

SKILLED**TRADES**^{BC}

PROGRAM OUTLINE

Funeral Director

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**FUNERAL DIRECTOR
PROGRAM OUTLINE**

MARCH 2009

**Developed by
SkilledTradesBC
Province of British Columbia**

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Section 1
INTRODUCTION
Funeral Director

Foreword

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

The Program Outline contains Knowledge Units and Workplace Unit Standards of Competence (Workplace Units).

- Knowledge Units are achieved outside the performance of the individual's regular work in a classroom or through self-study of learning resources.
- Workplace Units build upon the Knowledge Units and allow the individual to gather naturally occurring evidence of workplace performance while they work. Evidence is assessed against the performance standard defined by industry which is twinned with each task outlined in the Workplace Unit.

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

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

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

By the nature of the competencies required by this program, a one-to-one ratio of learner-to-client (the deceased) is required to develop the required competencies. Industry believes a Funeral Director gains competency through integrating their theoretical knowledge with real-world experience.

The Knowledge Units can be:

- Taught in a classroom setting by a qualified instructor
- Delivered online
- Learned through self-study online or by using printed materials

SAFETY ADVISORY

Be advised that references to the WorkSafeBC 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.

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.

Acknowledgements

The unit standards were developed through extensive consultation with a broad cross-section of stakeholders in BC's Funeral Service Profession (FSP). The Funeral Service Association of BC (FSABC) led the development of the standards with funding support from Service Canada.

In late 2007, a Funeral Service Human Resources Planning Committee, representing 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 to the existing programs and looking at the future educational needs within the FSP.

The Committee 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 Embalmer/Funeral Director, which were endorsed by industry in 1996. The outcome of this needs analysis 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 Technical Training (Apprenticeship)

- Foundation Program
- Funeral Service Pre-Arrangement Counsellor

Apprenticeship Programs

- Embalmer
- Funeral Director
- Embalmer and Funeral Director

The Program Outlines for the above programs were prepared with the advice and direction of an industry steering committee convened initially by FSABC. Members include:

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

The committee wishes to thank Michael Hedden, FSABC's Education Chairman for his support.

Industry subject matter experts retained as outline reviewers:

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

Facilitators:

- The Fulford Harbour Group

SkilledTradesBC would like to acknowledge the dedication and hard work of all the industry representatives appointed to identify the training requirements of the Funeral Director occupation.

How to Use this Document

This Program Outline has been developed for the use of individuals from several different audiences. The table below describes how each section can be used by each intended audience.

Section	Training Providers	Employers/ Sponsors	Apprentices	Challengers
Program Credentialing Model	Communicate program length and structure, and all pathways to completion	Understand the length and structure of the program	Understand the length and structure of the program, and pathway to completion	Understand challenger pathway to Certificate of Qualification
Program Assessment	Communicate program completion requirements and assessment methods	Understand the various assessment requirements for the program	Understand the various assessment requirements for the program	Understand the assessment requirements they would have to fulfill in order to challenge the program
OAC	Communicate the competencies that industry has defined as representing the scope of the occupation	Understand the competencies that an apprentice is expected to demonstrate in order to achieve certification	View the competencies they will achieve as a result of program completion	Understand the competencies they must demonstrate in order to challenge the program
Training Topics and Suggested Time Allocation	Shows proportionate representation of general areas of competency (GACs) at each program level, the suggested proportion of time spent on each GAC, and percentage of time spent on theory versus practical application	Understand the scope of competencies covered in the technical training, the suggested proportion of time spent on each GAC, and the percentage of that time spent on theory versus practical application	Understand the scope of competencies covered in the technical training, the suggested proportion of time spent on each GAC, and the percentage of that time spent on theory versus practical application	Understand the relative weightings of various competencies of the occupation on which assessment is based
Program Content	Defines the objectives, learning tasks, high level content that must be covered for each competency, as well as defining observable, measurable achievement criteria for objectives with a practical component	Identifies detailed program content and performance expectations for competencies with a practical component; may be used as a checklist prior to signing a recommendation for certification (RFC) for an apprentice	Provides detailed information on program content and performance expectations for demonstrating competency	Allows individual to check program content areas against their own knowledge and performance expectations against their own skill levels

Section	Training Providers	Employers/ Sponsors	Apprentices	Challengers
Training Provider Standards	Defines the facility requirements, tools and equipment, reference materials (if any) and instructor requirements for the program	Identifies the tools and equipment an apprentice is expected to have access to; which are supplied by the training provider and which the student is expected to own	Provides information on the training facility, tools and equipment provided by the school and the student, reference materials they may be expected to acquire, and minimum qualification levels of program instructors	Identifies the tools and equipment a tradesperson is expected to be competent in using or operating; which may be used or provided in a practical assessment

Section 2

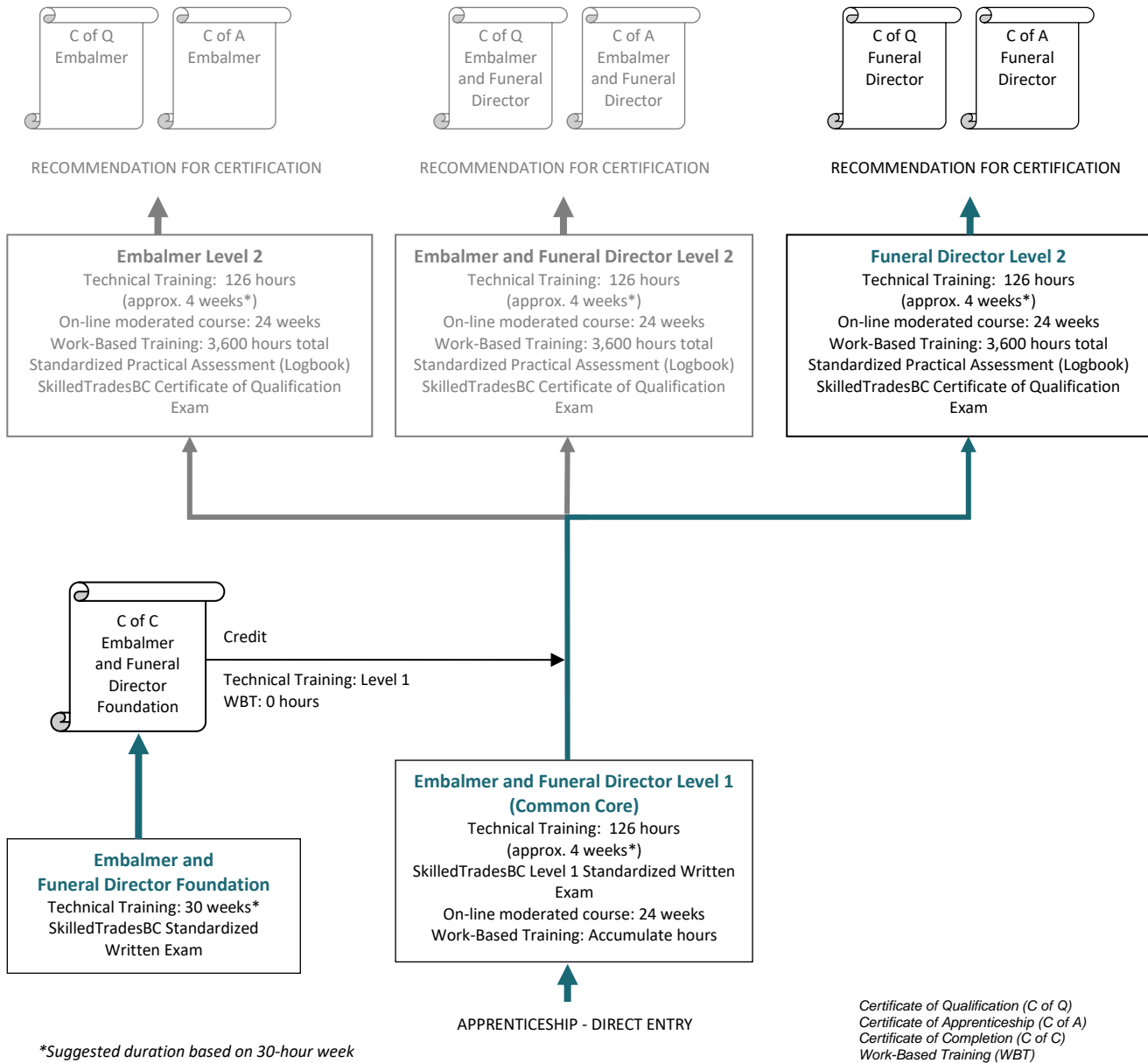
PROGRAM OVERVIEW

Funeral Director

Program Credentialing Model

Apprenticeship Pathway

This graphic provides an overview of the Funeral Director apprenticeship pathway.



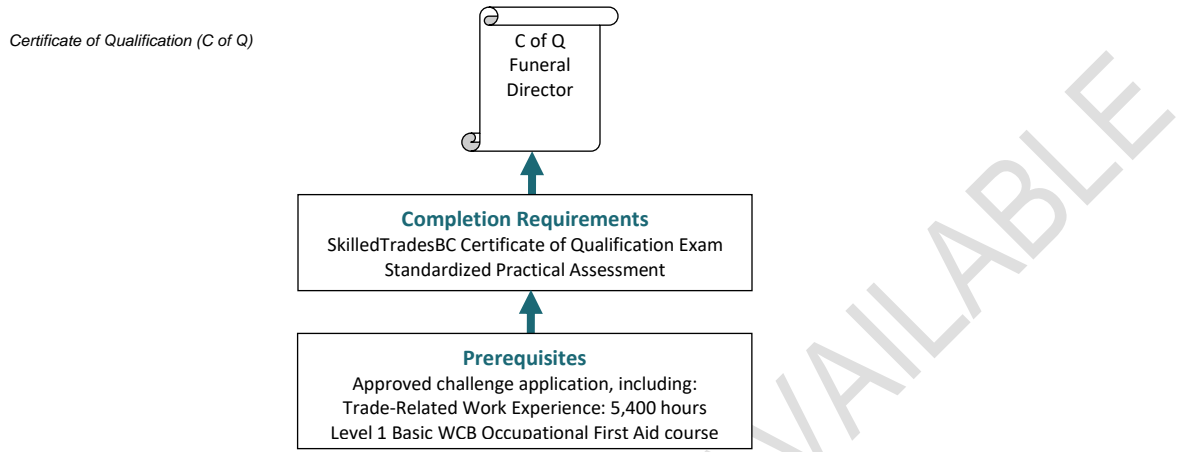
CROSS-PROGRAM CREDITS

Individuals who hold the credentials listed below are entitled to receive partial credit toward the completion requirements of this program



Challenge Pathway

This graphic provides an overview of the Funeral Director challenge pathway.



CREDIT FOR PRIOR LEARNING

Individuals who hold the credentials listed below are entitled to receive partial credit toward the completion requirements of this program

None

NOT CURRENTLY AVAILABLE

Program Assessment

Apprentices will be assessed fairly and accurately throughout the program on the various skills required to be a professional tradesperson. Assessment activities are designed to provide feedback and allow for further development of skills that have been identified as essential for on-the-job performance.

It is anticipated that an apprentice will complete their work experience over a two-year period while employed full-time in a funeral home. To complete the work experience requirements a candidate must be registered as an apprentice with SkilledTradesBC, and have a sponsor/mentor (typically the employer) who is a licensed Embalmer and/or Funeral Director.

The forms of assessment used in this program are described below.

Completion Requirement	Evidence of Achievement	Level of Achievement Required
Level 1 Technical Training	Successful completion of on-line moderated studies; written and practical assessments	Minimum 70% on written assessments; declared competent for practical assessments
Level 2 Technical Training	Successful completion of on-line moderated studies; written and practical assessments	Minimum 70% on written assessments; declared competent for practical assessments
Work-based Training Hours	Work-based training report	3600 hours completed (1800 hours per level)
Logbook (practical assessment)	Submission of logbook signed by FSABC and the Employer (Mentor)	Declared competent: <ul style="list-style-type: none"> Learner was directly involved with negotiating, entering into and administering 50 funeral contracts: learner assisted with 25 contracts during Level 1 work-based experience and took the lead on 25 contracts during Level 2 work-based experience
Certificate of Qualification Exam	SkilledTradesBC-administered exam	Minimum 70%
Recommendation for Certification	Approval or sign-off by FSABC and the Employer, or an individual holding credentials eligible for sign-off authority	Declared competent

Occupational Analysis Chart

FUNERAL DIRECTOR

Occupation Description: “Funeral Director” means a person who, in the course of doing business, negotiates or enters into funeral contracts, arranges, conducts or directs bereavement rites and ceremonies; transfers human remains or directs or supervises the transfer of human remains, cares for or prepares human remains prior to disposition, other than disinfecting, preservation or restoration of human remains.

DYING, DEATH & DISPOSITION A	Identify and describe the roles in the Funeral Service Industry (FSI); identify common terminology A1	Describe the scope, nature and impact of death on society A2	Explain grief and grieving processes and terminology, and the psychological value/therapeutic effect of a funeral A3	Explain grief and grieving processes as related to the deceased and the nature of their death A4	Describe the death and dying process and issues that surround it in modern society A5	Describe the history of funeral service practices and the societal role of the funeral profession A6
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
FUNERAL PRACTICES B	Identify and describe various belief systems, philosophies and views B1	Identify and describe funeral home procedures and protocols for funerals B2	Identify and describe the basic abilities required to complete the basic tasks in the day-to-day operations of a funeral home (first call to post-service follow-up) in the most ethical & professional manner possible B3	Explain the proper method and etiquette for transferring/transporting a deceased person B4	Identify and describe funeral products and merchandise B5	Identify and describe funeral customs, rituals and cremation practices B6
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	Identify and describe religious burial beliefs, customs and traditions B7	Identify and describe New Age, military and other beliefs, practices and customs B8				
	1 2 3 4 5	1 2 3 4 5				

FUNERAL LAW
C

Identify and describe the legislation and regulatory Acts that apply to the FSI, and to the BC Coroners' Service System
C1

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

Identify and describe contracts and pre-arrangement sales law as applied to the FSI and its contracts
C2

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

Identify and describe benefits available to the bereaved under Government Regulations and Acts, and to military veterans
C3

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

Identify and describe the role of Public Guardian, the *Estates Administration Act of British Columbia*, and the purpose of a will
C4

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

Describe the handling of remains and control of disposition, how they are administered and by who, and how control applies to cemetery operators
C5

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

Identify and describe the *Vital Statistics Act* as it applies to the FSI and the BC Coroners' Service System
C6

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

Identify and describe licensing requirements in the FSI
C7

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

Identify and describe tort law as applied to the FSI and its contracts
C8

	2			
--	---	--	--	--

FUNERAL SERVICE ETHICS
D

Explain professional business ethics in the FSI
D1

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

ANATOMY & PHYSIOLOGY
E

Identify and describe the anatomical guide, anatomical limit and linear guide, and locate anatomical landmarks
E1

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

Program Overview

<p>SAFETY, SANITATION & HYGIENE</p> <p style="text-align: right;">F</p>	<p>Identify and describe procedures and practices for Funeral Directors and Embalmers to protect self and others in accordance with the <i>Cremation, Interment and Funeral Services Act and Regulations</i> and WorkSafeBC OHS Regulations and site procedures/standards</p> <p style="text-align: right;">F1</p>	<p>Identify chemicals and describe procedures for handling chemicals</p> <p style="text-align: right;">F2</p>	<p>Identify and describe disinfection procedures and practices and precautions for dealing with disease</p> <p style="text-align: right;">F3</p>	<p>Identify and describe procedures and practices for handling hazardous waste</p> <p style="text-align: right;">F4</p>	<p>Identify and describe preparation room protocols and room layout practices</p> <p style="text-align: right;">F5</p>	<p>Identify and describe biochemistry</p> <p style="text-align: right;">F6</p>
<p>COMMUNICATIONS</p> <p style="text-align: right;">G</p>	<p>Explain interpersonal skills in the FSI</p> <p style="text-align: right;">G1</p>	<p>Explain the ability to communicate effectively, compassionately, ethically and professionally (verbally and non-verbally) with co-workers, the bereaved, the greater community & associated professionals</p> <p style="text-align: right;">G2</p>	<p>Identify and describe the role of mediation skills in the FSI</p> <p style="text-align: right;">G3</p>	<p>Identify and describe the skills required for public interaction in the FSI</p> <p style="text-align: right;">G4</p>	<p>Identify and describe advanced interpersonal and communication skills</p> <p style="text-align: right;">G5</p>	
<p>EMBALMING THEORY</p> <p style="text-align: right;">H</p>	<p>Identify and describe embalming practices, roles and responsibilities</p> <p style="text-align: right;">H1</p>	<p>Identify and describe ante and post mortem changes</p> <p style="text-align: right;">H2</p>	<p>Identify and describe matter, solutions, compounds and chemistry</p> <p style="text-align: right;">H3</p>	<p>Identify and describe embalming chemistry, solutions and compounds</p> <p style="text-align: right;">H4</p>	<p>Identify and describe embalming equipment and supplies</p> <p style="text-align: right;">H5</p>	<p>Identify and describe the conditions that affect the embalming process</p> <p style="text-align: right;">H6</p>
	<p>Identify and describe procedures and practices for embalming a body</p> <p style="text-align: right;">H7</p>	<p>Identify and describe methods and equipment used for arterial injection and venous drainage</p> <p style="text-align: right;">H8</p>	<p>Identify and describe restorative suturing materials and techniques</p> <p style="text-align: right;">H9</p>			

Program Overview

BUSINESS MANAGEMENT I	Identify and describe business practices in the FSI	Identify and describe marketing and advertising practices in the FSI	Identify and describe human resource management in the FSI			
	I1 2	I2 2	I3 2			
FUNERAL EXPERIENCE J	The needs of the legal representative(s) of the deceased and the bereaved are fulfilled through effective communication skills in a supportive atmosphere	The care and handling of the deceased is consistent with accepted principles and sound practices of the profession and the direction of the legal representative(s) of the deceased	Funeral services and visitation are arranged and directed effectively and professionally, consistent with the direction of the legal representative(s) and sensitive to the needs of the bereaved	Provide appropriate follow-up services	All aspects of business operations are carried out in a legal and ethical manner	Ensure and apply effective and efficient business practices
	W J1 1 2	W J2 1 2	W J3 1 2	W J4 1 2	W J5 1 2	W J6 1 2
	Ensure safe, appealing and functional equipment and environment	Maintain effective community/public relations	Work effectively with staff and co-workers to create a healthy work environment	Conduct is consistent with the principles and accepted standards of practice of the profession		
	W J7 1 2	W J8 1 2	W J9 1 2	W J10 1 2		

W = Competencies for which knowledge or skills are acquired in the workplace

Training Topics and Suggested Time Allocation

FUNERAL DIRECTOR – LEVEL 1

		% of Time	% of Time Allocated to:		
			Theory	Practical	Total
Line A	DYING, DEATH & DISPOSITION	14%	100%	0%	100%
A1	Identify and describe the roles in the Funeral Service Industry; identify common terminology		✓		
A2	Describe the scope, nature and impact of death on society		✓		
A3	Explain grief and grieving processes and terminology, and the psychological value/therapeutic effect of a funeral		✓		
A4	Explain grief and grieving processes as related to the deceased and the nature of their death		✓		
Line B	FUNERAL PRACTICES	14%	100%	0%	100%
B1	Identify and describe various belief systems, philosophies and views		✓		
B2	Identify and describe funeral home procedures and protocols for funerals		✓		
B3	Identify and describe the basic abilities required to complete the basic tasks in the day-to-day operations of a funeral home (first call to post-service follow-up) in the most ethical & professional manner possible		✓		
B4	Explain the proper method and etiquette for transferring/transporting a deceased person		✓		
B5	Identify and describe funeral products and merchandise		✓		
Line C	FUNERAL LAW	14%	100%	0%	100%
C1	Identify and describe the legislation and regulatory Acts that apply to the FSI, and to the BC Corners' Service System		✓		
C2	Identify and describe contracts and pre-arrangement sales law as applied to the FSI and its contracts		✓		
C3	Identify and describe benefits available to the bereaved under Government Regulations and Acts, and to military veterans		✓		
C4	Identify and describe the role of Public Guardian, the <i>Estates Administration Act of British Columbia</i> , and the purpose of a will		✓		
C5	Describe the handling of remains and control of disposition, how they are administered and by who, and how control applies to cemetery operators		✓		
C6	Identify and describe the <i>Vital Statistics Act</i> as it applies to the FSI and the BC Coroners' Service System		✓		
C7	Identify and describe licensing requirements in the FSI		✓		
Line D	FUNERAL SERVICE ETHICS	14%	100%	0%	100%
D1	Explain professional business ethics in the FSI		✓		
Line E	ANATOMY & PHYSIOLOGY	4%	100%	0%	100%
E1	Identify and describe the anatomical guide, anatomical limit and linear guide, and locate anatomical landmarks		✓		

		% of Time	% of Time Allocated to:		
			Theory	Practical	Total
Line F	SAFETY, SANITATION & HYGIENE	14%	100%	0%	100%
F1	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		✓		
F2	Identify chemicals and describe procedures for handling chemicals		✓		
F3	Identify and describe disinfection procedures and practices and precautions for dealing with disease		✓		
F4	Identify and describe procedures and practices for handling hazardous waste		✓		
F5	Identify and describe preparation room protocols and room layout practices		✓		
F6	Identify and describe biochemistry		✓		
Line G	COMMUNICATIONS	14%	100%	0%	100%
G1	Explain interpersonal skills in the FSI		✓		
G2	Explain the ability to communicate effectively, compassionately, ethically and professionally (verbally and non-verbally) with co-workers, the bereaved, the greater community and associated professionals		✓		
Line H	EMBALMING THEORY	12%	100%	0%	100%
H1	Identify and describe embalming practices, roles and responsibilities		✓		
H2	Identify and describe ante and post mortem changes		✓		
H3	Identify and describe matter, solutions, compounds and chemistry		✓		
H4	Identify and describe embalming chemistry, solutions and compounds		✓		
H5	Identify and describe embalming equipment and supplies		✓		
H6	Identify and describe the conditions that affect the embalming process		✓		
H7	Identify and describe procedures and practices for embalming a body		✓		
H8	Identify and describe methods and equipment used for arterial injection and venous drainage		✓		
H9	Identify and describe restorative suturing materials and techniques		✓		
Total Percentage for Funeral Director Level 1		100%			

Training Topics and Suggested Time Allocation

FUNERAL DIRECTOR – LEVEL 2

		% of Time	% of Time Allocated to:		
			Theory	Practical	Total
Line A	DYING, DEATH & DISPOSITION	20%	100%	0%	100%
A2	Describe the scope, nature and impact of death on society		✓		
A5	Describe the death and dying process and issues that surround it in modern society		✓		
A6	Describe the history of funeral service practices and the societal role of the funeral professional		✓		
Line B	FUNERAL PRACTICES	20%	100%	0%	100%
B1	Identify and describe various belief systems, philosophies and views		✓		
B6	Identify and describe funeral customs, rituals and cremation practices		✓		
B7	Identify and describe religious burial beliefs, customs and traditions		✓		
B8	Identify and describe New Age, military and other beliefs, practices and customs		✓		
Line C	FUNERAL LAW	20%	100%	0%	100%
C8	Identify and describe tort law as applied to the FSI and its contracts		✓		
Line G	COMMUNICATIONS	20%	100%	0%	100%
G3	Identify and describe the role of mediation skills in the FSI		✓		
G4	Identify and describe the skills required for public interaction in the FSI		✓		
G5	Identify and describe advanced interpersonal and communication skills		✓		
Line I	BUSINESS MANAGEMENT	20%	100%	0%	100%
I1	Identify and describe business practices in the FSI		✓		
I2	Identify and describe marketing and advertising practices in the FSI		✓		
I3	Identify and describe human resource management in the FSI		✓		
Total Percentage for Funeral Director Level 2		100%			

Section 3
PROGRAM CONTENT
Funeral Director

Level 1

Funeral Director

LEARNING TASKS

CONTENT

- Funeral director
- Funeral provider
- Funeral services
 - Human remains
 - Inspector
 - Interment
 - Licence
 - Local government
 - Lot
 - Mausoleum
 - Memorial
 - Operator
 - Place of interment
 - Register
 - Right of disposition
 - Spouse
 - Stillborn infant

Line (GAC): **A** **DYING, DEATH & DISPOSITION**
Competency: **A2** **Describe the scope, nature and impact of death on society**

Objectives

To be competent in this area, the individual must be able to:

- Identify their personal attitude towards death.
- Explain the general nature of a death-defying society.

LEARNING TASKS

1. Identify their personal attitude towards death

2. Explain the general nature of a death-defying society

CONTENT

- Examine your personal attitude toward death

- 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

Line (GAC):	A	DYING, DEATH & DISPOSITION
Competency:	A3	Explain grief and grieving processes and terminology, and the psychological value/therapeutic effect of a funeral

Objectives

To be competent in this area, the individual must be able to:

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

LEARNING TASKS

1. Explain the appropriate use of the terms bereavement, grief and mourning

2. Explain modern theories of grief and grieving

CONTENT

- Define bereavement, grief and mourning
 - Anticipatory grief
 - Bereavement grief
- Describe some common characteristics of grief

- 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 “stage theory”
- Outline various stage theories
- Briefly explain various stages of grief
- Identify some inherent problems with the stage theory
- Identify some positive aspects of the stage theory
- Identify the contributions of Phyllis 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

LEARNING TASKS

3. Explain factors shaping the grief and grieving process

CONTENT

- Describe the psychological “process” that death sets in motion
- Explain the role and duties of a professional Funeral Director in that process
- Explain the function and place of the funeral in the process
- Explain the significance of the major circumstances that influence grief: pre-existing relationships, type of death, and previous losses
- Identify and explain the psychological factors that influence grief
- Identify and explain the sociological factors that influence grief
- Identify and explain the physiological factors that influence grief
- Define and explain the elements of grief that intensify its impact on the bereaved person
- Explain “shock” as the first 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

LEARNING TASKS

CONTENT

- | | |
|--|--|
| <p>4. Explain the psychological value/therapeutic effect of the funeral</p> | <ul style="list-style-type: none"> • 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 |
| <p>5. Explain the impact of death on individuals in relationship to the deceased</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>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 • List and briefly explain strategies for helping children cope with bereavement • Explain Worden's required tasks of grief work • Explain Rando's "emancipation from bondage" • Explain the concept of recovery from the standpoint of adjustment to a new environment without the deceased • Identify the problems of forming new relationships |

LEARNING TASKS

CONTENT

6. Explain grief following special types of losses

- Discuss the idea of a timetable of recovery

- 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 affect the entire family unit
- Define closed and open families
- Describe unique characteristics and consequences of sibling bereavement
- Explain the term “survivor guilt”
- List and explain some potential conflicts that may arise in the family unit around the time of death
- Explain how the family unit copes with death

Line (GAC):	A	DYING, DEATH & DISPOSITION
Competency:	A4	Explain grief and grieving processes as related to the deceased and the nature of their death

Objectives

To be competent in this area, the individual must be able to:

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

LEARNING TASKS

CONTENT

<ol style="list-style-type: none"> 1. Explain the impact of death on individuals who have lost a child 	<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 affect the entire family unit • Describe unique characteristics and consequences of sibling bereavement
<ol style="list-style-type: none"> 2. Explain grief following the loss of a parent 	<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
<ol style="list-style-type: none"> 3. Explain grief following the loss of a spouse 	<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”
<ol style="list-style-type: none"> 4. Explain grief following special types of losses 	<ul style="list-style-type: none"> • Explain the term “survivor guilt”
<ol style="list-style-type: none"> 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

Line (GAC): **B** **FUNERAL PRACTICES**
Competency: **B1** **Identify and describe various belief systems, philosophies and views**

Objectives

To be competent in this area, the individual must be able to:

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

LEARNING TASKS

CONTENT

- | | |
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| <p>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. Demonstrate an understanding of society’s view of the FSI</p> | <ul style="list-style-type: none"> • Review the role of the Funeral Director in assisting bereaved families arrange meaningful funerals • Analyze the origins of common criticisms and negative points of view about commercial funeral service businesses • Explain how to develop a personal philosophy of funeral service that deals honestly and non-defensively with criticism of 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 |

Line (GAC):	B	FUNERAL PRACTICES
Competency:	B2	Identify and describe funeral home procedures and protocols for funerals

Objectives

To be competent in this area, the individual must be able to:

- Explain common funeral home protocols for grooming and department.
- Describe the procedure used in a funeral procession.

LEARNING TASKS

CONTENT

<p>1. Explain common funeral home protocols for grooming and department</p>	<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 their duties
<p>2. Describe the procedure used in a funeral procession</p>	<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 pickup” • List some definite “no’s” while driving funeral home vehicles

Program Overview
Level 1

- Hospital ward
- Hospital morgue
- Palliative care facility
- Extended care facility
- Private residence
- Other

Line (GAC):	B	FUNERAL PRACTICES
Competency:	B4	Explain the proper method and etiquette for transferring/transporting a deceased person

Objectives

To be competent in this area, the individual must be able to:

- Describe and explain the processes, protocols, and procedures for removing a body and transferring it to a funeral practitioner.
- Explain complying with the family/client’s rights.
- Explain methods of body transfer.
- Explain post-transfer clean-up procedures.

LEARNING TASKS

CONTENT

<p>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. 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

3. Explain methods of body transfer

4. Explain post-transfer clean-up duties and procedures

CONTENT

- 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
 - Collapsible cots
 - Multi-adjustable cots
 - Fold-up cots
 - Roll-up cots
 - Pouches and stretches/cot covers
- Describe site sanitation procedures
 - Bedding, linens and furniture
 - Spills and soiling
 - Room deodorizing and ventilating
 - Odour neutralizing methods
 - Contaminated linens and used medical apparatus
- Describe disinfection of removal equipment
 - Stretcher/cot mattress
 - Pouches, covers and back board
 - Stretcher/cot frame and handles
 - Removal vehicle

Line (GAC): **B** **FUNERAL PRACTICES**
Competency: **B5** **Identify and describe funeral products and merchandise**

Objectives

To be competent in this area, the individual must be able to:

- Explain funeral products and merchandise.

LEARNING TASKS

1. Explain funeral products and merchandise

CONTENT

- 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.

Line (GAC):	C	FUNERAL LAW
Competency:	C1	Identify and describe the legislation and regulatory Acts that apply to the FIS and to the BC Coroners' Service System

Objectives

To be competent in this area, the individual must be able to:

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

LEARNING TASKS

1. Explain the evolution of the funeral industry and its governing laws and regulations

CONTENT

- 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

4. Explain recent changes to British Columbia laws and regulations

CONTENT

- Explain the major changes that have occurred in British Columbia law in recent years
- Find information in the new legislation that is necessary for compliance with the law
- Explain the role of the regulatory agency that is now responsible for the administration and 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

LEARNING TASKS

CONTENT

- | | |
|--|---|
| <p>3. Explain the law as it pertains to changes to or cancellation of a contract</p> | <ul style="list-style-type: none"> • Outline the specific elements that must be included in a pre-need sales contract • Explain all prohibitions and requirements that relate to the solicitation for pre-need sales and opportunities to make pre-need sales presentations • Explain insurance and trust contracts as related to pre-need contract |
| <p>4. Explain funeral contracts</p> | <ul style="list-style-type: none"> • Explain the provisions of the law regarding the cancellation of a pre-need contract • Explain the provision of the law with respect to the delivery of funeral services at the time of death with respect to changes to the contract, unavailable merchandise (e.g. caskets), and any residual money in the account after services have been rendered • Identify all relevant legislation pertaining to funeral contract sales • 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>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>6. Explain ethical transactions</p> | <ul style="list-style-type: none"> • Describe deceptive and unconscionable practices |

Line (GAC):	C	FUNERAL LAW
Competency:	C3	Identify and describe benefits available to the bereaved under Government Regulations and Acts, and to military veterans

Objectives

To be competent in this area, the individual must be able to:

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

LEARNING TASKS

CONTENT

- | | |
|--|---|
| <p>1. Demonstrate knowledge of types and amounts of benefits available to the bereaved under Government Regulations and Acts</p> | <ul style="list-style-type: none"> • Explain the required procedures and assessments necessary for a person, or a deceased person's estate, to access the benefits provided under these Acts • State the specific dollar amounts of the compensations available through these sources • Discuss the limitations of these sources of funding • Apply the information in these sources to the circumstances of families facing the burden of their loss and the additional strain of funeral preparation and funeral expenses in your workplace • List the various types of circumstances under which victims of crime or fatal accidents may qualify for assistance • Identify the sources of assistance to victims of crime and fatal accident in the related laws and regulations • Access information on the Internet for a variety of sources of funding for eligible recipients • Assess the eligibility of individuals for funding under the major categories or sources of assistance funding • Communicate with families and 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 |
| <p>2. Explain benefits available to military veterans</p> | <ul style="list-style-type: none"> • Canadian Forces benefits • Last Post Fund |

Line (GAC):	C	FUNERAL LAW
Competency:	C4	Identify and describe the role of Public Guardian, the <i>Estates Administration Act of British Columbia</i> , and the purpose of a will

Objectives

To be competent in this area, the individual must be able to:

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

LEARNING TASKS

CONTENT

1. Explain the role of the Public Guardian and Trustee in British Columbia	<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
2. Explain the laws of succession	<ul style="list-style-type: none"> • Summarize the laws of succession as outlined in <i>Section 10</i> of the <i>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
3. Explain wills and their terminology	<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

Line (GAC):	C	FUNERAL LAW
Competency:	C5	Describe the handling of remains and control of disposition, how they are administered and by who, and how control applies to cemetery operators

Objectives

To be competent in this area, the individual must be able to:

- Explain the administration of the *Cremation, Interment and Funeral Services Act and Regulations*.
- Explain how the *Cremation, Interment and Funeral Services Act and Regulations* apply to the operation of a cemetery.
- Explain standards for funeral homes.
- Explain Control of Disposition.

LEARNING TASKS

1. Explain the administration of the *Cremation, Interment and Funeral Services Act and Regulations*

2. Explain how the *Cremation, Interment and Funeral Services Act and Regulations* apply to the operation of a cemetery

CONTENT

- Describe how the authority (Board) that administers and enforces the *Cremation, Interment and Funeral Services Act and Regulations* 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)

- Identify categories of cemeteries that are regulated under the *Cremation, Interment and Funeral Services Act and Regulations* according to ownership
- Define and summarize the terms and conditions of a *Certificate of Public Interest*
- Define and summarize the terms and conditions of a *Certificate of Operation*
- Identify the purpose of the Maintenance and Care Funds and list the specific provisions of this requirement under the *Cremation, Interment and Funeral Services Act and Regulations*
- List and explain the responsibilities of a cemetery owner under the *Cremation, Interment and Funeral Services Act and Regulations*
- Identify specific provisions of the portion of the Cemetery and *Cremation, Interment and Funeral Services Act and Regulations*

LEARNING TASKS

CONTENT

and Regulations that are assigned for study in this lesson

3. Explain standards for funeral homes

- Describe how the Board administers and enforces the *Cremation, Interment and Funeral Services Act and Regulations* and Regulations in relation to funeral home standards

4. Explain Control of Disposition

- Describe who
 - Can transfer remains
 - Controls remains

Line (GAC):	C	FUNERAL LAW
Competency:	C6	Identify and describe the <i>Vital Statistics Act</i> as it applies to the Funeral Service Industry and the BC Coroners' Service System

Objectives

To be competent in this area, the individual must be able to:

- Demonstrate knowledge of the *Vital Statistics Act*.
- Demonstrate knowledge of the BC Coroners' Service System.

LEARNING TASKS

CONTENT

1. Demonstrate knowledge of the <i>Vital Statistics Act</i>	<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>
2. Demonstrate knowledge of the BC Coroners' Service System	<ul style="list-style-type: none"> • Explain the proper procedure for responding to a death that falls under the coroners' jurisdiction • Identify the specific circumstances under which the coroner has jurisdiction (reportable deaths) • List the responsibilities and obligations of the coroner in all cases that fall under his jurisdiction under the Act • Define "due diligence" and explain the meaning of this term as it applies to a funeral home employee • Explain the procedure for dealing with planned home deaths • Identify the requirements for documentation of a death under the coroners' jurisdiction

Line (GAC): C FUNERAL LAW
Competency: C7 Identify and describe licensing requirements in the FSI

Objectives

To be competent in this area, the individual must be able to:

- Explain the purpose of licensing in the FSI.
- Explain Funeral Director and funeral service licensing law, regulations and requirements.
- Explain Embalmer licensing law, regulations and requirements.

LEARNING TASKS

CONTENT

- | | |
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| <p>1. Explain the purpose of licensing in the FSI</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>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 |
| <p>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 |

Line (GAC):	D	FUNERAL SERVICE ETHICS
Competency:	D1	Explain professional business ethics in the FSI

Objectives

To be competent in this area, the individual must be able to:

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

LEARNING TASKS

CONTENT

1. Describe ethics and ethical behaviour	<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
2. Demonstrate an understanding of the ethical behaviour and principals of the Funeral Service Industry	<ul style="list-style-type: none"> • Explain why funeral service companies and licensed individuals have to adhere to a higher level of ethical conduct than other retail sales and service businesses in the same marketplace • Apply ethical principles to your own decisions • Explain the universality of ethics • List, define and explain each of the five ethical principles • Define a dilemma • Differentiate between a “problem” and a “dilemma” • Describe the five-step process used in analyzing dilemmas • Examine a sample scenario • Apply the five-step process to a scenario

LEARNING TASKS

3. Demonstrate a clear understanding of what constitutes conflict of interest

CONTENT

- Define conflict of interest
- Describe and apply the “trust test”
- Identify seven categories of conflicts of interest
- Describe why conflicts of interest are ethical issues
- Describe the process defining a conflict of interest
- Explain various methods of resolving a conflict of interest
- Apply ethical principles to a specific scenario containing a conflict of interest
- Describe the ethical dilemma of “whistle blowing”
- Outline guidelines to “whistle blowing”
- Apply ethical principles to specific scenarios
- Apply the analyzing process to a specific “whistle-blowing” scenario

4. Describe different ethical philosophies

- Define absolutism
- Describe a scenario where absolutism works
- Define relativism
- Describe a scenario where relativism is socially acceptable
- Apply relativistic ethics to a scenario
- Describe some weaknesses of the relativistic system in funeral service

LEARNING TASKS

3. Locate anatomical landmarks

CONTENT

- 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

- Describe how to locate regions/divisions of the closed cavities
 - Cranial divisions
 - Thoracic divisions
 - Abdominopelvic

- Describe how to use surface marking/prominences in locating blood vessels
 - Skeletal and cartilage
 - Muscular
 - Epithelial

LEARNING TASKS

CONTENT

3. Explain personal and embalming room safety equipment

- Describe safe work habits in accordance with current WorkSafeBC OHS regulations, applicable Federal Government regulations and FSABC practices
 - 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
 - Infectious case kits
 - Goggles, masks & head covers
 - Aprons and gowns
 - Gloves and shoe covers
- Describe the proper method of handling and disposing of sharps
- Salutary drainage and spill control
 - 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

Line (GAC):	F	SAFETY, SANITATION & HYGIENE
Competency:	F3	Identify and describe disinfection procedures and practices and precautions for dealing with disease

Objectives

To be competent in this area, the individual must be able to:

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

LEARNING TASKS

CONTENT

1. Explain the disinfection process	<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
2. Explain precautions needed for bodies needing special considerations due to illness	<ul style="list-style-type: none"> • Describe embalming implications and protocols when treating infectious diseases such as: CJD, HIV/AIDS, necrotizing fasciitis, superbugs, Hepatitis A, B, & C, West Nile virus, etc. • List the major concerns encountered when embalming bodies that have died of leukemia and drowning <ul style="list-style-type: none"> ○ Describe the special considerations and treatments for bodies with leukemia ○ Describe the special considerations and treatments for bodies that have drowned • Describe the characteristics of dry gangrene and wet gangrene • Describe the special treatments for bodies with gangrene

Line (GAC):	F	SAFETY, SANITATION & HYGIENE
Competency:	F4	Identify and describe procedures and practices for handling hazardous waste

Objectives

To be competent in this area, the individual must be able to:

- Explain waste precautions.
- Explain procedures for handling human anatomic waste.
- Explain procedures for handling non-anatomic wastes.
- Explain procedures for handling “sharps”.

LEARNING TASKS

CONTENT

<p>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>2. Explain procedures for handling human anatomic waste</p>	<ul style="list-style-type: none"> • Identify anatomic wastes <ul style="list-style-type: none"> ○ Blood ○ Lymph ○ Body fluids ○ Human solids ○ Organic tissues • Describe pre-drainage treatments • Explain bulk volumes and suctioned materials • Explain collection and disposal methods and procedures according to government legislation and industry practice
<p>3. Explain procedures for handling non-anatomic wastes</p>	<ul style="list-style-type: none"> • Identify non-anatomic wastes <ul style="list-style-type: none"> ○ Linens ○ Catheters ○ Cannulae ○ Ostomy bag ○ Dressings ○ Sutures • Explain collection and disposal methods and procedures according to government legislation and industry practice

LEARNING TASKS

4. Explain procedures for handling “sharps”

CONTENT

- Identify sharps
 - IV canulla needles
 - Surgical blades
 - Hypodermic needles
- Explain collection and disposal methods for sharps and procedures according to government legislation and industry practice

Line (GAC):	F	SAFETY, SANITATION & HYGIENE
Competency:	F5	Identify and describe preparation room protocols and room layout practices

Objectives

To be competent in this area, the individual must be able to:

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

LEARNING TASKS

CONTENT

<p>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 Personal Protective Equipment (PPE) that should be worn when embalming • Describe the types of PPE available
<p>2. Explain the various requirements for the physical design of a preparation room</p>	<ul style="list-style-type: none"> • Describe the mechanics of a proper working ventilation system in regards to placement of air intake, air exhaust and the amount of air exchanges required • List, identify and explain the various equipment, instruments and their uses in the embalming room • Explain the mechanics of the centrifugal pump-embalming machine • Explain how the embalming machine works • Explain the various types of embalming instruments and equipment and identify them with the proper term • Define <ul style="list-style-type: none"> ○ Potential pressure ○ Actual pressure ○ Differential pressure

Line (GAC): F SAFETY, SANITATION & HYGIENE
Competency: F6 Identify and describe biochemistry

Objectives

To be competent in this area, the individual must be able to:

- Identify and describe biochemistry.

LEARNING TASKS

1. Identify and describe biochemistry

CONTENT

- Explain normal life functions
 - Homeostasis
 - Absorption
 - Integration
- List threats to normal functions
 - Mutagenics
 - Carcinogenics
 - Environmental factors
 - Dietary and consumption factors

Line (GAC): G COMMUNICATIONS
Competency: G1 Explain interpersonal skills in the FSI

Objectives

To be competent in this area, the individual must be able to:

- Explain different types of interpersonal and communications skills used in the FSI.
- Explain basic public speaking techniques.
- Explain non-verbal communication.
- Identify and describe questioning techniques.
- Identify and describe listening skills.
- Explain “perception”.
- Explain personal strengths and personal growth.

LEARNING TASKS

1. Explain different types of interpersonal and communications skills and patterns used in the FSI

2. Explain basic public speaking techniques

3. Explain non-verbal communication

CONTENT

- 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 *vocabulary, terminology, jargon, profanity, and euphemisms* 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

- Describe public speaking as a Funeral Service Professional (FSP)
- Describe basic public speaking techniques
 - Use of floor space
 - Making eye contact
 - Other

- Describe the meaning and importance of non-verbal communication in the Funeral Service Profession
- Identify and describe six characteristics of non-verbal communication
- Identify and describe nine types of non-verbal communication and how they impact Funeral Service Professionals

LEARNING TASKS

CONTENT

4. Identify and describe questioning techniques

- 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

5. Identify and describe listening skills

- Describe the process and purpose of oral communication and how it relates to listening skills
- Identify characteristics of effective listeners
- Describe the three levels of listening
- List 10 ways to improve listening skills
- Identify seven types of ineffective listening
- Outline 10 reasons why people do not listen effectively
- Describe active listening and identify five elements of the listening process
- Explain the eight 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”

6. Explain “perception”

- Describe the meaning of “perception” by explaining the perception process
- Identify factors that influence one’s perception

LEARNING TASKS

CONTENT

7. Explain personal strengths and personal growth

- 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

Line (GAC):	G	COMMUNICATIONS
Competency:	G2	Explain the ability to communicate effectively, compassionately, ethically and professionally (verbally and non-verbally) with co-workers, the bereaved, the greater community and associated professionals

Objectives

To be competent in this area, the individual must be able to:

- Explain the role of the Funeral Director in the community.
- Describe working relations with various clergy.

LEARNING TASKS

CONTENT

<ol style="list-style-type: none"> 1. Explain the role of the Funeral Director in the community 2. Describe working relations with various clergy 	<ul style="list-style-type: none"> • Explain the importance of developing professional relationships outside of funeral service • 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
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LEARNING TASKS

3. Explain decomposition

CONTENT

- Describe the embalming significance of the post mortem physical and chemical changes
- List and describe the five cardinal signs of decomposition

Line (GAC): H EMBALMING THEORY
Competency: H3 Identify and describe matter, solutions, compounds and chemistry

Objectives

To be competent in this area, the individual must be able to:

- Identify and describe the structure, outline and properties of matter.
- Identify and describe solutions and compounds.
- Identify and describe chemistry.

LEARNING TASKS

CONTENT

- | | |
|---|--|
| <p>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>2. Identify and describe solutions and compounds</p> | <ul style="list-style-type: none"> • Explain solutes <ul style="list-style-type: none"> ○ Aqueous ○ Buffers ○ Colloids ○ Hypetonic, hypotonic and isotonic ○ Isosmatic • Describe the properties of compounds <ul style="list-style-type: none"> ○ Organic and inorganic ○ Acid and alkali ○ Saccharides and carbohydrates ○ Electrolytes and saline ○ Amines and amino acids ○ Oxygen, nitrogen and hydrogen |

LEARNING TASKS

3. Identify and describe chemistry

CONTENT

- 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

LEARNING TASKS

CONTENT

3. Outline embalming chemical elements

accessory chemicals from Dodge, Eckels, and ESCO

- Explain the purposes of the following fluids and give examples of each kind
 - Preservatives
 - Germicides
 - Anticoagulants
 - Perfuming agents
 - Surfactants
 - Dyes
 - Modifying agents
 - Vehicles/solvents/carriers
- List the different types of modifying agents and give specific examples of each kind - buffers, humectants, and inorganic salts
- Describe the purpose of
 - Autopsy gels
 - Cautery chemicals
 - Tissue builder
 - Solvents
 - Hardening compounds
 - Embalming powders
 - Mould preventative agents
 - Sealing agents
 - Mould preventative agents
 - Sealing agents

4. List and define embalming chemicals and sundries

- Explain the purpose of embalming chemicals
 - 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

Line (GAC): H EMBALMING THEORY
Competency: H5 Identify and describe embalming equipment and supplies

Objectives

To be competent in this area, the individual must be able to:

- List and describe equipment used in embalming.

LEARNING TASKS

1. List and describe equipment used in embalming

CONTENT

- Operating table/variations
- Positioning devices
- Motorized injector/embalming machines
- Hydro and electric aspirators
- Gravity injection devices
- Instrumentation

LEARNING TASKS

CONTENT

- | | |
|--|--|
| <p>3. Explain how conditions of the vascular system affect the embalming process</p> | <ul style="list-style-type: none"> • List several conditions that affect the vascular system • List intravascular disease processes that affect the vascular system • List types of extravascular resistance that can affect the distribution of arterial chemical • Describe the embalming problems encountered with arteriosclerosis • Describe the embalming treatments for arteriosclerosis • Describe how a ruptured aneurysm can affect the outcome of the embalming operation • Describe how valvular heart disease can affect the outcome of the embalming operation • Describe the conditions present in a body that has died of congestive heart failure • Describe the embalming treatments for congestive heart failure • Describe the difference in arterial and venous coagula and their importance to embalming results • Describe the condition of a body that has diabetes • Describe the embalming treatments for a diabetic |
| <p>4. Explain the different types of purge and how they are caused</p> | <ul style="list-style-type: none"> • Describe the different types of purge and how they are caused • Describe the proper treatments for the various types of purge encountered • List techniques to prevent post-embalming purge |
| <p>5. Explain troubleshooting the embalming process</p> | <ul style="list-style-type: none"> • Describe methods of overcoming <ul style="list-style-type: none"> ○ Intravascular resistance ○ Intervascular resistance ○ Extravascular resistance |

Line (GAC): H EMBALMING THEORY
Competency: H7 Identify and describe procedures and practices for embalming a body

Objectives

To be competent in this area, the individual must be able to:

- Explain initial embalming procedures.
- Explain setting features.
- Explain fluid distribution, diffusion, resistance and procedures for dealing with fluids.
- Define and explain injection techniques.
- Explain subcutaneous applications.
- Explain surface embalming.
- Explain treating viscera.
- Explain cavity embalming.
- Explain cavity embalming on an autopsied body.

LEARNING TASKS

CONTENT

- | | |
|--|---|
| <p>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>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>3. Explain fluid distribution, diffusion, resistance and procedures for dealing with fluids</p> | <ul style="list-style-type: none"> • Describe the difference between fluid distribution and diffusion • Describe the difference between intravascular and extravascular fluid resistance • List examples of intravascular fluid resistance • List examples of extravascular fluid resistance • Describe the importance of resistance. • List and explain signs or indications of 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 |

LEARNING TASKS

CONTENT

4. Define and explain injection techniques

filtration, osmosis, dialysis, and adsorption and gravity filtration

- Explain arterial/intervascular injection, including 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

5. Explain subcutaneous applications

- Describe subcutaneous applications
 - Surgical methods
 - Hypodermic injection
- Surgical and accidental traumatized tissue

6. Explain surface embalming

- Describe surface embalming
 - Osmotic embalming
 - Packs, gels and powders
 - Aerosols and sprays
 - Immersion and vattung
 - Fumigation

LEARNING TASKS

CONTENT

7. Explain treating viscera

- Outline anatomic divisions of closed cavities and their contacts
 - Cranospinal
 - Thoracic
 - Abdominal/abdominopelvic
- Explain how arterial chemicals reach and treat the viscera
 - 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
 - Primary purpose
 - Tissues poorly treated or left untreated by arterial injection
- Trocar guides to significant organs

8. Explain cavity embalming

- Explain the salutary and cosmetic benefits of cavity embalming
 - Removal of purge materials
 - Other closed cavity materials
 - Reduction of distensions
- Describe cavity embalming processes/methods
 - Trocar insertion sights
 - Locating visceral organs with the trocar
 - Cavity fluid/chemicals
 - Dilution factors
 - Cavity fluid/chemical injection
 - Respiration
 - Trocar puncture closure
 - Cranial cavity embalming

9. Explain cavity embalming on an autopsied body

- Describe the cavity embalming of an autopsied body
 - Visual cavity/direct incision method
 - Attached vs. Unattached viscera
 - Embalming compounds
 - Prosthetic replacement in eviscerated bodies
 - Realignment and closure

Line (GAC):	H	EMBALMING THEORY
Competency:	H8	Identify and describe methods and equipment used for arterial injection and venous drainage

Objectives

To be competent in this area, the individual must be able to:

- Explain the objectives and the evidences of successful embalming.
- Explain cannulation.
- Explain the different methods of injection.
- Explain injection controls.
- Explain the flow of injected chemicals through the main arterial branches.
- Explain how to select a vein for drainage.
- Explain controlled drainage.
- Explain monitoring drainage substance.

LEARNING TASKS

1. Explain the objectives and the evidences of successful embalming

2. Explain cannulation

3. Explain the different methods of injection

CONTENT

- 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

- Describe how to determine the condition of the vessel(s)
- Describe how to elevate vessel(s) and inject *in situ*
- Describe how to locate, select and secure arteries and cannula
 - 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

- 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

LEARNING TASKS

CONTENT

- | | |
|--|---|
| 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 |
| 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 |
| 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 |
| 7. Explain controlled drainage | <ul style="list-style-type: none"> • Describe controlled drainage <ul style="list-style-type: none"> ○ Injecting against a closed vessel and delayed drainage ○ Intermittent and continuous drainage ○ Direct heart tap method and concurrent aspiration |
| 8. Explain monitoring drainage substance | <ul style="list-style-type: none"> • Explain monitoring drainage substance <ul style="list-style-type: none"> ○ Clear fluid ○ Blood volume ○ Embalming chemicals ○ Fluid retention |

Line (GAC): H EMBALMING THEORY
Competency: H9 Identify and describe restorative suturing materials and techniques

Objectives

To be competent in this area, the individual must be able to:

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

LEARNING TASKS

1. Explain the correct selection of suture materials and instruments
2. Explain restorative suturing techniques

CONTENT

- Describe how to correctly select suture materials and instruments
 - Needles
 - Suture cords
 - Dry and mastic compounds and sealers
- Describe restorative suturing
 - Subcutaneous hidden stitch
 - Sail/baseball stitch
 - Half stitch/blanket suture
 - Draw/worm stitch
 - Whip/continuous glover/roll stitch
 - Anchoring base suture

Level 2

Funeral Director

Line (GAC): **A DYING, DEATH & DISPOSITION**
Competency: **A2 Describe the scope, nature and impact of death on society**

Objectives

To be competent in this area, the individual must be able to:

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

LEARNING TASKS

CONTENT

- | | |
|--|---|
| <p>1. Explain the scope and nature of the death system in society</p> | <ul style="list-style-type: none"> • Briefly describe the death system • List the components of the death system • Explain the function of the death system • Analyze the role of the Funeral Director within the death system • Imagine a world without death and the consequences |
| <p>2. Explain the role of individuals in the social death system</p> | <ul style="list-style-type: none"> • Explain the position of the Funeral Director in the death system • Describe the role of Funeral Service Professionals in light of the fear of death |
| <p>3. Explain the impact of death on society and the local community</p> | <ul style="list-style-type: none"> • List and explain some common social responses to death |
| <p>4. Explain the impact of murder and terrorism on modern society</p> | <ul style="list-style-type: none"> • Explain the phenomena of murder in a number of different situations • Discuss the category of murderers known as serial killers and the forces that drive these individuals to commit heinous crimes • Discuss the characteristics of political assassins and their motivation to kill • Identify the characteristics of terrorism and various “causes” that become the all-consuming passion for which terrorists will kill – political, religious, race, etc. • Discuss the phenomenon of 20th century terrorism in the world • Discuss the impact of accidents and natural disasters on the world and local communities • Apply the knowledge about the trends in violent death to the socialization of future generations |

Line (GAC):	A	DYING, DEATH & DISPOSITION
Competency:	A6	Describe the history of funeral service practices and the societal role of the funeral profession

Objectives

To be competent in this area, the individual must be able to:

- Describe the nature, purpose and history of the FSI.
- Explain the societal role of the funeral professional as a “death educator”.

LEARNING TASKS

CONTENT

<p>1. Describe the nature, purpose and history of the FSI</p>	<ul style="list-style-type: none"> • Eras/divisions of time in embalming history • Significant societies/civilizations • Names in historic anatomic research and embalming progress • Era of modern embalming <ul style="list-style-type: none"> ○ In North America ○ Globally
<p>2. Explain the societal role of the funeral professional as a “death educator”</p>	<ul style="list-style-type: none"> • Identify the origins of death education in the past • Evaluate the positive and negative death education "themes" that exist in Judeo-Christian death education • Discuss the emergence of the contemporary death educator • List the characteristics necessary for an effective death educator in today's society • Explain the traditional role of the Funeral Director and Embalmer as an at-need funeral counsellor • Analyse the potential role of the Funeral Service Professional in the death education process today

Line (GAC): **B** **FUNERAL PRACTICES**
Competency: **B1** **Identify and describe various belief systems, philosophies and views**

Objectives

To be competent in this area, the individual must be able to:

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

LEARNING TASKS

CONTENT

- | | |
|---|--|
| <p>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. Demonstrate an understanding of society’s view of the FSI</p> | <ul style="list-style-type: none"> • Review the role of the funeral director in assisting bereaved families arrange meaningful funerals • Analyze the origins of common criticisms and negative points of view about commercial funeral service businesses • Explain how to develop a personal philosophy of funeral service that deals honestly and non-defensively with criticism of 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 |

Line (GAC): **B** **FUNERAL PRACTICES**
Competency: **B7** **Identify and describe religious burial beliefs, customs and traditions**

Objectives

To be competent in this area, the individual must be able to:

- Describe liturgical practices and customs.
- Explain Protestant funeral beliefs and customs.
- Explain Catholic funeral beliefs and customs.
- Explain Eastern Orthodox funeral beliefs and customs.
- Describe Buddhist beliefs, practices and customs.
- Describe Islamic funeral beliefs, practices and customs.
- Describe Hindu and Sikh beliefs, practices and customs.
- Describe Jewish beliefs, practices and customs.

LEARNING TASKS

CONTENT

- | | |
|---|---|
| 1. Describe liturgical practices and customs | <ul style="list-style-type: none"> • Define liturgical religion • Define “free church” • Define Christianity • Briefly explain the spread of Christianity in the Eastern world • Define “rite” as used within the context of defining churches • Define Eastern Orthodoxy in a historical context • Define Western Orthodoxy in a historical context |
| 2. Explain Protestant funeral beliefs and customs | <ul style="list-style-type: none"> • Describe the order of service and its parts in a liturgical church • Briefly explain the history of Protestantism • List different Protestant churches and the tradition they belong to • List several of the key players in the Protestant Reformation |
| 3. Explain Catholic funeral beliefs and customs | <ul style="list-style-type: none"> • Describe early Christian burial practices in Rome • Briefly describe a timeline of Catholicism • Distinguish between an Eastern Rite Catholic, an Eastern Orthodox, and a Latin Rite Catholic • Define terms and persona associated with Catholicism |

LEARNING TASKS

CONTENT

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|---|--|
| <p>4. Explain Eastern Orthodox funeral beliefs and customs</p> | <ul style="list-style-type: none"> • Define “rite” as used within the context of defining churches • Describe the order and parts of a Catholic funeral service • Describe some basic Catholic beliefs about death and the after-life • Identify several symbols used in the Catholic funeral service |
| <p>5. Describe Buddhist beliefs, practices and customs</p> | <ul style="list-style-type: none"> • Describe the funeral rite of the Eastern Orthodox church • Identify diverse branches of Eastern Orthodoxy • Explain the hierarchy of the Orthodox church • Identify several symbols and terms used in the Orthodox funeral service • Distinguish between some cultural and faith based expressions in the Eastern Churches |
| <p>6. Describe Islamic funeral beliefs, practices and customs</p> | <ul style="list-style-type: none"> • Briefly explain the history of Buddhism • Describe some components and characteristics of a Buddhist funeral • Explain how the belief in reincarnation is reflected in Buddhist funeral practices • Explain some tenants of the Buddhist religion, especially in regards to life and death • Outline the life of the founder of Buddhism • List different cultures that have adopted Buddhism • Differentiate between cultural and religious funeral practices as found in cultures that have adopted Buddhism |
| <p>6. Describe Islamic funeral beliefs, practices and customs</p> | <ul style="list-style-type: none"> • Describe the Islamic funeral process • Describe some components and characteristics of a Islamic funeral • Explain some tenants of the Islamic religion, especially in regards to life and death • Outline the life of the founder of Islam • List different cultures that have adopted Islam |

LEARNING TASKS

CONTENT

7. Describe Hindu and Sikh beliefs, practices and customs

- Briefly describe the basic tenants of Hinduism and Sikhism
- Define terms and persona of the Hindu and Sikh religions
- Describe some of the characteristics of Hindu and Sikh funerals
- Explain the preferred form of disposition for Sikhs and Hindus
- Draw a timeline of Eastern religions
- List and explain the “five K’s”
- Describe the pre-disposal rites of Hindus and Sikhs
- Describe some of the symbols used by Hindus and Sikhs
- Differentiate between a Hindu and a Sikh

8. Describe Jewish beliefs, practices and customs

- Briefly describe Jewish mourning customs
- Define some Jewish “death ritual” terms (Kaddish, Shiva etc.)
- Describe the Jewish funeral process
- Describe Gentile involvement in the Jewish funeral

Line (GAC):	B	FUNERAL PRACTICES
Competency:	B8	Identify and describe New Age, military and other beliefs, practices and customs

Objectives

To be competent in this area, the individual must be able to:

- Describe alternative and New Age beliefs, practices and customs.
- Describe modern Life Celebrations instead of and with religious celebrations.

LEARNING TASKS

CONTENT

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Describe alternative and New Age beliefs, practices and customs 2. Describe modern Life Celebrations instead of and with religious celebrations | <ul style="list-style-type: none"> • Define <i>religious humanism</i> vs. <i>secular humanism</i> • Describe some elements and principles of secular humanism • Describe the origins of secular humanism • Define the new age movement • Describe some principles or beliefs of new age • Draw a timeline of the new age movement • Describe various “forms” of new age • Define ritual • Describe the components of effective ritual • Compare traditional religious ritual and “secular” rituals • Design a secular funeral ritual |
|---|---|

Line (GAC):	C	FUNERAL LAW
Competency:	C8	Identify and describe tort law as applied to the Funeral Service Industry and its contracts

Objectives

To be competent in this area, the individual must be able to:

- Explain contract and tort law.

LEARNING TASKS

1. Explain contract and tort law

CONTENT

- Distinguish between liability under contract law and a “tort” liability (personal injury liability)
- Identify some of the specific circumstances that create risk for funeral businesses and employees
- Define the term “causation” in relation to the issue of negligence
- Define the term “tort” and explain the importance of this area of law to business practice
- Describe the various types of contracts that may exist in law
- Explain the meaning of “time is of the essence” in relation to contract agreements

Line (GAC): G COMMUNICATIONS
Competency: G3 Identify and describe the role of mediation skills in the FSI

Objectives

To be competent in this area, the individual must be able to:

- Describe mediation and why it is an important skill for Funeral Directors.
- Explain criticism and defensiveness.
- Describe steps for problem solving.

LEARNING TASKS

CONTENT

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Describe mediation and why it is an important skill for Funeral Directors
 2. Explain criticism and defensiveness
 3. Describe steps for problem solving | <ul style="list-style-type: none"> • Define “conflict” and identify the advantages and disadvantages for experiencing conflict in one’s life
 • Describe and give examples of both criticism and defensiveness • Identify and explain three defence mechanisms used to deal with criticism • Identify and explain two ways in which individuals can deal with criticism non-defensively
 • Explain win-win problem solving • Explain how the six steps for win-win problem solving can be used to mediate conflict between two or more individuals. • List and describe each of the five modes/approaches individuals use when faced with conflict in their lives • Identify the characteristics that suggest how each mode can be best used • Identify the potential problems with using each mode • Determine the conflict mode that you use most and least often • Describe what it means if individuals score high or low in terms of using each particular conflict mode |
|---|--|

Line (GAC): G **COMMUNICATIONS**
Competency: G4 **Identify and describe the skills required for public interaction in the FSI**

Objectives

To be competent in this area, the individual must be able to:

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

LEARNING TASKS

CONTENT

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Explain leadership skills
 2. Explain the art of reflecting feelings
 3. Explain the role of writing skills in the FSI and write an obituary | <ul style="list-style-type: none"> • Define the skill of leading/ leadership • Investigate the skill of leading • Explore issues around the skill of leading
 • Describe the skill of reflecting feelings and outline its uses. • Provide examples of appropriate statements that reflect feelings. • Identify the expected outcomes of reflecting feelings
 • Describe the need for accuracy and correctness in writing. • Describe the significance and role of the obituary • Write an obituary |
|---|---|

Line (GAC): G COMMUNICATIONS
Competency: G5 Identify and describe advanced interpersonal and communication skills

Objectives

To be competent in this area, the individual must be able to:

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

LEARNING TASKS

CONTENT

- | | |
|---|--|
| <p>1. Explain advanced interpersonal skill development</p> | <ul style="list-style-type: none"> • Compare and contrast the use of <i>high-level abstractions</i> and <i>specific explanations</i> • Outline how <i>abstractions</i> can create stereotyping and confusion • Compare and contrast fact and opinion • Define emotive language and outline the problems of using this language • Describe, identify the purposes, illustrate, and outline the expected outcomes of the skill of informing • Describe, identify the purposes, illustrate, and outline the expected outcomes of the skill of summarizing |
| <p>2. Apply knowledge of interpersonal skills to analysis of case studies</p> | <ul style="list-style-type: none"> • Apply and use the interpersonal skills in specific case studies |
| <p>3. Describe the meaning of emotion or feeling and identify the three components of emotion</p> | <ul style="list-style-type: none"> • Explain why it is important for individuals to understand their emotions • Explain the meaning of emotional intelligence and how it affects your life experiences and interactions with others • Gain insight into your emotional intelligence by exploring your thoughts, feelings, and actions • Identify how leaders demonstrate emotional intelligence • Apply the five concepts outlined above to your work in funeral service |

LEARNING TASKS

4. Compare and contrast “stress” and “stressors” in the workplace

CONTENT

- Outlines the causes of “stress” in funeral service professionals
- Describe job burnout and identify causes, symptoms, and coping strategies
- Define funeral service burnout and identify three major qualities of burnout
- Describe seven symptoms of funeral service burnout
- List and explain ten guidelines for preventing stress and burnout

Line (GAC):	I	BUSINESS MANAGEMENT
Competency:	II	Identify and describe business practices in the FSI

Objectives

To be competent in this area, the individual must be able to:

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

LEARNING TASKS

CONTENT

1. Demonstrate an understanding of the broader legal implications and business practices of operating a funeral business	<ul style="list-style-type: none"> • Briefly describe the history of commercial funeral practices in Canada • Define “small business” • Define “entrepreneurship” and describing entrepreneurial characteristics • Define “franchising” and identifying the advantages and disadvantages of this kind of business operation • List and define various forms of business ownership • List pros and cons of each type of ownership • Debate the benefits and burdens of “new models” of ownership
2. Explain basic business principals	<ul style="list-style-type: none"> • Explain the importance of understanding basic accounting principles • Describe “cash flow” • List some other factors that help determine the health of a business • Briefly describe the weakness of “call analysis” • Define the term “average” as used in the funeral firm
3. Explain and understand a balance sheet	<ul style="list-style-type: none"> • Define gross and net revenue • Explain why the gross and net revenue figures may be deceiving • List and describe the different types of assets • List and describe the different types of liabilities • Explain owner’s equity • Describe a balance sheet and its uses

LEARNING TASKS

CONTENT

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| <p>4. Calculate basic ratios from a balance sheet and operations statement</p> <p>5. Explain the difference between public and private corporations</p> | <ul style="list-style-type: none">• Describe an operations statement and some of its uses
• Calculate some of the basic ratios from a balance sheet and operations statement
• Explain the requirements a company must meet before trading on the Toronto Stock Exchange (TSE)
• Compare and contrast public and private corporations |
|---|--|

Line (GAC):	I	BUSINESS MANAGEMENT
Competency:	I2	Identify and describe marketing and advertising practices in the FSI

Objectives

To be competent in this area, the individual must be able to:

- Describe advertising, marketing and public relations strategies used in the FSI.
- Identify types of advertising media and their uses.
- Explain how to prepare advertising for a funeral service.
- Describe the two major types of promotional strategies and their uses.

LEARNING TASKS

CONTENT

1. Describe advertising, marketing and public relations strategies used in the FSI	<ul style="list-style-type: none"> • Define and describe the terms marketing, promotion, advertising, personal selling, sales promotions, publicity and public relations • Identify the overall goals and describe three specific objectives of promotional communication • List and describe four promotional tools • Identify three factors that influence the type of promotions used by a business • List and describe four kinds of advertising strategies and how they are used in funeral service promotion • Outline the ways that personal selling and sales promotions are used in funeral service and present ethical and unethical practices associated with these strategies • Compare and contrast the use of publicity and public relations, giving specific examples of each type of promotion in funeral service
2. Identify types of advertising media and their uses	<ul style="list-style-type: none"> • Identify nine forms of advertising media and describe the pros and cons of using each of these forms in funeral service • List and describe five types of advertising and how they are used in the FSI
3. Explain how to prepare advertising for a funeral service	<ul style="list-style-type: none"> • List the six steps in preparing an advertising campaign for use in a funeral service
4. Describe the two major types of promotional strategies and their uses	<ul style="list-style-type: none"> • Compare and contrast the two major types of promotional strategies

Line (GAC): I BUSINESS MANAGEMENT
Competency: I3 Identify and describe human-resource management in the FSI

Objectives

To be competent in this area, the individual must be able to:

- Define and explain organizational structures.
- Define and explain human-resource management.
- Define and explain factors that contribute to employee job satisfaction.

LEARNING TASKS

CONTENT

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| <p>1. Define and explain organizational structures</p> | <ul style="list-style-type: none"> • Identify the elements of organizational structure • Define three “basic organizational structures” • Explain the pros and cons of each model • Describe the characteristics of these managerial styles; autocratic, democratic, and free-rein • Explain successful and unsuccessful methods of employer/employee communication in the workplace |
| <p>2. Define and explain human-resource management</p> | <ul style="list-style-type: none"> • Define “human-resource management” as it applies to business practices generally and funeral service specifically • Define the term “performance evaluation,” and discuss the usefulness of this activity in today’s workplace |
| <p>3. Define and explain factors that contribute to employee job satisfaction</p> | <ul style="list-style-type: none"> • Explain the importance of job satisfaction and high employee morale in the context of funeral service business • Explain the roles of the manager and the employee in the promotion of job satisfaction and high employee morale in the workplace |

Section 4

WORK-BASED TRAINING CONTENT

Introduction

By the nature of the competencies required by this program, a one-to-one ratio of learner-to-client (the deceased) is required to develop the required competencies. Industry believes a Funeral Director gains competency through integrating their theoretical knowledge with real-world experience.

The practical component of this program or workplace units:

- Require hands-on experience
- Are assessed on-the-job by a licensed Funeral Director or licensed Embalmer
- May begin in a simulated setting such as a lab, but are assessed for credit in the workplace

Achievement Criteria

Performance	<p>The competencies which the learner must demonstrate are identified in the Occupational Analysis Chart, located at the beginning of this document. Learners are expected to perform the specific learning tasks during both their Level 1 and Level 2 work-based experiences.</p> <p>The learner will be directly involved with negotiating, entering into and administering 50 funeral contracts during the work-based portion of their apprenticeship: learners will assist with 25 contracts during Level 1 studies and take the lead on 25 contracts during Level 2.</p>
Conditions	<p>Always acting in an ethical and respectful manner, the apprentice must comply with all Federal, Provincial and FSABC Occupational Health and company specific business and safety policies, the individual must correctly follow these procedures and regulations at all times.</p> <p>All procedures performed are recorded and signed-off by the appropriate Supervisor/Mentor in the Apprentice's personal Work Experience Diary as per the guidelines in the Logbook.</p>
Criteria	<p>The learner is consistently able to conduct their work in an ethical, supportive, sensitive and effective manner, ensuring the needs of the legal representative(s) of the deceased and the bereaved are fulfilled through effective communication skills in a supportive atmosphere.</p>

Line (GAC):	J	FUNERAL EXPERIENCE
Competency:	J1	The needs of the legal representative(s) of the deceased and the bereaved are fulfilled through effective communication skills in a supportive atmosphere

Objectives

To be competent in this area, the individual must be able to:

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

LEARNING TASKS

CONTENT

<p>1. Be supportive and sensitive to the needs of the person(s) making the arrangements</p>	<ul style="list-style-type: none"> • Receive the initial enquiry, by telephone, in person, or other means such as email • Provide the required information and respond to requests • Arrange follow up as required
<p>2. Determine appropriate authorities</p>	<ul style="list-style-type: none"> • Ask appropriate questions to determine who has the legal authority to make arrangements for a funeral or disposition of the deceased
<p>3. Assess accurately the emotional and psychological needs of the person(s) making the arrangements and the bereaved</p>	<ul style="list-style-type: none"> • Determine the concerns, expectations and needs of the person(s) making the arrangements • Demonstrate appropriate concern for those who are in distress, while retaining professional objectivity • Understand and be able to explain basic theories of grief or common reactions to grief • Recognize the difference between grief counselling and grief therapy and refer those in need of support and assistance to the appropriate health-care professional(s) • Recognize the limitations of the scope of practice of a Funeral Director, where appropriate, make persons aware of the availability of counselling • Recognize and demonstrate understanding of how grief affects the functioning of a

LEARNING TASKS

CONTENT

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| <p>4. Communicate effectively and sensitively in a manner that exemplifies reverence, empathy and dignity, with the person(s) making arrangements and the bereaved</p> | <p>family from childhood through adulthood, and respond appropriately</p> <ul style="list-style-type: none"> • Demonstrate sensitivity and acceptance of the person's social, cultural and economic status and religious or philosophical persuasion • Demonstrate awareness of different coping styles, attitudes and expectations among those affected by death |
| <p>5. Provide information about memorial options in a sensitive and respectful manner, considering the emotional needs of the person(s) making arrangements</p> | <ul style="list-style-type: none"> • Apply techniques of effective funeral needs counselling, including communication and listening skills, use of questions, identifying feelings, summarizing and paraphrasing, use of examples and clarifying • Obtain complete and accurate information for the purposes of documentation • Assist in the preparation of death announcements • Communicate in a manner that exemplifies reverence, empathy and dignity at all times • Explain and discuss the importance of documentation and the registration of death process in British Columbia • Explain and discuss price list and options for disposition • Provide accurate information concerning autopsy or anatomical (organ, tissue, whole body) donation • Manage arrangements for anatomical donation • Maintain confidentiality of information at all times • Use all means of electronic communication effectively |

LEARNING TASKS

6. Obtain permissions for the transfer and preparation of the deceased in a respectful and sensitive manner

CONTENT

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

Line (GAC):	J	FUNERAL EXPERIENCE
Competency:	J2	The care and handling of the deceased is consistent with accepted principles and sound practices of the profession and the direction of the legal representative(s) of the deceased

Objectives

To be competent in this area, the individual must be able to:

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

LEARNING TASKS

CONTENT

1. Verify permission to effect the transfer of the body/remains	<ul style="list-style-type: none"> • Verify with appropriate authorities, permission to transfer body/remains • Verify identification of body/remains at point of transfer and receipt
2. Provide a safe and secure environment for the body/remains at all times while in the charge of the Funeral Director	<ul style="list-style-type: none"> • Provide a safe and secure environment for the body/remains at all times while in the charge of the Funeral Director
3. Arrange for the transportation or receipt of a body/remains transported to or from a third party or alternate destination	<ul style="list-style-type: none"> • Arrange for the transportation or receipt of a body/remains transported to or from a third party or alternate destination
4. Handle the body/remains safely	<ul style="list-style-type: none"> • Employ universal precautions (e.g., barriers and aseptic technique) • Comply with and apply WHMIS standards and requirements • Comply with jurisdictional health and safety standards as required by Federal and Provincial Health Laws and Ministries, local boards of health, or other authorities • Correctly identify and follow all special requirements for cases involving infections, diseases and other traumatic conditions, considering the cause of death • Remove medical and hazardous equipment and ensure safe disposal consistent with relevant laws, regulations, accepted practice standards and policies

LEARNING TASKS

CONTENT

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| <p>5. Effect the safe and respectful transfer of the body/remains</p> | <ul style="list-style-type: none"> • Assess and determine needs to effect an appropriate transfer of body/remains • Transfer the body/remains in a dignified and timely manner • Select appropriate technique to transfer body/remains to stretcher and preparation table • Position body/remains on preparation table, maintaining the dignity of body/remains • Un-shroud body/remains in a dignified manner and ensure attachment of accurate identification and cover genitals • Pose (set) facial features appropriately • Secure, label and record personal effects |
| <p>6. Disinfect stretcher and equipment in a timely manner after completing transfer of the body/remains, and before it is used to transfer another body/remains</p> | <p>7. Disinfect stretcher and equipment in a timely manner after completing transfer of the body/remains, and before it is used to transfer another body/remains</p> <ul style="list-style-type: none"> ○ Site sanitation procedures <ul style="list-style-type: none"> - Bedding, linens and furniture - Spills and soiling - Room deodorizing and ventilating - Odour-neutralizing methods - Contaminated linens and used medical apparatus • Removal equipment disinfection <ul style="list-style-type: none"> ○ Stretcher/cot mattress ○ Pouches, covers and back board ○ Stretcher/cot frame and handles ○ Removal vehicle |
| <p>7. Diaper and/or pack orifices and dress the deceased</p> | <ul style="list-style-type: none"> • Diaper and/or pack orifices as required • Dress the body/remains maintaining the dignity of the deceased at all times consistent with the direction of the legal representative observing <ul style="list-style-type: none"> ○ Cultural factors ○ Religious and fraternal factors ○ Military factors |

Line (GAC):	J	FUNERAL EXPERIENCE
Competency:	J3	Funeral services and visitation are arranged and directed effectively and professionally, consistent with the direction of the legal representative(s) and sensitive to the needs of the bereaved

Objectives

To be competent in this area, the individual must be able to:

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

LEARNING TASKS

CONTENT

<p>1. Confirm and finalize the arrangements consistent with the requests of the legal representative</p>	<ul style="list-style-type: none"> • Review and confirm in a sensitive and respectful manner the final arrangements and procedures for the funeral • Confirm arrangements for cemetery, outer container, officiant, vehicles, music, police escort, etc., as appropriate • Arrange all other pre-funeral service details as appropriate • Confirm identification of body/remains and casket, container or urn
<p>2. Prepare the environment for visitation or funeral service consistent with the direction of the legal representative, considering the wishes of the bereaved</p>	<ul style="list-style-type: none"> • Position casket, container or urn properly • Set and adjust lighting as appropriate • Arrange floral tributes, memorabilia, religious symbols, flag(s), etc. • Set out register book, memorial folders, prayer cards and other items, as appropriate • Designate reserved seating • Designate reserved parking area for family, hearse, casket bearers, and others
<p>3. Organize and direct processions in a respectful and safe manner</p>	<ul style="list-style-type: none"> • Usher family to and from vehicle(s) • Organize and direct processions (e.g., to the church, cemetery or crematorium)
<p>4. Direct funeral services or visitation in a respectful and sensitive manner consistent with the direction of the legal representative, considering the wishes of the bereaved</p>	<ul style="list-style-type: none"> • Manage memorial donations in an efficient and ethical manner • Receive and direct guests to the appropriate area • Monitor visitation and reception area • Close casket or container properly

LEARNING TASKS

CONTENT

- Meet with officiant to review final details for the funeral
- Assign appropriate staff and vehicles and arrange for necessary equipment
- Send vehicle(s) for family as appropriate
- Receive and direct family and attendees
- Direct casket bearers in all aspects of their involvement
- Usher family, friends, and guests to appropriate seats
- Place receptacle (casket, urn, etc.) In appropriate position for the funeral, as appropriate
- Direct the funeral according to expressed preferences or written agreement
- Assist officiant in conducting the funeral as appropriate
- Supervise the correct closure of outer container
- Arrange for and supervise postponed disposition or disposition by a third party (e.g., spring burial, ship-out)

Line (GAC): J FUNERAL EXPERIENCE
Competency: J4 Provide appropriate follow-up services

Objectives

To be competent in this area, the individual must be able to:

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

LEARNING TASKS	CONTENT
<p>1. Complete post-funeral details in a timely manner</p>	<ul style="list-style-type: none"> • Ensure the return of personal effects to the appropriate person or destination • Make the appropriate arrangements for the family and the officiant to be returned to the desired destination (e.g., home, church, funeral home) • Attend, support and monitor post-funeral gathering as appropriate • Ensure delivery of flowers, expressions of sympathy and documentation to the appropriate person(s)
<p>2. Respond respectfully and sensitively to the post-funeral needs of the bereaved</p>	<ul style="list-style-type: none"> • Provide general guidance to the bereaved coping with post-funeral grief • Provide access to resource materials on bereavement • Distribute appropriate information packages • Refer bereaved to appropriate support services as appropriate

Line (GAC):	J	FUNERAL EXPERIENCE
Competency:	J5	All aspects of business operations are carried out in a legal and ethical manner

Objectives

To be competent in this area, the individual must be able to:

- Operate the business pursuant to relevant governing legislation and maintain current knowledge of applicable laws.

LEARNING TASKS

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

CONTENT

- Specific laws and regulations governing the provision of funeral services and merchandise, including licensing and other reporting requirements
- Codes of conduct and policies established by the regulatory body
- Board of Health and Municipal requirements WHMIS and health and safety laws and regulations
- Labour laws and regulations
- Laws, regulations and requirements governing business operation (e.g., GST, PST, HST)
- Aspects of the federal and provincial legal system that may impact on a Funeral Director or the operation of a business providing funeral services and merchandise
- All other applicable regulatory requirements

Line (GAC): J FUNERAL EXPERIENCE
Competency: J6 Ensure and apply effective and efficient business practices

Objectives

To be competent in this area, the individual must be able to:

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

LEARNING TASKS

CONTENT

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| <ol style="list-style-type: none"> 1. Operate the business consistent with sound governance and best practices in business management | <ul style="list-style-type: none"> • Develop, or participate in the development of, a mission statement and long-term and short-term goals and objectives for the business • Maintain confidentiality of information at all times • Display merchandise in a respectful and tasteful manner and in compliance with regulatory requirements • Ensure performance of required administrative duties • Apply basic computer skills to managerial, administrative and other functions • Provide WHMIS and health and safety training for personnel and maintain accurate records • Maintain accurately all other records required by applicable laws and regulations • Maintain an accurate inventory of merchandise and business supplies |
| <ol style="list-style-type: none"> 2. Demonstrate sound judgment and decision-making skills | <ul style="list-style-type: none"> • Use critical thinking and reflective practice to predict, prevent and solve problems |
| <ol style="list-style-type: none"> 3. Apply appropriate marketing and customer service practices | <ul style="list-style-type: none"> • Use appropriately funeral demographics and marketing data • Gather post-funeral feedback on service and level of satisfaction • Modify services based on feedback |

LEARNING TASKS

CONTENT

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| <p>4. Develop and implement funeral home policies and procedures</p> | <ul style="list-style-type: none"> • Develop and implement funeral home policies and procedures regarding <ul style="list-style-type: none"> ○ Accepted telephone etiquette, appropriate dress and conduct ○ Completion and maintenance of required funeral arrangement documentation ○ Obtaining required permits and signatures ○ Accepted sales and service delivery practices |
| <p>5. Complete accurately all required financial transactions</p> | <ul style="list-style-type: none"> • Complete accurately all required financial transactions such as banking, disbursements and petty cash <ul style="list-style-type: none"> ○ Develop or provide input to budgets ○ Develop or provide input to pricing and price list(s) ○ Issue correct invoices ○ Issue correct receipts ○ Maintain financial records as required ○ Maintain operational records ○ Monitor accounts receivable and payable ○ Follow-up appropriately on accounts receivable and payable |
| <p>6. Use relevant technology effectively in the conduct of business and provision of services</p> | <ul style="list-style-type: none"> • Use relevant technology effectively in the conduct of business and provision of services |

Line (GAC): J FUNERAL EXPERIENCE
Competency: J7 Ensure safe, appealing and functional equipment and environment

Objectives

To be competent in this area, the individual must be able to:

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

LEARNING TASKS

- Ensure or provide effective general maintenance functions related to facilities and equipment

CONTENT

- Appropriate landscaping, grounds keeping
- Cleaning, housekeeping, repair and maintenance of facilities
- Vehicle cleaning, repair and maintenance
- Timely cleaning, repair and maintenance of equipment
- Safety and security of facilities and equipment

Line (GAC): J FUNERAL EXPERIENCE
Competency: J8 Maintain effective community/public relations

Objectives

To be competent in this area, the individual must be able to:

- Present to the community at all times a professional image of the Funeral Director.
- Serve as a community resource related to death and funeral service.

LEARNING TASKS

CONTENT

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| <p>1. Present to the community at all times a professional image of the Funeral Director</p> | <ul style="list-style-type: none"> • Demonstrate continuing concern for professional ethics • Demonstrate sensitivity to differing values or principles • Demonstrate sensitivity to diversity • Demonstrate compassionate service • Relate professionally and positively to medical, emergency response, dental, allied health, legal, theological and other professionals and organizations connected directly or indirectly to funeral services, individually or through agencies and organizations working with or contacting the funeral home • Relate professionally and positively to social or consumer organizations |
| <p>2. Serve as a community resource related to death and funeral service</p> | <ul style="list-style-type: none"> • Make professional presentations to community groups • Conduct funeral-related tours professionally and as appropriate • Cooperate with media • Provide accurate and relevant information on the history and importance of funeral service and the profession's respect for the diversity of cultural, religious, and social values • Provide accurate information on the emotional and psychological benefits of funerals and memorials • Provide accurate and comprehensive information on the ethical foundation of funeral service • Support or participate in selected community organizations and activities • Maintain and distribute resources for public education and information about death, dying and grief |

- Develop or help develop appropriate written communication templates for use with families, professional groups, etc.

Line (GAC):	J	FUNERAL EXPERIENCE
Competency:	J9	Work effectively with staff and co-workers to create a healthy work environment

Objectives

To be competent in this area, the individual must be able to:

- Effectively demonstrate application of accepted principles of personnel management.

LEARNING TASKS

1. Effectively demonstrate application of accepted principles of personnel management

CONTENT

- Demonstrate effective time management and organizational skills
- Develop or assist in the development of appropriate job descriptions
- Involve staff or participate in personnel decisions where appropriate
- Conduct and participate effectively in staff meetings
- Supervise funeral home staff appropriately
- Work with all personnel to prevent and resolve workplace conflicts
- Schedule appropriately staff, facilities and equipment
- Train staff and interns in their respective responsibilities and duties
- Ensure professional development of staff
- Regularly evaluate staff on their performance
- Maintain accurate employee records
- Adhere to legislative requirements regarding employees (e.g., mandatory source deductions from wages)
- Engage in fair employment practices
- Ensure appropriate health and safety requirements are met (e.g., WHMIS, disposal of hazardous waste, implementation of universal precautions)
- Apply appropriate strategies to reduce the risk of personal injury and illness
- Apply effective stress-management skills

Line (GAC): J FUNERAL EXPERIENCE
Competency: J10 Conduct is consistent with the principles and accepted standards of practice of the profession

Objectives

To be competent in this area, the individual must be able to:

- Demonstrate professional deportment at all times.
- Maintain competence at professional levels at all times.

LEARNING TASKS

CONTENT

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| <p>1. Demonstrate professional deportment at all times</p> | <ul style="list-style-type: none"> • Demonstrate acceptance of an overriding professional responsibility to protect the dignity and interest of those served • Demonstrate the understanding that professionals are self-regulating and reliant upon conscientious, self-disciplining members to protect and maintain this status • Conduct self in a manner consistent with professional ethics, decorum, and dignity in every aspect of operations • Recognize professional misconduct and respond appropriately • Demonstrate an understanding of current and developing social and cultural approaches to funeral service and their possible implications for professional practice • Demonstrate an understanding of historic criticisms leading to changes in funeral service and of underlying sensitivities and concerns • Demonstrate sensitivity to the needs, beliefs and expectations of others • Maintain a professional relationship with other funeral service providers and related businesses |
| <p>2. Maintain competence at professional levels at all times</p> | <ul style="list-style-type: none"> • Actively and regularly participate in ongoing professional development activities <ul style="list-style-type: none"> ○ Attend recognized professional development activities and events ○ Read current trade magazines, journals and web sites ○ Belong to and actively support professional associations at the district, provincial, national and international levels |

Section 5

TRAINING PROVIDER STANDARDS

Facility Requirements

Industry wishes to state no minimum requirement in the interest of permitting training providers maximum flexibility in the options and strategies they may employ in training to the stated standards, in the case of Knowledge Units, and supporting development of workplace performance in the case of Workplace Units.

Classroom Area

This section does not apply.

Shop Area

This section does not apply.

Lab Requirements

This section does not apply.

Student Facilities

This section does not apply.

Instructor's Office Space

This section does not apply.

Other

This section does not apply.

Tools and Equipment

Shop Equipment

This section does not apply.

Shop (Facility) Tools

Standard Tools

This section does not apply.

Specialty Tools

This section does not apply.

Student Equipment (supplied by school)

This section does not apply.

Student Tools (supplied by student)

This section does not apply.

Reference Materials

List required reference materials that a training institution must make available to students, or industry-standard resources that a training provider would be recommended to make available.

Required Reference Materials

Manual/Text and Publisher	Author
<p>Basic Human Anatomy and Physiology W.B. Saunders Co. Philadelphia, London, Toronto</p>	Charlotte M. Dienhart
<p>Cremation, Internment and Funeral Services Act King's Printer or FSABC</p>	
<p>Cremation, Internment and Funeral Services Regulations King's Printer or FSABC</p>	
<p>Vital Statistics Act King's Printer or FSABC</p>	
<p>Color and Cosmetics (Graphic Arts Press) Professional Training Schools Inc. Dallas, Texas</p>	J. Sheridan Mayer
<p>Coroner's Act (2007) King's Printer or FSABC</p>	
<p>Health Act, Communicable Disease Regulation King's Printer or FSABC</p>	
<p>Burton's Microbiology for the Health Sciences (8th Edition, November 2006) Lippincott Williams & Wilkins Philadelphia, New York</p>	Gwendolyn R. W. Burton & Paul G. Englekirk
<p>Interpersonal Skills Training: A Handbook for Funeral Home Staff Routledge; 1 edition (October 1990)</p>	Dr. Alan Woefelt
<p>The Principles and Practices of Embalming (5th Edition) Professional Training Schools Inc. Dallas, Texas</p>	Clarence G. Stubbs and L.G. Frederick
<p>Surviving Grief ... and Learning to Live Again Wiley (April 1992)</p>	Catherine M. Sanders
<p>Death, Society, and the Human Experience (9th Edition, April 2006) Allyn & Bacon</p>	Robert J. Kastenbaum
<p>Business (8th Edition) Pearson Education Canada</p>	Ricky W.; Ebert, Ronald J.; Starke, Frederick A. Griffin
<p>The Psychosocial Aspects of Death and Dying McGraw-Hill Medical (September 1996)</p>	John Canine
<p>Restorative Art</p>	J. Sheridan Mayer

(Graphic Arts Press) Professional Training Schools Inc.
Dallas, Texas **OR**

Champion Restorative Art
FSABC

A.O. Spriggs

Recommended resources

Funeral Services Association of BC (FSABC): <http://www.bcfunerals.com/>

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

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)
McGraw-Hill Companies Inc., 2000.

Robert G. Mayer

Gray's Anatomy
Bounty Books
New York

Henry Gray

Psychology of Funeral Service
FSABC

Edward A. Martin

Any good, comprehensive encyclopaedia(s) and medical dictionaries

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

Dr. Alan D. Woefelt

Instructor Requirements

Occupation Qualification

The instructor must possess:

- SkilledTradesBC Certificate of Qualification (Embalmer and/or Funeral Director) OR
- SkilledTradesBC Certificate of Apprenticeship (Embalmer and/or Funeral Director) OR
- A certificate or other document evidencing that the instructor has completed a program in funeral directing (or embalming) in another jurisdiction that is equivalent to the above program
- Valid license to practice in BC or another Canadian province/territory as a Funeral Director and/or Embalmer

Work Experience

- Minimum of two years of experience working in the industry as a journey person in BC or another Canadian province/territory as an Embalmer and/or Funeral Director
- Occupationally competent

Instructional Experience and Education

Not applicable