

Chapter 1--Education about Death, Dying, and Bereavement

copy

1. **INSTRUCTIONS:** Select the best answer from among the options provided.

"Death education" has to do with

- A. teaching and learning about death, dying, and bereavement
- B. exposing the dangers of "thanatology"
- C. teaching and learning about life after death
- D. all of these
- E. none of these

2. **INSTRUCTIONS:** Select the best answer from among the options provided.

The Dead Bird is a story book about

- A. finding the body of a dead bird and burying it
- B. a child whose friend was killed in an automobile accident
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In the vignette at the beginning of Chapter 1 a student learned that there are books for children about topics including:

- A. conducting an autopsy on the body of a dead bird
- B. a child whose friend was killed in an automobile accident
- C. the illness and death of a school child
- D. the death of the son of a child's teacher
- E. grandparents and pets

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The student in the vignette at the beginning of Chapter 1 was reading death-related books for children because:

- A. she was concerned about the implications of school violence for children
- B. she worried about the health of her special education students
- C. she wanted to know what to say to a bereaved child
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The student in the vignette at the beginning of Chapter 1 wanted to learn about death-related books for children in order to:

- A. work cooperatively with parents and religious leaders to help children cope with loss and grief
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"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

12. INSTRUCTIONS: Select the best answer from among the options provided.

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 eighteenth century
- E. refers to a dying science

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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 twentieth century
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The beginning of the modern death awareness movement involved

- A. new programs of care for the dying
- B. research on attitudes toward death
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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:

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Death education needs to develop a special sensitivity to and compassion for its participants because

- A. they are likely to be at high risk for suicidal behavior
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- A. should never be used as a basis for education about death and grief with children younger than eight years old
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24. INSTRUCTIONS: Select the best answer from among the options provided.

Death education typically involves four central dimensions:

- A. physical, psychological, social, and spiritual
- B. cognitive, affective, behavioral, and valuational
- C. religious, medical, intrapersonal, and interpersonal
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25. INSTRUCTIONS: Select the best answer from among the options provided.

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Taking a course on death, dying, and bereavement and then continuing to have multiple sex partners without appropriate precautions against infection is

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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 death education:

- 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

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When death education 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
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The letter from Mrs. Koerner reproduced in Personal Insights 1.1 thanked the instructor of a course on death and dying for

- A. helping people to understand grief
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- C. preparing physicians and nurses to care for those who are dying
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When death education contributes to policy making in matters like durable powers of attorney and organ transplantation, it is serving which of the following goals?

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39. INSTRUCTIONS: Select the best answer from among the options provided.

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 these
- E. none of these

40. **INSTRUCTIONS:** Select the best answer from among the options provided.

The title of the group "Make Today Count" parallels which goal of death education?

- A. preparing individuals for their public roles as citizens and professionals in society
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41. Discuss two lessons that you would draw for our course from the calligraphic image on p. 2 in our textbook.

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?

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.

44. Explain the concept of a "teachable moment." Give an example of such a moment as a form of death education.

45. Read the letter in Personal Insights 1.1. Comment thoughtfully on what the author is saying and what the recipient might think.

46. Explain the meanings of the terms "death education" and "thanatology." Show how they are or are not related.

47. Identify and explain four of the six concerns mentioned in our textbook that might lead people to the study of death-related subjects.

48. Identify and explain the four central dimensions of death education described in Chapter 1 in our textbook. Give a specific example of each.

49. Identify and explain four of the principal goals of death education described in Chapter 1 in our textbook. Give an example of each.

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.

51. 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.

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- C. enriching the personal lives of participants
- D. all of these
- E. none of these

39. INSTRUCTIONS: Select the best answer from among the options provided.

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 these
- E. none of these

40. **INSTRUCTIONS:** Select the best answer from among the options provided.

The title of the group "Make Today Count" parallels which goal of death education?

- 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

41. Discuss two lessons that you would draw for our course from the calligraphic image on p. 2 in our textbook.

Answer not provided.

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 not provided.

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 not provided.

44. Explain the concept of a "teachable moment." Give an example of such a moment as a form of death education.

Answer not provided.

45. Read the letter in Personal Insights 1.1. Comment thoughtfully on what the author is saying and what the recipient might think.

Answer not provided.

46. Explain the meanings of the terms "death education" and "thanatology." Show how they are or are not related.

Answer not provided.

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 not provided.

48. Identify and explain the four central dimensions of death education described in Chapter 1 in our textbook. Give a specific example of each.

Answer not provided.

49. Identify and explain four of the principal goals of death education described in Chapter 1 in our textbook. Give an example of each.

Answer not provided.

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 not provided.

51. 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 not provided.

Note: A question designed to be used when Chapter 1 is taught at the end of a course on death, dying, and bereavement.