

ESTHETICIAN SPECIALTY PROFILE OF TRAINING MASTERY

Instructor: _____ Date: _____

Program: _____

School: _____ Grade: _____

Name: _____ Soc. Sec. No. _____

Address: _____ Phone: _____

In Case of Emergency, Contact: _____

Address: _____ Phone: _____

Allergies/Disabilities that might require special accommodation for training (please specify):

**The above information can be used for school records and/or to ensure safety of students.
This confidential information is not to be released to employers or the general public.**

Date of Enrollment: _____ Date of Withdrawal: _____

Date of Completion: _____ Total On-the-Job Training Hours: _____

Total Class Hours: _____ Total Lab Hours: _____

Total Hours Tardy: _____ Total Hours Absent: _____

ON-THE-JOB TRAINING/WORK EXPERIENCE

Duration of Employment Job Title Supervisor's Name

Address of Employer Phone

Duration of Employment Job Title Supervisor's Name

Address of Employer Phone

Use of This Document

This document can be used to record information about the student and skills mastered. This information is useful in documenting student progress during training and in providing information about the student's qualifications to potential employers and/or for entry into advanced training programs. Instructors using these materials are authorized to reproduce this document as required for use in their training programs.



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Curriculum and Instructional Materials Center, Oklahoma Department of Career and Technology Education
1500 West Seventh Avenue, Stillwater, Oklahoma 74074-4364 800-654-4502 Fax 405-743-5154

SPECIFIC JOB COMPETENCIES

INSTRUCTOR:

As each competency is mastered, place your initials and the date in the blank on the left.
This will verify that the student can perform the skill with a minimum of supervision.

UNIT 1 — IDENTIFYING ENEMIES OF THE SKIN

- _____ 1. Describe environmental enemies of the skin.
- _____ 2. Discuss non-environmental enemies of the skin.
- _____ 3. Evaluate environmental and non-environmental enemies of the skin.
- _____ 4. Explain ways to retain healthy skin.

UNIT 2 — USING AROMATHERAPY ON THE SKIN

- _____ 1. Define aromatherapy.
- _____ 2. Outline uses of aromatherapy.
- _____ 3. List psychological effects of fragrances.
- _____ 4. List substances used in manufacturing fragrances.
- _____ 5. Describe common essential oils and their uses.
- _____ 6. Discuss carrier oils.
- _____ 7. Discuss guidelines for using essential oils.
- _____ 8. Describe factors needed to create an environment suitable for massage.
- _____ 9. Perform a massage using essential oils.

UNIT 3 — GIVING FACIALS WITHOUT THE AID OF MACHINES

- _____ 1. Identify procedures for giving a facial on mature skin.
- _____ 2. Perform a facial on mature skin.
- _____ 3. Discuss the three points a client should know when getting a facial for special blemish conditions.
- _____ 4. Identify procedures for performing disincrustation procedures.
- _____ 5. Identify procedures for giving a facial on problem, blemished skin.
- _____ 6. Perform a facial on problem, blemished skin.
- _____ 7. Describe the special considerations for giving a facial on couperose skin.
- _____ 8. Perform a facial on couperose skin.
- _____ 9. Perform disincrustation procedures.

UNIT 4 — GIVING FACIALS WITH THE AID OF MACHINES

- _____ 1. Describe the effects of the machines used to perform facials.
- _____ 2. Discuss the effects of the different polarities of galvanic current.
- _____ 3. List safety precautions for using machines during a facial service.
- _____ 4. Perform a facial on normal skin.
- _____ 5. Perform a facial on dry skin.
- _____ 6. Perform a facial on mature skin.
- _____ 7. Perform a facial on oily skin.
- _____ 8. Perform a facial on combination skin.

Student ratings on specific competencies evaluated during the course are available upon student's written request and/or by calling the instructor. Parent's or guardian's signature is necessary if student is under 18 years of age.

- _____ 9. Perform a facial on problem, blemished skin.
- _____ 10. Perform a facial on couperose skin.
- _____ 11. Discuss the differences and similarities of performing facials on different skin types.

UNIT 5 — RECOGNIZING BASIC PRINCIPLES OF STAGE MAKE-UP

- _____ 1. Discuss highlights and shadows.
- _____ 2. Apply highlights and shadows.
- _____ 3. Complete statements about sculpturing faces with clay.
- _____ 4. Sculpture a face from clay.
- _____ 5. Discuss the effects of lighting on stage make-up.
- _____ 6. List factors to consider when designing make-up for a character.
- _____ 7. Match products used for stage make-up to their correct functions.
- _____ 8. List the steps for designing stage make-up.
- _____ 9. Design stage make-up.

UNIT 6 — APPLY STAGE MAKE-UP

- _____ 1. List reasons for stippling.
- _____ 2. Stipple to create beard stubble.
- _____ 3. List the steps to use when modeling with paint.
- _____ 4. Discuss the products used for three-dimensional make-up.
- _____ 5. List the steps for making prosthetic make-up.
- _____ 6. Build a nose with nose putty and derma wax.
- _____ 7. Make a prosthetic chin.
- _____ 8. Describe the steps in making beards and mustaches.
- _____ 9. Make a beard and mustache.
- _____ 10. List ways to change an actor's hair.
- _____ 11. Block out a section of hair.
- _____ 12. Discuss the areas of consideration for creating a likeness.
- _____ 13. Create an elderly character with make-up.
- _____ 14. Describe a non-realistic character.
- _____ 15. Create a clown with make-up.
- _____ 16. Discuss airbrush make-up.
- _____ 17. Clean and assemble an airbrush.
- _____ 18. Apply airbrush make-up.

UNIT 7 — FACIALS AND THE SPA

- _____ 1. Compare types of spas and facial settings.
- _____ 2. Discuss services for spa clients.
- _____ 3. Discuss procedures in a facial consultation.
- _____ 4. Outline client responsibilities in the spa setting.
- _____ 5. List factors to consider when starting a business.
- _____ 6. Outline ways to determine product lines.
- _____ 7. Create a promotional piece for your business.
- _____ 8. Explain water-based skin care treatments.
- _____ 9. Create a glossary of spa terms.

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UNIT 8 — PREPARING FOR THE STATE BOARD EXAMINATION

- _____ 1. Arrange in order the steps necessary to register for the State Board examination.
- _____ 2. Complete a State Board application for registration form.
- _____ 3. List the characteristics of a good examination model.
- _____ 4. List sources to use when reviewing for the State Board examination.
- _____ 5. Select from a list of ways to display professionalism at the State Board examination.
- _____ 6. List the items needed in a State Board kit.
- _____ 7. Prepare a State Board kit.