

BC Funeral Director & Embalmer Foundation Program Program Outline



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BC Funeral Director and/or Embalmer Qualification

FOUNDATION PROGRAM

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 and/or Embalmers in the Province of British Columbia pre-apprenticeship. This program is for those who do not yet wish to become a registered apprentice, but want to study the underlying theory necessary to be a funeral service professional before seeking a registered apprenticeship.

The program outline contains Knowledge Units of Competence. These are the same Knowledge Units that a registered apprentice will study in Level 1 of the apprenticeship program. There is no workplace component to the Foundation Program. Upon graduating from this program, to become a licensed funeral service professional in the Province of British Columbia a graduate must seek employment with a licensed funeral practitioner (a funeral director and/or embalmer), register as an apprentice and complete the Levels 1 and 2 workplace competency requirements and the Level 2 theory requirements and pass all required tests and examinations.

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.

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 when the learner becomes a registered apprentice.

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	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 Bowell 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	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 COMPETENCY PROFILE CHART

Funeral Director and/or Embalmer Foundation Program 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
	P 1	P 1	P 1	1
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.
	P 1 2	P 1	P 1	P 1
3. Funeral Law	3.1 Identify and describe the legislation and regulatory Acts that apply to the Funeral Service Industry, and to the BC coroners service system	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.
	P 1	P 1	P 1	1
Funeral Law cont'd....	3.7 K Identify and describe licensing requirements in the Funeral Service Industry.			
	1			

4. Funeral Service Ethics

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

P	1				
---	---	--	--	--	--

5. Anatomy & Physiology

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

	1				
--	---	--	--	--	--

6. Safety, Sanitation & Hygiene

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.

	1				
--	---	--	--	--	--

6.2 K
Identify chemicals and describe procedures for handling chemicals.

	1				
--	---	--	--	--	--

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

	1				
--	---	--	--	--	--

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

	1				
--	---	--	--	--	--

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

	1				
--	---	--	--	--	--

6.6 K
Identify and describe biochemistry.

	1				
--	---	--	--	--	--

7. Communications

7.1 K
Explain interpersonal skills in the funeral service industry.

P	1				
---	---	--	--	--	--

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	1				
---	---	--	--	--	--

8. Embalming Theory

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

P	1				
---	---	--	--	--	--

8.2 K
Identify and describe ante and post mortem changes.

	1				
--	---	--	--	--	--

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

	1				
--	---	--	--	--	--

8.4 K
Identify and describe embalming chemistry, solutions and compounds.

	1				
--	---	--	--	--	--

8.5 K
Identify and describe embalming equipment and supplies.

	1				
--	---	--	--	--	--

8.6 K
Identify and describe the conditions that affect the embalming process.

	1				
--	---	--	--	--	--

Core Knowledge & Workplace Competency Chart

**Embalming Theory
cont'd...**

8.7 K Identify and describe procedures and practices for embalming a body.				
1				

8.8 K Identify and describe methods and equipment used for arterial injection and venous drainage.				
1				

8.9 K Identify and describe restorative suturing materials and techniques.				
1				

FUNERAL DIRECTOR/EMBALMER QUALIFICATION

FOUNDATION PROGRAM

PROGRAM OUTLINE

SUGGESTED SCHEDULE OF TIME ALLOTMENTS

TABLE OF SPECIFICATIONS

**Funeral Director and/or Embalmer
FOUNDATION PROGRAM
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		
-------------	--------------------------------	--------------------	--	--

Level 1		Theory	Practical
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.	✓	
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	
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	
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	
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.	✓	

Level 1		Theory	Practical
Total Percentage for Section 6		14%	
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%	

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**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
- 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

Learning Tasks	Content
	<ul style="list-style-type: none"> • Identify some positive aspects of the stage theory • 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

Learning Tasks**Content**

- Explain “shock” as the first 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

Learning Tasks	Content
<p>1.3.4 Explain the psychological value/therapeutic effect of the funeral</p>	<ul style="list-style-type: none"> • Identify the functions of the funeral • 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
<p>1.3.5 Explain the impact of death on individuals in relationship to the deceased</p>	<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

Learning Tasks	Content
	<ul style="list-style-type: none"> • List and briefly explaining strategies for helping children cope with bereavement • 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,

Learning Tasks**Content**

- Explain the term “survivor guilt”,
- 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

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

Learning Tasks	Content
	resolution of “spousal grief”
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.

**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

Learning Tasks**Content**

- Explain how to develop a personal philosophy of funeral service that deals honestly and non-defensively with criticism of 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

Learning Tasks**Content**

- Identify types of situations:
 - clinical care case
 - attended by physician
 - 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

Learning Tasks	Content
2.4.3 Explain methods of body transfer	<ul style="list-style-type: none"> • Describe medical apparatus attached to the deceased • 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
2.4.4 Explain post-transfer cleanup duties and procedures	<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.

**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.

Learning Tasks	Content
<p>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</p>	<ul style="list-style-type: none"> • Identify the major source of funeral legislation in Canada • Identify the Acts and Regulations that apply to funeral service and other related businesses in the province, including: <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> • 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

Learning Tasks**Content**

- 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 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, 10.3W, 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.

Learning Tasks	Content
<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"> • Identify all relevant legislation pertaining to pre-need sales. • 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 • 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.

Learning Tasks	Content
	<ul style="list-style-type: none"> • Explain the socio-economic factors underlying the selling and purchasing of funeral contracts. • 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.

Learning Tasks**Content**

	<ul style="list-style-type: none"> • Communicate with families and agencies regarding the potential for financial assistance in a variety of circumstances. • 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

Learning Tasks**Content****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</i> and <i>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</i> and <i>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</i> and <i>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</i> and <i>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>

Learning Tasks	Content
	<ul style="list-style-type: none"> • Identify the purpose of the Maintenance and Care Funds and list the specific provisions of this requirement under the <i>Cremation, Interment and Funeral Services Act and Regulations</i>. • 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 and Regulations</i> 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, 10.3W, 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

Learning Tasks**Content**

- 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
<p>3.7.1 Explain the purpose of licensing in the funeral service industry</p>	<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
<p>3.7.2 Explain Funeral Director and Funeral Service licensing law, regulations and requirements</p>	<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

Learning Tasks	Content
<p>3.7.3 Explain Embalmer licensing law, regulations and requirements</p>	<ul style="list-style-type: none"> • Identify the origin of the embalmers license in North America • 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.

**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

Learning Tasks	Content
	<ul style="list-style-type: none"> • 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
<p>4.1.3 Demonstrate a clear understanding of what constitutes conflict of interest</p>	<ul style="list-style-type: none"> • 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
<p>4.1.4 Describe different ethical philosophies</p>	<ul style="list-style-type: none"> • 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.

Learning Tasks**Content**

- 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

Learning Tasks**Content**

- 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

Learning Tasks	Content
	<ul style="list-style-type: none"> ○ Storage and other data per regulations ○ Fire, splash, spill, first aid and other precautionary data
<p>6.1.2 Explain safe work habits and universal precautions</p>	<ul style="list-style-type: none"> ● 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.

Learning Tasks	Content
6.1.3 Explain personal and embalming room safety equipment	<ul style="list-style-type: none"> • Salutory drainage and spill control <ul style="list-style-type: none"> ○ delayed drainage ○ phlebotomy ○ 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.

Learning Tasks**Content**

- Describe the characteristics of dry 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

Learning Tasks	Content
6.4.3 Explain procedures for handling non-anatomic wastes	<ul style="list-style-type: none"> • Explain collection and disposal methods and procedures according to government legislation and industry practice • 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
6.4.4 Explain procedures for handling 'sharps'	<ul style="list-style-type: none"> • Identify sharps <ul style="list-style-type: none"> ○ IV canulla 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.

Learning Tasks**Content**

- Define:
 - 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

Learning Tasks	Content
	<ul style="list-style-type: none"> • Describe basic public speaking techniques including <ul style="list-style-type: none"> ○ use of floor space ○ making eye contact ○ other
<p>7.1.3 Explain non-verbal communication</p>	<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
<p>7.1.4 Identify and describe questioning techniques</p>	<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.
<p>7.1.5 Identify and describe listening skills</p>	<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.

Learning Tasks**Content****7.1.6 Explain 'perception'**

- List 10 ways to improve listening skills.
- Identify 7 types of ineffective 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.”
- Describe the meaning of perception by explaining the perception process.

Learning Tasks	Content
<p>7.1.7 Explain personal strengths and personal growth</p>	<ul style="list-style-type: none"> • Identify factors that influence one’s perception. • Examine ways in which we can prevent misunderstanding by checking perception. • 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
<p>7.2.1 Explain the role of the funeral director in the community</p>	<ul style="list-style-type: none"> • Explain the importance developing professional relationships outside of funeral service •
<p>7.2.2 Describe working relations with various clergy</p>	<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.

**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

Learning Tasks	Content
<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 ○ dehydration ○ increase in blood viscosity ○ endogenous invasion of microorganisms • List, describe and explain all the chemical postmortem changes. These include: <ul style="list-style-type: none"> ○ postmortem calorcity ○ postmortem stain ○ shift in body ph ○ rigor mortis ○ decomposition. • Describe the embalming significance of the postmortem physical and chemical changes.
<p>8.2.3 Explain decomposition</p>	<ul style="list-style-type: none"> • 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 ○ isosmotic

- Describe the properties of compounds
 - 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 ○ caloricity/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

Learning Tasks**Content**

- 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.
 - 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:

Learning Tasks**Content**

- autopsy gels
 - cautery chemicals
 - tissue builder
 - solvents
 - hardening compounds
 - embalming powders
 - mold preventative agents
 - sealing agents
 - mold preventative agents
 - sealing agents
- 8.4.4** List and define embalming chemicals and sundries
- Explain the purpose of embalming chemicals, including:
 - Bottled concentrates
 - Pre-injection and co-injection
 - Arterial chemicals
 - Categorize arterial chemicals according to purpose:
 - 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.

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"> • Explain possible causes of antemortem dehydration and postmortem dehydration. • 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.

Learning Tasks	Content
8.6.4 Explain the different types of purge and how they are caused.	<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 encountered.• List techniques to prevent post-embalming purge.
8.6.5 Explain troubleshooting the embalming process	<ul style="list-style-type: none">• 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.

Learning Tasks**Content****8.7.4** Define and explain injection techniques

- List and explain signs or indications of fluid distribution and diffusion.
- 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.

Explain arterial/intervascular injection, including:

- Explain injection and drainage methods
- Describe the factors involved in selecting an injection and drainage site.
- Explain the following terms:
 - 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:
 - 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.

Learning Tasks	Content
8.7.5 Explain subcutaneous applications	<ul style="list-style-type: none"> • Describe subcutaneous applications <ul style="list-style-type: none"> ○ surgical methods ○ hypodermic injection ○ surgical and accidental traumatized tissue
8.7.6 Explain surface embalming	<ul style="list-style-type: none"> • Describe surface embalming <ul style="list-style-type: none"> ○ osmotic embalming ○ packs, gels and powders ○ aerosols and sprays ○ immersion and vattng ○ 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

Learning Tasks**Content**

- | | |
|--|---|
| 8.7.9 Explain cavity embalming on an autopsied body | <ul style="list-style-type: none"> ○ reduction of distensions • Describe cavity embalming processes/methods including: <ul style="list-style-type: none"> ○ Trocar insertion sights ○ locating visceral organs with the trocar ○ 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

Learning Tasks**Content**

8.8.8 Explain monitoring drainage substance

- direct heart tap method and concurrent aspiration
- 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.

TRAINING PROVIDER STANDARDS

TRAINING PROVIDER STANDARDS

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.

The apprenticeship 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

The Foundation Program is taken pre-apprenticeship and comprises only the knowledge components.

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)** Ricky W.; Ebert, Ronald J.;
Pearson Education Canada Starke, Frederick A. Griffin
- The Psychosocial Aspects of Death and Dying** John Canine
McGraw-Hill Medical (September 1996)
- Restorative Art** J. Sheridan Mayer
(Graphic Arts Press) Professional Training Schools Inc.
Dallas, Texas
- or
- Champion Restorative Art** A.O. Spriggs
FSABC

Suggested Texts

Manual/Text and Publisher

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

Author

Helen Rapson

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

by

Gray's Anatomy
Bounty Books
New York

Henry Gray

Psychology of Funeral Service Edward A. Martin
FSABC

Any good, comprehensive encyclopaedia(s) and medical dictionaries

Funeral Home Customer Service A-Z: Creating Exceptional Experiences for Today's Families Dr. Alan D. Woelfelt
Companion Press (April 2005)

Useful Reference Sites

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

