

2023

# WRITTEN EXAM TEST STUDY GUIDE

## MISSISSIPPI FUNERAL DIRECTOR

MISSISSIPPI STATE BOARD OF FUNERAL SERVICE  
CANDIDATE HANDBOOK FOR THE LICENSE OF FUNERAL DIRECTOR

MORRIS AND MCDANIEL, INC. |



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# Test Study Guide

## INTRODUCTION

Morris & McDaniel has assembled this written exam test study guide for the Mississippi Funeral Director Licensure Examination. It is our hope that the information in this booklet will help candidates understand the written exam process and answer some of their questions about how to prepare for this assessment.

## ADMINISTRATIVE LOGISTICS

This handbook has been provided to you because you have completed the registration process for the Mississippi Funeral Director Licensure Examination. This exam is administered at testing centers within Mississippi.

### Testing Centers and Contact Information:

**Hinds Community College, Raymond, MS – To schedule a test at this location, please use the following link:**

<https://www.hindsc.edu/student-services/adult-education-assessment-center>

**Itawamba Community College, Tupelo, MS – To schedule a test at this location, please email [sndees@iccms.edu](mailto:sndees@iccms.edu).**

**Pearl River Community College, Hattiesburg, MS – To schedule a test at this location, please email [sesimmons@prcc.edu](mailto:sesimmons@prcc.edu) or call 601-554-4646.**

Candidates should ensure that they arrive at the test site on the correct day and time. Candidates are advised to arrive prior to the scheduled time to ensure that all necessary administrative procedures can be conducted prior to the scheduled start time. Candidates are required to bring a photo ID.

On the day the Written Examination is administered, the test will be preceded by a set of instructions. Remember that this is a closed-book test. Candidates will not be permitted to bring reading list reference materials to the test site. In addition, candidates will not be allowed, under any circumstances, to make or receive telephone calls.

The Written Examination will be administered, and 2.5 hours will be allowed to complete it. Candidates who complete the examination before the time period has elapsed will be permitted to leave the testing center. During the examination, candidates are prohibited from leaving the testing, except to use the restroom facilities. An administrator will escort only person at a time to the restroom. The clock does not stop during a restroom break.



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## EXAM SECURITY

Examination security is vital to the mission of certification and licensure testing.

Morris & McDaniel is completely committed to ensuring that all security measures are followed to the utmost. If any test administrator suspects that a breach of security exists, he or she will report it to Morris & McDaniel and escort the applicant away from the testing site.

Candidates are required to provide a photo ID at the test site. Candidates will not be allowed to test without proper identification. Before taking the examination, candidates will have a certain amount of time to agree to the terms of a confidentiality agreement to have access to the exam. The confidentiality agreement mandates that candidates are prohibited from disclosing, publishing, reproducing, or transmitting the exam or any exam question for any purpose. Failure to agree and acknowledge the confidentiality agreement will result in forfeiture of the exam.

Please note that test takers are **NOT PERMITTED** to bring ANY electronic communication devices such as cellular/Smart phones, Smart watches, cassette/digital recording devices, laptops, etc., into the written test site. Possession of one or more of these prohibited devices inside of the testing center will result in disqualification.

## MS FUNERAL DIRECTOR LICENSURE EXAMINATION

### A. Overview

The Licensure Examination will consist of 80 multiple choice questions. These questions will be based solely on the source material specified on the candidate study list posted by the Mississippi State Board of Funeral Service. Questions will assess a range of knowledges expected to be known by a Mississippi Funeral Director and will vary in difficulty level based on Bloom's Levels of Taxonomy (i.e. knowledge, comprehension, application). All multiple-choice questions will have four (4) possible answer choices. The candidate will be asked to choose the **BEST** response among the alternatives. Credit will be given only for the best response.

### B. Typical Exam Instructions

*These are typical instructions. The actual instructions will be provided to you on test day.*

The Licensure Examination will consist of 80 multiple choice questions. The questions on this exam are multiple-choice in format. There are four response choices for each question. You must decide which **one** of the choices is the **best** answer. Even though some answers may be somewhat correct, one of the choices represents a **best** answer. You must decide which one of the choices is the **best** answer. We recommend that you read the entire question and all of the response choices before making your decision.

You will have 2.5 hours to complete your exam. You are not allowed to make any notes during the exam.



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### C. Source Material List for Exam

The Mississippi Funeral Director Licensure Examination contains multiple-choice questions from the sources below. It is recommended that candidates read and study the materials as answers from all questions can be found in at least one source listed.

1. ***Complying with the Funeral Rule*, Federal Trade Commission  
business.ftc.gov**

[https://www.ftc.gov/system/files/documents/plain-language/565a-complying-with-funeral-rule\\_2018.pdf](https://www.ftc.gov/system/files/documents/plain-language/565a-complying-with-funeral-rule_2018.pdf)

2. ***The Fundamentals of Funeral Directing: Building a Professional Cornerstone*, John B. Fritch Ph.D., J. Chandler Altieri, Ed. D., 2017**

*Questions will only be taken from the following Chapters and Sections:*

#### **Unit 1, Build a Foundation of Knowledge**

**Chapter 1: The Ethical Funeral Director**

**Chapter 2: Know your Merchandise**

**Chapter 3: Funeral Service Merchandising**

#### **Unit 2, Orchestrating Services**

**Chapter 4: Elements of Effective Communication**

**Chapter 5: The First Call and Transfer of Remains**

**Chapter 6: The Arrangement Conference**

**Chapter 7: Delivering the Exceptional Funeral Experience**

#### **Unit 3, Understanding Central Elements of our Profession**

**Chapter 8: Cremation**

**Chapter 9: Cemeteries and other Grave Concerns**

**Chapter 10: Shipping Human Remains**

**Chapter 11: Shipping Cremated Remains**

**Chapter 13: Understanding Pre-Need**

**Chapter 14: Floral Tributes**

#### **Unit 4, Federal Commissions and Administrations**

**Chapter 15: The Federal Trade Commission (FTC)**

**Chapter 16: Veterans Administration and Social Security**

**Glossary**



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**3. Mississippi State Laws pertaining to Mississippi funeral practices:  
Senate Bill 2090:**

<http://billstatus.ls.state.ms.us/documents/2023/pdf/SB/2001-2099/SB2090SG.pdf>

**Senate Bill 2339:**

<https://www.msbfms.gov/secure/forms/SB2900SG.pdf>

**Administrative Law:**

[https://www.msbfms.gov/secure/forms/Administrative\\_Law.pdf](https://www.msbfms.gov/secure/forms/Administrative_Law.pdf)

**Mississippi State Department of Health Office of Public Health  
Statistics:**

<https://msdh.ms.gov/phs/>

**Title 15, Part 5, Subpart 85:**

[https://msdh.ms.gov/phs/VR\\_rules\\_2007\\_new\\_format.pdf](https://msdh.ms.gov/phs/VR_rules_2007_new_format.pdf)

**Registration of Deaths:**

<https://msdh.ms.gov/phs/HandbookonRegistrationandReportingofDeaths.pdf>

**Registration of Fetal Deaths:**

<https://msdh.ms.gov/phs/HandbookonRegistrationandReportingofFetalDeaths.pdf>

**Cause of Death Quick Fact Sheet:**

[https://msdh.ms.gov/phs/Cause\\_of\\_Death\\_Quick\\_Fact\\_Sheet.pdf](https://msdh.ms.gov/phs/Cause_of_Death_Quick_Fact_Sheet.pdf)

**Application for Certified Mississippi Death Certificate:**

[https://msdh.ms.gov/phs/forms/Form%20523E\\_201701.pdf](https://msdh.ms.gov/phs/forms/Form%20523E_201701.pdf)

**Pre-need Funeral Rules and Regulations:**

<https://www.sos.ms.gov/regulation-enforcement/pre-need-funeral>

[https://www.sos.ms.gov/Content/doc/reg\\_enf/funeral/PreneedMerchandServicesAct.pdf](https://www.sos.ms.gov/Content/doc/reg_enf/funeral/PreneedMerchandServicesAct.pdf)

[https://www.sos.ms.gov/content/documents/reg\\_enf/Pre-Need/PreNeed%20Rules.pdf](https://www.sos.ms.gov/content/documents/reg_enf/Pre-Need/PreNeed%20Rules.pdf)



## PREPARATION STRATEGIES FOR THE LICENSURE EXAMINATION

The exam will be a multiple-choice test and will be based on external sources. The exact study materials are listed on the pages 5-6 of this guide. The texts on the reading list promulgated for this test are important in your acquiring the knowledge that will be assessed. Candidates may improve their performance on multiple-choice tests in three different ways. The first and most obvious way is to have a solid knowledge of the relevant material that will be covered on the test. The second is to know and understand the test situation to avoid making mistakes caused by a failure to understand the meaning of the test questions, the test format, or the test procedures. Finally, candidates can try to gain an understanding of their own test-taking behavior. If candidates become aware of the kinds of errors they commit on multiple-choice exams, they can try to avoid them in the future. This guide provides suggestions for improving candidate performance in each of these areas:

### A. How to Study: Understanding the Material Covered on the Test

This section provides some strategies to assist candidates in preparing for the test. A method for studying, based on well-established learning principles, is included. Many of the suggestions are directed toward enhancing candidates' ability to recall information by requiring they do more than simply read the material. Some suggested strategies include: (a) surveying the material to be read in order to break it down into reasonable study "chunks," (b) formulating questions to be answered after each section has been read, and (c) reciting and reviewing the main points of each section.

### B. General Multiple-Choice Test-Taking Strategies: Understanding the Test Situation

This section provides some strategies that candidates can apply when taking the test. These strategies are of relevance when taking any multiple-choice examination. They include such suggestions as marking questions in a way that will make them easier to understand and answering easier sets of questions first.

### C. Error Analysis: Understanding Your Own Test-Taking Behavior

This section provides candidates with some information about common test-taking errors, as well as strategies for avoiding such errors. Candidates are encouraged to identify the kinds of errors they tend to make when taking multiple-choice examinations. In this way, candidates will be more aware of the tendency toward these errors when they actually take the examination and can determine what steps they can take to avoid these errors.

\* These are suggestions for your consideration only - **you** are responsible for determining whether they are appropriate for **you** and ultimately **you** must decide which way is best for you.

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## 1. How to Study

*To the extent that the material on the reading list will help you in taking the test, the following suggestions may help you in studying this material.*

The study strategies provided here are provided for candidates' consideration and should be helpful in preparing for the Written Multiple-Choice Test. They may be applied to any material on the reading list. Of course, in the final analysis, each candidate should decide which study method is best for them.

### a. Focus Your Attention

Candidates must focus their attention on the material they are studying if they expect to remember it. There are three things candidates can do that will help them focus their attention on the material they read.

First, since you tend to pay closer attention to things that interest you rather than to things that don't, you can try to make the material more meaningful or interesting. One way to do this is to apply it to yourself. Try to think of examples of the material that can be tied to your work.

The next thing you can do is to eliminate distractions from your environment. These distractions compete for your attention and affect your recall of the material that you study. It is difficult to pay attention to several things at the same time. Instead, people usually switch back and forth, paying attention first to one thing and then the other. Unfortunately, you may not remember any material that did not receive attention. This means that listening to the radio while they are studying, or studying in a noisy area, will leave gaps in your memory of the material you are trying to learn.

Finally, you should avoid trying to learn material when you are tired. Fatigue reduces the amount of material that you can remember. This means that it might be better to get a good night's sleep and study in the morning rather than staying up a few hours extra and sleeping late. Surely, you must have noticed how your attention wanders if you go without sleep for long periods of time.

### b. A Method for Studying

#### SURVEY

"Survey" means to find the limits or borders of an area. Survey the material you have to study to get a rough idea of the content and organization of the material before beginning in-depth study efforts.

To survey a body of information, scan it from start to finish. By skimming over the pages, you will get an idea of what is to come. In most documents, this type of survey is made much easier through the use of headings. Bold, large, or major headings introduce big or important elements; smaller headings introduce sub-areas of these important elements. Another helpful overview of the material can be found in summaries such as chapter summaries, overviews, or statements of objectives. By looking over such summaries, you can get a quick view of the important parts or pieces of the material covered.





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Surveying the study material gives you an idea of how long it will take to cover the material. This will help you to break the assignment down into reasonable time blocks. Material should be read in chunks of a reasonable size. You should carve out a specific section that you will try to understand before moving on. A chunk might be all of the material under a major heading. If the material under the heading runs for many pages, you might want to reduce the material to be understood to each of the minor headings, taking one at a time.

### QUESTION

Most people need a reason to do things. In studying text material, a question becomes a reason. If you have some questions to begin with, the material that you are reading will take on more life and be more meaningful.

Before beginning each study session, look over the material you intend to cover. Develop some questions that you expect to be answered in the material. There are several ways to develop these questions. One way is to begin with the list of headings from the chapter or document outline. Write a question for each major and minor heading. Developing questions can provide a reason for reading the material and can help the information become more meaningful to you. For most people, reading means the same thing as studying. When they say that they have studied material, they often mean that they have read it through several times. Reading is important, but it will be done more effectively when the *survey* and *question* steps have been completed.

The most effective way to pace yourself is to decide on the number of chunks that will be read and understood in a given study session. You can use the questions you developed through the previous step as your definition of understanding. Once you can answer these questions, you can move on to the next section. A good time to take breaks is between these sections, not in the middle of them. This might be a way of rewarding yourself for successfully completing the reading of each section.

It's important to ensure that you understand the material you are reading. One way to do this is to look up the definitions of all new and unfamiliar terms. You should make a list of the words and phrases that you don't understand. If these terms are technical terms that you have not encountered before, the chances are that the answer is somewhere in the chapter or document that you are reading. Have a notebook available so that you can mark down each of these terms, leaving a space for their definition. The quicker you get to know the meaning of all the terms, the more effective your studying will be. If the term or word is not technical, but simply a large or uncommon word that you are not sure of, look it up in a dictionary. If you feel it would be helpful, record the definitions of these non-technical terms in your notebook, as well. You might want to use it to keep track of all of the important terms, even those you understand.

Another good way to make your reading time as useful as possible is to mark or underline the text while you are reading. This will make you a more active participant in the studying process. In addition, it will help you to focus on the major ideas and keep you from getting bogged down in details. Your underlining or highlighting can also make it easier for you to find relevant material later for review or to answer questions on the test.

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In marking or underlining the text, you should actually go through the text and underline key words and concepts that are important in understanding the material in the chunk you are reading. You might also make notes to yourself right on the text page. If you choose to use the underlining and marking method, here are a few guidelines:

1. Read the whole section before doing any underlining or marking.
2. Don't mark or underline too much. The value of the technique lies in highlighting only the most important material.
3. Use ink, if possible, so that the underlining and notes do not disappear or become unclear in the course of studying.
4. Use symbols as much as possible. For example, use a "?" as a symbol for questions you have; use an "\*" to stand for a particularly important idea.

### RECITE

It's very helpful to recite with another individual. He or she can ask you questions about portions of the material, which will make you recite or locate the relevant material in a formal way. It's not necessary to choose someone who is familiar with the material. The person only has to be able to recognize that what you have said is what is written in the reference material or in your notes.

In order to be most effective, recitation should take place quite soon after you've first learned or read the material. This is important because the greatest amount of information is lost or forgotten within a short period of time after it is first learned.

Don't try to cover too much information at once. Depending on the number of pages covered, this might be all of the information in one major section or chapter.

### REVIEW

Reviewing the material to be covered in the test will help you to understand and organize the material better. Your review should also cover your outline of how the material is organized, and where certain topics can be found.

Review is done just before beginning a new study session. In this form of review, you are actually preparing yourself for new learning by strengthening old learning. This helps to ensure that any old learning that is needed as a basis for new learning is correct and available.

Another form of review is done before a test. This review can be done quite effectively in a group with other test takers. This cuts down on some of the drudgery of pre-test studying and also increases the meaning of much of the information. That is, while you are taking the test, you can more easily remember the information if you think back to who said what and how the review conversation went.

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In summary, this method of study is based on sound learning principles and gives you a simple formula to follow:

**SURVEY** skim the reading material and create manageable chunks to study

**QUESTION** develop a purpose for reading by asking questions that you expect to have answered in the reading material

**READ** read and re-read the material until you understand it thoroughly

**RECITE** write down or talk about what you just learned to improve retention and integrate new information into your knowledge base

**REVIEW** look over highlighted text and notes and integrate new information with old information

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## 2. General Multiple-Choice Test-Taking Strategies

The purpose of the Multiple-Choice Test is to assess your knowledge of the specified areas contained in the "Evaluation". At times, factors other than your knowledge of the tested material can influence your performance. The following suggestions may help you to reduce these extraneous influences and do your best on the multiple-choice examination.

*Make sure the test format and requirements are understood.*

*Read, and/or listen to, all of the directions carefully.*

*Make sure the answer sheet is correctly marked. Erase completely, any answers you wish to change.*

*Do not cross out.*

*Be aware of how much time has been allotted to complete the test. Candidates should check their watches periodically to keep track of the amount of time remaining in the examination period.*

*Read each question carefully and make sure it is understood.*

*Try to answer the question before looking at the choices. If the answer is known, compare it to the available choices and pick the closest alternative. A thorough understanding of the knowledge areas will allow questions to be answered without looking at the answer choices.*

*Since writing in test booklets is allowed, it might be helpful to mark the exam questions in a way that makes them easier to read.*

*Use slash marks to break down sentences into small segments. This will make the candidate more attentive to each separate idea in a long sentence.*

*Underline key words that tell what a sentence or passage is about. If a question has been skipped, the markings can make it easier to remember what the question was about when revisiting it, without reading the full question or passage again.*

***Find and circle words that "harden" or "soften" statements***

*AND means that one element of the alternative must be present or true in addition to another element for the alternative to be correct.*

*OR means that there is a choice of situations. Only one of the elements of the alternative must be present or true for it to be a correct alternative.*

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## ***Tackle difficult questions methodically***

Do not let unfamiliar vocabulary slow your progress. The main idea can be grasped without knowing the individual word or fully understanding an individual sentence.

Do not be afraid to go with the first answer that comes to mind. It can be changed later but, often, first guesses are correct.

Use process of elimination. If the answer to a question is not known, first eliminate those choices that seem completely wrong. Then, put a mark next to each remaining choice to indicate its status (e.g., bad, good, or possible). This will save time by reducing the number of choices needed to be re-read and re-evaluated before selecting your final choice.

## ***Guess***

No more credit will be lost for an incorrect response than for leaving it blank, so it is to each candidate's advantage to respond to every question even if guessing is required. If the examination period is about to end and there will be a substantial number of questions (e.g., more than 5 or 10) that will not be completed, reserve some time (e.g., 60 seconds) toward the very end of the examination period to respond to these questions, even if guessing is the only option. While these guesses may not be correct, the alternative is to leave these questions blank and be assured of getting them wrong.

## ***Use extra time wisely***

If a candidate finishes the examination before the test time expires, he/she should go back and review the responses. Make any changes that are necessary. Ensure that the answers have been placed on the answer sheet opposite the question being answered and that answer sheet bubbles are filled in completely.

Finally, remember that exam monitors will be there to help candidates with testing procedures. If there are any questions about the testing procedures, ask for assistance before the test begins.

## **Error Analysis**

There are several possible reasons for choosing an incorrect response to a question. Six of these reasons are presented below along with suggestions for avoiding such errors. Consider past tests that have been taken and identify the errors (from among the six provided here) that tend to characterize previous test-taking behavior. Once the reasons for these errors have been identified, steps can be taken to avoid repeating such errors when answering questions on this, and future examinations. As previously mentioned, the suggestions laid out below are geared towards selecting the one best alternative. Listed below are various reasons incorrect answers might be selected:

## ***Marking the wrong space on the answer sheet***

Since there are a limited number of questions on each examination, careless errors such as these are costly. Check as each answer choice is marked on the answer sheet to ensure that the answer



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chosen is the one being marked. As an additional check, after the exam is complete, go back over every question and answer it again.

### ***Misreading a question or answer by overlooking a key word or phrase***

As mentioned earlier, the solution to this problem is UNDERLINING. Underlining makes key words and phrases stand out when choosing an answer. Once key words and phrases have been underlined, check the details of the possible answers with the details underlined, one by one. If the details do not match, consider that answer suspect and try another, always keeping in mind that a candidate should be looking for the BEST possible answer.

### ***Not knowing the meaning of one or more key terms***

When taking the test, if difficulty with a term is encountered, re-read the sentence to determine its meaning without worrying about the meaning of a particular word. Try to understand the general message of the sentence or paragraph. The meaning of the unfamiliar word could become clearer once you understand the general context within which it has been placed.

### ***Difficulty understanding complex or difficult questions***

Divide and conquer! As mentioned earlier, use slash marks to break up the material into small segments, and then concentrate on one segment at a time. One approach to difficult questions is to read the possible answers first, and then re-read the question. This tells the candidate what to concentrate on while reading the question. Concentrate on the parts of the question directly related to the possible answers even if the entire question is not understood. The entire question need not be understood to find the correct answer. Also, focus on the topic sentences that are usually the first and last sentences of a question. Read the difficult questions twice. The first time read for the general meaning and do not let words or phrases that are not understood slow or discourage you. The second time read for understanding that is more precise. The first reading will provide the context so that the second reading is more meaningful.

### ***Comparing combinations of information***

This is a problem of rearranging information in the correct way so that it makes sense. Underline critical pieces of information in the test question and then compare the information with the possible answers, point by point.

### ***The alternative chosen looked correct***

Several factors can cause incorrect alternatives to be selected:

- An incorrect alternative may contain an exact phrase from the relevant material (i.e., from the test question itself or the study material).
- An incorrect alternative may contain a phrase or sentence that is used out of context. For example, an idea that is expressed but then rejected in the relevant material may be presented as an idea that was supported.



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## ***Some strategies for avoiding the tendency to fall for incorrect alternatives include:***

- Have an answer in mind before looking over the alternatives. This will decrease the possibility of choosing an incorrect alternative merely because it looks good.
- Use the method of marking each alternative to indicate its status (e.g., bad, good, or possible) before choosing one.
- Stick strictly to the facts or rules of the relevant material. Do not fall for alternatives that stretch or exaggerate the facts or rules described in the relevant material.
- Be wary of alternatives with words or phrases taken exactly from the relevant material. Do not simply assume that such alternatives are correct.
- Prepare a defense for the answer selected. Find something in the relevant material that will give a strong, direct defense for this answer.

### **3. Additional Tips for Taking the Exam**

#### Before the Exam

- Get everything you need organized the night before.
- If possible before exam day, drive to the exam site and make sure you know where you will be going.
- Get a good night's sleep and wake up early enough to eat a good breakfast.
- Leave early enough so you allow MORE than enough time to arrive at least 15 minutes before the exam registration begins.

#### During the Exam

- Read the instructions carefully. Read the instructions for each set of material or questions. There are usually different instructions which apply to different kinds of questions. Make certain you understand what you are supposed to do.
- Monitor your time. Note the time allowed and number of questions. You have been given a certain amount of time to complete your exam. Pace yourself so that you do not spend too much time on any one item. Monitor your time periodically throughout the test to make sure you have not fallen behind.
- Do not waste any time. Once you have gone through every item, immediately go back over them.



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- Before submitting your answers, make sure that you have answered each individual question by clicking the answer that you select as the best answer.
- Understand the question. Understanding what the question is asking is fundamental and important to answering it correctly, so read each item stem once, read the response choices, then reread the stem.
- Do not select a choice before reading all the response choices. There may be an answer that is somewhat correct listed first, but then you may find an answer that is *most* correct. Your careful reading of your instructions told you always to select the best response.
- Carefully examine a choice to determine why it COULD NOT be correct. Once you have determined that a choice CANNOT be correct, then eliminate that choice and move to the next choice. If you are not able to eliminate the choice, then move to the next choice. Always go with your educated guess, rather than your first impression, if you do not know which choice is correct. If you can eliminate one of the choices, your odds are now one in three, instead of one in four. Sometimes you are not able to eliminate a choice because it simply is not a wrong choice. It is only after you have reviewed all choices when you realize that, even though it is not wrong, there is one choice that is better than the others.

### 4. Scoring Process

The Mississippi Funeral Director Licensure Examination is a pass/needs improvement examination. Its purpose is to distinguish whether a candidate has at least minimum level of competence required to practice as a Funeral Director in Mississippi. We rely on a cut-off score, or minimum score that represents minimum competency. (To pass an examination, you must score at or above the cut-off.)

**Score Notification** – For the computerized test administrations, candidates will receive an immediate notification on screen of pass or needs improvement. In addition, candidates will receive a letter of notification of his / her exam score: pass / needs improvement, within 10 days after the exam administration. All candidates who score “needs improvement” will also have Diagnostic Feedback included with the score. The Diagnostic Feedback will have information on what areas the candidate needs to improve on and a reminder that the candidate is eligible to





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retest in 90 days. We do not share results over the telephone, nor do we share them with anyone other than you. However, we will release a collective score report to the Mississippi Board of Funeral Services that includes the names of those who took and passed an examination during a certain period once a week.

### **CONCLUSION**

This preparation guide represents an attempt to familiarize candidates with all aspects of the Written Exam Process. The suggestions provided here are not exhaustive — we encourage candidates to engage in whatever preparation strategies they believe will enhance their chances of performing effectively on the exam and on the job.



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## STUDY GUIDE EXAM QUESTIONS

The Licensure exam's test questions are organized by source. The study guide exam questions have the reference from which the question was derived listed under the answer choices. The Practice exam and the actual Licensure exams will not have the references.

## **STUDY GUIDE EXAM QUESTIONS AND PRACTICE EXAM QUESTIONS ARE SAMPLE QUESTIONS AND WILL NOT BE INCLUDED IN THE OFFICIAL EXAMINATION.**

1. Which of the following is prohibited by the Funeral Rule?  
\*
  - a. requiring the purchase of a casket for direct cremation
  - b. charging a separate fee for embalming
  - c. selling cash advance items
  - d. organizing a business to sell funeral goods through one company and funeral services through another  
(Complying with the Funeral Rule, page 1)
  
2. Which of the following is an example of funeral services?  
\*
  - a. preparing bodies for burial
  - b. purchase of a memorial book for a funeral service
  - c. purchase of a casket
  - d. purchase of an urn for cremation  
(Complying with the Funeral Rule, page 1)
  
3. Which of the following is **MOST CORRECT** regarding the Federal Trade Commission requirements for responding to a General Price List (GPL) request from a consumer?  
\*
  - a. A funeral director does not have to send a GPL in response to a mail inquiry about funeral goods and services.
  - b. A funeral director must send a GPL if a consumer requests one via the internet.
  - c. A funeral director must send a GPL if a consumer calls and asks for one.
  - d. A GPL must be e-mailed only if the person making the request has had a death in his/her family in the past 24 hours.  
(Complying with the Funeral Rule, page 3)
  
4. As a funeral director, when you begin discussing specific goods and services that you offer, you are required to offer a(n):  
\*
  - a. General Price List.
  - b. Specific Price List.
  - c. Generic Price List.
  - d. Alternative Price List.  
(Complying with the Funeral Rule, page 3)



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5. According to the Funeral Rule, which of the following disclosures is/are required on the General Price List (GPL)?
- \* a. cost of embalming, basic service fees, alternative container, casket and outer burial container prices, consumer's right to select goods and services
  - b. cost of basic services
  - c. cost of embalming, basic service fees, alternative container, casket and outer burial container prices, and references to the funeral provider's state laws
  - d. only the total cost of each funeral package  
(Complying with the Funeral Rule, page 4)
6. If a funeral provider wants to add information on the General Price List (GPL) about state law requirements regarding embalming, where should this disclosure be placed?
- \* a. in immediate conjunction with the price for embalming
  - b. at the end of the disclosures section of the GPL
  - c. on a separate page
  - d. as a footnote at the bottom of the page where embalming is explained  
(Complying with the Funeral Rule, page 5)
7. Non-declinable services, including basic services and overhead \_\_\_\_\_ on the General Price List.
- \* a. will be grouped together
  - b. are never grouped together
  - c. are not listed
  - d. must be itemized  
(Complying with the Funeral Rule, page 6)
8. According to the Funeral Rule, how many alternative containers must be provided if a Funeral Provider offers direct cremation?
- \* a. one alternative container
  - b. two alternative containers
  - c. three alternative containers
  - d. one additional vendor for alternative containers  
(Complying with the Funeral Rule, page 8)



## Test Study Guide

9. Unless state or local law requires otherwise, what is the only non-declinable fee allowed for services, facilities, or unallocated overhead?
- \* a. the funeral home “basic services fee”
  - b. the purchase of an alternative container from the funeral home
  - c. the purchase of an urn from the funeral home
  - d. the purchase of a casket from the funeral home  
(Complying with the Funeral Rule, page 9)
10. Funeral Director Jackson is meeting with a family to make funeral arrangements for a family member. At what point is he required to provide the family with the Casket Price List (CPL)?
- \* a. when the discussion of caskets or alternative containers begins but before showing these items
  - b. after discussing all casket and alternative container options but before showing these items
  - c. after showing the consumer all caskets and alternative containers in stock
  - d. only when the consumer requests to see the list  
(Complying with the Funeral Rule, page 13)
11. Any establishment or organization which engages in the business of selling Pre-need merchandise and/or services in Mississippi shall register with the:
- \* a. Secretary of State.
  - b. State Board of Funeral Service.
  - c. Quality Control Board.
  - d. Attorney General.  
(Secretary of State Pre-need, page 2)
12. The funeral home, cemetery or other provider of merchandise and/or service in a Pre-need contract that will be responsible for performing a Pre-need contract upon death is known as the:
- \* a. contract provider.
  - b. contract buyer.
  - c. contract owner.
  - d. service provider.  
(Secretary of State Pre-need Funeral/Cemetery Merchandise, page 2)

## Test Study Guide

13. Any contract that provides funeral services and/or merchandise at a date in the future and is either funded by deposits into a trust or insurance is known as a:
- \* a. Pre-need contract.
  - b. cemetery contract.
  - c. life insurance policy.
  - d. death benefit.
- (Secretary of State Pre-need Funeral/ Cemetery Merchandise, page 2)
14. Mrs. Frazier purchased a Pre-need contract from Funeral Director Dennis. Which of the following is Funeral Director Dennis required to furnish to Mrs. Frazier?
- \* a. a list of the merchandise, and services which are applied or contracted for in the Pre-need contract
  - b. the total cost of the funeral
  - c. a copy of the funeral home's business license
  - d. contact information for the State Board of Funeral Service
- (Secretary of State Pre-need Funeral/Cemetery Merchandise, page 4)
15. Before entering the Social Security account number on the death certificate, the funeral director should ask to see the Social Security card or other document that may have the decedent's Social Security number. If no document is available:
- \* a. question to ensure that the number given is the decedent's.
  - b. leave it blank.
  - c. call the Social Security office to request a new card be issued for verification.
  - d. require the family member to provide the document before completing the form.
- (Registration of Deaths, Item 15, page 37)
16. No person shall engage in the business or practice of funeral service, including embalming and/or funeral directing, or holding himself/herself out as transacting or practicing or being entitled to transact or practice funeral service, including embalming, and/or funeral directing in this State unless:
- \* a. duly licensed under the provision of MS Code 1972.
  - b. he/she holds an insurance license.
  - c. he/she has worked in a funeral home for at least 25 years.
  - d. has attended mortuary school.
- (Senate Bill 2339, Section 7, 73-11-51, MS Code 1972)



## Test Study Guide

17. If no consent for the embalming, cremation, or other disposition of a dead human body is received within \_\_\_\_\_ days from any of the relatives, interested persons, or institutions authorized by law, the coroner may give consent authorizing the disposition of the decedent's remains.
- \*  
a. ten (10)  
b. five (5)  
c. seven (7)  
d. fourteen (14)  
(Senate Bill 2339, Section 13, 73-11-58, (4) MS code 1972)
18. A log of all \_\_\_\_\_ must be maintained by the crematory facility.
- \*  
a. cremations performed  
b. obituaries for each person cremated at the facility  
c. photographs of each person cremated at the facility  
d. the arrangement data form for each person cremated at the facility  
(Senate Bill 2339, Section 19, 73-11-69, (2), MS Code 1972)
19. The beginning of the relationship between the consumer and the licensed funeral director, funeral service practitioner and/or funeral establishment to take charge of a dead human body and/or have the body prepared for burial or disposition by embalming, cremation, or another method is known as the:
- \*  
a. first call.  
b. arrangements conference.  
c. family viewing.  
d. pre-need conference.  
(Senate Bill 2339, Section 2, 73-11-41, (k))
20. A rigid container designed for encasing human remains and usually constructed of wood, metal, fiberglass, plastic, or like material and ornamented and lined with fabric is known as a(n):
- \*  
a. casket.  
b. vault.  
c. urn.  
d. alternative container.  
(Fundamentals of Funeral Directing: Building a Professional Cornerstone, Chapter 2, page 23)



## Test Study Guide

21. Which of the following species of wood is considered by most funeral proprietors to be the premier hardwood?

- \* a. mahogany
- b. birch
- c. cherry
- d. maple

(The Fundamentals of Funeral Directing: Building a Professional Cornerstone, Chapter 2, page 25)

22. An example of a non-ferrous metal is:

- \* a. bronze.
- b. steel.
- c. stainless steel.
- d. iron.

(Fundamentals of Funeral Directing: Building a Professional Cornerstone, page 30)

23. Which of the following casket shell designs has sides and ends that are joined at a 90-degree angle?

- \* a. square corner
- b. elliptic
- c. round corner
- d. octagon

(The Fundamentals of Funeral Directing: Building a Professional Cornerstone, Chapter 2, page 34)

24. A vault is a metal or \_\_\_\_\_ container designed to protect the casket.

- \* a. concrete
- b. wooden
- c. particle board
- d. polyvinyl chloride

(The Fundamentals of Funeral Directing: Building a Professional Cornerstone, Chapter 2, page 44)



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25. 30 x 86 is the standard inside dimensions of a:
- \* a. burial vault.
  - b. coffin.
  - c. casket.
  - d. tomb.
- (The Fundamentals of Funeral Directing: Building a Professional Cornerstone, Chapter 2, page 45)
26. Why should galvanized caskets never be cremated?
- \* a. They contain high levels of zinc.
  - b. They are too heavy.
  - c. They take at least eight (8) hours to incinerate.
  - d. They are too costly.
- (The Fundamentals of Funeral Directing: Building a Professional Cornerstone, Chapter 2, page 49)
27. Which of the following is a behavior that limits trust?
- \* a. strategy
  - b. acceptance
  - c. empathy
  - d. honesty
- (The Fundamentals of Funeral Directing: Building a Professional Cornerstone, Chapter 4, page 97)
28. Regarding service-related deaths in which eligibility requirements are met, Veterans Administration will pay up to \_\_\_\_\_ toward burial expenses for deaths on or after September 11, 2001, or up to \_\_\_\_\_ for deaths prior to September 11, 2001.
- \* a. \$2,000; \$1,500
  - b. \$1,500; \$2,000
  - c. \$749; \$300
  - d. \$300; \$749
- (The Fundamentals of Funeral Directing: Building a Professional Cornerstone, Chapter 6, page 143)





## Test Study Guide

29. Which of the following is an example of aftercare?
- \* a. a scheduled personal visit
  - b. an arrangement conference
  - c. a First Call
  - d. a pre-need meeting  
(The Fundamentals of Funeral Directing: Building a Professional Cornerstone, Chapter 7, page 163)
30. Regarding cemetery markers, which of the following produces a shiny, reflective, glass-like finish?
- \* a. polished finish
  - b. honed finish
  - c. sawed finish
  - d. rock-pitched finish  
(The Fundamentals of Funeral Directing: Building a Professional Cornerstone, Chapter 9, page 197)
31. Since the terrorist attacks of September 11, 2001, the Transportation Safety Administration (TSA) now requires that all funeral homes (any businesses shipping human remains) become approved as:
- \* a. Known Shippers.
  - b. Repatriation Shippers.
  - c. Common Carriers.
  - d. Private Carriers.  
(The Fundamentals of Funeral Directing: Building a Professional Cornerstone, Chapter 10, page 216)
32. Which of the following is a characteristic of the information-only prearrangement?
- \* a. It is free.
  - b. It establishes a basic funeral plan that cannot be altered.
  - c. It is legally binding in Mississippi.
  - d. It must include a discount to be applied at time of need for services chosen.  
(The Fundamentals of Funeral Directing: Building a Professional Cornerstone, Chapter 13, page 238)



## Test Study Guide

33. A formal relationship between a worker and sponsor that consists of a combination of on-the-job training and related occupation-specific instruction in which the worker learns the practical and theoretical aspects of an occupation is known as:
- \* a. apprenticeship.
  - b. hosting.
  - c. job shadowing.
  - d. proprietorship.
- (The Fundamentals of Funeral Directing: Building a Professional Cornerstone, Glossary, page 407)
34. The mechanical and/or thermal or other dissolution process that reduces human remains to bone fragments is known as:
- \* a. cremation.
  - b. alkaline hydrolysis.
  - c. embalming.
  - d. death.
- (Fundamentals of Funeral Directing: Building a Professional Cornerstone, Glossary, page 412)
35. A general term describing a place suitable for the reception of a dead human body is a(n):
- \* a. tomb.
  - b. alcove.
  - c. abyss.
  - d. crevice.
- (Fundamentals of Funeral Directing: Building a Professional Cornerstone, Glossary, page 432)

