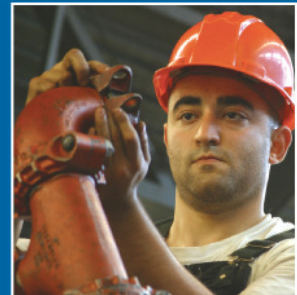


BC Funeral Director Program Outline



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BC Funeral Director Qualification

PROGRAM OUTLINE

March 2009

**Developed By
Industry Training Authority
Province of British Columbia**

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FOREWORD

This Program Outline is for use in guiding competency based training of Funeral Directors.

The program outline contains Knowledge Units and Workplace Unit Standards of Competence (Workplace Units).

Knowledge units are achieved outside the performance of the learner's regular work as for example in a classroom or through self study of learning resources.

Workplace Units build upon the Knowledge Units and allow the learner to gather naturally occurring evidence of workplace performance while they work. Evidence is assessed against the performance standard defined by industry which is twinned with each task outlined in the Workplace Unit.

Typically credit for Knowledge Units will be achieved through learning sponsored by the Industry Training Authority. The Knowledge Units in this document define the desired outcome for learners to achieve in the theoretical portions of training. Industry wishes learners to have options in achieving credit for Knowledge Units.

Safe working practices, though not always specified in each of the competencies, are a part of the safe working and learning conditions underlying all these standards and will be required in the presentation of evidence to meet these standards.

This Program Outline includes a list of recommended reference textbooks that are available to support achievement of the Knowledge Units. The final section of the Outline provides some direction by industry on training options for the program as a whole.

SAFETY ADVISORY

Be advised that references to the Workers' Compensation Board of British Columbia safety regulations contained within these materials do not/may not reflect the most recent Occupational Health and Safety Regulation (the current Standards and Regulation in BC can be obtained on the following website:

<http://www.worksafebc.com>.) Please note that it is always the responsibility of any person using these materials to inform him/herself about the Occupational Health and Safety Regulation pertaining to his/her work.

ACKNOWLEDGEMENTS

Development of the Standards

These Unit Standards were developed through extensive consultation with a broad cross section of stakeholders in BC's Funeral Service Profession (FSP). The consultation with the Funeral Service Professions was coordinated by the Funeral Service Association of BC.

The Funeral Service Association of BC (FSABC) is a non profit society which was formed in 1912 by a group of concerned funeral directors whose purpose was to assist the funeral profession in attaining the highest possible standards of ethics, service and proficiency. FSABC was started and is governed by BC's Funeral Service Profession through a volunteer board of FSP stakeholders.

The FSABC led the development of these standards through funding support of Service Canada. 2007 the Profession formed the Funeral Service HR Planning Committee (the Committee).

In late 2007 the Committee, who represent a cross section of the FSP in BC, began work to identify the training requirements of the BC Funeral Service Profession. This work included identifying revisions and updates needed to the existing programs and looking at educational needs which were as yet unmet in the Profession.

In late 2007 the Committee had identified a need for a Common Core of Competence Standards across all funeral service trades. The core competencies were drawn from three sets of revised Competency Profiles for Funeral Director, Embalmer and Funeral Director/Embalmer endorsed by the industry in 1996. Also identified was the need for a stand-alone certificate program for Funeral Service Pre-Arrangement Counsellor. The determination of these needs directed that the FSI programs be reorganized into five programs – two certificate programs and three apprenticeship programs.

Certificate Programs - all courses apply as credit towards Level 1 of apprenticeship Foundation Program
Funeral Service Pre-Arrangement Counsellor

Apprenticeship Programs
Funeral Director/Embalmer
Funeral Director
Embalmer

These Competency Profiles and the Core components were submitted to the Industry Training Authority for approval as revised program standards in April of 2008. They were approved by the ITA board shortly thereafter.

FSABC contracted this work to Fulford Harbour Group in 2008. Through the first quarter of 2008 a group of Subject Matter Experts (SMEs) met to validate the Competency Standards developed from the Industry Endorsed Competency Profile. This group was made up of the following SMEs:

Name	Affiliation
Kevin Bolen	Independent / Northern Interior
Candice Bullock	Corporate / Lower Mainland
Joe Coffey	Canadian College of Funeral Service / Sneath-Strilchuk Funeral Home, Dauphin.
David Henseleit	Independent / Interior
Bert Oberembt	Consultant/pre-need insurance sales and training
Al Painchaud	Pre-need funeral and cemetery/crematorium
Angelo Rea	Corporate / Lower Mainland
Janet Ricciuti,	Funeral Service Association of BC
Ngaio Davis	Corporate / Lower Mainland
Tayt Winnitoy	Consumer Protection BC [formerly Business Practices and Consumer Protection Authority of British Columbia (BPCPA)]

The development team wishes to thank the SMEs for their dedication, Janet Ricciuti Executive Director and Michael Hedden, Education Chairman of the FSABC for their support, Russell Robertson of the ITA for insight and guidance through his sharing of international workplace training best practice.

This work would not have been possible without the contribution of thousands of hours of industry stakeholder time through the FSABC task groups, and their efforts are greatly appreciated.

Validation: Common Core and Funeral Director/Embalmer Standards and Pre-Arrangement Counsellor Standards

The standards were validated by the following FSI Stakeholder and SME Group:

Name	Company/Organization
Michael Crean	Columbia Howell Funeral Home and Kearney Funeral Services
Joe Coffey	Canadian College of Funeral Service / Sneath-Strilchuk Funeral Home, Dauphin.
Jack Gordon	Service Corporation International Canada
Michael Hedden	Forest Lawn Funeral Home
Bob Linklater	Victory Memorial Park Funeral Centre
Janet Ricciuti,	Funeral Service Association of BC
Justin Schultz	Arbour Memorial Services
Tony Slavin	Bell and Burnaby Funeral Chapels
Ngaio Davis	Corporate / Lower Mainland
Tayt Winnitoy	Consumer Protection BC [formerly Business Practices and Consumer Protection Authority of British Columbia (BPCPA)]
David Henseleit	Independent / Interior
Bert Oberembt	Consultant/pre-need insurance sales and training
Al Painchaud	Pre-need funeral and cemetery/crematorium
Angelo Rea	Corporate / Lower Mainland

These Competency Standards were validated by the above SME group in April 2008 and are subject to adjustment through the end of 2009 as they are implemented.

Thereafter these standards are valid until 2011 when industry has scheduled a formal review of their competence standards.

Mechanism for Adjustment

The Funeral Service Association of BC is industry's lead agency in coordinating development of and updates to these standards.

For revision suggestions please e-mail info@bcfunerals.com, subject line Apprenticeship Programs.

FSABC will endeavour to respond as quickly as possible to suggestions or concerns over the standards. Some suggestions or requested changes may require an industry consultation to determine their validity and relevance across all sectors of the industry.

OCCUPATION ANALYSIS CHART

CORE KNOWLEDGE & WORKPLACE COMPETENCY PROFILE CHART

Funeral Director Competency Profile Chart

K = Knowledge Unit W = Workplace Unit
 1 = Level 1 2 = Level 2 **Note: Level 1 Knowledge Units = Foundation Program**

1. Dying, Death & Disposition	1.1 K Identify and describe the roles in the funeral service industry, identify common terminology.	1.2 K Describe the scope, nature and impact of death on society	1.3 K Explain grief and grieving processes and terminology, and the psychological value/therapeutic effect of a funeral	1.4 K Explain grief and grieving processes as related to the deceased and the nature of their death	1.5 K Describe the scope, nature and impact of death on society.	1.6 K Describe the death and dying process and issues that surround it in modern society.
	P 1	P 1	P 1	1	2	2
1. Dying, Death & Disposition cont'd...	1.7 K Describe the history of funeral service practices and the societal role of the funeral professional					
	2					
2. Funeral Practices	2.1 K Identify and describe various belief systems, philosophies and views	2.2 K Identify and describe funeral home procedures and protocols for funerals	2.3 K Identify and describe the basic abilities required to complete the basic tasks in the day to day operation of a funeral home (first call to post service follow-up) in the most ethical & professional manner possible.	2.4 K Explain the proper method and etiquette for transferring/transporting a deceased person.	2.5 K Identify and describe funeral products and merchandise.	2.6 K Identify and describe funeral customs, rituals and cremation practices
	P 1 2	P 1	P 1	P 1	P 1	2
Funeral Practices cont'd....	2.7 K Identify and describe religious burial beliefs, customs and traditions.	2.8 K Identify and describe new age, military and other beliefs, practices and customs.				
	2	2				

Funeral Director cont'd

<p>3. Funeral Law</p>	<p>3.1 Identify and describe the legislation and regulatory Acts that apply to the Funeral Service Industry, and to the BC coroners service system</p>	<p>3.2 K Identify and describe contracts and pre-arrangement sales law as applied to the Funeral Service Industry and its contracts.</p>	<p>3.3 K Identify and describe benefits available to the bereaved under Government Regulations and Acts, and to military veterans.</p>	<p>3.4 K Identify and describe the role of Public Guardian, the <i>Estates Administration Act</i> of British Columbia, and the purpose of a will.</p>	<p>3.5 K Describe the handling of remains and control of disposition how they are administered and by who, and how control applies to cemetery operators.</p>	<p>3.6 K Identify and describe the Vital Statistics Act as it applies to the Funeral Service Industry and the BC coroners service system.</p>
	P 1	P 1	P 1	P 1	1	1
<p>Funeral Law cont'd....</p>	<p>3.7 K Identify and describe licensing requirements in the Funeral Service Industry.</p>	<p>3.8 K Identify and describe tort law as applied to the Funeral Service Industry and its contracts.</p>				
	1	2				
<p>4. Funeral Service Ethics</p>	<p>4.1 K Explain professional business ethics in the Funeral Service Industry.</p>					
	P 1					
<p>5. Anatomy & Physiology</p>	<p>5.1 K Identify and describe the anatomical guide, anatomical limit and linear guide, and locate anatomical landmarks.</p>					
	1					
<p>6. Safety, Sanitation & Hygiene</p>	<p>6.1 K Identify and describe procedures and practices for Funeral Directors and Embalmers to protect self and others in accordance with the <i>Cremation, Interment and Funeral Services Act and Regulations</i> and WorkSafeBC OHS Regulations and site procedures/standards.</p>	<p>6.2 K Identify chemicals and describe procedures for handling chemicals.</p>	<p>6.3 K Identify and describe disinfection procedures and practices and precautions for dealing with disease.</p>	<p>6.4 K Identify and describe procedures and practices for handling hazardous waste.</p>	<p>6.5 K Identify and describe preparation room protocols and room layout practices.</p>	<p>6.6 K Identify and describe biochemistry.</p>
	1	1	1	1	1	1

Core Knowledge & Workplace Competency Chart

Funeral Director cont'd

<p>7. Communications</p>	<p>7.1 K Explain interpersonal skills in the funeral service industry.</p>	<p>7.2 K Explain the ability to communicate (verbally & non-verbally) effectively, compassionately, ethically & professionally with co-workers, the bereaved, the greater community & associated professionals.</p>	<p>7.3 K Identify and describe the role of mediation skills in the Funeral Service Industry.</p>	<p>7.4 K Identify and describe the skills required for public interaction in the FSI.</p>	<p>7.5 K Identify and describe advanced interpersonal and communication skills.</p>
	P 1	P 1	2	2	2
<p>8. Embalming Theory</p>	<p>8.1 K Identify and describe embalming practices, roles and responsibilities.</p>	<p>8.2 K Identify and describe ante and post mortem changes.</p>	<p>8.3 K Identify and describe matter, solutions, compounds and chemistry.</p>	<p>8.4 K Identify and describe embalming chemistry, solutions and compounds.</p>	<p>8.5 K Identify and describe embalming equipment and supplies.</p>
	P 1	1	1	1	1
<p>Embalming Theory cont'd...</p>	<p>8.7 K Identify and describe procedures and practices for embalming a body.</p>	<p>8.8 K Identify and describe methods and equipment used for arterial injection and venous drainage.</p>	<p>8.9 K Identify and describe restorative suturing materials and techniques.</p>		
	1	1	1		
<p>9. Business Management</p>	<p>9.1 K Identify and describe business practices in the Funeral Service Industry</p>	<p>9.2 K Identify and describe marketing and advertising practices in the Funeral Service Industry</p>	<p>9.3 K Identify and describe human resource management in the Funeral Service Industry</p>		
	2	2	2		
<p>10. Funeral Practice</p>	<p>10.1 W The needs of the legal representative(s) of the deceased and the bereaved are fulfilled through effective communication skills in a supportive atmosphere.</p>	<p>10.2 W The care and handling of the deceased is consistent with accepted principles and sound practices of the profession and the direction of the legal representative(s) of the deceased.</p>	<p>10.3 W Funeral services and visitation are arranged and directed effectively and professionally, consistent with the direction of the legal representative(s) and sensitive to the needs of the bereaved.</p>	<p>10.4 W Provide appropriate follow-up services.</p>	<p>10.5 W All aspects of business operations are carried out in a legal and ethical manner.</p>
	1 2	1 2	1 2	1 2	1 2

Funeral Director cont'd

**Funeral Practice
cont'd...**

10.7 W Ensure safe, appealing and functional equipment and environment.				
	1	2		

10.8 W Maintain effective community/public relations.				
	1	2		

10.9 W Work effectively with staff and co-workers to create a healthy work environment.				
	1	2		

10.10 W Conduct is consistent with the principles and accepted standards of practice of the profession.				
	1	2		

FUNERAL DIRECTOR/EMBALMER QUALIFICATION PROGRAM OUTLINE

SUGGESTED SCHEDULE OF TIME ALLOTMENTS

TABLE OF SPECIFICATIONS

Funeral Director & Embalmer Table of Specifications Knowledge Units Level 1

Level 1 (Foundation Program) - Section	% of Total Learning
Section 1 – Dying, Death & Disposition	14%
Section 2 - Funeral Practices	14%
Section 3 - Funeral Law	14%
Section 4 - Funeral Service Ethics	14%
Section 5 - Anatomy & Physiology	4%
Section 6 - Safety, Sanitation & Hygiene	14%
Section 7 - Communications	14%
Section 8 - Embalming Theory	12%
Total % by Section – Level 1	100%

Level 1			Theory	Practical
Unit	Section 1 – Death, Dying & Disposition	14% of Time		
1.1 K	Identify and describe the roles in the funeral service industry, identify common terminology.		✓	
1.2 K	Describe the scope, nature and impact of death on society		✓	
1.3 K	Explain grief and grieving processes and terminology, and the psychological value/therapeutic effect of a funeral		✓	
1.4 K	Explain grief and grieving processes as related to the deceased and the nature of their death		✓	
Total Percentage for Section 1			14%	

Unit	Section 2 - Funeral Practices	14% of Time		
2.1 K	Identify and describe various belief systems, philosophies and views		✓	
2.2 K	Identify and describe funeral home procedures and protocols for funerals		✓	
2.3 K	Identify and describe the basic abilities required to complete the basic tasks in the day to day operation of a funeral home (first call to post service follow-up) in the most ethical & professional manner possible.		✓	
2.4 K	Explain the proper method and etiquette for transferring/transporting a deceased person.		✓	
2.5 K	Identify and describe funeral products and merchandise.		✓	
Total Percentage for Section 2			14%	

Unit	Section 3 - Funeral Law	14% of Time		
3.1 K	Identify and describe the legislation and regulatory Acts that apply to the Funeral Service Industry and to the BC coroners service system.		✓	

Level 1		Theory	Practical
3.2 K	Identify and describe contracts and pre-arrangement sales law as applied to the Funeral Service Industry and its contracts.	✓	
3.3 K	Identify and describe benefits available to the bereaved under Government Regulations and Acts, and to military veterans	✓	
3.4 K	Identify and describe the role of Public Guardian, the <i>Estates Administration Act</i> of British Columbia, and the purpose of a will.	✓	
3.5 K	Describe the handling of remains and control of disposition how they are administered and by who, and how control applies to cemetery operators.	✓	
3.6 K	Identify and describe the Vital Statistics Act as it applies to the Funeral Service Industry and the BC coroners service system.	✓	
3.7 K	Identify and describe licensing requirements in the Funeral Service Industry.	✓	
Total Percentage for Section 3		14%	

Unit	Section 4 - Funeral Service Ethics	14 % of Time
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4.1 K	Explain professional business ethics in the Funeral Service Industry.	✓
Total Percentage for Section 4		14%

Unit	Section 5 - Anatomy & Physiology	4% of Time
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5.1 K	Identify and describe the anatomical guide, anatomical limit and linear guide, and locate anatomical landmarks.	✓
Total Percentage for Section 5		4%

Unit	Section 6 - Safety, Sanitation & Hygiene	14% of Time
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6.1 K	Identify and describe procedures and practices for Funeral Directors and Embalmers to protect self and others in accordance with the <i>Cremation, Interment and Funeral Services Act and Regulations</i> and WorkSafeBC OHS Regulations and site procedures/standards.	✓
6.2 K	Identify chemicals and describe procedures for handling chemicals.	✓
6.3 K	Identify and describe disinfection procedures and practices and precautions for dealing with disease.	✓
6.4 K	Identify and describe procedures and practices for handling hazardous waste.	✓
6.5 K	Identify and describe preparation room protocols and room layout practices.	✓
6.6 K	Identify and describe biochemistry.	✓
Total Percentage for Section 6		14%

Level 1			Theory	Practical
Unit	Section 7 - Communications	14 % of Time		
7.1 K	Explain interpersonal skills in the funeral service industry.		✓	
7.2 K	Explain the ability to communicate (verbally & non-verbally) effectively, compassionately, ethically & professionally with co-workers, the bereaved, the greater community & associated professionals.		✓	
Total Percentage for Section 7			14%	
			✓	
Unit	Section 8 - Embalming Theory	12% of Time		
8.1 K	Identify and describe embalming practices, roles and responsibilities.		✓	
8.2 K	Identify and describe ante and post mortem changes		✓	
8.3 K	Identify and describe matter, solutions, compounds and chemistry		✓	
8.4 K	Identify and describe embalming chemistry, solutions and compounds		✓	
8.5 K	Identify and describe embalming equipment and supplies.		✓	
8.6 K	Identify and describe the conditions that affect the embalming process.		✓	
8.7 K	Identify and describe procedures and practices for embalming a body.		✓	
8.8 K	Identify and describe methods and equipment used for arterial injection and venous drainage.		✓	
8.9 K	Identify and describe restorative suturing materials and techniques.		✓	
Total Percentage for Section 8			12%	
			100%	

Funeral Director Table of Specifications Knowledge Units Level 2

Level 2 - Section	% of Total Learning
Section 1 – Dying, Death & Disposition	20%
Section 2 - Funeral Practices	20%
Section 3 - Funeral Law	20%
Section 7 - Communications	20%
Section 9 - Business Management	20%
Total % by Section – Level 2	100%

Level 2			Theory	Practical
Unit	Section 1 – Dying, Death & Disposition	20% of Time		
1.5 K	Describe the scope, nature and impact of death on society.		✓	
1.6 K	Describe the death and dying process and issues that surround it in modern society.		✓	
1.7 K	Describe the history of funeral service practices and the societal role of the funeral professional		✓	
Total Percentage for Section 1			20%	
Unit	Section 2 - Funeral Practices	20% of Time		
2.6 K	Identify and describe funeral customs, rituals and cremation practices		✓	
2.7 K	Identify and describe religious burial beliefs, customs and traditions.		✓	
2.8 K	Identify and describe new age, military and other beliefs, practices and customs.		✓	
Total Percentage for Section 2			20 %	
Unit	Section 3 - Funeral Law	20% of Time		
3.8 K	Identify and describe tort law in as applied to the Funeral Service Industry and its contracts.		✓	
Total Percentage for Section 3			20%	
Unit	Section 7 - Communications	20% of Time		
7.3 K	Identify and describe the role of mediation skills in the Funeral Service Industry.		✓	
7.4 K	Identify and describe the skills required for public interaction in the FSI.		✓	
7.5 K	Identify and describe advanced interpersonal and communication skills.		✓	
Total Percentage for Section 7			20%	
Unit	Section 9 - Business Management	20% of Time	%	

Level 2		Theory	Practical
9.1 K	Identify and describe business practices in the Funeral Service Industry.	✓	
9.2 K	Identify and describe marketing and advertising practices in the Funeral Service Industry.	✓	
9.3 K	Identify and describe human resource management in the Funeral Service Industry.	✓	
Total Percentage for Section 9		20%	

Funeral Director Table of Specifications – Work Experience

Level 1		Theory	Practical
Unit	Section 10 - Funeral Practice	Must Meet Standards	
10.1 W	The needs of the legal representative(s) of the deceased and the bereaved are fulfilled through effective communication skills in a supportive atmosphere		✓
10.2 W	The care and handling of the deceased is consistent with accepted principles and sound practices of the profession and the direction of the legal representative(s) of the deceased		✓
10.3 W	Funeral services and visitation are arranged and directed effectively and professionally, consistent with the direction of the legal representative(s) and sensitive to the needs of the bereaved.		✓
10.4 W	Provide appropriate follow-up services.		✓
10.5 W	All aspects of business operations are carried out in a legal and ethical manner.		✓
10.6 W	Ensure and apply effective and efficient business practices.		✓
10.7 W	Ensure safe, appealing and functional equipment and environment.		✓
10.8 W	Maintain effective community/public relations.		✓
10.9 W	Work effectively with staff and co-workers to create a healthy work environment.		✓
10.10 W	Conduct is consistent with the principles and accepted standards of practice of the profession.		✓

Level 2		Theory	Practical
Unit	Section 10 - Funeral Practice	Must Meet Standards	
10.1 W	The needs of the legal representative(s) of the deceased and the bereaved are fulfilled through effective communication skills in a supportive atmosphere		✓
10.2 W	The care and handling of the deceased is consistent with accepted principles and sound practices of the profession and the direction of the legal representative(s) of the deceased		✓
10.3 W	Funeral services and visitation are arranged and directed effectively and professionally, consistent with the direction of the legal representative(s) and sensitive to the needs of the bereaved.		✓
10.4 W	Provide appropriate follow-up services.		✓
10.5 W	All aspects of business operations are carried out in a legal and ethical manner.		✓
10.6 W	Ensure and apply effective and efficient business practices.		✓
10.7 W	Ensure safe, appealing and functional equipment and environment.		✓
10.8 W	Maintain effective community/public relations.		✓
10.9 W	Work effectively with staff and co-workers to create a healthy work environment.		✓
10.10 W	Conduct is consistent with the principles and accepted standards of practice of the profession.		✓

**PROGRAM OUTLINE
FOR
SECTION 1**

DYING, DEATH & DISPOSITION

SECTION 1 – DYING, DEATH AND DISPOSITION

Unit Standard 1.1 K – Introduction to the Funeral Service Industry

Competency **1.1 K Identify and describe the roles in the funeral service industry, identify common terminology and describe the history of funeral service practices.**

Learning Objectives: Upon successful completion the apprentice is able to:

- 1.1.1 Describe Funeral Director, Embalmer and Funeral Service Pre-Arrangement Counsellor roles, characteristics and responsibilities
- 1.1.2 Explain common Funeral Service Industry terminology

Cross Reference knowledge application to Workplace Competency #s:

10.1W, 10.10W, 11.17 W

	Learning Tasks	Content
1.1.1	Describe Funeral Director, Embalmer and Funeral Service Pre-Arrangement Counsellor roles, characteristics and responsibilities	<ul style="list-style-type: none"> • Role, characteristics and responsibilities of an Funeral Director, including: <ul style="list-style-type: none"> ○ attitude, aptitude, initiative ○ manner, deportment and grooming ○ technical competence • Role, characteristics and responsibilities of an Embalmer • Role, characteristics and responsibilities of an Pre-Arrangement Counsellor • Explain why it is important to have an understanding of the need to take personal responsibility in building effective relationships, developing strong oral communication skills, and improving written communication skills to prepare yourself for work in funeral service. • Define the characteristics of the “helping process” of the funeral • Explain why it is important to “know yourself.” •

	Learning Tasks	Content
1.1.2	Explain common Funeral Service Industry terminology	<ul style="list-style-type: none">• Common terminology

Achievement Criteria

Given information on roles in the funeral service industry and funeral service industry terminology, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 1.2 K – Society and the Death System

Competency **1.2 K Describe the general nature of a death defying society.**

Learning Objectives: Upon successful completion the apprentice is able to:

- 1.2.1 Identify their own attitude towards death
- 1.2.2 Explain the general nature of a death defying society

Cross Reference knowledge application to Workplace Competency #s:

10.1 W, 10.3 W, 10.4 W, 10.10 W

Learning Tasks	Content
1.2.1 Identify their own attitude towards death	<ul style="list-style-type: none"> • Examine your personal attitude toward death •
1.2.2 Explain the general nature of a death defying society	<ul style="list-style-type: none"> • Analyze death denial in its various forms • Analyze three “common” errors made by recently bereaved people • Describe the various forms of the fear of death

Achievement Criteria

Given information on the scope, nature and impact of death on society, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 1.3 K – Grief and Grieving

Competency 1.3 K Explain grief and grieving processes and terminology, and the psychological value/therapeutic effect of a funeral.

Learning Objectives: Upon successful completion the apprentice is able to:

- 1.3.1 Explain the appropriate use of the terms bereavement, grief and mourning
- 1.3.2 Explain modern theories of grief and grieving
- 1.3.3 Explain factors shaping the grief and grieving process
- 1.3.4 Explain the psychological value/therapeutic effect of the funeral
- 1.3.5 Explain the impact of death on individuals in relationship to the deceased
- 1.3.6 Explain grief following special types of losses

Cross Reference knowledge application to Workplace Competency #s:

10.1 W, 10.3 W, 10.4 W, 10.10 W

Learning Tasks	Content
<p>1.3.1 Explain the appropriate use of the terms bereavement, grief and mourning</p>	<ul style="list-style-type: none"> • Define bereavement, grief and mourning, including: <ul style="list-style-type: none"> ○ anticipatory grief ○ bereavement grief • Describe some common characteristics of grief
<p>1.3.2 Explain modern theories of grief and grieving</p>	<ul style="list-style-type: none"> • Define grief work • Explain what is meant by “normal” grief • Explain the unique significance of “traumatic” and “stigmatized” death • Discuss the meaning of “hidden and disenfranchised grief” in the lives of individuals • Define the “<i>stage theory</i>” • Outline various stage theories • Briefly explain various stages of grief • Identify some inherent problems with the stage theory • Identify some positive aspects of

Learning Tasks	Content
	<p>the stage theory</p> <ul style="list-style-type: none"> • Identify the contributions of Phyliss Silverman to the development of peer support models of grief recovery • Describe some factors that complicate grief • Define pathological, complicated, traumatic and unresolved grief • Describe some ways to help the bereaved as suggested by Kastenbaum
<p>1.3.3 Explain factors shaping the grief and grieving process</p>	<ul style="list-style-type: none"> • Describe the psychological “process” that death sets in motion • Explain the role and duties of a professional funeral director in that process • Explain the function and place of the funeral in the process • Explain the significance of the major circumstances that influence grief: pre-existing relationships, type of death, and previous losses • Identify and explain the psychological factors that influence grief • Identify and explain the sociological factors that influence grief • Identify and explain the physiological factors that influence grief • Define and explain the elements of grief that intensify its impact on the bereaved person • Explain “shock” as the first

Learning Tasks**Content**

trauma of bereavement

- Identify how shock is universally experienced and the factors that influence the intensity of the experience
- List the characteristics of the shock phase
- Explain practical suggestions for those who are experiencing bereavement shock
- Identify the characteristics of the *Awareness-of-Loss* phase of grief
- Identify and explain the variety of types of “anger” that frequently accompany this phase of grief
- Identify the types of “guilt” that are frequently experienced by grieving people in this phase of grief
- Explain some of the actions that grieving people can take to work through this phase of grief.
- Explain the physical needs that most individuals feel once the trauma of loss and the funeral activities are over
- Explain the psychological factors that grieving individuals face following the death and funeral period,
- Identify the social factors that grieving individuals face following the death and funeral period
- Explain the characteristics, physical symptoms, and psychological aspects of the healing phase

1.3.4 Explain the psychological value/therapeutic effect of the funeral

- Identify the functions of the

Learning Tasks	Content
	funeral <ul style="list-style-type: none"> • Explain the psychological benefits of the funeral on the bereaved and the community at large • Explain the social benefits of the funeral • Review the role of the funeral director in assisting bereaved families arrange meaningful funerals • Develop a personal philosophy of funeral service that deals honestly and non-defensively with criticism of funeral service • Write concise, rational responses to specific criticisms about funeral practices
1.3.5 Explain the impact of death on individuals in relationship to the deceased	<ul style="list-style-type: none"> • Define closed and open families • List and explain some potential conflicts that may arise in the family unit around the time of death • Explain how the family unit copes with death • Identify the prevailing assumptions of adults about the involvement of children in death-related discussions and activities • Discuss the influence of culture on a child's conceptualization of death • Explain various ways that children cope with bereavement and the various responses children may have to a death in the family • List and briefly explaining strategies for helping children cope with bereavement

Learning Tasks	Content
	<ul style="list-style-type: none"> • Explain Worden's required tasks of grief work, • Explain Rando's '<i>emancipation from bondage</i>' • Explain the concept of recovery from the standpoint of adjustment to a new environment without the deceased, • Identify the problems of forming new relationships, • Discuss the idea of a timetable of recovery
<p>1.3.6 Explain grief following special types of losses</p>	<ul style="list-style-type: none"> • Define spousal bereavement, • Describe unique characteristics and consequences of spousal bereavement, • List special interventions for the resolution of “spousal grief”, • Describe the unique characteristics of grief caused by the death of a parent in adulthood, • Describe how various age brackets deal with the death of a parent, • Describe the unique circumstance of losing both parents simultaneously or within a short time frame, • Explain how an individual’s grief may effect the entire family unit, • Define closed and open families, • Describe unique characteristics and consequences of sibling bereavement, • Explain the term “survivor guilt”, • List and explain some potential conflicts that may arise in the

Learning Tasks**Content**

- family unit around the time of death,
- Explain how the family unit copes with death

Achievement Criteria

Given information on grief and grieving processes and terminology, and the psychological value/therapeutic effect of a funeral, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 1.4 K – Grief Under Special Circumstances

Competency 1.4 K Explain grief and grieving processes as related to the deceased and the nature of their death.

Learning Objectives: Upon successful completion the apprentice is able to:

- 1.4.1 Explain the impact of death on individuals who have lost a child
- 1.4.2 Explain grief following the loss of a parent
- 1.4.3 Explain grief following the loss of a spouse
- 1.4.4 Explain grief following special types of losses
- 1.4.5 Analyze grief case studies

Cross Reference knowledge application to Workplace Competency #s:

10.1 W, 10.3 W, 10.4 W, 10.10 W

Learning Tasks	Content
<p>1.4.1 Explain the impact of death on individuals who have lost a child</p>	<ul style="list-style-type: none"> • List and briefly explain guidelines for sharing a dying child’s “death concerns” • Explain the unique characteristics of parental bereavement, • Describe the “fallout” on marriage and the family when a child dies • Explain how an individual’s grief may effect the entire family unit • Describe unique characteristics and consequences of sibling bereavement
<p>1.4.2 Explain grief following the loss of a parent</p>	<ul style="list-style-type: none"> • Describe the unique characteristics of grief caused by the death of a parent in adulthood • Describe how various age brackets deal with the death of a parent • Describe the unique circumstance of losing both parents simultaneously or within a short time frame
<p>1.4.3 Explain grief following the loss of a spouse</p>	<ul style="list-style-type: none"> • Define spousal bereavement • Describe unique characteristics and consequences of spousal bereavement • List special interventions for the resolution of “spousal grief”

Learning Tasks	Content
1.4.4 Explain grief following special types of losses	<ul style="list-style-type: none"> • Explain the term “survivor guilt”
1.4.5 Analyze grief case studies	<ul style="list-style-type: none"> • Analyze case studies demonstrating the circumstances that influence grief and provide recommendations to assist bereaved individuals experiencing these circumstances

Achievement Criteria

Given information on grief and grieving processes as related to the deceased and the nature of their death, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 1.5 K – Society and the Death System

Competency **1.5 K Describe the scope, nature and impact of death on society.**

Learning Objectives: Upon successful completion the apprentice is able to:

- 1.5.1 Explain the scope and nature of the death system in society.
- 1.5.2 Explain the role of individuals in the social death system.
- 1.5.3 Explain the impact of death on society and the local community.
- 1.5.4 Explain the impact of murder and terrorism on modern society

Cross Reference knowledge application to Workplace Competency #s:

10.1 W, 10.3 W, 10.4 W, 10.10 W

Learning Tasks	Content
1.5.1 Explain the scope and nature of the death system in society.	<ul style="list-style-type: none"> • Briefly describe the death system • List the components of the death system • Explain the function of the death system • Analyze the role of the funeral director within the death system • Imagine a world without death and the consequences
1.5.2 Explain the role of individuals in the social death system	<ul style="list-style-type: none"> • Explain the position of the funeral director in the death system • Describe the role of death care professionals in light of the fear of death
1.5.3 Explain the impact of death on society and the local community.	<ul style="list-style-type: none"> • List and explain some common social responses to death
1.5.4 Explain the impact of murder and terrorism on modern society	<ul style="list-style-type: none"> • Explain the phenomena of murder in a number of different situations, • Discuss the category of murderers known as serial killers and the forces that drive these individuals to commit heinous crimes • Discuss the characteristics of political assassins and their

Learning Tasks**Content**

- motivation to kill,
- Identify the characteristics of terrorism and various “causes” that become the all-consuming passion for which terrorists will kill – political, religious, race, etc.,
 - Discuss the phenomenon of 20th Century terrorism in the world,
 - Discuss the impact of accidents and natural disasters on the world and local communities,
 - Apply the knowledge about the trends in violent death to the socialization of future generations

Achievement Criteria

Given information on the scope, nature and impact of death on society, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 1.6 K – Modern Concepts of Death & Dying

Competency 1.6 K Describe the death and dying process and issues that surround it in modern society.

Learning Objectives: Upon successful completion the apprentice is able to:

- 1.6.1 Explain the death and dying process and factors that influence it
- 1.6.2 Define the "process approach" of the traditional funeral in North America
- 1.6.3 Describe the role of the hospice in the dying process
- 1.6.4 Describe euthanasia in modern society

Cross Reference knowledge application to Workplace Competency #s:

10.1 W, 10.3 W, 10.4 W, 10.10 W

Learning Tasks	Content
<p>1.6.1 Explain the death and dying process and factors that influence it</p>	<ul style="list-style-type: none"> • Explain death as a transitional process • Explain the Harvard Criteria and brain death • Describe some functions of death • Explain the concept of "trajectories of death," and providing examples of each trajectory • Discuss the "communication dilemma" in matters of terminal illness and anticipated death • Identify the factors that influence the experience of dying • Explain the "coping model of the dying process" • Apply the information regarding the dying process to funeral service interactions with terminally ill patients and their families who are experiencing anticipatory grief
<p>1.6.2 Define the "process approach" of the traditional funeral in North America</p>	<ul style="list-style-type: none"> • Discuss the role of the dead in modern society • Discuss the role of the cemetery and memorials as a matter of historical significance • Identify and explain the common elements of the funeral process • Describe the significant needs and values served by the funeral

Learning Tasks	Content
	<p>process</p> <ul style="list-style-type: none"> • Explain the consequences of the failure of the process approach in meeting the primary objectives of this approach to dying, death, and disposition • Review and analyze the contemporary perspectives of the funeral director in society • Comment on the improvement of the funeral process and "alternative funerals" in today's society
<p>1.6.3 Describe the role of the hospice in the dying process</p>	<ul style="list-style-type: none"> • Define and explain the meaning of "hospice" in contemporary society • Identify the purpose and operational guidelines for hospice care in today's society • Review the history of hospice and palliative care initiatives from the original effort to provide this kind of care • Identify the scope of palliative care provided by the hospice organization
<p>1.6.4 Describe euthanasia in modern society</p>	<ul style="list-style-type: none"> • Discuss euthanasia and the right to die movement • Describe some of the complexities euthanasia may present to the grieving process

Achievement Criteria

Given information on the death and dying process and issues that surround it in modern society, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 1.7 K – Funeral Service & Professional Practices

Competency 1.7 K Describe the history of funeral service practices and the societal role of the funeral professional.

Learning Objectives: Upon successful completion the apprentice is able to:

- 1.7.1 Describe the nature and purpose and history of the Funeral Service Industry (FSI)
- 1.7.2 Explain the societal role of the funeral professional as a 'death educator'

Cross Reference knowledge application to Workplace Competency #s:

10.1 W, 10.3 W, 10.4 W, 10.10 W

	Learning Tasks	Content
1.7.1	Describe the nature and purpose and history of the Funeral Service Industry (FSI)	<ul style="list-style-type: none"> • Eras/divisions of time in embalming history • Significant societies/civilizations • Names in historic anatomic research and embalming progress • Era of modern embalming <ul style="list-style-type: none"> ○ in North America ○ globally
1.7.2	Explain the societal role of the funeral professional as a 'death educator'	<ul style="list-style-type: none"> • Identify the origins of death education in the past • Evaluate the positive and negative death education "themes" that exist in Judeo/Christian death education • Discuss the emergence of the contemporary death educator • List the characteristics necessary for an effective death educator in today's society • Explain the traditional role of the funeral director and embalmer as an at-need funeral counsellor • Analyze the potential role of the funeral service professional in the death education process today

Achievement Criteria

Given information on roles in the funeral service industry, the history of funeral service practices, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

**PROGRAM OUTLINE
FOR
SECTION 2
FUNERAL PRACTICES**

SECTION 2 – FUNERAL PRACTICES

Unit Standard 2.1 K – General Funeral Practices, Beliefs & Views

Competency **2.1 K Identify and describe various belief systems, philosophies and views**

Learning Objectives: Upon successful completion the apprentice is able to:

- 2.1.1 Describe various belief systems, philosophies and views
- 2.1.2 Demonstrate an understanding of society's view of the FSI.

Cross Reference knowledge application to Workplace Competency #s:

10.1 W, 10.3 W, 10.4 W, 10.10 W

Learning Tasks	Content
<p>2.1.1 Describe various belief systems, philosophies and views</p>	<ul style="list-style-type: none"> • Explain the importance of understanding diverse belief systems • Explain cultural factors • Describe the personal prerequisites of a student of world religions • Describe the role of the funeral director working in diverse places of worship • Define religion and culture • Distinguish between cultural and religious practices • Distinguish between an expression of faith and an expectation • List various atheistic philosophies/world views
<p>2.1.2 Demonstrate an understanding of society's view of the FSI.</p>	<ul style="list-style-type: none"> • Review the role of the funeral director in assisting bereaved families arrange meaningful funerals • Analyze the origins of common criticisms and negative points of view about commercial funeral service businesses • Explain how to develop a personal philosophy of funeral service that deals honestly and non-defensively with criticism of

Learning Tasks**Content**

- funeral service
- Describe how to write concise, rational responses to specific criticisms about funeral practices
 - Explain how to develop a positive approach to meeting the diverse needs of today's funeral service consumer
 - Establish a knowledge-base that will form the basis of future-oriented practices in the funeral service field
 - Identify positive links and liaisons with other professionals involved with services in the dying, death-care, and mental health fields

Achievement Criteria

Given information on general funeral practices, various belief systems, philosophies and views, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 2.2 K – Funeral Home Procedures & Protocols

Competency 2.2 K Identify and describe funeral home procedures and protocols for funerals.

Learning Objectives: Upon successful completion the apprentice is able to:

2.2.1 Explain common funeral home protocols for grooming and department

2.2.2 Describe the procedure used in a funeral procession

Cross Reference knowledge application to Workplace Competency #s:

10.1 W, 10.3 W, 10.4 W, 10.7 W, 10.10 W, 11.16 W, 11.17 W

Learning Tasks	Content
Level 1	
2.2.1 Explain common funeral home protocols for grooming and department	<ul style="list-style-type: none"> • Explain the importance of following protocol • Explain the effect following protocol has on the community and the bereaved • Describe the reason for dress codes • Describe a good dress code for a funeral home • Describe good wardrobe maintenance • Tie several different types of tie knots • Describe some grooming “cautions” for the funeral director • List some rules to follow while assisting on a funeral service • Explain the manner in which a funeral director should fulfill his/her duties
2.2.2 Describe the procedure used in a funeral procession	<ul style="list-style-type: none"> • List the “rules” to be followed while driving in a cemetery • Explain the significance of funeral service vehicles • Explain why you should wash a funeral fleet inside and out • Describe how to complete a “family pick up” • List some definite “no’s” while driving funeral home vehicles

Achievement Criteria

Given information on funeral home procedures and protocols for funerals, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 2.3 K – First Calls

Competency 2.3 K Identify and describe the basic abilities required to complete the basic tasks in the day to day operation of a funeral home (first call to post service follow-up) in the most ethical and professional manner possible.

Learning Objectives: Upon successful completion the apprentice is able to:

2.3.1 Explain the importance of the arrangement interview

2.3.2 Explain the logistics of a 'First Call'

Cross Reference knowledge application to Workplace Competency #s:

10.1 W, 10.2 W, 10.8 W - 10.10 W, 11.1 W, 11.17 W

Learning Tasks	Content
<p>2.3.1 Explain the importance of the arrangement interview</p>	<ul style="list-style-type: none"> • List the information collected on a first call • Describe the suggested way to answer the phone • Explain at what stage in a relationship decisions should be made • Identify open-ended questions • Describe some characteristics of trust • Define platitudes • Explain the preparation required before an arrangement • Explain the importance of vital statistics • List the initial steps of the funeral arrangement interview • Explain the legalities of signing a contract in the at-need and pre-need situation • Describe an effective way of completing at-need and pre-need arrangement interviews •
<p>2.3.2 Explain the logistics of a 'First Call'</p>	<ul style="list-style-type: none"> • Determining the appropriate medical/legal authority • Identify types of situations: <ul style="list-style-type: none"> ○ clinical care case ○ attended by physician

Learning Tasks**Content**

- hospice/palliative care
- Coroners case
- Describe *pronouncement of death*
- Describe requirements for provision of a *medical certificate of death*
- Identifying the geographic location of the deceased
 - hospital ward
 - hospital morgue
 - palliative care facility
 - extended care facility
 - private residence
 - other

Achievement Criteria

Given information the basic tasks required in the day to day operation of a funeral home (from first call to post service follow-up) and conducting oneself in the most ethical and professional manner possible, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 2.4 K – Transfer Protocols & Procedures

Competency 2.4 K Explain the proper method and etiquette for transferring/transporting a deceased person.

Learning Objectives: Upon successful completion the apprentice is able to:

- 2.4.1 Describe and explain the processes, protocols and procedures for removing a body and transferring it to a funeral practitioner
- 2.4.2 Explain complying with the family/client's rights
- 2.4.3 Explain methods of body transfer
- 2.4.4 Explain post-transfer cleanup procedures

Cross Reference knowledge application to Workplace Competency #s:

10.1 W, 10.2 W, 10.7 W - 10.10 W, 11.1 W, 11.2 W, 11.17 W

Learning Tasks	Content
<p>2.4.1 Describe and explain the processes, protocols and procedures for removing a body and transferring it to a funeral practitioner</p>	<ul style="list-style-type: none"> • List protocols common to all removals • Explain the procedure during each type of removal • Describe unique factors in each type of removal • Describe the significance of the removal • Describe the process involved with “Expected Home Deaths” and how this affects the transfer and preparation of the body. • Identify different people with whom the funeral service professional develops relationships • Explain the importance that the removal plays in providing continuity to the experience of the bereaved
<p>2.4.2 Explain complying with the family/client's rights</p>	<ul style="list-style-type: none"> • Describe handling of the deceased • Describe recovery or retention of jewellery and personal effects • Describe funeral home appointment and transportation
<p>2.4.3 Explain methods of body transfer</p>	<ul style="list-style-type: none"> • Describe medical apparatus attached to the deceased

Learning Tasks	Content
	<ul style="list-style-type: none"> • Describe control and treatment of body fluids, discharges and odours • Describe covering/wrapping/enshrouding of the deceased • Describe optional mortuary body conveyancing equipment: <ul style="list-style-type: none"> ○ collapsible cots ○ multi-adjustable cots ○ fold-up cots ○ roll-up cots ○ pouches and stretches/cot covers
<p>2.4.4 Explain post-transfer cleanup duties and procedures</p>	<ul style="list-style-type: none"> • Describe site sanitation procedures: <ul style="list-style-type: none"> ○ bedding, linens and furniture ○ spills and soiling ○ room deodorizing and ventilating ○ odour neutralizing methods ○ contaminated linens and used medical apparatus • Describe removal equipment disinfection <ul style="list-style-type: none"> ○ stretcher/cot mattress ○ pouches, covers and back board a. stretcher/cot frame and handles b. removal vehicle

Achievement Criteria

Given information on the proper method and etiquette for transferring/transporting a deceased person, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 2.5 K – Funeral Products and Merchandise

Competency **2.5 K Identify and describe funeral products and merchandise.**

Learning Objectives: Upon successful completion the apprentice is able to:

2.5.1 Explain funeral products and merchandise

Cross Reference knowledge application to Workplace Unit #s:

10.1 W, 10.2 W, 10.3 W, 10.5 W, 10.6 W, 10.10 W

Learning Tasks	Content
<p>2.5.1 Explain funeral products and merchandise</p>	<ul style="list-style-type: none"> • Describe the types of cemetery graves, plots, and niches that commonly appear on cemetery sales contracts. • Describe the types of grave liners and vaults that are available and may be included in cemetery sales contracts. • Describe the various types of cremation containers, caskets, and urns that are available, and explain the appropriate use of each of these items, • Explain the differences in materials and construction quality that accounts for the difference in cost of each manufactured item offered for sale, • Use appropriate terms and descriptions in representing the items that are offered for sale in cemetery and funeral contracts (at-need and pre-need), • Identify and describe the variety of sundry products such as acknowledgement cards, temporary grave markers, memorial jewellery, etc.

Achievement Criteria

Given information on funeral products and merchandise, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 2.6 K – Funeral Customs, Rituals & Practices

Competency **2.6 K Identify and describe funeral customs, rituals and cremation practices**

Learning Objectives: Upon successful completion the apprentice is able to:

- 2.6.1 Explain how religious beliefs effect funeral customs
- 2.6.2 Identify and describe types of funeral rituals and their significance to the grieving process
- 2.6.3 Explain cremation practices

Cross Reference knowledge application to Workplace Competency #s:

10.1 W, 10.2 W, 10.3 W, 10.4 W, 10.5 W, 10.6 W, 10.9 W, 10.10 W, 11.16 W, 11.17 W

Learning Tasks	Content
<p>2.6.1 Explain how religious beliefs effect funeral customs</p>	<ul style="list-style-type: none"> • Describe how religious beliefs effect funeral customs
<p>2.6.2 Identify and describe types of funeral rituals and their significance to the grieving process</p>	<ul style="list-style-type: none"> • Identify types of funeral rituals, • Identify the significance of the funeral director’s role in the development and enabling of meaningful rites and rituals for bereaved individuals, • Define the meaning of ritual within the context of the grieving process, • Discuss the history of funeral practices, • Identify the functions of the funeral, • Explain the psychological benefits of the funeral, • Explain the social benefits of the funeral, • Define the term “grave goods” and explain the reason for placement of artefacts in the casket or grave
<p>2.6.3 Explain cremation practices</p>	<ul style="list-style-type: none"> • Draw a timeline of cremation as practiced throughout history • Explain who does and does not currently practice cremation • Explain the process of modern cremation

Learning Tasks**Content**

- Describe the desired results of cremation
- Outline the historical development of cremation in Europe and North America
- Identify some reasons for the practice of cremation
- Summarize the pro's and con's of cremation

Achievement Criteria

Given information on funeral customs, rituals and cremation practices the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 2.7 K – Religious Funeral Practices, Beliefs & Customs

Competency 2.7 K Identify and describe religious burial beliefs, customs and traditions.

Learning Objectives: Upon successful completion the apprentice is able to:

- 2.7.1 Describe liturgical practices and customs
- 2.7.2 Explain Protestant funeral beliefs and customs
- 2.7.3 Explain Catholic funeral beliefs and customs
- 2.7.4 Explain Eastern Orthodox funeral beliefs and customs
- 2.7.5 Describe Buddhist beliefs, practices and customs
- 2.7.6 Describe Islamic funeral beliefs, practices and customs
- 2.7.7 Describe Hindu and Sikh beliefs, practices and customs
- 2.7.8 Describe Jewish beliefs, practices and customs

Cross Reference knowledge application to Workplace Competency #s:

10.1 W, 10.2 W, 10.3 W, 10.4 W, 10.5 W, 10.6 W, 10.9 W, 10.10 W, 11.14 W, 11.16 W, 11.17 W

Learning Tasks	Content
<p>2.7.1 Explain liturgical practices and customs</p>	<ul style="list-style-type: none"> • Define liturgical religion • Define free church • Define Christianity • Briefly explain the spread of Christianity in the eastern world • Define “rite” as used within the context of defining churches • Define Eastern Orthodoxy in a historical context • Define Western Orthodoxy in a historical context
<p>2.7.2 Explain Protestant funeral beliefs and customs</p>	<ul style="list-style-type: none"> • Describe the order of service and its parts in a liturgical church • Briefly explain the history of Protestantism • List many different protestant churches and the tradition they belong to • List several of the key players in the Protestant Reformation
<p>2.7.3 Explain Catholic funeral beliefs and customs</p>	<ul style="list-style-type: none"> • Describe early Christian burial practices in Rome • Briefly describe a timeline of Catholicism • Distinguish between an Eastern Rite Catholic, an Eastern

Learning Tasks	Content
	<p>Orthodox, and a Latin Rite Catholic</p> <ul style="list-style-type: none"> • Define terms and persona associated with Catholicism • Define “rite” as used within the context of defining churches • Describe the order and parts of a Catholic funeral service • Describe some basic Catholic beliefs about death and the after life • Identify several symbols used in the Catholic funeral service
<p>2.7.4 Explain Eastern Orthodox funeral beliefs and customs</p>	<ul style="list-style-type: none"> • Describe the funeral rite of the Eastern Orthodox church • Identify diverse branches of Eastern Orthodoxy • Explain the hierarchy of the Orthodox church • Identify several symbols and terms used in the Orthodox funeral service • Distinguish between some cultural and faith based expressions in the Eastern Churches
<p>2.7.5 Describe Buddhist beliefs, practices and customs</p>	<ul style="list-style-type: none"> • Briefly explain the history of Buddhism • Describe some components and characteristics of a Buddhist funeral • Explain how the belief in reincarnation is reflected in Buddhist funeral practices • Explain some tenants of the Buddhist religion, especially in regards to life and death • Outline the life of the founder of Buddhism • List different cultures that have adopted Buddhism • Differentiate between cultural and religious funeral practices as found in cultures that have

Learning Tasks	Content
2.7.6 Describe Islamic funeral beliefs, practices and customs	<p>adopted Buddhism</p> <ul style="list-style-type: none"> • Describe the Islamic funeral process • Describe some components and characteristics of a Islamic funeral • Explain some tenants of the Islamic religion, especially in regards to life and death • Outline the life of the founder of Islam • List different cultures that have adopted Islam
2.7.7 Hindu and Sikh beliefs, practices and customs	<ul style="list-style-type: none"> • Briefly describe the basic tenants of Hinduism and Sikhism • Define terms and persona of the Hindu and Sikh religions • Describe some of the characteristics of Hindu and Sikh funerals • Explain the preferred form of disposition for Sikhs and Hindus • Draw a timeline of eastern religions • List and explain the “five k’s” • Describe the pre-disposal rites of Hindus and Sikhs • Describe some of the symbols used by Hindus and Sikhs • Differentiate between a Hindu and a Sikh
2.7.8 Describe Jewish beliefs, practices and customs	<ul style="list-style-type: none"> • Briefly describe Jewish mourning customs • Define some Jewish “death ritual” terms (Kaddish, Shiva etc.) • Describe the Jewish funeral process • Describe Gentile involvement in the Jewish funeral

Achievement Criteria

Given information on religious burial beliefs, customs and traditions, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 2.8 K – New Age, Military & Other Practices, Beliefs & Customs

Competency 2.8 K Identify and describe new age, military and other beliefs, practices and customs.

Learning Objectives: Upon successful completion the apprentice is able to:

2.8.5 Describe alternative and New Age beliefs, practices and customs

2.8.6 Describe modern Life Celebrations instead of and with religious celebrations

Cross Reference knowledge application to Workplace Competency #s:

10.1 W, 10.2 W, 10.3 W, 10.4 W, 10.5 W, 10.6 W, 10.9 W, 10.10 W, 11.14 W, 11.16 W, 11.17 W

Learning Tasks	Content
<p>2.8.1 Describe Alternative and New Age beliefs, practices and customs</p>	<ul style="list-style-type: none"> • Define <i>religious humanism</i> vs. <i>secular humanism</i> • Describe some elements and principles of secular humanism • Describe the origins of secular humanism • Define the new age movement • Describe some principles or beliefs of new age • Draw a timeline of the new age movement • Describe various “forms” of new age
<p>2.8.2 Describe modern Life Celebrations instead of and with religious celebrations</p>	<ul style="list-style-type: none"> • Define ritual • Describe the components of effective ritual • Compare traditional religious ritual and “secular” rituals • Design a secular funeral ritual

Achievement Criteria

Given information on new age, military and other beliefs, practices and customs, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

**PROGRAM OUTLINE
FOR
SECTION 3
FUNERAL LAW**

SECTION 3 – FUNERAL LAW

Unit Standard 3.1 K – Legislation, Regulations & Protocols

Competency 3.1 K Identify and describe the legislation and regulatory Acts that apply to the Funeral Service Industry and to the BC coroners service system

Learning Objectives: Upon successful completion the apprentice is able to:

- 3.1.1 Explain the evolution of the funeral industry and its governing laws and regulations
- 3.1.2 Explain the major Acts and Regulations that apply to the funeral service and other related businesses in Canada and in British Columbia
- 3.1.3 Explain who evaluates, judges, legislates, and enforces the nature of business transactions according to the law
- 3.1.4 Explain recent changes to British Columbia laws and regulations

Cross Reference knowledge application to Workplace Competency #s:

10.1 W, 10.2 W, 10.3 W, 10.4 W, 10.5 W, 10.6 W, 10.10 W, 11.17 W

Learning Tasks	Content
<p>3.1.1 Explain the evolution of the funeral industry and its governing laws and regulations</p>	<ul style="list-style-type: none"> • Describe the evolution of social and legal funeral practices throughout North America • Discuss in writing the development of cemetery, funeral business, and related laws in Canada • Explain the relationship between personal regulation, social regulation, and legal regulation as it relates to compliance with the law • Identify and explain these foundational principles of law: reactivity, compliance, and sanctions • Describe the process of Death Registrations in British Columbia and Medical Certificates of Death by relating that to the proper time frame when embalming, cremation or burial can take place.
<p>3.1.2 Explain the major Acts and Regulations that apply to the funeral service and other related businesses</p>	<ul style="list-style-type: none"> • Identify the major source of funeral legislation in Canada • Identify the Acts and Regulations

Learning Tasks	Content
<p>in Canada and in British Columbia</p>	<p>that apply to funeral service and other related businesses in the province, including:</p> <ul style="list-style-type: none"> ○ <i>Cremation, Interment and Funeral Services Act</i> ○ <i>Cremation, Interment and Funeral Services Regulations</i> ○ <i>Business Practices and Consumer Protection Act</i> ○ <i>Vital Statistics Act</i> ○ <i>Coroners Act (2007)</i> ○ <i>Health Act Communicable Disease Regulation</i> <ul style="list-style-type: none"> • List the justifications for government intervention and regulation of funeral businesses and related business and provide examples of each issue • Explain the relationship between an Act of the Legislature and Regulations
<p>3.1.3 Explain who evaluates, judges, legislates, and enforces the nature of business transactions according to the law</p>	<ul style="list-style-type: none"> • Describe the origin of the legal process that becomes the law in your jurisdiction • List who evaluates, judges, legislates, and enforces the nature of business transactions with regard to what must be restricted or may be allowed in a controlled marketplace • List the sanctions (penalties) imposed under the law on individual and corporate licensees for failure to comply with the law in a specific jurisdiction
<p>3.1.4 Explain recent changes to British Columbia laws and regulations</p>	<ul style="list-style-type: none"> • Explain the major changes that have occurred in British Columbia law in recent years • Find information in the new legislation that is necessary for compliance with the law • Explain the role of the regulatory agency that is now responsible for the administration and

Learning Tasks**Content**

- enforcement of the legislation related to funeral service businesses
- Identify the advantages and concerns that are part of the change in the regulatory process
 - Evaluate the effectiveness of the new regulatory system as it relates to the daily operation of a funeral business
 - Explain the obligation of the funeral service professional with respect to information obtained while engaged in activities under the jurisdiction of the minister (e.g. Attorney General), or as a funeral director in your province

Achievement Criteria

Given information on the legislation and regulatory Acts that apply to the Funeral Service Industry and to the BC coroners service system, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 3.2 K – Contracts & Pre-Arrangement Sales Law

Competency **3.2 K Identify and describe contracts and pre-arrangement sales law in as applied to the Funeral Service Industry and its contracts.**

Learning Objectives: Upon successful completion the apprentice is able to:

- 3.2.1 Define funeral pre-planning
- 3.2.2 Demonstrate knowledge of the law that applies to the pre-arranged cemetery and funeral service contract sales
- 3.2.3 Explain the law as it pertains to changes to or cancellation of a contract
- 3.2.4 Explain funeral contracts
- 3.2.5 Explain interment contracts
- 3.2.6 Explain ethical transactions

Cross Reference knowledge application to Workplace Competency #s:

10.1 W, 10.2 W, 10.3 W, 10.4 W, 10.5 W, 10.6 W, 10.10 W, 11.17 W

Learning Tasks	Content
<p>3.2.1 Define funeral pre-planning</p>	<ul style="list-style-type: none"> • Differentiate between funded and “non-funded” funerals • Differentiate between pre-planning funerals and cemetery property • Describe the laws regarding accepting money for pre-need funerals • Compare and contrast “trust funded” and “insurance funded” pre-need arrangements • Explain why pre-need is important to a funeral home • Describe the negative aspects of pre-need to a funeral home • Explain the pro’s and con’s of pre-planning from a consumer’s perspective
<p>3.2.2 Demonstrate knowledge of the law that applies to the pre-arranged cemetery and funeral service contract sales</p>	<ul style="list-style-type: none"> • Discuss the history and development of pre-need sales and the legislation that governs pre-need contract sales generally, and in the students home province. • Identify all relevant legislation pertaining to pre-need sales.

Learning Tasks	Content
	<ul style="list-style-type: none"> • Explain the socio-economic factors underlying the selling and purchasing of pre-need funeral contracts. • Explain the requirements of the law related to licensing of businesses, salespersons, or other agents in his or her province. • Identify the specific provision of the legislation for the handling of money paid on pre-need funeral contracts, including requirements for depositing, reporting and the disposition of accrued interest on money held in trust. • Outline the specific elements that must be included in a pre-need sales contract. • Explain all prohibitions and requirements that relate to the solicitation for pre-need sales and opportunities to make pre-need sales presentations. • Explain insurance and trust contracts as related to pre-need contract
<p>3.2.3 Explain the law as it pertains to changes to or cancellation of a contract</p>	<ul style="list-style-type: none"> • Explain the provisions of the law regarding the cancellation of a pre-need contract. • Explain the provision of the law with respect to the delivery of funeral services at the time of death with respect to changes to the contract, unavailable merchandise (e.g. caskets), and any residual money in the account after services have been rendered.
<p>3.2.4 Explain funeral contracts</p>	<ul style="list-style-type: none"> • Identify all relevant legislation pertaining to funeral contract sales. • Explain the socio-economic factors underlying the selling and purchasing of funeral contracts.

Learning Tasks	Content
	<ul style="list-style-type: none"> Identify the specific provision of the legislation for the handling of money paid on funeral contracts, including requirements for depositing, reporting and the disposition of accrued interest on money held in trust.
<p>3.2.5 Explain interment contracts</p>	<ul style="list-style-type: none"> Identify all relevant legislation pertaining to interment contract sales. Explain the socio-economic factors underlying the selling and purchasing of interment contracts. Identify the specific provision of the legislation for the handling of money paid on interment contracts, including requirements for depositing, reporting and the disposition of accrued interest on money held in trust. Explain how interment contracts relate to cemeteries
<p>3.2.6 Explain ethical transactions</p>	<ul style="list-style-type: none"> Describe deceptive and unconscionable practices

Achievement Criteria

Given information on contracts and pre-arrangement sales law in as applied to the Funeral Service Industry and its contracts, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 3.3 K – Death Benefits

Competency **3.3 K Identify and describe benefits available to the bereaved under Government Regulations and Acts, and to military veterans.**

Learning Objectives: Upon successful completion the apprentice is able to:

- 3.3.1 Demonstrate knowledge of types and amounts of benefits available to the bereaved under Government Regulations and Acts
- 3.3.2 Explain benefits available to military veterans

Cross Reference knowledge application to Workplace Competency #s:

10.1 W, 10.2 W, 10.3W, 10.4 W, 10.5 W, 10.6 W, 10.10 W, 11.17 W

Learning Tasks	Content
<p>3.3.1 Demonstrate knowledge of types and amounts of benefits available to the bereaved under Government Regulations and Acts</p>	<ul style="list-style-type: none"> • Explain the required procedures and assessments necessary for a person, or a deceased person's estate, to access the benefits provided under these Acts • State the specific dollar amounts of the compensations available through these sources • Discuss the limitations of these sources of funding, • Apply the information in these sources to the circumstances of families facing the burden of their loss and the additional strain of funeral preparation and funeral expenses in your workplace. • List the various types of circumstances under which victims of crime or fatal accidents may qualify for assistance • Identify the sources of assistance to victims of crime and fatal accident in the related laws and regulations • Access information on the Internet for a variety of sources of funding for eligible recipients. • Assess the eligibility of individuals for funding under the major categories or sources of assistance funding. • Communicate with families and

Learning Tasks	Content
	agencies regarding the potential for financial assistance in a variety of circumstances. <ul style="list-style-type: none"> • Recall the published dollar amounts that are available to eligible individuals or estates from a variety of funding sources
3.3.2 Explain benefits available to military veterans	<ul style="list-style-type: none"> • Canadian Forces benefits • Last Post fund

Achievement Criteria

Given information on the benefits available to the bereaved under Government Regulations and Acts, and to military veterans, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 3.4 K – Wills & Estates

Competency **3.4 K Identify and describe the role of Public Guardian, the *Estates Administration Act of British Columbia*, and the purpose of a will.**

Learning Objectives: Upon successful completion the apprentice is able to:

- 3.4.1 Explain the Public Guardian and Trustee in British Columbia
- 3.4.2 Explain the laws of succession
- 3.4.3 Explain wills and their terminology

Cross Reference knowledge application to Workplace Competency #s:

10.1 W, 10.2 W, 10.3W, 10.4 W, 10.5 W, 10.6 W, 10.10 W, 11.17 W

Learning Tasks	Content
<p>3.4.1 Explain the role of the Public Guardian and Trustee in British Columbia</p>	<ul style="list-style-type: none"> • Explain the <i>Public Guardian and Trustee Act of British Columbia</i> • Identify the role of the Public Guardian and Trustee in British Columbia • Identify the responsibilities and powers of the Public Guardian and Trustee
<p>3.4.2 Explain the laws of succession</p>	<ul style="list-style-type: none"> • Summarize the laws of succession as outlined in <i>Section 10 of the Estates Administration Act of British Columbia</i> • Explain the general principles of succession with respect to a spouse, partner, children, and other relatives • Explain the status of a spouse that is not living with the intestate at the time of death
<p>3.4.3 Explain wills and their terminology</p>	<ul style="list-style-type: none"> • Find a variety of Internet sources of information about Wills. • Define and use proper terminology relating to Wills • Discuss the value of a Will • Identify the consequences of dying without a Will • Identify different types of Wills that are available

Achievement Criteria

Given information on the role of Public Guardian, the *Estates Administration Act of British Columbia*, the laws of succession and the purpose of a will, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 3.5 K – Handling of Remains & Control of Disposition

Competency 3.5 K Describe the handling of remains & control of disposition how they are administered and by who, and how control applies to cemetery operators.

Learning Objectives: Upon successful completion the apprentice is able to:

- 3.5.1 Explain the administration of the *Cremation, Interment and Funeral Services Act and Regulations*
- 3.5.2 Explain how the *Cremation, Interment and Funeral Services Act and Regulations* apply to the operation of a cemetery.
- 3.5.3 Explain standards for Funeral Homes
- 3.5.4 Explain Control of Disposition

Cross Reference knowledge application to Workplace Competency #s:

10.1 W, 10.2 W, 10.3 W, 10.4 W, 10.5 W, 10.6 W, 10.10 W, 11.17 W

Learning Tasks	Content
<p>3.5.1 Explain the administration of the <i>Cremation, Interment and Funeral Services Act and Regulations</i></p>	<ul style="list-style-type: none"> • Describe how the authority (Board) that administers and enforces the <i>Cremation, Interment and Funeral Services Act and Regulations</i> is formed. • Identify the categories of persons eligible for appointment to the Board and the length of term these people may serve. • Identify the responsibilities and powers of the Board. • Explain the how an individual or company may appeal the decision of the Board. • Describe the role and responsibilities of the Executive Officer of the Board (Registrar)
<p>3.5.2 Explain how the <i>Cremation, Interment and Funeral Services Act and Regulations</i> apply to the operation of a cemetery.</p>	<ul style="list-style-type: none"> • Identify categories of cemeteries that are regulated under the <i>Cremation, Interment and Funeral Services Act and Regulations</i> according to ownership • Define and summarize the terms and conditions of a <i>Certificate of Public Interest</i> • Define and summarize the terms and conditions of a <i>Certificate of Operation</i> • Identify the purpose of the

Learning Tasks	Content
	<p>Maintenance and Care Funds and list the specific provisions of this requirement under the <i>Cremation, Interment and Funeral Services Act and Regulations</i>.</p> <ul style="list-style-type: none"> • List and explain the responsibilities of a cemetery owner under the <i>Cremation, Interment and Funeral Services Act and Regulations</i> • Identify specific provisions of the portion of the Cemetery and <i>Cremation, Interment and Funeral Services Act and Regulations</i> and Regulations that are assigned for study in this lesson
<p>3.5.3 Explain standards for Funeral Homes</p>	<ul style="list-style-type: none"> • Describe how the Board administers and enforces the <i>Cremation, Interment and Funeral Services Act and Regulations</i> and Regulations in relation to Funeral Home standards.
<p>3.5.4 Explain Control of Disposition</p>	<ul style="list-style-type: none"> • Describe who: <ul style="list-style-type: none"> ○ can transfer remains ○ controls remains

Achievement Criteria

Given information on the *Cremation, Interment and Funeral Services Act and Regulations* including: the handling of remains & control of disposition how they administered and by who, and how control applies to cemetery operators, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 3.6 K – Vital Statistics Act & Coroners Service System

Competency **3.6 K Identify and describe the Vital Statistics Act as it applies to the Funeral Service Industry and the BC coroners service system.**

Learning Objectives: Upon successful completion the apprentice is able to:

- 3.6.1 Demonstrate knowledge of the *Vital Statistics Act*
- 3.6.2 Demonstrate knowledge of the BC coroners service system

Cross Reference knowledge application to Workplace Competency #s:

10.1 W, 10.2 W, 10.3 W, 10.4 W, 10.5 W, 10.6 W, 10.10 W, 11.17 W

Learning Tasks	Content
<p>3.6.1 Demonstrate knowledge of the <i>Vital Statistics Act</i></p>	<ul style="list-style-type: none"> • Explain the purpose of the <i>Vital Statistics Act</i> • Explain the correct procedures for registering a death • Explain the provisions of the <i>Vital Statistics Act</i> with respect to regulating the process of death and disposition in the province • Identify specific major events that the Division of Vital Statistics is required to register under the Act (the name of the agency varies from province to province) • Explain the obligation of the funeral service professional to fulfill the role of funeral director under the <i>Vital Statistics Act</i>
<p>3.6.2 Demonstrate knowledge of the BC coroners service system</p>	<ul style="list-style-type: none"> • Explain the proper procedure for responding to a death that falls under the coroner's jurisdiction • Identify the specific circumstances under which the coroner has jurisdiction (reportable deaths) • List the responsibilities and obligations of the coroner in all cases that fall under his jurisdiction under the Act • Define "due diligence" and explain the meaning of this term as it applies to a funeral home employee • Explain the procedure for dealing

- with planned home deaths
- Identify the requirements for documentation of a death under the coroner's jurisdiction

Achievement Criteria

Given information on the *Vital Statistics Act* as it applies to the Funeral Service Industry and the BC coroners service system, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 3.7 K – Licensing Requirements in the FSI

Competency 3.7 K Identify and describe licensing requirements in the Funeral Service Industry.

Learning Objectives: Upon successful completion the apprentice is able to:

- 3.7.1 Explain the purpose of licensing in the funeral service industry
- 3.7.2 Explain Funeral Director and Funeral Service licensing law, regulations and requirements
- 3.7.3 Explain Embalmer licensing law, regulations and requirements

Cross Reference knowledge application to Workplace Competency #s:

10.1 W, 10.2 W, 10.3 W, 10.4 W, 10.5 W, 10.6 W, 10.10 W, 11.17 W

Learning Tasks	Content
3.7.1 Explain the purpose of licensing in the funeral service industry	<ul style="list-style-type: none"> • Explain the purpose or reason for the licensing of embalmers, funeral directors, and in some provinces salespersons or business managers • Explain how funeral service companies, and individual licensed practitioners, fit into (relate to) the social and legal processes surrounding dying, death and disposition
3.7.2 Explain Funeral Director and Funeral Service licensing law, regulations and requirements	<ul style="list-style-type: none"> • Describe the process for obtaining a funeral service business license in British Columbia. • State the roles and responsibilities of the owner of a licensed funeral service firm that are conditions of licensing. • Describe the conditions that must be met in order to obtain a funeral directors license in British Columbia • State the roles and responsibilities of the licensed funeral director
3.7.3 Explain Embalmer licensing law,	<ul style="list-style-type: none"> • Identify the origin of the

Learning Tasks	Content
regulations and requirements	embalmers license in North America <ul style="list-style-type: none"> • Describe from a legal aspect “Who can legally embalm in British Columbia?” • Describe the conditions that must be met in order to obtain an embalmers license in your province. • Describe the process of becoming a licensed embalmer in British Columbia. • Describe who may and may not grant permission to embalm or for final disposition of the body • Explain the embalmer’s responsibility for the protection of the public’s health.

Achievement Criteria

Given information on Funeral Service Industry licensing requirements and regulations in British Columbia, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 3.8 K – Contract & Tort Law

Competency **3.8 K Identify and describe contract and tort law as applied to the Funeral Service Industry and its contracts.**

Learning Objectives: Upon successful completion the apprentice is able to:

3.8.1 Explain contract and tort law

Cross Reference knowledge application to Workplace Competency #s:

10.1 W, 10.2 W, 10.3 W, 10.4 W, 10.5 W, 10.6 W, 10.10 W, 11.17 W

Learning Tasks	Content
<p>3.8.1 Explain contract and tort law</p>	<ul style="list-style-type: none"> • Distinguish between liability under contract law and a “tort” liability (personal injury liability) • Identify some of the specific circumstances that create risk for funeral businesses and employees • Define the term “causation” in relation to the issue of negligence • Define the term “tort” and explain the importance of this area of law to business practice • Describe the various types of contracts that may exist in law • Explain the meaning of “time is of the essence” in relation to contract agreements

Achievement Criteria

Given information on contract and tort law in as applied to the Funeral Service Industry and its contracts, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

**PROGRAM OUTLINE
FOR
SECTION 4
FUNERAL SERVICE ETHICS**

SECTION 4 – FUNERAL SERVICE ETHICS

Unit Standard 4.1 K – Understanding Professional Ethics

Competency 4.1 K Explain professional business ethics in the Funeral Service Industry.

Learning Objectives: Upon successful completion the apprentice is able to:

- 4.1.1 Describe ethics and ethical behaviour
- 4.1.2 Demonstrate an understanding of the ethical behaviour and principals of the FSI
- 4.1.3 Demonstrate a clear understanding of what constitutes conflict of interest
- 4.1.4 Describe different ethical philosophies

Cross Reference knowledge application to Workplace Competency #s:

All

Learning Tasks	Content
<p>4.1.1 Describe ethics and ethical behaviour</p>	<ul style="list-style-type: none"> • Define ethics • Explain the nature of man’s decision making ability • Explain how ethics applies to funeral service • Define principles • List and explain five ethical principles • Distinguish between ethics, morals and law • Define code of ethics • Describe the nature of funeral business transactions
<p>4.1.2 Demonstrate an understanding of the ethical behaviour and principals of the FSI</p>	<ul style="list-style-type: none"> • Explain why funeral service companies and licensed individuals have to adhere to a higher level of ethical conduct than other retail sales and service businesses in the same marketplace • Apply ethical principles to your own decisions • Explain the universality of ethics • List, define and explain each of the five ethical principles • Define a dilemma • Differentiate between a “problem” and a “dilemma”

- Describe the five-step process used in analyzing dilemmas
 - Examine a sample scenario
 - Apply the five-step process to a scenario
- 4.1.3** Demonstrate a clear understanding of what constitutes conflict of interest
- Define conflict of interest
 - Describe and apply the “trust test”
 - Identify seven categories of conflicts of interest
 - Describe why conflicts of interest are ethical issues
 - Describe the process defining a conflict of interest
 - Explain various methods of resolving a conflict of interest
 - Apply ethical principles to a specific scenario containing a conflict of interest
 - Describe the ethical dilemma of “whistle blowing”
 - Outline guidelines to “whistle blowing”
 - Apply ethical principles to specific scenarios
 - Apply the analyzing process to a specific “whistle-blowing” scenario
- 4.1.4** Describe different ethical philosophies
- Define absolutism
 - Describe a scenario where absolutism works
 - Define relativism
 - Describe a scenario where relativism is socially acceptable
 - Apply relativistic ethics to a scenario
 - Describe some weaknesses of the relativistic system in funeral service

Achievement Criteria

Given information on professional business ethics in the Funeral Service Industry, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

**PROGRAM OUTLINE
FOR
SECTION 5
ANATOMY & PHYSIOLOGY**

SECTION 5 – ANATOMY & PHYSIOLOGY

Unit Standard 5.1 K – Guides & Limits

Competency **5.1 K Identify and describe the anatomical guide, anatomical limit and linear guide, and locate anatomical landmarks.**

Learning Objectives: Upon successful completion the apprentice is able to:

- 5.1.1 Explain the anatomical guide, anatomical limit and linear guide.
- 5.1.2 Explain arteries and veins.
- 5.1.3 Locate anatomical landmarks

Cross Reference knowledge application to Workplace Competency #s:

10.2 W, 11.2 W – 11.13 W

Learning Tasks	Content
<p>5.1.1 Explain the anatomical guide, anatomical limit and linear guide.</p>	<ul style="list-style-type: none"> • Define anatomical guide, anatomical limit and linear guide. • Identify the anatomical guide, anatomical limit and linear guide for the following vessels: <ul style="list-style-type: none"> ○ Common carotid artery ○ Internal jugular vein ○ Axillary artery ○ Brachial artery ○ Radial artery ○ Ulnar artery ○ Femoral artery ○ Popliteal artery ○ Anterior and posterior tibial artery ○ Dorsalis pedis artery. • Describe the femoral triangle.
<p>5.1.2 Explain arteries and veins.</p>	<ul style="list-style-type: none"> • Describe the difference between an artery and a vein. • Describe the considerations and precautions of using the common carotid artery as an injection site.

- Describe the considerations and precautions of using the femoral artery as an injection site.
- Describe the considerations and precautions of using the axillary artery as an injection site.
- Describe the considerations and precautions of using the internal jugular vein and the femoral vein as a drainage site.
- Describe the restricted cervical injection procedure.
- Describe the step-by-step procedure for raising the common carotid artery, the axillary artery and the femoral artery.
- Describe the general locations of the following vessels that may be used as supplemental injection sites: facial artery, brachial artery, radial artery, ulnar artery, popliteal artery, and anterior and posterior tibial arteries.

5.1.3 Locate anatomical landmarks

- Describe how to locate regions/divisions of the closed cavities
 - cranial divisions
 - thoracic divisions
 - abdominopelvic
- Describe how to use surface marking/prominences in locating blood vessels
 - skeletal and cartilage
 - muscular
 - epithelial

Achievement Criteria

Given information on the anatomical guide, anatomical limit and linear guide, and locating anatomical landmarks, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

**PROGRAM OUTLINE
FOR
SECTION 6
SAFETY, SANITATION & HYGIENE**

SECTION 6 – SAFETY, SANITATION & HYGIENE

Unit Standard 6.1 K – Worksite & Regulatory Practices & Procedures

Competency **6.1 K Identify and describe procedures and practices for Funeral Directors and Embalmers to protect self and others in accordance with the *Cremation, Interment and Funeral Services Act and Regulations* and WorkSafeBC OHS Regulations and site procedures/standards.**

Learning Objectives: Upon successful completion the apprentice is able to:

- 6.1.1 Explain workplace health and safety hazards, corrective action requirements, and reporting procedures are used correctly
- 6.1.2 Explain safe work habits and universal precautions
- 6.1.3 Explain personal and embalming room safety equipment

Cross Reference knowledge application to Workplace Competency #s:

10.2 W, 11.1 W – 11.16 W

Learning Tasks	Content
<p>6.1.1 Explain workplace health and safety hazards, corrective action requirements, and reporting procedures are used correctly</p>	<ul style="list-style-type: none"> • Identify workplace health and safety hazards, corrective action requirements, and reporting procedures as specified by current government legislation. <ul style="list-style-type: none"> ○ Describe the current government legislation that relates to the workplace ○ Identify hazards and hazardous conditions ○ Describe the required reporting procedures ○ Identify the required corrective action to be taken • Describe WCB regulations • Describe Material Safety Data Sheets (MSDS) <ul style="list-style-type: none"> ○ Hazard/toxicological symbols ○ Storage and other data per regulations

Learning Tasks	Content
6.1.2 Explain safe work habits and universal precautions	<ul style="list-style-type: none"> ○ Fire, splash, spill, first aid and other precautionary data • Identify reasons for precautions • Identify areas of principle concern • Identify the importance of updating immunizations. • Identify the types of vaccinations that are important for apprentice embalmers to obtain. • Describe safe work habits in accordance with current WorkSafe BC, applicable Federal Government regulations and FSABC practices, including: <ul style="list-style-type: none"> ○ barrier precautions ○ disinfection and salutary prophylaxis ○ approved, recommended materials • List certain pathogens that embalmers are at risk of acquiring. • Describe work practise controls that will avoid exposure to infectious agents <ul style="list-style-type: none"> ○ infectious case kits ○ goggles, masks & head covers ○ aprons and gowns ○ gloves and shoe covers • Describe the proper method of handling and disposing of sharps. • Salutary drainage and spill control <ul style="list-style-type: none"> ○ delayed drainage ○ phlebotomy

Learning Tasks	Content
6.1.3 Explain personal and embalming room safety equipment	<ul style="list-style-type: none"> ○ eliminate splashing • Describe the proper attire for an embalmer's personal protective equipment. • Barrier protection and infectious case kits • Nitrile gloves • Non-slip footwear • Masks and respirators • Exhaust fans, ventilation, and fresh air supply • Spill clean-up equipment and materials • Emergency eyewash and shower stations

Achievement Criteria

Given information on procedures and practices for Funeral Directors and Embalmers to protect self and others in accordance with the *Cremation, Interment and Funeral Services Act and Regulations* and any other applicable Acts, Regulations, Legislations and Codes including WorkSafeBC OHS Regulations and site procedures and standards, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 6.2 K – Handling Chemicals

Competency **6.2 K Identify chemicals and describe procedures for handling chemicals**

Learning Objectives: Upon successful completion the apprentice is able to:

- 6.2.1 Explain and differentiate between embalming products
- 6.2.2 Explain safety precautions for handling chemicals

Cross Reference knowledge application to Workplace Competency #s:

11.1 W – 11.16 W

Learning Tasks	Content
<p>6.2.1 Explain and differentiate between embalming products</p>	<ul style="list-style-type: none"> • Identify and describe the uses of: <ul style="list-style-type: none"> ○ pre- and co-injection chemicals ○ arterial chemicals/index ranges ○ speciality and cavity chemicals ○ gels and compounds • Identify and describe primary and secondary dilution factors • Identify and describe residual effects
<p>6.2.2 Explain safety precautions for handling chemicals</p>	<ul style="list-style-type: none"> • Identify and describe procedures for handling work site chemicals according to government legislation and industry practice. • Describe the process for using Material Safety Data Sheets (MSDS) when working with chemicals

Achievement Criteria

Given information on handling chemicals according to WorkSafeBC and OHS Regulations, and any other applicable Acts, Regulations, Legislations and Codes and Funeral Service industry practice, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 6.3 K – Disinfection & Disease

Competency 6.3 K Identify and describe disinfection procedures and practices and precautions for dealing with disease.

Learning Objectives: Upon successful completion the apprentice is able to:

- 6.3.1 Explain the disinfection process
- 6.3.2 Explain precautions needed for bodies needing special considerations due to illness

Cross Reference knowledge application to Workplace Competency #s:

10.2 W, 11.1 W – 11.16 W

Learning Tasks	Content
<p>6.3.1 Explain the disinfection process</p>	<ul style="list-style-type: none"> • Describe the need for the disinfection process • Describe Preliminary, topical and pre-operative disinfection • Describe concurrent operation disinfection • Describe terminal operational disinfection • Describe the immediate effects of optional disinfectant • Describe the residual effects of disinfectants
<p>6.3.2 Explain precautions needed for bodies needing special considerations due to illness</p>	<ul style="list-style-type: none"> • Describe embalming implications and protocols when treating infectious diseases such as: CJD, AIDS, necrotizing fasciitis, superbugs, hepatitis, A, B, & C, West Nile virus, etc. • List the major concerns encountered when embalming bodies that have died of leukemia and drowning. <ul style="list-style-type: none"> ○ Describe the special considerations and treatments for bodies with leukemia. ○ Describe the special considerations and treatments for bodies that have drowned. • Describe the characteristics of dry

Learning Tasks**Content**

- gangrene and wet gangrene.
- Describe the special treatments for bodies with gangrene.

Achievement Criteria

Given information on precautions and procedures for working with diseased bodies and for disinfecting all bodies according to Funeral Service industry practice, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 6.4 K – Handling Waste

Competency 6.4 K Identify and describe procedures and practices for handling hazardous waste.

Learning Objectives: Upon successful completion the apprentice is able to:

- 6.4.1 Explain waste precautions
- 6.4.2 Explain procedures for handling human anatomic waste
- 6.4.3 Explain procedures for handling non-anatomic wastes
- 6.4.4 Explain procedures for handling 'sharps'

Cross Reference knowledge application to Workplace Competency #s:

11.1 W – 11.16 W

Learning Tasks	Content
<p>6.4.1 Explain waste precautions</p>	<ul style="list-style-type: none"> • Describe the difference between hazardous and non-hazardous wastes • Describe the need to employ precautions and special procedures in handling waste materials. • Identify and describe procedures for handling work site hazardous material according to government legislation and industry practice.
<p>6.4.2 Explain procedures for handling human anatomic waste</p>	<ul style="list-style-type: none"> • Identify anatomic wastes <ul style="list-style-type: none"> ○ blood ○ lymph ○ body fluids ○ human solids ○ organic tissues • Describe pre-drainage treatments • Explain bulk volumes and suctioned materials • Explain collection and disposal methods and procedures according to government legislation and industry practice

Learning Tasks	Content
<p>6.4.3 Explain procedures for handling non-anatomic wastes</p>	<ul style="list-style-type: none"> • Identify non-anatomic wastes <ul style="list-style-type: none"> ○ linens ○ catheters ○ cannulae ○ ostomy bag ○ dressings ○ sutures • Explain collection and disposal methods and procedures according to government legislation and industry practice
<p>6.4.4 Explain procedures for handling 'sharps'</p>	<ul style="list-style-type: none"> • Identify sharps <ul style="list-style-type: none"> ○ IV cannula needles ○ surgical blades ○ hypodermic needles • Explain collection and disposal methods for sharps and procedures according to government legislation and industry practice

Achievement Criteria

Given information on handling waste and hazardous waste according to WorkSafeBC and OHS Regulations, and any other applicable Acts, Regulations, Legislations and Codes and Funeral Service industry practice, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 6.5 K – Preparation Room Protocols

Competency **6.5 K Identify and describe preparation room protocols and room layout practices.**

Learning Objectives: Upon successful completion the apprentice is able to:

6.5.1 Explain preparation room protocols.

6.5.2 Explain the various requirements for the physical design of a preparation room.

Cross Reference knowledge application to Workplace Competency #s:

11.1 W – 11.4 W, 11.15 W – 11.17 W

Learning Tasks	Content
<p>6.5.1 Explain preparation room protocols.</p>	<ul style="list-style-type: none"> • Explain the importance of preparation room protocols. • Identify preparation room protocols that must be followed for health and safety. • Determine the minimum standards of PPE that should be worn when embalming. • Describe the types of PPE available.
<p>6.5.2 Explain the various requirements for the physical design of a preparation room.</p>	<ul style="list-style-type: none"> • Describe the mechanics of a proper working ventilation system in regards to placement of air intake, air exhaust and the amount of air exchanges required. • List, identify and explain the various equipment, instruments and their uses in the embalming room. • Explain the mechanics of the centrifugal pump-embalming machine. • Explain how the embalming machine works. • Explain the various types of embalming instruments and equipment and identify them with the proper term. • Define:

Learning Tasks**Content**

- Potential pressure
- Actual pressure
- Differential pressure

Achievement Criteria

Given information on preparation room protocols according to WorkSafeBC and OHS Regulations, and any other applicable Acts, Regulations, Legislations and Codes and Funeral Service industry practice, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 6.6 K – Biochemistry Theory

Competency 6.6 K Identify and describe biochemistry

Learning Objectives: Upon successful completion the apprentice is able to:

6.6.1 Identify and describe biochemistry

Cross Reference knowledge application to Workplace Competency #s:

11.1 W – 11. 11 W

Learning Tasks	Content
6.6.1 Identify and describe biochemistry	<ul style="list-style-type: none"> • Explain normal life functions <ul style="list-style-type: none"> ○ homeostasis ○ absorption ○ integration • List threats to normal functions <ul style="list-style-type: none"> ○ mutagenics ○ carcinogenics ○ environmental factors ○ dietary and consumption factors

Achievement Criteria

Given information on micro-organisms, infection processes and diseases, ante and post mortem changes, the learner must identify and correctly answer a series of multiple-choice, long answer and or essay question tests with 70% accuracy.

PROGRAM OUTLINE FOR SECTION 7 COMMUNICATIONS

SECTION 7 – COMMUNICATIONS

Unit Standard 7.1 K – Interpersonal Communication Skills

Competency **7.1 K Explain interpersonal skills in the funeral service industry.**

Learning Objectives: Upon successful completion the apprentice is able to:

- 7.1.1 Explain different types of interpersonal and communications skills used in the FSI
- 7.1.2 Explain basic public speaking techniques
- 7.1.3 Explain non-verbal communication
- 7.1.4 Identify and describe questioning techniques
- 7.1.5 Identify and describe listening skills
- 7.1.6 Explain 'perception'
- 7.1.7 Explain personal strengths and personal growth

Cross Reference knowledge application to Workplace Competency #s:

All

Learning Tasks	Content
<p>7.1.1 Explain different types of interpersonal and communications skills and patterns used in the FSI</p>	<ul style="list-style-type: none"> • Explain the four phases of acquiring new interpersonal skills. • Identify the ways in which precise and vague language are used in the funeral service industry. • Identify the challenges of appropriately or inappropriately using <i>vocabulary, terminology, jargon, profanity, and euphemisms</i> in funeral service. • Identify and describe six potentially destructive communications patterns. • Provide examples that demonstrate each communication pattern. • Investigate strategies for enhancing interpersonal skills through practice.
<p>7.1.2 Explain basic public speaking common speaking techniques</p>	<ul style="list-style-type: none"> • Describe public speaking as a FSP • Describe basic public speaking

Learning Tasks	Content
7.1.3 Explain non-verbal communication	<p>techniques including</p> <ul style="list-style-type: none"> ○ use of floor space ○ making eye contact ○ other <ul style="list-style-type: none"> • Describe the meaning and importance of nonverbal communication in the funeral service profession • Identify and describe six characteristics of nonverbal communication • Identify and describe nine types of nonverbal communication and how they impact funeral service professionals
7.1.4 Identify and describe questioning techniques	<ul style="list-style-type: none"> • Describe the questioning skill and outline its uses. • Identify the similarities and differences between open-ended and closed-ended questions. • Provide examples of appropriate questioning. • Identify the expected outcomes of questioning.
7.1.5 Identify and describe listening skills	<ul style="list-style-type: none"> • Describe the process and purpose of oral communication and how it relates to listening skills. • Identify characteristics of effective listeners. • Describe the three levels of listening. • List 10 ways to improve listening skills. • Identify 7 types of ineffective

Learning Tasks**Content**

listening.

- Outline 10 reasons why people do not listen effectively.
- Describe active listening and identify 5 elements of the listening process.
- Explain the 8 general guidelines for providing feedback to a speaker.
- Describe the skill of listening or attending by explaining purposes, illustrating uses, and identifying expected outcomes
- Identify the second component of active listening – responding, after attending to the message of the speaker
- Describe the skill of paraphrasing by explaining purposes, illustrating uses, and identifying expected outcomes.
- Identify the concept of acknowledging as a way to paraphrase after attending or listening.
- Describe the skill of clarifying by explaining purposes, illustrating uses, and identifying expected outcomes.
- Identify the difference between “I language” and “you statements.”

7.1.6 Explain ‘perception’

- Describe the meaning of perception by explaining the perception process.
- Identify factors that influence one’s perception.
- Examine ways in which we can prevent misunderstanding by

Learning Tasks	Content
7.1.7 Explain personal strengths and personal growth	<p>checking perception.</p> <ul style="list-style-type: none"> • Investigate how to use the skill of perception checking. • Examine exploring personal strengths and areas for improvement. • Reflect on “self” and how to communicate personal information in a written format. • Demonstrate an understanding of the importance of interpersonal relationships in counselling bereaved individuals and families • Identify and explain the purpose of developing an interpersonal relationship in serving grieving people

Achievement Criteria

Given information on interpersonal skills, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 7.2 K – Community & Work Relations

Competency **7.2 K Explain the ability to communicate (verbally & non-verbally) effectively, compassionately, ethically & professionally with co-workers, the bereaved, the greater community and associated professionals.**

Learning Objectives: Upon successful completion the apprentice is able to:

7.2.1 Explain the role of the funeral director in the community

7.2.2 Describe working relations with various clergy

Cross Reference knowledge application to Workplace Competency #s:

All

Learning Tasks	Content
7.2.1 Explain the role of the funeral director in the community	<ul style="list-style-type: none"> • Explain the importance developing professional relationships outside of funeral service •
7.2.2 Describe working relations with various clergy	<ul style="list-style-type: none"> • Describe the perceived skill level of funeral directors by clergy • Describe the perceived role of the funeral director by clergy • Identify sources of conflict between funeral directors and clergy • Describe ways of resolving conflict with clergy • Describe the working relationship between clergy and funeral directors • Describe the qualities of a good funeral director according to clergy

Achievement Criteria

Given information on the ability to communicate (verbally & non-verbally) effectively, compassionately, ethically and professionally with co-workers, the bereaved, clergy, the greater community and associated professionals, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 7.3 K – Mediation Skills

Competency **7.3 K Identify and describe the role and use of mediation skills in the Funeral Service Industry.**

Learning Objectives: Upon successful completion the apprentice is able to:

- 7.3.1 Describe mediation and why it is an important skill for funeral directors.
- 7.3.2 Explain criticism and defensiveness
- 7.3.3 Describe steps for problem solving

Cross Reference knowledge application to Workplace Competency #s:

All

Learning Tasks	Content
<p>7.3.1 Describe mediation and why it is an important skill for funeral directors.</p>	<ul style="list-style-type: none"> • Define “conflict” and identify the advantages and disadvantages of experiencing conflict in one’s life.
<p>7.3.2 Explain criticism and defensiveness</p>	<ul style="list-style-type: none"> • Describe and give examples of both criticism and defensiveness. • Identify and explain three defence mechanisms used to deal with criticism. • Identify and explain two ways in which individuals can deal with criticism non-defensively.
<p>7.3.3 Describe steps for problem solving</p>	<ul style="list-style-type: none"> • Explain win-win problem solving. • Explain how the six steps for win-win problem solving can be used to mediate conflict between two or more individuals. • List and describe each of the five modes/approaches individuals use when faced with conflict in their lives. • Identify the characteristics that suggest how each mode can be best used. • Identify the potential problems with using each mode. • Determine the conflict mode that you use most and least often. • Describe what it means if individuals score high or low in terms of using each particular conflict mode.

Achievement Criteria

Given information on the role and use of mediation skills in the Funeral Service Industry, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 7.4 K – Advanced Public Interaction

Competency **7.4 K Identify and describe the skills required for public interaction in the FSI.**

Learning Objectives: Upon successful completion the apprentice is able to:

- 7.4.1 Explain leadership skills
- 7.4.2 Explain the art of reflecting feelings
- 7.4.3 Explain the role of writing skills in the FSI and write an obituary

Cross Reference knowledge application to Workplace Competency #s:

10.8 W – 10.10 W, 11.16 W, 11.17 W

Learning Tasks	Content
7.4.1 Explain leadership skills	<ul style="list-style-type: none"> • Define the skill of leading/ leadership • Investigate the skill of leading. • Explore issues around the skill of leading.
7.4.2 Explain the art of reflecting feelings	<ul style="list-style-type: none"> • Describe the skill of reflecting feelings and outline its uses. • Provide examples of appropriate statements that reflect feelings. • Identify the expected outcomes of reflecting feelings.
7.4.3 Explain the role of writing skills in the FSI and writing obituaries	<ul style="list-style-type: none"> • Describe the need for accuracy and correctness in writing. • Describe the significance and role of the obituary • Writing an obituary

Achievement Criteria

Given information on leadership skills, reflected feelings and writing skills as required for public interaction in the FSI, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 7.5 K – Advanced Interpersonal Skills

Competency 7.5 K Identify and describe advanced interpersonal and communication skills.

Learning Objectives: Upon successful completion the apprentice is able to:

- 7.5.1 Explain advanced interpersonal skill development
- 7.5.2 Apply knowledge of interpersonal skills to analysis of case studies
- 7.5.3 Describe the meaning of emotion or feeling and identify the three components of emotion.
- 7.5.4 Compare and contrast “stress” and “stressors” in the workplace

Cross Reference knowledge application to Workplace Competency #s:

All

Learning Tasks	Content
<p>7.5.1 Explain advanced interpersonal skill development</p>	<ul style="list-style-type: none"> • Compare and contrast the use of <i>high level abstractions</i> and <i>specific explanations</i>. • Outline how <i>abstractions</i> can create stereotyping and confusion. • Compare and contrast fact and opinion. • Define emotive language and outline the problems of using this language. • Describe, identify the purposes, illustrate, and outline the expected outcomes of the skill of informing. • Describe, identify the purposes, illustrate, and outline the expected outcomes of the skill of summarizing.
<p>7.5.2 Apply knowledge of interpersonal skills to analysis of case studies</p>	<ul style="list-style-type: none"> • Apply and use the interpersonal skills in specific case studies.
<p>7.5.3 Describe the meaning of emotion or feeling and identify the three</p>	<ul style="list-style-type: none"> • Explain why it is important for individuals to understand their

Learning Tasks	Content
<p>components of emotion.</p>	<p>emotions.</p> <ul style="list-style-type: none"> • Explain the meaning of emotional intelligence and how it affects your life experiences and interactions with others. • Gain insight into your emotional intelligence by exploring your thoughts, feelings, and actions. • Identify how leaders demonstrate emotional intelligence. • Apply these five concepts (above) to your work in funeral service
<p>7.5.4 Compare and contrast “stress” and “stressors” in the workplace</p>	<ul style="list-style-type: none"> • Outline the causes of “stress” in funeral service professionals. • Describe job burnout and identify causes, symptoms, and coping strategies. • Define funeral service burnout and identify three major qualities of burnout. • Describe seven symptoms of funeral service burnout. • List and explain ten guidelines for preventing stress and burnout.

Achievement Criteria

Given information on advanced interpersonal and communication skills, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

**PROGRAM OUTLINE
FOR
SECTION 8
EMBALMING THEORY**

SECTION 8 – EMBALMING THEORY

Unit Standard 8.1 K – Embalming Practices & Roles

Competency **8.1 K Identify and describe embalming practices, roles and responsibilities.**

Learning Objectives: Upon successful completion the apprentice is able to:

8.1.1 Explain the types of embalming treatments

8.1.2 Explain embalmer terminology

Cross Reference knowledge application to Workplace Competency #s:

11.1 W – 11.17 W

Learning Tasks	Content
<p>8.1.1 Explain the types of embalming treatments</p>	<ul style="list-style-type: none"> • Describe four types of embalming treatments. • Describe the two primary methods of embalming and the two secondary methods of embalming. • Outline the basic steps for embalming the un-autopsied adult body. • Outline the basic steps for embalming the autopsied adult body.
<p>8.1.2 Explain embalming terminology</p>	<ul style="list-style-type: none"> • Define various terms relating to embalming and preservation. • Explain the difference between the “cause of death” and the “manner of death”.

Achievement Criteria

Given information on embalming practices, roles and responsibilities, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 8.2 K – Ante & Post Mortem Changes

Competency 8.2 K Identify and describe ante and post mortem changes

Learning Objectives: Upon successful completion the apprentice is able to:

- 8.2.1 Explain Ante Mortem body changes
- 8.2.2 Explain the difference between physical and chemical postmortem changes.
- 8.2.3 Explain decomposition

Cross Reference knowledge application to Workplace Competency #s:

11.1 W – 11.17 W

Learning Tasks	Content
<p>8.2.1 Explain Ante Mortem body changes</p>	<ul style="list-style-type: none"> • Describe what the agonal period is • List and explain the 4 agonal changes that occur in a body prior to death. These include: <ul style="list-style-type: none"> ○ temperature changes ○ circulatory changes ○ moisture changes ○ translocation of micro organisms • Define terms that are related to the agonal period, such as: <ul style="list-style-type: none"> ○ agonal algor ○ agonal fever ○ agonal hypostasis ○ agonal coagulation ○ agonal capillary expansion ○ agonal edema ○ agonal dehydration ○ translocation
<p>8.2.2 Explain the difference between physical and chemical postmortem changes.</p>	<ul style="list-style-type: none"> • List, describe and explain all the physical postmortem changes. These include: <ul style="list-style-type: none"> ○ algor mortis ○ hypostasis ○ livor mortis

Learning Tasks**Content**

- dehydration
 - increase in blood viscosity
 - endogenous invasion of microorganisms
 - List, describe and explain all the chemical postmortem changes. These include:
 - postmortem caloricity
 - postmortem stain
 - shift in body ph
 - rigor mortis
 - decomposition.
 - Describe the embalming significance of the postmortem physical and chemical changes.
- 8.2.3** Explain decomposition
- List and describe the 5 cardinal signs of decomposition.

Achievement Criteria

Given information on ante and post mortem changes, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 8.3 K – Chemistry Theory

Competency 8.3 K Identify and describe matter, solutions, compounds and chemistry

Learning Objectives: Upon successful completion the apprentice is able to:

8.3.1 Identify and describe the structure, outline and properties of matter

8.3.2 Identify and describe solutions and compounds

8.3.3 Identify and describe chemistry

Cross Reference knowledge application to Workplace Competency #s:

11.1 W – 11.15 W, 11.18 W – 11.22 W

Learning Tasks	Content
<p>8.3.1 Identify and describe the structure, outline and properties of matter</p>	<ul style="list-style-type: none"> • Outline structure of matter <ul style="list-style-type: none"> ○ occupation of space ○ atoms ○ molecules ○ electrical bounding • Describe states of matter <ul style="list-style-type: none"> ○ solids ○ liquids ○ gases ○ plasmas • List properties of matter <ul style="list-style-type: none"> ○ physical ○ chemical compounds and elements ○ inertia/resistance to change in condition
<p>8.3.2 Identify and describe solutions and compounds</p>	<ul style="list-style-type: none"> • Explain solutes <ul style="list-style-type: none"> ○ aqueous ○ buffers ○ colloids ○ hypetonic, hypotonic and isotonic ○ isosmatic • Describe the properties of compounds <ul style="list-style-type: none"> ○ organic and inorganic

- acid and alkali
- saccharides and carbohydrates
- electrolytes and saline
- amines and amino acids
- oxygen, nitrogen and hydrogen

8.3.3 Identify and describe chemistry

- Explain organic chemistry
 - carbon containing matter
 - vital force/vitalism
 - valence theory
- Define inorganic chemistry
 - non-carbon matter
 - acids and alkalis
 - dyes
 - lime
 - perfumes
 - preservatives
- Explain physical chemistry
 - kinetic theory of gasses
 - chemical thermodynamics
 - phase rule

Achievement Criteria

Given information on matter, solutions, compounds and chemistry, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 8.4 K – Embalming Chemistry Theory

Competency **8.4 K Identify and describe embalming chemistry, solutions and compounds**

Learning Objectives: Upon successful completion the apprentice is able to:

- 8.4.1 Explain body factors after post mortem changes
- 8.4.2 Explain embalming chemistry
- 8.4.3 Outline embalming chemical elements
- 8.4.4 List and define embalming chemicals and sundries

Cross Reference knowledge application to Workplace Competency #s:

11.1 W – 11.15 W, 11.18 W – 11.22 W

Learning Tasks	Content
<p>8.4.1 Explain body factors after post mortem changes</p>	<ul style="list-style-type: none"> • Describe post mortem changes <ul style="list-style-type: none"> ○ rigor mortis ○ calorificity/fever ○ algor mortis ○ blood changes ○ PH changes and formaldehyde demand ○ protein and structural changes ○ decomposition
<p>8.4.2 Explain embalming chemistry</p>	<ul style="list-style-type: none"> • Describe the characteristics of formaldehyde. • List the advantages and disadvantages of using formaldehyde in the embalming room setting. • List the health concerns when using formaldehyde. • List the 8 types of ingredients that are found in a bottle of arterial fluid. • Explain the different uses and applications of phenol in the embalming room • Explain how to use a formula to calculate the strength of an arterial solution or to determine how much arterial chemical is required to make a certain strength of solution.

Learning Tasks**Content**

- Explain what “pre-injection” is as well as its application in the embalming room.
 - Describe the use of co-injection fluids.
 - List the various types of accessory embalming chemicals available.
 - List several special-purpose arterial fluids.
 - Identify and discover various arterial chemicals, cavity chemicals, specialty chemicals, and accessory chemicals from Dodge, Eckels, and ESCO.
 - Describe the various uses and practical applications of specialty chemicals and accessory chemicals from Dodge, Eckels, and ESCO.
- 8.4.3** Outline embalming chemical elements
- Explain the purposes of the following fluids and give examples of each kind:
 - preservatives
 - germicides
 - anticoagulants
 - perfuming agents
 - surfactants
 - dyes
 - modifying agents
 - vehicles/solvents/carriers.
 - List the different types of modifying agents and give specific examples of each kind - buffers, humectants, and inorganic salts
 - Describe the purpose of:
 - autopsy gels
 - cauterizing chemicals
 - tissue builder
 - solvents
 - hardening compounds
 - embalming powders
 - mold preventative agents

Learning Tasks	Content
	<ul style="list-style-type: none"> ○ sealing agents ○ mold preventative agents ○ sealing agents
<p>8.4.4 List and define embalming chemicals and sundries</p>	<ul style="list-style-type: none"> • • Explain the purpose of embalming chemicals, including: <ul style="list-style-type: none"> ○ Bottled concentrates ○ Pre-injection and co-injection ○ Arterial chemicals ○ Categorize arterial chemicals according to purpose: <ul style="list-style-type: none"> - low/non-firming - semi-firming/cosmetic - hardening/definite forming ○ Cavity fluids and specialty chemicals ○ Dry, mastic and gel compounds ○ Prosthetic forms and feature setting ○ Suturing materials and incision sealers ○ Disinfectants ○

Achievement Criteria

Given information on embalming chemistry, solutions and compounds, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 8.5 K – Embalming Equipment & Supplies

Competency **8.5 K Identify and describe embalming equipment and supplies**

Learning Objectives: Upon successful completion the apprentice is able to:

8.5.1 List and describe equipment used in embalming

Cross Reference knowledge application to Workplace Competency #s:

11.1 W – 11.15 W, 11.18 W – 11.22 W

Learning Tasks	Content
<p>8.5.1 List and describe equipment used in embalming</p>	<ul style="list-style-type: none"> • operating table/variations • positioning devices • motorized injector/embalming machines • hydro and electric aspirators • gravity injection devices • instrumentation

Achievement Criteria

Given information on embalming equipment and supplies, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 8.6 K – Embalming Considerations

Competency 8.6 K Identify and describe the conditions that effect the embalming process

Learning Objectives: Upon successful completion the apprentice is able to:

- 8.6.1 Explain considerations involved when embalming autopsied bodies.
- 8.6.2 Explain how dehydration effects the embalming process
- 8.6.3 Explain how conditions of the vascular system effect the embalming process
- 8.6.4 Explain the different types of purge and how they are caused.
- 8.6.5 Explain troubleshooting the embalming process

Cross Reference knowledge application to Workplace Competency #s:

11.1 W – 11.15 W, 11.18 W – 11.22 W

Learning Tasks	Content
<p>8.6.1 Explain considerations involved when embalming autopsied bodies.</p>	<ul style="list-style-type: none"> • Define autopsy and describe what it involves. • Describe factors & considerations involved when embalming autopsied bodies. (fluid strength, rate of flow, etc.) • Outline the steps required for the preparation of an autopsied body. • Describe in detail the complete embalming of an autopsied body. • Describe the specific procedure and treatment of the viscera and the thoracic and abdominal cavities in an autopsied body. • Describe the specific procedure and treatment of the cranial cavity in an autopsied body. • Describe the procedure and treatment of partial autopsies.
<p>8.6.2 Explain how dehydration effects the embalming process</p>	<ul style="list-style-type: none"> • Describe the amount of total body moisture found in a normal adult male and female. • List and describe techniques that can help to maintain a good balance of moisture in a body. • Explain possible causes of antemortem dehydration and postmortem dehydration.

Learning Tasks	Content
<p>8.6.3 Explain how conditions of the vascular system effect the embalming process</p>	<ul style="list-style-type: none"> • Define desiccation. • Describe the problems encountered by an embalmer when treating a dehydrated body. • Describe the treatments required to minimize or prevent post-embalming dehydration. <ul style="list-style-type: none"> • List several conditions that affect the vascular system. • List intravascular disease processes that affect the vascular system. • List types of extravascular resistance that can affect the distribution of arterial chemical. • Describe the embalming problems encountered with arteriosclerosis. • Describe the embalming treatments for arteriosclerosis. • Describe how a ruptured aneurysm can affect the outcome of the embalming operation. • Describe how valvular heart disease can affect the outcome of the embalming operation. • Describe the conditions present in a body that has died of congestive heart failure. • Describe the embalming treatments for congestive heart failure. • Describe the difference in arterial and venous coagula and their importance to embalming results. • Describe the condition of a body that has diabetes. • Describe the embalming treatments for a diabetic.
<p>8.6.4 Explain the different types of purge and how they are caused.</p>	<ul style="list-style-type: none"> • Describe the different types of purge and how they are caused. • Describe the proper treatments for the various types of purge

Learning Tasks	Content
8.6.5 Explain troubleshooting the embalming process	encountered. <ul style="list-style-type: none">• List techniques to prevent post-embalming purge. • Describe methods of overcoming:<ul style="list-style-type: none">○ intravascular resistance○ intervascular resistance○ extravascular resistance

Achievement Criteria

Given information on the conditions that affect the embalming process, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 8.7 K – Embalming Procedures

Competency 8.7 K Identify and describe procedures and practices for embalming a body

Learning Objectives: Upon successful completion the apprentice is able to:

- 8.7.1 Explain initial embalming procedures.
- 8.7.2 Explain setting features
- 8.7.3 Explain fluid distribution, diffusion, resistance and procedures for dealing with fluids.
- 8.7.4 Define and explain injection techniques
- 8.7.5 Explain subcutaneous applications
- 8.7.6 Explain surface embalming
- 8.7.7 Explain treating viscera
- 8.7.8 Explain cavity embalming
- 8.7.9 Explain cavity embalming on an autopsied body

Cross Reference knowledge application to Workplace Competency #s:

11.1 W – 11.15 W, 11.18 W – 11.22 W

Learning Tasks	Content
<p>8.7.1 Explain initial embalming procedures.</p>	<ul style="list-style-type: none"> • Describe the use of universal precautions. • Describe a pre-embalming case analysis • Describe the proper positioning of the body on the embalming table. • Describe the disinfection procedure
<p>8.7.2 Explain setting features</p>	<ul style="list-style-type: none"> • Describe the recommended procedures for mouth and eye closure. • Describe the proper time frame for the removal of invasive devices. • Describe the proper treatment for ulcers and skin slip.
<p>8.7.3 Explain fluid distribution, diffusion, resistance and procedures for dealing with fluids.</p>	<ul style="list-style-type: none"> • Describe the difference between fluid distribution and diffusion. • Describe the difference between intravascular and extravascular fluid resistance. • List examples of intravascular fluid resistance. • List examples of extravascular fluid resistance. • Describe the importance of resistance. • List and explain signs or indications of

Learning Tasks	Content
<p>8.7.4 Define and explain injection techniques</p>	<p>fluid distribution and diffusion.</p> <ul style="list-style-type: none"> • Describe procedures that will assist in improving arterial fluid distribution. • Recognize various terms involved with the diffusion of arterial fluid into the tissue spaces and into the cells, such as pressure filtration, osmosis, dialysis, adsorption and gravity filtration. <p>Explain arterial/intervascular injection, including:</p> <ul style="list-style-type: none"> • Explain injection and drainage methods • Describe the factors involved in selecting an injection and drainage site. • Explain the following terms: <ul style="list-style-type: none"> ○ One-point injection ○ Split injection ○ Restricted cervical injection ○ Multipoint injection ○ Sectional vascular embalming ○ Six-point injection ○ Vascular resistance • Define and describe the various injection techniques: <ul style="list-style-type: none"> ○ One-point injection ○ Split injection ○ Multipoint injection ○ Restricted cervical injection ○ Sectional injection. • Describe what short-circuiting of arterial fluid means. • Describe the advantages of the restricted cervical injection. • Describe the cases where restricted cervical injection technique is recommended. • Describe the instant tissue fixation technique and when to perform it.
<p>8.7.5 Explain subcutaneous applications</p>	<ul style="list-style-type: none"> • Describe subcutaneous applications <ul style="list-style-type: none"> ○ surgical methods ○ hypodermic injection

Learning Tasks	Content
8.7.6 Explain surface embalming	<ul style="list-style-type: none"> ○ surgical and accidental traumatized tissue • Describe surface embalming <ul style="list-style-type: none"> ○ osmotic embalming ○ packs, gels and powders ○ aerosols and sprays ○ immersion and vating ○ fumigation
8.7.7 Explain treating viscera	<ul style="list-style-type: none"> • Outline anatomic divisions of closed cavities and their contacts, including: <ul style="list-style-type: none"> ○ cranospinal ○ thoracic ○ abdominal/abdominopelvic • Explain how arterial chemicals reach and treat the viscera <ul style="list-style-type: none"> ○ nutrient/systemic vessels ○ function circulation and nutrient circulation ○ potential benefit to lumina of viscera • Describe the purpose and method of cavity treatment in an un-autopsied body <ul style="list-style-type: none"> ○ primary purpose ○ tissues poorly treated or left untreated by arterial injection ○ Trocar guides to significant organs
8.7.8 Explain cavity embalming	<ul style="list-style-type: none"> • Explain the salutary and cosmetic benefits of cavity embalming: <ul style="list-style-type: none"> ○ removal of purge materials ○ other closed cavity materials ○ reduction of distensions • Describe cavity embalming processes/methods including: <ul style="list-style-type: none"> ○ Trocar insertion sights ○ locating visceral organs with the

Learning Tasks**Content**

Learning Tasks	Content
8.7.9 Explain cavity embalming on an autopsied body	<ul style="list-style-type: none"> trocar <ul style="list-style-type: none"> ○ cavity fluid/chemicals ○ dilution factors ○ cavity fluid/chemical injection ○ reaspiration ○ Trocar puncture closure ○ cranial cavity embalming • Describe the cavity embalming of an autopsied body including: <ul style="list-style-type: none"> ○ visual cavity/direct incision method ○ attached vs. unattached viscera ○ embalming compounds ○ prosthetic replacement in eviscerated bodies ○ realignment and closure

Achievement Criteria

Given information on procedures and practices for embalming a body, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 8.8 K – Arterial Injection & Venous Drainage

Competency **8.8 K - Identify and describe methods and equipment used for arterial injection and venous drainage**

Learning Objectives: Upon successful completion the apprentice is able to:

- 8.8.1 Explain the objectives and the evidences of successful embalming
- 8.8.2 Explain cannulation
- 8.8.3 Explain the different methods of injection
- 8.8.4 Explain injection controls
- 8.8.5 Explain the flow of injected chemicals through the main arterial branches
- 8.8.6 Explain how to select a vein for drainage
- 8.8.7 Explain controlled drainage
- 8.8.8 Explain monitoring drainage substance

Cross Reference to Workplace Units #s:

11.7 W, 11.8 W, 11.9 W

Learning Tasks	Content
<p>8.8.1 Explain the objectives and the visual and sensory evidences of successful embalming</p>	<ul style="list-style-type: none"> • Describe the primary objective of embalming and how it is achieved • Describe the secondary objective of embalming and why it is necessary • Describe the sensory evidences of successful embalming
<p>8.8.2 Explain cannulation</p>	<ul style="list-style-type: none"> • Describe how to determine the condition of the vessel(s) • Describe how to elevate vessel(s) and inject <i>in situ</i> • Describe how to locate, select and secure arteries and cannula <ul style="list-style-type: none"> ○ aorta and aortic arch ○ innominate artery ○ subclavians and carotids ○ internal arteries at circle of willis ○ iliac arteries • Describe how to insert cannula and apply ligatures

Learning Tasks		Content
8.8.3	Explain the different methods of injection	<ul style="list-style-type: none"> • Describe how to use syringes and hand pumps • Describe how gravity relates to flow • Explain pneumatics • Explain variations in motorized injection machine controls and special features
8.8.4	Explain injection controls	<ul style="list-style-type: none"> • Describe pressure: potential, actual and differential • Describe rate of flow • Describe how to detect resistance • Describe intermittent injection and continuous injection
8.8.5	Trace the flow of injected chemicals through the main arterial branches	<ul style="list-style-type: none"> • Describe the centre of embalming circulation • Explain aorta to head and upper extremities, and aorta to lower extremities
8.8.6	Explain how to select a vein for drainage	<ul style="list-style-type: none"> • Describe determining condition of vessel(s) • Describe elevating vessel(s) or drain <i>in situ</i> • Describe phlebotomy • Describe using drainage tubes and angular forceps
8.8.7	Explain controlled drainage	<ul style="list-style-type: none"> • Describe controlled drainage, including: <ul style="list-style-type: none"> ○ injecting against a closed vessel and delayed drainage ○ intermittent and continuous drainage ○ direct heart tap method

Learning Tasks**Content**

and concurrent aspiration

8.8.8 Explain monitoring drainage substance

- Explain monitoring drainage substance
 - clear fluid
 - blood volume
 - embalming chemicals
 - fluid retention

Achievement Criteria

Given information on methods and equipment used for arterial injection and venous drainage, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 8.9 K – Suturing Techniques

Competency **8.9 K Identify and describe restorative suturing materials and techniques.**

Learning Objectives: Upon successful completion the apprentice is able to:

- 8.9.1 Explain the correct selection of suture materials and instruments
- 8.9.2 Explain restorative suturing techniques

Cross Reference knowledge application to Workplace Competency #s:

11.12 W – 11.15 W, 11.18 W – 11.22 W

Learning Tasks	Content
<p>8.9.1 Explain the correct selection of suture materials and instruments</p>	<ul style="list-style-type: none"> • Describe how to correctly select suture materials and instruments including: <ul style="list-style-type: none"> ○ needles ○ suture cords ○ dry and mastic compounds and sealers
<p>8.9.2 Explain restorative suturing techniques</p>	<ul style="list-style-type: none"> • Describe restorative suturing including <ul style="list-style-type: none"> ○ subcutaneous hidden stitch ○ sail/baseball stitch ○ half stitch/blanket suture ○ draw/worm stitch ○ whip/continuous glover/roll stitch ○ anchoring base suture

Achievement Criteria

Given information on restorative suturing materials and techniques, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

**PROGRAM OUTLINE
FOR
SECTION 9
BUSINESS MANAGEMENT**

SECTION 9 – BUSINESS MANAGEMENT

Unit Standard 9.1 K – Basic Business Practices

Competency 9.1 K Identify and describe business practices in the Funeral Service Industry.

Learning Objectives: Upon successful completion the apprentice is able to:

- 9.1.1 Demonstrate an understanding of the broader legal implications and business practices of operating a funeral business
- 9.1.2 Explain basic business principals
- 9.1.3 Explain and understand a balance sheet
- 9.1.4 Calculate basic ratios from a balance sheet and operations statement
- 9.1.5 Explain the difference between public and private corporations

Cross Reference knowledge application to Workplace Competency #s:

10.1 W – 10.10 W, 11.1 W, 11.16 W - 11.17 W

Learning Tasks	Content
<p>9.1.1 Demonstrate an understanding of the broader legal implications and business practices of operating a funeral business</p>	<ul style="list-style-type: none"> • Briefly describe the history of commercial funeral practices in Canada • Define “small business.” • Define “entrepreneurship” and describing entrepreneurial characteristics. • Define “franchising” and identifying the advantages and disadvantages of this kind of business operation. • List and define various forms of business ownership • List pro’s and con’s of each type of ownership • Debate the benefits and burdens of “new models” of ownership
<p>9.1.2 Explain basic business principals</p>	<ul style="list-style-type: none"> • Explain the importance of understanding basic accounting principles • Describe “cash flow” • List some other factors that help determine the health of a business • Briefly describe the weakness of “call analysis” • Define the term “average” as

Learning Tasks	Content
9.1.3 Explain and understand a balance sheet	<p>used in the funeral firm</p> <ul style="list-style-type: none"> • Define Gross and Net Revenue • Explain why the gross and net revenue figures may be deceiving • List and describe the different types of assets • List and describe the different types of liabilities • Explain owner's equity • Describe a balance sheet and its uses • Describe an operations statement and some of its uses
9.1.4 Calculate basic ratios from a balance sheet and operations statement	<ul style="list-style-type: none"> • Calculate some of the basic ratios from a balance sheet and operations statement
9.1.5 Explain the difference between public and private corporations	<ul style="list-style-type: none"> • Explain the requirements a company must meet before trading on the TSE • Compare and contrast public and private corporations

Achievement Criteria

Given information on business practices in the Funeral Service Industry, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 9.2 K – Marketing and Promotion

Competency 9.2 K Identify and describe marketing and advertising practices in the Funeral Service Industry

Learning Objectives: Upon successful completion the apprentice is able to:

- 9.2.1 Describe advertising, marketing and public relations strategies used in the Funeral Service Industry
- 9.2.2 Identify types of advertising media and their uses
- 9.2.3 Explain how to prepare advertising for a funeral service
- 9.2.4 Describe the two major types of promotional strategies and their uses

Cross Reference knowledge application to Workplace Competency #s:

10.8 W, 10.10 W

Learning Tasks	Content
<p>9.2.1 Describe advertising, marketing and public relations strategies used in the Funeral Service Industry</p>	<ul style="list-style-type: none"> • Define and describe the terms marketing, promotion, advertising, personal selling, sales promotions, publicity and public relations. • Identify the overall goals and describe three specific objectives of promotional communication. • List and describe four promotional tools. • Identify three factors that influence the type of promotions used by a business. • List and describe four kinds of advertising strategies and how they are used in funeral service promotion. • Outline the ways that personal selling and sales promotions are used in funeral service and present ethical and unethical practices associated with these strategies. • Compare and contrast the use of publicity and public relations, giving specific examples of each type of promotion in funeral service.

Learning Tasks	Content
9.2.2 Identify types of advertising media and their uses	<ul style="list-style-type: none"> Identify nine forms of advertising media and describe the pros and cons of using each of these forms in funeral service. List and describe five types of advertising and how they are used in the funeral service industry.
9.2.3 Explain how to prepare advertising for a funeral service	<ul style="list-style-type: none"> List the six steps in preparing an advertising campaign for use in a funeral service.
9.2.4 Describe the two major types of promotional strategies and their uses	<ul style="list-style-type: none"> Compare and contrast the two major types of promotional strategies.

Achievement Criteria

Given information on marketing, advertising and promotional activities and practices in the FSI, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

Unit Standard 9.3 K – Human Resource Management

Competency 9.3 K Identify and describe human resource management in the Funeral Service Industry

Learning Objectives: Upon successful completion the apprentice is able to:

- 9.3.1 Define and explain organizational structures
- 9.3.2 Define and explain human resources management
- 9.3.3 Define and explain factors that contribute to employee job satisfaction

Cross Reference knowledge application to Workplace Competency #s:

10.5 W, 10.6 W, 10.7 W, 10.9 W, 10.10 W

Learning Tasks	Content
<p>9.3.1 Define and explain organizational structures</p>	<ul style="list-style-type: none"> • Identify the elements of organizational structure. • Define three “basic organizational structures”. • Explain the pro’s and con’s of each model • Describe the characteristics of these managerial styles; autocratic, democratic, and free-rein. • Explain successful and unsuccessful methods of employer/employee communication in the workplace.
<p>9.3.2 Define and explain human resources management</p>	<ul style="list-style-type: none"> • Define <i>human resources management</i> as it applies to business practices generally, and funeral service specifically. • Define the term “performance evaluation,” and discuss the usefulness of this activity in today’s workplace.
<p>9.3.3 Define and explain factors that contribute to employee job satisfaction</p>	<ul style="list-style-type: none"> • Explain the importance of job satisfaction and high employee morale in the context of funeral service business. • Explain the roles of the manager and the employee in the promotion of job satisfaction and

Learning Tasks**Content**

high employee morale in the workplace.

Achievement Criteria

Given information on human resource management practices in the FSI, the learner must identify and correctly answer a series of multiple-choice tests with 70% accuracy.

**PROGRAM OUTLINE
FOR
SECTION 10
FUNERAL PRACTICE**

SECTION 10 – FUNERAL PRACTICE

Introduction to Work Experience/Practice

It is expected that an apprentice will complete his or her work experience over a two year period while employed full time in a Funeral Home. To complete the work experience requirements, an apprentice must be registered as an apprentice with the Industry Training Authority (ITA), and have a sponsor/mentor (typically the employer) who is a licensed Funeral Director.

Program Completion Requirements for a Funeral Director

Completion of 3,600 workplace hours (1,800 hours per level)

- Mentor attestation as verified in trainee Log Book documenting practical experience. The requirements for successful completion of the practical experience course work include:
 - (a) That trainees complete a minimum of 3,600 hours of practical training that is under the direct supervision of an funeral director and embalmer who is licensed and has been licensed for the immediately preceding 2 years;
 - (b) That trainees have direct involvement with negotiating, entering into and administering 50 funeral contracts. It is expected that they will assist with 25 contracts during Level 1 studies, and take the lead on 25 contracts during Level 2.

Completion of technical training:

- Level 1 – practical assessment and written level examination
- Level 2 - practical assessment and written level examination

Unit Standard 10.1 W – Communication & Responsiveness

Competency 10.1 W The needs of the legal representative(s) of the deceased and the bereaved are fulfilled through effective communication skills in a supportive atmosphere.

Learning Objectives: Upon successful completion the apprentice is able to conduct an arrangement conference in an ethical, supportive, sensitive and effective manner:

- 10.1.1 Be supportive and sensitive to the needs of the person(s) making the arrangements
- 10.1.2 Determine appropriate authorities.
- 10.1.3 Assess accurately the emotional and psychological needs of the person(s) making the arrangements and the bereaved.
- 10.1.4 Communicate effectively and sensitively in a manner that exemplifies reverence, empathy and dignity, with the person(s) making arrangements and the bereaved.
- 10.1.5 Provide information about memorialisation options in a sensitive and respectful manner, considering the emotional needs of the person(s) making arrangements.
- 10.1.6 Obtain permissions for the transfer and preparation of the deceased in a respectful and sensitive manner.

Learning Tasks	Content
<p>10.1.1 Be supportive and sensitive to the needs of the person(s) making the arrangements</p>	<ul style="list-style-type: none"> • Receive the initial enquiry, by telephone, in person, other • Provide the required information and respond to requests • Arrange follow up as required
<p>10.1.2 Determine appropriate authorities.</p>	<ul style="list-style-type: none"> • Ask appropriate questions to determine who has the legal authority to make arrangements for a funeral or disposition of the deceased
<p>10.1.3 Assess accurately the emotional and psychological needs of the person(s) making the arrangements and the bereaved.</p>	<ul style="list-style-type: none"> • Determine the concerns, expectations and needs of the person(s) making the arrangements • Demonstrate appropriate concern for those who are in distress, while retaining professional

Learning Tasks	Content
	<p>objectivity</p> <ul style="list-style-type: none"> • Understand and be able to explain basic theories of grief or common reactions to grief • Recognize the difference between grief counselling and grief therapy and refer those in need of support and assistance to the appropriate health care professional(s) • Recognize the limitations of the scope of practice of a funeral director, where appropriate, make persons aware of the availability of counselling • Recognize and demonstrate understanding of how grief affects the functioning of a family from childhood through adulthood, and respond appropriately • Demonstrate sensitivity and acceptance of the person's social, cultural and economic status and religious or philosophical persuasion • Demonstrate awareness of different coping styles, attitudes and expectations among those affected by death
<p>10.1.4 Communicate effectively and sensitively in a manner that exemplifies reverence, empathy and dignity, with the person(s) making arrangements and the bereaved.</p>	<ul style="list-style-type: none"> • Apply techniques of effective funeral needs counselling, including communication and listening skills, use of questions, identifying feelings, summarizing and paraphrasing, use of examples and clarifying • Obtain complete and accurate information for the purposes of documentation

Learning Tasks	Content
	<ul style="list-style-type: none"> • Assist in the preparation of death announcements • Communicate in a manner that exemplifies reverence, empathy and dignity at all times • Explain and discuss the importance of documentation and the registration of death process in British Columbia • Explain and discuss price list and options for disposition • Provide accurate information concerning autopsy or anatomical (organ, tissue, whole body) donation • Manage arrangements for anatomical donation • Maintain confidentiality of information at all times • Use all means of electronic communication effectively
<p>10.1.5 Provide information about memorialisation options in a sensitive and respectful manner, considering the emotional needs of the person(s) making arrangements.</p>	<ul style="list-style-type: none"> • Explain available options based on identified needs • Explain the possible value and emotional and psychological benefits of each option as appropriate • Present, describe and explain the available funeral merchandise • Provide price list and explain clearly as it applies to the available options
<p>10.1.6 Obtain permissions for the transfer and preparation of the deceased in a respectful and sensitive manner.</p>	<ul style="list-style-type: none"> • Verify in a sensitive manner who is legally responsible to make arrangements and who will be financially responsible as the purchaser under the contract

Learning Tasks**Content**

- Ensure delivery of up to date price list to the appropriate person(s), prior to entering into a contract
- Explain and discuss clearly, concisely and accurately applicable payment policies
- Explain and discuss clearly, concisely and accurately potential sources of financial assistance as appropriate
- Provide clearly, concisely and accurately information about government requirements and benefits that may be available
- Identify and clearly explain disbursements that may be necessary and payment options for same
- Identify in a respectful and sensitive manner the purchaser's financial parameters, as established by the purchaser

Workplace Achievement Criteria

The apprentice is consistently able to conduct an arrangement conference in an ethical, supportive, sensitive and effective manner, ensuring the needs of the legal representative(s) of the deceased and the bereaved are fulfilled through effective communication skills in a supportive atmosphere.

Always acting in an ethical and respectful manner, the apprentice must comply with all Federal, Provincial and FSABC Occupational Health and company specific business and safety policies, the learner must correctly follow these procedures and regulations at all times.

All procedures performed are recorded and signed-off by the appropriate Supervisor/Mentor in the Apprentice's personal Work Experience Diary as per the guidelines in the Log Book.

Unit Standard 10.2 W – Care of the Deceased – Body Transfer

Competency 10.2 W The care and handling of the deceased is consistent with accepted principles and sound practices of the profession and the direction of the legal representative(s) of the deceased.

Learning Objectives: Upon successful completion the apprentice is able to care for and handle the body/remains respectfully and safely at all times:

- 10.2.1 Verify permission to effect the transfer of the body/remains
- 10.2.2 Provide a safe and secure environment for the body/remains at all times while in the charge of the funeral director
- 10.2.3 Arrange for the transportation or receipt of a body/remains transported to or from a third party or alternate destination
- 10.2.4 Handle the body/remains safely
- 10.2.5 Effect the safe and respectful transfer of the body/remains
- 10.2.6 Disinfect stretcher and equipment in a timely manner after completing transfer of the body/remains, and before it is used to transfer another body/remains
- 10.2.7 Diaper and/or pack orifices and dress the deceased

Note: This Workplace Competency overlaps with Embalming Workplace Competency 11.1 W

Learning Tasks	Content
<p>10.2.1 Verify permission to effect the transfer of the body/remains:</p>	<ul style="list-style-type: none"> • Verify with appropriate authorities, permission to transfer body/remains • Verify identification of body/remains at point of transfer and receipt
<p>10.2.2 Provide a safe and secure environment for the body/remains at all times while in the charge of the funeral director</p>	<ul style="list-style-type: none"> • Provide a safe and secure environment for the body/remains at all times while in the charge of the funeral director
<p>10.2.3 Arrange for the transportation or receipt of a body/remains transported to or from a third party or alternate destination</p>	<ul style="list-style-type: none"> • Arrange for the transportation or receipt of a body/remains transported to or from a third party or alternate destination
<p>10.2.4 Handle the body/remains safely</p>	<ul style="list-style-type: none"> • Employ universal precautions (e.g., barriers and aseptic

Learning Tasks	Content
	<p>technique)</p> <ul style="list-style-type: none"> • Comply with and apply WHMIS standards and requirements • Comply with jurisdictional health and safety standards as required by federal and provincial health laws and ministries, local boards of health, or other authorities • Correctly identify and follow all special requirements for cases involving infections, diseases and other traumatic conditions, considering the cause of death • Remove medical and hazardous equipment and ensure safe disposal consistent with relevant laws, regulations, accepted practice standards and policies
<p>10.2.5 Effect the safe and respectful transfer of the body/remains</p>	<ul style="list-style-type: none"> • Assess and determine needs to effect an appropriate transfer of body/remains • Transfer the body/remains in a dignified and timely manner • Select appropriate technique to transfer body/remains to stretcher and preparation table • Position body/remains on preparation table, maintaining the dignity of body/remains • Un-shroud body/remains in a dignified manner and ensure attachment of accurate identification and cover genitals • Pose (set) facial features appropriately • Secure, label and record personal effects

Learning Tasks	Content
<p>10.2.6 Disinfect stretcher and equipment in a timely manner after completing transfer of the body/remains, and before it is used to transfer another body/remains</p>	<p>Disinfect stretcher and equipment in a timely manner after completing transfer of the body/remains, and before it is used to transfer another body/remains including:</p> <ul style="list-style-type: none"> • Site sanitation procedures: <ul style="list-style-type: none"> ○ bedding, linens and furniture ○ spills and soiling ○ room deodorizing and ventilating ○ odour neutralizing methods ○ contaminated linens and used medical apparatus • Removal equipment disinfection <ul style="list-style-type: none"> ○ stretcher/cot mattress ○ pouches, covers and back board ○ stretcher/cot frame and handles ○ removal vehicle
<p>10.2.7 Diaper and/or pack orifices and dress the deceased</p>	<ul style="list-style-type: none"> • Diaper and/or pack orifices as required • Dress the body/remains maintaining the dignity of the deceased at all times consistent with the direction of the legal representative observing: <ul style="list-style-type: none"> ○ cultural factors ○ religious and fraternal factors ○ military factors

Workplace Achievement Criteria

The apprentice is able to care for and handle the body/remains respectfully and safely at all times, ensuring that the care and handling of the deceased is consistent with accepted principles and sound practices of the profession and the direction of the legal representative(s) of the deceased.

Always acting in an ethical and respectful manner, the apprentice must comply with all Federal, Provincial and FSABC Occupational Health and company specific business and safety policies, the learner must correctly follow these procedures and regulations at all times.

All procedures performed are recorded and signed-off by the appropriate Supervisor/Mentor in the Apprentice's personal Work Experience Diary as per the guidelines in the Log Book.

Unit Standard 10.3 W – Funeral Services & Visitation

Competency 10.3 W Funeral services and visitation are arranged and directed effectively and professionally, consistent with the direction of the legal representative(s) and sensitive to the needs of the bereaved.

Learning Objectives: Upon successful completion the apprentice is able to effectively arrange and direct Funeral Services and visitation:

- 10.3.1 Confirm and finalize the arrangements consistent with the requests of the legal representative
- 10.3.2 Prepare the environment for visitation or funeral service consistent with the direction of the legal representative, considering the wishes of the bereaved
- 10.3.3 Organize and direct processions in a respectful and safe manner
- 10.3.4 Direct funeral services or visitation in a respectful and sensitive manner consistent with the direction of the legal representative, considering the wishes of the bereaved

Learning Tasks	Content
<p>10.3.1 Confirm and finalize the arrangements consistent with the requests of the legal representative</p>	<ul style="list-style-type: none"> • Review and confirm in a sensitive and respectful manner the final arrangements and procedures for the funeral • Confirm arrangements for cemetery, outer container, officiant, vehicles, music, police escort, etc., as appropriate • Arrange all other pre-funeral service details as appropriate • Confirm identification of body/remains and casket, container or urn
<p>10.3.2 Prepare the environment for visitation or funeral service consistent with the direction of the legal representative, considering the wishes of the bereaved</p>	<ul style="list-style-type: none"> • Position casket, container or urn properly • Set and adjust lighting as appropriate • Arrange floral tributes, memorabilia, religious symbols, flag(s), etc. • Set out register book, memorial

Learning Tasks	Content
	folders, prayer cards and other items, as appropriate <ul style="list-style-type: none"> • Designate reserved seating • Designate reserved parking area for family, funeral coach, casket bearers, and others
10.3.3 Organize and direct processions in a respectful and safe manner	<ul style="list-style-type: none"> • Usher family to and from vehicle(s) • Organize and direct processions, (<i>i.e.</i> To the church, cemetery or crematorium)
10.3.4 Direct funeral services or visitation in a respectful and sensitive manner consistent with the direction of the legal representative, considering the wishes of the bereaved	<ul style="list-style-type: none"> • Manage memorial donations in an efficient and ethical manner • Receive and direct guests to the appropriate area • Monitor visitation and reception area • Close casket or container properly • Meet with officiant to review final details for the funeral • Assign appropriate staff and vehicles and arrange for necessary equipment • Send vehicle(s) for family as appropriate • Receive and direct family and attendees • Direct casket bearers in all aspects of their involvement • Usher family, friends, and guests to appropriate seats • Place receptacle (casket, urn, etc.) In appropriate position for the funeral, as appropriate • Direct the funeral according to

Learning Tasks**Content**

expressed preferences or written agreement

- Assist officiant in conducting the funeral as appropriate
- Supervise the correct closure of outer container
- Arrange for and supervise postponed disposition or disposition by a third party (e.g., spring burial, ship-out)

Workplace Achievement Criteria

The apprentice is able to professionally and effectively arrange and direct Funeral Services and visitation, ensuring funeral services and visitation are consistent with the direction of the legal representative(s) and sensitive to the needs of the bereaved.

Always acting in an ethical and respectful manner, the apprentice must comply with all Federal, Provincial and FSABC Occupational Health and company specific business and safety policies, the learner must correctly follow these procedures and regulations at all times.

All procedures performed are recorded and signed-off by the appropriate Supervisor/Mentor in the Apprentice's personal Work Experience Diary as per the guidelines in the Log Book.

Unit Standard 10.4 W - Funeral Services & Visitation: Follow-up

Competency **10.4 W** **Provide appropriate follow-up services**

Learning Objectives: Upon successful completion the apprentice is able to provide appropriate follow-up services:

- 10.4.1 Complete post funeral details in a timely manner
- 10.4.2 Respond respectfully and sensitively to the post-funeral needs of the bereaved

Learning Tasks	Content
<p>10.4.1 Complete post funeral details in a timely manner</p>	<ul style="list-style-type: none"> • Ensure the return of personal effects to the appropriate person or destination • Make the appropriate arrangements for the family and the officiant to be returned to the desired destination (e.g., home, church, funeral home) • Attend, support and monitor post funeral gathering as appropriate • Ensure delivery of flowers, expressions of sympathy and documentation to the appropriate person(s)
<p>10.4.2 Respond respectfully and sensitively to the post-funeral needs of the bereaved</p>	<ul style="list-style-type: none"> • Provide general guidance to the bereaved coping with post-funeral grief • Provide access to resource materials on bereavement • Distribute appropriate information packages • Refer bereaved to appropriate support services as appropriate

Workplace Achievement Criteria

The apprentice is able to provide appropriate follow-up services in a timely manner, responding respectfully and sensitively to the post-funeral needs of the bereaved.

Always acting in an ethical and respectful manner, the apprentice must comply with all Federal, Provincial and FSABC Occupational Health and company specific business and safety policies, the learner must correctly follow these procedures and regulations at all times.

All procedures performed are recorded and signed-off by the appropriate Supervisor/Mentor in the Apprentice's personal Work Experience Diary as per the guidelines in the Log Book.

Unit Standard 10.5 W – Business Practices: Legal Requirements

Competency **10.5 W** **All aspects of business operations are carried out in a legal and ethical manner.**

Learning Objectives: Upon successful completion the apprentice is able to identify and comply with all relevant and current regulatory requirements:

10.5.1 Operate the business pursuant to relevant governing legislation and maintain current knowledge of applicable laws:

Learning Tasks	Content
<p>10.5.1 Operate the business pursuant to relevant governing legislation and maintain current knowledge of applicable laws</p>	<ul style="list-style-type: none"> • Specific laws and regulations governing the provision of funeral services and merchandise, including licensing and other reporting requirements • Codes of conduct and policies established by the regulatory body • Board of Health and Municipal requirements WHMIS and health and safety laws and regulations • Labour laws and regulations • Laws, regulations and requirements governing business operation (e.g., GST, PST) • Aspects of the federal and provincial legal system that may impact on a funeral director or the operation of a business providing funeral services and merchandise • All other applicable regulatory requirements

Workplace Achievement Criteria

The apprentice is able to identify and comply with all relevant and current regulatory requirements and maintain current knowledge of applicable laws.

Given information on relevant Federal and Provincial governing legislation, FSABC and company business practices, the learner must correctly follow these procedures and regulations at all times. Procedures and policies such as communications procedures and regulatory procedures are highly important.

All procedures performed are recorded and signed-off by the appropriate Supervisor in the Apprentice's personal Work Experience Diary.

Unit Standard 10.6 W – Business Practices: Business Operations

Competency **10.6 W** **Ensure and apply effective and efficient business practices.**

Learning Objectives: Upon successful completion the apprentice is able to:

- 10.6.1 Operate the business consistent with sound governance and best practices in business management
- 10.6.2 Demonstrate sound judgement and decision making skills
- 10.6.3 Apply appropriate marketing and customer service practices
- 10.6.4 Develop and implement funeral home policies and procedures
- 10.6.5 Complete accurately all required financial transactions
- 10.6.6 Use relevant technology effectively in the conduct of business and provision of services

Learning Tasks	Content
<p>10.6.1 Operate the business consistent with sound governance and best practices in business management</p>	<ul style="list-style-type: none"> • Develop, or participate in the development of, a mission statement and long-term and short-term goals and objectives for the business • Maintain confidentiality of information at all times • Display merchandise in a respectful and tasteful manner and in compliance with regulatory requirements • Ensure performance of required administrative duties • Apply basic computer skills to managerial, administrative and other functions • Provide WHMIS and health and safety training for personnel and maintain accurate records • Maintain accurately all other records required by applicable laws and regulations • Maintain an accurate inventory of merchandise and business supplies

Learning Tasks	Content
10.6.2 Demonstrate sound judgement and decision making skills	<ul style="list-style-type: none"> • Use critical thinking and reflective practice to predict, prevent and solve problems
10.6.3 Apply appropriate marketing and customer service practices	<ul style="list-style-type: none"> • Use appropriately funeral demographics and marketing data • Gather post-funeral feedback on service and level of satisfaction • Modify services based on feedback
10.6.4 Develop and implement funeral home policies and procedures	<p>Develop and implement funeral home policies and procedures regarding:</p> <ul style="list-style-type: none"> • Accepted telephone etiquette, appropriate dress and conduct • Completion and maintenance of required funeral arrangement documentation • Obtaining required permits and signatures • Accepted sales and service delivery practices
10.6.5 Complete accurately all required financial transactions	<ul style="list-style-type: none"> • Complete accurately all required financial transactions such as banking, disbursements and petty cash: • Develop or provide input to budgets • Develop or provide input to pricing and price list(s) • Issue correct invoices • Issue correct receipts • Maintain financial records as required • Maintain operational records

Learning Tasks	Content
<p>10.6.6 Use relevant technology effectively in the conduct of business and provision of services</p>	<ul style="list-style-type: none"> • Monitor accounts receivable and payable • Follow up appropriately on accounts receivable and payable • Use relevant technology effectively in the conduct of business and provision of services

Workplace Achievement Criteria

The apprentice is able to apply effective and efficient business practices to the management of the business.

Always acting in an ethical and respectful manner, the apprentice must comply with all Federal, Provincial and FSABC Occupational Health and company specific business and safety policies, the learner must correctly follow these procedures and regulations at all times.

All procedures performed are recorded and signed-off by the appropriate Supervisor/Mentor in the Apprentice's personal Work Experience Diary as per the guidelines in the Log Book.

Unit Standard 10.7 W – Business Practices: Equipment & Environment

Competency **10.7 W** **Ensure safe, appealing and functional equipment and environment.**

Learning Objectives: Upon successful completion the apprentice is able to ensure safe, appealing and functional equipment and environment:

10.7.1 Ensure or provide, effective general maintenance functions related to facilities and equipment.

Learning Tasks	Content
10.7.1 Ensure or provide, effective general maintenance functions related to the facilities and equipment	<ul style="list-style-type: none"> • Appropriate landscaping, grounds keeping • Cleaning, housekeeping, repair and maintenance of facilities • Vehicle cleaning, repair and maintenance • Timely cleaning, repair and maintenance of equipment • Safety and security of facilities and equipment

Workplace Achievement Criteria

The apprentice is able to ensure safe, appealing and functional equipment and working environment, including providing, effective general maintenance functions related to the facilities and equipment.

Always acting in an ethical and respectful manner, the apprentice must comply with all Federal, Provincial and FSABC Occupational Health and company specific business and safety policies, the learner must correctly follow these procedures and regulations at all times.

All procedures performed are recorded and signed-off by the appropriate Supervisor/Mentor in the Apprentice's personal Work Experience Diary as per the guidelines in the Log Book.

Unit Standard 10.8 W – Business Practices: Community Relations

Competency **10.8 W** **Maintain effective community/public relations**

Learning Objectives: Upon successful completion the apprentice is able to work effectively with the community at large:

- 10.8.1 Present to the community at all times a professional image of the funeral director
- 10.8.2 Serve as a community resource related to death and funeral service

Learning Tasks	Content
<p>10.8.1 Present to the community at all times a professional image of the funeral director</p>	<ul style="list-style-type: none"> • Demonstrate continuing concern for professional ethics • Demonstrate sensitivity to differing values or principles • Demonstrate sensitivity to diversity • Demonstrate compassionate service • Relate professionally and positively to medical, emergency response, dental, allied health, legal, theological and other professionals and organizations connected directly or indirectly to funeral services, individually or through agencies and organizations working with or contacting the funeral home • Relate professionally and positively to social or consumer organizations
<p>10.8.2 Serve as a community resource related to death and funeral service</p>	<ul style="list-style-type: none"> • Make professional presentations to community groups • Conduct funeral related tours professionally and as appropriate • Cooperate with media • Provide accurate and relevant

Learning Tasks**Content**

- information on the history and importance of funeral service and the profession's respect for the diversity of cultural, religious, and social values
- Provide accurate information on the emotional and psychological benefits of funerals and memorialisation
 - Provide accurate and comprehensive information on the ethical foundation of funeral service
 - Support or participate in selected community organizations and activities
 - Maintain and distribute resources for public education and information about death, dying and grief
 - Develop or help develop appropriate written communication templates for use with families, professional groups, etc.

Workplace Achievement Criteria

The apprentice is able to work effectively with the community at large in a professional manner to maintain effective community/public relations.

Always acting in an ethical and respectful manner, the apprentice must comply with all Federal, Provincial and FSABC Occupational Health and company specific business and safety policies, the learner must correctly follow these procedures and regulations at all times.

All procedures performed are recorded and signed-off by the appropriate Supervisor/Mentor in the Apprentice's personal Work Experience Diary as per the guidelines in the Log Book.

Unit Standard 10.9 W – Competency & Professionalism: Teamwork

Competency 10.9 W Work effectively with staff and co-workers to create a healthy work environment

Learning Objectives: Upon successful completion the apprentice is able to work effectively with staff and co-workers:

10.9.1 Effectively demonstrate application of accepted principles of personnel management.

Note: This Workplace Competency overlaps with Workplace Competency 11.16 W

Learning Tasks	Content
<p>10.9.1 Effectively demonstrate application of accepted principles of personnel management</p>	<ul style="list-style-type: none"> • Demonstrate effective time management and organizational skills • Develop or assist in the development of appropriate job descriptions • Involve staff or participate in personnel decisions where appropriate • Conduct and participate effectively in staff meetings • Supervise funeral home staff appropriately • Work with all personnel to prevent and resolve workplace conflicts • Schedule appropriately staff, facilities and equipment • Train staff and interns in their respective responsibilities and duties • Ensure professional development of staff • Regularly evaluate staff on their performance • Maintain accurate employee records • Adhere to legislative requirements regarding

Learning Tasks**Content**

- employees (e.g., mandatory source deductions from wages)
- Engage in fair employment practices
 - Ensure appropriate health and safety requirements are met (e.g., WHMIS, disposal of hazardous waste, implementation of universal precautions)
 - Apply appropriate strategies to reduce the risk of personal injury and illness
 - Apply effective stress management skills

Workplace Achievement Criteria

The apprentice is able to work effectively with staff and co-workers effectively demonstrating the application of accepted principles of personnel management in their daily work.

Always acting in an ethical and respectful manner, the apprentice must comply with all Federal, Provincial and FSABC Occupational Health and company specific business and safety policies, the learner must correctly follow these procedures and regulations at all times.

All procedures performed are recorded and signed-off by the appropriate Supervisor/Mentor in the Apprentice's personal Work Experience Diary as per the guidelines in the Log Book.

Unit Standard 10.10 W – Competency & Professionalism: Department & Current Knowledge

Competency 10.10 W Conduct is consistent with the principles and accepted standards of practice of the profession.

Learning Objectives: Upon successful completion the apprentice is able to:

10.10.1 Demonstrate professional deportment at all times

10.10.2 Maintain competence at professional levels at all times

Note: This Workplace Competency overlaps Embalmer Workplace Competency 11.17 W

Learning Tasks	Content
<p>10.10.1 Demonstrate professional deportment at all times</p>	<ul style="list-style-type: none"> • Demonstrate acceptance of an overriding professional responsibility to protect the dignity and interest of those served • Demonstrate the understanding that professions are self-regulating and reliant upon conscientious, self-disciplining members to protect and maintain this status • Conduct self in a manner consistent with professional ethics, decorum, and dignity in every aspect of operations • Recognize professional misconduct and respond appropriately • Demonstrate an understanding of current and developing social and cultural approaches to funeral service and their possible implications for professional practice • Demonstrate an understanding of historic criticisms leading to changes in funeral service and of underlying sensitivities and concerns • Demonstrate sensitivity to the needs, beliefs and expectations

Learning Tasks	Content
	<p>of others</p> <ul style="list-style-type: none"> • Maintain a professional relationship with other funeral service providers and related businesses
<p>10.10.2 Maintain competence at professional levels at all times</p>	<p>Actively and regularly participate in ongoing professional development activities:</p> <ul style="list-style-type: none"> • Attend recognized professional development activities and events • Read current trade magazines, journals and web sites • Belong to and actively support professional associations at the district, provincial, national and international levels

Workplace Achievement Criteria

At all times the apprentice is able to demonstrate that their conduct is consistent with the principles and accepted standards of practice of the profession.

Always acting in an ethical and respectful manner, the apprentice must comply with all Federal, Provincial and FSABC Occupational Health and company specific business and safety policies, the learner must correctly follow these procedures and regulations at all times.

All procedures performed are recorded and signed-off by the appropriate Supervisor/Mentor in the Apprentice's personal Work Experience Diary as per the guidelines in the Log Book.

TRAINING PROVIDER STANDARDS

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The Funeral Director and Embalmer Apprenticeship Program is a Competency-Based Program of Instruction. This means that the Program Outline defines the Outcomes expected of training, not the inputs, which include time.

By their nature these competencies require a one-to-one ratio of student-to-client or the deceased to develop the required competence. Industry believes a Funeral Director and/or Embalmer becomes competent through building on his or her theoretical knowledge with real world experience.

This program is divided into theoretical and practical components.

The theoretical component is made up of the Knowledge Units, which:

- can be taught in a classroom setting by a qualified instructor (see below)
- delivered on line
- learned through self study on line or through printed materials

The practical component is made up of the Workplace Units, which:

- require hands on experience
- are assessed on the job by a licensed Funeral Director or licensed Embalmer
- may be begun in a simulated setting such as a lab, but are assessed for credit in the workplace

Past training experience in this area has shown consistent training outcomes to these standards in a wide range of times and with a variable mix of hands-on experience time vs. theory instruction time.

Instructor Qualification:

For technical training, instructors must be occupationally competent and have been licensed in British Columbia as either a Funeral Director or Embalmer or both Funeral Director and Embalmer for at least the two years prior to the start of an apprenticeship.

RECOMMENDED REFERENCE TEXTBOOKS

Required Texts

Manual/Text and Publisher

Author

Basic Human Anatomy and Physiology

W.B. Saunders Co.

Philadelphia, London, Toronto

Charlotte M. Dienhart

Cremation, Internment and Funeral Services Act

Queen's Printer or FSABC

Cremation, Internment and Funeral Services Regulations

Queen's Printer or FSABC

Vital Statistics Act

Queen's Printer or FSABC

Color and Cosmetics

(Graphic Arts Press) Professional Training Schools Inc.

Dallas, Texas

J. Sheridan Mayer

Coroner's Act (2007)

Queen's Printer or FSABC

Health Act, Communicable Disease Regulation

Queen's Printer or FSABC

Burton's Microbiology for the Health Sciences (8th Edition, November 2006)

Lippincott Williams & Wilkins

Philadelphia, New York

Gwendolyn R. W. Burton & Paul G. Englekirk

Interpersonal Skills Training: A Handbook for Funeral Home Staff

Routledge; 1 edition (October 1990)

Dr. Alan Woefelt

The Principles and Practices of Embalming (5th Edition)

Professional Training Schools Inc.

Dallas, Texas

Clarence G. Stubbs and L.G. Frederick

Surviving Grief ... and Learning to Live Again

Wiley (April 1992)

Catherine M. Sanders

Death, Society, and the Human Experience (9th Edition, April 2006)

Robert J. Kastenbaum

Allyn & Bacon

Business (8th Edition)
Pearson Education Canada

Ricky W.; Ebert, Ronald J.;
Starke, Frederick A. Griffin

The Psychosocial Aspects of Death and Dying
McGraw-Hill Medical (September 1996)

John Canine

Restorative Art
(Graphic Arts Press) Professional Training Schools Inc.
Dallas, Texas

J. Sheridan Mayer

or

Champion Restorative Art
FSABC

A.O. Spriggs

Suggested Texts

Manual/Text and Publisher

Author

The Circulation of Blood: A History
Frederick Muller Ltd.
London

Helen Rapson

Embalming: History, Theory and Practice (4th Edition)
McGraw-Hill Companies Inc., 2000.

Robert G. Mayer

by

Gray's Anatomy
Bounty Books
New York

Henry Gray

Psychology of Funeral Service
FSABC

Edward A. Martin

**Any good, comprehensive encyclopaedia(s) and
medical dictionaries**

**Funeral Home Customer Service A-Z: Creating
Exceptional Experiences for Today's Families**
Companion Press (April 2005)

Dr. Alan D. Woefelt

Useful Reference Sites

Everything You Ever Wanted to Know about Embalming: <http://www.embalming.net/>