

# GC 595 - Pet Loss and Children

## Exam Instructions

**Thank you for enrolling into GC 595 - Pet Loss and Children. This is your online examination. Please follow these instructions:**

- Before attempting, carefully read the question text.
- Then choose the correct answer.
- Click on **"Next"** to go to the next question.
- Use the **"Next"** and **"Previous"** buttons to navigate between questions.
- Bookmark difficult questions to return to them later.
- Click the **"Submit All"** button to submit your exam for grading.
- Use the Question List in the upper left corner to view and jump to a certain question.
- Within 24-48 hours, you will receive from us via e-mail, a copy of your graded examination.

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**1.** Positive changes can occur through experiencing loss

- A) True
- B) False

**2.** The first step in helping children work through a pet loss is understanding

- A) the child's age
- B) the amount of time the child spent with the pet
- C) the child's relationship with the pet
- D) how the child was told the pet died

**3.** The level of grief a child will feel is determined by

- A) the child's age
- B) the amount of time the child spent with the pet
- C) the child's relationship with the pet
- D) how the child was told the pet died

**4.** Therapists who work with children whose pets are at the center of their lives need to fully explore the

- A) child's age
- B) family dynamics
- C) child's cognitive ability

- D) child's support from peers
5. It is beneficial for parents to work through their past losses to
- A) be able to euthanize a pet
  - B) have more pets in the future
  - C) be able to tell their children how they will feel
  - D) better help their children
6. The first steps in assisting a child are
- A) knowing there is nothing you can say to make it all better
  - B) acknowledging the loss and validating their feelings
  - C) trying to make it right
  - D) trying to fix it
7. What type of grief is described by the conscious decision to hide grief
- A) Chosen hidden grief
  - B) Unaware hidden grief
  - C) Recognized hidden grief
  - D) Internalized hidden grief
8. The common grieving process is similar to
- A) A straight, linear line from step to step
  - B) A rollercoaster
  - C) A direct road from sadness to joy
  - D) A mixture of mud that keeps people stuck
9. It is important to remember that with each new loss we are given the opportunity to work through
- A) new feelings
  - B) personal grief
  - C) previous losses
  - D) death and loss
10. Past losses are not only people and animals. The loss of attachment objects and habits can be past losses as well.
- A) True
  - B) False

- 11.** Wolfelt's process model for assisting grieving children contains three important ingredients to arrive at the desired outcome. What is the desired outcome?
- A) Understanding the child's loss
  - B) Helping children cope with grief
  - C) Assisting grieving children
  - D) Intended growth outcome
- 12.** The loss of a pet within a family structure should be viewed as a(n)
- A) Death
  - B) family experience
  - C) opportunity
  - D) loss of a friend
- 13.** Your \_\_\_\_ and skill many times determines the child's perception of you and your desire and commitment to help
- A) attending
  - B) voice
  - C) knowledge about loss
  - D) understanding
- 14.** The story of Olivia and the READ Program demonstrates how effective it is to
- A) allow silence
  - B) have open communication and good attending
  - C) support the opportunity to cry
  - D) state the adult's feelings first
- 15.** Which of the following can be advantages of addressing grief consciously
- a. compassion for our personal process
  - b. true empathy
  - c. compassion for others who are grieving
  - d. sense of inner strength
- A) a and d only
  - B) b and c only
  - C) a,b,c, and d
  - D) a,b and c only
- 16.** Using Roger's perspective, it can be concluded: how a child perceives a loss can have an effect on
- A) how he/she copes with future losses
  - B) how he/she views death

- C) how he/she views him/herself
  - D) how he/she views others
- 17.** A pet is a(n) \_\_\_\_\_ responsibility
- A) child's, over age 14,
  - B) family
  - C) child's, age 6-17,
  - D) adult
- 18.** A unique developmental shift for children about age 6 is
- A) They respond primarily to soothing through senses (soothing voice, hugging, etc.)
  - B) They spend extended amounts of time experiencing one emotion before another
  - C) They are able to view death as final
  - D) They focus on the reality and awareness they too can die
- 19.** For children ages 2 & older, severe symptoms of distress can occur when
- A) they are not encouraged to work through their feelings
  - B) the day after they are informed of their pet's fate
  - C) the first few minutes after they are informed of their pet's fate
  - D) they are not informed of their pet's fate
- 20.** Children can experience sadness for the loss of inanimate objects
- A) True
  - B) False
- 21.** When literally translated "euthanasia" means
- A) good death
  - B) life no more
  - C) end of life
  - D) death
- 22.** When explaining euthanasia to a child it is helpful to inform a child that
- A) the pet is already in the process of dying and the vet is going to help the pet die without suffering
  - B) the pet is suffering and the veterinarian needs to stop the pain by putting the pet to sleep
  - C) the veterinarian is giving a vaccine like the child gets, to help the pet stop suffering
  - D) the pet's pain and suffering will stop when the pet is put to sleep

- 23.** When considering stages of grief, it is helpful for therapists to inform a family
- A) each family member should experience the same feelings
  - B) to be mindful of the tasks and experiences, to assure each family member experiences each task
  - C) they can gauge their process by determining what stage of grief they will encounter next using Kubler-Ross's stages as a guide
  - D) grief is not linear and each member may not experience all of the stages or an order of the stages
- 24.** It is suggested if a child has difficulty eating or sleeping \_\_\_\_\_ the child should be assessed for depression by a physician or child psychiatrist
- A) for more than a couple of days
  - B) for more than a couple of months
  - C) for more than a couple of weeks
  - D) at all
- 25.** A child might need long-term support when the loss
- A) occurred when the child was an infant
  - B) is initially forgotten about
  - C) has no extenuating circumstances
  - D) is unresolved
- 26.** A child's grieving process can be hindered by
- A) blame placed on the child
  - B) the child's age
  - C) the cause of death of the pet
  - D) a lack of veterinarian support
- 27.** When considering giving a pet away, though often well intentioned, parents can make a mistake of
- A) viewing adoption as a decision that affects the entire family
  - B) explaining the decision that needs to be made to the child
  - C) allowing a child to share their input about the pet's fate
  - D) removing the pet when the child is not home
- 28.** When children experience a pet running away, it is difficult for them to cope with
- A) the story they create versus the lies their parents tell
  - B) hope the pet is alive and being told to get over it
  - C) the belief the pet may have died and the parent's promise the pet will return
  - D) hope that the pet is alive and reality the pet may have died

- 29.** One way a therapist can help with children who's pets are missing is
- A) assist parents in making up a story about the pet's fate
  - B) assist the child in making up a story about the pet's fate
  - C) create the pet's fate for the story the child is creating
  - D) derive conclusions from the child's story of the pet's fate and assure the child works through them
- 30.** A child's unwillingness to accept a loss and to grieve can be reinforced by the protective attitude of the parents
- A) True
  - B) False
- 31.** Loss and the process of grieving directly affect self-esteem
- A) True
  - B) False
- 32.** If the child perceives him/herself in some way responsible for the death of a pet, the initial focus in therapy should be to
- A) validate the child's awareness of his/her responsibilities in the death
  - B) create a story of the pet's fate
  - C) alleviate the guilt with which the child is struggling
  - D) make a list of ways the child can improve responsibilities with future pets, to not repeat the mistakes
- 33.** The decision to adopt a pet should always be the decision of
- A) the child who had the strongest bond
  - B) the family
  - C) the oldest child, since they are more intellectually stimulated by a loss
  - D) the parents
- 34.** One reason younger children may seem to work through their losses more quickly than older children is
- A) they have a limited understanding of the definition of grief
  - B) they have a limited understanding of past losses
  - C) they have a limited understanding of death and loss
  - D) they have a limited understanding of types of feelings
- 35.** As an adult it is helpful to teach children that pets are not
- A) the child's responsibility

- B) replaceable
  - C) as important as human relationships
  - D) unique
- 36.** \_\_\_\_\_ provide(s) children with the ability to release the loss and move on
- A) Rituals for saying goodbye
  - B) Making plans to adopt a new pet
  - C) Teaching the child a pet is replaceable
  - D) Raising a pet to be placed with people with a disability
- 37.** Children should never be denied the right to
- A) pet the deceased pet
  - B) see the pet before it's buried
  - C) pick out the new pet
  - D) say goodbye
- 38.** A special way children can memorialize their pet is by
- A) helping others
  - B) adopting a new pet
  - C) petting the deceased pet
  - D) sharing their feelings
- 39.** When normal grief responses are carried to an extreme, which of the following can result?
- A) Maladaptive coping mechanisms can manifest
  - B) Time will be the main source of support needed
  - C) Few interventions will be needed
  - D) The child will most likely shift to normal grief responses on their own
- 40.** Children ages 3-5 should be included in the decision making process of adopting a new pet
- A) True
  - B) False
- 41.** In assisting children through a loss, there is a partnership between all of the following except
- A) Therapist
  - B) Role of the pet
  - C) Child
  - D) Adult caregiver

- 42.** It can be assumed that a child who responded to past stressors with positive and healthy coping tools will likely respond to new stressors with
- A) Self destructive behavior since he/she utilized all the positive coping
  - B) Positive and healthy coping since he/she has developmentally advanced
  - C) Positive and healthy coping since the best predictor of future behaviors is past behaviors
  - D) Self destructive behavior since children do not often repeat coping tools
- 43.** In order for an intervention to succeed with a child
- A) the loss must be acknowledged and validated
  - B) the child must have been able to create a ritual
  - C) the child must have been able to say goodbye
  - D) the loss must have been at least 3 months prior
- 44.** Therapeutic interventions can be determined when you have identified
- A) red flags and the child's strengths
  - B) the child's age and the child's strengths
  - C) how to establish trust and rapport with the child
  - D) the type of loss and how the child said goodbye
- 45.** A child's coping skills can be overwhelmed by
- A) establishing trust with the therapist
  - B) multiple losses
  - C) a lack of rapport with the therapist
  - D) therapeutic interventions
- 46.** When determining which type of therapy to utilize with a child, which does not need to be considered
- A) Child's cognitive age
  - B) Child's previous losses
  - C) Child's degree of attachment to the pet
  - D) Type of animal the pet was
- 47.** For children experiencing a first loss, the role of the therapist is to help them to
- A) understand how to say goodbye while creating a ritual
  - B) understand how to cope and how to love again
  - C) understand and accept the permanency of the loss while instilling hope
  - D) understand how to grieve while building rapport



**48.** When assessing a child, a therapist should watch for red flags. Red flags are

- a. Previous losses
- b. Previous mental health issues
- c. Exposure to abuse
- d. Adoption

A) a and b only

B) c only

C) a,b,c, and d

D) a,b, and c only

**49.** A therapist must be able to distinguish between a child's

A) Denial and belief the pet will return

B) Denial and anger

C) Feelings that will last forever and feelings that won't

D) Rapport and trust

**50.** Ill pets can teach children life lessons about being compassionate, dying and fighting for life. However, they cannot teach children about living in the moment.

A) True

B) False

**51.** As a child gets older they may ask

A) If the pet is coming back

B) More detailed questions

C) How to determine the pet is really dead

D) The same questions, needing repeated information

**52.** \_\_\_\_\_ can build a child's feelings of control

A) denial

B) bargaining

C) anger

D) guilt

**53.** Losses that occur over many years are considered

A) Remote losses

B) Compound losses

C) Secondary losses

D) Unresolved losses

- 54.** Children are at a higher risk of suicide if
- A) they are overly dramatic
  - B) they can't write or draw their feelings
  - C) they have strong coping tools
  - D) they had someone in their family commit suicide
- 55.** \_\_\_\_\_ comments about suicide should be taken seriously
- A) Only dramatic
  - B) Only children over the age of 10 who make
  - C) Any and all
  - D) Only children who have had an immediate family member commit suicide, who make
- 56.** Which is not true: Children who engage in substance abuse may be
- A) Attempting to self medicate
  - B) Attempting to escape intense feelings
  - C) Copying what they see adults do
  - D) Too young to have a real problem
- 57.** \_\_\_\_\_ therapy is used to eliminate or reduce unwanted reactions to bodily sensations or functions
- A) cognitive
  - B) behavioral
  - C) art
  - D) play
- 58.** The therapy which method is to change the thoughts, beliefs, assumptions, and attitudes that contribute to the child's emotional or behavioral problems is \_\_\_\_\_ therapy
- A) cognitive
  - B) behavioral
  - C) art
  - D) play
- 59.** \_\_\_\_\_ therapy uses paint, pens, charcoal, clay and other media to allow children to create images through which to explore feelings, dreams, memories and ideas.
- A) cognitive
  - B) behavioral
  - C) art
  - D) play

- 60.** The loss of a companion animal can be as intense and painful for a child as the loss of a human family member or friend.
- A) True
  - B) False
- 61.** Children can act out their feelings and problems through \_\_\_\_\_therapy.
- A) cognitive
  - B) behavioral
  - C) art
  - D) play
- 62.** In which form of therapy is it important for the therapist to not praise the child for actions performed?
- A) cognitive
  - B) behavioral
  - C) art
  - D) play
- 63.** It is noted that psychoanalytic play therapy includes
- a. Involvement of children's parents
  - b. The assumption that children's problems stem from unconscious conflicts
  - c. The belief that non directive approach and developmental deficits will reveal themselves in their play
  - d. Behavioral activation
- A) a and b only
  - B) c only
  - C) a,b,c, and d
  - D) a,b, and c only
- 64.** In family therapy a family is considered a group of individuals who
- A) live in the same house
  - B) are committed to one another's well-being
  - C) are related
  - D) are comprised of at least two generations
  - E) are committed to one another's well-being
- 65.** When supporting a child who had a role in a pet's death, reframing includes all except
- A) A plan for the child to not repeat the choices and therefore prevent future
  - B) Acknowledging the child's role in the pet's death
  - C) Demonstrating the child made the best possible choice given the situation and information

available to him/her

- D) Allowing the child to see him/herself as a loving and caring pet owner who made a mistake for which she should not harbor guilt feelings

**66.** Reframing can be a useful tool when a child experiences

- A) guilt
- B) denial
- C) grief
- D) anger

**67.** When children feel rage and anger it is helpful to know that \_\_\_\_\_ is typically at the root

- A) denial
- B) anger
- C) bargaining
- D) guilt

**68.** Reframing is

- A) The therapist stating the event of the death with all the facts
- B) The child stating the event of the death with all the facts
- C) The child drawing a picture of how he/she feels
- D) The therapist drawing an accurate picture of how the child feels

**69.** Only adults should utilize medication to help them cope with their grief

- A) True
- B) False

**70.** The book Feelings: Inside You and Outloud Too is a book of

- A) stories
- B) photos
- C) feelings
- D) animals

**71.** Through the use of \_\_\_\_\_ children can make up stories about feelings, using their own metaphors to express heartfelt emotions in a made-up or fantasy way

- A) storytelling
- B) family therapy
- C) trauma work
- D) art therapy

**72.** \_\_\_\_\_ developed the therapeutic intervention that assists the brain with its natural process of emotional information

- A) Virginia Axline
- B) Barbara Kay Polland
- C) Francine Shapiro
- D) Jane Annunziata

**73.** \_\_\_\_\_ can help desensitize the images and feelings associated with the traumatic loss and thus help the child to think more positively about her/himself in relation to the event

- A) Cognitive therapy
- B) Behavioral therapy
- C) EMDR
- D) Storytelling

**74.** In a support group setting, which of the following are true

- a. Clients discover their losses are not unique
- b. Clients are educated about their grief process
- c. Clients take comfort in knowing that others share similar feelings about their pets
- d. Clients learn new, effective coping skills from the experiences of other group members

- A) a and c only
- B) b and d only
- C) c only
- D) a,b,c, and d only

**75.** Dr. Kubler-Ross outlined \_\_\_\_ predictable stages of grief in her book On Death and Dying

- A) 4
- B) 5
- C) 6
- D) 7

**76.** Cheri Barton Ross outlines \_\_\_\_ stages of grief in the book Pet Loss and Children

- A) 4
- B) 5
- C) 6
- D) 7

**77.** In the film In America, the oldest daughter depicts

- A) Chosen hidden grief

- B) Unaware hidden grief
- C) Recognized hidden grief
- D) Denied hidden grief

**78.** Jasper's Day can be used as a tool to support

- A) planning for euthanasia
- B) grieving after euthanasia
- C) chosen hidden grief
- D) unaware hidden grief

**79.** "Convenience euthanasia" is a term to describe a pet owner who wants to terminate the life of a pet because he or she no longer wants to take responsibility for it.

- A) True
- B) False

**80.** A children's understanding of death and loss correlates with

- A) how many losses they've experienced
- B) their chronological age
- C) their maturity and developmental age
- D) their age at their first loss experience

**81.** A therapist can assist caregivers in their decision to adopt a new pet by identifying questions to explore with their children. Below all are examples except

- A) Are you ready for the responsibility of a new pet?
- B) Will you be completely responsible for the care and upkeep of the pet?
- C) Will you be able to view the new pet as a unique and special being?
- D) Do you realize that a new pet will be very different from the one that is gone?

**82.** The Human-Animal Bond and Grief discusses

- A) How pet parents create rituals to say goodbye to pets
- B) How caregivers prepare for euthanasia
- C) How pet parents take comfort in talking with their new pets about their old pets
- D) How caregivers try to fix a grieving child's loss

**83.** It can be beneficial to hold funerals for

- A) indoor pets
- B) 4 legged pets
- C) all pets, including fish

D) large animals

**84.** Prolonged despair is

- A) an extended period of experiencing a loss of all hope things will get better
- B) a child who has a weak or absent support system
- C) guilt associated with death of the pet
- D) intense loneliness

**85.** When a loss of hope that things will get better extends \_\_\_\_\_ , it is not part of normal grieving

- A) 24 hours
- B) 2 days
- C) 10 days
- D) 15 days

**86.** The first step when suspecting a child is thinking of suicide is

- A) Ask the child if he/she has ever attempted suicide
- B) Ask what means the child will use
- C) Inquire if the child has a plan in place
- D) Ask the child if he or she is planning on committing suicide

**87.** If a child indicates he/she has a plan for suicide in place the next step

- A) Determine the child's level of stress
- B) Ask what means the child will use
- C) Ask the child why
- D) Determine whether the child is being honest

**88.** SUDS is an example of

- A) A type of EMDR
- B) A type of euthanasia
- C) A type of play therapy
- D) A type of assessment measure

**89.** When assessing for suicide, only ask the child if he/she has a plan in place if he/she has had an immediate family member commit suicide

- A) True
- B) False

**90.** Often when a pet's death occurs on or near an important date, a child can experience \_\_\_\_\_ emotions about a joyful occasion, such as a birthday

- A) mixed
- B) a lack of
- C) intense negative
- D) erratic

**91.** \_\_\_\_\_ is an example of a resource that lists memorial resources for companion animal

- A) [www.vetmed.ucdavis.edu/ccab/petloss.html](http://www.vetmed.ucdavis.edu/ccab/petloss.html)
- B) [www.biolateral.com/bio.htm](http://www.biolateral.com/bio.htm)
- C) Washington State University
- D) [www.superdog.com/petloss/counsel.htm](http://www.superdog.com/petloss/counsel.htm)

**92.** Denial can be a positive coping mechanism

- A) True
- B) False

**93.** Humans start experiencing feelings of loss from the time we are

- A) 3 years old
- B) infants
- C) 6 years old
- D) adolescents

**94.** Some mental health experts feel that children are not mature enough to work through a deeply felt loss until they are

- A) 3 years old
- B) infants
- C) 6 years old
- D) adolescents

**95.** This age group predominantly responds to the environmental levels of stress, comfort, etc.

- A) birth to 2
- B) 2-5
- C) 6-11
- D) 12-17



**96.** This age group engages in "magical thinking" where they believe something they have done, thought or not done can cause bad things to happen

- A) birth to 2
- B) 2-5
- C) 6-11
- D) 12-17

**97.** This age group engages in more future oriented and/or philosophical thinking

- A) birth to 2
- B) 2-5
- C) 6-11
- D) 12-17

**98.** While in this age group, children begin to understand death is final

- A) birth to 2
- B) 2-5
- C) 6-11
- D) 12-17

**99.** Individuation is a major task of this age group

- A) birth to 2
- B) 2-5
- C) 6-11
- D) 12-17

**100.** \_\_\_\_\_ is widely used, successful and can be used in conjunction with other therapies with children and adults who have sustained trauma

- A) cognitive therapy
- B) behavioral therapy
- C) EMDR
- D) storytelling