


Pool Canvas

Add, modify, and remove questions. Select a question type from the Add Question drop-down list and click **Go** to add questions. Use Creation Settings to establish which default options, such as feedback and images, are available for question creation.

Add [Creation Settings](#)

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

Description

Instructions

[Modify](#)

[◀ Add Question Here](#)

Question 1 **Multiple Choice** **0 points**

[Modify](#) [Remove](#)

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

"Death education" has to do with

- Answer** ✓ teaching and learning about death, dying, and bereavement
 exposing the dangers of "thanatology"
 teaching and learning about life after death
 all of these
 none of these

[◀ Add Question Here](#)

Question 2 **Multiple Choice** **0 points**

[Modify](#) [Remove](#)

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

The Dead Bird is a story book about

- Answer** ✓ finding the body of a dead bird and burying it
 a child whose friend was killed in an automobile accident
 the illness and death of a school child
 the death of the son of a child's teacher
 none of these

[◀ Add Question Here](#)

Question 3 **Multiple Choice** **0 points**

[Modify](#) [Remove](#)

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

In the vignette at the beginning of Chapter 1 a student learned that there are books for children about topics including:

- Answer** conducting an autopsy on the body of a dead bird
 a child whose friend was killed in an automobile accident
 the illness and death of a school child
 the death of the son of a child's teacher
 ✓ grandparents and pets

[◀ Add Question Here](#)

Question 4 **Multiple Choice** **0 points**

[Modify](#) [Remove](#)

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

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

- Answer** she was concerned about the implications of school violence for children
 she worried about the health of her special education students
 she wanted to know what to say to a bereaved child
 all of these
 ✓ none of these

[◀ Add Question Here](#)

Question 5 **Multiple Choice** **0 points**

[Modify](#) [Remove](#)

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

The student in the vignette at the beginning of Chapter 1 wanted to learn about death-related books for children in order to:

- Answer** work cooperatively with parents and religious leaders to help children cope with loss and grief
 know how to explain death to young children
 determine what children's stories were teaching about death
 ✓ all of these
 none of these

[◀ Add Question Here](#)

Question 6 **Multiple Choice** **0 points**

[Modify](#) [Remove](#)

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

The ending of the story of *Little Red Riding* was changed apparently because some

- Answer** thought that the original ending was too gentle to Little Red Riding Hood herself
 wanted to emphasize the party at the end of later versions
 sought to be gentler to the wolf in later endings
 all of these
 ✓ none of these

[◀ Add Question Here](#)Question 7 **Multiple Choice** **0 points**[Modify](#) [Remove](#)**Question INSTRUCTIONS:** Select the best answer from among the options provided.

The ending of the story of Little Red Riding was changed apparently because some

- Answer**
- thought that the original ending was too gentle to Little Red Riding Hood herself
 - wanted to emphasize the party at the end of later versions
 - wanted to remove Grandmother from the later endings
 - ✓ thought that children would be upset by human death in the first version of the story
 - sought to be kinder to the wolf in later endings

[◀ Add Question Here](#)Question 8 **Multiple Choice** **0 points**[Modify](#) [Remove](#)**Question INSTRUCTIONS:** Select the best answer from among the options provided.

Focus On 1.1 describes three versions of what really happened to Little Red Riding Hood. What did happen, according to these versions?

- Answer**
- the wolf ate Little Red Riding Hood up
 - a woodsman killed the wolf with an axe, cut him open, and out stepped Little Red Riding Hood
 - a hunter shot the wolf before he could reach Little Red Riding Hood
 - ✓ all of these
 - none of these

[◀ Add Question Here](#)Question 9 **Multiple Choice** **0 points**[Modify](#) [Remove](#)**Question INSTRUCTIONS:** Select the best answer from among the options provided.

To say that death was a "taboo topic" in American society during the 1960s and early 1970s means that

- Answer** ✓
- a fundamental and defining aspect of human life had largely been removed from investigation and critical study
 - this subject is a branch of "thanatology"
 - this topic is most closely associated with sorcery and witchery
 - all of these
 - none of these

[◀ Add Question Here](#)Question 10 **Multiple Choice** **0 points**[Modify](#) [Remove](#)**Question INSTRUCTIONS:** Select the best answer from among the options provided.

Two of the earliest death studies investigators in the United States were

- Answer**
- Sigmund Freud and Herman Feifel
 - Cicely Saunders and Sigmund Freud
 - Elisabeth Kübler-Ross and Clara Barton
 - ✓ Herman Feifel and Elisabeth Kübler-Ross
 - none of these

[◀ Add Question Here](#)Question 11 **Multiple Choice** **0 points**[Modify](#) [Remove](#)**Question INSTRUCTIONS:** Select the best answer from among the options provided.

"Thanatology" is

- Answer**
- the study of taboo topics
 - the examination of Greek origins of words
 - a way of exploring literature for children
 - ✓ the study of death-related topics
 - none of these

[◀ Add Question Here](#)Question 12 **Multiple Choice** **0 points**[Modify](#) [Remove](#)**Question INSTRUCTIONS:** Select the best answer from among the options provided.

According to our textbook, "thanatology"

- Answer**
- refers to myths about death
 - is an ancient Latin word referring to obsession with death
 - ✓ comes from two Greek words and refers to a scientific study of death
 - began as a science in the eighteenth century
 - refers to a dying science

[◀ Add Question Here](#)Question 13 **Multiple Choice** **0 points**[Modify](#) [Remove](#)**Question INSTRUCTIONS:** Select the best answer from among the options provided.

The modern death awareness movement, emphasizing research and writing about death-related experiences, began around

- Answer**
- the end of the 19th century
 - the third decade of the twentieth century
 - the early 1800s
 - ✓ the late 1950s through the early 1970s
 - 1985

[◀ Add Question Here](#)Question 14 **Multiple Choice** **0 points**[Modify](#) [Remove](#)**Question INSTRUCTIONS:** Select the best answer from among the options provided.

The beginning of the modern death awareness movement involved

- Answer**
- new programs of care for the dying
 - research on attitudes toward death
 - new ways of assisting bereaved persons
 - all of these
 - none of these

[◀ Add Question Here](#)Question 15 **Multiple Choice** **0 points**[Modify](#) [Remove](#)**Question INSTRUCTIONS:** Select the best answer from among the options provided.

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:

- Answer**
- vocational reasons
 - a current death-related experience
 - intellectual curiosity about the subject
 - the aftermath of an unresolved death-related experience
 - all of these

[◀ Add Question Here](#)Question 16 **Multiple Choice** **0 points**[Modify](#) [Remove](#)**Question INSTRUCTIONS:** Select the best answer from among the options provided.

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:

- Answer**
- vocational reasons
 - a current death-related experience
 - intellectual curiosity about the subject
 - an unresolved death-related experience
 - all of these

[◀ Add Question Here](#)Question 17 **Multiple Choice** **0 points**[Modify](#) [Remove](#)**Question INSTRUCTIONS:** Select the best answer from among the options provided.

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:

- Answer**
- vocational reasons
 - a current death-related experience
 - intellectual curiosity about the subject
 - an unresolved death-related experience
 - all of these

[◀ Add Question Here](#)Question 18 **Multiple Choice** **0 points**[Modify](#) [Remove](#)**Question INSTRUCTIONS:** Select the best answer from among the options provided.

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

- Answer**
- they are likely to be at high risk for suicidal behavior
 - they are interested in these subjects for vocational reasons
 - they may display morbid or unhealthy tendencies
 - they may have been recently or currently impacted by a death-related experience
 - they may need therapy in the classroom setting

[◀ Add Question Here](#)Question 19 **Multiple Choice** **0 points**[Modify](#) [Remove](#)**Question INSTRUCTIONS:** Select the best answer from among the options provided.

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:

- Answer**
- vocational reasons
 - a current death-related experience
 - intellectual curiosity about the subject
 - an unresolved death-related experience
 - all of these

[◀ Add Question Here](#)Question 20 **Multiple Choice** **0 points**[Modify](#) [Remove](#)**Question INSTRUCTIONS:** Select the best answer from among the options provided.

College courses on death, dying, and bereavement are examples of

- Answer**
- formal education
 - informal education
 - team teaching
 - death-related counseling
 - none of these

[◀ Add Question Here](#)

Question 21 **Multiple Choice** **0 points**

[Modify](#) [Remove](#)

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

Education about death, dying, and bereavement arising out of interactions within a family or similar social group is

- Answer**
- formal education
 - informal education
 - team teaching
 - death-related counseling
 - none of these

[◀ Add Question Here](#)

Question 22 **Multiple Choice** **0 points**

[Modify](#) [Remove](#)

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

When children learn about death by finding, touching, and burying a dead bird in the woods, their experience illustrates the potential of

- Answer**
- formal education
 - teachable moments
 - a near-death experience
 - vocational motivation
 - self-centered behavior

[◀ Add Question Here](#)

Question 23 **Multiple Choice** **0 points**

[Modify](#) [Remove](#)

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

Deaths resulting from a natural disaster or an automobile accident

- Answer**
- should never be used as a basis for education about death and grief with children younger than eight years old
 - can provide "teachable moments" for a discussion with children about death and grief
 - should not be used as a form of formal education in a classroom with children younger than twelve years old
 - should only be discussed with children by their parents
 - are too traumatic to serve as subjects in the formal education of children

[◀ Add Question Here](#)

Question 24 **Multiple Choice** **0 points**

[Modify](#) [Remove](#)

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

Death education typically involves four central dimensions:

- Answer**
- physical, psychological, social, and spiritual
 - cognitive, affective, behavioral, and valuational
 - religious, medical, intrapersonal, and interpersonal
 - all of these
 - none of these

[◀ Add Question Here](#)

Question 25 **Multiple Choice** **0 points**

[Modify](#) [Remove](#)

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

The use of audiovisuals in a death and dying course can be an example of which dimension of death-related education?

- Answer**
- affective
 - behavioral
 - cognitive
 - valuational
 - all of these

[◀ Add Question Here](#)

Question 26 **Multiple Choice** **0 points**

[Modify](#) [Remove](#)

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

When a death and dying course imparts information about death-related experiences and issues, this exemplifies which dimension of death-related education?

- Answer**
- affective
 - behavioral
 - cognitive
 - effective
 - valuational

[◀ Add Question Here](#)

Question 27 **Multiple Choice** **0 points**

[Modify](#) [Remove](#)

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

When a death and dying course discusses specific diseases and describes mortality statistics, this exemplifies which dimension of death-related education?

- Answer**
- ☐ affective
 - ☐ behavioral
 - ✓ cognitive
 - ☐ effective
 - ☐ valuational

◀ [Add Question Here](#)

Question 28 **Multiple Choice**

0 points

[Modify](#) [Remove](#)

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

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?

- Answer**
- ✓ affective
 - ☐ behavioral
 - ☐ cognitive
 - ☐ effective
 - ☐ valuational

◀ [Add Question Here](#)

Question 29 **Multiple Choice**

0 points

[Modify](#) [Remove](#)

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

In studying the "affective dimension" of death education

- Answer**
- ☐ one studies beliefs and teachings about life after death
 - ☐ one examines how the death of someone loved will affect a survivor's behavior
 - ☐ one must be totally objective about someone's personal beliefs about an after-life
 - ✓ one studies feelings, emotions and attitudes about death, dying and bereavement
 - ☐ none of these

◀ [Add Question Here](#)

Question 30 **Multiple Choice**

0 points

[Modify](#) [Remove](#)

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

When a death and dying course shows how people actually do respond in death-related situations, this exemplifies which dimension of death-related education?

- Answer**
- ☐ affective
 - ✓ behavioral
 - ☐ cognitive
 - ☐ effective
 - ☐ valuational

◀ [Add Question Here](#)

Question 31 **Multiple Choice**

0 points

[Modify](#) [Remove](#)

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

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?

- Answer**
- ☐ affective
 - ☐ behavioral
 - ☐ cognitive
 - ☐ effective
 - ✓ valuational

◀ [Add Question Here](#)

Question 32 **Multiple Choice**

0 points

[Modify](#) [Remove](#)

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

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?

- Answer**
- ☐ affective
 - ☐ behavioral
 - ☐ indubitable
 - ☐ effective
 - ✓ valuational

◀ [Add Question Here](#)

Question 33 **Multiple Choice**

0 points

[Modify](#) [Remove](#)

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

Visiting a grieving mother to offer support after her son's sudden death from a car accident is

- Answer**
- ☐ an outward expression of personal feelings and beliefs
 - ☐ an example of a behavior admired in death education
 - ☐ showing awareness of affective needs of the bereaved
 - ✓ all of these

none of these

[◀ Add Question Here](#)

Question 34 **Multiple Choice** **0 points**

[Modify](#) [Remove](#)

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

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

- Answer**
- appreciating the personal significance of death education
 - exhibiting consistency between knowledge and actions
 - other-centered behavior
 - all of these
 - none of these

[◀ Add Question Here](#)

Question 35 **Multiple Choice** **0 points**

[Modify](#) [Remove](#)

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

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:

- Answer**
- to assist individuals in appreciating how development across the human life course interacts with death-related issues
 - to enhance the ability of individuals to communicate effectively about death-related matters
 - to prepare individuals for their public roles as citizens
 - to help modern societies understand assisted suicide and euthanasia
 - to enrich the personal lives of individuals

[◀ Add Question Here](#)

Question 36 **Multiple Choice** **0 points**

[Modify](#) [Remove](#)

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

When death education helps people make individual choices about health care and funeral services, it is serving which of the following goals?

- Answer**
- preparing individuals for their public roles as citizens and professionals in society
 - informing and guiding people in their personal transactions with society
 - enriching the personal lives of participants
 - all of these
 - none of these

[◀ Add Question Here](#)

Question 37 **Multiple Choice** **0 points**

[Modify](#) [Remove](#)

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

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

- Answer**
- helping people to understand grief
 - teaching people how to die
 - preparing physicians and nurses to care for those who are dying
 - giving challenging examinations
 - engaging in informal death education

[◀ Add Question Here](#)

Question 38 **Multiple Choice** **0 points**

[Modify](#) [Remove](#)

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

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?

- Answer**
- preparing individuals for their public roles as citizens and professionals within a society
 - informing and guiding individuals in their personal transactions with society
 - enriching the personal lives of participants
 - all of these
 - none of these

[◀ Add Question Here](#)

Question 39 **Multiple Choice** **0 points**

[Modify](#) [Remove](#)

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

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

- Answer**
- vulnerability and resilience
 - individuals and communities
 - control and limitations
 - all of these
 - none of these

[◀ Add Question Here](#)

Question 40 **Multiple Choice** **0 points**

[Modify](#) [Remove](#)

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

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

- Answer**
- preparing individuals for their public roles as citizens and professionals in society
 - informing and guiding individuals in their personal transactions with society
 - ✓ enriching the personal lives of participants
 - all of these
 - none of these

◀ [Add Question Here](#)

Question 41 **Essay** **0 points**

[Modify](#) | [Remove](#)

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

Answer Answer not provided.

◀ [Add Question Here](#)

Question 42 **Essay** **0 points**

[Modify](#) | [Remove](#)

Question 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 Answer not provided.

◀ [Add Question Here](#)

Question 43 **Essay** **0 points**

[Modify](#) | [Remove](#)

Question 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 Answer not provided.

◀ [Add Question Here](#)

Question 44 **Essay** **0 points**

[Modify](#) | [Remove](#)

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

Answer Answer not provided.

◀ [Add Question Here](#)

Question 45 **Essay** **0 points**

[Modify](#) | [Remove](#)

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

Answer Answer not provided.

◀ [Add Question Here](#)

Question 46 **Essay** **0 points**

[Modify](#) | [Remove](#)

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

Answer Answer not provided.

◀ [Add Question Here](#)

Question 47 **Essay** **0 points**

[Modify](#) | [Remove](#)

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

Answer Answer not provided.

◀ [Add Question Here](#)

Question 48 **Essay** **0 points**

[Modify](#) | [Remove](#)

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

Answer Answer not provided.

◀ [Add Question Here](#)

Question 49 **Essay** **0 points**

[Modify](#) | [Remove](#)

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

Answer Answer not provided.

◀ [Add Question Here](#)

Question 50 **Essay** **0 points**

[Modify](#) | [Remove](#)

Question 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 Answer not provided.

◀ [Add Question Here](#)

Question 51 **Essay** **0 points**

[Modify](#) | [Remove](#)

Question 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 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.

◀ [Add Question Here](#)

OK