

Specification of Competency Standards
for the Elderly Care Service Industry
Unit of Competency

Functional Area - Psychosocial & Spiritual Care

Title	Provide Life-Death Education to Elderlies' families
Code	106129L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry handling casework. This competency involves the ability of critical analysis, assessment and integration of information from various sources. Employees are required to integrate needs for life-death education of elderlies' families and relevant information on life-death education, provide the appropriate education to elderlies' families, and help them take care of elderlies in the final stage of their life.
Level	5
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on life-death education</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the objectives of life-death education and its importance to the elderlies' families, including <ul style="list-style-type: none"> ○ Help elderlies' review their life and recognize the value of their life ○ Enhance the knowledge of elderlies' families on after-death arrangements ○ Instil a positive attitude towards death ○ Support the psychological and practical needs of elderlies' families as they face elderlies' end of life • Understand the relevant skills to provide life-death education, including <ul style="list-style-type: none"> ○ Assist elderlies to review different stages of their life ○ Assist elderlies to sort out their values in life • Understand the relevant knowledge on life-death education, including <ul style="list-style-type: none"> ○ Writing a will ○ Planning their estate ○ After-death arrangements, for example, <ul style="list-style-type: none"> ▪ Make a death registration ▪ Management of body of the deceased ▪ Funeral services ○ Relevant ordinance and legal procedures ○ Views on life and death in various cultures and religions • Understand the skills to build rapport with elderlies' families • Understand the skills to assess the needs of elderlies' families in terms of life-death education • Understand relevant community resources and the procedures to apply for such resources <p>2. Provide life-death education to elderlies' families</p> <p>Be able to</p> <ul style="list-style-type: none"> • Provide relevant services according to the different needs of elderlies' families in terms of life-death education, including <ul style="list-style-type: none"> ○ Provide relevant useful information in early stage of life-death education, for example, how to write a will, organ donation, after-death arrangements and legal procedures. ○ Arrange elderlies' families to site visit or to get in touch with post-mortem service providers for practical experiences, so that they understand the actual process of application, fees and how to arrange such services.

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	<ul style="list-style-type: none"> ○ Allow elderlies' families to share their feelings, organize sharing groups to let them express their views towards the loss of their loved one and voice out the support they need ○ Provide relevant service information, and refer elderlies' families to relevant community support service, such as approaching volunteers to accompany elderlies' families to handle after-death arrangements ● Teach the elderlies' families relevant skills to discuss life and death issues and after-death planning with elderlies, for example <ul style="list-style-type: none"> ○ The procedures/skills to start such conversations with elderlies <ul style="list-style-type: none"> ▪ Find the right timing, for example, when celebrities, friends or relatives pass away ▪ Find the right target family members to join such conversation, for example, those who are more open to discuss death ▪ Share positive attitude towards death, and explicitly state that such conversation should not be avoided ▪ Discuss and plan after-death arrangements with elderlies ○ Handle elderlies who avoid the conversation properly <ul style="list-style-type: none"> ▪ Tell elderlies that you enjoy spending time with them so that they feel respected ▪ Care about their body condition, help elderlies understand their own health condition realistically ▪ Share your own view towards death and explain why everyone needs to confront death with a positive attitude ▪ Respect elderlies' opinions, listen patiently and try to understand the reason why they avoid the conversation and why they feel worried. ○ How to plan after-death arrangements for elderlies <ul style="list-style-type: none"> ▪ Catch up with the latest information regarding after-death issues ▪ organize the memorial service according to elderlies' religious belief and within elderlies' financial means ▪ Experience the expected after-death services with elderlies, for example, shopping for a coffin, and decide between burial and cremation ▪ Plan the number of friends and families attending the funeral; and pick an appropriate venue <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> ● Build rapport with elderlies' families and show empathy when providing life-death education ● Respect the view on life and death in various cultures and religions
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> ● Ability to understand the needs of elderlies' families in terms of life-death education, provide appropriate life-death education service; and ● Ability to teach elderlies' families the knowledge and skills for after-death arrangements, prepare them psychologically for elderlies' death, and plan the after-death arrangements with elderlies.
Remark	