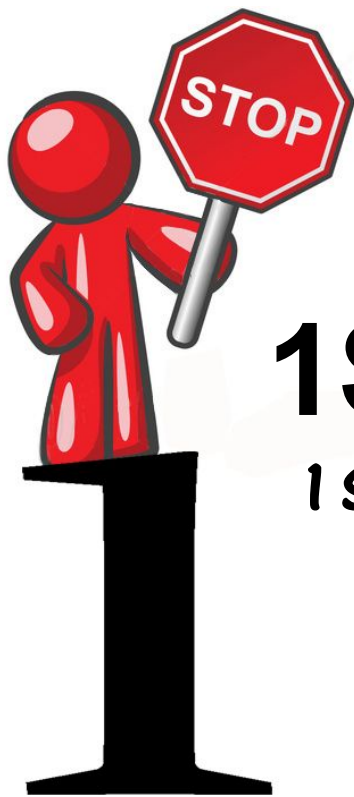


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**NORTH  
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24 HOUR  
CONTINUING  
EDUCATION  
COURSE  
FOR  
INSTRUCTORS**



**License renewal 2023 - 2025**



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## 1 STOP INSTRUCTORS 24-Hour CEU Course

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# SECTION 1

## Principles of Learning and Cognitive Processes

(Section 1: 14 CE Credit Hours / Instructors Training Only)

### Section 1 Learning Objectives:

Students that complete this course should gain an understanding of the subject of:

- Cognitive Psychology and Cognitive Processes as they relate to a student's ability to learn.
- Cognitive learning and learning theory
- Memory and how people learn, and retain information
- Short-term memory, how it functions and how to increase it
- Errors in memory and the typical causes
- Guidelines to improve memory and the use of mnemonic devices
- Serial position effects including, primacy, and recency effects
- Certain teaching principles that help short-term memory become long-term
- Identify long-term memory and its various categories
- Problems relating to long-term memory and their cause
- Association and meaningfulness of content and how it relates to long-term storage
- Organization of memory and memory clustering, ways the brain stores data
- Methods of delivering information in a way that the student can retain it
- Learning and teaching content, in a learning environment
- Instructors methods of delivering information
- Types of learning material as content type
- The deductive and inductive methods of presenting instructional content
- The Inquisitory and expository approaches to helping students to learn
- Developing an instructional system design for the content you teach
- Instructional system design concept Map and how it applies to developing a plan
- The purpose and importance of a lesson plan
- How to design a lesson plan and lesson plan format
- Considerations when developing lesson plans
- Steps to developing an effective lesson plan and a sample lesson plan

### Section 1 Narrative Outline

Cognitive processes are very important for human behavior. It is about knowledge and the way people use their knowledge. The first section is about storing knowledge in memory and about the accuracy of the stored information. It is a section in which we will explain how you can recognize, for example, a dog as being a dog.

The second paragraph is about memory. It describes different phases in remembering. The last part tells you how you can improve your memory.

The third paragraph is about understanding and using language. How come you recognize texts and know what it means? How do you develop your speech so you can use your language in daily life?

In the fourth paragraph we will explain intelligence. How can you measure intelligence and what is the connection between creativity and intelligence? We will tell you something about the genetic influence on intelligence; how come some people are so smart, while others are less intelligent?

The last paragraph is about learning. There are several theories about this topic. They explain the simple ways of learning, like for example the way a dog learns a trick. But they also explain the more complicated things that are learned by cognitive learning. An example of this could be learning the content of this site. The last part of this paragraph is about computer-assisted learning.

## PART I - LEARNING AND MEMORY

(6 Credit Hours)

### Cognitive Psychology

Cognitive psychology is the branch of psychology concerned with the acquisition, processing, and storing of information. Cognitive psychology studies mental processes including how people think, perceive, remember and learn. As part of the larger field of cognitive science, this branch of psychology is related to other disciplines including neuroscience, philosophy, and linguistics. The core focus of cognitive psychology is on how people acquire, process and store information. There are numerous practical applications for cognitive research, such as ways to improve memory, how to increase decision-making accuracy, and how to structure educational curricula to enhance learning.

### Cognitive Processes

**Cognitive learning** is defined as the acquisition of knowledge and skill by mental or cognitive processes —; the procedures we have for manipulating information 'in our heads'. Cognitive processes include creating mental representations of physical objects and events, and other forms of information processing. Cognitive learning is best described as thinking activity that causes a change in the behavior of a student. The results of learning can be seen in the actions of the student once the student has processed the information given to them by a teacher. The process can involve short-term or long-term memory of the student. Cognitive behaviors are known as thinking behavior.

In *cognitive learning*, the individual learns by listening, watching, touching, reading, or experiencing and then processing and remembering the information. Cognitive learning might seem to be passive learning, because there is no motor movement. However, the learner is quite active, in a cognitive way, in processing and remembering newly incoming information.

Cognitive learning enables us to create and transmit a complex culture that includes symbols, values, beliefs and norms. Because cognitive activity is involved in many aspects of human behavior, it might seem that cognitive learning only takes place in human beings. However, many different species of animals are capable of observational learning. For example, a monkey in the zoo, sometimes imitates human visitors or other monkeys. Nevertheless, most information about cognitive learning is obtained from studies on human beings.

Closely related to cognitive learning is behavioristic learning since we can observe behavior changes as a result of cognitive learning. Teachers deliberately sire information and activities to the student to cause changes in student behavior.

The goal of the Cosmetology Teacher is to achieve behavior changes that can be seen in the student once the student has been siren information. Using textbook materials, demonstrating techniques and asking specific questions can induce learning that will be reflected in the student's behavior.

Recognizing the behavior changes is a practical evaluation of changes in the student's mind that has produced learning. In addition, once the teacher observes the student joins an activity correctly that they have learned through various classroom activities, the teacher can then determine that successful learning has occurred within the mind of the student. Learning greatly involves memory.

### **Memory Explained**

If our brains were computers, we'd simply add a chip to upgrade our memory. However, the human brain is more complex than even the most advanced machine. Simply put, memory is the mental activity of recalling information that you have learned or experienced. That simple definition, though, covers a complex process that involves many different parts of the brain. If our brains were computers, we'd simply add a chip to upgrade our memory. However, the human brain is more complex than even the most advanced machine. Just like muscular strength, your ability to remember increases when you exercise your memory and nurture it with a good diet and other healthy habits. There are a number of steps you can take to improve your memory and retrieval capacity. Physical exercise and engaging your brain with intellectually stimulating activities will not only improve your memory; it can also afford your brain greater protection against disease or injury as you age. First, however, it's helpful to understand how we remember. Memory can be short-term or long-term. In short-term memory, your mind stores information for a few seconds or a few minutes: the time it takes you to dial a phone number. Your brain is also meant to hold an average of seven items.

### **Short-Term Memory**

STM (short term memory) is the system the brain uses to remember information that's currently in use. Most of us can hold five to nine items in short term memory and tend to forget the middle ones if more are added. It is believed that when our sense receptors (eyes, ears, touch etc.) send nerve messages to our brains, the sensory stimulus forms a very short-lived sensory memory. If we pay attention to it for a few seconds, it gets stored in the short-term memory, where it can be easily disrupted by other strong or distracting stimuli. If it isn't disturbed, it'll last for up to a minute.

PET (positron emission tomography) and MRI (magnetic resonance image) brain scans have shown that the prefrontal cortex, in the forehead area of the brain seems to be critical for this short-term memory. Brain injuries in this region often cause short-term memory loss.

Short-Term Memory (STM), can involve immediate recall such as when a student looks up a definition of a word. They can *immediately recall* it when asked to repeat the definition. Short-term memory involves the amount of time taken to recall information and how much information was learned in that time period. Experts agree that time can vary from 18 to 30 seconds for short-term memory.

Also, with short-term memory comes forgetting. There are several causes for forgetting.

### **Errors in Memory**

Explanations for forgetting have been identified and grouped into four major reasons. People forget due to:

- Retrieval Failure
- Interference
- Failure to Store
- Motivated Forgetting

### **Retrieval Failure**

Have you ever felt like a piece of information has just vanished from memory? Or maybe you know that it's there, you just can't seem to find it. One common cause of forgetting is simply an inability to retrieve a memory. One explanation for why retrieval fails is known as decay theory. According to this theory, a memory trace is created every time a new theory is formed. Decay theory suggests that over time, these memory traces begin to fade and disappear. If information is not retrieved and rehearsed, the chance for forgetting increases gradually over time.. One problem with this theory, however, is that research has demonstrated that even memories that have not been rehearsed or remembered are remarkably stable in long-term memory.

### **Interference**

Another theory known as interference theory suggests that some memories compete and interfere with other memories. When information is very similar to other information that was previously stored in memory, interference is more likely to occur. If a student is reading lesson material concerning semi-permanent haircolor and for example you interrupt to introduce another similar topic such as permanent haircolor. The chance of short-term memory forgetting is increased.

There are two basic types of interference:

- Proactive interference is when an old memory makes it more difficult or impossible to remember a new memory.
- Retroactive interference occurs when new information interferes with your ability to remember previously learned information.

If a student is reading lesson material concerning one subject and is for example interrupted by the teacher introducing a new topic. The chance of short-term memory forgetting is high. Even if the interruption information is similar to what the student was reading it can still interfere with the retention of the read information.

## Failure to Store

We also forget information because it never actually made it into long-term memory.

*Encoding* is a human learning method. *Encoding* means to process information using reasoning that the information is meaningful to the student. The importance level that the student perceives plays a part in learning the information. Encoding failures sometimes prevent information from entering long-term memory. In one well-known experiment, researchers asked participants to identify the correct U.S. penny out of a group of incorrect pennies (Nickerson & Adams). Try doing this experiment yourself by attempting to draw a penny from memory, and then compare your results to an actual penny.

How well did you do? Chances are that you were able to remember the shape and color, but you probably forgot other minor details. The reason for this is that only details necessary for distinguishing pennies from other coins were encoded into your long-term memory.

The learner can encode the information as important and further use the other methods such as rehearsing and chunking resulting in successfully recalling the information.

## Motivated Forgetting

Sometimes, we may actively work to forget memories, especially those of traumatic or disturbing events or experiences. The two basic forms of motivated forgetting are:

- Suppression, a conscious form of forgetting, and
- Repression, an unconscious form of forgetting.

However, all psychologists do not universally accept the concept of repressed memories. One of the problems with repressed memories is that it is difficult, if not impossible, to scientifically study whether or not a memory has been repressed. Also note that mental activities such as rehearsal and remembering are important ways of strengthening a memory, and memories of painful or traumatic life events are far less likely to be remembered, discussed or rehearsed.

## Information Overload and Short-Term Memory

Another short-term memory problem is overloading. According to cognitive load theory, we can only process a minimal amount of new information at any one sitting without overloading the brain. Try to process too much, and nothing will be learnt. As apposed to overloading a student, perhaps we should look at quality, rather than quantity

“Information overload” is a term popularized by Alvin Toffler reffering to the difficulty a person can have understanding an issue and making decisions that can be caused by the presence of too much information. The term itself is mentioned in a 1964 book by Bertram Gross, “The Managing of Organizations”.

Overloading means exactly what it says. The learner tries to recall too much at one time. Because the learner is not grouping information, the information cannot be recalled easily and all or some information can be completely forgotten.



### Tip of the Tongue Learning

Have you ever been asked a question that you know the answer to, but found yourself struggling to think of the correct word? While it may be tempting to spend some time struggling to find the answer, research by cognitive psychologist Karin Humphreys and Amy Beth Warriner suggests that the more time you spend trying to remember a word on the tip of your tongue actually makes it more likely that you'll struggle with the word again in the future.

The research shows that it might not be a case of everyone having certain words that are difficult for them to remember, but that by getting into a tip-of-the-tongue state on a particular word once, they actually learn to go into that incorrect state when they try to retrieve the same word again."

"The longer they stayed in that tip-of-the-tongue state on the first day, the more likely they were to get into a tip-of-the-tongue state on that word on the second day," explains Humphreys. The extra time that people spend trying to dredge up the word is what the researchers describe as "incorrect practice" time. Instead of learning the correct word, people are learning the mistake itself.

The study has important applications for students and educators. Encourage the student during your next study session, to resolve the problem by looking up the correct answers rather than trying to recall the information. Then with the correct answer recommend that for the student to break the cycle by repeating the word to themselves, either silently or out loud. This step creates another procedural memory that helps minimize the negative effect of the prior incorrect practice

For teachers, the study indicates that it is more beneficial to provide students with the right answer rather than letting them struggle to recall it on their own.

How can you prevent future problems following a tip-of-the-tongue event? Unpublished research by Warriner, an undergraduate student at McMaster University, suggests that the best way to break the cycle is to repeat the word to yourself, either silently or out loud. According to Humphreys, this step creates another procedural memory that helps minimize the negative effect of the prior incorrect practice.

The learner can encode the information as important and further use the other methods such as rehearsing and chunking resulting in successfully recalling the information.

### General guidelines to improve memory

Being an important part of Cognitive Learning, short-term memory must occur in the learner so interaction and information retention can occur. Barring disease, disorder, or injury, it is possible to learn how to improve your memory. There are ways to improve short-term memory in the learner. Chunking is one method.



**Pay attention:** For a student to remember a task they have to learn it, and to learn a task sufficiently so as to encode it into the brain —enough attention must be paid. It takes about eight seconds of intense focus to process a piece of information into your memory. Students that are easily distracted should receive information in a quiet place where there will be no interruptions.

**Tailor information acquisition to your learning style.** Most people are visual learners; they learn best by reading or otherwise seeing what it is they have to know. But some are auditory learners who learn better by listening. They might benefit by recording information they need and listening to it until they remember it.

**Relating information:** Have the student associate that task that you are teaching with something that they already know. Connecting new data to information they already remember, whether it's new material that builds on previous knowledge makes it easier to retain the new information.

**Organize information.** Have the student write down notes on more complex material and reorganize the notes into categories later. Use both words and pictures in learning information.

**Understand and Interpret.** Have the student re-phrase what you just said to them when teaching a service. If they can explain back what you just said in their own words and they are correct, then you know that the student has comprehended the lesson. If the student cannot recount the information back to you they need to work with it more, the information cannot encode in the mind until it is completely understood.

**Rehearsal** is another method of short-term memory. Rehearse information frequently and “over-learn”. Rehearsal means to actively process in the mind, the information, by saying the information aloud to oneself and also, visualizing it in the mind. Review the lesson that is taught at the end of the session to reinforce the information. Information learned should be reviewed the same day it is learned it, and at intervals thereafter. It is an intrinsic (self involvement) method of learning. It could involve the spelling of a definition or term and visualizing it's meaning. What researchers call “spaced rehearsal” is more effective than “cramming.” Encourage students to over-learn information so that recalling it becomes simple and accurate.

The learner can encode the information as important and further use the other methods such as rehearsing and chunking resulting in successfully recalling the information.

### **Chunking Information**

Chunking information is the grouping of information into units of chunks. The number of items can effect how much the learner will retain. “**Chunking**” information; that is, arranging a long list in smaller units or categories that are easier to remember. If you can reel off your Social Security number without looking at it, that's probably because it's arranged in groups of 3, 2, and 4 digits, not a string of 9.

For example if the student is learning that for wrapping a perm, the proper procedure is to first section the hair, then comb the hair section, place the end wraps to catch the hair ends, then roll the hair onto the perm rod, then secure the hair with a clip: the learner can chunk this information into the thought: comb, catch, curl, clip. They would focus on the 4 Cs; comb, catch, curl, clip.

## **Sleep and Memory**

There's a plethora of research on the subject of techniques for memory improvement. One proven technique that requires no effort or expense is a good night's sleep. Research has shown that we learn things far better after we've slept sufficiently and that sleeping well after learning new information does wonders for fixing the information in memory. Require your students to come to class with sufficient sleep, trying to show or explain difficult information to a student that is tired is a waste of time. The information cannot be remembered because the information is not making it in as stored information.

## **Mnemonic devices to improve memory**

**Acronyms:** which are initials that create pronounceable words. The spaces between the lines on the treble staff, for example, are F, A, C, and E: FACE.

**Sentences with associated letters:** in which the first letter of each word is part of or represents the initial of what you want to remember. Millions of musicians, for example, first memorized the lines of the treble staff with the sentence “Every good boy does fine” (or “deserves favor”), representing the notes E, G, B, D, and F. Medical students often learn groups of nerves, bones, and other anatomical features using nonsense sentences.

**Rhymes and alliteration:** remember learning “30 days hath September, April, June, and November”? A hefty guy named Robert can be remembered as “Big Bob” and a smiley co-worker as “Perky Pat” (though it might be best to keep such names to yourself).

**Jokes:** or even off-color associations using facts, figures, and names you need to recall, because funny or peculiar things are easier to remember than mundane images.

**Visual images:** a microphone to remember the name “Mike,” a rose for “Rosie.” Use positive, pleasant images, because the brain often blocks out unpleasant ones, and make them vivid, colorful, and three-dimensional — they’ll be easier to remember.

**“Method of loci”:** This is an ancient and effective way of remembering a lot of material, such as a speech. You associate each part of what you have to remember with a landmark in a route you know well, such as your commute to work. Suggest to the student that they recall a route that they have traveled frequently for a long time, an example might be their bank; have them recount the path that they take every time that they travel to the bank from there home, then associate blocks of information with them to each stop that they have to take along the way to the bank.

**Pay extra attention to difficult information:** Have you ever noticed how it's sometimes easier to remember information at the beginning or end of a chapter? Researchers have found that the position of information can play a role in recall, which is known as the *serial position effect*. While recalling middle information can be difficult, students can overcome this problem by spending extra time rehearsing this information or try restructuring the information so it will be easier for the student to remember. When you come across an especially difficult concept, devote some extra time to encoding the information into a student's memory.

### **Serial Position Effect**

The serial position effect, a term coined by Hermann Ebbinghaus, refers to the finding that recall accuracy varies as a function of an item's position within a study list. When asked to recall a list of items in any order (free recall), people tend to begin recall with the end of the list, recalling those items best (the recency effect). Among earlier list items, the first few items are recalled more frequently than the middle items (the primacy effect).

One suggested reason for the primacy effect is that the initial items presented are most effectively stored in long-term memory because of the greater amount of processing devoted to them. (The first list item can be rehearsed by itself; the second must be rehearsed along with the first, the third along with the first and second, and so on.) One suggested reason for the recency effect is that these items are still present in working memory when recall is solicited. Items that benefit from neither (the middle items) are recalled most poorly.

There is experimental support for these explanations. For example:

- The primacy effect (but not the recency effect) is reduced when items are presented quickly and is enhanced when presented slowly (factors that reduce and enhance processing of each item and thus permanent storage)
- The recency effect (but not the primacy effect) is reduced when an interfering task is given; for example, subjects may be asked to compute a math problem in their heads prior to recalling list items; this task requires working memory and interferes with any list items being attended to

### **Primacy effect**

The primacy effect, in psychology and sociology, is a cognitive bias that results from disproportionate salience of initial stimuli or observations. For example, a subject who reads a sufficiently long list of words is more likely to remember words toward the beginning than words in the middle.

The phenomenon is said to be due to the fact that the short-term memory at the beginning of whatever sequence of events is being presented, is far less "crowded" and that since there are far fewer items being processed in the brain at the time when presented than later, there is more time for rehearsal of the stimuli which can cause them to be "transferred" to the long-term memory for longer storage.

The recency effect is comparable to the primacy effect, but for final stimuli or observations. Taken together the primacy effect and the recency effect predict that, in a list of items, the ones most likely to be remembered are the items near the beginning and the end of the list (serial position effect). Lawyers scheduling the appearance of witnesses for court testimony, and educators scheduling a list of speakers at a conference, take advantage of these effects when they put speakers they wish to emphasize at the very beginning or the very end of a long list.

### **Recency effect**

The recency effect, in psychology, is a cognitive bias that results from disproportionate salience of recent stimuli or observations. People tend to recall items that were at the end of a list rather than items that were in the middle of a list. For example, if a student completes an equal total number of men's cuts to women's cuts during a weeks training, but there happens to be a glut of men clients at the end of the training week, they are likely to conclude there were more men's cuts than women's cuts throughout the training period.

## **Teaching Principles that help Short-Term Memory**

### **How to Teach Chunking**

It is extremely important to be consistent when constructing materials using methods to strengthen the students' capacity to learn especially ill chunking strategies.

A good rule is to group information specifically and not random. Use about 5 items at a time in the grouping when using visual aids such as overhead projectors or handouts.

Keep the list of tennis and definitions to about the same amount usually groupings of 5 to - words are comfortable to the learner. Chunk together descriptions when possible such as the 3 C's, as discussed earlier, representing comb. curl and clip. Chunking practices have proven to be a highly successful method of learning especially in the field of Cosmetology.

Short-term memory can be transferred to long-term memory by implementing a combination of methods of training such as encoding, chunking, and rehearsal

### **Long-Term Memory**

Long-term memory (LTM) involves the information you make an effort (conscious or unconscious) to retain, because it's. Long-term memory is a permanent storage area of the brain with an amazing capacity to store information over an extended period, it contains years and decades, up to a whole lifetime of memories. Long-term memory is where the groupings of short-term memories are stored. Implicit, or procedural memory is not dependent on conscious recall, and is mostly used for motor skills like tying shoelaces and riding a bike. Such memories are acquired, often slowly, by repetition and become automatic, with high resistance to change or loss. So you can ride a bike all your life once you've learned, even if you don't go near one for years.

Explicit, or declarative memory concerns conscious recall of facts, like names and dates. We are quick to acquire such memories and quick to lose them. In fact, forgetfulness seems to be

a tool the brain uses, whereby only the most relevant and frequently accessed memories are recalled while similar but less used ones are actively suppressed, to avoid confusion and memory overload. When you change your password on your computer, you may find that you mix up old and new at first. But after repetition you develop a stronger memory of the new one, while your brain suppresses the less relevant memory of the old one.

The parts of the brain involved in explicit long-term memory are known as the "higher" areas or the forebrain, and include the hippocampus, which is part of the brain's emotion system and is involved in acquisition of new memories. Memories that are strongly charged with emotion are most likely to go into long-term memory. If the emotion is positive, they seem to go into a different brain region than the memories where the emotion is negative. Alzheimer's affects the hippocampus first and severely, so new memories often falter first. The more automatic, implicit long-term memory is controlled by the hindbrain, the cerebellum and spinal cord.

Long-term memory can be categorized into types such as:

### **Episodic Memory**

Episodic memory, sometimes referred to as personal memory, refers to our ability to recall personal experiences from our past. When we recount events that happened during our childhood, a ballet we saw last week, or what we ate for breakfast, we are employing our long-term episodic memory. As its name suggests, this aspect of memory organizes information around episodes in our lives. When we try to recall the information, we attempt to reconstruct these episodes by picturing the events in our minds. Episodic memory enables us to recall not only events, but also information related to those events, such as the time, the situation and context of an event.

### **Semantic Memory**

Semantic memory sometimes explained as "understanding memory" consists of the recall of the understanding of a specific rule or word or idea of the event remembered. Semantic memory stores facts and generalized information. It contains verbal information, concepts, rules, principles, and problem-solving skills. While episodic memory stores information as images, semantic memory stores information in networks or schemata. Information is most easily stored in semantic memory when it is meaningful - that is, easily related to existing, well-established schemata. When we retrieve information from schematic memory, we mentally follow pathways in the brain. By using information on numerous occasions after it has been initially learned, we solidify the connections among elements of information, make it easier to retrieve when we need to use it, and make it more likely that this information will be available to help us accept and store additional information in the future.

### **Procedural Memory**

Procedural memory, also called "how to memory" consists of the recall of the use of an object or an event such as in the practical application of a rattail comb used when teasing hair. Procedural memory refers to the ability to remember how to perform a task or to employ a strategy. The steps in various procedures are apparently stored in a series of steps,

or stimulus-response pairings. When we retrieve information from procedural memory, we retrieve one step, which triggers the next, which triggers the next, etc.

These various parts of long-term memory do not operate in isolation from one another. While it is not clear *how* they work together, it is clear that they are related and overlap.

Some information that you store in long-term memory requires a conscious effort to recall:

- Episodic memories, which are personal memories about experiences you've had at specific times.
- Semantic memories, (factual data not bound to time or place), which can be everything from the names of the planets to the color of your child's hair.

Another type of long-term memory is procedural memory, which involves skills and routines you perform so often that they don't require conscious recall.

### Memory Areas of the Brain

Areas of the brain important in the formation and retention of memory:

- The hippocampus plays the single largest role in processing information as memory.
- The amygdala helps imprint memories that involve emotion.
- The cerebral cortex stores most long-term memory in different zones, depending on whether the information involves: language, sensory input, problem solving, and so forth.
- In addition, memory involves communication among the brain's network of neurons, millions of cells activated by brain chemicals called neurotransmitters.

Stages of memory foundation and maintenance

There are three stages that the brain goes through in forming and retaining memories.

Stages of Memory Foundation and Maintenance		
Acquisition →	Consolidation →	Retrieval
New information enters your brain along pathways between neurons. The key to encoding information into your memory is concentration; unless you focus on information intently, it goes "in one ear and out the other." This is why teachers are always nagging students to pay attention!	If you've concentrated well enough to encode new information in your brain, the hippocampus sends a signal to store the information as long-term memory. This happens more easily if it's related to something you already know, or if it stimulates an emotional response.	When you need to recall information, your brain has to activate the same pattern of nerve cells it used to store it. The more frequently you need the information, the easier it is to retrieve it along healthy nerve cell connections.

### Problems Related to Long-Term Memory

There are two major problems related to the use of long-term memory:

- (1) to transfer the information accurately to long-term memory and
- (2) to retrieve the information accurately. The primary strategy for transferring information from working memory into long-term memory is referred to as **encoding or elaboration**.

These terms refer to the process of relating information to other information that is already stored in long-term memory. Piaget and other constructivists have developed detailed theories regarding how information is stored in long-term memory, and some aspects of these schemata theories should be considered directly compatible with the information presented in this section.

## **Long-Term Storage of Information**

### **Meaningfulness of Information**

The key ingredient that facilitates long-term storage is meaningfulness. This term refers not to the inherent interest or worthiness of information, but rather to the degree to which it can be related to information already stored in our long-term memory. One concept or piece of information is more meaningful than another if the learner can make a larger number of connections between that piece of information and other information already in long-term memory.

Since meaningfulness is a critical factor in storing information, one of the most important strategies for promoting long-term storage and retrieval of information is to have the student learn it in a meaningful context. Since meaningfulness refers to the number of connections between new and old information, one of the best ways to promote meaningfulness is for the learner to have an abundance of information related to a topic already well organized in long-term memory.

Another valid insight is that learners may have numerous ideas that are in fact related to a topic but may need help seeing and making the connections. Find things in a student's day to day life that can be compared to the task or service that you are teaching them, associating new information with information that is already stored in long term memory increases the student's ability to encode or store what it is that you are teaching them.

### **The Organization of Memory**

The ability to access and retrieve information from long-term memory allows us to actually use these memories to make decisions, interact with others, and solve problems. But how is information organized in memory? The specific way information is organized in long-term memory is not well understood, but researchers do know that these memories are arranged in groups.

**Clustering** is used to organize related information into groups. Information that is categorized becomes easier to remember and recall. For example, consider the following group of words:

Desk, apple, bookshelf, red, plum, table, green, pineapple, purple, chair, peach, yellow

Spend a few seconds reading them, then look away and try to recall and list these words. How did you group the words when you listed them? Most people will list using three different categories: color, furniture and fruit.



### **Semantic Network Model**

One way of thinking about memory organization is known as the semantic network model. This model suggests that certain triggers activate associated memories. A memory of a specific place might activate memories about related things that have occurred in that place. For example, thinking about a certain campus building might trigger memories of attending classes, studying and socializing with peers.

### **Instructors Tips for Information Delivery**

These are some things that an instructor can do To Help the Learner Transfer the Information Accurately from Working Memory to Long-Term Memory.

- Treat the information actively rather than passively. Interact with the information in meaningful ways: ask yourself questions about it, have the learner diagram it, outline it, etc.
- Look for relationships between the new information and other information that is already in long-term memory.
- Look for differences between the new information and other information that is already in long-term memory.
- Use mnemonic strategies.

## **PART II – LEARNING AND TEACHING CONTENT**

**(2 Credit Hours)**

This section of the course will take a look at the Instructing content and the various ways as an instructor you can choose to deliver information in a useful and meaningful way, so as to provide the student with a more effective learning experience. This section will examine the various tools and methods used to teach, with a focus on making a lesson plan, to map out how you intend to deliver the material that you expect the student to learn.

### **Learning and the Environment**

In *Simulations and the Future of Learning: An Innovative (and Perhaps Revolutionary) Approach to e-Learning* writes that It is not the normal "how to" textbook, but rather a true story about building a leadership simulation. It is quite interesting and highly recommended. In the book, Aldrich discusses three types of contents: linear, cyclical, and open-ended. He recently refined and elaborated on this concept with a paper titled *Six Criteria of an Educational Simulation*. In the paper, Aldrich writes that there are six criteria that compose an educational experience: or learning environment

- **Delivery Elements**
  - Simulation
  - Game
  - Pedagogy
- **Content Types**
  - Systems
  - Cyclical
  - Linear

## Content Types

Content types describe directional flow of the content. Linear content is presented with one event or step following the next. It is perhaps the most widely used type of all as it provides a solid background (and it is simple to build). Cyclical content addresses "muscle memory," such as learning to hit a tennis ball, pedal a bike, play the piano, or type. While linear content is more or less academic, in that it helps to describe a task; cyclical content goes beyond this to actually learning a skill. System content deals with complex relationships.

For example, when learning to drive:

- **Linear:** Starting the car by fastening seat belt, inserting and turning the key, putting it in drive, etc.
- **Cyclical:** Starting and stopping. Telling someone to make the car move by stepping on the gas and make it stop by pressing the brake pedal is linear, but having them actually learn by doing is cyclical in that it requires muscle memory.
- **System:** Driving the car under real conditions so that you have the various interactions of law, other drivers (both bad and good), weather conditions, maneuvering the car, and navigating.

## Delivery Elements

Normally, the most successful educational experiences are built on three delivery elements: simulation, game, and pedagogical. Pedagogical or didactic elements ensure that the learner's time is productive. Game interactions provide familiar and entertaining interactions. While simulation elements provide reality.

Going back to the driving example:

- **Pedagogical:** testing the learners on rules of the road
- **Game:** Using an arcade driving game to teach the learners how to steer
- **Simulation:** Driving a car in a mock-up or simulated driving course

## Learning Methodology: Providing a Learning Environment

The two concepts of delivery elements and content types are quite interesting in that they give us a wider platform for building learning programs. Listed below are five other considerations (they are covered in more detail at ISD at Warp Speed).

There are two main methods for presenting instructional content:

**Deductive:** having the learners work from general information to examples

**Inductive:** giving the learners examples to abstract

In addition, there are two main approaches for helping the learners to learn:

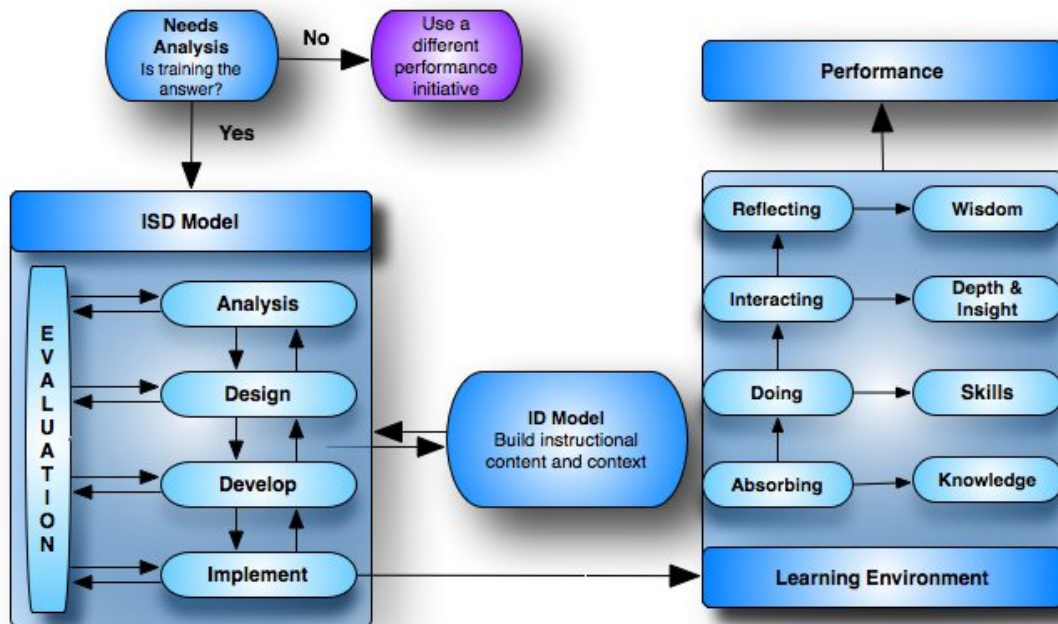
**Inquisitory:** having the learners find examples or general information

**Expository:** explicitly giving examples and general information

When we put all the above "design" considerations together, we have to "develop" (build) it for a type of media, such as web, classroom, text, combination (blended), or more simply, a Learning Framework. Thus, when building a learning package or program, it helps to think of a wider framework than simply shoveling the content (subject matter) to the learners. That is, one has to start thinking of the context that will support it.

## Instructional System Design Concept Map

The main goal of an ID (Instructional Design) model or process is to construct a learning environment in order to provide the learners with the conditions that support the desired learning processes.



## Media

Media is the plural of medium, which in learning and training environments, is the means of communicating and transferring a learning concept or objective to another individual. Media are the replicable “means”, forms, or vehicles by which instruction is formatted, stored, and delivered to the learner.

## Methods

Learning methods are the conditions, which can be implemented to foster the acquisition of competence (Glaser, 1976). It helps to shape information that compensates for or supplants the cognitive process necessary for achievement or motivation (Clark, 2001).

For example, Keller's Personalized of Instruction (PSI) is normally presented in text, which is the medium. It then uses methods to structure and self-pace the lessons in order to increase the possibility of learning.

## Strategies

Learning strategies determine the approach for achieving the learning objectives and are included in the pre-instructional activities, information presentation, learner activities, testing, and follow-through. The strategies are usually tied to the needs and interests of students to enhance learning and are based on many types of learning styles (Ekwensi,

Moranski, & Townsend-Sweet, 2006). Learning strategies basically encompass the entire spectrum of a learning environment, to include processes, such as media, methods, technologies, and styles.

## **PART III – CREATING A LESSON PLAN**

**(2 Credit Hours)**

### **WHAT IS A LESSON PLAN?**

Sometimes there is confusion among training providers and instructors as to what constitutes a Lesson Plan. Many confuse this term with the “Outline” or “class schedule.” A Lesson Plan should consist of two elements:

1. A detailed description of **what** the instructor will be teaching (instructional notes, cues, or major points), and
2. **How** the material will be taught (methods).

Though cosmetology curriculum is standardized throughout the state, there is great variation in methods of presentation. Not only is this variation acceptable, it also allows for tailoring of the course to meet the students learning styles and needs.

### **Lesson Plans Should Be In Detail**

Your Lesson Plan should be in sufficient detail to show major teaching points and how the material will be presented - for instance, what type of exercises will be used in the classroom, films shown, when handouts will be distributed to support the learning, etc. The Lesson Plan should be in more detail than mere mention of Lecture, Film, or Demonstration. Ideally, a substitute instructor should be able to train from the Lesson Plan with minimal briefing.

### **PURPOSE OF LESSON PLANS**

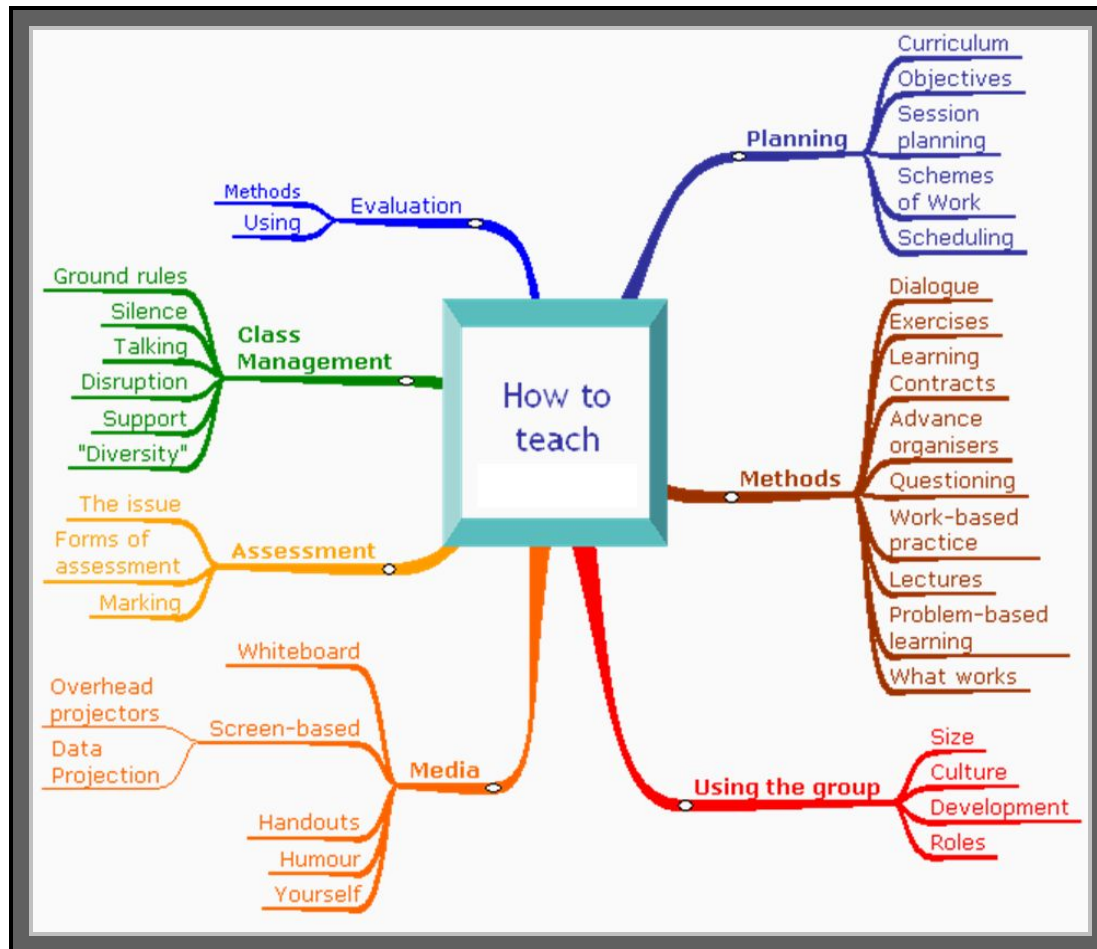
1. Provide instructional cues.
2. Organize timing and sequence.
3. Allows others to teach in your absence.
4. Source of test items.
5. Documentation for court or grievance.
6. Can use to cross check for repetition among instructors.
7. Equipment and room setup checklist for instructor, coordinator or provider.

### **INGREDIENTS OF A LESSON PLAN**

1. Time allocation
2. Room setup
3. Equipment needed
4. Handouts/trainee reference materials needed
5. Content notes
6. Notation of test type
7. Objectives/points
8. Methods of instruction
9. Exercises/activities for participant
10. Instructions or materials for activities

## METHODS OF INSTRUCTION - EXAMPLES

- Lecture
- Demonstration
- Discussion
- Role-playing
- Workbooks
- Games
- Case study
- Simulation



## CONSIDERATIONS WHEN DEVELOPING LESSON PLANS

Instructors are recommended to develop Lesson Plans for the subject matter, which they present. When developing their Lesson Plans, the instructors should assume that the target population of the core training classes is the entry-level student with no prior training or experience in the subject field. Some trainees may have prior experience in the subject field however Lesson Plans should be designed to teach from a “no previous knowledge” perspective.

Regardless, the assumption of no prior training or experience ensures that the core training course will cover the needs of all entry level students, even those with no background at all. Also, it is important to be aware that entry training is not intended to produce a fully trained, experienced student capable of handling every service type. At best, formal training can only provide a basis and foundation for the student to build upon. The core course can and should

provide the trainee with the basic concepts, knowledge, and skills necessary to make sense of the service tasks and accelerate the hands on learning process.

### **STEPS TO DEVELOPING LESSON PLANS**

1. Review outline, performance objectives, related core tasks, knowledge skill maps, and testing requirements.
2. Decide instructional content.
3. Organize into learning sequence.
4. Match instructional content with appropriate methodology.
5. Write instructions for participant involvement, exercises, and activities.
6. Develop handouts, supporting reference material.
7. Identify equipment needed.
8. Decide room set-up.
9. Allocate time to each sequence.
10. Decide when testing given.
11. Perform a dry run training session, review the outcome and revise for clarification.

### **FIVE RULES OF LESSON PLAN DEVELOPMENT**

1. Avoid Brain Dump
2. Match Method to Topic
3. Avoid Expert Syndrome - Keep to the Basics so you don't teach over the student capacity.
4. Plan Participant Involvement, with activities that will include students that are less involved
5. Conduct dry run of the lesson plan, make notes on key points as you delivery the information and time each section so you can stay on tract, then make adjustments.

### **AVOIDING REPETITION IN CORE COURSES**

Some repetition is okay and is built into the course as reinforcers of important aspects. Repetition is not okay if unintentional. Example: two different instructors show same video. It happens!

Ways to avoid:

1. Look at entire outline and all performance objectives to see where your piece fits in.
2. Share your Lesson Plan with other instructors.
3. Coordinator identifies closely related modules, alerts instructors to potential overlap.
4. Compare test questions. If questions are the same for two different modules, it may mean instructors are not clear on scope of their presentation.

### **Sample Format**

The following sections are a suggested format for lesson plans. This is only a sample and does not contain content material. Course content and teaching methods, tools, and activities should be added by the Instructor. Enough information should be provided to show a clear picture of what is being presented and in what way. A completed sample follows the blank format.

**SAMPLE LESSON PLAN FOR THE COSMETOLOGY INSTRUCTOR****Level:****Subject:** Prepared**By:**

<b>Overview &amp; Purpose</b>  What will be learned and why it is useful.		<b>Education Standards Addressed</b>  What state/county education standards that this lesson satisfies.	
<b>TIME Teacher</b>	<b>Guide</b>	<b>Student Guide</b>	<b>EQUIPMENT</b>
<b>Objectives</b> (Specify skills/information that will be learned.)			<b>Materials Needed</b> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pencil</li> <li>• Others</li> </ul>
<b>Information</b> (Give and/or demonstrate necessary information)			
<b>Verification</b> (Steps to check for student understanding)			<b>HANDOUTS</b> Other Resources (e.g. Web, books, etc.)
<b>Activity</b> (Describe the independent activity to reinforce this lesson)			<b>METHOD</b>
<b>Summary</b>		<b>Content Notes</b>	<b>Additional Notes</b>



LESSON PLAN COVER SHEET	
Time Allocated:	
Number of Trainees:	
Room Set-up:	
Equipment:	
Set-Up Handouts:	
Testing:	
Objectives:	
NOTES:	

## PART IV – CURRICULUM DEVELOPMENT

(6 Hour)

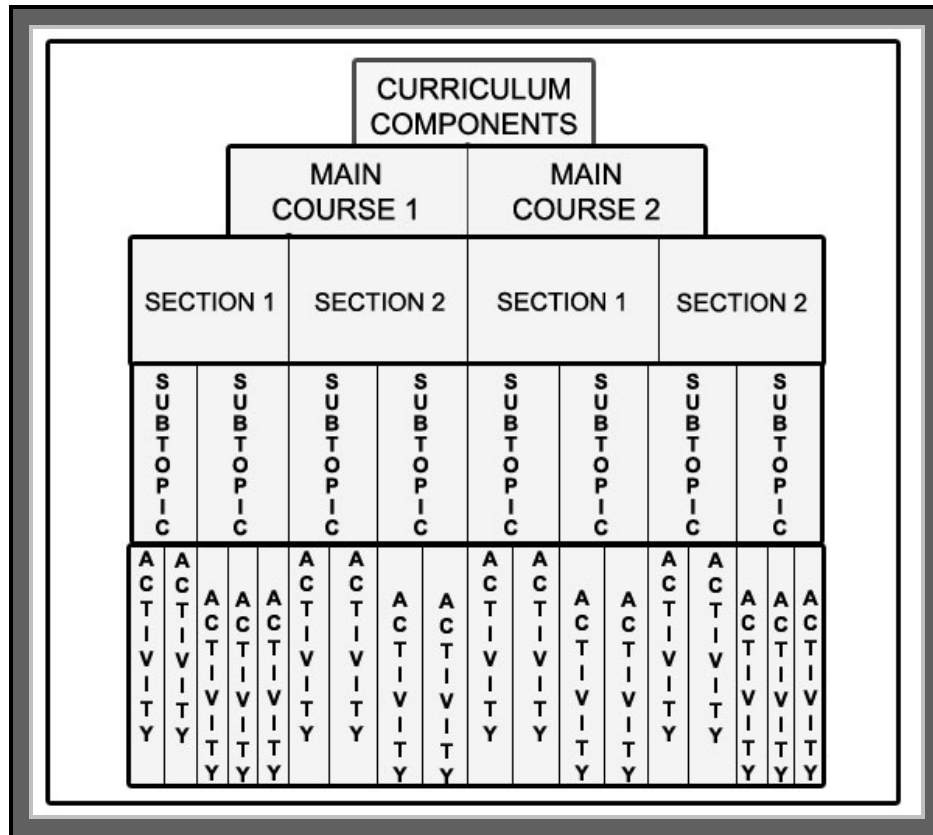
### Components of Curriculum Development

This section examines Teaching Methodology: Curriculum development and the components of a document.

#### Section Learning Objectives:

- Upon completion of this section a participant should be able to:
- List the components of a Course Outline and Unit Outline
- Explain the components of a Course Outline
- Explain the components of a Unit Outline
- Describe the all elements contained in a Lesson Outline

There is a basic pattern used to blueprint a course of study within a Cosmetology curriculum. Let us begin with an example using the topics of General Theory and Salon Management. The content of these topics would include scientific procedures, technical skills, and all sorts of specific knowledge needed in Occupational Cosmetology.



The course of study is sub-divided into Units, or Sections. Units or Sections are sub-divided into lessons and lessons are sub-divided into activities.

### Course Components

- A course of study will list and define the following:
- A description of the course
- Prerequisites, if any, needed to take the course
- Goals for each topic and competency
- Course goal statements
- Time allotments per topic and / or competency
- Instructional materials, supplies and equipment

### Description of The Course

- The course description defines:
- Information about what the student can expect to achieve from the course
- How one course relates to another
- Who is eligible to take the course
- How the completion of the course prepares them for the job it teaches

## **Prerequisites**

A complete list of prerequisites is provided for the student upon registering for a class. Usually there are prerequisites required. Normally this is covered at the time of admission to a college and not addressed as part of the course description.

Usually a reading proficiency level high enough to read and comprehend the subject material is the main concern. This is usually substantiated by a high school diploma or general education degree.

## **Content**

A list is made of the curriculum topics and then organized into a progressive sequence. The advisory committee that is developing the curriculum uses this list as the basis for the units. The units are further sub-divided into daily lesson plans and activities.

## **Goals**

Goals refer to more broad, general outcome. Objectives refer to a more specific, more narrowed outcome. Broad statements are used to list the goals of a course such as, what the student can expect to achieve while objectives statements are used to list specifics such as, identify modes of transmission of bacterial infection.

### **Other examples of course goals are:**

- To acquire knowledge and develop technical skills in the practice of Haircolor
- To acquire knowledge and apply rules of sanitation and sterilization in a salon
- To practice good listening skills with co-workers and clients while working in the salon

The idea of a broad outcome that is described in the example list of goals represents the fundamental idea of the course.

## **Course Credit Hours and Training Time**

The amount of time that it takes to complete the course units, lessons and activities is the time that is apportioned as credit hours of training for that course. The State Board of Cosmetology designates what subject matter is necessary for students to comply with state law education requirements, conversely, it is the educator who is responsible for amassing a sufficient amount of content to build a training experience that equates to the required amount of training time. Course content should consist of material and activities that teach participants the information they need to build skills to successfully reach the level of knowledge necessary to be licensed, while simultaneously completing the number of credit hours of training that by law is a condition of becoming licensed. In a classroom setting hours of training are computed by actual time in the classroom. Whereas, courses developed to be a self-taught training experience done either by home study method or web-based training, is not so easily distinguished. Because the capacity of individuals varies significantly it is impossible to create a single course that everyone will complete in the same amount of time. There is always going to be those that can complete the course in less time than some others. And as well, there are always going to be some that struggle to get through a course in any amount of time. So how under these circumstances does an instructor know when the content of the course that they have developed contains the required amount of

training time? In case of web based or self taught course style courses it is the average time required to complete the course that the course developer is aiming for. An average is acquired by using a sample group of participants with various levels of experience and understanding of the information that is the subject of the course. The sample group should have the same testing environment and circumstances and should be timed from the beginning of the reading of the training material, through any learning activities, all the way up until the last question of the learning assessment is answered. Total each of the times together and then average it by dividing the total time by the number of participants, this will give you the average amount of time that it takes to complete the course. The calculated amount of time is the amount of time that is apportioned as credit hours. This is as close to an actual time as is possible to arrive at, because no two people are alike and that holds true to their leaning capacity.

### **Materials, Supplies and Equipment**

When determining what you will need to teach a course, you need to consider each activity, and what you will need for the activity, as well as any handouts you intend to give and if you will be presenting media, what type and what you will need to show it. Basically you need to make a list of all materials, supplies and equipment that it will take to teach the class as you have laid out in your Lesson Plan. The list may include things such as reading materials, textbooks, study guides, instructional supplies, tools and equipment. The materials and equipment supply list needs to be made part of the course outline, for each course you develop.

### **Course Outline**

The course outline is generated to reflect all of the necessary official information.

## **SAMPLE COURSE OUTLINE**

### **COURSE DESCRIPTION**

Sanitation and Sterilization Fundamentals, includes the basic knowledge of bacterial and viral infection and contamination. This course includes bacteriology, contamination, sterilization, disinfection, and sanitation. This course also contains laws and rules required to maintain a clean and sanitized salon environment.

**PREREQUISITES:** That you are a licensed cosmetologist in the state of North Carolina and that you have a current valid license that you are renewing.

### **COURSE CONTENT**

Microorganisms and their Origin  
 Modes of transmission of bacteria  
 Stages of bacteria life cycle  
 Viruses and their Origin  
 Modes of transmission of viruses  
 The life cycle of a virus  
 Modes of transmission of a virus

Ways to prevent spreading of infectious germs  
The differences in sanitation disinfection and sterilization practices  
EPA approved disinfection solutions for the salon  
Disinfection procedures and storage of implements  
Sanitation of the work area  
Antiseptics vs. Disinfectants  
Universal Precautions for the salon

### **COURSE GOALS**

- The purpose of this course is for the participants to learn:
- What bacteria are and its origin
- The life cycle of bacteria, how they grow and reproduce
- The ways that bacterial and bacterial infections spread
- The meaning of contagious and communicable
- The way to kill bacteria and control bacteria from spreading
- The difference between bacteria and a virus
- What virus is and its origin
- The life cycle of virus, how they grow and reproduce
- The ways that virus and bacterial infections spread
- The meaning of contagious and communicable
- The way to kill virus and control bacteria from spreading
- Methods of decontamination
- The difference between Sterilization and Sanitation
- The difference between Disinfectants and Antiseptics
- Know the process to disinfect salon tools and equipment
- Know the proper procedures to store clean implements
- Know the proper way to dispose of contaminated tools
- How to properly handle salon laundry safely
- Use the Universal Precaution when providing salon services

**TRAINING TIME:** 3 Training / Credit Hours

### **REFERENCES:**

CDC Center of Disease Control and Prevention  
Bacterial in the Modern Salon, (2012)  
Milady's Standard Textbook (2009) Cenergy Thompson Learning, Milady Publishing Company  
EPA Environmental Protection Agency (2008) [www.cdc.gov/universalprecautions.html](http://www.cdc.gov/universalprecautions.html)

**EQUIPMENT:** Computer with an active Internet connection,  
Working printer  
Email Account that is active

**SUPPLIES:** Ink for the printer  
Printer paper

## COURSE UNITS OR SECTIONS

Units, can also be called sections or modules, they are a sub-division of the course. Within a unit is a topic with sub-topics. The sub-topics are made broken down into lessons.

A sample of this breakdown is:

- We name a unit or section Sanitation and Sterilization.
- The topic within that unit covers many aspects of sanitation.
- They will include implements used in sanitation, procedures of sanitation, and the chemical make-up of sanitizing agents.
- The lesson will be broken down into workable lessons that include activates.
- Those activates are the most detailed events of the entire curriculum plan.
- Let us focus on the derivation of units of instruction.
- The unit information is derived form sources that were included in the original research.
- This can include textbooks, magazine articles, scientific research papers and trend reports.
- The validation of the unit or section topics is of great importance. Having credible information is the key to a topic being valid for the topic that is to be taught.

### The topic must be:

**Significant:** A topic is considered significant when experts agree that the topic helps the cosmetology student build competency. The topic will be considered significant when it relates directly to the listed course goals

**Relevant:** A topic is considered relevant when it has direct application to performing the job.

**Continuity:** A topic is considered to have continuity when it is part of pulling an idea together with other ideas within a unit or section of a course.

**Practicality:** Is the topic within the teacher's ability to teach in reference to time and resources.

### Unit Outline:

Unit Outline is assembled to mirror all of the essential approved information.

## **SAMPLE UNIT OUTLINE**

**UNIT TITLE:** Sanitation and Sterilization and the NCAC Salon Requirements

**COURSE:** 1 STOP 24 Hour Continuing Education Program

**OVERVIEW:**

The student will acquire the knowledge and skills of sanitation processes and demonstrate the steps that are required under Ohio law to follow the sanitation requirements for the salon. Students will learn the meaning of Universal Precautions, where they originated and how to use them in the day to day working in the salon.

**UNIT LEARNING OBJECTIVE:**

By completing this course the participant should:

- Know the difference between bacteria and a virus
- Be able to follow the state laws about salon requirements
- Have a working knowledge of proper sanitation and disinfection procedures for their salon tools
- Be aware of the different types of approved disinfectants and how to use them
- Be able to manage in the case of a blood spill
- Know the Universal Precaution that should be followed in the salon

**ACTIVITIES:**

1. In the review section of the Unit answer the matching questions
2. Play the drag and drop game to put the correct labels on the right bottles of chemical solutions
3. List as many of the Universal Precautions as they can remember without looking at the book

**RESOURCES:**

- Standard Textbook of Cosmetology, Milady's
- Section 21 NCAC 14 of the North Carolina Administrative Code
- Active Internet connection
- Their license number and license information



## SAMPLE LESSON PLAN OUTLINE

**COURSE TITLE:** 1 STOP 24 HOUR CONTINUING EDUCATION PROGRAM

**UNIT:** Sanitation and Sterilization and NCAC Salon Requirements

**LESSON TOPIC:** Decontamination of your working area and personal hand washing procedures

**TRAINING TIME:** 1 Hour

**OBJECTIVES:** The student will,  
Describe the EPA regulation on disinfecting solutions  
Explain the chemical sanitation procedures  
List the sections on an MSDS sheet and explain the importance of each  
Demonstrate the use of the disinfecting solutions as required by the manufacture

**INTRODUCTION:** Display a photo of a person who has a skin infection that they got from a pedicure. Ask the class how could this have been caused, and have them list the different things that could have happened or didn't happen that may have resulted in this type of skin infection. Ask what should have been done to avoid this type of problem and have the students explain what they would do to prevent this from happening when they are providing this type service.

### **ACTIVITIES:**

Set up a whirlpool foot spa with the foot soaking solution and turn it on so that the solution is circulating. Add a small amount of debris that you have in an envelope into the foot spa and discuss with the class all the ways that this kind of debris may find its way into a foot spa. Mention that the debris you are placing in the foot spa contains infectious bacteria and it is highly contagious and is considered a blood borne pathogen and let it circulate through the spa long enough to collect in the intake screen. When the debris is has all collected in the intake jets screen, have the students look in the water and ask them where the debris went. Let them explain where they think it went. Ask the student what the rules are for sanitizing a foot spa and have them list the steps calling on one person at a time. Empty the spa out and fill it with clean water and disinfectant and let it soak, While it is soaking ask the students how you determine the proper way to mix disinfectant solution, the proper times for soaking an foot spa, and the proper way to clean and disinfect a foot spa to be compliant with the law. After the foot spa has soaked the proper amount of time have one of the students empty out the foot spa and rinse it with clean clear water. Have the student use a clean towel to dry out the foot spa. Ask the class if the foot spa should be ready to use on another client now. Let the students take turns answering the question in there own words. Ask them to explain their answers. No remove the screen from the jets were the debris has collected and show the students the particles of debris that stayed in the foot bathe even after it had been cleaned and disinfected but an approved EPA approved hospital grade disinfectant ask the students if all of the germs have been killed and if it is safe to use on another client. Ask then to explain their answer. Pass out the Handout on the research done in the salon in California where a

break out of skin infections occurred because the debris in the screens of the foot spa provided a point of attachment from bacteria that came into the salon through the water system and discuss how it happened and why it is important to completely remove the screens every single time that the foot spa is cleaned and clean behind them.

**SUMMARY:**

Review the main points of the lesson;

Bacteria and viruses

Contamination

Sterilize vs. sanitize

Acceptable EPA solutions

How to disinfect

How to sanitize

Proper hand washing procedures

MSDS sheet

Sanitizing Foot spas

Handling a blood spill

Universal Precautions

**CLASS ASSIGNMENT:** Answer the learning assessment questions

**RESOURCES:**

Book

Foot Spa

Disinfecting solution

Clean towels

Envelope of dirt

Research handout

**SAMPLE EVALUATION: TRUE OR FALSE QUIZ**

1. Foot spa disinfecting solutions are required to be hospital level and must be approved by the EPA

A: True

2. Debris caught in the screen of the intake jet is safe if the spa has soaked for the correct amount of time with a hospital level disinfectant that has EPA approval?

A: False

3. The length of time an item must soak in a disinfecting solution is determined by how many times the item was used before it was placed in the solution

A: False

4. Items must be cleaned with an antibacterial soap or cleanser and rinsed, before being placed in a disinfecting solution

A: True

5. Hand washing is required between each client and after going to the rest room

A: True

**SUMMARY:**

We have learned the composition of a cosmetology course curriculum, the components that make up the curriculum, and what the components are made up of. How a course is divided into units or sections, how the sections of a course cover various topics and how the topics covered in a section are broken down into sub-topics and presented as lessons. We looked at the most detailed part of a course as a lesson activity and we participated in an activity so we could learn from it the proper way to disinfect a foot spa in order to be in compliance with the laws and with OSHA as well, we took from this how critically important it is to remove the intake jet screen to remove all debris each time a foot spa is disinfected to be used again, and the devastating results that can occur and has occurred when proper cleaning of the screens is ignored.

# SECTION 2

## DEALING WITH DIFFICULT PEOPLE AND SITUATIONS

(Section 2: 6 CE Credit Hours / Instructors Training Only)

### Learning objectives

- Learn what detachment is and how to use it as a tool in conflict
- Understanding self-awareness, and the role you play in a difficult situation
- Explain the physiological reactions or the “fight or flight” syndrome
- Analyze the anger emotion and its root causes
- Describe the impact stress can have on health
- Learn about Emotional IQ and its development
- Know the difference between Aggressive Behavior and Assertive Behavior
- Define and give examples of being Assertive
- Learn to become assertive and use it

### Introduction

Can you recall the last time you had to deal with a negative or difficult person? Or the last time someone said something with the intention of hurting you? How did it make you feel? How did you handle it? What was the result? What can you do in the future to get through these situations with the best possible outcome? How you handle conflicts directly reflects on your emotional maturity, everybody is watching they way you act and react to difficult situations. How do you want to come across in the eyes of others? We too quickly jump to our own defense when we feel insulted. We want to prove that we are correct, but doing it angrily and intolerantly can hinder your major objectives. Dominance is not established by a knee-jerk reaction, dominance is established by personal self-control in the way we react to the world around us.<sup>1</sup>

You cannot change how other people act, but you can control how you act. The focus of this lesson is on learning how to understand and be in touch with yourself, and how to control your actions and behaviors when dealing with difficult people. For you to be the master of your own life, you must learn to master this one simple thing, “*controlling how you react to the actions of others*”. The number one, most important principle for you to always keep in mind anytime that you sense someone is being difficult toward you, whether intentionally or unintentionally, is if you let them affect you emotionally then you have in essence, let them control you. Anytime someone can affect you emotionally, they controlled you.<sup>2</sup> If you do not want to allow a difficult person behaving badly to control you, then do not permit him or her to take your personal power away, by upsetting you emotionally. Nothing deflates a difficult persons behavior faster than for what they are doing to not upset you. Let their issues remain their issues, not yours. This is not to say be uncaring, it simply means you should detach with empathy. You can be more effective in dealing with the person and what is eating them if you remain detached, and you will retain your personal power and personal dignity, thereby remaining happier, and more in control of the situation and your life. If you can deal with your own reaction and take responsibility for it, no step is more productive. Detachment is always the best response, because if you can interact without having a reaction, you will be clear-headed enough to make progress in relating to this difficult

person. For some people just realizing that allowing someone to upset you has allowed them to control you is enough to stop letting it happen, while for other people it is very difficult for them to learn to detach and stop letting a difficult persons bad behavior set them off. One factor that influences the ability to detach from a difficult persons bad behavior is the relationship to the difficult person. It is easier to detach when the person is not a spouse or family member. Whether the person is close to you or your involvement is strictly professional, being able to detach from the difficult persons actions and words is critically important to learn and implement in order to bring about the best possible outcome when you find yourself at odds with a difficult person. Detaching also doesn't mean that you don't experience emotions, detaching is being aware of your emotions, but controlling how you react to a difficult persons bad behavior. The challenge is to express the negative emotions you feel in useful, positive ways.

### **Who is a difficult person?**

No matter where we go, we will face people who are negative, people who oppose our ideas, people whose social skills or work habits differ from ours, or people who simply do not like us. Difficult people come in every conceivable variety. Some talk constantly and never listen. Others must always have the last word. Some coworkers fail to keep commitments. Others criticize anything that they did not create. Difficult coworkers compete with you for power, privilege and the spotlight; some go way too far in courting the boss's positive opinion – to your diminishment. Perhaps they always complain or whine, maybe they bully you or your co-workers, or talk bad about others, maybe they talk too much or too loud, or they don't talk at all. There are 6.4 billion people out there and conflict is a fact of life. This fact isn't the cause of conflict but it is the trigger to our emotions and our emotions are what drive us back to our most basic survival instinct: react and attack back to defend ourselves.<sup>3</sup>

Conflict arises from differences. It occurs whenever people disagree over their values, motivations, perceptions, ideas, or desires. Sometimes these differences look trivial, but when a conflict triggers strong feelings, a deep personal need is at the core of the problem. A problem, any problem, is the difference between what you have got and what you want. Whenever you think this difference comes about because of someone's actions or behavior, you have what we are going to call a people-problem.<sup>4</sup> We perceive such actions as bad, or difficult behavior. It does not matter whether you are right or wrong in your thinking; all that matters is that you are aware of a gap between what you have got now and what you want, and believe it is being caused by someone's actions. The actions may be those of a customer, a co-worker, an employee, your boss, or a competitor, or anyone whose behavior could have a negative emotional influence if you are subjected to it.

Who ever it is, they can affect how you function, and feel while at work. It can affect your ability to perform and be productive, it can affect your ability to get along with others, and it can affect your physical health, if you let it. Difficult people and situations exist in every work place. They all have one thing in common, you must address them, because left unattended they can become worse. No matter the type of difficult situation in which you find yourself, dealing with difficult people or situations is a must.<sup>5</sup>

### **The High Costs of Conflict**

Regardless of the form difficult behavior takes, it exacts a serious toll, including high turnover, absenteeism, theft, loss of clients, and low productivity and morale. When managers are distracted and

frustrated by difficult behaviors, they have less time and energy to devote to their core responsibility: getting things done through others.

With practice, you can improve your ability to deal with difficult behaviors – a move that will free up enormous energy reserves. When conflicts are handled immediately, you and your team will function better, meet deadlines earlier, create more innovative processes and products, and make fewer errors.<sup>6</sup>

### **Why You Must Deal With Difficult People**

Being able to detach emotionally is not to say the problem a difficult person is causing can be ignored. Turning a blind eye or trying to pretend that the individual is not in the room is not an option; it will only become worse if you don't find the best plan of action to address the issue. Detaching is not the same as ignoring. Detaching is not letting the person's behavior upset you, so that you do not become emotional, and therefore you can more calmly and objectively deal with the situation.

Unaddressed conflict usually gets worse. Unaddressed, conflict simmers just below the surface – and often erupts counterproductively above – the surface at work.

Initially, people go into shock when they are treated unprofessionally, so it is always best if you take some time to understand exactly what is happening to you before you react. Once you are fully aware of what is happening, deciding to live with the situation long term is not an option. Before it escalates or becomes a bigger issue than it could become it's far better to address the difficult person while you can maintain some objectivity and emotional control.

Constant complaining about the coworker or situation can quickly earn you the title of whiner or complainer. Managers wonder why you are unable to solve your own problems – even if the manager's tolerance or encouragement of the situation is part of the problem.<sup>7</sup>

### **Worse Case Scenario If You Fail to Deal With Difficult People**

Most importantly, if you are embroiled in a constant conflict at work, you may not only get blamed for being “unable to handle the situation like a mature professional,” you may be labeled as a “difficult” person, too. This label is hard to escape and can have devastating consequences for your career.

Finally, if the situation continues to deteriorate over time, the organization and your boss may tire of you. The boss may decide you are a “high maintenance” employee, easily replaced with a more professional or cooperative person, and you could lose your job.<sup>8</sup>

### **Anger Feeds Anger, Negativity Feeds Negativity**

Usually, the difficult person is someone who is working from the negative side of their personality, rather than a conscious desire to be difficult. The person is often unaware of themselves and how they affect others. They also don't realize how harmful their actions are to their own career success. Rarely can any good come out of reacting against someone who is in a negative state. It will only trigger anger and an additional reactive response from that person. If we do respond impulsively, we'll have invested energy in the defending of ourselves and we'll feel more psychologically compelled to defend ourselves going forward. When we react to negativity, we are disturbing our inner space and mentally creating pain within ourselves.<sup>9</sup>

## Anger is an Emotion That Centers on Getting Control

Modern psychologists view anger as a primary, natural, and mature emotion experienced by all humans at times, and as something that has functional value for survival. Anger can mobilize psychological resources for corrective action. Uncontrolled anger can, however, negatively affect personal or social well-being. Angry people are more likely to make risky decisions, and make more optimistic risk assessments.

What causes you to feel anger? Underlying anger is caused by a perceived loss of control over factors affecting important values; we are frustrated about not getting what we want or expect. Anger can be used constructively at times. Modern psychologists, in contrast to the earlier writers, have also pointed out the possible harmful effects of suppression of anger. It can give us energy we need to fight back if physically attacked. However, for most situations it merely clouds our judgment and creates extra stress. If anger prompts aggressive behavior toward other people, it can permanently harm relationships--especially with those we love. Prolonged or frequent resentment (mild anger) has been shown to be a significant cause of cardiovascular problems and heart attacks. So what can you do to detach, and what can you do effectively manage the issue?

It is possible to change the way you deal with difficult people and bad behaviors, to effectively defuse stressful situations. Here are some things that can work when implemented properly and consistently.

- Take time to think things through before you react, remember not to allow your self to be controlled by others bad behavior.
- Become more accepting and open minded to diverse personalities.
- Be self aware of how you are feeling and responding when confronted with bad behavior.
- Learn ways to address and defuse difficult situations.

In order to properly deal with the problems and behaviors of difficult people, you need to be self aware of how you are impacted and the way you are responding. Are you intolerant, are you closed to diverse personalities, is the other persons personality being different from yours why you feel that this person is difficult. Is it them or is it really you?

## Know Thy Self.

In order to fully understand the world and the people in it, we must first understand ourselves, why we act the way we do, why we believe what we do, how can we improve, what are our motivations, our needs, our wants, our faults, and our virtues.

**Start out by examining yourself.** The first step in resolving any situation involving a conflict with anyone requires that you take a reality check, you must be able to realistically and objectively identify your actions and reactions to the situation. Are you sure that the other person is really the problem and that you're not overreacting? Have you always experienced difficulty with the same type of person or actions? Does a pattern exist for you in your interaction with coworkers? Do you recognize that you have hot buttons that are easily pushed? Always start with self-examination to determine that the object of your attention really is a difficult person's actions.<sup>10</sup>

## The Force of Strong Emotions

Strong emotions include anxiety, fear, anger and an intense drive to be right at all costs. Feelings are often at stake (i.e., being perceived as incompetent, vulnerable or unlikable in the office). When fear

kicks in, there's an immediate fight-or-flight response in the autonomic nervous system. In a nanosecond, people react to powerful emotions without moderation from the more rational parts of their brains. Individuals may resort to strong language or lash out to defend their territory against a perceived threat. Psychologists refer to this as an “amygdala hijacking” – an immediate rush to either strike back or withdraw in submission. (The amygdala, a structure in the brain's temporal lobe, plays a role in behavioral responses.)<sup>11</sup>

We are all born with a capacity to freely experience the full range of human emotions—including joy, anger, sadness, and fear. Yet many people are disconnected from some or all of their feelings. By trying to avoid pain and discomfort, their emotions have become distorted, displaced, and stifled. You lose touch with your emotions when you attempt to *control* them, rather than *experience* them.

To be able to properly and effectively deal with difficult people, it is necessary for you to identify how you are responding and reacting to the behavior of the difficult person. Ask yourself these questions and answer them objectively to determine to what extent you're emotionally affected by this person's negative behavior:

- Interacting with this person sucks the life out of me.
- I know I am going to have a bad day just knowing I will be working with this person.
- Just being in the same room with this person stresses me out.
- I would jump for joy to hear she was no longer working at the same place I am.
- I do everything I cannot to have to work at the same time they do.
- I get so upset when I have to work around this person that it affects the way I act.

Having a strong emotional reaction to this individual increases your likelihood of experiencing a significant amount of stress related to him/her. Tension and stress may manifest itself over time in physical symptoms including, headaches, stomachaches, intestinal dysfunction, and stress-related behavior, such as, impatience, anger, sadness and overreaction. In some people, long-term reactions to stress may include depression and in some instances the development of mental illness. Stress over long periods of time can run you down, drain you of your energy, take a toll on your health, and interfere with your productivity.<sup>12</sup>

Discern the difference between an argument and a discussion. These two points are often confused and mixed up. In this situation, an argument occurs when all parties are beginning to get emotionally wrapped up and the situation melts down. At that point, there is not much to be gained; except for the experience of recognizing when to bow out of the conversation and go elsewhere simply do not get baited into an argument. Many people love to do that because it gives them a sense of power. Take away that power by not giving them what they want, an argument.

### **Emotional Intelligence is Based on Emotional Awareness**

Being emotionally intelligent is a different kind of intelligence. A straight-A student might not be able to communicate effectively or understand their own or other people's feelings. Emotional intelligence is a true survival skill—those who have it will succeed better in relationships and work and be happier in general. The ability to be playful, to read others, and to resolve conflict stems from the ability to remain emotionally aware.



In order to boost emotional intelligence we need to be able to deal with stress and experience our emotions. The ability to stay in touch with our emotions and be able to survive the tough ones is the basis for social and emotional intelligence.<sup>13</sup>

Emotional intelligence (EQ) is a different type of intelligence. It's about being "heart smart," not just "book smart." The evidence shows that emotional intelligence matters just as much as intellectual ability, if not more so, when it comes to happiness and success in life. Emotional intelligence helps you build strong relationships, succeed at work, and achieve your goals.

The skills of emotional intelligence can be developed throughout life. You can boost your own "EQ" by learning how to rapidly reduce stress, connect to your emotions, communicate nonverbally, use humor and play to deal with challenges, and defuse conflicts with confidence and self-assurance.

### **What is emotional intelligence?**

Emotional intelligence is the ability to identify, use, understand, and manage your emotions in positive and constructive ways. It's about recognizing your own emotional state and the emotional states of others. Emotional intelligence is also about engaging with others in ways that draw people to you.

Emotional intelligence consists of four core abilities:

- **Self-awareness** – The ability to recognize your own emotions and how they affect your thoughts and behavior, know your strengths and weaknesses, and have self-confidence.
- **Self-management** – The ability to control impulsive feelings and behaviors, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.
- **Social awareness** – The ability to understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.
- **Relationship management** – The ability to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

### **Emotional Intelligence (EQ) vs. Intellectual Intelligence (IQ)**

Most of us have learned not to trust our emotions. We've been told emotions distort the more "accurate" information our intellect supplies. Even the term "emotional" has come to mean weak, out of control, and even childish. "Don't be a baby!" we say to the little boy who is crying on the playground. "Leave him alone! Let him work it out!" we admonish the little girl who runs to help the little boy.

On the other hand, our abilities to memorize and problem-solve, to spell words and do mathematical calculations, are easily measured on written tests and slapped as grades on report cards. Ultimately, these intellectual abilities dictate which college will accept us and which career paths we're advised to follow.

However, intellectual intelligence (IQ) is usually less important in determining how successful we are than emotional intelligence (EQ). We all know people who are academically brilliant and yet are socially inept and unsuccessful. What they are missing is emotional intelligence.

## **Emotional development: How to raise your emotional intelligence**

Most of us know that there is a world of difference between knowledge and behavior, or applying that knowledge to make changes in our lives. There are many things we may know and want to do, but don't or can't when we're under pressure. This is especially true when it comes to emotional intelligence.

Emotional intelligence is not learned in the standard intellectual way; it must be learned and understood on an emotional level. We can't simply read about emotional intelligence or master it through memorization. In order to learn about emotional intelligence in a way that produces change, we need to engage the emotional parts of the brain in ways that connect us to others. This kind of learning is based on what we see, hear, and feel. Intellectual understanding is an important first step, but the development of emotional intelligence depends on sensory, nonverbal learning and real-life practice.

## **Developing Emotional Intelligence Through Five Key Skills**

Emotional intelligence consists of five key skills, each building on the last:

Emotional intelligence (EQ) skill 1: The ability to quickly reduce stress.

Emotional intelligence (EQ) skill 2: The ability to recognize and manage your emotions.

Emotional intelligence (EQ) skill 3: The ability to connect with others using nonverbal communication.

Emotional intelligence (EQ) skill 4: The ability to use humor and play to deal with challenges.

Emotional intelligence (EQ) skill 5: The ability to resolve conflicts positively and with confidence.

The five skills of emotional intelligence can be learned by anyone, at anytime. But there is a difference between learning about emotional intelligence and applying that knowledge to your life. Just because you know you should do something doesn't mean you will—especially when you're feeling stressed. This is especially true when it comes to the skills of emotional intelligence.

## **Raising your emotional intelligence by engaging your emotions**

When you become overwhelmed by stress, the emotional parts of your brain override the rational parts—hijacking your best-laid plans, intentions, and strategies. In order to permanently change behavior in ways that stand up under pressure, you need to learn how to take advantage of the powerful emotional parts of the brain that remain active and accessible even in times of stress. This means that you can't simply read about emotional intelligence in order to master it. You have to learn the skills on a deeper, emotional level—experiencing and practicing them in your everyday life.

## **Emotional intelligence (EQ) skill 1: Rapidly reduce stress**

When we're under high levels of stress, rational thinking and decision making go out the window. Runaway stress overwhelms the mind and body, getting in the way of our ability to accurately "read" a situation, hear what someone else is saying, be aware of our own feelings and needs, and communicate clearly.

The first key skill of emotional intelligence is the ability to quickly calm yourself down when you're feeling overwhelmed. Being able to manage stress in the moment is the key to resilience. This emotional intelligence skill helps you stay balanced, focused, and in control—no matter what challenges you face.<sup>14</sup>

Everybody has the power to reduce the impact of stress as it's happening in that moment. With practice, you can learn to spot stressors and stay in control when the pressure builds.

### **The origins of stress**

Are you friends with stress, or do you fear stress and wish you could make it go away? Believe it or not, stress is necessary for life. Without it, you would be dead—you need stress for creativity, learning, and your very survival. Stress is only harmful when it becomes overwhelming.

You may think that the worst kind of stress comes from traumatic situations like a car accident or a mugging. But what you may not know is that chronic, everyday stress can be just as damaging. Relentless small-scale challenges can wear you down, whether or not you even realize it's a problem.

### **Internal stress: Are you making yourself stressed?**

Stress doesn't always come from our external environment. Often, stress is self-generated. This can happen when we worry about things that are out of our control, dwell on the negatives, criticize ourselves, imagine the worst, or hold ourselves and others to unrealistic standards, or take on too many responsibilities. Internal stress is one of the most important kinds of stress to recognize and manage.

### **Emotional balance starts with the ability to manage stress**

Being able to manage and relieve stress in the moment is the key to staying balanced, focused, and in control, no matter what challenges you face.

When stress is out-of-control, it can get in the way of your ability to:

- Think clearly and creatively
- Communicate clearly
- Accurately “read” other people
- Hear what someone is really saying
- Trust others
- Attend to your own needs

Bottom line? Those who are aware of their stress and know how to manage it are less likely to get overwhelmed.

### **How well do you currently manage stress?**

To assess your present ability to manage stress, ask yourself the following questions:

- When I feel agitated, do I know how to quickly calm myself?
- Can I easily let go of my anger?
- Can I turn to others at work to help me calm down and feel better?
- When I come home at night, do I walk in the door feeling alert and relaxed?
- Am I seldom distracted or moody?
- Am I able to recognize upsets that others seem to be experiencing?
- Do I easily turn to friends or family members for a calming influence?
- When my energy is low, do I know how to boost it?

Source: The Language of Emotional Intelligence by Jeanne Segal

## Learn to Recognize Stress

Acknowledging stress is the first step in lessening its impact. Many of us spend so much time in a stressed state, we have forgotten what it feels like to be fully relaxed and alert. Being stressed out feels normal.

What does it feel like to be calm and stress-free? You can see that “just right” inner balance in the smile of a happy baby—a face so full of joy it reminds adults of the balanced emotional state that most of us have misplaced. In adulthood, being balanced means maintaining a calm state of energy, alertness, and focus. Calmness is more than just feeling relaxed; being alert is an equally important aspect of finding the balance needed to withstand stress.

If you don’t feel calm, alert, productive, and focused most of the time in your daily life, then too much stress may be a problem for you.

## Tips for recognizing when you’re stressed

- Hush the voice that’s telling you, ‘Oh, I’m fine.’ Notice how you’re breathing has changed. Are your muscles tense? Awareness of your physical response to stress will help regulate the tension when it occurs.
- When you're tired, your eyes feel heavy and you might rest your head on your hand. When you're happy, you laugh easily. And when you are stressed, your body lets you know that too. Try to get in the habit of paying attention to your body's clues.
- Observe your muscles and insides. Are your muscles tight/sore? Is your stomach tight or sore? Are your hands clenched?
- Observe your breath. Is your breath shallow? Place one hand on your belly, the other on your chest. Watch your hands rise and fall with each breath. Notice when you breathe fully or when you "forget" to breathe.

## Identify your body's stress response

Internally, we all respond to stress the same: our blood pressure rises, our heart pumps faster, and our muscles constrict. When stressed, our bodies work hard and drain our immune system. Externally, however, people tend to respond to stress in three different ways: some become angry and agitated, others space out or withdraw, and still others freeze up. The best way to quickly relieve stress may relate to your specific stress response.

## Stress doesn’t always look stressful

Psychologist Connie Lillas uses a driving analogy to describe the three most common ways people respond when they’re overwhelmed by stress:

**Foot on the gas.** An angry or agitated stress response. You’re heated, keyed up, overly emotional, and unable to sit still.

**Foot on the brake.** A withdrawn or depressed stress response. You shut down, space out, and show very little energy or emotion.

**Foot on both gas and brake.** A tense and frozen stress response. You “freeze” under pressure and can’t do anything. You look paralyzed, but under the surface you’re extremely agitated.

### How do you act when stressed?

- When it comes to managing and reducing stress quickly in the middle of a heated situation, it's important to be familiar with your specific stress response.
- Overexcited stress response – If you tend to become angry, agitated, or keyed up under stress, you will respond best to stress relief activities that quiet you down.
- Under excited stress response – If you tend to become depressed, withdrawn, or spaced out under stress, you will respond best to stress relief activities that are stimulating and that energize your nervous system.

Frozen stress response (both overexcited and under excited) – If you tend to freeze: speeding up in some ways while slowing down in others, your challenge is to identify stress relief activities that provide both safety and stimulation to help you “reboot” your system.<sup>15</sup>

There are countless techniques for preventing stress. Yoga and meditation work wonders for improving our coping skills. But who can take a moment to chant or meditate during a job interview or a disagreement with your spouse? For these situations, you need something more immediate and accessible. That's when quick stress relief comes to the rescue.

### Stress busting: functioning well in the heat of the moment

Develop your stress busting skills by working through the following three steps:

Realize when you're stressed – The first step to reducing stress is recognizing what stress feels like. Many of us spend so much time in an unbalanced state that we've forgotten what it feels like to be calm and relaxed.

Identify your stress response – Everyone reacts differently to stress. Do you tend to space out and get depressed? Become angry and agitated? Freeze with anxiety? The best way to quickly calm yourself depends on your specific stress response.

Discover the stress busting techniques that work for you – The best way to reduce stress quickly is by engaging one or more of your senses—your sense of sight, sound, taste, smell, touch, or movement—to rapidly calm and energize yourself. Everyone responds to sensory input a little differently, so an awareness of your preferences is essential for reducing stress. You need to find things that are soothing to you.<sup>16</sup>

### Talking to someone who listens: a rapid stress reducer

Want to know a quick social stress reliever? Talk to someone! It's true, talking about your stress with a calm and balanced listener will make you feel better instantly. Although it's not always realistic to have a pal close by to lean on, building and maintaining a friendship network is ultimately good for your mental health. Between quick stress relief techniques and good listeners, you'll have all your bases covered.

### **Quick stress relief at work**

**Meetings.** During stressful sessions, stay connected to your breath. Massage the tips of your fingers. Wiggle your toes. Sip coffee.

**On the phone.** Inhale something energizing, like lemon, ginger, peppermint or coffee beans. While talking, stand up or pace back and forth to burn off excess energy. Conduct phone business outside when possible.

**On the computer.** Work standing up. Do knee-bends in 10-minute intervals. Wrap a soft scarf around your neck. Suck on a peppermint.

**Lunch breaks.** Take a walk around the block or in the parking lot. Listen to soothing music while eating. Have a quick chat with someone you love.

**Your workspace.** Place family photos on your desk and display images and mementos that remind you of your life outside the office.

### **Bring your senses to the rescue**

Here comes the fun part. Now that you know that your senses are powerful tools in your stress-busting toolkit, it's time to experiment with various kinds of sensory input. Remember exploring your senses in elementary school? Grownups can take a tip from grade school lessons by revisiting the senses and learning how they can help us prevent system overload.

**Start by slowing down.** When you slow down, you learn better and feel better.

**Sights.** Surround yourself with visual stimulation such as comforting mementos and uplifting photos. Wear accessories and jewelry that make you feel powerful when you catch sight of them. Hang a prism in the window for a rainbow display. Keep a fresh bouquet of flowers at a table or workstation.

**Sound.** Experiment with music and other sounds that calm and soothe you. Keep birdfeeders outside and tune into bird chatter. Hang wind chimes near an open window. Place a small fountain in your home or office so you can enjoy the soothing sound of running water. Listen to different interpretations of your favorite music.

**Scent.** If you tend to zone out or freeze when stressed, keep energizing scents nearby. If you tend to become overly agitated under stress, look for scents that are comforting and calming. Inhale the smell of freshly brewed coffee or tea if you start to feel yourself zoning out. Keep a bowl of fragrant fruit nearby.

**Touch.** Experiment with textures and with warm and cool temperatures to relax and renew. Play with your dog, feel his warm, soft head against your face. Give yourself a hand or neck massage—lightly tap your head and neck for a few seconds. Press a warm (or icy) beverage mug into your skin.

**Taste.** Mindless eating will only add to your stress—and your waistline. The key is to indulge your sense of taste mindfully and in moderation. Eat slowly, focusing on the feel of the food in your mouth and the taste on your tongue. Slowly drink a refreshing cold beverage. Chew a piece of sugarless gum.

**Movement.** Movement has a sensory effect on stress and acts like one of our senses. If you tend to shut down when stress strikes, try pacing while you talk on the phone. Stand up—instead of sitting down—at a desk to write and work. Keep a rubbery stress ball at your desk and squeeze it to relax. Use a rocking chair to focus and relax. Got more energy to burn? Try pushups!

### **The power of imagination**

Sensory rich memories can also quickly reduce stress. After drawing upon your sensory toolbox becomes habit, another approach is to learn to simply imagine vivid sensations when stress strikes. Believe it or not, the sheer memory of your baby's face will have the same calming or energizing effects on your brain as seeing her photo. So if you can recall a strong sensation, you'll never be without access to your quick stress relief toolbox.<sup>17</sup>

## **Emotional intelligence (EQ) skill 2: Connect to your emotions**

The second key skill of emotional intelligence is having a moment-to-moment awareness of your emotions and how they influence your thoughts and actions. Emotional awareness is the key to understanding yourself and others.<sup>18</sup>

### **Emotional health and awareness leads to success**

Emotionally aware people experience greater success in their careers and a greater sense of well-being in their personal lives. Studies have shown that success doesn't lead to emotional health and happiness, but rather the other way around. The emotionally healthy experience positive moods, feel more confident, more optimistic, more energetic, and more sociable. These factors lead to greater success in many different aspects of life.<sup>19</sup>

Many people are disconnected from their emotions—especially strong core emotions such as anger, sadness, fear, and joy. But although we can distort, deny, or numb our feelings, we can't eliminate them. They're still there, whether we're aware of them or not. Unfortunately, without emotional awareness, we are unable to fully understand our own motivations and needs, or to communicate effectively with others.

- What kind of a relationship do you have with your emotions?
- Do you experience feelings that flow, encountering one emotion after another as your experiences change from moment to moment?

- Do you feel your emotions in your body? Are your emotions accompanied by physical sensations that you experience in places like your stomach or chest?
- Do you experience discrete feelings and emotions, such as anger, sadness, fear, joy, each of which is evident in subtle facial expressions?
- Can you tolerate strong feelings, including anger, sadness, fear, disgust, and joy?
- Are you comfortable with all of your emotions? No one chooses to be angry, sad or frightened, but if you are, is it OK?
- Do your emotions capture the attention of others? Do others know what you feel? Are you comfortable with their knowing?
- Do you pay attention to your emotions? Do they factor into your decision-making?
- Do you notice and care about the emotions of others?
- If any of these experiences are unfamiliar, your emotions may be turned down or turned off. In order to be emotionally healthy and emotionally intelligent, you must reconnect to your core emotions, accept them, and become comfortable with them.<sup>20</sup>

### **The Powerful Role Emotions Play in All Relationships**

Emotions are “the glue” that connects people to one another. They are the foundation of your ability to understand yourself and relate to others.

When you are aware and in control of your emotions, you can think clearly and creatively; manage stress and challenges; communicate well with others; and display trust, empathy, and confidence. But lose control of your emotions, and you’ll spin into confusion, isolation, and doubt. By learning to recognize, manage, and deal with your emotions, you’ll enjoy greater happiness and health, as well as better relationships.

Without emotions and an awareness and understanding of them, it’s impossible to build or maintain strong, healthy relationships—with yourself or others! The feelings of others will escape you unless you’re familiar with your own emotions. The more aware you are of your own emotions, the easier it will be for you to pick up on what others are feeling and accurately read their wants and needs.

Your emotions help you:

- Recognize who you are: what you like, what you don’t like, and what you need
- Understand and empathize with others
- Communicate clearly and effectively
- Make decisions based on the things that are most important to you
- Get motivated and take action to meet goals
- Build strong, healthy and rewarding relationships

### **How emotions and feelings affect communication and relationships**

All our emotional responses affect our home and work relationships. Nonverbal emotional signals or cues, such as eye contact, facial expression, tone of voice, intensity of speech, body posture, or hand gestures, communicate far more to others about what we’re really thinking and feeling than our words. Very often people will say one thing but mean another, so emotionally driven nonverbal cues play a huge role in the way we communicate, both at home and at work. The way we react to these nonverbal cues affects how we understand other people, and just as importantly, how they understand us.



Since people with emotional awareness have developed the capacity to recognize and understand their own emotions, they automatically find it easier to recognize and read nonverbal cues when communicating with others. This makes them more successful at work and in their home relationships.

### **Evaluating your emotional awareness: how much do you know about yourself?**

Although emotional awareness is the basis of emotional health, good communication, and solid relationships, many people remain relatively unacquainted with their core emotional experience. It is surprising how few people can easily answer the question: “What are you experiencing emotionally right now?”

Emotional awareness involves two basic abilities:

- The ability to recognize your moment-to-moment emotional experience
- The ability to manage all of your feelings appropriately

### **What is my level of emotional awareness?**

Ask yourself the following questions. If you can answer, “yes” to most of the questions, congratulations! If not, you may want to work on raising your emotional awareness:

- ✓ Can you tolerate strong feelings, including anger, sadness, fear, disgust, and joy?
- ✓ Do you feel your emotions in your body? If you are sad or mad, do you experience physical sensations in places like your stomach and chest?
- ✓ Are you comfortable with all of your emotions? No one chooses to be angry, sad or frightened, but if you are, is it OK?
- ✓ Do you pay attention to your emotions and use them as part of your decision making process?
- ✓ Do you comfortably communicate your feelings openly and honestly?
- ✓ Do your emotions capture the attention of others? Do others know what you feel? Are you comfortable with their knowing?
- ✓ Do you notice and care about the emotions of others?

### **Common ways of avoiding emotions we don't like**

We are all born with a capacity to freely experience the full range of human emotions—including joy, anger, sadness, and fear. Yet many people are disconnected from some or all of their feelings. By trying to avoid pain and discomfort, their emotions have become distorted, displaced, and stifled. You lose touch with your emotions when you attempt to control them, rather than experience them.

### **Ways of avoiding strong emotions and feelings**

Distracting yourself with obsessive thoughts, escapist fantasies, mindless entertainment, and addictive behaviors in order to avoid emotions you fear or dislike. Watching television for hours, playing computer games, and surfing the Internet are common ways we avoid dealing with our feelings.

Sticking with one emotional response that you feel comfortable with, no matter what the situation requires. For example, constantly joking around to cover up insecurities or getting angry all the time to avoid feeling frightened and sad.

Shutting down or shutting out intense emotions. If you feel overwhelmed by your emotions, you may cope by numbing yourself. You may feel completely disconnected from your emotions, like you no longer have feelings at all.

### **The consequences of avoiding emotions and feelings**

**You don't know yourself.** This is one of the most important consequences. It includes understanding why you react to different situations, how much or how little things mean to you, and the difference between what you want and what you really need.

**You lose the good, along with the bad.** You either feel your emotions or you don't. When you shut down negative feelings like anger, fear, or sadness, you also shut down your ability to experience positive feelings such as joy, love, and happiness.

**It's exhausting.** You can distort and numb emotions, but you can't eliminate them entirely. It takes a lot of energy to avoid having an authentic emotional experience and keep your feelings suppressed. The effort leaves you stressed and drained.

**It damages your relationships.** The more you distance yourself from your feelings, the more distant you become from others, as well as yourself. You lose the ability to build strong relationships and communicate effectively, both of which depend on being in touch with your emotions.

### **You can't manage emotions until you know how to manage stress**

Emotions are unpredictable. We never know what will trigger an emotional response, and when stress strikes, we can't always temper it by taking time out to meditate or go for a run.

Emotional awareness requires the ability to manage stress as it's happening. Raising your emotional awareness and emotional intelligence begins with the question: "What kinds of sensory input instantly make me feel relaxed, safe, calm, and focused?" Once you have a safety net in place and know how to make yourself feel good quickly and dependably, you can begin to explore the emotions that seem disagreeable or frightening. The key to coping with strong emotions is knowing that you are in control of them—not the other way around.

The ability to quickly reduce stress allows you to safely face strong emotions, regulate your feelings, and behave appropriately. When you know how to maintain a relaxed, energized state of awareness—even when something upsetting happens—you can remain emotionally available and engaged.

### **Your emotional experience: Finding what was there all along**

The process of raising emotional awareness involves reconnecting with all of the core emotions, including anger, sadness, fear, disgust, surprise, and joy via a process of self-healing. As you start this process, keep the following facts in mind:

Emotions quickly come and go, if you let them. You may be worried that once you reconnect to the emotions you've been avoiding, you'll be stuck with them forever, but that's not so. When we don't obsess about our emotions, even the most painful and difficult feelings subside and lose their power to control our attention.

When our feelings are freed, the core emotions of anger, sadness, fear, and joy quickly come and go. Throughout the day, you'll see, read, or hear something that momentarily triggers a strong feeling of

some sort. But if you don't focus on the feeling, it won't last, and a different emotion will soon take its place.

### **Your body can clue you in to your emotions**

Our emotions are closely aligned to physical sensations in our bodies. When you experience a strong emotion, you probably also feel it somewhere in your body. By paying attention to these physical sensations, you can understand your emotions better. For example, if your stomach tightens up every time you spend time with a particular person, you can conclude that you feel uncomfortable in their presence. If you are aware that you feel uncomfortable, then you can think about why that is and be proactive about what you can do to feel better.

You don't have to choose between thinking and feeling. Emotional awareness functions like instinct. When it's strongly developed, you'll know what you are feeling without having to think about it. When your emotional signals become strong enough, you'll realize that something important is going on and shift your focus accordingly.

When you can experience a range of emotions without feeling overwhelmed, you can engage in day-to-day activities without losing touch with the physical sensations in your body that help to signal your emotional state.

### **Building emotional awareness and understanding**

The key to raising emotional awareness and emotional intelligence is practice. Like building muscles in the gym, the more you flex your emotions, the more "emotional muscle" you'll build. You wouldn't expect to be a bodybuilder after just five minutes. The more consistently you practice, the greater the change will be in the way you feel, think, and do. To develop your self-awareness and connection to others and incorporate this into your life, you'll need to retrain yourself through hands-on exercises and real-world practice.

How will you know when you practice enough? In general you should feel more energy, experience more positive feelings (as well as other feelings), and have a greater ability to focus your attention. <sup>21</sup>

## **Emotional intelligence skill (EQ) 3: Nonverbal communication**

Being a good communicator requires more than just verbal skills. Oftentimes, what we say is less important than how we say it or the other nonverbal signals we send out. In order to hold the attention of others and build connection and trust, we need to be aware of and in control of our nonverbal cues. We also need to be able to accurately read and respond to the nonverbal cues that other people send us.

### **Emotional awareness and communication**

Whether you're having an argument with your spouse or dealing with colleagues at work, your emotions influence the communication process. Over 95% of communication is nonverbal and emotionally driven. It's the way you feel, not the way you think that sparks your motivation and your decision-making, so the stakes in learning to harness your emotions are high. Say the wrong thing, or miss an emotional cue, and it can do a lot of damage.

Nonverbal communication is the third skill of emotional intelligence. This wordless form of communication is emotionally driven. It asks the questions: "Are you listening?" and "Do you

understand and care?” Answers to these questions are expressed in the way we listen, look, move, and react. Our nonverbal messages will produce a sense of interest, trust, excitement, and desire for connection—or they will generate fear, confusion, distrust, and disinterest.

Part of improving nonverbal communication involves paying attention to:

- Eye contact
- Facial expression
- Tone of voice
- Posture and gesture
- Touch
- Timing and pace

## **Emotional intelligence (EQ) skill 4: Use humor and play to deal with challenges**

Humor, laughter, and play are natural antidotes to life’s difficulties. They lighten our burdens and help us keep things in perspective. A good hearty laugh reduces stress, elevates mood, enhances creativity and problem-solving ability, provides a quick energy boost and brings our nervous system back into balance. Mutual laughter and play are an essential component of strong, healthy relationships. By making a conscious effort to incorporate more humor and play into your daily interactions, you can improve the quality of your connections with co-workers, family members, and friends.

The ability to deal with challenges using humor and play is the fourth skill of emotional intelligence. Playful communication broadens our emotional intelligence and helps us:

Take hardships in stride. By allowing us to view our frustrations and disappointments from new perspectives, laughter and play enable us to survive annoyances, hard times, and setbacks. Smooth over differences. Using gentle humor often helps us say things that might be otherwise difficult to express without creating a flap.

Simultaneously relax and energize us. Playful communication relieves fatigue and relaxes our bodies, which allows us to recharge and accomplish more.

Become more creative. When we loosen up, we free ourselves of rigid ways of thinking and being, allowing us to get creative and see things in new ways.<sup>22</sup>

Humor and playfulness—free of hurtful sarcasm or ridicule—neutralize conflict by helping you:

Interrupt the power struggle, instantly easing tension and allowing you to reconnect and regain perspective.

Be more spontaneous. Shared laughter and play helps you break free from rigid ways of thinking and behaving, allowing you to see the problem in a new way and find a creative solution.

Be less defensive. In playful settings, we hear things differently and can tolerate learning things about ourselves that we otherwise might find unpleasant or even painful.

Let go of inhibitions. Laughter opens us up, freeing us to express what we truly feel and allowing our deep, genuine emotions to rise to the surface.<sup>23</sup>

Humor and shared playfulness help you stay resilient in the face of life's challenges. But there are times when humor is not healthy—when it is used as a cover for avoiding, rather than coping with, painful emotions. Laughter can be a disguise for feelings of hurt, fear, anger, and disappointment that you don't want to feel or don't know how to express.

You can be funny about the truth—but covering up the truth isn't funny. When you use humor and playfulness as a cover for other emotions, you create confusion and mistrust in your relationships. The following are examples of misplaced humor.

For cues as to whether or not humor is being used to conceal other emotions, ask yourself the following questions:

- ❓ Do nonverbal communication signals—such as tone of voice, intensity, timing—feel genuinely humorous to you, or do you experience them as forced or “not right” somehow?
- ❓ Is humor the only emotion you routinely express, or is there a mixture of other emotions that at least occasionally includes sadness, fear, and anger?

Playful communication in relationships should be equally fun and enjoyable for both people. If your friend or partner doesn't think your joking or teasing is funny—it's not. So before you start playing around, take a moment to consider your motives, as well as your partner or friend's state of mind and sense of humor.

#### **Ask yourself the following questions:**

- Do you feel calm, clear-headed, and connected to the other person?
- Is your true intent to communicate positive feelings—or are you taking a dig, expressing anger, or laughing at the other person's expense?
- Are you sure that the joke will be understood and appreciated?
- Are you aware of the emotional tone of the nonverbal messages you are sending? Are you giving off positive, warm signals or a negative, aggressive, or hostile tone?
- Are you sensitive to the nonverbal signals the other person is sending? Do they seem open and receptive to your humor, or closed-off and offended?
- Are you willing and able to back off if the other person responds negatively to the joke?
- If you say or do something that offends, is it easy for you to immediately apologize?<sup>24</sup>

### **Emotional intelligence (EQ) skill 5: Resolve conflict positively**

Conflict and disagreements are inevitable in relationships. Two people can't possibly have the same needs, opinions, and expectations at all times. Conflict triggers strong emotions and can lead to hurt feelings, disappointment, and discomfort. When handled in an unhealthy manner, it can cause irreparable rifts, resentments, and break-ups. But when conflict is resolved in a healthy way, it increases our understanding of one another, builds trust, and strengthens our relationship bonds. If you are out of touch with your feelings or so stressed that you can only pay attention to a limited number of emotions, you won't be able to understand your own needs. If you don't understand your needs, you will have a hard time communicating with others and staying in touch with what is really troubling you.<sup>25</sup>

However, Conflict and disagreements needn't be a bad thing! Resolving conflict in healthy, constructive ways can strengthen trust between people. When conflict isn't perceived as threatening or punishing, it fosters freedom, creativity, and safety in relationships. <sup>26</sup>

The ability to manage conflicts in a positive, trust-building way is the fifth key skill of emotional intelligence. Successfully resolving differences is supported by the previous four skills of emotional intelligence. Once you know how to manage stress, stay emotionally present and aware, communicate nonverbally, and use humor and play, you'll be better equipped to handle emotionally charged situations and catch and defuse many issues before they escalate.

### **Tips for resolving conflict in a trust-building way:**

**Stay focused in the present.** When we are not holding on to old hurts and resentments, we can recognize the reality of a current situation and view it as a new opportunity for resolving old feelings about conflicts.

**Choose your arguments.** Arguments take time and energy, especially if you want to resolve them in a positive way. Consider what is worth arguing about and what is not.

**Forgive.** If you continue to be hurt or mistreated, protect yourself. But someone else's hurtful behavior is in the past, remember that conflict resolution involves giving up the urge to punish.

**End conflicts that can't be resolved.** It takes two people to keep an argument going. You can choose to disengage from a conflict, even if you still disagree.

The ability to successfully resolve conflict depends on your ability to:

- Manage stress quickly while remaining alert and calm. By staying calm, you can accurately read and interpret verbal and nonverbal communication.
- Control your emotions and behavior. When you're in control of your emotions, you can communicate your needs without threatening, frightening, or punishing others.
- Pay attention to the feelings being expressed as well as the spoken words of others.
- Be aware of and respectful of differences. By avoiding disrespectful words and actions, you can resolve the problem faster.

In order to do this you will need to learn and practice two core skills: the ability to quickly reduce stress in the moment and the ability to remain comfortable enough with your emotions to react in constructive ways even in the midst of an argument or a perceived attack.

### **Tips for managing and resolving conflict**

Managing and resolving conflict requires the ability to quickly reduce stress and bring your emotions into balance. You can ensure that the process is as positive as possible by sticking to the following conflict resolution guidelines:

**Listen for what is felt as well as said.** When we listen we connect more deeply to our own needs and emotions, and to those of other people. Listening in this way also strengthens us, informs us, and makes it easier for others to hear us.

**Make conflict resolution the priority rather than winning or "being Right".** Maintaining and strengthening the relationship, rather than “winning” the argument, should always be your first priority. Be respectful of the other person and his or her viewpoint.

**Focus on the present.** If you’re holding on to old hurts and resentments, your ability to see the reality of the current situation will be impaired. Rather than looking to the past and assigning blame, focus on what you can do in the here-and-now to solve the problem.

**Pick your battles.** Conflicts can be draining, so it’s important to consider whether the issue is really worthy of your time and energy. Maybe you don’t want to surrender a parking space if you’ve been circling for 15 minutes. But if there are dozens of spots, arguing over a single space isn’t worth it.

**Be willing to forgive.** Resolving conflict is impossible if you’re unwilling or unable to forgive. Resolution lies in releasing the urge to punish, which can never compensate for our losses and only adds to our injury by further depleting and draining our lives.

**Know when to let something go.** If you can’t come to an agreement, agree to disagree. It takes two people to keep an argument going. If a conflict is going nowhere, you can choose to disengage and move on.<sup>27</sup>

### **Tips for overcoming negative aspects in yourself:**

1. Learn to recognize when your defensive mechanisms come up. Realize that you are probably not really being attacked.
2. When you catch yourself feeling defensive, don’t react so quickly.
3. Learn how to listen when someone asks a question or makes a suggestion.
4. Ask people to re-state their question/comment/suggestion.
5. Try to understand what others are saying by repeating back what you think you heard.
6. You may want to ask for more time to respond, and then get back to them. This will give you time to work with the question/comment/suggestion without the pressure of being on the spot.
7. Do consider that other people have good ideas that are just as valid as yours.
8. Take courses or workshops in listening skills and team building.
9. Find someone who can help you work on this negative aspect of yourself — a good friend, coworker, teacher or counselor.
10. If it is someone that you interact with regularly, ask him or her to let you know when you are being a jerk and call your attention to what you are doing. That will help you learn to see what situations and events trigger your insecurity.

11. Recognize that changing learned patterns of insecurity and defensiveness may take years of work.
12. Don't give up on yourself.
13. Learn to understand your own personality and your unique strengths and weaknesses.
14. The effort to improve your ability to get along with others will be rewarded as you find more career opportunities open up for you.

Here is a look at 21 good tips for dealing with difficult people so that you can stay sane!

1. **Get in touch with yourself.** The better that you know yourself, the less likely it is that you're going to react to the negative people in your life. This grounding of the self inside of your own center will come in handy no matter what difficult person you're dealing with or what the situation is like.
2. **Learn to spot the problems in advance.** Anytime that you're dealing with the same difficult people again and again, you can begin to notice signs and patterns that indicate that a difficult time is coming. This will allow you to prepare for the best way to deal with the situation.
3. **Refuse to engage in arguments.** It takes two people to argue so learning how to simply disengage from the argumentative situation will be a great tool for many of the difficult times that you encounter with others.
4. **Smile freely.** Although it will annoy some people that you're so happy, most people are going to find it less easy to be difficult if you're smiling and being kind to them.
5. **Pick your battles.** You may need to engage in disagreements with difficult people from time to time but be smart about picking your battles so that you're only getting into heated situations when it's actually worth it to you.
6. **Recognize and honor the differences between the two of you.** Many of our issues with difficult people come from the fact that they have very different beliefs from us or very different ways of communicating. Look for what those differences are and then honor them in your mind. Cherish what makes you unique from them.
7. **Respect others in spite of your differences and problems.** A key thing to remember in dealing with all negative people is that it's important to try to respect everyone's right to be who they are. Treat them in a respectful manner even when you don't feel like it. Eventually they will likely return this respect.
8. **Learn to set boundaries.** Although you should respect others, you should also demand that they respect you. You don't do this by asking them to but instead by creating healthy boundaries in all situations so that they can't infringe upon you unfairly.
9. **Create more fun times.** The more positive times that you can share with difficult people, the less difficult that they will be. Plan fun dates with your spouse during which time you don't discuss your problems. Invite your nasty co-worker out to lunch. Infuse life with fun; it's contagious.



10. **Ask yourself why these people are being difficult.** Having insight into the emotions behind the difficulty will make you more tolerant of others. Put yourself into their shoes and see what's causing them to act so nasty.
11. **Refuse to be defensive.** Many of the things that come across as someone being difficult are really more neutral than we imagine. We just tend to take things personally and blow things out of proportion. Refuse to assume that their issue has anything to do with you unless you're told otherwise.
12. **Ask how you can help.** When someone does blame you or attack you for something, simply ask what you can do to change the situation. Their request may be fair or they may find that they don't even have a request. Either way, you've put the ball in their court and asked them to come up with a solution to their own problems.
13. **Don't gossip or complain about the person.** We often gripe about the difficult people in our lives with others. Unless you're truly discussing the situation with an eye towards finding a solution to the problem, all that you're likely doing is getting yourself worked up and creating more negativity around the situation. Stop doing that and you'll find that some of the bad feelings dissipate.
14. **Check your own emotions.** Check in with yourself and find out what's going on for you as you deal with difficult people. Don't react to them. Instead, take some time to journal or process what's going on with you so that you can approach them calmly.
15. **Improve your own communication skills.** The better that we get at articulating what's going on with us, the easier it's going to be to deal with difficult people.
16. **Learn basic tips for dealing with specific groups of people.** Teachers working with difficult students, managers working with difficult employees, coworkers working with poorly behaved coworkers, ... these people should all locate specific resources for dealing with the difficult situation at hand.
17. **Brainstorm solutions to the problem.** Get creative with your own list of ways to resolve each specific situation or negative relationship. Make a list and see what works. Ask yourself what you can do to change things. Keep on trying to come up with better solutions.
18. **Don't assume that your way is the right way.** Even if you come up with great solutions, remain open to the possibility that you don't know everything and consider the input of the difficult person as well.
19. **Walk away.** In many cases, there may not be an easy solution to an immediate situation with a difficult person but if you're in a position to walk away then you can at least get a break from the intensity of the situation.
20. **Let go of grudges.** Many of us hang on to grudges towards the people that have been difficult in the past. This makes it hard to move on to a better relationship with them in the future. Learn to forgive and let go and work from this point forward.<sup>28</sup>

**21. Stop trying to change other people.** First of all you can't, second of all, trying to is a sure sign of a codependent personality. If you think someone needs to change, you should examine what it is in yourself that makes you believe that is someone is different from you that there is something wrong with him or her.

### **Using Debate Strategies Can Help**

You should remain calm at all times. The louder you talk, the louder your opponent talks – and the end result is a yelling match. An argument is not won by the person with the loudest voice, it is won by the person with the most compelling arguments. It is a good idea to try to get your opponent on your side by making statements that you know he or she agrees with – this puts you in the strong position in the debate. As soon as your opponent agrees, you have won a psychological battle. You are no longer the opponent – you are a comrade. It is not a good idea to blatantly tell your opponent that he is wrong. Telling a person they are wrong merely annoys them and it is a subjective comment. Be humble in the debate and show good will – not only will it make you look good, it will show that you have self control and dignity. Never resort to name calling – even if your opponent does. You must attack your opponent's argument – not their person. As soon as you begin to criticize your opponent, it becomes obvious that you have run out of ways to defend your view. These types of insults are a sure way to lose. You should be pleased if your opponent resorts to this feeble attempt to escape the real debate as it means you are close to victory. When a person is beginning to lose an argument, it is quite common to see them try to divert the topic at hand to another – thereby hoping you will not notice their weakness and will get entangled in a whole new debate. When this happens, don't fall for it. Return to the original topic immediately. Do not give any time to other topics, no matter how tempting it may be, until you have completed the first. Many an argument has been won by not arguing at all! Be silent, it can be a stronger approach than trying to prove a point, as no one likes silence, that they may give in just to get out of an uncomfortable situation. Do not state that something is "true" unless you absolutely know it is for certain, It is incredibly annoying to debate a topic with a person who is simply making up their argument on the fly. And finally, should it turn out that you are wrong, be big about it, it takes a stronger character to admit you are not always correct about everything. You should always be graceful in defeat. Nothing is worse than a person who argues simply for the sake of it and absolutely will not give in – no matter how obvious their loss.<sup>29</sup>

### **The Importance of Assertiveness**

Expressing your thoughts, feelings, and opinions and standing up for your rights is important. You are your first and biggest supporter, so it's important that you speak up for yourself.

Whether your behavior is unassertive (passive) or overassertive (aggressive), it is possible to change. But it is also important to understand the difference between expressing yourself in a self-confident manner (being assertive) and forcing your ideas on others and intimidating them (being aggressive). This section of this course is intended to help you express yourself in a way that will earn people's respect without alienating or hurting them.

### **Assertive Versus Unassertive and Aggressive Behavior**

Many people are concerned that if they assert themselves others will think of their behavior as aggressive. But there is a difference between being assertive and aggressive. Assertive people state their

opinions, while still being respectful of others. Aggressive people attack or ignore others' opinions in favor of their own. Passive people don't state their opinions at all.

The chart below gives some examples of the differences between passive, aggressive, and assertive behavior.

## Differences Between Passive, Aggressive, and Assertive Behavior

<b>Passive Behavior:</b>	<b>Aggressive Behavior:</b>	<b>Assertive Behavior:</b>
Is afraid to speak up	Interrupts and 'talks over' others	Speaks openly
Speaks softly	Speaks loudly	Uses a conversational tone
Avoids looking at people	Glares and stares at others	Makes good eye contact
Shows little or no expression	Intimidates others with expressions	Shows expressions that match the message
Slouches and withdraws	Stands rigidly, crosses arms, invades others' personal space	Relaxes and adopts an open posture and expressions
Isolates self from groups	Controls groups	Participates in groups
Agrees with others, despite feelings	Only considers own feelings, and/or demands of others	Speaks to the point
Values self less than others	Values self more than others	Values self equal to others
Hurts self to avoid hurting others	Hurts others to avoid being hurt	Tries to hurt no one (including self)
: Does not reach goals and may not know goals	Reaches goals but hurts others in the process	Usually reaches goals without alienating others
You're okay, I'm not	I'm okay, you're not	I'm okay, you're okay

## Asserting Yourself in Important Situations

Everyone has rights, some of which are protected by law, others that are basic courtesy. Asserting your rights is important, especially when they may affect your health, career, or relationships. Some things to remind yourself when faced with important decisions:

### Healthcare

You have the right to: Ask questions. Don't be afraid to ask a doctor, nurse or counselor, about a diagnosis, recommended treatment, or prescribed drug. You may worry that their time is important but so are your time and your health. You have a right to ask and receive a full explanation about anything pertaining to your health.

### Get a second opinion

Doctors, nurses, and counselors are not infallible. If you are concerned about a diagnosis or recommended treatment, even after a healthcare professional has explained it to you, it's your right to go see someone else. (Although you may have to discuss this with your insurance company before doing so.) If the information you're being given could drastically affect your life, don't feel as though you have to rely on one person's word. Healthcare professionals are right more often than they are wrong (otherwise they wouldn't be practicing), but it doesn't hurt to see other professionals for their opinion.

### Refuse treatment and/or seek alternative treatment.

This is often a scary and difficult decision, but if you are a competent adult, you do have the right to refuse medical treatment. You may choose to do so because you have received a different opinion from

another expert in the field; you may do so because you are afraid the drawbacks of the treatment will outweigh the benefits (for example, undergoing chemotherapy when there's only a small chance your cancer will spread); or you may do so for other, personal reasons. Deciding to refuse treatment or seek alternative treatments against your healthcare professional's advice can be very risky and should be considered very carefully. If you have doubts about a treatment or diagnosis, even after getting a second opinion, consider doing research (focusing on reliable resources!), talking to others who have experienced the treatment or diagnosis, and getting even a third or fourth opinion.

### **Stay Informed**

Some of your options may be limited by time, availability, or what you or your insurance is willing and able to pay, but your right to be informed doesn't have to be limited. Your local library, the Internet, health care and community centers, and advocacy groups are all good places to look for more information. Just remember to assess the validity of the information you find -- ask questions like, "Who is distributing this information?" "What is their agenda?" "What are their credentials?" and "What are they not addressing?"

### **Work and School**

You have the right to Equal opportunity. No matter what your race, gender, or abilities, the law guarantees you equal access to jobs and an education. You cannot be turned down for a job or be rejected from a school based simply on your physical attributes. You cannot be denied the same opportunities available to others.

### **Equal rewards**

Just as you have the right to the same opportunities, you have the right to the same rewards. If you perform as well as others at work or at school, you deserve the same compensation (be it in the form of a grade or a paycheck.)

### **Family and Friends**

Sometimes, asserting oneself around people you care for can be harder than asserting oneself elsewhere in life. That's because these are people you care for and depend upon. However, that doesn't mean you don't deserve to be treated fairly by them. Just as you expect fair treatment from your boss, coworkers, or teachers, you should expect the same from those who care for you. That includes:

### **Equal treatment**

You deserve to be treated the same as other family members and friends when it comes to responsibilities (such as doing chores, sharing, or taking turns) and rewards (such as choosing which movie you'll see with your friends or the right to time on the family computer.)

### **Respect**

Just like everywhere else in your life, you also deserve to be treated with respect. While family members and friends may be casual around each other (that's part of the comfort that comes with friendship), if their actions or behaviors offend you or hurt your feelings, you have the right to tell them and ask them to change those behaviors.

## **Making the Change**

Assertion is not a trait that people are born with. It is something that is learned and developed over time. It is also dependent upon the individual and situation - people react differently to different situations. The same incident may cause one person to respond in an aggressive manner, while someone else may be passive, while yet another person may be assertive.

Even if you think that you are 'too passive' or 'too aggressive' and don't know how to be assertive, chances are, you do respond assertively to at least some things in your life. For example, you may feel comfortable speaking up when a cashier in a store gives you the wrong change, but you may not say anything if a waiter in a restaurant brings your food late or cold. The trick is to recognize those areas where you are assertive, identify your skills, and apply them to other areas of your life.

Everyone can expand upon their assertiveness skills; no matter how limited they think they are. You just need the desire to change your behavior and value yourself more. Ask yourself these questions:

- Do I want to change my behavior?
- Do I believe in myself, as well as others?
- Am I willing to set reasonable goals and take reasonable risks?
- Am I open to new ideas?
- Can I accept the facts that things may not change overnight and not everything will always go my way?
- Am I willing to make the effort, practice, and have patience while building my new skills?
- If your answers to the questions above are "Yes", then you are already on your way to being a more assertive person!

## **What is Assertiveness and Why be Assertive?**

TO ASSERT -- To state an opinion, claim a right, or establish authority. If you assert yourself, you behave in a way that expresses your confidence, importance or power and earns you respect from others.  
- From the Oxford English Dictionary

Assertiveness is standing up for your right to be treated fairly. It is expressing your opinions, needs, and feelings, without ignoring or hurting the opinions, needs, and feelings of others. Because people want to be liked and thought of as 'nice' or 'easy to get along with', they often keep their opinions to themselves, especially if those opinions conflict with other people's. But this sometimes leads to being taken advantage of by people who are not as nice or considerate. Asserting yourself will stop others from cheating you and you from cheating yourself out of what you deserve.

### **Assertive behavior includes:**

- Starting, changing, or ending conversations
- Sharing feelings, opinions, and experiences with others
- Making requests and asking for favors
- Refusing others' requests if they are too demanding
- Questioning rules or traditions that don't make sense or don't seem fair
- Addressing problems or things that bother you
- Being firm so that your rights are respected
- Expressing positive emotions

- Expressing negative emotions

### **Assert Yourself Regularly**

Assertiveness is something that you develop and strengthen over time. Practicing assertive behavior regularly and reminding yourself that you have value is an important way to build that assertiveness.

Review the statements below on a regular basis to remind yourself that your thoughts and opinions are important. Every time you agree with these statements, you're building your assertive skills.

- ☺ I am honest and direct about my thoughts and feelings.
- ☺ I speak up and share my views if I disagree with others' opinions.
- ☺ I am confident about my opinions and decisions.
- ☺ I am able to accept that someone else may have a better idea or solution to a problem than I do.
- ☺ I can accept positive criticism and suggestions.
- ☺ I ask for help when I need it.
- ☺ I am able to turn down requests that seem unreasonable or unfair.
- ☺ I directly address things that bother me.
- ☺ I speak confidently about things that matter a lot to me.
- ☺ I consider my needs as important as others.

### **Conclusion: How Assertiveness Can Change Your Life**

Being more assertive can lead to a more rewarding life. It can improve upon existing aspects of your life (such as better relationships with friends and family) and completely change or introduce other aspects (such as personal or career opportunities.)

While the decision to develop your assertiveness is a personal one, the rewards can be much greater than the personal satisfaction that being assertive brings. Being assertive not only improves your self-respect, but also earns you respect from those around you. The change in your behavior can positively influence those around you, both in their behavior toward you and also in their behavior toward others.

While a single act of asserting yourself may not get you a big promotion or drastically change the lives of those around you, the combined effects of multiple acts of assertiveness will increase your confidence in multiple areas of your life. And the more positive and fulfilling interactions you have with friends, family, and coworkers, the more these areas of your life will improve.

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# **SECTION 3**

## **North Carolina Sanitation, Sterilization Infection Control and NCAC Salon Requirements**

### **(Section 3: 4 CE Credit Hours / Instructors Training Only)**

#### **Section Overview**

This section of the course is an update to previously studied information regarding sanitation and sterilization as required by the North Carolina Administrative Code (NCAC). The Sanitation covered in this section is in part and not in whole as this information is focused on the NCAC salon requirements. Universal Procedures, How to handle a blood spill in compliance with OSHA standards, hand washing techniques are listed as well as, the dangers of not properly washing hands, and the use of hand sanitizers are part of the contents, And other basic salon rules that facilitate sanitation and reduce the risk of spreading dangerous disease carrying bacteria. The portion of the NCAC Rules that were selected to be part of this section of the course comes from the NCAC Chapter 21 Board of Cosmetic Arts Examiners. From that Administrative chapter we elected to incorporate the rules that pertain to salon requirements of sanitation and sterilization. Knowing these rules are critical for the instructor to convey accurate information to students and to set role model behavior for the students as well when it comes to sanitation practices in the salon.

#### **PART I - Sanitation Procedures and Practices**

##### **Whirlpool Pedicure Foot Spas**

While it is characteristic of doctors and dentists to maintain a sterile environment, most clients do not consider that the same standards should be set for those who are digging, filing, and clipping away at their feet and fingernails when visiting a nail salon. Yet, the consequences, of an unsanitary salon and the failure of strict compliance to sanitation and disinfection rules and regulations to be followed, can be the same as those at any medical facility. Bacterial infections are becoming more common among nail salon clients. Recently, *Mycobacterium fortuitum* and other rapidly growing mycobacteria have been found to cause severe skin and soft-tissue infections in association with nail salon whirlpool footbaths. The CDC now recommends to doctors in cases that involve persistent mycobacterial skin infections in a patient's lower extremities, that they should ask the patient about any recent pedicures. Aside from the obvious risk to the health and welfare of the public the actions of the CDC shines an unfortunate, yet necessary light on the risks of having nail services at a salon which is detrimental to the nail salon industry, and negatively affects all professionals that make their career providing nail services. This is how an individual's responsibility to follow the rules impacts their colleagues. We owe it to the clients, to our self and to everyone in the industry to make the salon and the services that are offered in the salon safe.

As a result state laws have been passed to increase the decontamination and disinfection of equipment in nail salons, however increasing the requirements in association with the disinfection process of nail salon equipment, particularly the whirlpool footbaths will have no effective benefit unless they are understood, and complied with to the exact letter of the law. These rules and regulations are designed to protect the health and welfare of public that puts their trust in the licensed professionals that provide nail services. When using whirlpool pedicure foot spas, you must follow proper disinfection procedures to ensure proper maintenance of the equipment and to prevent the spread of bacterial or parasitic disease. Take time to carefully read the manufacturer's cleaning instructions and ask your manufacturer and/or distributor for a demonstration as well. Improperly disinfected equipment can harbor bacteria that may spread disease or infection to clients, cosmetologist, or nail technicians who come into contact with it.

##### **DISINFECTING FOOT SPA PROCEDURE**

###### **After each customer:**

1. Drain all water and remove all foreign matter from the foot spa.
2. Clean the surface and walls of the foot spa with antibacterial soap and rinse with clean, clear water.
3. Disinfect with an EPA-registered disinfectant with bactericidal, fungicidal, virucidal efficacy, according to manufacturer's instructions.
4. Rinse and wipe dry with a clean towel.



**At the end of each day:**

1. Remove the screen and clean all debris trapped behind the screen of each foot spa.
2. Wash the screen and inlet with antibacterial soap or detergent and rinse well with clean, clear water.
3. Then totally immerse in an EPA-registered disinfectant with a bactericidal, fungicidal, virucidal efficacy, according to manufacture's instructions.
4. Flush the system with low-sudsing soap and warm water for ten minutes. Then rinse the spa well, drain, and let air-dry.
5. Record the date and time of the cleaning and disinfecting for each spa, maintain these records in case requested by the state.

**Every two weeks:**

1. Read the manufacturer instructions before using any disinfectant to determine which solution will not cause damage to the surface of your spa pedicure.
2. After following the recommended daily cleaning procedure described above, fill the foot spa tub with 9 parts water to 1 part board approved disinfectant solution (10% board approved solution).
3. Circulate the solution through the foot spa system for 5 to 10 minutes.
4. Let the solution sit over night (at least 6 or more hours).
5. The following morning, in advance of the first customer, drain and flush the system

**(NCAC Rule 4713-15-15 governs equipment sanitation requirements, it is necessary to refer to this rule to be compliant as changes do occur. Periodically refer to the North Carolina Administrative Code for the most recent updates).**

**Blood Spill Disinfection**

For bloodborne pathogens, OSHA issued a policy in 1997 stating that in order to comply with OSHA's Bloodborne Pathogens Standard, the use of an EPA-registered tuberculocidal disinfectant or an EPA-registered labeled as effective against HIV and HBV is required. For this reason, when salon implements accidentally come into contact with blood or body fluids, they should be cleaned and completely immersed in an EPA-registered disinfectant that kills HIV-1 AND Hepatitis B virus, or in a tuberculocidal disinfectant. The National Interstate Council of State Cosmetology Boards (NICS) follows this standard for examinations as well.

Blood spills occur when you or a client are accidentally cut with a sharp instrument. If a blood spill should occur during a procedure, proper steps must be taken for the safety of both people.

1. If a cut is sustained, stop the service and clean the injured area.
2. Use a finger guard or gloves as appropriate.
3. Apply antiseptic and/or liquid or spray styptic without contaminating the container.
4. Cover the injury with a Band-Aid or other appropriate dressing.
5. Clean client and workstation as necessary.
6. Discard all disposable contaminated objects such as wipes or cotton balls by double bagging (place the waste in a plastic bag and then in a trash bag). Use a biohazard sticker (red or orange) or a container for contaminated waste. Deposit sharp disposables in a sharps box.
7. Remove your gloves. Wash your hands with soap and warm water before returning to the service.
8. All tools and implements that have come in contact with blood or body fluids must be disinfected by complete immersion in an EPA-registered, hospital-grade disinfectant that kills HIV-1 and Hepatitis B Virus or in a tuberculocidal disinfectant. Be sure to mix and use the disinfectant according to the manufacturers' directions.

Because blood can carry many pathogens, you should never touch a client's open sore or wound.

**Dispensary**

The dispensary must be kept clean and orderly, with all containers marked clearly as to content. An MSDS on every chemical in stock should be kept readily available to all those working in the salon or school. MSDS should also indicate the appropriate disinfectant to be used with each chemical.

## Handling Disposable Supplies

To prevent the spread of disease, all disposable supplies, such as orangewood sticks, emery boards, cotton, gauze, neck strips and such, should be thrown away. Anything exposed to blood, including microdermabrasion debris, must be double-bagged and marked with a biohazard sticker or marked and disposed of according to OSHA standards (separated from other waste and disposed according to federal, state, and local regulations). Puncture-proof containers should be used in the disposal of all sharps. Remember: Disinfect or Discard.

## Sanitation

The third, or lowest level of decontamination is called sanitation or sanitizing. These words are often frequently misused and misunderstood. To sanitize means, "to significantly reduce the number of pathogens or disease-producing organisms found on a surface." Cleaning with soaps or detergents will sanitize salon tools and other surfaces.

Sanitized surfaces may still harbor pathogens or other organisms. Removing hair from a brush and washing the brush with detergent is considered sanitation. Putting antiseptics designed for hands or feet on your skin or washing your hands is another example of sanitation. Your hands may appear very clean when you are finished but will still harbor pathogens found in the tap water and on the towel.

An emerging health concern is the growth of mold and mildew in buildings. Mold is a fungus growth that usually grows in dark, damp places. Mildew is a moldy coating produced by fungi that can appear on walls, fabrics, and such, and also occurs in damp areas. Mold spores carry toxins that can cause allergic reactions and sickness in some people. These spores are almost always present in outdoor and indoor air and on most furnishings and construction materials. Dirt on surfaces provides nutrients for mold. Practicing proper sanitation provides protection against the growth of mildew and mold in the salon.

## Hand Washing

Hand washing is one of the most important actions that can be taken to prevent the transfer of microorganisms from one person to another. Hand washing removes microorganisms from the folds and grooves of the skin by lifting and rinsing them from the skin surface.

## Sanitizing Hands

As a licensed professional dealing with multiple clients per day, it is necessary to sanitize your hands as much as it is your implements, especially in the nail and facial industries.

**Note:** A sanitized nailbrush may be used for a more precise cleaning. This must be done before you service each new client. (Remember that cash is one of the dirtiest things you will handle. It is covered with germs that get passed from one individual to another.)

## Cleaning Agents for Hands

Cleaning agents assist in the process of removing substances from surfaces. Soaps and detergents are two common cleaning agents that are often confused for one-another, but are composed of very different ingredients and have different cleaning properties. Soaps are the product of a chemical reaction, formed by vegetable oil reacting with lye, for example, and the addition of chemicals that add a desirable smell or quality to the soap, such as glycerin, to make it milder. While soap does not kill microorganisms, soap and water will help remove them from surfaces.

Detergents are manufactured for the express purpose of cleaning specific substances off specific items, and are created using chemicals that can be very harsh to skin. In contrast to detergents that do not leave a residue or require rinsing, soaps leave a coating or residue on the body; typically one designed to make skin smoother or more attractive. Soaps also remove less fat from the skin than detergents, which have a drying quality and may strip the skin. Be sure to use the appropriate cleaning agent for the job. Different cleaning and disinfecting agents have many different properties. Always read the ingredients, instructions, and recommendations for use on the item's label.

In the salon, hands should be thoroughly washed before and after each service. When washing your hands in a public rest room, avoid touching items such as bar soap, a towel dispenser, or a doorknob after washing and before leaving the restroom. This way you avoid contaminating your clean hands with any microorganisms. At the end of the day, wash your hands to prevent carrying microorganisms outside of the salon.

Soap and warm water are generally sufficient for hand washing, although some antibacterial soaps can kill microorganisms in deeper layers of the skin than plain soap or detergents do. When over used, however, the relatively harsh, drying action of

antibacterial soaps may actually leave the skin vulnerable to the skin problems such as eczema. Alcohol-based no-rinse products designed for use without water are also very drying to the skin.

### **Hand washing and Drying —Prevents Infection**

Hand washing is a simple habit — one that requires minimal training and no special equipment. Yet it is one of the best ways to avoid getting sick. This simple habit requires only soap and warm water or an alcohol-based hand sanitizer — a cleanser that does not require water. Do you know the benefits of good hand hygiene and when and how to wash your hands properly?

Hand washing is defined as the vigorous, brief rubbing together of all surfaces of lathered hands, followed by rinsing under a stream of water.

Handwashing suspends microorganisms and mechanically removes them by rinsing with water. The fundamental principle of hand washing is removal, not killing.

The amount of time spent washing hands is important to reduce the transmission of pathogens to other food, water, other people and inanimate objects (fomites), such as doorknobs, hand railings and other frequently touched surfaces. Proper hand hygiene involves the use of soap and warm, running water, rubbing hands vigorously for at least 20 seconds. The use of a nailbrush is not necessary or desired, but close attention should be paid to the nail areas, as well as the area between the fingers.

Wet hands have been known to transfer pathogens much more readily than dry hands or hands not washed at all. The residual moisture determines the level of bacterial and viral transfer following hand washing. Careful hand drying is a critical factor for bacterial transfer to skin, food and environmental surfaces.

The drying times required to reduce the transfer of these pathogens varies with drying methods. Repeated drying of hands with reusable cloth towels should be avoided. Recommended hand drying methods and drying times are outlined below:

### **The dangers of not washing your hands**

Despite the proven health benefits of hand washing, many people do not practice this habit as often as they should — even after using the bathroom. Throughout the day, you accumulate germs on your hands from a variety of sources, such as direct contact with people, contaminated surfaces, foods, even animals and animal waste.

If you do not wash your hands frequently enough, you can infect yourself with these germs by touching your eyes, nose or mouth. In addition, you can spread these germs to others by touching them or by touching surfaces that they also touch, such as doorknobs.

Infectious diseases commonly spread through hand-to-hand contact include the common cold, flu and infectious diarrhea. While most people will get over a cold, the flu is much more serious. Some people with the flu, particularly older adults and people with chronic medical problems, such as HIV/AIDS, can develop pneumonia. The combination of the flu and pneumonia, in fact, is the seventh leading cause of death among Americans.

### **Proper hand-washing techniques**

Good hand-washing techniques include washing your hands with soap and water or using an alcohol-based hand sanitizer. Antimicrobial wipes or towelettes are just as effective as soap and water in cleaning your hands but are not as good as alcohol-based sanitizers.

Antibacterial soaps have become increasingly popular in recent years. However, these soaps are no more effective at killing germs than are regular soap and water. Using these soaps may lead to the development of bacteria that are resistant to the products' antimicrobial agents — making it even harder to kill these germs in the future.

In general, regular soap is fine. The combination of scrubbing your hands with soap — antibacterial or not — and rinsing them with water loosens and removes bacteria from your hands.

**Proper hand washing with soap and water**

Before servicing any client, the following process of sanitizing your hands should be followed: First, you must have an antibacterial/hospital recommended cleanser. You must use tepid water with a generous amount of cleanser. Place the cleanser in the palm of your hand and rub vigorously to lather cleanser from inside to outside of hands and fingers.

Once the surfaces of your hands and fingers have been cleansed thoroughly, rub the tips of your fingers and nails in the palm of the opposite hand to enable cleansing of the underside of the nails. Then repeat this same process a second time. Be sure to rinse thoroughly after each process. Dry your hands with a paper towel, and be sure to use a paper towel to turn off the water.

**Proper use of an alcohol-based hand sanitizer**

Alcohol-based hand sanitizers —, which don't require water — are an excellent alternative to hand washing, particularly when soap and water aren't available. They are actually more effective than soap and water in killing bacteria and viruses that cause disease. Commercially prepared hand sanitizers contain ingredients that help prevent skin dryness. Use only the alcohol-based products.

**To use an alcohol-based hand sanitizer:**

- Apply about 1/2 tsp of the product to the palm of your hand.
- Rub your hands together, covering all surfaces of your hands, until they are dry.

If your hands are visibly dirty, however, wash with soap and water rather than a sanitizer.

**When should you wash your hands?**

Although it is impossible to keep your bare hands germ-free, times exist when it is critical to wash your hands to limit the transfer of bacteria, viruses and other microbes.

**Always wash your hands:**

- After using the bathroom
- After changing a diaper - wash the diaper-wearer's hands
- After touching animals or animal waste
- Before and after preparing food, especially before and immediately after handling raw meat, poultry or fish
- Before eating
- After blowing your nose
- After coughing or sneezing into your hands
- Before and after treating wounds or cuts
- Before and after touching a sick or injured person
- After handling garbage
- Before inserting or removing contact lenses
- When using public restrooms

**Note:** Antiseptics can kill, retard, or prevent the growth of bacteria, but they are not classified as disinfectants. Antiseptics such as 3% solutions of hydrogen peroxide are weaker than disinfectants and are safe for application to skin (usually used prior to a manicure or pedicure). They are considered sanitizer and are not adequate for use on instruments and surfaces.

**Universal Precautions**

Many infectious diseases do not present visible symptoms on the infected person. Because you will not necessarily be able to identify clients with infectious diseases, the same infection control practices should be used with all clients. Universal precautions are an approach to infection control? Universal precautions, developed by the CDC is defined as a set of precautions designed to prevent transmission of human immunodeficiency virus, hepatitis B virus, hepatitis C virus, and other bloodborne pathogens when providing first aid or health care.

As previously mentioned, in the salon and spa environment accidental cuts from sharp tools and minor accidents cause the occasional need for first aid to be rendered, and for blood to be handled and removed from surface areas where it landed. These type situations produce the majority of the instances in which a salon professional becomes exposed to blood. According to the concept of Universal Precautions, all human blood and certain human body fluids are treated as if known to be infectious for bloodborne pathogens.

OSHA sets the standard that must be used in the industry for dealing with bloodborne pathogens. The standard prescribes the use of Universal Precautions as the approach to infection control. Universal Precautions are a set of guidelines and controls, published by the Centers of Disease Control and Prevention (CDC), that require the employer and the employee to assume that all human blood and specified human body fluids are infectious for HIV, HBV, and other bloodborne pathogens. Precautions include hand-washing, the use of gloves, personal protective equipment such as goggles, injury prevention, and proper handling and disposal of needles, other sharp instruments, and product that have been contaminated by blood or other body fluids.

In most instances, clients who are infected with Hepatitis B Virus or other bloodborne pathogens are asymptomatic, which means that they show no signs of infection. Many individuals who have a minor, nonspecific symptom may not even know they are infected. Exposure to blood in the salon setting presents a risk of exposure to various diseases, including Hepatitis and AIDS. Therefore, the blood of all clients should be treated as if infected.

### **Standard /Universal Precautions**

Although less likely to pose the same degree of risk to exposure than that routinely encountered in a health care facility, the salon is known to have a measurably higher level of risk to exposure from bloodborne pathogens and infectious body fluids, than many other professions. Razors, scissors, neck trimmers, and cuticle nippers, just to name a few, are sharp tools used every day for cutting in the salon and spa environment.

Because of the physical contact with large numbers of the public, the use of sharp cutting tools and the consequential injuries resulting in blood spills, it is imperative that salon professionals learn and practice proper infection control procedures and biohazard practices so they are prepared to safely handle blood spills, and to competently protect against the spread of contaminants, bloodborne pathogens, and subsequent infectious disease.

In order to do this salon professionals use infection control procedures established by the CDC known as Universal Precautions and the newly established counter-part, Standard Precautions. In conjunction with the infection control standards set by the State of Florida approved for salons.

### **Sanitation and Sterilization Recommendations**

Universal Barrier protection, personal cleanliness, and proper disinfection are the three “precautions” that make up the meaning of “Universal Precautions.” All three methods must be used to be completely effective.

**Barrier Protection** - Puts a shield between you and your clients.

**Personal Cleanliness** - Includes washing your hands, keeping your work area clean, etc.

**Disinfection** - Refers to removing germs from your tools, equipment, and work area.

### **Basic Rules**

The salon must be well-lighted, heated, and ventilated, in order to keep the salon in a clean and sanitary condition. The walls, curtains, and the floor coverings in all work booths must be washable and kept clean. All salons must be supplied with running hot and cold water. All plumbing fixtures should be sufficient in number and properly installed. The premises should be kept free from rodents, vermin, flies or other similar insects through cleanliness, use of screens, and an exterminator. All hair, cotton, or other waste material must be removed from the floor without delay, and deposited in a closed container. Waste material should be removed from the premises at frequent intervals. Objects dropped on the floor are not to be used until sterilized. Hairpins must not be placed in the mouth, combs must not be carried in the pockets of uniforms, and hairnets must not be carried in cuffs or pockets of the uniform. When giving a manicure, provide finger bowls with individual paper cups for each client. Headrest coverings and neck strips must be changed for each client.

Below is a list of guidelines in a quick reference checklist, it includes most requirements that must be followed but may not include all. This list is a helpful tool but for a complete list of requirements refer to the North Carolina Administrative Code.

1. Have a first-aid kit available in case of a blood spill. The kit should include adhesive bandages, gauze, antiseptic, and disposable latex gloves.
2. Do not allow pets or animals in a salon, except those trained to assist impaired or disabled individuals.
3. Premises must be kept free from rodents, vermin, or other animals.
4. Plumbing must be installed properly and provide both hot and cold water.
5. You must have one running sink and toilet. Toilet tissue and waste receptacles must be provided.
6. Working area must be well lighted, heated, and ventilated.

7. A drinking fountain with paper cups should be provided.
8. Clean doorknobs, especially in restrooms
9. Clean floors, sinks and toilets with commercial products that kill germs
10. Walls, ceilings, floors, and equipment must be free from dust.
11. Sanitize your work area with a disinfectant.
12. Hair needs to be removed from the floor and placed in a closed container.
13. The use of a brush, comb or other article on more than one patron without being disinfected is prohibited.
14. Cosmetologists should wear a clean clothing or uniform.
15. Always wash hands after using the restroom, and between each client.
16. Hand cleaning with anti-microbial liquid soap, sanitary towels or a hand-drying blower must be provided.
17. Do not place items in your mouth, such as combs, bobby pins, tools etc.
18. Do not place combs or other instruments in pockets.
19. Do not treat any inflammatory disease or condition of skin, scalp, face or hands.
20. Gloves need to be worn during manicuring, waxing, facials, shampoos, pedicuring, tweezing and any service where you may come in contact with any blood or body fluids.
21. Keep your nail services in a separate area of the salon.
22. Avoid touching your client's face or eye area
23. Clean dust and nail filings from your work area after every client
24. Discard emery board, orangewood stick, and any other disposable materials after use with one client.
25. All products used directly on patrons should be labeled, be clean and be in closed containers.
26. Always use a hospital-grade disinfectant on salon implements.
27. Disinfecting products should be available at all times to clean scissors, razors, clippers, etc.
28. Place all disinfected implements in a covered container. Each container should be labeled with cosmetologist's or nail tech's name, especially for booth licensees.
29. Clippers and other nail-care tools should be cleaned after every use and stored only with other cleaned instruments
30. Clipper guards should be disinfected and kept closed in a covered container, away from clippers.
31. Clippers can be stored in a drawer only if in a closed container. Hanging is recommended.
32. Scissors should be disinfected and kept in a closed clean drawer or closed clean container.
33. Cotton should be in a storage area or covered container so hair does not contaminate.
34. All paraffin wax that has come in contact with a client's skin should be disposed after each use. Used wax should never be re-used.
35. Headrests of chairs should be cleaned with a hospital-grade,
36. Clean linens should be kept in a dust-proof cabinet.
37. Soiled linens should be kept in closed receptacles.
38. Always use clean cotton balls, sponges or tissues when applying any cosmetics or skin creams.
39. Make-up should never be shared.
40. Never use the same towel on more than one client
41. Capes should not touch clients' skin
42. Sanitary towel/neck strips need to be provided for every patron.

### **North Carolina EPA Regulations Relating to Nail Salons, Beauty Shops, or Barbershops**

The following information regarding EPA (Environmental Protection Agency) regulations for salon operation and sanitation in North Carolina can be found at: <http://reports.oah.state.nc.us/ncac.asp?folderName=\Title%2021%20-%20Occupational%20Licensing%20Boards%20and%20Commissions\Chapter%2014%20-%20Cosmetic%20Art%20Examiners>

Please refer to this site directly for current text and recent regulatory changes: If you are running a nail salon, beauty shop or barbershop, you need to be aware of the North Carolina EPA regulations that apply to your business. If you have wastewater discharges from your business or generate other wastes, North Carolina EPA may regulate these activities.

It is important to understand and comply with the regulations to help avoid violations. The following section we explore important requirements of the North Carolina EPA that might apply to your salon. Please keep in mind that reviewing this section does not cover all rules and regulations that may apply to your salon, however, the following information is important to be aware of and will give you some idea what regulations you are required to comply with.

### **Beauty/barber combination facilities**

The North Carolina State Board of Cosmetology and the North Carolina Barber Board will approve beauty/barber combination facilities with the following guidelines. The facility has applied and received a salon license issued by the North Carolina Board of Cosmetic Arts Examiners and a barbershop application. The facility must comply with the rules of both boards. The cosmetology salon must designate

a station(s) for the barber to work and submit a revised floor plan indicating location of the barber(s). Once a station has been assigned to the barber, only a barber is permitted to work at that station.

### **Managing wastes**

Under North Carolina's regulations, any business that generates a waste needs to evaluate it to see if it is hazardous waste. Nonhazardous wastes that you generate include clippings, packaging, paper and empty containers that you put in the trash. Products you use in your business include tints, coloring, peroxide, toners, lighteners, relaxers, polish removers and other chemicals. Some of these may contain acids, alkalies or flammable solvents. You are trained to protect you and your customers from any harmful effects from these chemicals.

These same harmful properties may make these products become hazardous wastes when you can no longer use them. A waste that is ignitable, corrosive, reactive or toxic is defined as a characteristic hazardous waste. In addition, there are specific lists of hazardous wastes in North Carolina EPA's regulations.

Outdated products, partially full containers or unwanted products are considered wastes. And these may be hazardous wastes. Spent solvent from processing nails may also be hazardous waste. Under the regulations, hazardous waste must be sent for disposal at a permitted hazardous waste disposal facility. Hazardous waste cannot be disposed of in the trash. To help reduce hazardous waste generation, use up all of the products that you purchase and consider reusing solvents where possible.

You can call your local North Carolina EPA district office, Division of Hazardous Waste Management, for more information on the hazardous waste regulations.

### **Wastewater**

If the sinks in your salon connected to a public wastewater treatment plant, you may be able to discharge your process wastewater to the treatment plant. Many wastewater treatment plants (also called POTWs) are operated by the city. However before you discharge wastewater to the POTW, though, you must contact the utility and check if it can handle the type of wastewater that will come from your shop.

Depending on the size and nature of your business, you may be required to get a permit before you can discharge your wastewater to the public plant. It is important to know that North Carolina EPA's regulations do not allow for the discharge of process wastewater or chemicals into an on-site sewage treatment system, like a septic tank and leach field. Discharging chemicals into an on-site septic system can kill the helpful bacteria that break down sewage wastes. In addition, chemicals can leach from the system into nearby groundwater. If you want to run a salon from your home or from a business location that is connected to an on-site sewage treatment system, contact North Carolina EPA to discuss options for managing your wastewater.

You can contact your local North Carolina EPA district office, Division of Surface Water for more information on the wastewater discharge and permitting requirements. If you are unsure of whom your local POTW contact is, you can also call the Division of Surface Water for assistance.

### **The Salons Drinking Water**

The water supplied in the salon and intended for consumption must be odorless, colorless and free from any foreign matter. Crystal clear water may still be unsanitary because of the presence of pathogenic bacteria, which cannot be seen with the naked eye. Salons that have its own well that supplies water for drinking, cooking, washing hands, washing dishes or bathing, may meet North Carolina EPA's definition of a public water system. A public water system is one that has at least 15 service connections or regularly provides water to 25 or more people for 60 or more days a year. Establishments that meet these standards fall under the public water system regulations; as such, plans to install or change a well must be submitted. Well systems must be periodically tested and the test results records must be reported to North Carolina EPA. For more information on well system requirements contact your North Carolina EPA district office, Division of Drinking and Ground Water.

## PART II North Carolina Administrative Code Salon Requirements

### SUBCHAPTER 14H - SANITATION SECTION .0100 - SANITATION

#### 21 NCAC 14H .0101 COPY OF RULES TO COSMETOLOGY STUDENTS

Cosmetic art schools shall give a copy of the sanitation rules governing the practice of the cosmetic arts to each student for study.

#### 21 NCAC 14H .0102 COPY OF RULES TO BEAUTY ESTABLISHMENTS

The Board shall give copies of the rules of sanitation governing the practice of cosmetic art to all beauty establishments.

### SECTION .0200 - SHOP LICENSING AND PHYSICAL DIMENSIONS

#### 21 NCAC 14H .0201 APPLICATION FOR SHOP LICENSE

- (a) Rules in this Subchapter apply to all cosmetic art shops making initial application to operate a cosmetic art shop after the effective date of these Rules.
- (b) Shops licensed prior to March 1, 2012 may choose to comply with Rules .0202, .0203(c), .0204 and .0301 of this Subchapter.
- (c) Shops licensed prior to March 1, 2012 must comply with Rules .0201, .0203(a)-(b), .0302-.0304 and Sections .0400 and .0500 of this Subchapter.
- (d) Shops licensed prior to March 1, 2012 that make any structural changes must come into compliance with all rules in this Subchapter.
- (e) Persons desiring to open a cosmetic art shop in the State of North Carolina shall make application to the North Carolina State Board of Cosmetic Art Examiner on the Board's application form. Persons desiring to change ownership of a cosmetic art shop, relocate or reopen a shop which has been closed more than 90 days shall make application to the North Carolina State Board of Cosmetic Art Examiner on the Board's application form.

#### 21 NCAC 14H .0203 NEWLY ESTABLISHED SHOPS

- (a) A cosmetic art shop shall be separate and apart from any building or room used for any other business or purpose, separated by a solid wall of at least seven feet in height and must have a separate outside entrance.
- (b) A newly established cosmetic art shop, shall be separate and apart from any building or room used for living, dining or sleeping and shall be separate and apart from any other room used for any other purpose by a solid wall of ceiling height, making separate and apart rooms used for a cosmetic art shop. All entrances to the cosmetic art shop shall be through solid, full length doors installed in solid walls of ceiling height.
- (c) A residential cosmetic art shop shall furnish bathroom facilities separate and apart from the residence.
- (d) An entrance to a cosmetic art shop from a passageway, walkway or mall area used only for access to the shop, or to the shop and other businesses, may be open.

#### 21 NCAC 14H .0204 DIMENSIONS WITHIN COSMETIC ART SHOPS

Within the clinic area each shop shall maintain no less than the following working distances:

- (1) 48 inches of space from the center to the center of each styling chair, esthetics table or manicuring table;
- (2) 24 inches from the center of the chair forward;
- (3) 48 inches from the backrest behind the chair to any other styling chair, esthetics table or manicuring table; and
- (4) at least 30 inches of space from the back of each styling chair, esthetics table or manicuring table to the wall of the shop.

### SECTION .0300 - COSMETIC ART SHOP AND EQUIPMENT

#### 21 NCAC 14H .0301 WATER

- (a) Cosmetic art shops shall have a sink with hot and cold running water in the clinic area, separate from restrooms.



(b) When a service is provided in a room closed off by a door, the sink required in this Rule must be within 20 feet of the door or 25 feet from the service table or chair. The restroom sink shall not be used to meet this requirement.

#### **21 NCAC 14H .0302 VENTILATION AND LIGHT**

- (a) Ventilation shall be provided at all times in the areas where patrons are serviced in all cosmetic art shops and there must be a continuous exchange of air.
- (b) All doors and windows, if open for ventilation, must be effectively screened.
- (c) Light shall be provided in the service area.
- (d) All cosmetic art shops must adhere to any federal, state and local government regulation or ordinance regarding fire safety codes, plumbing and electrical work.

#### **21 NCAC 14H .0303 BATHROOM FACILITIES**

- (a) Toilet and hand washing facilities consisting of at least one commode and one hand washing sink with hot and cold running water, liquid soap and individual clean towels or hand air dryer shall be provided.
- (b) Shops with an initial licensure date after March 1, 2012 must have toilet and hand washing facilities in the bathroom.

#### **21 NCAC 14H .0304 EQUIPMENT**

Cosmetic art shops shall maintain equipment and supplies to safely perform any cosmetic art service offered in the shop.

### **SECTION .0400 - SANITATION PROCEDURES AND PRACTICES**

#### **21 NCAC 14H .0401 LICENSEES AND STUDENTS**

- (a) Notwithstanding Rule .0201 in this Subchapter, this Rule applies to students and licensees in practice in cosmetic art schools and shops. Each licensee and student shall wash his or her hands with soap and water or an equally effective cleansing agent immediately before and after serving each client.
- (b) Each licensee and student shall wear clean garments and shoes while serving patrons.
- (c) Licensees or students must not use or possess in a cosmetic art school or shop any of the following:
  - (1) Methyl Methacrylate Liquid Monomer a.k.a. MMA;
  - (2) Razor-type callus shavers designed and intended to cut growths of skin including skin tags, corns and calluses;
  - (3) FDA rated Class III devices;
  - (4) Carbollic acid (phenol) over two percent strength;
  - (5) Animals including insects, fish, amphibians, reptiles, birds or mammals to perform any service; or
  - (6) A variable speed electrical nail file on a natural nail unless it has been designed for use on a natural nail.
- (d) A licensee or student must not:
  - (1) Use any product, implement or piece of equipment in any manner other than the product's, implement's or equipment's intended use as described or detailed by the manufacturer;
  - (2) Diagnose any medical condition or treat any medical condition unless referred by a physician;
  - (3) Provide any service unless trained prior to performing the service;
  - (4) Perform services on a client if the licensee has reason to believe the client has any of the following:
    - (A) a contagious condition or disease;
    - (B) an inflamed, infected, broken, raised or swollen skin or nail tissue; or
    - (C) an open wound or sore in the area to be worked on;
  - (5) Alter or duplicate a license issued by the Board;
  - (6) Advertise or solicit clients in any form of communication in a manner that is false or misleading;
  - (7) Use any FDA rated Class II device without the documented supervision of a licensed physician;
  - (8) Use any product that will penetrate the dermis; or
  - (9) Make any statement to a member of the public either verbally or in writing stating or implying action is required or forbidden by Board rules when such action is not required or forbidden by Board rules. A violation of this prohibition is considered practicing or attempting to practice by fraudulent misrepresentation.
- (e) In using a disinfectant, the user shall wear any personal protective equipment, such as gloves, recommended by the manufacturer in the Material Safety Data Sheet.

**21 NCAC 14H .0402 COSMETIC ART SHOPS AND SCHOOLS**

- (a) Notwithstanding Rule .0201 in this Subchapter, this Rule applies to all cosmetic art schools and shops. A cosmetic art school or shop shall be kept clean.
- (b) Waste material shall be kept in receptacles with a disposable liner. The area surrounding the waste receptacles shall be maintained in a sanitary manner.
- (c) All doors and windows shall be kept clean.
- (d) Furniture, equipment, floors, walls, ceilings and fixtures must be clean and in good repair.
- (e) Animals or birds shall not be in a cosmetic art shop or school. Fish in an enclosure and animals trained for the purpose of accompanying disabled persons are exempt from the prohibition in this Paragraph.
- (f) Cosmetic art shops and schools shall designate the entrance by a sign or lettering.
- (g) The owner of a cosmetic art shop or school shall not post any sign that states or implies that some action is required or forbidden by Board rules when such action is not required or forbidden by Board rules. A violation of this prohibition is considered practicing or attempting to practice by fraudulent misrepresentation.

**21 NCAC 14H .0403 DISINFECTION PROCEDURES**

- (a) Sanitation rules which apply to towels and cloths are as follows:
  - (1) Clean protective capes, drapes, linens and towels shall be used for each patron;
  - (2) After a protective cape has been in contact with a patron's neck it shall be placed in a clean, closed container until laundered with soap and hot water and dried in a heated dryer. Capes that cannot be laundered and dried in a heater dryer may be disinfected with an EPA registered hospital grade disinfectant mixed and used in accordance with the manufacturer directions; and
  - (3) After a drape, linen or towel has been in contact with a patron's skin it shall be placed in a clean, covered container until laundered with soap and hot water and dried in a heated dryer. A covered container may have an opening so soiled items may be dropped into the container.
- (b) Any paper or nonwoven protective drape or covering shall be discarded after one use.
- (c) There shall be a supply of clean protective drapes, linens and towels at all times.
- (d) Clean drapes, capes, linens, towels and all other supplies shall be stored in a clean area.
- (e) Bathroom facilities must be kept cleaned.
- (f) All implements shall be cleaned and disinfected after each use in the following manner:
  - (1) They shall be washed with warm water and a cleaning solution and scrubbed to remove debris and dried.
  - (2) They shall be disinfected in accordance with the following:
    - (A) EPA registered hospital/pseudomonacidal (bactericidal, virucidal, and fungicidal) or tuberculocidal that is mixed and used according to the manufacturer's directions. They shall be rinsed with hot tap water and dried with a clean towel before their next use. They shall be stored in a clean, closed cabinet or container until they are needed; or
    - (B) 1 and 1/3 cup of 5.25 percent household bleach to one gallon of water for 10 minutes. They shall be rinsed with hot tap water and dried with a clean towel before their next use. They shall be stored in a clean, closed cabinet or container until they are needed; or
    - (C) UV-C, ultraviolet germicidal irradiation used accordance with the manufacturer's directions.
  - (3) If the implement is not immersible or is not disinfected by UV-C irradiation, it shall be cleaned by wiping it with a clean cloth moistened or sprayed with a disinfectant EPA registered, hospital/pseudomonacidal (bactericidal, virucidal, and fungicidal) or tuberculocidal, used in accordance with the manufacturer's directions.
  - (4) Implements that come in contact with blood, shall be disinfected by:
    - (A) disinfectant, used in accordance with the manufacturer's instructions, that states the solution will destroy HIV, TB or HBV viruses and approved by the Federal Environmental Protection Agency; or
    - (B) EPA registered hospital/pseudomonacidal (bactericidal, virucidal, and fungicidal) and tuberculocidal that is mixed and used according to the manufacturer's directions; or
    - (C) household bleach in a 10 percent solution (1 and 2/3 cup of bleach to 1 gallon of water) for 10 minutes.
- (g) All disinfected non-electrical implements shall be stored in a clean closed cabinet or clean closed container.
- (h) All disinfected electrical implements shall be stored in a clean area.
- (i) Disposable and porous implements and supplies must be discarded after use or upon completion of the service.
- (j) Product that comes into contact with the patron must be discarded upon completion of the service.

- (k) Clean, closable storage must be provided for all disinfected implements not in use. Containers with open faces may be covered/closed with plastic wrapping. Disinfected implements must be kept in a clean closed cabinet or clean closed container and must not be stored with any implement or item that has not been disinfected.
- (l) Lancets, disposable razors, and other sharp objects shall be disposed in puncture-resistant containers.
- (m) All creams, lotions, wax, cosmetics, and other products dispensed to come in contact with patron's skin must be kept in clean, closed containers, and must conform in all respects to the requirements of the Pure Food and Drug Law. Any product apportioned for use and removed from original containers must be distributed in a sanitary manner that prevents contamination of product or container. Any product dispensed in portions into another container must be dispensed into a sanitized container and applied to patrons by means of a disinfected or disposable implement or other sanitized methods. Any product dispensed in portions not dispensed into another container must be used immediately and applied to patrons by means of a disinfected or disposable implement or other sanitized methods. No product dispensed in portions may be returned to the original container.
- (n) As used in this Rule whirlpool or footspa means any basin using circulating water.
- (o) After use by each patron each whirlpool or footspa must be cleaned and disinfected as follows:
  - (1) All water must be drained and all debris removed from the basin;
  - (2) The basin must be disinfected by filling the basin with water and circulating:
    - (A) Two tablespoons of automatic dishwashing powder and 1/4 cup of 5.25 percent household bleach to one gallon of water through the unit for 10 minutes; or
    - (B) Surfactant or enzymatic soap with an EPA registered disinfectant with bactericidal, tuberculocidal, fungicidal and virucidal activity used according to manufacturer's instructions through the unit for 10 minutes;
  - (3) The basin must be drained and rinsed with clean water; and
  - (4) The basin must be wiped dry with a clean towel.
- (p) At the end of the day each whirlpool or footspa must be cleaned and disinfected as follows:
  - (1) The screen must be removed and all debris trapped behind the screen removed;
  - (2) The screen and the inlet must be washed with surfactant or enzymatic soap or detergent and rinsed with clean water;
  - (3) Before replacing the screen one of the following procedures must be performed:
    - (A) The screen must be totally immersed in a household bleach solution of 1/4 cup of 5.25 percent household bleach to one gallon of water for 10 minutes; or
    - (B) The screen must be totally immersed in an EPA registered disinfectant with bactericidal tuberculocidal, fungicidal and virucidal activity in accordance to the manufacturer's instructions for 10 minutes;
  - (4) The inlet and area behind the screen must be cleaned with a brush and surfactant soap and water to remove all visible debris and residue; and
  - (5) The spa system must be flushed with low sudsing surfactant or enzymatic soap and warm water for at least 10 minutes and then rinsed and drained.
- (q) Every week after cleaning and disinfecting pursuant to Paragraphs (a) and (b) of this Rule each whirlpool and footspa must be cleaned and disinfected in the following manner:
  - (1) The whirlpool or footspa basin must be filled with water and 1/4 cup of 5.25 percent household bleach for each one gallon of water or EPA registered disinfectant with bactericidal, tuberculocidal, fungicidal and virucidal activity in accordance to the manufacturer's instructions; and
  - (2) The whirlpool or footspa system must be flushed with the bleach and water or EPA registered disinfectant solution for 10 minutes and allowed to sit for at least six hours; and
  - (3) The whirlpool or footspa system must be drained and flushed with water before use by a patron.
- (r) A record must be made of the date and time of each cleaning and disinfecting as required by this Rule including the date, time, reason and name of the staff member who performed the cleaning. This record must be made for each whirlpool or footspa and must be kept and made available for at least 90 days upon request by either a patron or inspector.
- (s) The water in a vaporizer machine must be emptied daily and the unit disinfected daily after emptying.
- (t) The area where services are performed that come in contact with the patron's skin including treatment chairs, treatment tables and beds shall be disinfected between patrons.

#### **21 NCAC 14H .0404 FIRST AID**

- (a) Each cosmetic art shop and school must have antiseptics, gloves or finger guards, sterile bandages and other necessary supplies available to provide first aid.

- (b) If the skin of the licensee or student is punctured, the licensee or student shall immediately do the following:
  - (1) Apply antiseptic and a sterilized bandage;
  - (2) Disinfect any implement exposed to blood before proceeding; and
  - (3) Put on disposable, protective gloves or a finger guard.
- (c) If the skin of the patron is punctured, the licensee or student shall immediately do the following:
  - (1) Make available to the patron antiseptic and a sterilized bandage;
  - (2) Disinfect any implement exposed to blood before proceeding; and
  - (3) Put on disposable, protective gloves or a finger guard.

## **SECTION .0500 - ENFORCEMENT, MAINTENANCE OF LICENSURE**

### **21 NCAC 14H .0501 INSPECTION OF COSMETIC ART SHOPS**

- (a) A newly established cosmetic art shop, a shop which has been closed for more than 90 days, or a shop which has changed ownership must file an application for licensure with the Board prior to opening. A newly established cosmetic art shop, a shop which has been closed for more than 90 days, a shop which has changed ownership or a shop which has been operating without a license shall be inspected before a license will be issued.
- (b) Each cosmetic art shop must pass inspection by an agent of the Board pursuant to this Subchapter. Inspections shall be conducted annually and may be conducted without notice.

### **21 NCAC 14H .0502 FAILURE TO PERMIT INSPECTION**

If an inspector is twice unable to inspect a salon after making an appointment to inspect the salon the Board may initiate proceedings to revoke or suspend the salon license or may refuse to renew the shop license.

### **21 NCAC 14H .0503 SANITARY RATINGS AND POSTING OF RATINGS**

- (a) The sanitary rating of a beauty establishment shall be based on a system of grading outlined in this Subchapter. Based on the grading, all establishments shall be rated in the following manner:
  - (1) all establishments receiving a rating of at least 90 percent or more shall be awarded a grade A;
  - (2) all establishments receiving a rating of at least 80 percent, and less than 90 percent, shall be awarded grade B;
  - (3) all establishments receiving a rating of at least 70 percent or more, and less than 80 percent shall be awarded grade C;
  - (4) any cosmetic art shop or school with a sanitation grade of 70 percent or below shall be awarded a failed inspection notice.
- (b) Every beauty establishment shall be given a sanitary rating. A cosmetic art school shall be graded no less than three times a year, and a cosmetic art shop shall be graded once a year.
- (c) The sanitary rating or failed inspection notice given to a beauty establishment shall be posted in plain sight near the front entryway at all times.
- (d) All new establishments must receive a rating of at least 90 percent before a license will be issued.
- (e) The operation of a cosmetic art shop or school which fails to receive a sanitary rating of at least 70 percent (grade C) shall be sufficient cause for revoking or suspending the license.
- (f) A re-inspection for the purpose of raising the sanitary rating of a beauty establishment shall not be given within 30 days of the last inspection unless the rating at the last inspection was less than 80 percent.
- (g) A whirlpool and footspa sanitation record must be kept on each whirlpool and footspa for inspection on a form provided by the Board.
- (h) All cosmetic art shops and schools with a failed inspection report shall be sufficient cause for the immediate suspension of licensure. All cosmetic art shops and schools with a failed inspection report must close until the sanitation conditions have improved to be awarded a passing grade.
- (i) Mobile cosmetic art shops and schools are prohibited.
- (j) A copy of the itemized and graded inspection report must be provided to the operator at the time of the inspection.

**21 NCAC 14H .0504      SYSTEMS OF GRADING BEAUTY ESTABLISHMENTS**

The system of grading the sanitary rating of cosmetic art schools and shops based on the rules set out in this subchapter shall be as follows, setting out areas to be inspected and considered, and the maximum points given for compliance:

<b>Sanitation</b>	<b>Point Value</b>
Each licensee and student shall wash his or her hands with soap and water or an equally effective cleansing agent immediately before and after serving each client.	2
Each licensee and student shall wear clean garments and shoes while serving patrons.	2
The cosmetic art facility shall be kept clean.	3
Waste material shall be kept in receptacles with a disposable liner. The area surrounding the waste receptacles shall be maintained in a sanitary manner.	4
All doors and windows shall be kept clean.	2
Furniture, equipment, floors, walls, ceilings and fixtures must be clean and in good repair.	3
Clean protective capes, drapes, linens and towels shall be used for each patron.	3
After a cape, drape, linen or towel has been in contact with a patron's skin it shall be placed in a clean, closed container until laundered with soap and hot water and dried in a heated dryer.	5
Any paper or nonwoven protective drape or covering shall be discarded after one use.	2
There shall be a supply of clean protective drapes, linens and towels at all times.	2
Clean drapes, capes, linens and towels shall be stored in a clean area.	5
Bathroom facilities must be kept cleaned.	3
All implements shall be washed with warm water and a cleaning solution and scrubbed to remove debris and dried.	2
All implements shall be disinfected.	10
All disinfected electrical implements shall be stored in a clean area.	2
Disposable and porous implements and supplies must be discarded after use or upon completion of the service.	10
Any product that comes into contact with the patron must be discarded upon completion of the service.	3
Disinfected implements must be kept in a clean closed cabinet or clean closed container and must not be stored with any implement or item that has not been disinfected.	10
Lancets, disposable razors, and other sharp objects shall be disposed in puncture-resistant containers.	2
All creams, lotions, wax, cosmetics, and other products dispensed to come in contact with patron's skin must be kept in clean, closed containers and dispensed in a sanitary manner. No product dispensed in portions may be returned to the container.	10
After each patron's use each whirlpool or footspa must be cleaned and disinfected.	10
The water in a vaporizer machine must be emptied daily and the unit disinfected daily.	2
The area where services are performed that come in contact with the patron's skin including chairs, tables and beds shall be disinfected between patrons.	3

**21 NCAC 14H .0505      RULE COMPLIANCE AND ENFORCEMENT MEASURES**

(a) The use of or possession of the following products or equipment in a school or shop shall result in civil penalty in the amount of three hundred dollars (\$300.00) per container of product or piece of equipment:

- (1) Methyl Methacrylate Liquid Monomer a.k.a. MMA; or
- (2) Razor-type callus shavers designed and intended to cut growths of skin including but not limited to skin tags, corns and calluses.

- (b) The use of or possession of the following in a school or shop shall result in civil penalty in the amount of one hundred dollars (\$100.00) per use or possession:
- (1) Animals including insects, fish, amphibians, reptiles, birds or mammals to perform any service; or
  - (2) Variable speed electrical nail file on the natural nail unless it has been designed for use on the natural nail.
- (c) The action of any student or licensee to violate the Board rules in the following manner shall result in civil penalty in the amount of one hundred dollars (\$100.00) per instance of each action:
- (1) Use of any product, implement or piece of equipment in any manner other than the product's, implement's or equipment's intended use as described or detailed by the manufacturer;
  - (2) Diagnosis of any medical condition or treatment of any medical condition unless referred by a physician; or
  - (3) Use of any product that will penetrate the dermis; or
  - (4) Provision of any service unless trained prior to performing the service; or
  - (5) Performance of services on a client if the licensee has reason to believe the client has any of the following:
    - (A) a contagious condition or disease;
    - (B) inflamed infected, broken, raised or swollen skin or nail tissue; or
    - (C) an open wound or sore in the area to be worked on; or
  - (6) Alteration of or duplication of a license issued by the Board; or
  - (7) Advertisement or solicitation of clients in any form of communication in a manner that is false or misleading; or
  - (8) Use of any FDA rated class II device without the documented supervision of a licensed physician.
- (d) The presence of animals or birds in a cosmetic art shop or school shall result in civil penalty in the amount of twenty-five dollars (\$25.00) per animal or bird. Fish in an enclosure and animals trained for the purpose of accompanying disabled persons are exempt.
- (e) The failure to record the date and time of each cleaning and disinfecting of a footspa in a cosmetic art school or shop as required by this Subchapter including the date, time, reason and name of the staff member who performed the cleaning or the failure to keep or make such record available for at least 90 days upon request by either a patron or inspector shall result in civil penalty in the amount of twenty-five dollars (\$25.00) per footspa.
- (f) The failure to clean and disinfect a footspa in a cosmetic art shop or school as required by this Subchapter shall result in civil penalty in the amount of one hundred dollars (\$100.00) per footspa.
- (g) The failure to maintain in a cosmetic art shop and school antiseptics, gloves or finger guards, and sterile bandages available to provide first aid shall result in civil penalty in the amount of twenty-five dollars (\$25.00) per item.
- (h) The failure to maintain a sink with hot and cold running water in the clinic area, separate from restrooms, shall result in civil penalty in the amount of one hundred dollars (\$100.00).
- (i) The failure to maintain a water supply within 20 feet of the door or 25 feet from the service table or chair shall result in civil penalty in the amount of fifty dollars (\$50.00) per inspection occurrence.
- (j) The failure to provide ventilation at all times in the areas where patrons are serviced in all cosmetic art shops shall result in civil penalty in the amount of twenty-five dollars (\$25.00).
- (k) The failure to effectively screen all doors and windows open for ventilation shall result in civil penalty in the amount of twenty-five dollars (\$25.00).
- (l) The failure to maintain equipment and supplies necessary to safely perform any cosmetic art service offered in the shop shall result in civil penalty in the amount of one hundred dollars (\$100.00).
- (m) The failure to maintain a sanitation grade of 80 percent or higher shall result in a civil penalty in the amount of two hundred dollars (\$200.00).
- (n) Repeated violations of the rules in this Subchapter exceeding three written notifications of any one rule documented to any one individual, shop or school shall result in a mandatory disciplinary hearing.

# POST COURSE LEARNING ASSESSMENT ANSWER SHEET

At the end of each of the course section you can find a post course learning assessment. If you will be mailing your assessment in for us to grade for you use the answer sheet grid below.

Answer the assessment questions at the end of each section using the answer grid below to record your answers. Carefully detach this sheet and select **one** answer per question by filling in the box next to the correct answer. After completing the post course learning assessments for each section click on the link in the bottom box to open the online quiz and enter you answers in the online quiz using the answers you entered on the answer sheet. You can also open the online quiz by returning to the web page where you opened this training booklet and click on the large yellow button labeled "[Click Here To Open Online Quiz](#)". You can also call and give your answers over the phone, or you can mail in this completed answer grid, along with the completed licensee Information page and your course fee payment, check or money order. Mail to the address at the bottom of the licensee Information page.

## 24-HOUR COSMETOLOGY INSTRUCTOR POST COURSE LEARNING ASSESSMENT ANSWERSHEET GRID

1. TRUE <input type="checkbox"/>	FALSE <input type="checkbox"/>
2. TRUE <input type="checkbox"/>	FALSE <input type="checkbox"/>
3. TRUE <input type="checkbox"/>	FALSE <input type="checkbox"/>
4. TRUE <input type="checkbox"/>	FALSE <input type="checkbox"/>
5. TRUE <input type="checkbox"/>	FALSE <input type="checkbox"/>
6. TRUE <input type="checkbox"/>	FALSE <input type="checkbox"/>
7. TRUE <input type="checkbox"/>	FALSE <input type="checkbox"/>
8. TRUE <input type="checkbox"/>	FALSE <input type="checkbox"/>
9. TRUE <input type="checkbox"/>	FALSE <input type="checkbox"/>
10. TRUE <input type="checkbox"/>	FALSE <input type="checkbox"/>

[CLICK HERE TO OPEN THE ELECTRONIC ONLINE QUIZ](#)

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By completing this course online, you can save time and money. The online course cost less because it requires less time and staffing to process your records and we pass that savings on to you.

If you want to complete this course online [Click Here](#) then enter the answers that you entered on your completed answer sheet into the online quiz.

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## 1 STOP 24 HOUR INSTRUCTOR CONTINUING EDUCATION PROGRAM POST COURSE LEARNING ASSESSMENT

This is the learning assessment portion of the 1Stop 24-hour Cosmetology **Instructor** Continuing Education Program, in this section you will test your retention of the material that you have just read. Take your time when selecting the correct response. It sometimes helps to read the question over if you are not sure. Read each question carefully, decide if the statement is true or if it is false, put a check mark in the box on the right of the correct response directly below the statement. Check only one response per questions, any questions that are unanswered, or if both responses are selected is counted as an incorrect answer.

1. Cognitive psychology studies mental processes including how people think, perceive, remember, and learn.

True ☐

False ☐

2. In cognitive learning, the individual learns by listening, watching, touching, reading, or experiencing and then processing and remembering the information.

True ☐

False ☐

3. There are two basic types of interference, "Proactive interference", and "Radioactive interference".

True ☐

False ☐

4. Semantic memory, sometimes referred to as personal memory, refers to our ability to recall personal experiences from our past.

True ☐

False ☐

5. You cannot change how other people act, but you can control how you act.

True ☐

False ☐

6. The first step in resolving a conflict is to realistically and objectively identify your actions and reactions to the situation.

True ☐

False ☐

7. The pituitary, a structure in the brain's temporal lobe, plays a role in behavioral responses.

True ☐

False ☐

8. To sanitize means, "any process that eliminates (removes) or kills all forms of life, including transmissible agents".

True ☐

False ☐

9. NCAC as used in this course stands for North Carolina Administrative Code.

True ☐

False ☐

10. The chapter of the NCAC that governs cosmetology is chapter 4713.

True ☐

False ☐

[CLICK HERE TO OPEN THE ONLINE QUIZ FOR THIS COURSE](#)



## Information Sheet

Please mark all of your answers clearly on the answer sheet. Mark only one answer for each question. Include your check or money order, the answer sheet, and this information sheet. Please fill out the information on the form below. **Make sure you print clearly!**

Name \_\_\_\_\_  
LAST FIRST

North Carolina License Number \_\_\_\_\_

Name as seen on your license \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Day Phone \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_ Evening Phone \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

\* E-mail address \_\_\_\_\_

(**E-mail address is required**, conformation that your report was sent, a link for you to print your certificate of course completion, and notification email if any processing issues were found such as not passing or incorrect course selected are emailed to you at the email address that you provide us on this form, invalid or in correctly typed email address, or if you do not return to your email address that you give to check for our follow-up email prevent you from successfully completing the processing of the course completion records for this course).

On a scale of 1 to 10, 1 to disagree and 10 to completely agree, please rate this course. Circle one only.

- |  |                      |
|--|----------------------|
| 1) The course will benefit my work performance.      | 1 2 3 4 5 6 7 8 9 10 |
| 2) I found the information too difficult.            | 1 2 3 4 5 6 7 8 9 10 |
| 3) The course was clear and well organized.          | 1 2 3 4 5 6 7 8 9 10 |
| 4) I would recommend this course to others.          | 1 2 3 4 5 6 7 8 9 10 |
| 5) I found the information to be current.            | 1 2 3 4 5 6 7 8 9 10 |
| 6) I found the instructional method to be effective. | 1 2 3 4 5 6 7 8 9 10 |
| 7) The content of this course met my expectations    | 1 2 3 4 5 6 7 8 9 10 |
| 8) I would rate this course                          | 1 2 3 4 5 6 7 8 9 10 |

Send:

1. The Answer Sheet
2. The Information Sheet
3. And a Check for \$48.95 payable to: **EVA PRICE**

**Mail to:**

(Cosmetology Instructor Course posted on 1stopceus.com website/not prepaid)

**FLCEO/Eva Price**  
**5041 BASIN AVE**  
**MILTON FL 32583**

- By completing this course online you can save time and money. The online course cost less because it requires less time and staffing to process your records and we pass that savings on to you. If you want to complete this course online [Click Here](#) then enter the answers that you entered on your completed answer sheet into the online quiz.

## Look Before You Mail!

One Last Reminder! Please check your envelope to be sure that you have included the answer sheet, the information sheet and, that your check is signed and is made out for **\$48.95**. Also check the envelope for a full address and a return address.

### IMPORTANT NOTE ABOUT YOUR CERTIFICATE AND ELECTRONIC COURSE REPORTING

Remember to write clearly on the information sheet and to give an email address that you will return to so you can find open and read the follow-up email that we will send you at the time that we process your assessment and send a report to the state for you. If we cannot understand what has been entered on the information sheet we cannot contact you to let you know if the reporting was successful and send you the link you need to print your certificate, or to notify you if there is an issue.

Electronic reports of course completion are sent to the state the day that we receive and process your course learning assessment and course fee payment, we then email you to notify you of your status. That follow-up email will contain a link for you to use so you can go online to print your certificate of completion for this course and it will also let you know if the processing of your course completion records and a subsequent report to the state was successful. Alternatively if we run into an issue with the processing of your assessment or any other item regarding this course completion, it will be found in that same follow-up email along with the instructions on the action you need to take to correct the issue. It is your responsibility to return to the email inbox for the email address that you give us on the information page that you are required to mail us at the time you mail your answer sheet. If you do not return to your email inbox and there was an issue with your processing you will not know about it and it could cost you valuable time and money. Please take the time to follow through by checking for the email that we will send you at the time we receive your test questions answer sheet. Also your information will be sent to the state electronically on the same day that we receive your assessment answer sheet provided you pass with a minimum of a 75% score.

A link to print your certificates online is the method used to provide you with your course completion certificate for this course. We do not send hard copies of certificates of course completion, we are an Internet based company and we provide certificates of course completion in the same manner that the course training document used to complete the course was made available, that being electronically from our website. You are able to print the certificate online at our web site after successfully completing the online quiz or after we receive your assessment that you printed online and mailed to us, then you can print your certificate on our web site by using the link that we provide in the email we send. If you have problems with your printer you can move to another computer that has an Internet connection and a working printer to print your certificate. The public library, or the local office supply location provides computers and printing resources that you can use to print your certificate of completion, using the link that we will email to you in the follow-up email. The course is accessed on the Internet and the certificate is provided to you to access in the same manner that you accessed the course and is the way that our company meets the legally requirement to provide a certificate and/or copies of the certificate to participants of our courses.

You can call your answers and your course fee payment in over the phone for faster service if you cannot complete and pay for the course using the online quiz by contacting our office at: **321-217-0554**.

Thank you again for your patronage! If you have any questions regarding the course material or the testing process, please feel at liberty to contact our office at: **321-217-0554**

You can E-mail us at: **info@cosmetologyceo.com** or you can write to:

**FLCEO/Eva Price  
5041 BASIN AVE  
MILTON, FL 32583**

**PLEASE NOTE: A charge of \$35.00 will be imposed for all checks returned because of insufficient funds.**

Thank you for choosing  
**1stopceus.com**