

LOSS AND MOURNING FINAL PRACTICE EXAM (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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THE FULL VERSION STUDY GUIDE

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. What is the grief therapy term for an intensified grief reaction that can lead to a psychological or psychiatric disorder?**
 - A. An occasional feeling of sadness
 - B. A normal reaction to loss
 - C. An intensified grief reaction that can lead to a psychological or psychiatric disorder
 - D. A transient mood change
- 2. Linking objects were developed by which psychiatrist?**
 - A. Carl Jung
 - B. Sigmund Freud
 - C. Vamik Volkan
 - D. Elisabeth Kübler-Ross
- 3. Which factor is associated with Mediator 3 - How the Person Died?**
 - A. Conflicts with the deceased
 - B. Suddenness or unexpectedness
 - C. Coping style
 - D. Ego strength
- 4. Which of the following is the MOST common feeling found in the bereaved?**
 - A. Anger
 - B. Sadness
 - C. Blame
 - D. Guilt
- 5. In the Harvard study, which statement describes a need of bereaved children?**
 - A. To help with schoolwork
 - B. To know they didn't cause the death
 - C. To participate in sports
 - D. To write a letter to the deceased

- 6. Which statement best describes the 'replacement child' phenomenon?**
- A. The second child is celebrated for not taking the place of the deceased
 - B. The second child is overprotected and has less individuality
 - C. The second child experiences no impact on identity
 - D. The second child becomes a favorite of the family
- 7. Which option represents a need related to remembrance for bereaved children, per the Harvard study?**
- A. To help them cope by talking with someone they trust
 - B. To have access to a consistent routine
 - C. To participate in organized activities with peers
 - D. Ways to remember the deceased
- 8. Which of the following lists the four types of complicated mourning described?**
- A. Chronic, delayed, exaggerated, masked
 - B. Acute, chronic, normal, resolved
 - C. Primary, secondary, tertiary, quaternary
 - D. Mild, moderate, severe, extreme
- 9. From the Harvard study, which of the following reflects a need of bereaved children?**
- A. To have a normal bedtime
 - B. To be shielded from information about death
 - C. To talk with trusted adults about feelings
 - D. Ways to remember the deceased
- 10. All of the following are NASH categories EXCEPT:**
- A. Homicidal
 - B. Natural
 - C. Suspicious
 - D. Accidental

Answers

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1. C
2. C
3. B
4. B
5. B
6. B
7. D
8. A
9. D
10. C

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Explanations

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1. What is the grief therapy term for an intensified grief reaction that can lead to a psychological or psychiatric disorder?

- A. An occasional feeling of sadness
- B. A normal reaction to loss
- C. An intensified grief reaction that can lead to a psychological or psychiatric disorder**
- D. A transient mood change

The main idea here is recognizing when grief becomes a pathology rather than a normal reaction. Grief that is unusually intense, persists for an extended period, and disrupts daily functioning can evolve into a complicated (or prolonged) grief process. This isn't just strong sadness; it's a pattern that interferes with life and increases the risk of developing other mental health issues, like depression or anxiety. Clinicians use terms like complicated grief or prolonged grief disorder to describe this situation because it signals the need for targeted, specialized therapy that specifically helps people process the loss and regain functioning. Normal bereavement, by contrast, involves sadness that gradually eases and doesn't impair daily life, and transient mood changes are brief and non-disruptive.

2. Linking objects were developed by which psychiatrist?

- A. Carl Jung
- B. Sigmund Freud
- C. Vamik Volkan**
- D. Elisabeth Kübler-Ross

Linking objects are symbols that connect a person's sense of self to a larger group across generations, helping a community maintain cohesion when personal ties fade. This idea was developed by Vamik Volkan, a psychiatrist known for his work on large-group psychology and how shared symbols, myths, and memories anchor group identity through time. Understanding this helps explain why communities rally around flags, sacred sites, or historical narratives during conflict and trauma. The other figures contributed different concepts: Jung focused on the collective unconscious and archetypes, Freud on psychoanalytic theory and individual psychodynamics, and Kübler-Ross on the stages of grief.

3. Which factor is associated with Mediator 3 - How the Person Died?

- A. Conflicts with the deceased
- B. Suddenness or unexpectedness**
- C. Coping style
- D. Ego strength

In grief theory, how a death occurs shapes the bereaved person's initial reaction and overall adjustment. The way the person died is most closely tied to the suddenness or unexpectedness of the event, which drives the immediate shock, disbelief, and disruption of the life narrative that the survivor must integrate. These reactions are central to processing the loss and can influence the intensity and duration of grieving, sometimes leading to more complicated patterns if the death was abrupt. Conflicts with the deceased describe past relationship dynamics, while coping style and ego strength pertain to the survivor's internal resources and coping mechanisms. These affect adjustment, but they are not describing the death event itself. Hence, suddenness or unexpectedness best fits the factor associated with how the person died.

4. Which of the following is the MOST common feeling found in the bereaved?

- A. Anger
- B. Sadness**
- C. Blame
- D. Guilt

Grief is most often experienced as sadness because losing someone close creates a deep sense of missing and longing that permeates daily life. The bereaved typically feels sorrow, emptiness, and a slowed sense of energy as they adjust to life without the person. This sadness tends to be the universal and enduring thread of mourning, surfacing across different cultures and ages. Other emotions like anger, guilt, or blame can occur, but they are more variable and usually emerge as secondary responses to the loss or the process of coping, rather than the default mood. Recognizing sadness as the predominant experience helps in responding with space, validation, and supportive care as the person grieves.

5. In the Harvard study, which statement describes a need of bereaved children?

- A. To help with schoolwork
- B. To know they didn't cause the death**
- C. To participate in sports
- D. To write a letter to the deceased

Bereaved children often carry guilt, wondering if their actions somehow caused the death. The Harvard study shows that a key need for these kids is to know they didn't cause what happened. Understanding this helps reduce self-blame and supports healthier grieving, letting them engage with others and cope more effectively. In practice, adults should offer clear, developmentally appropriate explanations about the death and reassure the child that they are not to blame, while inviting questions and providing steady emotional support. Other coping activities like helping with schoolwork, participating in sports, or writing a letter to the deceased can help with coping, but they don't directly address the central need identified by the study.

6. Which statement best describes the 'replacement child' phenomenon?

- A. The second child is celebrated for not taking the place of the deceased
- B. The second child is overprotected and has less individuality**
- C. The second child experiences no impact on identity
- D. The second child becomes a favorite of the family

A replacement child describes how a family grieving the loss of one child can begin to treat the new second child as a stand-in for the deceased. This often leads to overprotectiveness and a strong focus on meeting expectations to fill the void, which can limit the child's opportunities to develop a separate, independent sense of self. The second child may be shielded from typical challenges or pressured to live up to an idealized image, making it harder for them to establish their own identity. That's why the statement about being overprotected and having less individuality best captures the phenomenon. The other ideas don't fit because they either minimize the impact on identity, suggest no effect, or imply a neutral or merely favored role that doesn't reflect the replacing dynamic.

7. Which option represents a need related to remembrance for bereaved children, per the Harvard study?

- A. To help them cope by talking with someone they trust
- B. To have access to a consistent routine
- C. To participate in organized activities with peers

D. Ways to remember the deceased

Remembrance after a loss focuses on keeping a connection with the person who died and making meaning of the death. For bereaved children, having ways to remember the deceased provides a concrete path to honor, recall memories, and maintain continuing bonds, which supports them as they adjust to grief. The option about ways to remember the deceased directly targets this remembrance need by offering rituals, keepsakes, storytelling, or commemorations that help a child integrate the loss into their life. The other options describe general supports—talking with someone they trust aids coping, a consistent routine provides stability, and organized activities with peers promote social engagement—but they don't specifically fulfill the remembrance need described in the study.

8. Which of the following lists the four types of complicated mourning described?

A. Chronic, delayed, exaggerated, masked

- B. Acute, chronic, normal, resolved
- C. Primary, secondary, tertiary, quaternary
- D. Mild, moderate, severe, extreme

This item tests how complicated mourning can present as distinct patterns of grieving that disrupt functioning. The four patterns listed—chronic mourning, delayed mourning, exaggerated mourning, and masked mourning—are the classic classifications used to describe dysfunctional or prolonged grief responses. Chronic mourning means the grief remains unresolved and persists for a long time. Delayed mourning refers to grief that doesn't surface until a later time, often triggered by a reminder. Exaggerated mourning involves grief that is disproportionate to the loss and interferes with daily life. Masked mourning shows up when the person expresses symptoms or behaviors (often physical or unrelated to the loss) that hide the true grieving process. Together, these describe the ways mourning can become complicated beyond typical bereavement. The other options mix in concepts not used to categorize types of complicated mourning. For example, primary, secondary, tertiary, and quaternary relate to levels of prevention or other frameworks, not grief patterns. Mild, moderate, severe, and extreme describe intensity, not distinct mourning types. And terms like acute, chronic, normal, or resolved don't align to a standard four-type framework for complicated mourning.

9. From the Harvard study, which of the following reflects a need of bereaved children?

- A. To have a normal bedtime
- B. To be shielded from information about death
- C. To talk with trusted adults about feelings

D. Ways to remember the deceased

Memorializing the deceased is a key way bereaved children process and cope with loss. The study highlights that having concrete, developmentally appropriate avenues to remember the person who died helps maintain a sense of connection and meaning, which supports healthy adjustment over time. Memory activities—like telling stories, looking at photos, creating keepsakes, and engaging in rituals—give children a safe framework to express grief, ask questions, and preserve the relationship with the deceased rather than letting the memory fade. While supporting routines and providing honest information about death are important parts of grieving, the specific need emphasized here is ways to remember the deceased. Remembering fosters ongoing connection and meaning, which is central to navigating bereavement.

10. All of the following are NASH categories EXCEPT:

- A. Homicidal
- B. Natural
- C. Suspicious**
- D. Accidental

Manner of death classifications in forensic investigations are organized as NASH: Natural, Accidental, Suicidal, and Homicidal. Each of these four is a recognized category. "Suspicious" isn't among them, so it doesn't fit the standard NASH framework. If the situation isn't clear, investigators may label the case as undetermined or awaiting more information, but that doesn't add a NASH category. Therefore, the option that doesn't belong is Suspicious.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://lossandmourningfinal.examzify.com>

We wish you the very best on your exam journey. You've got this!

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