

PRACTICE EXAM 27: CERTIFIED NURSE EDUCATOR (CNE) SIMULATION (150 QUESTIONS)

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

1. Within a faculty senate reviewing shared-governance processes, while balancing educational benefit feasibility and equity, 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. Within an interprofessional faculty team addressing learner disengagement, before presenting a recommendation to decision makers, which educator behavior best models evidence-based nursing practice during class?
 - A. Present the newest article as automatically superior to all earlier evidence
 - B. Teach institutional tradition without examining its supporting evidence
 - C. Explain how current evidence, clinical expertise, and patient preferences inform a decision
 - D. Ask learners to follow the educator's preferred approach without rationale

3. Within a program director planning evidence-based faculty development, while aligning activities assessment and program outcomes, a clinical partner reports inconsistent student preparation. What is the educator's best first action?

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

4. Within a simulation committee standardizing facilitator preparation, during review of learner readiness access and prior experience, 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

5. Within a school of nursing preparing a sustainable change strategy, after pilot data reveal variation among learner groups, which response demonstrates effective communication after a learner makes a medication error in simulation?

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

6. Within a curriculum council responding to community health trends, while translating evidence into a feasible educational response, a faculty member wants students to recognize early deterioration in an unfolding patient case. Which strategy is most appropriate?

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

7. Within a graduate program strengthening competency-based progression, during a structured evaluation of possible next steps, 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. Would you prefer that I explain the correct actions before discussion?
- D. What cues influenced your decisions, and what would you change next time?

8. Within a course team improving feedback across multiple clinical sections, after considering organizational culture and strategic priorities, equity, and sustainability, a class includes learners with wide differences in prior clinical experience. Which is the most defensible initial teaching response?

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

9. Within a nursing department evaluating an inclusive teaching initiative, during planning for adoption sustainability and refinement, which activity best helps prelicensure learners develop clinical judgment about competing patient priorities?

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

10. Within an assessment group examining unexpected outcome differences, after comparing formative and summative evidence, 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

11. Within an academic-practice partnership expanding preceptor support, while clarifying responsibilities resources and communication, students remain silent during a discussion of a culturally sensitive case. Which educator action best supports psychological safety?

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

12. Within a college redesigning its orientation for novice clinical instructors, before selecting measures for implementation and follow-up, which classroom action most clearly applies adult learning principles?

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

13. Within a faculty senate reviewing shared-governance processes, after stakeholders identify the most important performance gap, 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. Require the learner to reread the entire laboratory manual independently
- C. Assume anxiety is the cause and remove the learner from future practice
- D. Observe performance in context and provide targeted coaching followed by another attempt

14. Within an interprofessional faculty team addressing learner disengagement, while balancing educational benefit feasibility and equity, which educator behavior best models evidence-based nursing practice during class?

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

15. Within a program director planning evidence-based faculty development, before presenting a recommendation to decision makers, a clinical partner reports inconsistent student preparation. What is the educator's best first action?

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

16. Within a simulation committee standardizing facilitator preparation, while aligning activities assessment and program outcomes, 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. Provide the answer immediately and ask whether everyone understands
- D. Use a brief scenario, require an individual decision, then have peers compare rationales

17. Within a school of nursing preparing a sustainable change strategy, during review of learner readiness access and prior experience, which response demonstrates effective communication after a learner makes a medication error in simulation?

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

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

18. Within a curriculum council responding to community health trends, after pilot data reveal variation among learner groups, 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. Assign a textbook chapter followed by a factual reading quiz
- C. Provide a complete case summary and ask students to underline key terms
- D. Deliver a lecture reviewing every possible complication before discussion

19. Within a graduate program strengthening competency-based progression, while translating evidence into a feasible educational response, 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. What cues influenced your decisions, and what would you change next time?
- C. Can everyone list the steps in the procedure from memory?
- D. Would you prefer that I explain the correct actions before discussion?

20. Within a course team improving feedback across multiple clinical sections, during a structured evaluation of possible next steps, a class includes learners with wide differences in prior clinical experience. Which is the most defensible initial teaching response?

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

21. Within a nursing department evaluating an inclusive teaching initiative, after considering organizational culture and strategic priorities, equity, and sustainability, which activity best helps prelicensure learners develop clinical judgment about competing patient priorities?

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

22. Within an assessment group examining unexpected outcome differences, during planning for adoption sustainability and refinement, 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

23. Within an academic-practice partnership expanding preceptor support, after comparing formative and summative evidence, students remain silent during a discussion of a culturally sensitive case. Which educator action best supports psychological safety?

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

24. Within a college redesigning its orientation for novice clinical instructors, while clarifying responsibilities resources and communication, which classroom action most clearly applies adult learning principles?

- A. Present content in a fixed sequence without explaining its usefulness

- B. Delay all application until students have memorized every definition
- C. Connect a new concept to learners' experience through a relevant problem
- D. Use instructor-selected examples unrelated to learners' professional goals

25. Within a faculty senate reviewing shared-governance processes, before selecting measures for implementation and follow-up, 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
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- D. Assume anxiety is the cause and remove the learner from future practice

26. Within an interprofessional faculty team addressing learner disengagement, after stakeholders identify the most important performance gap, which educator behavior best models evidence-based nursing practice during class?

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

27. Within a program director planning evidence-based faculty development, while balancing educational benefit feasibility and equity, a clinical partner reports inconsistent student preparation. What is the educator's best first action?

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

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- A. Which learner completed the greatest number of assigned procedures?

- B. Can everyone list the steps in the procedure from memory?
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- A. Present content in a fixed sequence without explaining its usefulness
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- D. Connect a new concept to learners' experience through a relevant problem

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

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- C. Provide a complete case summary and ask students to underline key terms
- D. Deliver a lecture reviewing every possible complication before discussion

55. Within a graduate program strengthening competency-based progression, while aligning activities assessment and program outcomes, 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. Discuss the barrier privately and identify policy-consistent supports and resources
- C. Advise the learner to withdraw before exploring available assistance
- D. Publicly remind the class that attendance rules apply equally

56. Within a course team improving feedback across multiple clinical sections, during review of learner readiness access and prior experience, which peer-evaluation design is most likely to produce constructive feedback?

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

57. Within a nursing department evaluating an inclusive teaching initiative, after pilot data reveal variation among learner groups, a learner receives difficult feedback and becomes defensive. Which action should the educator do?

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

58. Within an assessment group examining unexpected outcome differences, while translating evidence into a feasible educational response, 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. Within an academic-practice partnership expanding preceptor support, during a structured evaluation of possible next steps, a learner is uncertain about a long-term nursing role. Which advising approach is best?

- A. Delay career discussion until the learner completes the entire program

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

60. Within a college redesigning its orientation for novice clinical instructors, after considering organizational culture and strategic priorities, equity, and sustainability, which activity best promotes professional socialization?

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

61. Within a faculty senate reviewing shared-governance processes, during planning for adoption sustainability 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. Discuss the barrier privately and identify policy-consistent supports and resources
- D. Publicly remind the class that attendance rules apply equally

62. Within an interprofessional faculty team addressing learner disengagement, after comparing formative and summative evidence, which peer-evaluation design is most likely to produce constructive feedback?

- A. Ask peers to assign final grades based on general impressions
- B. Use explicit criteria, model specific comments, and require evidence for ratings
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63. Within a program director planning evidence-based faculty development, while clarifying responsibilities resources and communication, a learner receives difficult feedback and becomes defensive. Which action should the educator do?

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

64. Within a simulation committee standardizing facilitator preparation, before selecting measures for implementation and follow-up, a first-generation college learner reports difficulty navigating university services. Which action should the educator do first?

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

65. Within a school of nursing preparing a sustainable change strategy, after stakeholders identify the most important performance gap, a learner is uncertain about a long-term nursing role. Which advising approach is best?

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- B. Delay career discussion until the learner completes the entire program
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66. Within a curriculum council responding to community health trends, while balancing educational benefit feasibility and equity, which activity best promotes professional socialization?

- A. Complete technical skills privately without receiving peer feedback
- B. Analyze a practice dilemma using nursing values, standards, and role expectations

- C. Review the course calendar and identify all assignment due dates
- D. Memorize the names of professional organizations without applying them

67. Within a graduate program strengthening competency-based progression, before presenting a recommendation to decision makers, 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
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68. Within a course team improving feedback across multiple clinical sections, while aligning activities assessment and program outcomes, which peer-evaluation design is most likely to produce constructive feedback?

- A. Use explicit criteria, model specific comments, and require evidence for ratings
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- A. Excuse all missed experiences without considering required outcomes
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- C. Use only positive comments so relationships within the group remain comfortable
- D. Allow anonymous ratings without criteria or examples of expected comments

75. Within a program director planning evidence-based faculty development, after comparing formative and summative evidence, a learner receives difficult feedback and becomes defensive. Which action should the educator do?

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

76. Within a simulation committee standardizing facilitator preparation, while clarifying responsibilities resources and communication, 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. Within a school of nursing preparing a sustainable change strategy, before selecting measures for implementation and follow-up, which assessment provides the strongest formative information during a unit?

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

78. Within a curriculum council responding to community health trends, after stakeholders identify the most important performance gap, an examination item has a negative discrimination index. Which is the most defensible first action?

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

79. Within a graduate program strengthening competency-based progression, while balancing educational benefit feasibility and equity, 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

80. Within a course team improving feedback across multiple clinical sections, before presenting a recommendation to decision makers, a faculty team wants to assess an affective outcome about professional accountability. Which method is most appropriate?

- A. A checklist recording only whether required equipment was available

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

81. Within a nursing department evaluating an inclusive teaching initiative, while aligning activities assessment and program outcomes, what is the primary purpose of a well-designed rubric?

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

82. Within an assessment group examining unexpected outcome differences, during review of learner readiness access and prior experience, 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
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83. Within an academic-practice partnership expanding preceptor support, after pilot data reveal variation among learner groups, which assessment provides the strongest formative information during a unit?

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

84. Within a college redesigning its orientation for novice clinical instructors, while translating evidence into a feasible educational response, an examination item has a negative discrimination index. Which is the most defensible first action?

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

85. Within a faculty senate reviewing shared-governance processes, during a structured evaluation of possible next steps, 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
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97. Within a faculty senate reviewing shared-governance processes, while translating evidence into a feasible educational response, when designing a program evaluation plan, what is essential?

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

98. Within an interprofessional faculty team addressing learner disengagement, during a structured evaluation of possible next steps, 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. An independent nursing paper describing the definition of collaboration

- C. A faculty lecture listing the roles of other health professions
- D. A nursing-only quiz requiring recall of professional organization names

99. Within a program director planning evidence-based faculty development, after considering organizational culture and strategic priorities, equity, and sustainability, which course outcome is written at the most measurable level?

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

100. Within a simulation committee standardizing facilitator preparation, during planning for adoption sustainability and refinement, 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. Within a school of nursing preparing a sustainable change strategy, after comparing formative and summative evidence, which finding most strongly supports a curricular revision?

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

102. Within a curriculum council responding to community health trends, while clarifying responsibilities resources and communication, when designing a program evaluation plan, what is essential?

- A. Define outcomes, indicators, data sources, benchmarks, timing, and responsible parties
- B. Collect any available data first and decide its purpose afterward
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112. Within a simulation committee standardizing facilitator preparation, after considering organizational culture and strategic priorities, equity, and sustainability, which leadership action most effectively supports interprofessional education?

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

113. Within a school of nursing preparing a sustainable change strategy, during planning for adoption sustainability and refinement, faculty members resist a proposed curriculum change. What is the leader's best initial strategy?

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

114. Within a curriculum council responding to community health trends, after comparing formative and summative evidence, 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. Clarify interests, establish common goals, and facilitate a mutually workable plan
- D. Avoid the disagreement until one party independently withdraws

115. Within a graduate program strengthening competency-based progression, while clarifying responsibilities resources and communication, an external regulatory change affects clinical placements. Which action should the nurse educator leader do first?

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

116. Within a course team improving feedback across multiple clinical sections, before selecting measures for implementation and follow-up, which leadership action most effectively supports interprofessional education?

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- C. Focus discussion on personalities rather than the disputed process
- D. Avoid the disagreement until one party independently withdraws

123. Within a program director planning evidence-based faculty development, while translating evidence into a feasible educational response, after receiving consistent feedback that instructions are unclear, what should the educator do?

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

124. Within a simulation committee standardizing facilitator preparation, during a structured evaluation of possible next steps, which professional-development goal is best constructed?

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

125. Within a school of nursing preparing a sustainable change strategy, after considering organizational culture and strategic priorities, equity, and sustainability, an educator is balancing teaching, service, and scholarship demands. Which is the most defensible approach?

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

126. Within a curriculum council responding to community health trends, during planning for adoption sustainability and refinement, which evidence is most useful for an educator's annual self-evaluation?

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

127. Within a graduate program strengthening competency-based progression, after comparing formative and summative evidence, 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
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133. Within a faculty senate reviewing shared-governance processes, while aligning activities assessment and program outcomes, 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

134. Within an interprofessional faculty team addressing learner disengagement, during review of learner readiness access and prior experience, a nurse educator wants to begin a scholarly project. Which action should occur first?

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

135. Within a program director planning evidence-based faculty development, after pilot data reveal variation among learner groups, a faculty member evaluates a new teaching strategy and finds improved outcomes. What best advances scholarship?

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

136. Within a simulation committee standardizing facilitator preparation, while translating evidence into a feasible educational response, which practice best demonstrates scholarly integrity?

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141. Within a nursing department evaluating an inclusive teaching initiative, while clarifying responsibilities resources and communication, which social-media behavior best maintains professional role boundaries?

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

142. Within an assessment group examining unexpected outcome differences, before selecting measures for implementation and follow-up, a department is asked to reduce expenses. What is the educator's best contribution to budgeting?

- A. Base priorities on which faculty member argues most strongly
- B. Relate resource requests to outcomes, risks, utilization data, and strategic priorities

- C. Request the previous budget unchanged without examining current use
- D. Eliminate high-cost experiences without assessing educational consequences

143. Within an academic-practice partnership expanding preceptor support, after stakeholders identify the most important performance gap, which action best supports a civil academic climate?

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

144. Within a college redesigning its orientation for novice clinical instructors, while balancing educational benefit feasibility and equity, 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. Ask learners to advocate publicly before faculty governance review
- C. Proceed because nursing programs are independent of institutional priorities
- D. Avoid documenting the conflict so approval is more likely

145. Within a faculty senate reviewing shared-governance processes, before presenting a recommendation to decision makers, which social-media behavior best maintains professional role boundaries?

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Practice Exam 27: Answer Key and Explanations

1. B — Observe performance in context and provide targeted coaching followed by another attempt is most appropriate 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 most appropriate 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 most appropriate 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. A — Use a brief scenario, require an individual decision, then have peers compare rationales is most appropriate 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.

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8. B — Assess prior knowledge and offer tiered activities linked to the same outcomes is most appropriate 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. C — Compare four patient reports and defend the order for immediate assessment is most appropriate 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. A — Match the technology's functions to the learning outcome and learner access needs is most appropriate 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. B — Explain how current evidence, clinical expertise, and patient preferences inform a decision is most appropriate 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.

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55. B — Discuss the barrier privately and identify policy-consistent supports and resources is most appropriate 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 most appropriate 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 most appropriate 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 most appropriate 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. D — Help the learner identify strengths, explore options, and create measurable development goals is most appropriate 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.

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76. B — The distractor may be implausible and should be reviewed before reuse is most appropriate 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 most appropriate 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 most appropriate 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. A — A blueprint linking items to outcomes, content areas, and intended cognitive levels is most appropriate because A blueprint documents systematic sampling of the intended content and cognitive demands represented by course outcomes. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do.

80. D — Repeated observation with behaviorally anchored criteria across authentic situations is most appropriate because Affective outcomes are best evaluated through observable patterns of behavior across contexts using clear criteria. The response uses evidence and preserves alignment among

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

99. C — Prioritize nursing interventions for patients with rapidly changing conditions is most appropriate 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 most appropriate 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.

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

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

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

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

112. B — Create shared outcomes, role clarity, and joint learning experiences with partner disciplines is most appropriate 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 most appropriate 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 most appropriate 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. D — Assess the change's implications with stakeholders and identify required adaptations is most appropriate 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 most appropriate because Continuous improvement converts credible feedback into a specific change and then evaluates its effect. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

124. C — Complete assessment-design training and revise two exams using item analysis this year is most appropriate 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 most appropriate 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. A — Patterns across learner outcomes, peer feedback, self-reflection, and teaching evidence is most appropriate 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. A — Report methods and findings transparently, including limitations and unexpected results is most appropriate 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. C — Define a meaningful question and review existing evidence to identify the gap is most appropriate 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. C — Use a rigorous approach, critically interpret findings, and disseminate them for peer review is most appropriate 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. D — Use institutionally appropriate channels and avoid private relationships that blur educator authority is most appropriate 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. B — Relate resource requests to outcomes, risks, utilization data, and strategic priorities is most appropriate 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 most appropriate because Prompt, proportionate response protects psychological safety, reinforces standards, and creates an opportunity to repair working relationships. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

144. A — Reconsider the proposal's alignment and revise it with relevant stakeholders is most appropriate 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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