

PRACTICE EXAM 5: 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. A faculty member wants students to recognize early deterioration in an unfolding patient case. Which strategy is most appropriate?
 - A. Assign a textbook chapter followed by a factual reading quiz
 - B. Provide a complete case summary and ask students to underline key terms
 - C. Deliver a lecture reviewing every possible complication before discussion
 - D. Use a staged case that releases new findings and requires repeated clinical judgments

2. 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?

3. A class includes learners with wide differences in prior clinical experience. What is the best 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

4. 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. Compare four patient reports and defend the order for immediate assessment
- C. Copy a completed care plan that demonstrates correct terminology
- D. Watch a recorded lecture without pausing for decision points

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

6. 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

7. 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. Use instructor-selected examples unrelated to learners' professional goals

D. Connect a new concept to learners' experience through a relevant problem

8. A learner performs a psychomotor skill correctly in the laboratory but not in clinical practice. What is the best 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

9. 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

10. 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

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

12. Which response demonstrates effective communication after a learner makes a medication error in simulation?

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

13. A faculty member wants students to recognize early deterioration in an unfolding patient case. Which strategy is most appropriate while revising a graduate seminar?

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

14. During debriefing, several learners describe only the tasks they completed. Which educator prompt best advances reflective thinking at a faculty planning retreat?

- 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?

15. A class includes learners with wide differences in prior clinical experience. What is the best initial teaching response in an accelerated nursing program?

- 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

16. Which activity best helps prelicensure learners develop clinical judgment about competing patient priorities during clinical conference?

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

17. An educator is selecting technology for a hybrid course. Which action should occur first while reviewing course outcomes?

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

18. Students remain silent during a discussion of a culturally sensitive case. Which educator action best supports psychological safety in a first-semester course?

- 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

19. Which classroom action most clearly applies adult learning principles during a senior practicum?

- 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

20. A learner performs a psychomotor skill correctly in the laboratory but not in clinical practice. What is the best educator response in a hybrid RN-to-BSN course?

- 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

21. Which educator behavior best models evidence-based nursing practice during class during simulation preparation?

- 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

22. A clinical partner reports inconsistent student preparation. What is the educator's best first action while revising a graduate seminar?

- 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

23. An educator notices that lecture questions produce only one-word responses. Which revision best increases active learning at a faculty planning retreat?

- 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

24. Which response demonstrates effective communication after a learner makes a medication error in simulation in an accelerated nursing program?

- 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

25. A faculty member wants students to recognize early deterioration in an unfolding patient case. Which strategy is most appropriate while reviewing course outcomes?

- 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

26. During debriefing, several learners describe only the tasks they completed. Which educator prompt best advances reflective thinking in a first-semester course?

- 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?

27. A class includes learners with wide differences in prior clinical experience. What is the best initial teaching response during a senior practicum?

- 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

28. Which activity best helps prelicensure learners develop clinical judgment about competing patient priorities in a hybrid RN-to-BSN course?

- 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

29. An educator is selecting technology for a hybrid course. Which action should occur first during simulation preparation?

- 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

30. Students remain silent during a discussion of a culturally sensitive case. Which educator action best supports psychological safety while revising a graduate seminar?

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

31. Which classroom action most clearly applies adult learning principles at a faculty planning retreat?

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

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

32. A learner performs a psychomotor skill correctly in the laboratory but not in clinical practice. What is the best educator response in an accelerated nursing program?

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

33. Which educator behavior best models evidence-based nursing practice during class during clinical conference?

- 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

34. A clinical partner reports inconsistent student preparation. What is the educator's best first action while reviewing course outcomes?

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

35. An educator notices that lecture questions produce only one-word responses. Which revision best increases active learning in a first-semester course?

- 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

36. Which response demonstrates effective communication after a learner makes a medication error in simulation during a senior practicum?

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

37. A faculty member wants students to recognize early deterioration in an unfolding patient case. Which strategy is most appropriate during simulation preparation?

- 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

38. During debriefing, several learners describe only the tasks they completed. Which educator prompt best advances reflective thinking while revising a graduate seminar?

- 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?

39. A class includes learners with wide differences in prior clinical experience. What is the best initial teaching response at a faculty planning retreat?

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

40. Which activity best helps prelicensure learners develop clinical judgment about competing patient priorities in an accelerated nursing program?

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

41. An educator is selecting technology for a hybrid course. Which action should occur first during clinical conference?

- 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

42. Students remain silent during a discussion of a culturally sensitive case. Which educator action best supports psychological safety while reviewing course outcomes?

- 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

43. Which classroom action most clearly applies adult learning principles in a first-semester course?

- 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

44. A learner performs a psychomotor skill correctly in the laboratory but not in clinical practice. What is the best educator response during a senior practicum?

- 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

45. Which educator behavior best models evidence-based nursing practice during class in a hybrid RN-to-BSN course?

- 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

46. A clinical partner reports inconsistent student preparation. What is the educator's best first action during simulation preparation?

- 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

47. An educator notices that lecture questions produce only one-word responses. Which revision best increases active learning while revising a graduate seminar?

- 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

48. Which response demonstrates effective communication after a learner makes a medication error in simulation at a faculty planning retreat?

- 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

49. A faculty member wants students to recognize early deterioration in an unfolding patient case. Which strategy is most appropriate during clinical conference?

- 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

50. During debriefing, several learners describe only the tasks they completed. Which educator prompt best advances reflective thinking while reviewing course outcomes?

- 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?

51. A class includes learners with wide differences in prior clinical experience. What is the best initial teaching response in a first-semester course?

- 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

52. Which activity best helps prelicensure learners develop clinical judgment about competing patient priorities during a senior practicum?

- 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

53. An educator is selecting technology for a hybrid course. Which action should occur first in a hybrid RN-to-BSN course?

- 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

54. Students remain silent during a discussion of a culturally sensitive case. Which educator action best supports psychological safety during simulation preparation?

- 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

55. A first-generation college learner reports difficulty navigating university services. What should the educator do first?

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

56. A learner is uncertain about a long-term nursing role. Which advising approach is best?

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

57. Which activity best promotes professional socialization?

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

58. A learner's transportation instability is causing missed clinical days. What is the educator's best response?

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

59. Which peer-evaluation design is most likely to produce constructive feedback?

- A. Allow anonymous ratings without criteria or examples of expected comments
- B. Ask peers to assign final grades based on general impressions

- C. Use explicit criteria, model specific comments, and require evidence for ratings
- D. Use only positive comments so relationships within the group remain comfortable

60. A learner receives difficult feedback and becomes defensive. What should the educator do?

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

61. A first-generation college learner reports difficulty navigating university services. What should the educator do first during clinical conference?

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

62. A learner is uncertain about a long-term nursing role. Which advising approach is best while reviewing course outcomes?

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

63. Which activity best promotes professional socialization in a first-semester course?

- 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

64. A learner's transportation instability is causing missed clinical days. What is the educator's best response during a senior practicum?

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

65. Which peer-evaluation design is most likely to produce constructive feedback in a hybrid RN-to-BSN course?

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

66. A learner receives difficult feedback and becomes defensive. What should the educator do during simulation preparation?

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

67. A first-generation college learner reports difficulty navigating university services. What should the educator do first at a faculty planning retreat?

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

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

68. A learner is uncertain about a long-term nursing role. Which advising approach is best in an accelerated nursing program?

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

69. Which activity best promotes professional socialization during clinical conference?

- 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

70. A learner's transportation instability is causing missed clinical days. What is the educator's best response while reviewing course outcomes?

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

71. Which peer-evaluation design is most likely to produce constructive feedback in a first-semester course?

- A. Allow anonymous ratings without criteria or examples of expected comments
- B. Use explicit criteria, model specific comments, and require evidence for ratings

- C. Ask peers to assign final grades based on general impressions
- D. Use only positive comments so relationships within the group remain comfortable

72. A learner receives difficult feedback and becomes defensive. What should the educator do during a senior practicum?

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

73. A first-generation college learner reports difficulty navigating university services. What should the educator do first during simulation preparation?

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

74. A learner is uncertain about a long-term nursing role. Which advising approach is best while revising a graduate seminar?

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

75. Which activity best promotes professional socialization at a faculty planning retreat?

- A. Memorize the names of professional organizations without applying them
- B. Complete technical skills privately without receiving peer feedback

- C. Review the course calendar and identify all assignment due dates
- D. Analyze a practice dilemma using nursing values, standards, and role expectations

76. 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

77. An examination item has a negative discrimination index. What is the best first action?

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

78. Which evidence best supports the content validity of a course examination?

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

79. 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. Repeated observation with behaviorally anchored criteria across authentic situations
- D. A checklist recording only whether required equipment was available

80. What is the primary purpose of a well-designed rubric?

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

81. After an exam, one distractor is selected by no learners. What is the best interpretation?

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

82. Which assessment provides the strongest formative information during a unit during clinical conference?

- 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

83. An examination item has a negative discrimination index. What is the best first action while reviewing course outcomes?

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

84. Which evidence best supports the content validity of a course examination in a first-semester course?

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

85. A faculty team wants to assess an affective outcome about professional accountability. Which method is most appropriate during a senior practicum?

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

86. What is the primary purpose of a well-designed rubric in a hybrid RN-to-BSN course?

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

87. After an exam, one distractor is selected by no learners. What is the best interpretation during simulation preparation?

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

88. Which assessment provides the strongest formative information during a unit at a faculty planning retreat?

- 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

89. An examination item has a negative discrimination index. What is the best first action in an accelerated nursing program?

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

90. Which evidence best supports the content validity of a course examination during clinical conference?

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

91. A faculty team wants to assess an affective outcome about professional accountability. Which method is most appropriate while reviewing course outcomes?

- 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

92. What is the primary purpose of a well-designed rubric in a first-semester course?

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

93. After an exam, one distractor is selected by no learners. What is the best interpretation during a senior practicum?

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

94. Which assessment provides the strongest formative information during a unit during simulation preparation?

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

95. An examination item has a negative discrimination index. What is the best first action while revising a graduate seminar?

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

96. Which evidence best supports the content validity of a course examination at a faculty planning retreat?

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

97. 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

98. A curriculum committee identifies a gap between program outcomes and clinical experiences. What should it do first?

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

99. 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

100. 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

101. A program outcome emphasizes interprofessional collaboration. Which learning experience is best aligned?

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

102. Which course outcome is written at the most measurable level in an accelerated nursing program?

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

103. A curriculum committee identifies a gap between program outcomes and clinical experiences. What should it do first during clinical conference?

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

104. Which finding most strongly supports a curricular revision while reviewing course outcomes?

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

105. When designing a program evaluation plan, what is essential in a first-semester course?

- 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

106. A program outcome emphasizes interprofessional collaboration. Which learning experience is best aligned during a senior practicum?

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

107. Which course outcome is written at the most measurable level during simulation preparation?

- 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

108. A curriculum committee identifies a gap between program outcomes and clinical experiences. What should it do first while revising a graduate seminar?

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

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

109. Which finding most strongly supports a curricular revision at a faculty planning retreat?

- 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

110. When designing a program evaluation plan, what is essential in an accelerated nursing program?

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

111. A program outcome emphasizes interprofessional collaboration. Which learning experience is best aligned during clinical conference?

- 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

112. 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. Announce immediate implementation before discussing anticipated effects
- C. Characterize resistance as unprofessional and exclude dissenting faculty

D. Delay all discussion until external pressure makes change unavoidable

113. 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

114. An external regulatory change affects clinical placements. What should the nurse educator leader do first?

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

115. Which leadership action most effectively supports interprofessional education?

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

116. Faculty members resist a proposed curriculum change. What is the leader's best initial strategy at a faculty planning retreat?

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

117. Which action best demonstrates conflict management in an accelerated nursing program?

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

118. An external regulatory change affects clinical placements. What should the nurse educator leader do first during clinical conference?

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

119. Which leadership action most effectively supports interprofessional education while reviewing course outcomes?

- 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

120. Faculty members resist a proposed curriculum change. What is the leader's best initial strategy during a senior practicum?

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

121. Which action best demonstrates conflict management in a hybrid RN-to-BSN course?

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

122. An external regulatory change affects clinical placements. What should the nurse educator leader do first during simulation preparation?

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

123. 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

124. 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. Revise the instructions, test them with users, and evaluate whether confusion decreases
- C. Remove the assignment so no further feedback can be generated
- D. Keep the instructions unchanged until a formal grievance is filed

125. 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

126. An educator is balancing teaching, service, and scholarship demands. What is the best approach?

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

127. Which evidence is most useful for an educator's annual self-evaluation at a faculty planning retreat?

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

128. After receiving consistent feedback that instructions are unclear, what should the educator do in an accelerated nursing program?

- 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

129. Which professional-development goal is best constructed during clinical conference?

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

130. An educator is balancing teaching, service, and scholarship demands. What is the best approach while reviewing course outcomes?

- 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

131. Which evidence is most useful for an educator's annual self-evaluation during a senior practicum?

- 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

132. After receiving consistent feedback that instructions are unclear, what should the educator do in a hybrid RN-to-BSN course?

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

133. A faculty member evaluates a new teaching strategy and finds improved outcomes. What best advances scholarship?

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

134. 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

135. A nurse educator wants to begin a scholarly project. What 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

136. A faculty member evaluates a new teaching strategy and finds improved outcomes. What best advances scholarship while revising a graduate seminar?

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

137. Which practice best demonstrates scholarly integrity at a faculty planning retreat?

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

138. A nurse educator wants to begin a scholarly project. What should occur first in an accelerated nursing program?

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

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- 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

140. Which practice best demonstrates scholarly integrity in a first-semester course?

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

141. A faculty proposal conflicts with the university mission. What is the best next step?

- A. Proceed because nursing programs are independent of institutional priorities

- B. Reconsider the proposal's alignment and revise it with relevant stakeholders
- C. Avoid documenting the conflict so approval is more likely
- D. Ask learners to advocate publicly before faculty governance review

142. Which social-media behavior best maintains professional role boundaries?

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

143. A department is asked to reduce expenses. What is the educator's best contribution to budgeting?

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

144. 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

145. A faculty proposal conflicts with the university mission. What is the best next step at a faculty planning retreat?

- A. Proceed because nursing programs are independent of institutional priorities
- B. Avoid documenting the conflict so approval is more likely
- C. Ask learners to advocate publicly before faculty governance review

D. Reconsider the proposal's alignment and revise it with relevant stakeholders

146. Which social-media behavior best maintains professional role boundaries in an accelerated nursing program?

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

147. A department is asked to reduce expenses. What is the educator's best contribution to budgeting during clinical conference?

- 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

148. Which action best supports a civil academic climate while reviewing course outcomes?

- 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

149. A faculty proposal conflicts with the university mission. What is the best next step during a senior practicum?

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

D. Ask learners to advocate publicly before faculty governance review

150. Which social-media behavior best maintains professional role boundaries in a hybrid RN-to-BSN course?

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

Practice Exam 5: Answer Key and Explanations

1. D — Use a staged case that releases new findings and requires repeated clinical judgments is the best answer because An unfolding case requires learners to interpret changing cues, prioritize hypotheses, and revise decisions as new evidence appears. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either.

2. B — What cues influenced your decisions, and what would you change next time? is the best answer because The prompt moves learners beyond description toward analysis of cues, reasoning, consequences, and future improvement. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment.

3. D — Assess prior knowledge and offer tiered activities linked to the same outcomes is the best answer because Diagnostic assessment and tiered learning preserve common outcomes while providing appropriate challenge and support. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment, or.

4. B — Compare four patient reports and defend the order for immediate assessment is the best answer because Prioritization with justification makes learners notice cues, weigh risk, and explain decisions rather than merely recall facts. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken.

5. C — Match the technology's functions to the learning outcome and learner access needs is the best answer because Technology should be chosen for alignment, accessibility, usability, and its contribution to the intended learning process. This choice aligns the educator's action with the intended outcome and

uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken.

6. A — Set respectful discussion norms, acknowledge complexity, and invite multiple perspectives is the best answer because Explicit norms and an open invitation reduce interpersonal risk while preserving rigorous discussion of complex viewpoints. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment, or.

7. D — Connect a new concept to learners' experience through a relevant problem is the best answer because Adult learners benefit when content is relevant, problem centered, and connected to experience they can examine critically. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken.

8. A — Observe performance in context and provide targeted coaching followed by another attempt is the best answer because Contextual observation identifies the actual performance gap, and coached deliberate practice supports transfer to clinical settings. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken.

9. C — Explain how current evidence, clinical expertise, and patient preferences inform a decision is the best answer because Evidence-based practice integrates research, expertise, circumstances, and patient values instead of relying on novelty or authority alone. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment.

10. B — Meet with the partner to clarify expectations and compare them with course outcomes is the best answer because Collaborative clarification gathers evidence, aligns expectations, and protects the educational partnership before solutions are selected. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken.

11. B — Use a brief scenario, require an individual decision, then have peers compare rationales is the best answer because Individual commitment followed by peer comparison creates retrieval, application, explanation, and feedback within a manageable activity. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment.

12. A — Describe the observed action, explore the reasoning, and plan a safer approach is the best answer because Specific, nonjudgmental feedback examines both behavior and reasoning while maintaining dignity and a focus on safety. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken.

13. C — Use a staged case that releases new findings and requires repeated clinical judgments is the best answer because An unfolding case requires learners to interpret changing cues, prioritize hypotheses, and revise decisions as new evidence appears. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either.

14. D — What cues influenced your decisions, and what would you change next time? is the best answer because The prompt moves learners beyond description toward analysis of cues, reasoning, consequences, and future improvement. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment.

15. D — Assess prior knowledge and offer tiered activities linked to the same outcomes is the best answer because Diagnostic assessment and tiered learning preserve common outcomes while providing appropriate challenge and support. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment, or.

16. A — Compare four patient reports and defend the order for immediate assessment is the best answer because Prioritization with justification makes learners notice cues, weigh risk, and explain decisions rather than merely recall facts. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken.

17. B — Match the technology's functions to the learning outcome and learner access needs is the best answer because Technology should be chosen for alignment, accessibility, usability, and its contribution to the intended learning process. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken.

18. C — Set respectful discussion norms, acknowledge complexity, and invite multiple perspectives is the best answer because Explicit norms and an open invitation reduce interpersonal risk while preserving rigorous discussion of complex viewpoints. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment, or.

19. C — Connect a new concept to learners' experience through a relevant problem is the best answer because Adult learners benefit when content is relevant, problem centered, and connected to experience they can examine critically. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken.

20. A — Observe performance in context and provide targeted coaching followed by another attempt is the best answer because Contextual observation identifies the actual performance gap, and coached deliberate practice supports transfer to clinical settings. This choice aligns the educator's action with the

intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken.

21. B — Explain how current evidence, clinical expertise, and patient preferences inform a decision is the best answer because Evidence-based practice integrates research, expertise, circumstances, and patient values instead of relying on novelty or authority alone. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment.

22. D — Meet with the partner to clarify expectations and compare them with course outcomes is the best answer because Collaborative clarification gathers evidence, aligns expectations, and protects the educational partnership before solutions are selected. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken.

23. A — Use a brief scenario, require an individual decision, then have peers compare rationales is the best answer because Individual commitment followed by peer comparison creates retrieval, application, explanation, and feedback within a manageable activity. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment.

24. C — Describe the observed action, explore the reasoning, and plan a safer approach is the best answer because Specific, nonjudgmental feedback examines both behavior and reasoning while maintaining dignity and a focus on safety. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken.

25. D — Use a staged case that releases new findings and requires repeated clinical judgments is the best answer because An unfolding case requires learners to interpret changing cues, prioritize hypotheses, and revise decisions as new evidence appears. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either.

26. B — What cues influenced your decisions, and what would you change next time? is the best answer because The prompt moves learners beyond description toward analysis of cues, reasoning, consequences, and future improvement. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment.

27. D — Assess prior knowledge and offer tiered activities linked to the same outcomes is the best answer because Diagnostic assessment and tiered learning preserve common outcomes while providing appropriate challenge and support. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment, or.

28. C — Compare four patient reports and defend the order for immediate assessment is the best answer because Prioritization with justification makes learners notice cues, weigh risk, and explain decisions rather than merely recall facts. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken.

29. A — Match the technology's functions to the learning outcome and learner access needs is the best answer because Technology should be chosen for alignment, accessibility, usability, and its contribution to the intended learning process. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken.

30. B — Set respectful discussion norms, acknowledge complexity, and invite multiple perspectives is the best answer because Explicit norms and an open invitation reduce interpersonal risk while preserving rigorous discussion of complex viewpoints. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment, or.

31. D — Connect a new concept to learners' experience through a relevant problem is the best answer because Adult learners benefit when content is relevant, problem centered, and connected to experience they can examine critically. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken.

32. C — Observe performance in context and provide targeted coaching followed by another attempt is the best answer because Contextual observation identifies the actual performance gap, and coached deliberate practice supports transfer to clinical settings. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken.

33. B — Explain how current evidence, clinical expertise, and patient preferences inform a decision is the best answer because Evidence-based practice integrates research, expertise, circumstances, and patient values instead of relying on novelty or authority alone. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment.

34. A — Meet with the partner to clarify expectations and compare them with course outcomes is the best answer because Collaborative clarification gathers evidence, aligns expectations, and protects the educational partnership before solutions are selected. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken.

35. C — Use a brief scenario, require an individual decision, then have peers compare rationales is the best answer because Individual commitment followed by peer comparison creates retrieval, application, explanation, and feedback within a manageable activity. This choice aligns the educator's action with the

intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment.

36. D — Describe the observed action, explore the reasoning, and plan a safer approach is the best answer because Specific, nonjudgmental feedback examines both behavior and reasoning while maintaining dignity and a focus on safety. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken.

37. A — Use a staged case that releases new findings and requires repeated clinical judgments is the best answer because An unfolding case requires learners to interpret changing cues, prioritize hypotheses, and revise decisions as new evidence appears. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either.

38. B — What cues influenced your decisions, and what would you change next time? is the best answer because The prompt moves learners beyond description toward analysis of cues, reasoning, consequences, and future improvement. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment.

39. C — Assess prior knowledge and offer tiered activities linked to the same outcomes is the best answer because Diagnostic assessment and tiered learning preserve common outcomes while providing appropriate challenge and support. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment, or.

40. B — Compare four patient reports and defend the order for immediate assessment is the best answer because Prioritization with justification makes learners notice cues, weigh risk, and explain decisions rather than merely recall facts. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken.

41. D — Match the technology's functions to the learning outcome and learner access needs is the best answer because Technology should be chosen for alignment, accessibility, usability, and its contribution to the intended learning process. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken.

42. A — Set respectful discussion norms, acknowledge complexity, and invite multiple perspectives is the best answer because Explicit norms and an open invitation reduce interpersonal risk while preserving rigorous discussion of complex viewpoints. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment, or.

43. A — Connect a new concept to learners' experience through a relevant problem is the best answer because Adult learners benefit when content is relevant, problem centered, and connected to experience they can examine critically. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken.

44. D — Observe performance in context and provide targeted coaching followed by another attempt is the best answer because Contextual observation identifies the actual performance gap, and coached deliberate practice supports transfer to clinical settings. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken.

45. C — Explain how current evidence, clinical expertise, and patient preferences inform a decision is the best answer because Evidence-based practice integrates research, expertise, circumstances, and patient values instead of relying on novelty or authority alone. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment.

46. B — Meet with the partner to clarify expectations and compare them with course outcomes is the best answer because Collaborative clarification gathers evidence, aligns expectations, and protects the educational partnership before solutions are selected. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken.

47. D — Use a brief scenario, require an individual decision, then have peers compare rationales is the best answer because Individual commitment followed by peer comparison creates retrieval, application, explanation, and feedback within a manageable activity. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment.

48. C — Describe the observed action, explore the reasoning, and plan a safer approach is the best answer because Specific, nonjudgmental feedback examines both behavior and reasoning while maintaining dignity and a focus on safety. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken.

49. B — Use a staged case that releases new findings and requires repeated clinical judgments is the best answer because An unfolding case requires learners to interpret changing cues, prioritize hypotheses, and revise decisions as new evidence appears. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either.

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55. A — Explore the learner's specific needs and connect the learner with appropriate resources is the best answer because Individual assessment avoids assumptions and enables a purposeful referral while preserving expectations and learner agency. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment.

56. D — Help the learner identify strengths, explore options, and create measurable development goals is the best answer because Developmental advising supports informed self-direction through reflection, exploration, planning, and periodic review. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment, or address a.

57. B — Analyze a practice dilemma using nursing values, standards, and role expectations is the best answer because Professional socialization requires learners to interpret and enact the values, norms, responsibilities, and identity of nursing. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment.

58. C — Discuss the barrier privately and identify policy-consistent supports and resources is the best answer because A private, resource-oriented response addresses a social determinant of learning while maintaining transparent academic requirements. This choice aligns the educator's action with the

intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment, or address.

59. C — Use explicit criteria, model specific comments, and require evidence for ratings is the best answer because Criteria and modeling improve reliability, specificity, fairness, and the usefulness of peer feedback. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment, or address a.

60. A — Invite the learner's perspective, return to observable evidence, and develop an improvement plan is the best answer because Listening and returning to evidence can reduce defensiveness while keeping accountability and future performance central. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken.

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76. A — A low-stakes application task with feedback before the summative examination is the best answer because Formative assessment occurs during learning and supplies actionable feedback that can change teaching and learner performance. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment, or.

77. B — Review the key, wording, content alignment, and response patterns for a flawed item is the best answer because Negative discrimination suggests stronger learners missed the item more often, warranting careful review for ambiguity, miskeying, or misalignment. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either.

78. C — A blueprint linking items to outcomes, content areas, and intended cognitive levels is the best answer because A blueprint documents systematic sampling of the intended content and cognitive demands represented by course outcomes. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken.

79. C — Repeated observation with behaviorally anchored criteria across authentic situations is the best answer because Affective outcomes are best evaluated through observable patterns of behavior across contexts using clear criteria. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment, or address a.

80. A — Communicate criteria and performance levels to guide judgments and feedback is the best answer because A rubric makes expectations visible and supports consistent, criterion-referenced scoring and meaningful feedback. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment, or address a different.

81. D — The distractor may be implausible and should be reviewed before reuse is the best answer because A never-selected distractor contributes little to differentiation and may need revision, although all item evidence should be considered. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment.

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97. B — Prioritize nursing interventions for patients with rapidly changing conditions is the best answer because The observable verb prioritize describes assessable performance and specifies the context in which learners must apply knowledge. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment, or.

98. A — Map outcomes across courses and experiences to locate the specific gap is the best answer because Curriculum mapping provides evidence about where outcomes are introduced, reinforced, assessed, or omitted before revision decisions. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment.

99. C — Triangulated outcome data show a persistent weakness across cohorts and measures is the best answer because Converging evidence across cohorts, measures, and stakeholders indicates a stable program-level problem rather than isolated preference. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment.

100. B — Define outcomes, indicators, data sources, benchmarks, timing, and responsible parties is the best answer because A complete plan specifies what success means, how it will be measured, when review occurs, and who acts. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken.

101. C — A team-based case with learners from multiple professions and shared evaluation criteria is the best answer because Authentic collaboration requires interaction, role negotiation, shared decisions, communication, and aligned assessment across professions. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment, or.

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112. A — Engage faculty in reviewing the evidence, concerns, and shared need for change is the best answer because Early participation surfaces legitimate concerns, builds shared meaning, and helps the group assess evidence and readiness. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken.

113. C — Clarify interests, establish common goals, and facilitate a mutually workable plan is the best answer because Interest-based discussion moves conflict from positions and personalities toward shared purposes and practical agreements. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment, or address.

114. B — Assess the change's implications with stakeholders and identify required adaptations is the best answer because Systematic assessment clarifies scope, risk, affected processes, and stakeholder responsibilities before implementation. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment, or address a different purpose.

115. B — Create shared outcomes, role clarity, and joint learning experiences with partner disciplines is the best answer because Interprofessional education depends on purposeful learning with, from, and about other professions toward shared outcomes. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment.

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124. B — Revise the instructions, test them with users, and evaluate whether confusion decreases is the best answer because Continuous improvement converts credible feedback into a specific change and then evaluates its effect. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment, or.

125. C — Complete assessment-design training and revise two exams using item analysis this year is the best answer because A focused, measurable, time-bound goal links learning activity to an observable change in educator practice. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment.

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135. C — Define a meaningful question and review existing evidence to identify the gap is the best answer because A focused question and evidence review establish significance, feasibility, appropriate methods, and the contribution of the project. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment.

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140. D — Report methods and findings transparently, including limitations and unexpected results is the best answer because Transparency and accurate attribution allow others to judge evidence and preserve trust in scholarly work. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment, or address.

141. B — Reconsider the proposal's alignment and revise it with relevant stakeholders is the best answer because Program initiatives should align with institutional mission while stakeholders examine how legitimate nursing needs can be addressed. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment.

142. A — Use institutionally appropriate channels and avoid private relationships that blur educator authority is the best answer because Professional boundaries protect learners, confidentiality, fairness, and trust across online and in-person relationships. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment, or address.

143. B — Relate resource requests to outcomes, risks, utilization data, and strategic priorities is the best answer because Evidence-based budgeting connects limited resources with mission, outcomes, safety, effectiveness, and accountable stewardship. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment, or address a.

144. A — Address disrespectful behavior promptly using shared standards and restorative dialogue is the best answer because Prompt, proportionate response protects psychological safety, reinforces standards, and creates an opportunity to repair working relationships. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment, or.

145. D — Reconsider the proposal's alignment and revise it with relevant stakeholders is the best answer because Program initiatives should align with institutional mission while stakeholders examine how legitimate nursing needs can be addressed. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment.

146. C — Use institutionally appropriate channels and avoid private relationships that blur educator authority is the best answer because Professional boundaries protect learners, confidentiality, fairness, and trust across online and in-person relationships. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment, or address.

147. C — Relate resource requests to outcomes, risks, utilization data, and strategic priorities is the best answer because Evidence-based budgeting connects limited resources with mission, outcomes, safety, effectiveness, and accountable stewardship. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment, or address a.

148. A — Address disrespectful behavior promptly using shared standards and restorative dialogue is the best answer because Prompt, proportionate response protects psychological safety, reinforces standards, and creates an opportunity to repair working relationships. This choice aligns the educator's

action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment, or.

149. B — Reconsider the proposal's alignment and revise it with relevant stakeholders is the best answer because Program initiatives should align with institutional mission while stakeholders examine how legitimate nursing needs can be addressed. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment.

150. D — Use institutionally appropriate channels and avoid private relationships that blur educator authority is the best answer because Professional boundaries protect learners, confidentiality, fairness, and trust across online and in-person relationships. This choice aligns the educator's action with the intended outcome and uses relevant evidence before making a broader decision. The alternatives either bypass assessment, weaken alignment, or address.