

# Esthetician (Skin Care Technician)

## Esthetician (Common Core)

**Unit:** A1 Structure and Scope of Esthetician

**Level:** One

**Duration:** 12 hours

Theory: 9 hours

Practical: 3 hours

### Overview:

Jobsite learning and teaching have long been fundamental to Esthetician trade-practice, including its safety, health, and environmental implications. The chance to gain maximum benefit from workplace trade learning can be shaped by such complex factors as production schedules and jobsite politics. As adult trade-learners, Esthetician apprentices at all levels of skill-development are encouraged to use their eyes, ears, prior knowledge, and interpersonal skills to encourage journeypersons to teach as well as to supervise them. This requires understanding the trade's dynamics, including the roles and responsibilities that order jobsite activity. Unit content outlines the trade's skill-requirements and long-term career possibilities. It includes suggestions about trade-related learning styles/strategies. It also introduces the concept of skills stewardship, stressing the obligations that trainees incur in learning from journeypersons to 'pay it forward' by assisting other newcomers who will follow them into the trade. The unit's purpose is to provide this essential information about learning to learn as a Manitoba Skilled Labourer trainee. Elsewhere in Technical Training, senior trainees explore the importance of learning to teach in trade workplaces – a central function of Skilled Labourer journeywork.

This unit is designed to provide the esthetician apprentice with an overview of the esthetician trade. Each apprentice should be able to identify sources of information related to various career paths and professional development opportunities. The importance of the apprentice knowing the facilities and services of the trade and the link this has with professional conduct will be explored. The apprentice should also understand the importance of a professional appearance when dealing with clients and the way in which this enhances the image of the salon. This unit is also designed to provide general skills and knowledge required to be current in the esthetician industry. These skills will become the foundation for further learning of new trends.

### Objectives and Content:

#### **Percent of Unit Mark (%)**

1. **Describe the structure and scope of the trade.**
  - a. Historical background, including trainee experiences
  - b. Structure/scope of the trade
    - Trade regulation
    - International and national characteristics
    - Important features of practicing the trade in Manitoba
    - Trade and construction industry organizations
  - c. Trends
    - Definition
    - Past and current trends
    - Resume/portfolio preparation
  - d. Historical background, including trainee experiences

**34%**

- Generalists and specialists
- Lead hands and other immediate supervisors
- Geographic mobility
- Job hierarchies and innovations
- Key events
- e. Organizational structure within industry
  - Business structure
  - Resources
  - Marketing options
  - Location of facilities and services
- f. Professional development opportunities in the industry
  - Industry trade periodicals
  - Professional organizations
- g. Personal and professional health
  - Rest
  - Exercise
  - Nutrition
  - Relaxation
  - Personal hygiene
- h. Professional image
  - Physical presentation (awareness of salon policies)
  - Personality
- i. Personal ethics

**2. Describe the Manitoba Esthetician Apprenticeship Program.**

**33%**

- a. Concept and significance of skills stewardship
  - To the trade
  - To trainees
  - To journeypersons
  - To employers
- b. Practical Training: on-site component of program
  - Roles/responsibilities of employer and journeyperson(s)
  - Roles/responsibilities of Apprenticeship Training Coordinator
  - Roles/responsibilities of trainee, including record-keeping re: job experience
- c. Technical Training: off-site component of program
  - Roles/responsibilities of instructors (including Related'-area faculty)
  - Roles/responsibilities of trainees: occupational analysis, task checklist, list of key tasks by area
- d. Professionalism
  - Attitude
  - Work ethic
  - Teamwork
  - Eagerness to learn
- e. Attendance requirements
- f. Progression requirements
- g. Reporting of grades
- h. Other (as may be specified by instructor and by Apprenticeship Manitoba)

**3. Describe special opportunities and challenges re: Skilled Labourer training.**

**33%**

- a. 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)
- b. 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
- c. 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.)

## Esthetician (Common Core)

**Unit:** A2 Client Service: Pre-service/Post-service

**Duration:** 20 hours

Theory: 15 hours

Practical: 5 hours

### Overview:

This unit is designed to cover the pre-service/post-service provided by an Esthetician (Skin Care Technician) on clients.

### Objectives and Content:

**Percent of  
Unit Mark (%)**

**1. Discuss preparation of client for services.**

**10%**

- a. Greeting clients
  - Introduction
  - Assistance (awareness of disabilities)
- b. Client consultation
  - Client's instructions
  - Client's well-being
  - Contra-indications
- c. Removal of personal accessories and/or clothing
  - Safety storage
  - Liability issues
- d. Preparation procedures
  - Seating
  - Removal of accessories
  - Positioning of client
  - Preventing damage to client's clothing
  - Adjusting chair
- e. 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
- f. Analysis of treatment area
- g. Recommendation of treatment or service
  - Results of analyses

2. **Discuss and practice procedures for performing an allergy test.** **10%**
  - a. Types
  - b. Test results
    - Analysis
    - Report
  - c. Recommendation of treatment and products
  - d. Manufacturers' directions to client's results of test
  
3. **Examine products used for services.** **10%**
  - a. Manufacturers' directions
  - b. Suitability of product
  
4. **Describe and practice how to sanitize hands.** **15%**
  - a. Bacteria
    - Water temperature
    - Types of soap (medicated, antibacterial, antifungal, and hand-sanitizer)
    - Paper towels and electric hand dryers
  - b. Inspecting hands
    - Health
    - Free edge of nail
  - c. Antiseptic products
  
5. **Demonstrate assembling implements, materials, equipment and products.** **10%**
  - a. Implements for services
  - b. Arrangement of tools at work station
    - Safety
    - Effectiveness
  - c. Selection according to treatment
  
6. **Practice Pre-service with client.** **10%**
  
7. **Discuss the completion of service with client.** **10%**
  - a. Preparation for departure
  - b. Future service requirement and home maintenance program
  - c. Recording service
    - Record cards and/or computer data file
    - Instructions given to clients for home maintenance program
    - Filing of client information
  - d. Sales/service transaction
    - Book future appointments
    - Retain clients
    - Attitude for generating business growth
  
8. **Discuss sanitary measures after releasing the client.** **15%**
  - a. Supplies
  - b. Equipment
  - c. Implements
  - d. Facility
  - e. Personal
  
9. **Practice Post-service with client.** **10%**
  - a. Home care instructions

## Esthetician (Common Core)

**Unit:** A3 Retail and Salon Management

**Duration:** 16 hours

Theory: 8 hours

Practical: 8 hours

### Overview:

This unit is designed to provide the apprentice with knowledge of retail and salon management. Topics covered include retail marketing techniques, booking for a salon, record keeping, telephone etiquette, communication and inventory control.

### Objectives and Content:

#### Percent of Unit Mark (%)

**1. Describe retail marketing techniques.**

**15%**

- a. Product and service knowledge
  - Features
  - Benefits
- b. Client needs and wants
  - Special problem
  - Client's lifestyle
  - Special occasion
- c. Product and service presentation
  - Displays
  - Promotional and window dressings
- d. Demonstrating and recommending products and services
- e. Pricing products
  - Pricing system
  - Mark up/mark down
- f. Advertising
- g. Sales trends

**2. Discuss booking for a salon and record keeping.**

**15%**

- a. Personal information
  - The '*Freedom of Information and Protection of Privacy Act*'
- b. Medical information
- c. Record treatment
- d. Signature for verification
  - Release statement
  - Liabilities and insurance limitations
- e. Recording of reaction to treatment

- 3. Describe good human relations and professional attitude. 15%**
- a. Greeting clients
  - b. Offer assistance
  - c. Handle client concerns
- 4. Discuss qualities of effective communications. 15%**
- a. Verbal
    - Telephone etiquette
  - b. Non-verbal
    - Facial expression
    - Body language
    - Gesture
    - Movements
    - Eye contact and distance
  - c. Cross-cultural communication
  - d. Written
    - Record date on record card
    - Computer data file
- 5. Discuss recording of daily intake. 5%**
- a. Working hours
    - Timesheet
  - b. Tally sales slips
- 6. Describe inventory control. 15%**
- a. Order supplies and products
  - b. Count/check delivery slips and verify invoices
  - c. Receive stock
  - d. Delete products sold
  - e. Restock new products
  - f. Rotate/expire date
- 7. Demonstrates retail and salon management skills. 20%**



## Esthetician (Common Core)

**Unit:** A4 Introduction to Anatomy and Physiology

**Duration:** 30 hours

Theory: 30 hours

Practical: 0 hours

### Overview:

This unit is designed to provide the apprentice with knowledge of anatomy and physiology of the human body. It is important for an Esthetician/Electrologist to understand the function of the systems of the body and to have knowledge of the structures of those areas upon which salon treatments are given.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
1. Define anatomy and physiology.	5%
2. List and describe the various systems of the body.	5%
3. Describe the skeletal system.	10%
4. Describe the muscular system.	10%
5. Describe the divisions of the nervous system and how they function.	10%
6. Describe the digestive system.	10%
7. Describe the respiratory system.	10%
8. Describe the circulatory (vascular) system.	10%
9. Describe the excretory system, its function and the main diseases of the system.	10%
10. Describe the integumentary system.	10%
11. Describe the glandular system.	10%

## Esthetician (Common Core)

**Unit:** A5 Trade Safety Awareness

**Duration:** 7 hours

Theory: 7 hours

Practical: 0 hours

### Overview:

Safe working procedures and conditions, injury prevention, and the preservation of health are of primary importance to industry in Canada. These responsibilities are shared and require the joint efforts of government, employers, and employees. It is imperative that all parties become aware of circumstances that may lead to injury or harm. Safe learning experiences and environments can be created by controlling the variables and behaviours that may contribute to incidents or injury. It is generally recognized that safety-conscious attitudes and work practices contribute to a healthy, safe, and accident-free working environment. It is imperative to apply and be familiar with the Workplace Safety and Health Act and Regulations. As well, it's essential to determine workplace hazards and take measures to protect oneself, co-workers, the public, and the environment. Safety education is an integral part of Insulator apprenticeship training both in school and on-the-job. Unit content is supplemented throughout Technical Training by trade-specific information about Insulator safety hazards and precautions presented in the appropriate contexts of discussion and study. **Note: No percentage-weightings for test purposes are prescribed for this unit's objectives. Instead, a 'Pass/Fail' grade will be recorded for the unit in its entirety.**

### Objectives and Content:

**Percent of  
Unit Mark (%)**

#### 1. Identify safety and health requirements.

- a. Overview of The Workplace Safety and Health Act
  - Rights and responsibilities of employees under the Act
  - Rights and responsibilities of employers under the Act
  - Rights and responsibilities of supervisors under the Act
- b. Fourteen (14) regulations
- c. Codes of practice
- d. Guidelines
- e. Right to refuse
  - Explanation of right to refuse process
  - Rights and responsibilities of employees
  - Rights and responsibilities of employers
  - Rights and responsibilities of supervisors under the Act

#### 2. Identify personal protective equipment (PPE) and procedures.

- a. Employer and employee responsibilities as related to personal protective equipment.
- b. Standards: ANSI (U.S.A. standards), etc.
- c. Work protective clothing and danger if it fits poorly.
- d. Gloves – Importance of proper glove selection (when handling chemicals, cold items, slivers, etc.)
- e. Headwear – appropriate protective headwear when required and the approved type

of headwear.

- f. Eye protection – comparison and distinction of everyday eyeglasses, industrial safety glasses and safety goggles
- g. Foot protection – when required according to safety standards
- h. Hearing protection
  - Hazards of various noise levels (hearing protection must be worn)
  - Laws
  - Types of hearing protection
- i. Respiratory protection – types, overview of proper selection
- j. Fall protection – Manitoba requirements standards guidelines
  - ANSI (U.S.A. standards), etc.
- k. Ladders and scaffolding
- l. Safety principles for working with or around industrial trucks site-specific (forklifts, pallet trucks, etc.)

**3. Identify regulations pertinent to care and cleanliness in the working area.**

**4. Identify the regulations relevant to the safe use of chemicals.**

**5. Identify regulations governing the use of ladders and related equipment.**

**6. Identify ergonomics.**

- a. Definition of ergonomics and conditions that may affect the body
  - Working postures
  - Repetition
  - Force
  - Lifting
  - Tools
  - Identify tool and safety equipment
  - Causes of hand tool accidents
  - equipment

**7. Hazard recognition and control.**

- a. Safe work practices
- b. Basic risk assessment
- c. Injury prevention and control measures
- d. Identification of hazards involved in pneumatic tool use and explanation of how to guard against them
- e. Refrigerants
- f. Toxic chemical (non-refrigerant)
- g. High pressure fluids

**8. Hazard of confined space entry.**

- a. Identification of a confined space
- b. Hazards of a confined space
  - physical
  - biological
- c. Working in a confined space
- d. Emergency response plan
- e. Self-contained breathing apparatus (SCBA)

**9. Identify first aid/CPR.**

- a. Overview of first aid regulation

- b. Obligations of employers regarding first aid
  - Who is certified to provide first aid?
  - What to do while waiting for help?
  - Where is first aid kit?
- c. Describe basic first aid requirements and techniques
  - Scope and limits of first aid intervention
  - Specific interventions (cuts, burns, abrasions, fractures, suffocation, shock, electrical shock, etc.)
  - What is it?
  - Interface with other services and agencies (eg. Workers Compensation claims)
- d. Describe basic CPR requirements and techniques
  - How do you get certified?
  - Scope and limits of CPR intervention (include varieties of CPR certification)

**10. Identify the current safety requirements as they apply to WHMIS with emphasis on:**

- a. WHMIS is a system
- b. Provincial regulation under the Safety and Health Act
  - Each province has a WHMIS regulation
- c. Federal Hazardous Products Act
- d. WHMIS generic training:
  - WHMIS defined and the format used to convey information about hazardous materials in the workplace
  - Information found on supplier and workplace labeling using WHMIS
  - Hazardous materials in accordance with WHMIS
  - Compliance with government safety standards and regulations
- e. Description of WHMIS (include varieties of WHMIS Certification)
  - Typology of WHMIS labels, symbols, and classifications
  - Scope and use of Materials Safety Data Sheets (MSDS)

**11. Identifying and controlling hazards.**

- a. Basic control measures (injury prevention)
- b. Safe work procedures
- c. Explanation on the importance of industrial housekeeping
- d. Employer responsibilities
- e. How and where to store materials
- f. Safety measures related to walkways, stairs and floor openings
- g. Explanation of how to protect the worker and others when working in traffic paths

## Esthetician (Common Core)

**Unit:** A6 Safety in the Workplace

**Duration:** 14 hours

Theory: 10 hours

Practical: 4 hours

### Overview:

This unit is designed to cover an understanding of the principles of safety in the workplace. This will provide the apprentice with further skills and knowledge to work safely in a salon.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<p><b>1. Discuss safety regulations and health standards.</b></p> <ul style="list-style-type: none"> <li>a. National regulations</li> <li>b. Provincial regulations               <ul style="list-style-type: none"> <li>• Public hygiene</li> <li>• Special needs</li> </ul> </li> <li>c. Local regulations</li> </ul>	<b>25%</b>
<p><b>2. Discuss occupational health hazards for estheticians and clients and methods of prevention.</b></p> <ul style="list-style-type: none"> <li>a. Accidents               <ul style="list-style-type: none"> <li>• Falls</li> <li>• Cuts</li> <li>• Electric shocks</li> <li>• Toxic fumes and spills</li> <li>• Infectious diseases</li> <li>• Burns</li> <li>• Eye wash station</li> </ul> </li> <li>b. Emergency and planning procedures               <ul style="list-style-type: none"> <li>• Emergency contacts</li> <li>• Emergency equipment</li> </ul> </li> <li>c. Posture               <ul style="list-style-type: none"> <li>• Standing</li> <li>• Stooping</li> <li>• Sitting</li> <li>• Lifting</li> </ul> </li> <li>d. Environmental contamination               <ul style="list-style-type: none"> <li>• Disposal of waste products</li> <li>• Recycling</li> <li>• Cleaning products</li> <li>• Chemical products and waste</li> </ul> </li> </ul>	<b>25%</b>

- Sustainability
- e. Equipment and implements
  - Table and chair operation
  - Canadian Standards Association
  - Maintenance
- f. Personal Protective clothing
  - Eye and hand protection
  - Vapour/fume mask
  - Draping clients
- g. Warning signage
- h. Safety committees
  - Workshops and seminars
  - Safety related documents
  - Promotion
  - Manitoba Workplace Health and Safety website:  
<http://www.gov.mb.ca/labour/safety/>
- i. Storage of implements and products
- j. Safety inspections and reporting of accidents
- k. Level of noise
- l. Food and beverages
- m. Ventilation

**3. Discuss potential hazards in working in a salon 25%**

**4. Discuss and practice fire prevention and fire fighting procedures. 15%**

- a. Classes of fires and fire extinguishers (A, B, and C)
- b. Location of fire extinguishers and fire exits
- c. Clothing ignition
- d. Sprinkler systems
- e. Storage and handling of flammable liquids and materials, gases and dusts
  - Chemical products
- f. Evacuation procedures
  - Fire alarms and drills
  - Obstacle-free emergency exit
  - Emergency evacuation plan and procedure
- g. Safety devices
  - Fire detectors
- h. Fire safety records

**5. Discuss drug and alcohol safety regulations 10%**

- a. Rights and obligations of worker
- b. Effects of drugs and alcohol on human performance
- c. Reporting of deviant behaviour
- d. Handling clients under the influence of drugs and alcohol

## Esthetician (Common Core)

**Unit:** A7 Hygiene, Bacteriology and Sterilization

**Duration:** 30 hours

Theory: 20 hours

Practical: 10 hours

### Overview:

This unit is designed to provide the apprentice with the knowledge of hygiene, bacteriology and sterilization and the ability to control infection and disease in a salon. Housekeeping duties will also be covered.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<b>1. Describe good hygiene practices.</b>	<b>10%</b>
<b>2. Identify bacteriology and the related diseases and disorders.</b>	<b>10%</b>
a. Infectious agents	
• Parasite	
• Virus	
• Fungus	
b. Active and inactive stages	
c. Condition favourable to the growth of bacteria	
d. Methods of prevention	
e. Defense system	
<b>3. Describe the procedure for sanitizing hands.</b>	<b>10%</b>
<b>4. Describe methods of sterilization and sanitation.</b>	<b>20%</b>
a. Physical agents	
• Moist heat	
• Dry heat	
• Ultraviolet rays	
• Autoclave	
b. Chemical agents	
• Antiseptics	
• Disinfectants	
• Fumigants	
<b>5. Discuss sanitation and sterilization process of implements and equipment.</b>	<b>20%</b>

- 6. Describe guidelines to maintain a clean and orderly work area. 10%**
- a. Tasks
- Waste disposal
  - Sharps disposal
  - Sort waste products for recycling
  - Floor clean, dry and free from obstacles
  - Storing implements and products
  - Sanitize chair, counter, trays, tables
  - Sanitizing towels, capes, smocks
  - Implements disinfected
  - Inspection of workstation
  - Inspection of implements and equipment
- b. Sanitizing products and equipment
- 7. Practice sanitizing and sterilizing implements, equipment and other supplies. 20%**



## Esthetician (Common Core)

**Unit:** A8 Orientation II: The Job of Journeywork

**Level:** One

**Duration:** 7 hours

Theory: 7 hours

Practical: 0 Hours

### Overview:

Esthetician Technical Training offers an entry-level orientation to the challenges of apprenticeship learning. The present unit introduces senior apprentices to the responsibilities of workplace *teaching* that they will assume as supervising journeypersons. Tradeworkers have a particularly rich tradition of refreshing and sharing their skills from one generation of practitioners to the next. This unit orients senior apprentices to some of the practical and conceptual tools that can enable them to contribute to this trade heritage when they themselves become certified journeypersons. The journeyperson's obligation to assist trade learners to develop skills and knowledge is complex and challenging. It involves safety considerations, employer expectations, provincial regulations, as well as the tradition of skills stewardship that links modern practice with the long history of workplace teaching and learning that defines the apprenticeable trades. The ability to offer timely, appropriate support to apprentices is itself an important area of trade learning. This unit presents material intended to help refine this ability through reflection and discussion by senior apprentices, and dialogue with their instructor. The detailed descriptors under each unit objective reflect Manitoba and Canadian standards prescribed for journey-level supervisory capabilities, as well as key topics in current research on the importance of workplace teaching and learning in trades-apprenticeship systems. Thus, descriptors represent suggested focal points or guidelines for potentially-worthwhile exploration. Delivery of this content will vary with the discretion of individual instructors, and with the experiences senior apprentices bring forward for group/individual reflection on the skills-stewardship dimension of their own future practice as journeypersons.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<p><b>1. Describe the scope, substance, and significance of journey-level status.</b></p> <p>a. Historical background, including trainee experiences</p> <ul style="list-style-type: none"> <li>• Origin, definition, and examples of journey-level status</li> <li>• Obligations to employers, trade clients, and apprentices</li> <li>• Concept of skills stewardship, and its rationale</li> <li>• Customary responsibilities of journeyperson as workplace trainer/supervisor</li> <li>• Overview development of formal systems for regulating/recognizing journey-level competence in designated apprenticeable trades</li> <li>• Contributions of 'unticketed journeymen' and other informally-qualified Estheticians to workplace trade-learning</li> <li>• Achievements/limitations of informal systems for workplace training</li> <li>• Trends (e.g. succession planning in the trades; recognition of credentials and prior learning; defined standards for on-the-job trades education and training)</li> </ul> <p>b. Regulatory/legal dimensions of journey-level status in designated trades</p> <ul style="list-style-type: none"> <li>• Manitoba provincial requirements [e.g. <i>The Apprenticeship and Certification Act</i>;</li> </ul>	<p><b>20%</b></p>

- General Regulation; the Esthetician Trade Regulation; relevant policies of the Apprenticeship and Certification Board of Manitoba]*
- Trade-specific requirements re: Practical Training supervision and documentation; importance of quality assurance and broad-scope coverage of prescribed task-content; ratios, etc.
- c. Other (as may be specified by instructor)
- 2. Compare/contrast role-options and responsibilities of the supervising journeyperson. 20%**
- a. Recognizing the variability of supervision assignments, situations, and roles
  - b. Source and specification of the supervision assignment
  - c. Formal vs. informal roles (e.g. mandated by an employer's succession plan)
  - d. Implicit vs. explicit standards and content: training goals are/are not codified; assessment measures are/are not used,
  - e. 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.
  - f. General vs. task- or job-specific supervision assignments: e.g. scope of expectations re: content of supervisory task(s)
  - g. Long-term vs. short-run supervision assignments – e.g., considerable latitude/little latitude for apprentice to learn from mistakes
  - h. 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
  - i. 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 journeyperson appointed by an organization to assume responsibilities for monitoring progression of groups of apprentices
    - Other roles: may be improvised by journeyperson
  - j. Possibilities, perils, and likelihood of role-overlap in 'real-life' trade practice
  - k. Importance of clarifying all roles, expectations, and implications involved in accepting a supervision assignment
  - l. Role of Apprenticeship Training Coordinator (ATC), Apprenticeship Manitoba
  - m. Resources for developing skills and knowledge re: providing journey-level supervision
    - Books and journals (not always trade-specific)
    - Websites
    - Conversation with trade instructors, journeypersons, and peers
    - Workshops
  - n. Other (as may be specified by instructor)
- 3. Describe/demonstrate common requirements re: providing journey-level supervision. 20%**
- a. Review Unit A1 content re: challenges/opportunities 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 re: new tasks and skills
  - Providing help and guidance re: 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 re: 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
- b. Individual reflection and guided group discussion re: 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.)
- c. Comparison/contrast of discussion results with current knowledge/resources re: 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 re: workplace coaching
  - Troubleshooting problems re: supervision assignments
- d. Other (as may be specified by instructor)

**4. Complete Modules 1 to 3, *Workplace Coaching Skills* (or equivalent).**

**20%**

- a. Identifying purpose of the lesson
- Explaining the point of the lesson
  - Role of the coach in specific coaching situation
  - Other (specified by instructor)
- b. Linking the lesson
- Learner needs
  - Lesson sequence
  - Focus on learner
  - Selection/timing of coaching opportunities
- c. Demonstration of skill/task to be learned
- Starting the coaching session
  - Demonstration
  - Hands-on trial
  - Recap for learner

**5. Complete Modules 4 to 6, *Workplace Coaching Skills* (or equivalent).**

**20%**

- a. 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
- b. Providing feedback to the learner
  - Value of feedback
  - Kinds of feedback
  - Guidelines and tips
- c. Assessment
  - Value of assessing learner progress
  - Assessing level of skill
  - Planning further steps toward skill/task mastery

## Skin Care Technician

**Unit:** F1 Introduction to Skin Care Technician

**Duration:** 12 hours

Theory: 6 hours

Practical: 6 hours

### Overview:

This unit is designed to cover an understanding of key concepts in the skin care industry including a brief history of skin care. The student will be introduced to the basic skills and requirements performed by a Skin Care Technician and examine career opportunities. Also, services performed by a Skin Technician and the methods used for various treatments will be discussed. This unit will also cover the general skills and knowledge required to be current in the skin care industry. This will become the foundation for further learning of new trends.

<b>Objectives and Content:</b>	<b>Percent of Unit Mark (%)</b>
<b>1. Discuss the history of skin care and the use of cosmetics.</b>	<b>5%</b>
a. Ancient people and appearance	
b. Materials used for colouring matter in cosmetics	
c. Ingredients used for facial masks	
d. 1940's changes to now	
<b>2. Discuss trends in cosmetics and skin care practices.</b>	<b>10%</b>
a. Definition	
b. Trends from past	
c. Current trends in media	
• Newspapers	
• Television	
• Magazines	
• Movies	
• Digital technology	
<b>3. Describe skin care technician career opportunities.</b>	<b>15%</b>
a. Beauty-related occupations	
b. Working with a dermatologist or plastic surgeon	
c. Self-employment (opening or managing a business)	
d. Education opportunities	
<b>4. Describe the services performed by a skin care technician.</b>	<b>20%</b>
a. Facial treatments and manipulation	
b. Skin analysis	
c. Eyebrow arching	

- d. Make-up application for day and evening
  - e. Removal of superfluous hair by means of depilatory methods
  - f. Facial treatment with the use of electrical equipment
  - g. Body treatments/body massage
  - h. Lash and brow tints
  - i. Aromatherapy
  - j. Extraction
  - k. Eyelash extensions
  - l. airbrushing
- 5. Describe methods used by a skin care technician. 20%**
- a. Galvanic currents
  - b. Disincrustation process
  - c. Ionization
  - d. Herbal wraps
  - e. Thermo masks and wraps
  - f. Essential oils
- 6. Discuss the health of skin. 20%**
- a. Nutrition
  - b. Side effects of drugs on skin
  - c. Water (intake)
  - d. Effects of weather and/or occupations
  - e. Effects of stress
  - f. Hormonal effects
    - Puberty
    - pregnancy
    - Menopause
- 6. Complete a project using the instructor's guidelines on new trends in the skin care industry. 5%**
- 7. Practice new trends in skin care on model. 5%**

## Skin Care Technician

**Unit: F2 Implements and Equipment**

**Duration:** 41 hours

Theory: 6 hours

Practical: 35 hours

### Overview:

This unit is designed to cover an understanding of implements and equipment used by the Skin Care Technician. The apprentice will practice using the implements and equipment safely and provide proper care and maintenance.

### Objectives and Content:

### Percent of Unit Mark (%)

- |   |     |
|---|-----|
| 1. Describe the treatment room.   | 10% |
| 2. Discuss general and specific safety practices and regulation for common hand/electric implements.  | 10% |
| <ul style="list-style-type: none"> <li>a. Sterilization techniques and equipment</li> <li>b. Storage</li> <li>c. Maintenance</li> <li>d. Inspecting defective hand/electric tools</li> <li>e. Sharps containers</li> <li>f. Washing implements before the sanitation process</li> <li>g. Sanitation products</li> <li>h. Sanitation aspects regarding the use of equipment</li> </ul>   |     |
| 3. Describe the function and purpose of equipment used by a skin care technician.   | 30% |
| <ul style="list-style-type: none"> <li>a. Types               <ul style="list-style-type: none"> <li>• Skin analyzer (Wood's lamp)</li> <li>• Brush unit</li> <li>• Facial Steamer</li> <li>• High frequency unit</li> <li>• Galvanic machine</li> <li>• Spray and Vacuum/Suction Machine</li> <li>• Massaging equipment</li> <li>• Microdermabrasion machine</li> <li>• Facial bed</li> <li>• Lucas machine</li> <li>• Therapy lamps</li> <li>• Light therapy</li> <li>• Medical esthetic equipment</li> </ul> </li> </ul> |     |

- Toning equipment
  - Hot Towel Cabinet
  - b. Maintenance
  - c. Sanitation
    - Autoclave
    - Dry heat
- 4. Discuss general and specific safety practices and regulations for equipment. 5%**
- a. Inspecting defective equipment
  - b. Tagging defective equipment
  - c. Manufacturers' instructions
- 5. Demonstrate using the implements and equipment used by a skin care technician. 45%**



## Skin Care Technician

**Unit:** F3 Anatomy and Physiology (Skin)

**Duration:** 30 hours

Theory: 30 hours

Practical: 0 hours

### Overview:

This unit is designed to cover the scientific background of the skin care services provided by the Skin Care Technician.

### Objectives and Content:

### Percent of Unit Mark (%)

**1. Discuss the anatomy and physiology of the face and décolletage.**

**20%**

- a. Skeletal system
  - 8 bones of the cranium
  - 14 bones of the face
  - Bones of the neck
- b. Muscular system
  - Origin and insertion of muscles
  - Muscle stimulation
- c. Nervous system
  - Division
  - Types
  - Nerve reflex
  - Nerve fatigue
  - 5<sup>th</sup>, 7<sup>th</sup> and 11<sup>th</sup> cranial nerves
- d. Circulatory system
  - Arteries, veins and capillaries
  - Pulmonary and general circulation
  - Functions of blood
- e. Lymph-vascular system
  - Arteries of the head
  - Glands and their function in connection with massage
- f. Respiratory cycle

**2. Describe massage-related anatomy and physiology**

**20%**

- a. Skeletal system
  - Functions of bones
  - Bones of the chest (thorax)
  - Bones of the shoulder and neck
- b. Muscular system
  - Stimulation of muscles

- Muscles affected by massage
- c. Circulatory system
  - Function of the heart
  - Blood vessels
  - Pulmonary and general circulation
  - Function of blood
- d. Lymph-vascular system
  - Duct and ductless glands
  - Glands and their stimulation through massage

**3. Identify structures in the skin. 20%**

- a. Hair
- b. Sebaceous (oil) glands
- c. Sudoriferous (sweat) glands
- d. nerves
  - Recording heat
  - Recording pain
  - Recording cold
- e. Pressure and nerve endings
- f. Cells
- g. Blood vessels

**4. Identify the five layers of the skin. 30%**

- a. Stratum corneum (thorny layer)
- b. Stratum lucidum (clear layer)
- c. Stratum granulosum (granular layer)
- d. Stratum spinosum
- e. Stratum germinativum also called mucosum (reproductive layer)
- f. Basal or malpighian layer

**5. Identify motor points of the face. 10%**

- a. Facial nerve
  - Main trunk
  - Buccal branch
  - Mandibular branch
  - Temporal branch
- b. Trifacial nerve
- c. Cervical nerve
- d. Brachial plexus

## Skin Care Technician

**Unit:** F4 Skin Dermatology and Histology

**Duration:** 43 hours

Theory: 18 hours

Practical: 25 hours

### Overview:

This unit is designed to provide the apprentice with the knowledge of skin dermatology and histology. It is important for a Skin Care Technician to understand skin types and conditions to be able to determine appropriate products and treatments.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<b>1. Define dermatology and histology.</b>	<b>10%</b>
<b>2. Discuss the histology of the skin.</b>	<b>10%</b>
a. Main skin divisions	
b. Distinct layers	
c. Structures	
d. Nourishment	
e. Motor nerves and sensory nerves	
f. Colour	
g. Elasticity	
h. Pliability	
i. Skin glands	
• Sebaceous	
• Suderiferous	
j. Function	
k. Skin lesions	
• Primary	
• Secondary	
l. Subcutaneous tissue	
m. Absorption	
n. Function of sebum	
o. Melanin (colour pigment) in the skin	
<b>3. Discuss skin types.</b>	<b>20%</b>
a. Normal skin	
b. Combination Skin	
c. Oily skin	
d. Acneic skin	
e. Sensitive skin	
f. Mature skin	

- 4. Discuss skin conditions. 20%**
- a. Couperose
  - b. Dehydration
  - c. Adult acne
  - d. Actinic
  - e. Pigmentation
  - f. Rosacea
  - g. Sensitized
  - h. Sun damaged
- 5. Demonstrate and complete a minimum of twelve skin analyses using a Woods lamp, identifying a variety of skin types and conditions. 40%**

## Skin Care Technician

**Unit:** F5 Relaxation Massage

**Duration:** 103 hours

Theory: 20 hours

Practical: 83 hours

### Overview:

This unit is designed to cover the knowledge and abilities to provide relaxation massage service. This service is provided with body treatments and all types of facial treatments on most clients.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<p><b>1. Discuss relaxation massage.</b></p> <ul style="list-style-type: none"> <li>a. Physiological effects</li> <li>b. Psychological effects</li> <li>c. Benefits of a massage</li> <li>d. Frequency</li> <li>e. Products</li> <li>f. Post-service</li> </ul>	<p><b>10%</b></p>
<p><b>2. Describe basic relaxation massage movements.</b></p> <ul style="list-style-type: none"> <li>a. Effleurage (stroking) movements               <ul style="list-style-type: none"> <li>• Relaxation effect on the central nervous system</li> </ul> </li> <li>b. Petrisstage (kneading movement)               <ul style="list-style-type: none"> <li>• Stimulating effect</li> </ul> </li> <li>c. Percussion or tapotement massage               <ul style="list-style-type: none"> <li>• Function</li> </ul> </li> <li>d. Friction or deep-rubbing movement               <ul style="list-style-type: none"> <li>• Effect on muscle toning</li> </ul> </li> <li>e. Vibration (shaking movement)               <ul style="list-style-type: none"> <li>• Stimulation of nerves</li> <li>• Stimulation on muscles</li> <li>• Stimulation on blood</li> <li>• Stimulation on motor points</li> </ul> </li> </ul>	<p><b>15%</b></p>
<p><b>3. Describe contra-indication and safety.</b></p> <ul style="list-style-type: none"> <li>a. Overheating of the skin</li> <li>b. Over-function of the sebaceous gland</li> <li>c. Safety measures to be followed if an infection or acne is present</li> <li>d. Safety rules applicable to all identified skin or body conditions</li> </ul>	<p><b>15%</b></p>

- e. Safety measures to follow if the client indicates cancer had been present
  - f. Safety measures to follow if the client is pregnant
  - g. Safety measures to follow if the client is diabetic
- 4. Identify the need for each relaxation massage technique. 10%**
- a. Stimulating
  - b. Relaxing
  - c. Cleansing massage
- 5. Demonstrate and complete a minimum of five facial relaxation massages using various techniques. 25%**
- 6. Demonstrate and complete a minimum of five body relaxation massages using various techniques. 25%**

## Skin Care Technician

**Unit: G1 Skin Care Products and Chemistry**

**Duration:** 45 hours

Theory: 38 hours

Practical: 7 hours

### Overview:

This unit is designed to cover basic chemistry of skin care products. The apprentice will be examining ingredients, different product types and forms of skin care products used for various treatments.

### Objectives and Content:

**Percent of  
Unit Mark (%)**

- |   |     |
|---|-----|
| 1. Discuss the importance of an esthetician's familiarity with the ingredients used in products.  | 10% |
| 2. Describe product forms.  | 5%  |
| <ul style="list-style-type: none"> <li>a. Creams</li> <li>b. Lotions</li> <li>c. Powders</li> <li>d. Oils</li> <li>e. Acids</li> </ul>  |     |
| 3. Define organic and natural ingredients.  | 5%  |
| 4. Discuss the reasoning of manufacturers' listing all ingredients used in the products.  | 5%  |
| 5. Define hypoallergenic.   | 5%  |
| 6. Describe the different products used for various skin types.   | 10% |
| <ul style="list-style-type: none"> <li>a. Cleansing</li> <li>b. Exfoliation</li> <li>c. Anti-bacterial treatment</li> <li>d. Massaging</li> <li>e. Moisturizing               <ul style="list-style-type: none"> <li>• Protective factor in a sunscreen</li> <li>• Typical hand and body lotion</li> </ul> </li> <li>f. Tinting</li> <li>g. Post-treatment</li> </ul> |     |

- 7. Define appropriate products, using product knowledge for various types of skin. 10%**
- a. Normal to dry skin
  - b. Sensitive skin
  - c. Mature skin
  - d. Mixed skin
  - e. Courperose skin
  - f. Dehydrated skin
  - g. Oily skin
  - h. Acne skin or impure skin
  - i. Skin hypo- or hyper-pigmentation
  - j. Asphyxiated skin
- 8. Discuss the branches of chemistry. 15%**
- 9. Discuss the various chemicals pertaining to skin care, and their related hazards. 15%**
- 10. Describe the pH level of the skin. 5%**
- a. Acid
  - b. Alkaline
  - c. Neutral zone
- 11. Describe the difference between a dilute, a concentrated, and a saturated solution. 5%**
- 12. Discuss emulsions used in cosmetic preparations. 5%**
- 13. Demonstrate the use of different skin care products. 5%**



## Skin Care Technician

**Unit:** G2 Skin Diseases and Disorders

**Duration:** 20 hours

Theory: 20 hours

Practical: 0 hours

### Overview:

This unit is designed to provide the apprentice with knowledge of skin diseases and disorders. It is important for the Skin Care Technician to know when it is safe to work on a client.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
1. Define skin disease and disorders.	5%
2. Discuss why a Skin Care Technician should be able to recognize common skin diseases and disorders.	10%
3. Discuss the purpose of studying infectious diseases of the skin.	10%
4. Discuss why a Skin Care Technician must refuse treatment of a client with an infectious or contagious disease.	10%
5. Identify skin disorders and imperfections.	25%
a. Clogged pores	
b. Comedone	
c. Milia	
d. Acne	
• Simplex	
• Vulgaris	
• Rosacea	
e. Primary lesions	
f. Secondary lesions	
g. Abnormal pigmentation (albinism)	
h. Couperose skins	
6. Identify skin diseases.	10%
a. Inflammations	
b. Infections	
7. Identify high blood pressure.	10%
a. Normal blood pressure levels	
b. Effect on skin	

8. Identify allergic skin reactions. 10%
9. Describe the safety measures to be followed if an infection or acne is present. 10%

## Skin Care Technician

**Unit:** G3 Basic Skin Care Treatments

**Duration:** 69 hours

Theory: 17 hours

Practical: 52 hours

### Overview:

This unit is designed to provide the apprentice with the knowledge and ability to perform basic skin treatments on clients.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<b>1. Discuss the implements and equipment used in skin care treatment.</b>	<b>10%</b>
a. Milia remover	
b. Pulverizer (Lucas)	
c. Infrared lamps	
d. Ultra-violet lamps	
e. Brush unit for cleansing	
f. Skin magnifier	
g. Steamer	
h. Vacuum/Suction machine	
i. Galvanic machine	
j. High-frequency machine	
<b>2. Discuss the products used for skin care treatment.</b>	<b>10%</b>
a. Types	
b. Selection of appropriate products for	
• Normal to dry skin	
• Sensitive skin	
• Mature skin	
• Mixed skin	
• Couperose skin	
• Dehydrated skin	
• Oily skin	
• Acne skin or impure skin	
• Discolouration of skin	
• Removing build-up of dead cell tissue	
c. Function	
d. Client need for a specific product	
e. Products used for special treatments	

- |   |            |
|---|------------|
| <b>3. Describe exfoliation products and techniques.</b>                     | <b>5%</b>  |
| <b>4. Discuss the procedures for extractions.</b>                           | <b>5%</b>  |
| a. Pre-service of extraction  |            |
| b. Manual extraction  |            |
| c. Post-service of extractions  |            |
| <b>5. Describe the application of a mask.</b>                               | <b>5%</b>  |
| a. Definition   |            |
| b. Function   |            |
| c. Types  |            |
| d. Procedures   |            |
| e. Use of steamers  |            |
| f. Using long stokes, applications of a nourishing mask                     |            |
| g. Preparation of therm mask  |            |
| h. Use of an herbal mask for deep cleansing purposes                        |            |
| i. Application of the lonta mask in connection with the cosmetic substances |            |
| j. Application of a mask for toning of facial and neck muscles              |            |
| <b>6. Describe the procedures of removing various masks.</b>                | <b>5%</b>  |
| <b>7. Describe toners and protective products.</b>                          | <b>5%</b>  |
| a. Direct current application   |            |
| b. Indirect application   |            |
| c. General electrification  |            |
| <b>8. Demonstrate the application of exfoliation products to the face.</b>  | <b>5%</b>  |
| <b>9. Demonstrate on a client the removal of comedone and milia.</b>        | <b>15%</b> |
| <b>10. Demonstrate the application of a mask.</b>                           | <b>5%</b>  |
| <b>11. Demonstrate the removal of the various masks.</b>                    | <b>5%</b>  |
| <b>12. Demonstrate the application of toners and protective products.</b>   | <b>5%</b>  |
| <b>13. Demonstrate and complete a minimum of ten facials.</b>               | <b>20%</b> |

## Skin Care Technician

**Unit: G4 Specialized Facial Treatments**

**Duration:** 57 hours

Theory: 17 hours

Practical: 40 hours

### Overview:

This unit is designed to provide the apprentice with the knowledge and ability to perform specialized facial treatments on clients. The different types of facials, procedures, techniques and equipment will be covered.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<b>1. Describe the different types of specialized treatments.</b>	<b>5%</b>
<b>2. Describe various specialized treatments.</b> <ul style="list-style-type: none"><li>a. Cosmetic ampules for iontophoresis</li><li>b. Cosmetic substance used for various skin types or disorders</li><li>c. Disincrustation of the skin</li><li>d. Lotion used and its function for disincrustation</li><li>e. Acupressure for face toning</li><li>f. Cosmetic products penetrate under the skin</li><li>g. Galvanic current</li></ul>	<b>5%</b>
<b>3. Describe methods of skin resurfacing.</b> <ul style="list-style-type: none"><li>a. Chemical exfoliation/Peels</li><li>b. Microdermabrasion</li><li>c. Laser treatment</li><li>d. Epidermabrasion</li></ul>	<b>15%</b>
<b>4. Identify and describe the various products used for special facial treatments.</b> <ul style="list-style-type: none"><li>a. Function</li><li>b. Types<ul style="list-style-type: none"><li>• Cleanser</li><li>• Tonic</li><li>• Massage or nourishing creams</li><li>• Specialized masks</li><li>• Moisturizer</li><li>• Exfoliation product</li><li>• Biological peeling creams</li><li>• Thermo mask</li></ul></li><li>c. Application</li><li>d. Manufacturers' instructions</li></ul>	<b>5%</b>

- |  |            |
|--|------------|
| <b>5. Describe light therapy.</b>  | <b>5%</b>  |
| <ul style="list-style-type: none"> <li>a. Function of infrared light</li> <li>b. Difference between ultra-violet light and infrared light</li> <li>c. Distance requirements when using the infrared or ultra-violet light</li> <li>d. Do's and don'ts of light therapy</li> </ul>  |            |
| <b>6. Describe high frequency therapy.</b>   | <b>5%</b>  |
| <ul style="list-style-type: none"> <li>a. Function of high frequency treatment</li> <li>b. Various electrodes used with the high frequency unit <ul style="list-style-type: none"> <li>• Indirect electrode</li> <li>• Horseshoe-shaped electrode</li> <li>• Roller electrode</li> <li>• Mushroom-shaped electrode</li> </ul> </li> <li>c. Time allotment for the treatment</li> <li>d. Application methods <ul style="list-style-type: none"> <li>• Direct current</li> <li>• General electrification</li> </ul> </li> <li>e. Sparking by direct application</li> </ul> |            |
| <b>7. Demonstrate using a steamer.</b>   | <b>5%</b>  |
| <ul style="list-style-type: none"> <li>a. Application of vapor after cleansing skin</li> <li>b. Lifting of comedones from the face with the help of essential oils from the steamer</li> <li>c. Cleansing of the steamer</li> <li>d. Types of skin a steamer should not be used on</li> </ul>  |            |
| <b>8. Demonstrate on a client the use of infrared light therapy with the application of a facial treatment.</b>  | <b>5%</b>  |
| <b>9. Demonstrate on a client the use of high frequency therapy.</b>   | <b>10%</b> |
| <ul style="list-style-type: none"> <li>a. Sparking by direct application</li> <li>b. Procedures for cleaning of skin</li> <li>c. Sterilizing of the electrodes</li> <li>d. Methods for using electrodes <ul style="list-style-type: none"> <li>• Rotating movement</li> </ul> </li> <li>e. Indirect application</li> </ul>   |            |
| <b>10. Demonstrate how to prepare and apply a variety of specialized masks.</b>  | <b>10%</b> |
| <b>11. Demonstrate and complete a minimum of ten specialized facials.</b>  | <b>30%</b> |

## Skin Care Technician

**Unit:** G5 Body Treatments

**Duration:** 54 hours

Theory: 17 hours

Practical: 37 hours

### Overview:

This unit is designed to provide the student with the knowledge and ability to perform body treatments on clients. Topics to be covered include choosing the appropriate product for a client and demonstrating epidermabrasion.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<b>1. Identify skin condition and type.</b>	<b>10%</b>
<b>2. Describe how to advise a client on treatment.</b>	<b>10%</b>
a. Need for required treatment to improve skin and remove imperfections for the appropriate skin type.	
b. Skin type	
c. Equipment	
d. Product for treatment	
<b>3. Describe the various products used for body treatments.</b>	<b>20%</b>
a. Body scrub	
b. Cellulite	
c. Body detox	
d. Body bronzing	
e. Back facial	
f. Hot Stones	
g. Hydrotherapy	
<b>4. Demonstrate the application of various products according to the manufacturers' instructions and client needs.</b>	<b>10%</b>
<b>5. Demonstrate a consultation with a client describing the function of various products to be used for a treatment.</b>	<b>10%</b>
<b>6. Demonstrate and complete a minimum of five various body treatments.</b>	<b>40%</b>

## Skin Care Technician

**Unit:** H1 Hair Removal (Depilatory and Tweezing)

**Duration:** 67 hours

Theory: 17 hours

Practical: 50 hours

### Overview:

This unit is designed to provide the apprentice with the knowledge and ability to remove facial and body hair by depilatory or tweezing methods. Depilatory products will be examined and the measuring and shaping of eyebrows will be covered.

### Objectives and Content:

### Percent of Unit Mark (%)

- |   |            |
|---|------------|
| <b>1. Describe hair histology.</b>                        | <b>10%</b> |
| a. Basic histology of hair and its surrounding structures |            |
| b. Function of hair                                       |            |
| c. Location of hair                                       |            |
| d. Composition of hair                                    |            |
| e. Types of hair  |            |
| f. Hair growth  |            |
| g. Abnormal conditions of hair                            |            |
| h. Hypertrichosis or hirsutism                            |            |
| i. Function of glands                                     |            |
| j. Contra-indications                                     |            |
| k. Factors involved in analyzing hair condition           |            |
| <b>2. Describe depilatory products.</b>                   | <b>10%</b> |
| a. Product to be used to correct specific skin problem    |            |
| b. Safety measures of product                             |            |
| <b>3. Describe depilatory hair removal.</b>               | <b>10%</b> |
| a. Methods of hair removal                                |            |
| • Tweezing  |            |
| • Chemical depilatories                                   |            |
| • Sugaring  |            |
| • Waxing  |            |
| • Threading   |            |
| <b>4. Conduct pre-service/skin analysis.</b>              | <b>5%</b>  |
| <b>5. Discuss eyebrow shaping using tweezing method.</b>  | <b>5%</b>  |
| a. Measuring eyebrows shape and size                      |            |



- b. Tweezing techniques
  - c. Shaping eyebrows by tweezing
6. Describe the process of applying depilatory product. 5%
  7. Describe the process of removing depilatory product. 5%
  8. Describe the preparation of the skin post-service. 5%
  9. Demonstrate the process of tweezing eyebrows. 10%
  9. Demonstrate the process of applying depilatory product. 5%
  10. Demonstrate the process of removing depilatory product. 5%
  11. Demonstrate the preparation of the skin post-service. 5%
  12. Demonstrate and complete a minimum of two waxing procedures on each of the following: 20%
    - a. Eyebrow
    - b. Lip
    - c. Chin
    - d. Underarm
    - e. Bikini
    - f. Leg

## Skin Care Technician

**Unit:** H2 Make-up Artistry

**Duration:** 90 hours

Theory: 17 hours

Practical: 73 hours

### Overview:

This unit is designed to provide the apprentice with the knowledge and ability to apply make-up on clients. The tool, products and techniques will be covered for both basic and specialized make-up applications.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<b>1. Define physiognomy.</b>	<b>5%</b>
<b>2. Discuss physiognomy.</b> <ul style="list-style-type: none"><li>a. Facial shapes</li><li>b. Facial features</li><li>c. Facial measuring</li></ul>	<b>5%</b>
<b>3. Describe colour theory.</b> <ul style="list-style-type: none"><li>a. Types<ul style="list-style-type: none"><li>• Primary</li><li>• Secondary</li><li>• Tertiary</li></ul></li><li>b. Colour wheel</li><li>c. Colour hues</li></ul>	<b>10%</b>
<b>4. Discuss colour psychology.</b> <ul style="list-style-type: none"><li>a. Colour and emotions</li><li>b. Skin colours</li><li>c. Colour functions</li><li>d. Warm and cool colours</li></ul>	<b>5%</b>
<b>5. Discuss tools used for make-up application.</b> <ul style="list-style-type: none"><li>a. Make-up applicators<ul style="list-style-type: none"><li>• Brushes (includes disposable)</li><li>• Sponges</li><li>• Lip pencils</li><li>• Eye pencils</li><li>• Brow pencils</li><li>• Contouring brushes</li><li>• Lip brush</li></ul></li></ul>	<b>5%</b>

- Eyeshadow sponge
  - Powder brush
  - Powder puff
  - Eyelash curler
- b. Handling applicators
- 6. Discuss make-up removal procedures. 5%**
- 7. Describe the selection of colour according to the client's skin tone. 10%**
- a. Natural skin tone
    - Enhancing techniques
    - Concealing techniques
  - b. Base make-up foundation and powder
  - c. Blush
  - d. Eyeshadow
  - e. Lipstick
- 8. Discuss specialized make-up application. 5%**
- a. Air brushing
  - b. Body Art
  - c. Fantasy
  - d. High fashion (photography)
  - e. Theatrical
  - f. Various styles of False/Strip Lashes and individual lashes
- 9. Demonstrate basic make-up application. 20%**
- a. Analyzing facial features
  - b. Application of base make-up
  - c. Application of corrective make-up
  - d. Application of cheek blush
  - e. Contouring of facial features
  - f. Brushing on powder to set make-up
  - g. Procedure to apply eyeliners
  - h. Procedure to apply eyeshadows
  - i. Procedure to apply highlighter to emphasize the eyes
  - j. Application of mascara – top and bottom
  - k. Use of eyelash curler
  - l. Application of appropriate lip colour liner using lip brush
  - m. Application of appropriate lip colour gloss using lip brush
  - n. Application of corrective make-up to conceal birthmarks and blemishes
  - o. Highlighting effect for correction of facial features
  - p. Receding effect for correction of facial features
- 10. Demonstrate the following specialized make-up applications. 30%**
- a. Daytime
  - b. Evening
  - c. Fantasy
  - d. Bridal
  - e. Mature

## Skin Care Technician

**Unit:** H3 Lash and Brow Tints

**Duration:** 12 hours

Theory: 2 hours

Practical: 10 hours

### Overview:

This unit is designed to provide the apprentice with the knowledge and ability to perform lash and brow tint services to clients. The products, implements and techniques of lash and brow tinting in a safe manner will be covered.

<b>Objectives and Content:</b>	<b>Percent of Unit Mark (%)</b>
1. Describe implements, supplies, and products required for brow and lash tinting.	10%
2. Describe the methods of tinting brows and lashes.	10%
3. Discuss risks and safety factors in brow and lash tinting. a. Removal of products from container without contamination b. Application of protective products c. Disposal of applicators	10%
4. Demonstrate the usage of protective products.	10%
5. Demonstrate how to mix and dispense tinting products.	10%
7. Describe processing and colour absorption time.	10%
8. Demonstrate a minimum of ten lash and brow tinting procedures including safety measures.	40%

## **Skin Care Technician**

**Unit:** H4 Introduction to Aromatherapy

**Duration:** 7 hours

Theory: 5 hours

Practical: 2 hours

### **Overview:**

This unit is designed to provide the apprentice with the knowledge and ability to use aromatherapy when performing skin care treatments.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
1. <b>Define aromatherapy.</b>	<b>10%</b>
2. <b>Explain aromatherapy.</b> a. Purpose b. Function c. Origins of oils d. Benefits e. Contra-indications	<b>40%</b>
3. <b>Examine aromatherapy products and equipment.</b>	<b>30%</b>
4. <b>Demonstrate the uses of aromatherapy in skin care.</b>	<b>20%</b>

## Skin Care Technician

**Unit:** I1 Pre-Provincial Certification Exam Review

**Duration:** 7 hours

Theory: 4 hours

Practical: 3 hours

### Overview:

This unit offers apprentices a review of the skills and knowledge required to pass the Provincial Skin Care Technician Practical and Theory Examinations.

<b>Objectives and Content:</b>	<b>Percent of Unit Mark (%)</b>
<b>1. Discuss format and general content of the Skin Care Technician.</b> a. Provincial Occupational Analysis <ul style="list-style-type: none"> <li>• POA "Pie Chart" and its relationship to content distribution of examination items</li> </ul>	<b>15%</b>
<b>2. Identify resources, strategies and other considerations for maximizing successful completion of written exams.</b> a. Personal preparedness <ul style="list-style-type: none"> <li>• Self assessment of individual strengths/weaknesses in trade-related skills and knowledge</li> <li>• Approved textbooks</li> <li>• Study groups</li> </ul>	<b>15%</b>
<b>3. Review program content regarding Esthetician.</b>	<b>10%</b>
<b>4. Review program content regarding Basic Skin Care Technician skills.</b>	<b>10%</b>
<b>5. Review program content regarding Skin Care.</b>	<b>10%</b>
<b>6. Review program content regarding Related Services.</b>	<b>10%</b>
<b>7. Develop a review plan.</b>	<b>30%</b>

## **Skin Care Technician**

**Unit: I2 Skin Care Technician Practical Exam**

**Duration:** 7 hours

Theory: 0 hours

Practical: 7 hours

**Overview:**

This final unit comprises the Manitoba Skin Care Technician Practical Examination.

**Objectives and Content:**

**Percent of  
Unit Mark (%)**

1. **Practical Exam format and content is described in the document  
“Manitoba Skin Care Technician Practical Examination Information.”**

**100%**