



9078

SPA SERVICES (12D)

40S/40E/40M

An Esthetics Course



# 9078: SPA SERVICES (12D)

## 40S/40E/40M

### Course Description

The emphasis in this course is on aromatherapy, reflexology, hot stone therapy, massage techniques, body treatments, and preparation for the Provincial Skin Care Technician Examinations.

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#### **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**.

No applicable SLOs.

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

SLO 12D.1.2.1: Identify PPE required for spa services.

SLO 12D.1.2.2: Identify universal precautions related to blood-borne pathogens, infectious diseases, bacteria, viruses, moulds, and parasites.

SLO 12D.1.2.3: Describe precautions related to the use of aromatherapy oils, including those related to contraindications.

SLO 12D.1.2.4: Describe and demonstrate the safe and sanitary use of technologies used to perform body treatments.

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

SLO 12D.1.3.1: Initiate the maintenance of a clean, safe, and organized work area.

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

No applicable SLOs.

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#### **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 12D.2.1.1: Assemble all the necessary equipment, materials, implements, and consumable items for spa services.

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

SLO 12D.2.2.1: Consult with the client to determine which advanced massage techniques and/or body treatments would benefit the client.

SLO 12D.2.2.2: Describe contraindications and safety related to spa services. (F5.3)

- overheating of the skin
- over-function of the sebaceous gland
- safety measures to be followed if an infection or acne is present
- safety rules applicable to all identified skin or body conditions
- safety measures to follow if the client indicates cancer had been present
- safety measures to follow if the client is pregnant
- safety measures to follow if the client is diabetic

SLO 12D.2.2.3: Inform the client of a spa service procedure and obtain consent before beginning the service.

SLO 12D.2.2.4: Describe and demonstrate the appropriate draping of the client.

SLO 12D.2.2.5: Describe the process of performing a skin analysis prior to a body treatment.

SLO 12D.2.2.6: Identify skin conditions and skin types. (G5.1)

SLO 12D.2.2.7: Identify the client's need for a specific body product.

SLO 12D.2.2.8: Demonstrate a client consultation, describing the function of various products to be used for treatments. (G5.5)

SLO 12D.2.2.9: Identify contraindications related to essential oils and aromatherapy treatments.

SLO 12D.2.2.10: Discuss the process of preparing clients with physical disabilities.

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

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

SLO 12D.3.1.1: Demonstrate the application of various products according to the manufacturers' instructions and client needs.

SLO 12D.3.1.2: Describe and demonstrate how to perform epidermabrasion on the body.

- SLO 12D.3.1.3: Define *aromatherapy*. (H4.1)
- SLO 12D.3.1.4: Explain aromatherapy. (H4.2)
- purpose
  - function
  - origins of oils
  - benefits
  - contraindications
- SLO 12D.3.1.5: Discuss how aromatherapy applications may be customized to meet client needs.
- SLO 12D.3.1.6: Demonstrate aromatherapy body treatments.
- SLO 12D.3.1.7: Demonstrate the uses of aromatherapy in skin care. (H4.4)
- SLO 12D.3.1.8: Describe and demonstrate the following types of massage: basic body, organic, rain therapy, and acupressure massage.
- SLO 12D.3.1.9: Identify the need for each relaxation massage technique. (F5.4)
- stimulating
  - relaxing
  - cleansing massage
- SLO 12D.3.1.10: Describe the benefits of and demonstrate body scrubs/polishing, dry brushing, body wraps, detoxification, paraffin treatments, hydration, and cellulite wraps.
- SLO 12D.3.1.11: Describe water therapy treatments.
- SLO 12D.3.1.12: Demonstrate and complete a minimum of five different body treatments. (G5.6)
- SLO 12D.3.1.13: Demonstrate superficial chemical peels and manual microdermabrasions.
- SLO 12D.3.1.14: Discuss and apply basic reflexology treatments.
- SLO 12D.3.1.15: Discuss lymphatic drainage massage.
- SLO 12D.3.1.16: Demonstrate cellulite massage treatments.
- SLO 12D.3.1.17: Describe and demonstrate hot and cold stone therapy use and massage.
- SLO 12D.3.1.18: Discuss reiki massage.
- SLO 12D.3.1.19: Discuss differences between treatments for the following clients: men, women who are not pregnant, women who are pregnant, and clients with disabilities.
- SLO 12D.3.1.20: Demonstrate and complete a minimum of five body relaxation massages using various techniques. (F5.6)
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**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 12D.4.1.1: Describe the client post-service procedures.
  - SLO 12D.4.1.2: Describe and demonstrate the correct removal of draping from the client.
  - SLO 12D.4.1.3: Discuss with and recommend to clients procedures and products for a home maintenance program between spa services.
  - SLO 12D.4.1.4: Offer water to the client upon completion of a massage.
  - SLO 12D.4.1.5: Assist the client in leaving the workstation.
  - SLO 12D.4.1.6: Identify the client's salon return date by offering to schedule the next spa service, and provide the client with a business card.
  - SLO 12D.4.1.7: Clean the floor of the salt scrub treatment area after each service to eliminate the slipping hazard.
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**GLO 4.2:** Describe and demonstrate the post-service steps that the technician performs **after the client leaves the salon.**

- SLO 12D.4.2.1: Demonstrate post-service sanitation procedures after spa services.
  - SLO 12D.4.2.2: Demonstrate correct sanitation and storage of hot stones and equipment used during spa services.
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**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.**

- SLO 12D.5.1.1: Identify specialized equipment, tools, and implements used to perform spa services.
  - SLO 12D.5.1.2: Demonstrate heating and regulating the temperature of hot stones.
  - SLO 12D.5.1.3: Position infrared lamps correctly.
  - SLO 12D.5.1.4: Demonstrate the safe and appropriate use of high-frequency machines.
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**GLO 5.2:** Demonstrate the **use of materials, products, and consumable items.**

SLO 12D.5.2.1: Describe the various products used for body treatments. (G5.3)

- body scrub
- cellulite
- body detox
- body bronzing
- back facial
- hot Stones
- hydrotherapy

SLO 12D.5.2.2: List and describe various aromatherapy oils and their benefits in relation to body treatments.

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

SLO 12D.5.3.1: Clean, sanitize, and store equipment, tools, implements, materials, and products after use.

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**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 12D.6.1.1: Describe the global evolution of the spa.

SLO 12D.6.1.2: Describe the history of spa services, including their uses for healing, beautification, and relaxation, and as a sign of prestige.

SLO 12D.6.1.3: Explore current spa services and emerging spa trends.

SLO 12D.6.1.4: Demonstrate the function and types of advanced treatments available in the spa industry.

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**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 12D.7.1.1: Update a resumé to reflect newly acquired skills and accomplishments.
- SLO 12D.7.1.2: Update a portfolio to reflect newly acquired information, including pictures.
- SLO 12D.7.1.3: Describe the training requirements and opportunities related to spa services.
- SLO 12D.7.1.4: Describe areas of specialization in the spa industry.
- SLO 12D.7.1.5: Research professional organizations related to spa services.
- SLO 12D.7.1.6: Create a plan for building a career.
- SLO 12D.7.1.7: Describe the scope, substance, and significance of a 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., *The Apprenticeship and Certification Act; General Regulation; The 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 12D.7.1.8: 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 re: 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: is 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 journey person appointed by an organization to assume responsibilities for monitoring progression of groups of apprentices
- other roles: may be improvised by journey person
- 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 12D.7.1.9: 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 re: 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 re: supervision assignments
- other (as may be specified by instructor)

SLO 12D.7.1.10: 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 12D.7.1.11: 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 Skin Care Technician Examinations.**

- SLO 12D.7.2.1: Discuss the format and general content of the Skin Care Technician Examinations. (I1.1)
- Provincial Occupational Analysis
    - POA “pie chart” and its relationship to content distribution of examination items
- SLO 12D.7.2.2: Identify resources, strategies, and other considerations for maximizing successful completion of written examinations. (I1.2)
- personal preparedness
    - self assessment of individual strengths/weaknesses in trade-related skills and knowledge
    - approved textbooks
    - study groups
- SLO 12D.7.2.3: Review program content regarding Esthetician. (I1.3)
- SLO 12D.7.2.4: Review program content regarding Basic Skin Care Technician Skills. (I1.4)
- SLO 12D.7.2.5: Review program content regarding Skin Care. (I1.5)
- SLO 12D.7.2.6: Review program content regarding Related Services. (I1.6)
- SLO 12D.7.2.7: Develop a review plan. (I1.7)
- SLO 12D.7.2.8: Discuss and review the practical examination format and content, as described in the Manitoba “Skin Care Technician Practical Examination Information.” (I2.1)

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**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 12D.8.1.1: Read, interpret, and communicate information related to spa services.
- SLO 12D.8.1.2: Demonstrate the ability to initiate and manage professional conversations with clients and others in the industry.
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**GLO 8.2:** Apply knowledge and skills related to esthetics from **the arts.**

SLO 12D.8.2.1: Identify appropriate relaxation music for spa services.

SLO 12D.8.2.2: Discuss the visual features of a relaxing spa environment.

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

SLO 12D.8.3.1: Identify active ingredients in chemicals used in selected body treatments.

SLO 12D.8.3.2: Explain the possible relationships among body systems and body treatments.

SLO 12D.8.3.3: Describe how essential oils are obtained.

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

SLO 12D.8.4.1: Use correct ratios when mixing essential oils.

SLO 12D.8.4.2: Calculate provincial and federal taxes.

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**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 12D.9.1.1: Identify the principles and philosophies of spa treatments.

SLO 12D.9.1.2: Examine aromatherapy products and equipment. (H4.3)

SLO 12D.9.1.3: Describe the health and wellness benefits of body treatments.

SLO 12D.9.1.4: Analyze personal lifestyle choices (e.g., nutrition, exercise, amount of sleep) to identify factors that affect the technician's professional life.

SLO 12D.9.1.5: Differentiate between invasive and non-invasive treatments.

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**GLO 9.2:** Describe the esthetics industry's **sustainability practices** and their impact on the **environment.**

SLO 12D.9.2.1: Identify spa products and services that are environmentally sustainable.

SLO 12D.9.2.2: Demonstrate sustainable practices throughout spa services.

SLO 12D.9.2.3: Demonstrate the safe disposal of materials, products, and consumable items upon completion of services.

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

SLO 12D.9.3.1: Research the effect of the spa industry on the local and global economy.

SLO 12D.9.3.2: Discuss how a spa can adapt its business practices to sustain clients and generate sales.

SLO 12D.9.3.3: Discuss how spas need to revise their business practices to reflect changing demographics.

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**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 12D.10.1.1: Demonstrate an awareness of client modesty.

SLO 12D.10.1.2: Discuss the ethical and legal requirements of respecting client privacy and information.

SLO 12D.10.1.3: Discuss business-licensing requirements.

SLO 12D.10.1.4: Advise clients of the cost of each suggested service and obtain consent before performing body treatments.

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

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

SLO 12D.11.1.1: Create a job description for a position in a spa.

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

SLO 12D.11.2.1: List the skills required to own or operate a salon.

SLO 12D.11.2.2: Describe financial essentials for starting a business.

SLO 12D.11.2.3: Analyze common forms of spa ownership.

SLO 12D.11.2.4: Identify the importance of location, physical layout, target market, and a marketing plan for spa businesses.

SLO 12D.11.2.5: Identify the components of a spa business plan.

SLO 12D.11.2.6: Identify challenges involved in operating a business.

SLO 12D.11.2.7: Identify methods of compensation used in the spa industry, such as renting space, tipping, paying salaries, and commissions.

SLO 12D.11.2.8: Discuss the importance of business insurance.

SLO 12D.11.2.9: Explain the importance of understanding provincial and federal tax guidelines related to spa services.

SLO 12D.11.2.10: Identify ways to track spa business finances.

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