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CURRICULUM MANUAL FOR THE ESTHETICIAN COURSE
AT FULLERTON COLLEGE

A Project
Presented to the
Faculty of
California State University
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Career and Technical Education

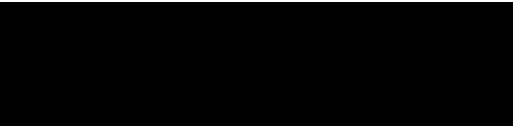
by
Rosa Maria Molina
September 2004

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Approved by:



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5/21/04
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ABSTRACT

According to data provided by the California Bureau of Barbering and Cosmetology, the number of licensed Estheticians increased from 12,840 in July 1995 to 18,388 by March 2001 an increase of about 43 percent growth in six years. Between 1999 and 2001, the beauty industry rose from five billion to eleven billion dollars in revenue and is expected to reach fourteen billion dollars in 2002 (Tool, 2003). The increased growth of licensed estheticians and amount of money generated has skyrocketed and will continue to grow; it is no wonder why curricula and the State requirements have not had a chance to keep up with the needs and trends for preparing the esthetician student.

A need to establish standards and upgrade the esthetics curricula is vital. The purpose of this thesis was to develop a core curriculum to be use at Fullerton College in the State of California. Establishing standards would allow every student to have quality training that is consistent and to develop skills that will ensure meeting entry-level requirements in the job market.

ACKNOWLEDGMENTS

I would like to express my sincere appreciation to my professor Dr. Joe Scarcella, for his perseverance and insight and a very special thanks to Tim Thelander who read my manuscript and provided important feedback and ideas. I would also like to thank the many educators, schools, and students that have contributed to my growth as a professional and an educator.

DEDICATION

This work is dedicated to a few very important people in my life. To My husband Ivan who has supported and encouraged me in every endeavor undertaken and allows me the time and space to complete my life long dreams. To my daughter Jessica, and my parents who have been a constant source of joy and inspiration in my life. I give special thanks to my friend Connie, who undertook this project with me and supported me each step of the way. Thank you all, I could never have done this without your support.

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CHAPTER ONE

BACKGROUND

Introduction

The contents of Chapter One present an overview of the project. The contexts of the problem are discussed followed by the purpose, significance of the project, and assumptions. Next, the limitations and delimitations that apply to the project are reviewed. Finally, definitions of terms are presented.

Context of the Problem

The context of the problem was to address the need to update and strengthen the curriculum in Esthetics at Fullerton College. This curriculum must not only meet the state requirements for licensure, it must also be kept current so that industry needs are addressed. Although our graduates may pass the state examinations and receive their license, they are left at a disadvantage. The Bureau of Barbering and Cosmetology has not made any significant changes in their testing methods or requirements for preparing our future workforce even though the esthetics profession has changed considerably. This lack of change has ill-prepared our students for the demands required in today's job market. The Board of Barbering and Cosmetology

underwent a sunset review (deregulation) in 1996, and in July 1997 the Legislature and Governor of California agreed that licensure of this industry should be managed by The Department of Consumer Affairs [DCA] (Consumer affairs, 1997). The result was the disintegration of all that the beauty industry has strived to attain, to elevate the standards of instruction and services.

Purpose of the Project

The purpose of the project was to develop a standardized 600-hour core curriculum for the esthetician program at Fullerton College. This curriculum consists of two Esthetic courses. It provides explicit information related to theoretical information and operational procedures essential for entry-level job placement and licensure in the State of California. Sample projects have been created for the instructor to incorporate in their esthetics presentation that will engage the student in making connections between knowledge and its applications.

Significance of the Project

The rapidly growing field of Esthetics needs a standardized core curriculum which will facilitate student learning, prepare them for licensure, and help them develop life long skills and abilities to meet the

competitive job market today. Instructors that teach esthetics are usually cosmetology instructors with basic skills in esthetics. This curriculum will provide a blueprint for the esthetics instructor to work from. It will incorporate cognitive, psychomotor and affective domain instruction that will enable students to develop high performance skills needed to succeed in the high performance workplace (SCANS, 1991).

Assumptions

The following assumptions were made regarding the project:

1. It is assumed that a standardized core curriculum is needed to prepare the student for licensure and the instructor for program delivery.
2. It is also assumed that this curriculum may be used throughout the State of California to help standardize the format in which we prepare our esthetics students.
3. Foremost, it is assumed that the Board of Barbering and Cosmetology may use this curriculum to upgrade their licensure

requirements that is desperately needed to meet current industry growth and demands.

Limitations and Delimitations

During the development of the project, a number of limitations and delimitations were noted. These limitations and delimitations are presented in the next section.

Limitations

The following limitations apply to the project:

1. The Esthetics curriculum guideline was developed to meet the requirements of the California Bureau of Barbering and Cosmetology for esthetics licensure and a successful career as an esthetician.
2. It will provide a guide for the instructor to help incorporate advanced subjects into the curriculum.

Delimitations

The following delimitations apply to the project:

1. Any program that is currently teaching esthetics may utilize this resource book.
2. Any instructor teaching or planning to teach esthetics may utilize this resource book.

Definition of Terms

The following terms are defined as they apply to the project.

Affective Domain - deals with attitudes, values, feelings, and emotions (Bott, 1995).

Barbering and Cosmetology Act (ACT) - regulates the practice of barbering, cosmetology and electrolysis, it also regulates the specialty branches within the practice of cosmetology of skin care and nail care (Consumer Affairs, 2001a).

Barbering and Cosmetology Legislative Alliance (BCLA) - is a coalition of consumers, barbers, cosmetologists, electrologist, estheticians, manicurist's distributors, manufacturers, salon owners, public health officials, and public and private educators (Barbering and Cosmetology Legislative Alliance (BCLA), 1997).

Bureau of Barbering and Cosmetology - composed of board members and state examiners that prepare and conduct examinations, grant licenses, inspect and regulates schools and salons to see that certain physical standards are met, investigate consumer complaints, and conduct hearings (Milady's, 2003).

Board of Barbering and Cosmetology - is a consumer-oriented agency that serves as the principal body to maintain high education, health, and safety standards for the barbering and cosmetology professions. The board sets standards for basic education, licensing, and maintaining client protection (BCLA, 1997).

Cognitive Domain - deals with knowledge and intellectual learning (Bott, 1995).

Cosmetology Performance Criteria - is a tool that should be used as a guide to establish standards for the State examination process (Consumer Affairs, 2002).

Curriculum - the sum of the learning activities and experiences that a student has under the auspices or direction of the school (Finch & Crunkilton, 1979).

Curriculum Development - a process involving a group of teachers writing objectives for use in their course and, perhaps other teacher's courses (Finch & Crunkilton, 1979).

Cosmetology - the art and science of beautifying and improving the skin, nails, and hair and the study of cosmetics and their applications (Milady's, 2003).

Department of Consumer Affairs - Governing agency that oversees licensing programs to ensure that they are

consistent with consumer protection (Consumer Affairs, 2002).

Environmental Protection Agency (EPA) - The mission of the U.S. Environmental Protection Agency is to protect human health and to safeguard the natural environment--air, water, and land--upon which life depends (U.S. Environmental Protection Agency, 2002).

Esthetician AKA: Cosmetician, Skin Care Therapist, Skin Care Specialist, Aesthetician - is the person who is devoted to, or professionally occupied with, the health and beauty of the skin (Milady's, 2003).

Esthetician License - renewable every two (2) years. Each license expires two (2) years from the month that the license was originally issued (Consumer Affairs, 2002b).

Food and Drug administration (FDA) - Regulates cosmetic labeling (Milady's, 2003).

People Skills System (CARE) - developed by Pivot Point International uses the four basic personality styles to understand themselves, clients, and coworkers and communicate with them (Wright, 2002).

Psychomotor Domain - deals with physical skills such as typing (Bott, 1995).

Rules and Regulation - The Business and Professional Code Section 7301 - 7315 regulating the California barbering, cosmetology, electrolysis, and specialty branches within the practice of cosmetology, of skin care, and nail care (Consumer Affairs, 2001b).

Secretary's Commission on Achieving Necessary Skills.

(SKANS) - A commission appointed by the Secretary of Labor to determine the skills young people need to succeed in the world of work (U.S Department of Labor Employment & Training Administration, 2004).

Sunset Law (Review) - acts to eliminate or dissolve the Board and its members as the governing body of the Barbering and Cosmetology programs (Consumer Affairs, 1997).

Organization of the Thesis

The thesis portion of the project was divided into four chapters. Chapter one provides an introduction to the context of the problem, purpose of the project, and significance of the project, limitations and delimitations and definitions of terms. Chapter Two consists of a review of relevant literature. Chapter Three documents the steps used in developing the project. Chapter four presents conclusions and recommendations drawn from the development

of the project. Project references follow Chapter Four. Finally, the Appendix consists of the project: Appendix consists of 9 sections. Section 1 contains the introduction to the resource book. Section 2 contains the purpose and goals. Section 3 defines Esthetics. Section 4 contains standards. Section 5 contains job availability and labor market needs. Section 6 contains the Curriculum for the 41F esthetician program at Fullerton College. Section 7 contains the Curriculum for the 42F esthetician program at Fullerton College. Section 8 contains the sample daily planner assignment. Section 9 contains the sample esthetics course calendar.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

Chapter Two consists of a discussion of the relevant literature. Specifically, defining esthetics and job market availability. A brief history in the world of skin care, the skills, and educational level that is required of an esthetician in today's competitive job market. It also addresses reasons why students choose this career.

Esthetics Defined

Esthetics originates from the Greek word *aesthetikos* (meaning "perceptible to the senses"); it is a branch of anatomical science that deals with the overall health and well being of the skin (Gerson, 2003). It is based on civilizations' endeavors to maintain health and ward off disease through the practice of cleanliness and a healthy life style (Milady's 2003). Esthetics has evolved from a minor role in the beauty industry such as selling cosmetics door to door to a variety of specialized service. An Esthetician is known by many names an aesthetician, a cosmetician, skin care specialist, or skin care therapist. "It may represent a person who has chosen to work in a salon, spa setting or in the medical field

depending on their level of education on the subject" (Loma Linda University, 2000, p. 1). Basically, "The esthetician is a person devoted to, or professionally occupied with, the health and beauty of the skin" (Gerson, 2003). Esthetics is a subdivision of the cosmetology industry requiring in-depth skin care training and a separate license in the State of California.

Standards

The requirements for skin care therapist licensure are vastly diverse within the 50 states. Some do not separate licensure; a cosmetology license is all that may be required without extra training in skin care. Other States not only require the basic skin care training and licensure but also require a master license and continuing education for renewal of such licenses. Required hours of training within the 50 states vary from zero to 1200 hours (National Accrediting Commission of Cosmetology Arts and Sciences (NACCAS), 2004)..

Schools preparing students for licensure in California must use standards that are established by the Department of Consumer Affairs/Board of Barbering and Cosmetology. It establishes basic skills requirement for the purpose of licensure, and regulates health and safety

issues in approved barber, cosmetology, and electrology schools and salons (State of California Department of Consumer Affairs, 2001). In order to meet the demands of the esthetics industry, these standards must be updated on a regular basis. "In our industry, information is crucial you have to be up on the newest advances, and learn what has become obsolete," said Jean Jacques Legrand, M.D. publisher of Les Nouvelles Esthetiques magazine (NACAS, 2004).

The Board of Barbering and Cosmetology underwent a sunset review (deregulation) in 1996, and in July 1997 the Legislature and Governor of California agreed that licensure of this industry should be managed by The Department of Consumer Affairs [DCA] (Consumer affairs, 1997). According to the Barbering and Cosmetology Legislative Alliance, the DCA recommended what was nothing less than a total abandonment of high consumer and professional standards for the beauty industry; the elimination of licensing of school instructors and service establishments, the elimination of routine inspections for services and sanitation, the elimination of education and training requirements, and the elimination of practical test that demonstrates hands-on skills. The DCA is, ironically, making recommendations contrary to the best

interests of California's consumers. The result was the disintegration of all that the beauty industry has strived to attain, to elevate the standards of instruction and services. This unrest has created confusion and a loss of continuity in the educational process in the beauty industry.

On January 1, 2003, Senate Bill 142 (Polanco, chapter 1148, Statutes of 2002) reinstated the Board of Barbering and Cosmetology. It is hoped that the new board will generate changes in the requirements for licensure in the cosmetology industry, changes such as eliminating antiquated procedural requirements for the purpose of licensure, update curriculum standards, and elevate the industry by reinstating the licensure requirements for the educators of this industry.

Labor Market Need or Job Availability

A visible resurgence in the awareness of "the wholeness of being" concept is overtaking all fields of personal care. Empowering our student with a strong building block of education strengthens the Esthetician decision-making to choose the right career paths. These career choices are highly influenced by many factors of growth in the industry. Some of the primary forces driving

occupational growth can be attributed to increases in maturing baby boomers seeking skin care services to forestall or hide the aging process; a growing population with increasing incomes; increased public awareness of sun-damaged skin has motivated more people to seek expert advice in protecting or repairing their skin and advances in medical science and technology, such as chemical peels and micro-dermabrasion, are giving Estheticians more products and tools to improve the appearance of damaged or aging skin.

Over the last 10 years the Beauty Industry has grown significantly. The current Occupational Outlook Handbook (Bureau of Labor Statistics) shows that barbers, cosmetologists, and other personal appearance workers held 790,000 jobs in 2000. Nine out of 10 jobs were for barbers, hairdressers, hairstylists, and cosmetologists. Of the remaining jobs, manicurists and pedicurists held about 40,000, skin care specialists about 21,000, and shampooers about 20,000. The Bureau also reports that eighteen of the 20 fastest growing occupations within the next decade require vocational-technical education.

The following information is from the Orange County occupational projections produced by Employment Development's Labor Market Information Division and

applies to the occupational group Hairdressers, Hairstylists, and Cosmetologists that includes Estheticians.

- a. Estimated number of workers in 1998: 25,500
- b. Estimated number of workers in 2008: 28,500
- c. Projected Growth 1998-2008: 11.8 %
- d. Estimated openings due to separations by 2008: 6,900.

These figures do not include self-employment (Bureau of Labor Statistics, 2001).

According to data provided by the Bureau of Barbering and Cosmetology, the number of licensed Estheticians increased from 12,840 in July 1995 to 18,388 by March 2001 an increase of about 43 percent growth in six years (Consumer Affairs, 2001).

Skin Care Specialists 2001 Wages

Beginning employment for Estheticians will typically be working for a salon or spa as salaried employees until they build a client base and set themselves up for self-employment by renting space in a salon or spa. The wages below primarily reflect the wages of new entrants to the profession and not the earnings of experienced professionals, and nor do they include self-employed individuals.

Hourly wages generally range from \$7.18 to \$16.36
Average hourly wage \$13.03
Average annual wage \$27,113.00

(California Employment Development Department, 2002).

The Esthetician's work setting will dictate the hours of work. Many salons and spas are open six days a week and during evening hours to accommodate customers. Paramedical Estheticians maintain a Monday through Friday schedule. Self-employed Estheticians set their own schedules. Full-time salaried Estheticians may receive paid vacation, medical, and dental benefits. For those not covered by employer-paid benefits, there are professional associations, which offer group health benefits for an additional fee. Many self-employed Estheticians operate out of their own home, or they could rent space in a salon. Other Estheticians may own a salon or day spa where they rent space to other beauty service specialists (California Employment Development Department, 2002).

Esthetician's skills, knowledge, and abilities could lead to jobs such as product trainer, demonstrators, or sales representatives for distributors or manufacturers of skin care products. Estheticians who enjoy the instructing aspects of their job could pursue teaching as a licensed instructor at a college offering cosmetology and esthetic

coursework. Estheticians may become make-up artists for movies, television, and theaters. Estheticians interested in working in a medical setting are increasingly working with plastic surgeons and dermatologists as self-employees or as paramedical estheticians. Income and employment choices are boundless for the students choosing esthetics as a career it is dependant on how much time, and effort the esthetician is willing to invest on his or her career.

Advisory Committee

The Advisory Council/Curriculum Committee generally comprises of school owners, directors, educators, graduates, and employers of graduates, representatives of trade organizations, regulatory agencies, or other industry professionals. The purpose of the committee is to help identify and assign priority to subject matter and skills that need to be taught; to help assign relative importance to subject matter; to bring their own experience, education, and additional resources; to aid in outcomes assessment and developing plans for improvement (Barnes, 2001).

To keep current and meet the fast paced growth in the beauty industry the Fullerton College Cosmetology Department faculty has sought advice from professionals in

our industry. We meet on a regular basis with our advisory committee. It is made up of industry professionals and salon owners in our local area. We are confident that this group of individuals helps us bridge the gap between the requirements of our California licensing Bureau, and the beauty industry in general. They have significantly contributed to our curriculum development. The following is a summary of the 2002 and 2003 Advisory Committee meetings addressing Employment Skills that they look for when hiring new employees:

- a. People skills;
- b. Professionalism;
- c. Intra-personal development;
- d. Self-motivated;
- e. Continue to develop their skills;
- f. Industry Savvy: new trends - business, styles, products;
- g. Good communication skills;
- h. Greeting clients;
- i. Work well with others;
- j. Maintaining and attracting new clientele;
- k. Cross-reference in a salon with other services provided; and
- l. Record keeping (Wilson, 2002, 2003).

Certification, Licensure and Educational Requirements

As indicated by the 2002 copy of the Barbering and Cosmetology Act of California, to qualify for the State of California examination in esthetics the student must be at least 17 years of age when applying for the state board examination, have completed a 600 hour board certified program of instruction or its equivalence, have had completed the 10th grade or its equivalence of education, must apply for examination with the California Board of Barbering and Cosmetology, paying an application fee of \$40.00, and must pass the practical and written portions of the state examination with an overall average of 75% (Consumer Affairs, 2001a).

The Fullerton College Esthetics Program consists of two-ten-unit credit hour course work that may be applied towards college degree credit. To qualify for a certificate of completion in Esthetics at Fullerton College the student must have completed the 10th grade or its equivalence, successfully complete our 600-clock hour program of instruction with a "C" grade or better average.

Basic Skills

According to the Barbering and Cosmetology Rules and Regulations of California the student of esthetics will

develop and be proficient in basic skills that include skin analysis, selecting products by ingredients, apply massage techniques applicable to the skin type an/or conditions, use appropriate electrical modalities when applicable, distinguish disorders and diseases of the skin, practice health and safety standards, safely use salon chemical peels, remove hair with the use of tweezers wax or depilatories and apply makeup (Consumer Affairs, 2001b).

Curriculum Development

Curriculum may be defined as the sum of the learning activities and experiences that a student has under the auspices or direction of the school (Finch & Crunkilton, 1993), but when developing a curriculum one must remember that "there are two types of education that may be referred to as education for life and education for earning a living" (Finch & Crunkilton, 1993).

The Board of Barbering and Cosmetology recommends that the esthetics student be able to read and write at a tenth grade level and that schools provide training in the area of communication skills that includes professional ethics, salesmanship, decorum, record keeping, and client service record cards (Consumer Affairs, 2001a). It is not

enough to have the curriculum include courses and experiences that are exclusively related to vocational education (Finch & Crunkilton, 1993). Curriculum should focus on developing the whole person. It is highly advantageous to these students to have or to develop some basic skills and understanding in math, science, communication, teamwork, and people skills. Health and Safety/Hazardous Substances, such as protection and prevention from hazardous chemicals, health and safety laws and agencies, ergonomics, and communicable disease were included in the guideline to meet the standards required by The California Occupational Safety and Health Association (Cal/OSHA, 1999).

Summary

Those who prepare youth for careers in the traditional "trades" need fresh tools to meet new demands of business and industry (Roberts, 1996). It is up to educators to establish performance outcomes in academic and vocational/technical competencies (Finch & Crunkilton, 1993). Curriculum development should take into consideration the constant changes in this industry, keep current, meet the State mandates, and consider focusing on developing the whole person, education for life and

education for earning a living. With the fast paced growth in this industry it is Fullerton College Cosmetology Departments' goal not only to prepare the student for licensure in the State of California but also to prepare the student for a job and a career that he or she may be proud of.

CHAPTER THREE

METHODOLOGY

Introduction

Chapter Three documents the steps used in developing the project. Specifically, the population served was discussed. Next, the curriculum development process including curriculum structure and content validation was presented. The chapter concludes with a summary.

Population Served

The curriculum was developed for the Esthetics students 16 through adult at Fullerton College. The core curriculum is appropriate for use in any esthetics program in California since it was developed in accordance with the guidelines set forth by the Board of Barbering and Cosmetology of California, the Full Time Faculty of Fullerton College, and the Fullerton College Cosmetology Department Advisory Committee.

Curriculum Development

The next section of the project provides an overview of the curriculum development process. Specifically, the curriculum structure and content validation process are reviewed.

Curriculum Resources and Content Validation

The content of this program was completed according to the State of California Board of Barbering and Cosmetology guidelines, the Secretary's Commission on Achieving Necessary Skills (SCANS), the wishes of Fullerton College Cosmetology Department Advisory Committee and the Fullerton College Cosmetology Staff. The committee and the Cosmetology staff at Fullerton College meet annually to discuss industry trends, and guidelines for the program.

Curriculum Design

This core curriculum guideline was developed in accordance to the State of California Board of Barbering and Cosmetology guidelines, the Secretary's Commission on Achieving Necessary Skills (SCANS), the Cosmetology Department fulltime staff at Fullerton College and the Fullerton College Cosmetology Department Advisory Committee who identified industry needs. As stated in chapters one and two, the need for highly trained estheticians and instructors of esthetics has been recognized and the need to update the guidelines set forth by the Board of Barbering and Cosmetology has been identified. Through careful evaluation of the current college curriculum and the direction of our advisory

committee the full time staff identified the areas of basic skills required for an esthetician to meet entry-level job placement and licensure in the State of California. The curriculum for students enrolled in the Fullerton College skin care course shall consist of six hundred (600) clock-hours of technical instruction and practical operations covering practices of an esthetician, pursuant to section 7316 of the Barbering and Cosmetology Act January 2001. There are no pre-requisites courses for the introductory Esthetician 41F course but does require a 10th grade education or equivalency. To enroll in the advanced study of skin care, Esthetician 42F a student must successfully complete 41F with a grade of "C" or better and have a 10th grade education or equivalency.

Course Content

This course content was created in order to meet the licensure mandates established by the State of California, to incorporate the current Milady Standard Esthetician Textbook, the suggestions from the Secretary's Commission on Achieving Necessary Skills, the recommendations of our Advisory Committee, and the high standards set by the Fullerton College Cosmetology Department. The following reflects the Curriculum requirements mandated by the Board

of Barbering and Cosmetology California Code of Rules and Regulations.

950.3 Curriculum for Skin Care Course

- (a) The curriculum for students enrolled in a skin care course shall consist of six hundred (600) clock hours of technical instruction and practical operations covering all practices of an esthetician, pursuant to Section 731 of the Barbering and Cosmetology Act.
- (b) For the purpose of this section, technical instruction shall mean instruction by demonstration, lecture, classroom participation, or examination; practical operation shall mean the actual performance by the student of a complete service on another person. Such technical instruction and practical operations shall include:
- (c) The board recommends that schools provide training in the area of communication skills that includes professional ethics, salesmanship, decorum, record keeping, and client service record cards.
- (d) No credit of any type shall be given for time spent in laundering towels or in washing or scrubbing floors, walls, woodwork, toilets, or windows.

NOTE: Authority cited: Sections 7312, 7362, and 7364, Business and Professions Code. Reference: Sections 7316 (c) (1), 7324(d) (1), 7362, 7364, and 7389, Business and Professions Code. (Consumer Affairs, 2001b)

Text

The Board of Barbering and Cosmetology and the Cosmetology staff from Fullerton College recommend the following textbooks to facilitate instruction the esthetician courses at Fullerton College.

- Current editions: Milady's Standard Fundamentals for Estheticians Textbook and Workbook.
- Current edition: Milady's Skin Care and Cosmetic Ingredients Dictionary by Michalun.
- Current edition: State Exam Review Book for Estheticians by Joel Gerson.
- Current copies: The Cosmetology Performance Criteria, The California Cosmetology Act and The Rules and Regulations.
- Current copy: Fullerton College Student learning Agreement developed by the Fullerton College Cosmetology fulltime staff.

Summary

The steps used to develop this project were outlined. The target populations for this course are Esthetics students 16 through adult at Fullerton College. The curriculum development process including curriculum structure and content was presented. Upon completion, this curriculum guideline is appropriate for use in any esthetics program in California since it was developed in accordance with the guidelines set forth by the Board of Barbering and Cosmetology of California, SCANS, the Full

Time Faculty of Fullerton College, and the Fullerton
College Cosmetology Department Advisory Committee.

CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

Introduction

Included in Chapter Four was a presentation of the conclusions gleaned as a result of completing the project. Further, the recommendations extracted from the project are presented. Lastly, the Chapter concludes with a summary

Conclusions

The conclusions extracted from the project follows.

1. Based on the literature review, the employer survey, and the recommendations of the advisory committee, the current curriculum for the esthetician program at Fullerton College, the development and upgrading of a current guideline was necessary.
2. Current programs can be limited by the lack of training in the instructors in the specialized field of esthetics.

Recommendations

The recommendations resulting from the project follows.

1. To improve quality of the course, the curriculum should be reviewed and updated annually to ensure current methods, technology, and information is used.
2. To ensure quality instruction in the esthetician programs, it is strongly recommended that an esthetician instructor or a cosmetology instructor upgrade his/her skills to meet the demands that are required of this ever-changing field.
3. Recommendations from the esthetics industry and advisory committee should be included in the modification of the course content, facilities and equipment.

Summary

Chapter Four reviewed the conclusions extracted from the project. They were determined from the review of literature, employer survey, and opinions of the advisory committee. Lastly, the recommendations derived from the project were presented.

APPENDIX
ESTHETICIAN CURRICULUM

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**A Resource Handbook to Address Changes in the
Esthetician Industry at Fullerton College**



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Section One

Introduction

Within the past decade, the Esthetics industry has undergone a drastic series of changes. These changes are due to the economy, a generation of baby boomers refusing to grow older, new technology, and marketing efforts focusing on integrating beauty, health and wellness. Given the changes in this industry, the edification of the esthetician student demands new approaches and direction in instructional and learning methods. The rapidly growing field of Esthetics needs a standardized core curriculum which will facilitate student learning, prepare them for licensure, and help them develop life long skills and abilities to meet the competitive job market. No other industry has a constant demand for qualified, creative, well-trained graduates.

The following handbook is one that is close to my heart; it will always remain a work in progress because technology improves and issues change on a daily basis. With this in mind it is the educators responsibility to keep abreast of these changes. Information was referenced through such sources as journals, books, several Internet web pages, professional Association, personal communications, and panel discussions. This handbook was designed as a tool to be used to ensure classroom excellence and to introduce updated material to meet some of the changes in today's market. It will provide a blueprint for the esthetics instructor to work from.

A sample of an assignment with the grading criteria form for this assignment and my day class calendar for the 41F Esthetician course at Fullerton College has been included. It has been created for the instructor to incorporate in their esthetics presentation that will engage the student in making connections between knowledge and its applications.

My calendar for the 41F and 42F courses meets the State Board of California course requirements. I do however include extra learning projects, topics, and field trips that will ultimately enhance the learning process. The

Fullerton college esthetics day and evening programs will require four instructors. This calendar is especially helpful for the esthetics instructors in our department, it will help maintain consistency and direction in both programs so that all instructors will be working from the same page and viewpoint. Adhering closely to the calendar will ensure that all subjects are covered without overlapping and thereby reducing confusion.

The student at Fullerton College uses their daily planner in both the 41F and 42F courses. The purpose of this assignment is to ensure that the student continues to practice what they have learned but more importantly, this daily planner was designed to help prepare the student to keep daily records by simulating a year of work in the salon. Students will learn how to handle money, the importance of time management and how to record all their work so that they know how to prepare for filing taxes and/or an Internal Revenue audit. It will instill habits that are practiced in the salon such as recording and filing client record cards, updating services rendered, tips received, and retail sold. It is important that the students understand that they will be held accountable to report all their earnings. The purpose of the grading criteria form is two fold, for the instructor, it will facilitate grading the student's work, for the student, it lists assignment expectations.

It is hoped that the educator may find this curricula helpful and will be able to incorporate an assignment similar to the daily planner to help prepare the student for real salon life situations.

Section Two

Purpose and Goals

The purpose of the project was to develop a standardized 600-hour core curriculum for the esthetician program at Fullerton College. This curriculum consists of two Esthetic courses 41F level one, and 42F level two. It provides explicit information related to theoretical information and operational procedures essential for entry-level job placement and licensure in the State of California.

There is a need for the Esthetics Curriculum to be standardized throughout the State of California. It is hoped that this curriculum may be used towards that end. Doing so ensures that every student receives the same training and skills needed to meet entry-level requirements and to pass the state examinations. Standardization will guarantee that every client receiving esthetic services receive the same high quality care that is expected from every member of the professional skin care industry. Students considering a career in the skin care industry receive better instruction when curriculum is consistent throughout the state.

Section Three

Esthetics Defined

Esthetics originates from the Greek word *aesthetikos* (meaning "perceptible to the senses"); it is a branch of anatomical science that deals with the overall health and well being of the skin (Gerson, 2003). It is based on civilizations' endeavors to maintain health and ward off disease through the practice of cleanliness and a healthy life style (Milady's 2003). Esthetics has evolved from a minor role in the beauty industry such as selling cosmetics door to door to a variety of specialized service. An Esthetician is known by many names an aesthetician, a cosmetician, skin care specialist, or skin care therapist. "It may represent a person who has chosen to work in a salon, spa setting or in the medical field depending on their level of education on the subject" (Loma Linda University, 2000, p.1). Basically, "The esthetician is a person devoted to, or professionally occupied with, the health and beauty of the skin" (Gerson, 2003).

Section Four

Standards

The requirements for skin care therapist licensure are vastly diverse within the 50 states. Some do not separate licensure; a cosmetology license is all that may be required without extra training in skin care. Other States not only require the basic skin care training and licensure but also require a master license and continuing education for renewal of such licenses. Required hours of training within the 50 states vary from zero to 1200 hours. In California the required hours of instruction for the esthetician is 600 hours.

Esthetics is a subdivision of the cosmetology industry requiring in-depth skin care training and a separate license in the State of California. Schools preparing students for licensure in California must use standards that are established by the Department of Consumer Affairs/Board of Barbering and Cosmetology. It establishes basic skills requirement for the purpose of licensure, and regulates health and safety issues in approved barber, cosmetology, and electrology schools and salons. In order to meet the demands of the esthetics industry, these standards must be updated on a regular basis. "In our industry, information is crucial. You have to be up on the newest advances, and learn what has become obsolete," said Jean Jacques Legrand, M.D. publisher of Les Nouvelles Esthetiques magazine (NACCAS, 2004).

Advisory Committee

To keep current and meet the fast paced growth in the beauty industry the Fullerton College Cosmetology Department has sought advice from professionals in our industry. It is made up of industry professionals and salon owners in our local area. The purpose of the committee is to help identify and assign priority to subject matter and skills that needs to be taught; to help assign relative importance to subject matter; to bring their own experience,

education, and additional resources; to aid in outcomes assessment and developing plans for improvement. We are confident that this group of individuals helps us bridge the gap between the requirements of our California licensing Bureau, and the beauty industry in general. They have significantly contributed to our curriculum development.

Certification, Licensure and Educational Requirements

According to the Barbering and Cosmetology Act of California, to qualify for the State of California examination in esthetics the student must be at least 17 years of age when applying for the state board examination, have completed a 600 hour board certified program of instruction or its equivalence, have had completed the 10th grade or its equivalence of education, must apply for examination with the California Board of Barbering and Cosmetology, paying an application fee of \$40.00, and must pass the practical and written portions of the state examination with an overall average of 75%.

The Fullerton College Esthetics Program consists of two-ten-unit credit hour course work that may be applied towards college degree credit. To qualify for a certificate of completion in Esthetics at Fullerton College the student must be at least 16 years of age, have had completed the 10th grade or its equivalence, successfully complete our 600-clock hour program of instruction with a "C" grade or better average.

Basic Skills

Consistent with the Barbering and Cosmetology Rules and Regulations of California the student of esthetics will develop and be proficient in basic skills that include skin analysis, selecting products by ingredients, apply massage techniques applicable to the skin type an/or conditions, use appropriate electrical modalities when applicable, distinguish disorders and diseases of the skin, practice health and safety standards, safely use salon

chemical peels, remove hair with the use of tweezers wax or depilatories and apply makeup.

Curriculum Development

The Board of Barbering and Cosmetology recommends that the esthetics student be able to read and write at a tenth grade and that schools provide training in the area of communication skills that includes professional ethics, salesmanship, decorum, record keeping, and client service record cards. It is highly advantageous to these students to have or to develop some basic skills and understanding in math, science, communication, teamwork, and people skills. This curriculum focuses on developing the whole person. It includes guideline information on Health and Safety/Hazardous Substances that include protection and prevention from hazardous chemicals; health and safety laws and agencies, ergonomics, and communicable disease in were included in the guideline (California Occupational Safety and Health Association (Cal/OSHA), 1999).

Section Five

Job Availability and Labor Market Needs

Labor Market Need or Job Availability

A visible resurgence in the awareness of “the wholeness of being” concept is overtaking all fields of personal care. Empowering our student with a strong building block of education strengthens the Esthetician decision-making to choose the right career paths. These career choices are highly influenced by many factors of growth in the industry. Some of the primary forces driving occupational growth can be attributed to increases in maturing baby boomers seeking skin care services to forestall or hide the aging process. A growing population with increasing incomes; Increased public awareness of sun-damaged skin has motivated more people to seek expert advice in protecting or repairing their skin; Advances in medical science and technology, such as chemical peels and micro-dermabrasion, are giving Estheticians more products and tools to improve the appearance of damaged or aging skin.

Over the last 10 years the Beauty Industry has grown significantly. The current Occupational Outlook Handbook (Bureau of Labor Statistics) shows that barbers, cosmetologists, and other personal appearance workers held 790,000 jobs in 2000. Nine out of 10 jobs were for barbers, hairdressers, hairstylists, and cosmetologists. Of the remaining jobs, manicurists and pedicurists held about 40,000, skin care specialists about 21,000, and shampooers about 20,000. The Bureau also reports that eighteen of the 20 fastest growing occupations within the next decade require vocational-technical education (Bureau of Labor and Statistics, 2001).

The following information is from the Orange County occupational projections produced by Employment Development’s Labor Market

Information Division and applies to the occupational group Hairdressers, Hairstylists, and Cosmetologists that includes Estheticians.

- a. Estimated number of workers in 1998: 25,500
- b. Estimated number of workers in 2008: 28,500
- c. Projected Growth 1998–2008: 11.8 %
- d. Estimated openings due to separations by 2008: 6,900.

These figures do not include self-employment.

According to data provided by the Bureau of Barbering and Cosmetology, the number of licensed Estheticians increased from 12,840 in July 1995 to 18,388 by March 2001 an increase of about 43 percent growth in six years (Consumer Affairs, 2001).

Beginning employment for Estheticians will typically be working for a salon or spa as salaried employees until they build a client base and set themselves up for self-employment by renting space in a salon or spa. The wages below primarily reflect the wages of new entrants to the profession and not the earnings of experienced professionals, and nor do they include self-employed individuals.

Skin Care Specialists 2001 Wages

Hourly wages generally range from	\$7.18	to \$16.36
Average hourly wage	\$13.03	
Average annual wage	\$27,113.00	

(California Employment Development Department, 2002).

The Esthetician's work setting will dictate the hours of work. Many salons and spas are open six days a week and during evening hours to accommodate customers. Paramedical Estheticians maintain a Monday through Friday schedule. Self-employed Estheticians set their own schedules.

Full-time salaried Estheticians may receive paid vacation, medical, and dental benefits. For those not covered by employer-paid benefits, there are professional associations, which offer group health benefits for an additional fee. Many self-employed Estheticians operate out of their own home, or they could rent space in a salon. Other Estheticians own a salon or day spa where they rent space to other beauty service specialists.

Esthetician's skills, knowledge, and abilities could lead to jobs such as product trainer, demonstrators, or sales representatives for distributors or manufacturers of skin care products. Estheticians who enjoy the instructing aspects of their job could pursue teaching at a beauty college as a licensed instructor. Estheticians may become make-up artists for movies, television, and theaters. Estheticians interested in working in a medical setting are increasingly working with plastic surgeons and dermatologists as self-employees or as paramedical estheticians.

Upon completion of the basic 600-hour coursework at Fullerton College, the graduate has many career paths to choose from. Education is a life long process; it does not end once the student has completed the course requirements. A wise educator provides information and helps direct the student to make informed decisions, plants the seed for growth through continuing educational courses, and promotes elevating the professional standards through example.

Section Six

Curriculum for Esthetician Course 41F

Course Title Number: Esthetician 41F
Units: 10 (part of 20 total units)
Prerequisite(s): 10th grade education or equivalent
Advisory: Must be 17 years of age when applying for State Board Examination

CATALOG DESCRIPTION

This course includes basic skin care procedures and techniques; analysis of the skin; facial treatments (manual, electrical and chemical); facial massage manipulations; temporary hair removal (tweezing and waxing); makeup techniques and applications; health, safety and sanitation precautions and procedures; bacteriology, chemistry, electricity, anatomy and physiology; professional ethics, hygiene, personality development, personal and professional management. Related subjects, as they are applicable to Esthetics, are covered. This program is designed toward preparation for the Board of Barbering and Cosmetology Examination, and a successful career as an esthetician. Ten (10) units are given for 300 hours of coursework completed with a "C" or better average. This is the first of two consecutive segments. (Degree Credit). Pivot Point Member School.

SCHEDULE DESCRIPTION

Level 1 Segment in the basic theory of esthetics and its applications. This is the first of two 300-hour segments. Day class meets Monday through Thursday, 8:00 am - 4:30 pm and Friday, 8:00 am - 2:30 pm. Evening class meets Monday through Thursday, 5:30 pm - 10:15 pm. Pivot Point Member School.

ENTRY LEVEL SKILLS AND KNOWLEDGE

Upon entering this course, it is advised that the student be able to read and write at the 10th grade level.

INSTRUCTIONAL OBJECTIVES

Upon completion of this course, the student will be able to do the following:

- A. Demonstrate basic manipulative skills required for successful practice in esthetics.
- B. Recognize techniques, safety precautions, and products used in performance of services rendered in a skin care establishment.
- C. Identify related information necessary for intelligent use of products, choices of appropriate treatments, etc.
- D. Recognize the importance of the rules and regulations issued by the Board of Barbering and Cosmetology.
- E. Describe personal health, community health, and safety.
- F. Develop self-confidence and correct attitude in client relationship.
- G. Practice satisfactory work habits.
- H. Be aware of professional trade ethics and job responsibilities.
- I. Demonstrate problem-solving skills.
- J. Assume responsibility for self-development, self-discipline and self-confidence.
- K. Establish criteria for professional image.
- L. Promote ability to work as a team.
- M. Develop self-discipline and individual responsibility.

□ COURSE CONTENT AND SCOPE

- A. Orientation:
 - 1. Course Outline.
 - 2. FC Cosmetology Learning Agreement (rules and regulations).
 - 3. Creating a learning environment.
 - 4. Discussion of ethics, client relationships and job responsibilities.
 - 5. Health and safety rules.

Cognitive Domain

- A. Skin Care History and Opportunities:
 - 1. Cosmetics, skin care practices of earlier cultures.
 - 2. Changes in skin care and grooming in the 20th Century,
 - 3. Career options available.
- B. Professional Image:
 - 1. Basic habits of daily personal hygiene.
 - 2. Ergonomics: proper standing and sitting posture.
 - 3. Characteristics of a healthy, positive attitude.
 - 4. Professional ethics.
 - 5. Time management.

- C. Bacteriology, Sterilization and Sanitation:
1. Bacteriology related to the field of Esthetics:
 - a. Classification of bacteria.
 - b. Reproduction of bacteria and fungus.
 - c. Effects of pathogenic bacteria.
 - (1) Diseases and disorders caused by bacteria and fungus.
 - d. Spread of diseases.
 - (1) Contagious diseases.
 - (2) Communicable diseases.
 - e. Control of disease through sterilization, disinfection, and sanitation.
 - f. Table of measurements for preparation of various solutions.
 - g. Sterilization, disinfection, and sanitation methods.
 2. Effect of different sanitizing agents on metal, tools and equipment.
 3. Effects of each on skin, eyes and mucous membranes.
 4. Most effective methods of sterilization, disinfection and sanitation for implements and equipment used in the esthetics field.
 - a. Mixing to obtain the prescribed strength of solution for effective disinfection and sanitation.
- D. Chemistry:
1. Definition.
 2. Types of chemistry.
 3. Matter and its forms.
 4. Chemical and physical changes in matter,
 5. Properties of matter.
 6. Properties of common elements, compounds and mixtures.
 7. Acidity and alkalinity.
 8. Chemistry of water.
 9. Differences between solutions, suspensions and emulsions.
- E. Cosmetic Chemistry:
1. Common ingredients and their functions.
 2. FDA regulations regarding cosmetic claims and product safety.
 3. OSHA, EPA, and FDA health and safety rules.
- F. Product Selection and Ingredients:
1. Basic products used in facial treatments.
 2. Main categories of professional skin care products.

3. Safety use of products, handling and storing.
 4. Recommending home care for different skin types and conditions.
 5. Product formulation for different skin types.
 6. Ingredient benefits and hazards.
- G. Anatomy and Physiology:
1. Explain the relationship and function of the building blocks of the body.
 - a. Structure and function of cells.
 - b. Structure and function of the tissues.
 2. Recognize the function of the primary organs of the human body.
 - a. Structure and function of the organs.
 3. Define and describe the function of the body systems within the human body.
 4. Identify the structure and function of the body systems and its primary significance to the esthetician:
 - a. Skeletal system.
 - b. Muscular system.
 - c. Circulatory system.
 - d. Nervous system.
 - e. Digestive system.
 - f. Endocrine system.
 - g. Excretory system.
 - h. Respiratory system.
- H. Physiology and Histology of the Skin:
1. Functions of the skin.
 2. Structure and layers of the skin.
 3. Composition of the skin.
 4. Enemies of the skin.
 5. Nutrients, vitamins, and the benefits of proper nutrition.
- I. Disorders and Diseases of the Skin:
1. Identify skin diseases and disorders:
 - a. Contagious.
 - b. Communicable.
 2. Common skin conditions and disorders.
 3. Types of skin lesions.
 4. Disorders that can be addressed by the esthetician.
 5. Disorders to refer to a physician.
 6. Acne, causes and treatments.
 7. Rosacea.
- J. Treatment Room Setup:
1. Safety, sanitation, hazardous substances and ergonomics.

2. Equipment necessary for a thorough skincare treatment.
 3. Products necessary for a skin care treatment:
 - a. Effective use of time.
 - b. Effective use of product.
 4. Draping of the bed.
 5. Creating a relaxing and functional atmosphere.
- K. Effective Skin Analysis:
1. Safety, sanitation, hazardous substances and ergonomics.
 2. Equipment necessary for a thorough skin analysis:
 - a. Using the magnifying lamp.
 - b. Using the woods lamp.
 3. Use and care of tools and equipment for skin analysis.
 4. Use and care of tools and equipment for skin analysis.
 5. Consultation for skincare treatment:
 - a. Using a consultation card effectively.
 - b. Discussion of services needed and client wants.
 - c. Contraindication to skincare treatments.
 6. Visual skin analysis:
 - a. Skin types and conditions.
 - b. Product selection for facial treatment.
 7. Record keeping:
 - a. Using a record card effectively.
 - b. Recording and filing of services.
- L. Cleansing of the Skin:
1. Safety, sanitation, hazardous substances and ergonomics.
 2. Products and equipment necessary for a thorough skin care treatment.
 3. Client preparation and draping.
 4. Basic cleansing.
 5. Deep cleansing:
 - a. Extraction procedures.
 - b. Use of the steamer (safety and precautions).
 - c. Use of the vacuum and atomizer.
 - d. Use of the electric facial brush machine.
 6. Cleansing with exfoliants:
 - a. Scrub.
 - b. Enzyme peels.
 - c. Bio peels.
 - d. Cleansing masks.
- M. Theory of Massage:
1. Safety, sanitation, hazardous substances and ergonomics.

2. Products and equipment necessary for a thorough skin care treatments.
 3. Basic massage manipulations.
 4. Recognize nerve points.
 5. Contraindications.
- N. Facials:
1. Analysis:
 - a. Consultation.
 - b. Record keeping.
 2. Contraindications.
 3. Safety, sanitation, hazardous substances and ergonomics.
 4. Facial treatment protocol.
 5. Mini facial.
 6. Plain facial.
 7. Basic facial with a scrub.
 8. Basic facial using masks/packs.
 9. Electrical Facials.
 10. Retailing.
- O. Electricity:
1. Safety, sanitation, hazardous substances and ergonomics.
 2. Types of current and their applications.
 3. Electrical measurements.
 4. Safety devices.
 5. Electrotherapy:
 - a. Modalities – benefits, effects and contraindications.
 - (1) Galvanic:
 - (a) Polarity.
 - (b) Iontophoresis.
 - (c) Cataphoresis.
 - (d) Anaphoresis.
 - (e) Desincrustation.
 - b. Faradic.
 - c. Sinusoidal.
 - d. Tesla High Frequency:
 - (1) Direct surface application.
 - (2) Indirect application.
 6. Light therapy – benefits, effects and contraindications.
 7. Written mock Board of Barbering and Cosmetology, examination.

P. Hair Removal:

 1. Safety, sanitation, hazardous substances and ergonomics.

2. Analysis:
 - a. Consultation.
 - b. Record keeping.
 - c. Contraindication.
3. Morphology of hair and its growth stages.
4. Temporary methods of hair removal.
5. Permanent methods of hair removal.
6. Semi-permanent methods of hair removal.
7. Hair removal products, equipment, tools and accessories.
8. Analyzing eye and brow shapes.
9. Retailing.

Q. Makeup:

1. Safety, sanitation, hazardous substances and ergonomics.
2. Chemistry of makeup products:
 - a. Types of cosmetics and their uses.
3. Basic principles of color theory:
 - a. Primary, secondary and tertiary colors.
 - b. Warm, cool and complimentary.
4. Analysis:
 - a. Consultation.
 - b. Record keeping.
5. Contraindications.
6. Color formulation:
 - a. Color of hair, skin, eyes, eyeglasses, and jewelry.
 - b. Color choices for specific skin types.
 - (1) Powders or creams.
 - (2) Warm or cool.
 - c. Facial features.
 - (1) Skin color and tone (warm, cool).
 - (2) Shapes: face, eyes, nose, and lips.
7. Tools and equipment.
6. Retailing.
7. Proper application of products for day makeup.
8. Proper application of products for evening makeup.
9. Corrective makeup.
10. Camouflage makeup.
11. Special occasion makeup.
12. Artificial lashes:
 - a. Safety, sanitation, hazardous substances and ergonomics.
 - b. Predisposition (PD) skin test.
 - c. Band lashes.
 - d. Individual lashes.
 - e. Removing artificial lashes.

Psychomotor Domain

- A. Professional Image:
 - 1. Exhibit daily personal hygiene.
 - 2. Demonstrate correct standing and sitting posture.
 - 3. Display characteristics of a healthy, positive attitude.
 - 4. Promote professional ethics.
- B. Product Selection and Ingredients:
 - 1. Basic products used in facial treatments.
 - 2. Main categories of professional skin care products.
 - 3. Safety use of products, handling, and storage.
 - 4. Recommending home care for different skin types and conditions.
 - 5. Product formulation for different skin types.
 - 6. Ingredient benefits and hazards.
- C. Effective Skin Analysis:
 - 1. Safety, sanitation, hazardous substances and ergonomics.
 - 2. Consultation for skin care treatment:
 - a. Using a consultation card effectively.
 - b. Discussion of services needed and client wants.
 - c. Contraindication to skincare treatments.
 - 3. Visual skin analysis:
 - a. Skin types and conditions.
 - b. Product selection for facial treatment.
 - 4. Record keeping:
 - a. Using a record card effectively.
 - b. Recording and filing of service ticket.
 - 5. Equipment necessary for a thorough skin analysis:
 - a. Using the magnifying lamp.
 - b. Using the woods lamp.
 - 6. Use and care of tools and equipment for skin analysis.
- D. Treatment Room Setup:
 - 1. Safety, sanitation, hazardous substances and ergonomics.
 - 2. Equipment necessary for a thorough skincare treatment.
 - 3. Products necessary for a skin care treatment:
 - a. Effective use of time.
 - b. Effective use of product.
 - 4. Draping of the bed.
 - 5. Creating a relaxing and functional atmosphere.

- E. **Cleansing of the Skin:**
1. Safety, sanitation, hazardous substances and ergonomics.
 2. Products and equipment necessary for a thorough skincare treatment.
 3. Client preparations and draping.
 4. Basic cleansing.
 5. Deep cleansing:
 - a. Extraction procedures.
 - b. Use of the steamer (safety and precautions).
 - c. Use of the vacuum and atomizer.
 - d. Use of the electric facial brush machine.
 6. Cleansing with exfoliants:
 - a. Scrub.
 - b. Enzyme peels.
 - c. Bio peels.
 - d. Cleansing masks.
- F. **Theory of Massage:**
1. Safety, sanitation, hazardous substances and ergonomics.
 3. Products and equipment necessary for a thorough skin care treatments.
 3. Basic massage manipulations.
 4. Recognize nerve points.
 5. Contraindications.
- G. **Electrotherapy:**
1. Safety, sanitation, hazardous substances and ergonomics.
 2. Choose the correct type of current and understand their Applications.
 3. Use the electrical modalities effectively, safely and know their contraindications.
 4. Galvanic:
 - a. Using the correct galvanic polarity.
 - b. Iontophoresis.
 - c. Using cataphoresis, anaphoresis and desincrustation effectively.
 5. Tesla High Frequency:
 - a. Direct surface application.
 - b. Indirect application.
 6. Light therapy – benefits, effects and contraindications.
 7. Mock Board of Barbering and Cosmetology examination.

- H. Facials:
1. Safety, sanitation, hazardous substances and ergonomics.
 2. Facial treatment protocol.
 3. Analysis:
 - a. Consultation.
 - b. Record keeping.
 - c. Contraindications.
 4. Mini facial:
 5. Plain facial.
 6. Basic facial with a scrub.
 7. Basic facial using masks/packs.
 8. Electrical Facials.
 9. Retailing.
- I. Hair Removal:
1. Safety, sanitation, hazardous substances and ergonomics.
 2. Morphology of hair and its growth stages.
 3. Temporary methods of hair removal.
 4. Permanent methods of hair removal.
 5. Semi-permanent methods of hair removal.
 6. Hair removal products, equipment, tools and accessories.
 7. Analyzing eye and brow shapes.
 8. Analysis:
 - a. Consultation.
 - b. Record keeping.
 - c. Contraindication.
 9. Retailing.
- J. Makeup:
1. Safety, sanitation, hazardous substances and ergonomics.
 2. Chemistry of makeup products:
 - a. Types of cosmetics and uses.
 3. Basic principles of color theory.
 - a. Primary, secondary and tertiary colors.
 - b. Warm, cool and complimentary.
 4. Color formulation:
 - a. For color of hair, skin, eyes, eyeglasses and jewelry.
 - b. Color choices for specific skin types:
 - (1) Powders or creams.
 - (2) Warm or cool.
 - c. Facial features:
 - (1) Skin color and tone (warm, cool).

- (2) Shapes: face, eyes, nose and lips.
- 5. Tools and equipment.
- 6. Analysis:
 - a. Consultation.
 - b. Record keeping.
 - c. Contraindications.
- 7. Retailing.
- 8. Proper application of products for day makeup.
- 9. Proper application of products for evening makeup.
- 10. Corrective makeup.
- 11. Camouflage makeup.
- 12. Special occasion makeup.
- 13. Artificial lashes:
 - a. Safety, sanitation, hazardous substances and ergonomics.
 - b. Predisposition (PD) skin test.
 - c. Band lashes.
 - d. Individual lashes.
 - e. Removing artificial lashes.

Affective Domain

- A. Student Responsibilities. The student will:
 - 1. Listen, follow instructions (oral and written), communicate, fill in timecards, perform basic computations, recognize, learn and apply new techniques.
 - 2. Work well and relate to both men and women with diverse ethnic, social, or educational backgrounds.
 - 3. Display a high standard of attendance and punctuality.
 - 4. Demonstrate honesty and integrity.
 - 5. Demonstrate understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings.
 - 6. Recognize the relationship between two or more techniques.
 - 7. Demonstrate treatments of the face and body, makeup and hair removal.
 - 8. Report progress on timecards and charts.
 - 9. Set high standards and strive toward realistic personal goals.
 - 10. Make ethical decisions and choices.
 - 11. Participate as a team member.

12. Choose the appropriate tools, equipment and products to achieve desired results with the assistance of an instructor.
13. Maintain stations, implements and equipment in a clean and sanitary manner.
14. Locate the meaning of unknown or technical vocabulary.
15. Judge the accuracy of a formula, appropriateness of skin care, makeup and hair removal with some assistance of an instructor.
16. Communicate with the client on appropriateness and maintenance, including recommendations of products.
17. Use percentages in skin care product formulations appropriate for skin type.
18. Maintain accurate records.
19. Listen and interpret client wishes.
20. Combine ideas and information in new ways.
21. Recognize a problem exists and devise and implement a plan to resolve it with the assistance of an instructor.
22. Recognize and design as a blueprint and incorporate techniques to achieve the desired effect.
23. Develop positive communication skills.
24. Master the cycle of service for a greater success and profit.

B. People Skills:

1. Personality styles (CARE).
2. Behavioral cues and assertive passive issues.
3. Relate to different personality styles.
4. Demonstrate language shifting to build a rapport with different personality styles.
5. Create a personal action plan and client interaction plan.
6. Distinguish service from "servitude".
7. Demonstrate listening skills.

Client Interaction

At this level, the student will successfully perform a facial treatment for all skin types:

1. Work and communicate with clients to satisfy their expectations and build a clientele.
2. Cooperate with each other.
3. Locate time and keep detailed records.
4. Display ability to suggest alternate options for clients.
5. Participate as a team member.

□ INSTRUCTIONAL METHODOLOGIES

- A. Lecture and review.
- B. Demonstrations.
- C. Videos – Laser – DVD.
- D. Power Point Presentations.
- E. Transparencies.
- F. Charts.
- G. Information and procedure sheets.
- H. Assigned projects.
- I. Group discussions.
- J. Group projects.
- K. Blackboard diagrams.
- L. Guest Lecturers.
- M. Workbook/Study Guide.

□ MULTIPLE METHODS OF EVALUATION

- A. Subjective Tests:
 - 1. Oral exams:
 - a. Recognition.
 - b. Recall.
 - 2. Performance:
 - a. Practical exam.
 - b. Follow daily Rubric standard.
- B. Objective Tests:
 - 1. Written exams:
 - a. Multiple choice.
 - b. Matching.
 - c. Identification.
 - d. Performance – State Board and Industry Standards.
 - 2. Daily rubric Standard.
 - 3. Student lab performance is rated by professional standards of time and quality with adjustments that reflect educational coverage of the contents of the course.
 - 4. Subjective evaluation of student's growth in attitudes and values pertaining to lab practice and work habits using daily rubric standards.

□ LIST RECOMMENDED TEXTBOOKS

Latest edition of the following:

Consumer Affairs. The Barbering and Cosmetology Act. Sacramento: Board of Barbering and Cosmetology.

Consumer Affairs. Rules and Regulations. Sacramento: Board of Barbering and Cosmetology.

Consumer Affairs. Performance Criteria. Sacramento: Board of Barbering and Cosmetology.

Fullerton Cosmetology Faculty. Fullerton College Esthetician Student Resource Manual. Fullerton, CA: NOCCCD.

Gerson, J. (2003). Milady's Standard Fundamentals for Estheticians. Albany, NY: Milady.

Gerson, J. (2003). Milady's Standard Fundamentals for Estheticians Workbook. Albany, NY: Milady.

Milady's. (2003). Standard Exam Review Book Fundamentals for Estheticians. Albany, NY: Author.

Michalun, (2002). Milady's Skin Care and Cosmetic Ingredients Dictionary. Albany, NY: Author.

□ LIST SUPPLEMENTAL READING

Latest edition of the following:

Deitz, S (2003). Milady's The Clinical Esthetician An insider's Guide to Succeeding in a Medical Office. Albany, NY: Milady.

Furman, R. (2000). Drugs, and Cosmetics Combinations That Can Kill You. Studio City, CA: CRF.

Lees, M. (2000). Skin Care Beyond the Basics. Albany, NY: Milady.

Pugliese, Md. (2001). Physiology of the Skin II. Carol Stream, Illinois: Allured.

Winter, M. (1993). Consumer's Dictionary of Medicines, Prescriptions, Over-the Counter and Herbal Plus Medical Definitions. New York, NY: Crown.

□ WRITING ASSIGNMENTS AND/OR PROFICIENCY DEMONSTRATION

- A. Milady's Practical and Theory Workbooks.
- B. Daily planner assignment:
 - 1. Keep a daily log of practical work performed in class.
 - 2. Document simulated earnings involving services rendered, retail sold, tips received on a daily, weekly, and end of semester basis.
- C. Write a report on a specific era entailing makeup and its story.
- D. Build an industry vocabulary dictionary to include medicine, vitamins, and herb terminology, their purpose and contraindications to the skin or services.

□ ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

- A. Compare and categorize skin analysis.
- B. Analyze and distinguish facial shapes and makeup corrections.
- C. Organize and assemble makeup makeover on a model.
- D. Analyze and formulate correct products for specific skin conditions.

Section Seven

Curriculum for Esthetician Course 42F

Course Title and Number: Esthetician 42F
Units: 10 (part of 20 total units)
Prerequisite(s): COSM 41F with a grade of "C" or better; 10th grade education or equivalent
Advisory: Must be 17 years of age when applying for State Board Examination

CATALOG DESCRIPTION

This course includes an advanced study of skin care procedures and techniques; analysis of the skin; facial treatments (manual, electrical and chemical); facial massage manipulations (European, lymphatic and acupressure); temporary hair removal (tweezing and waxing); makeup techniques and applications; hygiene, health, safety and sanitation precautions and procedures; chemistry, electricity; professional ethics, growth and personality development; personal, professional and business management; advanced topics and procedures (aromatherapy, spa treatments, chemical exfoliation). Related subjects, as they are applicable to Esthetics, are covered. This program is designed toward preparation for the Board of Barbering and Cosmetology Examination, and a successful career as an esthetician. Ten (10) units are given for 300 hours of coursework completed with a "C" or better average. This is the second of two consecutive segments. (Degree Credit.) Pivot Point Member School.

SCHEDULE DESCRIPTION

Level 2 Segment in the basic theory of esthetics and its applications. This is the second of two 300-hour segments. Day class meets Monday through Thursday, 8:00 am - 4:30 pm and Friday, 8:00 am - 2:30 pm. Evening class meets Monday through Thursday, 5:30 pm - 10:15 pm. Pivot Point Member School.

ENTRY LEVEL SKILLS AND KNOWLEDGE

Upon entering this course, it is advised that the student be able to read and write at the 10th grade level. Must have completed COSM 41F with a grade of "C" or better.

□ INSTRUCTIONAL OBJECTIVES

Upon completion of this course, the student will be able to do the following:

- A. Practice basic manipulative skills required for successful practice in esthetics.
- B. Demonstrate techniques, safety precautions, and products used in performance of services rendered in a skin care establishment.
- C. Recognize and apply related information necessary for intelligent use of products, choices of appropriate treatments, etc.
- D. Interpret the rules and regulations issued by the Board of Barbering and Cosmetology.
- E. Demonstrate personal and community health and safety.
- F. Employ self-confidence and correct attitude in client relationship.
- G. Exemplify satisfactory work habits.
- H. Apply professional trade ethics and job responsibilities.
- I. Model problem solving skills.
- J. Assume responsibility for self-development, self-discipline and self-confidence.
- K. Demonstrate criteria for professional image.
- L. Participate as a team player.
- M. Exhibit self-discipline and individual responsibility.

□ COURSE CONTENT AND SCOPE

Cognitive Domain

- A. Health and Safety/Hazardous Substances:
 - 1. Health, safety, and hazardous substances.
 - 2. OSHA, EPA and FDA health and safety rules.
 - 3. Rules and Regulations and Cosmetology Act –Board of Barbering and Cosmetology.
 - 4. Ergonomics.
- B. Product Selection and Ingredients– Review and Recall at a Professional Level:
 - 1. Basic products used in facial treatments.
 - 2. Main categories of professional skin care products.
 - 3. Safety use of products, handling, and storage.
 - 4. Recommending home care for different skin types and conditions.
 - 5. Product formulation for different skin types.
 - 6. Ingredient benefits and hazards.

- C. Basic Facial Treatments – Review and Recall at a Professional Level:
1. Safety, sanitation, hazardous substances and ergonomics.
 2. Treatment room set up and protocol.
 3. Product and equipment necessary for a thorough skin care treatment.
 4. Draping of the bed.
 5. Client preparation and draping.
 6. Effective skin analysis:
 - a. Record keeping.
 - b. Using a record card effectively.
 - c. Using the consultation card effectively.
 - d. Recording and filing of services.
 7. Cleansing of the skin for different skin types and services:
 - a. Facial with a scrub, enzyme peels, bio peels, masks.
 - b. Extractions.
 8. Massage for different skin types:
 - a. Plain facial.
 - b. Facial with scrub.
 - c. Facial with masks.
 - d. Electrical facial.
 - e. Dermal lights.
 - f. Contraindications.
 9. Effective use of time.
 10. Effective use of product.
 11. Review retailing.
- D. Electricity – Review and Recall at a Professional Level:
1. Safety, sanitation, hazardous substances and ergonomics.
 2. Types of current and their applications.
 3. Electrical measurements.
 4. Safety devices.
- E. Electrotherapy – Review and Recall at a Professional Level:
1. Safety, sanitation, hazardous substances and ergonomics.
 2. Modalities – Benefits, effects and contraindications:
 - a. Magnification lamp.
 - b. Steamer.
 - c. Rotary brush (firmator).
 - d. Vacuum.
 - e. Atomizer.
 - f. Galvanic.
 - g. Tesla High-Frequency.
- F. Light Therapy– Review and Recall at a Professional Level:
1. Dermal lights and applications – Benefits, Effects and Contraindications.

2. Infrared lamp – Benefits, Effects and Contraindications.
- G. Hair Removal – Review and Recall at a Professional Level:
 1. Safety, sanitation, hazardous substances and ergonomics.
 2. Morphology of hair and its growth stages.
 3. Temporary methods of hair removal.
 4. Permanent methods of hair removal.
 5. Semi-permanent methods of hair removal.
 6. Hair removal products, equipment, tools and accessories.
 7. Analyzing eye and brow shapes.
 8. Retailing.
 9. Analysis:
 - a. Consultation.
 - b. Record keeping.
 - c. Contraindication.
- H. Makeup – Review and Recall at a Professional Level:
 1. Safety, sanitation, hazardous substances and ergonomics.
 2. Chemistry of makeup products.
 - a. Types of cosmetics and their uses.
 3. Basic principles of color theory:
 - a. Primary, secondary and tertiary colors.
 - b. Warm, cool and complimentary.
 4. Color formulation:
 - a. Color of hair, skin, eyes, eyeglasses, and jewelry.
 - b. Color choices for specific skin types.
 - (1) Powders or creams.
 - (2) Warm or cool.
 - c. Facial features:
 - (1) Skin color and tone (warm, cool).
 - (2) Shapes: face, eyes, nose, and lips.
 5. Analysis:
 - a. Consultation.
 - b. Record keeping.
 - c. Contraindications.
 6. Tools and equipment.
 7. Retailing.
 8. Proper application of products for day makeup.
 9. Proper application of products for evening makeup.
 10. Corrective makeup.
 11. Camouflage makeup.
 12. Special occasion makeup.
 13. Artificial lashes:
 - a. Safety, sanitation, hazardous substances and ergonomics.
 - b. Predisposition (PD) skin test.

- c. Band lashes.
 - d. Individual lashes.
 - e. Removing artificial lashes.
- I. Advance Treatments Benefits and Effects:
1. Analysis:
 - a. Consultation.
 - b. Record keeping.
 - c. Contraindications.
 2. Safety, sanitation, hazardous substances and ergonomics.
 3. Recognizing advanced ingredients.
 - a. Masks, packs, sérums, ampoules, antioxidants, vitamins.
 4. Chemical peels for skin care therapist benefits and contraindications.
 - a. Glycolic acid.
 - b. Beta hydroxide acids.
 - c. Trichloroacetic acid.
 - d. Baker's peel.
 - e. Jessner peel.
 5. Microdermabrasion.
 6. Acid, alkaline, and pH relationships.
 7. Mature skin and hormones.
 8. Facial treatments:
 - a. Facial treatments for men.
 - b. European facial.
 - c. Manual lymphatic drainage.
 - d. Aromatherapy facial.
 - e. Acupressure facial.
 - f. Ayurvedic facial.
 9. Spa body treatments – benefits and contraindication:
 - a. Body wraps.
 - b. Body polishes.
 - c. Body brushing.
 - d. Salt glows.
 - e. Body masks.
 - f. Balneotherapy.
 - g. Stone Therapy.
 - h. Hydrotherapy:
 - (1) Hydrotherapy tubs.
 - (2) Vichy shower.
 - (3) Hot tubs.
 - (4) Saunas.
 - (5) Steam rooms.
 - (6) Cold plunge pools.
 - i. Reflexology.

10. Working with Physicians:
 - a. Cosmetic procedures.
 - b. Surgical procedures.
- J. Salon/Spa Business Management:
 1. Types of salon ownership.
 2. Evaluate options for going into business for yourself.
 3. Business plan.
 4. Leases.
 5. Salon lay out.
 6. Accurate business records.
 7. Purchasing a salon:
 - a. New owner.
 - b. Existing salon.
 - c. Hiring the winning team.
 - d. Preparing policies and procedures for employees.
- K. Operating a Successful Business:
 1. Selling products and services in the salon.
 2. Marketing and promotions.
 3. Advertising.
 4. Building a clientele.
 5. Effective ways to close a sale.
 6. Selling in the salon:
 - a. Services.
 - b. Products.
 - c. Retail displays.
 - d. Career planning.
 7. Preparing for licensure.
 8. Qualities necessary to be successful in a service profession.
 9. Self-employment VS Employee.
 10. Building a portfolio.
 11. Writing a good resume.
 12. Job Search:
 - a. Preparing for the interview.
 - b. The interview.
 - c. Employment application.
 - d. Job description.
 - e. Compensation.
 - f. Managing money.
 13. Continuing education.
- L. Psychology of Esthetics and Retailing:
 1. Procedures in skin care clinic:
 - a. Professional appearance of facility.
 - b. Comfort of the client.
 - c. Front desk procedures:

- (1) Answering the phone.
- (2) Booking appointments.
- (3) Receiving and recording receipts.
- (4) Rescheduling appointments.
- (5) Filing record cards.
- d. Financial arrangements:
 - (1) Commission.
 - (2) Independent contractor (renting a station).
 - (3) Benefits.
 - (4) Continuing education.
 - (5) Safety.
- 2. Starting your own business in skin care:
 - a. Obtaining proper licenses.
 - b. Site selection, marketing research promotion.
 - c. Recruitment, interviewing, and training of employees.
 - d. Managing employees and financial matters.
 - e. Choosing retail and professional products.
 - f. Continuing education.
 - g. Selecting products and services:
 - (1) Researching companies.
 - (2) Researching services in the area.

Psychomotor Domain

- A. Review and Select Product Selection and Ingredients at a professional level:
 - 1. Basic products used in facial treatments.
 - 2. Main categories of professional skin care products.
 - 3. Safety use of products, handling, and storage.
 - 4. Recommending home care for different skin types and conditions.
 - 5. Product formulation for different skin types.
 - 6. Ingredient benefits and hazards.
- B. Basic Facial Treatments – Review and Demonstrate:
 - 1. Safety, sanitation, hazardous substances and ergonomics.
 - 2. Treatment room set up.
 - 3. Product and equipment necessary for a thorough skin care treatment.
 - 4. Draping of the bed.
 - 5. Client preparation and draping.
 - 6. Effective skin analysis:
 - a. Record keeping.
 - b. Using a record card effectively.
 - c. Using the consultation card effectively.

- d. Recording and filing of services.
- 7. Cleansing of the skin for different skin types and services:
 - a. Facial with a scrub, enzyme peels, bio peels, masks.
 - b. Extractions.
- 8. Massage for different skin types:
 - a. Electrical facials.
 - b. Dermal light facials.
 - c. Contraindications.
- 9. Effective use of time.
- 10. Effective use of product.
- C. Electricity – Review and Demonstrate at a professional level:
 - 1. Safety, sanitation, hazardous substances and ergonomics.
 - 2. Types of current and their applications.
 - 3. Electrical measurements.
 - 4. Safety devices.
- D. Electrotherapy – Review and Demonstrate at a professional level:
 - 1. Safety, sanitation, hazardous substances and ergonomics.
 - 2. Modalities:
 - a. Magnification lamp.
 - b. Steamer
 - c. Rotary brush (firmator).
 - d. Vacuum.
 - e. Atomizer.
 - f. Galvanic.
 - g. Tesla High Frequency.
- E. Light Therapy – Benefits, Effects and Contraindications – Review and Demonstrate at a professional level:
 - 1. Dermal lights and practical applications.
 - 2. Infrared light.
- F. Hair Removal – Review and Demonstrate at a professional level:
 - 1. Safety, sanitation, hazardous substances and ergonomics.
 - 2. Morphology of hair and its growth stages.
 - 3. Temporary methods of hair removal.
 - 4. Permanent methods of hair removal.
 - 5. Semi-permanent methods of hair removal.
 - 6. Speed waxing.
 - 7. Hair removal products, equipment, tools and accessories.
 - 8. Analyzing eye and brow shapes.
 - 9. Retailing.
 - 10. Analysis:
 - a. Consultation.
 - b. Record keeping.
 - c. Contraindication.

- G. Makeup – Review and Demonstrate at a professional level:
1. Safety, sanitation, hazardous substances and ergonomics.
 2. Chemistry of makeup products:
 - a. Types of cosmetics and uses.
 3. Basic principles of color theory:
 - a. Primary, secondary and tertiary colors.
 - b. Warm, cool and complimentary.
 4. Color formulation:
 - a. For the color of hair, skin, eyes, eyeglasses and jewelry.
 - b. Color choices for specific skin types:
 - (1) Powders or creams.
 - (2) Warm or cool.
 - c. Facial features:
 - (1) Skin color and tone (warm, cool).
 - (2) Shapes: face, eyes, nose and lips.
 5. Tools and equipment.
 6. Retailing.
 7. Proper application of products for day makeup.
 8. Proper application of products for evening makeup.
 9. Corrective makeup.
 10. Camouflage makeup.
 11. Special occasion makeup.
 12. Artificial lashes:
 - a. Safety, sanitation, hazardous substances and ergonomics.
 - b. Predisposition (PD) skin test.
 - c. Band lashes.
 - d. Individual lashes.
 - e. Removing artificial lashes.
 13. Analysis:
 - a. Consultation.
 - b. Record keeping.
 - c. Contraindications.
- H. Advance Treatments:
1. Safety, sanitation, hazardous substances and ergonomics.
 2. Recognizing advanced ingredients.
 - a. Masks, packs, serums, ampoules, antioxidants, vitamins.
 - b. Acid, alkaline, and pH relationships.
 3. Peels for skin care therapists' benefits and contraindications.
 - a. Glycolic acid.
 - b. Beta hydroxide acids.
 - c. Trichloroacetic acid.
 - d. Jessner peel.
 - e. Baker's peel.

4. Microdermabrasion.
5. Mature skin and Hormones.
6. Facial treatments:
 - a. European facial.
 - b. Manual lymphatic drainage.
 - c. Aromatherapy facial.
 - d. Acupressure facial.
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 - i. Reflexology.
 - k. Working with physicians:
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 - (2) Surgical procedures.
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 2. Marketing and promotions.
 3. Advertising.
 4. Building a clientele.
 5. Effective ways to close a sale.
 6. Selling in the salon:
 - a. Services.
 - b. Products.
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 9. Self-employment VS Employee.
 10. Building a portfolio.
 11. Writing a good resume.
 12. Job Search:

- a. Preparing for the interview.
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 - (5) Safety.
 - 2. Starting your own business in skin care:
 - a. Obtaining proper licenses.
 - b. Site selection, marketing research promotion.
 - c. Recruitment, interviewing, and training of employees.
 - d. Managing employees and financial matters.
 - e. Choosing retail and professional products.
 - f. Continuing education.
 - g. Selecting products and services:
 - (1) Researching companies.
 - (2) Researching services in the area.

Affective Domain

- A. Student Responsibilities. The student will:
- 1. Listen, follow instructions (oral and written), communicate, fill in time cards, perform basic computations, recognize, learn and apply new techniques.
 - 2. Work well and relate to both men and women with diverse ethnic, social, or educational backgrounds.
 - 3. Practice a high standard of attendance and punctuality.
 - 4. Exemplify honesty and integrity.

5. Demonstrate understanding friendliness, adaptability, empathy and politeness in new and ongoing group settings.
6. Compare and contrast the relationship between two or more techniques.
7. Master treatments of the face and body, makeup and hair removal.
8. Maintain progress on time cards and charts.
9. Set high personal standards and strive toward realistic personal goals.
10. Excel in making ethical decisions and choices.
11. Master participation as a team member.
12. Use the appropriate tools, equipment and products to achieve desired results with little assistance of an instructor.
13. Maintain stations, implements and equipment in a clean and sanitary manner.
14. Locate the meaning of unknown or technical vocabulary and use the words and terminology.
15. Judge the accuracy of a formula, appropriateness of skin care, makeup and hair removal with little assistance of an instructor.
16. Prescribe for the client appropriate products needed for maintenance.
17. Use percentages in skin care product formulations appropriate for skin type.
18. Maintain accurate records.
19. Listen and interpret client wishes.
20. Compare and contrast ideas and information and utilize in new ways.
21. Recognize a problem exists and devise and implement a plan to resolve it with little assistance of an instructor.
22. Incorporate techniques to achieve the desired effect.
23. Believe in and maintain a positive view of self.
24. Exhibit ethical behavior.
25. Make reasonable estimates of appointment times and allocate time accordingly when scheduling clients.
26. Correctly charge for each client and each service.
27. Make correct change.
28. Exhibit trustworthiness.
29. Demonstrate leadership, motivate individuals or group, and take responsibility for maintaining department/salon policies.
30. Relate to and take an interest in others.
31. Exhibit self-control and respond unemotionally and non-defensively.
32. Make suggestions to modify or improve the existing system.
33. Develop positive communication skills.

34. Master the cycle of service for a greater success and profit.
- B. People Skills:
1. New client techniques.
 2. Creating rapport with clients.
 3. Understanding and fulfilling client expectations.
 4. Greeting techniques.
 5. Repeat client.
 6. Style shifting for the four personality styles.
 7. New client assessment.
 8. Serving as service, product and image consultants.
 9. Overcome boundaries with clients:
 - a. Physical.
 - b. Emotional.
 - c. Mental.
 - d. Assessing the four personality styles.
 - e. Assessment of existing clients:
 - (1) Routine.
 - (2) Major change.
 - f. Anticipate potential problems.
 - g. Choose a plan.
 - h. Confirm the plan.
 - i. Anticipate and predict results.
 - j. Reach agreements with the four personalities:
 - (1) Balance technical and people skills.
 - (2) Offer maintenance tips.
 - (3) Recommend products.
 - k. Describe techniques for retaining clients.
 - l. Set and meet service standards.

Client Interaction

- A. At this level, the student will have contact with clients. The student will:
1. Schedule appointments.
 2. Price their services and products properly.
 3. Monitor progress toward goal attainment and motivate themselves through goal achievement.
 4. Track clients.
 5. Use imagination freely, combining ideas and concepts in a new way.

□ INSTRUCTIONAL METHODOLOGIES

- A. Lecture and review.
- B. Demonstrations.
- C. Videos – Laser – DVD.
- D. PowerPoint Presentations.
- E. Transparencies.
- F. Charts.
- G. Information and procedure sheets.
- H. Assigned projects.
- I. Group discussions.
- J. Group projects.
- K. Blackboard diagrams.
- L. Guest lectures.
- M. Workbook/Study Guide.

□ MULTIPLE METHODS OF EVALUATION

- A. Subjective Tests:
 - 1. Oral exams:
 - a. Recognition.
 - b. Recall.
 - 2. Performance:
 - a. Practical exam.
 - b. Following daily Rubric standard.
- B. Objective Tests:
 - 1. Written exams:
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 - b. Matching.
 - c. Identification.
 - d. Performance.
 - 2. Daily rubric standard.
 - 3. Student lab performance is rated by professional standards of time and quality with adjustments that reflect educational coverage of the contents of the course.
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□ LIST SUPPLEMENTAL READING

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Winter, M. (1993). Consumer's Dictionary of Medicines, Prescriptions, Over-the Counter and Herbal Plus Medical Definitions. New York, NY: Crown

Yate, M. (1988). Cover Letters and Resumes THAT KNOCK 'EM DEAD. Holbrook, MA: Adams Media Corporation.

□ WRITING ASSIGNMENTS AND/OR PROFICIENCY DEMONSTRATION

- A. Milady's Practical and Theory Workbooks.
- B. Complete a job application form.
- C. Complete a cover letter.
- D. Complete a resume.
- E. Develop a business card.
- F. Develop a business brochure.

□ ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

- A. Select and appraise a salon for salon visit interview.
- B. Evaluate and compare salons for future employment.
- C. Compare and contrast chain salons/spas and privately owned salons/spas.
- D. Categorize job responsibilities in a salon setting.
- E. Evaluate the job market.
- F. Build an address book to include manufactures and a client contact list.
- G. Build a portfolio.

□ REQUIRED OUT-OF-CLASS ASSIGNMENTS

- A. Interview a salon or spa owner.
- B. Interview a skin care therapist.

Section Eight:

Daily Planner

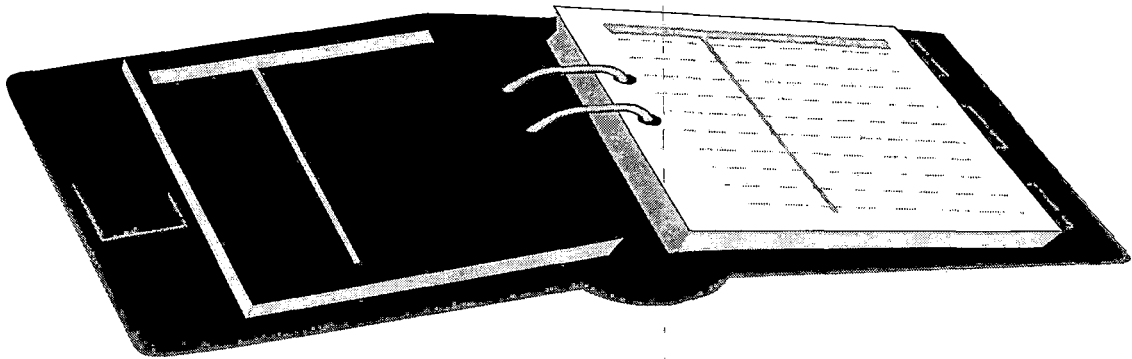
FULLERTON COLLEGE

Esthetician Course

INSTRUCTOR:

Mrs. Molina

Daily Planner



Student Name: _____ Grade _____

Term: ___ Fall ___ Spring Year: _____ Class ___ Day ___ Evening

**SAMPLE
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Tab 3	Reconciliation Sheet	p. 6
	Daily Lab Grade work sheet	p. 7
	Copy of State progress chart	p. 8
Tab 4	Record and Consultation cards with alphabetical tab inserts (ONLY FELLOW CLASSMATES).	
Tab 5	Customer and Client Address Book	
Tab 7	Unused Record cards and Consultation Cards	
Tab 8	Notes and recommendations for next class	
Tab 9	Other _____	

INTRODUCTION:

This is your daily planner it is designed for your use throughout the 41F – 42F Esthetician courses.

By the end of this exercise the learner will be able to:

1. Prepared to keep daily records by simulating a year of work in the salon.
2. Use time management techniques.
3. Gain money management knowledge.
4. Record and update services rendered, tips earned and retail sold.
5. Maintain a working filing system.
6. Schedule appointments effectively to maximize earning potential.
7. Complete an end of the year report similar to the Internal Revenue system.
8. Work effectively, efficiently, and safely.
9. Know how to gather required forms and assemble a working daily resource book.

Recommendations:

1. Input the required information on a daily basis to avoid falling behind.
2. Complete and file records on a daily basis.
3. Have all your sheets initialed by the instructor on a daily basis.
4. Have the instructor sign each service before you begin a service and check the results after you are finished.
5. Use a timer; it will help gauge how long it takes to complete a service for scheduling purposes.

6. After a service is learned, speed is the next step to success. Remember Time is Money but Quality is better.
7. Learn to use products wisely - not in excess of what is needed.
8. Practice of sanitation, patron protection, safety procedures when handling any electrical equipment with each and every service.
9. Practice professionalism and ethics at all times.
 - a. All clients will be treated with respect, remember that they are doing you a favor by letting you practice on them.
 - b. Clients under the age of 18 must have a parent/guardian to sign the client record card authorizing you to work on them and he/she must remain with the minor.
10. Make sure the client understands the cost of the service before you begin the service.
 - a. Services offered in this department are on a "CASH ONLY" basis.
 - b. Remember to collect money for any add on services.
 - c. It is in the client's best interest to recommend home care and product usage.
 - d. Learn not to give away free services and recommend needed upgrades and follow up appointments.
11. Clients will be given AFTER CARE INSTRUCTIONS for all services particularly the waxing services.
12. A record card must be filled out and updated every time the client comes into the salon.

SAMPLE SHEET
RECONCILIATION SHEET FOR SERVICES RENDERED
FROM DAILY PLANNER

DATE	Services Charged	Tips	Retail Sold	Gross Weekly Total	Supplies Purchased	Continuing Education	Total Take Home Earnings
WEEK 1 8/18/03	No clients	No clients	No clients	No clients	What is the cost of kit - \$10.00?	What is the cost of course units - \$100.00 ?	Sample start up fees - \$ 110.00
WEEK 2 8/25/02	\$18.00	+ \$7.00	+ \$45.00	= \$70.00	- \$5.00	- \$5.00 =	\$60.00
WEEK 3	\$80.00	\$8.00	\$30.00	\$118.00	- \$15.00	- \$15.00 =	\$88.00
WEEK 4							
WEEK 5							
WEEK 6	Absent	0	0	0	0	0	0
WEEK 7	Manager	0	\$200.00	\$200.00	0	0	\$200.00
WEEK 8							
WEEK 9	\$14.00	\$3.00	\$1.50	\$18.50	- \$20.00	0	- \$1.50
GRAND TOTAL OF ALL WEEKLY COLUMNS	\$112.00 PLUS	\$18.00 PLUS	\$276.00 PLUS	\$406.50 EQUALS	\$50.00 MINUS	\$120.00 MINUS EQUALS	\$236.50 Grand total

NOTE: Add or subtract where it is appropriate.
Columns totals must match vertically and horizontally.

Student Name _____ Date ____ Semester Fall ___ Spring ___ 41F

RECONCILIATION SHEET FOR SERVICES RENDERED FROM DAILY PLANNER

DATE	Services Charged	Tips	Retail Sold	Gross Weekly Total	Supplies Purchased	Continuing Education	Total Take Home Earnings
WEEK 1 / /	0	0	0	0			
WEEK 2 / /							
WEEK 3 / /							
WEEK 4 / /							
WEEK 5 / /							
WEEK 6 / /							
WEEK 7 / /							
WEEK 8 / /							
WEEK 9 / /							
GRAND TOTAL OF ALL WEEKLY COLUMNS	PLUS	PLUS	PLUS	EQUALS	MINUS	MINUS EQUALS	Grand total

Student Name _____ Date _____

HOMEWORK ASSIGNMENTS # ____ Grading Criteria Form for Daily Planner

Esthetician Class ____ Day 41F ____ Evening 41 F

Daily Appointment Schedule/Planner		Possible Points 100	Points earned
Presentation of Project			25 %
Must be In a three ring binder with a cover page			
Grading Criteria sheet must be turned in with packet			
Table of content using Numeric Tabs as reference points for each Subject. (Example: Tab 1 Reconciliation sheet, Tab 2 - Daily lab sheets, Tab 3 Client Records)			
Alphabetical Tabs used to separate clients using their last names for filing purposes. (Example: Jane Doe goes under D Tab)			
Unused student daily lab sheets, daily appointment sheets, record cards, and consultation cards			
Form Inserts			
Copy of Esthetician Brochure price list	Copy of State progress chart		
Copy of CA Botana price list	Copy of Dermalogica price list		
Copy of Instructor Rubric Esthetician Daily grading sheet.	Completed copy of Contract listing semester work plan on 20 students		
Completed Forms			75 %
Forms must include: totals where applicable, type of services, retail, tips and their charges, and clients release signature and initials. (Zero sales are not acceptable). MUST have instructors of the day initials on a daily basis (do not ask instructor to initial for another instructor). Timing etc.			
Completed correctly - Daily lab sheet.			
Completed correctly -Daily appointment sheets.			
Completed correctly Reconciliation Sheet (IRS - Mrs. Molina).			
Completed correctly and updated Student ONLY Consultation & Record cards.			
Included Gloria as if she were a real student client & give her <u>your</u> last name.			
All forms match, Record cards, daily lab sheets, daily appointment sheets, and reconciliation form.			
Completed Address book in alphabetical order and typed– to include: Telephones and e-mail [Fellow students, Present school clients, people you know in business (hair dresser sales rep), Potential clients].			
Completed Address book in alphabetical order and typed– to include: Networking group and e-mail addresses (Manufacture, Salons, Day Spas alphabetical order.			
Completed Contract is due (Thursday) End of second Week: a plan of who you plan to work on, what service you are going to do, when you need to re-book for correction of condition, different services required may incorporate plain, scrub, peels, electrical facials, tweezing, waxing, makeup or a combination. Be creative, productive, and time yourself. Practice makes perfect. List every student (20) in this class (Client) name; service done, projected date to be completed, and charges.			
Total Points Earned =			

Student Name _____ Date ____ Semester Fall ____ Spring ____ 42F

RECONCILIATION SHEET FOR SERVICES RENDERED FROM DAILY PLANNER

DATE	Services Charged	Tips	Retail Sold	Gross Weekly Total	Supplies Purchased	Continuing Education	Total Take Home Earnings
WEEK 10 / /	0	0	0	0			
WEEK 11 / /							
WEEK 12 / /							
WEEK 13 / /							
WEEK 14 / /							
WEEK 15 / /							
WEEK 16 / /							
WEEK 17 / /							
WEEK 18 / /							
GRAND TOTAL OF ALL WEEKLY COLUMNS	PLUS	PLUS	PLUS	EQUALS	MINUS	MINUS EQUALS	Grand total

Student Name _____ Date _____

HOMEWORK ASSIGNMENTS # ____ Grading Criteria Form for Daily Planner

Esthetician Class ____ Day 42F ____ Evening 42 F

Daily Appointment Schedule/Planner		Possible Points 100	Points earned
Presentation of Project			25 %
Must be In a three ring binder with a cover page			
Grading Criteria sheet must be turned in with packet			
Table of content using Numeric Tabs as reference points for each Subject. (Example: Tab 1 Reconciliation sheet, Tab 2 - Daily lab sheets, Tab 3 Client Records)			
Alphabetical Tabs used to separate clients using their last names for filing purposes. (Example: Jane Doe goes under D Tab)			
Unused student daily lab sheets, daily appointment sheets, record cards, and consultation cards			
Form Inserts			
Copy of Esthetician Brochure price list	Copy of State progress chart		
Copy of CA Botana price list	Copy of Dermalogica price list		
Copy of Instructor Rubric Esthetician Daily grading sheet.	Completed copy of Contract listing semester work plan on 20 students		
Completed Forms			75 %
Forms must include: totals where applicable, type of services, retail, tips and their charges, and clients release signature and initials. (Zero sales are not acceptable). MUST have instructors of the day initials on a daily basis (do not ask instructor to initial for another instructor). Timing etc.			
Completed correctly - Daily lab sheet.			
Completed correctly -Daily appointment sheets.			
Completed correctly Reconciliation Sheet (IRS - Mrs. Molina).			
Completed correctly and updated Student ONLY Consultation & Record cards.			
Included Gloria as if she were a real student client & give her <u>your last name</u> .			
All forms match, Record cards, daily lab sheets, daily appointment sheets, and reconciliation form.			
Completed Address book in alphabetical order and typed– to include: Telephones and e-mail [Fellow students, Present school clients, people you know in business (hair dresser sales rep), Potential clients].			
Completed Address book in alphabetical order and typed– to include: Networking group and e-mail addresses (Manufacture, Salons, Day Spas alphabetical order.			
Completed Contract is due (Thursday) End of second Week: a plan of who you plan to work on, what service you are going to do, when you need to re-book for correction of condition, different services required may incorporate plain, scrub, peels, electrical facials, tweezing, waxing, makeup or a combination. Be creative, productive, and time yourself. Practice makes perfect. List every student (20) in this class (Client) name; service done, projected date to be completed, and charges.			
Total Points Earned =			

Appointment Book - SAMPLE SHEET

Month/Day/Year _____ 41F ___ 42F ___ /Day ___ Evening ___

Mary Smith Number 981

Time/ Date	Client Name	Gave a Service	Received a service	Instructor initials	Services Charged	Tips	Retail Sold	Client Total	
9:30 - 11 AM 8/25/03	Jane Doe	Facial with a scrub		RM	\$18.00	\$1.00	\$5.00	\$24.00	
12:30 - 2:30 PM 8/25/03	Mary Smith	Facial with a scrub	X	RM	0	0	0	0	
12:30 - 2:30 PM 8/26/03	Manager of the day			RM	0	\$5.00	\$45.00	\$50.00	
Week # _____									
Daily /Weekly/GRAND TOTAL ==>						\$18.00	\$6.00	\$50.00	\$74.00
					PLUS	PLUS	PLUS	EQUALS	

Note: It is recommended that you make enough copies of your record cards, consultation cards, daily appointment sheets, and daily lab sheets.

Section Nine
Course Calendar



Esthetician Class Schedule (Subject to change to meet class needs)

	Date	NAME OF CLASS	
Week 1	Monday	1. Orientation, Introductions, Course syllabus, expectations, Rules: School, Class, Materials needed. 2. Chapter 1 - Skin Care History and Opportunities	
	Tuesday	1. Chapter 2 - Your Professional Image 2. Chapter 11 - Product Selection and Ingredients and CA Botana Products 3. Contract Due (homework)	
	Wednesday	1. Chapter 12 - The Treatment Room (Table Set up) and Demo. 2. Chapter 10 - Client Consultation and Male skin care 3. Skin Analysis	
	Thursday	1. Chapter 3 - Bacteriology Sterilization 2. Test A - Kit inspection, Uniforms, Books 3. Homework Check Work Book #1	
	Friday	1. Chapter 3 - Disinfection, & Safety in the Salon 2. Module - Material Safety Data Sheet	3. Students Practice
Week 2	Monday	Chapter 4 - Anatomy, and Physiology Cells, Systems, Tissues, and Organs	Chapter 12 Chapter 14 DEMO/Practice 1. Preparing the client 2. Cleansing of the skin 3. Basic treatments
	Tuesday	Chapter 4 - Skeletal, Muscular, Nerves	Chapter 15A 1. Machines, Magnification lamp and woods lamp
	Wednesday	Chapter 4 - Circulatory, Lymph, Endocrine, Excretory, Respiratory, Digestive, Reproductive	Chapter 14 A & 15A 1. Extractions, Machines, Steam, Spry, and Vacuum DEMO/Practice
	Thursday	Chapter 5 - Chemistry, Students Practice	
	Friday	1. Chapter 6 - Cosmetic Chemistry 2. Homework Check Work Book #2	
Week 3	Monday	Labor Day Holiday	
	Tuesday	1. Chapter - 15 - Basics of Electricity & Video 2. Practical test: Table setup and Disinfection Procedures	
	Wednesday	1. Chapter 9 - Skin Disorders and Dermatology 2. Introductory to deep cleansing of the skin with the use of the scrub. DEMO/Practice	
	Thursday	1. Chapter 8 - Physiology of the Skin and Enemies of the Skin 2. Students Practice	
	Friday	Chapter 8 - Nutrition, Homework Check Work Book #3, Students Practice,	
Week 4	Monday	Chapter 13 - Massage DEMO/Practice.	Students Practice
	Tuesday	Chapter 13 - Massage - Students Practice Basic facial treatments Mask treatments DEMO/Practice	
	Wednesday	1. Chapter 14 - Basic Facial treating mature skin and Hormones - Paraffin mask Demo. 2. Students Practice	
	Thursday 11	1. Chapter 14 - Basic Treating Dry VS Dehydrated 2. Students Practice	
	Friday	1. Chapter 14 - Fruit masks (Bring fruit and Large gauze from home), Students Practice 2. Homework Check Work Book #4	

		Esthetician Class Schedule NAME OF CLASS
Week 5	Monday	Chapter 14 - Treating Sensitive & Hyper-pigmentation skin. Guest - Product knowledge
	Tuesday	Chapter 14 - Treating Oily skin VS Acneic skin Students Practice
	Wednesday	Chapter 15 - Machines Galvanic Usage DEMO/Practice& Video Note: START letting your brow hair and legs grow for next week.
	Thursday	Chapter 16 - Removing Unwanted Hair – and DEMO/Practice Shaping the brows with the use of the Tweezers. Students Practice
	Friday	Practical Test
Week 6	Monday 22	Guest: 10am (hair removal) Machines High Frequency Usage DEMO/Practice.
	Tuesday 23	Chapter 16 - Removing Unwanted Hair Waxing Brows and Demo. Students will practice on arms and legs
	Wednesday 24	Field Trip 10:00 am – 3:00 pm Aromatherapy, Hydrating Body treatments, & Prescriptive Retailing
	Thursday 25	Chapter 18 - Color Theory Seasonal Draping And Video and DEMO/Practice.
	Friday 26	Chapter 18 - Makeup Techniques (Day Makeup) and DEMO/Practice. Homework Check Work Book #5
Week 7	Monday 29	Practical Test
	Tuesday 30	Demo Speed Waxing on Legs and Underarms incorporating High frequency to sooth the skin.
	Wednesday	Chapter 18 - Makeup Techniques (Evening with Artificial Lash application Pre Disposition Skin Test) and DEMO/Practice.
	Thursday	Chapter 15 - Machines Galvanic and High Frequency Facials combined
	Friday	Chapter 15 - Machines Galvanic and High Frequency Facials combined
Week 8	Monday	1. Vocabulary packet (report on skin care treatments). 2. Student Presentation GROUP WORK Practical Oral TEST) on Skin Treatments Without Machines
	Tuesday	Practice For Midterms practical and study time.
	Wednesday	Practical Test
	Thursday 9	Midterm Written Exam # 1 and Practice For Mid term Practical test and study period
	Friday 10	Midterm Written Exam # 2
Week 9	Monday 13	Midterm Written Exam # 3 and Midterm Practical group 1
	Tuesday 14	Midterm Practical group 2
	Wednesday 15	Preparation for clients Salon Techniques Theory Invite a Guest for Facial treatments and hair removal group # 1 – 10:00 – 12:00
	Thursday 16	Invite a Guest for Facial treatments and hair removal group # 2 - 1:00 – 2:00
	Friday 17	MAJOR CLEAN UP OF SALON AREA

Chapter	Date	Written Test Name
Orientation and 1		Orientation and History Safety in the salon
2 & 11		Your Professional Image, Ingredients and an CA Botana products
10		Analysis Skin types & Conditions Consultation
12		Set up and Cleansing skin
3		Bacteriology, Sanitation, Disinfection & Material Safety Data sheet
4a		Cells, Systems, Tissues, and Organs
4b		Skeletal, Muscular, Nerves
4c		Circulatory, Endocrine, Lymph, Excretory, Respiratory, Digestive, Reproductive
14a & 15a		Cleansing, Machines Uses: magnifying lamp, vaporizer, steamer, brush, vacuum and spray Machines
5 & 6		Chemistry and Cosmetic Chemistry
7		Electricity Definitions
9a		Skin Disorders and Diseases
9b		Skin Disorders and Diseases
8		Physiology of the skin and Enemies of the skin
8		Nutrition
13		Massage & Masks
14		Rest of Basic Facial Treatments
16		Removing Unwanted Hair
15b		Galvanic High Frequency Usage
18a		Color Theory
18b		Makeup Techniques
Date	Practical tests	
	Test A - Inspection: Kits (Esthetician and CA Botana) Books, Supplies, & Uniform	
	Test # 1 30 Minutes Maximum - Set up Table and Bed, Preparation of Disinfectant, Disinfection of implements, Sanitation of work area, Cleanup Turn in Test form	
	Test # 2 60 Minutes Maximum - Set up, Consultation, Skin typing, Product selection, Draping, Cleansing the skin, Using magnifying lamp, Disinfection & Sanitation, Clean up, Turn in Record card & test form	
	Test # 3 90 Minutes Maximum - Set up, Consultation, Skin typing, Product selection, Draping, 1st Cleansing the skin, 2nd Cleansing with a scrub and Steam used, Desincrustation and Extractions, Using magnifying lamp, Disinfection & Sanitation, Clean up, Turn in Record card & test form.	
	Test # 4 1 Hr. 45 Minutes Maximum, Set up, Consultation, Skin typing, Product selection, Draping, 1st Cleansing the skin, 2nd Cleansing with a scrub, Massage 5all movement's 3X ea, Mask for skin type used, Disinfection & Sanitation, Clean up, Turn in Record card test form	
	Test # 5 1 Hr. 45 Minutes Maximum,	
	Midterm Practical Exam (2 Hours and 15 minutes)	
	Midterm Written Exams	
	Homework assignments	
	Work book chapters 1 through 18	
	Test B Vocabulary, Goal Setting and Puzzles	
	Test C Facial treatment Protocol for Skin types	

Beauty Is In The Eye of The Beholder

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