

Human Services Cluster
Introduction to Personal Care Services
Course Number 12.54400

Course Description:

This course introduces both fundamental theory and practices of the personal care professions including nail technicians, estheticians, barbers, and cosmetologists. Emphasis will be placed on professional practices and safety. Areas addressed in this course include: state rules and regulations, professional image, bacteriology, decontamination and infection control, chemistry fundamentals, safety, Hazardous Duty Standards Act compliance, and anatomy and physiology. Students will experience basic hands on skills in each area to help them determine the pathway they are most interested in pursuing. By completing courses in the personal care services pathways, students can potentially earn credit toward the hours required by the Georgia State Board of Barbering and/or Cosmetology or hours toward their license as an esthetician or nail technician. Pre-requisite for this course is advisor approval.

Course Standard 1

HUM-IPCS-1

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Georgia Department of Education

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

Georgia Department of Education

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6 Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10:

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses. Additional Georgia Standards of Excellence ELA/Literacy standards for Speaking and Listening are listed in the foundational course standards below.

Course Standard 2

HUM-IPCS-2

Explore career opportunities and economic trends in the personal care industry, including developing a personal career plan and understanding the importance of entrepreneurship skills.

- 2.1 Compare career options within the personal care services career pathways: Cosmetology, Barbering, Esthetics and Nails.
- 2.2 Discuss levels of education, credentialing requirements, and employment trends in personal care services.
- 2.3 Analyze personal career goals and develop a career plan.
- 2.4 Evaluate and practice methods for building positive team relationships.
- 2.5 Compare attributes and attitudes of an effective leader.
- 2.6 Explore entrepreneurship opportunities in the personal care services industry.

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Course Standard 3

HUM-IPCS-3

Identify and evaluate state laws, rules and regulations.

- 3.1 Describe the purpose and responsibility of the Georgia State Board of Cosmetology members and how they are appointed.
- 3.2 List types of certificates of registration, specific requirements and the renewal periods of each.
- 3.3 Describe Georgia State Board of Cosmetology requirements for sanitary regulations for salons and schools to include OSHA and CDC.
- 3.4 Comply with regulations of the Hazardous Duty Standards Act Describe applicable regulatory agencies and function of each: i.e. EPA, OSHA, and CDC.
- 3.5 Define MSDS and explain the importance of this law and the repercussions of not abiding by these regulations.
- 3.6 Identify and comply with safety signs, symbols, and labels.

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence

ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Course Standard 4

HUM-IPCS-4

Display a professional appearance and role play appropriate interaction with clients in the personal care services.

- 4.1 Describe hygiene rules and list rules of cleanliness.
- 4.2 Demonstrate good grooming principles.
- 4.3 Utilize ergonomic principles and demonstrate ergonomically correct posture.
- 4.4 Provide appropriate, positive, and friendly customer service skills when interacting with clients in all aspects of the personal care services industry.

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence

ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Course Standard 5

HUM-IPCS-5

Evaluate and apply the regulations of infection control: principles, prevention, procedures and precautions to reduce the risk of the spread of infection to clients and personal care services personnel.

- 5.1 Classify the types and classifications of bacteria, bacterial growth, and reproduction.
- 5.2 Define blood borne pathogens, viruses, and parasites.
- 5.3 Define decontamination and differentiate the methods of sanitation, disinfection, and sterilization.
- 5.4 Identify the proper use of disinfectants and safe handling guidelines when using and disposing of chemicals with the use of personal protective equipment.
- 5.5 Identify all safety rules involving the sanitation of equipment used in the personal care profession.
- 5.6 Select, mix, and store the correct antiseptic, disinfectant, and other decontamination chemicals to use in relation to the task.
- 5.7 Demonstrate the procedures for proper Standard Precautions, blood spill procedure and necessary steps to prevent cross-contamination.

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SM11: Students will analyze different types of microorganisms and their defining characteristics.

- a. Distinguish between different kinds of microorganisms based on cellular structure, molecular biology and biochemical composition.

SM15: Students will compare and contrast parameters affecting microbial growth, ways of controlling growth of microorganisms, and examine the effects that physicochemical factors can have on microbes.

- a. Explain different growth phases of microbial in a batch cultures and the factors that influence these phases.

Course Standard 6

HUM-IPCS-6

Demonstrate proper safety procedures and accident prevention in personal care services.

- 6.1 Apply principles of basic first aid for chemical reactions in emergency situations.
- 6.2 Follow correct procedures and react appropriately in an emergency situation including an emergency evacuation.
- 6.3 Describe proper maintenance and use of all electrical equipment in order to eliminate accidents and ensure safety of clients and personal care services personnel.
- 6.4 Demonstrate how to sanitize and disinfect all implements and mechanical equipment.
- 6.5 Perform all sanitation, disinfection, and safety requirements.
- 6.6 Identify the risk of injury/illness and safe practices in the personal care service industry.
- 6.7 Demonstrate basic skills in first aid using the current American Heart Association or American Red Cross standards or other current acceptable national agencies.
- 6.8 Understand the basic concepts of using current American Heart Association, American Red Cross, or other current acceptable national agencies of CPR and AED procedures.

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Course Standard 7

HUM-IPCS-7

Understand basic chemistry fundamentals and applications to the personal care services industry.

- 7.1 Explain the difference between organic and inorganic chemistry.
- 7.2 Discuss the different forms of matter—atoms, molecules, elements, compounds, and mixtures.
- 7.3 Explain pH and the pH scale.
- 7.4 Define solution, suspensions and emulsion.

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SPS6: Students will investigate the properties of solutions.

a. Describe solutions in terms of

- solute/solvent
- conductivity
- concentration

d. Compare and contrast the components and properties of acids and bases.

SC7: Students will characterize the properties that describe solutions and the nature of acids and bases.

- b. Compare, contrast, and evaluate the nature of acids and bases:
- pH

Course Standard 8

HUM-IPCS-8

Demonstrate a working knowledge of anatomy as it relates to skills in cosmetology, barbering, esthetics and nail.

- 8.1 Describe the importance of anatomy and physiology to the cosmetology profession.
- 8.2 Explain cells, their structure, and their reproduction.
- 8.3 Define tissue and name the types of tissues found in the body.
- 8.4 Compare and contrast the ten main body systems and their basic functions and how they relate to personal care service pathway career.

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SB1: Students will analyze the nature of the relationships between structures and functions in living cells.

- a. Explain the role of cell organelles for both prokaryotic and eukaryotic cells, including the cell membrane, in maintaining homeostasis and cell reproduction.

SAP1: Students will analyze anatomical structures in relationship to their physiological functions.

- b. Investigate the interdependence of the various body systems to each other and to the body as a whole.
- e. Describe how structure and function are related in terms of cell and tissue types.

Course Standard 9

HUM-IPCS-9

Explore and demonstrate basic technical skills and the use of technology in cosmetology, barbering, esthetics and nails.

- 9.1 Observe demonstrations of all modalities utilized by a licensed professional in cosmetology, barbering, esthetics, and nails.
- 9.2 Identify various tools used in barbering, cosmetology, nails and esthetics.
- 9.3 Demonstrate proper shampooing and conditioning procedures.
- 9.4 Examine basic barbering techniques and facial hair design using various facial shapes.
- 9.5 Analyze and identify basic skin types and their characteristics.
- 9.6 Perform a basic facial including a thorough cleansing routine.
- 9.7 Prepare a basic manicure table including materials, equipment, and supplies.
- 9.8 Perform a basic manicure.
- 9.9 Use current technology to document client hair, skin, nail analysis, and service results.
- 9.10 Use current technology to make client appointments.

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Course Standard 10

HUM-IPCS-10

Explore how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, entrepreneurship development, and competitive events.

- 10.1 Research the history of SkillsUSA.
- 10.2 Discuss the mission, purpose, motto, colors, official dress and other distinguishing characteristics of SkillsUSA.
- 10.3 Explain how participation in SkillsUSA can promote lifelong responsibility for community service and professional growth and development.
- 10.4 Create a personal leadership plan to participate in programs, conferences, community service and competitive events on the local, state, and national level that align with the competencies, skills and knowledge of this course.

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