

PRACTICE EXAM 24: 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 leadership network guiding sustainable academic change, while addressing learner access readiness and inclusion, a learner performs a psychomotor skill correctly in the laboratory but not in clinical practice. Which is the most defensible educator response?
 - A. Require the learner to reread the entire laboratory manual independently
 - B. Assume anxiety is the cause and remove the learner from future practice
 - C. Observe performance in context and provide targeted coaching followed by another attempt
 - D. Record a failing grade without collecting additional performance evidence

2. Within a program evaluation team examining equity in outcomes, after confirming alignment with curricular and strategic priorities, which educator behavior best models evidence-based nursing practice during class?
 - A. Ask learners to follow the educator's preferred approach without rationale
 - B. Present the newest article as automatically superior to all earlier evidence
 - C. Teach institutional tradition without examining its supporting evidence
 - D. Explain how current evidence, clinical expertise, and patient preferences inform a decision

3. Within a college improving governance transparency, during a systematic comparison of available strategies, a clinical partner reports inconsistent student preparation. What is the educator's best first action?

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

4. Within a curriculum committee integrating collaborative care, after comparing patterns across courses cohorts and sites, an educator notices that lecture questions produce only one-word responses. Which revision best increases active learning?

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

5. Within a department cultivating a scholarly teaching culture, during the final planning conference, which response demonstrates effective communication after a learner makes a medication error in simulation?

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

6. Within a simulation center reviewing learner-centered debriefing, before establishing accountability milestones and communication, a faculty member wants students to recognize early deterioration in an unfolding patient case. Which strategy is most appropriate?

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

7. Within an academic-practice partnership expanding preceptor capacity, during preparation for an inclusive stakeholder decision, 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. Can everyone list the steps in the procedure from memory?
- C. Would you prefer that I explain the correct actions before discussion?
- D. Which learner completed the greatest number of assigned procedures?

8. Within a faculty team strengthening assessment reliability, while identifying the response most closely matched to root causes, equity, and sustainability, a class includes learners with wide differences in prior clinical experience. Which is the most defensible initial teaching response?

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

9. Within a school evaluating comprehensive learner-support systems, during selection of useful process and outcome measures, which activity best helps prelicensure learners develop clinical judgment about competing patient priorities?

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

10. Within a clinical faculty standards council, while weighing likely educational value against capacity, an educator is selecting technology for a hybrid course. Which action should occur first?

- A. Require multiple applications so learners gain broad technical exposure
- B. Match the technology's functions to the learning outcome and learner access needs

- C. Adopt the platform used by another course without reviewing its purpose
- D. Select the newest platform because it has the most available features

11. Within a program sequencing competency development across the curriculum, after implementation feedback identifies uneven adoption, students remain silent during a discussion of a culturally sensitive case. Which educator action best supports psychological safety?

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

12. Within a national collaborative for excellence in nurse educator practice, while planning continued monitoring and sustainability, which classroom action most clearly applies adult learning principles?

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

13. Within a leadership network guiding sustainable academic change, after reviewing converging evidence from key stakeholders, a learner performs a psychomotor skill correctly in the laboratory but not in clinical practice. Which is the most defensible educator response?

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

14. Within a program evaluation team examining equity in outcomes, while addressing learner access readiness and inclusion, which educator behavior best models evidence-based nursing practice during class?

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

15. Within a college improving governance transparency, after confirming alignment with curricular and strategic priorities, a clinical partner reports inconsistent student preparation. What is the educator's best first action?

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

16. Within a curriculum committee integrating collaborative care, during a systematic comparison of available strategies, an educator notices that lecture questions produce only one-word responses. Which revision best increases active learning?

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

17. Within a department cultivating a scholarly teaching culture, after comparing patterns across courses cohorts and sites, which response demonstrates effective communication after a learner makes a medication error in simulation?

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

18. Within a simulation center reviewing learner-centered debriefing, during the final planning conference, a faculty member wants students to recognize early deterioration in an unfolding patient case. Which strategy is most appropriate?

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

19. Within an academic-practice partnership expanding preceptor capacity, before establishing accountability milestones and communication, during debriefing, several learners describe only the tasks they completed. Which educator prompt best advances reflective thinking?

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

20. Within a faculty team strengthening assessment reliability, during preparation for an inclusive stakeholder decision, 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. Allow each learner to choose whether required outcomes should be assessed
- C. Give experienced learners different course outcomes from novice learners
- D. Teach only to the middle level and refer struggling learners elsewhere

21. Within a school evaluating comprehensive learner-support systems, while identifying the response most closely matched to root causes, equity, and sustainability, which activity best helps prelicensure learners develop clinical judgment about competing patient priorities?

- A. Memorize a list of standard nursing diagnoses in alphabetical order
- B. Copy a completed care plan that demonstrates correct terminology
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22. Within a clinical faculty standards council, during selection of useful process and outcome measures, an educator is selecting technology for a hybrid course. Which action should occur first?

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

23. Within a program sequencing competency development across the curriculum, while weighing likely educational value against capacity, students remain silent during a discussion of a culturally sensitive case. Which educator action best supports psychological safety?

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

24. Within a national collaborative for excellence in nurse educator practice, after implementation feedback identifies uneven adoption, which classroom action most clearly applies adult learning principles?

- A. Present content in a fixed sequence without explaining its usefulness
- B. Delay all application until students have memorized every definition
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- A. Observe performance in context and provide targeted coaching followed by another attempt
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26. Within a program evaluation team examining equity in outcomes, after reviewing converging evidence from key stakeholders, which educator behavior best models evidence-based nursing practice during class?

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- A. Defend the students before asking for examples of the concern
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33. Within a school evaluating comprehensive learner-support systems, during preparation for an inclusive stakeholder decision, which activity best helps prelicensure learners develop clinical judgment about competing patient priorities?

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36. Within a national collaborative for excellence in nurse educator practice, while weighing likely educational value against capacity, which classroom action most clearly applies adult learning principles?

- A. Present content in a fixed sequence without explaining its usefulness
- B. Delay all application until students have memorized every definition
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- A. Focus only on the correct procedure and avoid asking about reasoning
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- C. Discuss the learner's error with peers before speaking privately
- D. Describe the observed action, explore the reasoning, and plan a safer approach

54. Within a simulation center reviewing learner-centered debriefing, after confirming alignment with curricular and strategic priorities, a faculty member wants students to recognize early deterioration in an unfolding patient case. Which strategy is most appropriate?

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- B. Assign a textbook chapter followed by a factual reading quiz
- C. Provide a complete case summary and ask students to underline key terms
- D. Deliver a lecture reviewing every possible complication before discussion

55. Within an academic-practice partnership expanding preceptor capacity, during a systematic comparison of available strategies, a learner's transportation instability is causing missed clinical days. What is the educator's best response?

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

56. Within a faculty team strengthening assessment reliability, after comparing patterns across courses cohorts and sites, which peer-evaluation design is most likely to produce constructive feedback?

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

57. Within a school evaluating comprehensive learner-support systems, during the final planning conference, a learner receives difficult feedback and becomes defensive. Which action should the educator do?

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

58. Within a clinical faculty standards council, before establishing accountability milestones and communication, a first-generation college learner reports difficulty navigating university services. Which action should the educator do first?

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

59. Within a program sequencing competency development across the curriculum, during preparation for an inclusive stakeholder decision, 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. Recommend the specialty the educator personally found most rewarding
- C. Delay career discussion until the learner completes the entire program
- D. Choose a role for the learner based only on the highest course grade

60. Within a national collaborative for excellence in nurse educator practice, while identifying the response most closely matched to root causes, equity, and sustainability, which activity best promotes professional socialization?

- A. Complete technical skills privately without receiving peer feedback

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

61. Within a leadership network guiding sustainable academic change, during selection of useful process and outcome measures, a learner's transportation instability is causing missed clinical days. What is the educator's best response?

- A. Advise the learner to withdraw before exploring available assistance
- B. Discuss the barrier privately and identify policy-consistent supports and resources
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62. Within a program evaluation team examining equity in outcomes, while weighing likely educational value against capacity, which peer-evaluation design is most likely to produce constructive feedback?

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

63. Within a college improving governance transparency, after implementation feedback identifies uneven adoption, a learner receives difficult feedback and becomes defensive. Which action should the educator do?

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

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- A. Complete technical skills privately without receiving peer feedback
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72. Within a national collaborative for excellence in nurse educator practice, during preparation for an inclusive stakeholder decision, which activity best promotes professional socialization?

- A. Complete technical skills privately without receiving peer feedback
- B. Review the course calendar and identify all assignment due dates
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- C. End the meeting immediately and document unwillingness to learn
- D. Invite the learner's perspective, return to observable evidence, and develop an improvement plan

76. Within a curriculum committee integrating collaborative care, after implementation feedback identifies uneven adoption, 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 keyed answer must be incorrect because the distractor was unused
- C. The item is automatically valid because most learners answered correctly
- D. The entire examination must be discarded regardless of other statistics

77. Within a department cultivating a scholarly teaching culture, while planning continued monitoring and sustainability, which assessment provides the strongest formative information during a unit?

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

78. Within a simulation center reviewing learner-centered debriefing, after reviewing converging evidence from key stakeholders, an examination item has a negative discrimination index. Which is the most defensible first action?

- A. Remove several strong distractors so the item becomes easier
- B. Review the key, wording, content alignment, and response patterns for a flawed item

- C. Keep the item because difficult questions always discriminate negatively
- D. Award extra points only to the highest-scoring learners

79. Within an academic-practice partnership expanding preceptor capacity, while addressing learner access readiness and inclusion, which evidence best supports the content validity of a course examination?

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

80. Within a faculty team strengthening assessment reliability, after confirming alignment with curricular and strategic priorities, a faculty team wants to assess an affective outcome about professional accountability. Which method is most appropriate?

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

81. Within a school evaluating comprehensive learner-support systems, during a systematic comparison of available strategies, what is the primary purpose of a well-designed rubric?

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

82. Within a clinical faculty standards council, after comparing patterns across courses cohorts and sites, 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 keyed answer must be incorrect because the distractor was unused
- C. The item is automatically valid because most learners answered correctly
- D. The entire examination must be discarded regardless of other statistics

83. Within a program sequencing competency development across the curriculum, during the final planning conference, which assessment provides the strongest formative information during a unit?

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

84. Within a national collaborative for excellence in nurse educator practice, before establishing accountability milestones and communication, an examination item has a negative discrimination index. Which is the most defensible first action?

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

85. Within a leadership network guiding sustainable academic change, during preparation for an inclusive stakeholder decision, which evidence best supports the content validity of a course examination?

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

86. Within a program evaluation team examining equity in outcomes, while identifying the response most closely matched to root causes, equity, and sustainability, a faculty team wants to assess an affective outcome about professional accountability. Which method is most appropriate?

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

87. Within a college improving governance transparency, during selection of useful process and outcome measures, what is the primary purpose of a well-designed rubric?

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

88. Within a curriculum committee integrating collaborative care, while weighing likely educational value against capacity, 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 keyed answer must be incorrect because the distractor was unused
- C. The item is automatically valid because most learners answered correctly
- D. The entire examination must be discarded regardless of other statistics

89. Within a department cultivating a scholarly teaching culture, after implementation feedback identifies uneven adoption, which assessment provides the strongest formative information during a unit?

- A. A licensing examination taken after program completion
- B. A transcript review completed during graduation clearance

- C. A final course grade reported after all instruction has ended
- D. A low-stakes application task with feedback before the summative examination

90. Within a simulation center reviewing learner-centered debriefing, while planning continued monitoring and sustainability, an examination item has a negative discrimination index. Which is the most defensible first action?

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

91. Within an academic-practice partnership expanding preceptor capacity, after reviewing converging evidence from key stakeholders, which evidence best supports the content validity of a course examination?

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

92. Within a faculty team strengthening assessment reliability, while addressing learner access readiness and inclusion, a faculty team wants to assess an affective outcome about professional accountability. Which method is most appropriate?

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

93. Within a school evaluating comprehensive learner-support systems, after confirming alignment with curricular and strategic priorities, what is the primary purpose of a well-designed rubric?

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

94. Within a clinical faculty standards council, during a systematic comparison of available strategies, after an exam, one distractor is selected by no learners. Which is the most defensible interpretation?

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

95. Within a program sequencing competency development across the curriculum, after comparing patterns across courses cohorts and sites, which assessment provides the strongest formative information during a unit?

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

96. Within a national collaborative for excellence in nurse educator practice, during the final planning conference, an examination item has a negative discrimination index. Which is the most defensible first action?

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

97. Within a leadership network guiding sustainable academic change, before establishing accountability milestones and communication, 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

98. Within a program evaluation team examining equity in outcomes, during preparation for an inclusive stakeholder decision, a program outcome emphasizes interprofessional collaboration. Which learning experience is best aligned?

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

99. Within a college improving governance transparency, while identifying the response most closely matched to root causes, equity, and sustainability, which course outcome is written at the most measurable level?

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

100. Within a curriculum committee integrating collaborative care, during selection of useful process and outcome measures, 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. Increase every course's credit hours by the same amount

- C. Replace clinical experiences with lectures throughout the program
- D. Add a new course before examining the existing curriculum

101. Within a department cultivating a scholarly teaching culture, while weighing likely educational value against capacity, 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. A faculty member prefers a textbook with a different chapter sequence
- D. Triangulated outcome data show a persistent weakness across cohorts and measures

102. Within a simulation center reviewing learner-centered debriefing, after implementation feedback identifies uneven adoption, 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

103. Within an academic-practice partnership expanding preceptor capacity, while planning continued monitoring and sustainability, 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

104. Within a faculty team strengthening assessment reliability, after reviewing converging evidence from key stakeholders, which course outcome is written at the most measurable level?

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

105. Within a school evaluating comprehensive learner-support systems, while addressing learner access readiness and inclusion, 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. Add a new course before examining the existing curriculum
- C. Increase every course's credit hours by the same amount
- D. Replace clinical experiences with lectures throughout the program

106. Within a clinical faculty standards council, after confirming alignment with curricular and strategic priorities, 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

107. Within a program sequencing competency development across the curriculum, during a systematic comparison of available strategies, 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

108. Within a national collaborative for excellence in nurse educator practice, after comparing patterns across courses cohorts and sites, a program outcome emphasizes interprofessional collaboration. Which learning experience is best aligned?

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

109. Within a leadership network guiding sustainable academic change, during the final planning conference, which course outcome is written at the most measurable level?

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

110. Within a program evaluation team examining equity in outcomes, before establishing accountability milestones and communication, 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

111. Within a college improving governance transparency, during preparation for an inclusive stakeholder decision, 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. Triangulated outcome data show a persistent weakness across cohorts and measures

D. A clinical partner makes an isolated comment without supporting examples

112. Within a curriculum committee integrating collaborative care, while identifying the response most closely matched to root causes, equity, and sustainability, which leadership action most effectively supports interprofessional education?

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

113. Within a department cultivating a scholarly teaching culture, during selection of useful process and outcome measures, faculty members resist a proposed curriculum change. What is the leader's best initial strategy?

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

114. Within a simulation center reviewing learner-centered debriefing, while weighing likely educational value against capacity, which action best demonstrates conflict management?

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

115. Within an academic-practice partnership expanding preceptor capacity, after implementation feedback identifies uneven adoption, an external regulatory change affects clinical placements. Which action should the nurse educator leader do first?

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

116. Within a faculty team strengthening assessment reliability, while planning continued monitoring and sustainability, which leadership action most effectively supports interprofessional education?

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

117. Within a school evaluating comprehensive learner-support systems, after reviewing converging evidence from key stakeholders, 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. Delay all discussion until external pressure makes change unavoidable
- C. Announce immediate implementation before discussing anticipated effects
- D. Engage faculty in reviewing the evidence, concerns, and shared need for change

118. Within a clinical faculty standards council, while addressing learner access readiness and inclusion, which action best demonstrates conflict management?

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

119. Within a program sequencing competency development across the curriculum, after confirming alignment with curricular and strategic priorities, an external regulatory change affects clinical placements. Which action should the nurse educator leader do first?

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

120. Within a national collaborative for excellence in nurse educator practice, during a systematic comparison of available strategies, which leadership action most effectively supports interprofessional education?

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

121. Within a leadership network guiding sustainable academic change, after comparing patterns across courses cohorts and sites, 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. Announce immediate implementation before discussing anticipated effects
- C. Characterize resistance as unprofessional and exclude dissenting faculty
- D. Engage faculty in reviewing the evidence, concerns, and shared need for change

122. Within a program evaluation team examining equity in outcomes, during the final planning conference, 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. Clarify interests, establish common goals, and facilitate a mutually workable plan
- D. Focus discussion on personalities rather than the disputed process

123. Within a college improving governance transparency, before establishing accountability milestones and communication, 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. Explain that learners are responsible for interpreting all written directions
- C. Remove the assignment so no further feedback can be generated
- D. Keep the instructions unchanged until a formal grievance is filed

124. Within a curriculum committee integrating collaborative care, during preparation for an inclusive stakeholder decision, which professional-development goal is best constructed?

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

125. Within a department cultivating a scholarly teaching culture, while identifying the response most closely matched to root causes, equity, and sustainability, an educator is balancing teaching, service, and scholarship demands. Which is the most defensible approach?

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

126. Within a simulation center reviewing learner-centered debriefing, during selection of useful process and outcome measures, which evidence is most useful for an educator's annual self-evaluation?

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

127. Within an academic-practice partnership expanding preceptor capacity, while weighing likely educational value against capacity, after receiving consistent feedback that instructions are unclear, what should the educator do?

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

128. Within a faculty team strengthening assessment reliability, after implementation feedback identifies uneven adoption, which professional-development goal is best constructed?

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

129. Within a school evaluating comprehensive learner-support systems, while planning continued monitoring and sustainability, 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. Align priorities with role expectations, set boundaries, and review workload with a mentor
- D. Ignore institutional expectations and focus only on personally preferred work

130. Within a clinical faculty standards council, after reviewing converging evidence from key stakeholders, which evidence is most useful for an educator's annual self-evaluation?

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

131. Within a program sequencing competency development across the curriculum, while addressing learner access readiness and inclusion, 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

132. Within a national collaborative for excellence in nurse educator practice, after confirming alignment with curricular and strategic 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

133. Within a leadership network guiding sustainable academic change, during a systematic comparison of available strategies, which practice best demonstrates scholarly integrity?

- A. List an author who made no meaningful scholarly contribution
- B. Report methods and findings transparently, including limitations and unexpected results
- C. Exclude inconvenient observations solely to strengthen the conclusion

D. Change the analysis plan after viewing results without disclosure

134. Within a program evaluation team examining equity in outcomes, after comparing patterns across courses cohorts and sites, 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. Select a preferred conclusion and design activities to support it
- C. Choose a journal before clarifying the purpose of the project
- D. Collect large amounts of data without a guiding question

135. Within a college improving governance transparency, during the final planning conference, a faculty member evaluates a new teaching strategy and finds improved outcomes. What best advances scholarship?

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

136. Within a curriculum committee integrating collaborative care, before establishing accountability milestones and communication, which practice best demonstrates scholarly integrity?

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

137. Within a department cultivating a scholarly teaching culture, during preparation for an inclusive stakeholder decision, a nurse educator wants to begin a scholarly project. Which action should occur first?

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

141. Within a school evaluating comprehensive learner-support systems, after implementation feedback identifies uneven adoption, which social-media behavior best maintains professional role boundaries?

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

142. Within a clinical faculty standards council, while planning continued monitoring and sustainability, 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. Eliminate high-cost experiences without assessing educational consequences
- C. Base priorities on which faculty member argues most strongly
- D. Relate resource requests to outcomes, risks, utilization data, and strategic priorities

143. Within a program sequencing competency development across the curriculum, after reviewing converging evidence from key stakeholders, which action best supports a civil academic climate?

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

144. Within a national collaborative for excellence in nurse educator practice, while addressing learner access readiness and inclusion, a faculty proposal conflicts with the university mission. Which is the most defensible next step?

- A. Ask learners to advocate publicly before faculty governance review
- B. Proceed because nursing programs are independent of institutional priorities
- C. Avoid documenting the conflict so approval is more likely
- D. Reconsider the proposal's alignment and revise it with relevant stakeholders

145. Within a leadership network guiding sustainable academic change, after confirming alignment with curricular and strategic priorities, which social-media behavior best maintains professional role boundaries?

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

146. Within a program evaluation team examining equity in outcomes, during a systematic comparison of available strategies, 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. Relate resource requests to outcomes, risks, utilization data, and strategic priorities
- C. Base priorities on which faculty member argues most strongly
- D. Request the previous budget unchanged without examining current use

147. Within a college improving governance transparency, after comparing patterns across courses cohorts and sites, 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. Respond publicly with similar language to demonstrate authority
- D. Address disrespectful behavior promptly using shared standards and restorative dialogue

148. Within a curriculum committee integrating collaborative care, during the final planning conference, a faculty proposal conflicts with the university mission. Which is the most defensible next step?

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

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149. Within a department cultivating a scholarly teaching culture, before establishing accountability milestones and communication, which social-media behavior best maintains professional role boundaries?

- A. Use institutionally appropriate channels and avoid private relationships that blur educator authority
- B. Discuss identifiable learner performance in a closed social group
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- D. Accept every learner request on a personal account to demonstrate support

150. Within a simulation center reviewing learner-centered debriefing, during preparation for an inclusive stakeholder decision, 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. Relate resource requests to outcomes, risks, utilization data, and strategic priorities
- D. Eliminate high-cost experiences without assessing educational consequences

Practice Exam 24: Answer Key and Explanations

1. C — Observe performance in context and provide targeted coaching followed by another attempt is the most appropriate action 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. D — Explain how current evidence, clinical expertise, and patient preferences inform a decision is the most appropriate action 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. A — Meet with the partner to clarify expectations and compare them with course outcomes is the most appropriate action 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 most appropriate action 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. B — Describe the observed action, explore the reasoning, and plan a safer approach is the most appropriate action 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. C — Use a staged case that releases new findings and requires repeated clinical judgments is the most appropriate action 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. A — What cues influenced your decisions, and what would you change next time? is the most appropriate action 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. C — Assess prior knowledge and offer tiered activities linked to the same outcomes is the most appropriate action 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. D — Compare four patient reports and defend the order for immediate assessment is the most appropriate action 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. B — Match the technology's functions to the learning outcome and learner access needs is the most appropriate action because Technology should be chosen for alignment, accessibility, usability, and its contribution to the intended learning process. The response uses evidence and preserves alignment

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11. B — Set respectful discussion norms, acknowledge complexity, and invite multiple perspectives is the most appropriate action 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. A — Connect a new concept to learners' experience through a relevant problem is the most appropriate action 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. D — Observe performance in context and provide targeted coaching followed by another attempt is the most appropriate action 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. C — Explain how current evidence, clinical expertise, and patient preferences inform a decision is the most appropriate action 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. A — Meet with the partner to clarify expectations and compare them with course outcomes is the most appropriate action 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. D — Use a brief scenario, require an individual decision, then have peers compare rationales is the most appropriate action 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. C — Describe the observed action, explore the reasoning, and plan a safer approach is the most appropriate action 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. B — Use a staged case that releases new findings and requires repeated clinical judgments is the most appropriate action 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.

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21. D — Compare four patient reports and defend the order for immediate assessment is the most appropriate action 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.

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

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56. C — Use explicit criteria, model specific comments, and require evidence for ratings is the most appropriate action 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. D — Invite the learner's perspective, return to observable evidence, and develop an improvement plan is the most appropriate action 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. D — Explore the learner's specific needs and connect the learner with appropriate resources is the most appropriate action 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 most appropriate action 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 most appropriate action 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.

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76. A — The distractor may be implausible and should be reviewed before reuse is the most appropriate action 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. C — A low-stakes application task with feedback before the summative examination is the most appropriate action 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 most appropriate action 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. B — A blueprint linking items to outcomes, content areas, and intended cognitive levels is the most appropriate action 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 most appropriate action 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. D — Communicate criteria and performance levels to guide judgments and feedback is the most appropriate action 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.

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97. B — Define outcomes, indicators, data sources, benchmarks, timing, and responsible parties is the most appropriate action 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. D — A team-based case with learners from multiple professions and shared evaluation criteria is the most appropriate action 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. B — Prioritize nursing interventions for patients with rapidly changing conditions is the most appropriate action 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 most appropriate action because Curriculum mapping provides evidence about where outcomes are introduced, reinforced, assessed, or omitted before revision decisions. The response uses evidence and

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110. A — Map outcomes across courses and experiences to locate the specific gap is the most appropriate action 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. C — Triangulated outcome data show a persistent weakness across cohorts and measures is the most appropriate action 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. D — Create shared outcomes, role clarity, and joint learning experiences with partner disciplines is the most appropriate action 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 most appropriate action 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 most appropriate action 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. B — Assess the change's implications with stakeholders and identify required adaptations is the most appropriate action 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.

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123. A — Revise the instructions, test them with users, and evaluate whether confusion decreases is the most appropriate action 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. C — Complete assessment-design training and revise two exams using item analysis this year is the most appropriate action 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. B — Align priorities with role expectations, set boundaries, and review workload with a mentor is the most appropriate action 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. D — Patterns across learner outcomes, peer feedback, self-reflection, and teaching evidence is the most appropriate action 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.

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133. B — Report methods and findings transparently, including limitations and unexpected results is the most appropriate action 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. A — Define a meaningful question and review existing evidence to identify the gap is the most appropriate action 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. D — Use a rigorous approach, critically interpret findings, and disseminate them for peer review is the most appropriate action 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.

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141. B — Use institutionally appropriate channels and avoid private relationships that blur educator authority is the most appropriate action 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 most appropriate action 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 most appropriate action 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. D — Reconsider the proposal's alignment and revise it with relevant stakeholders is the most appropriate action 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.

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