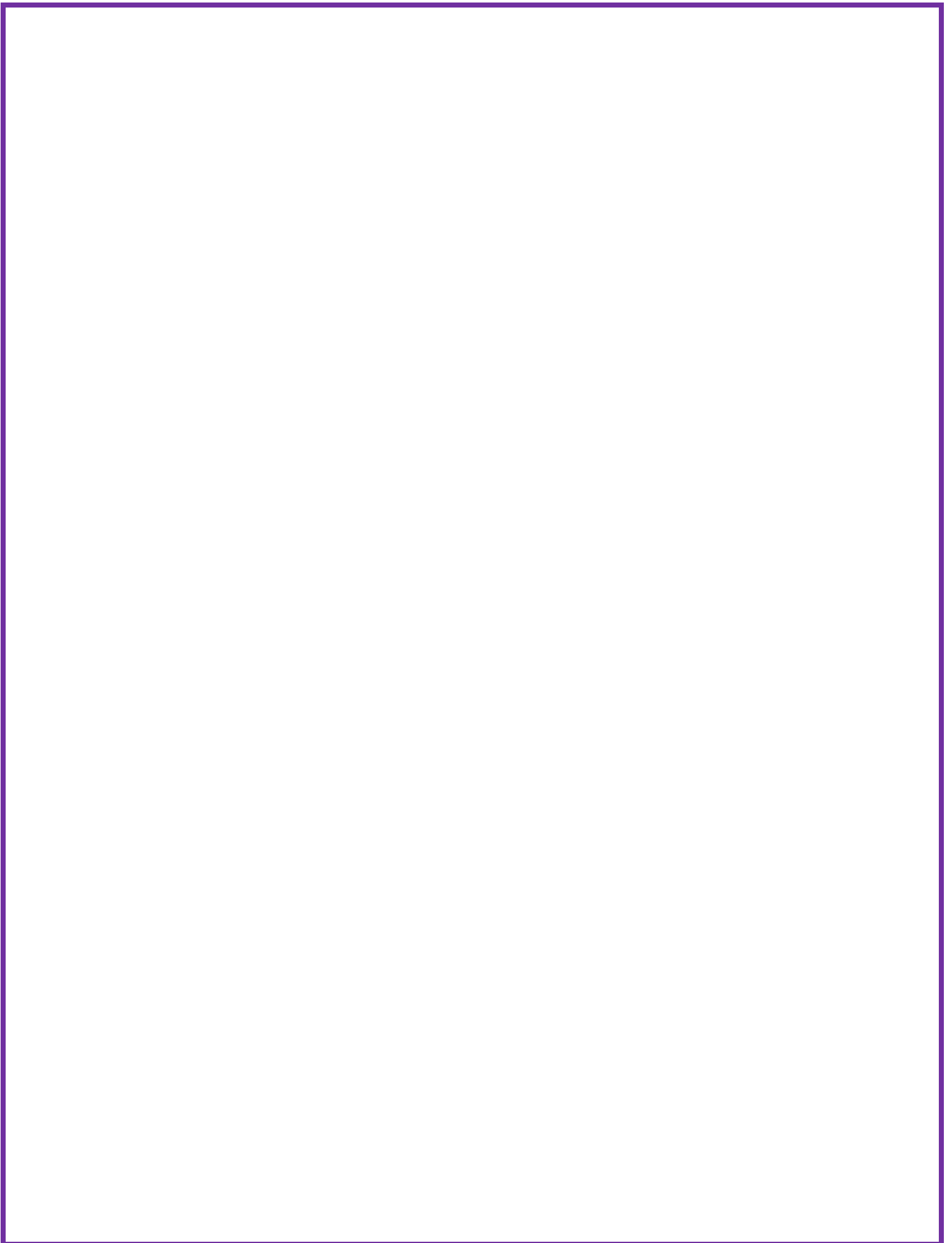


California State Board of Barbering and Cosmetology

Health and Safety Course

Lesson Plans





Section 1 – Board of Barbering and Cosmetology

Activity	Approximate Time	Materials Needed
Introduction	5 minutes	White Board / Flip Chart / Internet / LCD
Lecture and Discussion	45-90 minutes	White Board / Flip Chart / Internet / LCD
Group Exercise	60 minutes	White Board / Flip Chart / Internet / LCD
Summary	10 minutes	Summarize key points of lesson
Assessment	5 minutes	Assess students for comprehension of subject matter.

Teaching Aids

- Instructor Guide, *Board of Barbering and Cosmetology*: pages 9 – 10
- Training Material 1.2 - *What to Expect When You Are Inspected*, trifold
- Training Material 1.3 - *Most Common Violations Cited During an Inspection*, handout
- Training Material 1.4 - *Self-Inspection Worksheet*, handout
- PowerPoint Presentation: Section 1 (optional)

Assigned Pre-Reading (to be read by the future professionals before the lecture)

1. Health and Safety Course textbook, *Board of Barbering and Cosmetology*: Pages 2 – 7
2. Board of Barbering and Cosmetology Rules and Regulations booklet.

Lesson Outline

Introduction (5 minutes)

Explain the ***Learning Objectives*** of Section 1 to the class.

- 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

Lecture and Discussion (45-90 minutes)

Conduct a brief discussion of the following. Discussion points follow each bold point.

1) What Does the Board of Barbering and Cosmetology Do?

- a) The Board regulates barbering, cosmetology, skin care, nail care, and electrology services in California as well as the establishments where these services are performed.

****Guide future professionals to Training Material 1.1 - Barber and Cosmetology trifold. Discuss.***

- b) The Board's highest priority is protecting and educating consumers who use barbering, cosmetology, manicuring, esthetic, and Electrology services.
- c) Anyone who provides the following services, to a consumer for a fee must be licensed by the Board and work in a state-licensed establishment or be in possession of a Personal Service Permit, if providing services outside of a state-licensed establishment:

- i) Hairdressing and styling
- ii) Haircutting
- iii) Shaving
- iv) Manicuring and pedicuring
- v) Skin care (including makeup application and lash extensions)
- vi) Electrology

- d) The Board shares dual oversight of approved schools with the Bureau of Private Postsecondary Education (BPPE).

****Guide future professionals to the red box on page 3 of the textbook. Discuss.***

- i) The Board regulates the school curriculum, minimum equipment held in the school, and health and safety violations.
- Concerns that a school is not providing the proper equipment for training, if there is a health and safety concern on campus, or the school is not teaching Board required curriculum, email the Board at barbercosmo@dca.ca.gov or call (800) 952-5210.

***Guide future professionals to the purple box on page 3 of the textbook. Discuss.**

- ii) The Bureau of Private Postsecondary Education administers student services, the Student Tuition Recovery Fund, and conducts outreach and educational activities for the private postsecondary educational institutions and students within the state.
 - Questions regarding grants or the student tuition recovery program or problems with a repayment of a loan, contact BPPE at www.bppe.ca.gov or by calling (888) 370-7589.

2) How Can I Stay Current With What the Board Requires?

- a) Future professionals should visit the Board’s website for up-to-date information www.barbercosmo.ca.gov.
- b) Have future professionals sign up for email updates and follow the Board’s Facebook and Twitter postings. Discuss. Email Sign up: https://www.dca.ca.gov/webapps/barber/subscribe_email.php

3) The Board’s Mission is “To Ensure the Health and Safety of California Consumers by Promoting Ethical Standards and by Enforcing the Laws of the Barbering and Beauty industry.”

4) The Board’s website contains different pages and resources that are important to the future professional.

- a) “What’s New”: information to stay current on Board campaigns, changes in regulations, changes to the licensing exam, or other pertinent information.
- b) “Upcoming Events”: information on where the Board will be at any given time, such as trade shows, board meetings, etc. It is very important for professionals to stay involved with the Board. Most of the regulatory changes start with an individual coming to a Board meeting and expressing their viewpoint.
- c) BreZE: professionals can create an account to apply for the exam, renew licenses, pay fines, and perform a “License Search.”
- d) “Laws & Regs”: contains current information on the Laws and Regulations.

Activities (30 minutes)

1. Ask the question: Why can’t a Cosmetologist perform lash/brow tinting? Show how to search the Board’s website to find the answer. See *Instructor Guide page 9, Suggested Website Activities*.
2. Ask the following questions: What do you think happens when a Board Inspector visits an establishment? What steps do you think you can take so that you are prepared to be inspected by the Board Inspector? Guide future professionals to Training Material 1.2 - *What to Expect When You are Inspected*, trifold. Discuss.

Group Exercise (30 minutes)

1. Hand out the Self-Inspection worksheet, Training Material 1.4. Have students conduct an inspection and then discuss findings with the group. *See Instructor Guide page 9.*
2. Hand out the Board's *Most Common Violations Cited During an Inspection fact sheet*, Training material 1.3. Have groups take out their completed Self-Inspection worksheets and discuss as a group which commonly cited violation they found during their self-inspection. Have the group discuss the applicable *HOW TO AVOID VIOLATION* tips presented on the Fact Sheet.

5) What Can the Future Professional Expect to Learn from the Health and Safety Course?

- a) Section 1 - The California Board of Barbering and Cosmetology
This section provides an overview of the Board, its mission, and available resources.
- b) Section 2 – Safely Using Chemicals
Future professionals will learn about chemicals in the establishment that have the potential to harm an individual's health. This section discusses why chemicals may be harmful, how they may harm you, how they may get into the human body, and how much exposure is too much.
- c) Section 3 - Safety Data Sheets
This section discusses the best way to get information on chemicals used in the establishment: The Safety Data Sheet (SDS). Each section of the SDS will be reviewed and explained in detail.
- d) Section 4 – Protection from Hazardous Chemicals
Future professionals will learn how to prevent injuries while working with chemicals.
- e) Section 5 – Ergonomics
Ergonomics and common ergonomic problems found in establishments, and how to reduce these problems will be reviewed.
- f) Section 6 - Communicable Diseases
This section will discuss specific diseases that future professionals may be exposed to on the job and how this exposure may occur. Protective strategies will be presented.
- g) Section 7 - Health and Safety Laws and Agencies
Information on agencies that regulate health and safety in the workplace will be provided. By the end of this section, future professionals will know whom to contact when they are faced with a health and safety concern at work.
- h) Section 8 - Solving Health and Safety Problems
This section discusses possible health and safety problems that may be found in the workplace and offers preventive strategies.
- i) Section 9 – Understanding Workers' Rights and Responsibilities
This section provides a brief summary of basic workers' rights Californians are entitled to and what action you should take if those rights are not being provided.

j) Section 10 – Physical and Sexual Abuse Awareness

The future professional will be introduced to agencies that have the resources to aid at-risk clients. Strategies will be discussed and employed to assist the future professional when faced with an at-risk client.

The Health and Safety Course offers interactive exercises, case studies, and short quizzes.

Summary (10 minutes)

Summarize the key points in the lesson.

Assessment (5 minutes)

Assess the class for comprehension.

Section 2 – Safely Using Chemicals

Activity	Approximate Time	Materials Needed
Introduction	5 minutes	White Board / Flip Chart / Internet / LCD
Lecture and Discussion	45 minutes	White Board / Flip Chart / Internet / LCD
Group Exercise	75 minutes	White Board / Flip Chart / Internet / LCD
Summary	10 minutes	Summarize key points of lesson
Assessment	5 minutes	Assess students for comprehension of subject matter.

Teaching Aids

- Instructor Guide, *Board of Barbering and Cosmetology*: pages 14 – 23
- Training Material 2.1 - *Chemicals in the Establishment*
- Video: CASafeSalon – Proper Use of Disinfectants, *Board of Barbering and Cosmetology*
- PowerPoint Presentation: Section 2 (optional)

Assigned Pre-Reading (to be read by the future professionals before the lecture)

1. Health and Safety Course textbook, *Board of Barbering and Cosmetology*: pages 12 – 26
2. Training Material 2.2 - *Understanding Toxic Substances – An Introduction to Chemical Hazards in the Workplace*

Supplemental Assignment for Cosmetologists and Manicurists only

1. Training Material 2.3 - *Artificial Fingernail Products – A Guide to Chemical Exposures in the Nail Salon*

Lesson Outline

Introduction (5 minutes)

Explain the ***Learning Objectives*** of Section 2 to the class.

- Identify chemical products commonly used in workplace.
- Explain why some chemicals may be harmful to a future professional'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.

Lecture and Discussion (45 minutes)

Conduct a brief discussion of the following. Discussion points follow each bold point.

- 1) Many products used by barbers, cosmetologists, manicurists, estheticians, and electrologists contain chemicals. Chemicals can be found in many products that are commonly used in the workplace.**

****Guide future professionals to "Where are Chemicals Found in the Workplace?" box on page 13 of the textbook. Discuss.***

****Guide future professionals to "What Form Can a Chemical Take" box on page 13 of the textbook. Discuss.***

2) Chemicals Can Take Different Forms

- a) Solid: a solid chemical has a definite shape. It includes dust, fibers, and powders.
- b) Liquid: a liquid chemical is one that flows. If a liquid can be sprayed, then it is called a mist.
- c) Gas: a gas floats and moves freely in the air.
- d) Vapor: like gasses they float freely, but vapors come from liquids that evaporated into the air.

3) Factors that Make a Chemical Hazardous to an Individual's Health.

- a) The toxicity of the chemical.
 - i) Toxicity is the ability of a chemical to cause harm to the body.
- b) The amount of the chemical an individual is exposed to.
 - i) Concentration is the amount of a chemical in the air that individuals breathe, the amount that gets onto the skin, or the amount swallowed.
- c) The length of time an individual is exposed to a chemical, the more the chemical gets into the body.
- d) The individual's sensitivity to a chemical is how an individual's body reacts to a chemical.
 - i) Different factors contribute to individual sensitivity.
 - (1) Heredity, age, pregnancy, alcohol use, tobacco use, general health, gender, use of medications or other drugs.

4) Interactions Between Chemicals

- a) Two chemicals may create an effect much worse when combined than either of them alone.
- b) When several chemicals produce similar health effects, an individual could react as if exposed to a large dose of one chemical.

5) Routes of Exposure

- a) Chemicals can get into the body in three main ways:
 - i) Breathing: an individual breathes a chemical into the lungs.
 - ii) Skin and eye contact: some chemicals can harm the skin directly causing burns, irritation or dermatitis.
 - iii) Swallowing: may occur unintentionally if eating or drinking when working around chemicals.

6) OSHA: In California, the California Division of Occupational Safety and Health (Cal/OSHA) sets Permissible Exposure Limits (or PELs) – laws that dictate the maximum amount of chemical exposure individuals can experience on the job.

**Guide future professionals to the red “Stay Safe” box on page 16 of the textbook. Discuss.*

7) Is Chemical Exposure Occurring?

- a) Notice a product’s odor, taste, or if you are coughing up mucus with particles.
- b) The likelihood of inhaling dust, powder, or mist is higher if it collects on surfaces.
- c) Chemicals may cause symptoms and a sign of exposure is greater if workers in the establishment have similar symptoms at the same time.
- d) The best way to know for sure if exposure is occurring is by air testing.

Group Exercise (45 minutes)

Have future professionals participate in a Chemical Exposure Demonstration. See pages 15-17 of the *Instructor Guide*.

**Future professionals are to complete the “Questions for Review” on pages 7-8 of the Student Exam Booklet. Upon completion of exam, review and discuss the correct answers (see pages 18-19 of the Instructor Guide).*

8) Chemical Health Hazards

- a) Acute effects may be minor, like nose or throat irritation from breathing ammonia, or they could be serious, like eye damage from a splash of disinfectant or passing out from chemical vapors.

**Guide future professionals to the red “Take a Moment” box on page 19 of the textbook. Discuss types of health problems that might be caused by chemicals.*

**Guide future professionals to the red “Let’s Discuss” box on page 19 of the textbook. Discuss.*

- b) Chronic effects may take years to show up and are usually caused by regular exposure to a harmful substance over a long period. These effects are typically permanent.

c) Both acute and chronic effects are caused by irritants.

9) An irritant can be described as a substance that causes slight inflammation or other discomfort to the body.

10) An allergy is a reaction some individuals have when they become overly sensitive to a chemical.

a) Allergens are chemicals that cause allergies.

11) Some conditions are more prevalent in the barbering and beauty industry.

a) Dermatitis: inflammation of the skin

i) Symptoms include flaking, dryness, redness, itching, and burning of the skin

b) Skin rash: used to describe many forms of dermatitis

c) Contact dermatitis: when contact with a skin irritant causes dermatitis

d) Allergic dermatitis: when an allergic reaction causes dermatitis

****Guide future professionals to “What are Some Other Chemicals Future Professionals Should be Aware Of?” boxes on pages 21-23 of the textbook. Attention should be given to chemical compounds most relevant to class. Discuss.***

12) Liquid Disinfectants

a) Essential for health and safety, but continual exposure may cause skin irritation.

b) The use of gloves or tongs is required when removing disinfected tools from the disinfectant.

*** View the Board’s video, CASafeSalon – Proper Use of Disinfectants. After viewing video, discuss.**

Video Link: https://www.barbercosmo.ca.gov/consumers/salon_sense.shtml

**** Guide future professionals to the red “Will My Career Choice Affect My Ability to Have Children?” box on page 20 of the textbook. Discuss.***

*** Future professionals are to complete the “Questions for Review” on pages 8-9 of the *Student Exam Booklet*. Upon completion of exam, review and discuss correct answers (see pages 20-21 of the *Instructor Guide*).**

Activities (30 minutes)

Guide future professionals to Training Material 2.1 - *Chemicals in the Establishment* fact sheet.

Use the fact sheet to complete the activities listed below.

1. Guide future professionals to complete Case Study #1 on page 25 of the textbook. Discuss. See *Instructor Guide* page 22.

2. Guide future professionals to complete Case Study #2 on page 26 of the textbook. Discuss. See *Instructor Guide* page 23.

Summary (10 minutes)

Summarize the key points in the lesson.

Assessment (5 minutes)

Assess the class for comprehension.

Section 3 – Safety Data Sheets

Activity	Approximate Time	Materials Needed
Introduction	5 minutes	White Board / Flip Chart / Internet / LCD
Lecture and Discussion	45 minutes	White Board / Flip Chart / Internet / LCD
Group Exercise	45 minutes	White Board / Flip Chart / Internet / LCD
Summary	10 minutes	Summarize key points of lesson
Assessment	5 minutes	Assess students for comprehension of subject matter.

Teaching Aids

- Instructor Guide, *Board of Barbering and Cosmetology*: pages 26-29
- Training Material 3.1 - *Safety Data Sheet (Sample)*
- Training Material 3.4 - *Safety Icon Flash Cards*
- PowerPoint Presentation: Section 3 (optional)

Assigned Pre-Reading (to be read by the future professionals before the lecture)

1. Health and Safety Course textbook, *Board of Barbering and Cosmetology*: page 32 – 43
2. Training Material 3.1 - *Safety Data Sheet (Sample)*
3. Training Material 3.2 - *Risk Phrases – Designated Hazardous Substances*
4. Training Material 3.3 - *Sample Letter – To Request an SDS*
5. Training Material 3.4 - *SDS Flash Cards*
6. Training Material 3.5 - *Resource Groups, Agencies, Databases, and Publications Informational Sheet*
7. Training Material 3.7 - *Independent Contractor or Employee*

Supplemental Assignment for Cosmetologists and Manicurists only

1. Training Material 3.6. – *Working Safely in Nail Salons*

Lesson Outline

Introduction (5 minutes)

Explain the ***Learning Objectives*** of Section 3 to the class.

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

Lecture and Discussion (45 minutes)

Conduct a brief discussion of the following. Discussion points follow each bold point.

1) What is an SDS?

- a) An SDS is a bulletin that gives useful information about a chemical product and its hazards
 - i. The name of any dangerous ingredients
 - ii. Health and safety hazards of the chemicals
 - iii. Precautions to take when using the product
 - iv. Emergency procedures if there is an accident, such a spill or fire
 - v. Information on the flammability
- b) According to Cal/OSHA, employers should keep SDSs readily accessible to employees for all the hazardous chemicals in the establishment. If there is not an SDS in the establishment for a product, the employer must ask the manufacturer or distributor for it.
- c) In addition, employers are required to provide training to their staff on the SDS.
- d) If an individual meets the qualifications for independent contractor status, as defined by the Internal Revenue Service (IRS), they are considered an employer and must comply with Cal/OSHA requirements.

***Future professionals are to complete the “Questions for Review” on page 15 of the *Student Exam Booklet*. Upon completion of exam, review and discuss correct answers (see page 27 of the *Instructor Guide*).**

2) SDS Sections: Section 1: Identification

- a) The first section of the SDS identifies the chemical as well as the manufacturer or distributor.
 - i. The product name used on the label and other means of identification.
 - ii. Information about the supplier of the chemical, including name, address, and phone number.
 - iii. An emergency phone number for obtaining information about spills and other accidents 24 hours a day, seven days a week.

3) Section 2: Hazard(s) Identification

- a) The second section of the SDS identifies hazards of the chemical and warning information associated with those hazards. Hazard classification can include physical

hazards such as if the product is flammable, health hazards such as if the product is toxic or cancer-causing, or environment hazards.

- b) To view a complete list of risk phrases, refer to the Training Material 3.2.

Group Exercise (30 minutes)

Have future professionals participate in the Safety Icon Flash Card game. See page 27 of the *Instructor Guide*.

4) Section 3: Composition/Information on Ingredients

- a) Information regarding the chemicals composition and ingredients. This can include the chemical name, Chemical Abstract Service (CAS) number, European Inventory of Existing Commercial Chemical Substances Index Number (EU Index No), concentration, and other unique identifiers.

5) Section 4: First Aid Measures

- a) First-aid measures are categorized by the routes of exposure.

6) Section 5: Fire-Fighting Measures

- a) Recommends how to fight a fire caused by the chemical.

7) Section 6: Accidental Releases Measures

- a) Recommends the appropriate response to spills, leaks, or releases, including containment and cleanup practices to prevent or minimize exposure to people, properties, or the environment.

8) Section 7: Handling and Storage

- a) Provides guidance on the safe handling practices and conditions for safe storage of chemicals, such as identifying incompatibilities and what substances need to be stored elsewhere.

9) Section 8: Exposure Controls/Personal Protection

- a) Instructs the future professional on how to minimize harmful exposures limits, engineering controls, and personal protection.
- b) This section will list the permissible exposure limit (PEL) and the threshold limit value (TLV).
- c) Discusses individual protection measures, such as required personal protective equipment.

***Future professionals are to complete the “Questions for Review” on page 15 of the *Student Exam Booklet*. Upon completion of exam, review and discuss correct answers (see page 28 of the *Instructor Guide*).**

10) Section 9: Physical and Chemical Properties

- a) Appearance
- b) Odor
- c) pH
- d) Flash point
- e) Evaporation rate
- f) Flammability

11) Section 10: Stability and Reactivity

- a) The chemical's stability or reactivity
- b) The possibility of hazardous reactions
- c) Incompatible materials that must be kept away from substance
- d) Hazardous decomposition product

12) Section 11: Toxicological Information

- a) Health effects of the substances as well as the available data used to identify those effects.
 - i. Information on the likely routes of exposure
 - ii. Symptoms related to the physical, chemical, and toxicological characteristics
 - iii. Immediate and delayed health effect and chronic health effects from short- and long-term exposure
 - iv. Numerical measures of toxicity
 - v. Whether the chemicals are listed in the National Toxicology Program (NTP) Report on Carcinogens or international Agency for Research on Cancer (IARC) Monographs, or by OSHA

13) Section 12: Ecological Information

- a) Provides information about how the substance could affect the environment if released.

14) Section 13: Disposal Considerations

- a) Provides guidance on proper disposal practices, recycling or reclamation of the chemical(s) or its container, and safe handling practices.

15) Section 14: Transport Information

- a) Explains requirements for the safe transportation of the chemical by road, air, rail, or sea.

16) Section 15: Regulatory Information

- a) Identifies the safety, health, and environmental regulations specific for the product that may not be indicated anywhere else on the SDS.

17) Section 16: Other Information

- a) Contains other relevant information, such as when the SDS was prepared, when the last known revision was made, where the changes were made to the previous version, or other useful information that did not fall under the other sections.

***Future professionals are to complete the “Questions for Review” on pages 16-17 of the *Student Exam Booklet*. Upon completion of exam, review and discuss correct answers (see pages 28-29 of the *Instructor Guide*).**

Activity (15 minutes)

Pass out SDS sheets for chemicals used in the classroom that are also common in an establishment. Give students 10 minutes to look over the sheets and then have them describe:

- a. The properties of the chemical
- b. How to safely handle it (discuss how it has been handled up until now)
- c. Describe how to store the chemical
- d. List any other relevant particularities

Summary (10 minutes)

Summarize the key points in the lesson.

Assessment (5 minutes)

Assess the class for comprehension.

Section 4 – Protection from Hazardous Chemicals

Activity	Approximate Time	Materials Needed
Introduction	5 minutes	White Board / Flip Chart / Internet / LCD
Lecture and Discussion	50 minutes	White Board / Flip Chart / Internet / LCD
Group Exercises	50 minutes	White Board / Flip Chart / Internet / LCD
Summary	10 minutes	Summarize key points of lesson
Assessment	5 minutes	Assess students for comprehension of subject matter.

Teaching Aids

- Instructor Guide, *Board of Barbering and Cosmetology*: pages 32 – 37
- Training Materials 4.1 – 4.9 *Fact Sheets*
- PowerPoint Presentation: Section 4 (optional)

Assigned Pre-Reading (to be read by the future professionals before the lecture)

1. Health and Safety Course textbook, *Board of Barbering and Cosmetology*: pages 52-65.
2. Training Material 4.3 - *Disinfectants*

Supplemental Assignment for Cosmetologists and Manicurists only

1. Training Material 4.1 - *Artificial Nails*
2. Training Material 4.6 - *Manicuring*

Supplemental Assignment for Cosmetologists and Barbers only

1. Training Material 4.2 - *Chemical Hair Relaxers/Straighteners/Blowouts*
2. Training Material 4.4 - *Hair Bleaches*
3. Training Material 4.5 - *Hair Color*
4. Training Material 4.7 - *Permanent Waving*
5. Training Material 4.8 - *Shampoos and Conditioners*
6. Training Material 4.9 - *Thermal Hairstyling*

Lesson Outline

Introduction (5 minutes)

Explain the ***Learning Objectives*** of Section 4 to the class.

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

Lecture and Discussion (50 minutes)

1) Chemical Accidents

- a. Examples of chemical accidents
 - i. Chemicals spilling or leaking
 - ii. Chemicals catching fire or exploding
 - iii. Chemicals accidentally mixing together causing an unexpected reaction
 - iv. Chemicals harming people or the environment if not disposed of correctly

When working with chemicals, safety precautions are just as important as health precautions.

2) Flammable or Combustible Chemicals

- a. Chemicals that are flammable and combustible catch on fire and burn easily.
- b. A flammable chemical will catch fire and burn faster and more easily than a combustible one, but both kinds will burn.

3) Safety Precautions

- a. Always be aware which chemicals used may be fire hazards.
- b. Avoid using flammable or combustible chemicals.
- c. Do not allow a flammable or combustible chemical to come near a flame, spark, or hot object.
- d. Check all electrical equipment to make sure there are not broken.
- e. Never warm up chemicals by putting them in a microwave or by using a hot blow-dryer on them.

4) Be Prepared

- a. First, make sure the establishment has a fire extinguisher available and ensure everyone in the establishment knows where it is and how to use it.
- b. Check the SDS sheets before there is a fire to see if there are any special firefighting instruction.
 - i. Class A fires are ordinary combustibles; fire involving ordinary combustible materials like wood, cloth, and paper.
 - ii. Class B fires are flammable liquids; fire involving flammable liquids, gases, and greases.

- iii. Class C fires are electrical equipment; fires involving energized electrical equipment and electrical wiring.
- iv. Class D fires are combustible metal; fires involving combustible metals like magnesium, titanium, and zinc.
- v. There is a fire extinguisher available that is effective against Class A, B, and C fires-it is called a multipurpose extinguisher.
- c. Know how to call for emergency help and what to do until help arrives.
- d. Have first aid supplies available in the establishment at all times.

5) Chemical Storage

- a. Always store chemical products in their original labeled containers.
- b. Always check the label and the SDS for any special storage instructions.
- c. Store chemical product out of direct sunlight in a cool, dark place with good ventilation.
- d. Make sure chemical containers are in good condition.
- e. Never store chemical products near food or near areas where food will be consumed.
- f. Store all chemicals, especially flammables and combustibles, away from flames, sparks, heat, and hot objects.
- g. After using a product, close the container tightly.
- h. Store chemicals in a secure place where the containers will not fall and spill.
- i. Do not store large or heavy containers on high shelves where individuals will have to reach awkwardly to get them.
- j. Do not store chemicals with acids in them near chemicals with bases.

6) Prevention

Most important rule for spills and leaks is to ensure their prevention. If a spill does occur:

- a. Check the SDS for special clean up instructions.
- b. If chemicals get on clothes, skin, or in the eyes, remove the affected clothing and flush the skin or eyes with water for at least 15 minutes.
- c. Make sure the establishment has an emergency eye wash station.
- d. If needed, seek medical assistance.

7) Chemical Disposal

- a. Read the product's label and SDS for disposal.
- b. If an individual does not know the proper way to discard the chemical being used in the establishment, the Board of Barbering and Cosmetology suggests the following:
 - i. Read and follow the disposal instruction printed on the label of the product.
 - ii. Call or check online for your county's Environmental Health Department.
 - iii. Call or check online for your local or county Hazardous Waste Department.
 1. RAO@dtsc.ca.gov or (800) 728-6942

****Guide future professionals to the "Did You Know" box on page 56 of the textbook. Discuss.***

Activity (20 minutes)

Guide future professionals to complete Case Study #1 on page 56 of the textbook. Discuss. See *Instructor Guide page 35.*

****Guide future professionals to the red “Protection from Chemicals” box on page 57 of the textbook. Discuss.***

8) Five Key ways to Reduce Chemical Hazards

****Guide future professionals to the “Five Key Ways” box on page 57 of the textbook. Discuss.***

- a. *Avoid Harmful Chemicals*
 - i. A safe process is using tongs or gloves instead of bare hands to remove disinfected tools from the disinfectant solution.
- b. *Isolate the Work Process*
 - i. Work away from other people.
- c. *Use Good Ventilation*
 - i. Ventilation is a system that either removes harmful chemicals from the air before individuals can breathe them in or supplies enough fresh air to dilute the harmful chemicals in the air.
 - 1. Local Exhaust Ventilation
 - a. Removes harmful chemicals from the air at the place where they are being used. It pulls chemical vapors away before they spread into the room and into the breathing space.
 - 2. General Dilution Ventilation
 - a. Works by bringing fresh air into a room to keep harmful substances thinned out (diluted). This method lowers the concentration of chemical vapors in the air and it is used in most establishments.
- d. *Work in a Safe Way*
 - i. Working safely with chemicals means that all the future professionals should follow certain guidelines, sometimes called safe work practices.

****Guide future professionals to the green “Do and Do Not” boxes on pages 60-62 of the textbook. Discuss.***

****Guide future professionals to the fact sheets located in the Training Materials (training materials 4.1 – 4.9). Read the title of each applicable fact sheet. Point out that each fact sheet provides information on a different type of service that may be performed while working in an establishment. Each fact sheet explains how the chemicals get into the body, how the chemicals may affect the body. Encourage the future professionals to review these fact sheet prior to performing the noted service. See Instructor Guide pages 33-34.***

- ii. Emergency Preparedness Plan
 - 1. This policy is a plan of action to be conducted in response to an emergency event, such as a fire in the establishment.
 - 2. This plan should be prepared by the establishment owner. It should include:
 - a. What specific hazards there are in the establishment.
 - b. How individuals can protect themselves.
 - c. Where SDSs are kept and how to read them.
 - d. What health and safety rules should be followed in the establishment.
 - e. What health and safety rights workers have under the law.
 - f. Signs indicating where fire exits are located.
 - g. Notices stating evacuation procedure and assembly points.

****Guide future professionals to the green “Emergency Planning” box on page 63 of the textbook. Discuss.***

Group Exercise (30 minutes)

Have future professionals participate in the Fire Extinguisher Checkup. *See page 34 of the Instructor Guide.*

- e. *Use Protective Equipment*
 - i. Personal protective equipment, sometimes called PPE, is any piece of equipment that is designed to protect an individual from chemicals by placing a barrier between the individual and the chemical.
 - 1. Gloves
 - a. The California State Board of Barbering and Cosmetology requires licensees to dispose of glove immediately after use.
 - b. Always wash your hands after using gloves or when changing.
 - 2. Goggles or Safety Glasses
 - a. Use goggles that have side shields to prevent particles coming into the eye area.
 - 3. Protective Clothing
 - a. Wear a long sleeve shirt and apron or smock.
 - 4. Dusk Masks
 - a. Use a round dust mask with a metal strip that can be adjusted to the nose.
 - b. For protection against particles use a “N95” mask.
 - c. For protection against vapors use a “NIOSH Certified Chemical Cartridge Respirator.”
 - ii. PPE do not remove the hazard from the establishment - it only shields an individual from the hazard.
 - iii. Cal/OSHA rules say that the employer is responsible for supplying all necessary protective equipment.
 - iv. Employers should have protective equipment available for all employees.
 - v. Independent contractors should provide their own equipment.

Activity (10 minutes)

Guide future professionals to the “*What’s Wrong with this Picture*” activity on page 67 of the textbook. For instructions, see *Instructor Guide* page 33.

***Future professionals are to complete the “Questions for Review” on pages 22-23 of the *Student Exam Booklet*. Upon completion of exam, review and discuss correct answers (see pages 36-37 of the *Instructor Guide*).**

Summary (10 minutes)

Summarize the key points in the lesson.

Assessment (5 minutes)

Assess the class for comprehension.

Section 5 - Ergonomics

Activity	Approximate Time	Materials Needed
Introduction	5 minutes	White Board / Flip Chart / Internet / LCD
Lecture and Discussion	50 minutes	White Board / Flip Chart / Internet / LCD
Group Exercises	50 minutes	White Board / Flip Chart / Internet / LCD
Summary	10 minutes	Summarize key points of lesson
Assessment	5 minutes	Assess students for comprehension of subject matter.

Teaching Aids

- Instructor Guide, *Board of Barbering and Cosmetology*: pages 40 - 43
- Training Materials – 5.1 – *Work Smarter, Not Harder Poster*
- PowerPoint Presentation: Section 5 (optional)

Assigned Pre-Reading (to be read by the future professionals before the lecture)

1. Health and Safety Course textbook, *Board of Barbering and Cosmetology*: pages 72-85.

Supplemental Assignment for Cosmetologists and Manicurists only

1. Training Material 5.2 – *Stay Healthy and Safe While Giving Manicures and Pedicures*

Lesson Outline

Introduction (5 minutes)

Explain the ***Learning Objectives*** of Section 5 to the class.

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

Lecture and Discussion (50 minutes)

1) What is Ergonomics?

- a. Ergonomics is a science, which looks at:
 - i. How individuals do their work.
 - ii. What body movements and positions they use.
 - iii. What tools and equipment they use.
 - iv. What effect all these things have on their health and comfort.
- b. Ergonomics suggests ways to design jobs and equipment, so they are easier on the body.
- c. California Occupational Safety and Health Administration (CAL/OSHA) has an Ergonomics Standard that requires employers to take actions to prevent repetitive motion injuries when two or more employees doing the same type of work are diagnosed with a repetitive motion injury (RMI).

****Guide future professionals to the “Employers” box on page 73 of the textbook. Discuss.***

This lesson considers steps future professionals can take to prevent pain and injury.

2) Hand and Wrist

- a. The Problem

****Guide future professionals to the “Problem” box on pages 74-75 of the textbook. Discuss.***

- i. Tendinitis is swelling and inflammation of the tendons.
- ii. The carpal tunnel is a tunnel in the wrist surrounded by bone and tissue. A nerve and several tendons pass through this tunnel. If an individual has tendinitis and the tendons swell, there’s less room in the tunnel for the nerves. When the nerves are squeezed this way, the condition is called carpal tunnel syndrome.
- iii. One of the common motions is bending the wrist.
- iv. When the wrist is bent, the muscles must work harder - both to support the hand and move it.
- v. Another cause of stress on the tendons is frequent or forceful pinching or gripping motions.
- vi. Doing the same hand and wrist motion repeatedly causes stress.

- b. The Solution

****Guide future professionals to the “Solution” box on pages 75-76 of the textbook. Discuss.***

- i. Changing how the job is done.
- ii. Changing the tools and equipment used.

3) Shoulders

- a. Shoulders tire easily as they are not designed for long term periods of use without rest.
- b. When a person keeps their arm raised above their shoulder height, the muscle of the shoulder and neck begin to ache after a short time.
- c. The Problem

***Guide future professionals to the “Problem” box on page 77 of the textbook. Discuss.**

- i. Tendinitis can occur in the shoulder as well as in the hand and wrist.
- ii. Tendinitis can occur if one often reaches out or up, often holds their arm up, so that the elbow is above shoulder height or repeats shoulder movements.
- iii. An individual can get bursitis if they often raise their arm too high so that the elbow is above your shoulder

- d. The Solution

***Guide future professionals to the “Solution” box on pages 77-78 of the textbook. Discuss.**

- i. Always try to keep elbows close to the body and not held too high.
 - 1. This will also prevent the bursa from being squeezed like they are when the arm is raised.

***Guide future professionals to “Points to Consider” on page 78 of the textbook. Discuss.**

***Future professionals are to complete the “Questions for Review” on page 27 of the *Student Exam Booklet*. Upon completion of exam, review and discuss correct answers (see pages 41-42 of the *Instructor Guide*).**

4) Neck and Back

- a. The Problem

***Guide future professionals to the “Problem” box on pages 79-80 of the textbook. Discuss.**

- i. Bending forward or twisting the body can result in neck and back problems. When an individual stands in a normal posture, they will have a small hollow in the back of their neck and back.
 - 1. When an individual bends forward, these hollows disappear, resulting in the discs being squeezed.
 - 2. The discs are also squeezed when a person twists their body (i.e. reaching for something).
- ii. Pinched Nerve or Sciatica
 - 1. If an individual were to spend many years bending forwards or twisting the body, the constant squeezed of the discs can cause the “jelly” inside a disc leak out.
 - a. If a big blob leaks out at one time, we say that the disc is ruptured or herniated

- b. The Solution

***Guide future professionals to the “Solution” box on pages 80-81 of the textbook. Discuss.**

- i. The most important rule is to work with the back straight. Bend at the hips instead of the waist, which is called the straight back bend.
- ii. Raise the treatment table to a height that is comfortable to the worker and tilt the clients head or move the client’s body to a better position.

5) Foot and Leg

a. The Problem

***Guide future professionals to the “Problem” box on page 81 of the textbook. Discuss.**

- i. Standing for long periods causes swelling of feet and legs.
- ii. Varicose veins
- iii. Calluses and irritation

b. The Solution

***Guide future professionals to the “Solution” box on page 82 of the textbook. Discuss.**

- i. Do not stand for long periods of time.
- ii. Keep feet elevated when possible.
- iii. Wear comfortable, rubber soled shoes - do not wear high heels.
- iv. Use a cushioned floor mat.

Activity (30 minutes)

Have future professionals take out Training Material 5.1 – Work Smarter, Not Just Harder poster. Instructor should perform a demonstration of bad posture vs. good posture. Have the future professionals re-enact the bad posture demonstrated on the left side photos. Have the future professionals hold the bad posture for a few seconds. Ask the future professionals where in their bodies could they feel the stress. Have future professionals practice using good posture as demonstrated on the right-side photos. *See Instructor Guide page 41.*

6) Poor Establishment Design

***Guide future professionals to the “Poor Establishment Design” box on page 83 of the textbook. Discuss.**

- a. Workstation that are too close together
- b. Workstations (like countertops) that extend out too far from the wall
- c. Low cabinets above surfaces
- d. High cabinets

7) Well Designed Workstations

***Guide future professionals to the “Well-Designed Workstations” box on page 83 of the textbook. Discuss.**

- a. Hydraulic Chairs
- b. Stools or rolling seats

***Guide future professionals to “Points to Consider” on page 84 of the textbook. Discuss.**

8) Stretching Exercises

Individuals may benefit from doing gentle stretching exercises between clients or during scheduled breaks.

Activity (20 minutes)

Guide future professionals to the photo of the nail technician on page 82. Ask the group, “What is the manicurist doing wrong in the picture?” After considering the responses, have the future professionals list the improvements made by the manicurist in the photo on page 83.

***Future professionals are to complete the “Questions for Review” on pages 27-28 of the *Student Exam Booklet*. Upon completion of exam, review and discuss correct answers (see pages 42-43 of the *Instructor Guide*).**

Summary (10 minutes)

Summarize the key points in the lesson.

Assessment (5 minutes)

Assess the class for comprehension.

Section 6 – Communicable Diseases

Activity	Approximate Time	Materials Needed
Introduction	5 minutes	White Board / Flip Chart / Internet / LCD
Lecture and Discussion	50 - 90 minutes	White Board / Flip Chart / Internet / LCD
Group Exercises	75 minutes	White Board / Flip Chart / Internet / LCD
Summary	10 minutes	Summarize key points of lesson
Assessment	5 minutes	Assess students for comprehension of subject matter.

Teaching Aids

- Instructor Guide, *Board of Barbering and Cosmetology*: pages 46 – 51
- Training Material 6.1 - *Diseases in the Workplace*
- Video: Fight Germs, Wash Your Hands, *Center of Disease Control and Prevention*
- PowerPoint Presentation: Section 6 (optional)

Assigned Pre-Reading (to be read by the future professionals before the lecture)

1. Health and Safety Course textbook, *Board of Barbering and Cosmetology*: pages 90 – 105
2. California Code of Regulations, Section 984, *California State Board of Barbering and Cosmetology Act and Regulations*: pages 136-137

Lesson Outline

Introduction (5 minutes)

Explain the ***Learning Objectives*** of Section 6 to the class.

- 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.

Lecture and Discussion (50 – 90 minutes)

1) What is a Communicable Disease?

- a. A communicable disease is a contagious illness that is spread from person to person or from animal to people. There are several kinds of organisms that cause communicable diseases: bacteria, parasites, and fungi.
- b. Infections may occur if:
 - i. There is a harmful organism present in large enough numbers.
 - ii. The organism gets into the body.
 - iii. The immune system is unable to fight off the organism.

2) How May a Licensee Contract a Communicable Disease?

- a. Many respiratory diseases can be spread through the air when an infected person coughs, sneezes, or spits. Individuals may swallow water or food that has been contaminated by feces.
- b. Many insects and animals like mice or rats can transmit disease organisms through their bite. Insects and animals that do this are called vectors.
- c. Organisms on the skin can spread if an infected person touches someone else (direct contact).
- d. A few diseases can be transmitted through contact with blood or bodily fluids of an infected person.

3) Am I at Risk?

- a. Future professionals are at no greater risk than the general population.
- b. Future professionals have a special responsibility not to pass on a disease to a client.

4) Safety Precautions

- a. The California State Board of Barbering and Cosmetology has health and safety regulations to prevent the spread of diseases and infections.
- b. Section 984 of the California Code of Regulation states that establishments are prohibited from knowingly allowing a licensee afflicted with an infection or parasitic infestation capable of being transmitted to a client to serve clients in the establishment. At the same time, licensees are prohibited to service a person with an infectious or parasitic disease.

- i. Cold, influenza, or other respiratory illness accompanied by a fever
 - ii. Streptococcal pharyngitis (strep throat)
 - iii. Purulent conjunctivitis (pink eye)
 - iv. Pertussis (whooping cough)
 - v. Varicella (chicken pox)
 - vi. Mumps
 - vii. Tuberculosis
 - viii. Impetigo
 - ix. Head lice
 - x. Scabies
- c. Please note that blood-borne diseases such as HIV/AIDS, hepatitis B, and hepatitis C are not considered infectious or communicable diseases for the purpose of this section by the Board.
 - d. The Board prohibits licensees from performing services upon a surface of the skin or scalp where such skin is inflamed, broken, or where a skin infection or eruption is present.
 - e. Furthermore, a licensee is prohibited from performing services if the skin of his or her hands is inflamed, broken, or where a skin infection or eruption is present, without wearing gloves.

Group Exercise (30 minutes)

Have future professionals participate in the Right to Refuse Service Activity. See the *Instructor Guide* page 47.

5) Hand Washing

- a. Hand washing may be the single most important act to help stop spread of infection and stay healthy.
 - i. Before, during, and after preparing food
 - ii. Before eating
 - iii. Before and after caring for someone who is sick
 - iv. Before and after treating a cut or wound
 - v. After using the toilet
 - vi. After changing diapers or cleaning up a child who has used the toilet
 - vii. After blowing your nose, coughing, or sneezing
 - viii. After touching an animal, animal feed, or animal waste
 - ix. After handling pet food or treats
 - x. After touching garbage
- b. The Board requires every licensee performing services to thoroughly wash his or her hands with soap and water or any equally effective alcohol-based hand-cleaning product immediately before serving each client.
- c. Alcohol-based hand sanitizers can quickly reduce the number of microbes on hands in some situations, but sanitizer does not eliminate all types of germs and are and are not as effective when hands are visibly dirty or greasy.
- d. How to effectively wash their hands
 - i. Wet hands with clean, running water.
 - ii. Turn off the tap and apply soap.

- iii. Lather hands by rubbing them together with soap.
- iv. Lather the back of the hands, between the fingers, and under the nails.
- v. Scrub hands for at least 20 seconds
- vi. Rinse hands well under clean, running water
- vii. Dry hands using a new, clean paper towel or air dry them.

*** View the Center of Disease Control and Prevention’s video, Fight Germs, Wash Your Hands. After viewing video, discuss. Video: <https://www.cdc.gov/cdctv/healthyliving/hygiene/fight-germs-wash-hands.html>**

6) Immunizations

- a. Vaccines are available for a number of diseases.
- b. Not all vaccines are recommended for all people. Consult with a medical professional.

7) Proper Disinfection of Tools

- a. The Board requires all non-electrical items to be disinfected by using the following process.
 - i. First remove all visible debris.
 - ii. Next, wash the tools with soap or detergent and water, and rinse with clean water.
 - iii. Dry the tools with a new, clean paper towel then immerse the tools completely in an EPA-registered disinfectant used according to manufacturer’s instructions.
 - iv. Use a properly mixed disinfectant that has demonstrated bacterial, virucidal, and fungicidal activity.
 - v. Dry the tools with a new, clean paper towel and store them in a clean, covered place that is labeled “clean” or “disinfected.”
 - vi. Any tools or items that cannot be disinfected, must be disposed of immediately after use (wax sticks, cotton balls, neck strips, etc.).
 - vii. Used linens, such towels, sheets, and gowns, must be placed in a close container and washed before use on another client.
 - viii. After using electrical equipment on a client, it must be disinfected with an EPA-registered disinfectant proven to kill bacteria, fungi, and viruses.

Group Exercise (45 minutes)

Guide future professionals to Training Material 6.1 - Diseases in the Workplace. Use the chart to complete the activities listed below.

1. Case Studies #1-4 on pages 95-96 of the textbook. Discuss. *See Instructor Guide pages 48-49.*

***Future professionals are to complete the “Questions for Review” on page 35 of the *Student Exam Booklet*. Upon completion of exam, review and discuss correct answers (see page 50 of the *Instructor Guide*).**

8) HIV and AIDS

- a. HIV, the human immunodeficiency virus, causes AIDS.
- b. This virus is transmitted through blood and other body fluids.
- c. AIDS stands for acquired immune deficiency syndrome.

- d. “Acquired” means that individuals are not born with the disease, they get it from other people.
- e. “Immune deficiency” means that the disease damages the body’s immune system, which slows down or prevents the body from healing itself.
- f. “Syndrome” means that it is not a single disease, AIDS is a collection of different illnesses.

9) Health Risks

- a. People with AIDS get many diseases because of their weakened immune system.
- b. These infections are often called “opportunistic” because they take advantage of a person’s weak immune system, and they can cause devastating illnesses.

10) Treatment

- a. Currently, there is no vaccine to prevent HIV/AIDS. There is no cure.

11) How Does the HIV/AIDS Virus Spread?

- a. The only body fluids that spread HIV/AIDS are blood, semen, vaginal fluid, breast milk, and any body fluids that contains blood.
- b. Body fluids that do not spread HIV/AIDS are saliva, sweat, tears, nasal secretions, and vomit.
- c. The kinds of contact among people that can spread the AIDS virus include:
 - i. Sexual contact with an infected person
 - ii. Sharing needles and syringes with an infected person
 - iii. From an infected mother to her baby during pregnancy, in childbirth, or through breast milk
 - iv. Being stuck with an HIV-contaminated needle or sharp object

**** Guide future professionals to the red “Symptoms of HIV Infection” box on page 99 of the textbook. Discuss.***

- d. Symptoms of HIV infection
 - i. Fatigue
 - ii. Night sweats
 - iii. Fever
 - iv. Chills
 - v. Weight lost
 - vi. Oral thrush
 - vii. Enlarged lymph nodes
- e. How Can I Find Out if I am Infected?
 - i. To know if an individual is infected with the AIDS virus, a blood test needs to be performed.
 - ii. HIV antibody test may not be positive right after exposure. The body will usually produce antibodies within three months, but sometimes it can take up to six months.

**** Guide future professionals to the red “Personal Rights” box on page 99 of the textbook. Discuss.***

- f. Personal Rights
 - i. Individuals have a right to keep their test results confidential.
 - ii. People with HIV/AIDS are protected from job discrimination under state and federal law.
- g. Blood Exposure Prevention
 - i. Handle all sharp instruments carefully.
 - ii. Use a puncture-proof container when throwing away sharp objects.
 - iii. Disinfect tools, equipment, and surfaces if they get blood on them.
 - iv. Disinfect all tools after they are used, even if no visible blood is present.
 - v. Wash your hands before and after contact with each client.
 - vi. If a client bleeds, hand the client a cotton ball to stop bleeding.
 - vii. If someone's blood gets on your skin, immediately wash with soap and water.

*** Guide future professionals to the green "Standard Precautions" box on page 100 of the textbook. Discuss.**

12) Standard Precautions

- a. The U.S Public Health Service says that all U.S. workers must follow certain guidelines if they might come into contact with blood or body fluids on the job.
- b. These agencies say that to protect yourself you must treat all blood as if you know it is infected.

13) Blood Exposure Protocol

The Board recommends the following procedures be used if blood exposure occurs.

- a. Client Injury
 1. Stop the service.
 2. The worker should put gloves on their hands.
 3. If appropriate, assist the client to the sink and rinse the injured area under running water.
 4. Pat the injured area dry using a new, clean paper towel.
 5. Offer the client antiseptic and an adhesive bandage for the injured area.
 6. Place all single-use, disposable items in a bag and place in the trash container.
 7. Remove all tools from the workstation, then properly clean and disinfect the tools.
 8. Clean and disinfect the workstation.
 9. Remove the used gloves from hands and dispose of them.
 10. Wash hands.
 11. Return to the service.
- b. Future Professional Injury
 1. Stop the service.
 2. Explain the situation to the client and excuse him or herself.
 3. If appropriate, rinse the injured area under running water.
 4. Pat the injured area dry using a new, clean paper towel.
 5. Apply antiseptic and an adhesive bandage to the injured area.
 6. Put gloves on hands.
 7. Place all single-use, disposable items in a bag and place in the trash container.
 8. Remove all tools from the workstation, then properly clean and disinfect the tools.
 9. Clean and disinfect the workstation.
 10. Remove the used gloves from hands and dispose of them.

11. Wash hands.
12. Return to the service.

14) What is Hepatitis?

- a. Hepatitis is an inflammation of the liver.
- b. Hepatitis A can spread through contaminated water or food and through direct contact.
- c. Hepatitis B and hepatitis C are spread through an infected persons blood or body fluid.
- d. Symptoms are fever, fatigue, loss of appetite, nausea, vomiting, dark urine, abdominal pain and jaundice (the eyes and skin turn yellow).

15) Hepatitis B (HBV)

- a. Caused by a virus that grows in liver cells.
- b. When the virus inflames the liver, the condition is called acute hepatitis B.
- c. Most people get better after an acute hepatitis B infection, but for some the disease can develop into chronic hepatitis B, this can eventually lead to cirrhosis (hardening of the liver) and liver cancer.
- d. HBV is spread in the same body fluids as HIV (blood, semen, vaginal fluid and breast milk); however, it can be spread through saliva.
- e. The best way to prevent HBV is to be vaccinated.
- f. The Hepatitis B virus can survive outside the body for seven days even if it dries out.

16) Hepatitis C (HCV)

- a. Spreads through contact with contaminated blood, most commonly through shared needles used with drugs.
- b. The disease can also be sexually transmitted or passes from a mother to a child while giving birth.
- c. Hepatitis C also tends to be chronic.
- d. Currently there is no vaccine for hepatitis C.
- e. Hepatitis C can survive outside the body at room temperature for up to three weeks.

17) Treatment

- a. Medications are available for the treatment of hepatitis B and C, but prevention is very important.
- b. Since hepatitis is spread in the same manner as HIV, use the same precautions.
- c. If injured with a tool that might be contaminated with infected blood:
 - i. Wash the wound immediately and thoroughly with soap and water.
 - ii. Report the incident to a supervisor or employer.
 - iii. Write down the name and contact information for the person whose blood was contacted.
 - iv. Get medical treatment.

18) CAL/OSHA Requirements

- a. Cal/OSHA considers job exposure to blood to mean someone's blood getting into someone else's blood through skin contact, through mucous membranes (in the eyes, nose or mouth) or through a sharp instrument.
- b. CAL/OSHA's Bloodborne Pathogen rules say employers must:
 - i. Establish a written exposure control plan.

- ii. Update the plan annually.
 - iii. Implement the use of universal precautions.
 - iv. Identify and use engineering controls.
 - v. Identify and ensure the use of work practice controls.
 - vi. Provide and maintain personal protective equipment.
 - vii. Make available hepatitis B vaccinations.
 - viii. Make available free, confidential post-exposure medical evaluation and follow up.
 - ix. Use labels and signs.
 - x. Provide information and training.
 - xi. Maintain worker medical and training records.
- c. CAL/OSHA requires employers to give employees a free medical evaluation and follow-up if they had any blood exposure. This process should be confidential.
- i. As with all CAL/OSHA regulations, employers can be cited and fined if they do not follow these rules.

***Future professionals are to complete the “Questions for Review” on pages 35-36 of the *Student Exam Booklet*. Upon completion of exam, review and discuss correct answers (see page 51 of the *Instructor Guide*).**

Summary (10 minutes)

Summarize the key points in the lesson.

Assessment (5 minutes)

Assess the class for comprehension.

Section 7 – Health and Safety Laws and Agencies

Activity	Approximate Time	Materials Needed
Introduction	5 minutes	White Board / Flip Chart / Internet / LCD
Lecture and Discussion	45 - 60 minutes	White Board / Flip Chart / Internet / LCD
Group Exercises	60 minutes	White Board / Flip Chart / Internet / LCD
Summary	10 minutes	Summarize key points of lesson
Assessment	5 minutes	Assess students for comprehension of subject matter.

Teaching Aids

- Instructor Guide, *Board of Barbering and Cosmetology*: pages 54 – 61
- Training Material 7.1 - *Health and Safety Rights: Facts for California Workers*
- Training Material 7.2 - *Health and Safety Agency Acronyms Word Search*
- PowerPoint Presentation: Section 7 (optional)

Assigned Pre-Reading (to be read by the future professionals before the lecture)

1. Health and Safety Course textbook, *Board of Barbering and Cosmetology*: pages 110 - 120
2. Training Material 7.1 - *Health & Safety Rights: Facts for California Workers*

Lesson Outline

Introduction (5 minutes)

Explain the **Learning Objectives** of Section 7 to the class. Upon completion of the class 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 agencies that enforce them to solve specific health and safety problems at work.

Lecture and Discussion (45 – 60 minutes)

1) Rights as an Employee

- a. The workplace is required to be safe.
- b. Employees must be given information about the chemicals they work with and training on how to work safety.
- c. Employee may file a complaint with Cal/OSHA or BBC and have the workplace inspected.

****Guide future professionals to purple box at the bottom of page 111 of the textbook. Have future professionals list the various agencies and identify the agencies with their acronyms.***

Activity (10 minutes)

To test the future professional's familiarity with the acronyms of common Health and Safety agencies, guide future professionals to Training Material 7.2- Health and Safety Agency Acronyms Word Search. Give the future professionals 10 minutes to see how many agencies they can identify. Discuss. See page 55 of the *Instructor Guide for instructions and page 61 for answer key.*

2) The U.S. Food and Drug Administration (FDA)

- a. The FDA is responsible for regulating cosmetic products.
 - i. The FDA does not make sure every cosmetic is safe before it is marketed.
 - ii. The FDA does not have the power to check up on a manufacturer's claim that safety testing was done, so the FDA must take the manufacturer's word for it.
- b. The FDA does not routinely test products on its own.
 - i. The FDA usually decides to test a product only after receiving consumer complaints.
- c. The FDA is primarily concerned with public and consumer safety, not worker safety.
- d. While a chemical found to be hazardous to consumers will also be hazardous to licensees using it on their job, a chemical found to be relatively safe for consumers may not be safe for licensees who use it repeatedly over time.
- e. The FDA has the power to act against a product if:
 - i. It is adulterated, that is, it contains an ingredient that will harm users under normal conditions of use
 - ii. It is misbranded, that is, the label includes information that is false or misleading

- i. The FDA has issued an “import alert” to intercept products intended for tinting lashes and brows.

3) The U.S. Department of Labor Occupational Safety and Health Administration (OSHA)

- a. OSHA is the federal agency responsible for making sure that the workplace is safe.
- b. OSHA issues health and safety regulations, which are called standards. These standards include:
 - i. Limit worker exposure to certain chemicals.
 - ii. Give workers health and safety training have safety equipment.
 - iii. Reduce fire and electrical hazards.
 - iv. Keep records of jobs-related injuries and illnesses.
 - v. Take many other steps to make the workplace safe.

4) CAL/OSHA

- a. CAL/OSHA standards that apply to licensees and many other occupations are called General Industry Safety Orders.
- b. CAL/OSHA covers almost all workers in the state, no matter what job they do.
- c. CAL/OSHA does not cover independent contractors.
 - i. Independent contractors are self-employed licensees.
 - ii. They are not considered “employees” as defined by the State Labor Code, so CAL/OSHA does not cover them.

****Guide future professionals to “Worker Status – Independent Contractor or Employee?” box on page 114 of the textbook. Discuss.***

5) Employer Responsibilities

- a. Employers are legally responsible for providing a safe and healthful workplace under state and federal law.

6) Employee Training

- a. Employers must provide workers with training about the hazardous chemicals in the workplace. Training should include:
 - i. How to read a Safety Data Sheet (SDS)
 - ii. Possible health hazards of the chemical used in the workplace
 - iii. How to use specific chemicals safety and how employees can protect themselves from chemical hazards
 - iv. Retraining when employees begin to use a new hazardous chemical
- b. Most hazardous chemical products must be clearly labeled with their name, their ingredients, and a warning about their possible health and safety risks. However, since cosmetic products are regulated by the FDA, cosmetics are not covered by this CAL/OSHA labeling requirement.

7) Form 300

- a. Upon request, the employer must provide employees with records of work-related injuries and illnesses, result of tests done to monitor chemicals in the workplace, and copies of their own employee medical records. If an employee works in an establishment with more than 10 employees, CAL/OSHA requires the employer to keep a written record (Form 300) of all work-related injuries and illnesses.
 - i. Establishment with 10 or less employees are not required to fill out a form 300.

8) Record Request

- a. Employers must allow employees to see and copy any workplace monitoring records, which include:
 - i. Tests the employer has done to measure the amount of chemicals in the air.
 - ii. Medical test the employer has given to see how much of a toxic chemical has been absorbed into the employee's body.
- b. Employees also have the right to observe these tests when they are done.
- c. Employers must allow employees to see and copy company medical records, which include:
 - i. Information from medical questionnaires or histories conducted by the employer
 - ii. Results of medical examinations conducted or requested by the employer
 - iii. Any medical opinion or diagnosis
 - iv. Information on medical treatments

9) Illness Prevention Program

- a. California employers must have a written plan for preventing workers injuries and illnesses available to workers.
- b. Employers must:
 - i. Identify who is responsible for health and safety in the workplace.
 - ii. Set up a system to communicate with all workers about health and safety.
 - iii. Identify and evaluate all workplace hazards, using such methods as regular inspections.
 - iv. Find methods to correct unsafe work practices and conditions.
 - v. Provide health and safety training using language workers can understand.
 - vi. Set up a process to investigate accidents and illnesses.
 - vii. Encourage workers to report hazards on the job without fear of firing or discrimination.

10) Complaints

If a worker observes an unsafe condition at work, the employee may complain to Cal/OSHA.

****Guide future professionals to Training Material 7.1 - Health and Safety Rights: Facts for California Workers, page 2, Cal/OSHA Enforcement. Discuss.***

11) California State Board of Barbering and Cosmetology

- a. The California State Board of Barbering and Cosmetology's primary responsibility is to protect the consumers who use barbering and beauty services. The Board does this by:
 - i. Setting standards for services
 - ii. Requiring all equipment be disinfected
 - iii. Testing a candidate's ability to meet standards and not harm consumers.
- b. California Code of Regulations, Section 989 – No establishment or school shall use products in a manner that is disapproved by the FDA, OSHA, or EPA.
 - i. Lash/brow tints

***Future professionals are to complete the "Questions for Review" on pages 41-42 of the *Student Exam Booklet*. Upon completion of exam, review and discuss correct answers (see pages 55-56 of the *Instructor Guide*).**

Activity (50 minutes)

Guide future professionals to complete Case Studies #1-7 on pages 118-120 of the textbook. Discuss. See *Instructor Guide pages 57-61*.

Summary (10 minutes)

Summarize the key points in the lesson.

Assessment (5 minutes)

Assess the class for comprehension.

Section 8 – Solving Health and Safety Problems

Activity	Approximate Time	Materials Needed
Introduction	5 minutes	White Board / Flip Chart / Internet / LCD
Lecture and Discussion	45 minutes	White Board / Flip Chart / Internet / LCD
Group Exercises	60 minutes	White Board / Flip Chart / Internet / LCD
Summary	10 minutes	Summarize key points of lesson
Assessment	5 minutes	Assess students for comprehension of subject matter.

Teaching Aids

- Instructor Guide, *Board of Barbering and Cosmetology*: pages 64 – 70
- Video: CASafeSalon – Tips to Stay Fine Free, *Board of Barbering and Cosmetology*
- Training Material 8.1 - *Health Survey*
- Training Material 8.2 - *Workplace Inspection Checklist*
- Training Material 8.3 - *Resource Agencies and Materials Information Sheet*
- PowerPoint Presentation: Section 8 (optional)

Assigned Pre-Reading (to be read by the future professionals before the lecture)

1. Health and Safety Course textbook, *Board of Barbering and Cosmetology*: pages 124-131.

Lesson Outline

Introduction (5 minutes)

Explain the **Learning Objectives** of Section 8 to the class.

- 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.

Lecture and Discussion (45 minutes)

1) The Health Survey

- a. The first method to find what symptoms and health complaints workers have that might be job-related is the health survey.
- b. A health survey is usually a questionnaire that asks individuals to answer specific questions about their health.
- c. When performing a health survey, it is best if everyone in the workplace fills out a copy of the questionnaire.
 - i. The survey results can help identify the hazards that exist in the workplace.

****Guide future professionals to Training Material 8.1, "Health Survey."***

Activity (30 minutes)

Have future professionals participate in the Health and Safety Action Plan activity. See the *Instructor Guide* page 65.

2) The Follow-Up Plan

- a. After conducting a health survey, a follow-up plan may be created.
- b. Decide on a strategy for action.
 1. Will you go to your employer with the problems you found?
 2. Will you form a health and safety committee to deal with the hazards in your workplace?
 3. Will you call Cal/OSHA?

3) The Workplace Inspection

- a. Workers should conduct their own inspection to identify health and safety hazards.
- b. Use a checklist during a workplace inspection to be reminded of the possible hazards that may exist.

****Guide future professionals to Training Material 8.2, "Workplace Inspection Checklist."***

4) The Action Plan

- a. Identify the hazards.
 - i. This can be accomplished by conducting a health survey among the workers and by doing a workplace inspection.
- b. Choose which problem to work on first.
 - i. Priorities must be set, some hazards may be very important, while others are not so important.
- c. Get more information about the hazards.
 - i. Individuals can get information by reading Safety Data Sheets (SDSs), using the internet, and asking health and safety resource groups for help.
- d. Figure out short-term and long-term goals.
 - i. Sometimes the best solutions to a problem are not possible right away as they may require major changes in the workplace or are too expensive.
 - ii. Fix the problem temporarily and then fix it permanently later.
- e. Involve co-workers.
 - i. Easier to solve problems when individuals work as a group.
- f. Document the problems found.
 - i. Get all records together: health survey results, inspection results, and information on products used in the establishment.
- g. Find out what steps have already been taken.
 - i. Ask the owner if anything is already being done to correct the hazards.
- h. Decide how to get changes made.
 - i. Set realistic goals and try to get everyone to agree on the plan so everyone will be committed to it.
- i. Set a time limit for fixing the problems.
 - i. Includes a schedule in the plan, showing when the different hazards are to be corrected.
- j. Determine what obstacles there are to solve the problems.
 - i. The establishment owner and the co-workers may be unwilling to make changes for various reasons, such as high costs and resistance to changing their work processes.
- k. Find ways to overcome the obstacles.
 - i. Be creative with finding solutions

Activity (30 minutes)

Guide future professionals to complete Case Study #1 on pages 129-130 of the textbook. Discuss. See *Instructor Guide pages 66-68*.

5) Where Can I Go for Help?

****Guide future professionals to Training Material 8.3, "Resource Agencies and Materials Information Sheet." Discuss.***

- a. CAL/OSHA can provide information on health and safety laws that might apply to problems in workplace.

- b. The establishment owner can also get help from CAL/OSHA’s Consultation service for advice if he or she decides to improve conditions.
- c. The California State Board of Barbering and Cosmetology has several resources on its website about its regulations and how to stay in compliance.
 - i. The self-inspection worksheet was designed to be used to ensure establishments and workspace areas are violation-free.

*** View the Board’s video, CASafeSalon – Tips to Stay Fine Free. After viewing video, discuss.**

Video Link: <https://www.youtube.com/watch?v=n7Yzk2DuyKs&feature=youtu.be>

***Future professionals are to complete the “Questions for Review” on page 54 of the *Student Exam Booklet*. Upon completion of exam, review and discuss correct answers (see pages 69-70 of the *Instructor Guide*).**

Final Project (Homework)

Have future professionals develop and write up an action plan using the steps listed on pages 127-129 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. *See Instructor Guide page 65.*

Summary (10 minutes)

Summarize the key points in the lesson.

Assessment (5 minutes)

Assess the class for comprehension.

Section 9 – Understanding Workers’ Rights and Responsibilities

Activity	Approximate Time	Materials Needed
Introduction	5 minutes	White Board / Flip Chart / Internet / LCD
Lecture and Discussion	90 minutes	White Board / Flip Chart / Internet / LCD
Group Exercises	45 minutes	White Board / Flip Chart / Internet / LCD
Summary	10 minutes	Summarize key points of lesson
Assessment	5 minutes	Assess students for comprehension of subject matter.

Teaching Aids

- Instructor Guide, *Board of Barbering and Cosmetology*: pages 74-75
- PowerPoint Presentation: Section 9 (optional)

Assigned Pre-Reading (to be read by the future professionals before the lecture)

1. Health and Safety Course textbook, *Board of Barbering and Cosmetology*: pages 136-152
2. Training Material 9.1 - *Independent Contractor or Employee*
3. Training Material 9.2 - *Tax Tips for the Cosmetology & Barber Industry*
4. Training Material 9.3 – *Tips on Tips*
6. Training Material 9.7 - *All Workers Have Rights in California, Department of Industrial Relations*
7. Training Material 9.8 – *Required Workplace Posting for All California Barbering and Cosmetology Licensees, Department of Industrial Relations*

Supplemental Reading Assignment for Cosmetologists and Manicurists only

1. Training Material 9.5 - *Nail Salon Workers Wage and Hour Rights, United States Department of Labor*

Lesson Outline

Introduction (5 minutes)

Explain the ***Learning Objectives*** of Section 9 to the class.

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

Lecture and Discussion (90 minutes)

**** Guide future professionals to the red box on page 137 of textbook. Discuss.***

- 1) **Understanding Workers' Rights and Responsibilities**
 - a. The purpose of workers' rights is to ensure that all employees are treated lawfully, paid a minimum wage, and not subjected to any form of harassment within the workplace.
- 2) **Establishment Owner**
 - a. Establishment owners are in business for themselves.
 - b. An establishment could be a sole proprietor, a partnership, or a corporation.
 - c. Establishment owners are responsible for reporting all income and expenses to the Internal Revenue Service (IRS), withholding employment taxes (if they have employees), securing municipal (county/city) business permits, and paying all taxes due.
 - d. Establishment owners are responsible for classifying workers correctly as employees or independent contractors (booth renters).
- 3) **Independent Contractor (Booth Renter)**
 - a. Independent contractors (booth renters) are licensees who rent or lease workstation in someone else's establishment.
 - b. They are typically self-employed and are often responsible for record keeping, setting their work hours, menu of services, and collecting their own client payments.
 - c. They hold a key to the establishment and can come and go depending on workflow.
 - d. They are financially responsible for the profit or loss in their own business and receive all income generated from their work.
 - e. They are responsible for the timely filling of their tax returns, payment of taxes related to their business, and getting their own municipal business permit.
 - f. An independent contractor (booth renter) may work inside of an establishment owned by an establishment owner but maintains a separate identity.
 - g. An independent contractor (booth renter) works for himself or herself and is not subject to the will or control of the establishment owner.
- 4) **Employee**
 - a. Employees receive a W-2 form from their employer for wages earned and are responsible for reporting their tips to their employer.

- b. They follow a work schedule established by the establishment owner.
- c. They offer services in the establishment that have been determined by the establishment owner.
- d. They are subject to the will and control of the employer, who has the authority to tell him or her what to do and how to do it.

5) Tax Obligations

Contact IRS, legal counsel, or a tax accountant for detailed information regarding specific tax obligations. The following is only a guideline; it is not all inclusive.

- a. Establishment Owner
 - i. File employment tax on all employees
 - ii. Prepare and file a W-2 form wage and tax statement to report to the IRS wages, tips, and other compensations paid to all employees.
 - iii. File Social Security and Medicare tax withholdings on all employees.
 - iv. Maintain workers' compensation insurance on all employees.
 - v. Maintain unemployment insurance on all employees.
 - vi. Collect and pay sales taxes.
 - vii. Responsible for state and local taxes and business permit.
- b. Independent Contractor (Booth Renter)
 - i. An independent contractor may complete a W-9 form.
 - ii. Independent contractors have the same tax obligations as an establishment owner.
- c. Employee
 - i. An employee will receive a W-2 form for each employer worked for during a year.

*** Guide future professionals to Training Materials 9.1 – Independent Contractor or Employee. Discuss.**

Activity (45 minutes)

Have future professionals participate in the Worker Classification activity. See the *Instructor Guide* page 75.

***Future professionals are to complete the “Questions for Review” on page 59 of the *Student Exam Booklet*. Upon completion of exam, review and discuss correct answers (see page 75 of the *Instructor Guide*).**

6) Minimum Wage

- a. The minimum wage requirement cannot be waived by any work agreement made between the employee and the establishment owner.
- b. Employers are expected to pay the minimum hourly wage and the employee may keep his or her tips.
 - i. Tips do not belong to the establishment owner.

*** Guide future professionals to the blue “Minimum Wage” box, page 143 of textbook. Discuss.**

7) **Overtime**

- a. An employer who requires or permits an employee to work overtime is generally required to pay the employee overtime at time and one half of the regular rate of pay for all hours worked in excess of 8 hours per day or 40 per week.

8) **Tips**

- a. Tips are not gifts.
- b. Tips are taxable and must be reported to your employer.
- c. Tips belong to the service provider.

**** Guide future professionals to Training Materials 9.2 – Tax Tips for the Cosmetology and Barber Industry and 9.3 – Tips on Tips. Discuss.***

9) **Piece Rate Versus Commission Wages**

- a. A piece rate paid employee is a person paid on a piece-rate basis for any work performed during a pay period, which differs from traditional commission wages.
- b. On January 1, 2016, Assembly Bill 1513 went into effect that added section 226.2 to the California Labor Code, which no longer permits an establishment employer to only pay a flat commission or percentage wage without a base wage amount for both productive time and rest periods.
- c. For specifics on this method of compensation, see DIR's FAQ's.

10) **Filing a Wage Claim**

- a. Employees have legal options if an employer withholds wages or tips.
- b. They have the right to file a wage claim or file a lawsuit against the employer for lost wages.
- c. An employee or former employee may file a wage claim to recover:
 - i. Unpaid wages, including overtime, commissions, and bonuses
 - ii. Final paycheck (not received)
 - iii. Unused vacations hours that were not paid upon termination of the employment relationship
 - iv. Unauthorized deductions from paycheck
 - v. Unpaid/non-reimbursed business expenses
 - vi. Failure to provide a meal and/or rest period in accordance with the applicable industrial Welfare Commission Order
 - vii. Liquidated damages for failure to receive minimum wage for each hour worked, including rest periods
 - viii. Waiting time penalties for failure to receive final wages timely upon separation of employment
 - ix. Penalties for paycheck(s) that have bounced or are not negotiable within 30 days of receipt. Penalties for employer's failure to allowed inspection or copying of payroll records within 21 days of request.
 - x. Sick leave pay for time accrued and used for which they were not paid

*** Guide future professionals to Training Materials 9.6 – Recover Your Unpaid Wages with the California Labor Commissioner’s Office. Discuss. Inform future professionals that the Labor Commissioner’s office provides a video (English, Spanish, Chinese and Korean) that outlines exactly what happens when a worker files a wage claim.**

Video: https://www.dir.ca.gov/DLSE/Know_Your_Rights.html

11) Discrimination or Retaliation

- a. If an employer discriminates or retaliates against an employee, the employee can file a discrimination/retaliation complaint with the Labor Commissioner’s Office.
- b. An employee can file a lawsuit in court against the employer
- c. An employee in the State of California, has the right to speak to representatives of the Office of the California Labor Commission or any other government or law enforcement agency about any issues affecting working conditions.
 - i. Employers cannot fire, demote, suspend, or discipline employees for answering questions providing information to a government agency.

*** Guide future professionals to Training Materials 9.7 – All Workers Have Rights in California, pages 13-14. Discuss.**

12) Workers’ Compensation

- a. Workers’ compensation benefits are designed to provide employees with the medical treatment necessary to recover from work-related injuries or illnesses, partially replace wages that are lost while recovering, and help the employee return to work.
- b. California employers are required by law to have workers’ compensations insurance, even if they only have one employee.
- c. Workers’ compensation insurance provides six basic benefits: medical care, temporary disability benefits, permanent disability benefits, supplemental job displacement benefits, or vocational rehabilitation and death benefits.

13) The Family and Medical Leave Act

- a. The Family and Medical Leave act (FMLA) applies to employers who employ 50 or more employees.
- b. Eligible employees are entitled to take unpaid, job-protected leave with continuation of group health insurance coverage for up to 12 work weeks in a 12-month period for:
 - i. The birth of a newborn child.
 - ii. The placement and care of a child of adoption or foster care.
 - iii. For the serious health condition of the employee or the employee’s spouse, child, or parent.
 - iv. For qualifying needs arising out of a covered military members active duty status and 26 work weeks of leave during a single 12-month period to care for a covered service member with a serious injury or illness.

14) Immigrant Workers

- a. The Department of Labor Wage and Hour Division continues to enforce the Fair Labor Standards Act without regard to whether an employee is documented or undocumented.

15) Right to Refuse Service

- a. Employees and establishment owners have the right to refuse service to a client if there is a justifiable reason that does not discriminate against a protected class and if they are applying refusal of service evenly to all clients.
- b. Refusal of service is justified in cases where a client's presence interferes with the safety and wellbeing of other clients, staff and the establishment itself.
- c. The most basic examples of this include clients who have an infection or parasitic infection, clients causing a disturbance or being unreasonably rowdy, or clients lacking adequate hygiene.
- d. The California code of regulations, article 12, section 984, provides state mandated conditions when it is necessary to refuse service on a client:
 - i. Cold, influenza, or other respiratory illness accompanied by a fever
 - ii. Strep throat
 - iii. Pink eye
 - iv. Whooping cough
 - v. Chickenpox
 - vi. Mumps
 - vii. Tuberculosis
 - viii. Impetigo
 - ix. Head lice
 - x. Scabies
 - xi. Skin or scalp that is broken, abraded or cut
 - xii. Skin or scalp that is inflamed or an eruption is present
- e. Employees or establishment owners cannot refuse service based on a protected class. Protected classes include:
 - i. Race or Color
 - ii. National origin or citizenship status
 - iii. Religion or creed
 - iv. Sex
 - v. Age
 - vi. Disability, pregnancy or genetic information
 - vii. Veteran status
 - viii. Marital status
 - ix. Sexual orientation or gender identity
 - x. Medical conditions or AIDS/HIV status
 - xi. Military or veteran status
 - xii. Political affiliations or activities
 - xiii. Status of a victim of domestic violence, assault, or stalking

16) Local, State, and Federal requirements for Establishment Ownership

- a. The California Governor's Office of Business and Economic Development (Go-Biz) provides an abundance of information for business owners in California. Including a list of local, state and federal requirements for owners operating a business in the barbering and beauty industry.

- b. Review the information provided on the Quick Start Guide for Barber Shops and Beauty Salons.
 - i. <http://businessportal.ca.gov/business-assistance/start-a-business/quick-start-guides/>
- c. Since different municipalities may have different requirements, make sure to visit CalGold site for assistance in permit requirements and fees: www.calgold.ca.gov.

17) Department of Industrial Relations (DIR) Required Workplace Posting

- a. As of January 1, 2017, all barbering and beauty establishments are required to post the DIR poster in an area accessible to all workers.
- b. The poster provides a notice of basic workers' rights in California.

**** Guide future professionals to the "Agency Contact Information" on pages 150-151 of the textbook.***

Summary (10 minutes)

Summarize the key points in the lesson.

Assessment (5 minutes)

Assess the class for comprehension.

Section 10 – Physical and Sexual Abuse Awareness

Activity	Approximate Time	Materials Needed
Introduction	5 minutes	White Board / Flip Chart / Internet / LCD
Lecture and Discussion	70 minutes	White Board / Flip Chart / Internet / LCD
Group Exercises	105 minutes	White Board / Flip Chart / Internet / LCD
Summary	10 minutes	Summarize key points of lesson
Assessment	5 minutes	Assess students for comprehension of subject matter.

Teaching Aids

- Instructor Guide, pages 78 – 84.
- Training Material 10.1 – *Facts About Elder Abuse*
- Training Material 10.2 – *The National Domestic Violence Hotline - Safety Planning*
- Training Materials 10.3 - *#NoViolenceinBeauty Tool Kit*
- PowerPoint Presentation: Section 10 (optional)

Assigned Pre-Reading (to be read by the future professionals before the lecture)

1. Health and Safety Course Textbook, *Board of Barbering and Cosmetology: Pages 156 -167*
2. Training Material 10.1
3. Training Material 10.2
4. Training Material 10.3 (Review Only)

Lesson Outline

Introduction (5 minutes)

Explain the **Learning Objectives** of Section 10 to the class.

- 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.

Lecture and Discussion (70 minutes)

***Guide future professionals to the red “Special Note to the Future Professional” box on page 157 of the textbook. Discuss.**

1) Special Note to the Future Professional

- a. If you believe you have identified a victim of any sort of physical or sexual abuse, contact local law enforcement, explain the situation, and leave it in their hands.
- b. Do not attempt to rescue the victim - it may be unsafe for both you and the potential victim.
- c. Allow law enforcement to do their job.
- d. For urgent situations, notify local law enforcement immediately by calling 911.

2) #NoViolenceinBeauty

- a. The California Board of Barbering and Cosmetology actively seeks to promote physical and sexual abuse awareness.
- b. #NoViolenceinBeauty is a Board-sponsored campaign designed toward that end.

Activity (45 minutes)

Have future professionals participate in #NoViolenceinBeauty activities. See page 79 of the *Instructor Guide*, subheadings: Using the Infographic Fact Sheet and Building Respect Worksheet.

3) Domestic Violence

- a. The National Coalition Against Domestic Violence defines domestic violence as the willful intimidation, physical assault, battery, sexual assault, and/or other abusive behavior as part of a systematic pattern of power and control perpetrated by one intimate partner against another.
- b. Domestic violence is prevalent in every community and affects all people regardless of age, socioeconomic status, sexual orientation, gender, race, religion, or nationality.
 - i. Domestic violence is a learned pattern of behavior.
- c. Warning signs that a client may be experiencing domestic violence may include:
 - i. The client often cancels appointments at the last minute for reasons that sound untrue.
 - ii. The client frequently apologizes for their partner and is always worried about upsetting them.

- iii. The client is giving up things that used to be important to them, becoming more and more isolated.
- iv. The client's weight or appearance has changed dramatically.
- v. The client has injuries (bruising, hair appears to have been ripped out, mobility issues) the cannot explain, or their explanations just do not add up.
- d. Abusive partners to the lesbian, gay, bisexual, transgender, queer (LGBTQ) and HIV-affected communities may use additional tactics of asserting power over their partners.
 - i. The partner uses pronouns not preferred or calls someone "it."
 - ii. Threatening to "out" someone to their employer, friends, or family members.
 - iii. Telling the partner they will never find another partner who treats them better (social isolation).
 - iv. Ridiculing how someone's body looks.
 - v. Claiming they know what is best for someone, how they should dress, or wear makeup (or not), negating personal decisions.
- e. A licensee or an applicant for licensure who completes the physical and sexual abuse awareness training covered by the health and safety course required by Section 7389, and his or her employer, shall NOT be required to act on information obtained during the course of employment concerning potential physical and sexual abuse unless otherwise required by law.

****Guide future professionals to the red box on page 159 of the textbook. Discuss.***

4) Providing Assistance to a Victim of Domestic Violence

- a. If you believe you have encountered a victim of domestic violence, attempt to reach out
 - i. Most importantly, without endangering yourself or the victim, provide them with information on where they can go for help and support.
- b. The National Domestic Violence Hotline is the only national organization that directly serves victims of domestic abuse.
 - i. The hotline also offers 24/7 online chat service at www.thehotline.org.
 - ii. The services are free and confidential, and they profess to have the largest and most comprehensive database of local and resource in the county.

****Guide future professionals to the green "Providing Assistance to a Victim of Domestic Violence" on page 160 of the textbook. Discuss.***

****Guide future professionals to Training Materials 10.2 – The National Domestic Violence Hotline – Safety Planning. Discuss.***

5) Refusing Assistance

- a. There are many reasons why a victim may choose to stay with an abuser.
 - i. Their life is in danger if they leave.
 - ii. The abuse is temporary.
 - iii. They can change the abuser.
 - iv. "It will never happen again."
 - v. They have responsibility to the family to stay.
 - vi. There are more good times ahead.

- b. Always respect their right to privacy to refuse help.
- c. The future professional's role in victim assistance is to direct the victim to professionals trained to aid the victim, if that assistance is not welcome, it is inappropriate to the pressure the victim to act when they are not ready to and it may even put the victim's life in danger.

Activity (45 minutes)

Guide future professionals to complete Case Studies #1 -4 on pages 162-163 of the textbook. Discuss. See *Instructor Guide* pages 80-81.

***Future professionals are to complete the "Questions for Review" on page 65 of the *Student Exam Booklet*. Upon completion of exam, review and discuss correct answers (see page 82 of the *Instructor Guide*).**

6) Sexual Abuse or Assault

- a. Sexual abuse is unwanted sexual activity, with perpetrators using force, making threats, or taking advantage of victims who are not able to give consent.
- b. Immediate reactions to sexual abuse include shock, fear or disbelief. Long-term symptoms include anxiety, fear, or post-traumatic stress disorder.
- c. RAINN (Rape & Incest National Network) is the nation's largest anti-sexual violence organization. RAINN provides the following warning signs that a person may be the victim of sexual assault or abuse:
 - i. Withdrawing from other relationships or activities
 - ii. Saying that their partner does not want them to engage in social activities or is limiting their contact with others
 - iii. Disclosing that sexual assault has happened before
 - iv. Any mention of a partner trying to limit their contraceptive options or refusing to use safer sexual practices, such as refusing to use condoms or not wanting them to use birth control
 - v. Mentioning that their partner is pressuring them to do things that make them uncomfortable
 - vi. Signs that a partner is controlling their means of communication, such as answering their phone or text messages or intruding into private conversations
 - vii. Visible signs of physical abuse, such as bruises or black eyes
 - viii. Unusual weight gain or weight loss
 - ix. Unhealthy eating patterns, like a loss of appetite or excessive eating
 - x. Sexually transmitted infections (STIs) or other genital infections
 - xi. Signs of depression
 - xii. Anxiety or worry
 - xiii. Notable changes in self-care, such as paying less attention to hygiene, appearance, or fashion
 - xiv. Self-harming behavior
 - xv. Expressing thoughts about suicide or suicidal behavior
 - xvi. Excessive drinking or drug use

- d. If you suspect sexual abuse or an assault has occurred, talk to someone who is trained to help. Call the National Sexual Assault Hotline at (800) 656-HOPE or chat online at <https://hotline.rainn.org/online/>.

7) Elder Abuse

- a. Elder abuse is “a single, or repeated act, or lack of appropriate action, occurring within any relationship where there is an expectation of trust, which causes harm or distress to an older person.”
- b. It includes harm by people the older person knows, or have a relationship with, such as a spouse, partner, family member, friend, neighbor, or people that the older person relies on for services.
- c. Warning signs that elder abuse may be occurring include:
 - i. Bruises, pressure marks, sprained or broken bones, abrasions, or burns
 - ii. Injuries that happen over and over
 - iii. Painful reaction if touched
 - iv. Unexplained withdrawal from normal activities, a sudden change in alertness, or unusual depression
 - v. Unexplained or sudden changes in finances
 - vi. Changes in personality, behavior, or physical condition
 - vii. Signs of isolation, being controlled, and/or threatened
- d. Each California county has an Adult Protective Services (APS) agency to help 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.
 - i. County APS agencies investigate reports of abuse of elder and dependent adults who live in private homes, apartments, hotels, or hospitals.
 - ii. APS staff also provide information and referrals to other agencies and educate the public about reporting requirements and responsibilities under the Elder and Dependent Adult Abuse Reporting Laws.
 - iii. To report elder abuse or dependent adult abuse in the community, contact your local county ASP office at <http://www.cdss.ca.gov/inforesources/adult-protective-services>.

****Guide future professionals to Training Materials 10.1 – Facts About Elder Abuse. Discuss.***

Activity (15 minutes)

Guide future professionals to complete Case Study #5 on page 168 of the textbook. Discuss. See *Instructor Guide page 82*.

****Future professionals are to complete the “Questions for Review” on page 66 of the Student Exam Booklet. Upon completion of exam, review and discuss correct answers (see page 83 of the Instructor Guide).***

8) Human Trafficking

- a. Human trafficking can take many forms. Two of the most severe forms are:

- i. Sex trafficking
 - 1. Definition: the recruitment, harboring, transportation, obtaining, patronizing, soliciting, or advertising of a person for a commercial sex act, in which a commercial sex act is induced by force, fraud, or coercion.
- ii. Labor trafficking
 - 1. Definition: the recruitment, harboring, transportation, obtaining of a person for labor or services, through the use of force, fraud, or coercion, for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.
- b. The Health and Beauty industry has been identified nationally by the National Human Trafficking Hotline as one of the top industries for labor trafficking.
- c. The National Human Trafficking Resource Center and the U.S. Department of State provide the following red flags to human trafficking:
 - i. Poor mental health or abnormal behavior
 - 1. Is fearful, anxious, depressed, submissive, tense or nervous/paranoid.
 - 2. Exhibits unusual fearful or anxious behavior after bringing up law enforcement.
 - 3. Avoids eye contact.
 - 4. Answers appear to be scripted and rehearsed.
 - 5. Inability to speak with you alone.
 - ii. Poor physical health
 - 1. Lacks health care.
 - 2. Appears malnourished.
 - 3. Shows signs of physical and/or sexual abuse, physical restraint, confinement, or torture.
 - iii. Living conditions
 - 1. Lives with employer.
 - 2. Poor living conditions.
 - 3. Multiple people in cramped space.
- d. If you believe you have identified a victim of human trafficking, alert the National Human Trafficking Resource Center.

****Guide future professionals to “State and National Resources” on pages 172-175 of the textbook. Discuss.***

****Future professionals are to complete the “Questions for Review” on pages 66-67 of the Student Exam Booklet. Upon completion of exam, review and discuss correct answers (see pages 84 of the Instructor Guide).***

Summary (10 minutes)

Summarize the key points in the lesson.

Assessment (5 minutes)

Assess the class for comprehension.