

PRACTICE EXAM 6: 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. In a rural university nursing department, for beginning learners, which activity best helps prelicensure learners develop clinical judgment about competing patient priorities?
 - A. Compare four patient reports and defend the order for immediate assessment
 - B. 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

2. At a clinical partnership review, for beginning learners, an educator is selecting technology for a hybrid course. Which action should occur first?
 - A. Require multiple applications so learners gain broad technical exposure
 - B. Match the technology's functions to the learning outcome and learner access needs
 - C. Adopt the platform used by another course without reviewing its purpose
 - D. Select the newest platform because it has the most available features

3. During a competency-based curriculum pilot, for beginning learners, students remain silent during a discussion of a culturally sensitive case. Which educator action best supports psychological safety?
 - A. State the educator's position first so students know the preferred answer
 - B. Set respectful discussion norms, acknowledge complexity, and invite multiple perspectives

- C. Call randomly on quiet students until each gives a personal opinion
- D. Avoid the topic because disagreement may create discomfort in class

4. During a semester-end faculty conference, for beginning learners, which classroom action most clearly applies adult learning principles?

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

5. While mentoring a newly appointed nurse educator, for beginning learners, a learner performs a psychomotor skill correctly in the laboratory but not in clinical practice. Which is the most appropriate educator response?

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

6. At an interprofessional education planning session, for beginning learners, which educator behavior best models evidence-based nursing practice during class?

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

7. In a rural university nursing department, for second-semester learners, a clinical partner reports inconsistent student preparation. What is the educator's best first action?

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

8. At a clinical partnership review, for second-semester learners, an educator notices that lecture questions produce only one-word responses. Which revision best increases active learning?

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

9. During a competency-based curriculum pilot, for second-semester learners, which response demonstrates effective communication after a learner makes a medication error in simulation?

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

10. During a semester-end faculty conference, for second-semester learners, a faculty member wants students to recognize early deterioration in an unfolding patient case. which instructional approach should be selected?

- 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

11. While mentoring a newly appointed nurse educator, for second-semester learners, during debriefing, several learners describe only the tasks they completed. Which educator prompt best advances reflective thinking?

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

12. At an interprofessional education planning session, for second-semester learners, a class includes learners with wide differences in prior clinical experience. Which is the most appropriate initial teaching response?

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

13. In a rural university nursing department, for senior learners, 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

14. At a clinical partnership review, for senior learners, an educator is selecting technology for a hybrid course. Which action should occur first?

- A. Require multiple applications so learners gain broad technical exposure
- B. Adopt the platform used by another course without reviewing its purpose
- C. Select the newest platform because it has the most available features

D. Match the technology's functions to the learning outcome and learner access needs

15. During a competency-based curriculum pilot, for senior learners, students remain silent during a discussion of a culturally sensitive case. Which educator action best supports psychological safety?

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

16. During a semester-end faculty conference, for senior learners, which classroom action most clearly applies adult learning principles?

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

17. While mentoring a newly appointed nurse educator, for senior learners, a learner performs a psychomotor skill correctly in the laboratory but not in clinical practice. Which is the most appropriate educator response?

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

18. At an interprofessional education planning session, for senior learners, which educator behavior best models evidence-based nursing practice during class?

- A. Explain how current evidence, clinical expertise, and patient preferences inform a decision

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

19. In a rural university nursing department, for returning adult learners, a clinical partner reports inconsistent student preparation. What is the educator's best first action?

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

20. At a clinical partnership review, for returning adult learners, an educator notices that lecture questions produce only one-word responses. Which revision best increases active learning?

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

21. During a competency-based curriculum pilot, for returning adult learners, 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. Focus only on the correct procedure and avoid asking about reasoning
- C. Label the learner careless so the seriousness of the error is understood
- D. Discuss the learner's error with peers before speaking privately

22. During a semester-end faculty conference, for returning adult learners, a faculty member wants students to recognize early deterioration in an unfolding patient case. which instructional approach should be selected?

- 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

23. While mentoring a newly appointed nurse educator, for returning adult learners, during debriefing, several learners describe only the tasks they completed. Which educator prompt best advances reflective thinking?

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

24. At an interprofessional education planning session, for returning adult learners, a class includes learners with wide differences in prior clinical experience. Which is the most appropriate initial teaching response?

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

25. In a rural university nursing department, for an accelerated cohort, which activity best helps prelicensure learners develop clinical judgment about competing patient priorities?

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

26. At a clinical partnership review, for an accelerated cohort, an educator is selecting technology for a hybrid course. Which action should occur first?

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

27. During a competency-based curriculum pilot, for an accelerated cohort, 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. State the educator's position first so students know the preferred answer
- C. Call randomly on quiet students until each gives a personal opinion
- D. Avoid the topic because disagreement may create discomfort in class

28. During a semester-end faculty conference, for an accelerated cohort, 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

29. While mentoring a newly appointed nurse educator, for an accelerated cohort, a learner performs a psychomotor skill correctly in the laboratory but not in clinical practice. Which is the most appropriate educator response?

- A. Require the learner to reread the entire laboratory manual independently
- B. Assume anxiety is the cause and remove the learner from future practice
- C. Observe performance in context and provide targeted coaching followed by another attempt
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- A. Ask learners to follow the educator's preferred approach without rationale
- B. Explain how current evidence, clinical expertise, and patient preferences inform a decision
- C. Present the newest article as automatically superior to all earlier evidence
- D. Teach institutional tradition without examining its supporting evidence

31. In a rural university nursing department, for graduate learners, a clinical partner reports inconsistent student preparation. What is the educator's best first action?

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

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

33. During a competency-based curriculum pilot, for graduate learners, 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. Focus only on the correct procedure and avoid asking about reasoning
- C. Label the learner careless so the seriousness of the error is understood

D. Discuss the learner's error with peers before speaking privately

34. During a semester-end faculty conference, for graduate learners, a faculty member wants students to recognize early deterioration in an unfolding patient case. which instructional approach should be selected?

- 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

35. While mentoring a newly appointed nurse educator, for graduate learners, during debriefing, several learners describe only the tasks they completed. Which educator prompt best advances reflective thinking?

- A. What cues influenced your decisions, and what would you change next time?
- B. Can everyone list the steps in the procedure from memory?
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- A. Allow each learner to choose whether required outcomes should be assessed
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- C. Match the technology's functions to the learning outcome and learner access needs
- D. Select the newest platform because it has the most available features

39. During a competency-based curriculum pilot, for learners entering clinical practice, students remain silent during a discussion of a culturally sensitive case. Which educator action best supports psychological safety?

- A. State the educator's position first so students know the preferred answer
- B. Set respectful discussion norms, acknowledge complexity, and invite multiple perspectives
- C. Call randomly on quiet students until each gives a personal opinion
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- C. Teach institutional tradition without examining its supporting evidence
- D. Explain how current evidence, clinical expertise, and patient preferences inform a decision

43. In a rural university nursing department, for a mixed-experience cohort, a clinical partner reports inconsistent student preparation. What is the educator's best first action?

- A. Defend the students before asking for examples of the concern
- B. Remove the clinical site immediately to prevent further disagreement
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49. In a rural university nursing department, for learners needing academic support, which activity best helps prelicensure learners develop clinical judgment about competing patient priorities?

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55. In a diverse community-college cohort, for an accelerated cohort, 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 only positive comments so relationships within the group remain comfortable
- D. Use explicit criteria, model specific comments, and require evidence for ratings

56. During review of a concept-based curriculum, for an accelerated cohort, a learner receives difficult feedback and becomes defensive. What should the educator do?

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

57. At a metropolitan associate-degree nursing program, for graduate learners, a first-generation college learner reports difficulty navigating university services. which action should the educator take initially?

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

58. During an accelerated BSN faculty meeting, for graduate learners, a learner is uncertain about a long-term nursing role. Which advising approach is best?

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

59. Within an online graduate nursing course, for graduate learners, which activity best promotes professional socialization?

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

60. At a simulation center serving several programs, for graduate learners, a learner's transportation instability is causing missed clinical days. What is the educator's best response?

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

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- C. Debate the learner until the educator's interpretation is accepted
- D. End the meeting immediately and document unwillingness to learn

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

69. At a metropolitan associate-degree nursing program, for a mixed-experience cohort, a first-generation college learner reports difficulty navigating university services. Which action should the educator take initially?

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

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

76. At a simulation center serving several programs, for learners entering clinical practice, after an exam, one distractor is selected by no learners. Which is the most appropriate 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

77. In a diverse community-college cohort, for learners entering clinical practice, which assessment provides the strongest formative information during a unit?

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

78. During review of a concept-based curriculum, for learners entering clinical practice, an examination item has a negative discrimination index. Which is the most appropriate first action?

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

79. At a metropolitan associate-degree nursing program, for a mixed-experience cohort, 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. Consistent use of the same number of words in every option
- D. A blueprint linking items to outcomes, content areas, and intended cognitive levels

80. During an accelerated BSN faculty meeting, for a mixed-experience cohort, a faculty team wants to assess an affective outcome about professional accountability. Which method is most appropriate?

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

81. Within an online graduate nursing course, for a mixed-experience cohort, what is the primary purpose of a well-designed rubric?

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

82. At a simulation center serving several programs, for a mixed-experience cohort, after an exam, one distractor is selected by no learners. Which is the most appropriate 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 distractor may be implausible and should be reviewed before reuse
- D. The entire examination must be discarded regardless of other statistics

83. In a diverse community-college cohort, for a mixed-experience cohort, which assessment provides the strongest formative information during a unit?

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

84. During review of a concept-based curriculum, for a mixed-experience cohort, an examination item has a negative discrimination index. Which is the most appropriate first action?

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

85. At a metropolitan associate-degree nursing program, for learners needing academic support, which evidence best supports the content validity of a course examination?

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

86. During an accelerated BSN faculty meeting, for learners needing academic support, a faculty team wants to assess an affective outcome about professional accountability. Which method is most appropriate?

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

87. Within an online graduate nursing course, for learners needing academic support, what is the primary purpose of a well-designed rubric?

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

88. At a simulation center serving several programs, for learners needing academic support, after an exam, one distractor is selected by no learners. Which is the most appropriate interpretation?

- A. The keyed answer must be incorrect because the distractor was unused
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- C. A low-stakes application task with feedback before the summative examination
- D. A final course grade reported after all instruction has ended

90. During review of a concept-based curriculum, for learners needing academic support, an examination item has a negative discrimination index. Which is the most appropriate first action?

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

91. At a metropolitan associate-degree nursing program, for high-performing learners, which evidence best supports the content validity of a course examination?

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

92. During an accelerated BSN faculty meeting, for high-performing learners, a faculty team wants to assess an affective outcome about professional accountability. Which method is most appropriate?

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- C. Review the key, wording, content alignment, and response patterns for a flawed item
- D. Award extra points only to the highest-scoring learners

97. Within an online graduate nursing course, for learners needing academic support, 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

98. At a simulation center serving several programs, for learners needing academic support, which finding most strongly supports a curricular revision?

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

99. In a diverse community-college cohort, for learners needing academic support, when designing a program evaluation plan, what is essential?

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

100. During review of a concept-based curriculum, for learners needing academic support, a program outcome emphasizes interprofessional collaboration. Which learning experience is best aligned?

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

101. At a metropolitan associate-degree nursing program, for high-performing learners, which course outcome is written at the most measurable level?

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

102. During an accelerated BSN faculty meeting, for high-performing learners, a curriculum committee identifies a gap between program outcomes and clinical experiences. What should it do first?

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

103. Within an online graduate nursing course, for high-performing learners, 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

104. At a simulation center serving several programs, for high-performing learners, when designing a program evaluation plan, what is essential?

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

105. In a diverse community-college cohort, for high-performing learners, a program outcome emphasizes interprofessional collaboration. Which learning experience is best aligned?

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

106. During review of a concept-based curriculum, for high-performing learners, which course outcome is written at the most measurable level?

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

107. At a metropolitan associate-degree nursing program, for an interprofessional cohort, a curriculum committee identifies a gap between program outcomes and clinical experiences. What should it do first?

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

108. During an accelerated BSN faculty meeting, for an interprofessional cohort, which finding most strongly supports a curricular revision?

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

109. Within an online graduate nursing course, for an interprofessional cohort, when designing a program evaluation plan, what is essential?

- A. Collect any available data first and decide its purpose afterward
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- A. Know major concepts related to adult health nursing practice
- B. Prioritize nursing interventions for patients with rapidly changing conditions
- C. Understand the importance of safe nursing care in every setting
- D. Appreciate professional communication with members of the team

112. In a diverse community-college cohort, for high-performing learners, which leadership action most effectively supports interprofessional education?

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

113. During review of a concept-based curriculum, for high-performing learners, faculty members resist a proposed curriculum change. What is the leader's best initial strategy?

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

114. At a metropolitan associate-degree nursing program, for an interprofessional cohort, which action best demonstrates conflict management?

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

115. During an accelerated BSN faculty meeting, for an interprofessional cohort, 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. Revise every course outcome without reviewing the regulation
- C. Delegate the entire response to one clinical instructor
- D. Assess the change's implications with stakeholders and identify required adaptations

116. Within an online graduate nursing course, for an interprofessional cohort, which leadership action most effectively supports interprofessional education?

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

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- B. Engage faculty in reviewing the evidence, concerns, and shared need for change
- C. Announce immediate implementation before discussing anticipated effects
- D. Characterize resistance as unprofessional and exclude dissenting faculty

118. In a diverse community-college cohort, for an interprofessional cohort, 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

119. During review of a concept-based curriculum, for an interprofessional cohort, an external regulatory change affects clinical placements. What should the nurse educator leader do first?

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

120. At a metropolitan associate-degree nursing program, for remote learners, which leadership action most effectively supports interprofessional education?

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

121. During an accelerated BSN faculty meeting, for remote learners, faculty members resist a proposed curriculum change. What is the leader's best initial strategy?

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

122. Within an online graduate nursing course, for remote learners, which action best demonstrates conflict management?

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

123. In a diverse community-college cohort, for an interprofessional cohort, which evidence is most useful for an educator's annual self-evaluation?

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

124. During review of a concept-based curriculum, for an interprofessional cohort, after receiving consistent feedback that instructions are unclear, what should the educator do?

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

125. At a metropolitan associate-degree nursing program, for remote learners, which professional-development goal is best constructed?

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

126. During an accelerated BSN faculty meeting, for remote learners, an educator is balancing teaching, service, and scholarship demands. Which is the most appropriate approach?

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

127. Within an online graduate nursing course, for remote learners, which evidence is most useful for an educator's annual self-evaluation?

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

128. At a simulation center serving several programs, for remote learners, after receiving consistent feedback that instructions are unclear, what should the educator do?

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- B. Align priorities with role expectations, set boundaries, and review workload with a mentor
- C. Ignore institutional expectations and focus only on personally preferred work
- D. Accept every opportunity so colleagues view the educator as committed

131. At a metropolitan associate-degree nursing program, for transfer learners, which evidence is most useful for an educator's annual self-evaluation?

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

132. During an accelerated BSN faculty meeting, for transfer learners, after receiving consistent feedback that instructions are unclear, what should the educator do?

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

133. During a semester-end faculty conference, for remote learners, a faculty member evaluates a new teaching strategy and finds improved outcomes. What best advances scholarship?

- A. Keep the results private because they arose from local teaching
- B. 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

134. While mentoring a newly appointed nurse educator, for remote learners, which practice best demonstrates scholarly integrity?

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

135. At an interprofessional education planning session, for remote learners, a nurse educator wants to begin a scholarly project. which step should occur initially?

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

136. In a rural university nursing department, for transfer learners, a faculty member evaluates a new teaching strategy and finds improved outcomes. What best advances scholarship?

- A. Keep the results private because they arose from local teaching
- B. 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. At a clinical partnership review, for transfer learners, which practice best demonstrates scholarly integrity?

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

138. During a competency-based curriculum pilot, for transfer learners, a nurse educator wants to begin a scholarly project. which step should occur initially?

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

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- D. Change the analysis plan after viewing results without disclosure

141. Within an online graduate nursing course, for transfer learners, a department is asked to reduce expenses. What is the educator's best contribution to budgeting?

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

142. At a simulation center serving several programs, for transfer learners, which action best supports a civil academic climate?

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

143. In a diverse community-college cohort, for transfer learners, a faculty proposal conflicts with the university mission. Which is the most appropriate next step?

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

144. During review of a concept-based curriculum, for transfer learners, which social-media behavior best maintains professional role boundaries?

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

145. At a metropolitan associate-degree nursing program, for beginning learners, a department is asked to reduce expenses. What is the educator's best contribution to budgeting?

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

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- B. Address disrespectful behavior promptly using shared standards and restorative dialogue
- C. Respond publicly with similar language to demonstrate authority
- D. Discuss the individual informally with colleagues who are uninvolved

Practice Exam 6: Answer Key and Explanations

- 1. A** — Compare four patient reports and defend the order for immediate assessment is the strongest response because Prioritization with justification makes learners notice cues, weigh risk, and explain decisions rather than merely recall facts. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment.
- 2. B** — Match the technology's functions to the learning outcome and learner access needs is the strongest response because Technology should be chosen for alignment, accessibility, usability, and its contribution to the intended learning process. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment.
- 3. B** — Set respectful discussion norms, acknowledge complexity, and invite multiple perspectives is the strongest response because Explicit norms and an open invitation reduce interpersonal risk while preserving rigorous discussion of complex viewpoints. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or solve.
- 4. A** — Connect a new concept to learners' experience through a relevant problem is the strongest response because Adult learners benefit when content is relevant, problem centered, and connected to experience they can examine critically. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment.
- 5. D** — Observe performance in context and provide targeted coaching followed by another attempt is the strongest response because Contextual observation identifies the actual performance gap, and coached deliberate practice supports transfer to clinical settings. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment.
- 6. C** — Explain how current evidence, clinical expertise, and patient preferences inform a decision is the strongest response because Evidence-based practice integrates research, expertise, circumstances, and patient values instead of relying on novelty or authority alone. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive.
- 7. C** — Meet with the partner to clarify expectations and compare them with course outcomes is the strongest response because Collaborative clarification gathers evidence, aligns expectations, and protects the educational partnership before solutions are selected. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment.

8. D — Use a brief scenario, require an individual decision, then have peers compare rationales is the strongest response because Individual commitment followed by peer comparison creates retrieval, application, explanation, and feedback within a manageable activity. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive.

9. B — Describe the observed action, explore the reasoning, and plan a safer approach is the strongest response because Specific, nonjudgmental feedback examines both behavior and reasoning while maintaining dignity and a focus on safety. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment.

10. A — Use a staged case that releases new findings and requires repeated clinical judgments is the strongest response because An unfolding case requires learners to interpret changing cues, prioritize hypotheses, and revise decisions as new evidence appears. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment.

11. A — What cues influenced your decisions, and what would you change next time? is the strongest response because The prompt moves learners beyond description toward analysis of cues, reasoning, consequences, and future improvement. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or.

12. C — Assess prior knowledge and offer tiered activities linked to the same outcomes is the strongest response because Diagnostic assessment and tiered learning preserve common outcomes while providing appropriate challenge and support. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or solve.

13. B — Compare four patient reports and defend the order for immediate assessment is the strongest response because Prioritization with justification makes learners notice cues, weigh risk, and explain decisions rather than merely recall facts. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment.

14. D — Match the technology's functions to the learning outcome and learner access needs is the strongest response because Technology should be chosen for alignment, accessibility, usability, and its contribution to the intended learning process. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment.

15. D — Set respectful discussion norms, acknowledge complexity, and invite multiple perspectives is the strongest response because Explicit norms and an open invitation reduce interpersonal risk while preserving rigorous discussion of complex viewpoints. In this scenario, it connects the educator's

decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or solve.

16. C — Connect a new concept to learners' experience through a relevant problem is the strongest response because Adult learners benefit when content is relevant, problem centered, and connected to experience they can examine critically. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment.

17. B — Observe performance in context and provide targeted coaching followed by another attempt is the strongest response because Contextual observation identifies the actual performance gap, and coached deliberate practice supports transfer to clinical settings. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment.

18. A — Explain how current evidence, clinical expertise, and patient preferences inform a decision is the strongest response because Evidence-based practice integrates research, expertise, circumstances, and patient values instead of relying on novelty or authority alone. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive.

19. D — Meet with the partner to clarify expectations and compare them with course outcomes is the strongest response because Collaborative clarification gathers evidence, aligns expectations, and protects the educational partnership before solutions are selected. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment.

20. C — Use a brief scenario, require an individual decision, then have peers compare rationales is the strongest response because Individual commitment followed by peer comparison creates retrieval, application, explanation, and feedback within a manageable activity. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive.

21. A — Describe the observed action, explore the reasoning, and plan a safer approach is the strongest response because Specific, nonjudgmental feedback examines both behavior and reasoning while maintaining dignity and a focus on safety. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment.

22. B — Use a staged case that releases new findings and requires repeated clinical judgments is the strongest response because An unfolding case requires learners to interpret changing cues, prioritize hypotheses, and revise decisions as new evidence appears. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment.

23. C — What cues influenced your decisions, and what would you change next time? is the strongest response because The prompt moves learners beyond description toward analysis of cues, reasoning, consequences, and future improvement. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or.

24. B — Assess prior knowledge and offer tiered activities linked to the same outcomes is the strongest response because Diagnostic assessment and tiered learning preserve common outcomes while providing appropriate challenge and support. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or solve.

25. D — Compare four patient reports and defend the order for immediate assessment is the strongest response because Prioritization with justification makes learners notice cues, weigh risk, and explain decisions rather than merely recall facts. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment.

26. A — Match the technology's functions to the learning outcome and learner access needs is the strongest response because Technology should be chosen for alignment, accessibility, usability, and its contribution to the intended learning process. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment.

27. A — Set respectful discussion norms, acknowledge complexity, and invite multiple perspectives is the strongest response because Explicit norms and an open invitation reduce interpersonal risk while preserving rigorous discussion of complex viewpoints. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or solve.

28. D — Connect a new concept to learners' experience through a relevant problem is the strongest response because Adult learners benefit when content is relevant, problem centered, and connected to experience they can examine critically. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment.

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42. D — Explain how current evidence, clinical expertise, and patient preferences inform a decision is the strongest response because Evidence-based practice integrates research, expertise, circumstances, and patient values instead of relying on novelty or authority alone. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive.

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55. D — Use explicit criteria, model specific comments, and require evidence for ratings is the strongest response because Criteria and modeling improve reliability, specificity, fairness, and the usefulness of peer feedback. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or solve another problem.

56. B — Invite the learner's perspective, return to observable evidence, and develop an improvement plan is the strongest response because Listening and returning to evidence can reduce defensiveness while keeping accountability and future performance central. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment.

57. C — Explore the learner's specific needs and connect the learner with appropriate resources is the strongest response because Individual assessment avoids assumptions and enables a purposeful referral while preserving expectations and learner agency. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or.

58. A — Help the learner identify strengths, explore options, and create measurable development goals is the strongest response because Developmental advising supports informed self-direction through reflection, exploration, planning, and periodic review. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or solve another problem.

59. C — Analyze a practice dilemma using nursing values, standards, and role expectations is the strongest response because Professional socialization requires learners to interpret and enact the values, norms, responsibilities, and identity of nursing. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or.

60. A — Discuss the barrier privately and identify policy-consistent supports and resources is the strongest response because A private, resource-oriented response addresses a social determinant of learning while maintaining transparent academic requirements. In this scenario, it connects the

educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or solve another.

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76. D — The distractor may be implausible and should be reviewed before reuse is the strongest response because A never-selected distractor contributes little to differentiation and may need revision, although all item evidence should be considered. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive.

77. A — A low-stakes application task with feedback before the summative examination is the strongest response because Formative assessment occurs during learning and supplies actionable feedback that can change teaching and learner performance. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or solve.

78. C — Review the key, wording, content alignment, and response patterns for a flawed item is the strongest response because Negative discrimination suggests stronger learners missed the item more often, warranting careful review for ambiguity, miskeying, or misalignment. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment.

79. D — A blueprint linking items to outcomes, content areas, and intended cognitive levels is the strongest response because A blueprint documents systematic sampling of the intended content and cognitive demands represented by course outcomes. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment.

80. B — Repeated observation with behaviorally anchored criteria across authentic situations is the strongest response because Affective outcomes are best evaluated through observable patterns of behavior across contexts using clear criteria. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or solve another problem.

81. A — Communicate criteria and performance levels to guide judgments and feedback is the strongest response because A rubric makes expectations visible and supports consistent, criterion-referenced scoring and meaningful feedback. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or solve another problem. Effective.

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97. A — Map outcomes across courses and experiences to locate the specific gap is the strongest response because Curriculum mapping provides evidence about where outcomes are introduced, reinforced, assessed, or omitted before revision decisions. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or.

98. B — Triangulated outcome data show a persistent weakness across cohorts and measures is the strongest response because Converging evidence across cohorts, measures, and stakeholders indicates a stable program-level problem rather than isolated preference. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or.

99. C — Define outcomes, indicators, data sources, benchmarks, timing, and responsible parties is the strongest response because A complete plan specifies what success means, how it will be measured, when review occurs, and who acts. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment.

100. A — A team-based case with learners from multiple professions and shared evaluation criteria is the strongest response because Authentic collaboration requires interaction, role negotiation, shared decisions, communication, and aligned assessment across professions. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or solve.

101. B — Prioritize nursing interventions for patients with rapidly changing conditions is the strongest response because The observable verb prioritize describes assessable performance and specifies the context in which learners must apply knowledge. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or solve.

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112. A — Create shared outcomes, role clarity, and joint learning experiences with partner disciplines is the strongest response because Interprofessional education depends on purposeful learning with, from, and about other professions toward shared outcomes. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or.

113. C — Engage faculty in reviewing the evidence, concerns, and shared need for change is the strongest response because Early participation surfaces legitimate concerns, builds shared meaning, and helps the group assess evidence and readiness. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment.

114. D — Clarify interests, establish common goals, and facilitate a mutually workable plan is the strongest response because Interest-based discussion moves conflict from positions and personalities toward shared purposes and practical agreements. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or solve another.

115. D — Assess the change's implications with stakeholders and identify required adaptations is the strongest response because Systematic assessment clarifies scope, risk, affected processes, and stakeholder responsibilities before implementation. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or solve another problem. Effective function.

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118. C — Clarify interests, establish common goals, and facilitate a mutually workable plan is the strongest response because Interest-based discussion moves conflict from positions and personalities toward shared purposes and practical agreements. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or solve another.

119. C — Assess the change's implications with stakeholders and identify required adaptations is the strongest response because Systematic assessment clarifies scope, risk, affected processes, and stakeholder responsibilities before implementation. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or solve another problem. Effective function.

120. D — Create shared outcomes, role clarity, and joint learning experiences with partner disciplines is the strongest response because Interprofessional education depends on purposeful learning with, from, and about other professions toward shared outcomes. In this scenario, it connects the educator's decision

directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or.

121. B — Engage faculty in reviewing the evidence, concerns, and shared need for change is the strongest response because Early participation surfaces legitimate concerns, builds shared meaning, and helps the group assess evidence and readiness. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment.

122. A — Clarify interests, establish common goals, and facilitate a mutually workable plan is the strongest response because Interest-based discussion moves conflict from positions and personalities toward shared purposes and practical agreements. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or solve another.

123. B — Patterns across learner outcomes, peer feedback, self-reflection, and teaching evidence is the strongest response because Multiple evidence sources reveal patterns, reduce single-source bias, and support targeted professional development decisions. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or solve another problem.

124. D — Revise the instructions, test them with users, and evaluate whether confusion decreases is the strongest response because Continuous improvement converts credible feedback into a specific change and then evaluates its effect. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or solve.

125. A — Complete assessment-design training and revise two exams using item analysis this year is the strongest response because A focused, measurable, time-bound goal links learning activity to an observable change in educator practice. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or.

126. C — Align priorities with role expectations, set boundaries, and review workload with a mentor is the strongest response because Deliberate alignment and mentoring support sustainable performance, role development, and responsible self-care. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or solve another.

127. C — Patterns across learner outcomes, peer feedback, self-reflection, and teaching evidence is the strongest response because Multiple evidence sources reveal patterns, reduce single-source bias, and support targeted professional development decisions. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or solve another problem.

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133. B — Use a rigorous approach, critically interpret findings, and disseminate them for peer review is the strongest response because Scholarship requires systematic inquiry, intellectual honesty, critical interpretation, and dissemination beyond private improvement. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or solve.

134. A — Report methods and findings transparently, including limitations and unexpected results is the strongest response because Transparency and accurate attribution allow others to judge evidence and preserve trust in scholarly work. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or solve another.

135. D — Define a meaningful question and review existing evidence to identify the gap is the strongest response because A focused question and evidence review establish significance, feasibility, appropriate methods, and the contribution of the project. In this scenario, it connects the educator's decision directly

to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive.

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141. D — Relate resource requests to outcomes, risks, utilization data, and strategic priorities is the strongest response because Evidence-based budgeting connects limited resources with mission, outcomes, safety, effectiveness, and accountable stewardship. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or solve another problem.

142. C — Address disrespectful behavior promptly using shared standards and restorative dialogue is the strongest response because Prompt, proportionate response protects psychological safety, reinforces standards, and creates an opportunity to repair working relationships. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or solve.

143. D — Reconsider the proposal's alignment and revise it with relevant stakeholders is the strongest response because Program initiatives should align with institutional mission while stakeholders examine how legitimate nursing needs can be addressed. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or.

144. C — Use institutionally appropriate channels and avoid private relationships that blur educator authority is the strongest response because Professional boundaries protect learners, confidentiality, fairness, and trust across online and in-person relationships. In this scenario, it connects the educator's decision directly to the intended outcome and available evidence. The distractors either skip essential assessment, weaken constructive alignment, or solve another.

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