels, motels, nursing homes, hospitals and other commercial institutions.

This publication was organized so that the reader could correlate the housekeeping requirements included herein with the operational functions of any particular building.

ACKNOWLEDGEMENT

Acknowledgement is extended to the following persons who provided valuable assistance in the development of this analysis.

Carol R. DiPietro - Communications
Diana Buckeye - Mathematics
Ted Gerber - Sciences

Special mention and acknowledgement is extended to William Ashley, Faith Justice and Charles Smithson for their assistance and guidance during the development of this analysis.

JOB DESCRIPTION

The institutional and commercial cleaner is often referred to as a maid, housekeeper, janitor, custodian or service worker. The cleaner's main responsibility, whether he/she is employed at a health institution, motel, school or for a contract cleaner, is to keep the building in a clean and orderly manner. The cleaner is responsible for cleaning and caring for rooms, lobbies, special areas and bathrooms. The cleaner must care for all the building surfaces and furnishings. For optimum cleaning, the cleaner must also be able to care for his cleaning equipment. Minimal record keeping is required of the worker.

Duty A Caring for Rooms

1 Enter guest room
2 Enter patient's room
3 Complete preliminary room check
4 Replenish disposable guest supplies
5 Replace light bulb in light fixture
6 Spot clean washable surfaces
7 Damp dust washable surfaces
8 Dust all horizontal building surfaces and fixtures
9 Dust wood furniture with treated dust cloth
10 Clean metal furniture
11 Collect soiled laundry
12 Strip bed
13 Disinfect bed
14 Make unoccupied bed
15 Make guest bed
16 Clean occupied bed
17 Complete final room check

(TASK STATEMENT) Enter Guest Room

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Maid sign Pass key	1. Knock on door 2. If no answer, unlock door and announce maid 3. Display maid sign 4. If someone answers, tell them you'll return later 5. Go to next room	
DECISIONS	**CUES**	**ERRORS**
1. Decide if room should be entered	1. No response Night latch locked Response from room	1. Someone being in room

(TASK STATEMENT) Enter Guest Room

SCIENCE	MATH – NUMBER SYSTEMS
Behaviorial sciences Courtesy Personal hygiene	

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Speaking 2. Listening	1. Excusing self from occupied room 2. Response from room	1. Enunciation 2. Interpretation

(TASK STATEMENT) Enter Patient's Room

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Housekeeping cart	1. Place cart near wall by room being cleaned 2. Knock on door and walk in 3. Greet patient pleasantly by name 4. Introduce yourself and give title 5. Explain why you are in room 6. Do work pleasantly with as little conversation as possible 7. Leave room	Cart-blocking door or corridor

DECISIONS	CUES	ERRORS
1. Determine when to enter patient's room	1. Activity of patient	1. Entering room when patient is sleeping eating very ill has visitors or being treated by physican or nurse

(TASK STATEMENT) Enter Patient's Room

SCIENCE	MATH – NUMBER SYSTEMS
Behaviorial sciences Courtesy and tact Emotional control Relationships with patients Personal hygiene	

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Speaking	1. Greet patient Introduce self State reason why in room	1. Clarity of expression Enunciation
2. Listening	2. Requests of patient	2. Hearing

(TASK STATEMENT) Complete Preliminary Room Check

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Room check sheet	1. Report damage done to room, furniture, equipment immediately 2. Report articles left by guest immediately 3. Check lights for replacement 4. Check T.V. and radio 5. Adjust air conditioner or heat 6. Report missing items 7. Inspect room for damage 8. Check plumbing	Electric shock

DECISIONS	CUES	ERRORS
1. Determine if items checked meet standards	1. Establishment standard	1. Loss of time/redoing work

(TASK STATEMENT) Complete Preliminary Room Check

SCIENCE	MATH – NUMBER SYSTEMS
Principles of electricity Alternating current Basic circuits	

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing 2. Writing	1. Room accessories 2. Room report	1. Visual analysis Making judgments 2. Reports

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(TASK STATEMENT) Replenish Disposable Guest Supplies

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Disposable supplies as designated by supervisor	1. Check disposable supplies 2. Replace bathroom supplies (ex. toilet tissue, facial tissue, soap, shoe shine-strip, etc.) 3. Replace room supplies (ex. drinking glasses, stationary, etc.)	

DECISIONS	CUES	ERRORS
1. Determine if supplies are needed	1. Guests checking out Article used Supply depleted	1. Unsanitary item

(TASK STATEMENT) Replenish Disposable Guest Supplies

SCIENCE	MATH – NUMBER SYSTEMS
	Use of numbers-counting

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing	1. Supplies depleted	1. Visual analysis, making judgements

(TASK STATEMENT) Replace Light Bulb in Light Fixture

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Light fixture New bulb, of like volts and watts of old bulb	1. Turn lamp off 2. Unscrew old bulb 3. Screw in new bulb 4. Turn lamp on	Electrical shock Hot bulb-burnt fingers Don't force old bulb out, it could break
DECISIONS 1. Determine size of light bulb to be used	**CUES** 1. Size of old light bulb 2. Type of shade material	**ERRORS** 1. Replace incorrect size of light bulb 2. Overheat shade

(TASK STATEMENT) Replace Light Bulb in Light Fixture

SCIENCE	MATH – NUMBER SYSTEMS
Electricity as applied to safety/hazards Transmission of heat	Recognize coding

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Reading	1. Codes on bulbs and box	1. Numerical codes and symbols

(TASK STATEMENT) Spot Clean Washable Surfaces

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Cleaner disinfectant solution Spray bottle Cloths, sponges Ladder, if necessary	1. Prepare cleaner disinfectant solution 2. Assemble supplies 3. Spray soiled surface with cleaner disinfectant 4. Wipe clean 5. Put away supplies	Skin irritation-handling and use of cleaning chemicals Ladder-falls
DECISIONS	**CUES**	**ERRORS**
1. Determine need for spot cleaning	1. Evident smudges and soil	1. Unsanitary condition

(TASK STATEMENT) Spot Clean Washable Surfaces

SCIENCE	MATH – NUMBER SYSTEMS
Bacteriology-control of microorganisms Chemical disinfection-technique Detergent action Dermatitis	Ratio and proportion-cleaner disinfectant/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing 2. Reading	1. Evident smudges 2. Clean surface Label directions	1. Visual analysis 2. Making judgments Terminology Comprehension

(TASK STATEMENT) Damp Dust Washable Surfaces

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Cleaner-disinfectant solution, bucket Clean rinse water, bucket Cloths, sponges	1. Prepare cleaner-disinfectant solution 2. Saturate cloth with solution 3. Wring out cloth as dry as possible 4. Wipe washable surfaces 5. Rinse cloth when dirty 6. Repeat step 2, 3, 4, 5 7. Clean up	Skin irritation-handling and use of cleaning chemicals Air contamination-dust particles
DECISIONS	**CUES**	**ERRORS**
1. Determine frequency of procedure	1. Establishment's standard Dust accumulation	1. Unsanitary condition

(TASK STATEMENT) Damp Dust Washable Surfaces

SCIENCE	MATH – NUMBER SYSTEMS
Bacteriology-conditions affecting growth control of microorganisms Chemical disinfection Detergent action Dermatitis	Ratio and proportion-cleaner disinfectant, water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Seeing 2. Reading	1. Dust particles 2. Label directions	1. Making judgments Visual analysis 2. Comprehension Terminology

(TASK STATEMENT) . Dust All Horizontal Building Surfaces and Fixtures

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Treated dust cloth Ladder Metal container	1. Fold dust cloth into 32 squares 2. Move cloth in straight overlapping strokes 3. Unfold and use clean surfaces as needed 4. Begin at entrance and move around room 5. Work from top to bottom 6. Store treated cloth in metal container	Fire - improper storage /treated dust cloth Ladder-falls Air contamination-dust particles
DECISIONS	**CUES**	**ERRORS**
1. Determine frequency of procedure	1. Establishment's standard Dust accumulation	1. Unsanitary condition

(TASK STATEMENT) Dust All Horizontal Building Surfaces and Fixtures

SCIENCE	MATH – NUMBER SYSTEMS
Transmission of microorganisms - air borne Bacteriology-conditions affecting growth control of micro-organisms Dust retention properties of treatment Principles of combustion	Geometric, area

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Seeing	1. Dust particles	1. Visual analysis Making judgments

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(TASK STATEMENT) Dust Wood Furniture With Treated Dust Cloth

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Treated dust cloth Metal container	1. Fold treated dust cloth into 32 squares 2. Use straight overlapping strokes 3. Wipe cloth over wood surfaces, top to bottom; high to low 4. Unfold and use clean cloth surface as needed 5. Move objects to dust under them 6. Store treated dust cloth in metal container	Splinters Fire-improper storage of treated dust cloth Air contamination (dust particles)
DECISIONS	**CUES**	**ERRORS**
1. Determine when to turn cloth over	1. Dirty cleaning surfaces	1. Inefficient cleaning job

(TASK STATEMENT) Dust Wood Furniture With Treated Dust Cloth

SCIENCE	MATH – NUMBER SYSTEMS
Principles of combustion (flammable solvents) Fluid dynamics (ventilation) Transmission of microorganisms (air borne) Bacteriology-conditions affecting growth control of micro-organisms Dust retention properties of treatment	Geometric-area

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing	1. Dust-free wood surface	1. Visual analysis Making judgments

(TASK STATEMENT) Clean Metal Furniture

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Cloths Mild detergent solution; pail Warm water, pail Treated dust cloth Metal container Special metal cleaner	1. Prepare detergent solution 2. Assemble supplies 3. Dust furniture with treated dust cloth 4. Wipe surface with solution 5. Rinse with warm water 6. Dry and polish with soft cloth 7. Use special metal cleaner when and if needed 8. Store treated dust cloth in metal container	Cuts-sharp edges Skin irritation Handling and use of cleaning chemicals Fire-improper storage of treated dust cloth Air contamination-dust particles
DECISIONS	**CUES**	**ERRORS**
1. Determine type of cleaning product to use	1. Type of metal Type of soil	1. Damage to finish

(TASK STATEMENT) Clean Metal Furniture

SCIENCE	MATH – NUMBER SYSTEMS
Detergent action Retention of dust particles Principles of combustion (flammable solvents) Effects of friction-polishing Action of an abrasive Dermatitis Transmission of microorganisms-air borne Capillary action (absorption)	Ratio and proportion-detergent/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing	1. Soil accumulation	1. Visual analysis Make judgment
2. Reading	2. Label direction	2. Comprehension Terminology

(TASK STATEMENT) Collect Soiled Laundry

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Soiled linen cart Soiled linen hamper bags Clean linen hamper bags	1. Remove soiled linen from bed and bathroom 2. Place soiled linen in hamper bag 3. Close hamper bag when filled 4. Load all hamper bags onto soiled linen carts 5. Transfer cart to nearest soiled linen chute 6. Replace the hamper rack with clean linen hamper bags 7. Return rack to storage area	Body mechanics-lifting Direct contamination-air contamination dust particles

DECISIONS	CUES	ERRORS
1. Determine when clean bags are needed	1. Bags are full Bags disposed in laundry chute	1. Unsanitary condition

(TASK STATEMENT) Collect Soiled Laundry

SCIENCE	MATH – NUMBER SYSTEMS
Bacteriology-conditions affecting growth of bacteria Transmission of microorganisms-direct contact	

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing	1. Piles of laundry Fullness of bags	1. Visual analysis Making judgments

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(TASK STATEMENT) Strip Bed

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY ÷ HAZARD
Laundry bag	1. Fold bedspread and blanket to reuse change as needed 2. Loosen sheet around bed 3. Remove pillow cases 4. Fold outer edges inward 5. Fold into narrow bundle 6. Fold in ends 7. Place in laundry bag	Direct contamination Cuts and bruises-sharp corners Air contamination-dust particles

DECISIONS	CUES	ERRORS
1. Determine when to change bedspread	1. Establishment's standard-soiled bedspread	1. Unsanitary condition

(TASK STATEMENT) Strip Bed

SCIENCE	MATH – NUMBER SYSTEMS
Transmission of microorganism - direct contact and air-borne Bacteriology-conditions that affect growth of bacteria.	

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing	1. Soiled bedspread	1. Visual analysis Make judgment

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(TASK STATEMENT) Disinfect Beds (Bed Scrub)

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Spray bottle with cleaner disinfectant solution Soiled line hamper bag Cloths Bucket with clean water	1. Prepare cleaner-disinfectant solution 2. Assemble supplies and equipment 3. Raise bed 4. Carefully remove bed linens by folding covers toward the center 5. Place bed linens in soiled linen hamper bag 6. Wash mattress (turn and wash other side) 7. Check mattress for damage (holes, etc.) 8. Wash entire bed, include headboard (back & front) footboard (back & front), legs, wheels coasters, exposed portion of springs, cranks, side rails, etc. 9. Rinse and dry all bed parts 10. Lower bed 11. Clean-up	Body mechanics-sprains or strains Skin irritation-handling and use of cleaner chemicals Direct contamination Cuts and bruises-sharp edges

DECISIONS	CUES	ERRORS
1. When to replace mattress	1. Extremely soiled mattress	1. Unsanitary mattress in use

(TASK STATEMENT) Disinfect Beds (Bed Scrub)

SCIENCE	MATH – NUMBER SYSTEMS
Transmission of organism-direct contact Detergent action Dermatitis Chemical disinfection Bacteriology-conditions affecting growth of bacteria	Measurement (liquid)

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing 2. Reading	1. Soiled mattress Clean bed 2. Label directions	1. Visual analysis Make judgment 2. Terminology Comprehension

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(TASK STATEMENT) Make Unoccupied Bed

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
	14. Go to other side and finish mitering lower corner 15. Form cuff at head 16. Put pillow case on pillow 17. Place pillow at head of bed	
DECISIONS	CUES	ERRORS

(TASK STATEMENT) Make Unoccupied Bed

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Mattress cover and pad Draw sheet (rubber or plastic) Cotton draw sheet Flat sheets (2) Pillowcase Blanket (1-2) Spread	1. Assemble bed linen 2. Raise bed 3. Remove soiled linen 4. Cover mattress with cover 5. Put mattress pad on bed 6. Place bottom sheet on one side of bed miter top corner 7. Place rubber or plastic draw sheet on the same side 8. Place cotton draw sheet on the same side 9. On opposite side tuck and pull sheets tight and miter top corner of bottom sheet 10. Place top sheet on one side 11. Place blanket on one side 12. Place spread on one side 13. Miter lower corner of each	Body mechanics - sprains and strains Direct contamination Cuts and bruises - sharp edges

DECISIONS	CUES	ERRORS
1. Determine if sheets are drawn tight enough 2. To make one side at a time	1. Wrinkles 2. Instructor's directions Quantity of work to complete	1. Patient with bed sores 2. Worker wasting time and energy

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(TASK STATEMENT) Make Unoccupied Bed

SCIENCE	MATH – NUMBER SYSTEMS
Transmission of microoganisms-direct contact Motion and time economy Personal hygiene	Geometric-angles, mitered corners Knowledge of geometric relationships-parallel symmetry

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing	1. Judging distances	1. Making judgments

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(TASK STATEMENT) Make Guest Bed

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
2 Sheets 2 Pillowcases 1 Blanket 1 Bedspread 1 Mattress pad	1. Assemble supplies in order of use 2. Place mattress pad 3. Place bottom sheet, miter one side 4. Place top sheet 5. Place blanket, turn top sheet over blanket 6. Miter lower corners 7. Pull sheets and blanket to other side and repeat steps 3, 4, 5, 6 8. Put pillows in pillowcases 9. Place pillow at head of bed 10. Put spread in place	Body mechanics-back strain
DECISIONS	**CUES**	**ERRORS**
1. Determine if flat or fitted sheets are used 2. Determine order bedmaking operation	1. Durability, cast, availability 2. The order you put them on the bed	1. None 2. Wasted motion

(TASK STATEMENT) Make Guest Bed

SCIENCE	MATH – NUMBER SYSTEMS
Personal hygiene Motion and time economy	Geometric-angles, mitered corners Knowledge of geometric relationship-parallel, symmetry

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Seeing	1. Neat bed	1. Visual analysis Make judgment

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(TASK STATEMENT) Clean Occupied Bed

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Spray bottle with cleaner-disinfectant solution Cloths Rinse water Bucket	1. Prepare cleaner - disinfectant solution 2. Assemble supplies 3. Wash headboard & foot 4. Raise bed & clean thoroughly underneath 5. Pull up side rails and clean 6. Clean bedcasters. 7. Wipe electrical cord with dry cloth 8. Clean call light 9. Clean bedlight fixture 10. Report any needed repairs 11. Clean up	Skin irritation-handling and use of cleaning chemicals Direct contamination Body mechanics-back strain Cuts and bruises-sharp edges
DECISIONS	**CUES**	**ERRORS**
1. Determine when to clean occupied bed	1. Patient asleep Doctor with patient Patient's condition	1. Disturb patient

(TASK STATEMENT) Clean Occupied Bed

SCIENCE	MATH – NUMBER SYSTEMS
Transmission of microorganism-direct contact Personal hygiene Dermatitis Detergent action Bacteriology-condition affecting growth of bacteria Chemical disinfection	Ratio and proportion-cleaner/disinfectant/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing 2. Speaking	1. Clean bed 2. Talk to patient	1. Make judgment Visual analysis 2. Clarity of expression

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(TASK STATEMENT) Complete Final Room Check

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Room check sheet	1. Close windows 2. Fill out room check sheet 3. Check hang of pictures 4. Check placement of furniture 5. Adjust draperies 6. Untangle telephone cord 7. Adjust lamp shades 8. Adjust lamp cords 9. Turn off all lights 10. Make sure door is locked 11. Dust outside of door and door frame	Electrical shock

DECISIONS	CUES	ERRORS
1. Determine of items checked meet standard	1. Supervisor's and institution standards	1. Loss of time-redoing work

(TASK STATEMENT) . Complete Final Room Check

SCIENCE	MATH – NUMBER SYSTEMS
Principles of electricity	Rule of thumb; geometric relationships parallel

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Writing 2. Viewing	1. Complete room check sheet 2. Room appearance	1. Report 2. Visual analysis Make judgment

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Duty B Maintaining Floors

1 Dust mop uncarpeted floors
2 Damp dust uncarpeted floors
3 Wet mop resilient and masonry floors
4 Scrub resilient flooring
5 Wet vacuum floor
6 Strip finished floor
7 Wax or refinish floors
8 Spray-buff finished resilient or terrazzo floors

(TASK STATEMENT) Dust Mop Uncarpeted Area

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Treated dust mop Treated dust pan Counter brush Waste receptacle Dry vacuum cleaner Hose and attachment Metal container for treated dust mops Putty knife	1. Assemble equipment 2. Move furniture 3. Start dust mopping, walking forward 4. Pivot and mop in opposite direction at end of path 5. Shake mop as needed 6. Remove gum and sticky items from floor with putty knife 7. Pick up piles of debris and dust with counter brush and dust pan 8. Empty into waste receptacle 9. Hang dust mop in well ventilated area 10. Dry vacuum mop head when necessary 11. Launder when needed	Body Mechanics Lifting and straining Pulled muscle-incorrect mop handle height Air contamination-dust particles Fire hazard-treated dust mop Slips and falls-excessive treatment used Electric shock

DECISIONS	CUES	ERRORS
1. When to shake mop 2. When to pick-up piles of debris 3. Select size of mop head 4. Determine need for laundering mop head	1. Accumulated debris on dust mop 2. Accumulated debris 3. Congestion of furniture Size of area 4. Overloading of soil and dust	1. Inefficient cleaning 2. Large piles on soil and debris suspect for contamination 3. Too large-excessive motion to manuever mop Too small-excessive motion fatigue. worker 4. Loss of ability to retain soil

(TASK STATEMENT) Dust Mop Uncarpeted Areas

SCIENCE	MATH – NUMBER SYSTEMS
Soil action and abrasion Motion economy Principles of combustion Dust retention (impregnating material with electrical charge) Simple machine (dust mop and wedge putty knife) Principles of electricity	

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing	1. Dust free surface	1. Visual analysis Make judgment

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(TASK STATEMENT) Damp Mop Uncarpeted Floor

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Cool water 2 Bucket with wringer Wet mop Treated dust mop Treated dust pan Putty knife Metal container to store treated dust mops	1. Assemble supplies and equipment 2. Dust mop area to be mopped 3. Put mop in water, wring out almost dry 4. Define area to be mopped 5. Mop with figure-8 motion 6. Walk backwards 7. Remove gum and sticky items with putty knife 8. Rinse mop out in second bucket of water 9. Repeat steps 3-8 to complete area 10. Let floor dry 11. Clean equipment before storing 12. Store treated dust cloth in metal container	Body mechanics Slips and falls-damp floor Misplaced mop handle - facial or eye injury Fire - improper storage of treated dust mop Air contamination - dust particles Pulled muscle-incorrect mop handle height

DECISIONS	CUES	ERRORS
1. Determine size of area to be mopped	1. Rule of thumb - 9' x 12'	1. Overextend worker

(TASK STATEMENT) Damp Mop Uncarpeted Floor

SCIENCE	MATH – NUMBER SYSTEMS
Effects of friction-physical action of mop Action of wringer Simple machines (putty knife-wedge-mop-lever) Soil action and abrasion Dust retention properties of treatment Transmission of microorganisms-air-borne Principles of combustion	Rule of thumb-figure 8 Rule of thumb-area to be cleaned 9' x 12'

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing	1. Clean floor	1. Visual analysis Make judgment

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(TASK STATEMENT) Wet Mop Resilient and Masonry Floors

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
2 Buckets with wringers 2 Wet mops Treated dust mop Dust pan Counter brush Warm water Detergent Putty knife Cloth Wet floor signs Rubber shoes	1. Prepare detergent solution 2. Assemble supplies and equipment 3. Dust mop area 4. Put mop in cleaning solution/wring out excess water 5. Define area to be mopped 6. Mop with figure-8 motion to loosen dirt 7. Walk backwards 8. Remove gum and sticky items with putty knife 9. Return mop to cleaning solution 10. Rinse area with clean water 11. Rinse out mop, wring dry, then dry floor with mop 12. Change solution and water as needed 13. Repeat steps 4 - 11 until floor is complete	Body mechanics Slips and falls, wet floor Facial or eye injury - misplace mop handle Fire - improper storage of dust mop Skin irritation-handling and use of cleaning chemicals

DECISIONS	CUES	ERRORS
1. Determine when to change solution and water 2. Determine size of area to be mopped 3. Determine length of time solution will be on floor 4. Determine concentration of detergent solution	1. When it appears dirty 2. Rule of thumb - 9' x 12' 3. Amounts of encrusted soil 4. Detergent label	1. Inefficient cleaning job Redistribution of soil 2. Overextend worker 3. Too long - tiles pop loose 4. Too strong - tiles can crack and dry out - unsightly film left Too weak - inefficient cleaning

(TASK STATEMENT) Wet Mop Resilient and Masonry Floors

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
	14. Wipe off baseboards 15. Clean equipment before storing 16. Store treated dust mops in metal container	
DECISIONS	**CUES**	**ERRORS**

(TASK STATEMENT) Wet Mop Resilient and Masonry Floors

SCIENCE	MATH – NUMBER SYSTEMS
Effects of friction (physical action of mop) Detergent action-suspension of soil Compression (action of wringer) Simple machines (wet mop-lever-putty knife-wedge) Soil action and abrasion Evaporation (drying) Dust retention properties of treatment Principles of combustion	Ratio/proportion-detergent to water Rule of thumb - figure 8 Rule of thumb - area to be cleaned 9' x 12'

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing	1. Clean floor	1. Visual analysis Making judgments

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(TASK STATEMENT) Scrub Resilient Floors

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Single disc floor machine with nylon abrasive floor pads 2 Buckets with wringers (1 for wash, 1 for rinse) 2 Clean wet mops (1 for wash, 1 for rinse) Treated dust mop, treated dust pan Brush Detergent/water solution "Wet Floor" signs Wet vacuum Rubber shoes Rubber gloves Metal container	1. Prepare cleaner solution and machine 2. Assemble equipment and supplies 3. Move furniture 4. Set up "Wet Floor" sign 5. Dust mop 6. Apply solution to floor 7. Turn on machine 8. Move in a 6 ft. path side to side 9. Remove scrubbing solution with wet vacuum. Use brush to scrub corners 10. Rinse the floor 11. Replace furniture 12. Remove "Wet Floor" signs 13. Clean equipment before storage 14. Store treated dust mop in metal container	Electric shock Slips and falls - wet floor Personal injury Floor machine out of control Mop handle Body mechanics - lifting and moving Fire - (improper storage of treated dust mop) Skin irritation-handling and use of cleaning chemicals

DECISIONS	CUES	ERRORS
1. Determine width of work area 2. Determine concentration of detergent solution 3. Determine length of time solution will be on floor	1. Rule of thumb - 6 ft. 2. Detergent label 3. Amount of soil	1. Overextend worker. 2. Too strong - tiles crack and dry out difficulty in rinsing Too weak - inefficient cleaning 3. Too long - tiles may pop out

(TASK STATEMENT) Scrub Resilent Floors

SCIENCE -	MATH – NUMBER SYSTEMS
Effects of friction-scrubbing action of floor machine and brush. Detergent action Simple machine-(mop handle-lever) Principles of combustion Dust retention properties of treatment Evaporation Dermatitis	Ratio proportion-detergent/water Rule of thumb-6 ft. work area

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing 2. Reading	1. Clean floor 2. Label directions	1. Visual analysis Making judgments 2. Comprehension Terminology

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(TASK STATEMENT) Wet Vacuum Floor

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Wet-dry vacuum Hose and extension wand Squeegee floor tool attachment Rubber shoes Rubber gloves	1. Prepare wet-dry vacuum for wet vacuuming 2. Check automatic cut-off mechanism 3. Move floor tool attachment forward & backward across floor overlapping strokes 4. Empty water 5. Clean wet vacuum and attachments 6. Store equipment	Electrical shock Slip and falls on wet floor Motor destruction-water in motor

DECISIONS	CUES	ERRORS
1. Determine if automatic cut-off mechanism is working 2. Determine when to empty tank	1. Mechanism will not move up and down freely Machine will not operate 2. Sound of motor No longer picking up	1. Water will damage motor 2. Motor destruction

(TASK STATEMENT) Wet Vacuum Floors

SCIENCE	MATH – NUMBER SYSTEMS
Bacteriology-infection control mechanically Principle of suction Principles of electricity (water) Buoyancy-cut-off mechanism Evaporation Simple machines- wedge, squeegee	

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Listening 2. Viewing	1. Change in motor noise (indicates water tank is full) 2. Wet spots	1. Interpretation 2. Visual analysis Make judgments

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(TASK STATEMENT) Strip Finished Floor

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Bucket with wringer (2) Wet mops (2) Treated dust mop Wet-dry vacuum Single disc floor machine Rubber shoes Rubber gloves Ammoniated stripper Water Metal container	1. Prepare stripping solution 2. Assemble supplies & equipment 3. Dust mop 4. Put mop in stripping solution 5. Let excess solution drip from mop 6. Define area to be stripped with wet mop 7. Mop floor with figure-8 motion 8. Wait keeping area wet 9. Mechanically agitate with single disc floor machine 10. Pick-up dirty solution with wet vacuum 11. Rinse floor twice 12. Wet vacuum 13. Check floor for missed finish, 14. Repeat process if necessary 15. Clean up 16. Store treated dust mop in metal container	Slips-falls, wet floor Fume inhalation-ammonia gas Skin irritation-handling and use of cleaning chemicals Electrical shock-powered equipment Air contamination-dust particles Fire-improper storage of treated dust mop

DECISIONS	CUES	ERRORS
1. Select type of stripper 2. Proportion of stripper dilution 3. Determine length of waiting period or time stripper is on floor 4. Select wet mop 5. Determine if floor is completely free of finish 6. Determine if all stripper has been completely rinsed off of floor	1. Type of flooring Type of floor finish used 2. Package directions 3. Thickness of layers of finish Package directions 4. Metal parts 5. Shiny spots 6. Finger test-white powder	1. Inefficient stripping of finish 2. Excessively damaged floor or bleach color from tile 3. Too short-inefficient stripping of finish Too long solution will work under tile causing loosening & curling 4. Corroded metal 5. Poor adhesion of new finish-appearance of blotches 6. Stripper left will soften new finish from beneath creating tacky or

(TASK STATEMENT) Strip Finished Floor

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD

DECISIONS	CUES	ERRORS
		slippery floor Dull appearance

(TASK STATEMENT) Strip Finished Floor

SCIENCE	MATH – NUMBER SYSTEMS
Basic composition of stripping compounds nonionic detergent, ammoniated compounds pH-acidity or alkalinity of solution Transmission of microorganisms-air-borne Emulsification-suspension of finish and soil Chemical detergent action Dermatitis-primary skin irritation (high alkaline) Simple machine (leverage of wet mop, dust mop, etc.) Effects of friction-(agitation of floor machines) Evaporation Principles of combustion	Ratio and proportion Measurement: time

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Reading 2. Touch 3. Viewing	1. Package labels 2. Floor residue 3. Floor shine vs. dullness	1. Terminology, comprehension 2. Texture 3. Visual analysis

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(TASK STATEMENT) Wax or Refinish Floors

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Buckets with wringer Clean rayon mop Floor finish or wax Wet floor caution signs	1. Assemble supplies and equipment 2. Check stripped floor for dryness 3. Pour finish in bucket 4. Soak application mop in finish 5. Apply 1st thin coat of finish with figure-S strokes horizontally 6. Walk backwards 7. Let floor dry 8. Apply second thin coat vertically 9. Let floor dry 10. Apply third thin coat diagonally 11. Let floor dry 12. Throw away left over finish in bucket 13. Clean up	Fume inhalation - ammonia gas-highly toxic to persons with respiratory problems Slips and falls-wet floor Skin irritation-finish

DECISIONS	CUES	ERRORS
1. Determine thickness of coats applied	1. Coat should be as thin as possible	1. Coats too thick are softer, slipperier and retain soil causing dingy, dirty appearance
2. Decide no. of coats to apply	2. Volume of traffic	2. Wax build-up adjacent to walls and furniture
3. Determine length of drying time	3. Humidity, temperature, air movement, thickness of wax film, nature of the sub-surface, formulation of finish	3. Mottled or splotchy appearance along with powdering, bubbling, etc.
4. Determine proper technique of finish application	4. Training, supervisor directions	4. Splotches of wax on baseboards, doors, door jams, furniture legs, etc.
5. Determine amount of finish to pour in bucket	5. Size of area to be waxed Absorption capacity of mop	5. Finish wasted

(TASK STATEMENT) Wax or Refinish Floors

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD

DECISIONS	CUES	ERRORS
6. Select floor finish	6. Type of flooring	6. Damaged floor

(TASK STATEMENT): Wax or Refinish Floors

SCIENCE	MATH – NUMBER SYSTEMS
Basic composition of synthetic finishes-polymers, co-polymers, metal-interlock Basic composition of natural wax-carnauba, beeswax, paraffin, etc. Solubility: water base wax (resilient flooring) solvent base wax (wood flooring) Emulsification-bacterial action on emulsions (spoilage of finish) re-emulsification Evaporation (drying) Simple machines (leverage of mop) Dermatitis-primary irritation	Rule of thumb-wax a manageable area at a time Directions-diagonal and horizontal Measurement: time

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Reading 2. Touch	1. Finish container label 2. Sticky vs. dry finish film	1. Terminology, comprehension 2. Texture, tactile analysis (damp or dry)

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(TASK STATEMENT) Scrub Resilient Floors

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Single disc floor machine with nylon abrasive floor pads 2 Buckets with wringers (1 for wash, 1 for rinse) 2 Clean wet mops (1 for wash, 1 for rinse) Treated dust mop Brush Detergent/water solution "Wet Floor" signs Wet vacuum Rubber shoes Rubber gloves Metal container	1. Prepare cleaner solution and machine 2. Assemble equipment and supplies 3. Move furniture 4. Set up "Wet Floor" sign 5. Dust-mop 6. Apply solution to floor 7. Turn on machine 8. Move in a 6 ft. path side to side 9. Remove scrubbing solution with wet vacuum. Use brush to scrub corners 10. Rinse the floor 11. Replace furniture 12. Remove "Wet Floor" signs 13. Clean equipment before storage 14. Store treated dust mops in metal container	Electric shock Slips and falls - wet floor Personal injury Floor machine out of control Mop handle Body mechanics-lifting and moving Fire-(improper storage of treated dust mop) Skin irritation-handling and use of cleaning chemical

DECISIONS	CUES	ERRORS
1. Determine width of work area 2. Determine concentration of detergent solution 3. Determine length of time solution will be on floor	1. Rule of thumb-6ft. 2. Detergent label 3. Amount of soil	1. Overextend worker 2. Too strong-tiles crack and dry out difficulty in rinsing Too weak-inefficient cleaning 3. Too long - titles may pop up

(TASK STATEMENT) Scrub Resilient Floors

SCIENCE

Effects of friction - scurbbin action of floor machine
Detergent action
Simple machine (mop handle - lever)
Principles of combustion
Dust retention properties of treatment
Evaporation
Dermatitis

MATH – NUMBER SYSTEMS

Ratio/proportion - detergent/water
Rule of thumb - 6 foot work area

COMMUNICATIONS

PERFORMANCE MODES

1. Viewing
2. Reading

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EXAMPLES

1. Clean floor
2. Label directions

SKILLS/CONCEPTS

1. Visual analysis
   Making judgements
2. Comprehension, terminology

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(TASK STATEMENT) Spray-Buff Finished Resilient or Terrazzo Floors

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Single disk floor machine Buffing pad Hand spray bottle Polish of type recommended for specific floor area cut 50-50 with water	1. Move the furniture from the area 2. Dust mop the floor 3. Check floor pad for cleanliness 4. Prepare machine for spray-buffing 5. Perform equipment safety check 6. Plug in machine 7. Begin buffing operation-move machine to the right then to the left, repeat 8. Walk backward 9. Spray black marks, scuffs, spots, scratches, etc. 10. Repeat buffing operation until the damage is removed 11. Turn pad over when loaded 12. Dust mop area buffed 13. Clean floor pad and machine 14. Store equipment	Body mechanics-lifting and straining Electrical shock Personal injury-floor machine out of control Air contamination-dust particles Slips and falls-damp floor

DECISIONS	CUES	ERRORS
1. Determine the type of flooring	1. Check building specifications - Ask supervisor Terrazzo floor is poured with chips and seams	1. Applying incorrect finish to flooring
2. Determine type of finish to use	2. Finish provided by supervisor Finish previously used to wax floor	2. Incompatible finish-result in peeling and finish powdering
3. Select appropriate buffing pad	3. Color code	3. Pad too coarse will scratch floor Pad too fine will lead too quickly
4. Determine if floor is (complete, buffed)	4. Shine of floor	4. Dull floor
5. Determine the length of spray pattern ahead of buffer	5. Coarse droplets of polish Difficulty in removing spray polish	5. Spray dried on floor before buffer reaches it, leaves a pattern of dark circles

(TASK STATEMENT) Spray-Buff Finished Resilient or Terrazzo Floors

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD

DECISIONS	CUES	ERRORS
6. Determine when pad becomes loaded with soil & dirt	6. Appearance of floor	Spray appearing on walls, furniture, floor, machine 6. Appearance & condition of floor harmed

(TASK STATEMENT) Spray-Buff Finished Resilient or Terrazzo Floors

SCIENCE	MATH – NUMBER SYSTEMS
Evaporation (floor finish) Surface tension - cohesion - adhesion Centrifugal forces (rotating floor machine) Properties of light reflection (floor gloss) Effects of friction on product quality (buffer) Effects of heating on state of matter	Ratio and proportion-floor polish dilution Rule of thumb-spray polish no closer than three steps from furniture

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Reading 2. Listening 3. Viewing	1. Floor finish label 2. Instruction by supervisor 3. Loaded buffing pad (soil & finish)	1. Comprehension, terminology 2. Language - terminology 3. Making judgments, visual analysis

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Duty C : Caring For Fabric Surfaces

1 Vacuum dust draperies
2 Hang draperies on non-traverse rods
3 Hang draperies on traverse rods
4 Spot clean upholstered furniture
5 Remove stain from carpet and upholstery
6 Vacuum upholstered furniture
7 Clean vinyl upholstery
8 Vacuum carpeting
9 Shampoo carpet (wet method)
10 Shampoo carpet (dry method)

(TASK STATEMENT) Vacuum Dust Draperies

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Vacuum cleaner Hose Extension wand Upholstery tool and crevice tool attachments Stepladder	1. Assemble equipment 2. Place stepladder 3. Secure locking device 4. Remove tie backs from drapes 5. Slide drape along rod until fullness is removed 6. Plug vacuum cleaner into electric outlet 7. Run crevice tool up into pleats 8. Run upholstery tool over entire surface, both sides. 9. Adjust drapes and replace tie backs 10. Dust cords and pulls and hardware 11. Clean and replace equipment	Ladder-falls Direct contamination Air contamination-dust particles Electric shock
DECISIONS	**CUES**	**ERRORS**
1. Determine frequency of task	1. Establishment's standard Visible dust on draperies	1. Unattractive appearance

(TASK STATEMENT) Vacuum Dust Draperies

SCIENCE	MATH — NUMBER SYSTEMS
Principle of suction Bacteriology-conditions affecting growth of bacteria Transmission of organism-direct contact and air-borne Filtration system	

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing	1. Cleanliness of draperies	1. Visual analysis, make judgment

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(TASK STATEMENT) Hand Draperies on Non-Traverse Rod

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Non-traverse rod Draperies Ladders	1. Slide draperies on rod 2. Hang rod on brackets 3. Spread out draperies evenly across the entire area 4. Check draperies for needed repairs 5. Report damage to supervisor	Falling objects Falls-ladder

DECISIONS	CUES	ERRORS
1. Determine if draperies need repair	1. Snags in fabric Holes in fabric	1. Unattractive appearance

(TASK STATEMENT) Hang Draperies on Non-Traverse Rod.

SCIENCE	MATH – NUMBER SYSTEMS
Gravity	Estimation-guess and check method-equal spreading of draperies

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing	1. Equal spreading of draperies	1. Visual analysis Making judgments

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(TASK STATEMENT) Hang Clean Draperies on Traverse Rod

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Traverse rod Hooks Draperies Ladder	1. Close traverse rod 2. Place hooks in draperies 3. Place hooks in guide or carrier, starting at center working toward outside 4. Check to see all hooks are attached to rod 5. Check operation of traverse 6. Check to see if cord has slipped 7. Replace cord, if slipped 8. Report needed repairs to supervisor	Falling objects Ladder-falls
DECISIONS	**CUES**	**ERRORS**
1. Determine if rod is operating properly	1. Cord has slipped Pulley working	1. Draperies will not open or close

(TASK STATEMENT) Hang Clean Draperies on Traverse Rod

SCIENCE	MATH – NUMBER SYSTEMS
Simple machine-pulley Gravity	Counting-hooks and carriers on rod

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing	1. Draperies opening and closing	1. Visual analysis Making judgments

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(TASK STATEMENT) Spot Clean Upholstered Furniture

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Clean cloth Cool water Bucket	1. Blot spot with clean cloth as soon as possible 2. Wash surface with clean, cool water 3. Blot dry 4. If spot is not removed use steps for stain removal	Spills-water damage

DECISIONS	CUES	ERRORS
1. Determine type of spot, if possible 2. Determine if stain removal task is necessary	1. Observe accidental spill Appearance, feel and color of spot 2. Spot remains after spot-clean task is completed	1. Permanently set stain

(TASK STATEMENT) Spot Clean Upholstered Furniture

SCIENCE	MATH – NUMBER SYSTEMS
Capillary action - (absorption) Characteristics of fibers Effects of friction (rubbing vs. blotting) Oxidation-reduction reaction (aging of stain) Soluability of substances in water (grease, oil-insoluable) (blood, coffee-soluable)	

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing 2. Touching	1. Spot on upholstery 2. Feel spot	1. Make judgment Visual analysis 2. Tactile analysis Texture

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(TASK STATEMENT) Remove Stains From Carpet and Upholstery

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Carpet - upholstery Stain removal chart Stain removal kit: clean white cloths paper towels rug shampoo upholstery shampoo white vinegar ammonia solvents	1. Be prepared-keep stain removal kit handy 2. Blot and remove excess matter 3. Test removal formula in conspicuous area 4. Prepare appropriate removal formula 5. Apply formula 6. Work gently from edge of soiled area toward center 7. Blot occassionally 8. Dry fabric as quickly as possible 9. Stubborn stain, call professional cleaner	Skin irritation-handling and use of cleaning chemicals Handling and use of cleaning chemicals Fire-flammable solvents Fume inhalation-solvents Explosion-aerosol cans

DECISIONS	CUES	ERRORS
1. Determine appropriate removal formula 2. Determine amount of liquid stain removal to use 3. Determine cleaning action pressure	1. Type of stain Age of stain Stain removal chart suggestion 2. Size of stain Fabric and backing composition 3. Stability of color and fiber	1. Indelible stains Permanent pile distortion 2. Too much-damage fabric backing liquid 3. Excessive agitation-unsightly distortion of pile Rubbing or brushing-spot forced deeper into fabric

(TASK STATEMENT) Remove Stains From Carpet and Upholstery

SCIENCE

Oxidation-reduction-reaction (stains)
Principles of combustion (flammable solvents)
Solvent action
Effects of friction (rubbing)
Capillary action (absorption)
Solubility of substances in water
(grease, oil/insoluable)
(blood, coffee/soluable)

MATH – NUMBER SYSTEMS

Measurement: liquid

COMMUNICATIONS

PERFORMANCE MODES

1. Reading
2. Viewing

EXAMPLES

1. Label direction
   Stain removal chart
2. Stain removed

SKILLS/CONCEPTS

1. Terminology
   Comprehension
2. Visual analysis

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(TASK STATEMENT) Vacuum Upholstered Furniture

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Vacuum cleaner Hose, extension wand Upholstery tool Crevice tool attachments	1. Assemble vacuum cleaner 2. Remove all cushions 3. Plug into electric outlet 4. Run attachment over entire upholstered surface 5. Run crevice tool attachment over seams and buttons 6. Vacuum cushions 7. Replace cushions 8. Clean and replace equipment	Electric shock Body mechanics-sprains, strains

DECISIONS	CUES	ERRORS
1. Determine when to vacuum upholstered furniture	1. Establishment's standard Visual dirt	1. Unsanitary condition

(TASK STATEMENT) Vacuum Upholstered Furniture

SCIENCE	MATH – NUMBER SYSTEMS
Principle of suction Bacteriology-condition affecting growth of bacteria Transmission of microorganisms-direct contact Filtration system Principles of electricity.	

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing	1. Clean upholstered furniture	1. Making judgments Visual analysis

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(TASK STATEMENT) Clean Vinyl Upholstery

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Cloths Warm water Mild detergent solution Treated dust cloth 2 Pails Metal container	1. Prepare detergent solution 2. Assemble equipment and supplies 3. Dust upholstery and other surfaces 4. Apply solution with cloth to loosen soil 5. Remove loosened soil with clean cloth 6. Repeat steps 3 and 4 7. Dry and polish surface with damp cloth 8. Store treated dust cloth in metal container	Skin irritation-handling and use of cleaning chemicals Air contamination- dust particles Fire-improper storage of treated cloth

DECISIONS	CUES	ERRORS
1. Determine frequency of cleaning	1. Establishment's standards	1. Unattractive appearance

(TASK STATEMENT) Clean Vinyl Upholstery

SCIENCE	MATH – NUMBER SYSTEMS
Detergent action Dust retention properties of treatment Principles of combustion (flammable solvents) Dermatitis Effects of friction (rubbing) Transmission of organism (air-borne) Capillary action (absorption)	Ratio and proportion

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing 2. Reading	1. Soil accumulation 2. Label directions	1. Making judgments Visual analysis 2. Comprehension Terminology

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(TASK STATEMENT) Vacuum Carpeting

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Vacuum cleaner with beater bar or brush	1. Assemble equipment 2. Move furniture 3. Plug in vacuum and turn on 4. Operate vacuum cleaner with 3 stroke method (slowly forward-backward-forward) 5. Clean entire area with 3 stroke method moving in direction of grain 6. Empty and clean dust bags as they are needed 7. Replace furniture 8. Clean and store equipment when job if finished	Body mechanics-lifting Electrical shock

DECISIONS	CUES	ERRORS
1. Determine when to empty bag	1. When bag is 1/3 to half full	1. Inefficient vacuum operation

(TASK STATEMENT) Vacuum Carpeting

SCIENCE	MATH – NUMBER SYSTEMS
Principle of suction Filtration system Transmission of microorganism-air-borne Bacteriology-condition affecting growth of bacteria Soil action and abrasion	Use of numbers-counting

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing	1. Clean carpet	1. Visual analysis Make judgment

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(TASK STATEMENT) Shampoo Carpet (Wet Method)

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Upright carpet vacuum with beater bar or brush Wet shampooing machine rubber pads Wet vacuum pickup Pile lifting machine Brush Shampoo solution	1. Determine appropriate carpet cleaning 2. Assemble equipment and supplies 3. Clear area of furniture or protect bottom and legs of furniture 4. Thoroughly vacuum carpet with seven stroke method 5. Remove spots 6. Prepare shampoo solution and fill tank 7. Hand scrub corner and along wall 8. Apply suds uniformly 9. Machine scrub in circular motion 10. Overlap strokes 11. Wet vacuum 12. Brush pile with grain 13. Mechanically lift pile 14. Allow carpet to dry 15. Replace furniture 16. Clean and properly store equipment	Electrical shock Tripping - cord

DECISIONS	CUES	ERRORS
1. Determine appropriate carpet cleaning method 2. Determine amount of liquid to use 3. Determine number of people to complete task 4. Determine need for wet vacuum	1. Type of fiber and backing, amount of soil 2. As little as possible 3. Size of carpet Quickness in which liquid should be removed 4. Standard - soil removal	1. Wool carpet use dry method only 2. Too much soaking - shrink rug 3. Overwork employees 4. Liquid and dirt remain in rug

(TASK STATEMENT) Shampoo Carpet (Wet Method)

SCIENCE	MATH – NUMBER SYSTEMS
Detergent action (suspension of soil) Capillary action (absorption) Evaporation Principle of vacuum Filtration system Soil action and abrasion	Measurement: liquid

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Reading	1. Package directions	1. Comprehension Terminology Instruction
2. Touching	2. Wetness or dryness of carpet	2. Tactile analysis

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(TASK STATEMENT) Shampoo Carpet (Dry Method)

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Dry carpet shampoo Vacuum cleaner Pile lifting machine Brush	1. Determine cleaning method to use 2. Provide ventilation 3. Move furniture 4. Mechanically lift carpet pile 5. Vacuum, using 7 stroke method 6. Remove stains 7. Sprinkle absorbent material over small area 8. Brush powder into pile with brush or machine 9. Repeat step 7, 8 until entire carpet is complete 10. Allow carpet to dry 11. Vacuum 12. Mechanically lift carpet pile 13. Replace furniture 14. Clean equipment before storing	Fume inhalation-solvent Body mechanics-lifting, moving- Electrical shock

DECISIONS	CUES	ERRORS
1. Determine when carpet is dry 2. Determine when carpet is clean	1. "Wetness" of powder, absence of strong solvent odor 2. Dirty spots	1. Incomplete job 2. Incomplete job

(TASK STATEMENT) Shampoo Carpet (Dry Method)

SCIENCE	MATH – NUMBER SYSTEMS
Solvent action Capillary action-absorption Principle of suction Filtration system Fluid dynamics-ventilation for solvent Principles of stain removal Soil action and abrasion	Use of numbers-counting

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Smelling 2. Viewing 3. Reading	1. Solvent dryness 2. Clean carpet 3. Label directions	1. Olfactory analysis 2. Visual analysis, make judgment 3. Terminology, comprehension

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Duty D Cleaning the Bathroom

1. Clean sink
2. Clean bath tub
3. Clean shower stall
4. Clean shower curtain
5. Clean glass shower door
6. Clean metal bathroom fixtures
7. Remove mold and mildew from bathrooms and shower areas
8. Wash tile walls
9. Clean toilet and urinal
10. Clean bathroom partition
11. Clean vents in bathroom and/or kitchen

(TASK STATEMENT) Clean Sink

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Spray bottle of cleaner disinfectant or Synthetic neutral detergent solution Cloths Hand mirror	1. Prepare solution 2. Assemble equipment and supplies 3. Clear the sink area of soaps and personal items 4. Clean inside surface overflow and underside surface of bowl 5. Rinse and dry bowl 6. Inspect under rim with hand mirror 7. Wipe and polish metal fixtures 8. Wash wall area nearby 9. Clean-up 10. Inspect work	Skin irritation-handling and use of cleaning chemicals Cuts-exposed sharp edges Direct contamination
DECISIONS	**CUES**	**ERRORS**
1. Select cleaning product	1. Surface material of sink	1. Cleansers-scratch and remove finish

TASK STATEMENT) Clean Sink

SCIENCE	MATH – NUMBER SYSTEMS
Bacteriology-conditions affecting growth Detergent action Transmission of microorganisms Chemical disinfection Composition of surface material (metal alloys, glass fusion, etc.) Action of an abrasive Hard water minerals Dermatitis Effects of friction Capillary action (absorption)	Ratio & proportion-cleaner disinfectant/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing	1. Clean sink	1. Visual analysis Making judgments
2. Reading	2. Label directions	2. Comprehension Terminology

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(TASK STATEMENT) Clean Bath Tub

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Spray bottle of cleaner disinfectant Cloths Liquid cleanser, if needed	1. Prepare cleaner disinfectant 2. Assemble supplies and equipment 3. Clear area of used toilet articles 4. Clean wall tile 5. Wipe shower curtain or glass shower curtain 6. Clean all bath fixtures 7. Wipe dry and polish with cloth 8. Clean bath safety mat 9. Scrub porcelain surface, if needed 10. Rinse and wipe dry	Slippery surfaces-falls Skin irritation-handling and using of cleaning chemicals Personal injury-bruises, cuts Direct contamination
DECISIONS	**CUES**	**ERRORS**
1. Determine when to use a liquid cleanser	1. Dry crusty soap and soil film Rust spots Water hardness	1. Scratch porcelain surface

TASK STATEMENT) Clean Bath Tub

SCIENCE	MATH – NUMBER SYSTEMS
Bacteriology-control of microorganisms Molds Fungi Action of an abrasive (liquid cleanser) Chemical disinfection Effects of friction (rubbing action) Dermatitis Hard water minerals Detergent action Capillary action (absorption)	Ratio and proportion-cleaner disinfectant/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing 2. Reading	1. Clean bath tub 2. Label directions	1. Visual analysis Making judgments 2. Comprehension Terminology

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(TASK STATEMENT) Clean Shower Stall

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Spray bottle of cleaner disinfectant Cloths Mild chlorine water mixture	1. Prepare cleaner disinfectant 2. Assemble supplies and equipment 3. Clear area of used toilet articles 4. Scrub and rinse walls, ceilings and floors 5. Allow to drain 6. Wash shower head and fixtures 7. Dry and polish with cloth 8. Clean non-skid mat 9. Wipe off shower curtain, change as needed 10. Clean with chlorine solution periodically to kill bacteria and fungi	Falls-slippery areas Skin irritation-handling and use of cleaning chemicals Direct contamination Fume inhalation

DECISIONS	CUES	ERRORS
1. Check operation of shower nozzle	1. Crusty build-up	1. Insufficient shower spray
2. Determine when to clean with chlorine solution	2. Appearance and smell of mildew	2. Unsanitary condition
3. Determine concentration of chlorine bleach solution	3. Label directions	3. Too strong-toxic hazard, damage to shower stall
4. Determine when to change shower curtain	4. Appearance, smell	4. Unsanitary condition

TASK STATEMENT) Clean Shower Stall

SCIENCE	MATH – NUMBER SYSTEMS
Bacteriology-control of microorganisms Molds Fungi-athlete's foot Chemical disinfection (action of chlorine bleach on mold and mildew) Effects of friction (rubbing action) Dermatitis Hard water minerals Detergent action Capillary action (absorption)	Ratio and proportion-chlorine bleach/water cleaner disinfectant/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing 2. Sensing 3. Reading	1. Clean shower stall 2. Mildew odor 3. Label directions	1. Making judgments Visual analysis 2. Smell-odor 3. Comprehension Terminology

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(TASK STATEMENT) Clean Shower Curtain

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Bucket, cleaner disinfectant Bucket, rinse water Mild chlorine bleach solution Cloths	1. Prepare cleaner disinfectant solution 2. Assemble supplies 3. Wipe plastic shower curtain to remove soap and water spots 4. Regularly clean with mild chlorine bleach solution 5. Rinse and dry 6. Change cloth shower curtains when soiled 7. Clean-up	Skin irritation-handling and use of cleaning chemicals Fume inhalation-chlorine bleach solution Direct contamination

DECISIONS	CUES	ERRORS
1. Determine type of cleaning procedures to use 2. Determine when to treat with chlorine bleach solution 3. Determine concentration of chlorine bleach solution	1. Type of shower curtain 2. Appearance of mildew and odor 3. Label directions	1. Unsanitary condition 2. Unsanitary condition 3. Too strong-toxic hazard, damage to curtain

TASK STATEMENT) Clean Shower Curtain

SCIENCE	MATH – NUMBER SYSTEMS
Bacteriology - conditions affecting growth Chemical disinfection - action of chlorine bleach on mold and mildew Detergent action Effects of friction (rubbing action) Dermatitis Concentration vs. dilution Capillary action (absorption)	Ratio and proportion-cleaning disinfectant/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing 2. Sensing 3. Reading	1. Soap and water spots 2. Odor of mildew 3. Label directions	1. Visual analysis 2. Smell-odor 3. Terminology, comprehension

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(TASK STATEMENT) Clean Glass Shower Door

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Spray bottle Cleaner disinfectant Cloths Mild chlorine bleach solution Rust remover Liquid cleanser	1. Prepare cleaner disinfectant 2. Assemble supplies and equipment 3. Wash and dry inside of glass 4. Wash and dry outside of glass 5. Wipe slide grooves and top of frame 6. Wipe dry and polish metal frame 7. Treat for special problems, rust, mildew, hard water spots as needed	Skin irritation-handling and use of cleaning chemicals Falls-wet floor Fume inhalation-chlorine bleach solution

DECISIONS	CUES	ERRORS
1. Determine need for special treatment 2. Determine type of treatment necessary	1. Visible mildew, rust or spots 2. Type of problem	1. Unattractive appearance 2. Inefficient cleaning

(TASK STATEMENT) Clean Glass Shower Door

SCIENCE	MATH – NUMBER SYSTEMS
Bacteriology-condition affecting growth Chemical disinfection Detergent action Dermatitis Effects of friction (polishing) Capillary action (absorption) Oxidation-reduction reaction (bleach) Concentration vs. dilution	Ratio/proportion-cleaner disinfectant/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing	1. Spot-free clean doors	1. Visual analysis Making judgments

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(TASK STATEMENT) Clean Metal Bathroom Fixtures

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Cloths Spray bottle of cleaner disinfectant Glass cleaner Liquid cleanser	1. Prepare cleaner disinfectant 2. Assemble supplies and equipment 3. Wash fixtures with cleaner 4. Polish with glass cleaner and dry cloth 5. Remove hard water deposits with liquid cleanser.	Cut-rough edges Skin irritation-handling and use of cleaning chemicals

DECISIONS	CUES	ERRORS
1. Determine if hard water deposits are present 2. Determine when to use liquid cleanser	1. White crusty deposits 2. Water hardness, rust spots	1. Unsanitary condition 2. Will scratch metal surface

(TASK STATEMENT) Clean Metal Bathroom Fixtures

SCIENCE	MATH – NUMBER SYSTEMS
Effects of friction-polishing Hard water minerals Dermatitis Action of abrasive Detergent action Capillary action (absorption)	Ratio/proportion-cleaner disinfectant/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing	1. Shiny fixtures	1. Visual analysis Make judgment

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(TASK STATEMENT) Remove Mold and Mildew From Bathrooms and Shower Areas

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Mild chlorine bleach solution Cloths Bucket (2) Sponge Brush 7	1. Prepare bleach water solution 2. Assemble equipment and supplies 3. Apply solution to area and let remain 5 minutes 4. Rinse with clear water 5. Dry 6. Repeat procedure if mold and mildew remain	Skin irritation-handling and use of cleaning chemicals Fume inhalation Direct contamination
DECISIONS	**CUES**	**ERRORS**
1. Determine if procedure should be repeated	1. Appearance or smell of mildew	1. Unsanitary condition

(TASK STATEMENT) Remove Mold and Mildew From Bathrooms and Shower Areas

SCIENCE	MATH – NUMBER SYSTEMS
Bacteriology-control of microorganism Mold Fungi Transmission of organism-direct contact Chemical disinfection Dermatitis Oxidation reduction reaction (bleach) Concentration vs dilution	Ratio/proportion-bleach/water Measurement-time

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Seeing 2. Smell	1. Mildew; mold 2. Mildew	1. Visual analylis Making judgments 2. Olfactory analysis

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(TASK STATEMENT) Wash Tile Walls

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Spray bottle of cleaner disinfectant Sponge (2) Cloths Pail, clear water Mild chlorine bleach solution	1. Prepare cleaner disinfectant 2. Assemble equipment and supplies 3. Wash wall 4. Rinse wall with different sponge 5. Dry and polish with soft cloth 6. Wash grouting with mild chlorine bleach solution as needed	Skin irritation-handling and use of cleaning chemicals Fume inhalation-chlorine bleach solution

DECISIONS	CUES	ERRORS
1. Determine when to clean with chlorine solution 2. Determine concentration of chlorine bleach solution	1. Appearance and smell of mildew 2. Label directions	1. Unsanitary condition 2. Too strong-tile grouting will crack and fall out, toxic hazard

(TASK STATEMENT) Wash Tile Walls

SCIENCE	MATH – NUMBER SYSTEMS
Bacteriology-condition affecting growth Mold Mildew Chemical disinfection (action of chlorine bleach on mold & mildew) Effects of friction (rubbing action) Dermatitis Hard water minerals Detergent action Capillary action (absorption)	Ratio/proportion-cleaner disinfectant/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing 2. Sensing 3. Reading	1. Soil 2. Mildew 3. Label directions	1. Interpretation 2. Smell-odor 3. Comprehension, terminology

(TASK STATEMENT) Clean Toilet and Urinal

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Bowl mop/receptacle Sponge or cloths Cleaner disinfectant Hand mirror Toilet bowl cleaner (acid type descaler-weekly) Rubber gloves	1. Assemble supplies and equipment 2. Prepare cleaner disinfectant 3. Flush the toilet (check operation) 4. Put cleaner disinfectant in bowl, let stand few minutes (use toilet bowl cleaner weekly to remove scales) 5. Clean exterior surfaces of toilet 6. Polish metal surface with dry cloth 7. Clean interior surfaces of toilet with bowl mop 8. Inspect inner rim with hand mirror 9. Flush toilet to rinse bowl	Skin irritation-acid descaler, cleaner disinfectant Damage to clothing Damage to metals

DECISIONS	CUES	ERRORS
1. Check operation of toilet 2. Determine frequency of acid descaler use	1. Won't flush Stoppage found 2. Hardness of water Frequency of flushing	1. Improper water fill Toilet overflow 2. Too often-damage restroom fixtures Too little-water line evident in bowl

(TASK STATEMENT) Clean Toilet and Urinal

SCIENCE	MATH – NUMBER SYSTEMS
Bacteriology-bacteria source of non-transient restroom odors Hard water minerals Dermatitis-acid-type descaler pH-acidity Chemical disinfection-control of microorganisms Effects of friction Detergent action	Ratio-cleaner disinfectant/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Reading 2. Viewing	1. Package directions 2. Cleanliness of bowl	1. Comprehension 2. Visual analysis Make judgments

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(TASK STATEMENT) Clean Bathroom Partition

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Spray bottle of cleaner disinfectant Cloths	1. Preparation of cleaner disinfectant 2. Assemble supplies and equipment 3. Spray solution on partition 4. Wipe dry and polish 5. Do not forget both sides of stall doors 6. Repeat same procedure for each partition and/or stall	Skin irritation-handling and use of cleaning chemicals Cuts-sharp edges Direct contamination
DECISIONS	**CUES**	**ERRORS**
1. Determine if job is done	1. Back of door cleaned, spots removed	1. Unsanitary condition

TASK STATEMENT) Clean Bathroom Partition

SCIENCE	MATH – NUMBER SYSTEMS
Bacteriology-conditions affecting growth Transmission of organisms-direct contact Chemical disinfection Detergent action Effects of friction-polishing Dermatitis	Ratio/proportion-cleaning disinfectant/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing	1. Cleanliness of partitions	1. Visual analysis Make judgment

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(TASK STATEMENT) Clean Vents in Bathroom and/or Kitchen

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Tank vacuum cleaner with brush and crevice Tool attachments Screwdriver Detergent solution Cloths Bucket, clear water Ladder, if needed	1. Assemble equipment and supplies 2. Regularly, vacuum vents 3. Periodically, remove vents 4. Wash, rinse and dry 5. Replace vents 6. Clean-up	Electric shock Cuts-sharp edges on vents Skin irritation-handling and use of cleaning chemicals Direct contamination Falls-ladder
DECISIONS	**CUES**	**ERRORS**
1. Determine need for washing vents	1. Visible dirt on vent	1. Unsanitary condition Inadequate air ventilation

TASK STATEMENT) Clean Vents in Bathroom and/or Kitchen

SCIENCE	MATH – NUMBER SYSTEMS
Bacteriology Transmission of organisms (air borne) Disinfection (agents and techniques) Detergent action Simple machines-screwdriver Dermatitis Principles of electricity	Ratio and proportion-detergent/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing 2. Reading	1. Soiled vent 2. Label directions	1. Visual analysis 2. Comprehension, terminology

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Duty E Cleaning Special Items

1 Clean globe light fixtures
2 Clean fluorescent light fixtures
3 Clean glass
4 Polish and clean mirror
5 Clean drinking fountain
6 Clean telephone

(TASK STATEMENT) Clean Globe Light Fixtures

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY — HAZARD
Double compartment pail or 2 pails Ladder (if needed) Cloths, sponges Screwdriver Detergent solution	1. Prepare detergent solution 2. Assemble equipment and supplies 3. Turn off electricity to light fixture 4. Set up step ladder if needed 5. Release screws 6. Remove globe cover from fixture 7. Thoroughly wash and dry globe inside and out 8. Clean light bulb 9. Reassemble light fixture 10. Remove and clean equipment	Falls-ladder Electrical shock Hot bulb will burn Skin irritation-handling and use of chemical cleaners
DECISIONS	**CUES**	**ERRORS**
1. Determine if bulb is cool enough to clean	1. Temperature of bulb.	1. Hot bulb broken by ~~cool~~ cleaning solution

(TASK STATEMENT) Clean Globe Light Fixtures

SCIENCE

Affects of heating and cooling on the expansion and contraction of a solid
Simple machines to gain mechanical advantage (screwdriver)
Principles of electricity/conduction by water
Detergent action
Dermatitis

MATH – NUMBER SYSTEMS

Ratio-proportion-detergent/water

COMMUNICATIONS

PERFORMANCE MODES

1. Touch
2. Viewing

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EXAMPLES

1. Hot bulb
2. Clean light fixture

SKILLS/CONCEPTS

1. Tactile analysis
2. Visual analysis
   Making judgments

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(TASK STATEMENT) Clean Fluorescent Light Fixtures

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Double compartment pail or two pails Ladder (if needed) Cloths, sponges Screwdriver Detergent solution Alternate Vacuum cleaner with hose, extension wand, and dusting tool	1. Prepare detergent solution 2. Assemble supplies & equipment 3. Turn off electricity to light fixtures 4. Set up stepladder if necessary 5. Unscrew & remove grid covers 6. Remove fluorescent tubes 7. Clean frame that holds bulbs 8. Damp wipe and dry fluorescent tubes 9. Return bulb to fixture 10. Screw grid panels in place Alternate 1. Vacuum dust fixtures with long handled cleaning appliance	Electrical shock Falls-ladder Glass-cuts Hot bulb will burn Skin irritation-handling and use of cleaning chemicals

DECISIONS	CUES	ERRORS

(TASK STATEMENT) Clean Fluorescent Light Fixtures

SCIENCE	MATH – NUMBER SYSTEMS
Effects of heating and cooling on the expansion and contraction of a solid material Simple machines to gain mechanical advantage (screwdriver) Principle of electricity/conduction by water Detergent action Dermatitis	Ratio and proportion-detergent/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing	1. Clean light fixture	1. Visual analysis Making judgments

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(TASK STATEMENT) Clean Glass (Doors, Windows, Etc.)

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Bucket (2) Sponge Window squeegee Dry cloth Ladder Water Glass cleaner Spray bottle	1. Clear area 2. Prepare glass cleaner solution-clean sills 3. Clean frame 4. Apply cleaning solution to one pane at at a time 5. Remove soiled water with squeegee 6. Wipe blade dry after each stroke 7. Wipe sill and frame 8. Change solution as needed 9. Clean up	Falls-ladder Cuts and bruises-sharp edges Skin irritation-handling and use of cleaning chemicals

DECISIONS	CUES	ERRORS
1. Determine type of cleaning solution 2. Determine frequency of solution change 3. Determine correct concentration of solution	1. Type and amount of soil on glass Supervisor's decision 2. When solution appears dirty 3. Label directions	1. Streaking 2. Streaking, redistribution of soil 3. Streaking

(TASK STATEMENT) Clean Glass (Doors, Windows, Etc.)

SCIENCE	MATH – NUMBER SYSTEMS
Detergent action-suspension of soil Simple machine (squeegee-wedge) Effects of friction Dermatitis	Measurement: liquid Ratio and proportion-glass cleaner/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Seeing 2. Reading	1. Streaking 2. Label directions	1. Visual analysis Make judgment 2. Comprehension Terminology

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(TASK STATEMENT) Polish and Clean Mirror

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Water Cloths Glass cleaner Spray bottle	1. Prepare glass cleaner solution 2. Assemble supplies 3. Apply water or cleaner to mirrors and trim 4. Wipe dry 5. Polish with dry cloth	Cuts-mirror edge
DECISIONS	**CUES**	**ERRORS**
1. Evaluate results	1. Streaks and smudges or clear surfaces	1. Unattractive appearance

(TASK STATEMENT) Polish and Clean Mirror

SCIENCE	MATH – NUMBER SYSTEMS
Effects of friction (polishing action) Detergent action (suspension of soil) Capillary action (absorption)	Ratio and proportion-glass cleaner/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Seeing 2. Reading	1. Streaks, smudges 2. Label directions	1. Visual analysis Make judgment 2. Comprehension Terminology

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(TASK STATEMENT) Clean Drinking Fountain

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Spray bottle of cleaner-disinfectant Fountain brush Test tube brush Sponge Clean dry cloth Liquid cleanser Putty knife	1. Prepare cleaner disinfectant solution 2. Assemble supplies and tools 3. Check water flow 4. Clean fountain jet with fountain brush 5. Clean inside surfaces 6. Clean drain holes with test tube brush 7. Remove stains and sticky substances 8. Rinse exposed parts 9. Wash outer surface 10. Polish metal and outer surfaces 11. Clean-up	Skin irritation-handling and use of cleaning chemicals Cuts-exposed sharp edges

DECISIONS	CUES	ERRORS
1. Determine adequacy of water flow 2. Determine when job is finished	1. None or insufficient water flow 2. Shiny clean fountain	1. Unsanitary conditions 2. Unsanitary conditions

(TASK STATEMENT) Clean Drinking Fountain

SCIENCE	MATH — NUMBER SYSTEMS
Transmission of: Bacteriology-conditions affecting growth control of micro-organisms Characteristics of surface, (i.e. stainless steel-porcelain, etc.) Concentrations vs. dilutions pH-alkalinity Dermatitis Principles of stain removal Effects of friction Simple machine (putty knife-wedge)	Ratio-cleaner-disinfectant dilution/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Reading 2. Viewing	1. Cleaner disinfectant label 2. Clean drinking fountain	1. Word recognition 2. Making judgments Visual analysis

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(TASK STATEMENT) Clean Telephone

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Spray bottle with cleaner-disinfectant solution Cloths	1. Assemble supplies 2. Prepare cleaner-disinfectant solution 3. Lift receiver and place finger on button 4. Wipe and dry receiver 5. Wipe and dry telephone case 6. Replace receiver 7. Clean-up	Skin irritation-use and handling of cleaning chemicals

DECISIONS	CUES	ERRORS
1. Determine frequency of cleaning telephone	1. As often as possible, at least once daily	1. Unsanitary condition

(TASK STATEMENT) Clean Telephone

SCIENCE	MATH – NUMBER SYSTEMS
Bacteriology-conditions affecting growth control of microorganisms resistent forms (spores) Chemical disinfection Detergent action Dermatitis	Ratio and proportion-cleaner disinfectant/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing 2. Reading	1. Clean telephone 2. Label directions	1. Visual analysis Making judgments 2. Terminology Comprehension

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Duty F Cleaning Special Areas

1 Clean elevators
2 Clean stairways
3 Clean drawers
4 Clean shelves
5 Clean closets
6 Clean linen closet room

(TASK STATEMENT) Clean Elevator

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Spray bottle with cleaner disinfectant Cloths or sponges Brush Putty knife Light bulbs Vacuum cleaner/crevice attachment Floor machine (resilient flooring)	1. Prepare cleaner disinfectant solution 2. Assemble supplies and equipment 3. Wash outside of wall around signal button 4. Damp - dust outside doors of the elevator 5. Polish doors 6. Get elevator car to your floor 7. Turn elevator switch to "OFF" position 8. Wash inside of doors 9. Polish inside of doors 10. Vacuum tracks of doors 11. Scrub tracks of doors 12. Clean and wash interior walls 13. Polish all metal surfaces 14. Remove gum and sticky items from floor with putty knife 15. Clean floor-(wet mop resilient vacuum	Caution - water running down into elevator pit Skin irritation - use and handling of chemical cleaners Falls - wet floors Electric shock
DECISIONS	**CUES**	**ERRORS**
1. Decide the best time to clean an elevator	1. During hours the elevator is not being used very much	1. Constant interruptions

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(TASK STATEMENT) Clean Elevator

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
	carpet) 16. Check all lights & replace burned out bulbs 17. Clean light fixtures 18. Turn the elevator "ON" 19. Clean up	
DECISIONS	**CUES**	**ERRORS**

(TASK STATEMENT) Clean Elevator

SCIENCE	MATH – NUMBER SYSTEMS
Bacteriology-conditions affecting growth control of microorganisms Chemical disinfection Detergent action Principle of suction Filtration system Simple machine to gain mechanical advantages (putty knife-wedge) Centrifugal force (rotating floor machine) Effects of friction-polishing Dermatitis Principles of electricity	Ratio-cleaner disinfectant/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Reading 2. Viewing	1. Cleaning labels 2. Clean area	1. Comprehension Terminology 2. Visual analysis Make judgment

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(TASK STATEMENT) Clean Stairway

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Caution signs Double bucket with mop press on dolly Treated dustmop Dustpan and brush Putty knife or scraper Treated dust cloths Spray bottle of cleaner-disinfectant Cleaner-disinfectant Metal container for treated dusting equipment	1. Prepare cleaning solution 2. Assemble supplies at top landing 3. Place caution signs at both doors 4. Clean entrance door 5. Dust mop, if needed 6. Remove trash and debris with brush and dust pan 7. Damp dust railings, banisters 8. Spot clean walls 9. Check lights replace if needed 10. Remove gum and other sticky items from floor with putty knife 11. Wet mop landings and steps 12. Dry steps 13. Assemble all equipment and begin next flight of stairs 14. Reposition caution sign	Wet floors-falls Body mechanics Skin irritation-handling and use of cleaning chemicals Fire-improper storage of treated dusting equipment Air contamination-dust particles Facial injury-mop handle

DECISIONS	CUES	ERRORS
1. Determine when floor is dry 2. Decide to dust mop 3. Decide to replace light bulb	1. No visible water 2. Visible light soil 3. Light bulb burned out	1. Person falling down on wet floor 2. Cleaning job more difficult 3. Person falling-no lighted stairway

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(TASK STATEMENT) Clean Stairway

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
	15. When task is completed remove all signs and equipment 16. Store treated dusting equipment in metal container	

DECISIONS	CUES	ERRORS

(TASK STATEMENT) Clean Stairway

SCIENCE	MATH – NUMBER SYSTEMS
Bacteriology-conditions affecting growth control of microorganisms Chemical disinfection Detergent action Simple machine-putty knife-wedge Action of a wringer Principles of combustion Dermititis Dust retention properties of treatment Evaporation (drying)	Proportion/ratio-cleaner disinfectant/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing 2. Reading	1. Floor dryness 2. Label directions	1. Making judgments 2. Comprehension Terminology

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(TASK STATEMENT) Clean Drawers

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Spray bottle with cleaner-disinfectant solution Cloths Drawer liners Appropriate guest supplies	1. Prepare cleaner disinfectant solution 2. Assemble supplies 3. Open all drawers 4. Wipe out interior 5. Replace liner if used 6. Report any articles left by guest immediately 7. Replenish guest supplies in appropriate drawers 8. Replace laundry bags 9. Close all drawers	Skin irritation-handling and use of cleaning chemicals Cuts, bruises
DECISIONS	**CUES**	**ERRORS**
1. Determine if liner is needed	1. Establishment's standard Designated contents of drawer	

(TASK STATEMENT) Clean Drawers

SCIENCE	MATH – NUMBER SYSTEMS
Detergent action Chemical disinfection Dermatitis	Ratio and proportion-cleaner disinfectant/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing 2. Reading	1. Clean drawer 2. Label directions	1. Making judgments Visual analysis 2. Comprehension Terminology

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(TASK STATEMENT) Clean Shelves

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Spray bottle of cleaner-disinfectant solution Service cart Cloths	1. Prepare cleaner-disinfectant solution 2. Assemble supplies 3. Remove items on top shelf 4. Place items on clean service cart 5. Wash walls and three sides of shelf (top, bottom and edge) 6. Replace items on shelf 7. Remove items on next shelf and proceed as in steps 3,4,5, & 6 8. Completely clean all shelves 9. Clean-up	Skin irritation-handling and use of cleaning chemicals Cuts-sharp edges Rolling objects–service cart Falling objects

DECISIONS	CUES	ERRORS
1. Determine frequency of cleaning	1. Establishment's standards	1. Unsanitary condition

(TASK STATEMENT) Clean Shelves

SCIENCE	MATH – NUMBER SYSTEMS
Bacteriology-condition affecting growth control of microorganisms Chemical disinfection Detergent action Transmission of organisms Dermatitis	Ratio and proportion-cleaner disinfectant/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing 2. Reading	1. Clean shelf 2. Label directions	1. Making judgments Visual analysis 2. Comprehension Terminology

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(TASK STATEMENT) Clean Closets

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Spray bottle with cleaner-disinfectant solution Cloths Wet mop and bucket or Vacuum cleaner	1. Prepare cleaner-disinfectant solution 2. Assemble supplies 3. Turn on closet light, replace as needed 4. Clean shelves 5. Clean rod 6. Check number of good coat hangers 7. Dust inside of closet door 8. Spot clean soiled marks 9. Clean mirror 10. Clean closet floor 11. Turn off light 12. Close door 13. Clean up	Skin irritation-handling and use of cleaning chemicals Facial and eye injury-mop handle Electric shock

DECISIONS	CUES	ERRORS
1. Determine floor equipment needed	1. Type of flooring	1. Poor cleaning results

(TASK STATEMENT) Clean Closets

SCIENCE	MATH – NUMBER SYSTEMS
Detergent action Chemical disinfection Dermatitis Transmission of organisms Simple machine (wet mop-lever) Principles of suction Filtration system Principle of electricity	Ratio and proportion-cleaner disinfectant/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing 2. Reading	1. Orderly and clean closet 2. Label directions	1. Making judgments Visual analysis 2. Comprehension Terminology

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(TASK STATEMENT) Clean Linen Closet Room

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Spray bottle of cleaner disinfectant solution Disinfectant spray Clean cloths Wet mop Mop bucket Cart Clean sheet	1. Prepare cleaner-disinfectant solution 2. Assemble supplies 3. Clean cart 4. Cover cart with clean sheet 5. Place linen from top shelf on cart 6. Wash walls and 3 side of shelf with cleaner disinfectant solution 7. Spray shelf and walls with disinfectant spray 8. Replace linen on shelf 9. Continue steps 5, 6, 7, & 8 until all shelves are clean 10. Mop floor 11. Wash door 12. Close door 13. Clean-up	Skin irritation-handling and use of cleaning chemicals Slips and falls-wet floor Aerosol can Face and eye injury-mop handle
DECISIONS	**CUES**	**ERRORS**

(TASK STATEMENT) Clean Linen Closet Room

SCIENCE	MATH – NUMBER SYSTEMS
Bacteriology-conditions affecting growth Chemical disinfection (agents & techniques) Transmission of organisms (direct contact) Personal hygiene Dermatitis Effects of friction Simple ~~machine-mop-lever~~ Detergent action	Ratio and proportion-cleaner disinfectant/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing 2. Reading	1. Clean room 2. Label directions	1. Visual analysis Make judgments 2. Comprehension Terminology

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Duty G Cleaning Waste Receptacles

1 Clean ashtrays
2 Clean wastebasket
3 Dispose of contaminated trash
4 Clean refuse containers

(TASK STATEMENT) Clean Ashtray

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Metal container Cloth or sponge, dampened with detergent solution Matches (motel)	1. Prepare cleaner disinfectant solution 2. Empty ashtray into a metal container 3. Wipe ashtray with a damp cloth or sponge 4. Replace ashtray to correct area 5. Place a full package of matches with ashtray (motel)	Fire-debris in ashtray Skin irritation - handling and use of cleaning chemicals

DECISIONS	CUES	ERRORS
1. Determine if waste in ashtray is hot	1. Presence of heat Smoke	1. Improper disposal may cause a fire

(TASK STATEMENT) Clean Ashtray

SCIENCE	MATH – NUMBER SYSTEMS
Principles of combustion Transmission of heat Detergent action Evaporation	Ratio and proportion-cleaner disinfectant/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Touching 2. Viewing	1. Heat from ashtray 2. Clean ashtray	1. Temperature 2. Visual analysis Making judgments

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(TASK STATEMENT) Clean Wastebaskets (Hotel/Motel Guest Rooms)

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Old newpapers Cloth or sponge, dampened with cleaner disinfectant solution Bottom liner	1. Prepare cleaner-disinfectant solution 2. Assemble supplies 3. Open two sheets of an old newspaper on the floor 4. Empty wastebasket in center of newspaper 5. Check for guest articles which may have dropped in wastebasket by mistake 6. Wrap up the waste in newspaper 7. Place waste in trash receptacle on cart 8. Wipe inside of basket 9. Replace bottom liner 10. Return basket to proper place 11. Clean-up	Avoid-putting hand inside basket-sharp object will cut Direct contamination-bacteria in wastebasket Air contamination Skin irritation-handling and use of chemical cleaner

DECISIONS	CUES	ERRORS
1. Determine if article found in wastebasket was dropped by mistake 2. Determine if wastebasket is clean	1. Value of article 2. No visual spots or dirt	1. Article may not be valuable 2. Dirty wastebasket

(TASK STATEMENT) Clean Wastebaskets (Hotel/Motel Guest Room)

SCIENCE	MATH – NUMBER SYSTEMS
Bacteriology-conditions affecting growth control of microorganisms Transmission of infectious diseases-air-borne, direct contact Chemical disinfection Detergent action Evaporation Dermatitis	Counting Ratio and proportion-cleaner disinfectant/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing 2. Reading	1. Clean wastebasket 2. Label directions	1. Visual analysis Making judgments 2. Comprehension Terminology

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(TASK STATEMENT) Dispose of Contaminated Trash

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Trash container Trash basket liner Cleaner-disinfectant solution in bucket Cloths Lined wastebasket	1. Assemble equipment & supplies 2. Prepare cleaner - disinfectant solution 3. Roll up cuffs of liner & close bag from outside 4. Place trash in large trash container outside 5. Be sure lid is shut tight 6. Wipe basket 7. Place clean liner in the basket 8. Make a deep fold in outside cuff of liner 9. Place wastebasket 10. Take contaminated trash to designated place	Direct contamination Skin irritation-handling and use of cleaning chemicals
DECISIONS	**CUES**	**ERRORS**

(TASK STATEMENT) Dispose of Contaminated Trash

SCIENCE	MATH – NUMBER SYSTEMS
Bacteriology-conditions affecting growth control of microorganisms Chemical disinfection Transmission of infectious disease Detergent action Dermatitis	Ratio and proportion-cleaner-disinfectant/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Reading 2. Viewing	1. Label directions 2. Trash	1. Terminology Comprehension 2. Visual analysis

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(TASK STATEMENT) Clean Refuse Containers

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Cleaner disinfectant solution Access to hot water spray Long handled brush Floor squeegee Rubber gloves Drain rack	1. Prepare cleaner disinfectant 2. Assemble supplies and equipment 3. Empty refuse container 4. Spray inside of container with hot water (160°) 5. Completely flood container 6. Scrub with brush if needed 7. Drain container 8. Repeat steps 4-8 9. Store upside down on racks 10. Air dry 11. Clean area with hose 12. Use floor squeegee to dry floor	Slips and falls-wet floor Burns-hot water Broken glass-cuts Skin irritation-use and handling of cleaner chemicals Direct contamination

DECISIONS	CUES	ERRORS
1. Determine if container should be scrubbed	1. Dried refuse, garbage	1. Unsanitary condition

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(TASK STATEMENT) Clean Refuse Containers

SCIENCE	MATH – NUMBER SYSTEMS
Bacteriology-conditions affecting growth Temperature-control of microorganisms Transmission of infectious disease-direct contact Effects of friction-water pressure scrub Detergent action Dermatitis Simple machine-squeegee	Measurement-temperature Ratio proportion-cleaner disinfectant/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Sensing 2. Seeing 3. Reading	1. Garbage odor 2. Clean refuse container 3. Label directions	1. Smell 2. Visual analysis Make judgment 3. Terminology Comprehension

Duty H Caring For Cleaning Equipment

1. Treat dust-mop (initials)
2. Retreat dust-mop
3. Disinfect equipment
4. Clean wet mop
5. Clean bucket and wringer
6. Clean wax applicator, soft brush, and sponge
7. Clean vacuum cleaner
8. Clean wet-dry vacuum
9. Clean single disc floor machine
10. Prepare cart for day's work

(TASK STATEMENT) Treat Dust Mop (Initial)

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
New dust mop head or newly laundered dust mop head Treatment board Treatment liquid-2oz. per foot of head Metal container	1. Assemble supplies and equipment 2. Place mop head on treatment board strands up 3. Pour treatment on strands 4. Roll mop head into ball 5. Store in a closed metal container for 48 hours before using 6. Wipe off treatment board and store	Fire hazard-treatment liquid Slipping-treatment film on floor Fume inhalation
DECISIONS	**CUES**	**ERRORS**
1. Determine amount of treatment to use	1. Size of mop head	1. Over treating-a film of treatment deposits on floor, causing slippery hazard - flooring softens from chemical attack Under treating - dry soil becomes air borne

(TASK STATEMENT) Treat Dust Mop (Initial)

SCIENCE	MATH – NUMBER SYSTEMS
Dust retention properties of treatment Principles of combustion Capillary action (absorption of treatment)	Measurement: liquid area time

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing 2. Reading	1. Absorption of treatment Treatment remaining on board 2. Label directions	1. Visual analysis Make judgment 2. Comprehension Terminology

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(TASK STATEMENT) Retreat Dust Mop

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Dust mop head Treatment board Spray treatment Dust mop hanger Dry tank vacuum Hose and attachments	1. Assemble supplies and equipment 2. Dry vacuum 3. Place mop head on treatment board, strands up 4. Part strands in the middle 5. Spray treatment into mop strands 6. Store mop head hanging downward overnight 7. Wipe off treatment board and store	Fire hazard-treatment spray Slipping-treatment film on floor Fume inhalation Aerosol can
DECISIONS	**CUES**	**ERRORS**
1. Determine amount of treatment to use	1. Size of dust mop head Non-damp appearance	1. Overtreating-a film of treatment deposits on floor, causing a slippery hazard Flooring softens from chemical attack Undertreating-dry soil becomes air borne

(TASK STATEMENT) Retreat Dust Mop

SCIENCE	MATH – NUMBER SYSTEMS
Dust retention properties of treatment Principles of combustion Evaporative action (penetration of treatment) Principle of suction Gravity	Measurement: time Estimation

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing	1. Adequate treatment of dust mop	1. Visual analysis Making judgments

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(TASK STATEMENT) Disinfect Equipment

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Disinfectant solution Detergent and water solution Pail for detergent solution Cloths Container Boiling water	1. Prepare cleaner and disinfectant solution 2. Assemble supplies and equipment 3. Damp dust 4. Wash surface with detergent solution to remove soil 5. Disinfect in one of the following ways: a. Cover items with boiling water for 30 minutes or b. Apply disinfectant to area (spray or solution) 7. Clean-up	Skin irritation - handling and use of cleaning chemicals Direct contamination Air contamination - dust particles Aerosol can Burns - boiling water

DECISIONS	CUES	ERRORS
1. Determine what disinfectant to use 2. Determine disinfectant method to use	1. Kind of bacteria, environment, cleanliness of area, time necessary to kill organism 2. Size of item or area Type of item	1. Ineffective job 2. Ineffective disinfection

(TASK STATEMENT) Disinfect Eulpment

SCIENCE	MATH – NUMBER SYSTEMS
Transmission of microorganisms Bacteriology conditions affecting growth control of microorganisms Chemical disinfection (agents and techniques) Detergent action Dermatitis	Measurement - time Ratio proportion - detergent/water disinfectant/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Seeing	1. Cleaning surface	1. Visual analysis Making judgments

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(TASK STATEMENT) Clean Wet Mops

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Cleaner disinfectant solution Bucket with wringer Wet mop Utility sink	1. Take to designated area 2. Rinse mops in hot water 3. Prepare cleaner disinfectant solution 4. Wash mops 5. Rinse mops under hot running water 6. Wring mops out 7. Straighten strands 8. Cut off loose and uneven strands 9. Hang mops to dry-mop head down 10. Clean-up 11. Fluff out mop head prior to reuse	Slips and falls-wet floor Skin irritation-handling and using chemical cleaners Facial and eye injury-mop handle Direct contamination

DECISIONS	CUES	ERRORS
1. Determine when to clean mop 2. Determine area where equipment should be cleaned	1. Standard-after each use 2. Supervisor designated Area away from clean area	1. Unsanitary, smelly mop 2. Spread of bacteria Redeposit dirt

(TASK STATEMENT) Clean-Wet Mops

SCIENCE	MATH – NUMBER SYSTEMS
Bacteriology-conditions affecting growth of bacteria Transmission of microorganisms-direct contact Chemical disinfection Gravity- (drying) Evaporation Capillary action-absorption Simple machine-lever Dermatitis Compression (wringer)	Ratio and proportion-cleaner disinfectant-water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing 2. Reading	1. Clean mop 2. Cleaning label	1. Visual analysis Make judgment 2. Comprehension Terminology

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(TASK STATEMENT) Clean Buckets and Wringers

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Buckets Wringers Cleaner disinfectant solution Gong or handled scrub brush	1. Bring equipment to designated cleaning area 2. Empty bucket or pail 3. Remove loose mop yarn, string, foreign matter which is snarled in wringer 4. Rinse bucket and wringer 5. Fill bucket with 2 gallons of water 6. Add cleaner disinfectant 7. Wash and scrub all surfaces with brush 8. Rinse with hot water 9. Wipe dry 10. Oil parts on wringer 11. Store wringer in "release" position in a dry place 12. Turn bucket upside down to dry	Skin irritation-handling and use of cleaning equipment Cuts and bruises-sharp edges Burns-hot water

DECISIONS	CUES	ERRORS
1. Determine if bucket is clean 2. Determine area where equipment should be cleaned	1. No sediment of cleaning materials remain 2. Supervisor's designation Area away from clean area	1. Inefficient cleaning 2. Spread of bacteria Redeposit dust and dirt

(TASK STATEMENT) Clean Buckets and Wringers

SCIENCE

Dermatitis
Transmission of microorganisms-direct contact
Bacteriology-conditions affecting growth control of microorganisms
Detergent action
Chemical disinfection
Evaporation
Capillary action (absorption)
Effects of friction
Action of a wringer
Simple machine-wringer, lever

MATH – NUMBER SYSTEMS

Ratio/proportion-cleaner disinfectant/water
Measurement: liquid

COMMUNICATIONS

PERFORMANCE MODES

1. Seeing
2. Reading

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EXAMPLES

1. Bucket and wringers-cleanliness
2. Label directions

SKILLS/CONCEPTS

1. Visual analysis
   Making judgments
2. Comprehension
   Terminology

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(TASK STATEMENT) Clean Wax Applicator, Soft Brush and Sponges

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Soap solution Clear water Wet mop Soft brush Sponges	1. Bring equipment and supplies to area 2. Prepare mild detergent solution 3. Rinse article thoroughly in clean tepid water 4. Place article in solution 5. Wash article 6. Rinse article in clean water 7. Cut off loose and uneven strands on mop 8. Hang & let dry	Skin irritation-handling and use of cleaning chemicals Direct contamination

DECISIONS	CUES	ERRORS
1. Determine if article is clean 2. Determine if article is dry 3. Determine area where article should be cleaned	1. Rinse water is clear 2. Feel 3. Area away from clean area Supervisor's designated area	1. Unsanitary cleaning equipment 2. If not dry, ideal condition for bacteria growth 3. Redeposit soil Spread of bacteria

(TASK STATEMENT) Clean Wax Applicator, Soft Brush, and Sponge

SCIENCE	MATH – NUMBER SYSTEMS
Transmission of microorganisms-direct contact Bacteriology-conditions affecting growth-bacterial action (spoilage of finish product) Chemical disinfection Detergent action Dermatitis Evaporation Capillary action (absorption) Gravity	Ratio/proportion-soap and water solution

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Touching	1. To determine if article is dry	1. Tactile analysis
2. Seeing/observing	2. To determine if water is clear	2. Visual analysis Making judgments
3. Reading	3. Label directions	3. Comprehension Terminology

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(TASK STATEMENT) Clean Vacuum Cleaner

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Newspaper Cloths Damp cloths Vacuum cleaner Disposable bags if needed Cleaner disinfectant solution	1. Disconnect machine from electrical outlet 2. Take to designated cleaning area 3. Spread newspaper on the floor and place vacuum cleaner on it 4. Remove and empty bag a. if disposable bag, throw out b. if cloth bag, empty on some newspaper, carefully roll up and dispose of 5. Replace bag 6. Dispose of newspaper 7. Wipe machine and cord with damp cloth 8. Monthly, clean with cleaner disinfectant	Electric shock Direct contamination Air contamination- dust particles Skin irritation-handling and use of cleaning chemicals

DECISIONS	CUES	ERRORS
1. Determine how often to clean vacuum cleaner 2. Determine area where machine should be cleaned	1. After every use-standard when bag is 1/3 to 1/2 full 2. Supervisor's designation Area away from clean area	1. Inefficient cleaning 2. Spread of bacteria Redeposit dust and dirt

(TASK STATEMENT) Clean Vacuum Cleaner

SCIENCE	MATH – NUMBER SYSTEMS
Transmission of microorganism-air-borne, direct contact Bacteriology-conditions affecting growth Dermatitis Principle of electricity (cord insulation)	Ratio and proportion-cleaner disinfectant/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing	1. Clean vacuum	1. Visual analysis Making judgments

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(TASK STATEMENT) Clean Wet/Dry Vacuum

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Wet dry vacuum Cleaner disinfectant solution Cloths	1. Disconnect machine 2. Bring equipment to designated area 3. Prepare cleaner disinfectant solution 4. Remove motor unit and run to dry out the unit 5. Empty vacuum after each use 6. Clean and oil casters 7. Wipe out machine with cleaner disinfectant 8. Dry thoroughly 9. Check automatic cut off mechanism 10. Flush hose for wet dry vacuum with clear water 11. Wipe and polish exterior of vacuum and cord 12. Clean attachments 13. Store machine with top removed 14. Monthly clean tank with disinfectant	Electric shock Skin irritation-reaction to cleaner disinfection Motor destruction-water in motor Air contamination-dust particles

DECISIONS	CUES	ERRORS
1. Determine when to clean wet dry vacuum 2. Determine if automatic cut off mechanism is working properly 3. Determine area where machine should be cleaned.	1. After each use 2. Mechanism will not move up and down freely Machine will not operate 3. Supervisor's designated area Area away from clean area	1. Unsanitary equipment in use 2. Water will damage motor 3. Spread of bacteria Redeposit of dust and dirt

(TASK STATEMENT) Clean Wet/Dry Vacuum

SCIENCE	MATH – NUMBER SYSTEMS
Transmission of microorganisms Bacteriology - conditions affecting growth control of micro-organisms Dermatitis Principles of electricity (water) Buoyancy (cut off mechanism) Chemical disinfection Detergent action Capillary action (absorption) Effects of friction (polishing)	Ratio /proportion-cleaner disinfectant/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing 2. Reading	1. Clean Wet-dry vacuum 2. Label directions	1. Making judgments Visual analysis 2. Comprehension Terminology

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(TASK STATEMENT) Clean Single Disc Floor Machine

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Single disc floor machine Cleaner disinfectant solution Warm water Hot water Cloths	1. Prepare cleaner disinfectant solution 2. Disconnect machine 3. Take equipment to designated cleaning area 4. Remove brushes or pads 5. Rinse brushes or pads in warm water 6. Agitate brushes or pads in cleaning solution 7. Rinse in hot water 8. Hang to dry 9. Check machine for loose screw, nuts or bolts 10. Wipe entire machine and cord with damp cloth with machine tilted back on wheel 11. Store machine in tilted position	Skin irritation-handling and use of cleaning chemicals Electrical shock

DECISIONS	CUES	ERRORS
1. Determine correct machine position for storage 2. Determine area where machine should be cleaned	1. Manufacturer's instructions Department regulations 2. Supervisor's designated areas Area away from clean area	1. Damage to brushes or pads 2. Spread of bacteria Redeposit dirt

(TASK STATEMENT) Clean Single Disc Floor Machine

SCIENCE	MATH – NUMBER SYSTEMS
Dermatitis Oscillating action-agitation in water Transmission of microorganisms Bacteriology-control of microorganisms Detergent action Chemical disinfection Evaporation (drying) Gravity	Ratio/proportion-cleaner disinfectant/water

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing 2. Reading	1. Clean floor machine 2. Label directions	1. Visual analysis Making judgements 2. Comprehension Terminology

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(TASK STATEMENT) Prepare Cart For Day's Work

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Housekeeping cart Disposable paper supplies Cleaning supplies Equipment (broom, vacuum cleaner, pails, mops, etc.) Bed linens Bath linens Trash receptacle Metal container	1. Prepare cart at end of day for next day's work 2. Check equipment for cleanliness 3. Replenish depleted supplies in cart 4. Arrange supplies in designated places 5. Place most frequently used items near front 6. Stack linen in complete sets or in like groups 7. Push cart to assigned area	Skin irritation-handling and use of cleaning chemicals Fire-improper storage of treated dusting equipment

DECISIONS	CUES	ERRORS
1. Determine needed supplies	1. Tasks to be performed	1. Task performed with incorrect supplies Extra trip to supply area
2. Determine needed equipment	2. Tasks to be performed	2. Task performed with incorrect equipment Extra trip to supply area
3. Determine number of linen sets required	3. Number of rooms to be cleaned	3. Extra trip to supply area

(TASK STATEMENT) Prepare Cart for Day's Work

SCIENCE	MATH – NUMBER SYSTEMS
Motion and time economy Bacteriology-conditions affecting growth control of microorganisms Principles of combustion	Counting-supplies needed

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Reading 2. Viewing	1. Morning report 2. Correct numbers of supplies	1. Word recognition Comprehension 2. Visual analysis Making judgments

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Duty I Controlling Pests

1 Report rodent and insect sighting
2 Control insects
3 Control rodents

(TASK STATEMENT) Report Rodent and Insect Sighting

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Paper Pencil	1. Observe insect or rodent activity (ex. droppings, gnawings) 2. Tell supervisor or submit written report	None

DECISIONS	CUES	ERRORS
1. Determine need for report	1. Droppings, sight, gnawings	1. Unsanitary conditions

(TASK STATEMENT) Report Rodent and Insect Sighting

SCIENCE	MATH – NUMBER SYSTEMS
Insect identification Rodents identification Transmission of infectious disease Bacteriology-conditions affecting growth of bacteria .	

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Seeing 2. Writing	1. Rodents, insects 2. Report	1. Make judgment Visual analysis 2. Memo format, reports

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(TASK STATEMENT) Control Insects

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Insect spray Insect powder	1. Identify insects 2. Remove all food and waste materials 3. Dust or spray area 4. Repeat as needed	Poisons Fume inhalation Aerosol can Direct contamination

DECISIONS	CUES	ERRORS
1. Determine what insect spray or powder to use 2. Determine if job is finished	1. Type of insect Area where insects were sighted 2. Insects sighted after treatment	1. Insects not killed 2. Inefficient job

(TASK STATEMENT) Control Insects

SCIENCE	MATH – NUMBER SYSTEMS
Poisons Insect identification Transmission of infectious disease-air-borne & direct contact Bacteriology-conditions affecting growth of bacteria	

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing	1. Dead insects	1. Visual analysis Make judgments

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(TASK STATEMENT) Control Rodents

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Traps Poisons Rodent resistant material to close opening	1. Identify rodents (type and size) 2. Close all openings 3. Place poisons 4. Set traps, if needed 5. Repeat as needed	Poisons Pinched fingers-setting traps

DECISIONS	CUES	ERRORS
1. Determine whether to use traps or poisons 2. Determine what size rodent is	1. Area where rodents are found 2. Size of droppings	1. Poisons do not kill immediately-animal could die anywhere 2. Wrong method of killing

(TASK STATEMENT) Control Rodents

SCIENCE	MATH – NUMBER SYSTEMS
Poisons Rodent indentification Transmission of infectious disease-air-borne and direct contact	

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Viewing 2. Listening	1. Sprung traps, dead rodents 2. Sounds of rodents/traps	1. Visual anlaysis 2. Make judgment

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Duty J Maintaining Records

1 Complete room report sheet
2 Inventory housekeeping supplies and equipment
3 Submit supply and material requisition to supervisor

(TASK STATEMENT) Complete Room Report Sheet

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Room report sheet Pen	1. List occupied and vacant rooms in assigned area 2. Indicate the status of the room 3. Indicate the condition the room was found with a symbol 4. Comment or note on anything damaged, needed, or missing in room 5. Turn in room report sheet at the end of each day	

DECISIONS	CUES	ERRORS

(TASK STATEMENT) Complete Room Report Sheet

SCIENCE	MATH – NUMBER SYSTEMS
	Uses of number: coding

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Reading	1. Room report sheet	1. Terminology Comprehension
2. Writing	2. Room report	2. Recognition of symbols, codes, and emblems
3. Viewing	3. Condition of room	3. Visual analysis Make judgment

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(TASK STATEMENT) Inventory Housekeeping Supplies and Equipment

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Inventory sheet Pencil Ladder	1. Read inventory sheet 2. Count items to be inventoried 3. Check inventory list for comparison 4. If quantity is low, consumption high, reorder 5. If high loss is obvious, report to supervisor	Ladder-falls Falling objects

DECISIONS	CUES	ERRORS
1. Determine frequency of inventory	1. Loss rate increase Establishment standards	1. Higher loss rate Needed products unavailable

(TASK STATEMENT) Inventory Housekeeping Supplies and Equipment

SCIENCE	MATH – NUMBER SYSTEMS
	Use of numbers-counting Fundamental operations-adding, subtraction

COMMUNICATIONS

PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Reading 2. Writing 3. Viewing	1. Inventory sheet 2. Inventory sheet 3. Items inventoried	1. Informational reports 2. Informational reports 3. Visual analysis Make judgment

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(TASK STATEMENT) Submit Supply and Material Requisition to Supervisor

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	STEPS	SAFETY – HAZARD
Purchase requisition form Pen Inventory list Catalogs, brochures, etc.	1. Check inventory of supplies 2. Check catalogs, etc. for information 3. State product or item required 4. Give clear description of product or item 5. State how much of product or how many items are required 6. State when product or item will be required 7. State or indicate the location where it it to be delivered 8. Give form to supervisor	Paper cuts

DECISIONS	CUES	ERRORS
1. Select brand, company, etc. 2. Determine amount of product or item needed 3. Determine date product or item is needed 4. Determine location of delivery	1. Standard of establishment Cost and budget allotment 2. Size of establishment Inventory Storage space available Time of year 3. Delivery time Projected amount of business 4. Business policy	1. Overspending 2. Oversupply - no storage 3. Supply depleted 4. Incorrect delivery

(TASK STATEMENT) Submit Supply and Material Requisitions to Supervisor.

SCIENCE

MATH – NUMBER SYSTEMS

Use of numbers: ordering
coding

Fundamental operations: addition
multiplication

Measurement: time
weight
liquid
dry

COMMUNICATIONS

PERFORMANCE MODES

1. Reading
2. Writing
3. Viewing

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EXAMPLES

1. Catalogs, etc.
2. Purchase requisition form
3. Catalogs, etc.

SKILLS/CONCEPTS

1. Comprehension
   Terminology
2. Description
   Spelling
3. Recognition of symbols & codes

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Appendix A Clean Guest Room

1. Prepare cart for day's work
2. Enter guest room
3. Complete preliminary room check
4. Open windows
5. Straighten room furnishings and guest supplies
6. Clean ashtray
7. Strip bed
8. Clean bathroom
9. Empty and dispose of trash
10. Make guest bed
11. Dust furniture
12. Vacuum carpet
13. Complete final room check
14. Complete room report sheet
15. Leave room

Appendix B Clean Discharge Unit

1 Prepare cleaning supplies
2 Assemble supplies and equipment
3 Strip bed
4 Damp dust

bedside cabinet	patient's closet
overbed table	telephone
furniture	walls
footstool	air conditioning unit
windows and sills	vents
radiator	doors

5 Wash and dry.

sink	sanitary napkin receptacle
toilet	ceramic tile
ashtray	partition
shower and tub	wastebaskets
mirror	patient's bed and mattress
paper towel	all pipes
toilet paper dispenser	

6 Dust mop
7 Wet mop floors
8 Dispose of trash, replace liner
9 Make up bed
10 Replenish needed supplies
11 Clean-up

Appendix C

Clean Occupied Unit

1. Prepare cleaning supplies
2. Assemble supplies and equipment
3. Clean occupied bed
4. Damp dust
   - bedside cabinet
   - overbed table
   - furniture
   - footstool
   - window sills
   - telephone
   - walls, as required
   - window, air condition units
   - vents
5. Wash and dry
   - sink
   - toilet
   - shower or tub
   - ashtray
   - mirror
   - wastebaskets
   - toilet paper dispenser
   - paper towel dispenser
   - ceramic tile walls and partitions
6. Dust mop floor
7. Wet mop and rinse
   - patient unit floor
   - bathroom floor
8. Dispose of trash
9. Insert fresh liners
10. Check for needed supplies
11. Clean-up