

SKIN *Honors*

CRITERIA

Cleanse Routine

- Create a windowpane of a cleanse routine.
- Demonstrate the cleanse routine to your Learning Leader.
- Complete the cleanse assessment with a score of at least 90 percent.

European Massage

- Create a learning map for a European massage technique.
- Include which skin type it is best for, contraindications, and when and how long during the facial it should be performed.
- Share your learning map with a Learning Leader.
- Complete the massage technique on a service guest. Share the experience with your Learning Leader.
- Complete the European massage assessment with a score of at least 90 percent.

Facial Waxing

- Utilizing the Milady's textbook, make a list of contraindications, as well as the steps to a facial waxing.
- Complete the facial waxing assessment with a score of at least 90 percent.

Body Waxing

- Have a service guest complete a waxing consultation card. Conduct a thorough consultation. Include possible side effects, how to maintain the service guest's results, and post-wax conditions he or she should avoid. Have a Learning Leader provide feedback on your consultation.
- Complete the hair removal practical assessment with a score of at least 90 percent.

Body Treatments, Including Paraffin Mask

- Review the body treatments handout and handout for the steps to applying a paraffin mask.
- Make a list and draw a picture depicting the benefits of body treatments and paraffin masks.

Extractions

- Perform a 75-minute facial including extractions. Take before and after photos.
- Write a one-page report on the results. Include skin type, condition, why you chose to extract where you did, and why you avoided certain areas.
- Include information on if and why you utilized electric modalities.
- Complete the extractions assessment with a score of at least 90 percent.

Machines

- Review all chapters in the Milady textbook that pertain to electricity or electric modalities.
- Create a learning map for electric modalities.
- Windowpane the steps to galvanic current (desincrustation and iontophoresis) and high frequency.
- Write a one-page report on an alternate form of machine (examples: LED, microcurrent, ultrasound, microdermabrasion, laser resurfacing, laser hair removal, etc.)
- Complete the electric modality assessment with a score of at least 90 percent.

Physiology of the Skin

- Review the three sections/layers of the skin (subcutaneous, dermis, and epidermis).
- Draw a picture of each section/layer; label what is in each section and what it does.
- Create a model of the sections/layers. You can use anything you want; get creative! Present your model to the class.
- Take a picture of the model to add to your Look Book.
- Write a one-page report on how the skin works and the process of cell renewal.

pH

- Create a pH scale of your own; label it with acid/alkaline and neutral. Also, label where the skin, battery acid, and bar soap live on the scale.
- Test the pH of your school's professional products and add them to your pH scale.

Over-the-Counter (OTC) Cosmetic Ingredients

- Create a list of 20 known comedogenic ingredients; once you have your list, find the ingredients in over-the-counter products and document your findings.
- Bring in 15 products to pH test; once tested, add them to your pH scale. List any comedogenic ingredients you may have discovered.

Consultation Card

- Have five service guests fill out consultation cards. Create a home care regimen for each consultation card. Highlight all contraindications, list why they are contraindications, and which options can be worked on.

Skin Analysis

- Create a list of aspects you look for while conducting a skin analysis.
- Complete five mini-skin analyses/consultations on the cosmetology clinic floor. Share your findings with a Learning Leader.
- Complete the five case studies handout. Create a suggested skin care regimen and game plan for each skin type.
- Complete the skin analysis assessment with a score of at least 90 percent.

Diseases and Disorders

- Chose five diseases or disorders of the skin; write a one-page report on what they are, what causes them, and how to correct them if possible. Share with a Learning Leader and the class.

Chemical Exfoliation

- Create a learning map on the differences between chemical exfoliation and mechanical exfoliation; share with a cosmetology Learning Leader.
- Create a portfolio; in the portfolio document a six-week series of chemical exfoliations on the same service guest. Once you have completed your six-week series, document your finding and results. Share with a Learning Leader.

Skin Types vs. Skin Conditions

- Using head sheets, draw a picture of each skin type; on the back, list possible conditions that may correlate with that skin type.
- Create a learning map on the differences between skin types and skin conditions; share your findings with a cosmetology Core class.

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The Learning Leader must initial and date each box.