

1. In the allegory "The Horse and the Dying Boy," the dying boy's choice is to _____.

- a. Some people may be made more comfortable by not speaking of the horse.
- b. If you speak about the horse, you will enable all others to do so as well.
- c. Speaking about the horse can render its presence less powerful.
- d. All of these
- e. None of these

ANSWER: c

POINTS: 1

DIFFICULTY: Understand

REFERENCES: Prologue

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-1 - To explore the nature and role of education about death, dying, and bereavement (often called "death education")

OTHER: p. xxviii

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2. Death Cafe gatherings are:

- a. Planned or scheduled on a regular basis
- b. Events that bring together friends or people who knew each other before the gathering
- c. Events designed to lead participants to a specific conclusion or course of action
- d. Intended to increase awareness of death so as to help people make the most of their lives
- e. Planned as grief support groups

ANSWER: d

POINTS: 1

DIFFICULTY: Understand

REFERENCES: Death Cafe

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-3 - To look briefly at how education about death, dying, and bereavement is conducted

OTHER: p. 3

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3. The Death Cafe movement and its gatherings:
- a. Have arisen spontaneously
 - b. Are lecture or educational sessions
 - c. Began in Luxembourg and Manchester, England
 - d. Have only taken place in England and the United States
 - e. None of these

ANSWER: a

POINTS: 1

DIFFICULTY: Understand

REFERENCES: Death Cafe

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-3 - To look briefly at how education about death, dying, and bereavement is conducted

OTHER: p. 3

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4. To say that death was a “taboo topic” in American society during the 1960s and early 1970s means that:
- a. A fundamental and defining aspect of human life had largely been removed from investigation and critical study.
 - b. This subject is a branch of “thanatology.”
 - c. This topic is most closely associated with sorcery and witchery.
 - d. All of these
 - e. None of these

ANSWER: a

POINTS: 1

DIFFICULTY: Understand

REFERENCES: A Taboo Topic? A Death-Denying Society?

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-2 - To examine concerns that lead people to discuss and study death-related subjects.

OTHER: pp. 3-4

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5. When people say that death is not a taboo topic, they mean _____.
- a. that it is not a fit subject for education and research
 - b. ours is a death-denying society
 - c. our society and individuals in it both accept and deny death simultaneously
 - d. that death is a depressing or morbid subject
 - e. All of these

ANSWER: c

POINTS: 1

DIFFICULTY: Understand

REFERENCES: A Taboo Topic? A Death-Denying Society?

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-2 - To examine concerns that lead people to discuss and study death-related subjects.

OTHER: pp. 3-4

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6. The modern death awareness movement, emphasizing research and writing about death-related experiences, began around _____.
- a. the end of the 19th century
 - b. the third decade of the 20th century
 - c. the early 1800s
 - d. the late 1950s through the early 1970s
 - e. 1985

ANSWER: d

POINTS: 1

DIFFICULTY: Understand

REFERENCES: A Taboo Topic? A Death-Denying Society?

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-3 - To look briefly at how education about death, dying, and bereavement is conducted

OTHER: p. 5

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7. The modern death awareness movement has involved:

- a. New programs of care for the dying
- b. Research on attitudes toward death
- c. New ways of assisting bereaved persons
- d. All of these
- e. None of these

ANSWER: d

POINTS: 1

DIFFICULTY: Understand

REFERENCES: A Taboo Topic? A Death-Denying Society?

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-3 - To look briefly at how education about death, dying, and bereavement is conducted

OTHER: p. 5

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8. "Thanatology" refers to:

- a. The study of death with life left in
- b. New programs for care of the dying
- c. Ways to offer support to bereaved persons
- d. All of these
- e. Eone of these

ANSWER: d

POINTS: 1

DIFFICULTY: Understand

REFERENCES: A Taboo Topic? A Death-Denying Society?

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-3 - To look briefly at how education about death, dying, and bereavement is conducted

OTHER: p. 5

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9. “Thanatology” is _____.
- a. the study of taboo topics
 - b. the examination of Greek origins of words
 - c. a way of exploring literature for children
 - d. the study of death-related topics
 - e. None of these

ANSWER: d

POINTS: 1

DIFFICULTY: Understand

REFERENCES: A Taboo Topic? A Death-Denying Society?

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-3 - To look briefly at how education about death, dying, and bereavement is conducted

OTHER: p. 5

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10. According to our textbook, “thanatology” _____.
- a. refers to myths about death
 - b. is an ancient Latin word referring to obsession with death
 - c. comes from two Greek words and refers to a scientific study of death
 - d. began as a science in the 18th century
 - e. refers to a dying science

ANSWER: c

POINTS: 1

DIFFICULTY: Understand

REFERENCES: A Taboo Topic? A Death-Denying Society?

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-1 - To explore the nature and role of education about death, dying, and bereavement (often called “death education”)

OTHER: p. 5

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11. A person who enrolls in a course in the field of death, dying, and bereavement because his or her Grandmother is terminally ill is primarily expressing a concern about:
- a. Vocational reasons
 - b. A current death-related experience
 - c. Intellectual curiosity about the subject
 - d. The aftermath of an unresolved death-related experience
 - e. All of these

ANSWER: b

POINTS: 1

DIFFICULTY: Apply

REFERENCES: Concerns Leading People to Study Death-Related Subjects

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-2 - To examine concerns that lead people to discuss and study death-related subjects.

OTHER: p. 5

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12. A person who enrolls in a course in the field of death, dying, and bereavement because of distress about someone's death a year earlier is primarily expressing a concern about:
- a. Vocational reasons
 - b. A current death-related experience
 - c. Intellectual curiosity about the subject
 - d. An unresolved death-related experience
 - e. All of these

ANSWER: d

POINTS: 1

DIFFICULTY: Apply

REFERENCES: Concerns Leading People to Study Death-Related Subjects

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-2 - To examine concerns that lead people to discuss and study death-related subjects.

OTHER: p. 5

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13. A person who enrolls in a course in the field of death, dying, and bereavement in order to be better prepared to work as a nurse is primarily expressing a concern about:
- a. Vocational reasons
 - b. A current death-related experience
 - c. Intellectual curiosity about the subject
 - d. An unresolved death-related experience
 - e. All of these

ANSWER: a

POINTS: 1

DIFFICULTY: Apply

REFERENCES: Concerns Leading People to Study Death-Related Subjects

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-2 - To examine concerns that lead people to discuss and study death-related subjects.

OTHER: p. 5

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14. A person who enrolls in a course in the field of death, dying, and bereavement because "no important person in my life has yet died but I am concerned about what that experience might be like" is primarily expressing a concern about:
- a. Vocational reasons
 - b. A current death-related experience
 - c. Intellectual curiosity about the subject
 - d. An unresolved death-related experience
 - e. All of these

ANSWER: c

POINTS: 1

DIFFICULTY: Apply

REFERENCES: Concerns Leading People to Study Death-Related Subjects

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-2 - To examine concerns that lead people to discuss and study death-related subjects.

OTHER: p. 5

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15. Education about death, dying, and bereavement needs to develop special sensitivity and compassion for its participants because:
- a. They are likely to be at high risk for suicidal behavior.
 - b. They are interested in these subjects for vocational reasons.
 - c. They may display morbid or unhealthy tendencies.
 - d. They may have been recently or currently impacted by a death-related experience.
 - e. They may need therapy in the classroom setting.

ANSWER: d

POINTS: 1

DIFFICULTY: Understand

REFERENCES: Concerns Leading People to Study Death-Related Subjects

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-3 - To look briefly at how education about death, dying, and bereavement is conducted

OTHER: pp. 5-6

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16. College courses on death, dying, and bereavement are examples of:
- a. Formal education
 - b. Informal education
 - c. Team teaching
 - d. Death-related counseling
 - e. None of these

ANSWER: a

POINTS: 1

DIFFICULTY: Apply

REFERENCES: How Is Education About Death, Dying, and Bereavement Conducted?

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-1 - To explore the nature and role of education about death, dying, and bereavement (often called “death education”)

OTHER: p. 6

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17. Online courses on death, dying, and bereavement are examples of

- a. Formal education
- b. Informal education
- c. Team teaching
- d. Death-related counseling
- e. None of these

ANSWER: a

POINTS: 1

DIFFICULTY: Apply

REFERENCES: How Is Education About Death, Dying, and Bereavement Conducted?

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-1 - To explore the nature and role of education about death, dying, and bereavement (often called “death education”)

OTHER: p. 6

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18. The booklet, *Lessons from Lions*, uses slides from the Disney movie, *The Lion King* to encourage discussions about such common but unhelpful reactions following a loss as:

- a. Acknowledging that a bad thing has happened
- b. Never telling anyone about your grief reactions
- c. Facing the problem and the pain you are experiencing
- d. All of these
- e. None of these

ANSWER: b

POINTS: 1

DIFFICULTY: Understand

REFERENCES: How Is Education About Death, Dying, and Bereavement Conducted?

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-3 - To look briefly at how education about death, dying, and bereavement is conducted

OTHER: p. 6

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19. Education about death, dying, and bereavement arising out of interactions within a family or similar social group is:
- a. Formal education
 - b. Informal education
 - c. Team teaching
 - d. Death-related counseling
 - e. None of these

ANSWER: b

POINTS: 1

DIFFICULTY: Apply

REFERENCES: How Is Education About Death, Dying, and Bereavement Conducted?

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-3 - To look briefly at how education about death, dying, and bereavement is conducted

OTHER: pp. 7-8

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20. The ending of the story of *Little Red Riding* was changed apparently because some_____.
- a. thought that the original ending was too gentle to Little Red Riding Hood herself
 - b. wanted to emphasize the party at the end of later versions
 - c. sought to be gentler to the wolf in later endings
 - d. All of these
 - e. None of these

ANSWER: e

POINTS: 1

DIFFICULTY: Understand

REFERENCES: Issues for Critical Reflection

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-2 - To examine concerns that lead people to discuss and study death-related subjects.

OTHER: pp. 7-8

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21. The ending of the story of Little Red Riding was changed apparently because some _____.
- a. thought that the original ending was too gentle to Little Red Riding Hood herself
 - b. wanted to emphasize the party at the end of later versions
 - c. wanted to remove Grandmother from the later endings
 - d. thought that children would be upset by human death in the first version of the story
 - e. sought to be kinder to the wolf in later endings

ANSWER: d

POINTS: 1

DIFFICULTY: Understand

REFERENCES: Issues for Critical Reflection

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-2 - To examine concerns that lead people to discuss and study death-related subjects.

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22. **Issues for Critical Reflection #2** in the eighth edition of **Death & Dying, Life & Living** describes four versions of what really happened to Little Red Riding Hood. What did happen, according to at least some of these versions?
- a. The wolf ate Little Red Riding Hood up.
 - b. A woodsman killed the wolf with an axe, cut him open, and out stepped Little Red Riding Hood.
 - c. A hunter shot the wolf before he could reach Little Red Riding Hood.
 - d. All of these
 - e. None of these

ANSWER: d

POINTS: 1

DIFFICULTY: Apply

REFERENCES: Issues for Critical Reflection

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-2 - To examine concerns that lead people to discuss and study death-related subjects.

OTHER: pp. 7-8

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23. When children learn about death by finding, touching, and burying a dead bird in the woods, their experience illustrates the potential of:
- a. Formal education
 - b. Teachable moments
 - c. A near-death experience
 - d. Vocational motivation
 - e. Self-centered behavior

ANSWER: b

POINTS: 1

DIFFICULTY: Apply

REFERENCES: How Is Education About Death, Dying, and Bereavement Conducted?

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-4 - To describe four dimensions of education about death, dying, and bereavement.

OTHER: p. 8

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24. Deaths resulting from a natural disaster or an automobile accident _____.
- a. should never be used as a basis for education about death and grief with children younger than eight years old
 - b. can provide “teachable moments” for a discussion with children about death and grief
 - c. should not be used as a form of formal education in a classroom with children younger than 12 years old
 - d. should only be discussed with children by their parents
 - e. are too traumatic to serve as subjects in the formal education of children

ANSWER: b

POINTS: 1

DIFFICULTY: Think Critically

REFERENCES: How Is Education About Death, Dying, and Bereavement Conducted?

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-3 - To look briefly at how education about death, dying, and bereavement is conducted

OTHER: p. 8

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25. Teachable moments in which children encounter a dead pet are examples of:

- a. Online education
- b. Informal education
- c. Formal education
- d. All of these
- e. None of these

ANSWER: b

POINTS: 1

DIFFICULTY: Apply

REFERENCES: How Is Education About Death, Dying, and Bereavement Conducted?

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-3 - To look briefly at how education about death, dying, and bereavement is conducted

OTHER: p. 8

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26. Comprehensive education about death, dying, and bereavement typically involves four central dimensions:

- a. Physical, psychological, social, and spiritual
- b. Cognitive, affective, behavioral, and valuational
- c. Religious, medical, intrapersonal, and interpersonal
- d. All of these
- e. None of these

ANSWER: b

POINTS: 1

DIFFICULTY: Understand

REFERENCES: Four Dimensions of Education About Death, Dying, and Bereavement

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-4 - To describe four dimensions of education about death, dying, and bereavement.

OTHER: pp. 11-12

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27. When a death and dying course imparts information about death-related experiences and issues, this exemplifies which dimension of death-related education?
- a. Affective
 - b. Behavioral
 - c. Cognitive
 - d. Effective
 - e. Valuational

ANSWER: c

POINTS: 1

DIFFICULTY: Apply

REFERENCES: Four Dimensions of Education About Death, Dying, and Bereavement

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-4 - To describe four dimensions of education about death, dying, and bereavement.

OTHER: p. 11

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28. When a death and dying course discusses specific diseases and describes mortality statistics, this exemplifies which dimension of death-related education?
- a. Affective
 - b. Behavioral
 - c. Cognitive
 - d. Effective
 - e. Valuational

ANSWER: c

POINTS: 1

DIFFICULTY: Apply

REFERENCES: Four Dimensions of Education About Death, Dying, and Bereavement

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-4 - To describe four dimensions of education about death, dying, and bereavement.

OTHER: p. 11

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29. When a death and dying course tries to sensitize the non-bereaved to the depth and complexities of grief, this exemplifies which dimension of death-related education?
- a. Affective
 - b. Behavioral
 - c. Cognitive
 - d. Effective
 - e. Valuational

ANSWER: a

POINTS: 1

DIFFICULTY: Apply

REFERENCES: Four Dimensions of Education About Death, Dying, and Bereavement

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-4 - To describe four dimensions of education about death, dying, and bereavement.

OTHER: p. 11

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30. In studying the “affective dimension” of education about death, dying, and bereavement, _____.
- a. one studies beliefs and teachings about life after death
 - b. one examines how the death of someone loved will affect a survivor’s behavior
 - c. one must be totally objective about someone’s personal beliefs about an after-life
 - d. one studies feelings, emotions, and attitudes about death, dying, and bereavement
 - e. None of the above

ANSWER: d

POINTS: 1

DIFFICULTY: Apply

REFERENCES: Four Dimensions of Education About Death, Dying, and Bereavement

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-4 - To describe four dimensions of education about death, dying, and bereavement.

OTHER: p. 11

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31. When a death and dying course emphasizes the behavioral dimension of education about death, dying, and bereavement, it will focus on:
- a. Presence and active listening
 - b. Reflecting on one's personal values
 - c. Showing people how to forget or get over the death of a significant person in their lives
 - d. Describing cultural patterns among different groups of peoples
 - e. New theories about subjects like HIV and AIDS

ANSWER: a
POINTS: 1
DIFFICULTY: Apply
REFERENCES: Four Dimensions of Education About Death, Dying, and Bereavement
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 1-4 - To describe four dimensions of education about death, dying, and bereavement.
OTHER: pp. 11-12
DATE CREATED: 12/21/2017 11:15 AM
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32. When a death and dying course shows how people actually do respond in death-related situations, this exemplifies which dimension of death-related education?
- a. Affective
 - b. Behavioral
 - c. Cognitive
 - d. Effective
 - e. Valuational

ANSWER: b
POINTS: 1
DIFFICULTY: Apply
REFERENCES: Four Dimensions of Education About Death, Dying, and Bereavement
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 1-4 - To describe four dimensions of education about death, dying, and bereavement.
OTHER: p. 12
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33. When a death and dying course explores statements such as "life is sacred" or "life is absolute," this exemplifies which dimension of death-related education?
- a. Affective
 - b. Behavioral
 - c. Cognitive
 - d. Effective
 - e. Valuational

ANSWER: e

POINTS: 1

DIFFICULTY: Apply

REFERENCES: Four Dimensions of Education About Death, Dying, and Bereavement

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-4 - To describe four dimensions of education about death, dying, and bereavement.

OTHER: p. 12

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34. To say "We would not have this life as we know it if death were not one of its essential parts" is to point most directly to which of the following dimensions of death-related education?
- a. Affective
 - b. Behavioral
 - c. Indubitable
 - d. Effective
 - e. Valuational

ANSWER: e

POINTS: 1

DIFFICULTY: Think Critically

REFERENCES: Four Dimensions of Education About Death, Dying, and Bereavement

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-4 - To describe four dimensions of education about death, dying, and bereavement.

OTHER: p. 12

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35. The letter from Mrs. Koerner reproduced in **Personal Insights 1.2** in the eighth edition of **Death & Dying, Life & Living** thanked the instructor of a course on death and dying for:
- a. Helping people to understand grief
 - b. Teaching people how to die
 - c. Preparing physicians and nurses to care for those who are dying
 - d. Giving challenging examinations
 - e. Engaging in informal education about death, dying, and bereavement

ANSWER: b
POINTS: 1
DIFFICULTY: Understand
REFERENCES: Personal Insights
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 1-5 - To identify six main goals of education about death, dying, and bereavement.
OTHER: pp. 12-13
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36. Socrates is reported to have said, “The really important thing is not to live, but to live well.” This supports which of the following goals of education about death, dying, and bereavement:
- a. To assist individuals in appreciating how development across the human life course interacts with death-related issues
 - b. To enhance the ability of individuals to communicate effectively about death-related matters
 - c. To prepare individuals for their public roles as citizens
 - d. To help modern societies understand assisted suicide and euthanasia
 - e. To enrich the personal lives of individuals

ANSWER: e
POINTS: 1
DIFFICULTY: Think Critically
REFERENCES: Six Goals of Education About Death, Dying, and Bereavement
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 1-5 - To identify six main goals of education about death, dying, and bereavement.
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37. When education about death, dying, and bereavement helps people make individual choices about health care and funeral services, it is serving which of the following goals?
- a. Preparing individuals for their public roles as citizens and professionals in society
 - b. Informing and guiding people in their personal transactions with society
 - c. Enriching the personal lives of participants
 - d. All of these
 - e. None of these

ANSWER: b

POINTS: 1

DIFFICULTY: Apply

REFERENCES: Six Goals of Education About Death, Dying, and Bereavement

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-5 - To identify six main goals of education about death, dying, and bereavement.

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38. When education about death, dying, and bereavement contributes to policy making in matters like advance directives and organ transplantation, it is serving which of the following goals?
- a. Preparing individuals for their public roles as citizens and professionals within a society
 - b. Informing and guiding individuals in their personal transactions with society
 - c. Enriching the personal lives of participants
 - d. All of these
 - e. None of these

ANSWER: a

POINTS: 1

DIFFICULTY: Apply

REFERENCES: Six Goals of Education About Death, Dying, and Bereavement

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-5 - To identify six main goals of education about death, dying, and bereavement.

OTHER: p. 13

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39. Our textbook suggests that studying death, dying, and bereavement can help us learn about:

- a. Vulnerability and resilience
- b. Individuals and communities
- c. Control and limitations
- d. All of the above
- e. None of the above

ANSWER: d

POINTS: 1

DIFFICULTY: Understand

REFERENCES: What Are Some of the Things We Can Learn About Life and Living by Studying Death, Dying, and Bereavement?

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-6 - To indicate lessons we can learn about four central themes in life and living by studying death, dying, and bereavement.

OTHER: p. 14

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40. The title of the group "Make Today Count" parallels which goal of education about death, dying, and bereavement?

- a. Preparing individuals for their public roles as citizens and professionals in society
- b. Informing and guiding individuals in their personal transactions with society
- c. Enriching the personal lives of participants
- d. All of these
- e. None of these

ANSWER: c

POINTS: 1

DIFFICULTY: Think Critically

REFERENCES: What Are Some of the Things We Can Learn About Life and Living by Studying Death, Dying, and Bereavement?

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-5 - To identify six main goals of education about death, dying, and bereavement.

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41. Discuss two lessons that you would draw for our course from the calligraphic image on p. 2 in the eighth edition of *Death & Dying, Life & Living*.

ANSWER: See p. 2

POINTS: 1

DIFFICULTY: Think Critically

REFERENCES: What Are Some of the Things We Can Learn About Life and Living by Studying Death, Dying, and Bereavement?

QUESTION TYPE: Subjective Short Answer

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-6 - To indicate lessons we can learn about four central themes in life and living by studying death, dying, and bereavement.

OTHER: p. 2

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42. What concerns led you to enroll in a course on death, dying, and bereavement? How do your concerns relate to those described in Chapter 1 in our textbook?

ANSWER: See p. 5

POINTS: 1

DIFFICULTY: Think Critically

REFERENCES: Concerns Leading People to Study Death-Related Subjects

QUESTION TYPE: Subjective Short Answer

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-2 - To examine concerns that lead people to discuss and study death-related subjects.

OTHER: p. 5

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43. Explain the difference between formal and informal education in the field of death, dying, and bereavement. Give a specific example of each of these types of education.

ANSWER: See pp. 6-8

POINTS: 1

DIFFICULTY: Think Critically

REFERENCES: How Is Education About Death, Dying, and Bereavement Conducted?

QUESTION TYPE: Subjective Short Answer

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-3 - To look briefly at how education about death, dying, and bereavement is conducted

OTHER: pp. 6-8

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44. Explain the concept of a "teachable moment." Give an example of such a moment as a form of education about death, dying, and bereavement.

ANSWER: See p.8

POINTS: 1

DIFFICULTY: Apply

REFERENCES: How Is Education About Death, Dying, and Bereavement Conducted?

QUESTION TYPE: Subjective Short Answer

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-3 - To look briefly at how education about death, dying, and bereavement is conducted

OTHER: p. 8

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45. Read the letter in **Personal Insights 1.2** in the eighth edition of **Death & Dying, Life & Living**. Comment thoughtfully on what the author is saying and what the recipient might think.

ANSWER: See p. 13
POINTS: 1
DIFFICULTY: Think Critically
REFERENCES: Personal Insights
QUESTION TYPE: Subjective Short Answer
HAS VARIABLES: False
LEARNING OBJECTIVES: 1-6 - To indicate lessons we can learn about four central themes in life and living by studying death, dying, and bereavement.
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46. Explain the meanings of the terms “education about death, dying, and bereavement” and “thanatology.” Show how they are or are not related.

ANSWER: See p. 5
POINTS: 1
DIFFICULTY: Apply
REFERENCES: A Taboo Topic? A Death-Denying Society?
QUESTION TYPE: Essay
HAS VARIABLES: False
LEARNING OBJECTIVES: 1-1 - To explore the nature and role of education about death, dying, and bereavement (often called “death education”)
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47. Identify and explain four of the six concerns mentioned in our textbook that might lead people to the study of death-related subjects.

ANSWER: See p. 5

POINTS: 1

DIFFICULTY: Apply

REFERENCES: Concerns Leading People to Study Death-Related Subjects

QUESTION TYPE: Essay

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-2 - To examine concerns that lead people to discuss and study death-related subjects.

OTHER: p. 5

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48. Identify and explain the four central dimensions of education about death, dying, and bereavement as they were described in Chapter 1 in our textbook. Give a specific example of each.

ANSWER: See pp. 11-12

POINTS: 1

DIFFICULTY: Apply

REFERENCES: Four Dimensions of Education About Death, Dying, and Bereavement

QUESTION TYPE: Essay

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-4 - To describe four dimensions of education about death, dying, and bereavement.

OTHER: pp. 11-12

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49. Identify and explain four of the principal goals of education about death, dying, and bereavement as they were described in Chapter 1 in our textbook. Give an example of each.

ANSWER: See pp. 11-14

POINTS: 1

DIFFICULTY: Think Critically

REFERENCES: Six Goals of Education About Death, Dying, and Bereavement

QUESTION TYPE: Essay

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-5 - To identify six main goals of education about death, dying, and bereavement.

OTHER: pp. 11-14

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50. Identify and explain three of the lessons about life and living that are described in Chapter 1 in our textbook as resulting from the study of death, dying, and bereavement. Give a specific example of each.

ANSWER: See pp. 14-15

POINTS: 1

DIFFICULTY: Apply

REFERENCES: What Are Some of the Things We Can Learn About Life and Living by Studying Death, Dying, and Bereavement?

QUESTION TYPE: Essay

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-6 - To indicate lessons we can learn about four central themes in life and living by studying death, dying, and bereavement.

OTHER: pp. 14-15

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51. (A question designed to be used when Chapter 1 is taught at the end of a course on death, dying, and bereavement.) Attig (1981) has argued that educators in the field of death, dying, and bereavement have a responsibility of providing care for their students. Give one concrete example of a way in which this responsibility was implemented in your course on death, dying, and bereavement. Explain your answer.

ANSWER: See pp. 5-6

POINTS: 1

DIFFICULTY: Think Critically

REFERENCES: Concerns Leading People to Study Death-Related Subjects

QUESTION TYPE: Essay

HAS VARIABLES: False

LEARNING OBJECTIVES: 1-1 - To explore the nature and role of education about death, dying, and bereavement (often called “death education”)

OTHER: pp. 5-6

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