



NAIL CARE

PURPOSE

To evaluate each contestant's preparation for employment and to recognize outstanding students for excellence and professionalism in the field of nail care.

First, download and review the General Regulations at: <http://updates.skillsusa.org>.

ELIGIBILITY

Open to active SkillsUSA members enrolled in programs with cosmetology/nail care as the occupational objective.

CLOTHING REQUIREMENTS

Class E: Contest specific — Business Casual

- Official SkillsUSA white polo shirt
- Black dress slacks (accompanied by black dress socks or black or skin-tone seamless hose) or black dress skirt (knee-length, accompanied by black or skin-tone seamless hose)
- Black leather closed-toe dress shoes

These regulations refer to clothing items that are pictured and described at: www.skillsusastore.org. If you have questions about clothing or other logo items, call 800-401-1560 or 703-956-3723.

Note: Contestants must wear their official contest clothing to the contest orientation meeting.

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee
 - a. Disinfectant jar (for implements with disinfection solution)
 - b. Technical guidelines for the specific applications required to be performed
 - c. Plastic bags for disposal and refuse
 - d. One electrical outlet per contestant
 - e. ~~Pedicure basin with disposable liner~~
 - f. ~~Foot stool~~

2. Supplied by the contestant
 - a. Safety glasses for contestant and model
 - b. White terry towels (no holes or stains allowed)
 - c. Disposable towels for the table
 - d. Water dispenser (optional)
 - e. ~~All items necessary to complete a basic pedicure. **Note:** Implements should be brought to the contest ready to use (i.e., cleaned and disinfected, or new). Lotion, masks, scrubs and/or callus removers must be from the same professional manufacturer~~
 - f. Any items necessary for a three- to four-minute mock client consultation on natural nail care services
 - g. All items necessary to complete five sculptured acrylic nails. **Note:** Dappen dishes must have covers; monomer, polymer and primer must be from the same manufacturer; two or more of the four basic acrylic colors (pink, white, clear or natural) must be used to complete two-tone/French manicure sculpted nails
 - h. All items necessary to complete five nails with a tip and light-cured enhancement overlay. Can be a hard gel or a hybrid gel/acrylic product. **Note:** Gel polish, temporary or no-light gels may not be used
 - i. Dark red crème lacquer/polish
 - j. All items allowed to complete the flat nail art application: Medium choices: acrylic paints, polishes/lacquers, colored powders (acrylic and dip), gel polish, rhinestones sizes 20ss and under, glitters and dusts, and adhesives, i.e., gel top coats/glue **Note:** No pre-prepared items can be used; items are limited to those intended for use on nails. Top coat may be used as a sealer
 - k. A written description of the nail art theme. Themes are to be typewritten, should include pictures and be contained within a plastic sleeve. **Note:** Due at contest check-in
 - l. A CD with a digital photo of nail art to be created during the contest. Photo may include props. **Note:** Due at contest check-in
 - m. Portable kit organizer (to transport all items necessary for the contest)

- n. Manicure table lamp and electrical extension cord (optional)
- o. All competitors must create a one-page résumé and submit a hard copy to the technical committee chair at orientation. Failure to do so will result in a 10-point penalty

Note: Your contest may also require a hard copy of your résumé as part of the actual contest. Check the Contest Guidelines and/or the updates page on the SkillsUSA website at: <http://updates.skillsusa.org>.

- 3. Electric files/drills are not allowed

SCOPE OF THE CONTEST

The contest is defined by industry standards as set by the current industry technical standards. The contest is divided into two parts: a written exam and a series of testing situations designed to assess knowledge in nail care industry standards.

Knowledge Performance

The contest will include a written knowledge exam assessing all aspects of nail care including safety and sanitation, natural nail and foot care, and artificial nails, as well as a written description of nail art theme.

Skill Performance

The contest will include a series of testing situations including oral presentations and technical applications. The areas that will be evaluated are customer service, safety and sanitation, natural nail care, artificial nails, and nail lacquer and art application. Observations during each segment and evaluation of the finished product will be considered in the scoring.

References

Milady Standard Nail Technology Textbook, Fifth Edition: www.milady.com

Salon Fundamentals: Nail Technology: www.pivot-point.com

Contest Guidelines

1. All contestants must bring a model for the competition.
2. Contestants are not permitted to touch their models before the competition begins or between segments.
3. Conversation between contestant and model is limited. Communication with observers, judges and other contestants is prohibited during the contest.
4. Disqualification or penalty points taken can occur for the following:
 - a. Any rule not followed, with *no* exceptions
 - b. Leaving competition area before completion of model (applies to both contestant and model) without proper escort
 - c. Unauthorized use of a product that is not allowed or that doesn't appear in the above listing
 - d. Any product that appears to have been altered
5. Contestants should come prepared to do the following:
 - a. A three- to five-minute mock nail care consultation on the benefits of natural nail care. You will address the judges as if they are a new client of yours in the salon. Props may be used. The consultation should include the following points: (1) Recommended natural nail care services; (2) Results the client should expect; (3) The home care products the client would need to purchase and use to obtain these results.
 - b. ~~A basic pedicure on one foot of their model. Procedures should include, but not be limited to, shaping toenails, pushing back cuticles, cleaning under toenails, refining skin and polishing.~~
 - c. All five fingers of the model's right hand are to be sculpted with acrylic using forms, no tips, in a two-tone/French-manicure (pink and white) technique. Two or more colors of acrylic may be used.
 - d. All five fingers of the model's left hand are to have nail tips applied and overlaid with a light-cured gel or a light-cured hybrid acrylic/gel. Any type of tip may be used.

(25)

- e. A ~~50~~-question, multiple-choice exam on all aspects of nail care.
- f. Two coats of dark red crème lacquer/polish is to be applied to the model's right hand.
- g. Flat nail art is to be applied to all five fingers of the model's left hand. A specific theme is to be carried through on all five fingers and in a written description. Contestants must have written and submitted a description of the theme they intend to create at the contest check in. Themes should be typewritten, may be decorated and must be contained in the plastic sleeve. Diagrams of the art you intend to create can be used; however, these are limited to the finished product and may not be step-by-step instructions. Judging will be on the overall balance of the use of different mediums and the creative use of the mediums to support the theme, as well as your attention to detail. Once all judging is complete, props may be used to enhance art during the parade of models.

Standards and Competencies

NAIL 1.0 — Apply the knowledge and skills needed to perform safety and sanitation in a nail care situation.

- 1.1 Show safety in handling products
 - 1.1.1 Set up table to consist of items needed for the specific contest application in progress (e.g., if sculptured nail is in progress, the tip and ~~wrap~~ and nail art materials should not be visible during this time)
 - 1.1.2 Identify all products and solutions properly with the manufacturer's original packaging and labeling (e.g., cannot be defaced)
 - 1.1.3 Ensure that bottles and containers are securely closed after use
 - 1.1.4 Demonstrate when and how safety glasses and gloves are used
- 1.2 Perform sanitary practices
 - 1.2.1 Ensure that all implements and files are brought to the contest

(acrylic/gel, not wrap)

- 1.2.2 Ensure that any implement or file that becomes contaminated during the contest is disposed of or cleaned and disinfected
- 1.3 Perform safe usage of implements and tools
 - 1.3.1 Verify there are no cuts on surrounding skin
 - 1.3.2 Verify there are no cuticle abrasions
- 1.4 Apply knowledge of sanitation and disinfection, how they are accomplished and how they differ
 - 1.4.1 Define sanitation and disinfection
 - 1.4.2 List and explain proper procedure for sanitation and disinfection
 - 1.4.3 Contrast sanitation and disinfection
 - 1.4.4 Describe importance of proper sanitation
 - 1.4.5 Describe importance of proper disinfection
- 1.5 Show cleanliness and organization of the working environment
 - 1.5.1 Ensure that workspace is clean and organized throughout contest
 - 1.5.2 Verify that only needed items are out on the table
 - 1.5.3 Ensure that required tools and products are accounted for and professionally organized

NAIL 2.0 — Implement skills that are needed for quality customer service in a nail care situation

- 2.1 Evaluate client needs and demonstrate listening skills
 - 2.1.1 Analyze nails
 - 2.1.2 Question client about current state of natural nails
 - 2.1.3 Question client on desired results
 - 2.1.4 Understand client's current situation versus desired situation
- 2.2 Demonstrate effective communication while talking with the client
 - 2.2.1 Develop and recommend services and products that relate to client needs

- 2.2.2 Use a pleasant tone of voice, smile, and exude positive body language
- 2.2.3 Be persuasive
- 2.3 Model professional behavior and a positive attitude throughout the contest
 - 2.3.1 Listen to directions
 - 2.3.2 Follow all rules
 - 2.3.3 Be punctual

NAIL 3.0 — Apply the knowledge and the skills needed to perform natural nail care in a nail care situation

- 3.1 Describe natural nail care services including a basic manicure and add-on services and results that can be obtained through these services
 - 3.1.1 Propose a service or combination of services for specific client needs
 - 3.1.2 Describe a basic manicure and additional services
 - 3.1.3 Describe the results that can be obtained through these services
- 3.2 Describe home care products and the results of their use
 - 3.2.1 Prescribe needed home care products and their purposes
 - 3.2.2 Describe the results that can be obtained by using these products

~~**NAIL 4.0 — Apply the knowledge and the skills needed to perform foot care in a nail care situation**~~

- ~~4.1 Perform a basic pedicure

 - ~~4.1.1 Demonstrate knowledge of proper steps for a basic pedicure~~
 - ~~4.1.2 Demonstrate knowledge of safe and sanitary pedicure procedures~~~~
- ~~4.2 Describe add-on foot care services and the results that can be obtained

 - ~~4.2.1 List additional services that can be performed as part of a basic pedicure~~
 - ~~4.2.2 Describe the benefits of pedicures and other foot care add-on services~~~~
- ~~4.3 Distinguish signs of infection that would prohibit you from performing pedicure services

 - ~~4.3.1 Recognize signs of infection~~
 - ~~4.3.2 Identify common foot disease~~~~
- ~~4.4 Describe proper sanitation and disinfection of a pedicure basin, whirlpool spa or no-pipe basin~~

- ~~4.4.1 List steps to properly sanitize and disinfect a pedicure basin~~
- ~~4.4.2 Contrast sanitation and disinfection~~
- ~~4.4.3 Describe importance of proper sanitation~~
- ~~4.4.4 Describe importance of proper disinfection~~

NAIL 5.0 — Apply the knowledge and skills needed to perform artificial nails services in a nail care situation

- 5.1 Build an acrylic nail
 - 5.1.1 Ensure product control; clarity/no bubbles, smile line
 - 5.1.2 Verify that the cuticle and nail groove are smooth and thin
 - 5.1.3 Identify that the contour, the highest point of nail, is in the center at the natural stress area
 - 5.1.4 Ensure that the shape and length is consistent on each finger
 - 5.1.5 Identify that the surface finish is smooth, with a high-gloss shine
- 5.2 Demonstrate proper application and blending of a nail tip
 - 5.2.1 Perform tip application (i.e., fit and alignment)
 - 5.2.2 Perform tip blending
 - 5.2.3 Perform product control (i.e., no adhesive seepage)
 - 5.2.4 Perform tool control (i.e., no excessive filing on skin or natural nail)
- ~~5.3 Describe the proper application of a nail wrap and resin

 - ~~5.3.1 Differentiate types of wrap materials and describe proper application~~
 - ~~5.3.2 Describe the proper application of resin~~~~
- 5.4 Demonstrate application of a light-cured nail enhancement
 - 5.4.1 Define a light-cured enhancement
 - 5.4.2 Differentiate light-cured enhancement from other material used to create artificial nails
 - 5.4.3 Describe benefits of light-cured enhancement
 - 5.4.4 Demonstrate application of light-cured enhancement (e.g., cover nail completely, no excess gel in cuticle area)

- 5.4.5 Identify that the contour, the highest point of nail, is in the center at the natural stress area
- 5.4.6 Ensure that the shape and length is consistent on each finger
- 5.4.7 Ensure that surface finish is smooth, with a high-gloss shine
- 5.5 Prepare or describe preparation of a natural nail for any type of artificial enhancement
 - 5.5.1 List steps for properly preparing a natural nail for an artificial enhancement
 - 5.5.2 Identify importance of proper preparation
- 5.6 Demonstrate proper finishing techniques for any type of artificial enhancements
 - 5.6.1 List steps to finish an artificial nail
 - 5.6.2 Understand and contrast different file grits
 - 5.6.3 Describe the proper contour for the strongest artificial nail
- 5.7 Describe the different materials used to create artificial nails
 - 5.7.1 Compare and contrast acrylic nails, ~~wrap systems~~ and light-cured enhancements
- 5.8 Describe the different methods of creating artificial nails
 - 5.8.1 Compare and contrast overlays, tip with overlays, and sculpting methods of creating artificial nails
- 5.9 Describe maintenance required for artificial nails
 - 5.9.1 Describe maintenance for acrylic nails
 - ~~5.9.2 Describe maintenance for wrap system nails~~
 - 5.9.3 Describe maintenance for light-cured enhancements nails

NAIL 6.0 — Implement the knowledge and skills needed to perform nail lacquer and art application in a nail care situation

- 6.1 Show proper application of nail lacquer, including any necessary cleanup
 - 6.1.1 Ensure neatness, coverage, evenness and cuticle involvement
- 6.2 Show proper application of flat nail art
 - 6.2.1 Implement creativity; theme, follow-through of theme, artist

- 6.2.1 expression, and color coordination
- 6.2.2 Perform at the proper level of difficulty and complexity of design
- 6.2.3 Ensure precision, neatness and clarity of lines
- 6.3 Describe the theme you intend to create with nail art in one to two written paragraphs (grammar, creativity and language will be evaluated)

Committee Identified Academic Skills

The technical committee has identified that the following academic skills are embedded in this contest.

Math Skills

- Solve practical problems involving percentages
- Solve problems using proportions, formulas and functions
- Use basic math skills for the purposes of sales and marketing (addition, subtraction, multiplication, division, percentages)
- Use basic math skills for the purposes of bookkeeping (addition, subtraction)

Science Skills

- Use knowledge of patterns of cellular organization (cells, tissues, organs, systems)
- Classify living organisms as it applies to infection control
- Describe and recognize elements, compounds, mixtures, acids, bases and salts
- Describe and recognize solids, liquids and gases
- Describe characteristics of types of matter based on physical and chemical properties
- Use knowledge of physical properties (shape, density, solubility, odor, melting point, boiling point, color)
- Describe and demonstrate simple compounds (formulas and the nature of bonding)
- Predict chemical changes to matter (types of reactions, reactants and products; and balanced equations)
- Use knowledge of heat, light and sound energy

Language Arts Skills

- Demonstrate use of such verbal communication skills as word choice, pitch, feeling, tone and voice
- Demonstrate use of such nonverbal communication skills as eye contact, posture and gestures using interviewing techniques to gain information
- Demonstrate comprehension of a variety of informational texts
- Understand source, viewpoint and purpose of texts
- Demonstrate knowledge of appropriate reference materials
- Use print, electronic databases and online resources to access information in books and articles
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing

Connections to National Standards

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

None Identified

Source: NCTM Principles and Standards for School Mathematics. For more information, visit: <http://www.nctm.org>.

Science Standards

- Understands the structure and properties of matter
- Understands the sources and properties of energy
- Understands the nature of scientific inquiry

Source: McREL compendium of national science standards. To view and search the compendium, visit: <http://www2.mcrel.org/compendium/browse.asp>.

Language Arts Standards

- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their

- understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics)
- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information)

Source: IRA/NCTE Standards for the English Language Arts. To view the standards, visit: www.ncte.org/standards.