

PRACTICE EXAM 26: 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. For an academic-practice alliance preparing preceptor educators, after examining patterns across courses cohorts and sites, a learner performs a psychomotor skill correctly in the laboratory but not in clinical practice. Which is the most defensible educator response?
 - A. Record a failing grade without collecting additional performance evidence
 - B. Observe performance in context and provide targeted coaching followed by another attempt
 - C. Require the learner to reread the entire laboratory manual independently
 - D. Assume anxiety is the cause and remove the learner from future practice

2. For a program evaluation committee studying outcome variation, while choosing the intervention that best targets the cause, 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. Explain how current evidence, clinical expertise, and patient preferences inform a decision
 - D. Present the newest article as automatically superior to all earlier evidence

3. For a school coordinating learner-success interventions, while planning sustainability monitoring and refinement, a clinical partner reports inconsistent student preparation. What is the educator's best first action?

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

4. For a curriculum group integrating community-based care, during a disciplined comparison of alternative responses, an educator notices that lecture questions produce only one-word responses. Which revision best increases active learning?

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

5. For a program reviewing progression toward competency, during preparation for a shared stakeholder decision, 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. Describe the observed action, explore the reasoning, and plan a safer approach
- C. Focus only on the correct procedure and avoid asking about reasoning
- D. Label the learner careless so the seriousness of the error is understood

6. For a simulation center reviewing debriefing effectiveness, after an initial rollout reveals inconsistent performance, 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. Deliver a lecture reviewing every possible complication before discussion
- C. Assign a textbook chapter followed by a factual reading quiz
- D. Provide a complete case summary and ask students to underline key terms

7. For a leadership academy supporting sustainable innovation, after checking alignment with outcomes and strategic aims, 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. Which learner completed the greatest number of assigned procedures?
- C. Can everyone list the steps in the procedure from memory?
- D. Would you prefer that I explain the correct actions before discussion?

8. For a faculty committee examining assessment dependability, before setting roles milestones and communication expectations, 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. Allow each learner to choose whether required outcomes should be assessed
- C. Assess prior knowledge and offer tiered activities linked to the same outcomes
- D. Give experienced learners different course outcomes from novice learners

9. For a college strengthening faculty voice in governance, while weighing benefit feasibility and organizational capacity, which activity best helps prelicensure learners develop clinical judgment about competing patient priorities?

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

10. For a clinical faculty improvement council, while considering learner access readiness and diversity, an educator is selecting technology for a hybrid course. Which action should occur first?

- A. Select the newest platform because it has the most available features
- B. Require multiple applications so learners gain broad technical exposure

- C. Adopt the platform used by another course without reviewing its purpose
- D. Match the technology's functions to the learning outcome and learner access needs

11. For a department promoting collaborative inquiry, during the final action-planning session, 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

12. For a regional center for academic nurse educator development, during selection of meaningful evaluation indicators, which classroom action most clearly applies adult learning principles?

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

13. For an academic-practice alliance preparing preceptor educators, after combining findings from multiple sources and groups, 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. Record a failing grade without collecting additional performance evidence
- C. Require the learner to reread the entire laboratory manual independently
- D. Assume anxiety is the cause and remove the learner from future practice

14. For a program evaluation committee studying outcome variation, after examining patterns across courses cohorts and sites, 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. For a school coordinating learner-success interventions, while choosing the intervention that best targets the cause, a clinical partner reports inconsistent student preparation. What is the educator's best first action?

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

16. For a curriculum group integrating community-based care, while planning sustainability monitoring and refinement, an educator notices that lecture questions produce only one-word responses. Which revision best increases active learning?

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

17. For a program reviewing progression toward competency, during a disciplined comparison of alternative responses, 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. Label the learner careless so the seriousness of the error is understood
- D. Describe the observed action, explore the reasoning, and plan a safer approach

18. For a simulation center reviewing debriefing effectiveness, during preparation for a shared stakeholder decision, a faculty member wants students to recognize early deterioration in an unfolding patient case. Which strategy is most appropriate?

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

19. For a leadership academy supporting sustainable innovation, after an initial rollout reveals inconsistent performance, during debriefing, several learners describe only the tasks they completed. Which educator prompt best advances reflective thinking?

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

20. For a faculty committee examining assessment dependability, after checking alignment with outcomes and strategic aims, 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. 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

21. For a college strengthening faculty voice in governance, before setting roles milestones and communication expectations, equity, and sustainability, which activity best helps prelicensure learners develop clinical judgment about competing patient priorities?

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

22. For a clinical faculty improvement council, while weighing benefit feasibility and organizational capacity, an educator is selecting technology for a hybrid course. Which action should occur first?

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

23. For a department promoting collaborative inquiry, while considering learner access readiness and diversity, 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. Call randomly on quiet students until each gives a personal opinion
- D. Set respectful discussion norms, acknowledge complexity, and invite multiple perspectives

24. For a regional center for academic nurse educator development, during the final action-planning session, which classroom action most clearly applies adult learning principles?

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

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- A. Add more lecture slides so every content detail is presented

- B. Ask the same recall question several times using different wording
- C. Provide the answer immediately and ask whether everyone understands
- D. Use a brief scenario, require an individual decision, then have peers compare rationales

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- A. Which learner completed the greatest number of assigned procedures?
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- A. Compare four patient reports and defend the order for immediate assessment
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- A. Connect a new concept to learners' experience through a relevant problem
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- A. Use instructor-selected examples unrelated to learners' professional goals
- B. Present content in a fixed sequence without explaining its usefulness
- C. Delay all application until students have memorized every definition
- D. Connect a new concept to learners' experience through a relevant problem

49. For an academic-practice alliance preparing preceptor educators, while considering learner access readiness and diversity, a learner performs a psychomotor skill correctly in the laboratory but not in clinical practice. Which is the most defensible educator response?

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D. Assume anxiety is the cause and remove the learner from future practice

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- A. Explain how current evidence, clinical expertise, and patient preferences inform a decision
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- A. Describe the observed action, explore the reasoning, and plan a safer approach
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- C. Assign a textbook chapter followed by a factual reading quiz
- D. Provide a complete case summary and ask students to underline key terms

55. For a leadership academy supporting sustainable innovation, while planning sustainability monitoring and refinement, a learner's transportation instability is causing missed clinical days. What is the educator's best response?

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

56. For a faculty committee examining assessment dependability, during a disciplined comparison of alternative responses, which peer-evaluation design is most likely to produce constructive feedback?

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

57. For a college strengthening faculty voice in governance, during preparation for a shared stakeholder decision, a learner receives difficult feedback and becomes defensive. Which action should the educator do?

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

58. For a clinical faculty improvement council, after an initial rollout reveals inconsistent performance, a first-generation college learner reports difficulty navigating university services. Which action should the educator do first?

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

59. For a department promoting collaborative inquiry, after checking alignment with outcomes and strategic aims, 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. Help the learner identify strengths, explore options, and create measurable development goals
- C. Recommend the specialty the educator personally found most rewarding
- D. Delay career discussion until the learner completes the entire program

60. For a regional center for academic nurse educator development, before setting roles milestones and communication expectations, equity, and sustainability, which activity best promotes professional socialization?

- A. Analyze a practice dilemma using nursing values, standards, and role expectations
- B. Memorize the names of professional organizations without applying them

- C. Complete technical skills privately without receiving peer feedback
- D. Review the course calendar and identify all assignment due dates

61. For an academic-practice alliance preparing preceptor educators, while weighing benefit feasibility and organizational capacity, a learner's transportation instability is causing missed clinical days. What is the educator's best response?

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

62. For a program evaluation committee studying outcome variation, while considering learner access readiness and diversity, which peer-evaluation design is most likely to produce constructive feedback?

- A. Use only positive comments so relationships within the group remain comfortable
- B. Allow anonymous ratings without criteria or examples of expected comments
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63. For a school coordinating learner-success interventions, during the final action-planning session, a learner receives difficult feedback and becomes defensive. Which action should the educator do?

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

76. For a curriculum group integrating community-based care, during the final action-planning session, after an exam, one distractor is selected by no learners. Which is the most defensible interpretation?

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

77. For a program reviewing progression toward competency, during selection of meaningful evaluation indicators, 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
- C. A licensing examination taken after program completion
- D. A transcript review completed during graduation clearance

78. For a simulation center reviewing debriefing effectiveness, after combining findings from multiple sources and groups, an examination item has a negative discrimination index. Which is the most defensible first action?

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

79. For a leadership academy supporting sustainable innovation, after examining patterns across courses cohorts and sites, which evidence best supports the content validity of a course examination?

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

80. For a faculty committee examining assessment dependability, while choosing the intervention that best targets the cause, a faculty team wants to assess an affective outcome about professional accountability. Which method is most appropriate?

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

81. For a college strengthening faculty voice in governance, while planning sustainability monitoring and refinement, what is the primary purpose of a well-designed rubric?

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

82. For a clinical faculty improvement council, during a disciplined comparison of alternative responses, after an exam, one distractor is selected by no learners. Which is the most defensible interpretation?

- A. The entire examination must be discarded regardless of other statistics
- 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 distractor may be implausible and should be reviewed before reuse

83. For a department promoting collaborative inquiry, during preparation for a shared stakeholder decision, which assessment provides the strongest formative information during a unit?

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

84. For a regional center for academic nurse educator development, after an initial rollout reveals inconsistent performance, an examination item has a negative discrimination index. Which is the most defensible first action?

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

85. For an academic-practice alliance preparing preceptor educators, after checking alignment with outcomes and strategic aims, which evidence best supports the content validity of a course examination?

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

86. For a program evaluation committee studying outcome variation, before setting roles milestones and communication expectations, equity, and sustainability, a faculty team wants to assess an affective outcome about professional accountability. Which method is most appropriate?

- A. Repeated observation with behaviorally anchored criteria across authentic situations

- B. A single multiple-choice question asking for the definition of accountability
- C. A timed calculation test completed without any practice context
- D. A checklist recording only whether required equipment was available

87. For a school coordinating learner-success interventions, while weighing benefit feasibility and organizational capacity, what is the primary purpose of a well-designed rubric?

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

88. For a curriculum group integrating community-based care, while considering learner access readiness and diversity, 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 entire examination must be discarded regardless of other statistics
- C. The keyed answer must be incorrect because the distractor was unused
- D. The item is automatically valid because most learners answered correctly

89. For a program reviewing progression toward competency, during the final action-planning session, which assessment provides the strongest formative information during a unit?

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

90. For a simulation center reviewing debriefing effectiveness, during selection of meaningful evaluation indicators, an examination item has a negative discrimination index. Which is the most defensible first action?

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

91. For a leadership academy supporting sustainable innovation, after combining findings from multiple sources and groups, 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. Consistent use of the same number of words in every option
- C. A high average score from one unusually strong student cohort
- D. Positive student comments about the appearance of the examination

92. For a faculty committee examining assessment dependability, after examining patterns across courses cohorts and sites, 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

93. For a college strengthening faculty voice in governance, while choosing the intervention that best targets the cause, what is the primary purpose of a well-designed rubric?

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

94. For a clinical faculty improvement council, while planning sustainability monitoring and refinement, after an exam, one distractor is selected by no learners. Which is the most defensible interpretation?

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

95. For a department promoting collaborative inquiry, during a disciplined comparison of alternative responses, which assessment provides the strongest formative information during a unit?

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

96. For a regional center for academic nurse educator development, during preparation for a shared stakeholder decision, an examination item has a negative discrimination index. Which is the most defensible first action?

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

97. For an academic-practice alliance preparing preceptor educators, after an initial rollout reveals inconsistent performance, 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. Assign all evaluation work to one person without faculty participation
- D. Define outcomes, indicators, data sources, benchmarks, timing, and responsible parties

98. For a program evaluation committee studying outcome variation, after checking alignment with outcomes and strategic aims, 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. For a school coordinating learner-success interventions, before setting roles milestones and communication expectations, equity, and sustainability, 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. Appreciate professional communication with members of the team
- D. Prioritize nursing interventions for patients with rapidly changing conditions

100. For a curriculum group integrating community-based care, while weighing benefit feasibility and organizational capacity, a curriculum committee identifies a gap between program outcomes and clinical experiences. Which action should it do first?

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

101. For a program reviewing progression toward competency, while considering learner access readiness and diversity, 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. Triangulated outcome data show a persistent weakness across cohorts and measures
- D. One learner dislikes the order of topics in a single course

102. For a simulation center reviewing debriefing effectiveness, during the final action-planning session, when designing a program evaluation plan, what is essential?

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

103. For a leadership academy supporting sustainable innovation, during selection of meaningful evaluation indicators, 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 nursing-only quiz requiring recall of professional organization names
- D. A team-based case with learners from multiple professions and shared evaluation criteria

104. For a faculty committee examining assessment dependability, after combining findings from multiple sources and groups, 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

105. For a college strengthening faculty voice in governance, after examining patterns across courses cohorts and sites, 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

106. For a clinical faculty improvement council, while choosing the intervention that best targets the cause, 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

107. For a department promoting collaborative inquiry, while planning sustainability monitoring and refinement, 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

108. For a regional center for academic nurse educator development, during a disciplined comparison of alternative responses, 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 team-based case with learners from multiple professions and shared evaluation criteria

D. A faculty lecture listing the roles of other health professions

109. For an academic-practice alliance preparing preceptor educators, during preparation for a shared stakeholder decision, 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

110. For a program evaluation committee studying outcome variation, after an initial rollout reveals inconsistent performance, 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

111. For a school coordinating learner-success interventions, after checking alignment with outcomes and strategic aims, which finding most strongly supports a curricular revision?

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

112. For a curriculum group integrating community-based care, before setting roles milestones and communication expectations, equity, and sustainability, which leadership action most effectively supports interprofessional education?

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

113. For a program reviewing progression toward competency, while weighing benefit feasibility and organizational capacity, faculty members resist a proposed curriculum change. What is the leader's best initial strategy?

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

114. For a simulation center reviewing debriefing effectiveness, while considering learner access readiness and diversity, 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

115. For a leadership academy supporting sustainable innovation, during the final action-planning session, 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. Revise every course outcome without reviewing the regulation
- C. Delegate the entire response to one clinical instructor
- D. Continue current practices until a formal penalty is imposed

116. For a faculty committee examining assessment dependability, during selection of meaningful evaluation indicators, which leadership action most effectively supports interprofessional education?

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

117. For a college strengthening faculty voice in governance, after combining findings from multiple sources and groups, faculty members resist a proposed curriculum change. What is the leader's best initial strategy?

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

118. For a clinical faculty improvement council, after examining patterns across courses cohorts and sites, which action best demonstrates conflict management?

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

119. For a department promoting collaborative inquiry, while choosing the intervention that best targets the cause, 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

120. For a regional center for academic nurse educator development, while planning sustainability monitoring and refinement, which leadership action most effectively supports interprofessional education?

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

121. For an academic-practice alliance preparing preceptor educators, during a disciplined comparison of alternative responses, faculty members resist a proposed curriculum change. What is the leader's best initial strategy?

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

122. For a program evaluation committee studying outcome variation, during preparation for a shared stakeholder decision, 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

123. For a school coordinating learner-success interventions, after an initial rollout reveals inconsistent performance, 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. Remove the assignment so no further feedback can be generated
- D. Revise the instructions, test them with users, and evaluate whether confusion decreases

124. For a curriculum group integrating community-based care, after checking alignment with outcomes and strategic aims, which professional-development goal is best constructed?

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

125. For a program reviewing progression toward competency, before setting roles milestones and communication expectations, equity, and sustainability, an educator is balancing teaching, service, and scholarship demands. Which is the most defensible approach?

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

126. For a simulation center reviewing debriefing effectiveness, while weighing benefit feasibility and organizational capacity, which evidence is most useful for an educator's annual self-evaluation?

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

127. For a leadership academy supporting sustainable innovation, while considering learner access readiness and diversity, 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

128. For a faculty committee examining assessment dependability, during the final action-planning session, which professional-development goal is best constructed?

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

129. For a college strengthening faculty voice in governance, during selection of meaningful evaluation indicators, 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. Accept every opportunity so colleagues view the educator as committed
- C. Align priorities with role expectations, set boundaries, and review workload with a mentor
- D. Eliminate reflective practice because it does not produce immediate output

130. For a clinical faculty improvement council, after combining findings from multiple sources and groups, 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

131. For a department promoting collaborative inquiry, after examining patterns across courses cohorts and sites, after receiving consistent feedback that instructions are unclear, what should the educator do?

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

132. For a regional center for academic nurse educator development, while choosing the intervention that best targets the cause, 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. Complete assessment-design training and revise two exams using item analysis this year
- D. Attend as many professional meetings as possible without a focus

133. For an academic-practice alliance preparing preceptor educators, while planning sustainability monitoring and refinement, which practice best demonstrates scholarly integrity?

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

134. For a program evaluation committee studying outcome variation, during a disciplined comparison of alternative responses, 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. Select a preferred conclusion and design activities to support it
- C. Choose a journal before clarifying the purpose of the project
- D. Define a meaningful question and review existing evidence to identify the gap

135. For a school coordinating learner-success interventions, during preparation for a shared stakeholder decision, a faculty member evaluates a new teaching strategy and finds improved outcomes. What best advances scholarship?

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

136. For a curriculum group integrating community-based care, after an initial rollout reveals inconsistent performance, which practice best demonstrates scholarly integrity?

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

137. For a program reviewing progression toward competency, after checking alignment with outcomes and strategic aims, 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. Select a preferred conclusion and design activities to support it
- C. Define a meaningful question and review existing evidence to identify the gap
- D. Choose a journal before clarifying the purpose of the project

138. For a simulation center reviewing debriefing effectiveness, before setting roles milestones and communication expectations, equity, and sustainability, a faculty member evaluates a new teaching strategy and finds improved outcomes. What best advances scholarship?

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

139. For a leadership academy supporting sustainable innovation, while weighing benefit feasibility and organizational capacity, which practice best demonstrates scholarly integrity?

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

140. For a faculty committee examining assessment dependability, while considering learner access readiness and diversity, 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. Select a preferred conclusion and design activities to support it
- C. Choose a journal before clarifying the purpose of the project
- D. Define a meaningful question and review existing evidence to identify the gap

141. For a college strengthening faculty voice in governance, during the final action-planning session, which social-media behavior best maintains professional role boundaries?

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

142. For a clinical faculty improvement council, during selection of meaningful evaluation indicators, 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. Base priorities on which faculty member argues most strongly
- C. Request the previous budget unchanged without examining current use
- D. Eliminate high-cost experiences without assessing educational consequences

143. For a department promoting collaborative inquiry, after combining findings from multiple sources and groups, which action best supports a civil academic climate?

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

144. For a regional center for academic nurse educator development, after examining patterns across courses cohorts and sites, a faculty proposal conflicts with the university mission. Which is the most defensible next step?

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

145. For an academic-practice alliance preparing preceptor educators, while choosing the intervention that best targets the cause, 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

146. For a program evaluation committee studying outcome variation, while planning sustainability monitoring and refinement, 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. Relate resource requests to outcomes, risks, utilization data, and strategic priorities
- D. Base priorities on which faculty member argues most strongly

147. For a school coordinating learner-success interventions, during a disciplined comparison of alternative responses, 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. Ignore incivility unless it produces a formal legal complaint
- D. Address disrespectful behavior promptly using shared standards and restorative dialogue

148. For a curriculum group integrating community-based care, during preparation for a shared stakeholder decision, 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. Reconsider the proposal's alignment and revise it with relevant stakeholders
- D. Avoid documenting the conflict so approval is more likely

149. For a program reviewing progression toward competency, after an initial rollout reveals inconsistent performance, which social-media behavior best maintains professional role boundaries?

- A. Accept every learner request on a personal account to demonstrate support

- B. Use institutionally appropriate channels and avoid private relationships that blur educator authority
- C. Discuss identifiable learner performance in a closed social group
- D. Post clinical-site concerns before using established reporting processes

150. For a simulation center reviewing debriefing effectiveness, after checking alignment with outcomes and strategic aims, 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. Eliminate high-cost experiences without assessing educational consequences
- C. Base priorities on which faculty member argues most strongly
- D. Request the previous budget unchanged without examining current use

Practice Exam 26: Answer Key and Explanations

1. B — Observe performance in context and provide targeted coaching followed by another attempt is the best choice 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. C — Explain how current evidence, clinical expertise, and patient preferences inform a decision is the best choice 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. D — Meet with the partner to clarify expectations and compare them with course outcomes is the best choice 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. C — Use a brief scenario, require an individual decision, then have peers compare rationales is the best choice 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 best choice 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 best choice 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 best choice 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 best choice because Diagnostic assessment and tiered learning preserve common outcomes while providing appropriate challenge and support. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

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

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

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

13. A — Observe performance in context and provide targeted coaching followed by another attempt is the best choice 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. D — Explain how current evidence, clinical expertise, and patient preferences inform a decision is the best choice because Evidence-based practice integrates research, expertise, circumstances, and patient values instead of relying on novelty or authority alone. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore.

15. C — Meet with the partner to clarify expectations and compare them with course outcomes is the best choice 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. A — Use a brief scenario, require an individual decision, then have peers compare rationales is the best choice 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. D — Describe the observed action, explore the reasoning, and plan a safer approach is the best choice 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 best choice 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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55. D — Discuss the barrier privately and identify policy-consistent supports and resources is the best choice because A private, resource-oriented response addresses a social determinant of learning while maintaining transparent academic requirements. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

56. C — Use explicit criteria, model specific comments, and require evidence for ratings is the best choice 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. B — Invite the learner's perspective, return to observable evidence, and develop an improvement plan is the best choice 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. A — Explore the learner's specific needs and connect the learner with appropriate resources is the best choice 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. B — Help the learner identify strengths, explore options, and create measurable development goals is the best choice 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. A — Analyze a practice dilemma using nursing values, standards, and role expectations is the best choice 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. B — The distractor may be implausible and should be reviewed before reuse is the best choice because A never-selected distractor contributes little to differentiation and may need revision, although all item evidence should be considered. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore.

77. A — A low-stakes application task with feedback before the summative examination is the best choice 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. D — Review the key, wording, content alignment, and response patterns for a flawed item is the best choice 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. C — A blueprint linking items to outcomes, content areas, and intended cognitive levels is the best choice 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

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80. A — Repeated observation with behaviorally anchored criteria across authentic situations is the best choice 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.

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98. A — A team-based case with learners from multiple professions and shared evaluation criteria is the best choice 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. D — Prioritize nursing interventions for patients with rapidly changing conditions is the best choice 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. B — Map outcomes across courses and experiences to locate the specific gap is the best choice because Curriculum mapping provides evidence about where outcomes are introduced, reinforced, assessed, or omitted before revision decisions. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

101. C — Triangulated outcome data show a persistent weakness across cohorts and measures is the best choice 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. D — Create shared outcomes, role clarity, and joint learning experiences with partner disciplines is the best choice 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. A — Engage faculty in reviewing the evidence, concerns, and shared need for change is the best choice 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. C — Clarify interests, establish common goals, and facilitate a mutually workable plan is the best choice 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. A — Assess the change's implications with stakeholders and identify required adaptations is the best choice 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. D — Revise the instructions, test them with users, and evaluate whether confusion decreases is the best choice 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. A — Complete assessment-design training and revise two exams using item analysis this year is the best choice 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 best choice because Deliberate alignment and mentoring support sustainable performance, role development, and responsible self-care. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

126. C — Patterns across learner outcomes, peer feedback, self-reflection, and teaching evidence is the best choice 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 best choice 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. D — Define a meaningful question and review existing evidence to identify the gap is the best choice 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. B — Use a rigorous approach, critically interpret findings, and disseminate them for peer review is the best choice 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 best choice 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 best choice 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. A — Address disrespectful behavior promptly using shared standards and restorative dialogue is the best choice 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 best choice 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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