Nail Technician I

8692 36 weeks / 140 hours

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Acknowledgments

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Course Description

**Suggested Grade Level:** 10 or 11

Students learn to manicure, pedicure, install, and maintain artificial nails, and apply concepts associated with bacteriology, sanitation, nail disorders, anatomy and physiology, and safety. Completion prepares students for the Virginia Board for Barbers and Cosmetology state licensing examination in Nail Technician.
Nail Technician students must satisfy a minimum of 150 hours of instruction to be eligible to take the Board for Barbers and Cosmetology licensing examination. Upon successful completion of the program, students may earn the Virginia Board for Barbers and Cosmetology license. For more information, see Superintendent’s Memo 072-17.

Task Essentials Table

- Tasks/competencies designated by plus icons (⊕) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (◯) are optional
- Tasks/competencies designated by minus icons (⊖) are omitted
- Tasks marked with an asterisk (*) are sensitive.

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**Curriculum Framework**

**Demonstrating Safety, Sanitation, and Disease Control**

**Task Number 39**

Identify emergency first-aid procedures.
Definition

Identification includes standard methods of response and treatment for

- cuts resulting in bleeding
- irritated skin
- eye injuries
- fainting or loss of consciousness
- reactions resulting from undisclosed conditions and reactions to medications
- chemical exposure resulting in breathing and other problems.

Process/Skill Questions

- What are the contents of a standard first-aid kit and where is it located?
- What are the key symptoms of individuals who are experiencing distress?
- What universal precautions should be taken by first-aid providers?

Task Number 40

Comply with Occupational Safety and Health Administration (OSHA) and Environmental Protection Agency (EPA) guidelines.

Definition

Compliance with OSHA and EPA guidelines includes those which address

- ventilation control (i.e., storage of products, exhaust systems)
- handling of blood-borne pathogens (i.e., sanitizing and disinfecting implements after blood spill)
- proper disposal and storage of chemical products
- proper handling or disposal of towels and swabs used to clean a blood spill.

Reference Virginia Administrative Code 18VAC41-20-270 Sanitation and Safety Standards for Shops, Salons, and Schools

Process/Skill Questions

- What authority do OSHA and EPA exercise over salon operations?
- What are consequences exposure to bloodborne pathogens?
- What are the methods to prevent exposure?
- How does compliance with EPA guidelines benefit the salon economically?
Task Number 41

Identify the causes, symptoms, and means of prevention of occupational health risks.

Definition

Identification includes

- muscle and joint discomfort and their causes (e.g., poor posture, lack of ergonomic considerations)
- dermatitis and its causes (e.g., exposure to tap water and chemicals)
- cumulative trauma disorders (e.g., carpal tunnel syndrome) and their causes (e.g., repetitive finishing techniques)
- infections and their causes (e.g., exposure to pathogens through open wounds, skin and nail disorders)
- hepatitis and its causes (i.e., contact with blood-borne pathogens)
- human immunodeficiency virus (HIV) and its causes (i.e., contact with blood-borne pathogens).

Process/Skill Questions

- What behavioral traits of a nail technician can reduce occupational health risks?
- What are some ways to prevent dermatitis?
- How can a salon be equipped to improve ergonomic conditions?

Task Number 42

Demonstrate ability to locate and interpret safety data sheets (SDS).

Definition

Demonstration should include

- identification of the SDS storage location in the classroom/salon (e.g., binder)
- understanding of a chemical's flashpoint (i.e., the point at which the chemical becomes combustible)
- interpretation of SDS topics such as
  - chemical identification
  - physical hazards
  - health hazards
  - permissible exposure limits
Process/Skill Questions

- What is the purpose of the SDS?
- How does knowing a chemical's flashpoint benefit the nail technician?
- How would one analyze a chemical’s SDS and its flashpoint to ensure client safety?
- Where can one access SDS?

Task Number 43

Follow safety precautions in use and care of tools, equipment, and supplies.

Definition

Following safety precautions, manufacturers' directions, and classroom policies is essential when using and caring for

- disposable materials
  - files
  - buffers
  - orangewood sticks
- multi-use implements
  - cuticle pushers
  - cuticle scissors
  - nail nippers
  - nail clippers
- electric files
- ultraviolet lights
- manicure tables
- manicure lamps
- chairs
- pedicure tubs.

Maintenance includes

- cleaning equipment
- changing filters
- ensuring electrical cords are not frayed
- ensuring tools are free of rust
- changing light bulbs
- decontaminating pipe and pipeless pedicure systems.
Process/Skill Questions

- What are the consequences of neglecting to follow manufacturers' directions when using equipment?
- How can one maintain the salon tools and equipment to ensure proper service for clients?
- What are standard precautions?
- What is the difference between cleaning, disinfecting, and sterilizing?

Exhibiting Professionalism and Workplace Ethics

Task Number 44
Demonstrate a professional image.

Definition

Demonstration should include maintaining a clean salon, good health and personal hygiene. It should also include being well groomed and wearing appropriate professional attire.

Process/Skill Questions

- What steps are involved in maintaining cleanliness and personal hygiene?
- What consequences may arise from the lack of personal hygiene?
- What factors should be considered when choosing appropriate professional attire?

Task Number 45
Demonstrate correct posture and physical poise.

Definition

Demonstration should include
• conducting oneself in a self-confident manner
• using ergonomics (e.g., proper sitting and standing)
  o using ergonomically designed implements
  o keeping wrists in a straight or neutral position
  o keeping back and neck straight
  o adjusting the height of the client's chair.

Process/Skill Questions

• Why is good posture important? Why is physical poise important when dealing with customers/clients?
• How can one improve his/her personal/professional posture?

Task Number 46

Follow practices and procedures related to workplace ethics.

Definition

Following practices and procedures should include

• demonstrating professional standards of conduct when working with others in classroom and salon settings
• displaying integrity, honesty, and tolerance at all times while interacting with others.

Process/Skill Questions

• What work ethics are necessary for a successful professional career?
• Why are good work ethics important to career success?
• What consequences may arise from an employee's lack of integrity and honesty? Lack of tolerance?

Cleaning and Sanitizing Implements, Equipment, and Facilities

Task Number 47

Clean implements with hospital-level disinfectants.
Definition

Cleaning should include the use of wet sanitizers and cleansers that must contain hospital-level disinfectants (i.e., composed of bactericidals, virucidals, and fungicidal) and containers should be changed daily.

The following precautions should be taken when using disinfectants:

- Use only clearly labeled containers.
- Use only on implements and equipment, not skin.
- Follow manufacturer's directions.
- Wear personal protective equipment (PPE).
- Measure carefully when diluting concentrated disinfectants.
- Store disinfectants in a cool, dry place.

Reference Virginia Administrative Code 18VAC41-20-270 Sanitation and Safety Standards for Shops, Salons, and Schools

Process/Skill Questions

- What are possible consequences of not storing disinfectants in clearly labeled containers?
- Why is it necessary to use hospital-level disinfectants?
- How would the nail technician ensure that all pathogens are effectively eradicated?

Task Number 48

Clean countertop, workstations, and equipment with hospital-level disinfectants.

Definition

Cleansers and wet sanitizers must contain hospital-level disinfectants (i.e., composed of bactericidals, virucidals, and fungicidal) and containers should be changed daily.

Cleaning should include following manufacturer's instructions for sanitizing countertops, work stations, and equipment.


Process/Skill Questions
• Why is it necessary to change cleansers/containers daily?
• Why should paper towels, rather than cloth towels, be used to wipe an area sprayed with disinfectant?
• What is the procedure for using an EPA-registered disinfectant on a surface to ensure proper decontamination?

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**Task Number 49**

**Sanitize towels.**

**Definition**

Sanitation measures include

- storing soiled towels in a closed container
- laundering towel after each use
- storing sanitized towels in a closed, sanitized container.

A sanitized towel must be used for each client.

Reference Virginia Administrative Code 18VAC41-20-270.D Sanitation and Safety Standards for Shops, Salons, and Schools

**Process/Skill Questions**

- What are possible consequences of not using a sanitized towel on a client?
- What measures can a technician take to ensure clean towels remain sanitized until they are used on a client?
- Why is it necessary to keep soiled towels in a closed container?

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**Task Number 50**

**Apply antiseptic to skin of client and technician.**

**Definition**

Application of antiseptic to skin should be performed according to manufacturers' directions. The following precautions should be taken when using antiseptics:

- Use only clearly labeled containers.
• Follow manufacturers' directions.
• Wear PPE when applying to a wound with visible signs of blood.
• Apply a liquid styptic to stop bleeding, if necessary.
• Place all waste materials in a plastic bag before disposal.
• Store antiseptics in a cool, dry place.

Reference Virginia Administrative Code 18VAC41-20-270 Sanitation and Safety Standards for Shops, Salons, and Schools

Process/Skill Questions

• What procedure should the nail technician follow in case of blood exposure?
• How should the nail technician dispose of contaminated material?

Understanding the Health and Science Concerns of Nail Technology

Task Number 51

Explain the importance of bacteriology in the nail technology profession.

Definition

Explanation should include the role of bacteriology (the science and study of bacteria) in treating nail disorders. Definitions should be included for bacteria and virus.

Process/Skill Questions

• Why are sanitation and the control of bacteria important in the salon?
• What is the difference between bacteria and a virus?
• How can a nail technician protect herself or himself from exposure to bacteria?

Task Number 52

Describe the main categories of microorganisms.
Definition

Description includes

- identification of non-pathogenic and pathogenic bacteria
- characteristics and examples of pathogenic bacteria classifications, including cocci, bacilli, and spirilla
- identification and characteristics of plant parasites and fungi, including pseudomonas aeruginosa (commonly known as mold), mildew, and yeast
- identification and characteristics of animal parasites, including pediculosis (head lice) and scabies (itch mite).

Process/Skill Questions

- What is the difference between a local and a general bacterial infection?
- What types of parasites are commonly encountered by nail technicians?
- What methods are used to treat clients who suffer from bacterial infections?
- What precautions should be taken to prevent the spread of infection and disease?

Task Number 53

Describe the importance of anatomy and physiology as they pertain to nail technology procedures and client safety.

Definition

Description includes the role of anatomy and physiology in providing the nail technician with an understanding of the body and its functions. Topics should include

- cells (their growth and metabolism)
- tissues
- organs
- systems
- skeletal system
- muscular system
- nervous system
- circulatory system
- lymphatic system
- vascular system
- endocrine system
- excretory system
- digestive system
- respiratory system.
Process/Skill Questions

- How does an understanding of anatomy and physiology benefit the nail technician when giving massages of the hands, arms, feet, and legs?
- How does an understanding of anatomy and physiology assist the nail technician in selecting the proper service for the client?

Task Number 54

Identify the parts and composition of the skin.

Definition

Identification includes listing the layers of the skin, including epidermis, dermis, and subcutaneous tissue, and the components of each layer, such as

- heat, cold, touch, pressure, and pain receptors
- sweat glands, ducts, and pores
- hair papilla, follicle, and shaft
- oil glands
- muscle
- veins and arteries
- adipose (fatty) tissue.

Process/Skill Questions

- How does basic knowledge of the skin prepare the nail technician to enhance the condition of the skin on clients' hands and feet?
- Should a client with inflamed skin or signs of skin disorder receive salon service? What recommendation should be made to the client, and in what manner?

Task Number 55

Identify nail and skin disorders and diseases commonly encountered by nail technicians.

Definition

Identification should include a definition of disorder and disease, as well as a brief description of common nail and skin disorders.

Disorders could include
• onycholysis (loosening of the nail)
• onychophagy (bitten nails)
• paronychia (bacterial infection of tissues surrounding nail)
• tinea
• human papillomavirus (HPV)
• parasites, and others.

Diseases could include

• athlete's foot.
• pseudomonas aeruginosa.

Process/Skill Questions

• Why is it important for nail technicians to recognize nail diseases and disorders?
• What is the difference between a disorder and a disease?
• What precautions should a nail technician take in the presence of nail and skin disorders and diseases?

Task Number 56

Identify nail disorders and how they can be serviced by a nail technician.

Definition

Identification should include possible treatments, including proper nail care, hot oil manicures, and avoidance of harsh soaps for disorders such as

• corrugations or furrows
• leuconychia
• onychauxis
• onychatrophia
• pterygium
• onychophagy
• onychorrhexis
• hangnails
• eggshell nails
• blue nails
• bruised nails.

Some nail disorders cannot be treated by the nail technician but should be referred to a physician. These could include
• pseudomonas aeruginosa
• onychia
• onychogryposis
• onychomycosis
• onycholysis
• onychoptosis
• paronychia
• pyogenic granuloma.

Process/Skill Questions

• What are signs of nail disorder?
• When should the client be referred to a physician?
• What suggestions might be made to help a client stop nail biting?

Task Number 57

Describe the differences between pseudomonas aeruginosa (commonly known as mold) and fungus.

Definition

Description should include differences among symptoms and causes.

Process/Skill Questions

• What precautions can prevent exposure to nail pseudomonas aeruginosa and fungus?
• What procedure should a technician follow to treat nail pseudomonas aeruginosa?
• How do treatments for nail pseudomonas aeruginosa differ from treatments for fungus?

Task Number 58

Identify the structure and growth of the nail unit.

Definition

Identification should include, but not be limited to,

• technical term for the nail, onyx
• nail body or plate
• nail bed
Structures surrounding the nail include

- cuticle
- eponychium
- hyponychium
- perionychium
- nail walls
- nail grooves
- mantle.

Process/Skill Questions

- How does an understanding of nail parts relate to the health of the nail?
- Because the nails, like the skin, are composed of keratin, do products that promote healthy skin also promote healthy nails?
- What is the benefit of knowing the technical term for nails (onyx)?

Managing the Use of Chemicals

Task Number 59

Demonstrate chemical product knowledge.

Definition

Demonstration includes

- identifying nail lacquers, nail coatings, catalysts, adhesives, primers, monomers, polymers, antiseptics, and disinfectants
- obtaining and maintaining SDS for each chemical
- demonstrating proper usage, storage, and disposal of each chemical
- explaining the hazards of mixing products
- explaining the hazards of contact with skin and eyes, inhalation, and prolonged use of chemicals
- recognizing the differences between irritation and allergic reactions
• following all safety precautions and using safety equipment, i.e., gloves, glasses
• not using products disapproved by the Food and Drug Administration (FDA).

Process/Skill Questions

• What is the importance of understanding chemical properties?
• What information is provided by the SDS?
• What are potential dangers of improper storage and disposal of chemicals?

Task Number 60

Use lacquers.

Definition

Use of lacquers includes mixing, application, and storage.

Process/Skill Questions

• What are the consequences of failure to mix lacquers properly?
• Why should established procedures for application of lacquers be followed?
• What will happen if a bottle of lacquer is laid on its side?

Task Number 61

Use solvents.

Definition

Use includes application, storage, and disposal of acetone and non-acetone polish removers.

Process/Skill Questions

• What are the differences between acetone and non-acetone polish removers?

Task Number 62

Use adhesives.

Definition
Use includes proper application, storage, and disposal of various types of adhesives.

Process/Skill Questions

- How can adhesives be safely removed from a client's skin?
- What is the proper way to store adhesives?

Task Number 63

Use primers.

Definition

Use of primers for adhesion includes

- handling, application, storage, and disposal
- safety precautions, including wearing gloves and goggles
- knowledge of acid and non-acid.

Process/Skill Questions

- What measures should be taken when primer gets on a client's skin?
- What are the consequences of skipping the application of primer?

Task Number 64

Use catalysts.

Definition

Use includes application, storage, and disposal of catalysts (e.g., acrylic product, gel activator, adhesive dryer).

Process/Skill Questions

- What are some possible side effects of improper use of a catalyst?
- What are some regulations related to the disposal of catalysts?

Task Number 65

Identify problems that could arise from chemical reactions.
Definition

Identification includes the effects of chemical reactions

- on the skin, resulting from application of chemicals
- on the eyes and/or respiratory system, resulting from mixing chemicals.

Process/Skill Questions

- How can dangerous chemical reactions be avoided?
- What are some common chemical reactions that can occur in the nail salon?

Task Number 66

Identify signs and treatment of chemical overexposure.

Definition

Signs of chemical overexposure include

- rash, skin irritation
- light-headedness
- headache
- insomnia
- runny nose
- sore throat
- watery eyes
- tingling toes
- fatigue
- irritability
- sluggishness
- breathing problems.

Treatment includes

- removing affected person from exposed area
- following manufacturer's directions for treating overexposure
- consulting a physician or poison control center.

Process/Skill Questions

- Why is it important to consult a physician or poison control center rather than administering first aid in the salon?
- What are some precautions that prevent inhalation of chemical fumes?
- What is the first thing to do when a person is overcome with chemical fumes?
Task Number 67

Dispose of chemicals according to safety data sheets (SDS).

Definition

Disposal includes locating instructions on SDS and disposing of chemicals according to instructions, including following stated safety precautions.

Process/Skill Questions

- What are possible legal repercussions of failure to dispose of chemicals properly?
- What government agencies oversee regulations governing the disposal of chemicals?

Task Number 68

Comply with state regulations regarding chemical supplies.

Definition

Compliance includes

- determining from manufacturer whether product can be used in the state
- following all state regulations by keeping abreast of current laws.

Reference Virginia Administrative Code 18VAC41-20-270 Sanitation and Safety Standards for Shops, Salons, and Schools

Process/Skill Questions

- What penalties can a salon face if it does not comply with state regulations regarding chemical supplies?
- What are the benefits of having laws governing the use and disposal of chemical supplies?

Providing Nail Salon Services

Task Number 69

Perform basic manicures.
Definition

Performance includes

- preparing manicure table
- removing old polish
- examining client's hands and nails
- shaping nails
- buffing nails
- softening cuticles
- demonstrating use of pusher
- applying polish
- removing excess polish
- applying hand lotion and giving hand and arm massage.

Process/Skill Questions

- What must be done to prepare the manicure table?
- How does a man's manicure differ from a woman's manicure?
- How much time should be spent massaging the hands and arms during the manicure appointment?

---

Task Number 70

Perform basic pedicures.

Definition

Performance includes

- setting up area for a pedicure
- removing old polish
- examining feet
- cutting toenails
- shaping toenails
- pushing back cuticles
- smoothing calloused skin
- applying polish
- removing excess polish
- applying lotion and giving foot and leg massage.

Process/Skill Questions
• What are the similarities and differences between pedicures and manicures?
• What tools are used when performing pedicures?
• What are the consequences of failing to push back cuticles on a regular basis?

---

### Task Number 71

**Demonstrate polishing techniques.**

**Definition**

Demonstration includes removing and applying nail polish.

When removing nail polish, the technician should:

- wash and sanitize his or her hands
- clean and sanitize implements and the work area
- moisten cotton with polish remover
- press the cotton onto the nail surface and hold for a few seconds to soften the old nail polish
- with a firm movement, bring cotton from base of nail to free edge, taking care not to smear polish into the cuticle
- repeat as needed.

When applying nail polish, the technician should:

- apply polish down the center of the nail, down the right side of the nail, and down the left side of the nail
- wash and sanitize his or her hands
- clean and sanitize implements and the work area.

**Process/Skill Questions**

- Why is it helpful to always use the same method to apply nail polish?
- What step of the nail polish removal procedure assures the gentle removal of polish?
- Why should implements and work area be cleaned and sanitized?

---

### Task Number 72

**Assure service consistency.**

**Definition**
Assuring service consistency includes

- establishing procedures for use of tools and chemicals that are compliant with manufacturer’s directions
- ensuring the same methods are used
- ensuring service always takes the same amount of time.

Process/Skill Questions

- Why might a client be angered by inconsistencies in services?
- What are the consequences of using different brands of a product from one appointment to the next?

Task Number 73

Apply nail tips.

Definition

Application includes

- adhering to manufacturer’s instructions for nail tip
- examining client's hands
- sanitizing client's and technician's hands
- removing shine of nail plates
- applying dehydrator
- sizing of nail tip for finger
- applying glue to nail well
- applying nail tip
- proper blending of tip
- trimming and shaping of nail tip.

Process/Skill Questions

- What should the technician look for when examining the client's hands?
- What considerations are made when selecting the proper nail tip for a finger?
- What are consequences of failure to file the seams?

Task Number 74
Apply nail wraps.

Definition

Application includes

- adhering to manufacturer’s instructions for nail wrap
- examining client's hands
- sanitizing client's and technician’s hands
- removing shine of nail plates
- applying dehydrator
- applying adhesive
- applying and trimming fabric
- shaping, refining, and buffing nails
- applying polish.

Process/Skill Questions

- What is the purpose of nail wraps?
- Why is it necessary to etch the surface of the nails?
- When would one not apply nail wraps?

Task Number 75

Apply acrylic sculptured nails.

Definition

Application includes

- adhering to manufacturer’s instructions for acrylic sculptured nails
- examining client's hands
- sanitizing client's and technician’s hands
- removing shine of nail plates
- applying primer
- applying the nail form
- applying acrylic product using the four-ball method
- buffing and filing nails
- applying oil to finish nails.

Process/Skill Questions
• What is the purpose of applying primer to the nail?
• What is the four-ball method?
• How much time should be spent buffing the nails?

---

**Task Number 76**

**Apply acrylic overlay nails.**

**Definition**

Application includes

• adhering to manufacturer’s instructions for acrylic overlay nails
• examining client's hands
• sanitizing client's and technician’s hands
• removing shine of nail plates
• applying dehydrator
• sizing the tip
• applying the nail tip
• applying primer
• applying acrylic product
• filing, shaping, buffing nails
• applying oil to finish nails.

**Process/Skill Questions**

• What is the difference between sculptured and overlay nails?

---

**Task Number 77**

**Remove acrylic nails.**

**Definition**

Removal includes

• soaking nails in acetone
• sliding artificial nail off
• buffing nail
• conditioning the cuticle.
Process/Skill Questions

- How long should the nails be soaked in acetone?
- Why should the artificial nail be slid off the natural nail?
- How is the cuticle conditioned?

Performing Daily Salon Operations

Task Number 78

Answer telephone.

Definition

In taking client phone calls, the nail technician should listen closely, speak clearly and correctly, and be courteous at all times. He or she should identify the client's need and meet that need while trying to create a service/sales opportunity for the salon. The nail technician should write down messages and other client information and confirm its correctness by reading it back to caller.

Process/Skill Questions

- Why is it important to listen closely when having a conversation with a client?
- What customer service skills are important when answering the phone?
- Why is it important to record and confirm information taken over the phone?

Task Number 79

Make appointments.

Definition

Making appointments includes

- identifying what service is requested
- determining how long that service will take
- determining dates and times that qualified staff members are available
- relaying information to the customer
- determining the best time and day for the customer's appointment
- recording the appointment correctly
• confirming the client’s knowledge of salon's location
• confirming appointment information while the customer is on the phone.

Process/Skill Questions

• What types of negotiations may be necessary when making appointments for clients?
• Why is it important to record and confirm appointment information while the client is still on the phone?

Task Number 80

Consult with clients.

Definition

Consultation includes

• determining specific purpose of visit
• discovering specific service(s) requested by the client
• discussing alternative treatments (if applicable)
• gathering personal information (name; address; telephone numbers; type of work; birth date; medical history; preference in nail length, color, artificial/natural)
• determining purpose of visit
• identifying whether treatment is temporary or longer-term.

Process/Skill Questions

• How can the consultation help provide improved service for a client?
• Why is it important to ask about the purpose of visit and the client's type of work and medical history?
• Under what circumstances might the nail technician suggest alternative treatments?

SOL Correlation by Task

<table>
<thead>
<tr>
<th>Identify emergency first aid procedures.</th>
<th>Science: CH.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comply with Occupational Safety and Health Administration (OSHA) and Environmental Protection Agency (EPA) guidelines.</td>
<td>English: 10.5, 11.5</td>
</tr>
<tr>
<td></td>
<td>History and Social Science: GOVT.14, GOVT.15</td>
</tr>
<tr>
<td></td>
<td>Science: CH.1</td>
</tr>
<tr>
<td>Identify the causes, symptoms, and means of prevention of occupational health risks.</td>
<td>English: 10.5, 11.5</td>
</tr>
<tr>
<td>Demonstrate ability to locate and interpret safety data sheets (SDS).</td>
<td>English: 10.5, 11.5</td>
</tr>
<tr>
<td>Task</td>
<td>Subject</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Follow safety precautions in use and care of tools, equipment, and</td>
<td>Science: CH.1</td>
</tr>
<tr>
<td>supplies.</td>
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<tr>
<td>Demonstrate a professional image.</td>
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<tr>
<td>Demonstrate correct posture and physical poise.</td>
<td></td>
</tr>
<tr>
<td>Follow practices and procedures related to workplace ethics.</td>
<td>History and Social Science: GOVT.16</td>
</tr>
<tr>
<td>Clean implements with hospital-level disinfectants.</td>
<td></td>
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<tr>
<td>Clean countertop, workstations, and equipment with hospital-level</td>
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<tr>
<td>disinfectants.</td>
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<tr>
<td>Sanitize towels.</td>
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<tr>
<td>Apply antiseptic to skin of client and technician.</td>
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</tr>
<tr>
<td>Explain the importance of bacteriology in the nail technology</td>
<td>English: 10.5, 11.5</td>
</tr>
<tr>
<td>profession.</td>
<td></td>
</tr>
<tr>
<td>Describe the main categories of microorganisms.</td>
<td>English: 10.5, 11.5</td>
</tr>
<tr>
<td>Describe the importance of anatomy and physiology as they pertain</td>
<td>English: 10.5, 11.5</td>
</tr>
<tr>
<td>to nail technology procedures and client safety.</td>
<td>History and Social Science: WHII.4</td>
</tr>
<tr>
<td>Identify the parts and composition of the skin.</td>
<td>English: 10.5, 10.6, 11.5, 11.6</td>
</tr>
<tr>
<td>Identify nail and skin disorders and diseases commonly encountered</td>
<td>English: 10.3, 11.3</td>
</tr>
<tr>
<td>by nail technicians.</td>
<td>Science: BIO.4</td>
</tr>
<tr>
<td>Identify nail disorders and how they can be serviced by a nail</td>
<td></td>
</tr>
<tr>
<td>technician.</td>
<td></td>
</tr>
<tr>
<td>Describe the differences between pseudomonas aeruginosa (commonly</td>
<td>English: 10.5, 11.5</td>
</tr>
<tr>
<td>known as mold) and fungus.</td>
<td>Science: BIO.4</td>
</tr>
<tr>
<td>Identify the structure and growth of the nail unit.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate chemical product knowledge.</td>
<td>Science: CH.1</td>
</tr>
<tr>
<td>Use lacquers.</td>
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<tr>
<td>Use solvents.</td>
<td>Science: CH.1</td>
</tr>
<tr>
<td>Use adhesives.</td>
<td>Science: CH.1</td>
</tr>
<tr>
<td>Use primers.</td>
<td>Science: CH.1</td>
</tr>
<tr>
<td>Use catalysts.</td>
<td>Science: CH.1</td>
</tr>
<tr>
<td>Identify problems that could arise from chemical reactions.</td>
<td>English: 10.5, 11.5</td>
</tr>
<tr>
<td>Identify signs and treatment of chemical overexposure.</td>
<td>English: 10.5, 11.5</td>
</tr>
<tr>
<td>Task</td>
<td>Department/Unit</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Dispose of chemicals according to safety data sheets (SDS).</td>
<td>Science: CH.1</td>
</tr>
<tr>
<td>Comply with state regulations regarding chemical supplies.</td>
<td>History and Social Science: GOVT.1, GOVT.9, GOVT.15, GOVT.16</td>
</tr>
<tr>
<td>Perform basic manicures.</td>
<td>Science: CH.1</td>
</tr>
<tr>
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<tr>
<td>Remove acrylic nails.</td>
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<tr>
<td>Answer telephone.</td>
<td>English: 10.1, 11.1</td>
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<tr>
<td>Make appointments.</td>
<td>English: 10.5, 10.6, 11.5, 11.6</td>
</tr>
<tr>
<td>Consult with clients.</td>
<td>English: 10.5, 11.5</td>
</tr>
</tbody>
</table>

**Customer Service Infusion Units**

Customer Service Infusion Units (CSIU) were designed to be infused with designated CTE courses to help students in those programs achieve additional, focused, validated tasks/competencies in customer service. These units are not mandatory, and, as such, the tasks/competencies are marked as "optional," to be taught at the instructor's discretion.

**Entrepreneurship Infusion Units**

Entrepreneurship Infusion Units may be used to help students achieve additional, focused competencies and enhance the validated tasks/competencies related to identifying and starting a new business venture. Because the unit is a complement to certain designated courses and is not mandatory, all tasks/competencies are marked “optional.”

**SkillsUSA Championship Competitive Events**

SkillsUSA is a national membership association serving high school, college and middle school students who are preparing for careers in trade, technical and skilled service occupations, including health occupations, and for further education. SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. SkillsUSA helps each student excel.
SkillsUSA is an Applied Method of Learning where students practice skills and build self-confidence while helping their schools and communities. SkillsUSA provides experiences in leadership, teamwork, citizenship and character development. The program emphasizes high ethical standards, superior work skills, lifelong education and pride. These are qualities employers value and look for when hiring or promoting workers.

**Mission:** SkillsUSA empowers its members to become world-class workers, leaders and responsible American citizens. SkillsUSA improves the quality of our nation’s future skilled workforce through the development of Framework skills that include personal, workplace and technical skills grounded in academics.

**Vision:** SkillsUSA produces the most highly skilled workforce in the world, providing every member the opportunity for career success.

**Resources:** SkillsUSA offers many resources for educators and students please visit [www.skillsusa.org](http://www.skillsusa.org) then go For additional information about the student organization, see SkillsUSA National Website at [www.skillsusa.org](http://www.skillsusa.org) and the SkillsUSA Virginia Website at [www.skillsusava.org](http://www.skillsusava.org)

**SkillsUSA Championships Events:** The official regulations for the following events are published in the SkillsUSA Championships Technical Standards. New contests are added each year.

The SkillsUSA Championships brings together industry and labor representatives, educators and the public to watch students compete in leadership and hands-on skill events for a full day. The SkillsUSA Championships begin at the local level with contests in classrooms nationwide. Winners advance through district, regional and state competition, and only the best make it to the national event. Students benefit no matter how they place in their contests. They test their skills, frequently make job contacts, and have a chance for recognition. State and national winners receive gold, silver and bronze medallions, scholarships, tools and other awards as provided by business and industry partners.

(#) Contest not currently offered in Virginia
(*) Contest for students with IEP only

**Leadership Development**

Action Skills *
American Spirit Chapter
Business Procedure #
Chapter Display
Community Action Project*
Community Service
Employment Application Process *
Extemporaneous Speaking
Job Interview
Job Skill Demonstration A
Job Skill Demonstration Open
Occupational Health and Safety
Opening and Closing Ceremonies
Outstanding Chapter
Pin Design (State Conference)
Prepared Speech
Promotional Bulletin Board
Quiz Bowl
T-shirt Design

**Occupationally Related**
Career Pathways Showcase
Customer Service
Engineering Technology/Design
Entrepreneurship
First Aid/CPR
Health Knowledge Bowl #
Health Occupations Professional Portfolio
Medical Math
Medical Terminology
Principles of Engineering/Technology
Related Technical Math
Team Engineering Challenge #

**Skilled and Technical Sciences**
3-D Visualization and Animation
Additive Manufacturing
Advertising Design
Architectural Drafting
Audio/Radio Production
Automated Manufacturing Technology #
Automotive Refinishing Technology
Automotive Service Technology
Automotive: Maintenance and Light Repair (S)
Aviation Maintenance Technology
Barbering
Basic Health Care Skills #
Broadcast News Production
Building Maintenance
Cabinetmaking
Carpentry
CNC Milling Specialist
CNC Technician
CNC Turning Specialist
Collision Damage Appraisal #
Collision Repair Technology
Commercial Baking
Computer Programming
Cosmetology
Crime Scene Investigation
Criminal Justice
Culinary Arts
Dental Assisting
Diesel Equipment Technology
Digital Cinema Technology
Early Childhood Education
Electrical Construction Wiring
Electronics Technology
Esthetics
Firefighting
Graphic Communications
Graphics Imaging – Sublimation
Heating, Ventilation, Air Conditioning and Refrigeration
Humanoid Robotics #
Industrial Motor Control
Information Technology Services
Interactive Application and Video Game Development
Internetworking
Major Appliance and Refrigeration Technology #
Marine Service Technology
Masonry
Mechatronics
Medical Assisting #
Mobile Electronics Installation #
Mobile Robotics Technology
Motorcycle Service Technology
Nail Care
Nurse Assisting
Photography
Plumbing
Power Equipment Technology
Practical Nursing #
Residential Systems Installation and Maintenance #
Restaurant Service
Robotics: Urban Search and Rescue
Robotics and Automation Technology #
Screen Printing Technology
Sheet Metal #
TeamWorks
Technical Computer Applications
Technical Drafting
Telecommunications Cabling
Television (Video) Production
Web Design
Welding
Welding Fabrication
Welding Sculpture

**State Only Contest** (not national contest)
Auto Maintenance *
Barbering Bricklayer *
Club Scrapbook
Current Events
Emergency Medical Technician
Essay
Extemporaneous Writing
Fantasy Manikin (Live)
Food Preparation Assistant *
Occupational Display
Occupational Scrapbook
Poster
Precision Machining Technology
Promotional Flyer
Radio Communications (Pre-Produced)
Spelling
Student of the Year
Television Production (Pre-Produced Cut-Only)
Television Production (Pre-Produced Special Effects)
Veterinary Assisting
Appendix: Credentials, Course Sequences, and Career Cluster Information

**Industry Credentials: Only apply to 36-week courses**

- College and Work Readiness Assessment (CWRA+)
- Customer Service Examination
- Customer Service Specialist (CSS) Examination
- Nail Care Examination
- National Career Readiness Certificate Assessment
- Professional Communications Certification Examination
- Workplace Readiness Skills for the Commonwealth Examination

**Concentration sequences:** A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.

- Nail Technician II (8693/36 weeks, 140 hours)

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**Career Cluster: Human Services**

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Care Services</td>
<td>Nail Technician</td>
</tr>
</tbody>
</table>