



BEAUTY CARE

AESTHETIC CARE

PROGRAM OF STUDY

LZU-506

5535

PRELIMINARY VERSION

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**ATIONAL
JCATION**
in Secondary School

Québec 

AESTHETIC CARE

PROGRAM OF STUDY
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The *Aesthetic Care* program leads to the
Secondary School Vocational Diploma (SSVD)
and prepares the student to pursue the occupation of

AESTHETICIAN

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Although much research went into the choice of technical terminology in the English version, some terms may not reflect current usage or may be inaccurate. The Education Development in the English Language team would much appreciate receiving feedback from users of this document. The translators may be contacted at the:

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INTRODUCTION

The *Aesthetic Care* program is based on the orientations for secondary school vocational education adopted by the government in 1986. It was designed on the basis of a new framework for developing vocational education programs that calls for the participation of experts from the workplace and the field of education.

The program of study is developed in terms of competencies, expressed as objectives. These objectives are divided into modules, which are organized into teaching blocks. Various factors were kept in mind in developing the program: training needs, the job situation, purposes, goals, and strategies and means used to attain objectives.

The program of study lists the competencies that are the minimum requirements for a secondary school vocational diploma (SSVD), for students in both the youth and adult sectors. It also provides the basis for organizing courses, planning teaching strategies, and designing instructional and evaluation materials.

The duration of the program is 1 350 hours, which includes 1 035 hours spent on the specific competencies required to practise the trade or occupation and 315 hours on general competencies. The program of study is divided into 22 modules, which vary in length

from 15 to 120 hours (multiples of 15). The time allocated to the program is to be used not only for teaching but also for evaluation and remedial work.

This document contains two parts. Part I is of general interest and provides an overview of the training plan. It includes a synoptic table of basic information about the modules, a description of the program training goals, the competencies to be developed and the general objectives, and an explanation of operational objectives. Part II is designed primarily for those directly involved in implementing the program. It contains a description of the operational objectives of each module.

In keeping with this broad approach, three accompanying documents will be provided: a teaching guide, an evaluation guide, and a planning guide.

GLOSSARY

Program Training Goals

Statements that describe the educational aims of a program. These goals are the general goals of vocational education adapted to a specific trade or occupation.

Competency

A set of socio-affective behaviours, cognitive skills or psycho-sensori-motor skills that enable a person to correctly perform a role, function, activity or task.

General Objectives

Instructional objectives that provide an orientation for leading the students to attain one or more related objectives.

Operational Objectives

Statements of the educational aims of a program in practical terms. They serve as the basis for teaching, learning and evaluation.

Module of a Program

A component part of a program of study comprising a first-level operational objective and the related second-level operational objectives.

Credit

A unit used for expressing quantitatively the value of the modules in a program of study. One credit corresponds to 15 hours of training. Students must accumulate a set number of credits to graduate from a program.

PART I

1. SYNOPTIC TABLE

Number of modules: 22
 Duration in hours: 1 350
 Credits: 90

Aesthetic Care
 SIMCA: LZU-506
 SESAME: 5535

SIMCA	SESAME	TITLE OF THE MODULE	HOURS	CREDITS*
LBP-281	916-011	1. The Occupation and the Training Process	15	1
LBP-282	916-022	2. Hygiene and Safety	30	2
LBP-283	916-032	3. Apparatus and Equipment	30	2
LBP-284	916-046	4. Body Systems	90	6
LBP-285	916-052	5. Interpersonal Communication	30	2
LBP-286	916-064	6. Skin Analysis	60	4
LBP-287	916-071	7. Professional Relationships	15	1
LBP-288	916-086	8. Cosmetology	90	6
LBP-289	916-094	9. Manual Massage	60	4
LBR-281	916-108	10. Basic Facials	120	8
LBR-282	916-112	11. Daily Management	30	2
LBR-283	916-123	12. Personalized Sales	45	3
LBR-284	916-137	13. Basic Makeup	105	7
LBR-285	916-144	14. Manicures	60	4
LBR-286	916-157	15. Wax Hair-Removal Treatments	105	7
LBR-287	916-168	16. Facial Treatments	120	8
LBR-288	916-174	17. Personalized Makeup	60	4
LBR-289	916-182	18. Foot Care	30	2
LBS-281	916-196	19. Face Care	90	6
LBS-282	916-202	20. Back Care	30	2
LBS-283	916-212	21. Information on Body Care	30	2
LBS-284	916-227	22. Entering the Labour Force	105	7

* 15 hours = 1 credit

This program leads to an SSVD in Aesthetic Care.

Direction des Communications
 Ministère de l'Éducation

2. PROGRAM TRAINING GOALS

The training goals of the *Aesthetic Care* program are based on the general goals of vocational education and take into account the specific nature of the trade or occupation. These goals are:

To develop effectiveness in the practice of an occupation.

- To teach students to perform aesthetic-care tasks and activities correctly, at an acceptable level of competence for entry into the job market.
- To foster a constant concern for health, safety and hygiene at work and the adoption of attitudes and habits that prevent work accidents and diseases.
- To develop in the students a concern for ethical behaviour and for the quality of their interpersonal and professional relationships.

To ensure integration into the working world.

- To familiarize students with the job market in general and the occupation of aesthetician in particular.
- To familiarize students with the rights and responsibilities of aestheticians as workers.
- To enable students to prepare for a creative job search.

To foster the development of occupational knowledge.

- To foster independence and instill a sense of responsibility, initiative and organizational skills.
- To help students acquire the general and scientific knowledge required to pursue the occupation.
- To help students acquire suitable, effective and safe work methods.

To ensure job mobility.

- To help students develop a positive attitude toward technological change and new situations.
- To help students prepare to work as aestheticians in a wide variety of work environments.
- To make students aware of the need to pursue their professional development and personal growth.

3. COMPETENCIES

The competencies to be developed in the *Aesthetic Care* program are shown in the grid of learning focuses on the following page. The grid lists general and specific competencies as well as the major steps in the work process.

General competencies involve activities common to several tasks or situations. They cover, for example, the technological or scientific principles that the students must understand to practise the trade or occupation. Specific competencies focus on tasks and activities that are of direct use in the trade or occupation. The work process includes the most important steps in carrying out the tasks and activities of the trade or occupation.

The grid of learning focuses shows the relationship between the general competencies on the horizontal axis and the specific competencies on the vertical axis. The symbol (Δ) indicates a correlation between a specific competency and a step in the work process. The symbol (\circ) indicates a correlation between a general and a specific competency.

The symbols (Δ) and (\bullet) indicate that these relationships have been taken into account in the formulation of objectives intended to develop specific competencies related to the trade or occupation.

The logic used in constructing the grid influences the course sequence. Generally speaking, this sequence follows a logical progression in terms of the complexity of the learning involved and the development of the students' autonomy. The vertical axis of the grid shows the competencies directly related to the practice of a specific trade or occupation. These competencies are arranged in a relatively fixed order; therefore, the modules should be taught, insofar as possible, in the order represented on the grid. The modules including the general competencies on the horizontal axis should be taught in relation to those on the vertical axis. This means that some modules are prerequisite to others, while other modules are taught concurrently.

GRID OF LEARNING FOCUSES		FIRST-LEVEL OPERATIONAL OBJECTIVES	DURATION (IN HOURS)	WORK PROCESS (major steps)							GENERAL COMPETENCIES (technology, personal development, etc.)								TOTALS	
				Prepare the work station	Greet and prepare the client	Perform the preliminary procedures	Give the treatment	Perform the final steps	Do cleaning and storage operations	Determine their suitability for the occupation and the training process	Apply rules and measures regarding hygiene and safety	Maintain apparatus and equipment	Relate body systems with aesthetic care	Apply concepts of interpersonal communication	Maintain harmonious professional relationships	Perform daily management operations	Perform a personalized sales transaction	Become informed about body care	NUMBER OF OBJECTIVES	DURATION (IN HOURS)
SPECIFIC COMPETENCIES (directly related to the practice of the specific occupation)																				
	MODULES									1	2	3	4	5	7	11	12	21		
	FIRST-LEVEL OPERATIONAL OBJECTIVES									S	B	B	B	B	S	B	B	S	9	
	DURATION (IN HOURS)									15	30	30	90	30	15	30	45	30		315
6	Analyze the skin and epidermal appendages	B	60	▲	▲	▲	▲		▲		●	●	●	●	○	○	○	○		
8	Compare cosmetic products	B	90	▲	▲	▲	▲	▲	▲		○		●	○	○		○	○		
9	Give a manual massage	B	60	▲	▲	▲	▲	▲	▲		●	○	●	●	○	○	○	○		
10	Give a basic facial	B	120	▲	▲	▲	▲	▲	▲		●	●	●	●	○	○	○	○		
13	Apply basic makeup	B	105	▲	▲	▲	▲	▲	▲		●	○		●	○	○	○			
14	Give a manicure	B	60	▲	▲	▲	▲	▲	▲		●	●	●	●	○	○	○			
15	Give a wax hair-removal treatment	B	105	▲	▲	▲	▲	▲	▲		●	●	●	●	○	○	○	○		
16	Give a facial treatment	B	120	▲	▲	▲	▲	▲	▲		●	○	●	●	○	○	○	○		
17	Apply personalized makeup	B	60	▲	▲	▲	▲	▲	▲		●	○		●	○	○	○			
18	Give a foot-care treatment	B	30	▲	▲	▲	▲	▲	▲		●	○	●	●	○	○	○	○		
19	Give a face-care treatment	B	90	▲	▲	▲	▲	▲	▲		●	●	●	●	○	○	○			
20	Give a back-care treatment	B	30	▲	▲	▲	▲	▲	▲		●	●	●	●	○	○	○	○		
22	Enter the labour force	S	105	▲	▲	▲	▲	▲	▲	○	○	○	○	●	○	○	○	○		
NUMBER OF OBJECTIVES		13																	22	
DURATION (IN HOURS)			1035																	1350

B: Behavioural objective
S: Situational objective

▲ Correlation between a step and a specific competency
○ Correlation between a general and a specific competency

▲ Correlation to be taught and evaluated
● Correlation to be taught and evaluated

4. GENERAL OBJECTIVES

The general objectives of the *Aesthetic Care* program are presented below, along with the major statement of each corresponding first-level operational objective.

To develop in the students the competencies required to use the general and scientific concepts required to pursue the occupation.

- Determine their suitability for the occupation and the training process.
- Apply rules and measures regarding hygiene and safety.
- Maintain apparatus and equipment.
- Relate body systems with aesthetic care.
- Apply concepts of interpersonal communication.
- Compare cosmetic products.

To develop in the students the competencies required to perform the regular tasks of the aesthetician.

- Analyze the skin and epidermal appendages.
- Give a manual massage.
- Give a basic facial.
- Apply basic makeup.
- Give a manicure.
- Give a wax hair-removal treatment.
- Give a facial treatment.
- Apply personalized makeup.
- Give a foot-care treatment.
- Give a face-care treatment.
- Give a back-care treatment.

To develop in the students the competencies required to perform additional occupational tasks.

- Perform daily management operations.
- Perform a personalized sales transaction.
- Become informed about body care.

To develop in the students the competencies required to enter the job market.

- Maintain harmonious professional relationships.
- Enter the labour force.

5. FIRST- AND SECOND-LEVEL OPERATIONAL OBJECTIVES

5.1 DEFINITION

A first-level objective is defined for each competency to be developed. Competencies are organized into an integrated training program designed to prepare students to practise the trade or occupation. This systematic organization of competencies produces better overall results than training by isolated objectives. More specifically, it fosters a smooth progression from one objective to the next, saves teaching time by eliminating needless repetition, and integrates and reinforces learning material.

First-level operational objectives are the main, compulsory teaching/learning targets and they are specifically evaluated for certification. There are two kinds of operational objectives: behavioural and situational.

- A **behavioural objective** is a relatively closed objective that describes the actions and results expected of the student by the end of a learning step. Evaluation is based on expected results.
- A **situational objective** is a relatively open-ended objective that outlines the major phases of a learning situation. It allows for output and results to vary from one student to another. Evaluation is based on the student's participation in the activities of the learning context.

Second-level operational objectives are intermediate teaching/learning targets deemed prerequisite for attaining first-level objectives. They are grouped according to the specifications (see 5.2 A) or the phases (see 5.2 B) of the first-level objective.

The division of operational objectives into first- and second-level objectives is based on a clear distinction between the levels of learning:

- learning involving prerequisite knowledge
- learning involving competencies

Second-level operational objectives indicate prerequisite knowledge. They prepare the students to learn what is necessary to attain the first-level operational objectives, which collectively lead to the development of a competency. The objectives should always be adapted to meet the particular needs of the individual students or groups of students.

First-level operational objectives cover the learning that the students need to develop a competency:

- The specifications or the phases of the objective determine or guide specific learning, thereby allowing the competency to be developed step by step.

- The objective as a whole (i.e. the six components and in particular the last phase of a situational objective) determines or guides the overall learning and the integration and synthesis of this learning, allowing the competency to be developed fully.

To attain the objectives, the following learning activities may be prepared:

- specific learning activities for second-level objectives
- specific learning activities for the specifications or phases of first-level objectives
- general learning activities for first-level objectives

5.2 HOW TO READ FIRST-LEVEL OPERATIONAL OBJECTIVES

A. How to Read a Behavioural Objective

Behavioural objectives consist of six components. The first three provide an overview of the objective:

1. The **expected behaviour** states a competency in terms of the general behaviour that the students are expected to have acquired by the end of the module.
2. The **conditions for performance evaluation** define what is necessary or permissible to the students during evaluation designed to verify whether or not the students have attained the objective. This means that the conditions for evaluation are the same wherever and whenever the program is taught.
3. The **general performance criteria** define the requirements by which to judge whether or not the results obtained are generally satisfactory.

The last three components ensure that the objective is understood clearly and unequivocally:

4. The **specifications of the expected behaviour** describe the essential elements of the competency in terms of specific behaviours.
5. The **specific performance criteria** define the requirements for each of the specifications of behaviour. They ensure a more enlightened decision on the attainment of the objective.
6. The **field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.

B. How to Read a Situational Objective

Situational objectives consist of six components:

1. The **expected outcome** states a competency as an aim to be pursued throughout the course.
2. The **specifications** outline the essential aspects of the competency and ensure a better understanding of the expected outcome.
3. The **learning context** provides an outline of the learning situation designed to help the students develop the required competencies. It is normally divided into three phases of learning:
 - information
 - performance, practice or involvement
 - synthesis, integration and self-evaluation
4. The **instructional guidelines** provide suggested ways and means of teaching the course to ensure that learning takes place and that the same conditions apply wherever and whenever the course is taught. These guidelines may include general principles or specific procedures.
5. The **participation criteria** describe the requirements the students must fulfil, which are usually related to each phase of the learning context. They focus on how the students take part in the activities rather than on the results obtained. Participation criteria are normally provided for each phase of the learning context.
6. The **field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.

PART II

MODULE 1: THE OCCUPATION AND THE TRAINING PROCESS

SIMCA: LBP-281

SESAME: 916-011

Duration: 15 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **determine their suitability for the occupation and the training process.**

SPECIFICATIONS

At the end of this module, the students will:

- Be familiar with the nature of the occupation and available opportunities for entrepreneurship.
- Understand the training process.
- Confirm their career choice.

LEARNING CONTEXT

PHASE 1: Information on the Occupation

- Learning about the job market in aesthetic care--potential work environments, job prospects, wages, opportunities for promotion or transfer.
- Learning about the nature of, and the requirements for, the job of aesthetician.
- Learning how an aesthetician's personal and social life is affected by the job.
- Presenting, during a group discussion, the information gathered and discussing their views on the occupation: advantages, disadvantages and requirements.
- Examining the possibility of starting up a business or working freelance.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: Information on and Participation in the Training Process

- Discussing the skills, aptitudes and knowledge required to pursue the occupation.
- Learning about the training project: program of study, training process, evaluation methods, certification of studies.
- Discussing the training program and how it relates to the work of an aesthetician.
- Discussing the students' initial reactions to the occupation and the training process.

PHASE 3: Evaluation and Confirmation of Career Choice

- Producing a report in which they must:
 - describe their preferences, aptitudes, and interests with respect to the occupation
 - assess their career choice by comparing the different aspects and requirements of the occupation with their own preferences, aptitudes and interests.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create a climate that is conducive to personal growth and to the students' entry into the labour force.
- Encourage all the students to engage in discussions and to express themselves.
- Motivate the students to take part in the suggested activities.
- Help the students to acquire an accurate perception of the occupation.
- Provide the students with the means to assess their career choice honestly and objectively.
- Make available all pertinent documentation (e.g. information on the occupation, the program of study).
- Organize meetings with trade specialists.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PARTICIPATION CRITERIA

PHASE 1:

- Gather information on most of the topics to be dealt with.
- Express their views on the occupation at a group meeting, interrelating the information they have gathered.

PHASE 2:

- Give their opinions on some of the requirements that they will have to meet in order to pursue the occupation.
- Examine carefully the literature provided.
- Listen carefully to the explanations.
- Give their impressions of the training program during a group meeting.
- Express their reactions to the occupation and the training process.

PHASE 3:

- Write a report that:
 - sums up their preferences, interests and aptitudes
 - explains in detail how they arrived at their career choice

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the activities of Phase 1:

1. Determine how to record and present information.
2. Find information on the job market in aesthetic care: types of establishments likely to hire aestheticians, wages, advancement and promotion opportunities.
3. Find information on the structure and organization of different workplaces in the field of aesthetic care.
4. Find information on the requirements and working conditions related to the occupation.
5. Become aware of the effects of the occupation on one's personal and social life.
6. Determine the role of work in today's society.
7. Explain the main rules governing group discussion.

Before undertaking the activities of Phase 2:

8. Identify the skills, aptitudes, attitudes and knowledge required to pursue the occupation.
9. Describe the nature, purpose and content of the program of study.
10. Determine the relationship between the competencies required by the program of study and those required in the occupation.

Before undertaking the activities of Phase 3:

11. Differentiate among preferences, aptitudes and interests.
12. Become aware of the need to perform work that we enjoy and that meets our expectations and aspirations.
13. Describe the main parts of a report that confirms their career choice.

MODULE 2: HYGIENE AND SAFETY

SIMCA: LBP-282

SESAME: 916-022

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must apply rules and measures regarding hygiene and safety in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- While performing an occupational task or during a simulation, as the case may be
- Using the necessary materials and products
- In the absence of clients

GENERAL PERFORMANCE CRITERIA

- Clear concern for one's own and other people's health and safety

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Apply measures regarding personal hygiene and safety.

B. Apply rules of hygiene and safety related to the use of different implements, equipment and products.

C. Give first-aid treatment to someone suffering from a minor injury or discomfort.

D. Perform a patch test.

SPECIFIC PERFORMANCE CRITERIA

- Correct work postures
- Suitable choice of work clothing
- Good grooming and personal hygiene
- Application of suitable preventive measures

- Safe use of implements, equipment and cleaning products
- Proper application of sterilization methods
- Concern shown for the immaculate condition of the work area and work station
- Hygienic use of cosmetic products

- Rapid response
- Appropriate treatment
- Proper use of first-aid material
- Appropriate behaviour

- Correct performance of patch test procedure

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to apply measures regarding personal hygiene and safety (A):

1. Define the terms *personal hygiene*, *asepsis*, *disinfection* and *sterilization*.
2. Explain the importance of personal hygiene and good grooming for professional aestheticians.
3. List the conditions that promote good health.
4. Describe the main occupational diseases in the field of aesthetic care.
5. List the agents that cause these occupational diseases.
6. List the precautions to take to prevent these occupational diseases.
7. Explain the safety rules applicable to posture in the everyday work of an aesthetician.
8. List the criteria for selecting work clothing.
9. Describe the hygienic measures related to clothing.
10. List the main infections that can be transmitted during an aesthetic-care treatment.
11. Name the main micro-organisms that cause these infections.
12. Explain how infections are transmitted and how pathogenic micro-organisms enter the body.
13. List the main blood-transmitted and sexually transmitted diseases.
14. Describe the precautions to take to prevent contagious, infectious and other communicable diseases.
15. Recognize personal hygiene products and protective clothing and accessories.
16. Demonstrate how to sanitize the hands and nails.

Before learning how to apply rules of hygiene and safety related to the use of different implements, equipment and products (B):

17. Read the *Public Health Act*, municipal by-laws, the *Act respecting occupational health and safety* and its regulations.
18. Discuss the physical layout standards for an aesthetic-care salon in the light of hygiene and safety.
19. Describe the rules of hygiene applicable to maintenance of the salon and work station.
20. Describe the methods used for the regular maintenance of the salon and the work station.
21. Identify the main symbols depicting hazardous substances used at work.
22. Describe the characteristics of potentially hazardous substances and the precautions to take in their use and storage.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

23. Choose the equipment and products used for cleaning the salon and the work station.
24. Demonstrate how to clean the salon and the work station.
25. Describe the means used to sterilize the implements and equipment used in an aesthetic-care salon.
26. Apply different methods for sterilizing implements and equipment.
27. Explain the main causes of cosmetic product contamination.
28. Explain the precautions to take to prevent the contamination of cosmetic products.

Before learning how to give first-aid treatment to someone suffering from a minor injury or discomfort (C):

29. List the main types of accidents and injuries that can occur during an aesthetic-care treatment, and their causes.
30. Define the scope of the aesthetician's responsibility in providing first aid.
31. List the attitudes and behaviour to adopt when dealing with an injured client or handling an emergency situation.
32. List the decisions to make and the first things to do in case of emergency.
33. Describe the procedure for contacting an emergency service.
34. Recognize the seriousness of the injury or discomfort.
35. Recognize the main items in a first-aid kit.
36. Describe the first-aid treatment to give to someone experiencing a minor injury, a minor discomfort, an eye irritation, a respiratory problem, an inflammatory or allergic skin reaction, and a fainting spell.
37. Take appropriate action in case of a minor accident or an emergency.

Before learning how to perform a patch test (D):

38. Define the terms *immunology* and *allergy*.
39. List the different types of allergies.
40. List the allergic reactions that occur most frequently in the occupation.
41. Differentiate between an inflammatory reaction and an allergic reaction.
42. Recognize the signs of an allergic reaction.
43. Describe the purpose of a patch test.
44. Explain how to perform a patch test.

MODULE 3: APPARATUS AND EQUIPMENT

SIMCA: LBP-283
SESAME: 916-032

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **maintain apparatus and equipment** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Using basic apparatus and equipment found in an aesthetic-care salon
- Using suitable cleaning products
- Without using reference materials

GENERAL PERFORMANCE CRITERIA

- Observance of rules of hygiene and safety
- Cleaning done according to the manufacturers' instructions
- Correct and safe use of cleaning products

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

- | | |
|--|--|
| A. Recognize the different types of apparatus and equipment. | - Correct identification of apparatus and equipment |
| B. Explain the operating principles of different types of apparatus. | <ul style="list-style-type: none"> - Clear understanding of the scientific principles underlying the operation of the apparatus - Clear, concise explanations |
| C. Demonstrate how to operate the apparatus and equipment. | <ul style="list-style-type: none"> - Observance of manufacturers' instructions - Observance of safety rules |
| D. Do regular maintenance of the apparatus and equipment. | <ul style="list-style-type: none"> - Observance of manufacturers' recommendations - Correct choice of cleaning products - Complete, precise verifications |
| E. Clean and store the apparatus and equipment. | <ul style="list-style-type: none"> - Proper cleaning - Proper, safe storage |

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to recognize the different types of apparatus and equipment (A):

1. Define the terms *apparatus* and *equipment*.
2. List the kinds of equipment used in aesthetic care.
3. State the physical characteristics of each piece of equipment.
4. Explain how each piece of equipment works.
5. List the apparatus commonly used in aesthetic care.
6. Name other types of apparatus that can be used in aesthetic care.
7. State the characteristics of the apparatus commonly used in aesthetic care.

Before learning how to explain the operating principles of different types of apparatus (B):

8. Describe what light is.
9. Explain the terms *frequency*, *period* and *wavelength*.
10. Explain the terms *infra-red* and *ultraviolet*.
11. List some of the effects of infra-red and ultraviolet radiation on living organisms.
12. Explain how distance affects the intensity of the rays.
13. Describe the basic principle of electricity.
14. Explain the terms *electrons*, *positive pole*, *negative pole*, *electric current* and *electrode*.
15. Explain the terms *direct current*, *alternating current*, and associate them with galvanic current, faradic current, sinusoidal current and galvanofaradic current.
16. Explain what a high-frequency current is.
17. State the main uses of electric current in aesthetic care.
18. Explain the phenomenon of vaporization.
19. Explain the action of ultraviolet rays on oxygen.
20. Explain how ozone is used in aesthetic care.

Before learning how to operate the apparatus and equipment (C):

21. List the specific safety rules applicable to operating electric apparatus and equipment.
22. Explain how to adjust and use the treatment table, chairs and stools.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

23. Explain the different ways of setting and adjusting the magnifying lamp.
24. List the hazards involved in operating each of the different types of apparatus commonly used in aesthetic care.
25. List what should be checked on each apparatus before use.
26. Explain how to operate the apparatus most commonly used in aesthetic care.
27. List the precautions to take when using the apparatus and equipment.
28. Turn on and simulate the use of the apparatus.

Before learning how to do regular maintenance of the apparatus and equipment (D):

29. Explain the maintenance of the apparatus and equipment.
30. Recognize the special products used to maintain the apparatus and equipment.
31. Recognize the cause of a minor breakdown or malfunction of an apparatus or a piece of equipment.
32. Make adjustments and minor repairs to an apparatus or a piece of equipment.

Before learning how to clean and store the apparatus and equipment (E):

33. Describe the procedure for cleaning the apparatus.
34. Explain the precautions to take when cleaning the apparatus.
35. Recognize the cleaning products for each apparatus and piece of equipment.
36. Demonstrate how to clean and store the apparatus and equipment.

MODULE 4: BODY SYSTEMS

SIMCA: LBP-284
SESAME: 916-046

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
relate body systems with aesthetic care
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- In writing
- Based on a case study and a questionnaire
- Without using class notes or reference material

GENERAL PERFORMANCE CRITERIA

- Use of appropriate terminology
- Presence of most response elements
- Accurate, clear and concise answers

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Describe the anatomy and physiology of the locomotor and nutritive systems:
- skeletal system
 - muscular system
 - circulatory system
 - respiratory system
 - digestive system
 - excretory system (kidneys)

- B. Describe the anatomy and physiology of the autonomic nervous system.

- C. Explain the relationship between the functioning of the body systems and aesthetic care.

SPECIFIC PERFORMANCE CRITERIA

- Accurate classification of systems
 - Accurate location of organs
 - Clear, accurate description of locomotor and nutritive systems
-
- Accurate classification of systems
 - Clear, accurate description of the autonomic nervous system
-
- Plausible hypothesis
 - Relevant specification of relationship
 - Clear, concise explanations

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning to describe the anatomy and physiology of the locomotor and nutritive systems (A):

1. Explain the main terms related to human anatomy.
2. Describe the general structure and functions of the cell.
3. Explain the physiological properties of the cell.
4. Explain the stages in the life of a cell.
5. Describe the main tissues of the human body.
6. List the major systems of the human body.
7. Describe the skeletal system.
8. Explain the role of the skeletal system.
9. Describe the muscular system.
10. Explain the roles of the muscular system.
11. Describe the blood circulation system and the lymphatic system.
12. Explain the roles of the circulatory systems.
13. Describe the functioning of the blood circulation system.
14. Explain the characteristics of the lymphatic system.
15. Describe the respiratory system.
16. Explain the role of the respiratory system.
17. Describe the functioning of the respiratory system.
18. Describe the digestive system.
19. Explain the role of the digestive system.
20. Describe the functioning of the digestive system.
21. Describe the kidneys.
22. Describe the role of the kidneys.
23. Describe the functioning of the kidneys.

Before learning to describe the anatomy and physiology of the autonomic nervous system (B):

24. Explain the general role of the nervous system.
25. Describe the general organization of the nervous system.
26. Explain the characteristics of nerve-tissue structure.
27. Describe the structure and functioning of the cerebrospinal system and the sympathetic nervous system.
28. Describe the role of the endocrine system.
29. Explain the characteristics of glandular tissue and its secretions.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

- 30. Describe the general organization of the endocrine system.
- 31. Explain the role and functioning of the main glands.

Before learning how to explain the relationship between the functioning of the body systems and aesthetic care (C):

- 32. Explain the relationships among the different body systems.
- 33. Explain the relationship between the blood circulation system and the lymphatic system.
- 34. Explain the role and effects of hormones.
- 35. List the hormones that play a major role in the metabolism of the skin.
- 36. Explain the effects of hormonal changes on the skin.
- 37. Explain how lifestyle affects the health of the body systems.
- 38. Explain the means used to promote healthy locomotor, nutritive and autonomic nervous systems.
- 39. List the major internal and external factors that can affect the health of the body systems.
- 40. Explain the body's nutritional needs.
- 41. Explain the effects of dietary deficiencies.
- 42. Describe the skin conditions caused by disorders of the digestive system and the autonomic nervous system.
- 43. Explain how heredity affects the body's morphology and physiology.
- 44. Discuss how dysfunctional body systems affect the advisability of giving aesthetic-care treatments.
- 45. List the major health problems to consider in selecting aesthetic-care treatments.

MODULE 5: INTERPERSONAL COMMUNICATION

SIMCA: LBP-285

SESAME: 916-052

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **apply concepts of interpersonal communication** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- While performing an occupational task
- Using the authorized material

GENERAL PERFORMANCE CRITERIA

- Observance of rules of interpersonal communication
- Evidence of attitudes and behaviour appropriate to people and situations
- Evidence of the ability to adapt to the client's personality
- Use of correct and appropriate language

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Establish contact with the client.

B. Ask the client questions.

C. Give the client advice.

D. Converse with the client.

SPECIFIC PERFORMANCE CRITERIA

- Appropriate approach
- Establishment of conditions promoting favourable client reception
- Accurate idea of the image perceived by the client

- Questions appropriate to the subject
- Accurate interpretation of answers
- Application of active listening methods

- Establishment of conditions favourable to the consultation
- Suitable use of available means
- Relevant comments
- Accurate interpretation of client's reactions

- Choice of appropriate moment
- Ability to discuss topical subjects
- Respect for client's opinions
- Suitable use of conversation-enders

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to establish contact with the client (A):

1. Define the term *interpersonal communication*.
2. Explain the difference between "communicating" and "informing."
3. Recognize the communication and information situations involved in aesthetic care.
4. Explain the importance of interpersonal communication in aesthetic care.
5. Describe the forms of interpersonal communication used in aesthetic care.
6. List the preconditions for mutual understanding.
7. Explain the main factors involved in unsuccessful interpersonal communication.
8. Describe the attitudes and behaviours to be adopted by aestheticians in their interpersonal contact with their clients.
9. Describe the clientele of an aesthetic-care salon.
10. Explain the different client-reception situations.
11. Explain the importance of the first contact with a client.
12. Discuss the feelings a client might experience on her or his first visit.
13. List the main expectations of clients.
14. List the signs showing that a client is embarrassed or anxious.
15. Explain how to make clients feel secure upon their arrival at the salon.
16. Describe the forms of contact established during an aesthetic-care treatment.
17. Explain the problems due to physical contact that can arise during an aesthetic-care treatment.
18. Establish verbal, visual and physical contact in different interpersonal communication situations.

Before learning how to ask the client questions (B):

19. List the situations in which aestheticians must ask questions.
20. Explain the importance of having certain information about the client.
21. Discuss the *Act respecting access to documents held by public bodies and the protection of personal information*.
22. Explain the problems that can arise when aestheticians ask questions of a personal nature.
23. List the attitudes and behaviours aestheticians must adopt in discussions with their clients.
24. List the different types of questions to ask a client.
25. Explain the different ways of asking questions.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

26. Explain the importance of using language suited to the client.
27. Explain how to take heed of clients' answers.
28. Describe the active listening method in interpersonal communication.
29. Formulate questions on different topics.
30. Listen to the answers to questions and interpret them.

Before learning how to give the client advice (C):

31. Explain the role of consultant in aesthetic care.
32. Describe the conditions enabling aestheticians to act as consultants to their clients.
33. Explain how personality traits can affect a conversation.
34. List the kinds of recommendations that can be given to a client.
35. Explain how to offer recommendations to a client.
36. Explain the importance of taking a client's reactions into account when giving advice.
37. Describe the main verbal and nonverbal reactions indicating understanding, acceptance or denial.
38. Recognize a client's reactions and hesitations with respect to advice.

Before learning how to converse with the client (D):

39. Explain what a social conversation is.
40. List some of the rules of social conversation.
41. List different conversational topics that can be discussed in an aesthetic-care salon.
42. Recognize the importance of adding to one's personal knowledge on different topics.
43. Find out about different current events that could interest clients.
44. Explain how a person's values, beliefs and culture affect a conversation.
45. List conversational topics that are delicate or to be avoided.
46. List ways of avoiding delicate topics.
47. Explain ways of initiating and ending a conversation.
48. Practise ways of initiating and ending a conversation.

MODULE 6: SKIN ANALYSIS

SIMCA: LBP-286

SESAME: 916-064

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **analyze the skin and epidermal appendages** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Working at an unprepared work station
- Using the necessary materials, apparatus and products
- Using a skin analysis card, but no other reference material
- On skin free of any condition that would contraindicate the treatment
- For a maximum of forty-five minutes

GENERAL PERFORMANCE CRITERIA

- Observance of rules of hygiene and safety
- Sensitive approach to client throughout analysis
- Presence of all required points on the skin analysis card
- Evidence of professional attitudes and behaviour
- Observance of authorized time limit

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Prepare the work station.

- Suitable preparation of work station

B. Greet the client and prepare her or him for the treatment.

- Suitable attitudes when greeting the client
- Appropriate preparation of client
- Concern for client's comfort

C. Cleanse the face and neck area.

- Concern for economical use of products
- Choice of suitable movements
- Observance of rules of hygiene and safety

D. Examine the skin.

- Complete visual and tactile examination
- Safe use of magnifying lamp
- Relevant, accurate observations
- Tactful, courteous conversation

E. Explain the characteristics of the client's skin.

- Accurate identification of characteristics
- Accurate, precise explanations
- Appropriate terminology

F. Examine the epidermal appendages.

- Complete visual and tactile examination
- Relevant, accurate observations

G. Clean the work station and store the products and equipment.

- Proper cleaning
- Proper, safe storage

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to prepare the work station (A):

1. Explain the purpose and importance of doing a skin analysis before providing any aesthetic-care treatment.
2. List the preconditions for analyzing the skin, hair and nails.
3. Describe the major steps involved in analyzing the skin, hair and nails.
4. Recognize the materials, apparatus and equipment required for a skin analysis.
5. Explain the rules of hygiene and safety applicable to analyzing the skin, hair and nails and using the apparatus and equipment.
6. Arrange the materials, apparatus and equipment required for a skin analysis.

Before learning how to greet the client and prepare her or him for the treatment (B):

7. Relate concepts in communication with greeting clients and preparing them for the treatment.
8. Demonstrate how to prepare a client for a skin analysis.
9. List the attitudes and behaviour to adopt when greeting and preparing a client.
10. Describe the aesthetician's work posture during an analysis of the skin, hair and nails.

Before learning how to cleanse the face and neck area (C):

11. Explain the purpose of cleansing the face and neck area.
12. Describe the steps involved in cleansing the face and neck area.
13. Recognize the materials used for cleansing skin.
14. Explain the characteristics of skin cleansers.
15. Determine the quantity of the cosmetic products and materials required to cleanse the face and neck area.
16. Describe how to perform the different manipulations in a skin cleansing.
17. Describe the characteristics of an effective skin cleansing.
18. Perform the manipulations.
19. Explain the purpose of skin lotion.
20. Demonstrate how to apply skin lotion.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to examine the skin (D):

21. Explain the terms *skin, integument, mucous membrane, epidermal appendages, gland and tissue*.
22. Describe the general structure of the skin.
23. State the typical characteristics of epithelial tissue.
24. Describe the epithelium of the skin.
25. State the typical characteristics of connective tissue.
26. Describe the subcutaneous connective tissue.
27. State the characteristics and purpose of subcutaneous fatty tissue.
28. Explain the blood-vessel system of the skin.
29. State the characteristics of the sweat glands.
30. Describe the phenomenon of perspiration and its consequences.
31. Explain how the sebaceous glands function.
32. Explain the purpose and composition of sebum.
33. Explain briefly the nerve fibres of the skin.
34. Describe the forms of skin sensitivity.
35. Explain the stages in the growth and regeneration of skin.
36. Explain the phenomenon of keratinization.
37. Describe the general appearance of healthy skin.
38. Explain the phenomenon of melanogenesis.
39. Explain the action of ultraviolet rays on the skin.
40. Explain the main dermatology terms used in aesthetic care.
41. Describe the different pigmentation problems.
42. Explain the effects of heat and cold on the blood vessels of the skin.
43. Describe the main skin conditions caused by circulation problems.
44. Recognize the main disorders of the sweat glands.
45. Explain the main skin conditions caused by disorders of the sebaceous glands.
46. Recognize the main tumoural, vesicular and infectious skin disorders.
47. Recognize the dermatological symptoms of certain diseases.
48. List the skin conditions that contraindicate aesthetic-care treatment.
49. Describe the attitudes and behaviour to adopt with regard to a client who has a skin condition.
50. List the points to observe during a skin analysis.
51. Explain how to do a visual, tactile and instrument-aided skin analysis.
52. Demonstrate how to do a visual and tactile analysis of the skin with a magnifying glass.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to explain the characteristics of a client's skin (E):

- 53. Identify the different skin types.
- 54. Identify the characteristics of the skin that depend on age, sex and race.
- 55. Identify the characteristics of the skin that depend on physical health.
- 56. Identify the anatomical and dermatological characteristics of the skin.
- 57. Describe the condition and appearance of a person's skin.
- 58. Analyze skin analysis cards.
- 59. Complete a card with the information obtained from a skin analysis.

Before learning how to examine the epidermal appendages (F):

- 60. Name the epidermal appendages.
- 61. Describe the pilosebaceous unit (hair, hair follicle and glands) and its purpose.
- 62. Describe the structure of hair and its stages of growth.
- 63. Describe the structure, composition and growth of nails.
- 64. Describe the characteristics of healthy nails.
- 65. List the factors that influence nail growth.
- 66. Describe the major hair problems.
- 67. Describe the major nail problems.
- 68. Recognize the characteristics of a given person's hair and nails.
- 69. Complete a skin analysis card, using the information obtained from an analysis of the hair and nails.

Before learning how to clean the work station and store the products and equipment (G):

- 70. Relate rules of hygiene and safety with cleaning and storage operations.
- 71. List the precautions to take during cleaning and storage operations.
- 72. Apply a safe storage method.

MODULE 7: PROFESSIONAL RELATIONSHIPS

SIMCA: LBP-287

SESAME: 916-071

Duration: 15 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will learn to **maintain harmonious professional relationships**

SPECIFICATIONS

During this module, the students will:

- Learn to respect the limits of the occupation.
- Discover the field of activity of other occupations related to aesthetic care.
- Adopt the code of professional ethics.

LEARNING CONTEXT

PHASE 1: Information

- Learning about the limits of the occupation of aesthetician.
- Learning about other occupations related to the field of aesthetic care.
- Discussing the concept of professional ethics.

PHASE 2: Further Exploration

- Doing research to discover any changes that have been made to the limits of the occupation.
- Exploring one of the occupations related to that of aesthetician.
- Developing rules of professional ethics.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 3: Synthesis

- Producing a report on their research findings.
- Presenting their findings to the group.
- Participating in a group discussion on the topics presented.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Provide all the necessary resources for the research project.
- Authorize field trips, meetings and research work outside the classroom.
- Guide students in their research and inquiries.
- Encourage students to establish contact with aestheticians and other professionals in the field of aesthetic care.
- Invite people in related occupations to meet with the students.

PARTICIPATION CRITERIA

The students:

PHASE 1:

- Participate in information meetings.
- Gather the required information.
- Participate actively in the discussions.

PHASE 2:

- Choose an area for further research and develop a work plan.
- Meet regularly with the teacher and show how their research work is progressing.
- Work methodically.

PHASE 3:

- Write a report in accordance with standard rules.
- Present their research findings in accordance with standard rules.
- Give their views on one of the topics presented.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the activities of Phase 1:

1. Describe the occupation of aesthetician.
2. Explain the terms *limits, occupation, profession, field of activity*.
3. Name related occupations and professions in the field of aesthetic care.
4. Establish group-discussion rules.
5. Name information-gathering methods.

Before undertaking the activities of Phase 2:

6. Explain the stages in a research project.
7. List the sources of information on the occupation of aesthetician and on related occupations and professions.
8. Describe what a work plan is.
9. Examine the code of professional ethics.
10. List ways of exploring an occupation or a profession.

Before undertaking the activities of Phase 3:

11. List the rules for writing a report.
12. Learn the rules for presenting findings in a research report.

MODULE 8: COSMETOLOGY

SIMCA: LBP-288
SESAME: 916-086

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **compare cosmetic products** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- In writing
- Using two products of the same category
- Using promotional material on products and cosmetic analysis cards
- Without using reference material or class notes

GENERAL PERFORMANCE CRITERIA

- Use of correct terminology
- Accurate, precise information
- Suitable choice of points of comparison
- Suitable recommendations made

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Describe the cosmetic form of a product.

- Clear, precise description
- Accurate classification

B. Describe the base formula of a cosmetic.

- Accurate classification of components
- Clear explanation of the function of the active ingredients in a product

C. Explain the action of a product.

- Clear, precise explanations
- Use of appropriate terminology
- Accurate information

D. Describe the commercial presentation of a product.

- Presence of all relevant points
- Emphasis placed on special product features

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to describe the cosmetic form of a product (A):

1. Define the terms *cosmetology*, *cosmetic* and *cosmetician*.
2. Differentiate between a cosmetic and a topical medication.
3. State the requirements of the federal *Food and Drugs Act* concerning cosmetic products.
4. Explain briefly the history and development of cosmetics.
5. Define the term *cosmetic form*.
6. Explain briefly the classification of cosmetics.
7. Explain the terms *solution*, *suspension*, *oil*, *emulsion*, *gel*, *powder*, *cake* and *paste*.
8. Explain the properties of each cosmetic form.
9. Associate different cosmetic products with each cosmetic form.

Before learning how to describe the base formula of a cosmetic (B):

10. List the main components in the base formula of a cosmetic.
11. Describe the basic components in a cosmetic: excipient, active ingredient, adjuvants and additives.
12. Explain the function of each of the basic components.
13. List the excipients most commonly known in aesthetic care.
14. List the groups of active ingredients most widely used in aesthetic care.
15. List the adjuvants most commonly known in aesthetic care.
16. List the additives most widely used in aesthetic care.
17. Explain the function of the preservatives, antioxidants, colourants and fragrances most widely used in aesthetic care.
18. Classify the basic ingredients in a cosmetic.
19. Describe the characteristics of the different kinds of water used in cosmetology.
20. Describe the main protides, lipides and glucides used in cosmetology.
21. Explain the function of the main protides, lipides and glucides used in cosmetology.
22. Describe the enzymes used in cosmetology.
23. Describe the function of the main enzymes used in cosmetology.
24. Describe certain synthetic ingredients used in the manufacture of cosmetics.
25. Explain the function of these synthetic ingredients.
26. Combine components and basic ingredients to make cosmetic products.
27. Study the composition of different cosmetic products.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

28. Explain the importance of considering the percentage of active ingredients in a cosmetic product.
29. Describe briefly perfume products.
30. Distinguish between the essence ingredients and stabilizers in a perfume.
31. List the factors that influence the purchase, preservation and use of a perfume.

Before learning how to explain the action of a product (C):

32. List the main desired effects of cosmetic products.
33. Relate concepts in anatomy and physiology with the action of cosmetic products.
34. Describe the process of skin absorption.
35. Explain the factors that promote or hinder skin absorption.
36. List the cosmetic ingredients that are most compatible with the skin.
37. List the cosmetic ingredients that are least compatible with the skin.
38. Explain the effects that these ingredients have on the skin.
39. Describe the phenomenon of photosensitivity.
40. Explain the function of sunscreens and sun blocks.
41. Describe the factors that influence the choice of suntan product.
42. Classify cosmetic products according to their particular effects.
43. Determine the effects of a product from its cosmetic formula.
44. Choose a cosmetic product to achieve a desired effect.

Before learning how to describe the commercial presentation of a product (D):

45. Discuss the marketing of cosmetic products.
46. Compare different samples of cosmetic product advertisements and product information sheets.
47. List the factors that influence the cost of a product.
48. Explain the elements that may help promote the sale of a cosmetic product.

MODULE 9: MANUAL MASSAGE

SIMCA: LBP-289
SESAME: 916-094

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
give a manual massage
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Working at a prepared work station
- Using the appropriate products
- To a client who has no condition that would contraindicate the massage treatment
- Comprising a complete manual massage including effleurage, kneading, friction, vibration and percussion
- For a maximum of thirty minutes
- Without using reference material

GENERAL PERFORMANCE CRITERIA

- Observance of rules of hygiene and safety
- Observance of the sequence of steps in a manual massage
- Use of proper massage techniques
- Evidence of professional attitudes and behaviour
- Observance of authorized time limit

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Prepare the client for a massage.

- Verification of the materials in the work station
- Proper preparation of client
- Establishment of an atmosphere favourable to giving a massage
- Evidence of professional attitudes and behaviour

B. Perform the preliminary procedures for a manual massage.

- Proper cleansing of the skin
- Suitable choice of products

C. Perform the massage manipulations.

- Suitable work position
- Observance of criteria for each manipulation
- Massage given with ease

D. Perform the final steps in the manual massage.

- Suitable performance of final steps
- Evident concern for client satisfaction

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to prepare the client for a massage (A):

1. Describe the purposes of a manual massage.
2. List the aesthetic-care treatments that include manual massage.
3. Name the areas to massage for each aesthetic treatment.
4. Indicate the factors that promote a relaxing atmosphere for a massage.
5. Explain the types of communication that arise during a manual massage.
6. Describe how to prepare a client for a manual massage.
7. Describe the aesthetician's work posture during a massage.

Before learning how to perform the preliminary procedures for a manual massage (B):

8. Describe the preliminary procedures for a manual massage.
9. Explain the points to observe during a skin analysis prior to a manual massage.
10. Give the cosmetic characteristics of massage products.
11. List the criteria for selecting a massage product.
12. Determine the quantity of product required for a manual massage.
13. Select a massage product.
14. Explain the technique for applying the massage product.
15. Apply a massage product.

Before learning how to perform the massage manipulations (C):

16. Name and locate the main bones in the areas to be massaged.
17. Name and locate the main muscles to be massaged.
18. Name the different categories of manual massage manipulations.
19. Describe the purpose and effects of each category of massage manipulation.
20. Relate concepts of anatomy and physiology with the effects of manual massage.
21. Describe how to perform the movements in each category of massage manipulation.
22. Perform certain movements in each category of manipulation.
23. Describe the sequence of movements in a manual facial massage.
24. List the attitudes and behaviour to adopt during a manual massage.
25. Perform the sequence of movements in a manual facial massage.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to perform the final steps in the manual massage (D):

26. List the points to check after a manual massage.
27. List the questions to ask after a manual massage.
28. List the recommendations to give after a manual massage.

MODULE 10: BASIC FACIALS

SIMCA: LBR-281
SESAME: 916-108

Duration: 120 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
give a basic facial
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Working at an unprepared work station
- Using the necessary materials, equipment and products
- To a client without any condition that would contraindicate the treatment
- For a maximum of two and a half hours

GENERAL PERFORMANCE CRITERIA

- Observance of rules of hygiene and safety
- Observance of steps in a basic facial
- Mastery of techniques
- Evidence of professional attitudes and behaviour
- Observance of authorized time limit

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Prepare the work station.

- Observance of rules of hygiene and safety
- Suitable preparation of the work station

B. Greet the client and prepare the client for the treatment.

- Observance of client reception rules
- Safe, comfortable positioning of client

C. Perform the preparatory steps in a basic facial.

- Mastery of cleansing and pulverization techniques
- Accurate observations obtained from the skin analysis
- Suitable choice of products
- Safe, proper use of apparatus

D. Give the treatment.

- Proper preparation of the skin
- Suitable and complete choice of products and implements
- Concern for economical use of products
- Safe, proper use of apparatus

E. Perform the final steps in a basic facial.

- Proper procedure
- Evident concern for client satisfaction

F. Clean the work station and store the products and equipment.

- Proper, safe cleaning
- Proper storage

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to prepare the work station (A):

1. Define the purpose of a basic facial.
2. List the steps in a basic facial.
3. Explain the purpose of each step in a basic facial.
4. Recognize the materials and equipment required for a basic facial.
5. List the rules of hygiene and safety for arranging and using the materials and equipment for a basic facial.
6. Prepare the materials and equipment required for a basic facial.
7. Explain the professional attitudes and behaviour to adopt while giving a basic facial.

Before learning how to greet the client and prepare the client for the treatment (B):

8. Explain the details involved in receiving clients for a basic facial.
9. Demonstrate how to prepare a client for a basic facial.
10. Demonstrate the aesthetician's work postures.

Before learning how to perform the preparatory steps in a basic facial (C):

11. List the preparatory steps in a basic facial.
12. Relate concepts of the analysis of the skin, hair and nails with a basic facial.
13. Describe the preparatory procedures in a basic facial.
14. List the factors that determine the choice of preparatory procedures for a basic facial.
15. Explain the cosmetic characteristics of the products.
16. List the cosmetic products suited to each skin type.
17. Determine the quantity of product to use.
18. Explain the warm pulverization technique using the Lucas Championnière model of apparatus.
19. Apply the warm pulverization technique with the aid of an electric pulverizer.
20. Explain how to use different skin-cleansing apparatus.
21. Use different skin-cleansing apparatus.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to give the treatment (D):

22. List the treatment procedures involved in a basic facial.
23. Explain the purpose and effects of each treatment procedure.
24. List the factors that determine the choice of treatment procedure
25. Explain how to use the Vapozone warm vaporizer.
26. Apply the warm vaporization technique.
27. Explain how to apply products for stimulating blood circulation.
28. Apply the products for stimulating blood circulation, using the proper method.
29. Explain how to extract blackheads.
30. Extract blackheads.
31. Explain the factors involved in selecting electrodes for high-frequency equipment.
32. Demonstrate how to use electrodes.
33. Relate concepts of manual massage with basic facials.
34. Determine the manual facial massage manipulations suited to each skin type.
35. Give a manual facial massage for different skin types.
36. Explain how to apply a masque.
37. Apply a masque, using the proper technique.
38. Demonstrate how to apply a protective cream.

Before learning how to perform the final steps in a basic facial (E):

39. List the final steps in a basic facial.
40. Explain the beauty-care procedures following a basic facial.
41. Demonstrate the beauty-care procedures following a basic facial.
42. List the recommendations to give a client after a basic facial.
43. Describe the contents of a consultation card.
44. Complete a consultation card according to given instructions.
45. Explain how to inquire whether a client is satisfied.
46. List the rules of courtesy to observe upon a client's departure.
47. Evaluate the profitability of a basic facial.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to clean the work station and store the products and equipment (F):

- 48. Relate rules of hygiene and safety with cleaning and storage operations.
- 49. List the precautions to take during cleaning and storage operations.
- 50. Apply a safe storage method.

MODULE 11: DAILY MANAGEMENT

SIMCA: LBR-282

SESAME: 916-112

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must perform daily management operations in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- In situations reflecting the workplace in aesthetic care
- Using authorized documents and materials

GENERAL PERFORMANCE CRITERIA

- Suitable application of appropriate management techniques
- Evidence of professional attitudes and behaviour
- Observance of instructions
- Proper application of methods

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Schedule appointments.

B. Perform bookkeeping operations.

C. Purchase merchandise.

D. Write a daily report.

SPECIFIC PERFORMANCE CRITERIA

- Observance of rules of courtesy
- Complete, precise recording of information
- Accurate information obtained
- Correct preparation of client record files

- Mastery of billing methods
- Accurate calculations
- Observance of precautions to take when handling cash, cheques and credit cards
- Correct application of cash closing operations

- Purchases made according to needs and current inventory
- Correct application of purchasing methods
- Complete verification of merchandise upon reception
- Proper, safe storage of merchandise

- Complete, accurate information
- Quality of the writing
- Accurate, relevant comments

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to schedule appointments (A):

1. List the main operations in the daily management of a salon.
2. List the rules of telephone etiquette.
3. Describe how to answer the telephone.
4. List the kinds of information that can be given over the telephone.
5. List the kinds of information to obtain before scheduling an appointment.
6. Examine an appointment book.
7. Obtain and give information by telephone.
8. Describe the main ways of recording information in an appointment book.
9. Record information in an appointment book according to given instructions.
10. Explain the points to consider in planning a work day.
11. Explain what is involved in confirming an appointment.
12. Confirm an appointment by telephone.
13. Describe the main methods of managing client record files.
14. Examine the content of a consultation record.
15. Apply a method for filing client record files.
16. Explain the methods for following up client record files.

Before learning how to perform bookkeeping operations (B):

17. Discuss the bookkeeping responsibilities of an esthetician.
18. Describe the different forms of bills.
19. Gather the necessary materials for cash transactions.
20. Explain how to prepare a petty cash.
21. List the precautions to take in handling money.
22. Prepare a petty cash.
23. List the information to record on a bill.
24. Do calculations using the four basic arithmetic operations.
25. Do calculations by applying the rule of three.
26. Do calculations related to billing and taxes.
27. Receive payment for a bill paid in cash.
28. Explain how to receive payment by credit card, debit card or cheque.
29. List the precautions to take when receiving payment by credit card, debit card or cheque.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

- 30. Receive payment by credit card or cheque.
- 31. Explain how to prepare a cash report and deposit slip.
- 32. Prepare a cash report and deposit slip.

Before learning how to purchase merchandise (C):

- 33. List the points that determine merchandise needs.
- 34. Examine a merchandise inventory.
- 35. Explain the procedure for ordering merchandise.
- 36. Examine an order form.
- 37. Determine the quality and quantity of merchandise required for different situations.
- 38. Complete an order form.
- 39. List the points to check upon receiving merchandise.
- 40. Check an order.
- 41. List the rules for the safe and sanitary storage of merchandise.
- 42. Store merchandise.

Before learning how to write a daily report (D):

- 43. Explain what a daily report is.
- 44. List the advantages and disadvantages of writing a daily report.
- 45. List the kind of information to include in a daily report.
- 46. Explain how to use the information in a report to develop personal, professional and business management objectives.
- 47. Explain how to write a simple, practical daily report.
- 48. Write a daily report according to given instructions.
- 49. Interpret a daily report.

MODULE 12: PERSONALIZED SALES

SIMCA: LBR-283

SESAME: 916-123

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **perform a personalized sales transaction** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Using a consultation card and the authorized documents
- Offering available products and services
- During a fifteen-minute period

GENERAL PERFORMANCE CRITERIA

- Appropriate attitudes and behaviour
- Suitable approach to client
- Appropriate use of sales strategies

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Determine the client's needs.

SPECIFIC PERFORMANCE CRITERIA

- Appropriate approach
- Active listening
- Clear identification of needs
- Tactful, courteous conversation

B. Offer a product or service.

- Accurate information on product or service
- Use of appropriate language
- Relevant answers to client's questions

C. Apply personalized sales strategies.

- Appropriate use of promotional strategies
- Use of appropriate language
- Evidence of appropriate attitudes

D. Close a sale.

- Accurate calculations
- Evidence of appropriate attitudes and behaviour

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to determine the client's needs (A):

1. Define the terms *sales*, *personalized sales* and *sales strategy*.
2. Explain the importance of selling products and services for a salon and for an aesthetician.
3. Explain the laws and regulations applicable to the sale of products and services, and the salesperson's responsibilities.
4. Describe the different steps involved in a personalized sale.
5. List the qualities sought in a salesperson.
6. Explain what motivates clients to buy a certain product or service.
7. List the means used to determine a client's needs.
8. List the types of questions to ask in order to determine a client's needs.
9. Explain the attitudes that promote sales.
10. Ask questions to determine a person's needs.
11. Apply active listening and observation techniques when conversing with a client.

Before learning how to offer a product or service (B):

12. List the types of products and services sold in aesthetic care.
13. Recognize the type of literature required to prepare and carry out a sales transaction.
14. State the features of the products or services offered.
15. Give a sales presentation on a product or service.
16. Show how a product or service corresponds to a specific person's needs.
17. List the kinds of information most frequently requested by clients on the products or services offered.
18. Prepare answers to a client's potential questions on a product or service.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to apply personalized sales strategies (C):

19. List the means likely to promote the sale of a product or service.
20. Explain what a sales presentation involves.
21. List the selling points most likely to stimulate a client's interest.
22. List the kinds of objections that a client may raise against purchasing a product or service.
23. Explain how to refute a client's objections to purchasing a product or service.
24. List the most common unethical practices employed in sales presentations.
25. Determine practical and personal recommendations to use to promote a sale.
26. Recognize the strategies used in a sales presentation.
27. Make a sales presentation for a product or service.
28. Explain what is involved in following up the purchase of a product.
29. Negotiate the terms and conditions concerning the sale of a product or service.

Before learning how to close a sale (D):

30. Explain the attitudes to adopt while giving a client time to consider a purchase and when closing a sale.
31. Determine when to close a sale.
32. Explain the steps involved in recording a sale.
33. Determine the final cost of a product or service.
34. Explain to a client the final cost of a product or service and the conditions of sale.
35. Complete the forms required to record a sale.
36. Show how to receive payment for a product or service.

MODULE 13: BASIC MAKEUP

SIMCA: LBR-284

SESAME: 916-137

Duration: 105 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **apply basic makeup** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Working at an unprepared work station
- Using the products, materials and equipment required to apply daytime makeup
- Using an uncompleted makeup application card
- To a client's cleansed face
- For a maximum of seventy-five minutes

GENERAL PERFORMANCE CRITERIA

- Observance of rules of hygiene and safety
- Proper sequence of steps
- Evidence of professional attitudes and behaviour
- Observance of authorized time limit

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Prepare the work station.

- Cleanliness of the materials
- Orderly arrangement of materials and implements

B. Greet the client and prepare the client for the treatment.

- Observance of client reception rules
- Proper preparation of client
- Proper preparation of the skin

C. Analyze the morphology of the face.

- Complete examination
- Accurate observations

D. Make up the eyebrows.

- Neat, well-shaped eyebrows

E. Apply makeup to:

- the face
- the cheeks
- the eyes
- the lips

- Hygienic and safe handling of products and implements
- Appropriate choice of cosmetics
- Proper makeup application techniques
- Colour co-ordination
- Quality of the makeup application

F. Accompany the client back to the reception area.

- Evidence of professional attitudes and behaviour

G. Clean the work station and store the products and equipment.

- Proper, safe cleaning
- Proper storage

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to prepare the work station (A):

1. Explain the purpose of makeup.
2. Discuss the history and development of makeup.
3. List the different types of makeup.
4. Recognize the materials and equipment required to apply makeup.
5. State the characteristics of different makeup brushes.
6. Classify different makeup brushes according to their uses.
7. Explain how to clean the makeup brushes and special accessories.
8. List the details involved in arranging the makeup table.
9. Arrange the implements and equipment required for a makeup application.

Before learning how to greet the client and prepare the client for the treatment (B):

10. List the details involved in greeting a client arriving for a makeup application.
11. Relate concepts in cosmetology and skin analysis with makeup application.
12. Describe skin preparation techniques used before applying makeup.
13. List the professional attitudes and behaviours applicable to a makeup application.
14. Demonstrate how to prepare a client for a makeup application.
15. Demonstrate the aesthetician's work posture.

Before learning how to analyze the morphology of the face (C):

16. Define the terms *morphology*, *physiognomy*, *symmetry*, *assymetry* and *canon of ideal proportions*.
17. Explain the purpose of analyzing the morphology of the face.
18. List the steps in analyzing the morphology of the face.
19. Describe the anatomical characteristics of the head and the neck.
20. Describe the canon of ideal proportions of the human body and the head.
21. State the characteristics of the different areas of the face.
22. Explain the relationship between the main muscle contractions and facial expressions.
23. Describe the different face shapes.
24. Explain the morphological characteristics of the different facial features.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

25. State the characteristics of the main morphological types.
26. Describe the information found on a makeup application card.
27. List the points to observe when analyzing the morphology of the face.
28. Explain how to analyze the morphology of the face with the aid of a makeup application card.
29. Describe a specific person's face.

Before learning how to make up the eyebrows (D):

30. List the rules of hygiene and safety applicable to tweezing eyebrows.
31. Describe the materials and products used for tweezing eyebrows.
32. Describe how to correct the line of the eyebrows according to the morphology of the face.
33. Explain how to tweeze eyebrows.
34. Explain how to make up the eyebrows.
35. Tweeze eyebrows.

Before learning how to apply makeup (E):

36. List the different makeup products.
37. Explain the cosmetic characteristics of the different makeup products.
38. Explain the effects that certain cosmetic substances in makeup products produce on the face.
39. Describe the principle of colour.
40. Describe the most common colour combinations used in makeup application.
41. Explain the effects that colour produces on the face.
42. List the factors that influence the choice of makeup shades to use.
43. Explain the different types of makeup.
44. Describe the characteristics of daytime makeup.
45. Describe the steps in applying makeup to the face, cheeks, eyes and lips.
46. Select cosmetics for a makeup application.
47. Explain the basic technique for applying foundation.
48. Apply foundation, using the basic technique.
49. Explain the basic technique for applying blush.
50. Apply blush, using the basic technique.
51. Explain the basic technique for applying eye makeup.
52. Apply eye makeup, using the basic technique.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

- 53. Explain the basic technique for applying lipstick.
- 54. Apply lipstick, using the basic technique.
- 55. List the quality criteria for a makeup application.

Before learning how to accompany the client back to the reception area (F):

- 56. List the attitudes and behaviours applicable to a client's departure.
- 57. Complete a client's makeup application card.
- 58. Describe the recommendations to give a client after a makeup application.
- 59. Evaluate the profitability of a daytime makeup application.

Before learning how to clean the work station and store the products and equipment (G):

- 60. Relate the rules of hygiene and safety with cleaning and storage operations.
- 61. List the precautions to take during cleaning and storage operations.
- 62. Apply a safe storage method.

MODULE 14: MANICURES

SIMCA: LBR-285

SESAME: 916-144

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
give a manicure
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Working at an unprepared work station
- Using the necessary materials and products
- Comprising a basic manicure with the application of dark-coloured nail polish
- On the hands of a client without any condition that would contraindicate a manicure
- For a maximum of sixty minutes
- Without using class notes

GENERAL PERFORMANCE CRITERIA

- Observance of rules of hygiene and safety
- Proper sequence of steps
- Evidence of professional attitudes and behaviour
- Observance of authorized time limit

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

- | | |
|---|--|
| A. Prepare the work station. | <ul style="list-style-type: none"> - Observance of rules of hygiene and safety - Orderly arrangement of materials and implements |
| B. Greet the client and prepare the client for the treatment. | <ul style="list-style-type: none"> - Observance of client reception rules - Comfortable and practical positioning of client |
| C. Examine the hands and nails. | <ul style="list-style-type: none"> - Appropriate and accurate observations - Suitable discussion regarding client's wishes and needs |
| D. Perform the preliminary steps in a manicure. | <ul style="list-style-type: none"> - Suitable and complete choice of products and implements - Concern for economical use of products - Proper application of techniques |
| E. Give the massage. | <ul style="list-style-type: none"> - Correct massage manipulations on hands and forearms |
| F. Perform the final steps in a manicure. | <ul style="list-style-type: none"> - Correct application of techniques - Quality of the manicure - Pleasant conversation - Evident concern for client's satisfaction - Evidence of professional attitudes and behaviour |
| G. Clean the work station and store the products and equipment. | <ul style="list-style-type: none"> - Proper, safe cleaning - Proper storage |

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to prepare the work station (A):

1. Define the purpose of a manicure.
2. Describe the purpose of each step in a basic manicure.
3. Recognize the importance of a pleasant conversation and atmosphere during a manicure.
4. Recognize the implements and equipment required for a manicure.
5. List the rules of hygiene and safety applicable to arranging the work station.
6. Demonstrate how to arrange the implements and equipment on a manicure table.

Before learning how to greet the client and prepare the client for the treatment (B):

7. List the details involved in receiving a client for a manicure.
8. Discuss the different types of clients wishing a manicure.
9. Demonstrate how to position a client at a manicure table.
10. Demonstrate the aesthetician's work posture.

Before learning how to examine the hands and nails (C):

11. State the rules of hygiene applicable to sanitizing the aesthetician's hands.
12. Name each finger of the hand.
13. Locate the bones and main muscles of the hand and forearm.
14. Recognize the morphological differences in hands and nails.
15. Explain the anatomical characteristics of the hand and forearm.
16. Recognize different nail problems.
17. Recognize the conditions that would contraindicate giving a manicure.
18. Describe the characteristics of a specific person's hands.
19. Describe the corrections to make to the nails according to the morphology of the hands and nails.
20. List the questions to ask in order to determine a client's needs.

Before learning how to perform the preliminary steps in a manicure (D):

21. Describe the preliminary steps in a manicure.
22. List the categories of manicure products.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

23. Describe the purpose and effect of manicure products.
24. List the characteristics of manicure products.
25. Explain the precautions to take when using and storing manicure products.
26. Determine the quantity of the manicure product to use.
27. Choose manicure products.
28. Explain the methods for cleaning, trimming and filing nails.
29. Apply the methods for cleaning, trimming and filing nails.
30. Explain cuticle-care techniques.
31. List the conditions that would contraindicate trimming cuticles.
32. Apply cuticle-care techniques.

Before learning how to give the massage (E):

33. Describe the different massage manipulations and their effects.
34. List the conditions that would contraindicate massaging the hands and forearms.
35. Perform the different massage manipulations on the hands and forearms.

Before learning how to perform the final steps in a manicure (F):

36. Describe the final steps in a manicure.
37. List the points that determine the selection of nail polish colour.
38. Prepare the nails for nail polish.
39. Apply nail polish and a topcoat.
40. List the precautions to take after applying nail polish.
41. Determine the recommendations to give a client after a manicure.
42. List the different activities surrounding a client's departure.
43. Evaluate the profitability of a manicure.
44. List the rules of courtesy to follow upon a client's departure.

Before learning how to clean the work station and store the products and equipment (G):

45. Relate the rules of hygiene and safety to cleaning and storage operations.
46. List the precautions to take during cleaning and storage operations.
47. Apply a safe storage method.

MODULE 15: WAX HAIR-REMOVAL TREATMENTS

SIMCA: LBR-286

SESAME: 916-157

Duration: 105 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
give a wax hair-removal treatment
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Working at an unprepared work station
- Using the necessary materials, equipment and products
- To a client who has no condition that would contraindicate the treatment and whose leg hair is of an appropriate length
- For a maximum of 45 minutes

GENERAL PERFORMANCE CRITERIA

- Observance of rules of hygiene and safety
- Mastery of techniques
- Evidence of professional attitudes and behaviour
- Quality of the hair-removal treatment
- Observance of authorized time limit

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Prepare the work station and the client.

B. Choose the hair-removal method.

C. Give the wax treatment.

D. Perform the final operations.

E. Clean the work station and store the
products and equipment.

SPECIFIC PERFORMANCE CRITERIA

- Suitable preparation of the work station
- Observance of client reception rules
- Proper, comfortable positioning of client

- Completion of entire consultation card
- Appropriate conversation with client
- Suitable choice of method

- Observance of rules of hygiene and safety
- Mastery of wax hair-removal techniques
- Evident concern for client's well-being

- Correct performance of final operations
- Evident concern for client's well-being

- Proper, safe cleaning
- Proper storage

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to prepare the work station and the client (A):

1. Define the purpose of removing hair.
2. List the different hair-removal methods.
3. State the characteristics of the different hair-removal methods.
4. List the steps in a wax hair-removal treatment.
5. List the categories of wax hair-removal products.
6. Describe the purpose and effects of wax hair-removal products.
7. List the main ingredients in hot wax and warm wax.
8. Describe the factors that determine the choice of wax.
9. Recognize the materials, implements and equipment required for a wax treatment.
10. State the rules of hygiene and safety related to arranging and using the implements and equipment.
11. Demonstrate how to arrange the materials, implements and equipment for a wax treatment.
12. Demonstrate how to position a client for a wax treatment.
13. Explain the professional attitudes and behaviours to adopt when giving a wax treatment.
14. Explain the details involved in receiving a client for a wax treatment.
15. Explain the importance of a pleasant conversation and atmosphere during a wax treatment.

Before learning how to choose the hair-removal method (B):

16. List the areas of the body that can be treated with wax.
17. List the conditions that would contraindicate a wax treatment.
18. Describe the factors that determine the choice of hair-removal method.
19. Explain the details involved in examining the client's degree of hairiness and the area to be treated.
20. Relate concepts of anatomy and physiology with the areas being treated.
21. Relate concepts of skin, hair and nail analysis with the examination of a client's degree of hairiness.
22. Examine a consultation card for a wax hair-removal treatment.
23. Perform an examination of the area to be treated and of the degree of hairiness.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to give the wax treatment (C):

24. State the rules of hygiene and safety applicable to wax treatments.
25. Describe the steps in preparing the area to be waxed.
26. Follow the steps in preparing the area to be waxed.
27. Describe how to apply hot wax.
28. Apply hot wax.
29. Describe how to apply warm wax.
30. Apply warm wax.
31. Recognize a client's signs of discomfort during a wax treatment.
32. Describe the attitudes to adopt when faced with a client's discomfort during a wax treatment.
33. Describe the ways of doing touch-ups.

Before learning how to perform the final operations (D):

34. List the final operations in a wax treatment.
35. Describe the means used to clean the area that was treated.
36. List the quality criteria for a completed wax treatment.
37. Explain how to apply after-treatment products.
38. Explain how to determine the client's level of satisfaction.
39. List the recommendations to give a client after a wax treatment.

Before learning how to clean the work station and store the products and equipment (E):

40. Relate the rules of hygiene and safety with cleaning and storage operations.
41. Select the appropriate cleaning products.
42. List the precautions to take in handling dangerous products.
43. Apply a safe storage method.

MODULE 16: FACIAL TREATMENTS

SIMCA: LBR-287
SESAME: 916-168

Duration: 120 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
give a facial treatment
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Working at a prepared work station
- Using the necessary materials, equipment and products
- To a client who has no condition that would contraindicate the treatment and who needs a facial treatment
- For a maximum of two hours

GENERAL PERFORMANCE CRITERIA

- Observance of rules of hygiene and safety
- Proper sequence of steps
- Mastery of techniques
- Evidence of professional attitudes and behaviour
- Observance of authorized time limit

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Greet the client and prepare the client for the treatment.

B. Select the treatment.

C. Give the treatment.

D. Perform the final steps.

F. Clean the work station and store the products and equipment.

SPECIFIC PERFORMANCE CRITERIA

- Appropriate reception
- Appropriate preparation of client
- Cleanliness of the work station

- Observance of the rules of hygiene and safety
- Suitable preparation of the skin
- Complete skin analysis
- Appropriate discussion regarding client's needs

- Suitable choice of products and technical means
- Proper application of techniques
- Concern for client's comfort

- Appropriate advice
- Evident concern for client's satisfaction

- Proper, safe cleaning
- Proper storage

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to greet the client and prepare the client for the treatment (A):

1. Explain the purpose of a facial treatment.
2. Explain the difference between a basic facial and a facial treatment.
3. Name the different types of facial treatments.
4. List the main steps in a facial treatment.
5. Explain the details involved in receiving a client for a facial treatment.

Before learning how to select the treatment (B):

6. State the rules of hygiene and safety applicable to facial treatments.
7. Categorize different facial treatments.
8. Explain the effects of the treatments in each category.
9. List the points to observe during a skin analysis for the purpose of determining a client's needs.
10. Determine a client's treatment needs.
11. Rank the treatments in order of priority in accordance with skin requirements.
12. Explain the cosmetic characteristics of products according to the desired effects of a facial treatment.
13. List the factors that influence the choice of cosmetic products for facial treatments.
14. Explain how to prepare certain facial-treatment products.
15. List the factors that determine the choice of facial treatment.
16. Explain how these factors influence the choice of treatment.
17. Explain what is meant by a treatment program.
18. Analyze different treatment programs.
19. Develop a treatment program.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to give the treatment (C):

20. List the technical means available for giving facial treatments.
21. Determine combinations of massage manipulations for a particular treatment.
22. Apply different combinations of manual massage manipulations to achieve a desired result.
23. Select cosmetic products for a facial treatment.
24. Demonstrate how to use cosmetic products for a facial treatment.
25. List the machines that can be used for facial treatments.
26. Explain the different ways of using the machines in a facial treatment.
27. Combine different technical means to achieve a desired result.

Before learning how to perform the final steps (D):

28. Explain how to evaluate the results of a facial treatment.
29. Evaluate the results of a facial treatment.
30. Evaluate the appropriateness of a program according to the results of the treatment.
31. Complete a consultation card after a facial treatment.
32. List the factors that influence the cost of a facial treatment.
33. Evaluate the profitability of different facial treatments.
34. List the questions to ask to determine a client's level of satisfaction.

Before learning how to clean the work station and store the products and equipment (F):

35. Relate the rules of hygiene and safety with cleaning and storage operations.
36. List the precautions to take during cleaning and storage operations.
37. Apply a safe storage method.

MODULE 17: PERSONALIZED MAKEUP

SIMCA: LBR-288

SESAME: 916-174

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
apply personalized makeup
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Working at a prepared work station
- Using the necessary materials, equipment and products
- Using an uncompleted makeup application card
- To the cleansed skin of a client
- Without reference material
- For a maximum of sixty minutes

GENERAL PERFORMANCE CRITERIA

- Observance of rules of hygiene and safety
- Appropriate use of means of communication
- Proper sequence of steps
- Evidence of professional attitudes and behaviour
- Observance of authorized time limit

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Greet the client and prepare the client for the treatment.

B. Verify the client's wishes and needs.

C. Apply the makeup.

D. Accompany the client back to the reception area.

E. Clean the work station and store the products and equipment.

SPECIFIC PERFORMANCE CRITERIA

- Appropriate reception
- Cleanliness of the work station
- Proper skin preparation

- Complete analysis of the client's facial features
- Suitable conversation with the client
- Choice of makeup style in accordance with client's wishes and needs

- Suitable choice of makeup products
- Quality of contouring or corrective makeup application
- Good colour co-ordination

- Appropriate recommendations
- Observance of rules of courtesy

- Proper cleaning
- Proper, safe storage

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to greet the client and prepare the client for the treatment (A):

1. List the points to check at the work station.
2. Relate concepts of communication with client reception.
3. Relate concepts of basic makeup with skin preparation.

Before learning how to verify the client's wishes and needs (B):

4. Describe the different types of makeup.
5. State the characteristics of different makeup styles.
6. Explain the points to observe when analyzing the client's facial features for the purpose of applying personalized makeup.
7. List the questions to ask to determine a client's wishes.
8. List the information to gather in order to determine a client's wishes.
9. Describe the most common kinds of corrections that can be made through contouring in order to improve the client's facial features.

Before learning how to apply the makeup (C):

10. Select evening makeup products.
11. Select different accessories and special materials for applying evening makeup.
12. Explain the precautions to take when using certain cosmetic products, makeup accessories or special materials.
13. Describe the characteristics of evening makeup and corrective makeup.
14. Explain the technique for applying corrective makeup.
15. Select the facial areas that need corrective makeup.
16. Describe the qualities of a corrective makeup application.
17. Describe the steps in applying evening makeup.
18. Explain the factors that could change the appearance of makeup upon its application.
19. Describe the characteristics of attractive makeup.
20. Analyze the results of a personalized makeup application.
21. Apply corrective makeup.
22. Apply evening makeup.
23. Combine different makeup techniques to produce a given effect.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to accompany the client back to the reception area (D):

- 24. List the activities surrounding a client's departure.
- 25. Complete a consultation card after a personalized makeup treatment.
- 26. List the recommendations to give to a client after a personalized makeup application.
- 27. Evaluate the profitability of a personalized makeup application.

Before learning how to clean the work station and store the products and equipment (F):

- 28. Relate the rules of hygiene and safety with cleaning and storage operations.
- 29. List the precautions to take during cleaning and storage operations.
- 30. Apply a safe storage method.

MODULE 18: FOOT CARE

SIMCA: LBR-289

SESAME: 916-182

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
give a foot-care treatment
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Working at an unprepared work station
- Using the necessary materials, equipment and products
- To a client wishing a pedicure and toenail polish
- To a client who has no condition that would contraindicate the treatment
- For a maximum of sixty minutes, excluding soaking time

GENERAL PERFORMANCE CRITERIA

- Observance of rules of hygiene and safety
- Proper, safe use of implements and products
- Quality of the results
- Evidence of professional attitudes and behaviour
- Observance of authorized time limit

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Prepare the work station.

- Observance of rules of hygiene and safety
- Complete, orderly arrangement of materials and implements

B. Greet the client and prepare the client for the treatment.

- Appropriate style of approach
- Comfortable, practical positioning of client
- Sanitary cleansing of the client's feet

C. Examine the feet and toenails.

- Complete, meticulous examination of feet and toenails
- Relevant and accurate observations

D. Perform the preliminary procedures.

- Suitable and complete choice of products and implements
- Concern for economical use of products
- Mastery of techniques

E. Give the massage.

- Proper manipulation of feet and ankles

F. Perform the final steps.

- Proper application of techniques
- Evident concern for client's well-being and satisfaction
- Pleasant conversation
- Evidence of professional attitudes and behaviour

G. Clean the work station and store the products and equipment.

- Proper, safe cleaning
- Proper storage

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to prepare the work station (A):

1. Determine the nature of the required foot care.
2. Determine the limits of the occupation concerning foot care.
3. Describe the role of the different professionals involved in foot care.
4. Define the relationship among the various professionals.
5. Explain the characteristics of different kinds of foot care.
6. Relate concepts of manicures with foot care.
7. Describe the purpose of each step in a foot-care treatment.
8. Recognize the importance of a pleasant conversation and atmosphere during a foot-care treatment.
9. Recognize the implements and equipment required for a foot-care treatment.
10. Recognize the importance of sanitizing the implements and equipment for a foot-care treatment.
11. State the rules of hygiene and safety applicable to preparing a work station.
12. Demonstrate how to arrange the implements and equipment for a foot-care treatment.

Before learning how to greet the client and prepare the client for the treatment (B):

13. Explain the details involved in receiving a client for a foot-care treatment.
14. Demonstrate how to prepare a client for a foot-care treatment.
15. Describe the aesthetician's work posture during a foot-care treatment.
16. Explain the importance of sanitizing a client's feet.
17. Describe the different methods for sanitizing a client's feet.
18. Describe the main sanitizing agents used for soaking the feet.
19. Sanitize feet, using different techniques.

Before learning how to examine the feet and toenails (C):

20. Locate the bones and main muscles in the feet and ankles.
21. Recognize the morphological differences in feet and toenails.
22. Explain the anatomical and physiological characteristics of feet.
23. Recognize the main problems of the feet and toenails.
24. List the points to observe during an examination of the feet and toenails.
25. Name the conditions that contraindicate a foot-care treatment.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to perform the preliminary procedures (D):

26. Describe the preliminary procedures in a foot-care treatment.
27. Explain the technique of pumicing the feet.
28. Apply the pumicing technique.
29. State the cosmetic characteristics of foot-care products.
30. Explain the details involved in cutting and filing toenails.

Before learning how to give the massage (E):

31. Describe the different massage manipulations and their effects.
32. List the conditions that contraindicate a foot and ankle massage.
33. Perform different foot and ankle massage manipulations.

Before learning how to perform the final steps (F):

34. Explain the final steps in a foot-care treatment.
35. List the precautions to take in applying nail polish.
36. Apply the technique that is appropriate for the final steps in the foot-care treatment.
37. List the recommendations to give to a client.
38. List the different activities surrounding a client's departure.
39. Evaluate the profitability of a foot-care treatment.
40. List the rules of courtesy to observe upon a client's departure.

Before learning how to clean the work station and store the products and equipment (G):

41. Relate the rules of hygiene and safety with cleaning and storage operations
42. List the precautions to take during cleaning and storage operations
43. Apply a safe, orderly storage method.

MODULE 19: FACE CARE

SIMCA: LBS-281
SESAME: 916-196

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
give a face-care treatment
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Working at a prepared work station
- To a client who has no condition that would contraindicate the treatment and who requires a face-care treatment
- Using the necessary materials, equipment and products
- Without using reference material
- For a maximum of two hours

GENERAL PERFORMANCE CRITERIA

- Evidence of professional attitudes and behaviour
- Use of appropriate techniques and products
- Observance of rules of hygiene and safety
- Good communication with client
- Observance of authorized time limit

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Greet the client and prepare her or him for the treatment.
- B. Perform the preliminary procedures.
- C. Explain the face-care treatment to be given.
- D. Give the face-care treatment.
- E. Give recommendations to the client.
- F. Bill the client and accompany her or him back to the reception area.
- G. Clean the work station and store the products and equipment.

SPECIFIC PERFORMANCE CRITERIA

- Appropriate reception
- Suitable preparation of client
- Cleanliness of the work station
- Observance of rules of hygiene and safety
- Complete skin analysis
- Relevant observations
- Appropriate treatment program
- Sound knowledge of products and techniques
- Clear, relevant explanations
- Use of appropriate language
- Verification of client's understanding
- Appropriate choice of products and implements
- Mastery of techniques used
- Concern for client's comfort
- Suitable use of means of communication
- Accurate, relevant recommendations
- Accurate use of billing method
- Accurate calculations
- Observance of rules of courtesy
- Proper, safe cleaning
- Proper storage

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to greet the client and prepare her or him for the treatment (A):

1. List the points to check at the work station before greeting a client.
2. Relate concepts of communication with client reception.
3. Describe how to prepare the client for different face-care treatments.

Before learning how to perform the preliminary procedures (B):

4. List the information to obtain from the client before doing a skin analysis.
5. Describe the steps in a skin analysis.
6. Describe what to observe during a skin analysis.
7. List the factors that influence the choice of face-care treatment.
8. Explain the rules of hygiene and safety applicable to the preliminary procedures.

Before learning how to explain the face-care treatment to be given (C):

9. Relate concepts of cosmetology with the explanation of the treatment to be given.
10. Relate concepts of the major body systems with the explanation of the treatment to be given.
11. Relate concepts of communication with the explanation of the treatment to be given.
12. Explain the need to explain the treatment to the client.
13. List the points to be explained to a client.
14. Describe the treatments, products and techniques in simple, understandable terms.

Before learning how to give the face-care treatment (D):

15. Describe the different face-care techniques.
16. Explain the rules to follow in planning a face-care procedure.
17. Plan face-care procedures corresponding to different needs.
18. Choose products and implements in accordance with the care to be given.
19. Evaluate the total time of a face-care procedure.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to give recommendations to the client (E):

- 20. List the recommendations to give to a client after a face-care treatment.
- 21. Apply appropriate communication techniques as part of the consulting aspect of the aesthetician's work.

Before learning how to bill a client and accompany her or him back to the reception area (F):

- 22. List the activities surrounding a client's departure.
- 23. List the factors that influence the cost of the treatment.
- 24. Determine the cost of the services to bill.
- 25. Relate concepts of daily management with billing for a face-care treatment.
- 26. List the rules of courtesy to observe upon a client's departure.

Before learning how to clean the work station and store the products and equipment (F):

- 27. Relate rules of hygiene and safety with cleaning and storage operations.

MODULE 20: BACK CARE

SIMCA: LBS-282

SESAME: 916-202

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
give a back-care treatment
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Working at a prepared work station
- Using the necessary materials, equipment and products
- To a client who has no condition that would contraindicate the treatment
- For a maximum of one and a half hours

GENERAL PERFORMANCE CRITERIA

- Observance of rules of hygiene and safety
- Proper sequence of steps
- Mastery of techniques
- Evidence of professional attitudes and behaviour
- Observance of authorized time limit

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Greet the client and prepare the client for the treatment.

- Complete verification of work station
- Comfortable, safe positioning of client

B. Perform the preliminary procedures in a back-care treatment.

- Accurate observations in skin analysis
- Suitable choice of products

C. Give the treatment.

- Proper skin preparation
- Concern for economical use of products
- Proper massage given

D. Perform the final steps.

- Evident concern for client's satisfaction

E. Clean the work station and store the products and equipment.

- Proper, safe cleaning
- Proper storage

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to greet the client and prepare the client for the treatment (A):

1. Explain the purpose of a back-care treatment.
2. Explain the purpose of each step in a back-care treatment.
3. Explain the purpose of different types of back-care treatment.
4. Explain the characteristics of the skin on the back.
5. Locate the main back muscles.
6. Recognize the materials and equipment required for a back-care treatment.
7. Explain the different ways of using the materials and equipment for a basic facial and for a back-care treatment.
8. List the rules of hygiene and safety applicable to arranging and using materials and equipment required for a back-care treatment.
9. Explain the professional attitudes and behaviour to adopt during a back-care treatment.
10. Demonstrate how to prepare a client for a back-care treatment.
11. Demonstrate the aesthetician's work postures during a back-care treatment.

Before learning how to perform the preliminary procedures in a back-care treatment (B):

12. Cleanse the back.
13. Adapt the preliminary procedures in a basic facial to a back-care treatment.
14. Determine the amounts of products required for a back-care treatment.
15. Demonstrate the Lucas Championnière pulverization technique for the back area.
16. Demonstrate how to use skin cleansers for the back.
17. Apply different skin cleansers for the back, using the appropriate techniques. directions.

Before learning how to give the treatment (C):

18. Recognize the treatment procedures in a basic facial that can be applied to back-care treatments.
19. List the factors that determine the choice of back-care treatment.
20. Demonstrate how to use the Vapozone warm vaporizer for a back-care treatment.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

21. Demonstrate how to apply products that stimulate blood circulation.
22. Demonstrate how to extract blackheads in a back-care treatment.
23. Determine which manipulations to use in a back massage.
24. Give a back massage.
25. Demonstrate how to apply a masque.
26. Demonstrate how to apply cream.

Before learning how to perform the final steps (D):

27. Explain what to do for the client at the end of a back-care treatment.
28. List the recommendations to give a client after a back-care treatment.
29. List the questions to ask a client to determine his or her level of satisfaction.
30. Evaluate the profitability of a back-care treatment.

Before learning how to clean the work station and store the products and equipment (E):

27. Relate the rules of hygiene and safety with cleaning and storage operations.
28. List the precautions to take during cleaning and storage operations.
29. Apply a safe method of storage.

MODULE 21: INFORMATION ON BODY CARE

SIMCA: LBS-283

SESAME: 916-212

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will
become informed about body care.

SPECIFICATIONS

During this module, the students will:

- Learn about the activities of health centres.
- Learn about body treatments using water, beauty products and massage.

LEARNING CONTEXT

PHASE 1: Information

- Learning about the concept of a health centre.
- Learning about body treatments given by aestheticians.
- Discussing the development of body care.

PHASE 2: Further Research

- Researching information on health centres in various publications.
- Exploring one of the body treatments given by aestheticians.
- Establishing a general outline of the development of body care.

PHASE 3: Synthesis

- Writing a report on the research findings.
- Presenting the research findings to the group.
- Participating in a group discussion on the topics presented.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

INSTRUCTIONAL GUIDELINES

The teacher should:

- Provide students with the necessary material and resources to do their research project.
- Allow for talks and meetings with body-care specialists.
- Allow students to view different videos on health centres.
- Guide students in their research and reflection.

PARTICIPATION CRITERIA

Students must:

PHASE 1:

- Participate in information sessions.
- Gather the required information.
- Participate actively in the discussions.

PHASE 2:

- Choose an area to research more fully and draw up a work plan.
- Meet the teacher regularly and indicate the progress they have made in their research project.
- Work methodically.
- Gather the required information.

PHASE 3:

- Follow the rules for writing and presenting a research report.
- Present their research findings in accordance with established rules.
- Give their opinions on one of the topics presented.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the activities of Phase 1:

1. Describe the purpose of body care.
2. Explain the role of the aesthetician in body care.
3. Discuss developments in body care over the centuries.
4. Define the concept of a health centre.
5. Locate different health centres in Europe, Canada and Québec.
6. List the categories of body care.
7. Describe the purpose and effects of moisturizing, toning, reducing, remineralizing and disinfecting treatments.
8. List the main means used to give body-care treatments.
9. Associate the means with different body-care treatments.
10. Name the areas of the body treated by body-care treatments.
11. List the main body imperfections.
12. List the possible causes of these imperfections.
13. List the conditions that would contraindicate a body-care treatment.

Before undertaking the activities of Phase 2:

14. Differentiate among balneotherapy, hydrotherapy and thalassotherapy treatments.
15. Explain the purpose of each of these treatments.
16. Describe briefly the equipment required for hydrotherapeutic treatments.
17. List the types of body-care treatments that use hydrotherapy.
18. Differentiate between massotherapy and pressotherapy.
19. List the different types of body massage.
20. Explain the purpose and effects of body massage.
21. Differentiate between fangotherapy and algotherapy.
22. List the categories of body-care products.
23. List the main ingredients in body-care products.
24. Describe the main body-care products.
25. Explain the action of these body-care products.
26. Explain different combinations of body-care treatments.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the activities of Phase 3:

27. Explain the purpose of a beauty presentation.
28. Explain the objectives of a beauty presentation.
29. Explain the points to consider in preparing a beauty presentation.
30. Explain the characteristics of an effective beauty presentation.
31. List the characteristics of an effective speaker in a beauty presentation.

MODULE 22: ENTERING THE LABOUR FORCE

SIMCA: LBS-284

SESAME: 916-227

Duration: 105 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will prepare to enter the labour force.

SPECIFICATIONS

During this module, the students will:

- Seek a practicum position.
- Work as an aesthetician.
- Gain personal and professional experience in a work environment.

LEARNING CONTEXT

PHASE 1: Seeking a Practicum Position

- Locating host companies willing to accept trainees.
- Selecting a host company and applying for an interview.
- Writing a résumé.
- Applying for a position and requesting an answer.

PHASE 2: Working as an Aesthetician

- Learning about the structure and operation of the company.
- Obtaining information on the work station to be used and the tasks to be accomplished.
- Accomplishing the tasks in accordance with the supervisor's expectations.
- Inquiring about the supervisor's satisfaction with the tasks accomplished.
- Writing a daily journal.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 3: Evaluating the Practicum

- Producing a practicum report.
- Discussing their experiences in class.
- Evaluating their career choice and specifying their occupational objectives.
- Participating in evaluating their practicums.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Establish contact with the companies in the region and make a list of the practicum opportunities they offer.
- Set up a system for supervising trainees.
- Plan the co-ordination between the companies and the school.
- Help students look for a practicum position.
- Visit the trainees on a regular basis at the workplace.
- Help solve problems that arise during the practicums.
- Discuss each student's experience with her or him regularly, using their daily journals.
- Encourage students to evaluate their practicums.
- Ensure that students are not paid.

PARTICIPATION CRITERIA

Students must:

PHASE 1:

- Prepare for their interviews and write their résumés in accordance with the rules.
- Perform all the steps in looking for a practicum position.
- Be prepared to explain their choices and to present the results of their search to the teacher.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PHASE 2:

- Perform assigned tasks following an agreement established between the individual trainees, the companies and the practicum supervisor.
- Show interest and participate actively in the meetings with the practicum supervisor.
- Prove that they have completed their journals on a daily basis.
- Show evidence, throughout the practicum, of the attitudes and behaviour expected of aestheticians.

PHASE 3:

- Write and present a report in accordance with instructions.
- Present the particular points they observed during their practicums.
- Participate actively in evaluating their practicums.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the activities of Phase 1:

1. List the steps in planning a search for a practicum position.
2. Evaluate the possibilities offered by different companies in accordance with the students' expectations.
3. Determine those persons to whom they can ask for an interview.
4. Demonstrate how to ask for an interview.
5. Gather the necessary information to write a résumé.
6. Find out the rules for writing a résumé.
7. Write a letter offering their services.
8. Make an appointment.
9. Explain their expectations concerning the practicum.
10. Evaluate the employer's expectations.
11. Establish the terms and conditions of the agreement between the employer and the practicum supervisor.

Before undertaking the activities of Phase 2:

12. Find out the points to record in the daily journal.
13. Find out how to write a daily journal.

Before undertaking the activities of Phase 3:

14. Describe the different parts of a report.
15. Find out how to write the report.
16. Explain what a joint evaluation consists of.
17. Explain the role of each person involved in the joint evaluation.
18. List the evaluation criteria for the practicum.

