Milady Standard Esthetics: Fundamentals 
Course Management Guide
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INTRODUCTION

Congratulations! You hold in your hands the most comprehensive Course Management Guide ever published to support esthetics education in our nation’s schools. Students entering training at your institutions expect and deserve the best possible education you can provide. They have chosen to enter this course of study to embark upon a career, which can be a life-transforming event. They have chosen your school for their education and you, as the teacher, to educate them.

Merriam Webster’s Collegiate Dictionary, 10th edition, defines educate as follows:

• to train by formal instruction and supervised practice especially in a skill, trade, or profession.
• to develop mentally, morally, or aesthetically especially by instruction.
• to provide with information.

As educators, our primary focus is to foster and provide education and training in fundamental esthetics and related areas that will arm the graduate with the needed skills and abilities to be competitive in entry-level positions. We constantly strive to further advance and develop the standards of education and instruction we offer in our schools. Obtaining the latter can be challenging; but with the right tools, it is definitely a challenge that can be met and overcome.

PURPOSE

The purpose of Milady Standard Esthetics: Fundamentals Course Management Guide is to aid the educator in meeting the objectives of advancing and improving the standards of education in your school. It is designed to serve as your partner in making esthetics education effective, interesting, and fun while also helping your students develop mentally, morally, and aesthetically. Milady’s standard is recognized as the undisputed industry leader and primary source for the most current and comprehensive information available for esthetics students. It is with this history and vision in mind that Milady continues to expand, update, and improve its educational programs to meet the needs of today’s educators and learners.

HOW TO USE THIS GUIDE

Detailed instructions are provided in the following few pages. You will find that if you invest the brief amount of time required to carefully read these pages, you will have a complete grasp of how effective and beneficial this tool will be to you.

The Course Management Guide is divided into 9 tabbed sections:

Tab 1: Preface
Tab 2: Revision Synopsis
Tab 3: Instructor Support Materials
Tab 4: Part 1 Orientation
   Lesson Plans for Chapters 1–4
Tab 5: Part 2 General Sciences
   Lesson Plans for Chapters 5–9
Tab 6: Part 3 Skin Sciences
   Lesson Plans for Chapters 10–13
Tab 7: Part 4 Esthetics
   Lesson Plans for Chapters 14–20
Tab 8: Part 5 Business Skills
   Lesson Plans for Chapters 21–23
Tab 9: Workbook Answer Key
Section 1, Tab 1, contains the preface, which you are reading now. It is designed to tell you how simple it is to use this guide. It will take you through each section and explain how it can be used. In addition, it will take you through the lesson plan format to ensure you know how to use it for maximum benefit.

Section 2, Tab 2, contains a revision synopsis to aid the school in making the transition from the 10th edition of Milady’s Standard Fundamentals for Estheticians to the new 11th edition of Milady Standard Esthetics: Fundamentals. The revision synopsis gives a side-by-side comparison of the 10th edition of Milady’s Standard Fundamentals for Estheticians and the current 11th edition of Milady Standard Esthetics: Fundamentals. Column one lists the objectives for each chapter contained in the 11th edition. Column two lists the learning objectives for each chapter contained in the 10th edition. Column three indicates the similarities between the two editions and identifies specific information that has been added or deleted in the 11th edition. This tool is highly beneficial for educators who have students enrolled in their classes who have been issued different textbooks. It is also recommended that the institution add at least a few extra copies of each edition to their campus libraries for reference by students and instructors. (Schools should contact their sales representative to learn about options for purchasing 11th edition textbooks for those students who have already been issued the 10th edition.)

Section 3, Tab 3, contains Instructor Support Materials. The sample forms can be modified to fit the individual institution. The support materials are described in the following paragraphs.

A sample course syllabus for a 600-clock-hour esthetics program is provided. This brief, two-page document contains all the elements required for a course outline and generally meets requirements set forth by accrediting bodies. It is provided to assist you in developing a course syllabus specific to the program offered at your institution.

Another sample form is the “Theory Grade Record by Course Unit.” This form has been used successfully by schools to record and document theory test grades for students. It lists each of the unit tests contained in the Course Management Guide. There is a column for the grade, the date of the test, and the student’s signature acknowledging the test grade. In this age of accountability, this form, which documents that students have completed the specific unit of study, can replace the practice of maintaining a plethora of actual tests in student files.

An additional sample document is a “Monthly Academic Review/Progress Evaluation” form. Again, this type of form has been used successfully by schools to record sessions of academic advising conducted by faculty. The form can also be used to document a student’s satisfactory academic progress evaluations and can be considered a “report card.” You can record both monthly and cumulative theory grade averages and attendance and give the student feedback in practical skills performance, professionalism, and adherence to school policies. One section allows you to identify any areas where the student needs improvement and gives you space to record a brief “action plan” for improving his or her performance. In the last section of the form, you can record formal satisfactory progress evaluations, identify probationary status, or indicate the student’s request to appeal the decision. This one-page form can be used to satisfy many school requirements with respect to documenting student progress. If necessary, it can be modified to conform to the school’s policies.

A sample “Chapter Test Score Sheet” is also provided. Using a score sheet allows the school to photocopy only enough tests for the size of the student body. The same tests can then be used multiple times, which provides cost savings in paper, toner, and time. The score sheets are retained in the student’s file only until the student has signed for the grades on the “Theory Grade Record by Course Unit” form, and they are then discarded.

The final document is a master “Class Sign-In Sheet,” which can be used for classes you present that are not found in the Course Management Guide. The sign-in sheets provided with the Lesson Plans are explained more fully on the next page.

Section 4, Tab 4, contains comprehensive Lesson Plans that closely follow Chapters 1 through 4 of Milady Standard Esthetics: Fundamentals, 11th edition. A lesson plan is a tool for organizing the instructional time and ensuring that all the planned material is covered in an orderly manner. As the educator,
you clearly represent an integral part of the student's experience in school. Effective lesson plans can make
your job much easier and your students' learning experiences more satisfying. These plans are written
in such a way that you no longer have to spend hours writing your own lesson plans, and yet they are
flexible enough that you can add information to reflect the regulations in your state, site the philosophies
of your school, and/or present your personal knowledge and experiences.

For each lesson plan, an outline is provided on the left side of the page; the right side contains in-
depth notes that explain and enhance the outline. Therefore, the lesson plan can be used by the newest
of instructors or by the seasoned instructor with years of experience in the classroom. It will be up to the
individual instructor to edit or supplement as desired. The lesson plans include measurable performance
objectives, practical esthetics skills competency evaluation criteria, and much more. Lesson plan numbers
correspond to the relevant chapter in the textbook.

Each lesson plan is preceded by a Class Sign-In Sheet. The top of the form lists all the learning objec-
tives that should be covered by the instructor for each lesson plan. The bottom half and reverse of the
form provide space for each student to sign in for the class. The class sign-in sheet has proved to be an
effective and valuable tool. We live in an age of accountability; for cosmetology and esthetics schools, that
means verifying that curriculum prescribed by state boards is being followed, class objectives are being
met, academic and practical classes are being integrated throughout the course of study, effective teaching
methods are being employed, students are being evaluated for competency in both academic and practical
training, and so much more.

This simple class sign-in sheet provides bona fide documentation that many of those requirements are
being met. For example, I am sure some of you have heard about students who have claimed that they
were never taught anything about cosmeceuticals in school. Some of those claims have even resulted in
complaints being filed with state regulatory or accrediting bodies or even in lawsuits against the school.
These sign-in sheets are evidence that the school is following its prescribed schedule and that classes
are being taught whether or not the students chose to avail themselves of the opportunity to learn by
attending.

It is recommended that the sign-in sheets are maintained chronologically in a three-ring binder for
each year. The binders are a compact and easy way to maintain class records for several years. They also
eliminate the need for “roll call.” Coupled with the “Academic Grade Record by Course Unit” form, the
sign-in sheets are excellent tools for owners or managers of multiple locations. By checking these two
documents alone, you can verify that your faculty members are following their assigned schedules and
that students are receiving the training you have agreed to provide. It is an outstanding quality control
procedure.

The first page of each lesson plan repeats the information from the class sign-in sheet and more as
follows:

1. Subject: the part of the textbook being studied.
2. Topic: the title of the lesson plan.
3. Lesson Objectives: what the students will be able to understand or perform after completing the lesson
   and practice.
4. Implements, Equipment, Supplies Required: items for both students and instructors.
5. Teaching Aids: a list of audio/visual equipment, handouts, etc. to be used by the instructor.
6. Facility: theory or practical classroom, or both (The theory of practical skills text information can be
   taught as a theory class, and the practical aspects of the chapter can be taught as a practical class. The
   instructor can, therefore, modify the facility identified. Some of the lessons might even take place in
   the clinic or lab area.)
7. Time Allotment: broad guidance is provided for the time allotted to each lesson. (Learning
   Reinforcement Ideas and Activities are included with each lesson. How many, and when these will be
   incorporated into the learning, will greatly affect the time allotted for each lesson.)
8. Prior Student Assignment: what the student needs to have completed before attending the class.
9. Educator References: references available to the instructor to further expand his or her knowledge on the subject and enhance the class.

10. Notes to Educator: suggestions and reminders to better prepare the educator for the class.

The lesson plan continues in the two-column format until all the material in the chapter or lesson has been covered.

A written summary with review questions and answers is provided at the end of each lesson outline. “Learning Reinforcement Ideas and Activities” follow the “Summary and Review.” This section lists activities, assignments, projects, DVDs, and so on that can be assigned to the students to reinforce the material covered in the class. Many of these activities or ideas can be incorporated into class depending on time availability. Optionally, they can be assigned as practice or projects for the students to complete outside of the formal class. We have provided space for the instructor to add personal ideas for learning reinforcement activities. Please add these ideas so that when you use the lesson plan again, or when another instructor uses the lesson plan, there will be a greater resource of activities.

The lesson plans are followed by handouts, teaching tools, and tests (with answer keys), as applicable.

At least one multiple-choice test accompanies each unit of study. The tests can be used to measure the student’s comprehension of the material covered. Additional test and review questions can be found in the Student Workbook, Exam Review, Milady Online Licensing Preparation, and Computerized Test Bank available in the Course Management Guide CD-ROM.

Section 5, Tab 5, contains comprehensive Lesson Plans that closely follow Chapters 5 through 9 of Milady Standard Esthetics: Fundamentals, 11th edition.

Section 6, Tab 6, contains comprehensive Lesson Plans that closely follow Chapters 10 through 13 of Milady Standard Esthetics: Fundamentals, 11th edition.

Section 7, Tab 7, contains comprehensive Lesson Plans that closely follow Chapters 14 through 20 of Milady Standard Esthetics: Fundamentals, 11th edition.

Section 8, Tab 8, contains comprehensive Lesson Plans that closely follow Chapters 21 through 23 of Milady Standard Esthetics: Fundamentals, 11th edition.

Section 9, Tab 9, contains the answer key to Milady Standard Esthetics: Fundamentals Workbook.

Visit http://milady.cengage.com for a complete list of resources available to esthetics schools to further advance their goals and objectives of providing quality esthetics education and preparing graduates for gainful employment in the field of esthetics.

BEST WISHES FOR SUCCESS!

In choosing this 11th edition of Milady Standard Esthetics: Fundamentals Course Management Guide, you have taken a significant step into the new millennium of education. You have chosen proven performance and longevity by choosing Milady. May success and good luck accompany you in every step you take with Milady Standard Esthetics: Fundamentals. I believe that with the right tools, your passion for esthetics, and your compassion for students, you will experience all the joys and rewards possible in this honorable career.

Letha Barnes, President
Training, Education, and Management, Inc.
**MILADY STANDARD ESTHETICS: FUNDAMENTALS REVISION SYNOPSIS**

**GLOBAL COMMENTS**
New features added to the 11th edition that are found throughout the textbook:

1. Each chapter contains a listing stating the most important reasons for studying the applicable subject. These reasons have been included in the Introduction or Learning Motivation found at the beginning of each Lesson Plan.
2. Practical Skills Competency Evaluation Criteria have been added to the end of each practical lesson plan.
3. The term sanitation has been eliminated from the textbook. It has been replaced with cleaning, decontamination, or disinfection throughout.

**PART 1: ORIENTATION**

**Chapter 1—History and Career Opportunities in Esthetics**

Objectives:
- Describe the cosmetics and skin care practices of earlier cultures.
- Discuss the changes in skin care and grooming in the twentieth and twenty-first centuries.
- Name and describe the career options available to licensed estheticians.
- Explain the development of esthetics as a distinct, specialized profession.

**Chapter 2—Life Skills**

Objectives:
- List the principles that contribute to personal and professional success.
- Describe good study habits.
- Create a mission statement.
- Explain how to set long-term and short-term goals.
- Discuss the most effective ways to manage time.
- Define ethics.
- List the characteristics of a healthy, positive attitude.

**PART 1: ORIENTATION**

**Chapter 1—History and Career Opportunities in Esthetics**

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- Discuss the changes in skin care in the twentieth and twenty-first centuries.
- Name and describe the career options available to licensed estheticians.
- Explain the development of esthetics as a distinct, specialized profession.

**SYNOPSIS OF SIGNIFICANT CHANGES**

Both editions cover essentially the same information, including an introduction to the world of skin care, a detailed history of cosmetology and skin care, and a variety of career opportunities for skin therapists.

New information in the 11th edition includes:
- The reasons a professional should have some sense of the history of the industry.
- References to the mignonette tree.
- Retin-A® is now referred to as Tretinoin.
- Skin care company owner, product development, and mobile esthetician are added in career opportunities.

This chapter was not contained in the 10th edition of the Milady Esthetics Fundamentals textbook.

All information contained in this chapter is new and not found in the 10th edition.
### Chapter 3—Your Professional Image

**Objectives:**
- Explain the characteristics of a professional image.
- Understand the importance of professional hygiene.
- Demonstrate proper standing and sitting posture.
- Understand how your personal conduct affects your professional image.

### Chapter 3—Your Professional Image

**Objectives:**
- List the basic habits of daily personal hygiene.
- Demonstrate proper standing and sitting posture.
- List the characteristics of a healthy, positive attitude.
- Explain the attributes of a strong work ethic.
- Define ethics.
- List the most effective time management techniques.

### Chapter 4—Communicating for Success

**Objectives:**
- List the golden rules of human relations.
- Explain the definition of effective communication.
- Conduct a successful client consultation.
- Handle delicate communications with your clients.
- Build open lines of communication with co-workers and salon managers.

### Chapter 4—Communicating for Success

**Objectives:**
- List the golden rules of human relations.
- Explain the importance of effective communication.
- Conduct a successful client consultation.
- Handle delicate communications with clients.
- Build open lines of communication with co-workers and salon managers.

### PART 2—GENERAL SCIENCES

#### Chapter 5—Infection Control: Principles and Practices

**Objectives:**
- Understand state laws and rules and the differences between them.
- List the types and classifications of bacteria.
- Define hepatitis and Human Immunodeficiency Virus (HIV) and explain how they are transmitted.
- Explain the differences between cleaning, disinfecting, and sterilizing.
- List the types of disinfectants and how they are used.
- Discuss Universal Precautions.
- List your responsibilities as a salon professional.
- Describe how to safely clean and disinfect salon and spa tools and implements.

#### Chapter 5—Infection Control: Principles and Practices

**Objectives:**
- List the types and classification of bacteria.
- Define hepatitis and AIDS and explain how they are transmitted.
- Discuss the different types of disinfectants and how they are used.
- Describe how to safely sanitize and disinfect various salon tools and surfaces.
- Explain the differences between sterilization, disinfection, and sanitation.
- Understand the importance of sanitation for the health and safety of your clients and for yourself.

Both editions cover essentially the same information regarding personal hygiene, dressing for success, and the importance of ergonomics.

New information in the 11th edition includes:
- Behaving professionally is new to the 11th edition.
- Quick exercises for wrists, fingers, and shoulders is new to the 11th edition.

Both editions cover essentially the same information regarding communication basics, the client consultation for key services, understanding the total look concept for clients, the consultation card, the consultation area, developing listening and observational skills, special issues and challenges in communication, and in-salon communication.

New information in the 11th edition includes:
- Retailing: What, Why, How
- Handling differences

Both editions cover essentially the same information regarding infection control, HIV, and Universal Precautions.

Explanation added on the difference between Standard and Universal Precautions.

*General infection* is replaced with *systemic infection or disease*.

New information in the 11th edition includes:
- Decontamination Methods 1 and 2
- Benefits of sterilizing
- Ideal disinfectant qualities
- Accelerated hydrogen peroxide
- Ethylene alcohol
- Glutaraldehyde
- Keep a log book
Chapter 6—General Anatomy and Physiology

Objectives:
- Define and explain why the study of anatomy, physiology and histology is important to the esthetician.
- Describe cells, their structure and their reproduction.
- Define tissue and identify the types of tissues found in the body.
- Name the 9 major body organs and the 11 main body systems and explain their functions.

Both editions cover essentially the same information regarding anatomy and physiology.

New information in the 11th edition includes:
- 11 body systems instead of 10
- Extensor hallucis longus, eleventh cutaneous, nerve, arterioles, venules, posterior tibial artery, pineal glands, pituitary glands, thyroid gland, parathyroid gland, pancreas, adrenal gland, ovaries, testes

References deleted from the 2012 edition are:
- Blood-vascular and Lymph-vascular Systems
- Supraorbital artery
- Infraorbital artery

Chapter 7—Basics of Chemistry

Objectives:
- Define chemistry and its branches: organic and inorganic chemistry.
- Explain matter and its structure.
- Discuss the properties of matter and how matter changes.
- Understand how acid, alkaline and pH affects the skin.
- Explain pH and the pH scale.
- Explain the differences among solutions, suspensions, and emulsions.

Both editions cover essentially the same content regarding the basics of chemistry, matter, and pH. There are minor differences when referencing acids and alkalis.

Chapter 8—Basics of Electricity

Objectives:
- Define the nature of electricity and the two types of electric current.
- Define electrical measurements.
- Understand the principles of electrical equipment safety.
- Describe the types of electrotherapy and their uses.
- Explain electromagnetic radiation and the visible spectrum of light.
- Describe what the acronym laser stands for.
- Describe the colors of light in the LED therapy and their benefits for the skin.

Both editions cover essentially the same content regarding the basics of electricity, electrical measurements, modalities, and the electromagnetic spectrum.
Chapter 9—Basics of Nutrition
Objectives:
– Describe the dietary guidelines for foods.
– Identify macro- and micronutrients.
– Understand vitamins and minerals and their benefits.
– Explain how nutrition relates to healthy skin.
– Discuss the benefits of proper nutrition.
– Explain the importance of water intake.
– Explain why it is important for the esthetician to have good self-care habits.

Chapter 8—Basics of Nutrition
Objectives:
– Identify macro and micronutrients.
– Understand the dietary guidelines for foods.
– Understand vitamins and their benefits.
– Explain the importance of water intake.
– Discuss the benefits of proper nutrition.
– Explain how nutrition relates to healthy skin.

Part 3—SKIN SCIENCES
Chapter 10—Physiology and Histology of the Skin
Objectives:
– Explain the functions of the skin.
– Describe the layers of the skin.
– Describe how skin gets its color.
– Define collagen and elasticity.
– Name the glands of the skin.
– Discuss how sun damage affects the skin.
– Understand free radical damage.
– Understand the effects of hormones on the skin.
– Explain how the skin ages.

Chapter 9—Physiology and Histology of the Skin
Objectives:
– Explain the functions of the skin.
– Explain the structure and layers of the skin.
– Identify which disorders are contagious.
– Know which disorders to refer to a physician.
– Recognize potential skin cancer growths.
– Understand acne and the causes of the disorder.
– Recognize the different grades of acne.
– Identify common skin conditions and disorders.
– Know which disorders to refer to a physician.

Part 3—SKIN SCIENCES
Chapter 9—Disorders and Diseases of the Skin
Objectives:
– Understand the different types of skin lesions.
– Understand glad disorders.
– Understand skin inflammations.
– Recognize pigmentation disorders.
– Identify which disorders are contagious.
– Recognize potential skin cancer growths.
– Understand acne and the causes of the disorder.
– Recognize the different grades of acne.
– Identify common skin conditions and disorders.
– Know which disorders to refer to a physician.

Chapter 11—Disorders and Diseases of the Skin
Objectives:
– Identify common skin conditions and disorders.
– Explain the different types of skin lesions.
– Identify which disorders are contagious.
– Know which disorders to refer to a physician.
– Recognize potential skin care growths.
– Understand acne and the causes of the disorder.
– Recognize the different grades of acne.

Both editions cover essentially the same content regarding the basics of nutrition and how it relates to healthy skin.

The USDA replaced the food pyramid with MyPlate in 2011. This information has been updated in the chapter with the new guidelines.

Both chapters describe the structure, composition, and functions of the skin.

New to the 11th edition are:
Sebaceous glands: acne, papule, pustule
Essential nutrients
Food pyramid groups, MyPlate
Dietary guidelines

References deleted from the 2012 edition are:
Secondary and tertiary lesions of the skin
Asteatosis
Steatoma
Chapter 12—Skin Analysis
Objectives:
– Identify skin types.
– Identify skin conditions.
– Explain the causes of skin conditions.
– Understand how UV radiation affects
  the skin.
– Explain healthy habit for the skin.
– Determine treatment contraindications.
– Conduct client consultations.
– Fill out skin analysis charts.
– Perform a skin analysis.

Chapter 11—Skin Analysis
Objectives:
– Identify skin types.
– Identify skin conditions.
– Be familiar with the causes of skin
  conditions.
– Explain the causes of skin conditions.
– Understand UV rays and how rays
  interact with skin.
– Explain healthy habits for the skin.
– Be aware of treatment
  contraindications.
– Perform a skin analysis.
– Conduct client consultations.
– Fill out skin analysis charts.

Both chapters cover essentially the same
content regarding skin analysis.

The 11th edition has also included
both the Glogau Scale and the Rubin
Classification of Photodamage in the
Skin Analysis discussion.

Chapter 13—Skin Care Products:
Chemistry, Ingredients, and Selection
Objectives:
– Understand product components used
  in formulating products.
– Understand FDA regulations regarding
  cosmetic claims and product safety.
– Recognize the most common cosmetic
  ingredients and their benefits.
– List and describe the main categories
  of professional skin care products.
– Explain the basic products used in
  facials.
– Understand product formulations for
different skin types.
– Explain the benefits of numerous skin
  care products.
– Safely use a variety of salon products
  while providing client services.
– Recommend home care for different
  skin types and conditions.

Chapter 12—Skin Care Products:
Chemistry, Ingredients, and Selection
Objectives:
– Understand product chemistry and
  components in formulating products.
– Describe the most common cosmetic
  ingredients and their functions.
– Explain FDA regulations regarding
  cosmetic claims and product safety.
– List and describe the main categories
  of professional skin care products.
– Describe the basic products used in
  facials.
– Understand product formulation for
different skin types.
– Recognize and understand the benefits
  of many ingredients.
– Safely use a variety of salon products
  while providing client services.
– Recommend home care for different
  skin types and conditions.

Both chapters cover essentially the same
content regarding skin care products and
their chemistry and ingredients.

New to the 11th edition are:
– A brief reference to PEG—polyethylene
  glycols.
– A brief reference to stem cells
– A brief reference to Epidermal Growth
  Factor (EGF)
– A significant discussion about organic
  ingredients
– A brief reference to nanotechnology

PART 4—ESTHETICS
Chapter 14—The Treatment Room
Objectives:
– Understand the components of creating
  a professional atmosphere.
– Describe what equipment and supplies
  are needed for facials.
– Prepare and set up the treatment room
  for services.
– Explain why the room setup should be
  comfortable for the esthetician.
– Disinfect and clean the treatment room.

Chapter 13—The Treatment Room
Objectives:
– Understand the components of creating
  a professional atmosphere.
– Describe what equipment and supplies
  are needed for facials.
– Explain why the room setup should be
  comfortable for the esthetician.
– Prepare and set up the treatment room
  for services.
– Disinfect and clean the treatment room.

Both editions contain essentially the
same information regarding the treat-
ment room and preparing for a facial
treatment service.

New to the 11th edition is an extension
discussion about saving resources and
money with green practices.
<table>
<thead>
<tr>
<th>Chapter 15—Facial Treatments</th>
<th>Chapter 14—Basic Facials</th>
<th>Both editions contain essentially the same information regarding facials including skin types and conditions, massage movements, product types and uses, electrical equipment and the procedure for a basic facial.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives:</td>
<td></td>
<td>Information deleted from the 2012 edition includes references to accutane.</td>
</tr>
<tr>
<td>– Describe the benefits of a facial treatment.</td>
<td>– Describe the benefits of each step in the facial treatment.</td>
<td>New to the 11th edition is a table that lists the recommended timing for a facial procedure.</td>
</tr>
<tr>
<td>– Perform the facial set up procedures.</td>
<td>– Explain the key elements of the basic facial treatment.</td>
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<tr>
<td>– Explain the key elements of the basic facial treatment.</td>
<td>– List and describe the products used in a facial treatment.</td>
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</tr>
<tr>
<td>– Understand the treatment needs for dry, dehydrated, mature, sensitive, and oily skin.</td>
<td>– Recognize different facial treatment philosophies and methods.</td>
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<tr>
<td>– Discuss men’s skin care and treatments.</td>
<td>– Perform sanitation procedures and provide a safe environment for clients.</td>
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<tr>
<td>– Perform the step-by-step facial treatment.</td>
<td>– Understand extraction methods.</td>
<td></td>
</tr>
<tr>
<td>– Perform decontamination procedures and provide a safe environment for clients.</td>
<td>– Describe acne facials and home care.</td>
<td></td>
</tr>
<tr>
<td>– Understand extraction methods.</td>
<td>– Understand the treatment needs for oily, dry, dehydrated, sensitive, and mature skin.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Discuss men’s skin care and treatments.</td>
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</tbody>
</table>

| Chapter 16—Facial Massage | Chapter 15—Facial Massage | Both editions contain essentially the same information regarding facial massage. |
|---------------------------|--------------------------| New to the 11th edition is a brief discussion of Shiatsu massage. |
| Objectives:               | Objectives:              | |
| – Describe the benefits of massage. | – Describe the benefits of massage. | |
| – Understand the contraindications for massage. | – Understand contraindications for performing massage. | |
| – Explain the different types of massage movements. | – Explain the different types of massage movements. | |
| – Describe alternative massage techniques. | – Describe other massage techniques. | |
| – Perform a facial massage. | – Perform a facial massage. | |
Chapter 17—Facial Machines
Objectives:
– Identify the basic concepts of electrotherapy.
– Describe the contraindications for machines.
– Understand how to maintain a hot-towel cabinet.
– Use and maintain the magnifying lamp.
– Describe the purpose of the Wood’s Lamp.
– Be familiar with the brush machine.
– Safely use and maintain the steamer.
– Understand how galvanic machines are used.
– Be familiar with the high-frequency machine.
– Explain how the spray machine is used.
– Make informed decisions when purchasing equipment.

Chapter 16—Facial Machines
Objectives:
– Explain electrotherapy.
– Identify the machines used in skin care treatments.
– Describe the mechanization used with each machine.
– Explain the benefits of each machine.
– Understand how to safely use each machine.
– Describe the contraindications for each machine.

Both editions contain essentially the same information regarding facial machines and electrotherapy.

Chapter 18—Hair Removal
Objectives:
– Explain the morphology of the hair and its growth stages.
– Describe methods of temporary and permanent hair removal.
– Identify different hair removal equipment, tools and accessories.
– Perform face and body waxing.
– Name the conditions that contraindicate hair removal.
– Provide a thorough client consultation before hair removal.

Chapter 17—Hair Removal
Objectives:
– Explain the morphology of hair. The hair growth cycle.
– Describe the methods of permanent and temporary hair removal.
– Identify different hair removal equipment, tools, and accessories.
– Name the contraindications for hair removal.
– Provide a thorough client consultation before hair removal.

Both editions contain essentially the same information regarding hair removal.

New information found in the 11th edition includes:
– A brief discussion about the Latent Phase of hair growth
– Tips for face, chin, and lip waxing
– Bikini wax variations
– Timing for scheduling services
– Waxing times and prices
– Chin waxing with hard wax replaces the former procedure for chin waxing with soft wax
Chapter 19—Advanced Topics and Treatments

Objectives:
– Recognize the contraindications of chemical exfoliation procedures.
– Explain chemical peels and other exfoliation techniques.
– Describe the benefits of AHA peels and microdermabrasion.
– Understand light therapy and lasers.
– Be familiar with microneedling and ultrasound technology.
– Describe spa body treatments and services.
– Be familiar with medical aesthetics.
– Be familiar with injectables.
– Be familiar with various surgical procedures.

Chapter 18—Advanced Topics and Treatments

Objectives:
– Understand peels and other exfoliation techniques.
– Recognize the contraindications of advanced exfoliation procedures.
– Describe the benefits of AHA peels and microdermabrasion.
– Understand light therapy and lasers.
– Describe spa body treatments and services.
– Discuss various medical aesthetic procedures.
– Identify various surgical procedures.
– Describe injectables.

Both editions contain essentially the same information regarding advanced topics and treatments.

New information found in the 11th edition includes:
– The mini-procedure for AHAs.
– The mini-procedure for chemical exfoliation
– A brief discussion on dermal rolling
– A brief discussion on reiki and other treatments
– A brief discussion on manual lymph drainage

Chapter 20—The World of Makeup

Objectives:
– Demonstrate an understanding of cosmetic color theory.
– Describe warm and cool colors.
– Describe the different types of cosmetics and their uses.
– Prepare the makeup station and supplies for clients.
– Perform a makeup consultation, determine a client's needs, and fill out a client chart.
– Demonstrate how to choose products and colors and then apply them using the appropriate techniques.
– Identify different facial features.
– Identify the ideal brow shape measurements.
– Demonstrate procedures for basic corrective makeup.
– Perform a basic makeup procedure for any occasion.
– Demonstrate the application and removal of artificial lashes.

Chapter 19—The World Makeup

Objectives:
– Describe the different types of cosmetics and their uses.
– Demonstrate an understanding of cosmetic color theory.
– Consult with clients to determine their needs and preferences.
– Identify different facial features and demonstrate procedures for basic corrective makeup.
– Perform a basic makeup procedure for any occasion.
– Demonstrate the application and removal of artificial lashes.

Both editions contain essentially the same information regarding facial makeup including product types, color theory, makeup and artificial eyelash application procedures, and safe measures. However, the information has been significantly reorganized based on reviewer input to start with color theory.

Information added to the 11th edition includes:
– State regulatory alerts
– New Focus On regarding makeup choices and self-confidence
– Brief discussion about hue, tint, shade, tone, saturation, value
– Eye makeup remover
– A brief discussion about the benefit of offering makeup lessons
– A brief discussion about high definition makeup
– A significant discussion about freelance makeup artistry and how to market it
– A kit list for On-Location makeup
PART 5 – BUSINESS SKILLS
Chapter 21—Career Planning
Objectives:
– Explain the steps involved in preparing for and passing the licensing exam.
– Discuss the essentials of becoming test-wise.
– Describe those qualities that are needed to be successful in a service profession.
– List and describe the various types of esthetics practices and determine your employment options.
– Demonstrate effective techniques for writing a good resume.
– Discuss methods for exploring the job market and researching potential employers.
– Be prepared to complete a successful job interview.
– List the habits of a good team player.
– Recognize the importance of a job description.
– Describe the different methods of compensation that are utilized in esthetics.
– Explain the importance of meeting financial responsibilities and managing money well.
– List several ways you can benefit from good role models.
– Understand the importance of continuing your education.

PART 6 – BUSINESS SKILLS
Chapter 20—Career Planning
Objectives:
– Describe those qualities that are needed to be successful in a service profession.
– Explain the steps involved in preparing for and passing the licensing exam.
– Discuss the essentials of becoming test-wise.
– Demonstrate effective techniques for writing a good resume.
– Discuss methods for exploring the job market and researching potential employers.
– List and describe the various types of esthetic practices and determine your employment options.
– Be prepared to complete a successful job interview.
– List the habits of a good salon team player.
– Recognize the importance of a job description.
– Describe the different methods of compensation that are utilized in esthetics.
– Explain the importance of meeting financial responsibilities and managing money well.
– List several ways you can benefit from good role models.
– Understand the importance of continuing your education.

Both editions contain essentially the same information regarding how to obtain employment in the field of skin care.

The 11th edition contains several new side bars under the headings: Caution, Did You Know? or Focus On.
Chapter 22—The Skin Care Business
Objectives:
– Describe the qualities necessary to be successful in a service profession.
– Name and describe the types of ownership under which a skin care salon or spa may operate.
– Evaluate options for going into business for yourself.
– List the most important factors to consider when opening a salon.
– Understand the importance of the business plan.
– Explain why it is necessary to keep accurate business records.
– Discuss the importance of the front desk and receptionist to a salon’s success.
– Demonstrate the best practices for telephone use.
– Describe methods for managing personnel.

Chapter 21—The Skin Care Business
Objectives:
– Describe the qualities necessary to be successful in a service profession.
– Evaluate options for going into business for yourself.
– List the most important factors to consider when opening a salon.
– Name and describe the types of ownership under which a skin care salon or spa may operate.
– Explain why it is necessary to keep accurate business records.
– Discuss the importance of the front desk and receptionist to a salon’s success.
– Demonstrate the best practices for telephone use.

Both editions contain essentially the same information regarding operating a skin care business. However, the content has been rearranged significantly for better and more logical sequencing.

The 11th edition adds a discussion about the use of cell phones and other electronic devices in a salon or spa.

Chapter 23—Selling Products and Services
Objectives:
– List the basic principles of selling products and services in the salon.
– Explain the purpose of marketing and promotions.
– Name several methods of advertising to promote sales in the salon.
– Explain the importance of understanding client value in selling products and services.
– List the most effective ways to build a clientele.
– Discuss the importance of closing the sale.

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– List the basic principles of selling products and services in the salon.
– Explain the purposes of marketing and promotions.
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– Explain the importance of understanding client value in selling products and services.
– List the most effective ways to build a clientele.
– Discuss the importance of closing the sale.

Both editions contain essentially the same information regarding selling products and services.

However new information in the 11th edition includes:
– Significant discussion on merchandising
– Direct marketing
– Public relations
STANDARD ESTHETICS: FUNDAMENTALS COURSE SYLLABUS

600 HOURS

DESCRIPTION: The primary purpose of the esthetician course is to train the student in the basic manipulative skills, safety judgments, proper work habits, and desirable attitudes necessary to achieve competency in job entry-level skills and obtain licensure and gainful employment in the field of esthetics or related career avenue.

OBJECTIVES: Upon completion of the course requirements, the determined graduate will be able to:
1. Project a positive attitude and a sense of personal integrity and self-confidence.
2. Practice effective communications skills, visual poise, and proper grooming.
3. Respect the need to deliver worthy service for value received in an employer-employee relationship.
4. Perform the basic manipulative skills in the areas of facial massage, effective use of implements and equipment, proper application of corrective makeup, unwanted hair removal, and lash/brow tinting.
5. Perform the basic analytical skills to determine appropriate skin care and makeup services to achieve the best look for each client.
6. Apply academic and practical learning and related information to ensure sound judgments, decisions, and procedures.

To ensure continued career success, the graduate will continue to learn new and current information related to skills, trends, and methods for career development in esthetics and related career positions.

REFERENCES: A comprehensive resource center of references, periodicals, books, texts, audio/video tapes, and online resources are available to support the course of study and supplement student training. Students should avail themselves of the opportunity to use these extensive materials.

TEACHING METHODS: The clock hour education is provided through a sequential set of learning steps that address specific tasks necessary for state board preparation, graduation, and job entry-level skills. Student treatment room equipment, implements, and products are comparable to those used in the industry. Each student will receive instruction that relates to the performance of useful, creative, and productive career-oriented activities. The course is presented through comprehensive lesson plans that reflect effective educational methods. Subjects are presented by means of interactive lecture, demonstration, and student participation. Audiovisual aids, guest speakers, field trips, projects, activities, and other related learning methods are incorporated throughout the course of study.

GRADING PROCEDURES: Students are assigned academic learning units and a minimum number of practical experiences required for course completion. Academic learning is evaluated after each unit of study. Practical skills learning is evaluated as completed and counted toward course completion only when rated as satisfactory or better. Practical skills are evaluated according to text procedures as set forth in the Practical Skills Competency Evaluation Criteria. Students must maintain a written grade average of 75 percent and pass a final written and practical exam prior to graduation. Students must make up failed or missed tests and incomplete assignments. Numerical grades are considered according to the following scale:

93–100 EXCELLENT
85–92 VERY GOOD
75–84 SATISFACTORY
70–74 NEEDS IMPROVEMENT
### HOURS SUBJECT—UNIT

<table>
<thead>
<tr>
<th>HOURS</th>
<th>SUBJECT—UNIT</th>
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<tbody>
<tr>
<td>25</td>
<td>THEORY—CLASSROOM INSTRUCTION</td>
</tr>
<tr>
<td></td>
<td>Limited to Orientation, the History of Esthetics, Career Opportunities, Life Skills Management, Communicating for Success, State Laws and Regulations, Professional Image, and Professional Ethics</td>
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<tr>
<td>100</td>
<td>GENERAL SCIENCES</td>
</tr>
<tr>
<td></td>
<td>Infection control principles and practices; general salon safety; first aid; hazardous materials communications; local, state and federal safety codes; bacterial growth and reproduction; immunity and body defenses; methods of infection control; physical and chemical agents; chemistry and matter as related to esthetics; the pH scale; electricity and its effects on the skin; electrotherapy and light therapy; various currents; Wood's lamp; machines; importance of water; nutrition for healthy skin and longevity.</td>
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<tr>
<td>125</td>
<td>SKIN SCIENCES</td>
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<tr>
<td></td>
<td>Physiology and histology of the skin; structure and functions of the skin; hair structure and functions with appendages; skin disorders and diseases; skin analysis; skin care products and chemistry, ingredients, and selection.</td>
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<tr>
<td>250</td>
<td>ESTHETICS</td>
</tr>
<tr>
<td></td>
<td>The treatment room; facial treatments; facial massage, facial equipment, aromatherapy, principles and techniques of skin chemical procedures, cosmetic application, artificial eyelashes, removal of unwanted hair, lash/brow tinting, makeup color theory; facial machines; hair removal; advanced topics and techniques.</td>
</tr>
<tr>
<td>50</td>
<td>SALON BUSINESS, RETAIL SALES</td>
</tr>
<tr>
<td></td>
<td>Fundamentals of business management, opening a salon, business plan, written agreements, licensing requirements and regulations, laws, salon operations, policies, practices, compensation packages, telephone use, advertising, sales, public relations, insurance, career planning, building your business.</td>
</tr>
<tr>
<td>50</td>
<td>INSTRUCTOR DISCRETION</td>
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<tr>
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<td>To be applied by the instructor to strengthen student performance; supervised field trips; or other related training.</td>
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<tr>
<td>600</td>
<td>TOTAL HOURS</td>
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</table>

The above hour requirements must be met by each student in each category in order for the earned hours to be accepted by the applicable regulatory agency for examination. The generous portion of miscellaneous hours is to be applied as needed in curriculum related areas or if the student desires to specialize in a specific area.
### SAMPLE STANDARD ESTHETICS: FUNDAMENTALS COURSE ACADEMIC LEARNING GRADE RECORD BY COURSE UNIT

<table>
<thead>
<tr>
<th>STUDENT NAME ________________________________</th>
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<tr>
<th>THEORY SUBJECT</th>
<th>GRADE</th>
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<th>POSTED TO COM</th>
<th>STUDENT SIGNATURE</th>
<th>THEORY SUBJECT</th>
<th>GRADE</th>
<th>DATE</th>
<th>POSTED TO COM</th>
<th>STUDENT SIGNATURE</th>
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<tbody>
<tr>
<td>Esthetics History &amp; Career Opportunities</td>
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<td>The Treatment Room</td>
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<td>Life Skills</td>
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<td>Facial Treatments</td>
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<td>Your Professional Image</td>
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<td>Facial Massage</td>
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<td>Communicating for Success</td>
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<td>Facial Machines</td>
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<tr>
<td>Infection Control</td>
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<td>Hair Removal</td>
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<tr>
<td>General Anatomy and Physiology</td>
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<td>Advanced Topics and Treatments</td>
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<tr>
<td>Basics of Chemistry</td>
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<td>The World of Makeup</td>
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<td>Basics of Electricity</td>
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<td>Career Planning</td>
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<td>Basics of Nutrition</td>
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<td>The Skin Care Business</td>
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<td>Physiology and Histology of the Skin</td>
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<td>Selling Products and Services</td>
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<tr>
<td>Disorders and Diseases of the Skin</td>
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<td>State Law</td>
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<td>Skin Analysis</td>
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<td>Mid-Term Written Exam</td>
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<td>Final Written Exam</td>
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<tr>
<td>Instructor Discretion</td>
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<td>Final Practical Exam</td>
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Test grades for each unit are entered onto this form the same day the test is administered. When a student is advised regarding progress, he/she should sign for all grades received since the previous evaluation. The form may be used to input the grades into the school’s computerized student tracking system. The date grades are entered to the computer can also be entered in the appropriate column. The school may use its own computer topic codes.
SAMPLE FORM MONTHLY ACADEMIC REVIEW/SAP EVALUATION

This form is used for recording academic counseling sessions with students whether performed routinely or as needed. In addition, it serves as a written report card to be issued at least twice during a program of study and as documentation for a formal Satisfactory Progress Evaluation if such policy applies to the student. Check the appropriate purpose(s) for each session.

_____________ COUNSELING _______________ SATISFACTORY PROGRESS EVALUATION _______________ REPORT CARD

STUDENT NAME __________________________________________  COURSE _____________________

PERIOD REVIEWED _______________  MONTHLY HOURS EARNED _______________  MONTHLY ATTENDANCE% _______________

TOTAL HOURS EARNED TO DATE _______________  CUMULATIVE ATTENDANCE _______________ %

MONTHLY THEORY AVERAGE _______________%  CUMULATIVE THEORY AVERAGE _______________%

PERFORMANCE EXCELLENT VERY GOOD SATISFACTORY DEVELOPMENT OPPORTUNITY

Practical Skills

Professionalism, Policies, Attitude

Identify development opportunities and action plan for improvement of student performance below:

_____ Practice skills in ________________________________________________________________

_____ Attend Academic Learning Sessions regularly and on time.

_____ Use time more effectively and complete more practical projects in ____________________

_____ Adhere to the Standards of Conduct and School Policies at all times.

_____ Increase speed by completing timed projects in: _________________________________

_____ Disciplinary probation, disciplinary suspension, disciplinary dismissal (explain in comments)

_____ Other (explain) ____________________________

COMMENTS:

________________________________________________________________________________

________________________________________________________________________________

COMPLETE THIS PORTION OF THE FORM IF/WHEN THE STUDENT IS SCHEDULED FOR A SATISFACTORY PROGRESS EVALUATION OR SCHEDULED TO RECEIVE A REPORT CARD. CHECK THE APPLICABLE SECTIONS BELOW.

_____ WARNING (determined making satisfactory progress). If improvement to minimum requirements does not occur by the end of the warning period, the student will be placed on financial aid probation. Financial aid (if applicable) continues during the first probationary period if the student prevails upon appeal.

_____ PROBATION (determined making satisfactory progress ONLY after prevailing upon a documented appeal for the next evaluation period). 

_____ CONTINUED PROBATION (Determined NOT making Satisfactory Progress). At current progress student will not graduate by the contract ending date. The student will owe additional instructional charges of $ __________ per _________, payable in advance, after the contract ending date until completion.

_____ APPEAL: By checking here the student appeals the Satisfactory Progress determination and will complete the required forms and provide supporting documentation as required for the appeal.

_____ SATISFACTORY PROGRESS IN BOTH ACADEMICS AND ATTENDANCE IS BEING MAINTAINED.

COMMENTS:

________________________________________________________________________________

________________________________________________________________________________

I hereby acknowledge that the applicable standards of performance or progress have been reviewed with me. _____________________________________________________________

Student Signature

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</tbody>
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**FINAL SCORE:**
## CLASS SIGN-IN SHEET

<table>
<thead>
<tr>
<th>Lesson Plan</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Topic</td>
</tr>
</tbody>
</table>

Fill in appropriate information from the first page of the Lesson Plan:

**Lesson Objectives:**

- 
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**Audiovisual aids:**

<table>
<thead>
<tr>
<th>Student Signatures</th>
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STANDARD ESTHETICS: FUNDAMENTALS COURSE MANAGEMENT GUIDE
CLASS SIGN-IN SHEET LESSON PLAN 1.0

INSTRUCTOR NAME: ___________________ DATE TAUGHT: ___________________

SUBJECT: ORIENTATION

TOPIC: WELCOME, INTRODUCTION TO SCHOOL POLICIES AND CURRICULUM

LESSON OBJECTIVES:
Upon completion of the lesson, the student will be able to:
1. Understand the general objectives of the course of study.
2. Recognize needed lifestyle changes as a full-time student.
3. Clock in and out correctly.
4. Understand the various rules and policies implemented by the school.
5. Know the completion, licensure, and placements rates of the school.
6. Understand the importance of consumer safety and general safety procedures.

IMPLEMENT, EQUIPMENT, SUPPLIES REQUIRED:

<table>
<thead>
<tr>
<th>Student</th>
<th>Instructor</th>
<th>Items</th>
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<tbody>
<tr>
<td>x</td>
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<td>School's written procedures</td>
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<td>School's catalog</td>
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<td>Student notebook</td>
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<td>Pen, pencils</td>
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TEACHING AIDS (Audio/visual equipment, handouts, etc. used by instructor):
1. Boards
2. LCD projector and Instructor Support Slides OR overhead projector and transparencies
3. Handouts (as applicable)
4. Milady Standard Cosmetology DVD Series OR Esthetics Fundamentals DVD Series and DVD player

FACILITY: Theory Classroom

TIME ALLOTMENT: 2 to 4 hours (varies per school based on detail of policies covered)

PRIOR STUDENT ASSIGNMENT:
1. Be enrolled in a course of study at the school.

EDUCATOR REFERENCES:
1. School’s written policies
2. School’s catalog

Student Signatures

Student Signatures

(If more space is needed, use reverse side of form.)

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Upon completion of the lesson, the student will be able to:

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3. Handouts (as applicable)
4. Milady Cosmetology OR Esthetics DVD Series

FACILITY: Theory Classroom

TIME ALLOTMENT: 2 to 4 hours (adjust based on detail of policies covered)

PRIOR STUDENT ASSIGNMENT:

1. Be enrolled in a course of study at the school.

EDUCATOR REFERENCES:

1. School’s written policies
2. School’s catalog
NOTES TO EDUCATOR:

1. Set up a binder for orientation containing the lesson plans and all forms, policies, handouts, and transparencies, if applicable, that will be used.
2. Review school’s policies and catalog.
3. Review entire lesson plan prior to lesson.
4. Check the applicable projector to ensure it is working properly.
5. Prepare facility to welcome new students with balloons, refreshments, red carpet, and so on. (The mood that is set during orientation must be maintained during the student's course of training.)
6. During instructor preparation time and while students are entering or getting settled for the class, write an inspirational thought on the board or insert one into your instructor support slides for the class. This will help both you and your students get into the appropriate mindset of learning for the day!
7. Greet new students as they arrive and escort them to the classroom.
8. Introduce all staff (even if they do not participate in the complete orientation process).
9. Explain the agenda—what students can expect during their first day of school.
10. Plan activities that involve student participation throughout the orientation. Remember: Learning is directly proportional to learner involvement.
11. Conduct a bonding/ice breaking activity such as Activity 1 and Activity 2 found in this lesson.
12. Take attendance or have students sign in for class based on your school’s procedure.
13. Remember that students are tuned into radio station WII-FM (What’s In It For Me?). Therefore, it is essential that you convey that to them in the motivation of each lesson (and the beginning of the course!).

LEARNING MOTIVATION (WHY?):

Welcome to the world of beauty and wellness! You are just beginning a great new adventure that will change your life forever. Once you complete your training and obtain your license to practice, the possibilities will become unlimited.

Let’s talk about why you are here. What goals do you hope to accomplish by completing this course of study?

NOTE: After students have answered, you can respond by explaining how you and the rest of the faculty, student support services, and the curriculum offered at the school will help them achieve their educational and career goals.
PRESENTATION OF THE SKILLS AND/OR INFORMATION LESSON PLAN 1.0

SUBJECT OUTLINE

<table>
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<tr>
<th>IN-DEPTH NOTES (Information to Share During Presentation)</th>
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I. THE EDUCATIONAL PROGRAM

A. TECHNICAL SKILLS

Research shows that the technical skills you will learn represent only about 15% of your opportunity for success.

B. PEOPLE/COMMUNICATIONS SKILLS

That same research shows that 85% of your opportunity for success depends on personal development.

1. Personal image, hygiene

You must present a positive, professional image.

2. Personal goal orientations

You must have aspirations and a commitment to success.

3. Promptness, dependability

These qualities are essential for success in any field.

4. Communications skills

You must be able to communicate effectively with your co-workers and clients.

5. Sales ability

This ability is critical to selling yourself as a professional to potential clients and selling services and products to your clients as well.

C. STUDENT QUALITIES

1. Desire

Without personal desire and commitment, your dreams cannot come true.

2. Cooperation

You must be willing to cooperate with your fellow students, instructors, and clients while in training to complete this first step in reaching your career goal.

3. Take constructive criticism

Your ability to take constructive criticism well will be a tremendous aid in your training.

4. A positive attitude

No one likes to be around someone with a negative attitude. Smile and be positive; your training will be more effective.

5. Old-fashioned persistence

You will face obstacles to your goals. You must maintain a persistent, I-am-going-to-make-this-happen attitude to succeed.

D. THE FUTURE

According to the 2008–2009 Occupational Outlook Handbook published by the U.S. Department of Labor, “Continued growth of nail salons and full-service day spas will generate numerous job openings for manicurists, pedicurists, and skin care specialists. Estheticians will see large gains in employment of up to 34 percent. Makeup artists are expected to grow by 40 percent.” The report states that hourly earnings in May of 2006 for Estheticians was $12.58.

Another survey was completed in 2007 for the National Accrediting Commission of Cosmetology Arts and Sciences by Dr. Lawrence Rudner of the University of Maryland. That survey reported that “there were 1,604,502 professionals employed in the nation’s 312,959 beauty salons, barbershops, skincare salons, and nail salons. Nationally, 59.4% of salons are classified as ‘full service,’ while 17.9% are haircutting—only salons, 4.5% are barbershops, 4.3% are nail salons and 4% are day spas.”

The Job Demand Survey goes on to show that “the corresponding 2007 yearly full-time salaries were $53,150 for salon owners and $36,100 for all other salon professionals across the USA. The exciting news is that salon earning power keeps improving.” See www.naccas.org.

E. COURSE LENGTH
NOTE: Discuss the applicable course lengths in both hours and months.

F. LICENSING
NOTE: Explain the licensing requirements in your state such as age, secondary education requirements, fees, examinations, etc.

G. BEHAVIOR MODIFICATION
1. TIME MANAGEMENT
   In addition to all the other responsibilities you have now, such as part-time employment, children, families, and so on, you have now made a commitment to part-time or full-time attendance here. It will take organizational skills and an absolute commitment to juggle all the different responsibilities you have. We’ll cover more on this important subject later.

2. OBSTACLES TO COMPLETION
   a) Transportation
   Discuss carpooling, etc.
   b) Child Care
   Discuss babysitting co-ops, etc.
   c) Health
   Discuss the physical demands of the profession and the importance of proper rest, exercise, and nutrition.
   d) Personal Problems
   Discuss the various agencies and counseling assistance that may be available to assist them.
   e) Financial Problems
   Discuss opportunities for part-time employment, etc.
   NOTE: Have students discuss steps they have already taken to overcome any obstacles to their completion of training.

H. SUBJECTIVE FIELD
The field of beauty and wellness is as much an art as it is a science. Therefore, the artistic part is somewhat subjective. In other words, much of what you
study in technique and outcomes will be based on personal opinion. So, you will encounter many different methods and techniques—even among instructors within this institution.

There may be many ways to achieve the desired result. Take advantage of the many different methods of teaching available and then develop your own techniques. The end result is the primary goal. So even though one instructor may approach the desired result from a totally different perspective than another, they are most likely both correct. Keeping an open mind is critical throughout your course of study.

II. GENERAL SCHOOL POLICIES

A. CLOCKING PROCEDURES

NOTE: Explain and demonstrate for students how to properly clock in and out and any other school rules that apply to recording of hours.

B. LOCKERS

NOTE: Assign lockers or other secured facilities according to the school's policy.

C. KIT POLICY

NOTE: Explain the school's policy on the issuance of kits. Issue kits if applicable and obtain signed kit lists.

D. DRESS CODE

NOTE: Review the school's dress code and explain the consequences of non-compliance.

E. HOURS SCHEDULED

NOTE: It may be necessary to review various schedules if students are on different ones. Stress the importance of 100% attendance especially during the first phase or module of study.

F. STANDARDS OF CONDUCT/RULES

NOTE: Explain in detail each of the school's rules and regulations with which students are expected to comply. If continuing students are available, it is sometimes fun to have them explain some of the rules—perhaps even make a skit out of them. Make sure all questions are answered.

G. CAMPUS SECURITY, CRIME AWARENESS, AND DRUG FREE WORKPLACE

NOTE: Explain the school's position on each of these policies and hand out any brochures or general information about these policies that apply to the school.

H. STUDENT GRIEVANCE POLICY

NOTE: Explain the school's procedure for stating a concern or filing a grievance.

I. MISCELLANEOUS POLICIES

Discuss miscellaneous policies such as leaves of absence, counseling/advising, probation, disciplinary procedures, privacy and file access, who to see for certain questions such as financial aid, licensure requirements, employment, continuing education, reciprocity among states, etc.
<table>
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<tr>
<th>SUBJECT OUTLINE</th>
<th>IN-DEPTH NOTES</th>
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<tbody>
<tr>
<td><strong>J. COURSE REQUIREMENTS</strong></td>
<td>NOTE: Explain what will be expected of each student during the course(s) of study. Hand out the applicable course outline if students have not already received it. Explain if the student is required to complete a certain number of practical requirements in each category and obtain a passing grade on written tests in each unit of study, etc. Explain about competency evaluations or practical testing as applicable to your school. Explain the practical grading criteria so students will understand how their practical grade is earned.</td>
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<tr>
<td><strong>K. REFERENCE MATERIALS</strong></td>
<td>NOTE: Explain where supplementary resource materials such as computer access, texts, videos, audio tapes, magazines, and other books that students may use for remedial or independent study are kept.</td>
</tr>
<tr>
<td><strong>III. FINANCIAL AID</strong></td>
<td>NOTE: With the assistance of the FAA, review the various financial aid programs if they are available in your school. Stress that each individual’s award package differs based on eligibility, household size, family income, etc.</td>
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<tr>
<td><strong>A. PELL GRANTS</strong></td>
<td>NOTE: Explain that grants are a gift or entitlement from the federal government that are subsidized by tax-paying citizens to assist with career education. A grant does not have to be repaid. (Financial aid may not be applicable to the cosmetology course in your state.)</td>
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<td><strong>B. FEDERAL STUDENT LOANS</strong></td>
<td>NOTE: If loans are applicable at your institution, explain the types that are available and stress that they must be repaid within a designated amount of time after the student LEAVES school FOR ANY REASON, or falls below half-time attendance. NOTE: Distribute any applicable handouts or watch any applicable videos.</td>
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<tr>
<td><strong>C. NON-FEDERAL ASSISTANCE</strong></td>
<td>NOTE: If your school offers financial assistance through non-federal organizations, you may review that now.</td>
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<tr>
<td><strong>D. ADDITIONAL CONSUMER INFO</strong></td>
<td>NOTE: At this point, discuss or hand out any other documents that students may need to sign to verify that they have reviewed, received, or been made aware of all pertinent enrollment information.</td>
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<tr>
<td><strong>E. SATISFACTORY PROGRESS</strong></td>
<td>NOTE: Review in detail the elements of the school’s satisfactory progress policy with emphasis on attendance and grade requirements.</td>
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### SUBJECT OUTLINE

<table>
<thead>
<tr>
<th>IV. SAFETY, FIRST AID, PROFESSIONAL COSMETICS</th>
<th>IN-DEPTH NOTES (Information to Share During Presentation)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. INGREDIENT INFORMATION</strong></td>
<td>Lets you know substances present in products. Helps avoid potential allergic reactions.</td>
</tr>
<tr>
<td><strong>B. UNDERSTANDING INGREDIENTS</strong></td>
<td>Read labels carefully. Obtain chemical names from a doctor or pharmacist of any ingredients that you or your clients may be allergic to.</td>
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<tr>
<td><strong>C. LOCATION OF INGREDIENT INFO</strong></td>
<td>Ingredient labeling is required for consumer purchases. Ingredients are presented in descending order of predominance. The largest percentage of the product will appear first, etc. Ingredients may be alternatively presented in alphabetical order.</td>
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### V. BASIC REQUIREMENTS FOR A SAFE WORKPLACE

| **A. PROPER VENTILATION**                    | Some fumes can be harmful. |
| **B. PROPER USE OF FLAMMABLES**              | Read labels and always follow precautions. |
| **C. DESIGNATED SMOKING AREAS**              | Never smoke or permit your client to smoke while you are working. Avoid other sources of open flames. |
| **D. SAFE PRODUCT STORAGE**                  | Store products in closed containers and prevent spills or leakage. Store in an adequately ventilated area and in moderate temperature. |
| **E. PROTECTION DURING APPLICATION**          | Follow directions, wear gloves and/or goggles as directed, properly drape client. Apply your professional training. |
| **F. PROPER USE OF FIRST AID**               | Keep first aid kit available. NOTE: Explain to students where it is kept. |

### VI. FIRE SAFETY

| **A. IN THE EVENT OF FIRE**                  | Keep number readily available. Give name and address of business, nature of fire (what is burning), and name of person reporting the fire. |
| **1. Contact fire department**               | Follow the planned procedure for the facility. |
| **2. Evacuate premises**                     | Use in case regular route is blocked by the fire. |
| **3. Plan alternate exits**                  | Have extinguishers inspected and serviced at least annually. |
| **4. Service extinguishers**                 | |

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B. USE OF FIRE EXTINGUISHERS

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<td>Pull the pin</td>
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<td>2.</td>
<td>Aim the nozzle</td>
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<td>3.</td>
<td>Squeeze the handle</td>
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<tr>
<td>4.</td>
<td>Sweep from side to side</td>
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Install away from potential fire hazards and near an escape route. Follow the instructions. (Most work as stated here.)

Show transparency (LP 1.0, H–1 or Instructor Support Slide on PowerPoint).

Sweep at base of fire until it goes out.

C. RECOMMENDED PROCEDURES

The National Fire Protection Association recommends that you should only stand and fight a fire if all the following are true:

1. Everyone is leaving the premises and fire department has been called.
2. The fire is small and confined to the work area where it started (wastebasket, cushion, small appliance, etc.).
3. You can fight the fire with your back to an escape route.
4. Your extinguisher is rated for the type of fire you are fighting and is in good working order.
5. You know how to operate the extinguisher.

D. FIRST AID

Accidents and emergencies occur everywhere. Basic knowledge of first aid will prove invaluable.

1. Abrasions
   - Clean and apply antiseptic.
2. Burns
   - First degree—redness.
   - Second degree—watery blisters.
   - Third degree—involves deeper structures of flesh and possible charring of tissue. Refer to a physician.
   - A quick, safe, and temporarily effective method of treating burns is to apply ice or cold water.
3. Electric Shock
   - Loosen clothing, move client to cool place. Raise head and draw tongue forward to prevent strangulation. Apply artificial respiration if properly trained to do so. Do not give stimulants.
4. Heat Exhaustion
   - Loosen clothing, move client to cool, dark, quiet place. Have individual lie down for several hours.
5. Nose-bleed
   - Loosen collar, apply pads saturated with cool water to face and back of neck.
6. Foreign Object in Eye
   - Pull lid down gently while client looks up. If object can be seen, remove with corner of clean, moistened cloth. If under upper lid, pull lid down over the eye and speck may then be apparent when individual opens eyes. Remove as previously stated.
## SUBJECT OUTLINE

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7. **Fainting**

Caused by temporary suspension of respiration and circulation. If there are signs of fainting before it actually occurs, have individual hold head between knees, which causes blood to flow quickly to head. After fainting, loosen clothing, get fresh air, and recline individual with head slightly lower than body. If individual is conscious, hold ammonia near nose and offer stimulants such as coffee, tea, milk. If unconscious, apply cold applications to face and chest and over head. Do not splash cold water in face.

8. **Epileptic Seizure**

Call for immediate medical attention. Lay client on side and insert a wad of cotton between teeth to prevent biting of tongue. Mild stimulants may be administered in moderation after recovery. Do not disturb individual if s/he falls into a deep sleep.

9. **In Case of Emergency**

Have available all numbers of family of employees, utility companies, police and fire departments, ambulance, etc. Call 911 if immediate assistance is needed.

**NOTE:** Ask students if they have ever been in emergency situations such as those discussed. Have them explain what occurred and what were the results.

## VII. OPTIONAL POLICIES

At this point, the presenter should include any other policies, procedures, or rules that are relative to your individual campus that have not already been covered.
SUMMARY AND REVIEW:

We have covered a lot of information during this orientation program. Just remember that the opportunities in this career are almost endless if you possess:

1. Strong personal desire.
2. The willingness to cooperate with others.
3. The ability to take constructive criticism well.
4. A positive, winning attitude.
5. Good old-fashioned persistence.

You are embarking on an exciting new career challenge. If you follow the policies of the school, apply yourself constantly, and work toward meeting all course requirements, you will graduate having met all the skills required to be competitive in the entry-level job market.

Finally, it is important to remember that all professions can have some danger if you don’t know how to use the tools of your trade properly. Part of being a professional is knowing how to do your job safely. Being an esthetician is no different. By being well-trained and informed, by knowing where to look for information provided with products, and by using a healthy dose of common sense, you can be assured of safety for you and your clients.

This new student orientation is just a starting point. You must take the next steps and learn how to prepare to do the job in your new career safely. This will involve reading product use directions for the products used in your salon or spa, reading label warnings, learning about ingredient information, knowing the basic rules for workplace safety, and asking questions when you need more information. These simple steps will help you and your clients enjoy the benefits that the professional skin care field has to offer.

LEARNING REINFORCEMENT IDEAS AND ACTIVITIES:

1. Have existing or continuing students attend orientation and introduce themselves and state for 1 minute something extra special they have learned or enjoyed since enrolling. Then have new students introduce themselves and give a 1- to 2-minute personal history and name a personal accomplishment of which they are proud.

2. Personality Name Badges reinforce the definition of personality as the outward reflection of inner feelings, thoughts, attitudes, and values. They are also a good way for new students to bond with other new students and/or students already enrolled in the school. Stick-on name badges and colorful markers are required. After orientation is completed, the school’s standard name badges can be issued.
   a. Issue a stick-on name badge for all participants.
   b. Instruct each participant to write his or her first name in large letters centered near the top of the badge.

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c. Using each letter in his or her name, ask each participant to create words that describe his or her inner feelings, thoughts, attitudes, and/or values (personality).

Example:

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d. Ask each participant to use colorful markers and create a border for the name badge that reflects his or her personality.

When everyone has completed the name badges, discuss the fact that personalities are all different and use the wide variety of words chosen by students to describe themselves as evidence of that.

3. Develop a *Just for Laughs* quiz on your school policies and other information covered during this lesson plan. It will not be graded but can be used by the instructor to determine any policies or procedures that need further clarification. Remember: You are covering a lot of information for brand-new students. The quiz could help with their retention of the important information. Develop handouts for any information not already contained in the student’s catalog or contract, etc.

4. Rent or buy the DVD *Beautician and the Beast* and cue it up to the part where the student starts a fire in the clinic. Play the video clip when covering the fire safety portion of orientation to show how not to conduct yourself during a fire emergency.

5. Others (the instructor writes in activities or ideas that have been used effectively to supplement this lesson to aid other instructors who may use this lesson plan):

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FIRE EXTINGUISHER

LP 1.0, H-1

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MY PROMISE

The gift of COURAGE is the greatest gift I can give to MYSELF! Today I give myself the courage to come back to school. This gift will make all the difference in my future...It will allow me to accomplish my goals. I will always have the knowledge and skills I gain from this gift. No one can take this gift away unless I ALLOW it!

I can finish! I WILL FINISH!
I must finish because:

When things get rough, I can motivate myself to do my best because:

If I ever think of quitting, I’ll tell myself that I MUST FINISH because:

I will only fail if I quit trying.

Signature Date

I will post these thoughts in a prominent place and come back to them frequently as a source of strength. I am my own greatest resource. I have taken a great first step on my journey to success. I am proud of my accomplishment!
STANDARD ESTHETICS: FUNDAMENTALS COURSE MANAGEMENT GUIDE
CLASS SIGN-IN SHEET LESSON PLAN 1.1

INSTRUCTOR NAME: ___________________ DATE TAUGHT: ___________________

SUBJECT: ORIENTATION

TOPICS: HISTORY AND CAREER OPPORTUNITIES IN ESTHETICS

LESSON OBJECTIVES:

Upon completing this lesson, the student will be able to:

1. Describe the cosmetics and skin care practices of earlier cultures.
2. Discuss the changes in skin care and grooming in the twentieth and twenty-first centuries.
3. Name and describe the career options available to licensed estheticians.
4. Explain the development of esthetics as a distinct, specialized profession.

IMPLEMENTS, EQUIPMENT, AND SUPPLIES REQUIRED:

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<td>Milady Standard Esthetics: Fundamentals</td>
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TEACHING AIDS (Audio/visual equipment, handouts, etc. used by instructor):

1. Boards
2. LCD projector and Milady Standard Esthetics: Fundamentals Instructor Support Slides OR overhead projector and transparencies
3. Handouts (as applicable)
4. Milady Standard Cosmetology DVD Series OR Esthetics Fundamentals DVD Series and DVD player

FACILITY: Theory classroom

TIME ALLOTMENT: 1 hour (adjust based on school schedule and student participation/activities)

PRIOR STUDENT ASSIGNMENT:

1. Read Chapter 1, Milady Standard Esthetics: Fundamentals.

EDUCATOR REFERENCES:

1. Milady Standard Esthetics: Fundamentals
2. Milady Standard Esthetics: Fundamentals Workbook

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STANDARD ESTHETICS: FUNDAMENTALS COURSE MANAGEMENT GUIDE

LESSON PLAN 1.1

SUBJECT: ORIENTATION
TOPICS: HISTORY AND CAREER OPPORTUNITIES IN ESTHETICS

LESSON OBJECTIVES:
Upon completing this lesson, the student will be able to:
1. Describe the cosmetics and skin care practices of earlier cultures.
2. Discuss the changes in skin care and grooming in the twentieth and twenty-first centuries.
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TEACHING AIDS (Audio/visual equipment, handouts, etc. used by instructor):
1. Board
2. LCD projector and Milady Standard Esthetics: Fundamentals Instructor Support Slides OR overhead projector and transparencies
3. Handouts (as applicable)
4. Milady Standard Cosmetology DVD Series OR Esthetics Fundamentals DVD Series and DVD player

FACILITY: Theory classroom

TIME ALLOTMENT: 1 hour (adjust based on school schedule and student participation/activities)

PRIOR STUDENT ASSIGNMENT:
1. Read Chapter 1, Milady Standard Esthetics: Fundamentals.

EDUCATOR REFERENCES:
1. Milady Standard Esthetics: Fundamentals
2. Milady Standard Esthetics: Fundamentals Workbook

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NOTES TO EDUCATOR:

1. Review chapter and entire lesson plan prior to class.
2. Review the Learning Reinforcement Ideas and Activities for this lesson and predetermine which activities will be used at what point during the lesson. You will incorporate them based on your time allotment.
3. Check overhead projector and any audio/visual equipment to ensure they are working properly.
4. Review and practice proper pronunciation for various types of cosmetics and skin care practices.
5. Take attendance or have students sign in per your school’s procedure.
6. During instructor preparation time and while students are entering or getting settled for the class, write an inspirational thought on the board or insert one into your instructor support slides for the class. This will help both you and your students get into the appropriate mindset of learning for the day!
7. The information found in this lesson correlates to the information found in Lesson One of the Milady’s Standard: Esthetics Fundamentals Course Management Guide, 10th edition.

LEARNING MOTIVATION (WHY?):

You are just beginning a great new adventure that will change your life forever. As we discussed during orientation, once you complete your training and obtain your license to practice, the possibilities will become unlimited. Becoming aware of the history of our industry will help us understand current trends and also plan for success in the future. We must also understand what our own career goals and objectives are before we can put into place a plan of action for success. As we learn more about this new chosen profession, our goals will change and grow as will our action plan. Let’s take a look at where this great industry began and what the future holds for you in your new career.
I. WHY STUDY HISTORY AND CAREER OPPORTUNITIES IN ESTHETICS?

A. HISTORICAL PERSPECTIVE
   It is good to know where we have been to know how far we have come.

B. KNOWLEDGE OF MATERIALS
   Knowing how materials were used in history may be instrumental in determining how materials are used to today.

C. IMPACT OF CULTURE
   It is important to understand how culture can shape fashion and how it can bring about the necessity for change.

D. CAREER OPPORTUNITIES
   Learning about the multiple career opportunities will enable you to expand upon on your own career.

II. BRIEF HISTORY OF SKIN CARE

A. THE EGYPTIANS
   The earliest use of cosmetics has been traced to the Egyptians, who invented a number of cosmetics that were used for beautification, religious ceremonies, and burial rites.
   Henna, a dye obtained from the powdered roots and shoots of the mignonette tree, was used for hair dye, tattooing, body art, and fingernails.

B. THE HEBREWS
   In early times, Hebrews primarily used cosmetics for cleansing and maintaining skin, hair, teeth, and bodily health. They used olive and grape seed oils to moisten and protect the skin and myrrh powder to repel fleas. Pomegranate was an important antiseptic.

C. THE GREEKS
   From the word kosmetikos (kos-MET-i-kos), meaning “skilled in the use of cosmetics,” come our words cosmetics and cosmetology. In ancient Greece, the athlete defined both beauty and the balance between mind and body. Greeks used both honey and olive oil for elemental protection, and they were always in search of ways to improve their health and appearance.

D. THE ROMANS
   The Romans were most famous for their baths. Steam therapy, body scrubs, massage, and other physical therapies were performed at bathhouses. Romans applied rich oils and other preparations to keep their skin healthy and attractive. Fragrances made from flowers, saffron, almonds, and other ingredients were also part of bathing and grooming rituals.
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<td><strong>E. THE ASIANS</strong></td>
<td>The Asians blended nature, animal, and self into a sophisticated and elaborate culture that adhered to a high standard of grooming and appearance. Chinese aristocrats rubbed a tinted mixture of gum arabic, gelatin, beeswax, and egg whites onto their nails to turn them crimson or ebony. In Japan, the ancient geisha, who incorporated intricate beauty rituals, exemplified the ideal of beauty. Between the tenth and nineteenth centuries, blackened teeth were considered beautiful and appealing for married women and courtesans.</td>
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<td><strong>F. THE AFRICANS</strong></td>
<td>Traditional African medicine still comprises diverse healing systems estimated to be about 4,000 years old. Africans have created grooming materials from the natural environment. Even today, in parts of North Africa, twigs from the mignonette tree are used as toothpicks due to their antiseptic quality that helps prevent oral and tooth disease.</td>
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<td><strong>G. STYLE, SKIN CARE, AND GROOMING THROUGHOUT THE AGES</strong></td>
<td>The Middle Ages is the period in European history between classical antiquity and the Renaissance, beginning with the downfall of Rome and lasting until 1450. During that time, religion played a dominant role in people's lives. Healing, particularly with herbs, was largely in the hands of the church. Women wore colored makeup on their cheeks and lips, but not on their eyes. Bathing was not a daily ritual, but those who could afford to do so used fragrant oils. The Renaissance is the period when Western civilization made the transition from medieval to modern history. One of the most unusual practices was shaving the eyebrows and hairline to show a greater expanse of the forehead. A bare brow was thought to give women a look of greater intelligence. The hair was carefully dressed with ornaments and headdresses. Many women used bleach to make their hair blond, which was a sign of beauty. Marie Antoinette was queen of France from 1755 to 1793. During this Age of Extravagance, women of status used a number of extravagant cosmetic preparations, including orange and pink lip and cheek tints. Men and women who could afford to do so wore enormous powdered wigs and elaborate clothes. Small silk patches were used to decorate the face and conceal blemishes.</td>
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<td>4. The Victorian Age</td>
<td>The Victorian Age spans the reign of Queen Victoria of England (1837–1901). Makeup and showy clothes were discouraged except in the theater. Hairstyles were sleek and demure. Women used beauty masks and packs made from honey, eggs, milk, oatmeal, fruits, vegetables, and other natural ingredients. Victorian women are said to have pinched their cheeks and bitten their lips to induce natural color, rather than use lipstick and rouge.</td>
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<td>5. The Twentieth Century</td>
<td>In the 1920s, industrialization brought a new prosperity to America. Women bobbed and marceled their hair and wore makeup. During the 1930s, Americans were strongly influenced by the media. Newspapers, magazines, radio, and motion pictures were important sources of fashion information. The late twentieth century introduced Tretinoin (Retin-A®), Botox®, and alpha hydroxy acids to skin care as well as a myriad of cosmetic surgery procedures. It was during this momentous time that the concept of the “medical spa” was born.</td>
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<td>6. The Twenty-First Century</td>
<td>The beginning of the twenty-first century ushered in a more relaxed approach to clothing, hair, and makeup. The use of nanotechnology, the art of manipulating materials on an atomic or molecular scale, became more prevalent. Nanotechnology is making tried-and-true ingredients new again and creating new ones by changing the chemistry when substances are broken down into smaller units.</td>
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<td>7. Today and Beyond</td>
<td>The birth of the medical spa has changed the skin care industry, including facilitating and supporting the cosmetic surgery phenomenon. Cosmetic surgery continues to rise and has become a multibillion-dollar industry. Nonsurgical procedures such as injectibles, laser hair reduction, chemical peels, and microdermabrasion still lead all cosmetic surgical procedures in every category.</td>
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<td><strong>a. Private Labeling and Branding</strong></td>
<td>Private-label product lines have become important to many spas and medical spas. An esthetician can create a line as easy or as complex as he or she desires. Private-label lines allow small companies to create exclusive retail brands and help them to brand the entire business.</td>
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<td><strong>b. Compounding Pharmacies</strong></td>
<td>Many compounding pharmacies have taken a market share of the cosmetic industry by offering more advanced preparations that may contain hormones for topical use and that demonstrate more</td>
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substantial results than over-the-counter products. Physicians who recommend these products typically employ highly skilled estheticians.

Newer ingredients and therapies for wrinkles, skin cancer, and general skin health will continue to grow, yet be less invasive. The esthetician is well positioned to benefit from all of the future endeavors related to skin care development, technology, health, and fashion.

III. CAREER PATHS FOR ESTHETICIANS

Esthetics (also aesthetics) is from the Greek word *aesthetikos* meaning “perceptible to the senses.” An esthetician is a person devoted to, or professionally occupied with, the health and beauty of the skin. Estheticians provide preventive care for the skin and offer treatments to keep the skin healthy and attractive. They may also manufacture, sell, or apply cosmetics. They are trained to detect skin problems that may require medical attention; however, unless an esthetician is also a licensed dermatologist, physician, or physician’s assistant, he or she cannot prescribe medications, make a diagnosis, or provide medical treatments.

A. SALON OR DAY SPA ESTHETICIAN

Estheticians in a salon or day spa are skin care specialists and consultants. These businesses may be independently owned or belong to national chains. In these settings, estheticians perform facials and facial massage, waxing, and body treatments—manually and with the aid of machines. They may also offer makeup.

B. MEDICAL AESTHETICIAN

Medical aesthetics involves the integration of surgical procedures and aesthetic treatments. In this setting, the physician concentrates on surgical work while the aesthetician assists in aesthetic treatments. Career opportunities are available in many different medical settings, and aestheticians perform a variety of services ranging from working with pre- and post-operative patients to managing a skin care department in a medical spa.

Some aestheticians are also licensed practical nurses (LPNs), registered nurses (RNs), or medical assistants.

Medical aesthetics requires that you learn basic skin care skills, cosmetic chemistry, makeup and camouflage techniques, and business skills. A thorough understanding of skin anatomy, medical terminology, and skin disorders is a must, as is the ability to
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<th>C. MAKEUP ARTIST</th>
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<td>A good makeup artist is skillful at highlighting a client's most attractive features and downplaying features that are less attractive. As a makeup artist, you must develop a keen eye for color and color coordination. Makeup artists in salons, spas, and department stores work for an hourly wage, a commission, a salary, or various combinations.</td>
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**Commercial photography.** Photographers often utilize the skills of makeup artists. In fashion photography, a makeup artist works with models. Magazine and advertising layouts often call for ultrafashionable makeup to call attention to products or clothing. The makeup artist may also be the photographer's assistant.

- **Motion pictures, plays, television, and fashion shows.** In this highly competitive field, you may need a lengthy apprenticeship and acceptance into a union. Most major television and motion picture productions are shot on the East Coast or the West Coast, which may limit the number of jobs available. However, most communities support community theater; most large department stores produce fashion shows.

- **Camouflage therapy.** Clients require this service for a variety of reasons: as a temporary measure while recovering from surgery, such as a face lift; to disguise a congenital defect; or to hide scars and other effects caused by accidents. Basic principles that apply to standard makeup applications apply to camouflage makeup, particularly in terms of shading and blending. Being a good camouflage artist includes being compassionate and patient.

- **Mortuary science.** Training in mortuary science includes the study of restorative art, which is the preparation of the deceased. Restoration work requires a high degree of skill and must be performed under the direction of a mortician.

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<th>D. MANUFACTURER'S REPRESENTATIVE</th>
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<td>Representatives call on salons, drugstores, department stores, and specialty businesses to help build a clientele and increase product sales. Duties include demonstrating how to use the company's products. You can expect to travel a great deal, and you will often exhibit products at trade shows and conventions.</td>
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E. SALESPERSON OR SALES MANAGER
Salons, spas, department stores, boutiques, and specialty businesses employ estheticians as salespersons and sales managers, who often work their way up to top management positions and ownership.

As a salesperson, your duties could include keeping records of sales and stock on hand, demonstrating products, selling to clients, and cashiering. While salespeople do not have to be licensed estheticians, smart companies hire them because they are well trained to present cosmetics to the public, are polished in appearance, and are specialists in the art and science of skin care.

F. COSMETICS BUYER
A cosmetics buyer in department stores, salons, or specialty businesses must keep up with the latest products and trends in skin care. As a buyer, you must estimate the amount of stock your operation will need over a particular period, and you must keep records of purchases and sales. Buyers travel frequently, visiting markets, trade shows, and manufacturers’ showrooms.

G. ESTHETICS WRITER OR EDITOR
If you have talent and training in journalism, you may wish to pursue a career as an esthetics writer or editor for a magazine or newspaper. Esthetics writers write feature articles, daily or weekly columns, and question-and-answer columns. Writers also produce educational books and brochures for the esthetics and cosmetology markets, do fashion coordination and commentary, and make media appearances. Some are involved in producing multimedia programs and products used in classrooms to educate both students and consumers.

H. TRAVEL INDUSTRY
Many cruise ships, airlines, and airport organizations are employing estheticians to work in and manage esthetic departments. Cruise ship companies have mirrored land-based spa owners to keep up with the demand for esthetic services onboard. In addition, some private airline companies employ estheticians to meet the needs of special passengers by providing in-flight esthetic services.

I. EDUCATOR
To teach esthetics in a public, vocational, industrial, or technical high school, you must meet the same requirements as other teachers of career preparation courses. You must be trained in curriculum and lesson planning, classroom management, and presentation techniques.

Many private cosmetology or esthetics schools have teacher-training programs for promising graduates.
SUBJECT OUTLINE

Some schools require teachers to train in teaching all subjects, while others require teachers to specialize in one area, such as skin care.

Being a successful teacher, supervisor, director, or school owner requires a good sense of commercial operations, a thorough knowledge of the business, and the ability to direct people and get along with them. Many private school owners and directors began their careers as general practitioners. Practical experience in the field is highly recommended for anyone wishing to teach.

J. SKIN CARE COMPANY OWNER

Being an owner involves a strong business acumen, which may involve developing skin care products and technologies, teaching and training, research and development, sales and marketing, human resources, team building, accounting and processing, and traveling.

K. PRODUCT DEVELOPMENT

Creating new products and developing new technologies is very exciting for the individual desiring to be on the cutting edge of the industry. Specialized training is recommended.

L. MOBILE ESTHETICIAN

This is a licensed professional who is willing to make house and office calls. Research should be completed to ensure it is allowed by the state regulatory agency.

M. STATE LICENSING INSPECTOR OR EXAMINER

As a licensed cosmetologist and/or esthetician, you may become a state inspector or examiner. Inspectors conduct regular salon inspections to ensure that managers and employees are following state rules and regulations and meeting ethical and safety standards. State examiners prepare and conduct examinations, enforce rules and regulations, investigate complaints, and conduct hearings.

IV. A BRIGHT FUTURE

Experts predict that the skin care and medical industries will continue to work closely together to create products and treatments that promote dramatically younger-looking skin. Skin care products will continue to be more effective, contain more medical and natural ingredients, and be available with more efficient delivery systems. More products will target menopausal women. And skin care, in general, will involve more preventive rather than corrective measures. Gene therapies—and even skin transplants for wrinkled skin—are also on the horizon.

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<td>The U.S. Department of Labor predicts the rapid growth of full-service day spas and a growing demand for practitioners licensed to provide a broad range of services. All these trends and predictions bode well for the esthetician.</td>
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SUMMARY AND REVIEW:
Current fashions have their origin in past centuries. Understanding the past helps estheticians understand the present and future trends in terms of skin care and makeup. Due to the size of the baby boomer generation, retirement centers and whole communities are being designed to offer the best of esthetic services. This means that estheticians have a wealth of opportunities waiting for them once the licensure examination is passed. Exploring these many opportunities while still in school will help to better direct successful careers.

REVIEW QUESTIONS:
1. Name some of the materials that ancient people used as color pigments in cosmetics.
   **Answer:** Pigments were made from henna, kohl, berries, tree bark, minerals, insects, nuts, herbs, and leaves.

2. What did the ancient Hebrews use to keep their skin healthy and moist?
   **Answer:** Ancient Hebrews used olive and grape seed oils to moisten and protect the skin, and they prepared ointments from hyssop (an aromatic plant originally found near the Black Sea and in central Asia) for cleansing.

3. The word *cosmetics* comes from what Greek word? What does it mean?
   **Answer:** The words *cosmetics* and *cosmetology* come from the Greek word *kosmetikos*, meaning “skilled in the use of cosmetics.”

4. In ancient Rome, what body therapies were provided by bathhouses for patrons?
   **Answer:** In ancient Rome, bathhouses provided steam therapies, body scrubs, and massage.

5. Describe the facial masks women used during the Victorian Age.
   **Answer:** During the Victorian Age, women used beauty masks and packs made from honey, eggs, milk, oatmeal, fruits, vegetables, and other natural ingredients.

6. Which important cosmetic products were introduced in the late twentieth century?
   **Answer:** The twentieth century brought about Tretinoin (Retin-A®), Botox®, alpha hydroxy acid, and a myriad of sought-after cosmetic surgery procedures.

7. What career options are available to estheticians in salons and day spas?
   **Answer:** Owner, manager, facialist, makeup artist.

8. What is medical aesthetics? In what ways can estheticians practice their skills in a medical setting?
   **Answer:** Medical aesthetics involves the integration of surgical procedures and esthetic treatments. Aestheticians perform services ranging from working with pre- and postoperative patients to managing a skin care department in a medical spa. These tasks may involve patient education, marketing, buying and selling products, camouflage makeup, and—with a physician’s supervision—performing advanced treatments including laser and light therapies. In addition, an experienced esthetician may manage the cosmetic surgery office or act as a patient care coordinator.

9. Describe the different environments in which makeup artists can be employed.
   **Answer:** Salons, spas, commercial photography, television, theater, fashion shows, camouflage therapy, mortuary science (working with the deceased).

10. What are the duties of a manufacturer’s representative? Of a cosmetics buyer?
    **Answer:** Manufacturer’s representatives call on salons, drugstores, department stores, and specialty businesses to help build clientele and increase product sales.

    A cosmetics buyer in department stores, salons, or specialty businesses must keep up with the latest products and be able to recognize and anticipate trends in skin care. Buyers travel frequently, visiting markets, trade shows, and manufacturers’ showrooms. As a buyer, you must estimate the amount of stock your operation will need over a particular period, and you must keep records of purchases and sales.
11. Discuss the employment options open to an esthetics educator.  
**Answer:** Teaching in public, vocational, technical, or industrial settings; additionally, leading a department of esthetics in a school or company.

12. Describe additional opportunities for estheticians and the subspecialties that they may pursue.  
**Answer:** Lifestyle centers (retirement centers), medical practices such as obstetrician/gynecologist (OB-GYN), dental practices such as cosmetic dentists, fitness, wellness, and massage centers.

**LEARNING REINFORCEMENT IDEAS AND ACTIVITIES:**

1. Have students complete Chapter 1 of *Milady Standard Esthetics: Fundamentals Workbook.*

2. Have students complete a review and final testing with *Milady Standard Esthetics: Fundamentals Online Licensing Preparation.*

3. Have students review and complete Chapter 1 of the *Milady Standard Esthetics: Fundamentals Student CD-ROM* or *Milady Standard Esthetics: Fundamentals CourseMate.* The CourseMate is a content-rich, web-based teaching and learning aid that reinforces and clarifies complex concepts. It includes study sheets, glossary, video clips, flashcards, discussion topics, online chapter quizzes, web links, and so much more.

4. Assign students different research projects based on the history of cosmetology. The Internet offers many websites that contain information about the beautification processes used in Ancient Egypt, Rome, and Greece. In addition, sites can be found that depict trends of each century and many decades back to the thirteenth century. Have students write a brief essay on beautification processes and how they affected each generation. Give extra credit for pictures that are downloaded and accompany the report.

5. Using the research obtained in Idea #3, have students build different bulletin boards depicting different eras in the history of skin care.

6. Have students visit different salons and interview personnel filling the various positions discussed in this chapter. Have them list the pros and cons of their assigned positions and report them to the full class at an assigned time.

7. On the lines below, write any activities, assignments, or ideas that have been used effectively with this lesson in order to aid other instructors who may use this lesson plan in the future:
TEST—CHAPTER 1—HISTORY AND CAREER OPPORTUNITIES IN ESTHETICS

1. Skin care was practiced in early times __________.
   a) to look appealing
   b) to improve hunting
   c) for self-preservation
   d) for greater fertility

2. Ancient people used coloring matter on which part(s) of their body?
   a) hair
   b) skin
   c) nails
   d) all answers

3. The ancient Egyptians used cosmetics for __________.
   a) religious ceremonies
   b) burial preparation
   c) personal beautification
   d) all answers

4. What did the early Hebrews use as an antiseptic and to help expel intestinal worms?
   a) pomegranate
   b) myrrh
   c) olive oil
   d) hyssop

5. The words cosmetics and cosmetology come from which language?
   a) Chinese
   b) Italian
   c) Greek
   d) Hebrew

6. What were the Romans most famous for?
   a) headdresses
   b) clothing
   c) baths
   d) versatility

7. Which of these practices was common in Asian cultures from the tenth to the nineteenth centuries?
   a) shaving the eyebrows and hairline to make the forehead appear larger
   b) pinching the cheeks to make them appear pink
   c) covering blemishes with small silk patches
   d) blacking out the teeth with a special type of paste

8. Women of status who lived during the Age of Extravagance colored their cheeks __________.
   a) crimson red
   b) bright pink or orange
   c) pink only
   d) not at all

9. __________ was introduced in the twentieth century.
   a) Botox®
   b) Tretinoin (Retin-A®)
   c) Alpha hydroxy acid
   d) all answers
10. The art of manipulating materials on an atomic scale is called ___________.
   a) plastic surgery  
   b) cosmetic surgery  
   c) nanotechnology  
   d) alpha hydroxy

11. Which of these people commonly perform facials and facial massage?
   a) day spa esthetician  
   b) medical esthetician  
   c) makeup artist  
   d) cosmetics buyer

12. How do estheticians and medical aestheticians differ?
   a) There is no difference.  
   b) Medical aestheticians must earn a special degree from a medical school in order to be licensed.  
   c) Medical aestheticians provide esthetic services in a supervised medical setting.  
   d) Medical aestheticians must complete more school hours prior to licensing.

13. Requirements to be a good medical aesthetician include ___________.
   a) having the ability to effectively and compassionately communicate with clients  
   b) having a thorough understanding of skin anatomy, medical terminology, and skin disorders  
   c) mastering cosmetic chemistry, makeup, and camouflage techniques  
   d) all answers

14. Camouflage therapy is a branch of makeup artistry that involves camouflaging ___________.
   a) scars and fresh incisions  
   b) protruding chins  
   c) narrow eyes  
   d) all answers

15. Which of these jobs often includes a great deal of travel?
   a) manufacturer’s representative  
   b) sales manager  
   c) esthetics editor  
   d) medical aesthetician