

ESSENTIAL DISCOVERIES AND ACCOMPLISHMENTS

In the space provided, write notes about key points learned in the chapter. Share your Essential Discoveries with other students in your class and ask if the notes are helpful to them. You may want to update your discoveries based on good ideas shared by your peers.

Discoveries:

List at least three things you have accomplished since your last entry that relate to your career goals.

Accomplishments:

ACTIVITY 2 Fill in the Blanks

Using the following words, fill in the blanks below. Words or terms may be used more than once or not at all.

arc	fine steel wool	pomade
back combing	finger waving	pressure
back and forth motion	flattering	ribboning
barrel	full-stem	ridge
base	gel	shampoo
carved	hard	silicone
circle	hard rubber	skip
client consultation	hard press	stand-up
coarse	indentation	stem
cold	karaya	styling needs
conditioned	light paper	temper
curls	no-stem	texture
discolor	off	tissue paper
dry	pin curls	touch-ups
fine	pliable	wiry

1. The art of shaping and directing the hair into an S pattern is _____.
2. The three parts of a pin curl are the _____, _____, and _____.
3. Forcing a strand of hair through a comb while applying pressure with the thumb on the back of the comb to create tension is called _____.
4. Two and a half turns around the roller will create _____.
5. The most commonly shaped base you will use is the _____ base.
6. Cascade, or _____, curls are used to create height.
7. For the least volume, the roller sits _____ base.
8. Waving lotion makes the hair _____ and keeps it in place during the finger-waving procedure.
9. A _____ curl allows for the greatest mobility.
10. _____ provide the basis for patterns, lines, waves, curls, and rolls that you can use to create hairstyles.
11. The _____ is always the first step in the hair styling process.
12. Waving lotion is traditionally made from _____ gum.
13. _____ is a thickened styling product that comes in a tube or bottle and has a strong hold.

Performance Assessed	1	2	3	4	Improvement Plan
Kept repeating this technique until all the sides were off the face, leaving out the hair in front of the triangle					
Kept crossing each section at the back until just above the occipital bone					
At this point, all of the hair at the sides should have been pinned at the back with just the front portion remaining					
Used creativity to finish the style					
If the client did not have bangs, back brushed the front section, smooth edit out, and loosely pinned it back to one side or placed a center part					
Arranged the hair at the back with your fingers and checked the balance					
Avoided using too much hair spray so the hair had movement at the back					

ESSENTIAL REVIEW

ACTIVITY 1 Word Search

After determining the correct word from the clues provided, locate the words in the word search puzzle.

Word	Clue
_____	Also called <i>ruffing</i>
_____	Pin curls with large openings; fastened to head in a standing position on a rectangular base
_____	Pin curls sliced from a shaping and formed without lifting the hair from the head
_____	Nozzle attachment of a blowdryer that directs the air flow
_____	Blowdryer attachment that causes air to flow more softly

Performance Assessed	1	2	3	4	Improvement Plan
Secured with hairpins vertically down into the seam as you worked up, hiding the pins in the seam					
Moved to a side section and lightly back brushed the section					
Brought the side section up to the last completed section and blended into the fold					
Secured with a bobby pin at the top of the side section, leaving the ends out					
Repeated on the other side. Folded over while smoothing and pinned downward					
Back brushed and smoothed the remaining side section on the right into the remaining section on the left, just above the top of the twist					
Swirled and joined this section of hair into the open end of the twist					
Used a tail comb or the tail of the back combing brush to smooth curl ends into the twist and pin					
Took care not to expose the pin					
Sprayed finished style with a firm hold hair spray and checked to make sure there were no exposed pins					

HALF UPDO PROCEDURE

Performance Assessed	1	2	3	4	Improvement Plan
Redrape the client with a neck strip and styling cape					

Performance Assessed	1	2	3	4	Improvement Plan
Locked the two pins together					
Took a small section of hair from the underside of the ponytail, wrapped it around the ponytail to cover the elastics and secured it with a bobby pin underneath					
Smoothed out ponytail and held with one hand and back brushed from underneath ponytail with the other hand					
Gently smoothed out the ponytail after back brushing, using sides of bristles					
Rolled hair under and toward the head to form the chignon					
Secured on left and right undersides of the roll with bobby pins					
Fanned out both the sides by spreading the chignon with fingers					
Secured with hairpins, pinning close to head					
Used bobby pins if more hold were needed					
Took the remaining section at the front and brushed it over in to a side sweep and then wrapped around chignon					
Finished with a strong hair spray or ornaments if desired					

Performance Assessed	1	2	3	4	Improvement Plan
At the same time, drew the hair with the iron about ¼ inch (0.6 centimeters) to the left, and directed the hair ¼ inch (0.6 centimeters) to the right with the comb					
Rolled the iron one full turn forward and away from you					
Kept hair uniform with the comb for a few seconds to heat throughout					
Reversed movement by unrolling hair from iron					
Opened iron and placed it just below the ridge or crest and closed it					
Keeping the iron perfectly still, directed the hair with the comb upward about 1 inch (2.5 centimeters), forming a half circle					
Without opening the iron, rolled it in a half turn forward and away from you while keeping the comb still and unchanged					
Slid iron down about 1 inch (2.5 centimeters) by opening the iron slightly, gripping it loosely, and then sliding it down the strand					
Began second ridge for a right-moving ridge					
Picked up next strand in the comb and included a small section of the waved strand as a guide					
Continued until finished waving was achieved					

BLOWDRYING SHORT, LAYERED, CURLY HAIR TO PRODUCE SMOOTH AND FULL FINISH PROCEDURE

Performance Assessed	1	2	3	4	Improvement Plan
Removed any tangles with a wide-tooth comb, starting at the ends and working up to the scalp					
Distributed styling product through the hair with fingers and combed through with a wide-tooth comb					
Using the comb, molded hair into the desired shape while still wet					
Sectioned and parted hair according to size of curl desired					
Inserted round brush at the base of the curl					
Using roller setting technique, dried each section either full base or half base					
For maximum lift, inserted brush on base and directed hair section up at a 90-degree angle					
Rolled hair down to base with medium tension					
Directed the stream of air from blowdryer over curl in back-and-forth motion					
When section was completely dry, pressed cooling button and cooled down the section to strengthen the curl formation					
Released the curl by unwinding section from the brush; for less lift at scalp, began by holding section at a 90-degree angle, following the same procedure					

Performance Assessed	1	2	3	4	Improvement Plan
Chose type of base according to desired volume					
Combed the hair out from the scalp to the ends, using the fine teeth of the comb					
Repeated several times to make sure that the hair was smooth					
Held hair with tension between thumb and middle finger of left hand					
Placed the roller below the thumb of left hand					
Did not converge ends of hair					
Wrapped ends of hair smoothly around roller until hair caught and did not release					
Placed thumbs over the ends of roller and rolled hair firmly to scalp					
Clipped roller securely to scalp hair					
Rolled the remainder of the hair according to the desired style					
Placed client under hood dryer set at a comfortable temperature					
When hair was dry, allowed it to cool, then removed the rollers					

Performance Assessed	1	2	3	4	Improvement Plan
Drew out the ridge by closing the two fingers and applying pressure to head					
Did not try to increase height or depth of ridge by pinching or pushing with fingers					
Without removing comb, turned teeth downward and combed hair in right semicircular direction to form a dip in hollow part of the wave					
Followed this procedure, section by section, until crown was reached, where ridge phased out					
The ridge and wave matched evenly without showing separation in ridge and hollow part of wave					
To form the second ridge, began at the crown area; movements were reverse of those followed in first ridge; comb was drawn from tip of index finger toward base of index finger					
All movements were followed in reverse pattern until hairline is reached, completing the second ridge					
Third ridge was started at the hairline and extended back toward the back of the head					
Continued alternating directions until the side of the head was completed					
Used the same procedure for the left (light) side of the head as used for the right (heavy) side of the head					
First, shaped the hair by combing it in the direction of the first wave					
Starting at hairline, formed the first ridge, section by section, until the second ridge of the opposite side was reached					

ESSENTIAL RUBRICS

Rubrics are used in education for organizing and interpreting data gathered from observations of student performance. A rubric is a clearly developed scoring document used to differentiate between levels of development in a specific skill performance or behavior. A rubric is provided in this study guide as a self-assessment tool to aid you in your behavior development.

Rate your performance according to the following scale.

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- (4) Strength:** There is detailed evidence of highly creative, inventive, mature presence of competency.

Space is provided for comments to assist you in improving your performance and achieving a higher rating.

Note: For all procedures, preservice steps should be followed including proper draping (shampoo, condition, and towel dried the client's hair).

PREPARING HAIR FOR WET STYLING PROCEDURE

Performance Assessed	1	2	3	4	Improvement Plan
Removed any tangles with a wide-tooth comb					
Parted the hair according to (1) the client's preference, (2) their natural part if that worked with the hair design, or (3) created a part anywhere on the head if that better suited the final design					
Created a clean parting					
Separated the two sides and combed the hair smooth					

Creatively Style Long Hair

ACTIVITY 1 What are the Five Key Points to Consider When Designing an Updo?

1. _____

Reasons for importance:

2. _____

Reasons for importance:

3. _____

Reasons for importance:

4. _____

Reasons for importance:

5. _____

Reasons for importance:

3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

 **ACTIVITY 4** Product Knowledge

Research a variety of pressing oils or creams available in the market and record your findings in the chart provided. Use the chart below to track your findings. Compare your findings to the products used at home or at school.

Product Name	Key Ingredients	Purpose	Benefits	Directions for Use

 **ACTIVITY 7** Safety Precautions

In the space provided, explain why the following safety precautions are necessary in the safe use of thermal irons:

1. Irons should not be overheated.

2. The temperature of the irons must be tested before applying to hair.

3. Irons should be handled carefully.

4. Irons should be placed in a safe place to cool.

5. Handles should not be placed too close to the heater when heating the irons.

6. Irons should be properly balanced when placed in the heater.

7. Celluloid combs or metal combs cannot be used.

8. Comb must be placed between scalp and thermal iron when curling or waving.

9. Hair ends must not be allowed to protrude over the irons.

10. Test the heat of the iron when using on chemically straightened hair.

Maintain Safety in Thermal Hairstyling

ACTIVITY 1 Thermal Irons

What are the four basic parts of all thermal irons?

1. _____
2. _____
3. _____
4. _____

ACTIVITY 2 Flat Irons

What is the appropriate setting for fine hair? Lower or higher?

For course hair?

For curly or thick hair?

ACTIVITY 3 Practice session! Flat Ironing

Demonstrate the proper use of a flat iron to your instructor.

ACTIVITY 4 Manipulating Thermal Irons

Using a cold thermal iron, a mannequin, and other required implements, practice the following exercises for manipulating thermal irons.

Exercise 1: As it is important to develop a smooth rotating movement, practice turning the irons while opening and closing them at regular intervals. Practice rotating the irons downward toward you and upward away from you.

Exercise 2: Practice releasing the hair by opening and closing the irons in a quick, clicking movement.

Exercise 3: Practice guiding the hair strand into the center of the curl as you rotate the irons. This exercise will ensure that the end of the strand is firmly in the center of the curl.

Exercise 4: Practice removing the curl from the irons by drawing the comb to the left and the rod to the right. Use the comb to protect the scalp from burns.

ESSENTIAL EXPERIENCE 3

Understand Hair Wrapping

 **ACTIVITY** What is Hair Wrapping

Describe the hair wrapping technique.

ESSENTIAL EXPERIENCE 2

Create Roller Curls

ACTIVITY 1 Window Pane Roller Placement

Window panning is the process of transferring key elements, points, or steps in a lesson into visual images that are hand sketched into the squares, or *panes*, of a matrix. Let your mind think in pictures and sketch the essential concepts printed in each of the following window panes. Do not be concerned with your artistic ability. Use lines and stick figures to depict the concepts indicated. An alternative option is to briefly describe each roller placement in the boxes or in a separate document to hand into your instructor. Draw (a) the three parts of a roller curl and (b) the three bases in roller placement using the chart below.

Roller Curl Base	Roller Curl Stem	Roller Curl
Roller On Base	Roller Half Base	Roller Off Base

ESSENTIAL REFLECTIONS

Hairstyling is an art form; hair is the medium, and you are the artist. Hairstyling results from a detailed set of principles, elements, tools, and implements. You will need to learn to master the use of the tools and implements used in hairstyling as well as how to properly prepare the hair for the styling service.

What is your favorite hairstyling technique? Explain why.

What hairstyling techniques are you most comfortable performing?

What technique are you least comfortable performing? How do you plan to enhance your skillset?

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Discoveries:

List at least three things you have accomplished since your last entry that relate to your career goals.

Accomplishments:

10. _____ points are points on the head that mark where the surface of the head changes or the behavior of the hair changes, such as the ears, jawline, occipital bone, or apex.
- a) Parietal
 - b) Crown
 - c) Elevation
 - d) Reference
11. _____ lines are parallel to the floor.
- a) Horizontal
 - b) Perpendicular
 - c) Diagonal
 - d) Vertical
12. Lines that are perpendicular to the floor are _____ lines.
- a) parallel
 - b) perpendicular
 - c) diagonal
 - d) vertical
13. A haircutting technique that is measured in degrees is _____.
- a) carving
 - b) elevation
 - c) clipper-over-comb
 - d) traveling
14. Lines that are used for blending and stacking are _____ lines.
- a) parallel
 - b) perpendicular
 - c) diagonal
 - d) vertical
15. A stable guide that does not move is also known as a _____ guide.
- a) moving
 - b) traveling
 - c) stationary
 - d) mobile
16. When the hair is cut at 90 degrees and higher, the result is a _____ haircut.
- a) blunt
 - b) layered
 - c) graduated
 - d) blended
17. A 180-degree haircut is also known as a _____.
- a) low elevation cut
 - b) combined elevation cut
 - c) long layered haircut
 - d) blended elevation cut
18. A 0-degree haircut is also known as _____ elevation.
- a) no
 - b) high
 - c) reverse
 - d) blended
19. A barbering technique that has become popular with cosmetologists is the _____ -over-comb method.
- a) clipper
 - b) razor
 - c) trimmer
 - d) scissors
20. A/an _____ is a thin continuous mark used as a guide.
- a) angle
 - b) line
 - c) elevation
 - d) section

Term	Definition
_____	create movement and volume in the hair by releasing weight
_____	area of the head between the apex and back of the parietal ridge
_____	inner or internal part
_____	haircut in which the hair is cut at a 90-degree angle
_____	bone that protrudes at the base of the skull
_____	a type of diagonal line that creates movement away from the face
_____	a type of diagonal line that creates movement toward the face
_____	where and how the hair is moved over the head
_____	also known as slithering
_____	process of working metal to a finished shape by hammering or pressing
_____	points on the head that signal a change in the shape of the head, from flat to round or vice versa
_____	haircutting technique in which pieces of hair are snipped out at random intervals
_____	haircutting technique in which pieces of hair are snipped out at random intervals
_____	elevation that occurs when a section is lifted about 0 degrees
_____	direction in which the hair grows from the scalp
_____	widest area of the head, usually starting at the temples and ending at the bottom of the crown
_____	haircutting technique in which the tips of the shears are used to cut points into the ends of the hair
_____	texturizing technique similar to razor-over-comb, done with small, circular motions
_____	also known as shear-over-comb

Performance Assessed	1	2	3	4	Improvement Plan
At parietal ridge, elevated the hair at 90 degrees, and point cut the corners to blend with the sides					
Blow-dried hair with a vent brush and then detailed the bangs with point cutting					
(optional) Texturized with slicing and carving for a disheveled look					

ESSENTIAL REVIEW

ACTIVITY 1 Matching Exercise A

Match the essential terms with their identifying terms or phrases.

- | | |
|--------------------------------|--|
| _____ beveling | 1. Back part of the neck; the hair below the occipital bone |
| _____ carving | 2. Outer line |
| _____ taper | 3. Highest point on the top of the head |
| _____ razor-over-comb | 4. Haircutting technique similar to scissor-over-comb, except that the clippers move side to side across the comb rather than bottom to top |
| _____ clipper-over-comb | 5. Haircutting technique done by placing the still blade into the hair, resting it on the scalp, and then moving the shears through the hair while opening and partially closing the shears |
| _____ apex | 6. Also known as head shape |
| _____ angle | 7. Space between two lines or surfaces that intersect at a given point |
| _____ perimeter | 8. Haircutting effect in which there is an even blend from very short at the hairline to longer lengths as you move up the head |
| _____ head form | 9. Texturizing technique in which the comb and the razor are used on the surface of the hair |
| _____ nape | 10. Technique using diagonal lines to create angles by cutting the ends of the hair with a slight increase or decrease in length |

Performance Assessed

1 2 3 4

Improvement Plan

Followed that same guide and technique around the horseshoe section					
Cross-checked the sides to eliminate any corners in the design line					
Blow-dried the section below the horseshoe with a comb in a downward motion until dry					
Used this section as a guide					
Used clippers, starting on the side of the front hairline; held your comb in a slight diagonal back angle against the scalp					
Elevated the hair out at 90 degrees to expose your guide					
Placed your clippers against the comb and cut the section up to your guide					
Tilted the comb at a 45-degree angle and cut short to long					
Kept subsection to no wider than the width of the comb.					
Used steady uniform strokes and glided the clippers up the comb to the guide					
Continued to comb the hair in a slight diagonal back fashion, elevating it at 90 degrees, and cutting to the guide					
Continued this technique until the center back was reached					

Performance Assessed	1	2	3	4	Improvement Plan
Cut the line square to the guide and stood to the side to comb the hair into natural fall					
Stepped to the back and cut the line square					
Repeated the same technique on the opposite side					
Continued cutting the hair in the horseshoe until the profile part was reached					
On the sides, took a diagonal back parting from the profile part to the top of each ear					
Stood to the front side of the client, combed the hair parallel to the diagonal back parting, elevated to 45-degree angle from the face					
Started at the bottom corner; cut the hair in small increments to the length of the chin					
Avoided cutting the corner at the sideburn area or just in front of the ear					
Took another diagonal back parting					
Extended to behind the ear					
Combed the hair parallel to the parting, elevated at 45 degrees, and followed the guide					
Only cut hair from the corner, not what was behind the ear					

Performance Assessed	1	2	3	4	Improvement Plan
Dried the hair a paddle brush					
Texturized the interior to remove weight by using deep point cutting					
Held the section 2 inches (5 centimeters) from the ends and enter the section parallel so you did not remove any length; worked in 1-inch (2.5 centimeters) panels					
Did not angle your shears or close the blade on the way out to avoid cutting fingers					
Used your mirror and look at the balance					
Detailed the bang area and perimeter with point cutting and carving techniques					

LONG-LAYERED HAIRCUT PROCEDURE ASSESSMENT (RIGHT- OR LEFT-HANDED)

Performance Assessed	1	2	3	4	Improvement Plan
Draped client for a shampoo					
Shampooed and conditioned the hair as necessary					
Escorted the client back to the styling chair					
Secured a neck strip around the client's neck					

Performance Assessed	1	2	3	4	Improvement Plan
Created a guide, took a ½-inch wide (1.25 centimeters) profile section from the front hairline to the nape					
Cut palm-to-palm until apex was reached, then switched hand position					
Started at the nape, elevated the hair to 90 degrees and cut 3 inches (7.5 centimeters) in length, working in small increments following the head shape					
Above the occipital, switched hand position and cut to the second knuckle to avoid corners forming on the line					
Followed the guide to the front hairline					
Once center guide was cut, checked the length for balance and removed any corners					
After completing the guide, made a horseshoe section from recession to recession and below the crown					
Made a clean and balanced section at both sides of the recession					
Made a horizontal parting from the occipital to the back of each ear and clipped the section above your horizontal line					
At the back, took a center section from the occipital to the nape and divided the first profile section guide in half					
Starting at the center back, took a slight diagonal forward parting through to the nape, incorporating the guide from the profile section					
Elevated the hair to 90 degrees and cut parallel to the parting for the subsection following the guide					

Performance Assessed	1	2	3	4	Improvement Plan
Decreased elevation to one-finger's depth just behind the ear where the transition to the sides and the bob line begins					
From the ear forward, held the hair in the comb to release tension and cut at 0 degrees parallel to the horseshoe parting					
Repeated the same steps on the opposite side					
Continued taking sections from the horseshoe until the natural side part is reached and all remaining hair has been cut following the guide					
Created a radial section by taking a radial parting from the crown to the top of each ear. Took a 1/2-inch wide (1.25 centimeters) central vertical subsection from the crown to the occipital					
The hair in this section is elevated to 90 degrees and overdirected back. The guide is taken from the perimeter of the graduation for the length					
Point cut following the head shape, and did not cut below the occipital					
Pivoting subsections are combed to 90 degrees, overdirected back, and, using a traveling guide, cut parallel to the head					
Repeated step on the opposite side					
At sides of the head, took a horizontal subsection from the natural side part, elevated to 90 degrees, overdirected back, and point cut following the guide from the radial section					
Kept elbows up to avoid cutting into the perimeter					

GRADUATED HAIRCUT PROCEDURE ASSESSMENT(RIGHT- OR LEFT-HANDED)

Performance Assessed	1	2	3	4	Improvement Plan
Draped client for shampoo					
Shampooed and conditioned the hair					
Escorted client back to styling chair					
Secured a neck strip around client's neck					
Placed a cape over the neck strip and fastened					
Folded the neck strip down over the cape					
Began first section by taking the parting from the client's natural side part back to the crown					
Took a central parting from the crown to the nape					
At the occipital bone, took a diagonal forward parting from the central parting to the middle of each ear					
Took a pivoting diagonal forward 1/2-inch (1.25 centimeters) wide subsection and elevated it to 45 degrees and cut parallel to the parting					
Make sure that the section is no longer than 2 to 3 inches in length					

Performance Assessed	1	2	3	4	Improvement Plan
Checked balance					
Created another set of diagonal forward partings from the top of the occipital to the top of each ear					
Cut parallel to diagonal forward parting and followed length of guide					
Positioned client's head upright					
Created a horseshoe section just below the crown and extended to the front hairline					
Started in the rear of the horseshoe section					
Used the wide teeth, combed the hair over the previously cut hair to its natural fall					
Followed the guide beneath; cut the line along the comb until reached the side below the ear					
Continued to comb hair to natural fall on the sides just behind the ear					
Cut the hair parallel to the horseshoe parting					
Repeated on the opposite side					
Stood behind the client and checked the lengths on both sides					

- Remove length for facial hair: _____

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Space is provided for comments to assist you in improving your performance and achieving a higher rating.

BLUNT HAIRCUT PROCEDURE ASSESSMENT (RIGHT- OR LEFT-HANDED)

Performance Assessed	1	2	3	4	Improvement Plan
Draped client for shampoo					
Shampooed and conditioned the hair					
Escorted client back to styling chair					
Secured a neck strip around client's neck					

 **ACTIVITY 4** Haircut Procedures and Techniques

Explain the purpose of the following procedures.

Cross-Checking a Haircut

Slide Cutting

Scissor-over-Comb Technique

ESSENTIAL EXPERIENCE 6

Understand Other Cutting Techniques

ACTIVITY 1 Cutting the Bangs (Fringe)

What are the five basic types of bangs (fringes)? Complete the chart below. List the type of bang in the left column and then describe when you would commonly use it (perhaps on a certain hair length?) in the right column.

Type of Bang (fringe)	Description

ACTIVITY 2 Art Research Project

Look through magazines for pictures of the four basic haircuts. Paste the photos on a separate sheet of paper. Share your findings with the class.

ACTIVITY 3 Haircutting Techniques Word Scramble

Using the clues provided, unscramble the terms given below.

Scramble	Correct Word
ntlub uct	_____. <i>Clue:</i> One-length haircut
adterudga	_____ <i>Clue:</i> Ends appear to be stacked
nergif	_____ <i>Clue:</i> Triangular section that begins at apex and ends at front
egrynia	_____ <i>Clue:</i> Cutting the hair with elevation or overdirection
iseontcs	_____ <i>Clue:</i> Divisions in hair before cutting into working areas
ladnioag	_____ <i>Clue:</i> Between horizontal and vertical
lenaigvrt	_____ <i>Clue:</i> Moving
liavctre	_____ <i>Clue:</i> Perpendicular to the horizon
diew hotot	_____ <i>Clue:</i> Comb mainly used to detangle hair
sderge	_____ <i>Clue:</i> Remove superfluous hair around the necklines and ears
utsenoicsb	_____ <i>Clue:</i> A section that is divided into smaller areas
hrlwo	_____ <i>Clue:</i> Requires less tension when cutting
zroar	_____ <i>Clue:</i> Cuts hair with softer edge

ESSENTIAL EXPERIENCE 4

Understand Proper Posture and Body Position and Maintain Safety in Haircutting

ACTIVITY 1 Proper Posture and Body Position

What are three things you can do to ensure proper posture and body position while cutting hair?

1. _____
2. _____
3. _____

ACTIVITY 2 Maintain Safety in Haircutting

List safety tips to follow when haircutting.

1. _____

2. _____

3. _____

4. _____

Show Proper Use of Haircutting Tools

 **ACTIVITY 1** Choose the Right Tools

List the 10 tools needed for haircutting. What is the function of each tool?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

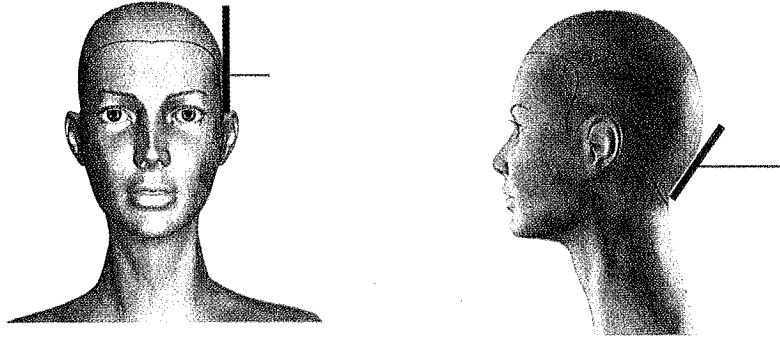
10. _____

ACTIVITY 4 Lines, Sections, Elevations, and Guidelines

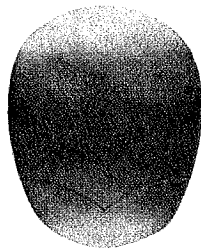
Window panning is the process of transferring key elements, points, or steps in a lesson into visual images that are hand sketched into the squares, or panes, of a matrix. Let your mind think in pictures, and sketch the essential concepts printed in each of the following windowpanes. Do not be concerned with your artistic ability. Use lines and stick figures to depict each concept.

Parallel Lines	Perpendicular Lines	Horizontal Lines
Vertical Lines	Diagonal Lines	0-Degree Elevation
45-Degree Elevation	90-Degree Elevation	180-Degree Elevation

Demonstrate your understanding of reference points. Label the standard reference points on the head form outlines.



Locate the four corners and draw them on the diagram below.



ESSENTIAL OBJECTIVES

After studying this chapter and completing the Essential Companion components, you will be able to:

- | | |
|--|--|
| LO ❶ Identify the reference points on the head and understand their role in haircutting. | LO ❹ Perform the four basic haircuts. |
| LO ❷ Define lines, sections, elevations, and guidelines. | LO ❺ List the multiple ways to section and cut the bang (fringe) area. |
| LO ❸ List the factors involved in a successful client consultation. | LO ❻ Discuss and explain three different texturizing techniques performed with shears. |
| LO ❹ Explain the uses of the various tools of haircutting. | LO ❼ Explain a clipper cut. |
| LO ❺ Name three things you can do to ensure good posture and body position while cutting hair. | LO ❽ Identify the uses of a trimmer. |

why study

HAIRCUTTING?

Haircutting is a technique that requires many hours of practice and a vivid imagination. It is an extremely important skill that must be mastered because the cut serves as the basis for every hairstyle. It may not be done as frequently as a shampoo or style, but it is certainly completed more frequently than chemical services. If you want to ensure that the style you provide your client is the most attractive and will look good even when he or she styles his or her own hair, you must deliver a quality haircut. The way to accomplish this is with frequent practice, repetitive exercises, timed procedures, and a strong desire to become an accomplished haircutter.

Cosmetologists should study and have a thorough understanding of haircutting because:

- Haircutting is the basic foundational skill on which all other hair design is built.
- Being able to rely on your haircutting skills and techniques when creating a haircut is what will build confidence, trust, and loyalty between a cosmetologist and her clients.
- The ability to duplicate an existing haircut or create a new haircut from a photo will build a stronger professional relationship between stylist and client.
- A good haircut that is easy to style and maintain will make clients happy with their service and will build repeat services.
- Studying the fundamentals will allow you to understand advanced haircutting techniques.
- Specializing in haircutting will increase your career opportunities and profits as a hairstylist.

13. The inner side of the wrist is used to test water _____.
14. Biotin and protein are conditioning agents that restore moisture and elasticity, strengthen the hair shaft, and add _____.
15. _____ cleanse the hair and scalp before a service.
16. The key to determining which shampoo will leave the hair shiny and manageable is the list of _____.
17. The amount of _____ in a solution determines whether it is more alkaline or more acid.
18. Shampoos that are more acidic will fall in the range of _____ on the pH scale.
19. Shampoos that are more alkaline will fall in the range of _____ on the pH scale.
20. A pH-balanced shampoo will fall in the range of _____ on the pH scale.
21. _____ shampoos contain special chemicals that are effective in reducing excessive dandruff.
22. Most conditioners contain silicone along with moisture-binding _____ that absorb moisture or promote the retention of moisture.
23. Scalp _____ remove oil accumulation from the scalp and are used after a scalp treatment.
24. Products that do not remove artificial color from the hair are known as _____.

Performance Assessed	1	2	3	4	Improvement Plan
Rotated and moved client's scalp					
Repeated step above four times					
Held back of client's head with left hand					
Placed stretched thumb and fingers on forehead					
Moved hand slowly and firmly upward to 1 inch (2.5 centimeters) past hairline					
Repeated four times					
Placed palms firmly against scalp					
Lifted scalp in rotary movement above client's ears					
Lifted scalp in rotary movement at front and back of head					
Placed fingers of both hands at client's forehead					
Massaged around hairline by lifting and rotating					
Repeated the preceding movement over the entire head, moving back toward the nape					

Performance Assessed

1 2 3 4

Improvement Plan

Draped the towel over the client's head

Massaged the hair until partially dry

Asked the client to sit up

Cleaned shampoo bowl

Escorted client back to workstation

Completed drying the hair

Pinned it up and out of the way if needed

Changed drape if needed

Combed hair beginning at nape

Proceeded to rest of service

Performance Assessed	1	2	3	4	Improvement Plan
Began at front hairline and worked in back and forth movements until reached top of head					
Continued to back of head, shifting fingers back 1 inch (2.5 centimeters) at a time					
Lifted client's head with dominant hand					
With nondominant hand, started at top of right ear using back and forth movement; worked to back of head					
Dropped fingers down about 1 inch (2.5 centimeters), repeated process until right side of head had been shampooed					
Began at left ear and repeated the prior two steps on the left side of the head					
Allowed client's head to relax and worked around hairline with thumbs in a rotary movement					
Repeated all steps until scalp was thoroughly shampooed					
Removed excess lather by squeezing hair gently					
Rinsed hair thoroughly					
Used strong spray, lifted hair at crown and back with fingers of left hand; permitted spray to rinse hair thoroughly					
Cupped hand along nape line and patted the hair, forcing spray against base scalp area					

- _____ Store implements.
- _____ Remove gloves and wash hands.
- _____ Fill disinfectant container.
- _____ Collect implements to bring to your station.
- _____ Review intake form and service record card (for returning clients). Have an intake form ready for new clients.
- _____ Prepare self by taking care of personal needs before client arrives.
- _____ Wash hands.
- _____ Clear head.

ACTIVITY 3 Arrange the Post-Service Steps

Number the following post-service steps in the order they should occur.

- _____ Record information on the intake form and service card.
- _____ Prepare station for the next customer.
- _____ Thank client.
- _____ Advise client on at-home maintenance.
- _____ Clean and disinfect tools and implements.
- _____ Schedule the next appointment.
- _____ Determine if client satisfied.
- _____ Put on gloves.
- _____ Escort client to reception desk, write up service ticket, and recommend products.

ESSENTIAL RUBRICS

Rubrics are used in education for organizing and interpreting data gathered from observations of student performance. A rubric is a clearly developed scoring document used to differentiate between levels of development in a specific skill performance or behavior. A rubric is provided in this study guide as a *self-assessment tool* to aid you in your behavior development.

Rate your performance according to the following scale.

- (1) Development Opportunity:** There is little or no evidence of competency; assistance is needed; performance includes multiple errors.
- (2) Fundamental:** There is beginning evidence of competency; task is completed alone; performance includes few errors.
- (3) Competent:** There is detailed and consistent evidence of competency; task is completed alone; performance includes rare errors.
- (4) Strength:** There is detailed evidence of highly creative, inventive, mature presence of competency.

Space is provided for comments to assist you in improving your performance and achieving a higher rating.

Use Professional Draping

 **ACTIVITY** Draping

List the two types of draping utilized in the salon. Explain the proper way of draping for both the types.

1.

2.

ACTIVITY 3 Shampoo Hair Swatches

Collect hair swatches for various types of hair including normal, color-treated, relaxed, and permed. Shampoo the swatches at least five times with one available shampoo product, using a different shampoo for each swatch. Report the effects of the shampoo on each swatch.

Swatch Type	Shampoo Used	Results
Normal		
Color-treated		
Relaxed		
Permed		

Make recommendations for the ideal shampoo for each hair type, and explain why others are not appropriate.

ACTIVITY 4 Soft and Hard Water Analysis

Arrange to have both soft and hard water available for use in this experiment. Using the different water types and a professional shampoo product, compare the product's lathering ability, cleansing ability, and the appearance of the hair afterward. Record your results in the space provided.

ACTIVITY 3 Hair Brushing Steps

Number the following hair brushing steps in the order they should occur.

- _____ Lay brush (held in dominant hand) with bristles down on hair close to scalp.
- _____ Repeat brushing three times on each strand.
- _____ Make client comfortable.
- _____ Remove hair ornaments, jewelry, and glasses.
- _____ Examine scalp.
- _____ Subsection hair 1 inch (2.5 centimeters) from front hairline to crown.
- _____ Move onto next portion of the service.
- _____ Use half-head parting.
- _____ Hold strand of hair in nondominant hand between thumb and fingers.
- _____ Rotate brush by turning wrist slightly and sweeping bristles full length of hair shaft.
- _____ Continue brushing until entire head had been brushed.
- _____ Drape client for a shampoo.

ACTIVITY 3 Scalp Treatments

Complete the following chart.

Type of Hair	Root Cause	Treatment
Dry Hair	(1) Excessive exposure to sun, water and wind (2) Chemicals, harsh soaps, and topical products	
Oily Hair	Created from overactive sebaceous glands due to overexertion, misuse, and layering of heavy products and changes in the body	

What products are recommended to address dandruff?

ACTIVITY 4 Products for Scalp Treatments

Use your computer, tablet, or smart phone to research products that can be used to treat either dry or oily scalp condition. Write your findings in the space provided and share with the class.

Cosmetologists should study and have a thorough understanding of scalp care, shampooing, and conditioning because:

- The shampoo service is the first opportunity to reinforce your position as a professional who attends to the specific, individual needs of your client.
- You will be able to examine, identify, and address hair and scalp conditions that do not require a physician's care and be able to refer clients to a physician if a more serious issue is identified.
- A general knowledge of product category choices will assist you in determining the best preparation for other services to be performed.
- A successful home-care regimen recommendation will keep your work looking its best for all to see.

ESSENTIAL REFLECTIONS

List the hair products that you use on a regular basis.

How do the product(s) impact the condition of your scalp and hair? Would you recommend them to others? Why?

ESSENTIAL DISCOVERIES AND ACCOMPLISHMENTS

In the space provided, write down key points learned in the chapter. Share your Essential Discoveries with the other students in your class and ask the notes are helpful to them. You may want to update your discoveries based on any good ideas shared by your peers.

Discoveries:

List at least three things you have accomplished since your last entry that relate to your career goals.

Accomplishments:

28. Using a higher half bang to create length in the face would be best for _____.
- a) a wide forehead
 - b) close-set eyes
 - c) a narrow forehead
 - d) wide-set eyes
29. Directing the hair forward over the sides of the forehead is best for _____.
- a) a wide forehead
 - b) close-set eyes
 - c) a narrow forehead
 - d) wide-set eyes
30. Asymmetrical, off-center styles are best for _____.
- a) a narrow forehead
 - b) close eyes
 - c) a long jaw line
 - d) a crooked nose
31. The profile that has a receding forehead and chin is called the _____ profile.
- a) convex
 - b) concave
 - c) straight
 - d) curved
32. The profile that has a prominent forehead and chin is called the _____ profile.
- a) convex
 - b) concave
 - c) straight
 - d) curved
33. Bangs with little or no volume should be used for a _____.
- a) receding forehead
 - b) large forehead
 - c) low forehead
 - d) small forehead
34. A part that helps develop height on top and make thin hair appear fuller is the _____ part.
- a) center
 - b) side
 - c) diagonal
 - d) zigzag
35. The _____ part should be used to create width or height in a hairstyle.
- a) triangular
 - b) diagonal
 - c) side
 - d) zigzag
36. The _____ part is used to create a dramatic effect.
- a) triangular
 - b) diagonal
 - c) side
 - d) zigzag
37. The _____ part is considered to be the basic parting for the bang section.
- a) triangular
 - b) diagonal
 - c) side
 - d) zigzag

8. An example of a line that is found in the one-length or blunt cut hairstyle is the _____ line.
- a) single
 - b) contrasting
 - c) transitional
 - d) repeating
9. Lines that meet at a 90-degree angle and create a hard edge are called _____ lines.
- a) single
 - b) contrasting
 - c) transitional
 - d) repeating
10. Curved lines used to soften and blend horizontal or vertical lines are known as _____ lines.
- a) vertical
 - b) contrasting
 - c) transitional
 - d) repeating
11. Lighter and warmer colors are used to create the illusion of _____.
- a) dimension
 - b) repetition
 - c) volume
 - d) closeness
12. Dark and cool colors move forward or toward the head and create the illusion of less _____.
- a) volume
 - b) height
 - c) width
 - d) strength
13. When choosing haircolor, it should be compatible with the client's _____.
- a) eye color
 - b) skin tone
 - c) family's choice
 - d) childhood dreams
14. Texture can be natural or created with styling techniques, chemical changes, curling irons, or _____.
- a) client's desire
 - b) stylist's desire
 - c) hair brushing
 - d) hot rollers
15. Curly hair can be permanently straightened with _____.
- a) curling irons
 - b) hair relaxers
 - c) pressing irons
 - d) crimping irons
16. Curly and extremely curly hair do not reflect much light and could be _____ to the touch.
- a) soft
 - b) smooth
 - c) limp
 - d) coarse
17. The five principles of hair design are proportion, balance, rhythm, emphasis, and _____.
- a) symmetry
 - b) asymmetry
 - c) harmony
 - d) diagonal

Down

Word

Clue

1. Outline of the overall hairstyle
2. Lines positioned between horizontal and vertical
4. Holds all of the elements of the design together
5. Curved lines used to blend and soften
10. Hairstyle design that is similar on both sides of the face
11. Triangular section that begins at the apex and ends at the front corners
14. The area surrounding the form or the area the hairstyle occupies

ACTIVITY 3 Special Considerations Matching Exercise

Match the following essential terms with their identifying terms or phrases.

- | | |
|-----------------------------|---|
| _____ Wide forehead | 1. An asymmetrical, off-center style is best. |
| _____ Close-set eyes | 2. Use curved lines at the jaw line. |
| _____ Crooked nose | 3. Direct hair forward over the sides of the forehead. |
| _____ Square jaw | 4. A receding forehead and chin. |
| _____ Long jaw | 5. Use bangs with little or no volume. |
| _____ Convex profile | 6. Hair should be full and fall below the jaw. |
| _____ Large forehead | 7. Direct hair back and away from the face at the temples. |
| _____ Prominent nose | 8. Bring hair forward at forehead with softness around face. |
| _____ Small chin | 9. Hair should be longer or shorter than chin. |
| _____ Large chin | 10. Move hair up and away from face along chin line. |

ACTIVITY 4 Special Considerations Matching Exercise

Match the following essential terms with their identifying terms or phrases.

- | | |
|--------------------------------|--|
| _____ Narrow forehead | 1. Use straight lines at the jaw line. |
| _____ Wide-set eyes | 2. Direct bangs over the forehead with outward directed volume. |
| _____ Wide, flat nose | 3. Hair should sweep off the face, creating a line from nose to ear. |
| _____ Round jaw | 4. A prominent forehead and chin. |
| _____ Straight profile | 5. Direct hair away from the face at the forehead. |
| _____ Concave profile | 6. Use a higher half bang to create length in the face. |
| _____ Receding forehead | 7. Direct hair forward in the chin area. |
| _____ Small nose | 8. Draw hair away from face, use center part. |
| _____ Receding chin | 9. Ideal profile. |
| _____ Bang | 10. Triangular section that begins at the apex and ends at the front corners. |

ESSENTIAL EXPERIENCE 5

Create Harmony between Hairstyle and Facial Structure

ACTIVITY 1 Facial Shapes

Creating harmony between hairstyle and facial structure is one of the most challenging opportunities you will face as a stylist.

Look through magazines and online to find pictures that depict the face shapes indicated below. Paste a picture for each facial type. Under the picture, list characteristics for each.

Oval	Round
Square	Triangular
Oblong	Diamond
Inverted Triangle	Other

ACTIVITY 5 Emphasis

Emphasis is the focal point or the point of prominence in the hairstyle. Our eyes tend to see this part of the style first.

List a few ideas of how you can add emphasis to a hairstyle.

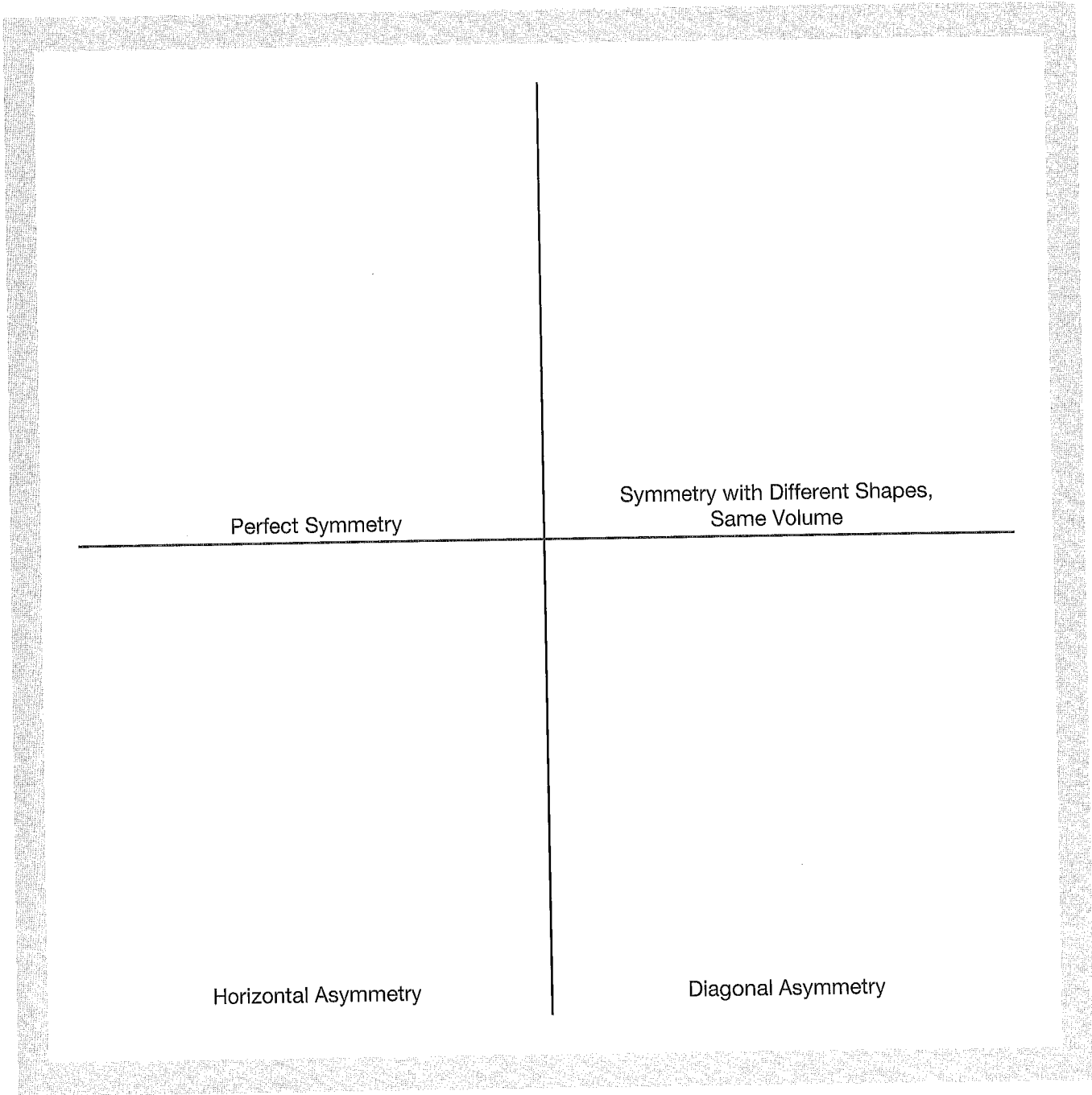
ACTIVITY 6 Harmony

Without harmony, none of the other principles of design will work. Harmony is what holds all the elements of the design together. Think about anyone you have known, a celebrity perhaps, who may have had great color or balance in their hairstyle, but the harmony just did not happen. List their names here and explain why there was no harmony.

ACTIVITY 3 Balance

When referring to balance, we mean that the hairstyle is equal in size or volume around the head. It can be both symmetrical or asymmetrical.

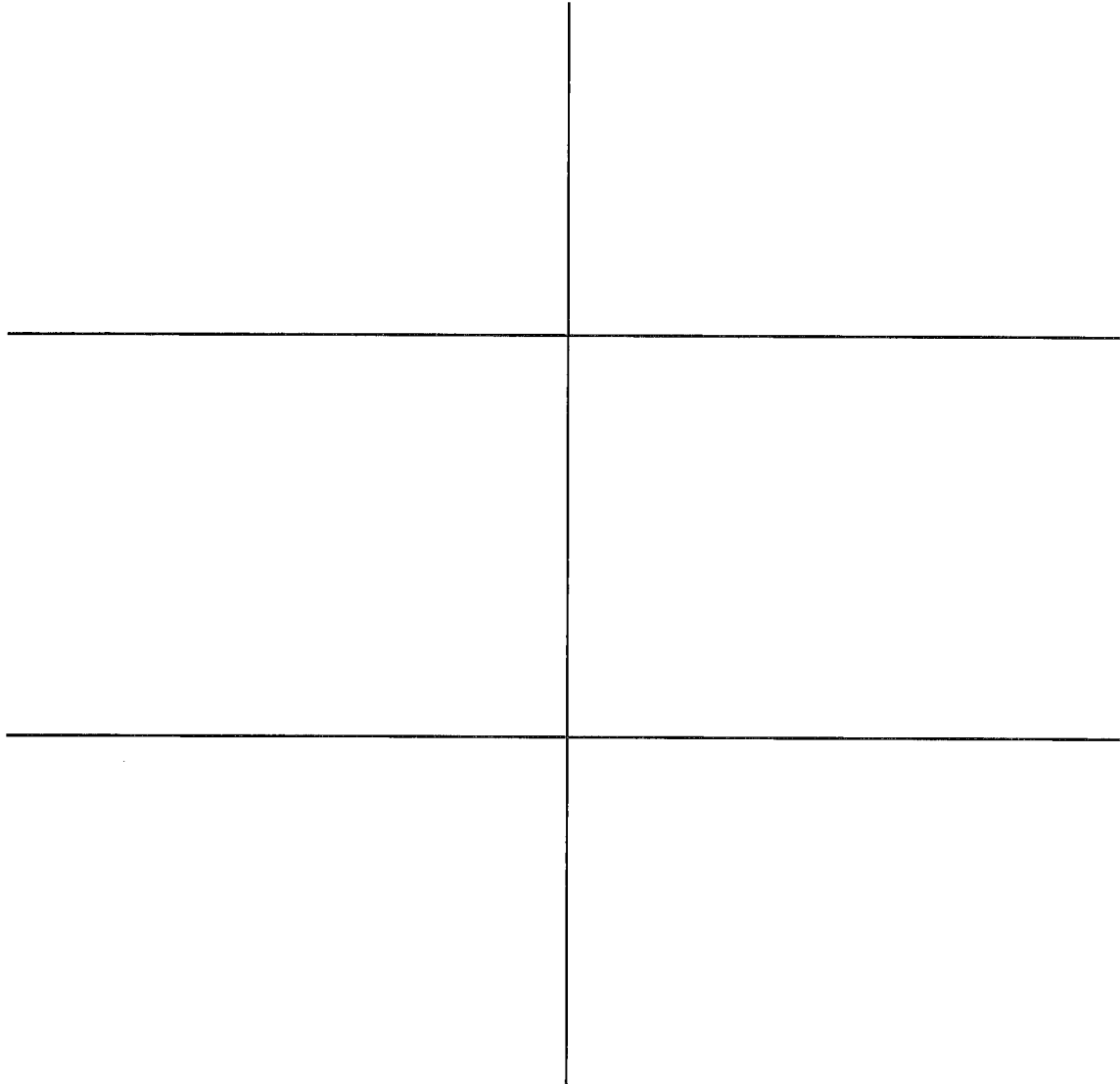
Please complete the activity below by pasting pictures from magazines or found online that depict the types of balance listed.



Perfect Symmetry	Symmetry with Different Shapes, Same Volume
Horizontal Asymmetry	Diagonal Asymmetry

ACTIVITY 5 Haircolor

Using your favorite old magazines or search online, select several pictures of different hairstyles and paste them below or on a separate piece of paper. Indicate which styles are improved because of color and which ones are just colored for the sake of color. Discuss in a group how the color can be changed to make a difference.

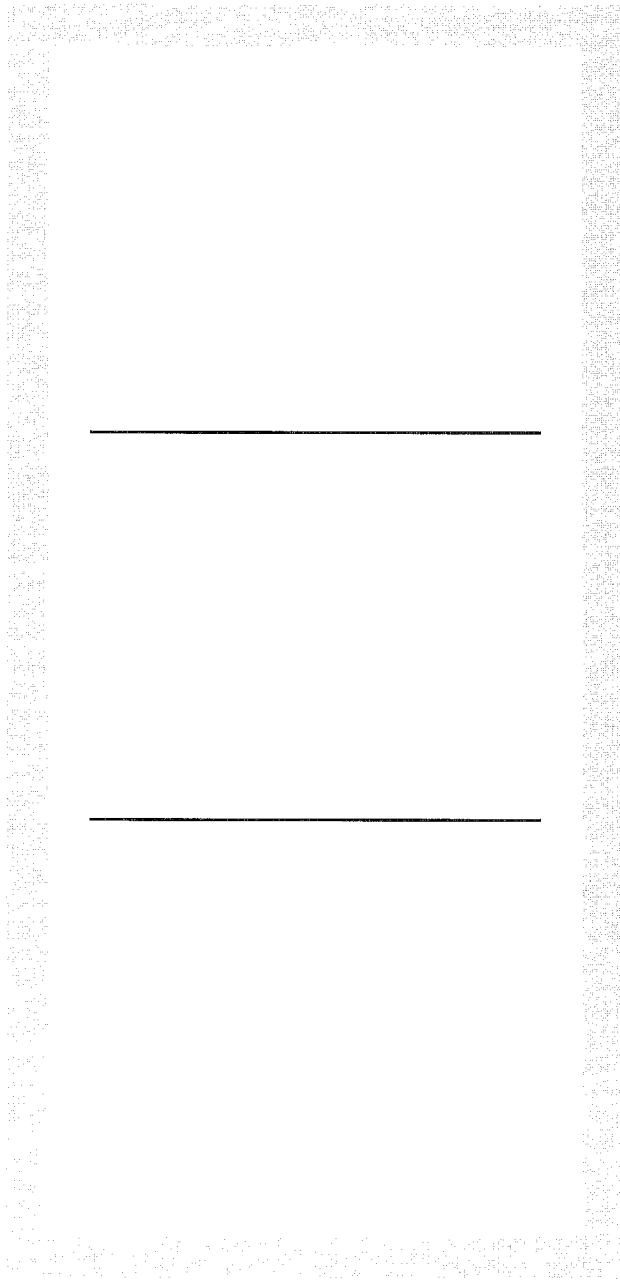


A large empty grid consisting of a vertical line and two horizontal lines, creating four rectangular sections for pasting images and notes.

ACTIVITY 3 Form

Take photos of a hairstyle on a client or another student from three different angles. Take the photo and cut around the *perimeter* of the hairstyle for each angle. Outline the style in the area provided below. Discuss with fellow students how different the silhouette is from various angles. Is the hair form in proportion to the shape of the head and face, the length and width of the neck, and the shoulder line?

(If a digital camera or camera phone is not available for your use, consider creating a silhouette on the board in the classroom by adjusting the overhead lighting and using a flashlight or spotlight to create a shadow on the board. Once you have traced three different silhouettes of the hairstyle on the board, copy a smaller version in the space provided.)



Define the Elements of Hair Design

 **ACTIVITY 1** The Elements of Design

Line, form, space, design texture, and haircolor are the elements of hairstyling. Explain how each element relates to hairstyling.

- **Line:** _____

- **Form:** _____

- **Space:** _____

- **Design Texture:** _____

- **Haircolor:** _____

ESSENTIAL REFLECTIONS

You must first gain an understanding of the five elements of design, which are form, space, line, color, and texture. Then you must experiment with those five elements to create a variety of designs. You must also gain knowledge of the principles of hair design, which include proportion, balance, rhythm, emphasis, and harmony, and how each affects the end result. Finally, you must learn about all the client's personal circumstances, which will impact the overall design. These include the client's face shape, facial features, head shape, profile, and whether or not the client wears eyeglasses. All of these concepts will be contributing factors in providing the client with a complimentary and satisfactory hair design.

- **What or whom are your sources of inspiration when it comes to hair and/or hair design?**

ESSENTIAL DISCOVERIES AND ACCOMPLISHMENTS

In the space provided, write down key points learned in the chapter. Share your Essential Discoveries with the other students in your class and ask if they are helpful to them. You may want to update your discoveries based on any good ideas shared by your peers.

Discoveries:

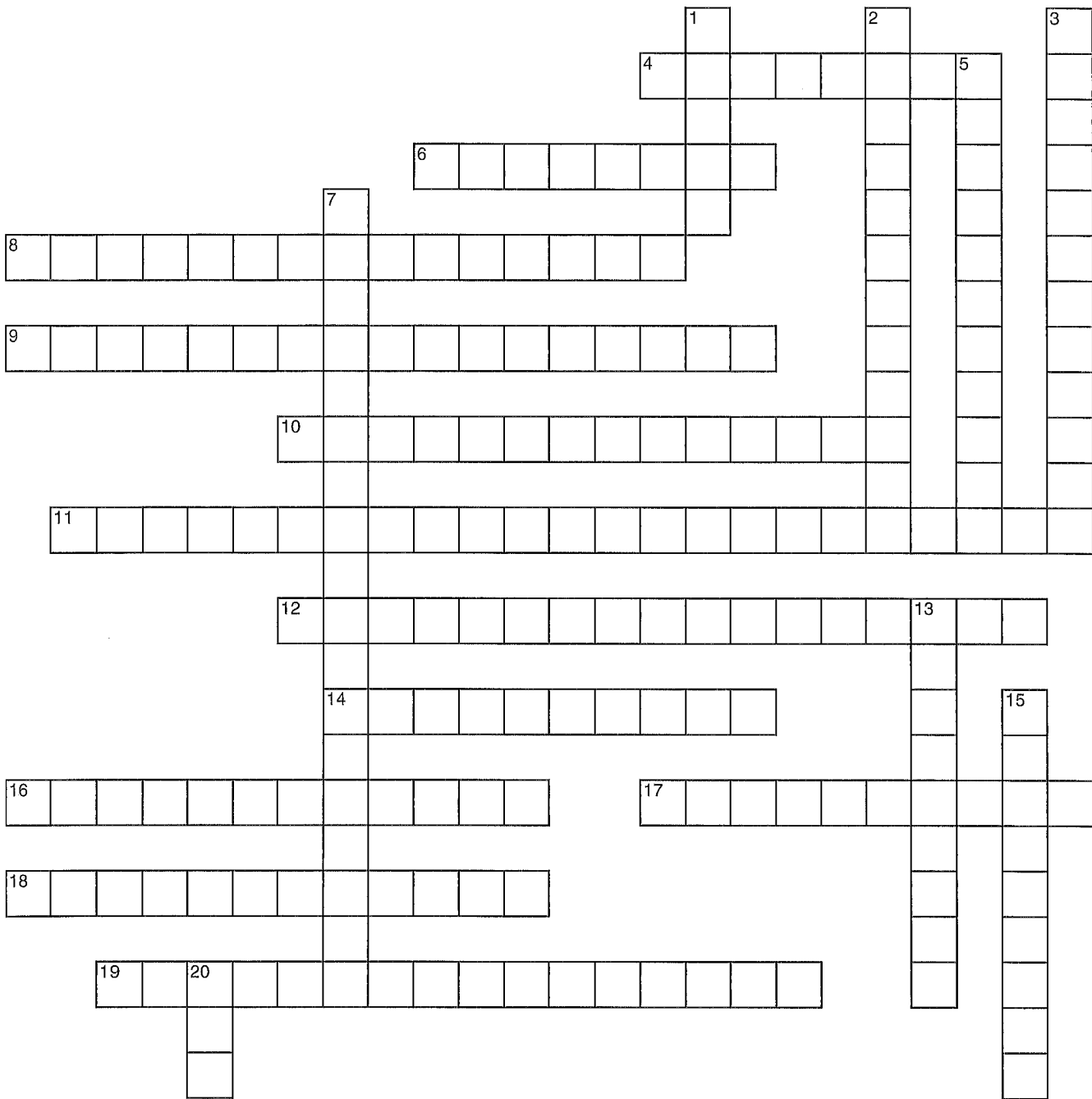
List at least three things you have accomplished since your last entry that relate to your career goals.

Accomplishments:



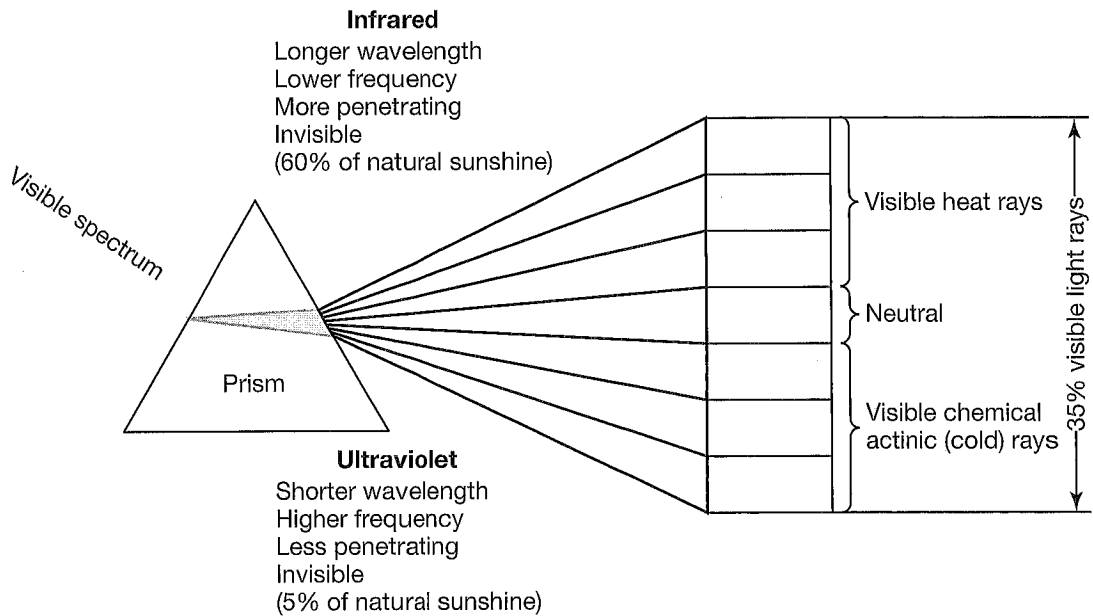
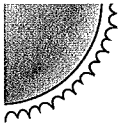
ACTIVITY 2 Crossword Puzzle Review

Complete a crossword puzzle using the following clues or definitions.



ACTIVITY 2 The Visible Spectrum of Light

Color in the visible spectrum depicted in the diagram at the top of the following page using colored markers, pencils, or crayons. If you do not have drawing tools accessible, write in the name of the color in the boxes.



ACTIVITY 3 Light Therapy

- What is light therapy?

Complete the chart that lists light therapy devices. Include the conditions the device can be used to treat and the benefits. Compare your list with several of your classmates.

Device	Treatable Conditions
Lasers	
Light-Emitting Diode	
Intense Pulse Light	

Identify Other Electrical Equipment

ACTIVITY Electrical Equipment Matching Exercise

Using the clues provided, identify the type of electrical tool from the bank of tools provided. Write the number of the clue next to the electrical tool.

- _____ conventional hood hair dryer
- _____ flat irons
- _____ steamer or vaporizer
- _____ haircoloring processing machines
- _____ heating caps
- _____ ionic hair dryers with crystalline mineral tourmaline and styling irons
- _____ lasers, light-emitting diode (LED), and intense pulse light

Clues:

1. Provides a uniform source of heat and can be used with hair and scalp conditioning treatments.
2. This equipment is considered a medical device that should be used only by licensed professionals.
3. Source of dry heat that can be used to shorten chemical processing time.
4. Produces moist, uniform heat that can be applied to the head or face.
5. Have a built-in heating element and plug directly into a wall outlet.
6. Effective at combating static electricity and flyaway hair.
7. Shorten the time it takes to process chemical hair services.

ESSENTIAL EXPERIENCE ²

Practice Electrical Equipment Safety

Your safety as well as the safety of your clients should always be a top concern.

ACTIVITY 1 Safety Devices

Complete a chart of the electrical safety devices you may use in a salon. What is the function of each safety device?

Electrical Safety Devices	Function

ACTIVITY 2 Safe Use of Electrical Equipment

Fill in the blanks for the selected safety precautions to be followed in order to avoid accidents and ensure greater client satisfaction.

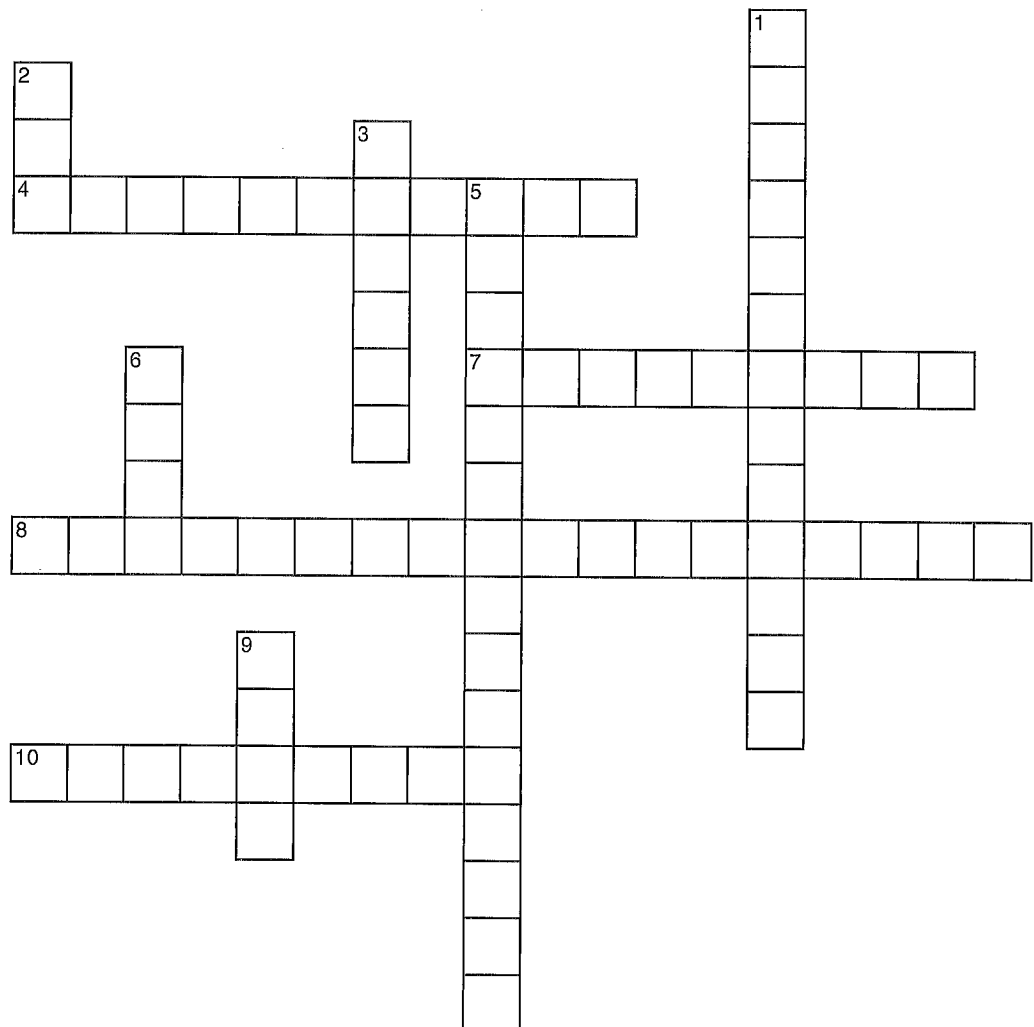
1. All the electrical appliances you use should be _____.
2. Read all _____ carefully before using any electrical equipment.
3. _____ all appliances when not in use.
4. _____ all electrical equipment regularly.
5. Keep all wires, plugs, and equipment in good _____.
6. Use only one plug to each _____.
7. You and your client should avoid contact with _____ and metal surfaces when using electricity.
8. Do not leave your client unattended while the client is _____ to an electrical device.
9. Keep electrical cords off the _____ and away from people's feet.
10. Do not attempt to _____ around electric outlets while equipment is plugged in.
11. Do not touch two _____ objects at the same time if either is connected to an electric current.
12. Do not step on or place _____ on electrical cords.
13. Do not allow an electrical cord to become _____ as it can cause a short circuit.
14. Disconnect appliances by pulling on the, _____ not the cord.
15. Do not attempt to _____ electrical appliances unless you are qualified.

ACTIVITY 4 Electrical Measurements Fill in the Blank

Complete each statement with the correct term.

1. Electrical wall sockets that power your hair dryer and curling iron are _____ volts.
2. A hair dryer rated at _____ amps must have a cord that is twice as thick as one rated at _____ amps.
3. _____ is the measure of the current used for facial and scalp treatments.
4. Current will not flow through a conductor unless the volts are stronger than the _____.
5. A _____ light bulb uses 40 watts of energy per second.
6. A 1,000-watt hair dryer uses _____ of energy per _____.

ACTIVITY 5 Crossword Puzzle



ESSENTIAL REFLECTIONS

In the space provided, list all of the things that you could not do without electricity. Describe how electricity is important in everyday life.

ESSENTIAL EXPERIENCE 1 Understand Electricity

ACTIVITY 1 What Is Electricity?

- Define *electricity*. Include in your explanation key terms such as *electric current*, *conductor*, and *nonconductor* and their relationship to electricity.

- All materials can be classified as conductors or nonconductors. List the differences between the two in the chart below.

	Conductor	Nonconductor
Difference		

ESSENTIAL DISCOVERIES AND ACCOMPLISHMENTS

In the space provided, write notes about key points learned in the chapter. Share your Essential Discoveries with other students in your class and ask if the notes are helpful to them. You may want to update your discoveries based on good ideas shared by your peers.

Discoveries:

List at least three things you have accomplished since your last entry that relate to your career goals.

Accomplishments:

_____	Not capable of being mixed
_____	Oil-loving
_____	Any substance that occupies space and has mass; has physical and chemical properties, and exists in the form of a solid, liquid, or gas
_____	The addition of oxygen to a substance to produce an oxide
_____	A stable physical mixture of two or more substances
_____	Contraction of surface-active agents
_____	An unstable physical mixture of undissolved particles in a liquid
_____	Molecule that contains two or more atoms of the same element in definite proportions
_____	An ingredient that brings two normally incompatible materials together and binds them into a uniform and fairly stable blend
_____	An atom or molecule that carries an electrical charge
_____	Liquids that are mutually soluble, meaning that they can be mixed together to form stable solutions.

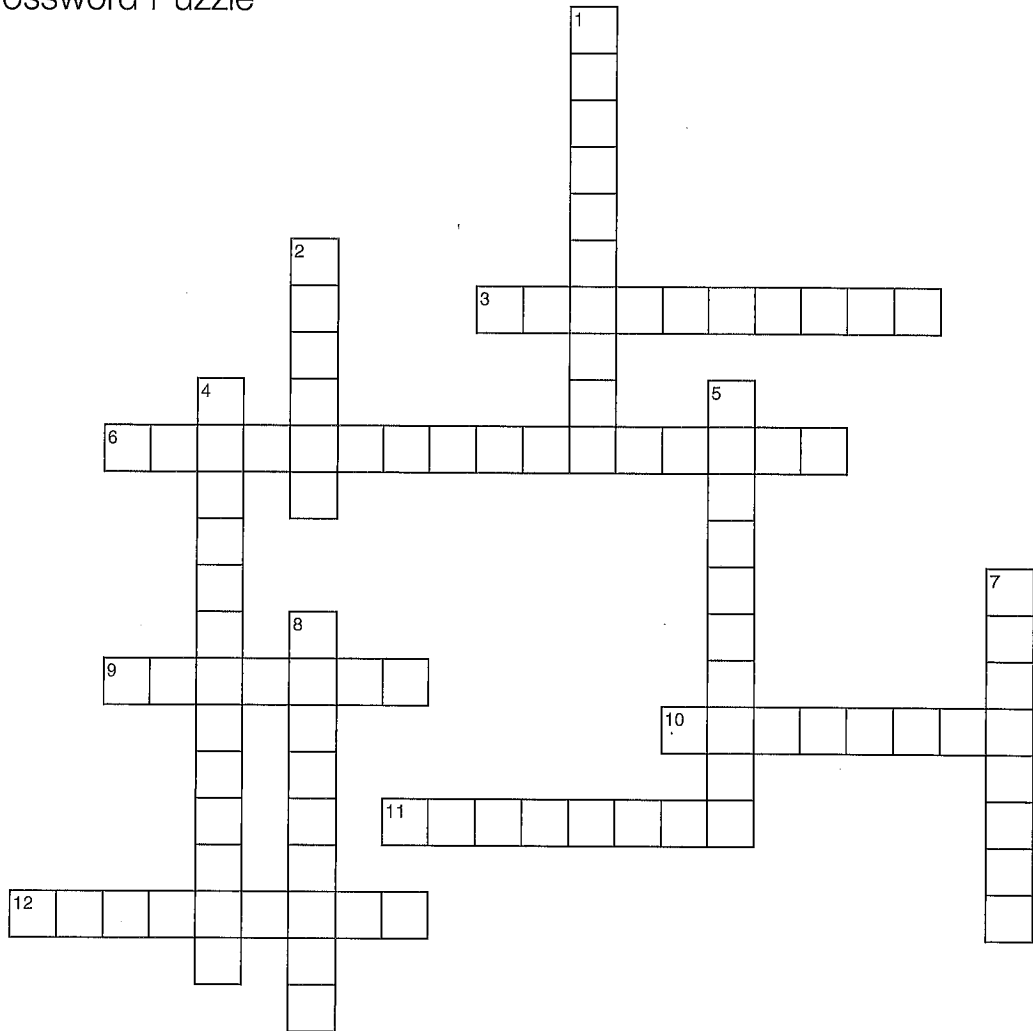
ACTIVITY 3 Matching Exercise

Match the following essential terms with their identifying phrases or definitions.

- | | |
|----------------------------------|--|
| _____ Chemical change | 1. Special type of ingredients used in hair conditioners and as a water-resistant lubricant for the skin |
| _____ Acidic solution | 2. A sweet, colorless, odorless, oily substance used as a moisturizing agent |
| _____ Cation | 3. The separation of an atom or molecule into positive and negative ions |
| _____ Physical change | 4. Subatomic particles with a negative charge |
| _____ Anion | 5. A change in the form or physical properties of a substance without the formation of a new substance |
| _____ Glycerin | 6. A change in the chemical and physical properties of a substance by a chemical reaction that creates a new substance |
| _____ Chemical properties | 7. An ion with a negative electrical charge. |
| _____ Ionization | 8. An ion with a positive electrical charge. |
| _____ Electrons | 9. Characteristics that can only be determined by a chemical reaction and a chemical change in the substance |
| _____ Silicone | 10. A solution that has a pH below 7.0 |

ESSENTIAL REVIEW

ACTIVITY 1 Crossword Puzzle



Across

Word

Clue

3. Contraction of surface active agents
6. Easily evaporating
9. The substance that dissolves the solute to form a solution
10. Capable of being mixed with another liquid
11. Mixture of two or more immiscible substances
12. Sweet, colorless, oily substance used as a moisturizing ingredient

Down

Word

Clue

1. Chemical reaction that produces heat
2. The substance that is dissolved in a solution

ACTIVITY 2 Product Research

Research a variety of shampoos, conditioners, haircolors, permanent waves, relaxers, lotions, and creams. Find the pH for each product listed, and fill in the key ingredients and effects of each product on the hair.

Product Name	Key Ingredients	pH	How Will the pH Affect the Hair?

ACTIVITY 8 Solutions, Suspensions, and Emulsions

List three physical mixtures in the chart. What determines the difference in each mixture? Give an example of each type of physical mixture. Chart your findings.

Type of Physical Mixture	Characteristics	Example

ACTIVITY 9 Differences Among Solutions, Suspensions, and Emulsions

Complete the chart as it relates to solutions, suspensions, and emulsions.

	Solutions	Suspensions	Emulsions
Miscible—M Immiscible—I			
Surfactants Yes—Y or No—N			
Particle size			
Solution Visibility			

ACTIVITY 5 States of Matter

Describe the three physical forms of matter and give examples of each.

Form of Matter	Description	Examples
Solid		
Liquid		
Gas		

In the space provided, list examples of how matter can change form. Be specific. For example, when you melt an ice cube (a solid), it becomes water (a liquid), and when you boil it, it becomes steam (a gas). Not all of your examples will include taking on all three forms.

Define Matter

ACTIVITY 1 What Is Matter?

ACTIVITY 2 Elements

An element is the simplest form of chemical matter. It is composed of a single part or unit and cannot be reduced to a more simple substance. Of the 118 known elements, 98 elements are naturally occurring elements. Each element is identified by a letter symbol. The symbols for each element can be obtained by referring to the Periodic Table of Elements, found online or in almost any chemistry textbook. Numbers are used with the elements to indicate how many parts are found in the substance. In the chart below, list the symbols for each substance and then explain its composition. (See the example for water.)

Substance	Symbol	Composition
Water	H ₂ O	Two parts hydrogen and one part oxygen
Ammonia		
Hydrogen Peroxide		
Nitric Acid		
Sodium Hydroxide		
Sodium Chloride		
Hydrogen		
Sulfur		
Nitrogen		
Oxygen		
Carbon		
Iron		
Lead		
Silver		

ESSENTIAL DISCOVERIES AND ACCOMPLISHMENTS

In the space provided, write notes about key points learned in the chapter. Share your Essential Discoveries with other students in your class and ask if the notes are helpful to them. You may want to update your discoveries based on good ideas shared by your peers.

Discoveries:

List at least three things you have accomplished since your last entry that relate to your career goals.

Accomplishments:

 **ACTIVITY 3** Properties of the Hair and Scalp:
Word Search

After determining the correct word from the clues provided, locate the words in the word search.

Word	Clue
_____	Abnormal hair loss
_____	Growth phase in the hair cycle in which new hair is created
_____	The lowest area or part of a hair strand
_____	The technical term for gray hair
_____	Inflammation of the subcutaneous tissue caused by staphylococci
_____	Transitional phase of hair growth
_____	Outermost layer of hair
_____	The number of hairs per square inch (2.5 square centimeters) on the scalp
_____	Chemical side bond that joins the sulfur atoms of two neighboring cysteine amino acids to create one cystine
_____	The ability of the hair to stretch and return to its original length without breaking
_____	Tube-like depression, or pocket, in the skin or scalp that contains the hair root
_____	Combined with crinium, it is the technical term for brittle hair.
_____	Innermost layer of hair
_____	Technical term for beaded hair
_____	Dandruff
_____	The ability of the hair to absorb moisture
_____	The part of the hair structure found below the skin surface
_____	Skin disease caused by the mite
_____	Dry, sulfur-yellow, cuplike crusts on the scalp in tinea favosa or favus
_____	The portion of the hair that projects beyond the skin
_____	The degree of coarseness or fineness of the hair
_____	Ringworm
_____	Hair that forms in a circular pattern, as on the crown

ACTIVITY 2 Vocabulary Review

Using the following words, fill in the blanks below to form a thorough review of the vocabulary words associated with Chapter 11, Properties of the Hair and Scalp.

Note: some terms may have more than one answer.

amino acids	eumelanin	polypeptide
androgenic alopecia	hair bulb	scutula
arrector pili	hair root	sebaceous glands
canities	hair shaft	sebum
carbuncle	hair stream	swelling
cortex	hydrogen	terminal
cowlick	hypertrichosis	trichology
cuticle	keratinization	trichoptilosis
dandruff	monilethrix	vellus
dermal papilla	pediculosis capitis	
disulfide	pheomelanin	

1. The study of the hair is technically called _____.
2. The technical term for the hair found on the face is known as _____.
3. Full-grown human hair is divided into two principal parts, which are known as the hair root and the _____.
4. The technical term for hair found on the head is _____ hair.
5. The thickened, club-shaped structure that forms the lower part of the hair root is known as the _____.
6. The small involuntary muscle attached to the underside of the hair follicle is called the _____.
7. Fear or cold causes the _____ to contract, which makes the hair stand up straight, giving the appearance of goose bumps.
8. Oil glands, which consist of a sac-like structure in the dermis, are the _____.
9. An oily substance secreted from the sebaceous glands that keeps the skin surface soft and supple is _____.
10. The outermost layer of the hair is called the _____.
11. The cuticle layer of the hair can be raised by _____.
12. The _____ is the middle layer of the hair that gives elasticity.
13. The _____ is the portion of the hair that projects beyond the epidermis.

ESSENTIAL EXPERIENCE 6

Learn How to Perform a Thorough Hair and Scalp Analysis

ACTIVITY 1 Hair and Scalp Analysis

Analyze a classmate's hair. Include in your evaluation texture, density, porosity, elasticity, growth pattern, and dryness versus oiliness. Record your evaluation in the space provided.

ACTIVITY 2 Factors of Hair Analysis

Complete the classifications in the chart below.

	Description	Classifications
Texture	Thickness or diameter of an individual hair strand	
Density	Measures the number of individual hair strands on one square inch (2.5 square centimeters)	
Porosity	Ability of hair to absorb moisture	
Elasticity	Ability of the hair to stretch and return to its original length without breaking	

ACTIVITY 3 Hair Growth Patterns

Define the following growth patterns.

1. Hair stream—

2. Whorl—

3. Cowlick—

ESSENTIAL EXPERIENCE 5

Recognize Disorders of the Hair and Scalp

ACTIVITY 1 Technical Terms for Hair and Scalp Disorders

For the following hair and scalp disorders, list the common name for the associated technical term.

Technical Term	Common Name
Canities	
Hypertrichosis	
Trichoptilosis	
Trichorrhexis nodosa	
Monilethrix	
Fragilitas crinium	
Pityriasis	
Tinea capitis	
Parasitic infections	
Pediculosis capitis	
Furuncle	

ACTIVITY 2 Physician Required

Identify the four disorders that should be treated by a physician in the list from Activity 1.

1. _____

2. _____

3. _____

4. _____

Understand Hair Loss Causes and Treatments

ACTIVITY 1 Types of Abnormal Hair Loss

Normal hair loss is the natural result of the hair growth cycle. The average rate of normal hair loss is estimated to be close to 35 to 40 hairs per day. A total of 63 million people in the United States suffer from abnormal hair loss.

- Define alopecia.

- What are the three most common types of alopecia?

1. _____

2. _____

3. _____

- Alopecia areata has two different types. List them below and briefly describe each.

1. _____

2. _____

ACTIVITY 2 Hair Loss Treatments

There are medical and nonmedical options to counter hair loss. Identify and explain at least three options.

1. _____

2. _____

3. _____

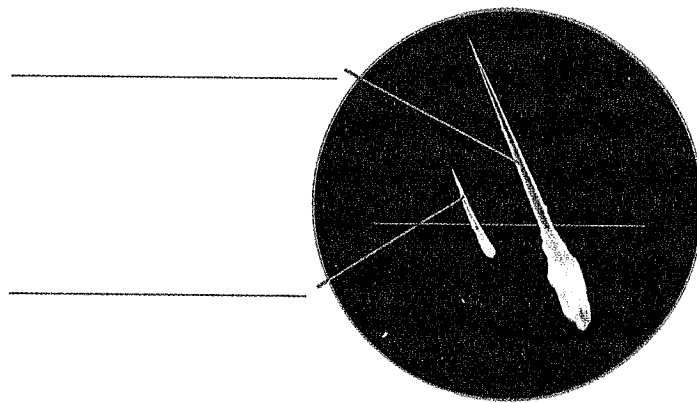
ESSENTIAL EXPERIENCE 3

The Truth About Hair Growth

ACTIVITY 1 Types of Hair

The two main types of hair found on the body are vellus hair and terminal hair.

Label the image.



ACTIVITY 2 Growth Cycles of Hair

Hair growth occurs in cycles. Explain the three phases of the cycle. What significant process occurs during each phase?

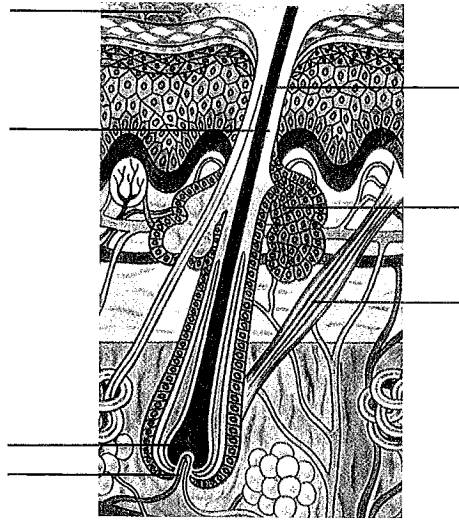
1. Anagen phase: _____

2. Catagen phase: _____

3. Telogen phase: _____

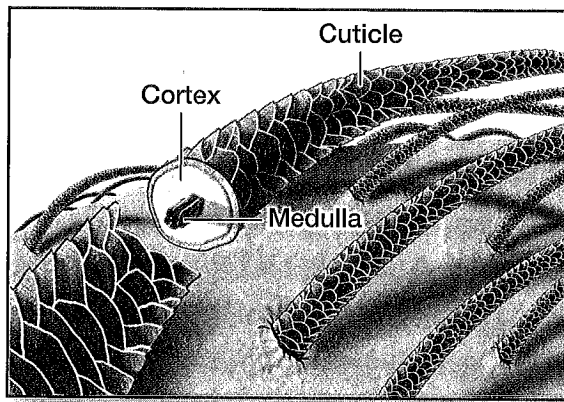
ACTIVITY 3 Labeling the Hair Root

Label the following structures of the hair root.



ACTIVITY 4 Structures of the Hair Shaft

Draw a cross-section of the hair shaft. Label the three main layers of the hair shaft in your cross-section. Then, write the three main layers below, and describe them.



1. _____

2. _____

3. _____

Cosmetologists should study and have a thorough understanding of the properties of the hair and scalp because:

- > You need to know how and why hair grows and how and why it falls out in order to be able to differentiate between normal and abnormal hair loss.
- > Knowing what creates natural color and texture is a vital part of being able to offer a variety of chemical services to clients.
- > Spotting an unhealthy scalp condition that could be harboring a communicable disease or even be causing permanent hair loss is a way to aid your client in caring for their scalp and hair's well-being.

ESSENTIAL REFLECTIONS

What are the key concepts a professional cosmetologist must understand in order to properly analyze a client's hair and prescribe appropriate corrective treatments?

Trichology is the technical term for the study of hair. As you proceed through your study of trichology, you will gain important insights into how the hair is distributed over the body and the scalp. You will learn that hair is composed chiefly of the protein called keratin, and there are two principal parts of hair: the hair root and the hair shaft. In addition to understanding the structure of hair, you will learn how it grows. Most importantly, you will learn to use the senses of sight, touch, hearing, and smell to analyze the condition of a client's hair. There are several hair qualities that are elements in hair analysis, including texture, porosity, and elasticity. You will also determine that effective scalp manipulation on a regular basis will stimulate the muscles and nerves of the scalp as well as increase blood circulation in the scalp area.

Another important area of awareness is that of hair loss and how it affects more than 63 million people in the United States. This particular malady can range from the most common type of hair loss, androgenic alopecia, which is a result of progressive shrinking or miniaturization of certain scalp follicles, to postpartum alopecia, which is a temporary hair loss after pregnancy. The professional cosmetologist must also be able to identify various diseases and disorders of the hair and scalp because the cosmetologist is not allowed to treat certain conditions that must be referred to a medical professional for treatment.

Are you equipped to help your client when they are having a bad hair day?

ESSENTIAL DISCOVERIES AND ACCOMPLISHMENTS

In the space provided, write notes about key points learned in the chapter. Share your Essential Discoveries with other students in your class and ask if the notes are helpful to them. You may want to update your discoveries based on good ideas shared by your peers.

Discoveries:

List at least three things you have accomplished since your last entry that relate to your career goals.

Accomplishments:

ESSENTIAL REVIEW

ACTIVITY Technical term Mnemonics

Learning the technical terms associated with nail diseases and disorders is extremely important to your success and well-being. It will allow you the opportunity to proceed with the appropriate nail services knowing that you and your client are not at risk.

Let's have a little fun! Mnemonics are aids that can be used to assist your memory. They can be words or phrase associations, songs, or any other method that will trigger in your memory key terms or information contained in a lesson. For example, if you were trying to remember the three primary areas of haircutting, **blunt**, **graduated**, and **layered**, you might make up a sentence using the first letter of each type of haircutting. In this case, the mnemonic might be **Brenda Got Lost**. Using this learning tool, try to develop a mnemonic for each of the following technical terms in the study of the nail. For example, **Onychoptosis** is the periodic shedding or falling off of the nail. Within the technical term is the word *chop*. You might relate the word *chop* to the chopping off or falling of the nail, and remember the meaning of onychoptosis. Give it a try with the other terms. Don't limit yourself to words. You can draw pictures or visualize circumstances that will cause you to remember the technical term.

1. Beau's line

2. Leukonychia spots

3. Melanonychia

4. Onychophag

5. Onychorrhaxis

ACTIVITY 3 Word Search

After determining the correct word from the clues provided, locate the words in the word search.

Word	Clue
_____	Separation or falling off of a nail plate
_____	Deformity or disease of the nail
_____	Lifting of the nail plate
_____	Severe inflammation of the nail
_____	Inflammation of the nail matrix
_____	Ingrown nails
_____	Bacterial inflammation of surrounding tissue of the nail
_____	Tiny pits or severe roughness
_____	A fungal infection of the nail plate

P	L	O	G	Y	Y	B	B	L	Q	X	X	N	D	B	T	W
S	Y	T	N	M	W	N	V	K	P	M	Z	G	Q	Z	G	D
I	K	O	P	Y	S	I	S	O	H	C	Y	N	O	X	O	Q
S	B	Y	G	Y	C	D	A	V	N	K	Y	K	Z	N	W	D
A	N	S	T	E	N	H	L	I	Q	W	P	Y	Y	N	R	D
I	Y	T	I	W	N	Q	O	B	H	M	N	C	N	N	M	K
R	X	W	N	S	Z	I	L	M	D	C	H	G	S	Y	Z	V
O	A	D	R	Y	O	M	C	P	A	O	Y	I	J	W	Z	K
S	Y	I	R	R	K	C	M	G	C	D	S	N	X	X	B	J
P	K	Y	H	D	M	J	Y	R	R	Y	E	D	O	M	R	G
L	N	P	L	C	L	J	Y	M	L	A	D	S	M	Y	R	Y
I	R	D	L	L	Y	P	R	O	O	X	N	X	I	Q	M	T
A	Z	G	T	D	T	N	H	B	Z	H	G	U	V	S	J	R
N	J	T	Z	O	P	C	O	J	L	L	C	B	L	X	L	V
B	G	W	S	R	Y	D	M	R	K	D	M	Y	R	O	D	T
M	R	I	L	N	Q	W	R	M	A	X	Q	M	N	N	M	X
X	S	K	O	M	D	Z	M	N	V	P	K	M	Z	O	B	A

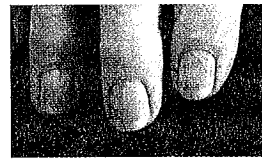
Recognize Nail Diseases

ACTIVITY 1 Identify Nail Diseases

There are two parts to this exercise. First, can you recognize the following nail diseases? Match the disease to the appropriate picture.

Second, it is also important to know if the nail disease is infectious and cannot be serviced, or if is noninfectious and can receive a partial or specialized service. Place a large X over the infectious diseases in this activity.

Onychocryptosis



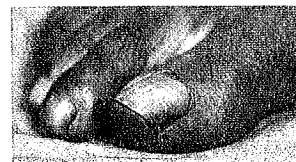
Onycholysis



Nail psoriasis



Tinea pedis



Onychomycosis



Pseudomonas aeruginosa



Nail Disorder	Description	Cause	Salon Service Y-Yes / N-No
Melanonychia			
Onychophagy			
Onychorrhexis			
Plicatured nail			
Ridges			
Splinter hemorrhage			

ESSENTIAL REFLECTIONS

What do I need to know about nail disorders and diseases in order to provide quality manicuring and pedicuring services?

You will need to be able to discern between a disorder and an infectious disease. When you have gained that knowledge, you can proceed confidently with appropriate nail services knowing that you and your client are not at risk.

Circle True or False for the following statements:

- | | | |
|---|---|---|
| T | F | 1. I am qualified as a cosmetologist/nail technician to advise a client as to what diseases or disorders they have? |
| T | F | 2. Some nail conditions can be treated in the salon. |
| T | F | 3. I can perform services on nails or skin that are inflamed. |
| T | F | 4. Dark nail polish can be used to cover an infected nail. |
| T | F | 5. If the client has a nail disease, I can continue to work on their nails. |
| T | F | 6. Stop working on a client if they have a nail disorder. |
| T | F | 7. The toenails and the feet can also have diseases or disorders. |
| T | F | 8. A client with athlete's foot can be treated. |
| T | F | 9. You may be in a position to recognize conditions that may signal mild to serious health problems that warrant the attention of a doctor. |
| T | F | 10. As a cosmetologist, you should take the appropriate steps to protect yourself and your clients from the spread of disease. |

ESSENTIAL DISCOVERIES AND ACCOMPLISHMENTS

In the space provided, write notes about key points learned in the chapter. Share your Essential Discoveries with the other students in your class and ask if the notes are helpful to them. You may want to update your discoveries based on good ideas shared by your peers.

Discoveries:

List at least three things you have accomplished since your last entry that relate to your career goals.

Accomplishments:

ESSENTIAL REVIEW

ACTIVITY 1 Matching

Match the following essential terms with their identifying phrases or definition.

- | | |
|--------------------------------|---|
| _____ Cuticle | 1. Slits or furrows at either side of the nail upon which the nail moves as it grows |
| _____ Eponychium | 2. The dead colorless tissue attached to the nail plate |
| _____ Hyponychium | 3. The slightly thickened layer of skin that lies underneath the free edge of the nail plate |
| _____ Matrix | 4. Normal skin that surrounds the nail plate |
| _____ Nail grooves | 5. The portion of the living skin on which the nail plate sits |
| _____ Nail bed | 6. The living skin at the base of the nail plate covering the matrix area |
| _____ Nail folds | 7. Where the nail plate cells are formed |
| _____ Lunula | 8. The most visible and functional part of the nail |
| _____ Ligament | 9. The part of the nail plate that extends over the tip of the finger |
| _____ Free edge | 10. A tough band of fibrous tissue that connects bones or holds an organ in place |
| _____ Nail plate | 11. The lighter color shows the true color of the matrix |
| _____ Nail malformation | 12. A thin layer of tissue that attaches the nail plate and the nail bed |
| _____ Bed epithelium | 13. When the nail is abnormal in shape or form |

ACTIVITY 2 Cross-Section of the Nail

Individually or with a partner, label the parts of the nail on the front view and cross-section diagrams using the terms listed below. Note: Some essential terms may be used more than once and some not at all.

Nail bed

Eponychium

Perionychium

Free edge

Hyponychium

Bone

Matrix

Ligament

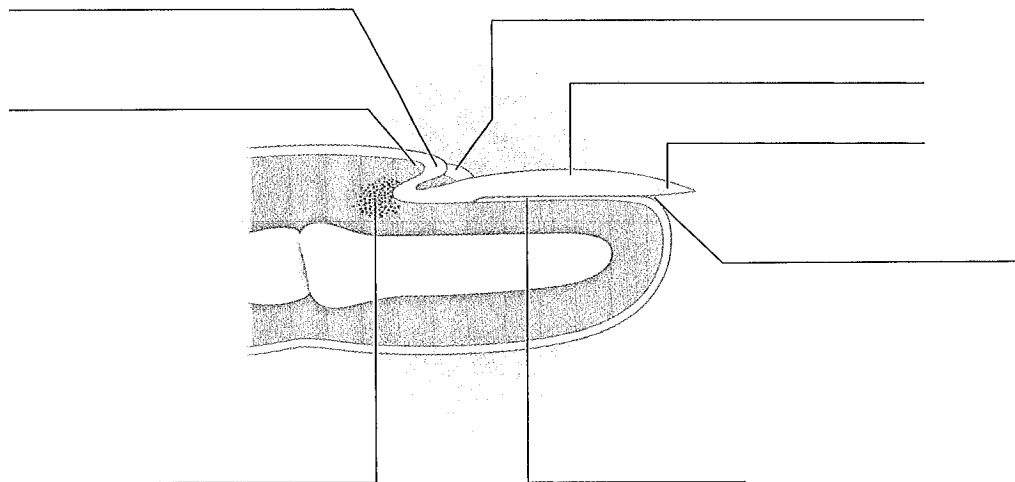
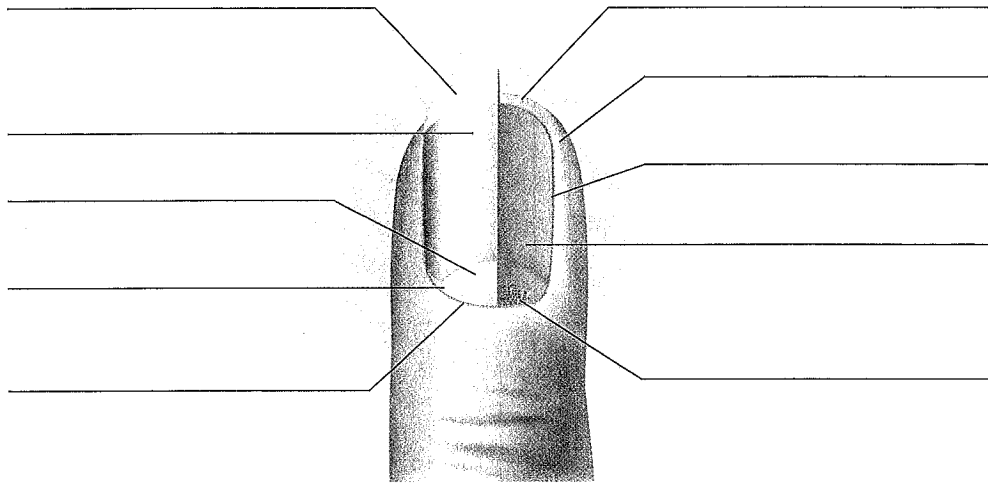
True cuticle

Lunula

Proximal nail fold

Nail plate

Nail groove



ESSENTIAL EXPERIENCE 1

Distinguish the Structure of the Natural Nail

ACTIVITY The Healthy Nail

- List the characteristics of normal, healthy nails.

- _____
- _____
- _____
- _____
- _____

- Examine your nails. Do you have healthy nails? If not, how can you improve the appearance of your nails?



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ESSENTIAL OBJECTIVES

After studying this chapter and completing the Essential Companion components, you will be able to:

- LO ❶ Describe the characteristics of normal, healthy nails.
- LO ❷ Describe the nine basic parts of the nail unit.
- LO ❸ Discuss how nails grow.

why study

NAIL STRUCTURE AND GROWTH?

The fact is that the structure and growth of the nail is certainly not the most glamorous portion of your training in cosmetology, but it could be one of the most essential. To give clients professional and responsible service, you must learn about the structure and function of the nail. You must know when it is safe to work on a client and when they must be referred to a doctor. You should learn about the structure and growth of the nail as it is extremely relevant to your future success and well-being as a professional cosmetologist.

Cosmetologists should study and have a thorough understanding of nail structure and growth because:

- > Understanding the structure and growth of natural nails allows you to expertly groom, strengthen, and beautify nails.
- > It is important to know the difference between the nail cuticle and the eponychium before performing nail services.
- > Understanding the structure and growth cycles of the natural nail will prepare you for more advanced nail services.

10. _____ is a skin disease characterized by red patches, covered with silver–white scales.
- a) Eczema
 - b) Psoriasis
 - c) Dermatitis
 - d) Herpes simplex
11. An acquired, superficial, thickened patch of epidermis commonly known as callus, created by pressure or friction on the hands and feet, is a _____.
- a) mole
 - b) freckle
 - c) keratoma
 - d) verruca
12. Benign, keratin-filled cysts that can appear just under the epidermis are called _____.
- a) milia
 - b) blackheads
 - c) pimples
 - d) ulcers
13. An acute inflammatory disorder of the sweat glands, characterized by the eruption of small red vesicles and accompanied by burning, itching skin is known as a _____.
- a) closed comedone
 - b) miliaria rubra
 - c) contact dermatitis
 - d) excessive anhidrosis
14. A term used to indicate an inflammatory condition of the skin is _____.
- a) eczema
 - b) psoriasis
 - c) dermatitis
 - d) rosacea
15. An abnormal growth of the skin is called _____.
- a) hypertrophy
 - b) hypertrichosis
 - c) keratoma
 - d) callus
16. Foul-smelling perspiration is called _____.
- a) anhidrosis
 - b) chloasma
 - c) bromhidrosis
 - d) hypertrichosis
17. Deficiency in perspiration is called _____.
- a) anhidrosis
 - b) chloasma
 - c) bromhidrosis
 - d) hypertrichosis
18. A small brown or flesh-colored outgrowth of the skin is called a _____.
- a) mole
 - b) macule
 - c) stain
 - d) skin tag
19. An abnormal brown or wine-colored skin discoloration with a circular and irregular shape is called a _____.
- a) mole
 - b) macule
 - c) stain
 - d) skin tag
20. A small brownish spot or blemish on the skin, such as a freckle, is called a _____.
- a) mole
 - b) macule
 - c) nevus
 - d) skin tag

H	O	G	I	L	I	T	I	V	Q	W
Y	P	U	S	T	U	L	E	M	N	A
P	D	T	Y	V	W	T	D	R	M	V
E	U	Y	U	W	E	H	U	R	T	J
R	N	L	J	B	L	R	E	M	J	T
T	N	W	C	X	E	D	R	A	O	N
R	E	I	Q	E	O	R	C	U	L	R
O	L	K	A	K	R	Y	C	D	C	B
P	O	L	U	T	S	L	J	L	Q	A
H	M	E	D	T	S	Z	L	M	E	K
Y	L	Q	L	D	Q	B	X	M	P	G

Recognize Contact Dermatitis

 **ACTIVITY** Contact Dermatitis

- What is contact dermatitis?

- Describe good preventive measures or treatments for contact dermatitis in the space provided.

- ---

- ---

- ---

Analyze Aging Skin Issues

ACTIVITY 1 What Are the Two Types of Factors That Can Influence Aging of the Skin?

- _____
- _____

ACTIVITY 2 Create an Aging Chart

Give a few examples of **intrinsic** and **extrinsic** skin-aging factors based on the preventive measures that are provided.

Intrinsic Factors	Preventive Measure
	Limit sun exposure
	Apply all cosmetic products in an upward motion with a soft touch.
	Avoid continuous facial expressions.
Extrinsic Factors	Preventive Measure
	Avoid overexposure and find a daily use moisturizer with built-in sunscreen.
	Avoid smoking.
	Avoid excessive drinking.
	Find ways to limit stress in your daily routine.
	Eat a well-balanced diet.
	Follow a good daily skin care routine.

ESSENTIAL EXPERIENCE 6

Understand Skin Cancer

 **ACTIVITY 1** Describe the Three Forms of Skin Cancer Below

Skin Cancer	Description
Basal Cell Carcinoma	
Squamous Cell Carcinoma	
Malignant Melanoma	

 **ACTIVITY 2** Cancer Checklist

What does each letter stand for, and how would you check existing moles on a client?

	Meaning	Client Check
A		
B		
C		
D		
E		

ESSENTIAL EXPERIENCE 4

Recognize Pigment Disorders of the Skin

ACTIVITY Create a Collage

Create a collage of at least five pigmentation disorders from the list below. Use the collage to identify the disorders. Compare your collage with the other collages created by your classmates. What were the top two disorders common throughout the collages?

Albinism	Hyperpigmentation	Stain
Chloasma	Lentigines	Tan
Dyschromias	Leukoderma	Vitiligo
Hypopigmentation	Nevus	

Across

Word

Clue

- 4. Blackhead
- 6. An acute inflammatory disorder of the sweat glands, characterized by the eruption of small, red vesicles accompanied by burning, itching skin
- 8. Skin condition caused by an inflammation of the sebaceous glands
- 12. Excessive sweating; caused by heat or general body weakness

Down

Word

Clue

- 1. Whitehead
- 2. Benign, keratin filled cyst that appear just under the epidermis and have no visible opening
- 3. Distended or dilated surface blood vessels
- 5. Chronic condition that appears primarily on the cheeks and nose
- 7. Foul-smelling perspiration, usually noticeable in the armpits or on the feet, that is generally caused by bacteria
- 9. Skin disorder characterized by chronic inflammation of the sebaceous glands
- 10. Large, protruding pocket-like lesion filled with sebum
- 11. Deficiency in perspiration or the inability to sweat, often a result of damage to autonomic nerves

Identify Disorders of the Sebaceous (Oil) Glands

 **ACTIVITY 1** Name and Describe Seven Disorders of the Sebaceous Glands

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

ESSENTIAL EXPERIENCE 1

Identify Disorders and Diseases of the Skin

ACTIVITY 1 Lesions

Complete the chart below listing primary or secondary lesions, their characteristics, and whether a salon service can be performed on the client.

Lesions	Primary or Secondary P or S	Characteristics	Perform a Salon Service Yes-Y, No-N, Caution-C *Caution depends on the state of the lesion
Bulla			
Cyst/ Tubercle			
Crust			
Excoriation			
Fissure			
Keloid			
Macule			
Nodule			



SKIN DISORDERS & DISEASES

ESSENTIAL OBJECTIVES

After studying this chapter and completing the Essential Companion components, you will be able to:

- LO ① Identify and describe common skin lesions, differentiating between primary and secondary lesions.
- LO ② List and describe common disorders of the sebaceous glands.
- LO ③ List and describe common changes in skin pigmentation.
- LO ④ Identify the forms of skin cancer including symptoms and mortality rates.
- LO ⑤ Identify and describe the major causes of acne and current treatments.
- LO ⑥ List the factors that contribute to the aging of the skin.
- LO ⑦ Explain the effects of exposure to the sun on the skin.
- LO ⑧ Describe contact dermatitis and prevention measures for cosmetologists.

why study

SKIN DISORDERS AND DISEASES?

As a practitioner in the field of cosmetology, one of your primary responsibilities will be to help clients acquire and maintain healthy, attractive skin but not to actually diagnose skin disorders or diseases. However, becoming aware of basic clinical symptoms of various skin disorders and diseases will allow you to better serve your clients. If a condition is not serious, as a professional, you will be trained to make appropriate recommendations for controlling the condition. It is critical for you to be able to recognize those conditions that require a physician's care or might be infectious and spread disease from one person to another. So, yes, while you are not studying to become a dermatologist, you need a thorough knowledge of the skin and its diseases and disorders to help you protect both your client and yourself from harm.

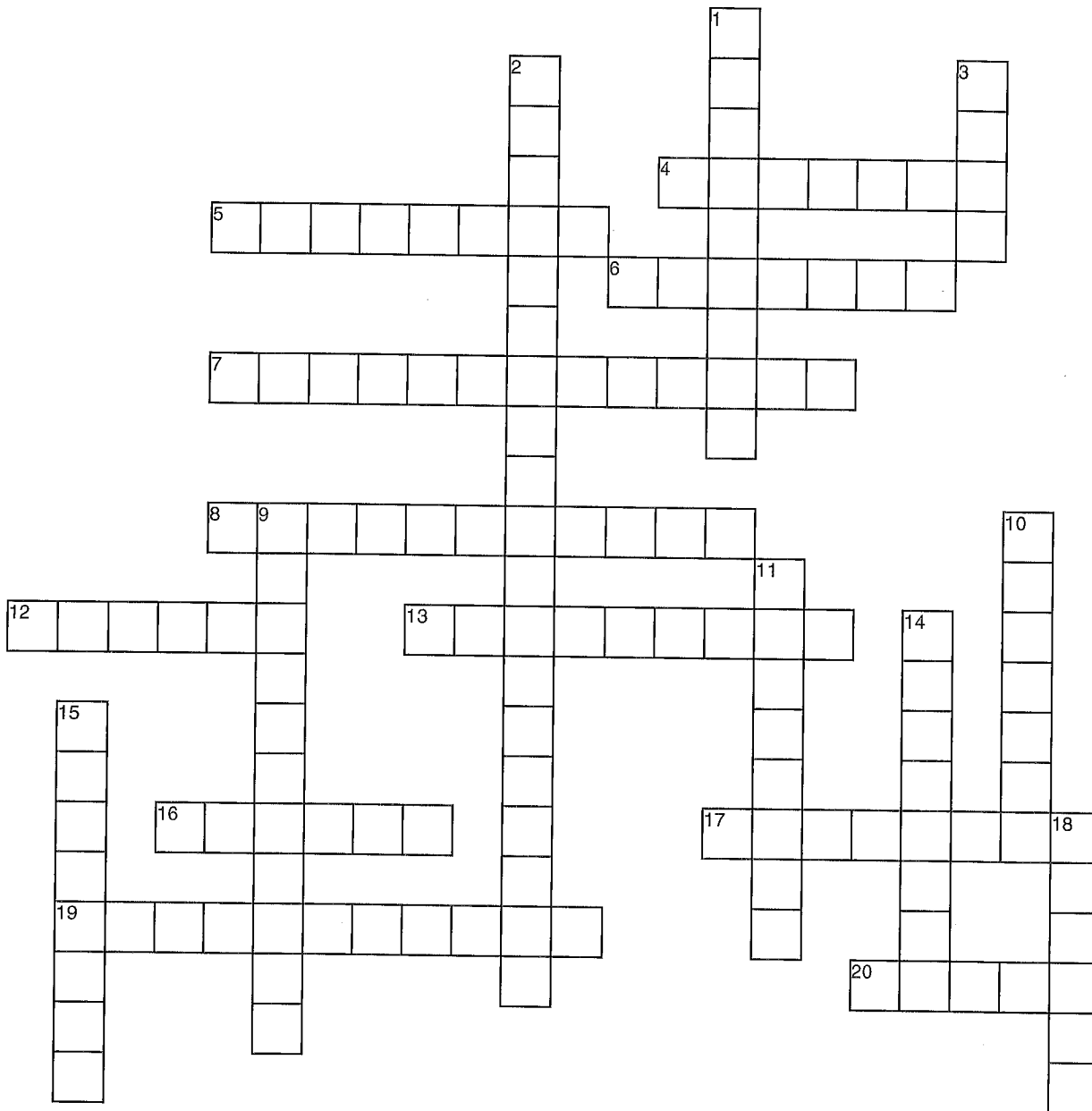
-
-
-
-
-
-
-
-
-
-
3. Also known as acne vulgaris; skin disorder characterized by chronic inflammation of the sebaceous glands from retained secretions and Propioni bacterium acnes bacteria
 9. They excrete perspiration and detoxify the body by excreting excess salt and unwanted chemicals
 10. Fibrous protein of cells that is also the principal component of hair and nails
 11. An important substance needed for proper repair of the skin and tissues; promotes the production of collagen in the skin's dermal tissues; aids in and promotes the skin's healing process
 14. Helps protect the skin from the harmful effects of the sun's UV light.
 15. Supports the overall health of the skin; aids in the health, function, and repair of skin cells; has been shown to improve the skin's elasticity and thickness
 18. Also known as *derma*, *corium*, *cutis*, or *true skin*, underlying or inner layer of the skin

ESSENTIAL REVIEW



ACTIVITY 1 Crossword Puzzle

Complete the crossword puzzle using the clues on the following page.



ESSENTIAL EXPERIENCE 2

Promote Nutrition and Skin Health

ACTIVITY 1 Essential Nutrients

There are six classes of nutrients that the body needs to keep healthy. List each nutrient and its essential purpose.

Nutrients	Purpose
1.	
2.	
3.	
4.	
5.	
6.	

- Which foods provide the recommended daily allowance of each nutrient?

- Identify the food groups and their dietary guidelines.



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SELF-REFLECTION

Do you have a basic understanding of how to maintain healthy skin by making the right nutritional choices? Unhealthy diet or improper hydration can lead to skin disorders, fatigue, or stress.

 **ACTIVITY 9** Skin Aging Collage

Create a collage showing how the factors listed can impact the skin's appearance. Include in your collage beauty products or technology that can help with the aging process.

ACTIVITY 4 Nerves of the Skin

The skin contains the following nerve fibers. Can you define them?

1. **Motor nerve fibers:** _____

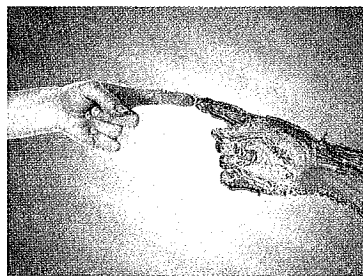
2. **Sensory nerve fibers:** _____

3. **Secretory nerve fibers:** _____

ACTIVITY 5 Sense of Touch

Touch is one of the first senses to develop in the human body. Is the skin equally sensitive on all areas of the body?

ACTIVITY 6 Group Exercise



Using a toothpick, do a touch test on each group member to determine the skin's sensitivity. Take a toothpick and poke various areas of the body (tip of finger, palm of hand, upper arm, back, or cheek). Perform the experiment in two ways: When the subject knows they will be touched and when the subject is not warned (blindfold the subject). Chart your findings. List the area that was most sensitive, and if the

subject knowing or not knowing about the touch made an impact.

ESSENTIAL EXPERIENCE 1

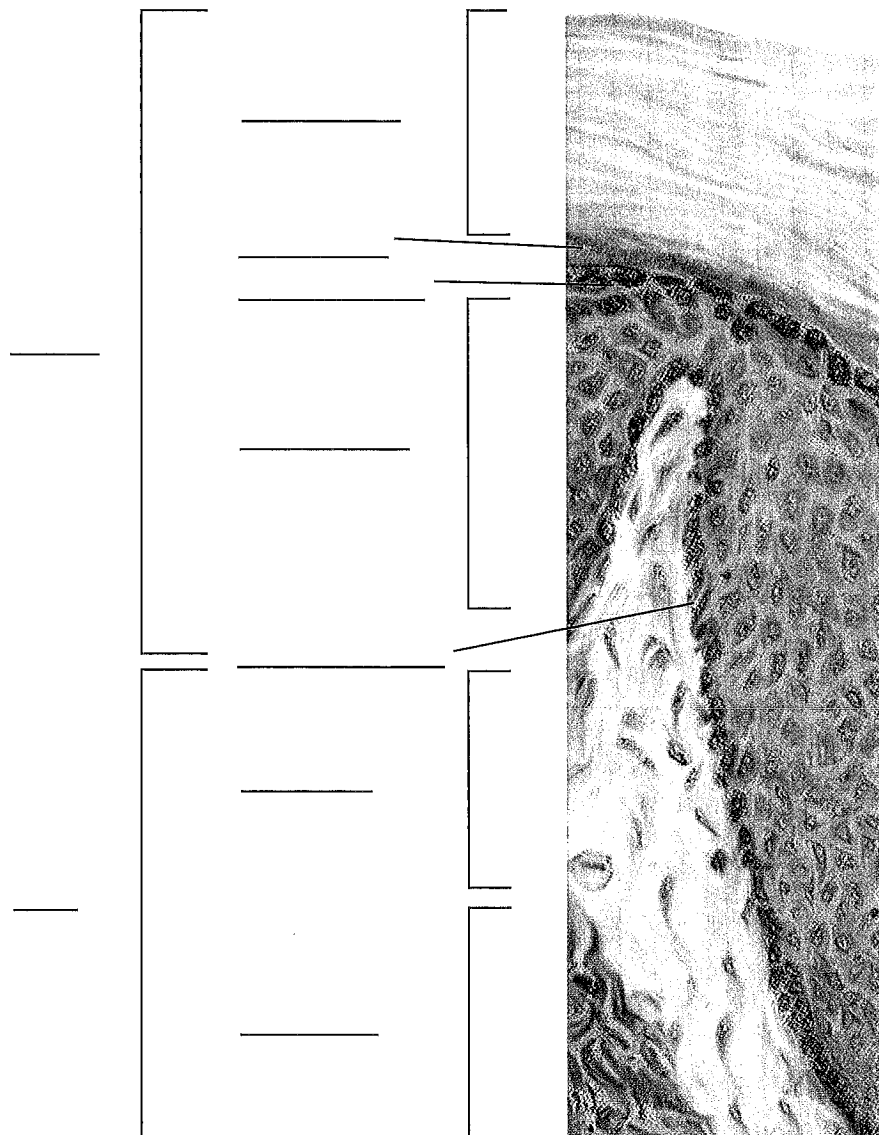
Know the Anatomy of the Skin

ACTIVITY 1 What Are the Two Main Divisions of the Skin?

1. _____
2. _____

ACTIVITY 2 Analysis of the Epidermis and Dermis

Let's get started by labeling the layers of the epidermis and dermis.



7 SKIN STRUCTURE, GROWTH, & NUTRITION

ESSENTIAL OBJECTIVES

After studying this chapter and completing the Essential Companion components, you will be able to:

- LO ① Describe the structure and composition of the skin.
- LO ② List the six functions of the skin.
- LO ③ Name the classes of nutrients essential for good health.
- LO ④ Identify the food groups and dietary guidelines recommended by the U.S. Department of Agriculture (USDA).
- LO ⑤ List and describe the vitamins that can help the skin.

why study

SKIN STRUCTURE, GROWTH, AND NUTRITION?

You actually do not need the level of knowledge that a scientist would have on this subject matter. However, a thorough knowledge of the underlying structures of the skin, nails, and hair will benefit you in your role as a professional cosmetologist.

Cosmetologists should study and have a thorough understanding of skin structure, growth, and nutrition because:

- > Knowing the skin's underlying structure and basic needs is crucial in order to provide excellent skin care for clients.
- > You will need to recognize adverse conditions, including skin diseases, inflamed skin, and infectious skin disorders so that you can refer clients to medical professionals for treatment when necessary.
- > Twenty-first century skin care has entered the realm of high technology, so you must learn about and understand the latest developments in ingredients and state-of-the-art delivery systems in order to help protect, nourish, and preserve the health and beauty of your clients' skin.

40. The _____ assists the swinging movements of the arm.
- | | |
|---------------------|----------------------|
| a) pectoralis major | b) serratus anterior |
| c) platysma | d) supinator |
41. The _____ nerve supplies the thumb side of the arm and back of hand.
- | | |
|----------|------------|
| a) ulnar | b) radial |
| c) media | d) digital |
42. The _____ is a muscular cone-shaped organ that keeps the blood moving within the circulatory system.
- | | |
|----------|------------|
| a) lung | b) heart |
| c) liver | d) stomach |
43. Tiny, thin-walled blood vessels that connect the smaller arteries to the venules are the _____.
- | | |
|----------------|----------|
| a) arteries | b) veins |
| c) capillaries | d) blood |
44. The _____ system is situated within the chest cavity, which is protected on both sides by the ribs.
- | | |
|--------------|----------------|
| a) endocrine | b) respiratory |
| c) excretory | d) digestive |
45. _____ circulation is the blood circulation from the heart throughout the body and back again to the heart.
- | | |
|--------------|-------------|
| a) Systemic | b) Plasma |
| c) Pulmonary | d) Platelet |
46. _____ are thin-walled blood vessels that are less elastic than arteries.
- | | |
|------------|----------------|
| a) Nerves | b) Capillaries |
| c) Venules | d) Veins |
47. Gland-like structures that help fight infection are known as _____.
- | | |
|----------------|---------------|
| a) lymph nodes | b) corpuscles |
| c) leukocytes | d) plasma |
48. The artery that supplies the crown and side of the head is the _____.
- | | |
|-------------|---------------|
| a) parietal | b) transverse |
| c) temporal | d) frontal |
49. The system that purifies the body by eliminating waste material is the _____ system.
- | | |
|--------------|----------------|
| a) endocrine | b) respiratory |
| c) excretory | d) digestive |

20. The large muscle that covers the entire back of the upper arm and extends the forearm is the _____.
- | | |
|--------------|----------------|
| a) tibialis | b) zygomaticus |
| c) abductors | d) tricep |
21. The elastic, bony cage that serves as a protective framework for the heart, lungs, and other internal organs is the _____.
- | | |
|------------|-------------|
| a) sternum | b) clavicle |
| c) scapula | d) thorax |
22. The watery fluid of the cell that is necessary for growth, reproduction, and self-repair is the _____.
- | | |
|--------------|------------------|
| a) cytoplasm | b) centrosome |
| c) nucleolus | d) cell membrane |
23. The _____ system's function is to produce all movements of the body.
- | | |
|----------------|-------------|
| a) circulatory | b) skeletal |
| c) muscular | d) nervous |
24. The physical foundation of the body is the _____ system.
- | | |
|----------------|-------------|
| a) circulatory | b) skeletal |
| c) muscular | d) nervous |
25. The _____ muscle elevates the lower lip and raises and wrinkles the skin of the chin.
- | | |
|----------------------------|------------------------|
| a) mentalis | b) flexor digitiminimi |
| c) flexor digitorum brevis | d) risorius |
26. The _____ bone forms the lower back part of the cranium.
- | | |
|-------------|--------------|
| a) parietal | b) temporal |
| c) frontal | d) occipital |
27. The part of the muscle that moves is the _____.
- | | |
|--------------|-----------|
| a) origin | b) belly |
| c) insertion | d) middle |
28. The _____ system is made up of the skin and its various accessory organs.
- | | |
|------------------|-----------------|
| a) endocrine | b) excretory |
| c) integumentary | d) reproductive |
29. The muscle that completely surrounds the margin of the eye socket is the _____.
- | | |
|---------------|----------------------|
| a) corrugator | b) orbicularis oculi |
| c) procerus | d) orbicularisoris |

ESSENTIAL REVIEW

Complete the following review of Chapter 6, General Anatomy & Physiology, by circling the correct answer to each statement.

- The uppermost and largest bone of the arm is the _____.
 - humerus
 - radius
 - ulna
 - metacarpus
- The structure found in the center of the cell, which plays an important part in cell reproduction, is the _____.
 - nucleus
 - centrosome
 - cell membrane
 - nucleolus
- The technical term for fat is _____.
 - connective
 - epithelial
 - adipose
 - nerve
- To grow and thrive, the cell must receive an adequate supply of food, oxygen, and _____.
 - toxins
 - poisons
 - pressure
 - water
- A group of similar cells are _____.
 - organs
 - tissues
 - systems
 - groups
- The artery that supplies blood to the skin and muscles of the scalp and back of the head up to the crown is the _____.
 - supraorbital
 - occipital
 - facial artery
 - posterior auricular
- The body system that protects the body from disease by developing immunities and destroying pathogens and toxins is _____.
 - immune
 - skeletal
 - endocrine
 - integumentary
- The small bone on the thumb side of the forearm is the _____.
 - humerus
 - radius
 - ulna
 - metacarpus
- The _____ is also known as the shoulder blade.
 - scapula
 - sternum
 - clavicle
 - thorax

Review the Circulatory System

ACTIVITY Word Search

After determining the correct word from the clues provided, locate the words in the word search puzzle.

Word	Clue
_____	Thick-walled muscular and flexible tubes that carry oxygenated blood away from the heart to the arterioles
_____	Right or left upper thin-walled chambers of the heart
_____	The nutritive fluid circulating through the circulatory system
_____	Tiny, thin-walled blood vessels that connect smaller arteries to venules
_____	The main source of blood supply to the head, face, and neck

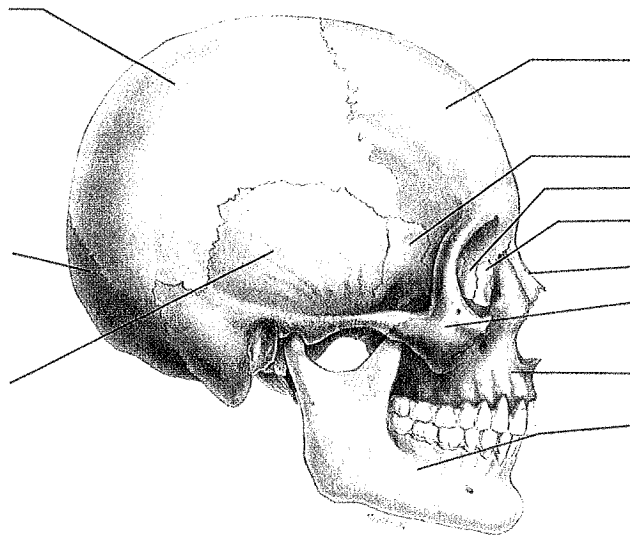
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Z	H	E	S	N	U	M	U	C	P	D	C	M	J	U	E	J	D
V	N	Y	M	G	T	H	O	H	C	U	G	J	Z	I	C	L	C
Z	K	G	U	U	G	G	A	Q	T	L	E	K	R	A	F	I	X
Z	J	J	S	D	I	O	O	H	E	Z	I	E	P	C	C	N	D
U	G	C	R	Z	I	R	A	I	R	H	T	I	Y	V	T	T	H
G	R	U	A	S	A	T	T	T	Y	R	L	A	Y	N	J	T	M
C	F	L	E	T	P	M	O	A	A	L	Y	V	Z	X	E	P	E
Z	P	A	D	G	G	Y	J	R	A	V	H	P	N	L	U	G	X
S	T	E	J	H	J	P	R	R	A	B	I	A	X	C	H	P	H
E	T	M	P	J	P	X	I	I	S	C	V	W	R	V	T	W	C
O	V	X	W	N	P	E	X	F	O	F	N	T	D	K	Y	K	B
U	T	Y	S	B	S	H	T	W	E	C	L	O	Q	R	Q	P	A
U	X	Y	P	C	L	U	R	J	M	J	Y	E	M	H	S	V	W
L	O	E	K	C	B	N	G	S	N	J	Z	E	S	M	D	U	L
Y	G	O	G	I	B	L	M	V	L	A	F	C	F	H	O	Q	X
N	Z	P	G	Q	M	P	D	B	P	V	S	F	A	S	Q	C	D
S	R	A	C	I	T	C	U	M	C	N	L	H	D	O	O	L	B

ESSENTIAL EXPERIENCE 4

Review the Skeletal System

ACTIVITY Bones and Muscles of the Cranium

Using a shaved mannequin or a Styrofoam head block, draw a line from the center front hairline to the center nape. On side one, draw in and label the bones of the head. On side two, draw in and label the muscles of the head. (Refer to your text for assistance.) In the absence of a mannequin or head block, complete the diagrams below.

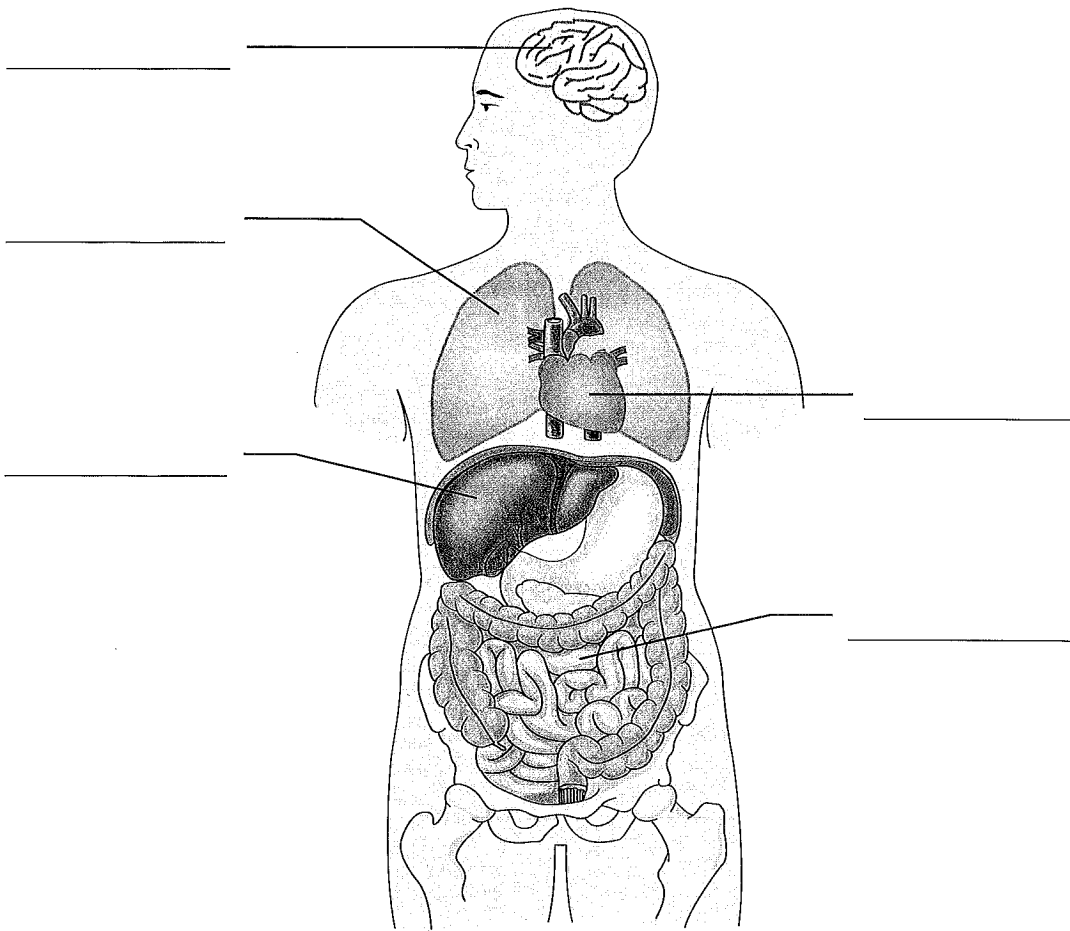


ESSENTIAL EXPERIENCE ③

Name the Organs and Body Systems

👤 ACTIVITY 1 Label the Organs

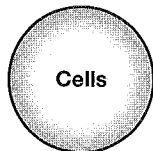
Label each of the organs indicated in the diagram of a human body. State the purpose of each part of the body in the space provided. You may need to do research and refer to your school's reference library or credible online sources for assistance.



Describe Cells

ACTIVITY Mind Map

Mind mapping creates a free-flowing outline of material or information. The central or key point is located in the center. The key point of this mind map is a process of development from a basic cell to various types of tissue to forming organs to developing systems. Using color will increase the mind's retention of the material. Keep your mind open and uncluttered, and worry about where a line or word should go as the organization of the map will generally take care of itself.



ESSENTIAL OBJECTIVES

After studying this chapter and completing the Essential Companion components, you will be able to:

- LO^① Define and explain the importance of anatomy and physiology to the cosmetology profession.
- LO^② Describe cells, their structure, and their reproduction.
- LO^③ Define tissue and identify the four types of tissues found in the body.
- LO^④ Name the 11 main body systems and explain their basic functions.

why study

ANATOMY AND PHYSIOLOGY?

Why do I need to know about cells and the anatomy and physiology of the body when I just want to do hair?

As you do hair and perform all the other services you are qualified and trained to perform, almost without exception, you will be affecting the bones, muscles, and nerves of the body. Therefore, it is essential that you understand the basic anatomy and physiology of the body to perform all those services safely and effectively. If you think about it, you will realize that when you cut hair, you must understand the contours of the head and its bone structure. When you apply makeup, you must perform contouring based on the bone and muscle structure of the face. When giving a scalp treatment, you need to know about the circulatory system in order to achieve maximum stimulation of the scalp, and so forth.

Your knowledge in anatomy and physiology will gain your clients' trust and confidence in your credibility.

HANDLING AN EXPOSURE INCIDENT

Performance Assessed	1	2	3	4	Improvement Plan
Stopped the service and informed client of what happened					
Asked a salon employee to assist with the exposure incident if cut was severe					
If receiving assistance, salon employee placed gloves on					
Washed the injury with soap and water					
Applied slight pressure to the wound with cotton to stop the bleeding					
Cleansed the area with an antiseptic					
Applied an adhesive bandage to cover the wound					
Placed on gloves, returned to station, and removed any implements that may have been contaminated, placing them in a container for "dirty" items					
If surfaces were contaminated, I sprayed or wiped with approved disinfectant and allowed to sit for the contact time listed on the product label.					
Discarded all single-use, contaminated objects in a plastic bag. Placed the plastic bag in a closed trash container with a liner bag					
Deposited sharp disposables in a sharps box					
Disposed of trash items and sharps containers as required by state/local law					
Placed on a new pair of gloves before returning to service; used new implements to replace those that were contaminated					
After the service was completed, thoroughly cleaned and disinfected all tools and implements used during the service					

Performance Assessed	1	2	3	4	Improvement Plan
Refilled the basin with clean water and flushed the system					
Recorded the disinfectant information into the salon's logbook					

CLEANING AND DISINFECTING BASIC FOOT BASINS OR TUBS

Performance Assessed	1	2	3	4	Improvement Plan
Put on safety glasses and gloves					
Drained all water from the foot basin or tub					
Scrubbed all inside surfaces of the foot basin or tub with a clean, disinfected brush, liquid soap, and clean water					
Rinsed the basin or tub with clean water and drain					
Refilled the basin with clean water					
Measured the correct amount of the EPA-registered hospital disinfectant and added it to the water in the basin					
Set the timer, and left this disinfectant solution in the basin for 10 minutes or the time recommended by the manufacturer					
Drained the foot basin or tub					
Rinsed the basin or tub with clean water, and wiped dry with a clean paper towel					

Performance Assessed	1	2	3	4	Improvement Plan
Drained all water from the unit and rinsed the unit with clean water					
Wiped unit dry with a clean paper towel					
Recorded the disinfectant information into the salon's logbook					

END OF EVERY DAY: CLEANING AND DISINFECTING WHIRLPOOL, AIR-JET, AND PIPELESS FOOT SPAS

Performance Assessed	1	2	3	4	Improvement Plan
Put on safety glasses and gloves					
If the equipment includes removable parts, removed the screen, and any other removable parts.					
Cleaned the screen and other removable parts and the areas behind them with a clean, disinfected brush, liquid soap, and water to remove all visible residue					
Replaced the properly cleaned screen and other removable parts					
Filled the basin with warm water and chelating detergent, if required for the type of the foot spa by your state or the manufacturer					
Circulated the chelating detergent through the system for 5 to 10 minutes					
Drained the soapy solution and rinsed the basin with clean water					

CLEANING AND DISINFECTING NONELECTRICAL TOOLS AND IMPLEMENTS

Performance Assessed	1	2	3	4	Improvement Plan
Put on safety glasses and gloves					
Rinsed all implements with warm running water					
Scrubbed implements thoroughly with soap or detergent, a properly disinfected nail brush, and warm water					
Rinsed implements with warm running water					
Dried implements thoroughly with a clean or disposable towel or allowed them to air dry on a clean towel					
Replaced disinfection solution if needed, before completely immersing cleaned implements in an disinfection container holding an EPA-registered disinfectant for the required time					
Opened hinged implements before immersing them in the disinfectant					
Removed tools and implements from the disinfection solution with tongs or gloved hands					
Rinsed the tools and implements in warm running water and patted them dry					
Stored disinfected tools and implements in a clean, covered container					
Removed gloves and thoroughly washed hands with warm running water and liquid soap					
Rinsed and dried hands					

8. _____ are infectious microorganisms capable of replication only through taking over the host cell's reproductive function.
9. The body develops _____ after it has overcome a disease or through inoculation.
10. A person can be infected with _____ for many years without having symptoms.
11. _____ organisms are harmful and produce disease.
12. A _____ infection affects the body as a whole.
13. When bacteria grow and reach their largest size, they divide and split into two new cells. The division is called _____, and the new cells formed are called _____.
14. Immunity against disease can be _____ or acquired.
15. When a disease becomes _____, it spreads from one person to another.
16. _____ are spherical bacteria that grow in pairs and cause diseases such as pneumonia.
17. The short, rod-shaped bacteria that produces tetanus, typhoid fever, tuberculosis, and diphtheria is known as _____.
18. _____ are spiral or corkscrew-shaped bacteria that are divided into subgroups such as syphilis and Lyme disease.

For the remainder of the review, circle the correct answer to each question.

19. The presence of visible debris such as dirt, hair, or microbes on an item's surface is known as _____.
 - a) sterilization
 - b) contamination
 - c) sterile
 - d) disinfection
20. The two steps of infection control are _____ then disinfecting.
 - a) washing
 - b) dusting
 - c) sweeping
 - d) cleaning
21. The methods of sterilization that incorporates the use of heat and pressure is a(n) _____.
 - a) autoclave
 - b) gaseous formaldehyde
 - c) liquid antiseptic
 - d) dry sanitation
22. Chemical products that destroy most bacteria (excluding spores), fungi, and viruses on surfaces are _____.
 - a) antiseptics
 - b) tablets
 - c) disinfectants
 - d) liquids
23. Disinfectants must be registered with the _____.
 - a) DOE
 - b) EPA
 - c) CDC
 - d) DOL

ESSENTIAL REVIEW

ACTIVITY 1 Jeopardy

As in the game Jeopardy, write questions that would be correctly answered.

Infection Control for \$100.

1. Four types of microorganisms.

2. These exist almost anywhere, including on skin, in water, in the air, in decayed matter, in body secretions, on clothing, and under the free edge of nails.

3. Disease producing when they invade the body.

Infection Control for \$200.

1. The life cycle of bacteria.

2. The stage in which microorganisms grow and reproduce.

3. Cells that are formed through binary fission.

Infection Control for \$300.

1. Occurs when body tissues are invaded by disease-causing or pathogenic bacteria.

2. Among the most common bacteria that affect humans.

3. They are responsible for contagious diseases and conditions, such as head lice.

Infection Control for \$400

1. The ability of the body to destroy bacteria that have gained entrance, and thus resist infection.

2. Something the body develops after it has overcome a disease, or through inoculation.

3. A disease that is transmittable by contact.

ESSENTIAL EXPERIENCE ③

List Your Professional Responsibilities

ACTIVITY 1 Safety and Health Inspection Report

Complete for your institution the following partial Safety and Health Inspection Report, which is adapted from *Safety and Health in the Salon* by Dennis G. Nelson, published by Milady, a part of Cengage Learning. Write a brief explanation if an area is out of compliance.

Location: _____ Inspected by: _____ Date: _____

All Areas—Housekeeping and Cleaning

- There is evidence the facility has been used for cooking or living quarters. ___ Yes ___ No
- All areas are orderly, dusted, clean, well lit, and rodent free. ___ Yes ___ No
- Floors are swept clean and hair is swept up after each client service. ___ Yes ___ No
- Windows, screens, and curtains are cleaned regularly. ___ Yes ___ No
- Waste materials are deposited in a metal waste receptacle with a self-closing lid. ___ Yes ___ No
- Waste receptacles are emptied regularly throughout the day. ___ Yes ___ No
- All sinks and drinking fountains are cleaned regularly. ___ Yes ___ No
- Separate or disposable drinking cups are provided for clients, employees, and students. ___ Yes ___ No
- Hot and cold water faucets are clean and leak free. ___ Yes ___ No
- Toilets and washing facilities are clean and regularly disinfected. ___ Yes ___ No
- Toilet tissue, paper towels, and pump-like antiseptic liquid soap are provided. ___ Yes ___ No
- Door handles are cleaned and disinfected regularly. ___ Yes ___ No
- Food is stored separately from clinic products. ___ Yes ___ No
- Eating and drinking are done on clean surfaces separate from chemical handling or where services are being performed. ___ Yes ___ No
- Work area is appropriately ventilated for services provided; fans, humidifiers, and exhaust and ventilation systems are cleaned regularly. ___ Yes ___ No

ACTIVITY 2 Word Scramble

Using the clues provided, unscramble the terms below.

Scramble	Correct Word
aaseptir	_____ <i>Clue:</i> Require a host for growth.
fsuoniceti	_____ <i>Clue:</i> Contagious.
aiarcetb	_____ <i>Clue:</i> One-celled microorganisms.
alcicyoocshpt	_____ <i>Clue:</i> Grow in bunches or clusters.
asseibc	_____ <i>Clue:</i> Caused by the itch mite.
cpnaiegoht	_____ <i>Clue:</i> Disease producing.
mrseg	_____ <i>Clue:</i> Microorganisms that cause disease.
napnocnghieot	_____ <i>Clue:</i> Helpful or harmless.
calofctnoiline	_____ <i>Clue:</i> Contains pus.
ssriminagoorcm	_____ <i>Clue:</i> Bacteria are one example of this.
ucosaignto	_____ <i>Clue:</i> Spreads by contact, especially dirty hands.
iceudsslpoiiptcsia	_____ <i>Clue:</i> Lice.
ieaitnpsct	_____ <i>Clue:</i> Chemical germicides for skin.
dcg nflaiiu	_____ <i>Clue:</i> Capable of destroying fungi.
aaiiomnfnftl	_____ <i>Clue:</i> Body's response to injury or infection.
ttiisphea	_____ <i>Clue:</i> Blood-borne virus.
oosurp	_____ <i>Clue:</i> Absorbent.
belrtcalduucoi	_____ <i>Clue:</i> Type of disinfectant.

ESSENTIAL EXPERIENCE 1

Meet the Current Regulations for Health and Safety

ACTIVITY 1 Establishment Inspection

Imagine that you own a professional establishment. You are committed to maintaining the highest levels of infection control and client protection possible.

Take a tour through your establishment and list the areas in the salon that are most susceptible to pathogenic bacteria.

Next, list proper infection control practices for those areas in the salon and the types of disinfectants needed for each area listed.

ESSENTIAL OBJECTIVES

After studying this chapter and completing the Essential Companion components, you will be able to:

- | | |
|--|---|
| LO ❶ List the 16 categories of information required on Safety Data Sheets. | LO ❺ Explain the differences between cleaning, disinfecting, and sterilizing. |
| LO ❷ Understand laws and rules and the differences between them. | LO ❻ List the types of disinfectants and the steps to using them properly. |
| LO ❸ List the types and classifications of bacteria. | LO ❼ Define Standard Precautions. |
| LO ❹ Define blood-borne pathogens and explain how they are transmitted. | LO ❽ List your responsibilities as a salon professional. |

why study

INFECTION CONTROL:
PRINCIPLES AND PRACTICES?

If you work in cosmetology or a related career field, you will come in contact with the public on a regular basis in a variety of ways. Understanding bacteriology, methods of decontamination, and your professional responsibilities will make a big difference in how you protect yourself and your clients from the spread of infection or disease. There has never been a time in our history when the public has been more aware of how easily disease can be spread. Your clients' perceptions of you will be greatly improved if you convey both knowledge and concern about bacteria and the spread of disease.

Cosmetologists should study and have a thorough understanding of infection control principles and practices because:

- > To be a knowledgeable, successful, and responsible professional in the field of cosmetology, you are required to understand the types of illness causing pathogens you may encounter in the salon.
- > Understanding the basics of cleaning and disinfecting and following federal and state rules will safeguard you and your clients
- > Understanding the cleaning and disinfecting products that you use and how to use them will help keep you, your clients, and your salon environment protected from potential pathogens and their modes of transmission.
- > Understanding and practicing proper infection control within federal, state, and local laws rules will safeguard your business from costly citations for safety violations.
- > Respecting the chemicals used in cleaning and disinfecting by reading labels and following manufacturer's instructions is necessary to reduce the risks involved with using any chemical.

- T F 10.** Record any formulations or products used, including the strength and any specific techniques followed, on the Rolodex.
- T F 11.** When meeting a client for the first time, always introduce yourself.
- T F 12.** The first step in the client consultation process is to ask the client what he/she likes least and most about his/her current look.
- T F 13.** Encouraging a client to flip through photo collections and point out finished looks that he/she likes and why is called the show-and-tell step of the consultation.
- T F 14.** If a client arrives late, you should establish a precedent by refusing to complete the service under any circumstances.
- T F 15.** If a client shows up at an incorrect time or day and you have other appointments, politely explain his/her mistake and offer to reschedule.
- T F 16.** Never argue with a client or try to force your opinion on him/her.
- T F 17.** Your job and your relationship with your clients are very specific: The goal is to advise and service clients with their beauty needs, and nothing more.

ESSENTIAL EXPERIENCE ④

Guidelines for In-Salon Communication

In the space provided, make a list of at least six topics that you should avoid discussing with clients. Then write a brief explanation of why these topics are inappropriate, and list alternative topics you may suggest if the client brings up any inappropriate topics.

ACTIVITY 4 Partner Messaging

Choose another student as your partner and conduct this communication exercise: Spend five minutes talking to each other about any subject you choose. Interact openly and respond to each other naturally. Be certain to use nonverbal skills. At the conclusion of the five minutes, each of you should make a list of the messages you received. Then review the lists together and compare the messages received to the messages you each intended to send. List the results in the space provided.

Message Received

Message Intended

Did you have any message not received as intended? If so, what was the root cause for the miscommunication?

Conducting the Client Consultation

The client consultation is one of the most important part of any service; this task should be completed with every single service and salon visit. Always be prepared for your client consultation.

👤 **ACTIVITY 1** Mind Map Consultation Interference

Mind mapping simply creates a free-flowing outline of material or information with the central or key point being located in the center. The key point of this mind map is a client consultation. Diagram all the things that could interfere with the communication process during a client consultation. Use terms, pictures, and symbols as desired. Use color to increase the mind's retention and memory of the material. Keep your mind open and uncluttered, and do not worry about where a line or word should go, as the organization of the map will usually take care of itself.



ESSENTIAL EXPERIENCE 1

Practice Communication Skills

ACTIVITY 1 Hand Movements

Every part of our body has something to add to the message that we are trying to send. Hand movements are the most common companions to spoken messages, more so for some than others. Many hand movements are so common they have come to mean the same thing for all of us. From the list below, match the listed hand movements with the nonverbal message they send.

- | | |
|--|---------------------------------|
| 1. Pointing a finger at someone | _____ Boredom, nervousness |
| 2. Twiddling thumbs | _____ A warning, an accusation |
| 3. Clasping two hands overhead | _____ Hopefulness |
| 4. Drumming or tapping fingers | _____ Calmness, self-confidence |
| 5. Crossing two fingers | _____ A threat |
| 6. Crossing arms across chest | _____ Impatience, annoyance |
| 7. Folding hands together on desk | _____ "Okay" or "right on" |
| 8. Making a circle with thumb and forefinger | _____ Authority, anger |
| 9. Making a fist | _____ Victory |

ACTIVITY 2 Eye Movement

As with our hands, we can use our eyes to send nonverbal messages, which might include close attention, anger, admiration, disbelief, or surprise. Study the list of various eye movements given below and write in the space provided the nonverbal message you believe the eye movement sends.

- Staring and having a tightened jaw _____
- Rolling the eyes _____
- Looking directly at someone _____
- Opening the eyes wide _____
- Staring/glaring at someone for too long _____
- Blinking eyes rapidly _____
- Looking directly at strangers in close quarters _____
- Shifting eyes away to avoid direct contact _____

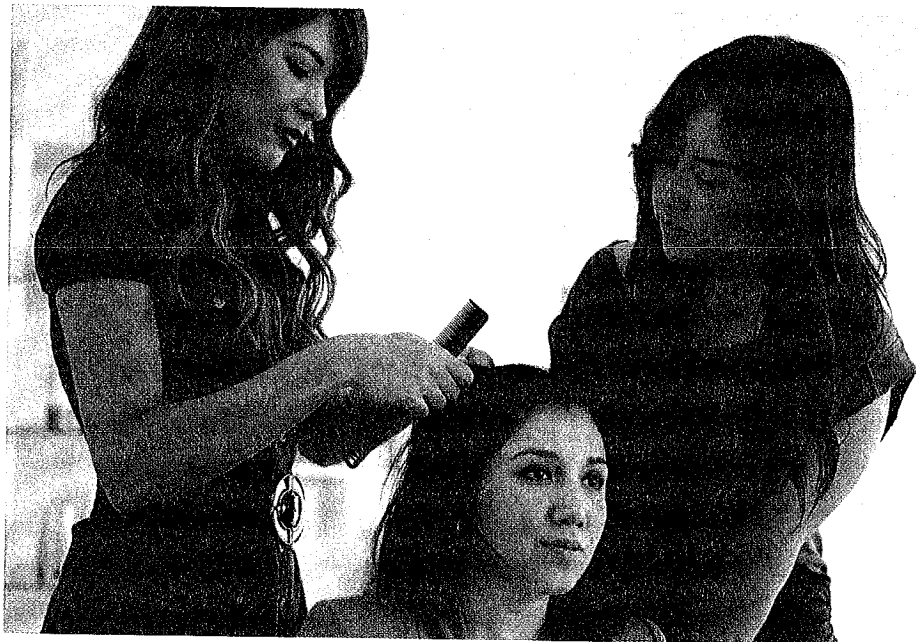
Cosmetologists should study and have a thorough understanding of effective communication because:

- > Communicating effectively is the basis of all long-lasting relationships with clients and coworkers.
- > The communication process will help stylists perfect the consultation process with clients.
- > Effective communication fosters a positive team environment.
- > Good communication skills reduce potential workplace conflict.
- > Learning how to communicate effectively can help stylists improve retail and service sales.
- > Practicing professional communication ensures that clients will enjoy their experience, and encourages their continued patronage.
- > Effectively expressing ideas is a necessary skill for career advancement.

ESSENTIAL REFLECTIONS

ACTIVITY 1 Rate Your Communication Skills

Rate your communications skills on a scale of 1 to 5, with 5 being excellent. What area(s) would you like to improve?



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