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| **LESSON PLAN** | | |
| **Unit**  **SDPO1 Provide Chemical Skin Peeling Treatment** | **Venue and Room** | **Class Details- Times & dates**  Registration:  Class: |
| **Lesson Ref** – LCBT Practical skills. **Lesson Title** - Chemical Peeling - Practical Skill Learning & Competency Assessment | | |
| **Pre Class Preparation- Lecturer**  Liaise with clinic staff to  1. Ensure all H&S checks have been made & general disinfection procedures have been carried out  2. Order generic sundry items and Course specific products  3. Book all volunteer clients as required for learner numbers  3. Check volunteer client availability prior to class & make adaptations to the lesson plan to accommodate learner numbers and assessment requirements  4. Facilitate the printing of all required documents  5. Ensure all PowerPoint’s are available | **Pre class preparation- Learner**  1. Learners need to have covered all on line underpinning knowledge and passed all MCQ tests and documented this in the assessment workbook  2. Learners must have completed or be working towards completion of the Assessment Workbook  3. Learners must bring the Course manual with them to practical  4. Learners must be prepared for practical and have an appropriate uniform to wear and be professionally presented | **Class requirements & Resources**  1. Clinic resources  2. Peeling products  Sundry items  3. Clients for treatments- scheduled in accordance with lesson plan  4. PPTS for pertinent underpinning knowledge reviews & Practical skills  5. Hard copies of-  a) Aims & objectives for the day  b) Peeling Procedures  c) Client consultation documents  d) Assessment and feedback paperwork  6. Delegate lunch and drinks |
| **Learning Outcomes**  Underpinning knowledge  LO 1 Understand the origins of chemical peeling and the current practice trends  LO 2 Understand the effects and benefits of treatment the indications for treatment, contraindications and the factors that compromise and assist the healing process  LO 3 Understand the characteristics and behaviour of the actives used for Chemical Skin Peeling  LO 4 Understand anatomy and physiology and the wound healing process as it relates to Chemical Skin Peeling.  LO 5 Understand the factors that determine the depth and effects of chemical peels  LO 6 Understand the practical requirements for safe and effective chemical skin peeling treatment  Practical Skill Competencies  LO 7 Provide ethical, safe and effective chemical skin peeling treatment ensuring maintenance of health and safety practices, security and emergency procedures  LO 8 Document and conclude treatments in accordance with legislative and organisational requirements | | |
| **Assessment Methods**  Underpinning knowledge    1. On line MCQS- Completed prior to the practical learning and assessment session  2. Discussions, Oral questions used to reinforce and check underpinning knowledge particularly pertinent to the practical skill  3. Manual check (if appropriate)  Practical Skill Competencies- Realistic Working Environment  1. Observation of Learner preparing for and carrying out all skill competencies  2. Review of Learners written reflection and evaluation  3. Client feedback- Verbal & Written | | |
| **Adaptations and differentiation**  Adaptations and differentiation practices will be carried out through the learning and assessment procedures- for safeguarding, learning need, ability, understanding, gender, age, culture, language, and any other variance.  Methods   1. Learners moved, assisted, additional support 2. Questions re-phrased and simplified 3. Word meanings explained 4. Diagrammatic illustrations given where required 5. Practical skills directed in accordance with individual needs 6. Varying Food requirements | | |

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| **Time & Transition details** | **Teaching & Assessment method** | **Content** | **Learner Activity** |
| **9.00** | **Registration** |  |  |
| 9.15  Introductions, housekeeping, outline of the days timetable- Aims & and objectives | Discussion  Answering Questions  Use of White board or hand-out to outline objectives | Staff overview and learner backgrounds  Housekeeping  Aims and Objectives hand-out content | Listening. Discussions  Q & A,  Hand-out |
| 9.30  Review of course requirements  & checks on learner progress | Observation of Manuals where relevant  Discussions and review of progress with underpinning knowledge & Course requirements.  Q&A | Progress re - establish completion of underpinning knowledge.  Course requirements overview-  completion of the assessment workbook, course manual and the practical skill assessment. Case studies, and exams | Listening  Review of own manual and assessment information  Q & A |
| 9.45  Discussions & Oral Questions to reinforce pertinent underpinning knowledge | Oral questions, Observation of manuals  Discussions | Legislation & Insurance requirements  Health & Safety  Skin conditions to be treated  Consultation and Contraindications  Main groups of Peel actives  The physiological impact of peel actives on the skin and the wound healing response  The importance of pre-priming the Skin & readiness for treatment. | Review of own portfolio,  Q & A |
| 10.30  Discussions for use of and completion of documents | Explanations of the Skill assessment paperwork  Treatment explanations to include  1. Timing of the treatment  2. Progressing treatment  3. Course recommendations after care | 1. Consultation  2. Consent forms- to treatment & Photos  3. Treatment explanation sheets  4. After care sheets  5. Treatment recording and signatures required  6. The assessment paperwork-  7. Tutor skill competency sheets  8. Learners Reflective writing sheets and the | Listening. Discussions  Q & A,  Hand-outs |
| 11.00  Peel procedures | Use of Power Point presentations or Hand-outs  Discussion  Q & A | Overview of the peels to be used and the peel protocols | Listening.  Q & A  Review of hard copy presentations |
| 11.30  Consultation & peel Demonstrations, discussions | Demonstration number one  Use of very superficial peels  To include- Medik8, Neostrata, Sesderma and mesoestetic  Demonstrations and variance explanations  Discussions  Q & A  Facilitation of learner engagement | 1. Demonstrate Consultation check & gaining consent (treatment explanations and after care an imperative element to have given) to treatment & Photograph consent.  2. Demonstrate and discuss best practice approach to clients during the preparation stage- Professional and effective care and attention to modesty, health and safety and adaptations for individual groups  3. Demonstrate best practice use of towels, pillows and bedding to ensure client comfort throughout the treatment  4. The importance of client care throughout the treatment and appropriate client engagement.  4. Demonstrate cleansing Preparation of the skin for peels  5. Take photographs  5. Discuss use of de-greasing agents and variances. Carry out a ‘mock run’ of the application of a de-greasing agent  5. Discuss Peel choices and selection  6. Discuss and demonstrate ‘Readiness’ for application and removal- cold water and wet gauzes, timer & neutraliser.  7. Discuss and carry out a ‘mock run’ of neutraliser application & variances.  8. Demonstrate Protection requirements - Use of petroleum jelly and eye pads  9. Discuss Peel application utensils- Variances, brush, gauze and bud applicators. Carry out a ‘mock run’ of all three methods.  10. Discuss Peel application sequence and variances, timing and how to establish the correct time to remove the peel- Use of timers and peel removal– in accordance with the client aims & needs, skin type and condition, Client sensation and comfort levels (1-10) and skin reaction to the peel- Erythema and frosting. Importance of following the product manufacturer protocols.  10. Demonstrate a peel application, client and skin checks and peel removal in accordance with brand peel protocol.  11. Post treatment procedures- Application of actives to assist the healing process and for skin protection post peel.  12. Post treatment photograph.  12. Documentation procedures and establishing client satisfaction | Observation & notes  Q & A  Reflective learning document |
| 1.00  Lunch |  | | |
| 1.30  Preparation for RWE | Discussions  Review of the assessment process and paperwork | clinic / treatment area organisation | Listening, Q&A, Discussions |
| 1.45  Client session for learner assessment | Facilitate assessment opportunities for all learners to engage in  1. A full consultation and acquisition of informed consent.  2. A peel treatment  Client number one formative practice and guided learning.  Observation, guidance & Assessment of the process.  Observation of –  1. Client and practitioner introductions and relationships throughout the treatment.  2. Consultation and acquisition of the consent for treatment and photographs  3. Preparation of the client including giving instructions, modesty, safety, and establishing client comfort on the couch.  4. Preparation of the skin for treatment and taking photograph  5. Protection procedures  6. Peel application- (see competency assessment marking sheet for full parameters to be observed)  7. Timing for removal, Client and skin checks.  8. Peel removal.  9. Post treatment care of the skin and product choices and application  10. Post treatment photograph  11. Provision of after care, further appointments, treatment evaluation, Client satisfaction  12. Treatment documentation procedures.  **note-** Learners must achieve summative assessments in peel procedures with 3 clients.  note- Learners must select peels in accordance with client needs but must ideally carry out three different types of peels.  **note-** learners must achieve one summative assessment for consultation and acquisition of informed consent (see competency assessment marking sheet for full parameters to be observed) | Facilitate 4 x assessment opportunities.  Client number one formative practice and guided learning. Clients 2,3,4 & 5-  Timing  Client one - 1.45 Consultation  Client one- 2.15 Cleanse & pre-treatment photograph  Client One 2.30 Peel treatment  Client One 3.00 Post peel after care  Client one 3.10 Post peel photograph  Client one 3.20 Further treatment and product recommendations  Client one 3.30 recording of the treatment  Learner reflections and assessment documents | Learners will carry out treatment procedures For Formative practice of skill competency acquisition - with trainer direction and for assessment of skill competency and complete all paperwork required.  Learners will -  1. Carry out a full Consultation and gain informed consent and consent for photographs to be taken.  2. Escort clients to the treatment room and give instructions to them for treatment, adapting for different client groups. (age, ability, gender, race and culture)  3. Ensure readiness for treatment  4. Prepare the skin for treatment- Cleanse & take photograph  5. Apply de-greasing agent where appropriate.  6. Apply petroleum jelly and eye pads.  5. Apply the peel in accordance with selected method  6. Establish clients comfort levels 1-10  7. Observe skin reactions and respond accordingly  8. Time the peel accurately  9. Neutralise in accordance with peel protocols providing client information to reduce any anxieties.  10. Remove and cool the skin effectively and quickly adapting for client needs  11. Provide client reassurance and care throughout the treatment  12. Apply post treatment actives  13. Take post treatment photograph  14. Provide after care, product recommendations, treatment recommendations & Evaluate the client response to treatment.  15. Complete all documentation to record the treatment in accordance with data protection and organisational procedures.  16. Complete the assessment refections |
| 4.30  Class reviews, document collation, | Class reviews, document collation,  Post course tidying and sanitising procedures.  Outline of day two | Collation of paperwork  Clinic tidying procedures | Discussions, Q&A, Paperwork completion, portfolio organisation. |
| 5.30  Finish |  |  |  |
| DAY TWO | | | |
| **9.00** | **Registration** |  |  |
| 9.15 Timetable for the day - Aims & Objectives of the day | Oral questions, Q&A  Discussions  **Outline Assessment expectations** | Aims & Objectives sheet | Listening, Q&A |
| 9.40 Review of day one | Oral questions, Q&A  Discussions | Main areas of learning from Day 1.  Consultation  Peel variances  Practical protocols  Taking photographs  Product recommendations | Discussions, Q&A, |
| 10.00 | PPT  Peel products for superficial peels level 2  To include- Medik8, Neostrata, Sesderma and mesoestetic  Demonstrations and variance explanations  Discussions  Q & A  Facilitation of learner engagement | Review of peel procedures  as per day one | Observation of PPT- Notes-  Practice laminates |
| 10.45 | Demonstration – Discussions- Q& A to follow protocols of day one |  |  |
| 12.00 Lunch |  | | |
| 12.30 Prep for RWE | Discussions | H&S requirements  Clinical expectations | Preparation of the work area  To include  Disinfection of the work area  Trolley requirements and organisation  Bed organisation  Paperwork |
| 12.45 | Facilitate assessment for Client number two  Observation and assessment as per assessment requirements  If guidance is needed this must be provided | Peel practical | Treatment procedures as day one- Pell protocols as per manufacturer requirements. |
| 1.15-1.30 Prep for next client | Observation | disinfection and tidying in readiness for practice | Preparation of the work area |
| 2.45 | Facilitate assessment for Client number three  Observation and assessment as per assessment requirements  If guidance is needed this must be provided | Peel practical | Treatment procedures as day one- Pell protocols as per manufacturer requirements. |
| 4.15 | Facilitate clinic requirements as per H&S procedures | disinfection and tidying for end of day procedures | Collation of paperwork  Clinic tidying procedures |
| 4.30-5PM | Assessment summary, Class reviews, document collation  Case study requirements and exam preparation- Time schedules and any diary restrictions | Manaul and assessment procedures  Case study requirements  Student kits | Discussion, Q&A, |