

PRACTICE EXAM 25: 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. At a department supporting interdisciplinary scholarship, during an inclusive stakeholder decision meeting, 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. At a clinical teaching quality council, while considering readiness accessibility and inclusion, 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. Teach institutional tradition without examining its supporting evidence
- C. Ask learners to follow the educator's preferred approach without rationale
- D. Present the newest article as automatically superior to all earlier evidence

3. At a college strengthening participatory governance, while selecting an intervention matched to the principal cause, 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

4. At a faculty group improving assessment consistency, after confirming alignment with curricular and organizational priorities, 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. At a leadership collaborative implementing educational change, during identification of measurable improvement indicators, which response demonstrates effective communication after a learner makes a medication error in simulation?

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

6. At a simulation center evaluating reflective debriefing, during a rigorous comparison of possible strategies, a faculty member wants students to recognize early deterioration in an unfolding patient case. Which strategy is most appropriate?

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

7. At a program refining longitudinal competency assessment, while balancing anticipated value against available resources, 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. Would you prefer that I explain the correct actions before discussion?
- C. Which learner completed the greatest number of assigned procedures?
- D. What cues influenced your decisions, and what would you change next time?

8. At a curriculum committee integrating population-focused care, after comparing patterns across courses cohorts and settings, equity, and sustainability, a class includes learners with wide differences in prior clinical experience. Which is the most defensible initial teaching response?

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

9. At a school reviewing integrated learner-success services, after early implementation reveals inconsistent practice, 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

10. At a program evaluation group reviewing outcome disparities, during the final implementation review, 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

11. At an academic-practice partnership preparing clinical coaches, while preparing for sustainability and continuous monitoring, students remain silent during a discussion of a culturally sensitive case. Which educator action best supports psychological safety?

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

12. At a national forum for academic nurse educator excellence, before clarifying responsibilities checkpoints and communication, which classroom action most clearly applies adult learning principles?

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

13. At a department supporting interdisciplinary scholarship, after synthesizing evidence from learners faculty and partners, 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. Require the learner to reread the entire laboratory manual independently
- C. Assume anxiety is the cause and remove the learner from future practice
- D. Record a failing grade without collecting additional performance evidence

14. At a clinical teaching quality council, during an inclusive stakeholder decision meeting, which educator behavior best models evidence-based nursing practice during class?

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

15. At a college strengthening participatory governance, while considering readiness accessibility and inclusion, 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

16. At a faculty group improving assessment consistency, while selecting an intervention matched to the principal cause, 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. Use a brief scenario, require an individual decision, then have peers compare rationales
- C. Provide the answer immediately and ask whether everyone understands
- D. Add more lecture slides so every content detail is presented

17. At a leadership collaborative implementing educational change, after confirming alignment with curricular and organizational priorities, which response demonstrates effective communication after a learner makes a medication error in simulation?

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

18. At a simulation center evaluating reflective debriefing, during identification of measurable improvement indicators, a faculty member wants students to recognize early deterioration in an unfolding patient case. Which strategy is most appropriate?

- A. Use a staged case that releases new findings and requires repeated clinical judgments
- B. Provide a complete case summary and ask students to underline key terms
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19. At a program refining longitudinal competency assessment, during a rigorous comparison of possible strategies, 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. Would you prefer that I explain the correct actions before discussion?
- C. Which learner completed the greatest number of assigned procedures?
- D. What cues influenced your decisions, and what would you change next time?

20. At a curriculum committee integrating population-focused care, while balancing anticipated value against available resources, 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. Teach only to the middle level and refer struggling learners elsewhere
- C. Allow each learner to choose whether required outcomes should be assessed
- D. Give experienced learners different course outcomes from novice learners

21. At a school reviewing integrated learner-success services, after comparing patterns across courses cohorts and settings, equity, and sustainability, 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. Compare four patient reports and defend the order for immediate assessment
- D. Memorize a list of standard nursing diagnoses in alphabetical order

22. At a program evaluation group reviewing outcome disparities, after early implementation reveals inconsistent practice, 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

23. At an academic-practice partnership preparing clinical coaches, during the final implementation review, students remain silent during a discussion of a culturally sensitive case. Which educator action best supports psychological safety?

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

24. At a national forum for academic nurse educator excellence, while preparing for sustainability and continuous monitoring, 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

25. At a department supporting interdisciplinary scholarship, before clarifying responsibilities checkpoints and communication, 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

26. At a clinical teaching quality council, after synthesizing evidence from learners faculty and partners, which educator behavior best models evidence-based nursing practice during class?

- A. Teach institutional tradition without examining its supporting evidence
- B. Ask learners to follow the educator's preferred approach without rationale
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- D. Present the newest article as automatically superior to all earlier evidence

27. At a college strengthening participatory governance, during an inclusive stakeholder decision meeting, 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

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- A. Ask the same recall question several times using different wording
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- C. Provide the answer immediately and ask whether everyone understands
- D. Add more lecture slides so every content detail is presented

29. At a leadership collaborative implementing educational change, while selecting an intervention matched to the principal cause, 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
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- A. Teach only to the middle level and refer struggling learners elsewhere
- B. Allow each learner to choose whether required outcomes should be assessed
- C. Give experienced learners different course outcomes from novice learners
- D. Assess prior knowledge and offer tiered activities linked to the same outcomes

33. At a school reviewing integrated learner-success services, while balancing anticipated value against available resources, which activity best helps prelicensure learners develop clinical judgment about competing patient priorities?

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- B. State the educator's position first so students know the preferred answer
- C. Call randomly on quiet students until each gives a personal opinion
- D. Set respectful discussion norms, acknowledge complexity, and invite multiple perspectives

36. At a national forum for academic nurse educator excellence, during the final implementation review, which classroom action most clearly applies adult learning principles?

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- C. Select the newest platform because it has the most available features
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48. At a national forum for academic nurse educator excellence, after early implementation reveals inconsistent practice, which classroom action most clearly applies adult learning principles?

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- 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. At a program refining longitudinal competency assessment, while selecting an intervention matched to the principal cause, 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. Advise the learner to withdraw before exploring available assistance
- C. Publicly remind the class that attendance rules apply equally
- D. Excuse all missed experiences without considering required outcomes

56. At a curriculum committee integrating population-focused care, after confirming alignment with curricular and organizational priorities, which peer-evaluation design is most likely to produce constructive feedback?

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

57. At a school reviewing integrated learner-success services, during identification of measurable improvement indicators, 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

58. At a program evaluation group reviewing outcome disparities, during a rigorous comparison of possible strategies, 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. Explore the learner's specific needs and connect the learner with appropriate resources
- D. Lower course outcomes so university services will not be needed

59. At an academic-practice partnership preparing clinical coaches, while balancing anticipated value against available resources, a learner is uncertain about a long-term nursing role. Which advising approach is best?

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

60. At a national forum for academic nurse educator excellence, after comparing patterns across courses cohorts and settings, equity, and sustainability, 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. At a department supporting interdisciplinary scholarship, after early implementation reveals inconsistent practice, 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. Advise the learner to withdraw before exploring available assistance
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62. At a clinical teaching quality council, during the final implementation review, which peer-evaluation design is most likely to produce constructive feedback?

- A. Use only positive comments so relationships within the group remain comfortable
- B. Use explicit criteria, model specific comments, and require evidence for ratings
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63. At a college strengthening participatory governance, while preparing for sustainability and continuous monitoring, 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
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- C. Delay career discussion until the learner completes the entire program
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66. At a simulation center evaluating reflective debriefing, during an inclusive stakeholder decision meeting, which activity best promotes professional socialization?

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

76. At a faculty group improving assessment consistency, while preparing for sustainability and continuous monitoring, 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 distractor may be implausible and should be reviewed before reuse
- C. The item is automatically valid because most learners answered correctly
- D. The entire examination must be discarded regardless of other statistics

77. At a leadership collaborative implementing educational change, before clarifying responsibilities checkpoints and communication, which assessment provides the strongest formative information during a unit?

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

78. At a simulation center evaluating reflective debriefing, after synthesizing evidence from learners faculty and 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. 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

79. At a program refining longitudinal competency assessment, during an inclusive stakeholder decision meeting, 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. At a curriculum committee integrating population-focused care, while considering readiness accessibility and inclusion, a faculty team wants to assess an affective outcome about professional accountability. Which method is most appropriate?

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

81. At a school reviewing integrated learner-success services, while selecting an intervention matched to the principal cause, 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

82. At a program evaluation group reviewing outcome disparities, after confirming alignment with curricular and organizational priorities, 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. At an academic-practice partnership preparing clinical coaches, during identification of measurable improvement indicators, which assessment provides the strongest formative information during a unit?

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

84. At a national forum for academic nurse educator excellence, during a rigorous comparison of possible strategies, 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
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85. At a department supporting interdisciplinary scholarship, while balancing anticipated value against available resources, which evidence best supports the content validity of a course examination?

- A. A blueprint linking items to outcomes, content areas, and intended cognitive levels
- B. A high average score from one unusually strong student cohort
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86. At a clinical teaching quality council, after comparing patterns across courses cohorts and settings, equity, and sustainability, a faculty team wants to assess an affective outcome about professional accountability. Which method is most appropriate?

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88. At a faculty group improving assessment consistency, during the final implementation review, after an exam, one distractor is selected by no learners. Which is the most defensible interpretation?

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89. At a leadership collaborative implementing educational change, while preparing for sustainability and continuous monitoring, which assessment provides the strongest formative information during a unit?

- A. A low-stakes application task with feedback before the summative examination
- B. A final course grade reported after all instruction has ended
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97. At a department supporting interdisciplinary scholarship, during a rigorous comparison of possible strategies, when designing a program evaluation plan, what is essential?

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

98. At a clinical teaching quality council, while balancing anticipated value against available resources, a program outcome emphasizes interprofessional collaboration. Which learning experience is best aligned?

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

99. At a college strengthening participatory governance, after comparing patterns across courses cohorts and settings, equity, and sustainability, 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. At a faculty group improving assessment consistency, after early implementation reveals inconsistent practice, 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. At a leadership collaborative implementing educational change, during the final implementation review, which finding most strongly supports a curricular revision?

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

102. At a simulation center evaluating reflective debriefing, while preparing for sustainability and continuous monitoring, when designing a program evaluation plan, what is essential?

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

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112. At a faculty group improving assessment consistency, after comparing patterns across courses cohorts and settings, 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. Create shared outcomes, role clarity, and joint learning experiences with partner disciplines
- D. Teach nursing learners to make all team decisions independently

113. At a leadership collaborative implementing educational change, after early implementation reveals inconsistent practice, 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

114. At a simulation center evaluating reflective debriefing, during the final implementation review, 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. At a program refining longitudinal competency assessment, while preparing for sustainability and continuous monitoring, 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. Continue current practices until a formal penalty is imposed
- C. Assess the change's implications with stakeholders and identify required adaptations
- D. Revise every course outcome without reviewing the regulation

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118. At a program evaluation group reviewing outcome disparities, during an inclusive stakeholder decision meeting, which action best demonstrates conflict management?

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- 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

123. At a college strengthening participatory governance, during a rigorous comparison of possible strategies, 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. Keep the instructions unchanged until a formal grievance is filed
- C. Revise the instructions, test them with users, and evaluate whether confusion decreases
- D. Explain that learners are responsible for interpreting all written directions

124. At a faculty group improving assessment consistency, while balancing anticipated value against available resources, 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. Become a better educator whenever sufficient time becomes available
- D. Complete assessment-design training and revise two exams using item analysis this year

125. At a leadership collaborative implementing educational change, after comparing patterns across courses cohorts and settings, equity, and sustainability, 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

126. At a simulation center evaluating reflective debriefing, after early implementation reveals inconsistent practice, which evidence is most useful for an educator's annual self-evaluation?

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

127. At a program refining longitudinal competency assessment, during the final implementation review, after receiving consistent feedback that instructions are unclear, what should the educator do?

- A. Remove the assignment so no further feedback can be generated
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- C. Explain that learners are responsible for interpreting all written directions
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132. At a national forum for academic nurse educator excellence, while considering readiness accessibility and inclusion, which professional-development goal is best constructed?

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- C. Read general education articles but make no planned practice change
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133. At a department supporting interdisciplinary scholarship, while selecting an intervention matched to the principal cause, which practice best demonstrates scholarly integrity?

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

134. At a clinical teaching quality council, after confirming alignment with curricular and organizational priorities, a nurse educator wants to begin a scholarly project. Which action should occur first?

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

135. At a college strengthening participatory governance, during identification of measurable improvement indicators, 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. Share only positive results and omit findings that complicate conclusions
- C. Keep the results private because they arose from local teaching
- D. Use a rigorous approach, critically interpret findings, and disseminate them for peer review

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141. At a school reviewing integrated learner-success services, while preparing for sustainability and continuous monitoring, 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. At a program evaluation group reviewing outcome disparities, before clarifying responsibilities checkpoints and communication, a department is asked to reduce expenses. What is the educator's best contribution to budgeting?

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

143. At an academic-practice partnership preparing clinical coaches, after synthesizing evidence from learners faculty and partners, 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

144. At a national forum for academic nurse educator excellence, during an inclusive stakeholder decision meeting, 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. At a department supporting interdisciplinary scholarship, while considering readiness accessibility and inclusion, which social-media behavior best maintains professional role boundaries?

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Practice Exam 25: Answer Key and Explanations

1. C — Observe performance in context and provide targeted coaching followed by another attempt is the preferred 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 preferred 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. B — Meet with the partner to clarify expectations and compare them with course outcomes is the preferred 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 preferred 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. C — Describe the observed action, explore the reasoning, and plan a safer approach is the preferred 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. A — Use a staged case that releases new findings and requires repeated clinical judgments is the preferred 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 preferred 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. B — Assess prior knowledge and offer tiered activities linked to the same outcomes is the preferred 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. A — Compare four patient reports and defend the order for immediate assessment is the preferred 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 preferred 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.

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14. D — Explain how current evidence, clinical expertise, and patient preferences inform a decision is the preferred 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. D — Meet with the partner to clarify expectations and compare them with course outcomes is the preferred 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.

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17. C — Describe the observed action, explore the reasoning, and plan a safer approach is the preferred 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. A — Use a staged case that releases new findings and requires repeated clinical judgments is the preferred 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. D — What cues influenced your decisions, and what would you change next time? is the preferred 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.

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

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77. D — A low-stakes application task with feedback before the summative examination is the preferred 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. C — Review the key, wording, content alignment, and response patterns for a flawed item is the preferred 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.

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99. C — Prioritize nursing interventions for patients with rapidly changing conditions is the preferred 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.

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101. B — Triangulated outcome data show a persistent weakness across cohorts and measures is the preferred 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.

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112. C — Create shared outcomes, role clarity, and joint learning experiences with partner disciplines is the preferred 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. D — Engage faculty in reviewing the evidence, concerns, and shared need for change is the preferred 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 preferred 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 preferred 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.

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

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130. C — Patterns across learner outcomes, peer feedback, self-reflection, and teaching evidence is the preferred 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.

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133. D — Report methods and findings transparently, including limitations and unexpected results is the preferred 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 preferred 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. D — Use a rigorous approach, critically interpret findings, and disseminate them for peer review is the preferred 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.

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141. C — Use institutionally appropriate channels and avoid private relationships that blur educator authority is the preferred 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. A — Relate resource requests to outcomes, risks, utilization data, and strategic priorities is the preferred 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. D — Address disrespectful behavior promptly using shared standards and restorative dialogue is the preferred 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.

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