

## **Employment As A Salon Professional (8 hours)**

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## **Lesson 1: Keys to Successful Employment (4 hours)**

### **Outline**

#### Keys to Successful Employment

- a. Self-evaluation
- b. The resume
- c. Establishment evaluation
- d. Job interview
- e. Prospering in the salon

### **Learning objectives**

After completing this lesson you will be able to:

- Identify basic elements in the practice of self-evaluation
- Define the fundamental components of a well planned resume and portfolio
- Explain how to evaluate prospective establishments
- List inclusions of a successful job interview
- List key principles of possessing a team mentality

### **Introduction**

The purpose of this study module is to review the principles, practices and theories of employment as a salon professional. We will study evaluation techniques regarding yourself, your goals and your future employer. We will put into action, a plan of how to gain employment, as well as analyze your ability to grow and prosper as a new employee. Using the module activities you will practice these principles as we learn the steps to becoming successfully employed and being prosperous for many years to come.

### **Keys to Successful Employment**

Whether a veteran as a salon professional or a beginner, it is a good idea to routinely evaluate yourself through personal inventory of your **characteristics and behaviors** as a salon employee. We all have our own personal strengths as well as weaknesses. We must perform a self-evaluation for ourselves by making a **checklist** to see how we measure up.

Through honest evaluation, we can determine those areas in which we can improve upon to become a better employee. It is a good idea to give consideration to the things we expect of ourselves as well as the things that others expect of us. Not only should we consider our skills and abilities as it pertains to quality of service but also our abilities as it pertains to employment.

#### **a. Self-evaluation**

We must consider personal characteristics such as our willingness to be committed to excellence, our willingness to get along well with fellow employees and to be dependable team players. All of these things and more lead to successful employment as a salon professional. A few questions you might ask yourself are:

- Do I have a professional appearance?
- Do I have a willingness to serve?
- Do I have a willingness to help others?
- Do I have strong and appropriate interpersonal skills?

- Am I a good team player?
- Do I have excellent technical skills?

In order to acquire a **stable permanent job** in the service industry, you must either currently have professional traits or be willing to practice for perfecting professional traits.

The following is an example checklist you can use for self-evaluation.

When developing your own evaluation **checklist**, use characteristics that a successful salon professional possesses and rate them as they apply to you personally.

| Characteristic                | Mastered | Above Average | Average | Needs Improvement |
|-------------------------------|----------|---------------|---------|-------------------|
| Well groomed                  |          |               |         |                   |
| Confident in technical skills |          |               |         |                   |
| Positive attitude             |          |               |         |                   |
| Courteous                     |          |               |         |                   |
| Excellent communicator        |          |               |         |                   |
| Motivated                     |          |               |         |                   |
| Responsible                   |          |               |         |                   |
| Honest                        |          |               |         |                   |

When conducting a self-evaluation, there are a few questions we must ask ourselves in order to pursue a job that will be a good fit for what we are suited for.

### Let's look at motivation.

There can be many motivating factors when seeking employment but the number one factor is the desire to **make money**. On the average, most people need a job. We have to earn a living. This can be a very strong motivation when seeking employment.

### What is motivating you to seek employment?

According to Dictionary.com the word **motivation is defined as: desire to do; interest or drive; incentive** This definition refers overall to the intrinsic or internal drive one has.

There can also be extrinsic or external motivations such as those that come from family, friends or varied life situations. Intrinsic positive motivation is the most sustaining when it comes to a happy employment experience. Other types of motivation that involve extrinsic or negative will not usually sustain happy employment, not to be confused with successful employment. External or negative motivation can sustain successful employment but under negative conditions does not normally make for a happy employment experience.

### What level of technical skills do you possess?

This is where you must be painfully honest with yourself. Do you, without question, have a complete understanding of all technical aspects of all services that as a license holder in your field requires? Can you, with full confidence, perform all technical aspects of those services?

As a personal service worker you are **expected to know all technical applications** of services that fall within your category of licensing.

If you are unsure of procedures, you must continue to **practice and study** until you are confident that you can perform all services with confidence. You must be an asset to an employer. Although most salons emphasize further training during employment, you must not rely on future training for the services you will be required to perform immediately, but possess it now.

### **Do you have a strong work ethic?**

Dictionary.com defines the term ***work ethic*** as: a belief in the moral benefit and importance of work and its inherent ability to strengthen character. Consistently giving it your best at every level is the best way to express a strong work ethic. Be **on time**. Perform services to the best of your ability and treat people and things with **respect**.

### **Do you have enthusiasm?**

Dictionary.com identifies the term ***enthusiasm to be synonymous to: eagerness***, warmth, fervor, zeal, ardor, passion, devotion.

### **Do you have integrity?**

Dictionary.com describes ***integrity*** as: adherence to moral principles; honesty. Integrity can be applied to your work at many levels. You can have integrity in performing techniques. You can show integrity toward others through your attitude and actions. Integrity never involves embellishing the truth. Integrity means **never using short cuts** or doing less than what is proper.

## **b. The Resume**

The beginning of job hunting is the resume. A **resume** should represent a basic summation of your education and previous work experience.

Employers will view your resume for a quick overview of your achievements and work history.

### **Guidelines for preparing your resume:**

|                                                                      |
|----------------------------------------------------------------------|
| Simplify resume information so it will fit onto one page             |
| Use high quality paper to print it on                                |
| Include your Name, Address, Telephone Number and Email Address       |
| List recent work experience                                          |
| List education including school names and courses                    |
| Include a section for abilities and accomplishments                  |
| When adding information keep it relevant to the job you are pursuing |

**For example: your written accomplishments can show**

|                                                                        |
|------------------------------------------------------------------------|
| The number of regular clients that you serve.                          |
| The number of weekly clients that you serve.                           |
| Your client retention rate.                                            |
| Your average revenue per client.                                       |
| Your average percentage of total revenue that comes from retail sales. |
| Your average percentage of total revenue from chemical services.       |

**Guidelines: Do**

|                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Do</b> make it easy to read. Use accurate and clear communication when writing. Avoid run-on sentences and overpowering descriptive words. |
| <b>Do</b> be familiar with the type of reader. Knowing your reader can help you cater the resume to the style of your potential employer.     |
| <b>Do</b> keep it brief. One page is best.                                                                                                    |
| <b>Do</b> emphasize accomplishments. Indicate the accomplishment and the skill that it took to achieve it.                                    |
| <b>Do</b> define career goals when possible. Indicate that the position you are seeking is your goal.                                         |
| <b>Do</b> mention skills that are transferable. List skills that you now have that will be of benefit to the new position.                    |
| <b>Do</b> use verbs that show positive action such as; maintained, coordinated, developed, increased, etc.                                    |

**Guidelines: Do Not**

|                                                                                               |
|-----------------------------------------------------------------------------------------------|
| <b>Do not</b> state your salary history (that will be asked on the job application)           |
| <b>Do not</b> lie about anything                                                              |
| <b>Do not put personal references on a resume</b> (that will be asked on the job application) |

The following is an example of a successfully written resume.

|                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Victoria Vale</b><br/>123 Wisteria Lane<br/>City, State 12345<br/>(123) 123-1234</p>                                                                                                                           |
| <p>A Licensed Cosmetic Art Professional who trained in advanced techniques in Europe and has been featured in “Beauty Focus” magazine.</p>                                                                           |
| <p><b>Accomplishments and Abilities</b></p>                                                                                                                                                                          |
| <p><b>Sales</b><br/>Named “Retail Leader of the Year” for highest monthly revenue.<br/>Increased and sustained retail sales an average of 32%. Increased chemical services by 43%.</p>                               |
| <p><b>Client Retention</b><br/>Developed and maintained a client base of 220 customers for more than 3 years.</p>                                                                                                    |
| <p><b>Special Projects</b><br/>Developed a gifting program that helps cancer survivors acquire high-quality wigs.<br/>Supervised the collection of hair for wigs. Guest speaker for various Cosmetic Art Schools</p> |
| <p><b>Additional Training</b><br/>Advanced techniques in hair-cutting<br/>Advanced techniques in hair-coloring Updated sanitation and health training</p>                                                            |
| <p><b>Awards</b><br/>“Retail Leader of the Year” award “Expert Colorist” award<br/>“Superior Stylist” award Competition Grand Prize Winner</p>                                                                       |
| <p><b>Experience</b></p>                                                                                                                                                                                             |
| <p><b>The Place Salon &amp; Spa</b>     2004-2007   Cosmetologist / performed all services<br/><b>Mattie's Beauty Boutique</b>   2007-2011   Cosmetologist / performed all services</p>                              |
| <p><b>Education</b><br/>Graduate, Tangleze National Academy of Cosmetology, New York, 2004<br/>Licensed as Cosmetologist, 2002</p>                                                                                   |

Whether you are fresh out of Cosmetic Art school or have been working for years, it is a good idea to have a **portfolio** to show off your talents. A portfolio should include a good quality ring binder that can hold photos and documents within clear individual sleeves. It's a great opportunity to give true visuals of what you have accomplished throughout your career. This is the time to put your best foot forward into a collection of awards, **certificates**, recognitions and even business reports. Keep in mind a portfolio has no limits in how you can represent yourself as a professional. As long as your portfolio contains nothing that can be construed as offensive to the viewer, all is well.

Here are a few ideas.

### **Portfolio Content**

|                                                                                 |
|---------------------------------------------------------------------------------|
| Cosmetology school diploma                                                      |
| Certificates of Awards                                                          |
| Resume                                                                          |
| Letters of reference from former employers                                      |
| Continuing Education Certificates                                               |
| Industry / Organization / Affiliation / Membership documentation                |
| Photos of “before and after” models                                             |
| Professional Statement /brief paragraph of “why you choose to be in your field” |
| Other relevant documentation such as newspaper articles, business reports, etc  |

Before assembling your portfolio consider whether your gathered material is a good representation of you and your skills. Remove anything in question and get advice from someone who is familiar with you and your work. Keep in mind that all documentation including your resume and professional statement should be typed and never hand written. You can use tabs to mark each section if you wish.

### **Professional Statement**

**Your professional statement should include:**

|                                                                                                                |
|----------------------------------------------------------------------------------------------------------------|
| <b>A description of what you love about your profession</b>                                                    |
| Your philosophy of teamwork and how you can contribute                                                         |
| Your acknowledgment of the importance of service and retail revenue and a method or two of how you increase it |

### c. Establishment Evaluation

#### Which salon /employer is a good fit?

To ensure the best chance of successful employment, it is best to find a salon that is a good fit for what you are looking for. There are many things to consider. You should visit several establishments in order to get a good idea of what is available in your area. The environments and images of salons can vary drastically so it's important to research ahead of time in order to get a good grasp of your choices. So you should visit several salons in order to get a good idea of your opportunities. In order to keep track of what you observe, you should keep a checklist for each Salon that you visit. Only complete your checklist in private after your experience. Later, if you make good notes, you will be able to better recall your adventure.

This following sample checklist is a good way to keep up with your visits and good examples of how to grade your would-be employer.

#### Example of a “Good Fit” Checklist

**The Salon's Image:** Does the salon have an image that fits into your comfort zone? Does it reflect an image that goes against your ethics in some way or seem uncomfortable to you? How about the way your work area is arranged? Is the volume of the music excessive and unprofessional? Does the salon use handmade signs? If you see anything alarming, go ahead and check that salon off your list. Use your own values for what is acceptable in order to decide if the salon is a possible place for you to be employed.

☒ **above average**      ☐ **average**      ☐ **poor**

**comments:** *Clean back-bar. high-end appliances , lighting is excellent at stations*

**Employee Image:** Observe the manager and her employees. Are they leaning on counter- tops? Are they giving proper attention for those clients who just walked up to the counter for an appointment? Are they properly monitoring chemical services for any discomfort a client might be having? This is the time to monitor the behavior and appearance of both the manager and her employees. If it doesn't seem acceptable today, it is unlikely things would improve after you are employed there.

☒ **above average**      ☐ **average**      ☐ **poor**

**comments:** *Employees are all ages - all had incredible hair /wardrobe /makeup*

**Management:** Is the telephone being answered quickly and walk-in clients attended to promptly? Are the floors clean and the retail area orderly? What about team work? Is there an air of negativity? All of these things can indicate poor management.

☒ **above average**      ☐ **average**      ☐ **poor**

**comments:** *They have a full-time receptionist*

**Clients:** Are the clients being properly attended to from beginning to end? Are they properly welcomed and monitored throughout their visit? Does the salon have customary smocks, changing rooms and beverages for their patrons?

(  X  ) above average      (\_\_\_\_) average      (\_\_\_\_) poor

comments: *They have individually wrapped chocolates in the dressing rooms for the patron*

**Services and Pricing:** Compare one salon's pricing to another. Compare the add-on services within the pricing to see which salon has the better value for the customer. Consider if you yourself would come there as a client under those circumstances.

(  X  ) above average      (\_\_\_\_) average      (\_\_\_\_) poor

comments: *They include a free pedicure with every service*

**Retail:** Again, Does the salon use professional marketing for their retail? Are the prices over- inflated? Are the bottles covered in dust? Are the employees selling?

(\_\_\_\_) above average      (  X  ) average      (\_\_\_\_) poor

comments: *Very clean. The usual brands. No specials or sale bundles that I noticed*

**Professional Marketing:** Does the salon use professional posters to promote their product lines? Does the salon use wall hangings and framed photos that reflect updated styles?

(\_\_\_\_) above average      (  X  ) average      (\_\_\_\_) poor

comments: *Framed photos are not as up to date as they could be*

Once you have determined which salon is the perfect fit, it is time to prepare for the job interview. Remember, there doesn't have to be a job opening to get an interview. And, there doesn't have to be a formal "job opening" per say to be hired. Many a salon professional has been hired when the manager hasn't even herself advertised a job opening. There may be a position available that is part-time or temporary that can lead to a full-time position. Often times a manager will create a position if she really wants you on her team.

#### d. Job Interview

##### Preparing for the Interview Resume Review:

Preparing for the face to face interview includes reviewing your resume.

- Does your resume represent your abilities and accomplishments in your job and training?
- Does it make your reader inquisitive and want to learn more?
- Is the format neat and easy to read with content that emphasizes your skills?
- Is all information relevant to the job you are seeking?
- Is it a relatively complete and well-rounded overview?

**Portfolio Review:**

Preparing for the face to face interview includes reviewing your portfolio. Did you include:

- diploma
- awards and Certificates of Achievement
- resume
- letters of reference from former employer(s)
- continuing education certificates
- memberships of Cosmetology organizations
- before and after photos
- other relevant documentation

Now would be the time to remove anything from your resume or portfolio that doesn't fit in with your overall purpose.

**Now let's focus on wardrobe.**

Since you have previewed the potential establishment, you now have an idea of what they consider the image appropriate for their salon. You should try to mirror this as closely as possible. You want to look like you could begin work the day you are interviewed with no changes needed. You might be asked to return for a second interview so have ready a second outfit for that purpose.

**Consider these points:**

- Is your outfit appropriate for that position?
- Is it an up-to-date fashion and does it fit well?
- Are your accessories appropriately sized and not noisy?
- Are your fingernails clean and manicured?
- Is your hair style up to date and flattering?
- Ladies, is your make-up up-to-date and appropriate?
- Men, are you clean shaven and/or your facial hair appropriately trimmed?
- Is your cologne or perfume lightly applied?
- Are you carrying a handbag or briefcase but not both?

In addition to your resume and portfolio, you will need to have a list of names and dates of former employment, education and references.

**Be ready for the questions!**

You may not be a professional “interviewee” but there is a good chance that your future employer is a professional “interviewer”. She will be ready to ask the hard questions whether or not you are ready to answer them, so be ready.

There are certain questions that are often asked by employers. You can be ready and even rehearse your answers. If you prepare ahead of time, you will be more relaxed and will give better answers. If you were told to be prepared to perform a service as part of the interview, you will need to prepare your model to ensure that she will meet interview standards.

Discuss with her what to expect, what to wear, what not to wear and the need to arrive early .Gather all necessary gear to perform the service. Be careful to observe all modes of sanitation, storage and customary behaviors you normally would.

## The Interview

### Tips for the “face-to-face”:

- Be early.
- Smile.
- Use good posture at all times.
- Be courteous and polite at all times.
- Remain standing until asked to be seated or whenever you are aware that it is expected.
- Never chew gum or smoke even if offered to do so.
- Do not bring food or drink.
- Do not lean. Do not touch the interviewer except for a hand shake. Do not touch his desk or other items.
- Make a good first impression, be relaxed and confident.
- Speak clearly.
- Answer questions truthfully and do not speak longer than a couple of minutes about any given subject.
- Never criticize former employers.
- Thank the interviewer at the end of the interview.

**You will be asked by the interviewer if you have any questions.** Never say no! It shows interest and enthusiasm to be inquisitive about your new job.

### Here are a few questions that you can ask.

|                                                                               |
|-------------------------------------------------------------------------------|
| May I review the job description?                                             |
| Is there a salon manual?                                                      |
| How long do your employees usually work here?                                 |
| Does your company offer continuing education?                                 |
| Does your company offer benefits, medical insurance or paid vacations?        |
| What is your compensation plan?                                               |
| When will the position be filled?                                             |
| Should I follow up with you about your decision or will you be contacting me? |

## Employment Application

Here is where you will use your prepared notes: dates of employment, addresses of former employers. The application is always a mandatory addition to your resume. Employment applications will vary from company to company however there is a standard in which certain information is customary.

### Read the following Sample Application:

|                                                               |                  |                        |
|---------------------------------------------------------------|------------------|------------------------|
| Personal Information                                          |                  |                        |
| Date                                                          | Telephone        | Social Security Number |
| Last Name                                                     | First Name       | Middle Name            |
| Physical Address                                              |                  |                        |
| Do you have relatives that are employed with X Company?       |                  | Name:                  |
| Were you referred to this salon?                              |                  | Name:                  |
| Desired Position                                              |                  |                        |
| Date you can start                                            | Salary desired   |                        |
| Current Employer                                              |                  |                        |
| May we contact them?                                          |                  |                        |
| Have you ever applied for a position with our company before? |                  |                        |
| Where?                                                        |                  |                        |
| When?                                                         |                  |                        |
| Education                                                     |                  |                        |
| Name/ location of school                                      | Years completed: | Subjects studied:      |

**Additional subjects studied:**

What languages do you: Speak fluently?

Read fluently

Write fluently

**List any US Military Service****Rank****presently serving?****Do you serve in the National Guard Reserve?****Employment History**

List below the last three employers, beginning last one first.

| <b>Date: month/year</b>  | <b>Name and Address of Employer</b> | <b>Position</b> | <b>Reason for leaving</b> | <b>Salary</b> |
|--------------------------|-------------------------------------|-----------------|---------------------------|---------------|
| From: _____<br>To: _____ |                                     |                 |                           |               |
| From: _____<br>To: _____ |                                     |                 |                           |               |
| From: _____<br>To: _____ |                                     |                 |                           |               |

**References:**

List names of 3 people not related to you that you have known for one year or longer.

| <b>Name</b> | <b>Address</b> | <b>Business</b> | <b>Years known</b> |
|-------------|----------------|-----------------|--------------------|
|             |                |                 |                    |
|             |                |                 |                    |
|             |                |                 |                    |

**Physical Record**

Do you have any physical disability that might affect your job performance?

Emergency Contact Person:

Name

Address

Telephone

I authorize all my statements in this application to be investigated. I understand that I can be dismissed from employment if any misrepresentation or omission of facts are present.

Signature\_\_\_\_\_

Date\_\_\_\_\_

## Prospering in the Salon

There are many ways to *prosper*.

You prosper in your relationship with other professionals.

You prosper in your relationship with clients and management. You prosper financially. One of the basic tools to measure prosperity as a salon professional is your finances and income.

Financial prosperity comes with successful business practices. It's our reward for excellence. The personal service industry can be very challenging, especially if you are ever mistreated or disrespected by the people that you serve. Prosperity in the knowledge that you have lasting integrity and honesty with those that you serve and those that you work with is immeasurable.

## Thriving or Surviving?

There are solid approaches to increase prosperity in the salon. Putting these approaches into action will help the salon professional to thrive.

|                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------|
| Put others first. This sometimes means putting your own feelings aside while putting the client or the salon first. |
|---------------------------------------------------------------------------------------------------------------------|

|                                                                                    |
|------------------------------------------------------------------------------------|
| Fulfill your word. Do what you say you will do. Be truthful and do not exaggerate. |
|------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Be on time. Your time is carefully scheduled and if you are late it will impact the client and your team. Arrive to work early enough to prepare your station and to prepare for your first client before she gets there. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------|
| Be grateful for your job. It is a privilege to have a job. Behave with a positive attitude and appreciation for it. |
|---------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Be a <b>problem solver</b> . All places of employment has it's share of difficulties. You can assist in solving any problem that may arise. Think constructively and be the problem solver. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                        |
|------------------------------------------------------------------------|
| Respect all. No matter what is said or done, respect all at all times. |
|------------------------------------------------------------------------|

|                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning for a lifetime. All of your professional life, there will be new things to learn. A mature professional always finds new things to learn. |
|----------------------------------------------------------------------------------------------------------------------------------------------------|

## The Team

It's a give and take world no matter what the job. You can't always be a taker, you must contribute. Whether you contribute much or little, no kind deed goes unnoticed. A salon is the kind of team environment that provides the opportunity to exercise great artistic freedom.

Many people are not so fortunate as to have a professional license and would love to take your place. No matter what the challenge, it is indeed a privilege to be on the team.

## Key Principles of The Team Mentality To be a good team player you should:

- Pitch in. Join in to do tasks. Be self motivated. Do things because they need to be done. Don't wait to be instructed.
- **Share your knowledge.** We are all in this together and if you can mention something that can enhance the knowledge of others it is always a good thing.
- **Be positive.** Don't join in with those that have negative attitudes. Speak positive and think positive.
- **Build relationships.** Get along with others. Have conversations and build a relationship between you and other team members.
- **Resolve conflicts willingly.** Find solutions and be quick to forgive. Quickly resolve unpleasant issues so they do not grow into bigger problems
- **Be willing to be subordinate to your manager.** All employees must be able to be instructed by their manager. You must make an effort to show you are willing to be instructed.
- **Loyalty.** Be loyal to your manager and to your salon.

### Study the following definitions.

|            |                                                                                                                                                                                                                                |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| enthusiasm | en·thu·si·asm [en-thoo-zee-az-uh m]<br>Origin: c.1600, from M.Fr. enthousiasme, from Gk. enthousiasmos, "be inspired,"<br>*ardent and lively interest or eagerness                                                             |
| motivation | mo·ti·va·tion [moh-tuh-vey-shuh n]<br>Origin: 1873, from motivate. Psychological use, "inner or social stimulus for an<br>action," is from 1904 *desire to do; interest or drive                                               |
| portfolio  | port·fo·li·o [pawrt-foh-lee-oh, pohrt-]<br>Origin: 1722, from It. portafoglio "a case for carrying loose papers," from porta,<br>imperative of portare "to carry" + foglio "sheet, leaf," from L. folium. *a flat,             |
| portable   | case for carrying loose papers, drawings, etc.                                                                                                                                                                                 |
| posture    | pos·ture [pos-cher]<br>Origin: 1595–1605; < French < Italian postura < Latin positūra. *A position of the body<br>or of body parts.                                                                                            |
| prosper    | pros·per [pros-per]<br>Origin: mid-15c., from O.Fr. prosperer (14c.), from L. prosperare "to flourish, succeed."<br>*to be successful or fortunate, especially in financial respects; thrive; flourish.                        |
| relevant   | rel·e·vant [rel-uh-vuh nt]<br>Origin: 1560, from M.L. Relevantem<br>*bearing upon or connected with the matter in hand; pertinent:                                                                                             |
| role-play  | role-play [rohl-pley]<br>Origin: 1945–50 *to assume the attitudes, actions, and discourse of another, especially<br>in a make- believe situation in an effort to understand a differing point of view or social<br>interaction |

subordinate    sub-or-di-nate [adj., n. suh-bawr-dn-it; v. suh-bawr-dn-eyt]  
Origin: 1425–75; late Middle English (adj.) < Medieval Latin subōrdinātus  
past participle of subōrdināre to subordinate, equivalent to Latin sub- sub-+ ōrdin-  
(stem of ōrdō ) rank, order + -ātus -ate1 \*placed in or belonging to a lower order or  
rank

work ethic    work ethic Origin: 1950–55  
\*a belief in the moral benefit and importance of work and its inherent ability to  
strengthen character.

### **The Client and the Service**

**Precautions:** Cosmetic Art Science has developed precise practices for every service available. These procedures are followed in all modern salons and are compliant with State and Federal Laws. By following prescribed procedures, the salon professional can expect text book results with very little variance. Before performing any service, read and follow manufacturer's instructions for the products to be used in the procedure. Be cautious while performing applications and services and never underestimate the necessity of observing every level of safety. During this study, take special note of which prescribed procedures are specifically designed to protect the salon professional and which procedures are designed to protect the client.

### **The Consultation**

The first procedure for any service is the initial client consultation. Prior to any format of analysis, we must find out what the client wants in order to know what direction to go in. Find out what the client wants in a service or a combination of services. Conclude if the goal is realistic and achievable. The consultation should be done facing the client. Look at her for any signs of conditions. When booking the client for the consultation, pencil-in the estimated time for completing the service. If she is a new client introduce yourself and tell her a little bit about your services and your salon. Make her feel welcome and at ease. There should be an understanding of etiquette to all employees in your salon that interruptions or intrusions are forbidden when stylists are with their clients. Give the client an information card and pencil so she can give you information about herself and any services she has had. Ask her leading questions to get her talking about what she wants so you can be fully informed of her ideas. Allow her to speak with no interruptions. She might remember additional information about past services that may have importance when applying her next service. Getting a full and complete history is irreplaceable in the consultation.

**If you are consulting at your work station, remember to face the client and do not look at her through the mirror to communicate.** It is impersonal to communicate in that manner. Look directly at her and not her reflection to see all things and to communicate all things. It is however acceptable to do that later while servicing the client, but not during the consultation stage. When speaking with the client, ask her questions that give you precise knowledge about what she has in mind. Show her your portfolio. Nothing personalizes your relationship more with your client than to show her photos of your work. It's also the most accurate way to show her your level of ability. Upon reaching an understanding of what the client wants, it is now time to explain to her what processes need to happen to achieve it. Explain to her whether it will be one or two steps (or more) and the reality of how close you can come to exactly what she has described. If several steps are involved and there is not sufficient time to perform them in one day, let the client know that it will take several visits to complete. Also, different services are going to be different prices.

You must be complete and accurate in quoting the exact cost for the services. If there are any problems with affordability for the client to get what she wants, you can suggest alternative services that will still give her a desirable service but will fit better for her budget. So get creative not only with your service applications but with alternative budget solutions. The client will appreciate your thoughtfulness and it will prevent the client from feeling embarrassed about her monetary limitations. You could gain a customer for a life-time by making sure that she never feels humiliated. Remember to discuss her personal care service maintenance. Give her true ideas of how often she will need to come back for to maintain her personal care.

**The following is a sample of a Client Intake Form.** This form is to be presented to the client just before you begin the formal consultation.

| Client Intake Form                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Dearest Client,<br>We want today's visit to be the most outstanding salon experience you have ever had! To achieve excellent service for you in a personal way, we would like to know about your preferences regarding your service. Your personal care is as important to us as it is to you! Please complete the following questionnaire so we may better serve you. All information will be kept private and will only be used as a reference in order to give you excellent personal service. Thank you for your time. |  |
| Name: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| Address: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Telephone number: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| Email address: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Were you referred to us by a friend? _Who?_____                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| In the past 6 months, have you had any of the following services?                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Manicure Service _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| type of manicure _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Pedicure Service _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| type of pedicure _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| What service would you like to discuss today? _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Are you allergic to any salon chemicals?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Please list allergies in the space provided. _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| For your protection, please list any medication that you are currently taking or have taken for the past year.____                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| What personal care products do you use on a regular basis?                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| Additional information? _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| DATE:_____ Consulting Salon Professional _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |

There are key points to every basic consultation.  
They are:

- 1. Review the Client Intake Form:** Please do not interrupt the client when she is completing the Client Intake Form. Wait to begin your conversation after she is done and you have thoroughly read all of her answers. Do not ask her the same questions that she has just answered on her form. Ask questions that relate or give your further information about specifics that she has listed.
- 2. Assess your client's condition that relates to the service and make sure she can receive the service.**
- 3. Client preferences: Ask the client what are her preferences when it comes to self care at home.**  
Does she mind spending 20 minutes instead of 10? Does she incorporate salon products? Find out what she likes about her self care and what she doesn't like.
- 4. Analysis in more detail:** Make notes especially if you observe any problems that will need attention in the upcoming service.
- 5. Lifestyle of the client:** A client's lifestyle often dictates the amount of time and effort she is willing to give to her self care on a daily basis.
- 6. If applicable: Show her visuals:** See if she has unrealistic expectations. Be open to what the client tells you.
- 7. Service suggestions:** After gathering this vast array of knowledge, use your best judgment and lay out the possibilities.
- 8. Maintenance:** Inform the client as to how often she will need to visit the salon to maintain her new service. Inform her about home haircare, products that she will need to use and products or environmental elements to avoid.
- 9. Re-cap the plan:** Repeat the plan to the client and confirm with her each step – and that all is understood.

**You are ready to begin the next step.**

Book the date in which your client can make her service appointment.

### **Day of Service - The Release Form**

Most every salon, spa or school requires a Release Form. To further familiarize yourself with this part of the client-side procedure, please review the following form.

**RELEASE FORM**

I, \_\_\_\_\_  
(client's full name)

have been fully advised of the risks that are involved with services that I am about to receive.

I do hereby release all employees, owners, affiliates, agents and representatives of any claims or damages arising in any way connected with receiving these services.

Client signature: \_\_\_\_\_ Date: \_\_\_\_\_ Salon representative: \_\_\_\_\_

Is the client under age 18? \_\_\_\_\_

If so, guardian signature required: \_\_\_\_\_ Date: \_\_\_\_\_

Salon representative: \_\_\_\_\_

Throughout the consultation and service stages it is necessary to keep the client's service record nearby. It contains all pertinent information regarding the condition of the client before services are rendered as well as other details. It should also include facts such as the complete service plan, and the end results. As you will see, there are other important topics that will be recorded as well.

**Below is an example of a well written Client Service Record.**

(Beauty establishment records vary.)

**Client Service Record**

Date: \_\_\_\_\_

Client's Name: \_\_\_\_\_ Client's Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ Email address: \_\_\_\_\_

Service planned: \_\_\_\_\_ List products to be used: \_\_\_\_\_

Any previous products used before service: \_\_\_\_\_ Other services or treatments: \_\_\_\_\_

Condition of nails and skin: \_\_\_\_\_ | normal \_\_\_\_ | abnormal \_\_\_\_ explain: \_\_\_\_\_

Today's Service: \_\_\_\_\_ Describe the desired results requested by the client: \_\_\_\_\_

Describe service process to be performed: \_\_\_\_\_ Formula used: \_\_\_\_\_

Describe application technique: \_\_\_\_\_

Completed Service Results: above average \_\_\_\_ | average \_\_\_\_ | below average \_\_\_\_

Comments: \_\_\_\_\_

What home maintenance advice did you give to client?: \_\_\_\_\_

What retail products did you sell the client?: \_\_\_\_\_

Did you book the client's next appointment? Yes No

If not, did you give the client a dated window of time that she needs to call you to schedule her next appointment?

Yes No

Date: \_\_\_\_\_ Stylist: \_\_\_\_\_

## **Lesson 1 Summary**

We have now reviewed key aspects of successful salon employment. We can identify the basic elements in the practice of self-evaluation as well as the fundamental components of a well planned resume and portfolio. We also see how evaluating a prospective establishment plays a big part in successful employment and how important it is to review and practice job interview skills before going to the actual interview. And we now know that being a team player will be an everlasting value throughout your entire career.

## **Lesson 2: Sanitation and Sterilization (2 hours)**

### **Outline**

- Standard cleaning and disinfecting precautions
- How to distinguish between disinfectants and antiseptics
- How to sanitize hands and disinfect tools used in the practice of cosmetology
- Bacterial, viral, and fungal control
- Bloodborne pathogens control
- Parasite infection and infestation control

### **Learning objectives**

After completing this lesson you will be able to

- identify cleaning precautions
- describe cleaning routines
- describe the importance of reading labels
- define the term clean
- describe the properties of ideal disinfectants
- identify sterilization
- describe wet disinfection
- define the purpose of infection control
- list safety and sanitation requirements
- describe cleaning and disinfecting procedures
- identify salon environment requirements
- identify CDC infection control guidelines
- describe chlorine based disinfectants
- describe phenol based disinfectants
- describe QAC based disinfectants
- list types of sterilization techniques
- identify lice and infestation

### **Introduction**

In this chapter we will identify standard cleaning and disinfecting precautions, disinfectants and antiseptics, hand sanitation, tool disinfection, bacterial, viral, and fungal control, bloodborne pathogens control, and parasite infection and infestation control.

### **Standard Cleaning and Disinfecting Precautions**

#### **Protect Yourself**

We must take precautions and heed the warnings of all labels regarding the handling, use and storage of cleaning chemicals. We will go more into an in-depth study of specific safety issues when we study OSHA regulations later in this course. Just bear in mind that we must observe all safety rules and regulations at all times when preparing, mixing, and applying chemicals. Follow all label instructions without alteration. Only use chemicals designed for the specific material you are cleaning, otherwise damage may occur.

#### **Protect Your Clients**

There are Federal and State Guidelines that the personal service worker must adhere to in order to protect each and every client as well as the salon worker.

## How should cleaners and disinfectants be used?

**Read the label first.** Each cleaner and disinfectant has instructions on the label that tell you important facts:

- How to apply the product to a surface.
- How long you need to leave it on the surface to be effective (contact time).
- If the surface needs to be cleaned first and rinsed after using.
- If the disinfectant is safe for the surface.
- Whether the product requires dilution with water before use.
- Precautions you should take when applying the product, such as wearing gloves or aprons or making sure you have **good ventilation** during application.

## Facility Cleaning & Disinfection

Cleaning and disinfection should be performed on surfaces that are likely to contact your patron.

- ***Cleaning surfaces with detergent-based cleaners or Environmental Protection Agency (EPA)-registered disinfectants is effective at removing germs, viruses and fungi from the environment.***
- It is important to read the instruction labels on all cleaners to make sure they are used safely and appropriately.
- Environmental cleaners and disinfectants should not be used to treat the skin
- The EPA provides a list of EPA-registered products



*Illustration 1: Cleaning surfaces*

## Surfaces to Clean

Focus on surfaces that touch people's bare skin each day and any surfaces that could come into contact with people. Clean large surfaces such as floors and walls when they become visibly soiled or on a regular schedule. There is no evidence that spraying or fogging rooms or surfaces with disinfectants will prevent infections more effectively than the targeted approach of cleaning frequently touched surfaces and any surfaces that have been exposed to infections.

## Shared Equipment

Shared equipment that comes into direct skin contact should be cleaned after each use and allowed to dry. Salon equipment, and protective gear, should also be cleaned according to the equipment manufacturers' instructions to make sure the cleaner will not harm the item.

## Cleaning Keyboards and other Difficult Surfaces

Many items such as computer keyboards or handheld electronic devices may be difficult to clean or disinfect or they could be damaged if they became wet. If these items are touched by many people during the course of the day, a cleanable cover/skin could be used on the item to allow for cleaning while protecting the item. Always check to see if the manufacturer has instructions for cleaning.

## Laundry

Routine laundry procedures, detergents, and laundry additives will all help to make clothes, towels, and linens safe to wear or touch. If items have been contaminated by infectious material, these may be laundered separately, but this is not absolutely necessary.

## **Proper Water Temperature for Laundry**

Read and follow the clothing and soap or detergent label instructions. Water temperatures for laundry depend on the type of fiber or fabric. In general, wash and dry in the warmest temperatures recommended on the fabric label. Also, some laundry detergents are made to clean best at certain temperatures. Not following instructions could damage the item or decrease the effectiveness of the detergent.

## **Using Bleach for Laundry**

Use of bleach as a disinfectant in laundering is optional, and not all fabrics are suitable for bleach. Read the label instructions.

### **Routines**

- Facilities should always be kept clean.
- Review cleaning procedures and schedules with the staff.
  - Cleaning procedures should focus on commonly touched surfaces and surfaces that come into direct contact with people's bare skin each day.
  - Cleaning with detergent-based cleaners or Environmental Protection Agency (EPA)-registered detergents/disinfectants will remove bacteria from surfaces.
  - Cleaners and disinfectants, including household chlorine bleach, can be irritating and exposure to these chemicals has been associated with health problems such as asthma and skin and eye irritation.
    - ❑ Take appropriate precautions described on the product's label instructions to reduce exposure. Wearing personal protective equipment such as gloves and eye protection may be indicated.
  - Follow the instruction labels on all cleaners and disinfectants, including household chlorine bleach, to make sure they are used safely and correctly.
    - ❑ Some key questions that should be answered by reading the label include:
      - ❑ How should the cleaner or disinfectant be applied?
      - ❑ Do you need to clean the surface first before using the disinfectant (e.g., precleaned surfaces)?
      - ❑ Is it safe for the surface? Some cleaners and disinfectants, including household chlorine bleach, might damage some surfaces (e.g., metals, some plastics).
      - ❑ How long do you need to leave it on the surface to be effective (i.e., contact time)?
      - ❑ Do you need to rinse the surface with water after using the cleaner or disinfectant?
  - If you are using household chlorine bleach, check the label to see if the product has specific instructions for disinfection.
  - Environmental cleaners and disinfectants should not be put onto skin or wounds and should never be used to treat infections.
- Repair or dispose of equipment and furniture with damaged surfaces that do not allow surfaces to be adequately cleaned.

## How to distinguish between disinfectants and antiseptics, How to sanitize hands and disinfect tools used in the practice of cosmetology, Bacterial, viral, and fungal control, Bloodborne pathogens control, and Parasite infection and infestation control

### First, let's review disinfectants

#### What's the difference between cleaners, sanitizers, and disinfectants?

- **Cleaners or detergents** are products that are used to remove soil, dirt, dust, organic matter, and germs (like **bacteria, viruses, and fungi**). Cleaners or detergents work by washing the surface to lift dirt and germs off surfaces so they can be rinsed away with water. The same thing happens when you wash your hands with soap and water or when you wash dishes. Rinsing is an important part of the cleaning process. Use these products for routine cleaning of surfaces.
- **Sanitizers** are used to reduce **germs** from surfaces but not totally get rid of them. Sanitizers reduce the germs from surfaces to levels that are considered safe.
- **Disinfectants** are chemical products that **destroy or inactivate germs** and prevent them from growing. Disinfectants have no effect on dirt, soil, or dust. Disinfectants are regulated by the U.S. Environmental Protection Agency (EPA).

#### CDC – Infection Control Guidelines

The Centers for Disease Control and Prevention (CDC) have developed Guidelines for Disinfection and Sterilization.

They provide the following information:

**Cleaning** is the removal of foreign material (e.g., soil, and organic material) from objects and is normally accomplished using water with detergents or enzymatic products. Thorough cleaning is required before high-level disinfection and sterilization because inorganic and organic materials that remain on the surfaces of salon implements and equipment interfere with the effectiveness of disinfection and sterilization.

Also, if soiled materials dry, the removal process becomes more difficult and the disinfection or sterilization process less effective or ineffective.

With manual cleaning, the two essential components are friction and soap/detergents and water.

Friction (e.g., rubbing/scrubbing the soiled area with a brush) is an old and dependable method. Soap/detergents and water is used to remove soil and debris.



*Illustration 2: Wash with soap and water*

#### Disinfection

Many chemical disinfectants are used alone or in combinations. These include chlorine and chlorine compounds, phenolics, and quaternary ammonium compounds. Commercial formulations based on these chemicals are considered unique products and must be registered with EPA or cleared by FDA. In most instances, a given product is designed for a specific purpose and is to be used in a certain manner. Therefore, users should read labels carefully to ensure the correct product is selected for the intended use and applied efficiently.

Disinfectants are not interchangeable, and incorrect concentrations and inappropriate disinfectants can result in excessive costs. Because occupational diseases have been associated with use of several disinfectants such as chlorine, precautions (e.g., gloves and proper ventilation) should be used to minimize exposure.

Asthma and reactive airway disease can occur in sensitized persons exposed to any airborne chemical, including germicides.

Clinically important asthma can occur at levels below ceiling levels regulated by OSHA (Occupational Safety and Health Administration) or recommended by NIOSH (the National Institute for Occupational Safety and Health).

The following is information that can be used to select an appropriate disinfectant for any item and use it in the most efficient way.

### Properties of an ideal disinfectant

- Broad spectrum: should have a wide antimicrobial spectrum
- Fast acting: should produce a rapid kill
- Not affected by environmental factors: should be active in the presence of organic matter (e.g., blood, sputum, feces) and compatible with soaps, detergents, and other chemicals encountered in use
- Nontoxic: should not be harmful to the user or patron
- Surface compatibility: should not corrode instruments and metallic surfaces and should not cause the deterioration of cloth, rubber, plastics, and other materials
- Residual effect on treated surfaces: should leave an antimicrobial film on the treated surface
- Easy to use with clear label directions
- Odorless: should have a pleasant odor or no odor to facilitate its routine use
- Economical: should not be prohibitively high in cost
- Solubility: should be soluble in water
- Stability: should be stable in concentrate and use-dilution
- Cleaner: should have good cleaning properties
- Environmentally friendly: should not damage the environment on disposal

### Barbicide

Barbicide is a disinfectant solution used by barbers and cosmetologists for sterilizing grooming tools such as combs and hair-cutting shears. Manufactured by King Research, it was invented in 1947 by Maurice King and marketed heavily around the United States by his brother James.

Barbicide is a United States Environmental Protection Agency approved combination germicide, pseudomonacide, fungicide, and a viricide effective against the HIV-1 virus (AIDS virus), Hepatitis B, and Hepatitis C. Its active ingredient is Alkyl dimethyl benzyl ammonium chloride (5.12% by volume); sodium nitrite and blue dye are also present. Contact can cause irritation to the skin and eyes, and consumption of 50 mL can cause shock and may lead to death if not treated quickly.

**Barbicide is sold as a concentrate** diluted for use in a 1:32 ratio with water, with each stylist having a container for treating their own tools. At one time, several US states legally required barber shops to use Barbicide; according to the maker two still did in 1997. A jar of Barbicide sits on display in the Smithsonian Institution's National Museum of American History.



*Illustration 3:  
Barbicide jar*

## Chlorine and Chlorine Compounds



Illustration 4: Bleach

Hypochlorites, the most widely used of the chlorine disinfectants, are available as liquid (e.g., sodium hypochlorite) or solid (e.g., calcium hypochlorite).

The most prevalent chlorine products in the United States are aqueous solutions of 5.25%–6.15% **sodium hypochlorite, usually called household bleach**. They have a broad spectrum of antimicrobial activity, do not leave toxic residues, are unaffected by water hardness, are inexpensive and fast acting, remove dried or fixed organisms and biofilms from surfaces, and have a low incidence of serious toxicity. Sodium hypochlorite at the concentration

used in household bleach (5.25-6.15%) can produce ocular irritation or oropharyngeal, esophageal, and gastric burns. Other disadvantages of hypochlorites include corrosiveness to metals in high concentrations (>500 ppm), inactivation by organic matter, discoloring or “bleaching” of fabrics, and the **release of toxic chlorine gas when mixed with ammonia or other household cleaning agents**.

EPA has determined the currently registered uses of hypochlorites will not result in unreasonable adverse effects to the environment.

## Phenols



Illustration 5:  
Lysol concentrate

Phenol has occupied a prominent place in the field of disinfection since its initial use as a germicide by Lister in his pioneering work on antiseptic surgery. In the past 30 years, however, work has concentrated on the numerous phenol derivatives or phenolics and their antimicrobial properties. Phenol derivatives originate when a functional group (e.g., alkyl, phenyl, benzyl, halogen) replaces one of the hydrogen atoms on the aromatic ring. Two phenol derivatives commonly found as constituents of disinfectants are *ortho*-phenylphenol and *ortho*-benzyl-*para*-chlorophenol. The antimicrobial properties of these compounds and many other phenol derivatives are much improved over those of the parent chemical. Phenolics are absorbed by porous materials, and the residual disinfectant can irritate the skin.

**Examples of phenol disinfectant cleaners are Pine-Sol and Lysol.**

## Microbicidal Activity of Phenols

Published reports on the antimicrobial efficacy of commonly used phenolics showed they were bactericidal, fungicidal, virucidal, and tuberculocidal at their recommended use-dilution.

## Quaternary Ammonium Compounds

Quaternary Ammonium Compounds (QACs) are a type of chemical that is used to kill bacteria, viruses, and mold. QACs are widely used as disinfectants. The quaternaries are good cleaning agents, but high water hardness and materials such as cotton and gauze pads can make them less microbicidal because of insoluble precipitates or cotton and gauze pads absorb the active ingredients, respectively .



Illustration 6:  
Quaternary disinfectant

Examples of QAC products are Lysol Spray and Clorox Disinfectant Spray.

### **Microbicidal Activity of QACs**

Results from manufacturers' data sheets and from published scientific literature indicate that the quaternaries sold as hospital grade disinfectants are generally fungicidal, bactericidal, and virucidal against most viruses.

### **Salon Computer Keyboards**

Quaternary ammonium compounds (as well as 70% isopropyl alcohol, phenolic, and a chlorine-containing wipes effectively (>95%) remove and/or inactivate contaminants from computer keyboards with a 5-second application time. No functional damage or cosmetic changes occurred to the computer keyboards after 300 applications of the disinfectants.

### **EPA and FDA**

In the United States, chemical germicides formulated as sanitizers, disinfectants, or sterilants are regulated in interstate commerce by the Antimicrobials Division, Office of Pesticides Program, EPA, under the authority of the Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA) of 1947, as amended.

Under FIFRA, any substance or mixture of substances intended to prevent, destroy, repel, or mitigate any pest (including microorganisms but excluding those in or on living humans or animals) must be registered before sale or distribution.

To obtain a registration, a manufacturer must submit specific data about the safety and effectiveness of each product. For example, EPA requires manufacturers of sanitizers, disinfectants, or chemical sterilants to test formulations by using accepted methods for microbiocidal activity, stability, and toxicity to animals and humans.

The manufacturers submit these data to EPA along with proposed labeling. If EPA concludes the product can be used without causing "unreasonable adverse effects," then the product and its labeling are registered, and the manufacturer can sell and distribute the product in the United States.

### **Sterilization**

Sterilization destroys all microorganisms on the surface of an article or in a fluid to prevent disease transmission associated with the use of that item. The use of inadequately sterilized items represents a high risk of transmitting pathogens.

The concept of what constitutes "sterile" is measured as a probability of sterility for each item to be sterilized.

This probability is commonly referred to as the sterility assurance level (SAL) of the product and is defined as the probability of a single viable microorganism occurring on a product after sterilization. SAL is normally expressed as  $10^{-6}$ .

For example, if the probability of a spore surviving were one in one million, the SAL would be  $10^{-6}$ . In short, a SAL is an estimate of lethality of the entire sterilization process and is a conservative calculation.

### **Liquid Chemicals**

Several FDA-cleared liquid chemical sterilants include indications for sterilization of implements. The indicated contact times range from 3 hours to 12 hours. These solutions are commonly used as high-level disinfectants when a shorter processing time is required.

## Ultraviolet Radiation (UV)

UV radiation has been used in the disinfection of drinking water, air, and contact lenses. Bacteria and viruses are more easily killed by UV light than are bacterial spores.

The wavelength of UV radiation ranges from 328 nm to 210 nm (3280 Å to 2100 Å). Its maximum bactericidal effect occurs at 240–280 nm. Mercury vapor lamps emit more than 90% of their radiation at 253.7 nm, which is near the maximum microbicidal activity. Inactivation of microorganisms results from destruction of nucleic acid through induction of thymine dimers.



*Illustration 7: UV Sterilizer*

## Hand-hygiene

Washing hands at key times with soap and water is one of the most important steps you can take to get rid of germs and avoid spreading germs to those around you.



*Illustration 8: Washing hands*

### How can washing your hands keep you healthy?

Germs can get into the body through our eyes, nose, and mouth and make us sick.

Handwashing with soap removes germs from hands and helps prevent sickness. Studies have shown that handwashing can prevent 1 in 3 diarrhea-related sicknesses and 1 in 5 respiratory infections, such as a cold or the flu.

### Handwashing helps prevent infections for these reasons:

People often touch their eyes, nose, and mouth without realizing it, introducing germs into their bodies. Germs from unwashed hands may get into foods and drinks when people prepare or consume them. Germs can grow in some types of foods or drinks and make people sick. Germs from unwashed hands can be transferred to other objects, such as door knobs, tables, or toys, and then transferred to another person's hands.

### What is the correct way to wash your hands?

1. Wet your hands with clean running water (warm or cold) and apply soap.
2. Lather your hands by rubbing them together with the soap.
3. Scrub all surfaces of your hands, including the palms, backs, fingers, between your fingers, and under your nails. Keep scrubbing for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song twice.
4. Rinse your hands under clean, running water.
5. Dry your hands using a clean towel or air dry them.

### **When should you wash your hands?**

- Before, during, and after preparing food
- Before eating food
- Before and after caring for someone who is sick
- Before and after treating a cut or wound
- After using the bathroom, changing diapers, or cleaning up a child who has used the bathroom
- After blowing your nose, coughing, or sneezing
- After touching an animal, animal food or treats, animal cages, or animal feces (poop)
- After touching garbage
- If your hands are visibly dirty or greasy

### **What type of soap should you use?**

You can use bar soap or liquid soap to wash your hands. Many public places provide liquid soap because it's easier and cleaner to share with others. Studies have not found any added health benefit from using soaps containing antibacterial ingredients when compared with plain soap. Both are equally effective in getting rid of germs. If soap and water are not available, use an alcohol-based hand sanitizer that contains at least 60% alcohol.

### **Hand Sanitizers**

Washing hands with soap and water is the best way to reduce the number of germs on them in most situations. If soap and water are not available, use an alcohol-based hand sanitizer that contains at least 60% alcohol. Alcohol-based hand sanitizers can quickly reduce the number of germs on hands in some situations, but sanitizers do **not** eliminate all types of germs and might not remove harmful chemicals.

**Hand sanitizers are not as effective when hands are visibly dirty or greasy.**

### **How do you use hand sanitizers?**

- Apply the product to the palm of one hand (read the label to learn the correct amount).
- Rub your hands together.
- Rub the product over all surfaces of your hands and fingers until your hands are dry.

### **Nail Hygiene**

Appropriate hand hygiene includes diligently cleaning fingernails, which may harbor dirt and germs and can contribute to the spread of some infections. Before clipping or grooming nails, all equipment should be properly cleaned. Sterilizing equipment before use is especially important. Infections of the fingernails are often characterized by swelling of the surrounding skin, pain in the surrounding area, or thickening of the nail. In some cases, these infections may be serious and need to be treated by a physician.

To help prevent the spread of germs and nail infections:

- Scrub the underside of nails with soap and water (or a nail brush) every time you wash your hands.

- Clean any nail grooming tools before use.
- Sterilize nail grooming tools before use.
- Avoid biting or chewing nails.
- Avoid cutting cuticles, as they act as barriers to prevent infection.
- Never rip or bite a hangnail. Instead, clip it with a clean, sanitized nail trimmer.

## Global Handwashing Day

Celebrate Global Handwashing Day to promote handwashing with soap throughout the world. Global Handwashing Day is a way to support a global and local culture of handwashing with soap, shine a spotlight on the act of handwashing in each country, and raise awareness about the benefits of handwashing with soap. Since 2008, Global Handwashing Day has been celebrated annually on **October 15** worldwide. The Global Public-Private Partnership for Handwashing with Soap founded Global Handwashing Day and encourages school children, teachers, and families to get involved.

People and communities around the world will celebrate Global Handwashing day in many ways, including:

- Learning how to wash hands the right way through an online video produced by the Centers for Disease Control
- Watching a Facebook Live talk on why handwashing with soap is so important.
- Sharing handwashing lessons, events, and materials for thousands of students across the state of Georgia, where CDC is based.

## How does handwashing help fight antibiotic resistance?

Antibiotic resistance occurs when bacteria resist the effects of an antibiotic – that is, germs are not killed and they continue to grow. Sickesses caused by antibiotic-resistant bacteria can be harder to treat. Simply using antibiotics creates resistance, so avoiding infections in the first place reduces the amount of antibiotics that have to be used and reduces the likelihood that resistance will develop during treatment. Handwashing helps prevent many sicknesses, meaning less use of antibiotics.

## Antiseptics

Dictionary.com defines antiseptics as: A substance that inhibits the proliferation of infectious microorganisms. Proliferation is the growth or production of cells by multiplication of parts.

Google explains them this way: antiseptic (anti-sep-tik) n. a chemical, such as **chlorhexidine** or **cetrimide**, that destroys or inhibits the growth of disease-causing bacteria and other microorganisms. Antiseptics are used externally to cleanse wounds and internally to treat infections of the intestine and bladder.

Encyclopedia.com explains antiseptics as:

An antiseptic is a substance that inhibits the growth and development of microorganisms. For practical purposes, antiseptics are routinely thought of as topical agents, for application to skin, mucous membranes, and inanimate objects, although a formal definition includes agents that are used internally, such as the urinary tract antiseptics.

## Purpose

Antiseptics are a diverse class of drugs that are applied to skin surfaces or mucous membranes for their anti-infective effects.

This may be either bacteriocidal (kills bacteria) or bacteriostatic (stops the growth of bacteria). Their uses include cleansing of skin and wound surfaces after injury, preparation of skin surfaces prior to injections or surgical procedures, and routine disinfection of the oral cavity as part of a program of oral hygiene. Antiseptics are also used for disinfection of inanimate objects, including instruments and furniture surfaces.

**Commonly used antiseptics for skin cleaning include benzalkonium chloride, chlorhexidine, hexachlorophene, alcohol, and hydrogen peroxide.**

Other agents that have been used for this purpose, but have largely been supplanted by more effective or safer agents, include boric acid and volatile oils such as methyl salicylate (oil of wintergreen).

**Chlorhexidine** shows a high margin of safety when applied to mucous membranes, and has been used in oral rinses and preoperative total body washes.

**Benzalkonium chloride and hexachlorophene** are used primarily as hand scrubs or face washes. Benzalkonium may also find application as a disinfecting agent for instruments, and in low concentration as a preservative for drugs including ophthalmic solutions. Benzalkonium chloride is inactivated by organic compounds, including soap, and must not be applied to areas that have not been fully rinsed.

**Hydrogen peroxide** acts through the liberation of oxygen gas. Although the antibacterial activity of hydrogen peroxide is relatively weak, the liberation of oxygen bubbles produces an effervescent action, which may be useful for wound cleansing through removal of tissue debris. The activity of hydrogen peroxide may be reduced by the presence of blood and pus. The appropriate concentration of hydrogen peroxide for antiseptic use is 3%, although higher concentrations are available.

### **Precautions**

Precautions vary with individual product and use. Hypersensitivity reactions should be considered with organic compounds such as chlorhexidine, benzalkonium and hexachlorophene. Skin dryness and irritation should be considered with all products, but particularly with those containing alcohol.

Most antiseptics have not been rated according to pregnancy category under the pregnancy risk factor system.

Hexachlorophene is schedule C during pregnancy, and should not be used on newborns due to risk of systemic absorption with potential central nervous system (CNS) effects, including convulsions.

Application of hexachlorophene to open wounds, mucous membranes, or areas of thin skin, such as the genitalia, should be avoided, since this may promote systemic absorption.

Chlorhexidine should not be instilled into the ear. There is one anecdotal report of deafness following use of chlorhexidine in a patient with a perforated eardrum. Safety in pregnancy and breastfeeding have not been reported; however there is one anecdotal report of an infant developing slowed heartbeat apparently related to maternal use of chlorhexidine.

### **Interactions**

Antiseptics are not known to interact with any other skin products. However, they should not be used together with any other topical cream, solution, or ointment.

## Parasite infection

### Lice infestation

A lice infestation, or pediculosis, is caused by parasites living on human skin. Lice are tiny, wingless insects with sucking mouthparts that feed on human blood and lay eggs on body hair or in clothing. Lice bites can cause intense itching.

#### There are three related species of human lice:

- head lice, *Pediculus humanus capitis*
- body lice, *Pediculosis humanus corpus*
- pubic lice, *Phthirus pubis*, commonly called crab lice

Pediculosis capitis is an infestation of head lice. A body lice infestation is called pediculosis corporis. Pediculosis palpebrarum or phthiriasis palpebrarum, caused by crab lice, is an infestation of the pubic hair.

**Head lice** live and crawl on the scalp, sucking blood every three to six hours. Their claws are adapted for clinging to hair or clothing. Adult head lice can be silvery-white to reddish-brown. They are about the size of a sesame seed. Female lice lay their eggs in sacs called nits that are about 0.04 in (1 mm) long and are glued to shafts of hair close to the scalp. During her one-month lifespan a female louse may lay more than 100 eggs. The nymphs hatch in three to 14 days and must feed on blood within one day. Nymphs are smaller and lighter in color than adults and become sexually mature after nine to 12 days.

**Body lice** lay their nits in clothing or bedding. Occasionally the nits are attached to body hair. Body lice nits are oval and yellow to white in color. They may not hatch for up to 30 days. Nymphs mature in about seven days.

**Pubic lice** have large front legs and look like tiny crabs. Females are larger than males. Nits hatch in about one week and the nymphs mature in about seven days.

### Transmission

Lice are endemic in human populations, spreading through personal contact or contact with infested clothing or other personal items. They can be transmitted when unaffected clothing is stored with infested items. Among children head lice are commonly transmitted by the sharing of hats, combs, brushes, hair accessories, headphones, pillows, and stuffed **toys**. Pubic lice are sexually transmitted, although occasionally they can be transmitted through infested bedding, towels, or clothing. Lice do not jump, hop, or fly and they do not live on pets. Head lice cannot survive without a human host for more than a few days at most. Body lice can live without human contact for up to 10 days. Pubic lice can survive for one to two weeks without human contact.

Head lice infestations are extremely common among children in schools, childcare facilities, camps, and playgrounds. They are the second most common communicable health problem in children, after the common cold, and appear to be on the increase. Some 6 to 12 million American children get head lice every year. In developing countries more than 50 percent of the general population may be infested. Although anyone can get head lice, children aged three to ten and their families are most affected.

Lice infestations are characterized by intense itching caused by an allergic reaction to a toxin in lice saliva. The itching can interfere with sleep and concentration. Repeated bites can lead to generalized skin eruptions or inflammation. Swelling or inflammation of the neck glands are common complications of head lice.

**Prevention**

Prevention of lice infestation depends on adequate personal hygiene and consistently not sharing combs, brushes, hair accessories, hats, towels, or bedding. Hair should be checked weekly for lice and nits. Prevention includes sanitation and sterilization of salon equipment and implements as directed using an EPA approved product.

**Lesson 2 Summary**

In this lesson we have thoroughly discussed the most important aspects of standard cleaning and disinfecting precautions, how to distinguish between disinfectants and antiseptics, and how to sanitize hands and disinfect tools used in the practice of cosmetology. We now understand how to control the spread of bacterial, viral, and fungal infections. We have also reviewed practices in bloodborne pathogens control as well as parasite infection and infestation control. Personal care service workers must consistently strive to maintain professional sanitation and sterilization methods in order to protect themselves and others in the salon environment. Let us now turn our attention to the next subject: Occupational Safety and Health Administration Regulations.

## Lesson 3: Occupational Safety and Health Administration Regulations (2 hours)

### Outline

- Hazard Communication Standard
- Safety Data Sheets
- Manufacturer's SDS

### Learning objectives

After completing this lesson you will be able to

- list the 16 sections of Safety Data Sheets
- identify the purpose of the Hazard Communication Standard
- list the required sections and it's contents of a Safety Data Sheet
- recognize a manufacturer's SDS

### Introduction

With the Occupational Safety and Health Act of 1970, Congress created the Occupational Safety and Health Administration (OSHA) to assure safe and healthful working conditions for working men and women by setting and enforcing standards and by providing training, outreach, education and assistance. OSHA is part of the United States Department of Labor. The administrator for OSHA is the Assistant Secretary of Labor for Occupational Safety and Health. OSHA's administrator answers to the Secretary of Labor, who is a member of the cabinet of the President of the United States.

## Hazard Communication Standard

### What is Hazard Classification?

Hazard classification is the process of evaluating the full range of available scientific evidence to determine if a chemical is hazardous, as well as to identify the level of severity of the hazardous effect. When complete, the evaluation identifies the hazard class(es) and associated hazard category of the chemical. The HCS defines hazard class as the nature of a physical or health hazard, e.g., flammable solid, carcinogen, and acute toxicity.

### Hazard Communication Standard

***OSHA's Hazard Communication Standard (HCS) is designed to protect against chemical injuries*** and illnesses by ensuring that employers and workers are provided with sufficient information to anticipate, recognize, evaluate, and control chemical hazards and take appropriate protective measures. This information is provided through **safety data sheets (SDSs), labels, and employee training. In order for SDSs, labels, and training to be effective, the hazard information they convey must be complete and accurate.** Thus, it is critically important to obtain comprehensive and correct information about the hazards associated with particular chemicals.

## **SAFETY DATA SHEETS (SDS)**

**Sections 1 through 8** contain general information about the chemical, identification, hazards, composition, safe handling practices, and emergency control measures (e.g., fire fighting). This information should be helpful to those that need to get the information quickly.

**Sections 9 through 11 and 16** contain other technical and scientific information, such as physical and chemical properties, stability and reactivity information, toxicological information, exposure control information, and other information including the date of preparation or last revision. The SDS must also state that no applicable information was found when the preparer does not find relevant information for any required element.

**Sections 12 through 15**, is required to be consistent with the UN Globally Harmonized System of Classification and Labeling of Chemicals (GHS), but OSHA will not enforce the content of these sections because they concern matters handled by other agencies.

**The following 16 page document is the official  
manufacturer's Safety Data Sheet  
for Lysol Brand Disinfectant Concentrate**

# SAFETY DATA SHEET

Lysol Brand Disinfectant Concentrate



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## 1. Product and company identification

**Product name** : Lysol Brand Disinfectant Concentrate

**Distributed by** : Reckitt Benckiser LLC.  
Morris Corporate Center IV  
399 Interpace Parkway (P.O. Box 225)  
Parsippany, New Jersey 07054-0225  
+1 973 404 2600

**Emergency telephone number (Medical)** : 1-800-338-6167

**Emergency telephone number (Transport)** : 1-800-424-9300 (U.S. & Canada) CHEMTREC  
Outside U.S. and Canada (North America), call Chemtrec:703-527-3887

**Website:** <http://www.rbnainfo.com>

**Product use** : Disinfectant.

This SDS is designed for workplace employees, emergency personnel and for other conditions and situations where there is greater potential for large-scale or prolonged exposure, in accordance with the requirements of USDOL Occupational Safety and Health Administration.

This SDS is not applicable for consumer use of our products. For consumer use, all precautionary and first aid language is provided on the product label in accordance with the applicable government regulations, and shown in Section 15 of this SDS.

**SDS #** : 353773PSDS v3.0

**Formulation #:** : 269-005 (353773 v10.0)

**EPA ID No.** : 777-94

**UPC Code / Sizes** : 19200-02201-10; 19200-77500-10 (12 fl.oz. PET Amber Pour Bottle with CRC cap)

## 2. Hazards identification

**Classification of the substance or mixture** : FLAMMABLE LIQUIDS - Category 4  
SKIN CORROSION/IRRITATION - Category 1C  
SERIOUS EYE DAMAGE/ EYE IRRITATION - Category 1

### GHS label elements

**Hazard pictograms** :



**Signal word** : Danger

**Hazard statements** : Combustible liquid.  
Causes severe skin burns and eye damage.

### Precautionary statements

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## 2. Hazards identification

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>General</b>                          | : Read label before use. Keep out of reach of children. If medical advice is needed, have product container or label at hand.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Prevention</b>                       | : Wear protective gloves. Wear eye or face protection. Wear protective clothing. Keep away from flames and hot surfaces. - No smoking. Wash hands thoroughly after handling.                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Response</b>                         | : IF INHALED: Remove victim to fresh air and keep at rest in a position comfortable for breathing. Immediately call a POISON CENTER or physician. IF SWALLOWED: Immediately call a POISON CENTER or physician. Rinse mouth. Do NOT induce vomiting. IF ON SKIN (or hair): Take off immediately all contaminated clothing. Rinse skin with water or shower. Wash contaminated clothing before reuse. Immediately call a POISON CENTER or physician. IF IN EYES: Rinse cautiously with water for several minutes. Remove contact lenses, if present and easy to do. Continue rinsing. Immediately call a POISON CENTER or physician. |
| <b>Storage</b>                          | : Store locked up. Store in a well-ventilated place. Keep cool.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Disposal</b>                         | : Dispose of contents and container in accordance with all local, regional, national and international regulations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Supplemental label elements</b>      | : None known.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Hazards not otherwise classified</b> | : None known.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## 3. Composition/information on ingredients

**Substance/mixture** : Mixture

| <b>Ingredient name</b> | <b>%</b> | <b>CAS number</b> |
|------------------------|----------|-------------------|
| clorofene              | 5 - 10   | 120-32-1          |
| potassium hydroxide    | 2.5 - 5  | 1310-58-3         |
| Ethyl alcohol          | 1 - 2.5  | 64-17-5           |
| Isopropyl alcohol      | 1 - 2.5  | 67-63-0           |

Any concentration shown as a range is to protect confidentiality or is due to batch variation.

**There are no additional ingredients present which, within the current knowledge of the supplier and in the concentrations applicable, are classified as hazardous to health or the environment and hence require reporting in this section.**

## 4. First aid measures

### Description of necessary first aid measures

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Eye contact</b> | : Get medical attention immediately. Call a poison center or physician. Immediately flush eyes with plenty of water, occasionally lifting the upper and lower eyelids. Check for and remove any contact lenses. Continue to rinse for at least 10 minutes. Chemical burns must be treated promptly by a physician.                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Inhalation</b>  | : Get medical attention immediately. Call a poison center or physician. Remove victim to fresh air and keep at rest in a position comfortable for breathing. If it is suspected that fumes are still present, the rescuer should wear an appropriate mask or self-contained breathing apparatus. If not breathing, if breathing is irregular or if respiratory arrest occurs, provide artificial respiration or oxygen by trained personnel. It may be dangerous to the person providing aid to give mouth-to-mouth resuscitation. If unconscious, place in recovery position and get medical attention immediately. Maintain an open airway. Loosen tight clothing such as a collar, tie, belt or waistband. |

## 4. First aid measures

- Skin contact** : Get medical attention immediately. Call a poison center or physician. Flush contaminated skin with plenty of water. Remove contaminated clothing and shoes. Wash contaminated clothing thoroughly with water before removing it, or wear gloves. Continue to rinse for at least 10 minutes. Chemical burns must be treated promptly by a physician. Wash clothing before reuse. Clean shoes thoroughly before reuse.
- Ingestion** : Get medical attention immediately. Call a poison center or physician. Wash out mouth with water. Remove dentures if any. Remove victim to fresh air and keep at rest in a position comfortable for breathing. If material has been swallowed and the exposed person is conscious, give small quantities of water to drink. Stop if the exposed person feels sick as vomiting may be dangerous. Do not induce vomiting unless directed to do so by medical personnel. If vomiting occurs, the head should be kept low so that vomit does not enter the lungs. Chemical burns must be treated promptly by a physician. Never give anything by mouth to an unconscious person. If unconscious, place in recovery position and get medical attention immediately. Maintain an open airway. Loosen tight clothing such as a collar, tie, belt or waistband.

### Most important symptoms/effects, acute and delayed

#### Potential acute health effects

- Eye contact** : Causes serious eye damage.
- Inhalation** : May give off gas, vapor or dust that is very irritating or corrosive to the respiratory system.
- Skin contact** : Causes severe burns.
- Ingestion** : May cause burns to mouth, throat and stomach.

#### Over-exposure signs/symptoms

- Eye contact** : Adverse symptoms may include the following:  
pain  
watering  
redness
- Inhalation** : No specific data.
- Skin contact** : Adverse symptoms may include the following:  
pain or irritation  
redness  
blistering may occur
- Ingestion** : Adverse symptoms may include the following:  
stomach pains

### Indication of immediate medical attention and special treatment needed, if necessary

- Notes to physician** : Treat symptomatically. Contact poison treatment specialist immediately if large quantities have been ingested or inhaled.
- Specific treatments** : No specific treatment.
- Protection of first-aiders** : No action shall be taken involving any personal risk or without suitable training. If it is suspected that fumes are still present, the rescuer should wear an appropriate mask or self-contained breathing apparatus. It may be dangerous to the person providing aid to give mouth-to-mouth resuscitation. Wash contaminated clothing thoroughly with water before removing it, or wear gloves.

See toxicological information (Section 11)

## 5. Fire-fighting measures

### Extinguishing media

**Suitable extinguishing media** : Use dry chemical, CO<sub>2</sub>, water spray (fog) or foam.

**Unsuitable extinguishing media** : Do not use water jet.

**Specific hazards arising from the chemical** : Combustible liquid. In a fire or if heated, a pressure increase will occur and the container may burst, with the risk of a subsequent explosion. Runoff to sewer may create fire or explosion hazard.

**Hazardous thermal decomposition products** : Decomposition products may include the following materials:  
carbon dioxide  
carbon monoxide  
halogenated compounds  
metal oxide/oxides

**Special protective actions for fire-fighters** : Promptly isolate the scene by removing all persons from the vicinity of the incident if there is a fire. No action shall be taken involving any personal risk or without suitable training. Move containers from fire area if this can be done without risk. Use water spray to keep fire-exposed containers cool.

**Special protective equipment for fire-fighters** : Fire-fighters should wear appropriate protective equipment and self-contained breathing apparatus (SCBA) with a full face-piece operated in positive pressure mode.

## 6. Accidental release measures

### Personal precautions, protective equipment and emergency procedures

**For non-emergency personnel** : No action shall be taken involving any personal risk or without suitable training. Evacuate surrounding areas. Keep unnecessary and unprotected personnel from entering. Do not touch or walk through spilled material. Shut off all ignition sources. No flares, smoking or flames in hazard area. Do not breathe vapor or mist. Provide adequate ventilation. Wear appropriate respirator when ventilation is inadequate. Put on appropriate personal protective equipment.

**For emergency responders** : If specialised clothing is required to deal with the spillage, take note of any information in Section 8 on suitable and unsuitable materials. See also the information in "For non-emergency personnel".

**Environmental precautions** : Avoid dispersal of spilled material and runoff and contact with soil, waterways, drains and sewers. Inform the relevant authorities if the product has caused environmental pollution (sewers, waterways, soil or air).

### Methods and materials for containment and cleaning up

**Small spill** : Stop leak if without risk. Move containers from spill area. Use spark-proof tools and explosion-proof equipment. Dilute with water and mop up if water-soluble. Alternatively, or if water-insoluble, absorb with an inert dry material and place in an appropriate waste disposal container. Dispose of via a licensed waste disposal contractor.

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## 6. Accidental release measures

- Large spill** : Stop leak if without risk. Move containers from spill area. Use spark-proof tools and explosion-proof equipment. Approach release from upwind. Prevent entry into sewers, water courses, basements or confined areas. Wash spillages into an effluent treatment plant or proceed as follows. Contain and collect spillage with non-combustible, absorbent material e.g. sand, earth, vermiculite or diatomaceous earth and place in container for disposal according to local regulations (see Section 13). Dispose of via a licensed waste disposal contractor. Contaminated absorbent material may pose the same hazard as the spilled product. Note: see Section 1 for emergency contact information and Section 13 for waste disposal.

## 7. Handling and storage

### Precautions for safe handling

- Protective measures** : Put on appropriate personal protective equipment (see Section 8). Do not get in eyes or on skin or clothing. Do not breathe vapor or mist. Do not ingest. Use only with adequate ventilation. Wear appropriate respirator when ventilation is inadequate. Do not enter storage areas and confined spaces unless adequately ventilated. Keep in the original container or an approved alternative made from a compatible material, kept tightly closed when not in use. Store and use away from heat, sparks, open flame or any other ignition source. Use explosion-proof electrical (ventilating, lighting and material handling) equipment. Use only non-sparking tools. Empty containers retain product residue and can be hazardous. Do not reuse container.

- Conditions for safe storage, including any incompatibilities** : Store in accordance with local regulations. Store in a segregated and approved area. Store in original container protected from direct sunlight in a dry, cool and well-ventilated area, away from incompatible materials (see Section 10) and food and drink. Store locked up. Eliminate all ignition sources. Separate from oxidizing materials. Keep container tightly closed and sealed until ready for use. Containers that have been opened must be carefully resealed and kept upright to prevent leakage. Do not store in unlabeled containers. Use appropriate containment to avoid environmental contamination.

## 8. Exposure controls/personal protection

### Control

#### Occupational exposure limits

| Ingredient name     | Exposure limits                                                                                                                                                                                                                                                                                                                                          |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| potassium hydroxide | <b>ACGIH TLV (United States, 6/2013).</b><br>C: 2 mg/m <sup>3</sup><br><b>OSHA PEL 1989 (United States, 3/1989).</b><br>CEIL: 2 mg/m <sup>3</sup><br><b>NIOSH REL (United States, 10/2013).</b><br>TWA: 2 mg/m <sup>3</sup> 10 hours.                                                                                                                    |
| Ethyl alcohol       | <b>ACGIH TLV (United States, 6/2013).</b><br>STEL: 1000 ppm 15 minutes.<br><b>OSHA PEL 1989 (United States, 3/1989).</b><br>TWA: 1000 ppm 8 hours.<br>TWA: 1900 mg/m <sup>3</sup> 8 hours.<br><b>NIOSH REL (United States, 10/2013).</b><br>TWA: 1000 ppm 10 hours.<br>TWA: 1900 mg/m <sup>3</sup> 10 hours.<br><b>OSHA PEL (United States, 2/2013).</b> |

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## 8. Exposure controls/personal protection

Isopropyl alcohol

TWA: 1000 ppm 8 hours.  
TWA: 1900 mg/m<sup>3</sup> 8 hours.

**ACGIH TLV (United States, 6/2013).**

TWA: 200 ppm 8 hours.  
STEL: 400 ppm 15 minutes.

**OSHA PEL 1989 (United States, 3/1989).**

TWA: 400 ppm 8 hours.  
TWA: 980 mg/m<sup>3</sup> 8 hours.  
STEL: 500 ppm 15 minutes.  
STEL: 1225 mg/m<sup>3</sup> 15 minutes.

**NIOSH REL (United States, 10/2013).**

TWA: 400 ppm 10 hours.  
TWA: 980 mg/m<sup>3</sup> 10 hours.  
STEL: 500 ppm 15 minutes.  
STEL: 1225 mg/m<sup>3</sup> 15 minutes.

**OSHA PEL (United States, 2/2013).**

TWA: 400 ppm 8 hours.  
TWA: 980 mg/m<sup>3</sup> 8 hours.

**Appropriate engineering controls**

- : Use only with adequate ventilation. Use process enclosures, local exhaust ventilation or other engineering controls to keep worker exposure to airborne contaminants below any recommended or statutory limits. The engineering controls also need to keep gas, vapor or dust concentrations below any lower explosive limits. Use explosion-proof ventilation equipment.

**Environmental exposure controls**

- : Emissions from ventilation or work process equipment should be checked to ensure they comply with the requirements of environmental protection legislation. In some cases, fume scrubbers, filters or engineering modifications to the process equipment will be necessary to reduce emissions to acceptable levels.

**Individual protection measures**

**Hygiene measures**

- : Wash hands, forearms and face thoroughly after handling chemical products, before eating, smoking and using the lavatory and at the end of the working period. Appropriate techniques should be used to remove potentially contaminated clothing. Wash contaminated clothing before reusing. Ensure that eyewash stations and safety showers are close to the workstation location.

**Eye/face protection**

- : Safety eyewear complying with an approved standard should be used when a risk assessment indicates this is necessary to avoid exposure to liquid splashes, mists, gases or dusts. If contact is possible, the following protection should be worn, unless the assessment indicates a higher degree of protection: chemical splash goggles and/or face shield. If inhalation hazards exist, a full-face respirator may be required instead.

**Skin protection**

**Hand protection**

- : Chemical-resistant, impervious gloves complying with an approved standard should be worn at all times when handling chemical products if a risk assessment indicates this is necessary. Considering the parameters specified by the glove manufacturer, check during use that the gloves are still retaining their protective properties. It should be noted that the time to breakthrough for any glove material may be different for different glove manufacturers. In the case of mixtures, consisting of several substances, the protection time of the gloves cannot be accurately estimated.

**Body protection**

- : Personal protective equipment for the body should be selected based on the task being performed and the risks involved and should be approved by a specialist before handling this product.

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## 8. Exposure controls/personal protection

- Other skin protection** : Appropriate footwear and any additional skin protection measures should be selected based on the task being performed and the risks involved and should be approved by a specialist before handling this product.
- Respiratory protection** : Use a properly fitted, air-purifying or air-fed respirator complying with an approved standard if a risk assessment indicates this is necessary. Respirator selection must be based on known or anticipated exposure levels, the hazards of the product and the safe working limits of the selected respirator.

## 9. Physical and chemical properties

### Appearance

- Physical state** : Liquid. [Clear.]
- Color** : Red.
- Odor** : soap
- Odor threshold** : Not available.
- pH** : 10.3 to 11.1 [Conc. (% w/w): 100%]
- Melting point** : Not available.
- Boiling point** : Not available.
- Flash point** : Closed cup: 62.8°C (145°F)
- Evaporation rate** : Not available.
- Flammability (solid, gas)** : Not available.
- Lower and upper explosive (flammable) limits** : Not available.
- Vapor pressure** : Not available.
- Vapor density** : Not available.
- Relative density** : 1.024 to 1.034
- Solubility** : Easily soluble in the following materials: cold water and hot water.
- Partition coefficient: n-octanol/water** : Not available.
- Auto-ignition temperature** : Not available.
- Decomposition temperature** : Not available.
- Viscosity** : Not available.

## 10. Stability and reactivity

- Reactivity** : No specific test data related to reactivity available for this product or its ingredients.
- Chemical stability** : The product is stable.
- Possibility of hazardous reactions** : Under normal conditions of storage and use, hazardous reactions will not occur.
- Conditions to avoid** : Avoid all possible sources of ignition (spark or flame). Do not pressurize, cut, weld, braze, solder, drill, grind or expose containers to heat or sources of ignition.
- Incompatible materials** : Reactive or incompatible with the following materials:  
oxidizing materials
- Hazardous decomposition products** : Under normal conditions of storage and use, hazardous decomposition products should not be produced.

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# 11. Toxicological information

## Information on toxicological effects

### Acute toxicity

| Product/ingredient name                               | Result                | Species | Dose                     | Exposure |
|-------------------------------------------------------|-----------------------|---------|--------------------------|----------|
| clorofene                                             | LD50 Oral             | Rat     | 1700 mg/kg               | -        |
| Ethyl alcohol                                         | LC50 Inhalation Vapor | Rat     | 124700 mg/m <sup>3</sup> | 4 hours  |
|                                                       | LD50 Oral             | Rat     | 7 g/kg                   | -        |
| Isopropyl alcohol                                     | LD50 Dermal           | Rabbit  | 12800 mg/kg              | -        |
|                                                       | LD50 Oral             | Rat     | 5000 mg/kg               | -        |
| *Lysol Brand Disinfectant Concentrate, Original Scent | LC50 Inhalation Vapor | Rat     | >2.07 mg/l               | 4 hours  |
|                                                       | LD50 Dermal           | Rabbit  | >5000 mg/kg              | -        |
|                                                       | LD50 Oral             | Rat     | 5000 mg/kg               | -        |

**Conclusion/Summary** : Not classified Harmful. \*Information is based on toxicity test result of a similar product.

### Irritation/Corrosion

| Product/ingredient name                               | Result                   | Species    | Score | Exposure                           | Observation |
|-------------------------------------------------------|--------------------------|------------|-------|------------------------------------|-------------|
| clorofene                                             | Skin - Mild irritant     | Human      | -     | 48 hours 1 Percent                 | -           |
| potassium hydroxide                                   | Eyes - Moderate irritant | Rabbit     | -     | 24 hours 1 milligrams              | -           |
|                                                       | Skin - Severe irritant   | Guinea pig | -     | 24 hours 50 milligrams             | -           |
|                                                       | Skin - Severe irritant   | Human      | -     | 24 hours 50 milligrams             | -           |
|                                                       | Skin - Severe irritant   | Rabbit     | -     | 24 hours 50 milligrams             | -           |
| Ethyl alcohol                                         | Eyes - Moderate irritant | Rabbit     | -     | 0.066666667 minutes 100 milligrams | -           |
|                                                       | Eyes - Mild irritant     | Rabbit     | -     | 24 hours 500 milligrams            | -           |
|                                                       | Eyes - Moderate irritant | Rabbit     | -     | 100 microliters                    | -           |
|                                                       | Eyes - Severe irritant   | Rabbit     | -     | 500 milligrams                     | -           |
|                                                       | Skin - Mild irritant     | Rabbit     | -     | 400 milligrams                     | -           |
|                                                       | Skin - Moderate irritant | Rabbit     | -     | 24 hours 20 milligrams             | -           |
| Isopropyl alcohol                                     | Eyes - Moderate irritant | Rabbit     | -     | 24 hours 100 milligrams            | -           |
|                                                       | Eyes - Moderate irritant | Rabbit     | -     | 10 milligrams                      | -           |
|                                                       | Eyes - Severe irritant   | Rabbit     | -     | 100 milligrams                     | -           |
|                                                       | Skin - Mild irritant     | Rabbit     | -     | 500 milligrams                     | -           |
| *Lysol Brand Disinfectant Concentrate, Original Scent | Skin - Visible necrosis  | Rabbit     | -     | 240 minutes                        | 14 days     |
|                                                       | Eyes - Cornea opacity    | Rabbit     | >3    | -                                  | -           |

### Conclusion/Summary

**Skin** : Causes burns. \*Information is based on toxicity test result of a similar product.

**Eyes** : Causes irreversible eye damage \*Information is based on toxicity test result of a similar product.

### Sensitization

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## 11. Toxicological information

| Product/ingredient name                               | Route of exposure | Species    | Result          |
|-------------------------------------------------------|-------------------|------------|-----------------|
| *Lysol Brand Disinfectant Concentrate, Original Scent | skin              | Guinea pig | Not sensitizing |

### Conclusion/Summary

**Skin** : Non-sensitizer to skin. \*Information is based on toxicity test result of a similar product.

### Mutagenicity

Not available.

### Carcinogenicity

Not available.

### Classification

| Product/ingredient name | OSHA | IARC | NTP |
|-------------------------|------|------|-----|
| Ethyl alcohol           | -    | 1    | -   |
| Isopropyl alcohol       | -    | 3    | -   |

### Reproductive toxicity

Not available.

### Teratogenicity

Not available.

### Specific target organ toxicity (single exposure)

| Name              | Category   | Route of exposure | Target organs    |
|-------------------|------------|-------------------|------------------|
| Isopropyl alcohol | Category 3 | Not applicable.   | Narcotic effects |

### Specific target organ toxicity (repeated exposure)

Not available.

### Aspiration hazard

Not available.

**Information on the likely routes of exposure** : Not available.

### Potential acute health effects

**Eye contact** : Causes serious eye damage.

**Inhalation** : May give off gas, vapor or dust that is very irritating or corrosive to the respiratory system.

**Skin contact** : Causes severe burns.

**Ingestion** : May cause burns to mouth, throat and stomach.

### Symptoms related to the physical, chemical and toxicological characteristics

**Eye contact** : Adverse symptoms may include the following:  
pain  
watering  
redness

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## 11. Toxicological information

- Inhalation** : No specific data.
- Skin contact** : Adverse symptoms may include the following:  
pain or irritation  
redness  
blistering may occur
- Ingestion** : Adverse symptoms may include the following:  
stomach pains

### Delayed and immediate effects and also chronic effects from short and long term exposure

#### Short term exposure

- Potential immediate effects** : Not available.
- Potential delayed effects** : Not available.

#### Long term exposure

- Potential immediate effects** : Not available.
- Potential delayed effects** : Not available.

#### Potential chronic health effects

Not available.

- General** : No known significant effects or critical hazards.
- Carcinogenicity** : No known significant effects or critical hazards.
- Mutagenicity** : No known significant effects or critical hazards.
- Teratogenicity** : No known significant effects or critical hazards.
- Developmental effects** : No known significant effects or critical hazards.
- Fertility effects** : No known significant effects or critical hazards.

### Numerical measures of toxicity

#### Acute toxicity estimates

Not available.

## 12. Ecological information

### Toxicity

| Product/ingredient name | Result                               | Species                                    | Exposure |
|-------------------------|--------------------------------------|--------------------------------------------|----------|
| clorofene               | Acute EC50 0.59 ppm Fresh water      | Daphnia - Daphnia magna                    | 48 hours |
|                         | Acute LC50 0.33 ppm Fresh water      | Fish - Lepomis macrochirus                 | 96 hours |
| potassium hydroxide     | Acute LC50 80 ppm Fresh water        | Fish - Gambusia affinis - Adult            | 96 hours |
| Ethyl alcohol           | Acute EC50 17.921 mg/l Marine water  | Algae - Ulva pertusa                       | 96 hours |
|                         | Acute EC50 2000 µg/l Fresh water     | Daphnia - Daphnia magna                    | 48 hours |
|                         | Acute LC50 25500 µg/l Marine water   | Crustaceans - Artemia franciscana - Larvae | 48 hours |
|                         | Acute LC50 42000 µg/l Fresh water    | Fish - Oncorhynchus mykiss                 | 4 days   |
|                         | Chronic NOEC 4.995 mg/l Marine water | Algae - Ulva pertusa                       | 96 hours |
|                         | Chronic NOEC 0.375 ul/L Fresh water  | Fish - Gambusia holbrooki -                | 12 weeks |

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## 12. Ecological information

|                   |                                                                          |                                                                        |                      |
|-------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------|
| Isopropyl alcohol | Acute LC50 1400000 µg/l Marine water<br>Acute LC50 4200 mg/l Fresh water | Larvae<br>Crustaceans - Crangon crangon<br>Fish - Rasbora heteromorpha | 48 hours<br>96 hours |
|-------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------|

### Persistence and degradability

Not available.

### Bioaccumulative potential

| Product/ingredient name | LogP <sub>ow</sub> | BCF | Potential |
|-------------------------|--------------------|-----|-----------|
| clorofene               | 3.6                | -   | low       |
| Ethyl alcohol           | -0.35              | -   | low       |
| Isopropyl alcohol       | 0.05               | -   | low       |

### Mobility in soil

Soil/water partition coefficient (K<sub>oc</sub>) : Not available.

Other adverse effects : No known significant effects or critical hazards.

## 13. Disposal considerations

**Disposal methods** : The generation of waste should be avoided or minimized wherever possible. Disposal of this product, solutions and any by-products should at all times comply with the requirements of environmental protection and waste disposal legislation and any regional local authority requirements. Dispose of surplus and non-recyclable products via a licensed waste disposal contractor. Waste should not be disposed of untreated to the sewer unless fully compliant with the requirements of all authorities with jurisdiction. Waste packaging should be recycled. Incineration or landfill should only be considered when recycling is not feasible. This material and its container must be disposed of in a safe way. Care should be taken when handling emptied containers that have not been cleaned or rinsed out. Empty containers or liners may retain some product residues. Vapor from product residues may create a highly flammable or explosive atmosphere inside the container. Do not cut, weld or grind used containers unless they have been cleaned thoroughly internally. Avoid dispersal of spilled material and runoff and contact with soil, waterways, drains and sewers.

## 14. Transport information

| Regulatory information | UN number | Proper shipping name | Classes | PG* | Label | Additional information |
|------------------------|-----------|----------------------|---------|-----|-------|------------------------|
|                        |           |                      |         |     |       |                        |

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## 14. Transport information

|                              |        |                                                                                                         |   |    |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------|--------|---------------------------------------------------------------------------------------------------------|---|----|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>DOT Classification</b>    | UN1760 | Corrosive liquids, n.o.s. (potassium hydroxide, 2,4-xyleneol)<br>RQ (potassium hydroxide, 2,4-xyleneol) | 8 | II |    | <p><b>Reportable quantity</b><br/>25990.9 lbs / 11799.9 kg [3029.3 gal / 11467.3 L]<br/>Package sizes shipped in quantities less than the product reportable quantity are not subject to the RQ (reportable quantity) transportation requirements.</p> <p><b>Limited quantity</b><br/>Yes.</p> <p><b>Packaging instruction</b><br/><b>Passenger aircraft</b><br/>Quantity limitation: 1 L</p> <p><b>Cargo aircraft</b><br/>Quantity limitation: 30 L</p> <p><b>Special provisions</b><br/>B2, IB2, T11, TP2, TP27</p> |
| <b>TDG Classification</b>    | UN1760 | CORROSIVE LIQUID, N.O.S. (potassium hydroxide, 2,4-xyleneol)                                            | 8 | II |  | <p><b>Explosive Limit and Limited Quantity Index</b><br/>1</p> <p><b>Passenger Carrying Road or Rail Index</b><br/>1</p> <p><b>Special provisions</b><br/>16</p>                                                                                                                                                                                                                                                                                                                                                      |
| <b>Mexico Classification</b> | UN1760 | LIQUIDO CORROSIVO, N.E.P. (potassium hydroxide, 2,4-xyleneol)                                           | 8 | II |  | <p><b>Special provisions</b><br/>274</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>IMDG Class</b>            | UN1760 | CORROSIVE LIQUID, N.O.S. (potassium hydroxide, 2,4-xyleneol)                                            | 8 | II |  | <p><b>Emergency schedules (EmS)</b><br/>F-A, S-B</p> <p><b>Special provisions</b><br/>274</p>                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                              |        |                                                                                                         |   |    |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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## 14. Transport information

|                       |        |                                                                    |   |    |                                                                                     |                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------|--------|--------------------------------------------------------------------|---|----|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>IATA-DGR Class</b> | UN1760 | Corrosive liquid, n.o.s.<br>(potassium hydroxide,<br>2,4-xyleneol) | 8 | II |  | <b>Passenger and Cargo Aircraft</b><br>Quantity limitation: 1 L<br>Packaging instructions: 851<br><b>Cargo Aircraft Only</b><br>Quantity limitation: 30 L<br>Packaging instructions: 855<br><b>Limited Quantities - Passenger Aircraft</b><br>Quantity limitation: 0.5 L<br>Packaging instructions: Y840<br><b>Special provisions</b><br>A3, A803 |
|-----------------------|--------|--------------------------------------------------------------------|---|----|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

PG\* : Packing group

## 15. Regulatory information

**U.S. Federal regulations** : TSCA 8(a) PAIR: 2-methylpropan-2-ol  
 TSCA 8(a) CDR Exempt/Partial exemption: Not determined  
 United States inventory (TSCA 8b): Not determined.  
 Clean Water Act (CWA) 307: clorofene; 2,4-xyleneol  
 Clean Water Act (CWA) 311: potassium hydroxide; sodium hydroxide; ammonia, anhydrous; xyleneol; m-cresol; p-cresol

Clean Air Act Section 112 (b) Hazardous Air Pollutants (HAPs) : Not listed

Clean Air Act Section 602 Class I Substances : Not listed

Clean Air Act Section 602 Class II Substances : Not listed

DEA List I Chemicals (Precursor Chemicals) : Not listed

DEA List II Chemicals (Essential Chemicals) : Not listed

### SARA 302/304

#### Composition/information on ingredients

| Name    | %      | EHS  | SARA 302 TPQ |           | SARA 304 RQ |           |
|---------|--------|------|--------------|-----------|-------------|-----------|
|         |        |      | (lbs)        | (gallons) | (lbs)       | (gallons) |
| Ammonia | < 0.01 | Yes. | 500          | -         | 100         | -         |

**SARA 304 RQ** : 100000000 lbs / 45400000 kg [11655404.4 gal / 44120505.3 L]

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## 15. Regulatory information

### SARA 311/312

**Classification** : Fire hazard  
Immediate (acute) health hazard

### Composition/information on ingredients

| Name                | %       | Fire hazard | Sudden release of pressure | Reactive | Immediate (acute) health hazard | Delayed (chronic) health hazard |
|---------------------|---------|-------------|----------------------------|----------|---------------------------------|---------------------------------|
| clorofene           | 5 - 10  | No.         | No.                        | No.      | Yes.                            | No.                             |
| potassium hydroxide | 2.5 - 5 | No.         | No.                        | No.      | Yes.                            | No.                             |
| Ethyl alcohol       | 1 - 2.5 | Yes.        | No.                        | No.      | Yes.                            | No.                             |
| Isopropyl alcohol   | 1 - 2.5 | Yes.        | No.                        | No.      | Yes.                            | No.                             |

### SARA 313

|                                        | Product name      | CAS number | %      |
|----------------------------------------|-------------------|------------|--------|
| <b>Form R - Reporting requirements</b> | clorofene         | 120-32-1   | 5.4998 |
|                                        | Isopropyl alcohol | 67-63-0    | 1.8333 |
| <b>Supplier notification</b>           | clorofene         | 120-32-1   | 5.4998 |
|                                        | Isopropyl alcohol | 67-63-0    | 1.8333 |

SARA 313 notifications must not be detached from the SDS and any copying and redistribution of the SDS shall include copying and redistribution of the notice attached to copies of the SDS subsequently redistributed.

### State regulations

**Massachusetts** : The following components are listed: POTASSIUM HYDROXIDE; ISOPROPYL ALCOHOL; ETHYL ALCOHOL

**New York** : The following components are listed: Potassium hydroxide

**New Jersey** : The following components are listed: POTASSIUM HYDROXIDE; CAUSTIC POTASH; ISOPROPYL ALCOHOL; 2-PROPANOL; ETHYL ALCOHOL; ALCOHOL

**Pennsylvania** : The following components are listed: POTASSIUM HYDROXIDE (K(OH)); CHLORINATED PHENOLS; 2-PROPANOL; DENATURED ALCOHOL

### Label elements

**Signal word:** : DANGER

**Hazard statements** : Harmful if swallowed.

Corrosive Causes irreversible eye damage  
Corrosive CAUSES SKIN BURNS.

**Precautionary measures** : Keep out of reach of children.  
Do not get in eyes, on skin, or on clothing.  
Avoid breathing vapor or mist.  
Wear protective gloves/protective clothing/eye protection/face protection.  
Wash thoroughly with soap and water after handling and before eating, drinking, chewing gum, using tobacco or using the toilet.  
Remove contaminated clothing and wash it before reuse.  
Avoid breathing dust/fume/gas/mist/vapors/spray.

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## 16. Other information

**Hazardous Material** :  
**Information System (U.S.A.)**

|                     |   |
|---------------------|---|
| Health              | 3 |
| Flammability        | 2 |
| Physical hazards    | 0 |
| Personal protection | D |

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The customer is responsible for determining the PPE code for this material.

**National Fire Protection** :  
**Association (U.S.A.)**



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Copyright ©2001, National Fire Protection Association, Quincy, MA 02269. This warning system is intended to be interpreted and applied only by properly trained individuals to identify fire, health and reactivity hazards of chemicals. The user is referred to certain limited number of chemicals with recommended classifications in NFPA 49 and NFPA 325, which would be used as a guideline only. Whether the chemicals are classified by NFPA or not, anyone using the 704 systems to classify chemicals does so at their own risk.

**Key to abbreviations** :

- ATE = Acute Toxicity Estimate
- BCF = Bioconcentration Factor
- GHS = Globally Harmonized System of Classification and Labelling of Chemicals
- IATA = International Air Transport Association
- IBC = Intermediate Bulk Container
- IMDG = International Maritime Dangerous Goods
- LogPow = logarithm of the octanol/water partition coefficient
- MARPOL 73/78 = International Convention for the Prevention of Pollution From Ships, 1973 as modified by the Protocol of 1978. ("Marpol" = marine pollution)
- UN = United Nations

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**Version** : 3

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## 16. Other information

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**Revision comments** : Update as per US GHS.

✔ Indicates information that has changed from previously issued version.

### Notice to reader

To the best of our knowledge, the information contained herein is accurate. However, neither the above-named supplier, nor any of its subsidiaries, assumes any liability whatsoever for the accuracy or completeness of the information contained herein.

Final determination of suitability of any material is the sole responsibility of the user. All materials may present unknown hazards and should be used with caution. Although certain hazards are described herein, we cannot guarantee that these are the only hazards that exist.



RB is a member of the CSPA Product Care Product Stewardship Program.

### Lesson 3 Summary

In this lesson we have thoroughly discussed important facts about the Occupational Safety and Health Administration's Hazard Communication Standard . We have identified all key elements of Safety Data Sheets and how they apply to businesses. And lastly we reviewed an official manufacturer's Safety Data Sheet and. It is recommended that personal service workers, such as salon professionals, stay up to date on any changes or improvements made by OSHA or any other government entities regarding the topic of Federal workplace regulations.

### Course Summary

We have now completed the CE course entitled Employment As A Salon Professional (8 hours). In this review, we focused on many topics of the principles, practices and theories pertinent to being a licensed professional. We have discussed the importance of Sanitation and Sterilization and OSHA Regulations. This knowledge is a necessary base for a solid foundation in the success of a professional career in the beauty industry. We applaud your continued interest in learning and your motivation to keep your professional license in good standing with the State Board. We invite you to participate in our course next renewal cycle. Thank you.

#### References and Resources

Employment As A Salon Professional (2 hours) ©ContinuingCosmetology.com;  
Illustrations and images © ContinuingCosmetology.com

Centers for Disease Control and Prevention  
<https://www.cdc.gov/>

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Marin Yate; December 18, 2012 ISBN-13: 978-1440536793 Publisher: ©2012 Adams Media