

Health and Safety

INSTRUCTOR GUIDE

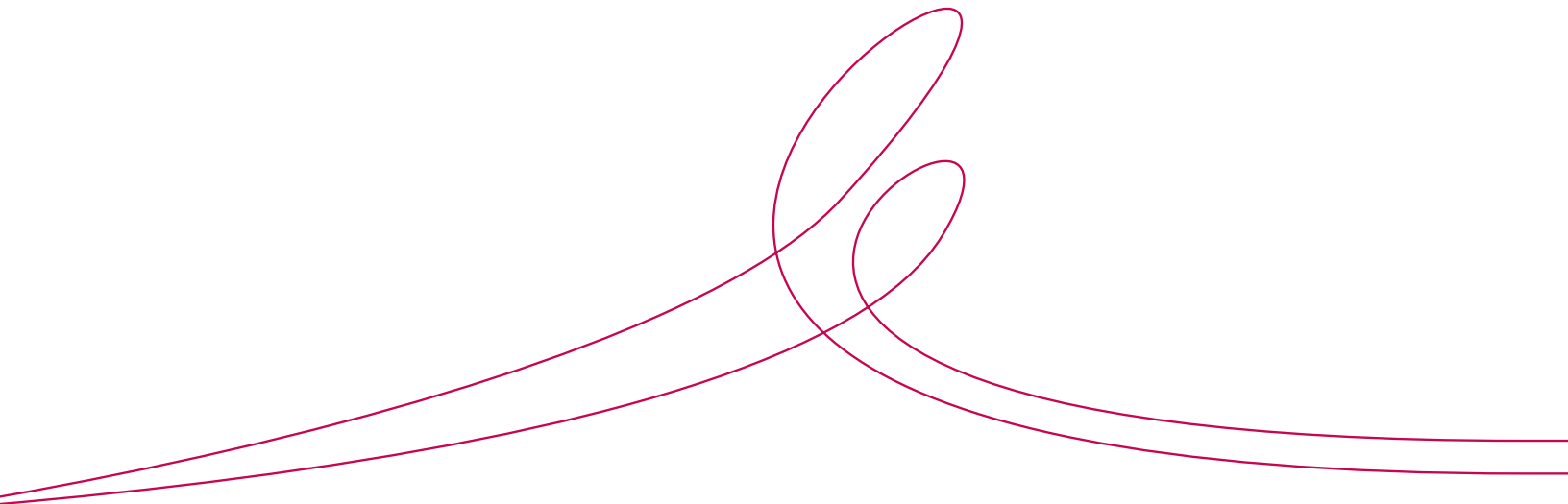


BarberCosmo

Board of Barbering & Cosmetology

Instructor Name

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2018

Health and Safety

INSTRUCTOR GUIDE

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BarberCosmo
Board of Barbering & Cosmetology

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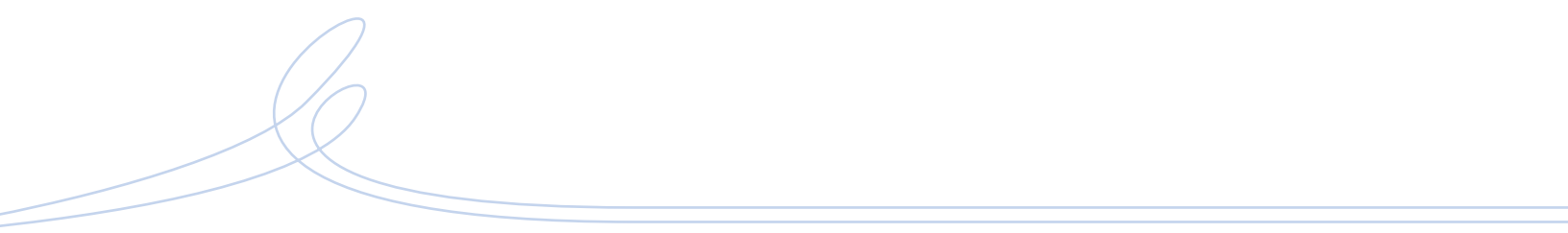
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Overview

The Health and Safety course is a training program on health and safety issues, and workers' rights challenges faced by licensed barbers, cosmetologists, estheticians, manicurists, and electrologists on the job. It is designed for use in Board-approved schools of barbering and cosmetology and may be used by Board-approved Apprenticeship Sponsors in fulfilling related training requirements.

Pursuant to Business and Professions Code section 7389 (apprenticeship program sponsors please refer to California Code of Regulations section 915), this course is required to be taught to future professionals in all Board-approved schools.

- (a) The board shall develop or adopt a health and safety course on hazardous substances and basic labor laws, as specified in Section 7314.3, which shall be taught in schools approved by the board. Course development shall include pilot testing of the course and training classes to prepare instructors to effectively use the course.*

The course includes a complete curriculum, Training Materials, and a Teaching Toolbox for each section. An instructor does not need a background in health and safety to teach the material. Everything is explained in terms which can be understood by the non-specialist.

The course is organized in 10 sections on various topics. Each section varies in length. A section may take more or less time, depending on the instructors teaching style and the future professional's background and interest. It is estimated that the entire course may take up to 20 hours of student instruction. Topics cover a wide spectrum, including toxic chemicals, communicable diseases, ergonomics, health and safety, legal rights, workers' rights, and physical and sexual abuse awareness training.

In addition, there is Training Material for each of the 10 sections. Training Materials may be used as supplementary teaching material. Provided Training Materials may be incorporated in the instructor's presentation, used as reference, or used for homework assignments. Future professionals should be encouraged to keep the information found in the Training Materials for easy reference throughout their career in the barbering and beauty industry.

In Section 4 of the Training Materials, there are nine fact sheets. Each fact sheet focuses on the hazards involved in a specific work process, such as hair coloring, permanent waving, or applying artificial nails. These fact sheets may be presented separately from the course. They are designed to accompany other types of classroom instruction on the various technical processes. For example, when techniques of hair coloring (not related to health and safety) are covered during the regular theory class instruction, the instructor may wish to use the fact sheet on hazards in hair coloring as supplementary teaching material. In this way, the health and safety lessons that future professionals have learned during the 10 sections are reinforced.

Teaching Approach and Method in Using the Text Course

The teaching methods used throughout the course are designed to maximize class participation. A variety of participatory learning activities are included. They include brainstorming, class discussion (questions and answers), and case studies (for small group exercises). The goal of all these activities is to get future professionals to participate in class and apply what they learn in their work.

These teaching methods are based on some basic principles of adult learning theory:

- Adults are most motivated to learn when the information has an immediate application to their work or their personal lives.
- Adults retain more when they can apply their own experience to the problems presented in a training session.
- Adults learn 80 percent of the material presented when they simultaneously hear, read, and do, but they learn 20 percent of material that they only hear.

Teaching methods include:

Brainstorming

Brainstorming is a technique used in several of the sections, specifically in the case studies. The class may be asked to generate as many ideas as possible on a specific subject. The instructor may record the ideas on a medium viewed by all of the future professionals. All future professionals should be encouraged to participate. No idea is “wrong” or “stupid.”

Class Discussion

Class discussion, using questions and answers, is the most common technique in this course. The instructor may wish to ask the “Questions for Review” and allow the entire class to participate by trying to answer them. The instructor should guide the discussion, steering the future professionals to the correct answer without actually supplying the correct answer. The instructor may also add background information and further explanation after the question has been answered. Upon the conclusion of the discussion, the future professionals should record the correct answers in their Student Exam Booklet.

Here are some tips for leading a successful discussion:

- Avoid lecturing for long periods of time.
- When the course gives background information to help explain an answer, decide how much of it is relevant to the class. Do not present material that will not be useful.
- In explaining answers, add extra information, if necessary. Make the discussion relevant by drawing examples from your own personal experience.
- Include everyone in the discussion. Address every question to the whole group. Give the future professionals a chance to think and respond. Then wait a short time for someone to answer. If no one answers, the instructor might eventually want to call on someone to keep the discussion going.
- Feel free to use extra questions. The questions in this course are intended to open up the discussion. The more relevant the instructor makes the topic, the more the class will learn.
- Use interactive materials often (make lists, draw pictures and diagrams, record the future professionals’ answers on a medium everyone can see).

Small Group Exercises

Another technique used in several sections is the small group exercises. There are several types, ranging from case studies to short questionnaires to safety inspections. In a case study, future professionals are presented with a problem that they might actually encounter on the job, and are asked to analyze and solve it. The workplace inspection exercise (Section 8), requires the future professional to walk around the clinic area at the school and identify specific health and safety issues.

To conduct any kind of small group exercise, follow the instructions given in the section you are presenting. In most cases, small groups should have no more than five people. Each group should go to a separate room or part of the main classroom.

Have future professionals pick a group student recorder for their respective group. The student recorder takes notes on the group's discussion of the questions or problems it was given. After the scheduled time for the exercise is up, the entire class comes back together and the student recorder reports on their group's work.

How the Course is Organized

The course is composed of 10 sections. Each section begins with an introductory page. It explains the learning objectives of the section's lesson. The learning objectives should be reviewed with the future professionals as a way to outline what they will be learning during the classroom instruction.

The sections have been designed to provide extra space at the sides of the pages to allow for note-taking or references. Please encourage future professionals to take advantage of this feature.

The sections were designed to be presented in the order they appear within the course. Each section builds on what was covered in the previous ones. However, the law does not require this course to be taught as a stand-alone course. Therefore, each school/apprenticeship sponsor may decide how to best incorporate the information found in the course into their respective school curriculums.

At the conclusion of each section, there are Training Materials. Review and discuss the Training Materials with the future professionals, engage them in a discussion on how these provided resources may be useful in their careers. The Resource Groups, Agencies, Databases and Publications information sheet (Section 3); the Resource Agencies and Materials information sheet (Sections 8); and Contact Information (Section 10) should be highlighted as important resources for the future professional. As an instructor, use these information sheets to refer people to sources of additional resources and help.

Within each section of the Instructor Guide, a **Teaching Tool Box** has been provided for the school instructor presenting the information in the respective lesson. The Teaching Tool Box is designed to provide additional teaching ideas or suggestions the instructor may choose to utilize during classroom instruction, or as a group activity or student homework assignments. The purpose of the Teaching Tool Box is to provide future professionals with additional exposure to resources provided by the Board or other agencies that are at future professionals' disposal while in school and as they progress through their careers. The ideas presented in the Teaching Tool Box are suggestions; they are not requirements. If the class instructor has a different idea on how to reinforce the information covered in the respective section, they may utilize what they feel will most benefit the future professional in the learning environment.



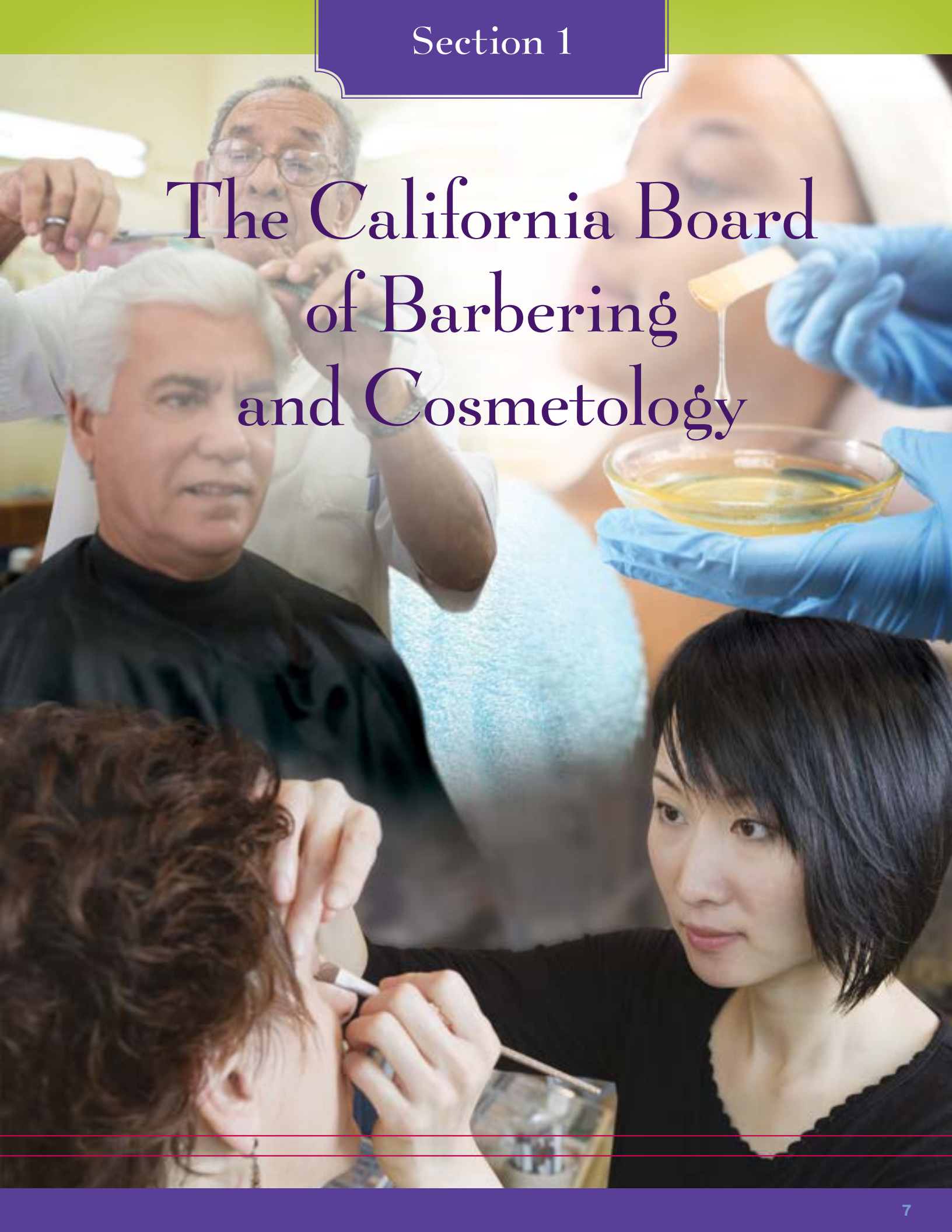
Preparing to Teach

Read in advance the section you are going to present and all of its handouts found in the Training Materials. If you have any questions about the subject matter, use the Resource Groups, Agencies, Databases, and Publications information sheet (Section 3); and the Resource Agencies and Materials information sheet (Section 8); and Contact Information (Section 10) to find groups or publications that can help.

Prepare any materials you will need for the classroom instructional session. Remember, instructors can use the fact sheets (Section 4) as appropriate, whenever teaching other barbering and cosmetology material. When you teach a particular technical process, such as shampooing, refer the future professionals to the related fact sheet found in their copy of the course.



The California Board of Barbering and Cosmetology



LEARNING OBJECTIVES

Section 1

Welcome to the Board of Barbering and Cosmetology

After completing this section, the future professional will be able to:

- Identify the Board's mission.
- Access the Board's website and have a general understanding of what is available on the Board's website.
- Understand the purpose of the Health and Safety course.

Teaching Tool Box

Board Website Activities

Encourage future professionals to visit the Board's website (www.barbercosmo.ca.gov) on their smart phones, tablets, or computer. Point out important areas of the site, such as the "What's New" box, the "Laws & Regs" tab, the "Board Meetings" link, and the "Industry Bulletins" link.



Suggested Website Activities

- Present a question to the group that may come up as they work in their profession, such as "Why can't a cosmetologist perform lash/brow tinting?" or "Once I am licensed, can I perform microblading?" Ask the group where they might look to find the answer. The group should be encouraged go to the Board's website and look at the different areas on the website. Show the group the Board's Industry Bulletins and point out that these bulletins provide the answers to the questions presented. If a question is presented that is not covered in one of the Industry Bulletins, show the group how they can email their questions to the Board.

Go to: www.barbercosmo.ca.gov.

Click on the "Contact Us" tab.

Scroll to "By Email: barbercosmo@dca.ca.gov."

Click on "barbercosmo@dca.ca.gov" for email prompt.

- Provide future professionals with a copy of the Self-Inspections worksheet found in the Training Materials section. Have students conduct an inspection of their workstation using the worksheet. After the inspection is completed, have the group reconvene to discuss what was revealed in their inspections. Ask the group if they noted any violations from their workstations on the worksheet. Ask the group if any of the violations were a surprise to them. When a member of the group points out a noted violation, show the group how to look up the section of law that pertains to the violation.

HOW TO LOOK UP A LEGAL REFERENCE

Note the legal section of the violation as provided on the check sheet:

Go to: www.barbercosmo.ca.gov.

Click on the "Laws & Regs" tab.

- For a statute reference, click: Barbering and Cosmetology Act (Business & Professions Code Division 3, Chapter 10)
- For a regulation reference, click: California Code of Regulations, Title 16, Division 9

Scroll to the appropriate legal reference.

- While in school, future professionals should be encouraged to attend a Disciplinary Review Hearing to observe how the appeal process is conducted. The school may decide to have future professionals go on a field trip to observe a hearing. For dates and locations of the hearings, see www.barbercosmo.ca.gov/about_us/meetings/discreview.shtml.

Prior to attending the hearing the instructor may review the fact sheet, "Disciplinary Review Committee Hearings," found at: www.barbercosmo.ca.gov/consumers/drch_factsheet.pdf.

Discuss the fact sheet with the group prior to attending the Disciplinary Review Committee hearing. Discuss the reality that at some point in their career, the future professional may be cited for a violation. It is important prior to this happening, they understand their rights and responsibilities within the appeal process.



Safely Using Chemicals



LEARNING OBJECTIVES

Section 2

Safely Using Chemicals

After completing this section, the future professional will be able to:

- Identify chemical products commonly used in the workplace.
- Explain why some chemicals may be harmful to an individual's health and what makes the chemical harmful.
- Describe how chemicals get into the body.
- Identify some health problems that may be caused by chemicals.

Teaching Tool Box

Prior to instructing the class, print/write out several small cards with common ingredients found in supplies used by future professionals (acetone, chlorine, formaldehyde, hydrogen peroxide, methylene chloride, toluene, vinyl acetate). Divide the class into small groups and distribute an ingredient card to each group. Have the future professionals use their smart phones, laptops, or computers to go to the Agency for Toxic Substances and Disease Registry website at <https://www.atsdr.cdc.gov>. Click on the ATSDR “A–Z Index.” Have each group locate their respective ingredient ToxFAQs sheet. The group should discuss together how use of the chemical may affect their health.



Chemical Exposure Demonstration

After considering the information on page 15, “How Do Chemicals Get into the Body?,” have students participate in a chemical exposure demonstration (adapted from the Idaho Department of Health and Welfare’s “Identifying Pathways of Exposure to Toxic Chemicals” [<http://healthandwelfare.idaho.gov/portals/O/Health/MoreInformation/IdentifyingPathwaysofExposuretoToxicChemicals.pdf>]).

Materials Needed:

- Black light
- Fluorescent lotion
- Dark-colored paper cup
- Dark-colored cloth napkin
- Carrot
- Black plastic fork
- Pair of gloves

Explain to the students that there are three major pathways through which toxic chemicals can get into the body: swallowing, breathing, and skin and eye contact. Every day individuals inhale oxygen in the air they breathe; however, they may also inhale things that are bad for them, like toxic chemicals and air pollution. These toxic chemicals pass through the lungs into the bloodstream.

For example, a cosmetologist may spray hair spray on a client. When sprayed, the hair spray can get into the air and be breathed in. It can also get onto a person’s skin, eyes, or face. If the hair spray is sprayed around and area where there is unprotected food, it may even be swallowed.

Ask students to think of how one of the chemicals on the “Chemicals in the Establishment” fact sheet (found in the Training Materials) might get into their bodies if they used it at work. Have students share their ideas with the class.

Explain to students that they will participate in an activity that will show them how a hazardous chemical can get onto their hands, into their food, and possibly into their bodies without their knowledge. Before class, set up three identical workstations (A, B, and C) that has a drinking cup, a napkin, a carrot, a fork, and a pen.

At the start of the activity, invite three students to participate in the demonstration. Ask the three students to come to the front of the class. Explain to the class that the three students have just finished applying perm solution to a client's hair. Tell the class that one of the participants was wearing gloves while applying the perm solution. Ask one participant (student C) to put on a pair of disposable gloves. Then instruct each participant to put some lotion (which will fluoresce under a black light) on his or her hands.

Explain to the class that this lotion represents the perm solution that they were applying to their client's hair. The student with the gloves on will put some lotion on the gloves.

One by one, read a set of instructions to each student and have them follow them exactly. Ask the class to keep track of the differences between the three sets of instructions. The student with gloves must be given instructions C. (See instructions A, B, and C below.) At the end of the demonstration, ask each of the students to use the black light to view their workstation, their hands, their face, and the items on their workstation to see how much perm solution (fluorescent lotion) got onto their food and body.

Instructions A. (Student A)

It is time to have a snack. I want you to follow these instructions exactly.

1. Pick up the cup.
2. Take a sip from the cup.
3. Wipe your mouth with your hand.
4. Pick up the carrot with your hand.
5. Take a bite of the carrot.
6. Wipe your mouth with your hand.
7. Wipe your hands on your napkin.

Instructions B. (Student B)

It is time to have a snack. I want you to follow these instructions exactly.

1. Go to the sink and wash your hands with soap and water.
2. Dry your hands.
3. Go back to your workstation.

4. Pick up the cup.
5. Take a sip from the cup.
6. Wipe your mouth with your napkin.
7. Use your fork to pick up your carrot.
8. Take a bite of the carrot.
9. Wipe your mouth with your napkin.
10. Wipe your hands on your napkin.

Instructions C. (Student C - has gloves on hands)

It is time to have a snack. I want you to follow these instructions exactly.

1. Take off your gloves.
2. Pick up the cup.
3. Take a sip from the cup.
4. Wipe your hands on your napkin.

After the demonstration, ask students how a hazardous chemical might get into their bodies while they are using it.

Answers include:

- 1) Through accidental ingestion (swallowing)
- 2) Inhalation (breathing)
- 3) Skin or eye contact

Ask the class to identify the workstation that is most contaminated with perm solution (fluorescent lotion). Ask them to explain why one workstation was more contaminated than the other was. Based on their observations, ask them to identify things they can do to avoid getting hazardous chemicals on their hands, skin, and food, and into their bodies. Answers might include wearing gloves when using chemicals, washing hands before eating, using nontoxic alternatives to toxic chemicals or not using them at all, and using chemicals in well-ventilated areas.

Questions for Review

PAGES 17-18

What are the forms that a chemical can take?

- A) Gases, solids, liquids
- B) Liquids, mist, vapors, gases
- C) Solids, liquids, gases, vapors
- D) Vapors, liquids, mist

Answer:

What should be considered when determining how hazardous a chemical is?

- A) If the individual is allergic to the chemical
- B) Heredity, age, gender, general health
- C) Toxicity, concentration, length of time, individual sensitivity, interaction, route of exposure
- D) All the above

Answer:

What are the three main routes of exposure in an establishment?

- A) Eating, drinking, smoking
- B) Breathing, skin and eye contact, swallowing
- C) Injecting, inhaling, infection
- D) Spilling, spraying, shaking

Answer:

What governmental agency in California sets the Permissible Exposure Limits (PELs) of chemicals?

- A) Board of Barbering and Cosmetology
- B) U.S. Food and Drug Administration
- C) U.S. Department of Labor
- D) California Occupational Safety and Health Administration (Cal/OSHA)

Answer:

What should be watched for to determine if chemical exposure is occurring?

- A) Smell, taste, touch, sight, hear
- B) Symptoms, residue, smell, irritation
- C) Odor, taste, particles, surfaces, symptoms
- D) Dust, formaldehyde, acetone vapor, gas

Answer:

PAGES 24-25

What is dermatitis?

- A) Dry hands and arms
- B) An inflammation of the skin
- C) Irritated and watery eyes
- D) Flaky scalp

Answer:

What comprises the central nervous system?

- A) Muscles and brain
- B) Spinal cord and nerves
- C) Nerves and muscles
- D) Brain and spinal cord

Answer:

What is a symptom that the nervous system is under attack?

- A) Headache
- B) Dizziness
- C) Lack of coordination
- D) All of the above

Answer:

The toxic trio can cause multiple health problems. True or False?

Answer:

CASE STUDY #1 PAGE 26

What are some specific chemicals in sculptured nail products and nail polish that might be causing these problems?

During which steps of the work process can these chemicals get into your body?

What can you do to protect yourself?

CASE STUDY #2 PAGE 26

What could be the chemical in the blowout causing this problem?

During which steps of the process can this chemical get into your body?

What can you do to protect yourself?



Safety Data Sheets



LEARNING OBJECTIVES

Section 3

Safety Data Sheets

After completing this section, the future professional will be able to:

- Explain what a Safety Data Sheet (SDS) is and where to get them.
- Recognize the sections of the SDS.
- Demonstrate how to use an SDS to find information about a cosmetic product.

Teaching Tool Box

Safety Icon Flash Cards

Locate the Safety Icon Flash Cards located in the Training Materials. Have students cut out the cards and fold them as directed. Have students pair up and practice with each other using the flash cards. After about 10 minutes, bring the class back together and divide the students into two groups. Have each group form a line parallel to each other with the instructor at the head of the lines. Explain to the students that they will be competing against the other group of students in the identification of the safety icons. Instruct one student to keep track of the two teams scores. The instructor should hold up one card, easily viewable by both teams. The first team to call out the right answer, wins the point. Once a student answers, they should move to the back of the line. After the instructor has gone through the cards a couple of times and all of the students have had the opportunity to play, the points should be tallied from both teams. The team with the most points wins.



Questions for Review

PAGE 34

Important information on the identity and hazards of a chemical are on the container label. True or False?

Answer:

How can workers get information about the chemicals in a product?

- A) Chemical reference books
- B) Safety Data Sheets
- C) Asking the employer
- D) Consulting a state agency
- E) All of the above

Answer:

PAGE 39

SDSs should be consulted only after an emergency such as a spill, fire, or explosion. True or False?

Answer:

Water is the best way to extinguish a fire. True or False?

Answer:

If there is a chemical spill, it should not be cleaned up immediately. True or False?

Answer:

PAGE 43

Which of the following will an individual find on an SDS?

- A)** Hazard information
- B)** Physical properties
- C)** Handling and storage
- D)** A and C
- E)** All of the above

Answer:



The exclamation mark icon indicates:

- A) A chemical is combustible under high temperatures
- B) A chemical is toxic when swallowed, inhaled, or absorbed through the skin
- C) A chemical may cause cancer, target organ toxicity, and aspiration toxicity
- D) A chemical may cause irritation, dizziness, or allergic reaction
- E) All of the above

Answer:

If a chemical product is flammable, an individual should:

- A) Smoke near it as long as the lid is on
- B) Store it under water to keep it cool
- C) Store it away from heat or flames
- D) Pour it into a different container

Answer:

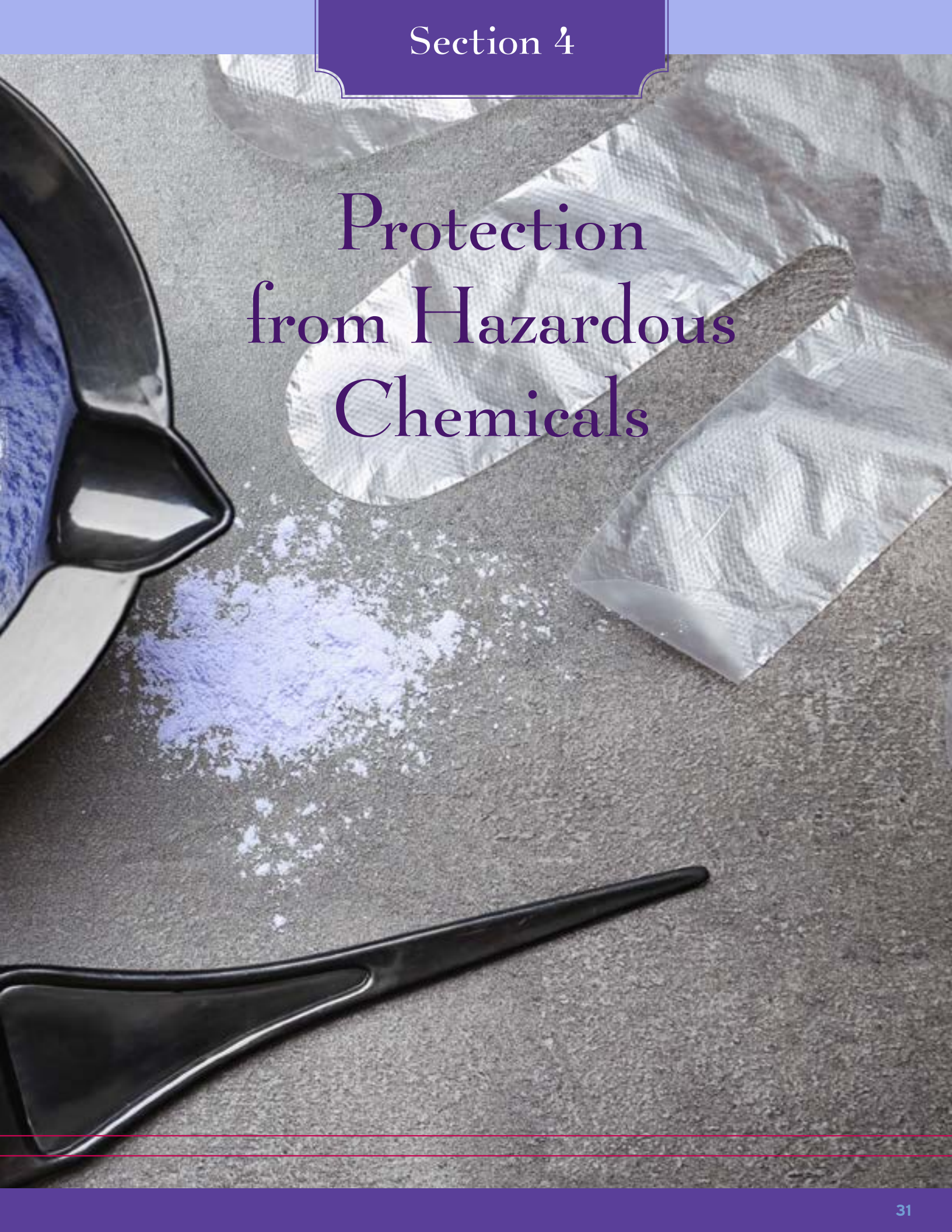
Cal/OSHA requires SDSs to state when the revisions were made. True or False?

Answer:

.....



Protection from Hazardous Chemicals



LEARNING OBJECTIVES

Section 4

Protection from Hazardous Chemicals

After completing this section, the future professional will be able to:

- Recognize chemical safety hazards.
- List ways to reduce chemical hazards.
- Identify and list safe work practices.

Teaching Tool Box

What's Wrong with This Picture?

Have students locate the “What’s Wrong With This Picture,” on page 63 of textbook. Explain to the students that the picture shows a typical work situation in an establishment. Point out that in the picture there are several things wrong. There are chemical hazards and workers are not taking proper precautions. Have students identify what is wrong in the picture. Have students discuss what protective measures could be taken to make the situation safe.



Points of discussion may include:

- Food and drink are on the counter while the licensee is working. Do not allow food or drink in the work area, provide a place to eat away from chemicals.
- Licensee is mixing chemicals right next to the client area. Mix chemicals in a separate area that has good ventilation.
- Licensee is mixing chemicals without wearing PPE (gloves, chemical splash goggles, smock/apron). Licensee should wear PPE while mixing chemicals.
- Manicure table doesn't have ventilation. Get a vented manicure table.
- Manicurist is not wearing PPE (safety glasses, gloves, dust mask). Manicurist should wear PPE during services, especially filing.
- Window is closed, cutting down on fresh air in the establishment. Open the window (weather permitting) to increase the amount of fresh air in the room.
- Cotton balls, which may be saturated with chemicals, are on the floor and not disposed of. Dispose of used materials properly.
- Heavy containers are stored on high shelves. Store heavy items on lower shelves.
- Container in the storage area is open, allowing vapors to get in the air. Keep all containers closed when not in use to prevent vapors from escaping.
- There is no fire extinguisher in the establishment. Get the right type of fire extinguisher.

Licensee Fact Sheets

Direct the student's attention to the fact sheets located in the Training Materials. Board Licensee fact sheets 5 through 13 are provided. Read the title of each fact sheet to the students. Point out that each fact sheet provides information on a different type of service they may perform while working in an establishment. Inform the students that the fact sheets are there for their reference. Explain to the students that the fact sheets provide a listing of chemicals that may be used while performing the

designated service. The fact sheet explains how the chemicals used can get into the body and how the chemicals may affect the body. Encourage the students to review these fact sheets prior to performing the service. In addition, point out that the Board has many other fact sheets available for their use. Students should be encouraged to look up the Board website on their smartphones, tablets, or laptops to view the fact sheets.

Go to: **www.barbercosmo.ca.gov**

Click on the "Forms/Pubs" tab

Scroll to "Fact Sheets"

Scroll to "Licensees"

Fire Extinguisher Checkup

Take a walk around the school and point out to the students where and what type of fire extinguishers are located on the premises. Point out on the fire extinguisher label where it shows the type of extinguisher. Explain the differences in an A-, B-, C-, or D-rated extinguisher. Discuss with the student when you might use the different types of extinguishers (see page 50 in text book). Go over the school's fire exit safety plan. Demonstrate the fire exit safety plan by holding a fire drill.

CASE STUDY PAGE 52

What rules for chemical storage are being broken in this establishment?

What suggestions would you make to improve this situation?

Questions for Review

PAGE 64

Workers are safe from chemical exposure as long as the establishment door is open. True or False?

Answer:

Personal protective equipment (PPE) is not the best way for workers to protect themselves from chemicals. True or False?

Answer:

Which of the following are ways to reduce chemical hazards?

- A)** Use vented manicure tables
- B)** Transfer chemical products to smaller bottles to limit exposure
- C)** Mix chemicals in an area away from others
- D)** A and C
- E)** All of the above

Answer:

What does "breakthrough time" refer to?

- A)** The length of time it takes a fire to spread from one point to another
- B)** The length of time it should take to put out a fire
- C)** The length of time protective gloves will work well
- D)** The length of time it takes a chemical to breakdown and produce vapor
- E)** The length of time a chemical takes to absorb into your skin

Answer:



Ergonomics



LEARNING OBJECTIVES

Section 5

Ergonomics

After completing this section, the future professional will be able to:

- Identify common ergonomic issues within a typical workplace.
- Explain how to reduce common ergonomic issues in the workplace.

Teaching Tool Box

Work Smarter, Not Just Harder

Have students locate the “Worker Smarter, Not Just Harder” poster, located in the Training Materials. Perform a demonstration of bad posture versus good posture as shown in each picture. If appropriate, have the students re-enact the bad posture demonstrated on the left-side photographs. Have students hold the bad posture for a few seconds. Ask students where in their body they could feel the stress. Then have students practice using the good posture as demonstrated on the right-side photographs. Stress the importance of good posture for a safe, long-lasting career.

Manicurists-only Class - Start the class by having all the students stand up. One by one demonstrate the exercises found on page 11 of the *Stay Healthy and Safe While Giving Manicures and Pedicures* publication in the Training Materials. After stretching, have the students turn to page 10. Read and discuss the *Ten Steps You Can Take to Reduce These Hazards*.



Questions for Review

PAGE 77

**Carpal tunnel syndrome is not very common among licensees.
True or False?**

Answer:

**Small sacs of fluid between the shoulder tendons and bones
of the shoulder are called:**

- A) Burs
- B) Nerves
- C) Bursas
- D) Carpal tunnel
- E) Muscles

Answer:

Which motions can place stress on tendons?

- A)** Bending the wrist
- B)** Forceful pinching
- C)** Repeating motions
- D)** Doing more than one of the above
- E)** All of the above

Answer:

PAGES 83-84

**Sitting for a long period is better than standing.
True or False?**

Answer:

**To prevent neck and back injuries, the most important rule is
to work with the back in a straight position. True or False?**

Answer:

**The establishment can be designed to make work easier on a
worker's body. True or False?**

Answer:

Which of the following is NOT a reason a worker should use procedures that allow their back to remain straight:

- A)** Constant moving can squeeze the discs in the back and cause a rupture.
- B)** The spine is naturally straight and should remain that way.
- C)** Extra pressure on the joints between vertebrae can cause lower back pain.
- D)** Squeezed disc can cause a pinched nerve.
- E)** A and C

Answer:

Why are high-heeled shoes not recommended?

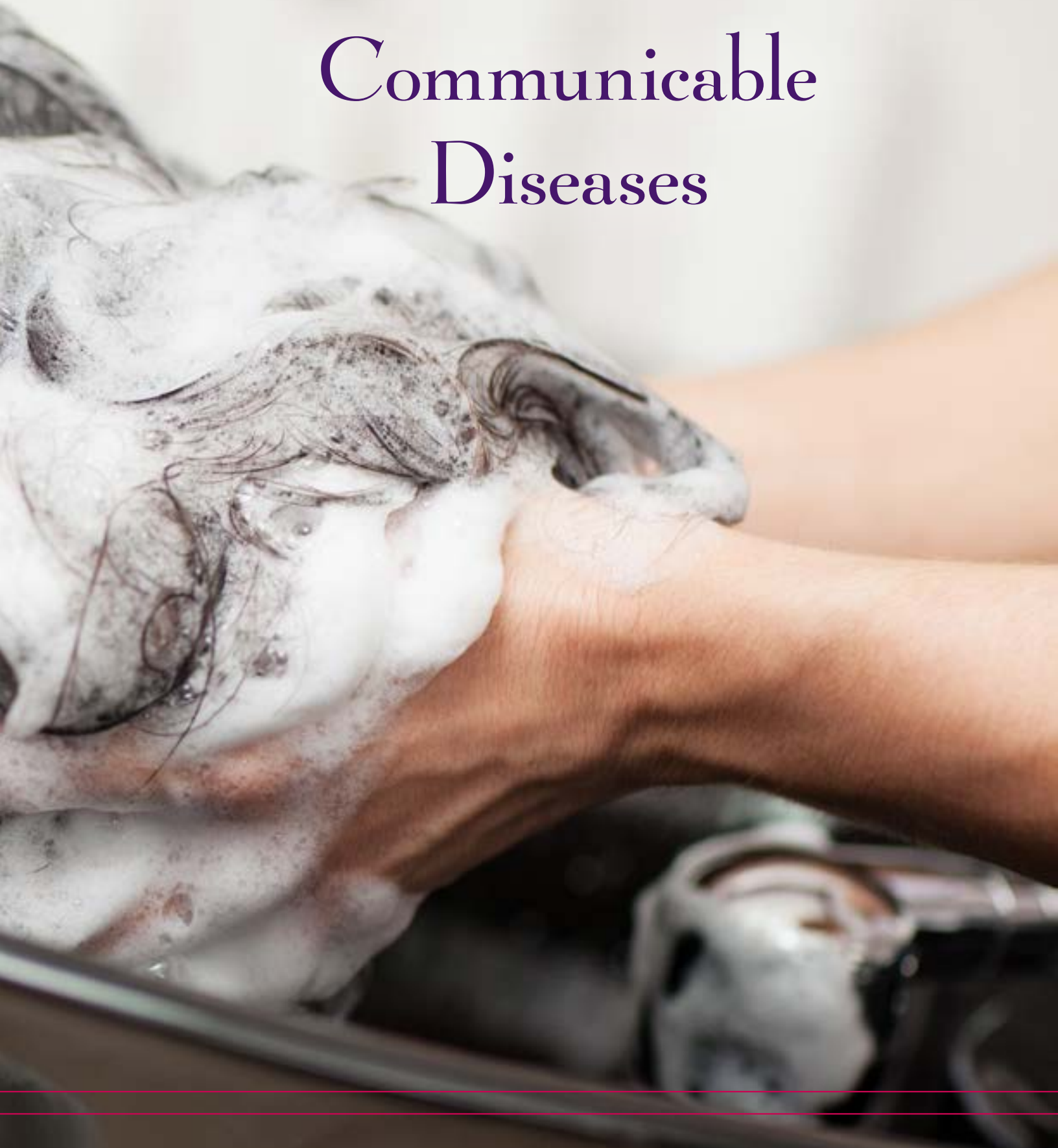
- A)** They can cause the wearer to bend backward.
- B)** They put extra pressure on the toes.
- C)** They can cause calluses and irritation.
- D)** They can cause back problems.
- E)** All of the above.

Answer:

.....



Communicable Diseases



LEARNING OBJECTIVES

Section 6

Communicable Diseases

After completing this section, the future professional will be able to:

- Describe how communicable diseases spread.
- Identify some specific communicable diseases that could be spread in the workplace.
- Explain how an individual can be protected against contracting diseases at work.

Teaching Tool Box

Have students view the Centers for Disease Control and Prevention's *Fight Germs, Wash Your Hands* video: <https://www.cdc.gov/cdctv/healthyliving/hygiene/fight-germs-wash-hands.html>.

After viewing the video, review and discuss the five steps of properly washing your hands. Have students demonstrate how to properly wash their hands. Discuss the importance of handwashing in preventing disease in the workplace.



Right to Refuse Service Activity

Have students open their California State Board of Barbering and Cosmetology Act and Regulations book and turn to Section 984. Read Section 984. Explain to the students that this regulation provides state-mandated conditions when it is necessary to refuse service on a client. Have the students list some of the conditions that prevent them from performing services (as listed in the regulation) on a client.

Suggested Script

Ms. X, I just noticed that you have lice in your hair and here behind your ear. I am so sorry, but I cannot continue with your service today. The law prevents me from servicing clients with lice. Once the lice is gone, I would be happy to provide you with a haircut.

After the demonstration

Remind students to maintain the clients right to privacy as much as possible. Encourage students to speak in a low voice and calmly. Encourage them not to react emotionally. Remind them to be kind and considerate to the client as it may be very embarrassing to them.

CASE STUDY #1 PAGE 95

How could you get lice in this situation?

How could you protect yourself?

What should you say to your client?

CASE STUDY #2 PAGE 95

What diseases could you get by touching a draining sore with your bare hand?

How could you protect yourself?

What should you say to your client?

CASE STUDY #3 PAGE 96
.....

What disease could you get by touching the scaly patches with your bare hands?

What should you say to your client?

What should you do to protect yourself after the client leaves?

CASE STUDY #4 PAGE 96
.....

How could you get a cold from this client?

How could you protect yourself?

What should you say to your client?

Questions for Review

PAGE 97

The Board of Barbering and Cosmetology prohibits licensees infected with HIV/AIDS from providing services in an establishment. True or False?

Answer:

Bacteria, viruses, parasites, and fungi cause communicable diseases. True or False?

Answer:

Washing your hands is not as important as disinfecting your tools. True or False?

Answer:

How can organisms get into the body?

- A) Through water or food
- B) Through direct contact
- C) Through an insect or animal bite
- D) Through the air
- E) All of the above

Answer:

Workers only need to disinfect their tools if they cut a client. Otherwise, they can just use soap and water. True or False?

Answer:

Hepatitis B cannot be spread through saliva. True or False?

Answer:

The hepatitis B virus is easier to get than HIV/AIDS. True or False?

Answer:

Which of the following body fluids spreads HIV/AIDS?

- A)** Tears and blood
- B)** Saliva and sweat
- C)** Vaginal fluid and nasal secretions
- D)** Breast milk and semen
- E)** C and D

Answer:

.....



Health and Safety Laws and Agencies

BARBER

LEARNING OBJECTIVES

Section 7

Health and Safety Laws and Agencies

After completing this section, the future professional will be able to:

- List several state and federal agencies that oversee health and safety in the workplace.
- Explain how these agencies and laws protect workers.
- Use these laws and the agencies that enforce them to solve specific health and safety problems at work.

Teaching Tool Box

Health and Safety Agency Acronyms

Have students find the Health and Safety Agency Acronyms word search in their Training Materials. Give the students 10 minutes to complete the word search. Have a small prize for the student who finds the most acronyms.



Questions for Review

PAGES 117-118

**Cal/OSHA helps both employees and employers.
True or False?**

Answer:

**The FDA and California State Board of Barbering and
Cosmetology are primarily concerned with protecting worker
safety. True or False?**

Answer:

What does it mean if a product is adulterated?

- A)** It can be used by adults (ages 18 and over) only.
- B)** It contains an ingredient that will harm users under normal conditions of use.
- C)** The FDA has tested it and found it causes diseases.
- D)** B and C
- E)** All of the above.

Answer:

Which of the following statements about Cal/OSHA is false?

- A)** They have two ventilation standards that apply to ventilation systems in establishments.
- B)** They require employers to keep a written record of all work-related injuries and illnesses.
- C)** They protect employees and independent contractors.
- D)** Their standards must be at least as strong as the standards set nationwide by federal OSHA.
- E)** They cover almost all workers in the state, no matter what job they do.

Answer:

Upon request, the employer must provide workers with:

- A)** Records of work-related injuries and illnesses
- B)** Copies of their own employee medical records
- C)** Copies of employees' medical records
- D)** All of the above
- E)** A and B

Answer:

CASE STUDY #1 PAGE 118

.....
Which agency could you turn to for help? What can that agency do?

CASE STUDY #2 PAGE 118

.....
Which agency could you turn to for help? What can that agency do?

CASE STUDY #3 PAGE 119

Under the law, what record can you get that might give you this information?

What is another way you could find out?

CASE STUDY #4 PAGE 119

**An SDS for this product should be available in your workplace.
What is a SDS? What will it tell you?**

CASE STUDY #5 PAGE 119

What regulation covers this problem?

How can you get your employer to give you the SDS?

Which agency could you turn to for help?

CASE STUDY #6 PAGE 119

Under the law, where can you get this information?

What does your employer's plan have to include?

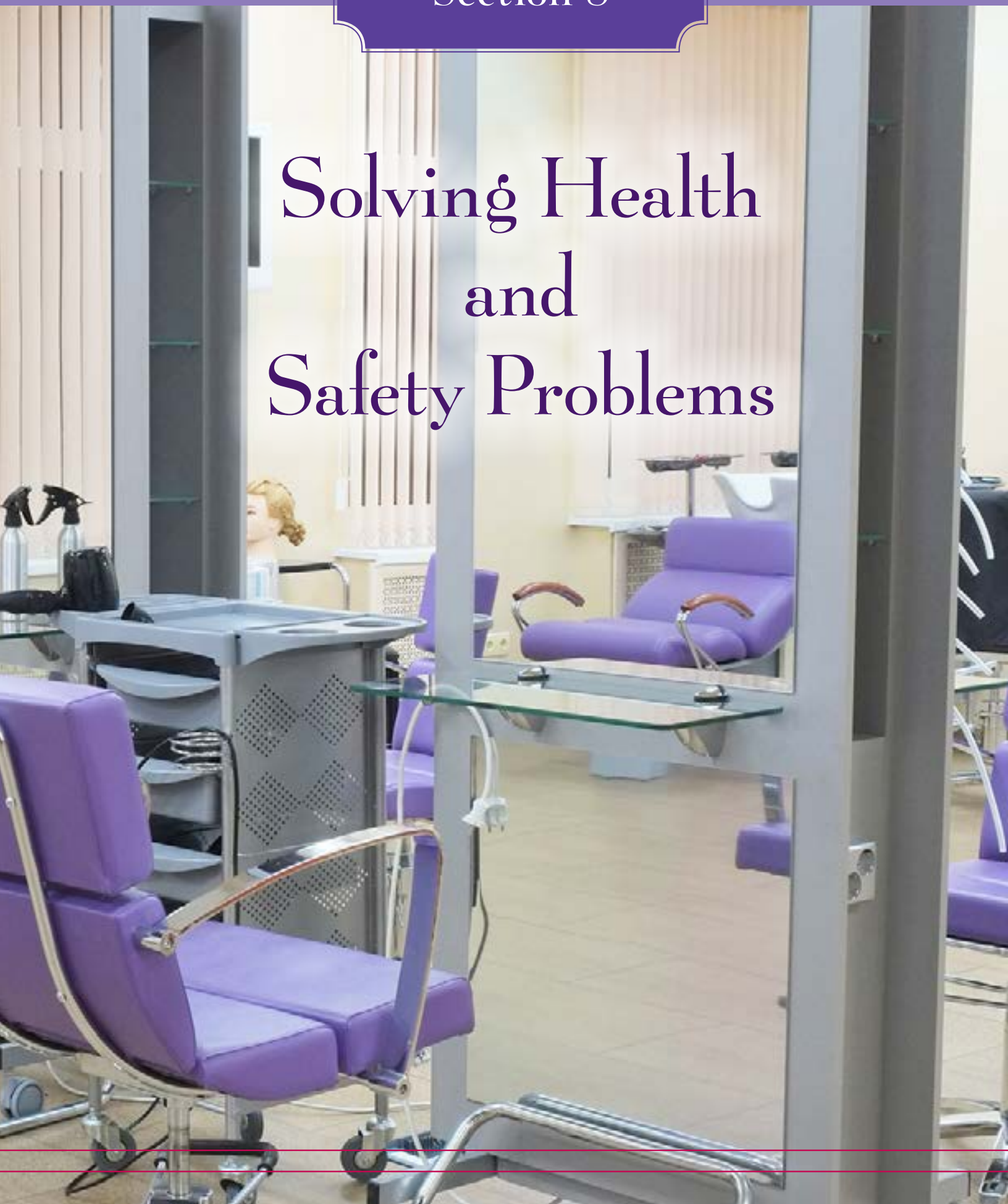
CASE STUDY #7 PAGE 120

Which agency can you turn to for help? What help can you get there?

Word Search Answer Key



Solving Health and Safety Problems



LEARNING OBJECTIVES

Section 8

Solving Health and Safety Problems

After completing this section, the future professional will be able to:

- Describe how to use health surveys and workplace inspections to investigate health and safety hazards.
- Develop an action plan to correct hazards.
- Identify resource groups and organizations available for assistance.

Teaching Tool Box

Instructors may want to play the following videos or encourage future professionals to view the following videos when considering the information in this lesson:

CASafeSALON - Tips to Stay Fine Free

CASafeSALON - Proper Use of Disinfectants

Videos can be accessed at www.barbercosmo.ca.gov/consumers/bbc_videos.shtml.



Health and Safety Action Plan

Introduce and read the information on the health survey found on pages 127-128 of the textbook to the students. Have the students break up into small groups. Copies of the Health Survey (located in the Training Materials) should be provided to the students according to how many are in their assigned group. Have each student interview and complete a Health Survey on each of the members in their group.

Once the students have completed the Health Survey on their group members, have the class come back together. Read and discuss the section, The Workplace Inspection. For homework, have the student's complete a workplace inspection on the school using the form in the Training Materials.

Final Project: Have students develop and write up an action plan using the steps listed on pages 129-130 in the textbook. The action plan should contain a copy of the health surveys, the workplace inspection, and the written action plan. This project can be used as a final examination for the chapter or as extra credit.

CASE STUDY #1 PAGES 131-132

Based on these results, what two hazards would you choose to work on first?

Why did you choose these two particular hazards?

How could you get more information about these hazards?

What changes would you need to make to correct the two hazards? What would be your short-term and long-term goals?

Now that you have decided on your goals, what would you do to get the two hazards corrected?

What obstacles are there to getting changes made?

What would you say to the establishment owner when she claims she doesn't have more information about product ingredients?

How could you convince the establishment owner that people's health problems might be work-related?

How would you respond to the establishment owner's concern about money?

What would you say to your co-workers who don't want to wear gloves?

Questions for Review

PAGE 134

Only workers should fill out a health survey because they are the ones who use the chemicals. True or False?

Answer:

It is best to do your inspection at a time when workers are not working so you are not in the way. True or False?

Answer:

Which of the following steps of an action plan is in the correct order?

- A)** Identify the hazards, set a time limit for fixing the problems, decide how to get changes made
- B)** Document the problems, determine the obstacles, figure out short-term goals
- C)** Conduct a survey, find out what steps have been taken, choose which problem to work on
- D)** Get more information about the hazards, figure out short-term and long-term goals, involve your co-workers
- E)** B and C

Answer:

LEARNING OBJECTIVES

Section 9

Understanding Workers' Rights and Responsibilities

After completing this section, the future professionals will be able to:

- Identify worker classifications.
- Understand basic workers' rights and what options are available if those rights are being withheld.
- Identify agencies available for workers' rights assistance.

Teaching Tool Box

Read and discuss the sections, Establishment Owner (page 140), Independent Contractor (Booth Renter) (page 140), and Employee (page 142) of the textbook. Refer the students to the example boxes (pages 140, 141, 142) found in the textbook, which provide scenarios they may find while working in an establishment. Discuss each of the scenarios presented. Draw the student's attention to the IRS publication *Independent Contractor or Employee*, located in the Training Materials. Have three different students read the information in three main categories: Behavioral Control, Financial Control, and Relationship of the Parties. Point out the section *IRS Tax Publications* (on the back of the publication) as additional information for the students.



Questions for Review

PAGE 143

An independent contractor (booth renter):

- A) Uses the establishment's products, pays rent, calls the owner to see if she has to come to work.
- B) Uses her own products, has a key to the establishment, pays rent, books her own appointments.
- C) Has the receptionist book her appointments, pays rent, has to check the work schedule to see when the owner wants her in the establishment.

Answer:

The purpose of workers' rights is to:

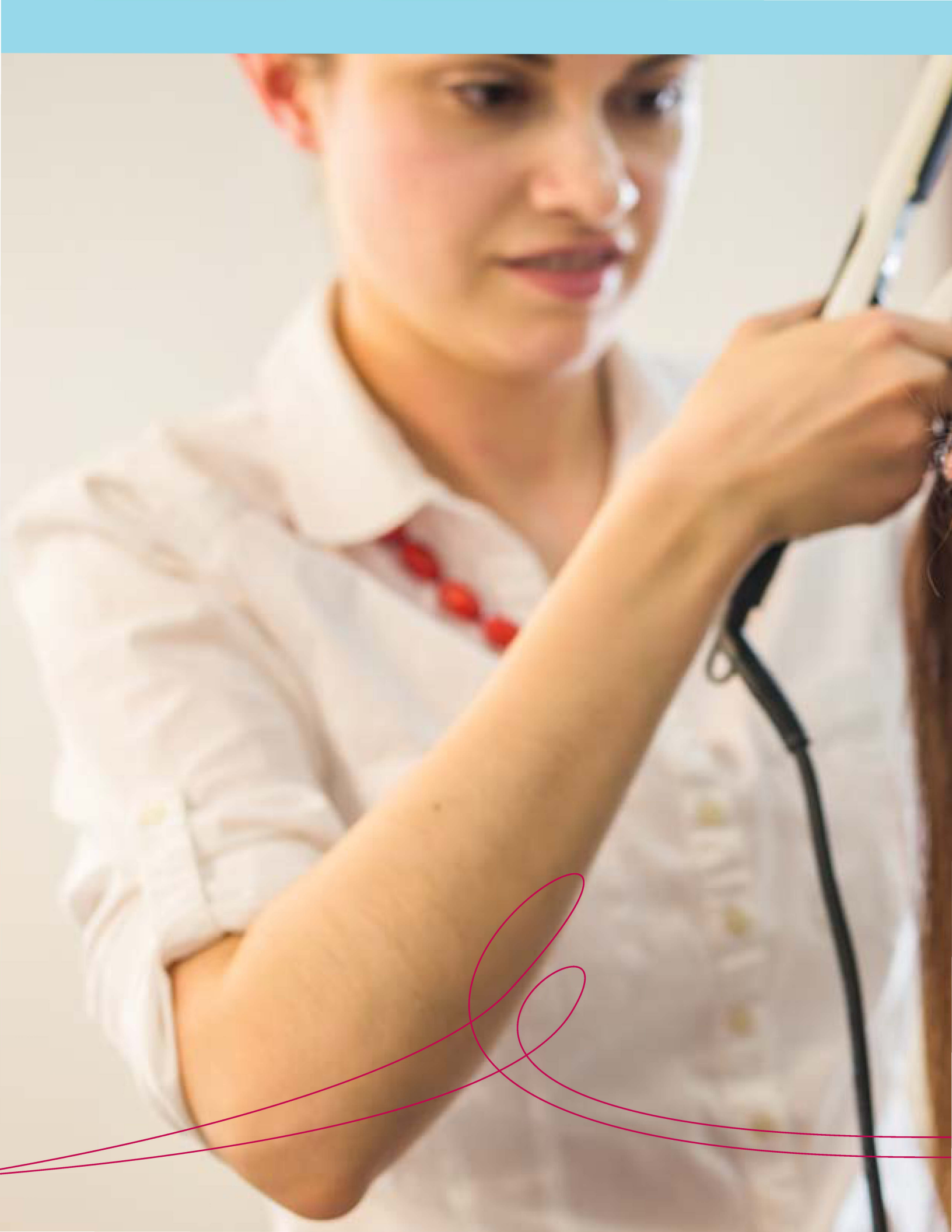
- A) Ensure that all employees are treated lawfully, paid at least a minimum wage, and are not subjected to any form of harassment within the workplace.
- B) Put the power back in the hands of the people who do all the work.
- C) Make sure people are earning enough to make a fair living.

Answer:

To understand all of my tax obligations I should contact:

- A) Department of Industrial Relations
- B) Labor Commissioner's Office
- C) Internal Revenue Service

Answer:





Physical and
Sexual Abuse
Awareness

LEARNING OBJECTIVES

Section 10

Physical and Sexual Abuse Awareness

After completing this section, the future professional will be able to:

- Identify different types of physical and sexual abuse.
- Recognize and identify warning signs of domestic violence, sexual abuse or assault, elder abuse, and human and labor trafficking.
- Identify resource groups and organizations available to the victims for assistance.

Teaching Tool Box

Schools may decide to invite community groups such as the YMCA, YWCA, Human Options, My Sister's House, or other organizations to speak to students on the issues surrounding domestic and sexual abuse when considering the information in Section 10. Many of these organizations do not charge for their services. In addition, it is recommended that instructors make full use of the tools provided in the Training Materials. Some suggestions include:



Power and Control Wheels

During classroom instruction, the Power and Control Wheels can serve as visual tools to explain to students the tactics used by abusers to control victims.

Fact Sheets

The "Get the Facts About Elder Abuse" and the "Safety Planning" fact sheets are provided for the student as additional resource information. The instructor may assign the review of the fact sheets out as homework or may choose to review the information provided during classroom instruction.

#NoViolenceinBeauty Tool Kit

Using the Infographic Fact Sheet

Instructors can use the fact sheet Infographic to bring awareness to students on the prevalence of physical and sexual abuse. The school may choose to share statistics found on the infographic during morning announcements, on the school's social media sites, on student information posting boards or during classroom instruction with the students.

Building Respect Worksheet

The classroom instructor may want to start the activity by explaining that respecting a person means not abusing the person. The instructor may want to engage the students in the RESPECT word picture on the Building Respect worksheet and review what each letter stands for and how fostering each idea presented can be used to prevent violence. After the classroom discussion, instructors may want to break the class up into small groups to develop answers to what respect looks like, sounds like, and means to the students. After the students have completed the worksheets, the class should come together and share their ideas as recorded on the Building Respect worksheet. Copies of the worksheet may be displayed around the classroom for viewing by other students and staff.

Contact Information

Instructors should make sure that students realize that the Contact Information sheet is available for their reference and use. Schools may want to consider posting the Contact Information sheet at various locations throughout the school.

Awareness Days

Since the following days/months are designated for special awareness, engage the students in activities that help them remember the cause. For instance, why not have students paint one of their fingernails purple in October to show solidarity in the prevention of domestic violence, or email all students the United Nations' illustrated, *Universal Declaration of Human Rights* booklet (www.un.org/en/udhrbook) on December 10 to re-enforce the rights that should be available to all humans.

January 11 - National Human Trafficking Awareness Day

October - Domestic Violence Awareness Month

December 10 - National Human Rights Day

CASE STUDY #1 PAGE 161

Based on what you have observed, how might you initiate a conversation regarding the noted injuries?

If Jennifer confides in you that some type of abuse is currently occurring, how might you provide her with support?

What are some things you should NOT say to Jennifer if she is in fact experiencing abuse?

CASE STUDY #2 PAGE 161

What might you say to show you support her and her decision not to discuss the circumstances surrounding her injury?

Questions for Review

PAGE 162

Domestic violence only occurs in older, economically challenged neighborhoods. True or False?

Answer:

Domestic violence may include:

- A) Violence between workers who do domestic chores for a household where they are employed.
- B) Physical violence, sexual violence, threats, emotional and/or psychological abuse.
- C) Violence that has occurred within the borders of the United States.

Answer:

Power and Control Wheels are used to illustrate:

- A) The best way to get out of a serious, violent situation.
- B) Where an individual can go to receive help and training on breaking the domestic violence circle.
- C) The types of tactics abusers can use to exercise control over a victim.

Answer:

CASE STUDY #3 PAGE 164

What would you say to Mr. Jones to make sure he is ok?

If Mr. Jones tells you that his health care provider has been hitting him and not properly caring for him, what might you say to Mr. Jones?

After Mr. Jones leaves the establishment, who might you contact to discuss what you have just been told and observed?

Questions for Review

PAGE 165

Elder abuse only includes repeated acts or lack of appropriate actions, occurring within any relationship where there is an expectation of trust, that causes harm or distress to an older person. True or False?

Answer:

Adult protective service agencies assist:

- A)** Elderly adults (65 years and older) and dependent adults (18-64 who are disabled), when these adults are unable to meet their own needs or are victims of abuse, neglect, or exploitation.
- B)** Elderly adults (55 years and older) and the sick and infirm.
- C)** Parents who are experiencing threats or violence from their children.

Answer:

Name three warning signs that elder abuse may be occurring.

The two most severe forms of human trafficking are sex and labor trafficking. True or False?

Answer:

Provide two questions to ask a potential trafficked victim to help determine if they need assistance.

If a victim of human trafficking has been identified, which organization may be notified?

- A) Department of Motor Vehicles
- B) National Human Trafficking Resource Center
- C) California Board of Barbering and Cosmetology

Answer:

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