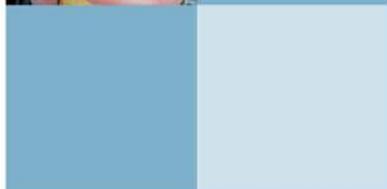
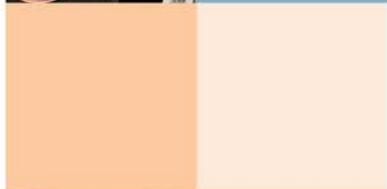
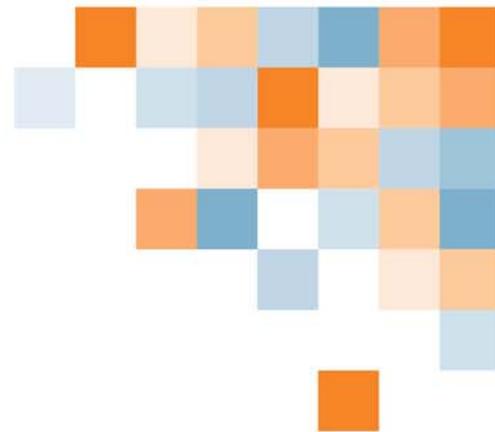


**ita**  
**YOUR TICKET.**



## PROGRAM OUTLINE

Embalmer and Funeral Director  
Foundation Program



**To order additional copies please contact:**

Queen's Printer Publishing Services

PO Box 9452 Stn Prov Govt

Victoria, BC V8W 9V7

Phone: 250 387-6409 or

Toll Free: 1 800 663-6105

Fax: 250 387-1120

[www.pss.gov.bc.ca/pubs](http://www.pss.gov.bc.ca/pubs)

email: [QPPublicatons@gov.bc.ca](mailto:QPPublicatons@gov.bc.ca)

**Copyright © 2010 Industry Training Authority**

This publication may not be reproduced in any form without permission by the  
Industry Training Authority

Contact Director, Queen's Printer Publishing Services at 250 356-6876

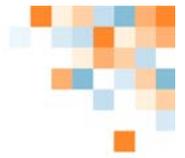


**EMBALMER AND FUNERAL DIRECTOR  
FOUNDATION PROGRAM**

**PROGRAM OUTLINE**

**October 2010**

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



## TABLE OF CONTENTS

<b>FOREWORD .....</b>	<b>ii</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>iii</b>
Development of the Standards.....	iii
Mechanism for Adjustment.....	vi
 <b>SECTION 1 OCCUPATIONAL ANALYSIS CHART .....</b>	 <b>1</b>
 <b>SECTION 2 EMBALMER AND FUNERAL DIRECTOR PROGRAM OUTLINE.....</b>	 <b>5</b>
UNIT 1 – Dying, Death and Disposition.....	10
Unit 2 – Funeral Practices.....	19
Unit 3 - Funeral Law .....	28
Unit 4 – Funeral Service Ethics .....	43
Unit 5 – Anatomy & Physiology .....	46
Unit 6 – Safety, Sanitation & Hygiene .....	49
Unit 7 – Communications .....	58
Unit 8 – Embalming Theory.....	63
 <b>SECTION 3 TRAINING PROVIDER STANDARDS .....</b>	 <b>81</b>
Instructor Qualification:.....	82
Recommended Reference Textbooks.....	83



## FOREWORD

This Program Outline is for use in guiding competency-based training of Funeral Directors and/or Embalmers in the Province of British Columbia. This program is intended to provide an introduction to the basic theory needed for study/employment in the Funeral Service Industry pre-employment and pre-apprenticeship registration for those wishing to pursue a career as an Embalmer, Funeral Director, or Embalmer/Funeral Director. All courses are credits towards Level 1 of either an Embalmer or Funeral Director, or Embalmer and Funeral Director apprenticeship program.

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

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

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

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

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

### **SAFETY ADVISORY**

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. The references to the Workers' Compensation Board of British Columbia safety regulations contained within these materials do not/may not reflect the most recent Occupational Health and Safety Regulation. The current Standards and Regulation in BC can be obtained on the following website: <http://www.worksafebc.com>.



## ACKNOWLEDGEMENTS

### Development of the Standards

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

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

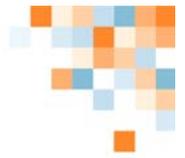
The FSABC led the development of these standards through funding support from Service Canada. 2007 the Profession formed the Funeral Service HR Planning Committee (the Committee).

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

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

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

**Apprenticeship Programs**  
Funeral Director/Embalmer  
Funeral Director  
Embalmer



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

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

Name	Affiliation
Kevin Bolen	Independent / Northern Interior
Candice Bullock	Corporate / Lower Mainland
Joe Coffey	Canadian College of Funeral Service / Sneath-Strilchuk Funeral Home, Dauphin (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	Business Practices and Consumer Protection Authority of British Columbia (BPCPA)

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

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



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

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

<b>Name</b>	<b>Company/Organization</b>
Michael Crean	Columbia Howell 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	Business Practices and Consumer Protection Authority of British Columbia (BPCPA)
David Henseleit	Independent / Interior
Bert Oberembt	Consultant/pre-need insurance sales and training
Al Painchaud	Pre-need funeral and cemetery/crematorium
Angelo Rea	Corporate / Lower Mainland

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

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



## **Mechanism for Adjustment**

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

For revision suggestions please e-mail [info@bcfunerals.com](mailto: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.



# **SECTION 1**

## **OCCUPATIONAL ANALYSIS CHART**



## Embalmer and Funeral Director Foundation Program Occupation Analysis Chart

**K = Knowledge Unit**

<b>1. Dying, Death &amp; Disposition</b>	<b>1.1 K</b> Identify and describe the roles in the funeral service industry, identify common terminology, and describe the history of funeral service practices <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>1.2 K</b> Describe the scope, nature and impact of death on society <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>1.3 K</b> Explain grief and grieving processes and terminology, and the psychological value/therapeutic effect of a funeral <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>1.4 K</b> Explain grief and grieving processes as related to the deceased and the nature of their death <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
<b>2. Funeral Practices</b>	<b>2.1 K</b> Identify and describe various belief systems, philosophies and views <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>2.2 K</b> Identify and describe funeral home procedures and protocols for funerals <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>2.3 K</b> Identify and describe the basic abilities required to complete the basic tasks in the day to day operation of a funeral home (first call to post service follow-up) in the most ethical & professional manner possible <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>2.4 K</b> Explain the proper method and etiquette for transferring/transporting a deceased person <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>2.5 K</b> Identify and describe funeral products and merchandise <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>3. Funeral Law</b>	<b>3.1</b> Identify and describe the legislation and regulatory Acts that apply to the Funeral Service Industry, and to the BC Coroner's Service system <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>3.2 K</b> Identify and describe contracts and pre-arrangement sales law as applied to the Funeral Service Industry and its contracts <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>3.3 K</b> Identify and describe benefits available to the bereaved under Government Regulations and Acts, and to military veterans <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>3.4 K</b> Identify and describe the role of Public Guardian, the <i>Estates Administration Act</i> of British Columbia, and the purpose of a will <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>3.5 K</b> Describe the handling of remains and control of disposition, how they are administered and by who, and how control applies to cemetery operators <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>3.6 K</b> Identify and describe the Vital Statistics Act as it applies to the Funeral Service Industry and the BC Coroner's Service system <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>3.7 K</b> Identify and describe licensing requirements in the Funeral Service Industry <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					



<b>4.</b> <b>Funeral Service Ethics</b>	<b>4.1 K</b> Explain professional business ethics in the Funeral Service Industry				

<b>5.</b> <b>Anatomy &amp; Physiology</b>	<b>5.1 K</b> Identify and describe the anatomical guide, anatomical limit and linear guide, and locate anatomical landmarks				

<b>6.</b> <b>Safety, Sanitation &amp; Hygiene</b>	<b>6.1 K</b> 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				

<b>6.2 K</b> Identify chemicals and describe procedures for handling chemicals				

<b>6.3 K</b> Identify and describe disinfection procedures and practices and precautions for dealing with disease				

<b>6.4 K</b> Identify and describe procedures and practices for handling hazardous waste				

<b>6.5 K</b> Identify and describe preparation room protocols and room layout practices				

<b>6.6 K</b> Identify and describe biochemistry				

<b>7.</b> <b>Communications</b>	<b>7.1 K</b> Explain interpersonal skills in the funeral service industry				

<b>7.2 K</b> Explain the ability to communicate (verbally & non-verbally) effectively, compassionately, ethically & professionally with co-workers, the bereaved, the greater community & associated professionals				



**8.  
Embalming Theory**

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

--	--	--	--	--	--

**8.2 K**  
Identify and describe ante and post mortem changes

--	--	--	--	--	--

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

--	--	--	--	--	--

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

--	--	--	--	--	--

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

--	--	--	--	--	--

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

--	--	--	--	--	--

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

--	--	--	--	--	--

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

--	--	--	--	--	--

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

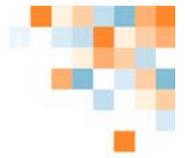
--	--	--	--	--	--



**SECTION 2**

**EMBALMER AND FUNERAL DIRECTOR**

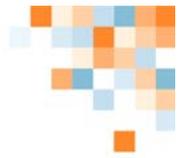
**PROGRAM OUTLINE**



**SUGGESTED SCHEDULE OF TIME ALLOTMENT FOR  
EMBALMER AND FUNERAL DIRECTOR FOUNDATION PROGRAM**

<b>LEVEL 1</b>	<b>% of Total Learning</b>
UNIT 1 – Dying, Death & Disposition	14%
UNIT 2 - Funeral Practices	14%
UNIT 3 - Funeral Law	14%
UNIT 4 - Funeral Service Ethics	14%
UNIT 5 - Anatomy & Physiology	4%
UNIT 6 - Safety, Sanitation & Hygiene	14%
UNIT 7 - Communications	14%
UNIT 8 - Embalming Theory	12%
<b>Total % by Section</b>	<b>100%</b>

<b>Level 1</b>			<b>Theory</b>	<b>Practical</b>
<b>UNIT 1</b>	<b>Death, Dying &amp; Disposition</b>	<b>14% of Time</b>		
1.1 K	Identify and describe the roles in the funeral service industry, identify common terminology, and describe the history of funeral service practices		✓	
1.2 K	Describe the scope, nature and impact of death on society		✓	
1.3 K	Explain grief and grieving processes and terminology, and the psychological value/therapeutic effect of a funeral		✓	
1.4 K	Explain grief and grieving processes as related to the deceased and the nature of their death		✓	
<b>UNIT 2.</b>	<b>Funeral Practices</b>	<b>14% of Time</b>		
2.1 K	Identify and describe various belief systems, philosophies and views		✓	
2.2 K	Identify and describe funeral home procedures and protocols for funerals		✓	
2.3 K	Identify and describe the basic abilities required to complete the basic tasks in the day to day operation of a funeral home (first call to post service follow-up) in the most ethical & professional manner possible		✓	
2.4 K	Explain the proper method and etiquette for transferring/transporting a deceased person		✓	
2.5 K	Identify and describe funeral products and merchandise		✓	



Level 1			Theory	Practical
UNIT 3	<b>Funeral Law</b>	<b>14% of Time</b>		
3.1 K	Identify and describe the legislation and regulatory Acts that apply to the Funeral Service Industry and to the BC Coroner's Service system		✓	
3.2 K	Identify and describe contracts and pre-arrangement sales law as applied to the Funeral Service Industry and its contracts		✓	
3.3 K	Identify and describe benefits available to the bereaved under Government Regulations and Acts, and to military veterans		✓	
3.4 K	Identify and describe the role of Public Guardian, the <i>Estates Administration Act</i> of British Columbia, and the purpose of a will		✓	
3.5 K	Describe the handling of remains and control of disposition how they are administered and by who, and how control applies to cemetery operators		✓	
3.6 K	Identify and describe the Vital Statistics Act as it applies to the Funeral Service Industry and the BC Coroner's Service system		✓	
3.7 K	Identify and describe licensing requirements in the Funeral Service Industry		✓	
UNIT 4	<b>Funeral Service Ethics</b>	<b>14 % of Time</b>		
4.1 K	Explain professional business ethics in the Funeral Service Industry		✓	
UNIT 5	<b>Anatomy &amp; Physiology</b>	<b>4% of Time</b>		
5.1 K	Identify and describe the anatomical guide, anatomical limit and linear guide, and locate anatomical landmarks		✓	
UNIT 6	<b>Safety, Sanitation &amp; Hygiene</b>	<b>14% of Time</b>		
			✓	
6.1 K	Identify and describe procedures and practices for Funeral Directors and Embalmers to protect self and others in accordance with the <i>Cremation, Interment and Funeral Services Act and Regulations</i> and WorkSafeBC OHS Regulations and site procedures/standards		✓	
6.2 K	Identify chemicals and describe procedures for handling chemicals		✓	
6.3 K	Identify and describe disinfection procedures and practices and precautions for dealing with disease		✓	
6.4 K	Identify and describe procedures and practices for handling hazardous waste		✓	
6.5 K	Identify and describe preparation room protocols and room layout practices		✓	

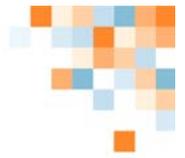


Level 1		Theory	Practical
6.6 K	Identify and describe biochemistry	✓	
<b>UNIT 7</b>	<b>Communications</b>	<b>14 % of Time</b>	
7.1 K	Explain interpersonal skills in the funeral service industry	✓	
7.2 K	Explain the ability to communicate (verbally & non-verbally) effectively, compassionately, ethically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



# UNIT 1

## DEATH, DYING AND DISPOSITION



## UNIT 1 – DYING, DEATH AND DISPOSITION

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

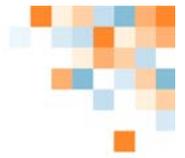
**Learning Objectives:** Upon successful completion the learner is able to:

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

<b>1.1.1</b>	<b>Learning Tasks</b>	<b>Content</b>
1.1.1	Describe the roles, characteristics and responsibilities of the Funeral Director, Embalmer, and Funeral Service Pre-Arrangement Counsellor	<ul style="list-style-type: none"> <li>• Role, characteristics and responsibilities of an Funeral Director, including:               <ul style="list-style-type: none"> <li>○ attitude, aptitude, initiative</li> <li>○ manner, deportment and grooming</li> <li>○ technical competence</li> </ul> </li> <li>• Role, characteristics and responsibilities of an Embalmer</li> <li>• Role, characteristics and responsibilities of an Pre-Arrangement Counsellor</li> <li>• Understanding the need to take personal responsibility in building effective relationships, developing strong oral communication skills, and improving written communication skills to prepare for work in funeral service industry</li> <li>• Characteristics of the “helping process” of the funeral</li> <li>• Importance of “knowing yourself”</li> </ul>
1.1.2	Explain common Funeral Service Industry terminology	<ul style="list-style-type: none"> <li>• Common terminology</li> </ul>

### Achievement Criteria

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



## UNIT 1 – DYING, DEATH AND DISPOSITION

**Competency**            **1.2 K Describe the scope, nature and impact of death on society**

**Learning Objectives:** Upon successful completion the learner is able to:

- 1.2.1 Identify the learner’s personal attitude towards death
- 1.2.2 Analyze the general nature of a death defying society

<b>Learning Tasks</b>	<b>Content</b>
<p><b>1.2.1</b> Identify the learner’s personal attitude towards death</p>	<ul style="list-style-type: none"> <li>• Personal attitudes toward death</li> </ul>
<p><b>1.2.2</b> Analyze the general nature of a death defying society</p>	<ul style="list-style-type: none"> <li>• Death denial in its various forms</li> <li>• Three “common” errors made by recently bereaved people</li> <li>• Various forms of the fear of death</li> </ul>

### **Achievement Criteria**

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



## UNIT 1 – DYING, DEATH AND DISPOSITION

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

**Learning Objectives:** Upon successful completion the learner is able to:

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

<b>Learning Tasks</b>	<b>Content</b>
<p><b>1.3.1</b> Explain the appropriate use of the terms bereavement, grief and mourning</p>	<ul style="list-style-type: none"> <li>• Bereavement, grief and mourning, including:               <ul style="list-style-type: none"> <li>○ anticipatory grief</li> <li>○ bereavement grief</li> </ul> </li> <li>• Common characteristics of grief</li> </ul>
<p><b>1.3.2</b> Explain modern theories of grief and grieving</p>	<ul style="list-style-type: none"> <li>• Grief work</li> <li>• “Normal” grief</li> <li>• Unique significance of “traumatic” and “stigmatized” death</li> <li>• Meaning of “hidden and disenfranchised grief” in the lives of individuals</li> <li>• “<i>Stage Theory</i>”</li> <li>• Various stage theories</li> <li>• Various stages of grief</li> <li>• Inherent problems with the stage theory</li> <li>• Positive aspects of the stage theory</li> <li>• Contributions of Phyliss Silverman to the development of peer support models of grief recovery</li> <li>• Factors that complicate grief</li> <li>• Pathological, complicated, traumatic and unresolved grief</li> <li>• Ways to help the bereaved as suggested by Kastenbaum</li> </ul>



## Learning Tasks

### 1.3.3 Explain factors shaping the grief and grieving process

## Content

- Psychological “process” that death sets in motion
- Role and duties of a professional funeral director in that process
- Function and place of the funeral in the process
- Significance of the major circumstances that influence grief: pre-existing relationships, type of death, and previous losses
- Psychological factors that influence grief
- Sociological factors that influence grief
- Physiological factors that influence grief
- Elements of grief that intensify its impact on the bereaved person
- “Shock” as the first trauma of bereavement, how shock is universally experienced, and the factors that influence the intensity of the experience
- Characteristics of the shock phase
- Practical suggestions for those who are experiencing bereavement shock
- Characteristics of the *Awareness-of-Loss* phase of grief
- Variety of types of “anger” that frequently accompany this phase of grief
- Types of “guilt” that are frequently experienced by grieving people in this phase of grief
- Actions that grieving people can take to work through this phase of grief
- Physical needs that most individuals feel once the trauma of loss and the funeral activities are over
- Psychological factors that grieving individuals face following the death and funeral period
- Social factors that grieving



## Learning Tasks

## Content

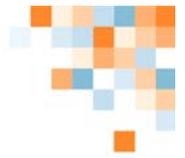
**1.3.4** Explain the psychological value and therapeutic effect of a funeral

individuals face following the death and funeral period

- Characteristics, physical symptoms, and psychological aspects of the healing phase

**1.3.5** Explain the impact of death on individuals in relationship to the deceased

- Functions of the funeral
- Psychological benefits of the funeral on the bereaved and the community at large
- Social benefits of the funeral
- Role of the funeral director in assisting bereaved families arrange meaningful funerals
- Components of a personal philosophy of funeral service that deals honestly and non-defensively with criticism of funeral service
- Rational responses to specific criticisms about funeral practices
- Closed and open families
- Potential conflicts that may arise in the family unit around the time of death
- How the family unit copes with death
- Prevailing assumptions of adults about the involvement of children in death-related discussions and activities
- Influence of culture on a child's conceptualization of death
- Various ways that children cope with bereavement and the various responses children may have to a death in the family
- Strategies for helping children cope with bereavement
- Worden's required tasks of grief work



## Learning Tasks

- 1.3.6** Explain grief following specific types of losses

## Content

- Rando's '*emancipation from bondage*'
- Concept of recovery from the standpoint of adjustment to a new environment without the deceased
- Problems of forming new relationships
- A timetable of recovery
  
- Spousal bereavement
- Unique characteristics and consequences of spousal bereavement
- Special interventions for the resolution of "spousal grief"
- Unique characteristics of grief caused by the death of a parent in adulthood
- How various age brackets deal with the death of a parent
- The unique circumstance of losing both parents simultaneously or within a short time frame
- How an individual's grief may effect the entire family unit
- Closed and open families
- Unique characteristics and consequences of sibling bereavement
- "Survivor guilt"
- Potential conflicts that may arise in the family unit around the time of death
- How family units cope with death

### Achievement Criteria

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



## UNIT 1 – DYING, DEATH AND DISPOSITION

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

**Learning Objectives:** Upon successful completion the learner is able to:

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

<b>Learning Tasks</b>	<b>Content</b>
<p><b>1.4.1</b> Explain the impact of death on individuals who have lost a child</p>	<ul style="list-style-type: none"> <li>• Guidelines for sharing a dying child’s “death concerns”</li> <li>• Unique characteristics of parental bereavement</li> <li>• Impact on a marriage and the family when a child dies</li> <li>• How an individual’s grief may affect the entire family unit</li> <li>• Unique characteristics and consequences of sibling bereavement</li> </ul>
<p><b>1.4.2</b> Explain the grieving process following the loss of a parent</p>	<ul style="list-style-type: none"> <li>• Unique characteristics of grief caused by the death of a parent in adulthood</li> <li>• How various age brackets deal with the death of a parent</li> <li>• The unique circumstance of losing both parents simultaneously or within a short time frame</li> </ul>
<p><b>1.4.3</b> Explain the grieving process following the loss of a spouse</p>	<ul style="list-style-type: none"> <li>• Spousal bereavement and its unique characteristics and consequences</li> <li>• Special interventions for the resolution of “spousal grief”</li> <li>• “Survivor guilt”</li> </ul>
<p><b>1.4.4</b> Explain the grieving process following special types of losses</p>	<ul style="list-style-type: none"> <li>• “Survivor guilt”</li> </ul>
<p><b>1.4.5</b> Analyze grief case studies</p>	<ul style="list-style-type: none"> <li>• Case studies demonstrating the circumstances that influence grief and provide recommendations to assist bereaved individuals experiencing these circumstances</li> </ul>



**Achievement Criteria**

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



# UNIT 2

## FUNERAL PRACTICES



## UNIT 2 – FUNERAL PRACTICES

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

**Learning Objectives:** Upon successful completion the learner is able to:

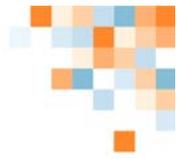
- 2.1.1 Describe various belief systems, philosophies and views
- 2.1.2 Demonstrate an understanding of society’s view of the FSI

<b>Learning Tasks</b>	<b>Content</b>
<p><b>2.1.1</b> Describe various belief systems, philosophies and views</p>	<ul style="list-style-type: none"> <li>• Understanding diverse belief systems including cultural factors</li> <li>• Personal pre-requisites of a student of world religions</li> <li>• Role of the funeral director working in diverse places of worship</li> <li>• Links between religion and culture and distinguishing between cultural and religious practices and between an expression of faith and an expectation</li> <li>• Atheistic philosophies/world views</li> </ul>
<p><b>2.1.2</b> Demonstrate an understanding of society’s view of the FSI</p>	<ul style="list-style-type: none"> <li>• Role of the funeral director in assisting bereaved families arrange meaningful funerals</li> <li>• Origins of common criticisms and negative points of view about commercial funeral service businesses</li> <li>• Development of a personal philosophy of funeral service that deals honestly and non-defensively with criticism of funeral service</li> <li>• Preparation of concise, rational responses to specific criticisms about funeral practices</li> <li>• Development of a positive approach to meeting the diverse needs of today’s funeral service consumer</li> <li>• Establishment of a knowledge-base that will form the basis of future-oriented practices in the funeral service field</li> <li>• Positive links and liaisons with other professionals involved with services in the dying, death-care, and mental health fields</li> </ul>



**Achievement Criteria**

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



## UNIT 2 – FUNERAL PRACTICES

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

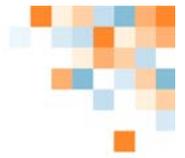
**Learning Objectives:** Upon successful completion the learner is able to:

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

	<b>Learning Tasks</b>	<b>Content</b>
<b>Level 1</b>		
<b>2.2.1</b>	Explain common funeral home protocols for grooming and department	<ul style="list-style-type: none"> <li>• Following protocol and the effects of following protocol on the community and the bereaved</li> <li>• Reason for dress codes, what is an appropriate dress code for a funeral home and wardrobe maintenance techniques</li> <li>• Different types of tie knots</li> <li>• Grooming “cautions” for the funeral director</li> <li>• Rules to follow while assisting at a funeral service</li> <li>• Manner in which a funeral director should fulfill their duties</li> </ul>
<b>2.2.2</b>	Describe the procedure used in a funeral procession	<ul style="list-style-type: none"> <li>• “Rules” to be followed while driving in a cemetery</li> <li>• Significance of funeral service vehicles</li> <li>• Why a funeral fleet should be washed inside and out</li> <li>• How to complete a “family pick up”</li> <li>• Definite “no’s” while driving funeral home vehicles</li> </ul>

### **Achievement Criteria**

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



## UNIT 2 – FUNERAL PRACTICES

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

**Learning Objectives:** Upon successful completion the learner is able to:

- 2.3.1 Explain the importance of the arrangement interview
- 2.3.2 Explain the logistics of a 'First Call'

<b>Learning Tasks</b>	<b>Content</b>
<p><b>2.3.1</b> Explain the importance of the arrangement interview</p>	<ul style="list-style-type: none"> <li>• Information collected on a first call</li> <li>• Suggested ways to answer the phone</li> <li>• At what stage in a relationship decisions should be made</li> <li>• Open-ended questions</li> <li>• Characteristics of trust versus platitudes</li> <li>• Preparations required before an arrangement with a client is undertaken</li> <li>• Vital statistics</li> <li>• Initial steps of the funeral arrangement interview</li> <li>• Legalities of signing a contract in the at-need and pre-need situations</li> <li>• Completing at-need and pre-need arrangement interviews</li> </ul>



### Learning Tasks

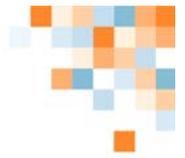
#### 2.3.2 Explain the logistics of a 'First Call'

### Content

- Appropriate medical/legal authority
- Types of situations:
  - clinical care case
  - attended by physician
  - hospice/palliative care
  - Coroners case
- Requirements for provision of a *medical certificate of death* such as *pronouncement of death* and the geographic location of the deceased:
  - hospital ward
  - hospital morgue
  - palliative care facility
  - extended care facility
  - private residence
  - other

### Achievement Criteria

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



## UNIT 2 – FUNERAL PRACTICES

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

**Learning Objectives:** Upon successful completion the learner is able to:

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

<b>Learning Tasks</b>	<b>Content</b>
<p><b>2.4.1</b> 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"> <li>• Protocols common to all removals</li> <li>• Procedures during each type of removal including unique factors in each type of removal</li> <li>• Significance of the removal</li> <li>• Process involved with “Expected Home Deaths” and how this affects the transfer and preparation of the body</li> <li>• Identity of the different people with whom the funeral service professional develops relationships</li> <li>• Importance that the removal plays in providing continuity to the experience of the bereaved</li> </ul>
<p><b>2.4.2</b> Explain complying with the family/client’s rights</p>	<ul style="list-style-type: none"> <li>• Handling of the deceased; recovery or retention of jewellery and personal effects</li> <li>• Funeral home appointment and transportation of deceased</li> </ul>
<p><b>2.4.3</b> Explain methods of body transfer</p>	<ul style="list-style-type: none"> <li>• Medical apparatus attached to the deceased; control and treatment of body fluids, discharges and odours; covering/wrapping/enshrouding of the deceased; and optional mortuary body conveyancing equipment:               <ul style="list-style-type: none"> <li>○ collapsible cots</li> <li>○ multi-adjustable cots</li> <li>○ fold-up cots</li> <li>○ roll-up cots</li> <li>○ pouches and stretches/cot covers</li> </ul> </li> </ul>

**Learning Tasks**

**2.4.4** Explain post-transfer clean-up duties and procedures

**Content**

- Site sanitation procedures:
  - bedding, linens and furniture
  - spills and soiling
  - room deodorizing and ventilating
  - odour neutralizing methods
  - contaminated linens and used medical apparatus
- Removal equipment disinfection
  - stretcher/cot mattress
  - pouches, covers and back board
  - stretcher/cot frame and handles
  - removal vehicle

**Achievement Criteria**

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



## UNIT 2 – FUNERAL PRACTICES

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

**Learning Objectives:** Upon successful completion the learner is able to:

2.5.1 Explain funeral products and merchandise

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

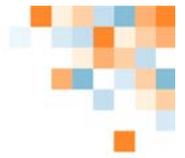
### **Achievement Criteria**

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



# UNIT 3

## FUNERAL LAW



## UNIT 3 - FUNERAL LAW

**Competency**            **3.1 K Identify and describe the legislation and regulatory Acts that apply to the Funeral Service Industry and to the BC Coroner’s Service system**

**Learning Objectives:** Upon successful completion the learner is able to:

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

<b>Learning Tasks</b>	<b>Content</b>
<p><b>3.1.1</b> Explain the evolution of the funeral industry, its governing laws and regulations</p>	<ul style="list-style-type: none"> <li>• Evolution of social and legal funeral practices throughout North America</li> <li>• The development of cemetery, funeral business, and related laws in Canada</li> <li>• Relationship between personal regulation, social regulation, and legal regulation as it relates to compliance with the law</li> <li>• Foundational principles of law: reactivity, compliance, and sanctions</li> <li>• Timeframe for registering deaths in British Columbia and Medical Certificates of Death in relation to the timeframe for embalming, cremation or burial</li> </ul>
<p><b>3.1.2</b> Explain the major Acts and Regulations that apply to the funeral service and related businesses in Canada and in British Columbia</p>	<p>Funeral legislation in Canada and the Acts and Regulations that apply to funeral service and other related businesses in the province, including:</p> <ul style="list-style-type: none"> <li>○ <i>Cremation, Interment and Funeral Services Act</i></li> <li>○ <i>Cremation, Interment and Funeral Services Regulations</i></li> <li>○ <i>Business Practices and Consumer Protection Act</i></li> <li>○ <i>Vital Statistics Act</i></li> <li>○ <i>Coroners Act (2007)</i></li> <li>○ <i>Health Act Communicable Disease Regulation</i></li> </ul>



## Learning Tasks

## Content

**3.1.3** Explain who evaluates, judges, legislates, and enforces business transactions according to the law

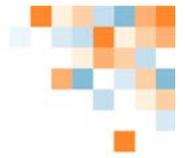
- Justifications for government intervention and regulation of funeral businesses and related business and examples of each issue
- Relationship between an Act of the Legislature and Regulations

**3.1.4** Explain recent changes to British Columbia's laws and regulations

- Origin of the legal process that becomes the law in each provincial jurisdiction
- Who evaluates, judges, legislates, and enforces the nature of business transactions (restricted or allowed) in a controlled marketplace
- Sanctions (penalties) imposed under the law on individual and corporate licensees for failure to comply with the law in a specific jurisdiction
- Major changes that have occurred in British Columbia law in recent years
- New legislation that is necessary for compliance with the law
- Role of the regulatory agency that is now responsible for the administration and enforcement of the legislation related to funeral service businesses
- Advantages and concerns that are part of the change in the regulatory process
- Effectiveness of the new regulatory system as it relates to the daily operation of a funeral business
- 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 each province

### Achievement Criteria

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



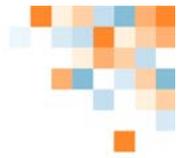
## UNIT 3 - FUNERAL LAW

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

**Learning Objectives:** Upon successful completion the learner is able to:

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

<b>Learning Tasks</b>	<b>Content</b>
<p><b>3.2.1</b> Define funeral pre-planning procedures</p>	<ul style="list-style-type: none"> <li>• Funded and “non-funded” funeral; between pre-planned funerals and cemetery property</li> <li>• Laws regarding accepting money for pre-need funerals</li> <li>• Comparison of “trust funded” and “insurance funded” pre-need arrangements</li> <li>• Why pre-need is important to a funeral home</li> <li>• Negative aspects of pre-need to a funeral home</li> <li>• Pro’s and con’s of pre-planning from a consumer’s perspective</li> </ul>
<p><b>3.2.2</b> Demonstrate knowledge of the law that applies to pre-arranged cemetery and funeral service contract sales</p>	<ul style="list-style-type: none"> <li>• History and development of pre-need sales and the legislation that governs pre-need contract sales generally, and in the learners’ home province</li> <li>• Relevant legislation pertaining to pre-need sales</li> <li>• Socio-economic factors underlying the selling and purchasing of pre-need funeral contracts</li> <li>• Requirements of the law related to licensing of businesses, salespersons, or other agents in his or her province</li> <li>• Specific legislative provisions for the handling of money paid on pre-need funeral contracts, including</li> </ul>



## Learning Tasks

## Content

- |  |   |
|--|---|
| <p><b>3.2.3</b> Explain the law as it pertains to changes to or cancellation of a contract</p> | <p>requirements for depositing, reporting and the disposition of accrued interest on money held in trust</p> <ul style="list-style-type: none"> <li>• Specific elements that must be included in a pre-need sales contract</li> <li>• Prohibitions and requirements that relate to the solicitation for pre-need sales and opportunities to make pre-need sales presentations</li> <li>• Insurance and trust contracts as related to pre-need contract</li> </ul>   |
| <p><b>3.2.4</b> Explain funeral contracts</p>  | <ul style="list-style-type: none"> <li>• Provisions of the law regarding the cancellation of a pre-need contract and 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</li> <li>• Relevant legislation pertaining to funeral contract sales</li> <li>• Socio-economic factors underlying the selling and purchasing of funeral contracts</li> <li>• Specific legislative provision 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</li> </ul> |
| <p><b>3.2.5</b> Explain interment contracts</p>  | <ul style="list-style-type: none"> <li>• Relevant legislation pertaining to interment contract sales</li> <li>• Socio-economic factors underlying the selling and purchasing of interment contracts</li> <li>• Specific legislative provision 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</li> <li>• How interment contracts relate to cemeteries</li> </ul>   |



### **Learning Tasks**

**3.2.6** Explain ethical transactions

### **Content**

- Deceptive and unconscionable practices

### **Achievement Criteria**

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



## UNIT 3 - FUNERAL LAW

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

**Learning Objectives:** Upon successful completion the learner is able to:

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

<b>Learning Tasks</b>	<b>Content</b>
<p><b>3.3.1</b> Demonstrate knowledge of types and amounts of benefits available to the bereaved under Government Regulations and Acts</p>	<ul style="list-style-type: none"> <li>• Required procedures and assessments necessary for a person, or a deceased person's estate, to access the benefits provided under these Acts</li> <li>• Specific dollar amounts of the compensations available through these sources and the limitations of these sources of funding</li> <li>• 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 the workplace</li> <li>• Types of circumstances under which victims of crime or fatal accidents may qualify for assistance</li> <li>• Sources of assistance to victims of crime and fatal accident in the related laws and regulations</li> <li>• Web-based information on sources of funding for eligible recipients</li> <li>• Funding eligibility requirements for individuals under the major categories or sources of assistance funding</li> <li>• Communication with families and agencies regarding the potential for financial assistance in a variety of circumstances</li> <li>• Published dollar amounts that are available to eligible individuals or estates from a variety of funding sources</li> </ul>



### Learning Tasks

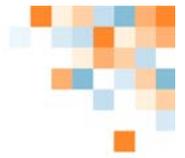
### Content

**3.3.2** Explain benefits available to military veterans

- Canadian Forces benefits
- Last Post fund

#### **Achievement Criteria**

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



## UNIT 3 - FUNERAL LAW

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

**Learning Objectives:** Upon successful completion the learner is able to:

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

<b>Learning Tasks</b>	<b>Content</b>
<b>3.4.1</b> Explain the role of the Public Guardian and Trustee in British Columbia	<ul style="list-style-type: none"> <li>• The <i>Public Guardian and Trustee Act of British Columbia</i> and the role of the Public Guardian and Trustee in British Columbia</li> <li>• Identify the responsibilities and powers of the Public Guardian and Trustee</li> </ul>
<b>3.4.2</b> Explain the laws of succession	<ul style="list-style-type: none"> <li>• Laws of succession as outlined in <i>Section 10</i> of the <i>Estates Administration Act of British Columbia</i></li> <li>• General principles of succession with respect to a spouse, partner, children, and other relatives</li> <li>• Status of a spouse that is not living with the intestate at the time of death</li> </ul>
<b>3.4.3</b> Explain last wills and testaments and their terminology	<ul style="list-style-type: none"> <li>• Web-based information about Last Wills and Testaments</li> <li>• Proper terminology ; and their value including the consequences of dying without a Will and the different types of Wills available</li> </ul>

### **Achievement Criteria**

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



## UNIT 3 - FUNERAL LAW

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

**Learning Objectives:** Upon successful completion the learner is able to:

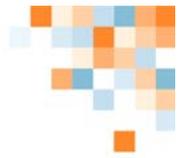
- 3.5.1 Explain the administration of the *Cremation, Interment and Funeral Services Act* and *Regulations*
- 3.5.2 Explain how the *Cremation, Interment and Funeral Services Act* and *Regulations* apply to the operation of a cemetery
- 3.5.3 Explain standards for Funeral Homes
- 3.5.4 Explain Control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

### **Learning Tasks**

- 3.5.1** Explain the administration of the *Cremation, Interment and Funeral Services Act* and *Regulations*

### **Content**

- How the authority (“the Board”) that administers and enforces the *Cremation, Interment and Funeral Services Act* and *Regulations* is formed
- Categories of persons eligible for appointment to the Board and the length of term these people may serve
- Responsibilities and powers of the Board
- How an individual or company may appeal the decision of the Board
- Role and responsibilities of the Executive Officer of the Board (Registrar)



### Learning Tasks

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

**3.5.3** Explain standards for Funeral Homes

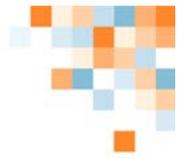
**3.5.4** Explain Control of Disposition

### Content

- Categories of cemeteries that are regulated under the *Cremation, Interment and Funeral Services Act and Regulations* according to ownership
- Terms and conditions of a *Certificate of Public Interest* and of a *Certificate of Operation*
- Purpose of the Maintenance and Care Funds and *the specific provisions* of this requirement under the *Cremation, Interment and Funeral Services Act and Regulations*
- Responsibilities of a cemetery owner under the *Cremation, Interment and Funeral Services Act and Regulations*
- How the Board administers and enforces the *Cremation, Interment and Funeral Services Act and Regulations* and *Regulations* in relation to Funeral Home standards
- Who can transfer remains
- Who controls remains

### Achievement Criteria

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



## UNIT 3 - FUNERAL LAW

**Competency**            **3.6 K Identify and describe the Vital Statistics Act as it applies to the Funeral Service Industry and the BC Coroner’s Service system**

**Learning Objectives:** Upon successful completion the learner is able to:

- 3.6.1 Demonstrate knowledge of the *Vital Statistics Act*
- 3.6.2 Demonstrate knowledge of the BC Coroners Service system

<b>Learning Tasks</b>	<b>Content</b>
<p><b>3.6.1</b> Demonstrate knowledge of the <i>Vital Statistics Act</i></p>	<ul style="list-style-type: none"> <li>• Purpose of the <i>Vital Statistics Act</i></li> <li>• Correct procedures for registering a death</li> <li>• Provisions of the <i>Vital Statistics Act</i> with respect to regulating the process of death and disposition in the province</li> <li>• 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)</li> <li>• Obligation of the funeral service professional to fulfill the role of funeral director under the <i>Vital Statistics Act</i></li> </ul>
<p><b>3.6.2</b> Demonstrate knowledge of the BC Coroners Service system</p>	<ul style="list-style-type: none"> <li>• Proper procedures for responding to a death that falls under the coroner’s jurisdiction</li> <li>• Specific circumstances under which the coroner has jurisdiction (reportable deaths)</li> <li>• Responsibilities and obligations of the coroner in all cases that fall under his/her jurisdiction under the Act</li> <li>• “Due diligence” and the meaning of this term as it applies to a funeral home employee</li> <li>• Procedure for dealing with planned home deaths</li> <li>• Requirements for documentation of a death under the coroner’s jurisdiction</li> </ul>



**Achievement Criteria**

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



## UNIT 3 - FUNERAL LAW

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

**Learning Objectives:** Upon successful completion the learner is able to:

- 3.7.1 Explain the purpose of licensing in the funeral service industry
- 3.7.2 Explain licensing laws, regulations and requirements for Funeral Directors and the Funeral Service Industry
- 3.7.3 Explain licensing laws, regulations and requirements for Embalmers

<b>Learning Tasks</b>	<b>Content</b>
<p><b>3.7.1</b> Explain the purpose of licensing in the funeral service industry</p>	<ul style="list-style-type: none"> <li>• Purpose or reason for the licensing of embalmers, funeral directors, and in some provinces salespersons or business managers</li> <li>• How funeral service companies, and individual licensed practitioners, fit into (relate to) the social and legal processes surrounding dying, death and disposition</li> </ul>
<p><b>3.7.2</b> Explain licensing laws , regulations and requirements for Funeral Directors and the Funeral Service Industry</p>	<ul style="list-style-type: none"> <li>• Process for obtaining a funeral service business license in British Columbia</li> <li>• Roles and responsibilities of the owner of a licensed funeral service firm that are conditions of licensing including conditions that must be met in order to obtain a funeral directors license in British Columbia</li> <li>• Roles and responsibilities of the licensed funeral director</li> </ul>



### Learning Tasks

- 3.7.3** Explain licensing laws, regulations and requirements for Embalmers

### Content

- Origin of the embalmers license in North America
- From a legal aspect “who can legally embalm in British Columbia?”
- Conditions that must be met in order to obtain an embalmers license in the learner’s province
- Process for becoming a licensed embalmer in British Columbia
- Who may and may not grant permission to embalm or for final disposition of the body
- Embalmer’s responsibility for the protection of the public’s health

### Achievement Criteria

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



# UNIT 4

## FUNERAL SERVICE ETHICS



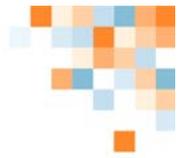
## UNIT 4 – FUNERAL SERVICE ETHICS

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

**Learning Objectives:** Upon successful completion the learner is able to:

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

<b>Learning Tasks</b>	<b>Content</b>
<p><b>4.1.1</b> Describe ethics and ethical behaviour</p>	<ul style="list-style-type: none"> <li>• Nature of an individual’s ability to make decisions and the application of ethics to funeral service</li> <li>• Principles and examples of a minimum of five ethical principles</li> <li>• Difference between ethics, morals and law</li> <li>• Code of ethics in the context of funeral business transactions</li> </ul>
<p><b>4.1.2</b> Demonstrate an understanding of the ethical behaviour and principals of the FSI</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Application of ethical principles to an individual’s own decisions</li> <li>• The universality of ethics and explanation of each of the five ethical principles</li> <li>• Definition of a dilemma and how it is different from a “problem”</li> <li>• The five-step process used in analyzing dilemmas</li> <li>• The five-step process to a sample scenario</li> </ul>



### Learning Tasks

**4.1.3** Demonstrate a clear understanding of what constitutes conflict of interest

**4.1.4** Describe different ethical philosophies

### Content

- Conflict of interest and the process of defining a conflict of interest
- The “trust test”
- Seven categories of conflicts of interest
- Why conflicts of interest are ethical issues
- Resolving a conflict of interest
- “Whistle blowing” and provision of guidelines
- Application of ethical principles to specific scenarios
- Application of the analyzing process to a specific “whistle-blowing” scenario
  
- Absolutism and provision of a scenario where absolutism works
- Relativism and provision of a scenario where relativism is socially acceptable
- Application of relativistic ethics to a scenario
- Weaknesses of the relativistic system in funeral service

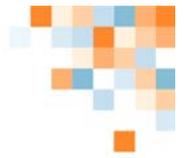
### Achievement Criteria

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



# UNIT 5

## ANATOMY & PHYSIOLOGY



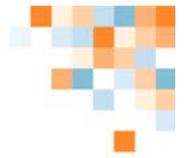
## UNIT 5 – ANATOMY & PHYSIOLOGY

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

**Learning Objectives:** Upon successful completion the learner is able to:

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

<b>Learning Tasks</b>	<b>Content</b>
<p><b>5.1.1</b> Explain the anatomical guide, anatomical limit and linear guide</p>	<ul style="list-style-type: none"> <li>• Anatomical guide, anatomical limit and linear guide</li> <li>• The anatomical guide, anatomical limit and linear guide for the following vessels:               <ul style="list-style-type: none"> <li>○ Common carotid artery</li> <li>○ Internal jugular vein</li> <li>○ Axillary artery</li> <li>○ Brachial artery</li> <li>○ Radial artery</li> <li>○ Ulnar artery</li> <li>○ Femoral artery</li> <li>○ Popliteal artery</li> <li>○ Anterior and posterior tibial artery</li> <li>○ Dorsalis pedis artery</li> </ul> </li> <li>• The femoral triangle</li> </ul>



**Learning Tasks**  
**5.1.2** Explain arteries and veins

**Content**

- Differences between an artery and a vein
- Considerations and precautions of using the following arteries as injection sites:
  - common carotid artery
  - femoral artery
  - axillary artery
- Considerations and precautions of using the internal jugular vein and the femoral vein as a drainage site
- Restricted cervical injection procedure
- Procedure for raising the common carotid artery, the axillary artery and the femoral artery
- General locations of the following vessels that may be used as supplemental injection sites:
  - facial artery
  - brachial artery
  - radial artery
  - ulnar artery
  - popliteal artery, and
  - anterior and posterior tibial arteries.

**5.1.3** Locate anatomical landmarks

- Locate regions/divisions of the closed cavities:
  - cranial divisions
  - thoracic divisions
  - abdominopelvic
- Use surface-marking / prominences in locating blood vessels:
  - skeletal and cartilage
  - muscular
  - epithelial

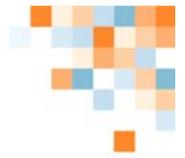
**Achievement Criteria**

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



# **UNIT 6**

## **SAFETY, SANITATION & HYGIENE**



## UNIT 6 – SAFETY, SANITATION & HYGIENE

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

**Learning Objectives:** Upon successful completion the learner is able to:

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

<b>Learning Tasks</b>	<b>Content</b>
<p><b>6.1.1</b> Explain how to ensure workplace health and safety hazards, corrective action requirements, and reporting procedures are implemented correctly</p>	<ul style="list-style-type: none"> <li>• Workplace health and safety hazards, corrective action requirements, and reporting procedures as specified by current government legislation:               <ul style="list-style-type: none"> <li>○ Current government legislation that relates to the workplace</li> <li>○ Hazards and hazardous conditions</li> <li>○ Required reporting procedures</li> <li>○ Required corrective action to be taken</li> </ul> </li> <li>• WorkSafeBC regulations</li> <li>• Description of Material Safety Data Sheets (MSDS):               <ul style="list-style-type: none"> <li>○ Hazard/toxicological symbols</li> <li>○ Storage and other data per regulations</li> <li>○ Fire, splash, spill, first aid and other precautionary data</li> </ul> </li> </ul>
<p><b>6.1.2</b> Explain safe work habits and universal precautions</p>	<ul style="list-style-type: none"> <li>• Reasons for precautions</li> <li>• Areas of principle concern</li> <li>• Importance of updating immunizations and types of vaccinations that are important for apprentice embalmers to obtain</li> </ul>



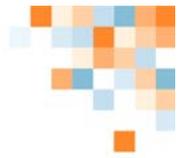
## Learning Tasks

## Content

- Safe work habits in accordance with current WorkSafeBC, applicable Federal Government regulations and FSABC practices, including:
    - barrier precautions
    - disinfection and salutary prophylaxis
    - approved, recommended materials
  - Certain pathogens that embalmers are at risk of acquiring
  - Work practise controls that will avoid exposure to infectious agents:
    - infectious case kits
    - goggles, masks & head covers
    - aprons and gowns
    - gloves and shoe covers
  - Proper methods of handling and disposing of sharps
  - Salutary drainage and spill control:
    - delayed drainage
    - phlebotomy
    - eliminate splashing
  
- 6.1.3 Explain personal and embalming room safety equipment
  - Proper attire for an embalmer's personal protective equipment
  - Barrier protection and infectious case kits
  - Nitrile gloves
  - Non-slip footwear
  - Masks and respirators
  - Exhaust fans, ventilation, and fresh air supply
  - Spill clean-up equipment and materials
  - Emergency eyewash and shower stations

### Achievement Criteria

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



## UNIT 6 – SAFETY, SANITATION & HYGIENE

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

**Learning Objectives:** Upon successful completion the learner is able to:

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

<b>Learning Tasks</b>	<b>Content</b>
<p><b>6.2.1</b> Explain and differentiate embalming products</p>	<ul style="list-style-type: none"> <li>• Uses of:               <ul style="list-style-type: none"> <li>○ pre- and co-injection chemicals</li> <li>○ arterial chemicals/index ranges</li> <li>○ speciality and cavity chemicals</li> <li>○ gels and compounds</li> </ul> </li> <li>• Primary and secondary dilution factors</li> <li>• Residual effects</li> </ul>
<p><b>6.2.2</b> Explain safety precautions for handling chemicals</p>	<ul style="list-style-type: none"> <li>• Procedures for handling work site chemicals according to government legislation and industry practice</li> <li>• Process for using Material Safety Data Sheets (MSDS) when working with chemicals</li> </ul>

### **Achievement Criteria**

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



## UNIT 6 – SAFETY, SANITATION & HYGIENE

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

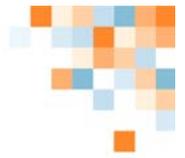
**Learning Objectives:** Upon successful completion the learner is able to:

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

<b>Learning Tasks</b>	<b>Content</b>
<p><b>6.3.1</b> Explain the disinfection process</p>	<ul style="list-style-type: none"> <li>• Disinfection process including preliminary, topical and pre-operative disinfection</li> <li>• Concurrent operation disinfection and terminal operational disinfection</li> <li>• Immediate effects of optional disinfectant and the residual effects of disinfectants</li> </ul>
<p><b>6.3.2</b> Explain precautions needed for bodies requiring special considerations due to illness</p>	<ul style="list-style-type: none"> <li>• Embalming implications and protocols when treating infectious diseases such as: Creutzfeldt–Jakob disease (CJD), HIV/AIDS, necrotizing fasciitis, superbugs, Hepatitis A, B, &amp; C, West Nile virus, etc.</li> <li>• Major concerns encountered when embalming bodies that have died of leukemia and drowning:               <ul style="list-style-type: none"> <li>○ Special considerations and treatments for bodies with leukemia</li> <li>○ Special considerations and treatments for bodies that have drowned</li> </ul> </li> <li>• Characteristics of dry gangrene and wet gangrene and the special treatments for bodies with gangrene</li> </ul>

### **Achievement Criteria**

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



## UNIT 6 – SAFETY, SANITATION & HYGIENE

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

**Learning Objectives:** Upon successful completion the learner is able to:

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

<b>Learning Tasks</b>	<b>Content</b>
<b>6.4.1</b> Explain waste precautions	<ul style="list-style-type: none"> <li>• Hazardous and non-hazardous wastes and the need to employ precautions and special procedures in handling waste materials</li> <li>• Handling work site hazardous material according to government legislation and industry practice</li> </ul>
<b>6.4.2</b> Explain procedures for handling human anatomic waste	<ul style="list-style-type: none"> <li>• Anatomic wastes:               <ul style="list-style-type: none"> <li>○ blood</li> <li>○ lymph</li> <li>○ body fluids</li> <li>○ human solids</li> <li>○ organic tissues</li> </ul> </li> <li>• Pre-drainage treatments</li> <li>• Bulk volumes and suctioned materials</li> <li>• Collection and disposal methods and procedures according to government legislation and industry practice</li> </ul>
<b>6.4.3</b> Explain procedures for handling non-anatomic wastes	<ul style="list-style-type: none"> <li>• Non-anatomic wastes:               <ul style="list-style-type: none"> <li>○ linens</li> <li>○ catheters</li> <li>○ cannulae</li> <li>○ ostomy bag</li> <li>○ dressings</li> <li>○ sutures</li> </ul> </li> <li>• Collection and disposal methods and procedures according to government legislation and industry practice</li> </ul>

**Learning Tasks**

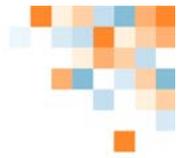
**6.4.4** Explain procedures for handling 'sharps'

**Content**

- 'Sharps':
  - IV canulla needles
  - surgical blades
  - hypodermic needles
- Collection and disposal methods for 'sharps' and procedures according to government legislation and industry practice

**Achievement Criteria**

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



## UNIT 6 – SAFETY, SANITATION & HYGIENE

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

**Learning Objectives:** Upon successful completion the learner is able to:

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

<b>Learning Tasks</b>	<b>Content</b>
<b>6.5.1</b> Explain preparation room protocols	<ul style="list-style-type: none"> <li>• Preparation room protocols</li> <li>• Minimum standards of personal protective equipment (PPE) that should be worn when embalming and types of PPE available</li> </ul>
<b>6.5.2</b> Explain the requirements for the physical design of a preparation room	<ul style="list-style-type: none"> <li>• Mechanics of a proper working ventilation system in regards to placement of air intake, air exhaust and the amount of air exchanges required</li> <li>• Various equipment, instruments and their uses in the embalming room including:               <ul style="list-style-type: none"> <li>○ Mechanics of the centrifugal pump-embalming machine</li> <li>○ How the embalming machine works</li> </ul> </li> <li>• Pressure:               <ul style="list-style-type: none"> <li>○ Potential pressure</li> <li>○ Actual pressure</li> <li>○ Differential pressure</li> </ul> </li> </ul>

### **Achievement Criteria**

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



## UNIT 6 – SAFETY, SANITATION & HYGIENE

### Competency 6.6 K Identify and describe biochemistry

**Learning Objectives:** Upon successful completion the learner is able to:

6.6.1 Identify and describe biochemistry

<b>Learning Tasks</b>	<b>Content</b>
<p><b>6.6.1</b> Identify and describe biochemistry</p>	<ul style="list-style-type: none"> <li>• Normal life functions:               <ul style="list-style-type: none"> <li>○ homeostasis</li> <li>○ absorption</li> <li>○ integration</li> </ul> </li> <li>• Threats to normal functions:               <ul style="list-style-type: none"> <li>○ mutagenics</li> <li>○ carcinogenics</li> <li>○ environmental factors</li> <li>○ dietary and consumption factors</li> </ul> </li> </ul>

### **Achievement Criteria**

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



# UNIT 7 COMMUNICATIONS



## UNIT 7 – COMMUNICATIONS

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

**Learning Objectives:** Upon successful completion the learner is able to:

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

<b>Learning Tasks</b>	<b>Content</b>
<p><b>7.1.1</b> Explain different types of interpersonal and communications skills and patterns used in the FSI</p>	<ul style="list-style-type: none"> <li>• Four phases of acquiring new interpersonal skills</li> <li>• Ways in which precise and vague language are used in the funeral service industry</li> <li>• Challenges of appropriately or inappropriately using <i>vocabulary, terminology, jargon, profanity, and euphemisms</i> in funeral service</li> <li>• Six potentially destructive communications patterns</li> <li>• Strategies for enhancing interpersonal skills through practice</li> </ul>
<p><b>7.1.2</b> Explain basic public speaking common speaking techniques</p>	<ul style="list-style-type: none"> <li>• Public speaking techniques required in the Funeral Services Profession (FSP)</li> <li>• Basic public speaking techniques including:               <ul style="list-style-type: none"> <li>○ use of floor space</li> <li>○ making eye contact</li> <li>○ other</li> </ul> </li> </ul>
<p><b>7.1.3</b> Explain non-verbal communication</p>	<ul style="list-style-type: none"> <li>• Meaning and importance of non-verbal communication in the FSP</li> <li>• Six characteristics of non-verbal communication</li> <li>• Nine types of non-verbal communication and how they impact funeral service professionals</li> </ul>



### Learning Tasks

**7.1.4** Identify and describe questioning techniques

**7.1.5** Identify and describe listening skills

**7.1.6** Explain 'perception'

### Content

- Using questions and their applications
- Similarities and differences between open-ended and closed-ended questions
- Questioning and the expected outcomes
  
- Process and purpose of oral communication and how it relates to listening skills
- Characteristics of effective listeners
- Three levels of listening
- Ten ways to improve listening skills
- Seven types of ineffective listening
- Ten reasons why people do not listen effectively
- Active listening and five elements of the listening process including:
  - Speaker's purpose and identifying expected outcomes
  - Responding to the speaker's message
  - Paraphrasing
  - Concept of acknowledging as a way to paraphrase
  - Clarifying by explaining purposes, illustrating uses, and identifying expected outcomes
  - Difference between "I " and "you statements"
- Eight general guidelines for providing feedback to a speaker
  
- Meaning of perception by explaining the perception process
- Factors that influence perception
- Preventing misunderstanding by checking perception.
- The skill of perception checking

**Learning Tasks**

**7.1.7** Explain personal strengths and personal growth

**Content**

- Personal strengths and areas for improvement
- Reflection on “self” and how to communicate personal information in a written format
- The importance of interpersonal relationships in counselling bereaved individuals and families
- Purpose of developing an interpersonal relationship in serving grieving people

**Achievement Criteria**

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



## UNIT 7 – COMMUNICATIONS

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

**Learning Objectives:** Upon successful completion the learner is able to:

- 7.2.1 Explain the role of the funeral director in the community
- 7.2.2 Describe working relations with clergy

<b>Learning Tasks</b>	<b>Content</b>
<b>7.2.1</b> Explain the role of the funeral director in the community	<ul style="list-style-type: none"> <li>• Professional relationships outside of funeral service</li> </ul>
<b>7.2.2</b> Describe working relations with clergy	<ul style="list-style-type: none"> <li>• Perceived role and skill level of funeral directors by clergy</li> <li>• Sources of conflict between funeral directors and clergy and ways of resolving the issues</li> <li>• The working relationship between clergy and funeral directors</li> <li>• Qualities of a good funeral director according to clergy</li> </ul>

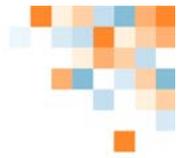
### **Achievement Criteria**

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



# UNIT 8

## EMBALMING THEORY



## UNIT 8 – EMBALMING THEORY

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

**Learning Objectives:** Upon successful completion the learner is able to:

- 8.1.1 Explain the types of embalming treatments
- 8.1.2 Explain embalmer terminology

<b>Learning Tasks</b>	<b>Content</b>
<p><b>8.1.1</b> Explain the types of embalming treatments</p>	<ul style="list-style-type: none"> <li>• Four types of embalming treatments:               <ul style="list-style-type: none"> <li>○ two primary methods of embalming and</li> <li>○ the two secondary methods of embalming</li> </ul> </li> <li>• Basic steps for embalming the un-autopsied adult body</li> <li>• Basic steps for embalming the autopsied adult body</li> </ul>
<p><b>8.1.2</b> Explain embalming terminology</p>	<ul style="list-style-type: none"> <li>• Terms relating to embalming and preservation</li> <li>• Difference between the “cause of death” and the “manner of death”</li> </ul>

### **Achievement Criteria**

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



## UNIT 8 – EMBALMING THEORY

### Competency 8.2 K Identify and describe ante and post mortem changes

**Learning Objectives:** Upon successful completion the learner is able to:

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

<b>Learning Tasks</b>	<b>Content</b>
<p><b>8.2.1</b> Explain Ante Mortem body changes</p>	<ul style="list-style-type: none"> <li>• “Agonal period” and the four agonal changes that occur in a body prior to death:               <ul style="list-style-type: none"> <li>○ temperature changes</li> <li>○ circulatory changes</li> <li>○ moisture changes</li> <li>○ translocation of micro organisms</li> </ul> </li> <li>• Terms related to the agonal period:               <ul style="list-style-type: none"> <li>○ agonal algor</li> <li>○ agonal fever</li> <li>○ agonal hypostasis</li> <li>○ agonal coagulation</li> <li>○ agonal capillary expansion</li> <li>○ agonal edema</li> <li>○ agonal dehydration</li> <li>○ translocation</li> </ul> </li> </ul>
<p><b>8.2.2</b> Explain the difference between physical and chemical post-mortem changes</p>	<ul style="list-style-type: none"> <li>• Physical post-mortem changes:               <ul style="list-style-type: none"> <li>○ algor mortis</li> <li>○ hypostasis</li> <li>○ livor mortis</li> <li>○ dehydration</li> <li>○ increase in blood viscosity</li> <li>○ endogenous invasion of microorganisms</li> </ul> </li> <li>• Chemical post-mortem changes:               <ul style="list-style-type: none"> <li>○ Post-mortem calorcity</li> <li>○ Post-mortem stain</li> <li>○ Shift in body pH levels</li> <li>○ Rigor mortis</li> <li>○ Decomposition</li> </ul> </li> <li>• Significance of embalming on the post-mortem physical and chemical changes</li> </ul>



### **Learning Tasks**

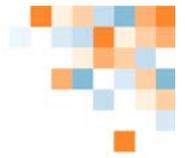
**8.2.3** Explain decomposition

### **Content**

- Five cardinal signs of decomposition

### **Achievement Criteria**

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



## UNIT 8 – EMBALMING THEORY

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

**Learning Objectives:** Upon successful completion the learner is able to:

- 8.3.1 Identify and describe the structure, outline and properties of matter
- 8.3.2 Identify and describe solutions and compounds
- 8.3.3 Identify and describe chemistry

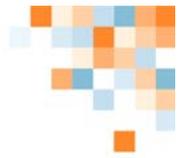
<b>Learning Tasks</b>	<b>Content</b>
<p><b>8.3.1</b> Identify and describe the structure, outline and properties of matter</p>	<ul style="list-style-type: none"> <li>• Structure of matter               <ul style="list-style-type: none"> <li>○ occupation of space</li> <li>○ atoms</li> <li>○ molecules</li> <li>○ electrical bounding</li> </ul> </li> <li>• States of matter               <ul style="list-style-type: none"> <li>○ solids</li> <li>○ liquids</li> <li>○ gases</li> <li>○ plasmas</li> </ul> </li> <li>• Properties of matter               <ul style="list-style-type: none"> <li>○ physical</li> <li>○ chemical compounds and elements</li> <li>○ inertia/resistance to change in condition</li> </ul> </li> </ul>
<p><b>8.3.2</b> Identify and describe solutions and compounds</p>	<ul style="list-style-type: none"> <li>• Solutes               <ul style="list-style-type: none"> <li>○ aqueous</li> <li>○ buffers</li> <li>○ colloids</li> <li>○ hypetonic, hypotonic and isotonic</li> <li>○ isosmatic</li> </ul> </li> <li>• Properties of compounds               <ul style="list-style-type: none"> <li>○ organic and inorganic</li> <li>○ acid and alkali</li> <li>○ saccharides and carbohydrates</li> <li>○ electrolytes and saline</li> <li>○ amines and amino acids</li> <li>○ oxygen, nitrogen and hydrogen</li> </ul> </li> </ul>

**8.3.3** Identify and describe chemistry

- Organic chemistry:
  - carbon containing matter
  - vital force/vitalism
  - valence theory
- Inorganic chemistry:
  - non-carbon matter
  - acids and alkalis
  - dyes
  - lime
  - perfumes
  - preservatives
- Physical chemistry
  - kinetic theory of gasses
  - chemical thermodynamics
  - phase rule

**Achievement Criteria**

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



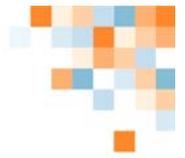
## UNIT 8 – EMBALMING THEORY

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

**Learning Objectives:** Upon successful completion the learner is able to:

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

<b>Learning Tasks</b>	<b>Content</b>
<b>8.4.1</b> Explain changes to the body post mortem	<ul style="list-style-type: none"> <li>• Post-mortem changes:               <ul style="list-style-type: none"> <li>○ rigor mortis</li> <li>○ calorcity/fever</li> <li>○ algor mortis</li> <li>○ blood changes</li> <li>○ pH changes and formaldehyde demand</li> <li>○ protein and structural changes</li> <li>○ decomposition</li> </ul> </li> </ul>
<b>8.4.2</b> Explain embalming chemistry	<ul style="list-style-type: none"> <li>• Characteristics of formaldehyde</li> <li>• Advantages and disadvantages of using formaldehyde</li> <li>• Health concerns in using formaldehyde</li> <li>• Eight ingredients found in a bottle of arterial fluid</li> <li>• Phenol</li> <li>• Calculating the strength and amount of an arterial solution required</li> <li>• “Pre-injection” and its application</li> <li>• Co-injection fluids</li> <li>• Accessory embalming chemicals available.</li> <li>• Special-purpose arterial fluids</li> <li>• Chemicals by manufacturer; arterial, cavity, specialty, accessory and practical application:               <ul style="list-style-type: none"> <li>○ Dodge</li> <li>○ ESCO</li> <li>○ Eckles</li> </ul> </li> </ul>



<b>Learning Tasks</b>	<b>Content</b>
<b>8.4.3</b> Outline embalming chemical elements	<ul style="list-style-type: none"> <li>• Purpose of fluids:             <ul style="list-style-type: none"> <li>○ preservatives</li> <li>○ germicides</li> <li>○ anticoagulants</li> <li>○ perfuming agents</li> <li>○ surfactants</li> <li>○ dyes</li> <li>○ modifying agents</li> <li>○ vehicles/solvents/carriers</li> </ul> </li> <li>• Modifying agents and specific examples of each kind:             <ul style="list-style-type: none"> <li>○ buffers</li> <li>○ humectants</li> <li>○ inorganic salts</li> </ul> </li> <li>• Purpose of:             <ul style="list-style-type: none"> <li>○ autopsy gels</li> <li>○ cautery chemicals</li> <li>○ tissue builder</li> <li>○ solvents</li> <li>○ hardening compounds</li> <li>○ embalming powders</li> <li>○ mold preventative agents</li> <li>○ sealing agents</li> <li>○ mold preventative agents</li> <li>○ sealing agents</li> </ul> </li> </ul>
<b>8.4.4</b> List and define embalming chemicals and sundries	<ul style="list-style-type: none"> <li>• Purpose of embalming chemicals, including:             <ul style="list-style-type: none"> <li>○ Bottled concentrates</li> <li>○ Pre-injection and co-injection</li> <li>○ Arterial chemicals</li> <li>○ Categorize arterial chemicals according to purpose:                 <ul style="list-style-type: none"> <li>- low/non-firming</li> <li>- semi-firming/cosmetic</li> <li>- hardening/definite forming</li> </ul> </li> <li>○ Cavity fluids and specialty chemicals</li> <li>○ Dry, mastic and gel compounds</li> <li>○ Prosthetic forms and feature setting</li> <li>○ Suturing materials and incision sealers</li> <li>○ Disinfectants</li> </ul> </li> </ul>



**Achievement Criteria**

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



## UNIT 8 – EMBALMING THEORY

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

**Learning Objectives:** Upon successful completion the learner is able to:

8.5.1 List and describe equipment used in embalming

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

### **Achievement Criteria**

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



## UNIT 8 – EMBALMING THEORY

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

**Learning Objectives:** Upon successful completion the learner is able to:

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

<b>Learning Tasks</b>	<b>Content</b>
<p><b>8.6.1</b> Explain considerations when embalming autopsied bodies.</p>	<ul style="list-style-type: none"> <li>• Autopsy and what is involved</li> <li>• Factors and considerations involved when embalming autopsied bodies (i.e., fluid strength, rate of flow, etc.)</li> <li>• Preparation of an autopsied body</li> <li>• Embalming an autopsied body</li> <li>• Procedure and treatment in an autopsied body:               <ul style="list-style-type: none"> <li>○ viscera cavity</li> <li>○ thoracic cavity</li> <li>○ abdominal cavity</li> <li>○ cranial cavity</li> </ul> </li> <li>• Procedure and treatment of a partially autopsied body</li> </ul>
<p><b>8.6.2</b> Explain how dehydration effects the embalming process</p>	<ul style="list-style-type: none"> <li>• Amount of total body moisture found in a normal adult male and female</li> <li>• Techniques to maintain a good balance of moisture in a body</li> <li>• Possible causes of ante-mortem dehydration and post-mortem dehydration</li> <li>• Desiccation challenges encountered when treating a dehydrated body</li> <li>• Treatments required to minimize or prevent post-embalming dehydration</li> </ul>



### Learning Tasks

**8.6.3** Explain how conditions of the vascular system effect the embalming process

**8.6.4** Describe the different types of purge and how they are caused

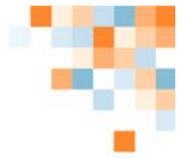
**8.6.5** Describe troubleshooting techniques used during the embalming process

### Content

- Conditions that affect the vascular system
  - Intravascular disease processes
  - Extravascular resistance
  - Arteriosclerosis
  - Embalming treatments for arteriosclerosis
  - Ruptured aneurysms
  - Valvular heart disease
  - Congestive heart failure
  - Difference in arterial and venous coagula and their importance to embalming results
  - Diabetes
- 
- Types of purge and proper treatments
  - Preventing post-embalming purge
- 
- Methods of overcoming
    - intravascular resistance
    - intervascular resistance
    - extravascular resistance

### Achievement Criteria

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



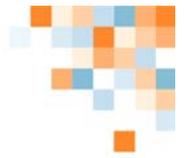
## UNIT 8 – EMBALMING THEORY

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

**Learning Objectives:** Upon successful completion the learner is able to:

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

<b>Learning Tasks</b>	<b>Content</b>
<b>8.7.1</b> Explain initial embalming procedures.	<ul style="list-style-type: none"> <li>• Universal precautions</li> <li>• Pre-embalming case analysis</li> <li>• Positioning of the body on the embalming table</li> <li>• Disinfection procedure</li> </ul>
<b>8.7.2</b> Explain how to set features	<ul style="list-style-type: none"> <li>• Procedures for mouth and eye closure</li> <li>• Time frame for the removal of invasive devices</li> <li>• Ulcers and skin slip</li> </ul>
<b>8.7.3</b> Explain fluid distribution, diffusion, resistance and procedures for dealing with fluids	<ul style="list-style-type: none"> <li>• Difference between fluid distribution and diffusion</li> <li>• Intravascular and extravascular fluid resistance</li> <li>• The importance of resistance</li> <li>• Signs or indications of fluid distribution and diffusion</li> <li>• Improving arterial fluid distribution               <ul style="list-style-type: none"> <li>○ Diffusion terminology:</li> <li>○ Pressure filtration</li> <li>○ Osmosis</li> <li>○ Dialysis</li> <li>○ Adsorption</li> <li>○ Gravity filtration</li> </ul> </li> </ul>



### Learning Tasks

### Content

#### 8.7.4 Define and explain injection techniques

- Arterial/intervascular injection:
  - injection and drainage methods
  - factors involved in selecting an injection and drainage site
- Injection terminology:
  - One-point injection
  - Split injection
  - Restricted cervical injection
  - Multipoint injection
  - Sectional vascular embalming
  - Six-point injection
  - Vascular resistance
- Injection techniques:
  - One-point injection
  - Split injection
  - Multipoint injection
  - Restricted cervical injection
  - Sectional injection
- Short-circuiting of arterial fluid
- Advantages of the restricted cervical injection
- Restricted cervical injection technique
- Instant tissue fixation technique

#### 8.7.5 Explain subcutaneous applications

- Subcutaneous applications:
- surgical methods
  - hypodermic injection
  - surgical and accidental traumatized tissue

#### 8.7.6 Explain surface embalming

- Surface embalming
- osmotic embalming
  - packs, gels and powders
  - aerosols and sprays
  - immersion and vattling
  - fumigation



### Learning Tasks

### Content

- |  |   |
|--|---|
| <p><b>8.7.7</b> Explain how to treat viscera</p>                         | <ul style="list-style-type: none"> <li>• Anatomic divisions of closed cavities and their contacts, including:             <ul style="list-style-type: none"> <li>○ cranospinal</li> <li>○ thoracic</li> <li>○ abdominal/abdominopelvic</li> </ul> </li> <li>• Arterial:             <ul style="list-style-type: none"> <li>○ nutrient/systemic vessels</li> <li>○ function circulation and nutrient circulation</li> <li>○ potential benefit to lumina of viscera</li> </ul> </li> <li>• Cavity treatment in an un-autopsied body:             <ul style="list-style-type: none"> <li>○ primary purpose</li> <li>○ tissues poorly treated or left untreated by arterial injection</li> <li>○ Trocar guides to significant organs</li> </ul> </li> </ul> |
| <p><b>8.7.8</b> Explain cavity embalming techniques</p>                  | <ul style="list-style-type: none"> <li>• Salutory and cosmetic benefits of cavity embalming:             <ul style="list-style-type: none"> <li>○ removal of purge materials</li> <li>○ other closed cavity materials</li> <li>○ reduction of distensions</li> </ul> </li> <li>• Cavity embalming processes and methods:             <ul style="list-style-type: none"> <li>○ Trocar insertion sights</li> <li>○ locating visceral organs with the trocar</li> <li>○ cavity fluid/chemicals</li> <li>○ dilution factors</li> <li>○ cavity fluid/chemical injection</li> <li>○ respiration</li> <li>○ Trocar puncture closure</li> <li>○ cranial cavity embalming</li> </ul> </li> </ul>   |
| <p><b>8.7.9</b> Describe how to embalm cavities on an autopsied body</p> | <ul style="list-style-type: none"> <li>• Cavity embalming of an autopsied body including:             <ul style="list-style-type: none"> <li>○ visual cavity/direct incision method</li> <li>○ attached vs. unattached viscera</li> <li>○ embalming compounds</li> <li>○ prosthetic replacement in eviscerated bodies</li> <li>○ realignment and closure</li> </ul> </li> </ul>   |



**Achievement Criteria**

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



## UNIT 8 – EMBALMING THEORY

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

**Learning Objectives:** Upon successful completion the learner is able to:

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

<b>Learning Tasks</b>	<b>Content</b>
<b>8.8.1</b> Explain the objectives and the visual and sensory evidences of successful embalming	<ul style="list-style-type: none"> <li>• Primary objective of embalming and how it is achieved</li> <li>• Secondary objective of embalming and why it is necessary</li> <li>• Sensory evidences of successful embalming</li> </ul>
<b>8.8.2</b> Describe cannulation	<ul style="list-style-type: none"> <li>• Condition of the vessel(s)</li> <li>• Elevating vessel(s) and inject <i>in situ</i></li> <li>• Locating, selecting and securing arteries and cannula:               <ul style="list-style-type: none"> <li>○ aorta and aortic arch</li> <li>○ innominate artery</li> <li>○ subclavians and carotids</li> <li>○ internal arteries at circle of willis</li> <li>○ iliac arteries</li> </ul> </li> <li>• Inserting cannula and applying ligatures</li> </ul>
<b>8.8.3</b> Explain the different methods of injection	<ul style="list-style-type: none"> <li>• Syringes and hand pumps</li> <li>• How gravity relates to flow</li> <li>• Pneumatics</li> <li>• Variations in motorized injection machine controls and special features</li> </ul>
<b>8.8.4</b> Explain injection controls	<ul style="list-style-type: none"> <li>• Potential, actual and differential pressure</li> </ul>



## Learning Tasks

## Content

		<ul style="list-style-type: none"> <li>• Rate of flow</li> <li>• Detecting resistance</li> <li>• Intermittent injection and continuous injection</li> </ul>
<b>8.8.5</b>	Trace the flow of injected chemicals through the main arterial branches	<ul style="list-style-type: none"> <li>• Centre of embalming circulation</li> <li>• Aorta to head and upper extremities, and aorta to lower extremities</li> </ul>
<b>8.8.6</b>	Explain how to select a vein for drainage	<ul style="list-style-type: none"> <li>• Condition of vessel(s)</li> <li>• Elevating vessel(s) or drain <i>in situ</i></li> <li>• Phlebotomy</li> <li>• Drainage tubes and angular forceps</li> </ul>
<b>8.8.7</b>	Explain controlled drainage	<ul style="list-style-type: none"> <li>• Controlled drainage:               <ul style="list-style-type: none"> <li>○ injecting against a closed vessel and delayed drainage</li> <li>○ intermittent and continuous drainage</li> <li>○ direct heart tap method and concurrent aspiration</li> </ul> </li> </ul>
<b>8.8.8</b>	Explain monitoring drainage substance	<ul style="list-style-type: none"> <li>• Drainage substance:               <ul style="list-style-type: none"> <li>○ clear fluid</li> <li>○ blood volume</li> <li>○ embalming chemicals</li> <li>○ fluid retention</li> </ul> </li> </ul>

### Achievement Criteria

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



## UNIT 8 – EMBALMING THEORY

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

**Learning Objectives:** Upon successful completion the learner is able to:

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

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

### **Achievement Criteria**

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



# **SECTION 3**

## **TRAINING PROVIDER STANDARDS**



## TRAINING PROVIDER STANDARDS

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

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

The Funeral Director and Embalmer Apprenticeship programs are divided into theoretical and practical components.

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

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

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

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

The Embalmer & Funeral Director Foundation Program is a pre-apprenticeship program and comprises only the theory components.

### **Instructor Qualification:**

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



**Recommended Reference Textbooks**

**REQUIRED TEXTS**

**Manual/Text and Publisher**

**Author**

**Basic Human Anatomy and Physiology**

Charlotte M. Dienhart

W.B. Saunders Co.

Philadelphia, London, Toronto

**Cremation, Internment and Funeral Services Act**

Queen's Printer or FSABC

**Cremation, Internment and Funeral Services Regulations**

Queen's Printer or FSABC

**Vital Statistics Act**

Queen's Printer or FSABC

**Color and Cosmetics**

J. Sheridan Mayer

(Graphic Arts Press) Professional Training Schools Inc.

Dallas, Texas

**Coroner's Act (2007)**

Queen's Printer or FSABC

**Health Act, Communicable Disease Regulation**

Queen's Printer or FSABC

**Burton's Microbiology for the Health Sciences (8<sup>th</sup> Edition, November 2006)**

Gwendolyn R. W. Burton &  
Paul G. Englelkkirk

Lippincott Williams & Wilkins Philadelphia, New York

**Interpersonal Skills Training: A Handbook for Funeral Home Staff**

Dr. Alan Woefelt

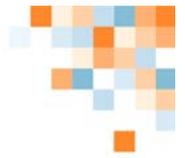
Routledge; 1 edition (October 1990)

**The Principles and Practices of Embalming (5<sup>th</sup> Edition)**

Clarence G. Stubbs and L.G.  
Frederick

Professional Training Schools Inc.

Dallas, Texas



**Surviving Grief and Learning to Live Again**  
Wiley (April 1992)

Catherine M. Sanders

**Death, Society, and the Human Experience (9th Edition, April 2006)**  
Allyn & Bacon

Robert J. Kastenbaum

**Business (8<sup>th</sup> Edition)**  
Pearson Education Canada

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

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

John Canine

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

J. Sheridan Mayer

           **or**

**Champion Restorative Art**  
FSABC

A.O. Spriggs

#### SUGGESTED TEXTS

**Manual/Text and Publisher**

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

**Author**

Helen Rapson

**Embalming: History, Theory and Practice (4<sup>th</sup> Edition)**  
McGraw-Hill Companies Inc., 2000.by

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

#### USEFUL REFERENCE SITES

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