



9067

APPLIED NAIL TECHNOLOGY
(12B)

40S/40E/40M

An Esthetics Course

9067: APPLIED NAIL TECHNOLOGY (12B)

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Course Description

The emphasis in this course is on aromatherapy, reflexology, and advanced airbrushing services, business practices, and preparation for the Provincial Nail Technician Examinations.

Goal 1: Describe and demonstrate appropriate **personal and public sanitation** and **health and safety practices**.

GLO 1.1: Describe and demonstrate **personal and public sanitation**.

SLO 12B.1.1.1: Describe and demonstrate personal and public sanitation.

GLO 1.2: Describe and demonstrate **health and safety practices**.

SLO 12B.1.2.1: Initiate safety procedures and precautions for all services provided by a nail technician.

SLO 12B.1.2.2: Decontaminate the workstation, equipment, and tools, and sanitize skin prior to nail services.

SLO 12B.1.2.3: Initiate the use of PPE as needed for all nail services.

SLO 12B.1.2.4: Identify aromatherapy precautions/contraindications.

GLO 1.3: Maintain a **safe and organized workstation**.

SLO 12B.1.3.1: Maintain a clean and orderly workstation.

SLO 12B.1.3.2: Identify regulations pertinent to care and cleanliness in the work area. (A5.3)

GLO 1.4: Demonstrate an awareness of safety as it pertains to the *Trade Safety Awareness Manual*.

No applicable SLOs.

Goal 2: Describe and demonstrate knowledge and skills related to **pre-service.**

GLO 2.1: Describe and demonstrate the process of **preparing the workstation.**

SLO 12B.2.1.1: Discuss the preparation of the client for services. (A2.1)

- greeting clients
 - introduction
 - assistance (awareness of disabilities)
- client consultation
 - client’s instructions
 - client’s well-being
 - contra-indications
- removal of personal accessories and/or clothing
 - safety storage
 - liability issues
- preparation procedures
 - seating
 - removal of accessories
 - positioning of client
 - preventing damage to client’s clothing
 - adjusting chair
- client’s needs
 - client’s lifestyle preferences, well-being, time and skill required for home maintenance
 - availability of tools and products for home maintenance and affordability
 - duration of time for treatment
 - assess any physical disability problem for home maintenance
 - ascertain exact nature of service requested by client
 - inform pregnant and or those on medication of side effects of various chemical products
- analysis of treatment area
- recommendation of treatment or service
 - results of analyses

SLO 12B.2.1.2: Examine products used for services. (A2.3)

- manufacturer's directions
- suitability of product

SLO 12B.2.1.3: Demonstrate the process of assembling implements, materials, equipment, and products. (A2.5)

- implements for services
- arrangement of tools at work station
 - safety
 - effectiveness
- selection according to treatment

SLO 12B.2.1.4: Identify, prepare, and assemble tools required for manicure and pedicure treatments.

SLO 12B.2.1.5: Identify, prepare, and assemble tools and products required for all nail services, including the following three customized services: aromatherapy, reflexology, and advanced airbrushing.

SLO 12B.2.1.6: Practise pre-service with the client. (A2.6)

GLO 2.2: Describe and demonstrate the process of **preparing the client.**

SLO 12B.2.2.1: Initiate preparing the client for all nail services, including the three customized services: aromatherapy, reflexology, and advanced airbrushing.

SLO 12B.2.2.2: Discuss and practise procedures for performing an allergy test. (A2.2)

- types
- test results
 - analysis
 - report
- recommendation of treatment and products
- manufacturers' directions to client's results of test

SLO 12B.2.2.3: Customize services to meet individual needs, based on the client consultation and analysis.

SLO 12B.2.2.4: Discuss fabric wrap pre-service and post-service. (D4.2)

Goal 3: Describe and demonstrate knowledge and skills related to **service.**

GLO 3.1: Describe and demonstrate **esthetics services.**

SLO 12B.3.1.1: Demonstrate and complete a minimum of two sets of each of the following nail overlays. (D2.8)

- gel
- acrylic
- fibreglass

Goal 4: Describe and demonstrate knowledge and skills related to **post-service.**

GLO 4.1: Describe and demonstrate the post-service steps that the technician performs **while the client is in the salon.**

SLO 12B.4.1.1: Discuss the completion of service with the client. (A2.7)

- preparation for departure
- future service requirement and home maintenance program
- recording service
 - record cards and/or computer data file
 - instructions given to clients for home maintenance program
 - filing of client information
- sales/service transaction
 - book future appointments
 - retain clients
 - attitude for generating business growth

GLO 4.2: Describe and demonstrate the post-service steps that the technician performs **after the client leaves the salon.**

SLO 12B.4.2.1: Discuss and demonstrate sanitation procedures following all nail services, including the three customized services: aromatherapy, reflexology, and advanced airbrushing.

Goal 5: Demonstrate the **operation, maintenance, and storage of equipment, tools, implements, materials, products, and consumable items.**

GLO 5.1: Demonstrate the **operation of equipment, tools, and implements.**

No applicable SLOs.

GLO 5.2: Demonstrate the **use of materials, products, and consumable items.**

SLO 12B.5.2.1: Initiate the selection and use of materials, products, and consumable items for all nail services, including the three customized services: aromatherapy, reflexology, and advanced airbrushing.

SLO 12B.5.2.2: Identify nail salon products that may be classified as prohibited, restricted, or controlled.

GLO 5.3: Demonstrate the **maintenance and storage of equipment, tools, implements, materials, products, and consumable items.**

SLO 12B.5.3.1: Initiate the basic care, maintenance, and storage of equipment and tools used in all nail services, including the three customized services: aromatherapy, reflexology, and advanced airbrushing.

Goal 6: Demonstrate an understanding of the **evolution** of the esthetics industry, including its **technological progression and emerging trends.**

GLO 6.1: Describe the **evolution** of the esthetics industry, including its **technological progression and emerging trends.**

SLO 12B.6.1.1: Discuss the history and evolution of nail salons or spas.

Goal 7: Demonstrate an understanding of **career opportunities** in esthetics.

GLO 7.1: Describe **apprenticeship and career opportunities** and **professional organizations** in the esthetics industry.

SLO 12B.7.1.1: Research current apprenticeship regulations, career opportunities, advanced education opportunities, and professional organizations related to nail technology.

SLO 12B.7.1.2: Research nail salon or spa facilities and services to create a career plan.

- SLO 12B.7.1.3: Research job application processes for nail salons and spas.
- SLO 12B.7.1.4: Attend a nail technology industry/manufacturers' trade show or an industry-related educational class, and discuss new trends in manicures, pedicures, and artificial nails. (B1.6)
- SLO 12B.7.1.5: Describe special opportunities and challenges related to skilled labourer training. (A1.3)
- adapting personal learning goals to program contexts
 - principles of adult learning (including importance of self-direction)
 - description/recognition of learning and teaching styles
 - significance of work culture and interpersonal skills re: trade-learning
 - integrating Technical Training and Practical Training content
 - possibilities and perils of peer learning
 - budgeting and other necessary personal arrangements
 - identifying sources of support (e.g. upgrading trade-related math skills)
 - on-site learning challenges and opportunities
 - significance of jobsite supervision roles and teaching styles (e.g. journey-level skills-coach vs. mentor)
 - communication with journeypersons and employers
 - coverage of prescribed tasks/subtasks that define the scope of trade, and the content of the certification exam administered to apprentices who are completing their program
 - getting help and fixing mistakes
 - maintaining personal record of trade-learning challenges/achievements (e.g. a learning journal, and/or a personal training plan, if possible, discussed with employers and others supporting the apprenticeship journey to certification)
 - significance of jobsite supervision roles and teaching styles (e.g. journey-level skills-coach vs. mentor)
 - communication with journeypersons and employers

- in-school opportunities/challenges
 - personal arrangements that support progress in Technical Training
 - “baggage-handling”—self-assessing potential impacts of previous experiences (favourable/unfavourable) on current learning; availability of supports
 - techniques for note-taking, record-keeping, and review
 - relations with instructors (including related-area faculty)
 - college resources (library, support services, etc.)

SLO 12B.7.1.6: Describe the scope, substance, and significance of journey-level status. (A8.1)

- historical background, including trainee experiences
 - origin, definition, and examples of journey-level status
 - obligations to employers, trade clients, and apprentices
 - concept of skills stewardship, and its rationale
 - customary responsibilities of journeyperson as workplace trainer/supervisor
 - overview development of formal systems for regulating/recognizing journey-level competence in designated apprenticeable trades
 - contributions of “unticketed journeymen” and other informally qualified estheticians to workplace trade-learning
 - achievements/limitations of informal systems for workplace training
 - trends (e.g., succession planning in the trades, recognition of credentials and prior learning, defined standards for on-the-job trades education and training)
- regulatory/legal dimensions of journey-level status in designated trades
 - Manitoba provincial requirements (e.g., *Apprenticeship and Certification Act; General Regulation; Esthetician Trade Regulation*; relevant policies of the Apprenticeship and Certification Board of Manitoba]
 - trade-specific requirements regarding practical training supervision and documentation, importance of quality assurance and broad-scope coverage of prescribed task-content, ratios, etc.
- other (as may be specified by instructor)

SLO 12B.7.1.7: Compare/contrast role options and responsibilities of the supervising journeyperson. (A8.2)

- recognizing the variability of supervision assignments, situations, and roles
- source and specification of the supervision assignment
- formal vs. informal roles (e.g. mandated by an employer's succession plan)
- implicit vs. explicit standards and content: training goals are/are not codified; assessment measures are/are not used
- accountability for results: subject/not subject to third-party notification; completion of supervision assignment itself is/is not assessed by third party; journeyperson is/is not required to prepare performance evaluation that could affect apprentice's employability or wage-rate, etc.
- general vs. task- or job-specific supervision assignments (e.g., scope of expectations regarding content of supervisory task(s))
- long-term vs. short-run supervision assignments (e.g., considerable latitude/little latitude for apprentice to learn from mistakes)
- formally vs. informally structured (e.g., supervision assignment is part of a prescribed cycle of assignments involving coordination among multiple journeypersons; apprentice is trained according to an individual training plan negotiated with employer)
- typology of common supervisory role-options and what is implied by each:
 - coach role: often initiated by someone other than apprentice, and limited to a particular skill set, task, or production requirement
 - mentor role: often initiated by apprentice, and relatively open-ended regarding content, duration, etc.
 - peer role: typically involves individual upgrading or cross-training of one journeyperson by another; can include senior apprentice assisting less- experienced trade learner
 - managerial role(s): can shade over into hire/fire issues as lead-hand or site-boss
 - coordinator role: often a senior-level journeyperson appointed by an organization to assume responsibilities for monitoring progression of groups of apprentices

- other roles: may be improvised by journeyperson
- possibilities, perils, and likelihood of role-overlap in “real-life” trade practice
- importance of clarifying all roles, expectations, and implications involved in accepting a supervision assignment
- role of Apprenticeship Training Coordinator (ATC), Apprenticeship Manitoba
- resources for developing skills and knowledge regarding providing journey-level supervision
 - books and journals (not always trade-specific)
 - websites
 - conversation with trade instructors, journeypersons, and peers
 - workshops
- other (as may be specified by instructor)

SLO 12B.7.1.8: Describe and demonstrate common requirements related to providing journey-level supervision. (A8.3)

- review Unit A1 content regarding challenges/opportunities of apprenticeship learning adapted to journey-level supervision assignments and a journey-level standpoint
 - application of adult education concepts to trades teaching/learning (e.g., responsibilities and expectations of adult learners)
 - practical significance of “styles” of adult learning and teaching
 - helping apprentices to integrate technical training (in-school) and practical training (on-the-job) learning experiences
 - providing help and guidance regarding new tasks and skills
 - providing help and guidance regarding fixing mistakes
 - learning/teaching “the ropes”—socialization of learner within a community of trade practice (e.g., how to borrow a tool, interrupt a journeyperson, “recruit” an advisor)
 - coverage/documentation of prescribed tasks, including responsibility regarding logbook sign-off (where applicable)

- consultation with Apprenticeship Training Coordinator (ATC), Apprenticeship Manitoba
- communicating with apprentices and employers about supervision assignments and assignment specifications, including the limits of the trainers' own responsibilities and competence (e.g., substance-abuse intervention)
- benefits of maintaining a personal record of achievements, ideas, and needs as a workplace trainer
- individual reflection and guided group discussion regarding personal experiences of workplace learning as an apprentice
 - identification of best and worst practices of supervising journeypersons
 - assessment of personal experiences (if any) to date in supervising, coaching, or guiding other people to learn or improve their skills (e.g., entry-level apprentices, members of athletic team, younger family members, etc.), and how this might compare/contrast with the journey-level support of apprenticeship learning
 - identification of workplace and other factors that can contribute to good and bad trades teaching/learning experiences
 - development of personal standards regarding responsibility to share one's knowledge and skill with others in the workplace (e.g., use/misuse of humour, rigour, discretion, craft-pride, etc.)
- comparison/contrast of discussion results with current knowledge/resources regarding workplace skills coaching methods as applicable to journey-level supervision assignments
 - qualities of a good workplace coach
 - components of workplace skills coaching
 - processes and recommended practices regarding workplace coaching
 - troubleshooting problems regarding supervision assignments
- other (as may be specified by instructor)

SLO 12B.7.1.9: Complete Modules 1 to 3 of *Workplace Coaching Skills* (or equivalent). (A8.4)

- identifying purpose of the lesson
 - explaining the point of the lesson
 - role of the coach in specific coaching situation
 - other (specified by instructor)
- linking the lesson
 - learner needs
 - lesson sequence
 - focus on learner
 - selection/timing of coaching opportunities
- demonstration of skill/task to be learned
 - starting the coaching session
 - demonstration
 - hands-on trial
 - recap for learner

SLO 12B.7.1.10: Complete Modules 4 to 6 of *Workplace Coaching Skills* (or equivalent). (A8.5)

- practice of skill/task to be learned
 - nature and importance of practice
 - setting up for learner practice
 - types of practice
 - recycling and reinforcing skill/task learning
 - providing feedback to the learner
 - value of feedback
 - kinds of feedback
 - guidelines and tips
 - assessment
 - value of assessing learner progress
 - assessing level of skill
 - planning further steps toward skill/task mastery
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GLO 7.2: Review and demonstrate the knowledge and skills required to pass the **Provincial Nail Technician Examinations.**

SLO 12B.7.2.1: Discuss the format and general content of the Nail Technician Examinations. (E1.1)

- provincial occupational analysis
 - POA “Pie Chart” and its relationship to content distribution of examination items
 - task profile chart
- review criteria of provincial Practical Nail Technician examination
 - Manitoba Nail Technician Practical Examination Information (Apprenticeship)
 - perform, at minimum a practical Nail Technician pre-exam

SLO 12B.7.2.2: Identify resources, strategies, and other considerations for maximizing successful completion of written examinations. (E1.2)

- personal preparedness
 - rest
 - nutrition
 - personal study regimen
 - discuss prior experience in test situations (e.g., unit test)
- self assessment, consultation, and personal study plan
 - self-assessment of individual strengths/weaknesses in trade-related skills and knowledge
 - approved textbooks (Thomson Delmar Learning, *Milady's Standard Nail Technology*, Munroe Allen Publishers, *Guide to Manicuring and Advanced Nail Technology*)
 - study groups

SLO 12B.7.2.3: Discuss and review program content regarding Esthetician. (E1.3)

SLO 12B.7.2.4: Discuss and review program content regarding Basic Nail Technician Skills. (E1.4)

SLO 12B.7.2.5: Discuss and review program content regarding manicures and pedicures. (E1.5)

SLO 12B.7.2.6: Discuss and review program content regarding artificial nails. (E1.6)

SLO 12B.7.2.7: Develop a review plan. (E1.7)

SLO 12B.7.2.8: Discuss and review the practical examination format and content as described in the Manitoba “Nail Technician Practical Examination Information.” (E2.1)

Goal 8: Describe and demonstrate transferable **cross-curricular knowledge and skills** as they relate to esthetics.

GLO 8.1: Read, interpret, and communicate information related to esthetics.

SLO 12B.8.1.1: Read, interpret, and communicate instructions and information found in manuals.

GLO 8.2: Apply knowledge and skills related to esthetics from **the arts**.

SLO 12B.8.2.1: Duplicate airbrushed nail art designs.

SLO 12B.8.2.2: Demonstrate original freehand nail art designs.

SLO 12B.8.2.3: Create a palette of nail art work (airbrushed and freehand) to display for clients.

SLO 12B.8.2.4: Demonstrate the use of complementary colours in nail art designs.

GLO 8.3: Apply knowledge and skills related to esthetics from **the sciences**.

SLO 12B.8.3.1: Discuss the manipulation of air pressure in airbrushing.

SLO 12B.8.3.2: Review the structure of healthy skin and nails. (C3.1)

GLO 8.4: Apply knowledge and skills related to esthetics from **mathematics**.

SLO 12B.8.4.1: Demonstrate mathematical problem-solving skills.

SLO 12B.8.4.2: Explain and compare gross and net income.

SLO 12B.8.4.3: Explain operating expenses and income.

SLO 12B.8.4.4: Explain remuneration of nail technicians, including salary, commissions, tips, and deductions.

Goal 9: Demonstrate an awareness of **sustainability** as it pertains to the esthetics industry.

GLO 9.1: Describe the impact of **sustainability** on the **health and well-being** of estheticians and their clients.

SLO 12B.9.1.1: Follow salon safety policies when assisting clients.

SLO 12B.9.1.2: Respect the client’s modesty during all nail services.

SLO 12B.9.1.3: Describe good human relations and a professional attitude.
(A3.3)

- greeting clients
 - offer assistance
 - handle client concerns
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GLO 9.2: Describe the esthetics industry's **sustainability practices** and their impact on the **environment**.

SLO 12B.9.2.1: Initiate the safe disposal of materials and consumable items.

GLO 9.3: Describe **sustainable business practices** within the esthetics industry.

SLO 12B.9.3.1: Demonstrate professional product control and application to provide nail services in a healthy and economic manner.

Goal 10: Demonstrate **ethical and legal standards** as they pertain to the esthetics industry.

GLO 10.1: Practise **ethical and legal standards** as they pertain to esthetics.

SLO 12B.10.1.1: Recommend nail services based on the client's needs, as determined by the client consultation and needs analysis findings.

SLO 12B.10.1.2: Discuss the right to refuse to use any equipment, products, and techniques in which the nail technician is not trained.

Goal 11: Demonstrate **employability skills** related to the esthetics industry.

GLO 11.1: Demonstrate **fundamental employability skills**.

SLO 12B.11.1.1: Demonstrate a positive attitude, responsibility, adaptability, and teamwork in the nail salon.

SLO 12B.11.1.2: Demonstrate initiative in performing all salon duties.

SLO 12B.11.1.3: Demonstrate critical thinking skills in the selection of nail products for the salon.

SLO 12B.11.1.4: Demonstrate competence in dealing with clients of different cultures.

GLO 11.2: Demonstrate an understanding of the **business operation** of a salon.

SLO 12B.11.2.1: Demonstrate the ability to record, file, and manage client information.

SLO 12B.11.2.2: Explain licensing requirements for a nail salon.

SLO 12B.11.2.3: Describe retail marketing techniques. (A3.1)

- product and service knowledge
 - features
 - benefits
- client needs and wants
 - special problem
 - client’s lifestyle
 - special occasion
- product and service presentation
 - displays
 - promotional and window dressings
- demonstrating and recommending products and services
- pricing products
 - pricing system
 - mark up/mark down
- advertising
- sales trends

SLO 12B.11.2.4: Discuss the process of booking for a salon and record keeping. (A3.2)

- personal information
 - *The Freedom of Information and Protection of Privacy Act*
- medical information
- record treatment
- signature for verification
 - release statement
 - liabilities and insurance limitations
- recording of reaction to treatment

SLO 12B.11.2.5:Discuss the recording of daily intake. (A3.5)

- working hours
 - timesheet
- tally sales slips

SLO 12B.11.2.6:Describe inventory control. (A3.6)

- order supplies and products
- count/check delivery slips and verify invoices
- receive stock
- delete products sold
- restock new products
- rotate/expire date

SLO 12B.11.2.7:Demonstrates retail and salon management skills. (A3.7)
