



## I. COURSE DESCRIPTION:

This course is a culminated learning and identification of the characteristics of hair and scalp disorders and diseases. CICE students, with assistance from a Learning Specialist, will gain the skills to assist in the demonstration, selection and application procedure of the prescribed products to address the client's needs in the treatment of hair and scalp conditions and disorders

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course with the assistance of a Learning Specialist, the student will be able to demonstrate a basic ability to:

1. **Explain the basic chemical properties of products.**  
Potential Elements of the Performance:
  - Define pH
  - Define the properties of water and its interaction with hair
  
2. **Identify types, conditions and disorders of hair and scalp, and make recommendations and referral to physicians as required.**  
Potential Elements of the Performance:
  - Analyze hair condition
  - Select shampoos, conditioners and treatments based on hair analysis
  - Describe types of hair loss and available treatment methods, such as alopecia
  - Describe and differentiate common hair and scalp conditions and diseases
  - Recommend treatment for hair and scalp conditions and diseases
  
3. **Select and recommend products and services based on function and composition.**  
Potential Elements of the Performance:
  - Determine pH of products and its effect
  - Define the functions of common ingredients in hair care products

- Recommend hair care products for home and salon use

4. **Demonstrate preliminary tests for chemical services.**

Potential Elements of the Performance:

- Strand test for color results
- Predisposition test for product allergies
- Test curl for waving and relaxing
- Apply relevant knowledge and interpretation of results to determine service recommendations

**III. TOPICS:**

1. PH scale indicators
2. Product Knowledge and Home Hair Care Recommendations
3. Scalp and hair conditions required treatment options
4. Preliminary tests for chemical services

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Milady Textbook  
Milady Theory Workbook  
Milady Practical Workbook  
Pivot Point Textbook  
Pivot Point Study Guide

**V. EVALUATION PROCESS/GRADING SYSTEM:**

**Theory**

Tests and Quizzes 40%

**Practical**

Practical Application 40%

Final Assessment 20%

***Students must achieve a 50% grade average in each component to meet Ministry and program standards.***

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	

Preparatory Procedures and Treatments II 4 HSP0151

B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

## VI. SPECIAL NOTES:

### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. *It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.*

### **Addendum:**

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

## VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

**CICE Modifications:**

**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.