



BEAUTY CARE

ELECTROLYSIS

PROGRAM OF STUDY

LZW-501

5568

PRELIMINARY VERSION

ELECTROLYSIS

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The *Electrolysis* program leads to the
Attestation of Vocational Specialization (AVS)
and prepares the student to pursue the occupation of

ELECTROLOGIST

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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 *Electrolysis* 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 an attestation of vocational specialization (AVS), 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 450 hours, which includes 405 hours spent on the specific competencies required to practise the

trade or occupation and 45 hours on general competencies. The program of study is divided into 9 modules, which vary in length from 15 to 105 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: 9
 Duration in hours: 450
 Credits: 30

Electrolysis
 SIMCA: LZW-501
 SESAME: 5568

SIMCA	SESAME	TITLE OF THE MODULE	HOURS	CREDITS*
LST-281	917-011	1. Professional Ethics	15	1
LST-282	917-021	2. Hygiene and Safety	15	1
LST-283	917-031	3. The Pilosebaceous Unit	15	1
LST-284	917-043	4. Consultation	45	3
LST-285	917-055	5. Electrolysis: Lower Limbs	75	5
LST-286	917-066	6. Electrolysis: Body Areas	90	6
LST-287	917-072	7. Electrolysis: The Galvanic Method	30	2
LST-288	917-087	8. Electrolysis: The Blend Method	105	7
LST-289	917-094	9. Electrolysis: Face and Neck	60	4

* 15 hours = 1 credit

This program leads to an AVS in Electrolysis.

2. PROGRAM TRAINING GOALS

The training goals of the *Electrolysis* 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 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 rights and responsibilities of electrologists.
- To familiarize students with the job market in general and the occupation of electrologist in particular.

To foster the development of occupational knowledge.

- To foster independence and instill a sense of responsibility and the desire to succeed.
- To encourage students to strive for excellence.
- 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 encourage further learning and research.

3. COMPETENCIES

The competencies to be developed in the *Electrolysis* 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 (\odot) 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 ELECTROLYSIS				WORK PROCESS (major steps)								GENERAL COMPETENCIES (technology, personal development, etc.)						TOTALS	
				Prepare the work station	Greet and prepare the client	Perform the preliminary procedures	Examine the area to be treated	Give the treatment	Perform the final steps	Do cleaning and storage operations	Observe the code of ethics	Observe rules and measures regarding hygiene and safety	Understand the relation between the pilosebaceous unit and electrolysis					NUMBER OF OBJECTIVES	DURATION (IN HOURS)
SPECIFIC COMPETENCIES (directly related to the practice of the specific occupation)		FIRST-LEVEL OPERATIONAL OBJECTIVES	DURATION (IN HOURS)																
	MODULES										1	2	3						
	FIRST-LEVEL OPERATIONAL OBJECTIVES										5	5	5					3	
	DURATION (IN HOURS)										15	15	15						45
4	Do a consultation	B	45	▲	▲	▲	▲	△	△	▲	●	●	●						
5	Use the thermolysis method on the lower limbs	B	75	▲	△	▲	▲	▲	▲	▲	●	●	●						
6	Use the thermolysis method on various body areas	B	90	▲	▲	▲	▲	▲	▲	▲	●	●	●						
7	Use the galvanic part of the blend machine	B	30	▲	△	▲	▲	▲	▲	▲	●	●	●						
8	Use the blend method	B	105	▲	▲	▲	▲	▲	▲	▲	●	●	●						
9	Use the thermolysis method or blend method on the face and neck	B	60	▲	▲	▲	▲	▲	▲	▲	●	●	●						
NUMBER OF OBJECTIVES		6																9	
DURATION (IN HOURS)			405																450

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 *Electrolysis* 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 necessary to pursue the occupation.

- Observe the code of ethics.
- Observe rules and measures regarding hygiene and safety.
- Understand the relation between the pilosebaceous unit and electrolysis.

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

- Do a consultation.
- Use the thermolysis method on the lower limbs.
- Use the thermolysis method on various body areas.
- Use the galvanic part of the blend machine.
- Use the blend method.
- Use the thermolysis method or blend method on the face and neck.

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: PROFESSIONAL ETHICS

SIMCA: LST-281

SESAME: 917-011

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 observe the code of ethics.

SPECIFICATIONS

At the end of this module, the students will:

- Be familiar with the code of ethics pertaining to the occupation of electrologist.
- Understand the importance of developing professional attitudes and behaviours.

LEARNING CONTEXT

PHASE 1: Information

- Learning about the code of ethics pertaining to the occupation.
- Learning about professional attitudes and behaviours.
- Attending an information session given by a specialist in the field.

PHASE 2: Practice

- Discussing the code of ethics and its components.
- Researching additional information on one component of the code of ethics.
- Discussing the professional attitudes and behaviours that an electrologist should demonstrate in dealings with clients and work colleagues.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 3: Synthesis

- Producing a research report.
- Presenting to the group one component of the code of ethics that particularly aroused their interest.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create a cordial atmosphere that encourages students to engage in discussions and express their opinions.
- Ensure that relevant documentation is available.
- Suggest hypothetical situations and case studies.
- Direct the students or groups in their research and analysis.
- Organize a meeting with an electrologist.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PARTICIPATION CRITERIA

The students should:

PHASE 1:

- Participate in the presentation on the code of ethics.
- Examine the code of ethics carefully.
- Collect information on professional attitudes and behaviours.
- Participate in the information session.

PHASE 2:

- Participate in discussions.
- Do the required research.
- Meet regularly with the teacher and demonstrate progress with the research.
- Work methodically.

PHASE 3:

- Observe the rules for writing a research report.
- Present the research according to the guidelines agreed upon.
- Give an opinion 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: Information

1. Define the following terms: ethics, standard, regulation, attitude and behaviour.
2. Obtain information on professional ethics, for example, code of ethics, rights and obligations regarding clients, professional secret, fees.
3. Obtain information on the relationships to be fostered with the medical profession and work colleagues.

Before undertaking the activities of Phase 2: Practice

4. Distinguish professional attitudes and behaviours from professional qualities.
5. Explain the main rules governing group discussions.

Before undertaking the activities of Phase 3: Synthesis

6. Learn how a research report is set up.
7. List the steps in writing a report.
8. List the main elements of a report.

MODULE 2: HYGIENE AND SAFETY

SIMCA: LST-282

SESAME: 917-021

Duration: 15 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

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

CONDITIONS FOR PERFORMANCE EVALUATION

- While performing an occupational task
- Using the necessary apparatus, equipment, materials and products
- In the absence of clients
- Without assistance

GENERAL PERFORMANCE CRITERIA

- Comprehension of the rules and measures regarding hygiene and safety in electrolysis.
- Clear concern for one's own and other people's health and safety.

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

- | | |
|---|---|
| A. Apply measures regarding personal hygiene and safety. | <ul style="list-style-type: none"> - Good grooming and personal hygiene - Suitable choice of work clothing - Correct work positions - Application of suitable preventive measures |
| B. Apply the rules of hygiene and safety related to the use of materials, equipment and products. | <ul style="list-style-type: none"> - Proper sterilization methods - Safe use of materials, equipment and products - Clean work area |
| C. Give first-aid treatment to someone suffering from a minor injury or discomfort. | <ul style="list-style-type: none"> - Appropriate behaviour - Observance of procedure for contacting emergency services |

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 following terms: personal hygiene, asepsis, disinfection and sterilization.
2. Explain the importance of personal hygiene and good grooming for electrologists.
3. List the criteria for selecting work clothing.
4. Describe the hygienic measures related to clothing.
5. Demonstrate the importance of electrologists washing and disinfecting their hands and nails.
6. Explain the necessity of having hair tied back, and nails short and without nail polish.
7. Explain the importance of applying preventive measures in electrolysis.
8. Describe the measures that should be applied to clients with infectious or contagious diseases.
9. Explain the importance of adopting safe work positions.
10. Demonstrate the proper work positions.

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

11. Read the *Public Health Act* and municipal by-laws.
12. Ensure that apparatus conform to manufacturing and safety standards established by the Canadian Standards Association (CSA).
13. Explain how the materials, equipment and products should be verified before being used.
14. Describe the rules of hygiene and safety related to maintaining the premises, materials, equipment and products.
15. List the antiseptic products used in electrolysis.
16. Describe the methods of sterilizing materials and equipment used in electrolysis.
17. Demonstrate the importance of using individual needles for each client.

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

18. Describe the main components of a first-aid kit.
19. Define the scope of the electrologist's responsibilities in the event of an emergency.
20. Describe the procedure for an emergency situation.
21. Describe the procedure for contacting an emergency service.
22. Describe the first-aid treatment to be given to someone experiencing a minor injury or discomfort, for example, a burn, fainting spell, nose bleed.

MODULE 3: THE PILOSEBACEOUS UNIT

SIMCA: LST-283

SESAME: 917-031

Duration: 15 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **understand the relation between the pilosebaceous unit and electrolysis** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- In writing
- Based on a questionnaire
- Without using reference material

GENERAL PERFORMANCE CRITERIA

- Appropriate terminology
- Clear, correct answers

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

**SPECIFIC PERFORMANCE
CRITERIA**

A. Describe the structure of the skin.

- Clear, precise description of the skin's layers
- Accurate location of the skin's layers

B. Describe the structure and functions of the pilosebaceous unit.

- Accurate description of the pilosebaceous unit
- Accurate location of the components of the pilosebaceous unit
- Accurate description of the functions of the pilosebaceous unit

C. Explain the relationship between the skin, the functioning of the pilosebaceous unit and electrolysis.

- Clear, precise explanations
- Comprehension of the effects of electrolysis on the skin and on the functioning of the pilosebaceous unit

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 structure of the skin (A):

1. Define the following terms: skin, gland, epidermal appendages, ostium, pore, abnormality and disorder.
2. Identify the three layers of the skin: epidermis, dermis and subcutis.
3. Locate and describe the various skin layers.
4. Describe the general structure of the dermis and subcutis.
5. Describe the epidermal appendages.
6. List the most common abnormalities in skin pigmentation.
7. List the abnormalities in the skin's blood circulation.
8. List the abnormalities in the skin's surface texture.
9. List the most common skin disorders.
10. Explain the effects of ultraviolet rays on the skin.
11. Name the contraindications regarding tanning and sunlight when undergoing electrolysis treatments.

Before learning how to describe the structure and functions of the pilosebaceous unit (B):

12. Describe the structure of the pilosebaceous unit (hair, hair follicle and glands).
13. Differentiate between the sudoriferous glands and the sebaceous glands.
14. Describe the internal and external structure of a hair.
15. Explain each stage of growth for a hair.
16. Explain the role of hair and sebum.
17. Differentiate between the density, texture and condition of a hair.
18. Explain the factors affecting pilosity.
19. Describe hair abnormalities and disorders.

Before learning how to explain the relationship between the skin, the functioning of the pilosebaceous unit and electrolysis (C):

20. Explain the effect of electrolysis on a hair.
21. Describe temporary methods of hair removal.
22. Explain the advantages and disadvantages of temporary methods of hair removal.

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 changes in the pilosebaceous unit following temporary and electric hair removal treatments.
24. List the medication known to affect the pilosebaceous unit.
25. Describe the effects of a hormonal imbalance on the pilosebaceous unit.
26. Describe the nervous reactions of the area being treated during electrolysis.
27. Describe the skin reactions following electrolysis.

MODULE 4: CONSULTATION

SIMCA: LST-284

SESAME: 917-043

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **do a consultation** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- At an unprepared work station
- With a diagram of the pilosebaceous unit
- Using a magnifying lamp
- Based on a record card
- For a client wanting electrolysis
- For a maximum of 30 minutes

GENERAL PERFORMANCE CRITERIA

- Observance of rules of hygiene and safety
- Concern for professional ethics
- Observance of the logical sequence of steps
- Use of accurate, appropriate terminology
- Observance of authorized time limit

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Prepare the work station.

- Concern for rules of hygiene and safety
- Appropriate preparation of work station

B. Greet and prepare the client for treatment.

- Professional attitudes and behaviours
- Appropriate preparation of client

C. Collect information from the client before the test session.

- Relevant questions
- Use of professional terminology
- Inclusion of all information

D. Explain the principle of electrolysis to the client.

- Clear, precise explanations
- Accurate information
- Appropriate use of a diagram of the pilosebaceous unit

E. Examine the skin and pilosity.

- Visual and tactile analysis
- Safe use of a magnifying lamp
- Relevant, accurate observations noted on the record card

F. Proceed with the test session.

- Safe use of apparatus and equipment
- Observance of rules of hygiene
- Observance of time allotted for the session

G. Advise the client.

- Relevant advice
- Treatment scheduling adapted to the client's availability
- Update of the record card

H. Clean the work station and store materials 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. Define the objectives of a consultation.
2. List the steps involved in a consultation.
3. Recognize the apparatus, equipment and materials required for a test session.
4. List the rules of hygiene and safety related to setting up and using apparatus, equipment and materials.
5. Set up the apparatus, equipment and materials for a test session.

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

6. Describe appropriate attitudes and behaviours for greeting and preparing the client for treatment.
7. Describe how to prepare a client for a consultation.
8. Learn to detect the client's feelings of embarrassment or anxiety during a consultation.

Before learning how to collect information from the client before the test session (C):

9. Explain the appropriate professional attitudes and behaviours for a consultation.
10. Discuss the confidential aspects regarding any personal information obtained.
11. Demonstrate the importance of having certain information about the client.
12. Demonstrate the importance of completing a record card and having it signed.

Before learning how to explain the principle of electrolysis to the client (D):

13. Use a diagram of the pilosebaceous unit to explain the principle of electrolysis.
14. Name the various methods of electrolysis.
15. Describe the various methods of electrolysis.
16. Describe the advantages and disadvantages of each method of electrolysis.
17. Explain the importance of providing clear, accurate information.

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 and pilosity (E):

18. Describe the functions of a magnifying lamp.
19. List the aspects involved in a detailed analysis of the skin and pilosity.
20. List the general and specific contraindications related to electrolysis.
21. List the most common dermatoses.
22. Describe the behaviours to adopt towards a client with a dermatosis.
23. Name the reasons for hair regrowth.
24. Establish the relationship between poor endocrine functioning and pilosity.
25. Explain the effects of hormones on pilosity.
26. Define the following terms: hirsutism and hypertrichosis.
27. Explain the reasons justifying the refusal to perform electrolysis on a client.

Before learning how to proceed with the test session (F):

28. Explain the rules of hygiene and safety related to a test session.
29. State the purpose of a test session.
30. Explain the reasons for doing a test session within a short lapse of time.
31. Describe the effects of electrolysis on the skin.
32. Describe an electrologist's work positions during a test session.

Before learning how to advise the client (G):

33. Learn about the client's availability and expectations.
34. Demonstrate the importance of listening attentively to the client.
35. Become aware of the importance of answering the client's questions clearly and honestly.
36. Identify the advice to be given to a client after an electrolysis treatment.
37. Explain the importance of regular electrolysis treatments.
38. Explain the factors determining the scheduling of electrolysis treatments.
39. Explain the reasons determining the choice of the electrolysis method.
40. Demonstrate how to complete a record card.

Before learning how to clean the work station and store materials and equipment (H):

41. List the precautions to be taken during cleaning and storing operations.
42. Demonstrate a safe cleaning and storage method.

MODULE 5: ELECTROLYSIS: LOWER LIMBS

SIMCA: LST-285
SESAME: 917-055

Duration: 75 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **use the thermolysis method on the lower limbs** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working at an unprepared work station
- With the required materials, equipment and shortwave machine
- Using a blank record card
- On a client free of any condition that would contraindicate the treatment
- Without assistance or reference material
- For a maximum of 45 minutes

GENERAL PERFORMANCE CRITERIA

- Observance of rules of hygiene and safety
- Concern for professional ethics
- Observance of sequence of steps
- Mastery of techniques
- Observance of authorized time limit

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Prepare the work station.

- Appropriate preparation of work station
- Cleanliness of materials
- Observance of rules of hygiene and safety

B. Greet and prepare the client for treatment.

- Professional behaviour
- Appropriate preparation
- Concern for the client's comfort

C. Examine the skin and pilosity of the lower limbs.

- Brief visual analysis
- Safe use of a magnifying lamp
- Observance of rules of hygiene and safety

D. Sterilize the implements and the area to be treated.

- Concern for hygiene and safety
- Appropriate choice of a needle
- Sterilization of implements

E. Use a shortwave machine on the lower limbs.

- Observance of the manufacturer's instructions
- Appropriate lighting
- Appropriate intensity and duration of current
- Precise insertions
- Coordinated movements

F. Provide after-treatment care.

- Appropriate choice of products
- Relevant advice
- Update of the record card

G. Clean the work station and store materials, apparatus 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. Define the following terms: apparatus, equipment and materials.
2. List the apparatus frequently used in electrolysis.
3. Name any other apparatus that could be used in electrolysis.
4. List the equipment in a room used for electrolysis.
5. Identify the characteristics of the equipment in a room used for electrolysis.
6. Demonstrate the use of an electrolysis table and electrologist's chair.
7. Demonstrate how to set up and adjust a magnifying lamp.
8. List the materials and products used in electrolysis.
9. Differentiate between disposable materials and reusable materials.
10. List, according to the area treated, the materials required for electrolysis.
11. Demonstrate the importance of hygiene and safety measures related to setting up a work station.
12. Set up the materials and equipment for an electrolysis treatment.

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

13. Discuss the attitudes and behaviours to adopt when preparing a client.
14. Explain the importance of placing the client's lower limbs in a comfortable position for thermolysis (also known as the shortwave method or diathermy).
15. Demonstrate how to position a client when using the thermolysis method on the various parts of the lower limbs.

Before learning how to examine the skin and pilosity of the lower limbs (C):

16. List the optical instruments used in electrolysis.
17. Identify the characteristics of these optical instruments.
18. Explain the importance of using a magnifying lamp.
19. Identify the characteristics of the skin and pilosity of each part of the lower limbs.
20. Explain the distinct features of the skin and pilosity to be noted when briefly examining each part of the lower limbs.

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 sterilize the implements and the area to be treated (D):

21. List the needles used in electrolysis.
22. Describe the various parts of a needle.
23. List the factors determining the selection of a needle.
24. Describe the precautions to be taken when handling a needle.
25. Demonstrate how a sterilizer is used.
26. Demonstrate how to sterilize tweezers and needles.
27. Demonstrate how to set a needle in a needle holder.
28. Demonstrate how to disinfect the area to be treated.
29. Demonstrate how electrologists should wash their hands and nails in preparation for an electrolysis session.
30. Explain the importance of using gloves.
31. Describe the specific precautions to be taken when using sterilized materials.

Before learning how to use a shortwave machine on the lower limbs (E):

32. Define the following terms: high-frequency current and electrocoagulation.
33. List the various terms associated with electrocoagulation.
34. Describe the electrologist's work positions when using the thermolysis method on each part of the lower limbs.
35. Demonstrate how to adjust the lighting for each part of the lower limbs.
36. Describe the rules of hygiene and safety applicable to each area.
37. Identify the characteristics of a shortwave machine.
38. Demonstrate how to use a shortwave machine.
39. Differentiate between the manual method of using a shortwave machine and the automatic method.
40. Explain the factors likely to vary the intensity of the current.
41. Identify the average intensity of the current to be used and the average time that a needle should be inserted into the hair follicle for each area to be treated.
42. List the three steps involved in needle insertion.
43. Describe the three steps involved in needle insertion.

SECOND-LEVEL OPERATIONAL OBJECTIVES

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

44. Explain the importance of following the proper sequence of the needle insertion technique.
45. Explain why hair may resist being pulled out after being treated.
46. Explain why the skin may whiten when the current is applied.
47. Explain why the skin may bleed when the needle is inserted.
48. State the importance of good coordination of movements during electrolysis.
49. List the factors influencing the length of an electrolysis session.
50. Demonstrate the work position during electrolysis.
51. Demonstrate the sequence of the three steps involved in needle insertion.

Before learning how to provide after-treatment care (F):

52. Verify if the area treated requires some touch-ups.
53. List the after-treatment procedure for the thermolysis method.
54. Explain the importance of using a high-frequency machine.
55. Explain the effect of after-treatment products on the skin of each area treated.
56. Explain how to advise the client for each area treated.
57. Explain the importance of updating the record card.

Before learning how to clean the work station and store materials, apparatus and equipment (G):

58. List the notions of hygiene and safety related to cleaning and storing.
59. Demonstrate a safe storage method.

MODULE 6: ELECTROLYSIS: BODY AREAS

SIMCA: LST-286

SESAME: 917-066

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must use the thermolysis method on various body areas in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working at a prepared work station
- Using the necessary materials, equipment and a shortwave machine
- Using a blank record card
- On a client free of any condition that would contraindicate the treatment
- In a situation reflecting the working world
- For a maximum of 45 minutes

GENERAL PERFORMANCE CRITERIA

- Observance of rules of hygiene and safety
- Professional attitudes and behaviours
- Observance of sequence of steps
- Attentive listening
- Observance of authorized time limit

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

- | | |
|---|---|
| A. Greet and prepare the client for treatment. | <ul style="list-style-type: none"> - Cleanliness of the work station - Tactful and courteous greeting - Concern for the client's comfort and safety |
| B. Carry out the preparatory procedure for the electrolysis treatment. | <ul style="list-style-type: none"> - Analysis of skin and pilosity - Concern for the client's needs - Observance of rules of hygiene and safety particular to the area being treated - Appropriate choice of needle - Sterilization of instruments |
| C. Use a shortwave machine on a specific body area. | <ul style="list-style-type: none"> - Good lighting - Appropriate intensity and duration of current - Precise insertions - Coordinated movements - Concern for the client's reactions |
| D. Perform the after-treatment procedure. | <ul style="list-style-type: none"> - Appropriate application of the after-treatment procedure - Relevant advice - Concern for the client's satisfaction - Update of the record card |
| E. Clean the work station and store the materials, 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 greet and prepare the client for treatment (A):

1. Describe how electrolysis sessions are organized in a professional setting.
2. Describe the behaviour to adopt when speaking on the telephone or greeting a client.
3. List the information to be obtained from the client to know her/his expectations.
4. Demonstrate how to position the client for electrolysis treatments to each of the body areas.
5. Explain the importance of being tactful with the client.
6. Discuss the attitudes and behaviours to adopt in order to respect the client's sense of modesty during preparation for electrolysis in the areas of the torso and upper thighs (bikini line) in particular.

Before learning how to carry out the preparatory procedure for the electrolysis treatment (B):

7. Describe the preparatory procedure according to the area being treated.
8. Explain the importance of briefly examining the skin and pilosity.
9. Describe the characteristics of the hair in the different areas of the torso.
10. Indicate the rules of hygiene and safety applicable to each of the body areas.
11. Demonstrate the importance of selecting the appropriate needle.
12. Explain the importance of using sterilized instruments.

Before learning how to use a shortwave machine on a specific body area (C):

13. Describe the ideal position of the electrologist for treatment to each of the body areas.
14. Demonstrate how to adjust the lighting according to the area being treated.
15. Discuss the signs indicating the client's sensitivity (expressions, reactions, movements).
16. Recognize the external signs of an incorrect needle insertion or current application.
17. Demonstrate the importance of appropriately selecting the intensity and duration of the current according to the area being treated.

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 after-treatment procedure (D):

18. Describe, by taking into account the area treated, the advice to be given to the client and the precautions to be taken following the treatment.
19. List the after-treatment products to be used for each area.
20. List the questions to be asked to determine the client's level of satisfaction.
21. Demonstrate how to update the record card.
22. Explain how to ask for payment.
23. Explain the attitudes and behaviours related to the client's departure.

Before learning how to clean the work station and store the materials, apparatus and equipment (E):

24. List the precautions to be taken during cleaning and storing operations.
25. Relate the notions of hygiene and security to cleaning and storing.

MODULE 7: ELECTROLYSIS: THE GALVANIC METHOD

SIMCA: LST-287
SESAME: 917-072

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
use the galvanic part of the blend machine
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- At a prepared work station
- With the required materials, equipment and the galvanic part of a blend machine
- On the upper thighs (bikini line) or armpit of a student free of any condition that would contraindicate the treatment
- Without assistance or reference material
- For a maximum of 20 minutes

GENERAL PERFORMANCE CRITERIA

- Observance of rules of hygiene and safety
- Observance of sequence of steps
- Concern for precise insertion
- Observance of authorized time limit

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Set up the equipment and materials required for the galvanic method.
- B. Prepare the client for treatment.
- C. Apply the galvanic current to a specific area.
- D. Clean the work station and store the materials, apparatus and equipment.

SPECIFIC PERFORMANCE CRITERIA

- Appropriate preparation of materials and equipment
- Concern for safety rules
- Appropriate positioning of client
- Observance of rules of hygiene and safety
- Appropriate preparation of client
- Safe use of apparatus
- Appropriate intensity and duration of current
- Attentiveness to the client's pain threshold
- Precise insertions
- 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 set up the equipment and materials required for the galvanic method (A):

1. Define the following terms: anode, cathode, anaphoresis, cataphoresis, ampere and galvanic current.
2. Explain the phenomenon of the galvanic method.
3. List the chemical reactions that occur in the anode and cathode.
4. List the physiological effects specific to anaphoresis and cataphoresis.
5. List the factors influencing the electrolytic action in the hair follicle.
6. List the effects of galvanic current on the skin tissue during this method of electrolysis.
7. Identify the materials and equipment required for the galvanic method.
8. Explain the operation of the galvanic part of a blend machine.
9. Demonstrate how to set up the apparatus, materials and equipment for treatment using this method of electrolysis.
10. Identify the characteristics of the needle to be used for the galvanic method.

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

11. Relate the notions of hygiene and safety to positioning and preparing the client for treatment.
12. Explain the importance of not having any metal touching the client during the treatment.

Before learning how to apply the galvanic current to a specific area (C):

13. Explain how the galvanic method works.
14. Explain why galvanic current is used.
15. List the contraindications for using galvanic current.
16. Explain why using galvanic current may be contraindicated in certain cases.
17. Identify the factors determining the intensity and duration of the galvanic current.
18. Describe the results of using a current that is too strong and applied too long.
19. Demonstrate the importance of being attentive to the client's pain threshold.
20. Describe the types of hair and the body areas most suited to the galvanic method.

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 calculate the units of lye required to destroy the hair in the various areas.
22. Demonstrate the importance of precise insertions when using galvanic current.
23. Explain why the cataphoresis is used after the galvanic current is applied.
24. Demonstrate how to use the cataphoresis and anaphoresis.

Before learning how to clean the work station and store the materials, apparatus and equipment (D):

25. Relate the notions of hygiene and safety to cleaning and storing.

MODULE 8: ELECTROLYSIS: THE BLEND METHOD

SIMCA: LST-288

SESAME: 917-087

Duration: 105 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **use the blend method** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- At a prepared work station
- Using a blend machine and the required equipment
- Using a blank record card
- On a client free of any condition that would contraindicate the treatment
- Without using reference material
- For a maximum of one hour

GENERAL PERFORMANCE CRITERIA

- Observance of rules of hygiene and safety
- Proper and safe use of the blend machine
- Professional attitudes and behaviours
- Observance of sequence of steps
- Observance of authorized time limit

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Greet and prepare the client.

- Verification of the preparation of the work station
- Proper greeting
- Proper preparation of client

B. Perform the preparatory procedure.

- Observance of rules of hygiene and safety
- Analysis of skin and pilosity
- Sterilization of instruments
- Good lighting

C. Use the blend method on a specific area.

- Proper and safe use of the blend machine
- Mastery of insertion technique
- Appropriate intensity and duration of each current

D. Perform the after-treatment procedure.

- Proper execution of the after-treatment procedure
- Concern for the client's satisfaction

E. Clean the work station and store the apparatus 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 greet and prepare the client (A):

1. List what needs to be verified at the work station.
2. Explain the blend method of electrolysis.
3. Describe the various types of apparatus used for the blend method.
4. Explain the advantages and disadvantages of these various types of apparatus.

Before learning how to perform the preparatory procedure (B):

5. List the preparatory procedure for the blend method of electrolysis.
6. State the purpose of this preparatory procedure.
7. List the rules of hygiene and safety applicable to this type of electrolysis for each body area.

Before learning how to use the blend method on a specific area (C):

8. Explain the advantages of using the blend method.
9. List the factors affecting the intensity and duration of the currents for this type of electrolysis.
10. Explain how to determine the appropriate current intensity for this type of electrolysis.
11. Identify the visible signs of an incorrect application of currents during the treatment.
12. Assess the degree of hair destruction according to its resistance when being pulled out.
13. Identify the safety rules applying to the use of the blend method.

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 after-treatment procedure (D):

14. List the care to be given after a session of this type of electrolysis.
15. Describe the advice to be given to a client after treatment to a specific area.
16. Demonstrate how to determine the client's level of satisfaction.
17. Demonstrate how to schedule sessions for treatments to a specific area.
18. List the elements to be included on the record card.

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

19. Relate the notions of hygiene and safety to cleaning and storing.
20. List the precautions to be taken during cleaning and storing operations.

MODULE 9: FACE AND NECK

SIMCA: LST-289
SESAME: 917-094

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **use the thermolysis method or blend method on the face and neck** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- At a prepared work station
- Using the required apparatus and equipment
- Using the appropriate method of electrolysis
- Using a blank record card
- On the face or neck of a client free of any condition that would contraindicate the treatment
- Without using reference material
- For a maximum of 45 minutes

GENERAL PERFORMANCE CRITERIA

- Observance of rules of hygiene and safety
- Mastery of the electrolysis method used
- Symmetrical work
- Observance of authorized time limit

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Prepare the client.

- Verification of the preparation of the work station
- Professional behaviour
- Comfortable and safe positioning of the client

B. Examine the skin and pilosity of the face and neck.

- Visual and tactile analysis of the skin and pilosity
- Safe use of a magnifying lamp
- Observance of hygiene and safety rules

C. Select the appropriate needle and electrolysis method.

- Relevant exchange regarding the client's needs and wishes
- Appropriate choice of needle and electrolysis method
- Sterilization of instruments

D. Use the thermolysis or blend method of electrolysis on the face or neck.

- Concern for the client's comfort and safety
- Proper application of the electrolysis method
- Mastery of insertion techniques
- Precise movements
- Concern for the symmetry of the electrolysis

E. Perform the after-treatment procedure.

- Proper execution of the after-treatment procedure
- Proper invoicing methods
- Concern for the client's satisfaction

F. Clean the work station and store the apparatus 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 client (A):

1. List what needs to be verified at the work station for face and neck electrolysis.
2. Explain the importance of professional behaviour when preparing the client.
3. Explain the importance of positioning the client safely and comfortably for face and neck electrolysis.
4. Demonstrate the specific ways of preparing a client for electrolysis on each part of the face and neck.

Before learning how to examine the skin and pilosity of the face and neck (B):

5. Describe techniques for preparing the skin for electrolysis.
6. Identify the particular characteristics of the face and neck.
7. Identify the distinct features of the hair on each part of the face and neck.
8. Explain the importance of protecting the client's eyes during face and neck electrolysis.
9. Explain the rules of hygiene and safety applicable to face and neck electrolysis.

Before learning how to select the appropriate needle and electrolysis method (C):

10. Identify the characteristics of the needle to be used for each part of the face and neck.
11. List the factors determining the choice of the needle for face and neck electrolysis.
12. List the factors determining the choice of the electrolysis method to be used for each part of the face and neck.
13. Explain how these factors affect the choice of the electrolysis method.
14. Learn about the client's wishes and needs.

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 use the thermolysis or blend method of electrolysis on the face or neck (D):

15. Explain the need to wear a mask and gloves in certain cases for face and neck electrolysis.
16. Describe an electrologist's work positions for electrolysis on each part of the face and neck.
17. List the specific precautions that should be taken for electrolysis on each part of the face and neck.
18. Demonstrate how to perform symmetrical electrolysis on the face.
19. Explain the importance of accurately determining the intensity and duration of the current or currents used for face and neck electrolysis.
20. Explain the importance of being careful when inserting the needle in an area of the face, in particular, the eyebrows.

Before learning how to perform the after-treatment procedure (E):

21. Describe the various after-treatment procedures for the face and neck.
22. Explain the factors determining the scheduling of electrolysis sessions for the face and neck.
23. List the specific advice to be given to a client after face or neck electrolysis.
24. List the various activities related to the client's departure.

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

25. Relate the notions of hygiene to cleaning.
26. Demonstrate a safe storage method.

