

PRACTICE EXAM 11: CERTIFIED NURSE EDUCATOR (CNE) SIMULATION (150 QUESTIONS)

This standalone practice examination contains 150 four-option questions weighted to the current NLN CNE blueprint. Allow 3 hours. The official examination includes 130 scored items and 20 unscored pretest items; candidates cannot identify the pretest items. NLN uses a form-dependent modified Angoff passing standard rather than one fixed published percentage. Select the single best answer for each question.

1. Within a college launching a revised curriculum, after reviewing benchmark evidence, a learner performs a psychomotor skill correctly in the laboratory but not in clinical practice. Which is the most defensible educator response?

- A. Assume anxiety is the cause and remove the learner from future practice
- B. Observe performance in context and provide targeted coaching followed by another attempt
- C. Record a failing grade without collecting additional performance evidence
- D. Require the learner to reread the entire laboratory manual independently

2. Within an academic clinical partnership, after reviewing benchmark evidence, which educator behavior best models evidence-based nursing practice during class?

- A. Explain how current evidence, clinical expertise, and patient preferences inform a decision
- B. Present the newest article as automatically superior to all earlier evidence
- C. Teach institutional tradition without examining its supporting evidence
- D. Ask learners to follow the educator's preferred approach without rationale

3. Within a faculty team reviewing learner progression, after reviewing benchmark evidence, a clinical partner reports inconsistent student preparation. What is the educator's best first action?

- A. Remove the clinical site immediately to prevent further disagreement
- B. Tell students that the partner alone will determine future requirements

- C. Meet with the partner to clarify expectations and compare them with course outcomes
- D. Defend the students before asking for examples of the concern

4. Within a school strengthening inclusive teaching, after reviewing benchmark evidence, an educator notices that lecture questions produce only one-word responses. Which revision best increases active learning?

- A. Provide the answer immediately and ask whether everyone understands
- B. Add more lecture slides so every content detail is presented
- C. Ask the same recall question several times using different wording
- D. Use a brief scenario, require an individual decision, then have peers compare rationales

5. Within a program evaluating simulation use, after reviewing benchmark evidence, which response demonstrates effective communication after a learner makes a medication error in simulation?

- A. Describe the observed action, explore the reasoning, and plan a safer approach
- B. Label the learner careless so the seriousness of the error is understood
- C. Discuss the learner's error with peers before speaking privately
- D. Focus only on the correct procedure and avoid asking about reasoning

6. Within a university committee on teaching quality, after reviewing benchmark evidence, a faculty member wants students to recognize early deterioration in an unfolding patient case. Which strategy is most appropriate?

- A. Provide a complete case summary and ask students to underline key terms
- B. Use a staged case that releases new findings and requires repeated clinical judgments
- C. Deliver a lecture reviewing every possible complication before discussion
- D. Assign a textbook chapter followed by a factual reading quiz

7. Within a nursing department expanding online delivery, after reviewing benchmark evidence, during debriefing, several learners describe only the tasks they completed. Which educator prompt best advances reflective thinking?

- A. Would you prefer that I explain the correct actions before discussion?
- B. Which learner completed the greatest number of assigned procedures?
- C. Can everyone list the steps in the procedure from memory?
- D. What cues influenced your decisions, and what would you change next time?

8. Within a program mentoring new educators, after reviewing benchmark evidence, a class includes learners with wide differences in prior clinical experience. Which is the most defensible initial teaching response?

- A. Assess prior knowledge and offer tiered activities linked to the same outcomes
- B. Give experienced learners different course outcomes from novice learners
- C. Teach only to the middle level and refer struggling learners elsewhere
- D. Allow each learner to choose whether required outcomes should be assessed

9. Within a community-focused nursing school, after reviewing benchmark evidence, which activity best helps prelicensure learners develop clinical judgment about competing patient priorities?

- A. Copy a completed care plan that demonstrates correct terminology
- B. Compare four patient reports and defend the order for immediate assessment
- C. Watch a recorded lecture without pausing for decision points
- D. Memorize a list of standard nursing diagnoses in alphabetical order

10. Within an interprofessional faculty council, after reviewing benchmark evidence, an educator is selecting technology for a hybrid course. Which action should occur first?

- A. Adopt the platform used by another course without reviewing its purpose
- B. Select the newest platform because it has the most available features
- C. Match the technology's functions to the learning outcome and learner access needs
- D. Require multiple applications so learners gain broad technical exposure

11. Within a program preparing its annual outcomes report, after reviewing benchmark evidence, students remain silent during a discussion of a culturally sensitive case. Which educator action best supports psychological safety?

- A. Call randomly on quiet students until each gives a personal opinion
- B. Avoid the topic because disagreement may create discomfort in class
- C. State the educator's position first so students know the preferred answer
- D. Set respectful discussion norms, acknowledge complexity, and invite multiple perspectives

12. Within a statewide nurse educator network, while planning a targeted intervention, which classroom action most clearly applies adult learning principles?

- A. Delay all application until students have memorized every definition
- B. Use instructor-selected examples unrelated to learners' professional goals
- C. Connect a new concept to learners' experience through a relevant problem
- D. Present content in a fixed sequence without explaining its usefulness

13. Within a college launching a revised curriculum, while planning a targeted intervention, a learner performs a psychomotor skill correctly in the laboratory but not in clinical practice. Which is the most defensible educator response?

- A. Observe performance in context and provide targeted coaching followed by another attempt
- B. Assume anxiety is the cause and remove the learner from future practice
- C. Record a failing grade without collecting additional performance evidence
- D. Require the learner to reread the entire laboratory manual independently

14. Within an academic clinical partnership, while planning a targeted intervention, which educator behavior best models evidence-based nursing practice during class?

- A. Present the newest article as automatically superior to all earlier evidence
- B. Explain how current evidence, clinical expertise, and patient preferences inform a decision
- C. Teach institutional tradition without examining its supporting evidence

D. Ask learners to follow the educator's preferred approach without rationale

15. Within a faculty team reviewing learner progression, while planning a targeted intervention, a clinical partner reports inconsistent student preparation. What is the educator's best first action?

- A. Remove the clinical site immediately to prevent further disagreement
- B. Tell students that the partner alone will determine future requirements
- C. Meet with the partner to clarify expectations and compare them with course outcomes
- D. Defend the students before asking for examples of the concern

16. Within a school strengthening inclusive teaching, while planning a targeted intervention, an educator notices that lecture questions produce only one-word responses. Which revision best increases active learning?

- A. Provide the answer immediately and ask whether everyone understands
- B. Use a brief scenario, require an individual decision, then have peers compare rationales
- C. Add more lecture slides so every content detail is presented
- D. Ask the same recall question several times using different wording

17. Within a program evaluating simulation use, while planning a targeted intervention, which response demonstrates effective communication after a learner makes a medication error in simulation?

- A. Describe the observed action, explore the reasoning, and plan a safer approach
- B. Label the learner careless so the seriousness of the error is understood
- C. Discuss the learner's error with peers before speaking privately
- D. Focus only on the correct procedure and avoid asking about reasoning

18. Within a university committee on teaching quality, while planning a targeted intervention, a faculty member wants students to recognize early deterioration in an unfolding patient case. Which strategy is most appropriate?

- A. Provide a complete case summary and ask students to underline key terms
- B. Deliver a lecture reviewing every possible complication before discussion
- C. Assign a textbook chapter followed by a factual reading quiz
- D. Use a staged case that releases new findings and requires repeated clinical judgments

19. Within a nursing department expanding online delivery, while planning a targeted intervention, during debriefing, several learners describe only the tasks they completed. Which educator prompt best advances reflective thinking?

- A. What cues influenced your decisions, and what would you change next time?
- B. Would you prefer that I explain the correct actions before discussion?
- C. Which learner completed the greatest number of assigned procedures?
- D. Can everyone list the steps in the procedure from memory?

20. Within a program mentoring new educators, while planning a targeted intervention, a class includes learners with wide differences in prior clinical experience. Which is the most defensible initial teaching response?

- A. Give experienced learners different course outcomes from novice learners
- B. Teach only to the middle level and refer struggling learners elsewhere
- C. Assess prior knowledge and offer tiered activities linked to the same outcomes
- D. Allow each learner to choose whether required outcomes should be assessed

21. Within a community-focused nursing school, while planning a targeted intervention, which activity best helps prelicensure learners develop clinical judgment about competing patient priorities?

- A. Copy a completed care plan that demonstrates correct terminology
- B. Compare four patient reports and defend the order for immediate assessment
- C. Watch a recorded lecture without pausing for decision points
- D. Memorize a list of standard nursing diagnoses in alphabetical order

22. Within an interprofessional faculty council, while planning a targeted intervention, an educator is selecting technology for a hybrid course. Which action should occur first?

- A. Adopt the platform used by another course without reviewing its purpose
- B. Select the newest platform because it has the most available features
- C. Require multiple applications so learners gain broad technical exposure
- D. Match the technology's functions to the learning outcome and learner access needs

23. Within a program preparing its annual outcomes report, while planning a targeted intervention, students remain silent during a discussion of a culturally sensitive case. Which educator action best supports psychological safety?

- A. Call randomly on quiet students until each gives a personal opinion
- B. Set respectful discussion norms, acknowledge complexity, and invite multiple perspectives
- C. Avoid the topic because disagreement may create discomfort in class
- D. State the educator's position first so students know the preferred answer

24. Within a statewide nurse educator network, during a facilitated faculty dialogue, which classroom action most clearly applies adult learning principles?

- A. Delay all application until students have memorized every definition
- B. Use instructor-selected examples unrelated to learners' professional goals
- C. Present content in a fixed sequence without explaining its usefulness
- D. Connect a new concept to learners' experience through a relevant problem

25. Within a college launching a revised curriculum, during a facilitated faculty dialogue, a learner performs a psychomotor skill correctly in the laboratory but not in clinical practice. Which is the most defensible educator response?

- A. Assume anxiety is the cause and remove the learner from future practice
- B. Record a failing grade without collecting additional performance evidence
- C. Observe performance in context and provide targeted coaching followed by another attempt

D. Require the learner to reread the entire laboratory manual independently

26. Within an academic clinical partnership, during a facilitated faculty dialogue, which educator behavior best models evidence-based nursing practice during class?

- A. Explain how current evidence, clinical expertise, and patient preferences inform a decision
- B. Present the newest article as automatically superior to all earlier evidence
- C. Teach institutional tradition without examining its supporting evidence
- D. Ask learners to follow the educator's preferred approach without rationale

27. Within a faculty team reviewing learner progression, during a facilitated faculty dialogue, a clinical partner reports inconsistent student preparation. What is the educator's best first action?

- A. Remove the clinical site immediately to prevent further disagreement
- B. Tell students that the partner alone will determine future requirements
- C. Meet with the partner to clarify expectations and compare them with course outcomes
- D. Defend the students before asking for examples of the concern

28. Within a school strengthening inclusive teaching, during a facilitated faculty dialogue, an educator notices that lecture questions produce only one-word responses. Which revision best increases active learning?

- A. Use a brief scenario, require an individual decision, then have peers compare rationales
- B. Provide the answer immediately and ask whether everyone understands
- C. Add more lecture slides so every content detail is presented
- D. Ask the same recall question several times using different wording

29. Within a program evaluating simulation use, during a facilitated faculty dialogue, which response demonstrates effective communication after a learner makes a medication error in simulation?

- A. Label the learner careless so the seriousness of the error is understood

- B. Describe the observed action, explore the reasoning, and plan a safer approach
- C. Discuss the learner's error with peers before speaking privately
- D. Focus only on the correct procedure and avoid asking about reasoning

30. Within a university committee on teaching quality, during a facilitated faculty dialogue, a faculty member wants students to recognize early deterioration in an unfolding patient case. Which strategy is most appropriate?

- A. Provide a complete case summary and ask students to underline key terms
- B. Deliver a lecture reviewing every possible complication before discussion
- C. Assign a textbook chapter followed by a factual reading quiz
- D. Use a staged case that releases new findings and requires repeated clinical judgments

31. Within a nursing department expanding online delivery, during a facilitated faculty dialogue, during debriefing, several learners describe only the tasks they completed. Which educator prompt best advances reflective thinking?

- A. Would you prefer that I explain the correct actions before discussion?
- B. Which learner completed the greatest number of assigned procedures?
- C. Can everyone list the steps in the procedure from memory?
- D. What cues influenced your decisions, and what would you change next time?

32. Within a program mentoring new educators, during a facilitated faculty dialogue, a class includes learners with wide differences in prior clinical experience. Which is the most defensible initial teaching response?

- A. Give experienced learners different course outcomes from novice learners
- B. Assess prior knowledge and offer tiered activities linked to the same outcomes
- C. Teach only to the middle level and refer struggling learners elsewhere
- D. Allow each learner to choose whether required outcomes should be assessed

33. Within a community-focused nursing school, during a facilitated faculty dialogue, which activity best helps prelicensure learners develop clinical judgment about competing patient priorities?

- A. Compare four patient reports and defend the order for immediate assessment
- B. Copy a completed care plan that demonstrates correct terminology
- C. Watch a recorded lecture without pausing for decision points
- D. Memorize a list of standard nursing diagnoses in alphabetical order

34. Within an interprofessional faculty council, during a facilitated faculty dialogue, an educator is selecting technology for a hybrid course. Which action should occur first?

- A. Adopt the platform used by another course without reviewing its purpose
- B. Select the newest platform because it has the most available features
- C. Match the technology's functions to the learning outcome and learner access needs
- D. Require multiple applications so learners gain broad technical exposure

35. Within a program preparing its annual outcomes report, during a facilitated faculty dialogue, students remain silent during a discussion of a culturally sensitive case. Which educator action best supports psychological safety?

- A. Set respectful discussion norms, acknowledge complexity, and invite multiple perspectives
- B. Call randomly on quiet students until each gives a personal opinion
- C. Avoid the topic because disagreement may create discomfort in class
- D. State the educator's position first so students know the preferred answer

36. Within a statewide nurse educator network, after receiving mixed learner feedback, which classroom action most clearly applies adult learning principles?

- A. Delay all application until students have memorized every definition
- B. Use instructor-selected examples unrelated to learners' professional goals
- C. Connect a new concept to learners' experience through a relevant problem
- D. Present content in a fixed sequence without explaining its usefulness

37. Within a college launching a revised curriculum, after receiving mixed learner feedback, a learner performs a psychomotor skill correctly in the laboratory but not in clinical practice. Which is the most defensible educator response?

- A. Assume anxiety is the cause and remove the learner from future practice
- B. Record a failing grade without collecting additional performance evidence
- C. Require the learner to reread the entire laboratory manual independently
- D. Observe performance in context and provide targeted coaching followed by another attempt

38. Within an academic clinical partnership, after receiving mixed learner feedback, which educator behavior best models evidence-based nursing practice during class?

- A. Present the newest article as automatically superior to all earlier evidence
- B. Explain how current evidence, clinical expertise, and patient preferences inform a decision
- C. Teach institutional tradition without examining its supporting evidence
- D. Ask learners to follow the educator's preferred approach without rationale

39. Within a faculty team reviewing learner progression, after receiving mixed learner feedback, a clinical partner reports inconsistent student preparation. What is the educator's best first action?

- A. Remove the clinical site immediately to prevent further disagreement
- B. Tell students that the partner alone will determine future requirements
- C. Defend the students before asking for examples of the concern
- D. Meet with the partner to clarify expectations and compare them with course outcomes

40. Within a school strengthening inclusive teaching, after receiving mixed learner feedback, an educator notices that lecture questions produce only one-word responses. Which revision best increases active learning?

- A. Provide the answer immediately and ask whether everyone understands

- B. Add more lecture slides so every content detail is presented
- C. Use a brief scenario, require an individual decision, then have peers compare rationales
- D. Ask the same recall question several times using different wording

41. Within a program evaluating simulation use, after receiving mixed learner feedback, which response demonstrates effective communication after a learner makes a medication error in simulation?

- A. Describe the observed action, explore the reasoning, and plan a safer approach
- B. Label the learner careless so the seriousness of the error is understood
- C. Discuss the learner's error with peers before speaking privately
- D. Focus only on the correct procedure and avoid asking about reasoning

42. Within a university committee on teaching quality, after receiving mixed learner feedback, a faculty member wants students to recognize early deterioration in an unfolding patient case. Which strategy is most appropriate?

- A. Provide a complete case summary and ask students to underline key terms
- B. Use a staged case that releases new findings and requires repeated clinical judgments
- C. Deliver a lecture reviewing every possible complication before discussion
- D. Assign a textbook chapter followed by a factual reading quiz

43. Within a nursing department expanding online delivery, after receiving mixed learner feedback, during debriefing, several learners describe only the tasks they completed. Which educator prompt best advances reflective thinking?

- A. What cues influenced your decisions, and what would you change next time?
- B. Would you prefer that I explain the correct actions before discussion?
- C. Which learner completed the greatest number of assigned procedures?
- D. Can everyone list the steps in the procedure from memory?

44. Within a program mentoring new educators, after receiving mixed learner feedback, a class includes learners with wide differences in prior clinical experience. Which is the most defensible initial teaching response?

- A. Give experienced learners different course outcomes from novice learners
- B. Teach only to the middle level and refer struggling learners elsewhere
- C. Assess prior knowledge and offer tiered activities linked to the same outcomes
- D. Allow each learner to choose whether required outcomes should be assessed

45. Within a community-focused nursing school, after receiving mixed learner feedback, which activity best helps prelicensure learners develop clinical judgment about competing patient priorities?

- A. Copy a completed care plan that demonstrates correct terminology
- B. Watch a recorded lecture without pausing for decision points
- C. Memorize a list of standard nursing diagnoses in alphabetical order
- D. Compare four patient reports and defend the order for immediate assessment

46. Within an interprofessional faculty council, after receiving mixed learner feedback, an educator is selecting technology for a hybrid course. Which action should occur first?

- A. Adopt the platform used by another course without reviewing its purpose
- B. Match the technology's functions to the learning outcome and learner access needs
- C. Select the newest platform because it has the most available features
- D. Require multiple applications so learners gain broad technical exposure

47. Within a program preparing its annual outcomes report, after receiving mixed learner feedback, students remain silent during a discussion of a culturally sensitive case. Which educator action best supports psychological safety?

- A. Call randomly on quiet students until each gives a personal opinion
- B. Avoid the topic because disagreement may create discomfort in class
- C. Set respectful discussion norms, acknowledge complexity, and invite multiple perspectives

D. State the educator's position first so students know the preferred answer

48. Within a statewide nurse educator network, before adopting a new instructional process, which classroom action most clearly applies adult learning principles?

- A. Connect a new concept to learners' experience through a relevant problem
- B. Delay all application until students have memorized every definition
- C. Use instructor-selected examples unrelated to learners' professional goals
- D. Present content in a fixed sequence without explaining its usefulness

49. Within a college launching a revised curriculum, before adopting a new instructional process, a learner performs a psychomotor skill correctly in the laboratory but not in clinical practice. Which is the most defensible educator response?

- A. Assume anxiety is the cause and remove the learner from future practice
- B. Record a failing grade without collecting additional performance evidence
- C. Require the learner to reread the entire laboratory manual independently
- D. Observe performance in context and provide targeted coaching followed by another attempt

50. Within an academic clinical partnership, before adopting a new instructional process, which educator behavior best models evidence-based nursing practice during class?

- A. Present the newest article as automatically superior to all earlier evidence
- B. Explain how current evidence, clinical expertise, and patient preferences inform a decision
- C. Teach institutional tradition without examining its supporting evidence
- D. Ask learners to follow the educator's preferred approach without rationale

51. Within a faculty team reviewing learner progression, before adopting a new instructional process, a clinical partner reports inconsistent student preparation. What is the educator's best first action?

- A. Remove the clinical site immediately to prevent further disagreement

- B. Meet with the partner to clarify expectations and compare them with course outcomes
- C. Tell students that the partner alone will determine future requirements
- D. Defend the students before asking for examples of the concern

52. Within a school strengthening inclusive teaching, before adopting a new instructional process, an educator notices that lecture questions produce only one-word responses. Which revision best increases active learning?

- A. Use a brief scenario, require an individual decision, then have peers compare rationales
- B. Provide the answer immediately and ask whether everyone understands
- C. Add more lecture slides so every content detail is presented
- D. Ask the same recall question several times using different wording

53. Within a program evaluating simulation use, before adopting a new instructional process, which response demonstrates effective communication after a learner makes a medication error in simulation?

- A. Label the learner careless so the seriousness of the error is understood
- B. Discuss the learner's error with peers before speaking privately
- C. Focus only on the correct procedure and avoid asking about reasoning
- D. Describe the observed action, explore the reasoning, and plan a safer approach

54. Within a university committee on teaching quality, before adopting a new instructional process, a faculty member wants students to recognize early deterioration in an unfolding patient case. Which strategy is most appropriate?

- A. Provide a complete case summary and ask students to underline key terms
- B. Deliver a lecture reviewing every possible complication before discussion
- C. Use a staged case that releases new findings and requires repeated clinical judgments
- D. Assign a textbook chapter followed by a factual reading quiz

55. Within a nursing department expanding online delivery, before adopting a new instructional process, a learner's transportation instability is causing missed clinical days. What is the educator's best response?

- A. Publicly remind the class that attendance rules apply equally
- B. Excuse all missed experiences without considering required outcomes
- C. Advise the learner to withdraw before exploring available assistance
- D. Discuss the barrier privately and identify policy-consistent supports and resources

56. Within a program mentoring new educators, before adopting a new instructional process, which peer-evaluation design is most likely to produce constructive feedback?

- A. Use explicit criteria, model specific comments, and require evidence for ratings
- B. Ask peers to assign final grades based on general impressions
- C. Use only positive comments so relationships within the group remain comfortable
- D. Allow anonymous ratings without criteria or examples of expected comments

57. Within a community-focused nursing school, before adopting a new instructional process, a learner receives difficult feedback and becomes defensive. Which action should the educator do?

- A. Debate the learner until the educator's interpretation is accepted
- B. End the meeting immediately and document unwillingness to learn
- C. Invite the learner's perspective, return to observable evidence, and develop an improvement plan
- D. Withdraw the feedback so the learner will feel supported

58. Within an interprofessional faculty council, before adopting a new instructional process, a first-generation college learner reports difficulty navigating university services. Which action should the educator do first?

- A. Assume the academic advisor is already addressing every concern
- B. Explore the learner's specific needs and connect the learner with appropriate resources
- C. Lower course outcomes so university services will not be needed
- D. Tell the learner to ask classmates which offices are most helpful

59. Within a program preparing its annual outcomes report, before adopting a new instructional process, a learner is uncertain about a long-term nursing role. Which advising approach is best?

- A. Help the learner identify strengths, explore options, and create measurable development goals
- B. Delay career discussion until the learner completes the entire program
- C. Choose a role for the learner based only on the highest course grade
- D. Recommend the specialty the educator personally found most rewarding

60. Within a statewide nurse educator network, during an item-analysis review, which activity best promotes professional socialization?

- A. Review the course calendar and identify all assignment due dates
- B. Memorize the names of professional organizations without applying them
- C. Analyze a practice dilemma using nursing values, standards, and role expectations
- D. Complete technical skills privately without receiving peer feedback

61. Within a college launching a revised curriculum, during an item-analysis review, a learner's transportation instability is causing missed clinical days. What is the educator's best response?

- A. Publicly remind the class that attendance rules apply equally
- B. Excuse all missed experiences without considering required outcomes
- C. Advise the learner to withdraw before exploring available assistance
- D. Discuss the barrier privately and identify policy-consistent supports and resources

62. Within an academic clinical partnership, during an item-analysis review, which peer-evaluation design is most likely to produce constructive feedback?

- A. Ask peers to assign final grades based on general impressions
- B. Use explicit criteria, model specific comments, and require evidence for ratings
- C. Use only positive comments so relationships within the group remain comfortable
- D. Allow anonymous ratings without criteria or examples of expected comments

63. Within a faculty team reviewing learner progression, during an item-analysis review, a learner receives difficult feedback and becomes defensive. Which action should the educator do?

- A. Debate the learner until the educator's interpretation is accepted
- B. Invite the learner's perspective, return to observable evidence, and develop an improvement plan
- C. End the meeting immediately and document unwillingness to learn
- D. Withdraw the feedback so the learner will feel supported

64. Within a school strengthening inclusive teaching, during an item-analysis review, a first-generation college learner reports difficulty navigating university services. Which action should the educator do first?

- A. Assume the academic advisor is already addressing every concern
- B. Lower course outcomes so university services will not be needed
- C. Tell the learner to ask classmates which offices are most helpful
- D. Explore the learner's specific needs and connect the learner with appropriate resources

65. Within a program evaluating simulation use, during an item-analysis review, a learner is uncertain about a long-term nursing role. Which advising approach is best?

- A. Help the learner identify strengths, explore options, and create measurable development goals
- B. Delay career discussion until the learner completes the entire program
- C. Choose a role for the learner based only on the highest course grade
- D. Recommend the specialty the educator personally found most rewarding

66. Within a university committee on teaching quality, during an item-analysis review, which activity best promotes professional socialization?

- A. Review the course calendar and identify all assignment due dates
- B. Memorize the names of professional organizations without applying them
- C. Analyze a practice dilemma using nursing values, standards, and role expectations
- D. Complete technical skills privately without receiving peer feedback

67. Within a nursing department expanding online delivery, during an item-analysis review, a learner's transportation instability is causing missed clinical days. What is the educator's best response?

- A. Discuss the barrier privately and identify policy-consistent supports and resources
- B. Publicly remind the class that attendance rules apply equally
- C. Excuse all missed experiences without considering required outcomes
- D. Advise the learner to withdraw before exploring available assistance

68. Within a program mentoring new educators, during an item-analysis review, which peer-evaluation design is most likely to produce constructive feedback?

- A. Ask peers to assign final grades based on general impressions
- B. Use explicit criteria, model specific comments, and require evidence for ratings
- C. Use only positive comments so relationships within the group remain comfortable
- D. Allow anonymous ratings without criteria or examples of expected comments

69. Within a community-focused nursing school, during an item-analysis review, a learner receives difficult feedback and becomes defensive. Which action should the educator do?

- A. Debate the learner until the educator's interpretation is accepted
- B. End the meeting immediately and document unwillingness to learn
- C. Withdraw the feedback so the learner will feel supported
- D. Invite the learner's perspective, return to observable evidence, and develop an improvement plan

70. Within an interprofessional faculty council, during an item-analysis review, a first-generation college learner reports difficulty navigating university services. Which action should the educator do first?

- A. Assume the academic advisor is already addressing every concern
- B. Lower course outcomes so university services will not be needed

- C. Explore the learner's specific needs and connect the learner with appropriate resources
- D. Tell the learner to ask classmates which offices are most helpful

71. Within a program preparing its annual outcomes report, during an item-analysis review, a learner is uncertain about a long-term nursing role. Which advising approach is best?

- A. Delay career discussion until the learner completes the entire program
- B. Choose a role for the learner based only on the highest course grade
- C. Recommend the specialty the educator personally found most rewarding
- D. Help the learner identify strengths, explore options, and create measurable development goals

72. Within a statewide nurse educator network, while coordinating with clinical partners, which activity best promotes professional socialization?

- A. Review the course calendar and identify all assignment due dates
- B. Memorize the names of professional organizations without applying them
- C. Analyze a practice dilemma using nursing values, standards, and role expectations
- D. Complete technical skills privately without receiving peer feedback

73. Within a college launching a revised curriculum, while coordinating with clinical partners, a learner's transportation instability is causing missed clinical days. What is the educator's best response?

- A. Publicly remind the class that attendance rules apply equally
- B. Discuss the barrier privately and identify policy-consistent supports and resources
- C. Excuse all missed experiences without considering required outcomes
- D. Advise the learner to withdraw before exploring available assistance

74. Within an academic clinical partnership, while coordinating with clinical partners, which peer-evaluation design is most likely to produce constructive feedback?

- A. Use explicit criteria, model specific comments, and require evidence for ratings

- B. Ask peers to assign final grades based on general impressions
- C. Use only positive comments so relationships within the group remain comfortable
- D. Allow anonymous ratings without criteria or examples of expected comments

75. Within a faculty team reviewing learner progression, while coordinating with clinical partners, a learner receives difficult feedback and becomes defensive. Which action should the educator do?

- A. Debate the learner until the educator's interpretation is accepted
- B. End the meeting immediately and document unwillingness to learn
- C. Withdraw the feedback so the learner will feel supported
- D. Invite the learner's perspective, return to observable evidence, and develop an improvement plan

76. Within a school strengthening inclusive teaching, while coordinating with clinical partners, after an exam, one distractor is selected by no learners. Which is the most defensible interpretation?

- A. The item is automatically valid because most learners answered correctly
- B. The entire examination must be discarded regardless of other statistics
- C. The distractor may be implausible and should be reviewed before reuse
- D. The keyed answer must be incorrect because the distractor was unused

77. Within a program evaluating simulation use, while coordinating with clinical partners, which assessment provides the strongest formative information during a unit?

- A. A low-stakes application task with feedback before the summative examination
- B. A transcript review completed during graduation clearance
- C. A final course grade reported after all instruction has ended
- D. A licensing examination taken after program completion

78. Within a university committee on teaching quality, while coordinating with clinical partners, an examination item has a negative discrimination index. Which is the most defensible first action?

- A. Keep the item because difficult questions always discriminate negatively
- B. Review the key, wording, content alignment, and response patterns for a flawed item
- C. Award extra points only to the highest-scoring learners
- D. Remove several strong distractors so the item becomes easier

79. Within a nursing department expanding online delivery, while coordinating with clinical partners, which evidence best supports the content validity of a course examination?

- A. Positive student comments about the appearance of the examination
- B. Consistent use of the same number of words in every option
- C. A high average score from one unusually strong student cohort
- D. A blueprint linking items to outcomes, content areas, and intended cognitive levels

80. Within a program mentoring new educators, while coordinating with clinical partners, a faculty team wants to assess an affective outcome about professional accountability. Which method is most appropriate?

- A. A checklist recording only whether required equipment was available
- B. A single multiple-choice question asking for the definition of accountability
- C. Repeated observation with behaviorally anchored criteria across authentic situations
- D. A timed calculation test completed without any practice context

81. Within a community-focused nursing school, while coordinating with clinical partners, what is the primary purpose of a well-designed rubric?

- A. Communicate criteria and performance levels to guide judgments and feedback
- B. Replace educator judgment with a completely automatic scoring process
- C. Ensure every learner receives the same score on a complex task
- D. Measure only factual recall regardless of the assigned learning outcome

82. Within an interprofessional faculty council, while coordinating with clinical partners, after an exam, one distractor is selected by no learners. Which is the most defensible interpretation?

- A. The item is automatically valid because most learners answered correctly
- B. The entire examination must be discarded regardless of other statistics
- C. The distractor may be implausible and should be reviewed before reuse
- D. The keyed answer must be incorrect because the distractor was unused

83. Within a program preparing its annual outcomes report, while coordinating with clinical partners, which assessment provides the strongest formative information during a unit?

- A. A transcript review completed during graduation clearance
- B. A low-stakes application task with feedback before the summative examination
- C. A final course grade reported after all instruction has ended
- D. A licensing examination taken after program completion

84. Within a statewide nurse educator network, after evaluating resource use, an examination item has a negative discrimination index. Which is the most defensible first action?

- A. Keep the item because difficult questions always discriminate negatively
- B. Award extra points only to the highest-scoring learners
- C. Remove several strong distractors so the item becomes easier
- D. Review the key, wording, content alignment, and response patterns for a flawed item

85. Within a college launching a revised curriculum, after evaluating resource use, which evidence best supports the content validity of a course examination?

- A. Positive student comments about the appearance of the examination
- B. A blueprint linking items to outcomes, content areas, and intended cognitive levels
- C. Consistent use of the same number of words in every option
- D. A high average score from one unusually strong student cohort

86. Within an academic clinical partnership, after evaluating resource use, a faculty team wants to assess an affective outcome about professional accountability. Which method is most appropriate?

- A. Repeated observation with behaviorally anchored criteria across authentic situations
- B. A checklist recording only whether required equipment was available
- C. A single multiple-choice question asking for the definition of accountability
- D. A timed calculation test completed without any practice context

87. Within a faculty team reviewing learner progression, after evaluating resource use, what is the primary purpose of a well-designed rubric?

- A. Communicate criteria and performance levels to guide judgments and feedback
- B. Replace educator judgment with a completely automatic scoring process
- C. Ensure every learner receives the same score on a complex task
- D. Measure only factual recall regardless of the assigned learning outcome

88. Within a school strengthening inclusive teaching, after evaluating resource use, after an exam, one distractor is selected by no learners. Which is the most defensible interpretation?

- A. The item is automatically valid because most learners answered correctly
- B. The entire examination must be discarded regardless of other statistics
- C. The keyed answer must be incorrect because the distractor was unused
- D. The distractor may be implausible and should be reviewed before reuse

89. Within a program evaluating simulation use, after evaluating resource use, which assessment provides the strongest formative information during a unit?

- A. A transcript review completed during graduation clearance
- B. A final course grade reported after all instruction has ended
- C. A low-stakes application task with feedback before the summative examination
- D. A licensing examination taken after program completion

90. Within a university committee on teaching quality, after evaluating resource use, an examination item has a negative discrimination index. Which is the most defensible first action?

- A. Keep the item because difficult questions always discriminate negatively
- B. Review the key, wording, content alignment, and response patterns for a flawed item
- C. Award extra points only to the highest-scoring learners
- D. Remove several strong distractors so the item becomes easier

91. Within a nursing department expanding online delivery, after evaluating resource use, which evidence best supports the content validity of a course examination?

- A. Positive student comments about the appearance of the examination
- B. Consistent use of the same number of words in every option
- C. A high average score from one unusually strong student cohort
- D. A blueprint linking items to outcomes, content areas, and intended cognitive levels

92. Within a program mentoring new educators, after evaluating resource use, a faculty team wants to assess an affective outcome about professional accountability. Which method is most appropriate?

- A. A checklist recording only whether required equipment was available
- B. Repeated observation with behaviorally anchored criteria across authentic situations
- C. A single multiple-choice question asking for the definition of accountability
- D. A timed calculation test completed without any practice context

93. Within a community-focused nursing school, after evaluating resource use, what is the primary purpose of a well-designed rubric?

- A. Replace educator judgment with a completely automatic scoring process
- B. Ensure every learner receives the same score on a complex task
- C. Communicate criteria and performance levels to guide judgments and feedback
- D. Measure only factual recall regardless of the assigned learning outcome

94. Within an interprofessional faculty council, after evaluating resource use, after an exam, one distractor is selected by no learners. Which is the most defensible interpretation?

- A. The distractor may be implausible and should be reviewed before reuse
- B. The item is automatically valid because most learners answered correctly
- C. The entire examination must be discarded regardless of other statistics
- D. The keyed answer must be incorrect because the distractor was unused

95. Within a program preparing its annual outcomes report, after evaluating resource use, which assessment provides the strongest formative information during a unit?

- A. A low-stakes application task with feedback before the summative examination
- B. A transcript review completed during graduation clearance
- C. A final course grade reported after all instruction has ended
- D. A licensing examination taken after program completion

96. Within a statewide nurse educator network, during a professional-development session, an examination item has a negative discrimination index. Which is the most defensible first action?

- A. Keep the item because difficult questions always discriminate negatively
- B. Award extra points only to the highest-scoring learners
- C. Review the key, wording, content alignment, and response patterns for a flawed item
- D. Remove several strong distractors so the item becomes easier

97. Within a college launching a revised curriculum, during a professional-development session, when designing a program evaluation plan, what is essential?

- A. Assign all evaluation work to one person without faculty participation
- B. Collect any available data first and decide its purpose afterward
- C. Use only graduation rates because one measure simplifies reporting
- D. Define outcomes, indicators, data sources, benchmarks, timing, and responsible parties

98. Within an academic clinical partnership, during a professional-development session, a program outcome emphasizes interprofessional collaboration. Which learning experience is best aligned?

- A. An independent nursing paper describing the definition of collaboration
- B. A team-based case with learners from multiple professions and shared evaluation criteria
- C. A faculty lecture listing the roles of other health professions
- D. A nursing-only quiz requiring recall of professional organization names

99. Within a faculty team reviewing learner progression, during a professional-development session, which course outcome is written at the most measurable level?

- A. Appreciate professional communication with members of the team
- B. Know major concepts related to adult health nursing practice
- C. Prioritize nursing interventions for patients with rapidly changing conditions
- D. Understand the importance of safe nursing care in every setting

100. Within a school strengthening inclusive teaching, during a professional-development session, a curriculum committee identifies a gap between program outcomes and clinical experiences. Which action should it do first?

- A. Map outcomes across courses and experiences to locate the specific gap
- B. Replace clinical experiences with lectures throughout the program
- C. Add a new course before examining the existing curriculum
- D. Increase every course's credit hours by the same amount

101. Within a program evaluating simulation use, during a professional-development session, which finding most strongly supports a curricular revision?

- A. One learner dislikes the order of topics in a single course
- B. A faculty member prefers a textbook with a different chapter sequence
- C. A clinical partner makes an isolated comment without supporting examples
- D. Triangulated outcome data show a persistent weakness across cohorts and measures

102. Within a university committee on teaching quality, during a professional-development session, when designing a program evaluation plan, what is essential?

- A. Use only graduation rates because one measure simplifies reporting
- B. Define outcomes, indicators, data sources, benchmarks, timing, and responsible parties
- C. Assign all evaluation work to one person without faculty participation
- D. Collect any available data first and decide its purpose afterward

103. Within a nursing department expanding online delivery, during a professional-development session, a program outcome emphasizes interprofessional collaboration. Which learning experience is best aligned?

- A. A nursing-only quiz requiring recall of professional organization names
- B. A team-based case with learners from multiple professions and shared evaluation criteria
- C. An independent nursing paper describing the definition of collaboration
- D. A faculty lecture listing the roles of other health professions

104. Within a program mentoring new educators, during a professional-development session, which course outcome is written at the most measurable level?

- A. Prioritize nursing interventions for patients with rapidly changing conditions
- B. Understand the importance of safe nursing care in every setting
- C. Appreciate professional communication with members of the team
- D. Know major concepts related to adult health nursing practice

105. Within a community-focused nursing school, during a professional-development session, a curriculum committee identifies a gap between program outcomes and clinical experiences. Which action should it do first?

- A. Increase every course's credit hours by the same amount
- B. Replace clinical experiences with lectures throughout the program
- C. Add a new course before examining the existing curriculum

D. Map outcomes across courses and experiences to locate the specific gap

106. Within an interprofessional faculty council, during a professional-development session, which finding most strongly supports a curricular revision?

- A. A clinical partner makes an isolated comment without supporting examples
- B. One learner dislikes the order of topics in a single course
- C. Triangulated outcome data show a persistent weakness across cohorts and measures
- D. A faculty member prefers a textbook with a different chapter sequence

107. Within a program preparing its annual outcomes report, during a professional-development session, when designing a program evaluation plan, what is essential?

- A. Collect any available data first and decide its purpose afterward
- B. Use only graduation rates because one measure simplifies reporting
- C. Define outcomes, indicators, data sources, benchmarks, timing, and responsible parties
- D. Assign all evaluation work to one person without faculty participation

108. Within a statewide nurse educator network, while revising program policies, a program outcome emphasizes interprofessional collaboration. Which learning experience is best aligned?

- A. A faculty lecture listing the roles of other health professions
- B. A team-based case with learners from multiple professions and shared evaluation criteria
- C. A nursing-only quiz requiring recall of professional organization names
- D. An independent nursing paper describing the definition of collaboration

109. Within a college launching a revised curriculum, while revising program policies, which course outcome is written at the most measurable level?

- A. Prioritize nursing interventions for patients with rapidly changing conditions
- B. Know major concepts related to adult health nursing practice

- C. Understand the importance of safe nursing care in every setting
- D. Appreciate professional communication with members of the team

110. Within an academic clinical partnership, while revising program policies, a curriculum committee identifies a gap between program outcomes and clinical experiences. Which action should it do first?

- A. Add a new course before examining the existing curriculum
- B. Increase every course's credit hours by the same amount
- C. Replace clinical experiences with lectures throughout the program
- D. Map outcomes across courses and experiences to locate the specific gap

111. Within a faculty team reviewing learner progression, while revising program policies, which finding most strongly supports a curricular revision?

- A. A faculty member prefers a textbook with a different chapter sequence
- B. A clinical partner makes an isolated comment without supporting examples
- C. One learner dislikes the order of topics in a single course
- D. Triangulated outcome data show a persistent weakness across cohorts and measures

112. Within a school strengthening inclusive teaching, while revising program policies, which leadership action most effectively supports interprofessional education?

- A. Invite another profession to deliver an unrelated guest lecture
- B. Teach nursing learners to make all team decisions independently
- C. Create shared outcomes, role clarity, and joint learning experiences with partner disciplines
- D. Evaluate each profession using conflicting expectations and terminology

113. Within a program evaluating simulation use, while revising program policies, faculty members resist a proposed curriculum change. What is the leader's best initial strategy?

- A. Characterize resistance as unprofessional and exclude dissenting faculty

- B. Engage faculty in reviewing the evidence, concerns, and shared need for change
- C. Delay all discussion until external pressure makes change unavoidable
- D. Announce immediate implementation before discussing anticipated effects

114. Within a university committee on teaching quality, while revising program policies, which action best demonstrates conflict management?

- A. Clarify interests, establish common goals, and facilitate a mutually workable plan
- B. Focus discussion on personalities rather than the disputed process
- C. Avoid the disagreement until one party independently withdraws
- D. Select the position held by the faculty member with greater seniority

115. Within a nursing department expanding online delivery, while revising program policies, an external regulatory change affects clinical placements. Which action should the nurse educator leader do first?

- A. Continue current practices until a formal penalty is imposed
- B. Revise every course outcome without reviewing the regulation
- C. Assess the change's implications with stakeholders and identify required adaptations
- D. Delegate the entire response to one clinical instructor

116. Within a program mentoring new educators, while revising program policies, which leadership action most effectively supports interprofessional education?

- A. Create shared outcomes, role clarity, and joint learning experiences with partner disciplines
- B. Teach nursing learners to make all team decisions independently
- C. Evaluate each profession using conflicting expectations and terminology
- D. Invite another profession to deliver an unrelated guest lecture

117. Within a community-focused nursing school, while revising program policies, faculty members resist a proposed curriculum change. What is the leader's best initial strategy?

- A. Delay all discussion until external pressure makes change unavoidable
- B. Engage faculty in reviewing the evidence, concerns, and shared need for change
- C. Announce immediate implementation before discussing anticipated effects
- D. Characterize resistance as unprofessional and exclude dissenting faculty

118. Within an interprofessional faculty council, while revising program policies, which action best demonstrates conflict management?

- A. Avoid the disagreement until one party independently withdraws
- B. Select the position held by the faculty member with greater seniority
- C. Focus discussion on personalities rather than the disputed process
- D. Clarify interests, establish common goals, and facilitate a mutually workable plan

119. Within a program preparing its annual outcomes report, while revising program policies, an external regulatory change affects clinical placements. Which action should the nurse educator leader do first?

- A. Revise every course outcome without reviewing the regulation
- B. Assess the change's implications with stakeholders and identify required adaptations
- C. Delegate the entire response to one clinical instructor
- D. Continue current practices until a formal penalty is imposed

120. Within a statewide nurse educator network, after examining stakeholder priorities, which leadership action most effectively supports interprofessional education?

- A. Create shared outcomes, role clarity, and joint learning experiences with partner disciplines
- B. Evaluate each profession using conflicting expectations and terminology
- C. Invite another profession to deliver an unrelated guest lecture
- D. Teach nursing learners to make all team decisions independently

121. Within a college launching a revised curriculum, after examining stakeholder priorities, faculty members resist a proposed curriculum change. What is the leader's best initial strategy?

- A. Announce immediate implementation before discussing anticipated effects
- B. Characterize resistance as unprofessional and exclude dissenting faculty
- C. Engage faculty in reviewing the evidence, concerns, and shared need for change
- D. Delay all discussion until external pressure makes change unavoidable

122. Within an academic clinical partnership, after examining stakeholder priorities, which action best demonstrates conflict management?

- A. Select the position held by the faculty member with greater seniority
- B. Focus discussion on personalities rather than the disputed process
- C. Avoid the disagreement until one party independently withdraws
- D. Clarify interests, establish common goals, and facilitate a mutually workable plan

123. Within a faculty team reviewing learner progression, after examining stakeholder priorities, after receiving consistent feedback that instructions are unclear, what should the educator do?

- A. Revise the instructions, test them with users, and evaluate whether confusion decreases
- B. Remove the assignment so no further feedback can be generated
- C. Keep the instructions unchanged until a formal grievance is filed
- D. Explain that learners are responsible for interpreting all written directions

124. Within a school strengthening inclusive teaching, after examining stakeholder priorities, which professional-development goal is best constructed?

- A. Read general education articles but make no planned practice change
- B. Complete assessment-design training and revise two exams using item analysis this year
- C. Become a better educator whenever sufficient time becomes available
- D. Attend as many professional meetings as possible without a focus

125. Within a program evaluating simulation use, after examining stakeholder priorities, an educator is balancing teaching, service, and scholarship demands. Which is the most defensible approach?

- A. Accept every opportunity so colleagues view the educator as committed
- B. Eliminate reflective practice because it does not produce immediate output
- C. Ignore institutional expectations and focus only on personally preferred work
- D. Align priorities with role expectations, set boundaries, and review workload with a mentor

126. Within a university committee on teaching quality, after examining stakeholder priorities, which evidence is most useful for an educator's annual self-evaluation?

- A. The number of lecture slides created during the academic year
- B. A comparison based only on another faculty member's course grades
- C. Patterns across learner outcomes, peer feedback, self-reflection, and teaching evidence
- D. One favorable learner comment selected from the final evaluation

127. Within a nursing department expanding online delivery, after examining stakeholder priorities, after receiving consistent feedback that instructions are unclear, what should the educator do?

- A. Keep the instructions unchanged until a formal grievance is filed
- B. Explain that learners are responsible for interpreting all written directions
- C. Revise the instructions, test them with users, and evaluate whether confusion decreases
- D. Remove the assignment so no further feedback can be generated

128. Within a program mentoring new educators, after examining stakeholder priorities, which professional-development goal is best constructed?

- A. Become a better educator whenever sufficient time becomes available
- B. Attend as many professional meetings as possible without a focus
- C. Read general education articles but make no planned practice change
- D. Complete assessment-design training and revise two exams using item analysis this year

129. Within a community-focused nursing school, after examining stakeholder priorities, an educator is balancing teaching, service, and scholarship demands. Which is the most defensible approach?

- A. Align priorities with role expectations, set boundaries, and review workload with a mentor
- B. Eliminate reflective practice because it does not produce immediate output
- C. Ignore institutional expectations and focus only on personally preferred work
- D. Accept every opportunity so colleagues view the educator as committed

130. Within an interprofessional faculty council, after examining stakeholder priorities, which evidence is most useful for an educator's annual self-evaluation?

- A. A comparison based only on another faculty member's course grades
- B. Patterns across learner outcomes, peer feedback, self-reflection, and teaching evidence
- C. One favorable learner comment selected from the final evaluation
- D. The number of lecture slides created during the academic year

131. Within a program preparing its annual outcomes report, after examining stakeholder priorities, after receiving consistent feedback that instructions are unclear, what should the educator do?

- A. Explain that learners are responsible for interpreting all written directions
- B. Remove the assignment so no further feedback can be generated
- C. Revise the instructions, test them with users, and evaluate whether confusion decreases
- D. Keep the instructions unchanged until a formal grievance is filed

132. Within a statewide nurse educator network, during a continuous-improvement review, which professional-development goal is best constructed?

- A. Complete assessment-design training and revise two exams using item analysis this year
- B. Attend as many professional meetings as possible without a focus
- C. Read general education articles but make no planned practice change
- D. Become a better educator whenever sufficient time becomes available

133. Within a college launching a revised curriculum, during a continuous-improvement review, which practice best demonstrates scholarly integrity?

- A. Exclude inconvenient observations solely to strengthen the conclusion
- B. Change the analysis plan after viewing results without disclosure
- C. List an author who made no meaningful scholarly contribution
- D. Report methods and findings transparently, including limitations and unexpected results

134. Within an academic clinical partnership, during a continuous-improvement review, a nurse educator wants to begin a scholarly project. Which action should occur first?

- A. Choose a journal before clarifying the purpose of the project
- B. Define a meaningful question and review existing evidence to identify the gap
- C. Collect large amounts of data without a guiding question
- D. Select a preferred conclusion and design activities to support it

135. Within a faculty team reviewing learner progression, during a continuous-improvement review, a faculty member evaluates a new teaching strategy and finds improved outcomes. What best advances scholarship?

- A. Use a rigorous approach, critically interpret findings, and disseminate them for peer review
- B. Claim effectiveness without describing methods or limitations
- C. Share only positive results and omit findings that complicate conclusions
- D. Keep the results private because they arose from local teaching

136. Within a school strengthening inclusive teaching, during a continuous-improvement review, which practice best demonstrates scholarly integrity?

- A. Exclude inconvenient observations solely to strengthen the conclusion
- B. Change the analysis plan after viewing results without disclosure
- C. Report methods and findings transparently, including limitations and unexpected results
- D. List an author who made no meaningful scholarly contribution

137. Within a program evaluating simulation use, during a continuous-improvement review, a nurse educator wants to begin a scholarly project. Which action should occur first?

- A. Choose a journal before clarifying the purpose of the project
- B. Collect large amounts of data without a guiding question
- C. Select a preferred conclusion and design activities to support it
- D. Define a meaningful question and review existing evidence to identify the gap

138. Within a university committee on teaching quality, during a continuous-improvement review, a faculty member evaluates a new teaching strategy and finds improved outcomes. What best advances scholarship?

- A. Claim effectiveness without describing methods or limitations
- B. Use a rigorous approach, critically interpret findings, and disseminate them for peer review
- C. Share only positive results and omit findings that complicate conclusions
- D. Keep the results private because they arose from local teaching

139. Within a nursing department expanding online delivery, during a continuous-improvement review, which practice best demonstrates scholarly integrity?

- A. Exclude inconvenient observations solely to strengthen the conclusion
- B. Report methods and findings transparently, including limitations and unexpected results
- C. Change the analysis plan after viewing results without disclosure
- D. List an author who made no meaningful scholarly contribution

140. Within a program mentoring new educators, during a continuous-improvement review, a nurse educator wants to begin a scholarly project. Which action should occur first?

- A. Define a meaningful question and review existing evidence to identify the gap
- B. Choose a journal before clarifying the purpose of the project
- C. Collect large amounts of data without a guiding question
- D. Select a preferred conclusion and design activities to support it

141. Within a community-focused nursing school, during a continuous-improvement review, which social-media behavior best maintains professional role boundaries?

- A. Accept every learner request on a personal account to demonstrate support
- B. Discuss identifiable learner performance in a closed social group
- C. Use institutionally appropriate channels and avoid private relationships that blur educator authority
- D. Post clinical-site concerns before using established reporting processes

142. Within an interprofessional faculty council, during a continuous-improvement review, a department is asked to reduce expenses. What is the educator's best contribution to budgeting?

- A. Eliminate high-cost experiences without assessing educational consequences
- B. Base priorities on which faculty member argues most strongly
- C. Request the previous budget unchanged without examining current use
- D. Relate resource requests to outcomes, risks, utilization data, and strategic priorities

143. Within a program preparing its annual outcomes report, during a continuous-improvement review, which action best supports a civil academic climate?

- A. Discuss the individual informally with colleagues who are uninvolved
- B. Ignore incivility unless it produces a formal legal complaint
- C. Address disrespectful behavior promptly using shared standards and restorative dialogue
- D. Respond publicly with similar language to demonstrate authority

144. Within a statewide nurse educator network, while responding to a change in learner needs, a faculty proposal conflicts with the university mission. Which is the most defensible next step?

- A. Reconsider the proposal's alignment and revise it with relevant stakeholders
- B. Proceed because nursing programs are independent of institutional priorities
- C. Avoid documenting the conflict so approval is more likely

D. Ask learners to advocate publicly before faculty governance review

145. Within a college launching a revised curriculum, while responding to a change in learner needs, which social-media behavior best maintains professional role boundaries?

- A. Discuss identifiable learner performance in a closed social group
- B. Use institutionally appropriate channels and avoid private relationships that blur educator authority
- C. Post clinical-site concerns before using established reporting processes
- D. Accept every learner request on a personal account to demonstrate support

146. Within an academic clinical partnership, while responding to a change in learner needs, a department is asked to reduce expenses. What is the educator's best contribution to budgeting?

- A. Base priorities on which faculty member argues most strongly
- B. Request the previous budget unchanged without examining current use
- C. Eliminate high-cost experiences without assessing educational consequences
- D. Relate resource requests to outcomes, risks, utilization data, and strategic priorities

147. Within a faculty team reviewing learner progression, while responding to a change in learner needs, which action best supports a civil academic climate?

- A. Ignore incivility unless it produces a formal legal complaint
- B. Respond publicly with similar language to demonstrate authority
- C. Discuss the individual informally with colleagues who are uninvolved
- D. Address disrespectful behavior promptly using shared standards and restorative dialogue

148. Within a school strengthening inclusive teaching, while responding to a change in learner needs, a faculty proposal conflicts with the university mission. Which is the most defensible next step?

- A. Avoid documenting the conflict so approval is more likely
- B. Ask learners to advocate publicly before faculty governance review

- C. Reconsider the proposal's alignment and revise it with relevant stakeholders
- D. Proceed because nursing programs are independent of institutional priorities

149. Within a program evaluating simulation use, while responding to a change in learner needs, which social-media behavior best maintains professional role boundaries?

- A. Use institutionally appropriate channels and avoid private relationships that blur educator authority
- B. Post clinical-site concerns before using established reporting processes
- C. Accept every learner request on a personal account to demonstrate support
- D. Discuss identifiable learner performance in a closed social group

150. Within a university committee on teaching quality, while responding to a change in learner needs, a department is asked to reduce expenses. What is the educator's best contribution to budgeting?

- A. Request the previous budget unchanged without examining current use
- B. Relate resource requests to outcomes, risks, utilization data, and strategic priorities
- C. Eliminate high-cost experiences without assessing educational consequences
- D. Base priorities on which faculty member argues most strongly

Practice Exam 11: Answer Key and Explanations

1. B — Observe performance in context and provide targeted coaching followed by another attempt is the best response because Contextual observation identifies the actual performance gap, and coached deliberate practice supports transfer to clinical settings. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

2. A — Explain how current evidence, clinical expertise, and patient preferences inform a decision is the best response because Evidence-based practice integrates research, expertise, circumstances, and patient values instead of relying on novelty or authority alone. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore.

3. C — Meet with the partner to clarify expectations and compare them with course outcomes is the best response because Collaborative clarification gathers evidence, aligns expectations, and protects the educational partnership before solutions are selected. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

4. D — Use a brief scenario, require an individual decision, then have peers compare rationales is the best response because Individual commitment followed by peer comparison creates retrieval, application, explanation, and feedback within a manageable activity. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore.

5. A — Describe the observed action, explore the reasoning, and plan a safer approach is the best response because Specific, nonjudgmental feedback examines both behavior and reasoning while maintaining dignity and a focus on safety. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

6. B — Use a staged case that releases new findings and requires repeated clinical judgments is the best response because An unfolding case requires learners to interpret changing cues, prioritize hypotheses, and revise decisions as new evidence appears. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action.

7. D — What cues influenced your decisions, and what would you change next time? is the best response because The prompt moves learners beyond description toward analysis of cues, reasoning, consequences, and future improvement. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

8. A — Assess prior knowledge and offer tiered activities linked to the same outcomes is the best response because Diagnostic assessment and tiered learning preserve common outcomes while providing appropriate challenge and support. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

9. B — Compare four patient reports and defend the order for immediate assessment is the best response because Prioritization with justification makes learners notice cues, weigh risk, and explain decisions rather than merely recall facts. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

10. C — Match the technology's functions to the learning outcome and learner access needs is the best response because Technology should be chosen for alignment, accessibility, usability, and its contribution to the intended learning process. The response uses evidence and preserves alignment

among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

11. D — Set respectful discussion norms, acknowledge complexity, and invite multiple perspectives is the best response because Explicit norms and an open invitation reduce interpersonal risk while preserving rigorous discussion of complex viewpoints. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

12. C — Connect a new concept to learners' experience through a relevant problem is the best response because Adult learners benefit when content is relevant, problem centered, and connected to experience they can examine critically. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

13. A — Observe performance in context and provide targeted coaching followed by another attempt is the best response because Contextual observation identifies the actual performance gap, and coached deliberate practice supports transfer to clinical settings. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

14. B — Explain how current evidence, clinical expertise, and patient preferences inform a decision is the best response because Evidence-based practice integrates research, expertise, circumstances, and patient values instead of relying on novelty or authority alone. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore.

15. C — Meet with the partner to clarify expectations and compare them with course outcomes is the best response because Collaborative clarification gathers evidence, aligns expectations, and protects the educational partnership before solutions are selected. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

16. B — Use a brief scenario, require an individual decision, then have peers compare rationales is the best response because Individual commitment followed by peer comparison creates retrieval, application, explanation, and feedback within a manageable activity. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore.

17. A — Describe the observed action, explore the reasoning, and plan a safer approach is the best response because Specific, nonjudgmental feedback examines both behavior and reasoning while maintaining dignity and a focus on safety. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

18. D — Use a staged case that releases new findings and requires repeated clinical judgments is the best response because An unfolding case requires learners to interpret changing cues, prioritize hypotheses, and revise decisions as new evidence appears. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action.

19. A — What cues influenced your decisions, and what would you change next time? is the best response because The prompt moves learners beyond description toward analysis of cues, reasoning, consequences, and future improvement. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

20. C — Assess prior knowledge and offer tiered activities linked to the same outcomes is the best response because Diagnostic assessment and tiered learning preserve common outcomes while providing appropriate challenge and support. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

21. B — Compare four patient reports and defend the order for immediate assessment is the best response because Prioritization with justification makes learners notice cues, weigh risk, and explain decisions rather than merely recall facts. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

22. D — Match the technology's functions to the learning outcome and learner access needs is the best response because Technology should be chosen for alignment, accessibility, usability, and its contribution to the intended learning process. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

23. B — Set respectful discussion norms, acknowledge complexity, and invite multiple perspectives is the best response because Explicit norms and an open invitation reduce interpersonal risk while preserving rigorous discussion of complex viewpoints. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

24. D — Connect a new concept to learners' experience through a relevant problem is the best response because Adult learners benefit when content is relevant, problem centered, and connected to experience they can examine critically. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

25. C — Observe performance in context and provide targeted coaching followed by another attempt is the best response because Contextual observation identifies the actual performance gap, and coached deliberate practice supports transfer to clinical settings. The response uses evidence and preserves

alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

26. A — Explain how current evidence, clinical expertise, and patient preferences inform a decision is the best response because Evidence-based practice integrates research, expertise, circumstances, and patient values instead of relying on novelty or authority alone. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore.

27. C — Meet with the partner to clarify expectations and compare them with course outcomes is the best response because Collaborative clarification gathers evidence, aligns expectations, and protects the educational partnership before solutions are selected. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

28. A — Use a brief scenario, require an individual decision, then have peers compare rationales is the best response because Individual commitment followed by peer comparison creates retrieval, application, explanation, and feedback within a manageable activity. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore.

29. B — Describe the observed action, explore the reasoning, and plan a safer approach is the best response because Specific, nonjudgmental feedback examines both behavior and reasoning while maintaining dignity and a focus on safety. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

30. D — Use a staged case that releases new findings and requires repeated clinical judgments is the best response because An unfolding case requires learners to interpret changing cues, prioritize hypotheses, and revise decisions as new evidence appears. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action.

31. D — What cues influenced your decisions, and what would you change next time? is the best response because The prompt moves learners beyond description toward analysis of cues, reasoning, consequences, and future improvement. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

32. B — Assess prior knowledge and offer tiered activities linked to the same outcomes is the best response because Diagnostic assessment and tiered learning preserve common outcomes while providing appropriate challenge and support. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

33. A — Compare four patient reports and defend the order for immediate assessment is the best response because Prioritization with justification makes learners notice cues, weigh risk, and explain decisions rather than merely recall facts. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

34. C — Match the technology's functions to the learning outcome and learner access needs is the best response because Technology should be chosen for alignment, accessibility, usability, and its contribution to the intended learning process. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

35. A — Set respectful discussion norms, acknowledge complexity, and invite multiple perspectives is the best response because Explicit norms and an open invitation reduce interpersonal risk while preserving rigorous discussion of complex viewpoints. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

36. C — Connect a new concept to learners' experience through a relevant problem is the best response because Adult learners benefit when content is relevant, problem centered, and connected to experience they can examine critically. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

37. D — Observe performance in context and provide targeted coaching followed by another attempt is the best response because Contextual observation identifies the actual performance gap, and coached deliberate practice supports transfer to clinical settings. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

38. B — Explain how current evidence, clinical expertise, and patient preferences inform a decision is the best response because Evidence-based practice integrates research, expertise, circumstances, and patient values instead of relying on novelty or authority alone. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore.

39. D — Meet with the partner to clarify expectations and compare them with course outcomes is the best response because Collaborative clarification gathers evidence, aligns expectations, and protects the educational partnership before solutions are selected. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

40. C — Use a brief scenario, require an individual decision, then have peers compare rationales is the best response because Individual commitment followed by peer comparison creates retrieval, application, explanation, and feedback within a manageable activity. The response uses evidence and

preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore.

41. A — Describe the observed action, explore the reasoning, and plan a safer approach is the best response because Specific, nonjudgmental feedback examines both behavior and reasoning while maintaining dignity and a focus on safety. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

42. B — Use a staged case that releases new findings and requires repeated clinical judgments is the best response because An unfolding case requires learners to interpret changing cues, prioritize hypotheses, and revise decisions as new evidence appears. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action.

43. A — What cues influenced your decisions, and what would you change next time? is the best response because The prompt moves learners beyond description toward analysis of cues, reasoning, consequences, and future improvement. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

44. C — Assess prior knowledge and offer tiered activities linked to the same outcomes is the best response because Diagnostic assessment and tiered learning preserve common outcomes while providing appropriate challenge and support. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

45. D — Compare four patient reports and defend the order for immediate assessment is the best response because Prioritization with justification makes learners notice cues, weigh risk, and explain decisions rather than merely recall facts. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

46. B — Match the technology's functions to the learning outcome and learner access needs is the best response because Technology should be chosen for alignment, accessibility, usability, and its contribution to the intended learning process. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

47. C — Set respectful discussion norms, acknowledge complexity, and invite multiple perspectives is the best response because Explicit norms and an open invitation reduce interpersonal risk while preserving rigorous discussion of complex viewpoints. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

48. A — Connect a new concept to learners' experience through a relevant problem is the best response because Adult learners benefit when content is relevant, problem centered, and connected to experience they can examine critically. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

49. D — Observe performance in context and provide targeted coaching followed by another attempt is the best response because Contextual observation identifies the actual performance gap, and coached deliberate practice supports transfer to clinical settings. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

50. B — Explain how current evidence, clinical expertise, and patient preferences inform a decision is the best response because Evidence-based practice integrates research, expertise, circumstances, and patient values instead of relying on novelty or authority alone. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore.

51. B — Meet with the partner to clarify expectations and compare them with course outcomes is the best response because Collaborative clarification gathers evidence, aligns expectations, and protects the educational partnership before solutions are selected. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

52. A — Use a brief scenario, require an individual decision, then have peers compare rationales is the best response because Individual commitment followed by peer comparison creates retrieval, application, explanation, and feedback within a manageable activity. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore.

53. D — Describe the observed action, explore the reasoning, and plan a safer approach is the best response because Specific, nonjudgmental feedback examines both behavior and reasoning while maintaining dignity and a focus on safety. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

54. C — Use a staged case that releases new findings and requires repeated clinical judgments is the best response because An unfolding case requires learners to interpret changing cues, prioritize hypotheses, and revise decisions as new evidence appears. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action.

55. D — Discuss the barrier privately and identify policy-consistent supports and resources is the best response because A private, resource-oriented response addresses a social determinant of learning while maintaining transparent academic requirements. The response uses evidence and preserves alignment

among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

56. A — Use explicit criteria, model specific comments, and require evidence for ratings is the best response because Criteria and modeling improve reliability, specificity, fairness, and the usefulness of peer feedback. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational.

57. C — Invite the learner's perspective, return to observable evidence, and develop an improvement plan is the best response because Listening and returning to evidence can reduce defensiveness while keeping accountability and future performance central. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

58. B — Explore the learner's specific needs and connect the learner with appropriate resources is the best response because Individual assessment avoids assumptions and enables a purposeful referral while preserving expectations and learner agency. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

59. A — Help the learner identify strengths, explore options, and create measurable development goals is the best response because Developmental advising supports informed self-direction through reflection, exploration, planning, and periodic review. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational.

60. C — Analyze a practice dilemma using nursing values, standards, and role expectations is the best response because Professional socialization requires learners to interpret and enact the values, norms, responsibilities, and identity of nursing. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

61. D — Discuss the barrier privately and identify policy-consistent supports and resources is the best response because A private, resource-oriented response addresses a social determinant of learning while maintaining transparent academic requirements. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

62. B — Use explicit criteria, model specific comments, and require evidence for ratings is the best response because Criteria and modeling improve reliability, specificity, fairness, and the usefulness of peer feedback. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational.

63. B — Invite the learner's perspective, return to observable evidence, and develop an improvement plan is the best response because Listening and returning to evidence can reduce defensiveness while keeping accountability and future performance central. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

64. D — Explore the learner's specific needs and connect the learner with appropriate resources is the best response because Individual assessment avoids assumptions and enables a purposeful referral while preserving expectations and learner agency. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

65. A — Help the learner identify strengths, explore options, and create measurable development goals is the best response because Developmental advising supports informed self-direction through reflection, exploration, planning, and periodic review. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational.

66. C — Analyze a practice dilemma using nursing values, standards, and role expectations is the best response because Professional socialization requires learners to interpret and enact the values, norms, responsibilities, and identity of nursing. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

67. A — Discuss the barrier privately and identify policy-consistent supports and resources is the best response because A private, resource-oriented response addresses a social determinant of learning while maintaining transparent academic requirements. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

68. B — Use explicit criteria, model specific comments, and require evidence for ratings is the best response because Criteria and modeling improve reliability, specificity, fairness, and the usefulness of peer feedback. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational.

69. D — Invite the learner's perspective, return to observable evidence, and develop an improvement plan is the best response because Listening and returning to evidence can reduce defensiveness while keeping accountability and future performance central. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

70. C — Explore the learner's specific needs and connect the learner with appropriate resources is the best response because Individual assessment avoids assumptions and enables a purposeful referral while preserving expectations and learner agency. The response uses evidence and preserves alignment among

outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

71. D — Help the learner identify strengths, explore options, and create measurable development goals is the best response because Developmental advising supports informed self-direction through reflection, exploration, planning, and periodic review. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational.

72. C — Analyze a practice dilemma using nursing values, standards, and role expectations is the best response because Professional socialization requires learners to interpret and enact the values, norms, responsibilities, and identity of nursing. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

73. B — Discuss the barrier privately and identify policy-consistent supports and resources is the best response because A private, resource-oriented response addresses a social determinant of learning while maintaining transparent academic requirements. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

74. A — Use explicit criteria, model specific comments, and require evidence for ratings is the best response because Criteria and modeling improve reliability, specificity, fairness, and the usefulness of peer feedback. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational.

75. D — Invite the learner's perspective, return to observable evidence, and develop an improvement plan is the best response because Listening and returning to evidence can reduce defensiveness while keeping accountability and future performance central. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

76. C — The distractor may be implausible and should be reviewed before reuse is the best response because A never-selected distractor contributes little to differentiation and may need revision, although all item evidence should be considered. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore.

77. A — A low-stakes application task with feedback before the summative examination is the best response because Formative assessment occurs during learning and supplies actionable feedback that can change teaching and learner performance. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

78. B — Review the key, wording, content alignment, and response patterns for a flawed item is the best response because Negative discrimination suggests stronger learners missed the item more often, warranting careful review for ambiguity, miskeying, or misalignment. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action.

79. D — A blueprint linking items to outcomes, content areas, and intended cognitive levels is the best response because A blueprint documents systematic sampling of the intended content and cognitive demands represented by course outcomes. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

80. C — Repeated observation with behaviorally anchored criteria across authentic situations is the best response because Affective outcomes are best evaluated through observable patterns of behavior across contexts using clear criteria. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational.

81. A — Communicate criteria and performance levels to guide judgments and feedback is the best response because A rubric makes expectations visible and supports consistent, criterion-referenced scoring and meaningful feedback. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need.

82. C — The distractor may be implausible and should be reviewed before reuse is the best response because A never-selected distractor contributes little to differentiation and may need revision, although all item evidence should be considered. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore.

83. B — A low-stakes application task with feedback before the summative examination is the best response because Formative assessment occurs during learning and supplies actionable feedback that can change teaching and learner performance. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

84. D — Review the key, wording, content alignment, and response patterns for a flawed item is the best response because Negative discrimination suggests stronger learners missed the item more often, warranting careful review for ambiguity, miskeying, or misalignment. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action.

85. B — A blueprint linking items to outcomes, content areas, and intended cognitive levels is the best response because A blueprint documents systematic sampling of the intended content and cognitive demands represented by course outcomes. The response uses evidence and preserves alignment among

outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

86. A — Repeated observation with behaviorally anchored criteria across authentic situations is the best response because Affective outcomes are best evaluated through observable patterns of behavior across contexts using clear criteria. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational.

87. A — Communicate criteria and performance levels to guide judgments and feedback is the best response because A rubric makes expectations visible and supports consistent, criterion-referenced scoring and meaningful feedback. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need.

88. D — The distractor may be implausible and should be reviewed before reuse is the best response because A never-selected distractor contributes little to differentiation and may need revision, although all item evidence should be considered. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore.

89. C — A low-stakes application task with feedback before the summative examination is the best response because Formative assessment occurs during learning and supplies actionable feedback that can change teaching and learner performance. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

90. B — Review the key, wording, content alignment, and response patterns for a flawed item is the best response because Negative discrimination suggests stronger learners missed the item more often, warranting careful review for ambiguity, miskeying, or misalignment. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action.

91. D — A blueprint linking items to outcomes, content areas, and intended cognitive levels is the best response because A blueprint documents systematic sampling of the intended content and cognitive demands represented by course outcomes. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

92. B — Repeated observation with behaviorally anchored criteria across authentic situations is the best response because Affective outcomes are best evaluated through observable patterns of behavior across contexts using clear criteria. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational.

93. C — Communicate criteria and performance levels to guide judgments and feedback is the best response because A rubric makes expectations visible and supports consistent, criterion-referenced scoring and meaningful feedback. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need.

94. A — The distractor may be implausible and should be reviewed before reuse is the best response because A never-selected distractor contributes little to differentiation and may need revision, although all item evidence should be considered. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore.

95. A — A low-stakes application task with feedback before the summative examination is the best response because Formative assessment occurs during learning and supplies actionable feedback that can change teaching and learner performance. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

96. C — Review the key, wording, content alignment, and response patterns for a flawed item is the best response because Negative discrimination suggests stronger learners missed the item more often, warranting careful review for ambiguity, miskeying, or misalignment. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action.

97. D — Define outcomes, indicators, data sources, benchmarks, timing, and responsible parties is the best response because A complete plan specifies what success means, how it will be measured, when review occurs, and who acts. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

98. B — A team-based case with learners from multiple professions and shared evaluation criteria is the best response because Authentic collaboration requires interaction, role negotiation, shared decisions, communication, and aligned assessment across professions. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

99. C — Prioritize nursing interventions for patients with rapidly changing conditions is the best response because The observable verb prioritize describes assessable performance and specifies the context in which learners must apply knowledge. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

100. A — Map outcomes across courses and experiences to locate the specific gap is the best response because Curriculum mapping provides evidence about where outcomes are introduced, reinforced, assessed, or omitted before revision decisions. The response uses evidence and preserves alignment

among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

101. D — Triangulated outcome data show a persistent weakness across cohorts and measures is the best response because Converging evidence across cohorts, measures, and stakeholders indicates a stable program-level problem rather than isolated preference. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

102. B — Define outcomes, indicators, data sources, benchmarks, timing, and responsible parties is the best response because A complete plan specifies what success means, how it will be measured, when review occurs, and who acts. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

103. B — A team-based case with learners from multiple professions and shared evaluation criteria is the best response because Authentic collaboration requires interaction, role negotiation, shared decisions, communication, and aligned assessment across professions. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

104. A — Prioritize nursing interventions for patients with rapidly changing conditions is the best response because The observable verb prioritize describes assessable performance and specifies the context in which learners must apply knowledge. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

105. D — Map outcomes across courses and experiences to locate the specific gap is the best response because Curriculum mapping provides evidence about where outcomes are introduced, reinforced, assessed, or omitted before revision decisions. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

106. C — Triangulated outcome data show a persistent weakness across cohorts and measures is the best response because Converging evidence across cohorts, measures, and stakeholders indicates a stable program-level problem rather than isolated preference. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

107. C — Define outcomes, indicators, data sources, benchmarks, timing, and responsible parties is the best response because A complete plan specifies what success means, how it will be measured, when review occurs, and who acts. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

108. B — A team-based case with learners from multiple professions and shared evaluation criteria is the best response because Authentic collaboration requires interaction, role negotiation, shared decisions, communication, and aligned assessment across professions. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

109. A — Prioritize nursing interventions for patients with rapidly changing conditions is the best response because The observable verb prioritize describes assessable performance and specifies the context in which learners must apply knowledge. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

110. D — Map outcomes across courses and experiences to locate the specific gap is the best response because Curriculum mapping provides evidence about where outcomes are introduced, reinforced, assessed, or omitted before revision decisions. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

111. D — Triangulated outcome data show a persistent weakness across cohorts and measures is the best response because Converging evidence across cohorts, measures, and stakeholders indicates a stable program-level problem rather than isolated preference. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

112. C — Create shared outcomes, role clarity, and joint learning experiences with partner disciplines is the best response because Interprofessional education depends on purposeful learning with, from, and about other professions toward shared outcomes. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

113. B — Engage faculty in reviewing the evidence, concerns, and shared need for change is the best response because Early participation surfaces legitimate concerns, builds shared meaning, and helps the group assess evidence and readiness. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

114. A — Clarify interests, establish common goals, and facilitate a mutually workable plan is the best response because Interest-based discussion moves conflict from positions and personalities toward shared purposes and practical agreements. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

115. C — Assess the change's implications with stakeholders and identify required adaptations is the best response because Systematic assessment clarifies scope, risk, affected processes, and stakeholder responsibilities before implementation. The response uses evidence and preserves alignment among

outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need as.

116. A — Create shared outcomes, role clarity, and joint learning experiences with partner disciplines is the best response because Interprofessional education depends on purposeful learning with, from, and about other professions toward shared outcomes. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

117. B — Engage faculty in reviewing the evidence, concerns, and shared need for change is the best response because Early participation surfaces legitimate concerns, builds shared meaning, and helps the group assess evidence and readiness. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

118. D — Clarify interests, establish common goals, and facilitate a mutually workable plan is the best response because Interest-based discussion moves conflict from positions and personalities toward shared purposes and practical agreements. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

119. B — Assess the change's implications with stakeholders and identify required adaptations is the best response because Systematic assessment clarifies scope, risk, affected processes, and stakeholder responsibilities before implementation. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need as.

120. A — Create shared outcomes, role clarity, and joint learning experiences with partner disciplines is the best response because Interprofessional education depends on purposeful learning with, from, and about other professions toward shared outcomes. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

121. C — Engage faculty in reviewing the evidence, concerns, and shared need for change is the best response because Early participation surfaces legitimate concerns, builds shared meaning, and helps the group assess evidence and readiness. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

122. D — Clarify interests, establish common goals, and facilitate a mutually workable plan is the best response because Interest-based discussion moves conflict from positions and personalities toward shared purposes and practical agreements. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

123. A — Revise the instructions, test them with users, and evaluate whether confusion decreases is the best response because Continuous improvement converts credible feedback into a specific change and then evaluates its effect. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

124. B — Complete assessment-design training and revise two exams using item analysis this year is the best response because A focused, measurable, time-bound goal links learning activity to an observable change in educator practice. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

125. D — Align priorities with role expectations, set boundaries, and review workload with a mentor is the best response because Deliberate alignment and mentoring support sustainable performance, role development, and responsible self-care. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

126. C — Patterns across learner outcomes, peer feedback, self-reflection, and teaching evidence is the best response because Multiple evidence sources reveal patterns, reduce single-source bias, and support targeted professional development decisions. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational.

127. C — Revise the instructions, test them with users, and evaluate whether confusion decreases is the best response because Continuous improvement converts credible feedback into a specific change and then evaluates its effect. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

128. D — Complete assessment-design training and revise two exams using item analysis this year is the best response because A focused, measurable, time-bound goal links learning activity to an observable change in educator practice. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

129. A — Align priorities with role expectations, set boundaries, and review workload with a mentor is the best response because Deliberate alignment and mentoring support sustainable performance, role development, and responsible self-care. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

130. B — Patterns across learner outcomes, peer feedback, self-reflection, and teaching evidence is the best response because Multiple evidence sources reveal patterns, reduce single-source bias, and support targeted professional development decisions. The response uses evidence and preserves alignment

among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational.

131. C — Revise the instructions, test them with users, and evaluate whether confusion decreases is the best response because Continuous improvement converts credible feedback into a specific change and then evaluates its effect. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

132. A — Complete assessment-design training and revise two exams using item analysis this year is the best response because A focused, measurable, time-bound goal links learning activity to an observable change in educator practice. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

133. D — Report methods and findings transparently, including limitations and unexpected results is the best response because Transparency and accurate attribution allow others to judge evidence and preserve trust in scholarly work. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

134. B — Define a meaningful question and review existing evidence to identify the gap is the best response because A focused question and evidence review establish significance, feasibility, appropriate methods, and the contribution of the project. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore.

135. A — Use a rigorous approach, critically interpret findings, and disseminate them for peer review is the best response because Scholarship requires systematic inquiry, intellectual honesty, critical interpretation, and dissemination beyond private improvement. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

136. C — Report methods and findings transparently, including limitations and unexpected results is the best response because Transparency and accurate attribution allow others to judge evidence and preserve trust in scholarly work. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

137. D — Define a meaningful question and review existing evidence to identify the gap is the best response because A focused question and evidence review establish significance, feasibility, appropriate methods, and the contribution of the project. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore.

138. B — Use a rigorous approach, critically interpret findings, and disseminate them for peer review is the best response because Scholarship requires systematic inquiry, intellectual honesty, critical interpretation, and dissemination beyond private improvement. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

139. B — Report methods and findings transparently, including limitations and unexpected results is the best response because Transparency and accurate attribution allow others to judge evidence and preserve trust in scholarly work. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

140. A — Define a meaningful question and review existing evidence to identify the gap is the best response because A focused question and evidence review establish significance, feasibility, appropriate methods, and the contribution of the project. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore.

141. C — Use institutionally appropriate channels and avoid private relationships that blur educator authority is the best response because Professional boundaries protect learners, confidentiality, fairness, and trust across online and in-person relationships. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

142. D — Relate resource requests to outcomes, risks, utilization data, and strategic priorities is the best response because Evidence-based budgeting connects limited resources with mission, outcomes, safety, effectiveness, and accountable stewardship. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational.

143. C — Address disrespectful behavior promptly using shared standards and restorative dialogue is the best response because Prompt, proportionate response protects psychological safety, reinforces standards, and creates an opportunity to repair working relationships. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

144. A — Reconsider the proposal's alignment and revise it with relevant stakeholders is the best response because Program initiatives should align with institutional mission while stakeholders examine how legitimate nursing needs can be addressed. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

145. B — Use institutionally appropriate channels and avoid private relationships that blur educator authority is the best response because Professional boundaries protect learners, confidentiality, fairness, and trust across online and in-person relationships. The response uses evidence and preserves alignment

among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

146. D — Relate resource requests to outcomes, risks, utilization data, and strategic priorities is the best response because Evidence-based budgeting connects limited resources with mission, outcomes, safety, effectiveness, and accountable stewardship. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational.

147. D — Address disrespectful behavior promptly using shared standards and restorative dialogue is the best response because Prompt, proportionate response protects psychological safety, reinforces standards, and creates an opportunity to repair working relationships. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

148. C — Reconsider the proposal's alignment and revise it with relevant stakeholders is the best response because Program initiatives should align with institutional mission while stakeholders examine how legitimate nursing needs can be addressed. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

149. A — Use institutionally appropriate channels and avoid private relationships that blur educator authority is the best response because Professional boundaries protect learners, confidentiality, fairness, and trust across online and in-person relationships. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

150. B — Relate resource requests to outcomes, risks, utilization data, and strategic priorities is the best response because Evidence-based budgeting connects limited resources with mission, outcomes, safety, effectiveness, and accountable stewardship. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational.