

# **Funeral Director and Embalmer Certificate Programs**

## **PLAR Candidate Guide**

Prior Learning Assessment and  
Recognition (PLAR)



Tomorrow  
in the making.

## Copyright

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Saskatchewan Polytechnic

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The Funeral Director and Embalmer certificate program is dedicated to removing barriers and broadening the access to programs at Saskatchewan Polytechnic. We believe that adults acquire knowledge and skills through life and work experience that may align with courses within our programs.

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<b>Revised</b>	November 2007	January 2008	April-May 2011	September 2015
	January 2015	June 2016	July 2017	
<b>Web ready – PLAR office</b>		January 2009	May 2011	December 2014

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## **Why consider a PLAR assessment?**

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PLAR refers to the combination of flexible ways of evaluating people's lifelong learning, both formal and informal against a set of established standards. You can receive academic credit for your relevant lifelong learning. The Funeral Service program recognizes prior learning in a number of ways.

We recognize:

- Previous formal learning from an accredited training institution through transfer of credit.
- Previous informal learning or experiential learning through a comprehensive prior learning and recognition process.

## **What are the PLAR options?**

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To be eligible for PLAR, an applicant must first register or already be registered as a Saskatchewan Polytechnic student.

### **Option A: Individual course challenge**

If you have successful experience within the last five years in the Funeral Service field, and have learned the skills and knowledge for **one or more** of the Funeral Service certificate program courses, you may apply to be assessed for each applicable course.

#### **Fees:**

- There will be a charge for each individual course assessment.
- For a listing of the specific PLAR fees, check the [PLAR database](#) or call Saskatchewan Polytechnic and ask to speak to the PLAR advisor/counsellor assigned to the Funeral Service program at: 1-866-467-4278.

### **Option B: Block assessment**

If you have had successful experience within the past five years in the Funeral Service field and have the skills and knowledge for a block of related and cumulative courses, then you may be assessed on blocks of courses. Successful completion of the block assessment will result in credit for all classes associated with that block.

#### **Fees:**

- There will be a fee for each individual block assessment.
- For a listing of the specific PLAR fees, check the [PLAR database](#) or call Saskatchewan Polytechnic and ask to speak to the PLAR advisor/counsellor assigned to the Funeral Service program at: 1-866-467-4278.

## **How many courses can be challenged through PLAR in the Funeral Service certificate program?**

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Currently we have 14 out of 24 certificate courses and with PLAR challenges available. There is no limit. You may challenge as many of these courses as you are able to prove prior skills and knowledge through assessment.

## Which courses are PLAR-ready?

Funeral Service certificate program profile			
COURSE CODE	COURSE NAME	PLAR Challenge(s) available through program	PLAR Challenge(s) not available
<b>Core courses for both Funeral Director and Embalmer certificate programs</b>			
COM 101	Written and Oral Communications	✓see note below*	
COMM 291	Interpersonal Communications	✓see note below*	
ETHC 184	Jurisprudence and Ethics	✓	
LEAD 180	Leadership and Group Dynamics	✓see note below*	
NAST 102	Indigenous Studies	✓see note below*	
ORTN 199	Orientation to Funeral Service	✓	
PD 143	Professionalism		X
PRAC 176	Core Practicum	✓	
WORK 192	Core Work Experience	✓	
<b>Core practicum block (for both programs)</b>			
PRAC 176	Core Practicum	✓	
WORK 192	Core Work Experience	✓	
<b>Funeral Director program courses</b>			
COAP 178	Computer Applications for Funeral Services	PLAR assessment will be available in 2017-18	
FNRL 181	Arrange Funerals		X
FNRL 281	Direct Funerals		X
FNRL 282	Business Practices & Processes in the Funeral Service		X
PR 145	Customer Service		X
PRAC 278	Funeral Director Practicum		X
PSYC 160	Psychology 1	✓see note below*	
PSYC 280	Psychology of Grief	✓	
<b>Embalmer program courses</b>			
APHY 189	Anatomy & Physiology	✓see note below*	
FNRL 180	Restorative Art		X
FNRL 182	Embalming 1		X
FNRL 183	Embalming 2		X
MICR 185	Microbiology for Funeral Service	✓	
PATH 186	Pathophysiology	✓	
PRAC 277	Embalming Practicum		X

**\*Note\*** Course marked above with “✓**see note below\***” are delivered by other departments or programs at Saskatchewan Polytechnic. Please ask the Program Head for the Funeral Director and Embalmer programs to refer you to the appropriate person for consultation and assessment regarding PLAR for these courses.

For assistance if you are unsure of your career goal or program choice, call the Contact Centre toll-free at 1-866-467-4278 and ask for [counselling services](#) at the campus nearest you.

### **Is PLAR available at any time of the year?**

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PLAR challenges are currently being considered during the academic year for the Funeral Service program. **No PLAR challenges will be offered in the months of July and August.**

### **Is it *easier* to challenge a course through PLAR or take the course?**

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Neither is easier. By using PLAR you may reduce the repetition of studying information that you already know. The PLAR process allows you to demonstrate knowledge you already have.

PLAR is not an easy way to certification, rather a “different” way to obtain certification. Your personal level of skill and experience will dictate which courses you choose to challenge. The self-audit section found later in this guide will help you decide if you have a good match of skill and knowledge for a specific course.

### **Methods of assessing prior learning**

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Assessment methods measure an individual’s learning against course learning outcomes. The assessment methods listed below are the ones most commonly used, but other forms of flexible assessment may be considered. These assessments may include one or a combination of the following assessment tools:

- challenge exam (written or oral)
- interviews
- equivalency (evaluations of learning from non-credit training providers)
- evidence or personal documentation files (providing evidence of learning from life and work experiences and accomplishments)

All documents submitted to Saskatchewan Polytechnic may be returned to the student after final results are given and the seven-day grade appeal deadline has passed. Photocopies of transcripts and certificates may be included in your evidence file, but be prepared to show original documents at the PLAR audit meeting for validation.

### **If I live out of town, do I have to travel to a main campus to do PLAR?**

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There will be times that you will need to meet with the program on campus. However, we will try to keep travel to a minimum.

## **What if I have a disability & need equity accommodations?**

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At Saskatchewan Polytechnic, we understand that sometimes services must be provided to students in a variety of ways to achieve the goals of fair representation. Therefore, the range of accessibility services for students with disabilities is as diverse as the needs of those students. We strive for equity (not uniformity) and provide varied services for students with differing needs. If more information is required, please contact a Saskatchewan Polytechnic counsellor at a campus closest to you or refer to the Saskatchewan Polytechnic Web site:

[Accessibility Services](#)

## **Are there other methods to gain Saskatchewan Polytechnic course credits for prior learning?**

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### **Transfer Credit**

Yes, Saskatchewan Polytechnic will grant credit for previous training that is similar in content, objectives, and evaluation standards to Saskatchewan Polytechnic training. Transfer of credit is different from the PLAR process. Transfer Credit guidelines may be found at:

<http://saskpolytech.ca/admissions/resources/transfer-credit.aspx>

It is the student's responsibility to check with [Enrolment Services](#) for specific campus procedures on this policy. For specific information and guidelines regarding transfer of credit, contact a [Saskatchewan Polytechnic educational counsellor](#).

### **Equivalency Credit**

Equivalency credit refers to the application of credit you may have earned in a previously taken Saskatchewan Polytechnic course to your current Saskatchewan Polytechnic course. Apply at registration services for *equivalency credit*. This process should also be completed prior to your PLAR challenge. If these credits cannot be used for *equivalency credit*, you may use these accredited courses as part of your evidence for your PLAR challenge.

## **Contact us**

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If more information is required, please contact a counsellor at a campus closest to you.

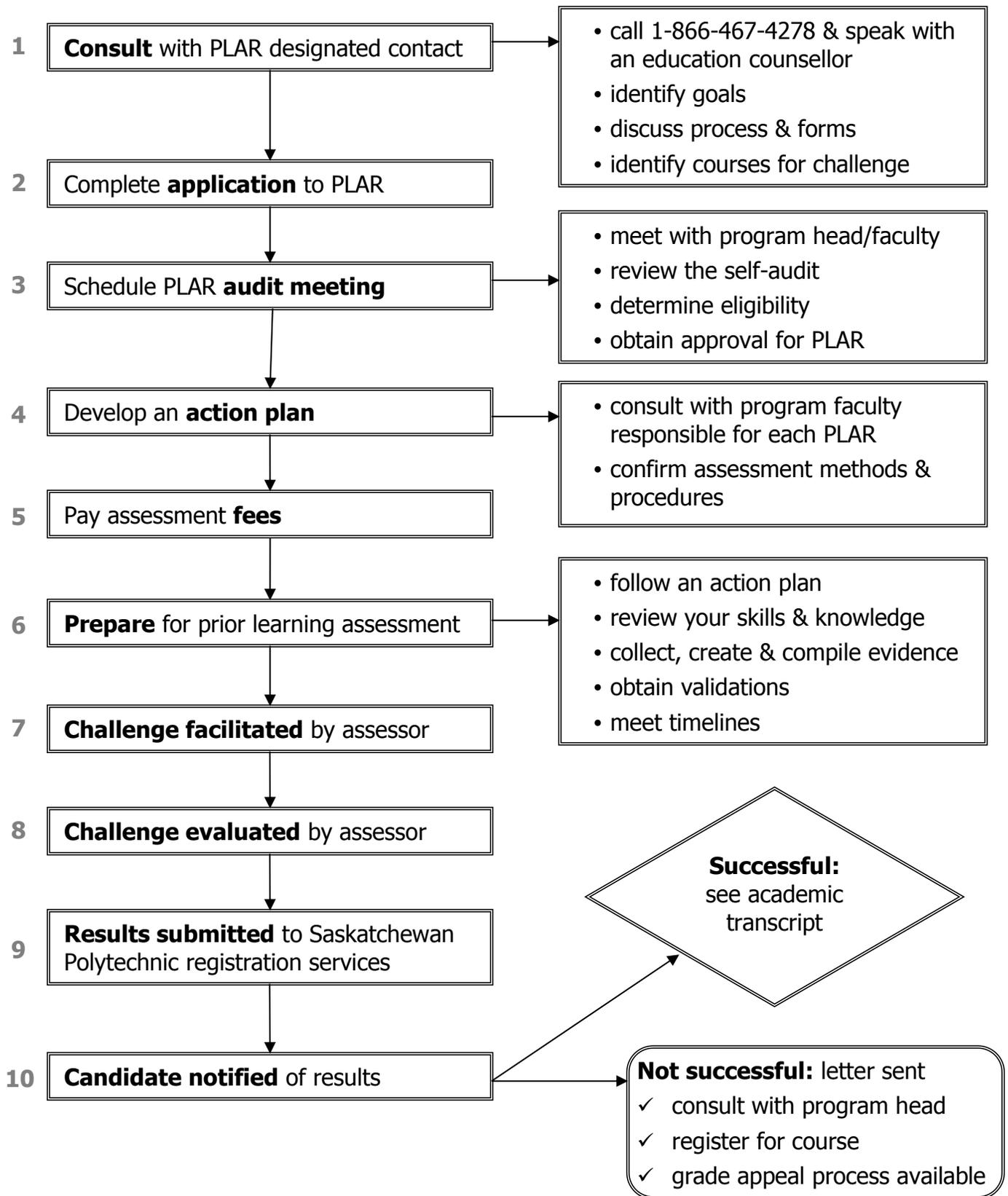
Saskatchewan Polytechnic in Moose Jaw  
Counselling Services, Room 2.203  
306-691-8311 or 306-691-8310  
[StudentServicesMooseJaw@saskpolytech.ca](mailto:StudentServicesMooseJaw@saskpolytech.ca)

Saskatchewan Polytechnic in Prince Albert  
Counselling Services, Room F203 (Technical Centre)  
306-765-1611  
[StudentServicesPrinceAlbert@saskpolytech.ca](mailto:StudentServicesPrinceAlbert@saskpolytech.ca)

Saskatchewan Polytechnic in Regina  
Counselling Services, Room 228  
306-775-7436  
[StudentServicesRegina@saskpolytech.ca](mailto:StudentServicesRegina@saskpolytech.ca)

Saskatchewan Polytechnic in Saskatoon  
Counselling Services, Room 114  
306-659-4050  
[StudentServicesSaskatoon@saskpolytech.ca](mailto:StudentServicesSaskatoon@saskpolytech.ca)

## Prior Learning Assessment and Recognition process



## **Guiding principles for developing a PLAR evidence file**

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1. As you begin the PLAR process you will be advised if any evidence is required. This will be identified in your [action plan](#). Check with the PLAR designated contact **before** you begin to gather evidence.
2. Evidence must be valid and relevant. Your evidence must match the learning outcomes identified for each course. It is your responsibility to create, collect and compile relevant evidence – if required.
3. Learning must be current within the last five (5) years.
4. The evidence should demonstrate the skills and knowledge from your experiences.
5. The learning must have both a theoretical and practical component.

## **How long will it take to prepare evidence for PLAR?**

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Since the requirements are different for each course, and each candidate has different experiences, the amount of time it takes to prepare your evidence will vary.

## Steps to complete a self-audit

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1. Read through the levels of competence as listed below.

<b>Mastery:</b>	I am able to demonstrate the learning outcome well enough to teach it to someone else.
<b>Competent:</b>	I can work independently to apply the learning outcome.
<b>Functional:</b>	I need some assistance in using the outcome.
<b>Learning:</b>	I am developing skills and knowledge for this area.
<b>None:</b>	I have no experience with the outcome.

**Learning outcomes** describe the skills and knowledge required to earn credit for this course. For each learning outcome listed, please self-evaluate your competency levels and record in the appropriate column for each self-audit.

2. Take a few minutes and read through the following self-audit for each course you are interested in as a PLAR candidate.
3. Check your level of competence as you read through each of the learning outcomes for each course. The information will help you decide whether to continue with a PLAR application.
4. **In order to be successful in a PLAR assessment, your abilities must be at the competent or mastery level for the majority of the learning outcomes.** Some things to consider when determining your level of competence are:
  - How do I currently use this outcome?
  - What previous training have I had in this outcome: workshops, courses, on-the-job?
  - What personal development or volunteer experience do I have in this area?

Be prepared to explain the reason you chose this level if asked by an assessor.
5. **Bring the completed self-audit to a consultation meeting with the program head** or faculty member in [step 3 – PLAR process](#) of the candidate process for prior learning assessment.

## Self-audit guide(s)

### APHY 189 –Anatomy and Physiology

You will be introduced to the study of the human body and how it functions efficiently. You will study various body systems that are of critical importance for the promotion and maintenance of health.

**Credit Units:** 3.0

**Equivalent Course(s):** APHY 188, APHY 189CE, APHY 282, and NURS 111

<b>APHY 189 –Anatomy and Physiology</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
1. Describe the anatomical and organizational levels of the body.					
2. Describe the chemical constituents, structure and functions of the cell.					
3. Describe the characteristics and functions of tissues, membranes and the integumentary system of the body.					
4. Describe the structures and functions of the skeletal system, articulations and the muscular system.					
5. Describe the structures and general functions of the nervous and endocrine systems.					
6. Describe the components of blood and their functions and the role of the heart in the cardiovascular system.					
7. Describe the structure and functions of the circulatory system (cardiovascular and lymphatic) and respiratory system.					
8. Discuss the structures and general functions of digestive, urinary and reproductive systems.					

### PLAR assessment methods

PLAR assessment for this course may be under development. If your self-audit results above are positive, contact the Program Head for the Funeral Director and Embalmer programs for more information. Do not prepare for assessment until instructions are clarified at a consultation meeting, your PLAR application form is complete, and you have registered to PLAR this course.

### Resources

If you qualify to PLAR this course, ask the PLAR assessor to recommend any useful learning materials to review prior to assessment. Check for related resources from online and other sources. Purchasing resources from the Sask Polytech Bookstore is optional.

## COAP 178 – Computer Applications for Funeral Services

Note: PLAR assessment for this course will not be available until 2017-18.

You will develop the basic skills for creating, editing, and formatting electronic documents that are required in the funeral services industry. You will also work with multimedia software to create and deliver a presentation such as a photo tribute.

**Credit Units:** 3.0

**Equivalent Course(s):** COAP 178CE

<b>COAP 178 – Computer Applications for Funeral Services</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Create Word documents.					
2. Edit Word documents.					
3. Use desktop publishing to create funeral specific documents.					
4. Create a spreadsheet.					
5. Use spreadsheets specific to the funeral service industry.					
6. Use multimedia software to create presentation.					
7. Create a photo tribute.					

### PLAR assessment methods

If your self-audit results above are positive, contact the Program Head for the Funeral Director and Embalmer programs for an approximate date when PLAR assessment may be available. Do not prepare for assessment until instructions are clarified at a consultation meeting, your PLAR application form is complete, and you have registered to PLAR this course.

### Resources

If you qualify to PLAR this course, ask the PLAR assessor to recommend any useful learning materials to review prior to assessment. Check for related resources from online and other sources. Purchasing resources from the Sask Polytech Bookstore is optional.

## COM 101 – Written and Oral Communications

You will receive instruction and practice in written and oral communication skills needed for the professional workplace. You will review the principles of effective writing, prepare oral presentations, and practice common forms of business communication. Communicating a professional image will be emphasized.

**Credit unit(s):** 2.0

**Equivalent course(s):** BCOM 120, COM 101CE, and COMM 292

<b>COM 101 – Written and Oral Communications</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Create business correspondence.					
▪ Demonstrate principles of effective writing					
▪ Use correct grammar and spelling					
▪ Write unified, coherent paragraphs					
▪ Write memos					
▪ Write business letters					
2. Use professional email practices.					
▪ Describe professional email protocol					
▪ Demonstrate a professional tone for email messages					
▪ Write effective subject lines					
▪ Compose email messages					
3. Write business reports and proposals.					
▪ Discuss accurate reporting in the workplace					
▪ Discuss objectivity in reporting					
▪ Discuss incident report templates					
▪ Write an incident report					
▪ Discuss informational and analytical reports					
▪ Discuss persuasive writing					
▪ Write a proposal					
▪ Write an obituary					
4. Deliver an oral presentation.					
▪ Explain the purpose and principles of oral presentations					
▪ Prepare a business presentation					
▪ Enhance presentations with visual aids					
▪ Deliver an oral presentation					

## PLAR assessment methods

If your results for the self-audit above are positive, contact the Program Head for the Funeral Director and Embalmer programs for more information. Please do not prepare for assessment until instructions are clarified at a consultation meeting, your PLAR application form is complete, and you have registered to PLAR this course.

PLAR assessment for this course may include one or more of the following methods: The evidence file and documented evidence of presentation skills are PLAR requirements for COM 101. If a candidate is unable to meet these requirements, an appropriate combination of assessment methods will be used in addition to the evidence file.

- 1. Evidence file:** The evidence file with validation of presentation skills is required for COM 101 PLAR. If a candidate is unable to meet these requirements, an appropriate combination of assessment methods will be used in addition to the evidence file.
  - 1 business letter
  - 1 email
  - 1 incident report
  - 1 short proposal or other short report
  - 1 obituary
  - Employment Validation Form from the employer ([Appendix A](#))
  - Employer Validation Checklist to validate presentation skills ([Appendix B](#))
  
- 2. Assignments (*may be required*)**
  - If the evidence file does not fully demonstrate mastery, an incident report, obituary and/or oral presentation may be assigned
  
- 3. Challenge exam (*may be required*)**
  - A further demonstration of grammar skills may be required in combination with the evidence file and/or assignment
  - Passing mark of 60% (See [Exam blueprint: Appendix C](#))
  - One hour grammar exam (Learning outcome 1)

## Resources

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment.

\*Saskatchewan Polytechnic, COM 101 Written and Oral Communication Funeral Services manual (available at [Saskatchewan Polytechnic bookstores](#))

\***Note:** The candidate must obtain the **Funeral Services** version of the manual, since the course is also taught to other programs\*

## COMM 291 – Interpersonal Communications

You will develop employability skills through the study of interpersonal communications theory and applications in the workplace. Learning outcomes include the importance of self-awareness and self-esteem, perception problems, verbal and nonverbal messages, listening skills, creating positive communication climates and resolving interpersonal conflict.

**Credit unit(s):** 2.0

**Equivalent course(s):** BCOM 103, COMM 112, COMM 135, COMM 155, COMM 160, COMM 291CE, COMM 381, HUMR 182, HUMR 186, JOBS 190, NEPS 114, NURS 114, NURS 163

<b>COMM 291 – Interpersonal Communications</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe interpersonal communication.					
▪ Explain principles of communication					
▪ Identify parts of a communication model					
▪ Describe characteristics of effective communicators					
2. Describe how self-concept and perception affect communication.					
▪ Explain how self-concept affects communication					
▪ Discuss factors which shape the self-concept					
▪ List ways to improve self-concept					
▪ Explain how perception affects communication					
▪ Discuss factors which influence perception					
▪ Identify common perceptual errors					
3. Discuss verbal and nonverbal messages.					
▪ Describe kinds of ineffective language					
▪ Describe effective verbal alternatives					
▪ List channels of nonverbal communication					
▪ Explain principles of nonverbal communication					
▪ Describe relationships between verbal and nonverbal messages					
4. Discuss factors affecting communication climates.					
▪ Describe elements of effective and ineffective listening					
▪ Identify confirming and disconfirming messages					
▪ List common defensive responses					
▪ Identify attitudes and language which may provoke defensiveness					

<b>COMM 291 – Interpersonal Communications</b>		<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
<b>Mastery:</b>	I am able to demonstrate it well enough to teach it to someone else.					
<b>Competent:</b>	I can work independently to apply the outcome.					
<b>Functional:</b>	I need some assistance in using the outcome.					
<b>Learning:</b>	I am developing skills and knowledge for this area.					
<b>None:</b>	I have no experience with the outcome.					
<ul style="list-style-type: none"> <li>Explain conflict and conflict styles</li> </ul>						
<b>5. Apply skills to improve communication.</b>						
<ul style="list-style-type: none"> <li>Use feedback to check messages</li> </ul>						
<ul style="list-style-type: none"> <li>Use perception-checking to build empathy</li> </ul>						
<ul style="list-style-type: none"> <li>Apply effective listening skills</li> </ul>						
<ul style="list-style-type: none"> <li>Substitute confirming messages for disconfirming ones</li> </ul>						
<ul style="list-style-type: none"> <li>Respond non-defensively to criticism</li> </ul>						
<ul style="list-style-type: none"> <li>Use "I" messages to counteract defensiveness</li> </ul>						
<ul style="list-style-type: none"> <li>Apply the clear-message format to communicate assertively</li> </ul>						
<ul style="list-style-type: none"> <li>Use conflict management skills</li> </ul>						

### PLAR assessment methods

If your results for the self-audit above are positive, contact the Program Head for the Funeral Director and Embalmer programs for more information. Please do not prepare for assessment until instructions are clarified at a consultation meeting, your PLAR application form is complete, and you have registered to PLAR this course.

PLAR assessment for this course may include one or more of the following methods:

#### 1. Challenge exam

Exam consisting of learning outcomes 1-4, passing mark of 60%.

#### 2. Evidence file

Employer validation of workplace communication skills (LO 5) OR demonstration.

### Resources

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

Saskatchewan Polytechnic. *Interpersonal Communication*, COMM 291 manual

Adler, R., Rolls, J., & Proctor II, R. (2012). *LOOK: Looking Out, Looking In* (Canadian ed.). Toronto: Nelson.

## ETHC 184 – Jurisprudence and Ethics

You will gain an understanding of the acts, bylaws and regulations that govern funerals. The course will also include information about the professional and ethical practices that are important in this profession.

**Credit unit(s):** 3.0

**Equivalent course(s):** ETHC 184 CE

<b>ETHC 184 – Jurisprudence and Ethics</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Identify correct methods and procedures for documenting in the client record.					
▪ Identify the information that is needed and recorded on a client's file					
▪ Explain the purpose of recording information					
▪ Describe the procedure for completion of commonly used forms					
▪ Describe concerns related to privacy, confidentiality, and security					
2. Explain the acts, regulations, and bylaws that govern funerals.					
▪ Define terms used in funeral service jurisprudence					
▪ Explain how acts and regulations are created					
▪ Identify the acts and regulations pertinent to funeral services in the province of Saskatchewan					
▪ Describe the contents of the acts, regulations, and bylaws that relate to funeral and cremation services in the province of Saskatchewan					
▪ Define key terms contained in the acts, regulations, and bylaws					
▪ Recognize the location and content of specified sections of the related acts, regulations, and bylaws					
▪ Describe how the Funeral and Cremation Services Act, Regulations and Bylaws pertain to students					
3. Explain the issues relating to access to health information.					
▪ Recognize what constitutes health information					
▪ Describe the acts and regulations pertaining to the exchange of information used in funeral service					
▪ Recognize the significance of health information in application to funeral service					
4. Describe other agencies and professionals and their interactions with the funeral industry.					
▪ Describe the main people, agencies, and professionals with which the funeral service sector interacts and their role or function					
▪ Describe the role of a funeral service provider as it relates to other agencies or professionals					
5. Describe the types of funeral financing, benefits, grants, and other assistance.					

<b>ETHC 184 – Jurisprudence and Ethics</b>		<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
<b>Mastery:</b>	I am able to demonstrate it well enough to teach it to someone else.					
<b>Competent:</b>	I can work independently to apply the outcome.					
<b>Functional:</b>	I need some assistance in using the outcome.					
<b>Learning:</b>	I am developing skills and knowledge for this area.					
<b>None:</b>	I have no experience with the outcome.					
<ul style="list-style-type: none"> <li>Describe the types of funeral financing, benefits, grants, and other assistance</li> </ul>						
<ul style="list-style-type: none"> <li>Describe the types of special financial assistance available to fund funerals</li> </ul>						
<ul style="list-style-type: none"> <li>Describe the requirements that must be met to qualify for the various forms of special financial assistance or benefits and how these funds are accessed</li> </ul>						
<b>6. Describe professional and ethical practices in Funeral Services.</b>						
<ul style="list-style-type: none"> <li>Describe professionalism</li> </ul>						
<ul style="list-style-type: none"> <li>Describe what is meant by ethics</li> </ul>						
<ul style="list-style-type: none"> <li>Describe what is meant by ethical practice</li> </ul>						

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in **one or more** of the following ways. Be prepared to discuss the expectations during a consultation meeting.

### 1. Evidence file

An interview with the program head/faculty may be required to clarify evidence:

- Employment validation form (refer to [Appendix A](#))
- Employer to validate candidate knowledge and performance. (refer to [Appendix B - ETHC 184 employer validation checklist](#))
- A personal resume detailing the relevant work history
- Copies of blank official forms/documents
- Hard copies of website pages
- If applicable, any relevant documentation of completion of private (offered as an in-service by past employers, for example) training courses, non-credit courses, and/or workshops

### 2. Challenge exam (written or oral)

- 3 hours, passing mark is 60%
- Multiple choice, matching, T/F, and short answer (refer to [Appendix C – Exam blueprint](#))
- Upon prior approval of program head, complete a Proctor form (refer to [Appendix D](#))

### 3. Assignments

- Complete an assignment demonstrating knowledge of Acts, Regulations and Bylaws that govern funerals
- Complete an assignment demonstrating knowledge of types of funeral financing, benefits, grants and other assistance

#### 4. Structured interview

(At the assessor's discretion): be prepared to clarify and validate all evidence presented, and to discuss the issues relating to access to health information. You may bring notes to support your discussion.

#### Resources

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

*The Cemeteries Act, 1999*

*The Cemeteries Regulations, 2001*

*The Coroner's Act, 1999*

*The Coroner's Regulations, 2000*

*The Disease Control Regulations*

*The Funeral and Cremation Services Act*

*The Funeral and Cremation Services Council of Saskatchewan Bylaws*

*The Funeral and Cremation Services Regulations*

*The Human Tissue Gift Act*

*The Public Health Act*

*The Public Health Act, 1994 and Chapter 46, 2004*

*The Health Information Protection Act*

*The Vital Statistics Act*

*The Vital Statistics Act, 1995 and Chapter 44, 1998*

*The Vital Statistics Regulations*

All of these resources are available online at <http://www.qp.gov.sk.ca/> should you wish to review any of this material.

## LEAD 180 – Leadership and Group Dynamics

You will be introduced to the concepts of leadership and group dynamics. You will be introduced to the theory of leadership, ethics and professionalism. The course will focus on group processes and their practical application including the collaborative process, conducting meetings, and leading discussion groups and decision making.

**Credit unit(s): 3.0**

**Equivalent course(s): LEAD 180CE**

<b>LEAD 180 – Leadership and Group Dynamics</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
1. Discuss the steps in the collaborative process.					
▪ Define the collaborative model of problem solving					
▪ Choose a situation for the group to practice					
▪ Reach an agreement					
2. Explain the responsibilities of professional practice and ethical conduct.					
▪ Explain the terms of profession and professionalism					
▪ Discuss the relationship of leadership to professionalism					
▪ Explain the professional image					
▪ Discuss the term ethics					
▪ Discuss the development of personal ethics					
3. Examine effective meetings.					
▪ Define terms related to parliamentary procedures (Rules of Order)					
▪ Move and amend a motion					
▪ Explain the responsibilities of the chair and secretary					
▪ Plan an agenda					
▪ Conduct a meeting					
4. Identify the importance of developing and maintaining trust among group members.					
▪ Define the following: openness, sharing, acceptance, support, cooperative intentions, trustworthy behaviour and trusting behaviour					
▪ Explain the elements of trust					
▪ Discuss ways to build trust					
5. Apply the decision-making techniques in a group situation.					
▪ Discuss the process of making a decision					
▪ Describe the characteristics of an effective group decision					

<b>LEAD 180 – Leadership and Group Dynamics</b>					
<b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else.					
<b>Competent:</b> I can work independently to apply the outcome.					
<b>Functional:</b> I need some assistance in using the outcome.					
<b>Learning:</b> I am developing skills and knowledge for this area.					
<b>None:</b> I have no experience with the outcome.					
	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
▪ Explain the methods of decision making					
▪ Discuss factors that enhance or hinder group decisions					
▪ Review the benefits of group decision making versus individual decision making					
6. Perform the concepts of leadership and group dynamics.					
▪ Define group dynamics					
▪ Identify core activities of an effective group					
▪ Articulate what a group is					
▪ Explain the development of groups over time					
7. Demonstrate how individuals and groups learn.					
▪ Explain action theories					
▪ Explain the purpose of experiential learning					
▪ State the difference between process and content					
▪ Explain the importance of group processing					
▪ Define what a co-operative learning group is					
8. Demonstrate facilitation skills.					
▪ Use different questioning techniques to encourage individual participation					
▪ Use effective group facilitation					
▪ Choose an appropriate discussion topic for the audience					

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in **one or more** of the following ways. Be prepared to discuss the expectations during a consultation meeting with the program head. Do not begin to gather evidence until you have been approved and paid the fee to register to PLAR this courses.

### 1. Challenge exam

OR

The applicant is required to prepare, deliver and facilitate the debriefing of a selected structured experience.

**2. Interview:** define recreation, leisure and tourism concepts in the context of a service using a benefits approach.

## Resources

If approved for PLAR, ask at the consultation meeting about any recommended resources to prepare for PLAR assessment.

## MICR 185 – Microbiology for Funeral Service.

You will be introduced to the concepts of microbiology in relation to health and the process of disease in humans. You will explore the fundamentals of microorganisms in relation to the interaction with host, impact on environment, human disease and funeral service practice

**Credit unit(s):** 2.0

**Equivalent course(s):** MICR 185CE, NEPS 212

<b>MICR 185 – Microbiology for Funeral Service</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the fundamentals of biology.					
▪ Describe the science of microbiology					
▪ Describe the use of the microscope					
▪ Describe eucaryotic cells					
▪ Describe procaryotic cells					
▪ Describe basic chemistry					
▪ Describe microbial physiology and genetics					
2. Describe microbial interactions with humans.					
▪ Describe microbial classification and naming					
▪ Describe bacterial morphology					
▪ Describe staining procedures					
▪ Describe atmospheric growth requirements					
▪ Describe other characteristics of bacteria					
▪ Describe non-typical bacteria					
▪ Describe some bacterial diseases					
3. Explain viruses.					
▪ Describe the unique properties of viruses					
▪ Describe the steps in the multiplication of viruses					
▪ Describe bacteriophages					
▪ Describe viruses, antiviral agents, viroids and prions					
▪ Describe some viral diseases					
4. Explore fungi, protozoa, helminths, and arthropods.					
▪ Describe the characteristics of fungi					

<b>MICR 185 – Microbiology for Funeral Service</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> <li>Describe the characteristics of protozoa</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the characteristics of helminths</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the characteristics of arthropods</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the infections caused by fungi, protozoa, helminths, and arthropods</li> </ul>					
<b>5. Explore the classification of bacteria.</b>					
<ul style="list-style-type: none"> <li>Define the terms</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the classification of infectious diseases</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the interactions among pathogens, hosts, and the environment</li> </ul>					
<ul style="list-style-type: none"> <li>Describe infectious diseases of the skin</li> </ul>					
<ul style="list-style-type: none"> <li>Describe infectious diseases of the respiratory system</li> </ul>					
<ul style="list-style-type: none"> <li>Describe infectious diseases of the gastrointestinal tract</li> </ul>					
<ul style="list-style-type: none"> <li>Describe infectious diseases of the genitourinary system</li> </ul>					
<ul style="list-style-type: none"> <li>Describe infectious diseases of the circulatory system</li> </ul>					
<ul style="list-style-type: none"> <li>Describe infectious diseases of the central nervous system</li> </ul>					
<b>6. Explore the immune system and diagnostic immunology.</b>					
<ul style="list-style-type: none"> <li>Define terms</li> </ul>					
<ul style="list-style-type: none"> <li>Describe non-specific defenses of hosts and innate resistance</li> </ul>					
<ul style="list-style-type: none"> <li>Describe active and passive acquired immunity</li> </ul>					
<ul style="list-style-type: none"> <li>Describe specific defenses and immunity</li> </ul>					
<ul style="list-style-type: none"> <li>Describe diagnostic immunology</li> </ul>					
<b>7. Describe standard and additional precautions.</b>					
<ul style="list-style-type: none"> <li>Describe the chain of infection</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the reservoirs of infection</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the modes of transmission</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the components of standard precautions</li> </ul>					
<b>8. Explore individual and public health measures of controlling pathological microbes.</b>					
<ul style="list-style-type: none"> <li>Describe public health measures of disease control</li> </ul>					
<ul style="list-style-type: none"> <li>Describe methods of microbial control in vivo</li> </ul>					

<b>MICR 185 – Microbiology for Funeral Service</b>		<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
<b>Mastery:</b>	I am able to demonstrate it well enough to teach it to someone else.					
<b>Competent:</b>	I can work independently to apply the outcome.					
<b>Functional:</b>	I need some assistance in using the outcome.					
<b>Learning:</b>	I am developing skills and knowledge for this area.					
<b>None:</b>	I have no experience with the outcome.					
<ul style="list-style-type: none"> <li>Describe the methods of microbial control in vitro</li> </ul>						
<ul style="list-style-type: none"> <li>Describe commonly used disinfectants and their uses</li> </ul>						

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in **one or more** of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Evidence file

An interview with the program head/faculty may be required to clarify evidence

- A personal resume detailing the relevant work history of the candidate
- If applicable, any relevant documentation of completion of related training, workshops, conference attendance, or other professional development activities

#### 2. Challenge exam (written or oral)

- 3 hours, passing mark is 60%
- Multiple choice (refer to [Appendix C – Exam blueprint](#))
- Upon prior approval of program head, complete a Proctor Form (refer to [Appendix D](#))

### Resources

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

Burton, Gwendolyn R. W. & Engelkirk, Paul G. (2004). *Microbiology for the health sciences* (8<sup>th</sup> ed.). Lippincott, Williams & Wilkins.

## NAST 102 – Indigenous Studies

You will receive an introduction to First Nations and Metis Nations peoples in Canada. You will examine historical and current issues that affect Aboriginal peoples. You will explore racism and will develop an understanding of how self-awareness impacts helping relationships.

**Credit unit(s):** 3.0

**Equivalent course:** NAST 102 CE

<b>NAST 102 – Indigenous Studies</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
1. Provide a historical overview of First Nations and Métis people in Canada.					
2. Describe the demographic profile of Canadian aboriginal peoples.					
3. Discuss the marginalization of aboriginal people, and the impact of residential schools.					
4. Discuss self-determination, self-government and economic involvement of Aboriginal peoples in Canada.					
5. Experience traditional aboriginal cultural practices.					
6. Determine the impact of personal beliefs on client relationships in the field of funeral services.					
7. Define and discuss racism in the context of funeral services.					
8. Describe funeral services practices that promote respect for diversity in the context of Aboriginal culture.					

### PLAR assessment methods

PLAR assessment for this course may be under development. If your self-audit results are positive, contact the Program Head for the Funeral Director and Embalmer programs for more information. Do not prepare for assessment until instructions are clarified at a consultation meeting, your [PLAR application form](#) is complete, and you have registered to PLAR this course.

### Resources

If you qualify to PLAR this course, ask the PLAR assessor to recommend any useful learning materials to review prior to assessment. Check for related resources from online and other sources. Purchasing resources from the [Sask Polytech Bookstore](#) is optional.

## ORTN 199 – Orientation to Funeral Service

You will receive an orientation to the funeral services profession. Topics will include the history, varying traditions and religious practices that influence arrangements. You will also gain an understanding of the nature of employment within the funeral services profession.

**Credit unit(s):** 3.0

<b>ORTN 199 – Orientation to Funeral Service</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe how people have dealt with their dead through history.					
<ul style="list-style-type: none"> <li>▪ Describe reasons or causes that have made it essential for humankind to deal with the dead</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe three periods of embalming history</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss the contributions made by significant individuals to the development of embalming</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss the history of cremation</li> </ul>					
2. Describe the history of the funeral profession.					
<ul style="list-style-type: none"> <li>▪ Describe how the funeral profession began</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the history of the funeral profession in Saskatchewan</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe current movements in the funeral service profession</li> </ul>					
3. Explain the terminology of the funeral service profession.					
<ul style="list-style-type: none"> <li>▪ Describe the sources of the terminology used in the funeral service profession</li> </ul>					
4. Describe the types of funerals.					
<ul style="list-style-type: none"> <li>▪ Describe the traditional funeral service and casket burial</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the service of remembrance and cremation</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe immediate disposition</li> </ul>					
5. Describe varying beliefs, traditions, and religious practices associated with funeral services.					
<ul style="list-style-type: none"> <li>▪ Describe the current funeral customs of the major world beliefs</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the main practices and traditions of the different Saskatchewan faith and ethnic communities</li> </ul>					
6. Explain the role and relationship of funeral services within a community.					
<ul style="list-style-type: none"> <li>▪ Explain the function and responsibility of providing funeral services within the community</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the links that the funeral home has to the religious community, general public, and with the business community</li> </ul>					
7. Describe the variances in funeral services within different communities.					

<b>ORTN 199 – Orientation to Funeral Service</b>					
<b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else.	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
<b>Competent:</b> I can work independently to apply the outcome.					
<b>Functional:</b> I need some assistance in using the outcome.					
<b>Learning:</b> I am developing skills and knowledge for this area.					
<b>None:</b> I have no experience with the outcome.					
<ul style="list-style-type: none"> <li>Describe the differences between funeral services in urban and rural Saskatchewan</li> </ul>					
<b>8. Describe the nature of employment within the funeral services profession.</b>					
<ul style="list-style-type: none"> <li>List the working conditions for funeral directors and embalmers</li> </ul>					
<ul style="list-style-type: none"> <li>Examine the reasons why individuals choose this profession</li> </ul>					
<ul style="list-style-type: none"> <li>Describe employment potential and wages</li> </ul>					
<b>9. Describe WHMIS and its place in the funeral services profession.</b>					
<ul style="list-style-type: none"> <li>List the elements of the Workplace Hazardous Material Information System (WHMIS)</li> </ul>					
<b>10. Describe practices in the care and handling of the deceased.</b>					
<ul style="list-style-type: none"> <li>Describe the behaviour and conduct of persons involved in the care and handling of the deceased</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the physical aspects of managing the movement of human remains</li> </ul>					
<b>11. Describe the funeral home workplace environment</b>					
<ul style="list-style-type: none"> <li>Describe the funeral home public areas</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the funeral home private areas</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the funeral home preparation room</li> </ul>					
<b>12. Analyze a funeral arrangement/service.</b>					
<ul style="list-style-type: none"> <li>Discuss funeral arrangements and services</li> </ul>					
<ul style="list-style-type: none"> <li>List the components of a funeral arrangement and a funeral service</li> </ul>					

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in **one or more** of the following ways. Be prepared to discuss the expectations during a consultation meeting with the program head. Do not begin to gather evidence until you have been approved and paid the fee to register to PLAR this courses.

### 1. Evidence file

An interview with the program head/faculty may be required to clarify evidence

- Employment validation form (refer to [Appendix A](#)) verifying participation in a funeral service
- A personal resume detailing the relevant work history of the candidate
- If applicable, any relevant documentation of completion of private (offered as an in-service by past employers, for example), training courses, non-credit courses, and/or workshops. i.e. WHMIS Certification)

## 2. Written analysis

Provide a written analysis of a funeral arrangement and/or a funeral service in which you had personal involvement.

### Resources

Please ask the PLAR consultant or Program Head for this program to recommend resources, such as the following, that may be useful to prepare for assessment.

### Books/publications

Saskatchewan Funeral Service Association. *75th anniversary of the SFSA*.  
Spriggs, A.O. *Textbook on embalming and anatomy for embalmers*. The Champion Company.

### Online articles

Search for online articles, such as the following examples, from credible sources related to funerals and burial rituals for different cultures. The examples listed below may or may not still be active:

Islamic funeral rites from <http://islam.about.com/cs/elderly/a/funerals.htm>

Lama, Uday. *Funeral rites of the Hindus and the Buddhists*, retrieved from <http://www.webhealing.com/articles/lama.html>

### Journal articles

Dolan, Carrie. Burying Tradition, More People Opt for "Fun" Funerals. *Wall Street Journal*, May 20, 1993, pp. A1, A7.

Hartenstein, Jennifer. *10 Tips For Promoting Aftercare*. McGraw, International Cemetery and Funeral Management, pp. 22 -24.

Kingston Bereavement Services. *Religious and Non Religious Traditions and Beliefs*.

Leming, Michael R. & Dickson, George E. The Contemporary American Funeral. Excerpted from *Understanding dying, death, and bereavement*. Fort Worth Texas: Holt, Rinehart and Winston (1998).

Lineberry, Scott. Is aftercare a part of funeral service? *The American Funeral Director* October 1996.

Weeks, O. Duane & Johnson, Catherine. Developing a Successful Aftercare Program. *The Director*, 1995, pp. 12 - 18.

Whalen, William J. How Different Religions Pay their Final Respects, Article 29. *U.S. Catholic*, September 1990, pp. 29 – 35

## PATH 186 – Pathophysiology

The course content provides you with an introduction to the study of various disease processes that can affect body structure and function. You will also examine disease processes as they affect specific body systems.

**Credit unit(s):** 3.0

**Equivalent course(s):** PATH 186CE

<b>PATH 186 – Pathophysiology</b>	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
<b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.					
<b>1. Describe the effects of drugs on the body.</b>					
▪ Define the terms “drug and pharmacology”					
▪ Describe the uses of drugs					
▪ Describe the types of pharmaceutical preparations available					
▪ Describe local and systemic effects of drugs on the body in relation to their route of administration					
▪ Explain the stages of pharmacokinetics					
▪ Describe the types of undesirable drug effects and drug interactions					
▪ Differentiate between drug misuse and drug abuse					
▪ Explore individual variations in drug responses					
▪ Identify the major classifications of drugs, common therapeutic uses and examples					
▪ Describe the effects of drugs on the embalming process					
<b>2. Describe the study of disease.</b>					
▪ Define disease					
▪ Describe the manifestations of disease					
▪ Explain diagnosis of disease					
▪ Understand the terms used to describe disease					
▪ Define the chief causes of disease					
<b>3. Describe the pathophysiology of immunity and the lymphatic system.</b>					
▪ Describe non-specific body defenses					
▪ Discuss the signs and symptoms of inflammation					
▪ Describe specific body defenses					
▪ Describe hypersensitivity					
▪ Describe autoimmunity					

<b>PATH 186 – Pathophysiology</b>					
<b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else.	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
<b>Competent:</b> I can work independently to apply the outcome.					
<b>Functional:</b> I need some assistance in using the outcome.					
<b>Learning:</b> I am developing skills and knowledge for this area.					
<b>None:</b> I have no experience with the outcome.					
▪ Discuss AIDS as it relates to immunodeficiency					
▪ Differentiate between active and passive immunity					
▪ Discuss the effect of stress on the immune system					
<b>4. Describe the pathophysiology of infectious diseases.</b>					
▪ Define infectious diseases					
▪ Describe pathogenic microorganisms					
▪ Explain the ways that infectious diseases are transmitted					
▪ Explain how infectious diseases are treated					
▪ Describe how vaccines work and the uses of common vaccines					
▪ Describe examples and causes of emerging infectious diseases					
<b>5. Describe the pathophysiology of cancer.</b>					
▪ Differentiate between benign and malignant tumours					
▪ Describe the biology of cancer and the process of malignant transformation					
▪ Identify causes of cancer					
▪ Discuss the non-specific warning signs and specific signs and symptoms of cancer					
▪ Describe diagnosis and treatment options for cancer					
<b>6. Describe the diseases of the cardiovascular system, blood and the respiratory systems.</b>					
▪ Describe the pathophysiology of diseases of the cardiovascular system					
▪ Describe the pathophysiology of diseases of the blood					
▪ Describe the pathophysiology of diseases of the respiratory system					
<b>7. Describe the diseases of the gastrointestinal, urinary, reproductive and endocrine systems.</b>					
▪ Describe the pathophysiology of diseases of the gastrointestinal system					
▪ Describe the pathophysiology of diseases of the urinary system					
▪ Describe the pathophysiology of diseases of the reproductive system					
▪ Describe the pathophysiology of diseases of the endocrine system					
<b>8. Describe the diseases of the nervous system and special senses, mental illness, the integumentary system and the musculoskeletal system.</b>					
▪ Describe the pathophysiology of diseases of the nervous system and special senses					

<b>PATH 186 – Pathophysiology</b>		<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
<b>Mastery:</b>	I am able to demonstrate it well enough to teach it to someone else.					
<b>Competent:</b>	I can work independently to apply the outcome.					
<b>Functional:</b>	I need some assistance in using the outcome.					
<b>Learning:</b>	I am developing skills and knowledge for this area.					
<b>None:</b>	I have no experience with the outcome.					
<ul style="list-style-type: none"> <li>Describe the pathophysiology of diseases of the mental illness</li> </ul>						
<ul style="list-style-type: none"> <li>Describe the pathophysiology of diseases of the musculoskeletal system.</li> </ul>						
<ul style="list-style-type: none"> <li>Describe the pathophysiology of diseases of the skin</li> </ul>						

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in **one or more** of the following ways. Be prepared to discuss the expectations during a consultation meeting.

### 1. Evidence file

An interview with the program head/faculty may be required to clarify evidence

- A personal resume detailing the relevant work history of the candidate
- If applicable, any relevant documentation of a valid professional registration or credential. (i.e. Registered Nurse, Physiotherapist, Dental Hygienist, etc.)

### 2. Challenge exam (written or oral)

Requirements for challenge exam

- 3 hours, passing mark is 60%
- Multiple choice (refer to [Appendix C – Exam blueprint](#))
- Upon prior approval of program head, complete a Proctor form (refer to [Appendix D](#))

## Resources

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

Mulvihill, et al. *Human Diseases: A Systemic Approach*, Sixth Edition. Upper Saddle River, New Jersey: Pearson Prentice Hall, 2006.

## PRAC 176 – Core Practicum

You will spend two weeks in an approved funeral home and participate in assigned duties such as the transfer of the deceased, case analysis of body/remains, non-embalming preparations and other duties under the direct supervision of a licensed embalmer and/or funeral director. You will be expected to demonstrate professionalism at all times.

**Credit unit(s):** 4.0

**Prerequisite(s):** WORK 192 (concurrent)

**Equivalent course(s):** PRAC 176CE

<b>PRAC 176 – Core Practicum</b>	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
<b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else.					
<b>Competent:</b> I can work independently to apply the outcome.					
<b>Functional:</b> I need some assistance in using the outcome.					
<b>Learning:</b> I am developing skills and knowledge for this area.					
<b>None:</b> I have no experience with the outcome.					
1. Use terminology appropriate to the funeral service profession.					
2. Demonstrate practices that promote health, safety and wellbeing.					
3. Observe a case analysis of the deceased.					
4. Assist in various duties associated with the funeral services profession.					
5. Examine the role and relationship of funeral services within a community.					
6. Model professional attitudes and practices.					
7. Apply communication skills appropriate to grieving clients.					

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in **one or more** of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Evidence file

An interview with the program head/faculty may be required to clarify evidence

- Employment validation form (refer to [Appendix A](#)) - minimum 60 hours work experience in a funeral home required
- Employer to validate candidate knowledge and performance (refer to [Appendix B – PRAC 176 Employer validation checklist](#))
- A personal resume detailing the relevant work history
- If applicable, any relevant documentation of completion of related training, workshops, conference attendance, or other professional development activities

PLAR candidates who receive credit for PRAC 176 Funeral Service (Practicum) are eligible to earn PLAR credit for WORK 192 – Work Experience as part of the [Core practicum block](#)

## PSYC 160 – Psychology 1

This course provides an introduction to the study of psychology as a science. You will explore the study of human behavior by examining concepts such as perception, learning, memory, intelligence, motivation, emotion, states of consciousness, personality, health, and stress

**Credit unit(s):** 2.0

<b>PSYC 160 – Psychology 1</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe psychology as a science.					
▪ Describe the science of psychology, its research methods, and ethical standards					
▪ Describe the historical progression of psychology					
2. Describe the processes of sensation and perception.					
▪ Describe the concept of sensation					
▪ Describe the major sense organs and their mechanisms					
▪ Explain the basic processes of perception					
▪ Describe extraordinary perceptions and additional influences on perception					
3. Explain the states of consciousness.					
▪ Describe states of consciousness					
▪ Explain sleep disturbance and sleep disorders					
▪ Describe altered states of consciousness					
4. Examine the concept of learning in psychology.					
▪ Describe classical conditioning					
▪ Describe operant conditioning					
▪ Describe cognitive learning					
5. Describe the concept of memory.					
▪ Describe memory					
▪ Explain remembering and forgetting					
6. Describe the concept of intelligence.					
▪ Describe intelligence, and the major tests of intelligence					
▪ Differentiate between the extremes in intellectual functioning					

<b>PSYC 160 – Psychology 1</b>					
<b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else.	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
<b>Competent:</b> I can work independently to apply the outcome.					
<b>Functional:</b> I need some assistance in using the outcome.					
<b>Learning:</b> I am developing skills and knowledge for this area.					
<b>None:</b> I have no experience with the outcome.					
<ul style="list-style-type: none"> <li>Discuss nature versus nurture and the concept of emotional intelligence</li> </ul>					
<b>7. Explain motivation and emotion.</b>					
<ul style="list-style-type: none"> <li>Describe motivation and its role in behavior</li> </ul>					
<ul style="list-style-type: none"> <li>Describe emotion and its role in behavior</li> </ul>					
<b>8. Describe personality theories and assessment.</b>					
<ul style="list-style-type: none"> <li>Describe the concept of personality</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the psychoanalytic theory of personality</li> </ul>					
<ul style="list-style-type: none"> <li>Summarize and compare the major aspects of trait, learning, humanistic theories of personality, and the contributions of behavioral genetics</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the assessment of personality</li> </ul>					
<b>9. Examine the relationship between health and stress.</b>					
<ul style="list-style-type: none"> <li>Describe the concept of stress and how best to cope with it</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the psychological factors that can affect health-related problems</li> </ul>					

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Exam

Successful completion of PSYC 160 PLAR Exam (90 multiple choice questions) with a minimum grade of 60%. The time allotted to write is 2 hours.

### Resources

Wood, S.E., et al (2005). *The world of psychology* (updated 4<sup>th</sup> Canadian ed.). Toronto, ON: Pearson Education Canada Inc.

## PSYC 280 – Psychology of Grief

You will discuss the emotional and psychological needs of the bereaved as well as appropriate communication skills and attitudes. You will be introduced to communication with and attitudes appropriate to grieving clients

**Credit unit(s):** 3.0

**Equivalent course(s):** PSYC 280CE

<b>PSYC 280 – Psychology of Grief</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Review the concepts of death and dying.					
▪ Define death					
▪ Describe the theories of the dying process					
▪ Describe the psychological needs of dying persons					
▪ Describe cross cultural issues in death and dying					
▪ Recall personal experiences with death and dying					
▪ Describe personal perspectives on death and dying					
2. Explain the dynamics of grief.					
▪ Define bereavement, grief, and mourning					
▪ Describe normal grief responses					
▪ Discuss factors influencing the grief process					
▪ Discuss types of grief					
▪ Discuss gender differences in grief					
▪ Discuss child and adolescent grief					
▪ Discuss grief tasks					
3. Discuss special instances of grieving.					
▪ Discuss complicated mourning					
▪ Discuss the grief of suicide					
▪ Discuss grief of pregnancy loss and death of a child					
▪ Discuss grieving the death of a parent					
▪ Discuss grieving the death of a spouse					
▪ Discuss grieving the death of a sibling					
▪ Discuss grief after homicide					

<b>PSYC 280 – Psychology of Grief</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> <li>▪ Discuss grief after sudden accidental death</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss grief of terminal illness</li> </ul>					
<b>4. Discuss the emotional and psychological needs of the person making the arrangements and the bereaved.</b>					
<ul style="list-style-type: none"> <li>▪ Discuss mourning needs</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss grief myths</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss the psychological value of the funeral</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain what led you into the funeral industry</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss models of support for the bereaved</li> </ul>					
<b>5. Develop attitudes of empathy and compassion for dealing with grieving clients.</b>					
<ul style="list-style-type: none"> <li>▪ Describe companioning</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss helpful qualities for those working with bereaved</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe best practices in dealing with grieving clients</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss models of aftercare</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Review the factors affecting the grief response</li> </ul>					
<b>6. Practice communications skills appropriate to grieving clients.</b>					
<ul style="list-style-type: none"> <li>▪ Define communication</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain challenges to good communication</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain the importance of listening</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss nonverbal communication</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss setting a good atmosphere for the bereaved</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss writing a follow-up letter</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss communication skills</li> </ul>					
<b>7. Formulate a self-care plan.</b>					
<ul style="list-style-type: none"> <li>▪ Discuss the value of life balance</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss the value of a self-care plan</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss stress relievers</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Develop a personal care plan</li> </ul>					

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in **one or more** of the following ways. Be prepared to discuss the expectations during a consultation meeting.

### 1. Evidence file

An interview with the program head/faculty to clarify evidence

- A personal resume detailing the relevant work history of the candidate
- If applicable, any relevant documentation of completion of private (offered as an in-service by past employers, for example), training courses, non-credit courses, and/or workshops. For example: palliative care workshops, self-awareness training, post-traumatic stress disorder training, etc.
- Complete an assignment demonstrating communication skills by performing a face-to-face interview with a person who has experienced a loss through death
- Case study: demonstrating attitudes of empathy and compassion for dealing with grieving clients
- Develop a personal self-care plan involving physical, mental, emotional, spiritual calm and social components

### 2. Challenge exam (written or oral)

- 2 hours, passing mark is 60%
- Multiple choice (refer to [Appendix C – Exam blueprint](#))
- Upon prior approval of program head, complete a Proctor form (refer to [Appendix D](#))

## Resources

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

Auger, Jeanette A. (2000). *Social perspectives on death and dying*. Halifax: Fernwood Publishing.

Manning, Doug (2001). *The funeral: A chance to touch, a chance to serve, a chance to heal*. Oklahoma City, OK: In-Sight Books, Inc.

Manning, Doug. (2004). *The power of presence*. Oklahoma City, OK: In-Sight Books.

## WORK 192 – Core Work Experience.

You will spend one week in an approved funeral home in your community observing practices in providing care of deceased, funeral arrangements and services. You will participate in related duties as assigned by your supervisor and will be expected to demonstrate professionalism at all times

**Credit unit(s):** 0.0

<b>WORK 192 – Core Work Experience</b>	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
<b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else.					
<b>Competent:</b> I can work independently to apply the outcome.					
<b>Functional:</b> I need some assistance in using the outcome.					
<b>Learning:</b> I am developing skills and knowledge for this area.					
<b>None:</b> I have no experience with the outcome.					
1. Use terminology appropriate to the funeral service profession.					
2. Demonstrate practices that promote health, safety and wellbeing.					
3. Observe a case analysis of the deceased.					
4. Assist in various duties associated with the funeral services profession.					
5. Examine the role and relationship of funeral services within a community.					
6. Model professional attitudes and practices.					
7. Apply communication skills appropriate to grieving clients.					

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Evidence file

- An interview with the program head/faculty may be required to clarify evidence
- Employer to validate candidate work experience.  
(refer to [Appendix B – WORK192 Employer validation checklist](#))

PLAR candidates who receive credit for PRAC 176 Funeral Service (Practicum) are eligible to challenge the [Core practicum block](#) and earn PLAR credit for WORK 192 – Work Experience.

## Core practicum block assessment

### WORK 192 – Work Experience

#### PRAC 176 – Funeral Service core practicum

You will spend two weeks in an approved funeral home and participate in assigned duties such as transfer of the deceased, case analysis of body/remains, non-embalming preparations and other duties under the direct supervision of a licensed embalmer and/or funeral director. You will be expected to demonstrate professionalism at all times.

Core practicum block assessment	Mastery	Competent	Functional	Learning	None
<b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.					
1. Use terminology appropriate to the funeral service profession.					
2. Demonstrate practices that promote health, safety and wellbeing.					
3. Observe a case analysis of the deceased.					
4. Assist in various duties associated with the funeral services profession.					
5. Examine the role and relationship of funeral services within a community.					
6. Model professional attitudes and practices.					
7. Apply communication skills appropriate to grieving.					

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in **one or more** of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Evidence file

An interview with the program head/faculty may be required to clarify evidence

- Employment validation form (refer to [Appendix A](#)) - minimum 60 hours work experience in a funeral home required
- Employer to validate candidate knowledge and performance. (refer to [Appendix B – PRAC 176 Employer validation checklist](#)) **Note: candidates are NOT required to complete WORK 192 Employer validation checklist for this block assessment**
- A personal resume detailing the relevant work history
- If applicable, any relevant documentation of completion of related training, workshops, conference attendance, or other professional development activities

# Funeral Service

## Appendices

## Appendix A: Employment validation form

### FUNERAL DIRECTOR AND EMBALMER PROGRAMS

#### PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

#### Employment validation form

An essential part of Prior Learning Assessment and Recognition is documentation that serves as evidence for the Saskatchewan Polytechnic assessor that the employee/candidate has acquired skills and knowledge as they relate to the specific learning outcomes for the course(s) they are seeking credit. This **Employment validation form** together with the appropriate **Employer validation checklist(s)** (Appendix B) provides an indirect, authenticated account of the employee/candidate's performance in industry.

**Employee/ PLAR candidate:** \_\_\_\_\_  
(please print)

**Employment information:** (please print)

**Employer:** \_\_\_\_\_

**Employer address:** \_\_\_\_\_

**Employer phone number:** \_\_\_\_\_ **Fax:** \_\_\_\_\_

**Employer email:** \_\_\_\_\_

**Dates of employment:** \_\_\_\_\_ **to** \_\_\_\_\_  
(dd/mm/yy) (dd/mm/yy)

**Employment description:** Full-time  hours per week: \_\_\_\_\_  
Part-time  hours per week: \_\_\_\_\_

**Job description** (may be attached):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
(Employer's signature) **Date** \_\_\_\_\_

#### Note to employee/PLAR candidate:

The information on this form must be completed and signed by your employer/supervisor or designate indicating the job description, and place and length of employment. This form, together with the appropriate signed and dated **employer validation checklist(s)** (Appendix B) should be returned to your PLAR assessor at Saskatchewan Polytechnic.

## Appendix B: Employment validation checklists

### COM 101 – Written and Oral Communications

#### Note to employer:

Following is a list of skill and knowledge factors that the employee is required to achieve in demonstrating presentation skills in completing learning outcome 4 in COM 101. Please validate the employee/candidate's performance by placing a ✓ in the appropriate column. Add any clarifications/observations in the "Optional Comments" section. Sign and date below.

<b>COM 101 – Written and Oral Communications</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
1. Deliver an oral presentation					
▪ Explain the principles of oral presentations					
▪ Prepare business presentations					
▪ Enhance presentations with visual aids					
▪ Deliver oral presentations					

**Note:** The employer/supervisor may be contacted by the Saskatchewan Polytechnic assessor to confirm/clarify information provided.

Comments:

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**Employee information** *(please print)*Dates of employment: \_\_\_\_\_ to \_\_\_\_\_  
(dd/mm/yy) (dd/mm/yy)Employment description: Full time  Hours per week: \_\_\_\_\_  
Part time  Hours per week: \_\_\_\_\_Position(s) held: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**Candidate information** *(please print)*

Name \_\_\_\_\_ Student number \_\_\_\_\_

I affirm that I am the person who has performed those items checked on this checklist. I acknowledge that the performance checklists used are solely for the purpose of skills assessment for the Saskatchewan Polytechnic Funeral Service Certificate requirements, and are not intended to replace or modify company operating or safety procedures, and may not be appropriate for use in all circumstances.

PLAR candidate's signature \_\_\_\_\_ Date \_\_\_\_\_

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**Employer/Supervisor's information** *(please print)*

Name \_\_\_\_\_ Phone \_\_\_\_\_

Organization/employer \_\_\_\_\_

Address \_\_\_\_\_

I affirm that I am the person who has administered this checklist, and that I have conducted this candidate's skills assessment with integrity. I also affirm that the above named candidate is the person whose performance I evaluated, and that the above named person performed the checked tasks at the indicated level without assistance from me or any other person.

Employer/supervisor's signature \_\_\_\_\_ Date \_\_\_\_\_

## ETHC 184 – Jurisprudence and Ethics

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PLAR candidate name: \_\_\_\_\_

PLAR candidate ID#: \_\_\_\_\_

Funeral home: \_\_\_\_\_

Address: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Phone number: \_\_\_\_\_

Email: \_\_\_\_\_

### **Note to PLAR candidate:**

PLAR candidates for the challenge of ETHC 184 must have this form completed by their direct employer/supervisor. The employer/supervisor is responsible for ensuring the employer validation checklist accurately reflects your abilities in each area identified.

### **Note to employer:**

On the following page(s) there is a list of skill and knowledge factors that the employee/PLAR candidate is required to achieve in completing ETHC 184. Please rate the employee/candidate's performance by placing a √ in the appropriate descriptor column (satisfactory, needs improvement or not applicable). Additional comments or clarifications may be noted below each section.

Criteria for the performance descriptors are as follows:

<i>Descriptor</i>	<i>Criteria</i>
<b>Satisfactory</b>	Employee/PLAR candidate is able to work independently to perform the skill/task.
<b>Needs improvement</b>	Employee/PLAR candidate needs some assistance to perform the skill/task, and/or is developing the skills and knowledge for this task.
<b>Not applicable</b>	Employee/PLAR candidate has no experience with skill/task.

	Satisfactory	Needs improvement	Not applicable	Skills & knowledge
<b>Client records</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Employee is able to identify the information that is needed and recorded on a client's file.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Employee demonstrates an understanding of the purpose of recording information.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Employee follows correct procedures when completing commonly used forms.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Employee demonstrates an understanding of privacy, confidentiality, and security concerns.
<b>Comments</b> (optional)				
<b>Acts, regulations and bylaws</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Employee demonstrates knowledge of acts, regulations and bylaws that govern funerals.
	<b>Please explain:</b>			

	Satisfactory	Needs Improvement	Not applicable	Skills & knowledge
<b>Other agencies</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Employee works well with main people, agencies and professionals in the funeral sector.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Employee demonstrates understanding of the role of the funeral service provider in relation to other agencies and professionals.
<b>Comments</b> (optional)				
<b>Financing, benefits, grants and other assistance</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Employee is a licensed sales person.
	<i>Please explain:</i>			

**Supervisor's general comments:**

I consider this employee/PLAR candidate, \_\_\_\_\_ performance to be (check one):

- Satisfactory       Unsatisfactory

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I affirm that I am the person who has administered this checklist, and that I have conducted this candidate's skills assessment with integrity. I also affirm that the above named candidate is the person whose performance I validated, and that the above named person performed the checked tasks at the indicated level without assistance from me or any other person.

Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

## PRAC 176 – Core Practicum

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PLAR candidate name: \_\_\_\_\_

PLAR candidate ID#: \_\_\_\_\_

Funeral home: \_\_\_\_\_

Address: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Phone number: \_\_\_\_\_

Email: \_\_\_\_\_

### **Note to PLAR candidate:**

PLAR candidates for the challenge of PRAC 176 must have this form completed by their direct employer/supervisor. The employer/supervisor is responsible for ensuring the employer validation checklist accurately reflects your abilities in each area identified.

### **Note to employer:**

The objective of this checklist is to document the PLAR candidate's participation in assigned duties such as

- ✓ transfers,
- ✓ non-embalming preparations,
- ✓ analysis and procedures for the care of bodies,
- ✓ assist in funeral services, and
- ✓ observe funeral service personnel in all aspects of funeral service.

This participation would usually be experienced over several weeks of work.

**Please check (✓)** those boxes in the "assessment" column to indicate the level of accomplishment of the task described.

- If the PLAR candidate did not have the opportunity to achieve any of these goals, please indicate this by writing in "N/A."
- Additional comments or clarifications may be noted below each section.

Skill	Needs to improve		Satisfactory		Exceeds expectations	
<b>Communication</b>	<input type="checkbox"/>	Does not always obey exact directions given by supervisor.	<input type="checkbox"/>	Usually obeys directions given by supervisor.	<input type="checkbox"/>	Obeys directions given by supervisor.
	<input type="checkbox"/>	Does not always recognize or respect authority.	<input type="checkbox"/>	Usually recognizes and respects authority.	<input type="checkbox"/>	Recognizes and respects authority.
	<input type="checkbox"/>	Does not always display respect and politeness to co-workers and clients.	<input type="checkbox"/>	Usually displays respect and politeness to co-workers and clients.	<input type="checkbox"/>	Displays respect and politeness to co-workers and clients.
	<input type="checkbox"/>	Does not completely understand the concepts of confidentiality and privacy.	<input type="checkbox"/>	Usually is trustworthy and has a developing understanding of the concepts of confidentiality and privacy.	<input type="checkbox"/>	Is trustworthy and understands the concepts of confidentiality and privacy.

**Comments / observations** (optional)

**Please check (✓)** those boxes in the "assessment" column to indicate the level of accomplishment of the task described.

- If the PLAR candidate did not have the opportunity to achieve any of these goals, please indicate this by writing in "N/A."
- Additional comments or clarifications may be noted below each section.

Skill	Needs to improve		Satisfactory		Exceeds expectations	
<b>Service to clients and external customers</b> (i.e. families, church personnel, suppliers, business community)	<input type="checkbox"/>	Does not always speak or act with courtesy and/or politeness.	<input type="checkbox"/>	Usually acts with courtesy and politeness.	<input type="checkbox"/>	Always speaks and acts with courtesy and politeness.
	<input type="checkbox"/>	Does not always practice active listening - doesn't often enough allow the other a chance to speak, or responds with inappropriate comments.	<input type="checkbox"/>	Usually practices active listening - usually allowing the other a chance to speak, and usually responding with appropriate comments.	<input type="checkbox"/>	Always practices active listening - allows the other a chance to speak, and responds with appropriate comments.
	<input type="checkbox"/>	Is not always punctual - sometimes late to work or late to pick something up.	<input type="checkbox"/>	Is usually punctual - picks up/drops off products at the requested time.	<input type="checkbox"/>	Is punctual - picks up/drops off products at the requested time.
	<input type="checkbox"/>	Does not always reliably place orders efficiently or accurately in a variety of products or services.	<input type="checkbox"/>	Is usually reliable - places orders efficiently and accurately for a variety of products or services.	<input type="checkbox"/>	Is reliable - places orders efficiently and accurately for a variety of products or services.

**Comments / observations** (optional)

**Please check (✓)** those boxes in the "assessment" column to indicate the level of accomplishment of the task described.

- If the PLAR candidate did not have the opportunity to achieve any of these goals, please indicate this by writing in "N/A."
- Additional comments or clarifications may be noted below each section.

Skill	Needs to improve		Satisfactory		Exceeds expectations	
<b>Professionalism</b> The PLAR candidate is developing a growing appreciation for workplace roles and appropriate behaviour to the profession.	<input type="checkbox"/>	Does not consistently apply appropriate workplace language skills or terminology.	<input type="checkbox"/>	Usually applies appropriate workplace language skills and terminology.	<input type="checkbox"/>	Consistently applies appropriate workplace language skills and terminology.
	<input type="checkbox"/>	Does not always keep work schedules according to normal operations.	<input type="checkbox"/>	Usually keeps work schedules according to normal operations.	<input type="checkbox"/>	Always keeps work schedules according to normal operations.
	<input type="checkbox"/>	Needs to improve on respecting the need for confidentiality.	<input type="checkbox"/>	Respects the need for confidentiality.	<input type="checkbox"/>	Always respects the need for confidentiality.
	<input type="checkbox"/>	Does not always reliably place orders efficiently or accurately in a variety of products or services.	<input type="checkbox"/>	Remembers to show respect for the decedent, family, associates, and co-workers with only an occasional reminder.	<input type="checkbox"/>	Always show respect for the decedent, family, associates, the public, superiors, and co-workers.
	<input type="checkbox"/>	Could learn better ways of showing respect for the decedent, family, associates, the public, superiors, and co-workers.	<input type="checkbox"/>	Usually is self-confident.	<input type="checkbox"/>	Always displays self-confidence.
	<input type="checkbox"/>	Displays a lack of self-confidence.	<input type="checkbox"/>	Has developed an acceptable awareness of workplace communication networks.	<input type="checkbox"/>	Has developed an awareness of workplace communication techniques.

**Please check (✓)** those boxes in the "assessment" column to indicate the level of accomplishment of the task described.

- If the PLAR candidate did not have the opportunity to achieve any of these goals, please indicate this by writing in "N/A."
- Additional comments or clarifications may be noted below each section.

Skill	Needs to improve		Satisfactory		Exceeds expectations	
<b>Professionalism</b> The PLAR candidate is developing a growing appreciation for workplace roles and appropriate behaviour to the profession.	<input type="checkbox"/>	Has not fully developed an awareness of workplace communication networks.	<input type="checkbox"/>	Is developing an acceptable sense of the interaction of roles within the funeral home.	<input type="checkbox"/>	Has developed a sense of the interaction of roles within the funeral home.
	<input type="checkbox"/>	Has not fully developed a sense of the interaction of roles within the funeral home.	<input type="checkbox"/>	Usually displays conduct suitable to the situation.	<input type="checkbox"/>	Consistently displays conduct suitable to the situation.
	<input type="checkbox"/>	Does not always display conduct that is suitable to the situation.	<input type="checkbox"/>	Is developing language, non-verbal communication, and gestures acceptable to grieving clients.	<input type="checkbox"/>	Always uses language, non-verbal communication and gestures acceptable to grieving clients.

**Comments/observations** (optional)

**Please check (✓)** those boxes in the "assessment" column to indicate the level of accomplishment of the task described.

- If the PLAR candidate did not have the opportunity to achieve any of these goals, please indicate this by writing in "N/A."
- Additional comments or clarifications may be noted below each section.

Skill	Needs to improve		Satisfactory		Exceeds expectations	
<b>Assist with various duties</b>	<input type="checkbox"/>	At times, reluctant to assist with related funeral home tasks.	<input type="checkbox"/>	Usually offers assistance with related funeral home tasks without being reminded or asked.	<input type="checkbox"/>	Willingly offers assistance with related funeral home tasks.
	<input type="checkbox"/>	At times reluctant to assist with preliminary arrangement procedures.	<input type="checkbox"/>	Assists with preliminary procedures as directed.	<input type="checkbox"/>	Eager to assist with preliminary arrangement procedures as directed.
	<input type="checkbox"/>	Only assists with funeral arrangement implementation procedures with supervision and direction.	<input type="checkbox"/>	Assists with arrangement implementation on request or direction.	<input type="checkbox"/>	Always assists with arrangement implementation procedures as directed.
	<input type="checkbox"/>	Only assists with funeral services with supervision and direction.	<input type="checkbox"/>	Assists with funeral services as directed.	<input type="checkbox"/>	Always assists with funeral services as directed.

**Comments/observations** (optional)

**Please check (✓)** those boxes in the "assessment" column to indicate the level of accomplishment of the task described.

- If the PLAR candidate did not have the opportunity to achieve any of these goals, please indicate this by writing in "N/A."
- Additional comments or clarifications may be noted below each section.

Skill	Needs to improve		Satisfactory		Exceeds expectations	
<b>Safety</b>	<input type="checkbox"/>	Inconsistently practices personal health, safety, and well-being guidelines (driving, sanitation, WHMIS).	<input type="checkbox"/>	Usually practices personal health, safety, and well being guidelines (driving, sanitation, WHMIS).	<input type="checkbox"/>	Consistently practices personal health, safety, and well-being guidelines (driving, sanitation, WHMIS).
	<input type="checkbox"/>	Has not fully developed an awareness of potential hazards in the workplace and usually takes measures to avoid or prevent accidents.	<input type="checkbox"/>	Has begun to develop an awareness of potential hazards in the workplace and usually takes measures to avoid or prevent accidents.	<input type="checkbox"/>	Has developed an awareness of potential hazards in the workplace and takes measures to avoid or prevent accidents.
<b>Comments/observations</b> (optional)						
<b>Observe case analysis</b>	<input type="checkbox"/>	Is sometimes unaware that the funeral director has received a first call.	<input type="checkbox"/>	Follows the directions of the funeral director upon receiving the first call.	<input type="checkbox"/>	Is very attentive to the funeral director upon receiving the first call.
	<input type="checkbox"/>	Assists with the removal and transfer of the body only upon request or direction.	<input type="checkbox"/>	Assists with the removal and transfer of the body upon request or direction.	<input type="checkbox"/>	Always ready to assist with the removal and transfer of the body upon request or direction.

**Please check (✓)** those boxes in the "assessment" column to indicate the level of accomplishment of the task described.

- If the PLAR candidate did not have the opportunity to achieve any of these goals, please indicate this by writing in "N/A."
- Additional comments or clarifications may be noted below each section.

Skill	Needs to improve		Satisfactory		Exceeds expectations	
<b>Observe case analysis</b>	<input type="checkbox"/>	Does not seem to understand the difference between helpfulness and learning or "being in the way" while observing preparation room procedures.	<input type="checkbox"/>	Usually understands the difference between helpfulness and learning or "being in the way" while observing preparation room procedures.	<input type="checkbox"/>	Understands the difference between helpfulness and learning or "being in the way" while observing preparation room procedures.
	<input type="checkbox"/>	Disregards the decisions regarding the care of the decedent unless they are specifically brought to his/her attention.	<input type="checkbox"/>	Pays attention when decisions regarding the care of the decedent take place.	<input type="checkbox"/>	Pays close attention to the decisions regarding the care of the decedent and asks questions to clarify decisions that are not clear.

**Comments/observations** (optional)

**Employer/supervisor comments**

I consider this PLAR candidate: \_\_\_\_\_ performance to be (check one):

- Satisfactory       Less than Satisfactory

Date(s) of work/volunteer experience \_\_\_\_\_ to \_\_\_\_\_ number of hours \_\_\_\_\_  
Minimum 60 hours

**Comments:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I affirm that I am the person who has administered this checklist, and that I have conducted this candidate’s skills assessment with integrity. I also affirm that the above named candidate is the person whose performance I validated, and that the above named person performed the checked tasks at the indicated level without assistance from me or any other person.

**Employer/supervisor signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Program authentication of checklist:** program may contact candidate and/or employer to validate evidence.

Program head signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Work 192 – Core Work Experience

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PLAR candidate name: \_\_\_\_\_

PLAR candidate ID#: \_\_\_\_\_

Funeral home: \_\_\_\_\_

Address: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Phone number: \_\_\_\_\_

Email: \_\_\_\_\_

**Note to PLAR candidate:**

PLAR candidates for the challenge of WORK 192 must have this form completed by their direct employer/supervisor. The employer/supervisor is responsible for ensuring the employer validation checklist accurately reflects your abilities in each area identified.

**Note to employer:**

The objective of this checklist is to document work/volunteer experience attained by the PLAR candidate through on-the-job experience. PLAR candidates who have spent time working/volunteering in a funeral home will have been able to see and, with supervision and direction, participate in day to day activities of a funeral home.

**Please check (✓)**

those boxes in the "Criteria/task" column to indicate satisfactory PLAR candidate accomplishment of the task described.

- If the PLAR candidate did not have the opportunity to achieve any of these goals, please indicate this by writing in "N/A."
- Boxes left unchecked will indicate to the PLAR assessor; that follow up needs to occur with this PLAR candidate.

<b>Skill</b>	<b>Criteria / task</b>
<p><b>Job shadowing</b></p> <p>PLAR Candidate observed supervisor and co-workers, actively investigating techniques, procedures, and activities.</p>	<ul style="list-style-type: none"><li><input type="checkbox"/> Asked pertinent questions.</li><li><input type="checkbox"/> Willing to participate in and learn from helping with tasks when invited or directed to do so.</li><li><input type="checkbox"/> Displayed active interest in activities.</li><li><input type="checkbox"/> Choose discreet, non-intrusive observation locations.</li><li><input type="checkbox"/> Paid close attention to the procedure being observed.</li><li><input type="checkbox"/> Showed willingness to receive suggestions and guidance.</li><li><input type="checkbox"/> Sought out and made use of a variety of sources of information</li><li><input type="checkbox"/> Learned from experiences.</li></ul>
<p><b>Service to clients</b></p> <p>The PLAR candidate developed an awareness of the customer service aspect of funeral services and learned to appreciate the variety of clients served in this industry: the decedent, family and friends of the decedent, the community, and clergy.</p>	<ul style="list-style-type: none"><li><input type="checkbox"/> Showed a developing awareness of the varying ways in which families want to be served.</li><li><input type="checkbox"/> Interacted with families as prompted by and modeled by supervisor.</li><li><input type="checkbox"/> All interactions with clients were respectful and dignified.</li><li><input type="checkbox"/> Comments or observations during discussions among staff displayed maturity and openness to the families' needs and wishes.</li><li><input type="checkbox"/> Developing an awareness of the level of service funeral homes provide to families.</li></ul>

**Please check (✓)**

those boxes in the "Criteria/task" column to indicate satisfactory PLAR candidate accomplishment of the task described.

- If the PLAR candidate did not have the opportunity to achieve any of these goals, please indicate this by writing in "N/A."
- Boxes left unchecked will indicate to the PLAR assessor; that follow up needs to occur with this PLAR candidate.

<b>Skill</b>	<b>Criteria / task</b>
<p><b>Professionalism</b></p> <p>The PLAR candidate developed an appreciation for workplace roles, and appropriate behaviour to the profession.</p>	<ul style="list-style-type: none"><li><input type="checkbox"/> Applied appropriate workplace language skills and terminology.</li><li><input type="checkbox"/> Kept work schedules according to normal operations at the work experience placement.</li><li><input type="checkbox"/> Respected the need for confidentiality.</li><li><input type="checkbox"/> Showed respect for the decedent, family, associates, the public, superiors, and co-workers.</li><li><input type="checkbox"/> Displayed self-confidence.</li><li><input type="checkbox"/> Developed an awareness of workplace communication networks.</li><li><input type="checkbox"/> Developed a sense of the interaction of roles within the funeral home.</li></ul>
<p><b>Presentation</b></p> <p>The PLAR candidate recognized that personal presentation – dress, appearance, manner – are an important part of the service provided to the client and community, and presents self accordingly.</p>	<ul style="list-style-type: none"><li><input type="checkbox"/> Maintained exemplary personal and oral hygiene – clean, neat, and well-groomed at all times.</li><li><input type="checkbox"/> Acted in a dignified manner, which will result in respectful interaction.</li><li><input type="checkbox"/> Developed an awareness of the need for poise, grace, and composure.</li><li><input type="checkbox"/> Used verbal and non-verbal communication appropriate to the situation, (i.e. tone of voice, volume, body language (facial expressions, posture, gestures, etc.)</li><li><input type="checkbox"/> Avoided trendy flamboyant jewellery, clothing, and hairstyles – dressed conservatively or appropriately for the task at hand.</li><li><input type="checkbox"/> Avoided scents (perfume, after-shave) or wears sparingly.</li></ul>

**Please check (✓)**

those boxes in the "Criteria/task" column to indicate satisfactory PLAR candidate accomplishment of the task described.

- If the PLAR candidate did not have the opportunity to achieve any of these goals, please indicate this by writing in "N/A."
- Boxes left unchecked will indicate to the PLAR assessor; that follow up needs to occur with this PLAR candidate.

<b>Skill</b>	<b>Criteria / task</b>
<p><b>Safety</b></p> <p>The PLAR candidate showed a developing awareness of potential hazards in the workplace and takes measures to avoid or prevent accidents.</p>	<p><input type="checkbox"/> Consistently practiced personal health, safety, and well-being guidelines (driving, sanitation, WHMIS).</p>

**Employer/supervisor comments**

I consider this PLAR candidate: \_\_\_\_\_ performance to be (check one):

- Satisfactory
- Less than Satisfactory

Date(s) of work/volunteer experience \_\_\_\_\_ to \_\_\_\_\_ number of hours \_\_\_\_\_  
Minimum 30 hours

**Comments:**

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I affirm that I am the person who has administered this checklist, and that I have conducted this candidate’s skills assessment with integrity. I also affirm that the above named candidate is the person whose performance I validated, and that the above named person performed the checked tasks at the indicated level without assistance from me or any other person.

**Employer/supervisor signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Program authentication of checklist:** program may contact candidate and/or employer to validate evidence.

Program head signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix C: Challenge exam blueprints

### COM 101 – Written and Oral Communications

<b>COM 101 – Written and Oral Communications</b> You will receive instruction and practice in written and oral communication skills needed for the professional workplace. You will review the principles of effective writing, prepare oral presentations, and practice common forms of business communication. Communicating a professional image will be emphasized.	<b>Multiple choice</b>	<b>Short answer</b>
<b>Grammar assessment</b>		
1. Create business correspondence.	40	3
▪ Demonstrate principles of effective writing		
▪ Use correct grammar and spelling		
▪ Write unified, coherent paragraphs		
<b>Total for grammar assessment</b>	<b>40</b>	<b>3</b>

## ETHC 184 – Jurisprudence and Ethics

<b>ETHC 184 – Jurisprudence and Ethics</b> You will gain an understanding of the acts, bylaws, and regulations that govern funerals. The course will also include information about the professional and ethical practices that are important in this profession.	Multiple choice	T/F S/A match	Interview study	Assignment	Total (outcome)
1. Identify correct methods and procedures for documenting in the client record.	6				6
2. Explain the acts, regulations, and bylaws that govern funerals.	11	1		1	13
3. Explain the issues relating to access to Health Information.	1		1		2
4. Describe other agencies and professionals and their interactions with the funeral industry.	14				14
5. Describe the types of funeral financing, benefits, grants, and other assistance.	9			1	10
6. Describe pre-need sales and contracts and their roles in the delivery of Funeral Services.	4	7			11
7. Describe professional and ethical practices in Funeral Services.	5	1			6
<b>Total for course</b>	<b>50</b>	<b>9</b>	<b>1</b>	<b>2</b>	<b>62</b>

## PSYC 280 – Psychology of Grief

<b>PSYC 280 – Psychology of Grief</b> You will discuss the emotional and psychological needs of the bereaved as well as appropriate communication skills and attitudes.	Multiple choice	True / false	Essay / case study	Assignment	Total (outcome)
1. Review the concepts of death and dying.	13				13
2. Explain the dynamics of grief.	16				16
3. Discuss special instances of grieving.	10				10
4. Discuss the emotional and psychological needs of the person making the arrangements and the bereaved.	10				10
5. Develop attitudes of empathy and compassion for dealing with grieving clients.	1		1		2
6. Practice communications skills appropriate to grieving clients.				1	1
7. Formulate a self-care plan.				1	1
<b>Total for course</b>	<b>50</b>		<b>1</b>	<b>2</b>	<b>53</b>

## ORTN 199 – Orientation to Funeral Service

<b>ORTN 199 – Orientation to Funeral Service</b> You will receive an orientation to the funeral services profession. The course content includes the history, varying traditions and religious practices that influence arrangements. You will also gain an understanding of the nature of employment within the funeral services profession.	Multiple choice	True / false	Essay / case study	Assignment	Total (outcome)
1. Describe how people have dealt with their dead through history.	6				6
2. Describe the history of the funeral profession.	5				5
3. Explain the terminology of the funeral service profession.	11				11
4. Describe the types of funerals.	8				8
5. Describe varying beliefs, traditions, and religious practices associated with funeral services.	13				13
6. Explain the role and relationship of funeral services within a community.	6				6
7. Describe the variances in funeral services within different communities.	4				4
8. Describe the nature of employment within the funeral services profession.	4				4
9. Describe WHMIS and its place in the funeral services profession.	3	6			9
10. Describe practices in the care and handling of the deceased.	3				3
11. Analyze a funeral arrangement/service.	1			1	2
<b>Total for course</b>	<b>64</b>	<b>6</b>		<b>1</b>	<b>71</b>

## WORK 192 – Work Experience

<b>WORK 192 – Work Experience</b> You will spend one week in an approved funeral home in your community observing practices in providing care of body/remains, funeral arrangements and services. You will participate in related duties as assigned by your supervisor and will be expected to demonstrate professionalism at all times.	Multiple choice	True / false	Essay / case study	Assignment	Total (outcome)
1. Observe supervisor and co-workers to discover techniques, procedures, and activities.	All outcomes are assessed by the employer validated checklist.				
2. Develop an awareness of the customer service aspect of the funeral service industry.					
3. Demonstrate satisfaction with career choice.					
4. Develop a professional attitude.					
5. Demonstrate a professional presence.					
6. Act in a safety-conscious manner.					

**PRAC 176 – Core Practicum**

<p><b>PRAC 176 – Core Practicum</b></p> <p>You will spend two weeks in an approved funeral home and participate in assigned duties such as transfer of body/remains, case analysis of body/remains, non-embalming preparations and other duties under the direct supervision of a licensed embalmer and/or funeral director. You will be expected to demonstrate professionalism at all times.</p>	Multiple choice	True / false	Essay / case study	Assignment	Total (outcome)
1. Use terminology appropriate to the funeral service profession.	<p>All outcomes are assessed by the employer validated checklist.</p>				
2. Demonstrate practices that promote health, safety and wellbeing.					
3. Observe a case analysis of the body/remains.					
4. Assist in various duties associated with the funeral services profession.					
5. Examine the role and relationship of funeral services within a community.					
6. Model professional attitudes and practices.					
7. Apply communication skills appropriate to grieving clients.					

## MICR 185 – Microbiology for Funeral Services

<b>MICR 185 – Microbiology for Funeral Services</b> The course provides you with an introduction to the concepts of microbiology in relation to health and the process of disease in humans. You will explore the fundamentals of micro-organisms in relation to the interaction with host; impact on environment; human disease; and funeral service practice.	Multiple choice	True / false	Essay / case study	Assignment	Total (outcome)
1. Describe the fundamentals of biology.	19				19
9. Describe microbial interactions with humans.	21				21
10. Explain viruses.	21				21
11. Explore fungi, protozoa, helminths, and arthropods.	5				5
12. Explore the classification of bacteria.	15				15
13. Explore the immune system and diagnostic immunology.	13				13
14. Describe standard and additional precautions.	11				11
15. Explore individual and public health measures of controlling pathological microbes.	20				20
<b>Total for course</b>	<b>125</b>				<b>125</b>

## PATH 186 – Pathophysiology

<b>PATH 186 – Pathophysiology</b> The course content provides you with an introduction to the study of various disease processes that can affect body structure and function. You will also examine disease processes as the affect body systems.	Multiple choice	True / false	Essay / case study	Assignment	Total (outcome)
1. Describe the effects of drugs on the body.	10				10
2. Describe the study of disease.	10				10
3. Describe the pathophysiology of inflammation, immunity, and immune disorders.	10				10
4. Describe the pathophysiology of infectious diseases.	10				10
5. Describe the pathophysiology of neoplasms.	10				10
6. Describe the relationship between nutrition and disease.	11				11
7. Describe the diseases of the cardiovascular system, blood and the respiratory system.	22				22
8. Describe the diseases of the digestive, urinary, reproductive and endocrine systems.	34				34
9. Describe the diseases of the nervous system and special senses, mental illness, musculoskeletal system and skin.	19				19
<b>Total for course</b>	<b>136</b>				<b>136</b>

## Appendix D: Exam supervision form



# PLAR Exam Supervision Form

Sask Polytech Student ID #

If you are **not** writing your exam at a Sask Polytech or regional college test centre, complete this form and return it to your PLAR Assessor.

### STUDENT INFORMATION

Name: \_\_\_\_\_

Sask Polytech email: \_\_\_\_\_

OR personal email: \_\_\_\_\_

#### Instructions to Exam Supervisor:

- Supervise student at all times during the exam.
- Examine photo ID beforehand to verify identity.
- Receive/store exams securely before & after writing.
- Collect and mail the completed exam, answer sheets, and any worksheets to the PLAR Assessor indicated on this form.

**COURSE CODE AND TITLE** \_\_\_\_\_

### EXAM 1

Date: \_\_\_\_\_ Time: \_\_\_\_\_

### EXAM 2 (if applicable)

Date: \_\_\_\_\_ Time: \_\_\_\_\_

### EXAM LOCATION

Agency/Institution: \_\_\_\_\_

### Your PLAR Assessor is...

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Mail: \_\_\_\_\_

### READ these instructions carefully BEFORE you book your exam.

#### Book exams at a Sask Polytech Test Centre:

1. Go to [saskpolytech.ca/testing](http://saskpolytech.ca/testing)
2. Follow the steps to book your exam(s)
3. **Email the confirmation email you receive to your PLAR assessor.**

**Photo ID:** You must bring photo ID to the exam site to verify identity.

**Saskatchewan Students:** You must write at a Sask Polytech or regional college test centre if you live within 45 minutes of one. You are responsible for any travel cost or exam supervision fee.

**Alternate Testing Sites:** If you live more than 45 minutes from a Sask Polytech or regional college campus, you may arrange an alternate location by completing this form and emailing it to your PLAR assessor.

#### Write Exams at an Alternate Test Site:

The exam supervisor must be a professional (teacher, RCMP, RN, clergy, etc.). You may not be supervised by your employer or supervisor, co-worker, family member, neighbour, or friend. The exam should not be written in a private home or at your workplace.

#### Write Exams Outside Saskatchewan:

If you live outside Saskatchewan, you must write exams in a secure test centre at a publicly-funded post-secondary educational institution.

Appendix F: Cover page template

Program name

Diploma /certificate /applied certificate program

ABCD 123 – Course Name

Student name

Date