

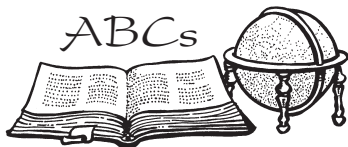
Study Questions for Lawrence Fraley's

Dignified Dying—A Behaviorological Thanatology

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Lisa Raymond

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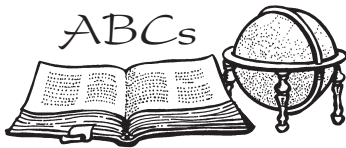
Study Questions for Lawrence Fraley's *Dignified Dying—A Behaviorological Thanatology*

Lisa Raymond

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To the Student and Teacher

About the Study Questions

These study questions were designed to increase the reader's benefit from reading the *Dignified Dying...* book by prompting and guiding the reader's efforts. The study questions focus the reader's attention on many of the particular points that surround different topics which arise in the course of each chapter in the book. And they bring to the reader's attention various general themes and trends that run through particular chapters if not the whole book itself.

The study questions contain several kinds of questions. Some are simply factual. Others require abstract and associative thinking (i.e., neural behaviors, also called covert behaviors). Still others necessitate critical thinking. Each provides space for written answers. The answers to the vast majority of the study questions are easily found directly in the book, although readers are encouraged to answer the questions "in their own words." *All study questions cover material sequentially; they do not skip around in the material that they cover.* (Making sure that some part of the book gets read was never the primary purpose for including any particular study question.)✱

About the Book / Study Questions Combination

The book and study questions work together to achieve beneficial pedagogical aims, and teachers may manage these study questions in many different ways. Here are some of these ways: The entire collection may be assigned to students with instructions that they answer every question; this is the norm, especially at higher educational levels. Another option involves several questions from each chapter being assigned, while the teacher retains the remaining questions for later use as prompts for classroom discussions. Yet another option is to assign students to work in small groups each of which answers a subset of the questions for each chapter. Many similar combinations are also possible.

Of course, not all teachers and not all courses need to use all the study questions. A teacher might excuse students from some study questions that are too specific for her or his course. There may even be some questions that a teacher simply does not want to deal with, and he or she may excuse students from those questions as well. All the questions taken together, though, help educate students in the full content range of the book.✱

About Using the Study Questions

Certain considerations about using the study questions are pertinent. The phrasing sometimes used in one or another study question may seem odd or unusual. This is usually because the phrasing mimics the phrasing used at or near the location of the answer in the book; this makes it easier for the student to recognize the answer while re-reading the material. Also, the answers to a few questions are

not in the book; these answers are in the student's general knowledge or perhaps in their dictionaries, or in an encyclopedia, or in certain *appropriately peer-reviewed* electronic resources, and so on.

Most teachers assigning study questions like these maintain typical procedures regarding their use. Here are some elements of these procedures: (a) Write out the answers to the study questions—in your own words if possible—*by always combining a question with its answer into a full statement*. This enables students to study *just* their answers, as if these were notes, when reviewing for tests or other assessments of their knowledge; students with such answers need not refer to either the textbook or the study *questions* during their review. (b) Students should be tested only over the study questions that they were required to cover. Hence, they should be able to study fully for any tests over the textbook by studying their answers to the assigned study questions. (c) A realistic assignment is for students to complete one chapter per week along with other class assignments (typically by assigning this textbook/study question book combination along with an additional textbook/study question book combination). (d) Students write out their study question answers right in the spaces of their *Study Questions for... Dignified Dying...* book. (Some teachers require that the study question book, with answers in it, be brought to every class for discussion and checking, and some collect the study question book at the end of the course.)✱

About the Ownership Proof Page

To help assure the ability of all students to work on the study questions in a timely manner (by having their own copy rather than having to face the need or temptation to borrow or share), a "Proof of Ownership" sheet is included at the back of the study question book. Having each student fill out this form, and turn it in, documents that each student owns her or his own copy of the study question book. The form can be filled out by the student, removed from the book, and given to the teacher as per course requirements. Basically, the form assures the teacher, and administrators, that each student can write his or her answers into a clean copy of the study questions book.✱

About the Study Questions Author

The author, Lisa Raymond, began helping people with special needs as a volunteer even before college. During college she worked full time with children in this population, and went on to earn, for starters, a Bachelor of Science degree that contained a strong (i.e., greater than 30 credits) concentration in the basic natural-science discipline of Behaviorology that introduced her to some general, contingency-engineering application areas of Applied Behaviorology including "ABA" (Applied Behavior Analysis). More specifically, these application areas also included parenting, education, autism, verbal behavior, penal rehabilitation, companion animal training, preventing workplace violence, and green contingency engineering, as well as dignified dying.

The author is also active both in professional organizations (e.g., TIBI, The International Behaviorology Institute) and in clarifying that, as the natural

science discipline of naturalistic explanations of behavior, behaviorology should not be confused with psychology (which is the discipline of secularly mystical explanations of behavior). Thus, behaviorology is not a part of, nor any kind of, psychology. An older label that some still use for this natural science is “behavior analysis” but, sadly, psychology claims this label due to some past history that these two different disciplines shared (see www.behaviorology.org where much related, and peer-reviewed, material can be found).☪

