

Chapter 17: *The final challenge: Death and dying*

- What are some important issues relating to death?
 - What are some of the ways in which death is defined?
 - Why is it difficult at present to tell if someone is dead? What are the criteria for total brain death? What other ways are used to declare a person dead?
 - What are some different meanings attached to death in a variety of cultures?
 - What are the differences between active euthanasia, assisted suicide, and passive euthanasia? What is the function of a Living Will?
 - How have life expectancies changed, from country to country and over time? How do causes of death in the U.S. vary from age group to age group?
 - Why do we age and die?
 - Why does the existence of species-specific maximum life spans suggest that aging is genetically programmed? What is the Hayflick limit? How might telomeres serve as an "aging clock"?
 - Why is free radical theory a good example of a damage theory of aging? What are the effects on aging of ingesting antioxidants?
 - How may genetic programs and damage interact to produce aging? Are there any interventions available to delay death?
- What do people experience as they face life-threatening or terminal conditions?
 - What are the characteristics of the stages of denial, anger, bargaining, depression, and acceptance in Kübler-Ross's stages of dying?
 - How has Kübler-Ross's theory been criticized? What are some alternatives to it?
- What are the differences between bereavement, grief, mourning, and anticipatory grief? What are the characteristics of the reactions of numbness, yearning, despair, and reorganization in the Parkes/Bowlby attachment model?
- What do infants understand of death? How do infants show attachment-based reactions to bereavement?
- How do children understand and cope with the experience of death?
 - What are the components of the concept of death, and how do these different components affect children's understanding of death? How does culture affect the understanding of death?
 - How do dying children cope with that knowledge?
 - What are some common reactions in bereaved children? What factors in childhood make grief harder to express, cope with, and overcome?
- How do adolescents understand and cope with the experience of death?
- How do adults understand and cope with the experience of death?
 - How does the death of a family member fit into the family life cycle?
 - What are some of the different ways in which adults react to the loss of a spouse?
 - How do adults tend to react to the loss of a child?
 - How do adults tend to react to the loss of a parent?
 - What are some of the criticisms of the grief work perspective?
 - What are some of the factors that distinguish who copes and who succumbs to grief?
 - What personal resources influence responses to bereavement?
 - How does the nature of the loss affect responses to bereavement?
 - How do social supports and stressors affect responses to bereavement?
 - What is the role of bereavement in human development?