



TATTOO ARTIST

OD58623



COMPETENCY-BASED EDUCATION: OKLAHOMA'S RECIPE FOR SUCCESS

BY THE INDUSTRY FOR THE INDUSTRY

Oklahoma's *CareerTech* system of competency-based education uses industry professionals and certification standards to identify the knowledge and abilities needed to master an occupation. This industry input provides the foundation for development of instructional materials that help prepare the comprehensively trained, highly skilled employees demanded by our workplace partners.

TOOLS FOR SUCCESS

CareerTech relies on three basic instructional components to deliver competency-based instruction: skills standards, curriculum materials, and competency assessments.

Skills standards provide the foundation for competency-based instruction in Oklahoma's *CareerTech* system. The skills standards outline the knowledge, skills, and abilities needed to perform related jobs within an industry. Skills standards are aligned with national skills standards; therefore, a student trained to the skills standards possesses technical skills that make him/her employable in both state and national job markets.

Curriculum materials contain information and activities that teach students the knowledge and skills outlined in the skills standards. In addition to complementing classroom instruction, curriculum resources provide supplemental activities to enhance learning and provide hands-on training experiences.

Competency Assessments test the student over material outlined in the skills standards and taught using the curriculum materials. When used with classroom performance evaluations, written competency assessments provide a means of measuring occupational readiness.

Although each of these components satisfy a unique purpose in competency-based education, they work together to reinforce the skills and abilities students need to gain employment and succeed on the job.

MEASURING SUCCESS

Written competency assessments are used to evaluate student performance. Results reports communicate competency assessment scores to students and provide a breakdown of assessment results by duty area. The results breakdown shows how well the student has mastered skills needed to perform major job functions and identifies areas of job responsibility that may require additional instruction and/or training.

Group analysis of student results also provides feedback to instructors seeking to improve the effectiveness of career and technology training. Performance patterns in individual duties indicate opportunities to evaluate training methods and customize instruction.

TRUE TO OUR PURPOSE

"Helping Oklahomans succeed in the workplace" defines the mission of Oklahoma *CareerTech* and its competency-based system of instruction. Skills standards, curriculum, and assessments that identify and reinforce industry expectations provide accountability for programs and assure *CareerTech*'s continued role in preparing skilled workers for a global job market

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**TATTOOING
TATTOO ARTIST
SKILLS STANDARDS
Frequency and Criticality Ratings**

Duty A: Apply Safety and Aseptic Techniques

Duty B: Apply Knowledge of Anatomy, Physiology, and Disease

Duty C: Understand Theory and Application of Ink

Duty D: Provide Client Consultation Services

Duty E: Display Professionalism

Frequency: represents how often the task is performed on the job. Frequency rating scales vary for different occupations. The rating scale used in this publication is presented below:

- 1 = less than once a week
- 2 = at least once a week
- 3 = once or more a day

Criticality: denotes the level of consequence associated with performing a task incorrectly. The rating scale used in this publication is presented below:

- 1 = slight
- 2 = moderate
- 3 = extreme

DUTY A: Apply Safety and Aseptic Techniques

CODE	TASK	F/C
A.01	Perform basic first aid and CPR	
A.02	Apply principles of clean (sanitary) technique	
A.03	Apply principles of infection control <ul style="list-style-type: none"> • Universal precautions • NEHA guidelines • CDC guidelines • OSHA <ul style="list-style-type: none"> • Immunizations • MSDS • Microbiology • Disease transmission 	
A.04	Demonstrate sterilization procedures	

DUTY B: Apply Knowledge of Anatomy, Physiology, and Disease

CODE	TASK	F/C
B.01	Identify basic structure and describe functions of the skin	
B.02	Identify the physiology of wound healing	
B.03	Identify common disorders and diseases of the skin	
B.04	Identify the effects of scarring and/or cosmetic/reconstructive surgery on the body	

DUTY C: Understand Theory and Application of Ink

CODE	TASK	F/C
C.01	Discuss the history of tattooing	
C.02	Discuss appropriate uses of equipment used for tattooing procedures <ul style="list-style-type: none"> • Hand • Rotary/Pen • Coil 	
C.03	Discuss needle options and selections	
C.04	Demonstrate competency in the use of the machine	
C.05	Discuss methods of maximizing pigment retention	

DUTY D: Provide Client Consultation Services

CODE	TASK	F/C
D.01	Discuss the importance of a detailed consultation	
D.02	Obtain informed consent	
D.03	Obtain client medical history	
D.04	Describe contraindications to tattooing	
D.05	Review client data to determine appropriateness of procedure	
D.06	Administer allergy skin test	
D.07	Provide pre- and post treatment instructions and information	
D.08	Provide appropriate documentation in client's chart	

DUTY E: Display Professionalism

CODE	TASK	F/C
E.01	Practice within federal, state, and local regulations	
E.02	Identify legal and ethical issues in tattooing	
E.03	Demonstrate employability skills	

RESOURCES:

Medical Micropigmentation (student workbook)

Available from: Oklahoma Department of Career and Technology Education, Stillwater, OK. Order online at www.okcareertech.org/cimc or calling (800)654-4502.

OAH 310, Chapter 233 (OSDH rules regarding tattooing)

Available from: Oklahoma State Department of Health, Oklahoma City, OK. Download from OSDH's website, www.health.state.ok.us.

Bloodborne Pathogens (online training)

Available from: Oklahoma State University EHS Safety Training. Download from <http://www.pp.okstate.edu/ehs/MODULES/bbp/Intro.htm>.

Bloodborne Pathogens (self-study unit)

Available from: University of South Carolina EHS. Download from <http://ehs.sc.edu/modules/BBP/bbp.htm>.

First Aid/CPR/AED for Schools and the Community (reference)

Available from: American Red Cross. Order online at www.redcross.org.

Heartsaver CPR Student Workbook (reference)

Heartsaver First Aid Student Workbook (reference)

Available from: American Heart Association. Order online at www.americanheart.org.