

PRACTICE EXAM 7: CERTIFIED NURSE EDUCATOR (CNE) SIMULATION (150 QUESTIONS)

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

1. At a private college, before the semester begins, a learner performs a psychomotor skill correctly in the laboratory but not in clinical practice. Which is the most defensible educator response?
 - A. Observe performance in context and provide targeted coaching followed by another attempt
 - B. Require the learner to reread the entire laboratory manual independently
 - C. Assume anxiety is the cause and remove the learner from future practice
 - D. Record a failing grade without collecting additional performance evidence

2. At an urban teaching hospital partnership, before the semester begins, 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

3. At an online nursing program, before the semester begins, a clinical partner reports inconsistent student preparation. What is the educator's best first action?
 - A. Defend the students before asking for examples of the concern
 - B. Remove the clinical site immediately to prevent further disagreement

- C. Tell students that the partner alone will determine future requirements
- D. Meet with the partner to clarify expectations and compare them with course outcomes

4. At a graduate nursing department, before the semester begins, an educator notices that lecture questions produce only one-word responses. Which revision best increases active learning?

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

5. At an accelerated-entry program, before the semester begins, 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

6. At a faculty development institute, before the semester begins, 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. Use a staged case that releases new findings and requires repeated clinical judgments
- D. Deliver a lecture reviewing every possible complication before discussion

7. At a private college, during midterm review, 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?

8. At an urban teaching hospital partnership, during midterm review, a class includes learners with wide differences in prior clinical experience. Which is the most defensible 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

9. At an online nursing program, during midterm review, 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

10. At a graduate nursing department, during midterm review, an educator is selecting technology for a hybrid course. Which action should occur first?

- A. Require multiple applications so learners gain broad technical exposure
- B. Adopt the platform used by another course without reviewing its purpose
- C. 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

11. At an accelerated-entry program, during midterm review, 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

12. At a faculty development institute, during midterm review, 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

13. At a private college, after analyzing learner feedback, a learner performs a psychomotor skill correctly in the laboratory but not in clinical practice. Which is the most defensible educator response?

- A. Require the learner to reread the entire laboratory manual independently
- B. 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

14. At an urban teaching hospital partnership, after analyzing learner feedback, 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

15. At an online nursing program, after analyzing learner feedback, a clinical partner reports inconsistent student preparation. What is the educator's best first action?

- 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

16. At a graduate nursing department, after analyzing learner feedback, 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

17. At an accelerated-entry program, after analyzing learner feedback, 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. Label the learner careless so the seriousness of the error is understood
- C. Describe the observed action, explore the reasoning, and plan a safer approach
- D. Discuss the learner's error with peers before speaking privately

18. At a faculty development institute, after analyzing learner feedback, a faculty member wants students to recognize early deterioration in an unfolding patient case. Which strategy is most appropriate?

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

19. At a private college, while preparing for accreditation, 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?

20. At an urban teaching hospital partnership, while preparing for accreditation, a class includes learners with wide differences in prior clinical experience. Which is the most defensible initial teaching response?

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

21. At an online nursing program, while preparing for accreditation, 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

22. At a graduate nursing department, while preparing for accreditation, 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

23. At an accelerated-entry program, while preparing for accreditation, 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

24. At a faculty development institute, while preparing for accreditation, 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

25. At a private college, during a course redesign, a learner performs a psychomotor skill correctly in the laboratory but not in clinical practice. Which is the most defensible educator response?

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

26. At an urban teaching hospital partnership, during a course redesign, 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

27. At an online nursing program, during a course redesign, a clinical partner reports inconsistent student preparation. What is the educator's best first action?

- 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

28. At a graduate nursing department, during a course redesign, an educator notices that lecture questions produce only one-word responses. Which revision best increases active learning?

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

29. At an accelerated-entry program, during a course redesign, 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. Label the learner careless so the seriousness of the error is understood
- C. Describe the observed action, explore the reasoning, and plan a safer approach
- D. Discuss the learner's error with peers before speaking privately

30. At a faculty development institute, during a course redesign, 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

31. At a private college, after a clinical partner meeting, 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. What cues influenced your decisions, and what would you change next time?
- C. Would you prefer that I explain the correct actions before discussion?
- D. Which learner completed the greatest number of assigned procedures?

32. At an urban teaching hospital partnership, after a clinical partner meeting, a class includes learners with wide differences in prior clinical experience. Which is the most defensible 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. Teach only to the middle level and refer struggling learners elsewhere
- D. Assess prior knowledge and offer tiered activities linked to the same outcomes

33. At an online nursing program, after a clinical partner meeting, which activity best helps prelicensure learners develop clinical judgment about competing patient priorities?

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

34. At a graduate nursing department, after a clinical partner meeting, 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

35. At an accelerated-entry program, after a clinical partner meeting, 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

36. At a faculty development institute, after a clinical partner meeting, 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

37. At a private college, while mentoring adjunct faculty, a learner performs a psychomotor skill correctly in the laboratory but not in clinical practice. Which is the most defensible educator response?

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

38. At an urban teaching hospital partnership, while mentoring adjunct faculty, 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

39. At an online nursing program, while mentoring adjunct faculty, 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

40. At a graduate nursing department, while mentoring adjunct faculty, 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

41. At an accelerated-entry program, while mentoring adjunct faculty, 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

42. At a faculty development institute, while mentoring adjunct faculty, a faculty member wants students to recognize early deterioration in an unfolding patient case. Which strategy is most appropriate?

- A. Assign a textbook chapter followed by a factual reading quiz

- B. Use a staged case that releases new findings and requires repeated clinical judgments
- C. Provide a complete case summary and ask students to underline key terms
- D. Deliver a lecture reviewing every possible complication before discussion

43. At a private college, during program evaluation, 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?

44. At an urban teaching hospital partnership, during program evaluation, a class includes learners with wide differences in prior clinical experience. Which is the most defensible initial teaching response?

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

45. At an online nursing program, during program evaluation, 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

46. At a graduate nursing department, during program evaluation, 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

47. At an accelerated-entry program, during program evaluation, 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

48. At a faculty development institute, during program evaluation, which classroom action most clearly applies adult learning principles?

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

49. At a private college, after reviewing outcome trends, a learner performs a psychomotor skill correctly in the laboratory but not in clinical practice. Which is the most defensible educator response?

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

50. At an urban teaching hospital partnership, after reviewing outcome trends, 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

51. At an online nursing program, after reviewing outcome trends, a clinical partner reports inconsistent student preparation. What is the educator's best first action?

- 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

52. At a graduate nursing department, after reviewing outcome trends, an educator notices that lecture questions produce only one-word responses. Which revision best increases active learning?

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

53. At an accelerated-entry program, after reviewing outcome trends, 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. Label the learner careless so the seriousness of the error is understood
- C. Discuss the learner's error with peers before speaking privately
- D. Describe the observed action, explore the reasoning, and plan a safer approach

54. At a faculty development institute, after reviewing outcome trends, 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. Use a staged case that releases new findings and requires repeated clinical judgments
- D. Deliver a lecture reviewing every possible complication before discussion

55. At a community college, during a course redesign, a learner's transportation instability is causing missed clinical days. What is the educator's best response?

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

56. At a multi-campus school of nursing, during a course redesign, 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

57. At a public university, after a clinical partner meeting, a learner receives difficult feedback and becomes defensive. Which action should the educator do?

- A. Withdraw the feedback so the learner will feel supported
- B. 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

58. At a regional simulation consortium, after a clinical partner meeting, a first-generation college learner reports difficulty navigating university services. Which action should the educator do first?

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

59. At a rural clinical network, after a clinical partner meeting, 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

60. At a competency-based BSN program, after a clinical partner meeting, 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

61. At a community college, after a clinical partner meeting, a learner's transportation instability is causing missed clinical days. What is the educator's best response?

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

62. At a multi-campus school of nursing, after a clinical partner meeting, which peer-evaluation design is most likely to produce constructive feedback?

- 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

63. At a public university, while mentoring adjunct faculty, a learner receives difficult feedback and becomes defensive. Which action should the educator do?

- 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

64. At a regional simulation consortium, while mentoring adjunct faculty, a first-generation college learner reports difficulty navigating university services. Which action should the educator do first?

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

65. At a rural clinical network, while mentoring adjunct faculty, 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

66. At a competency-based BSN program, while mentoring adjunct faculty, 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

67. At a community college, while mentoring adjunct faculty, a learner's transportation instability is causing missed clinical days. What is the educator's best response?

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

68. At a multi-campus school of nursing, while mentoring adjunct faculty, 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

69. At a public university, during program evaluation, a learner receives difficult feedback and becomes defensive. Which action should the educator do?

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

70. At a regional simulation consortium, during program evaluation, a first-generation college learner reports difficulty navigating university services. Which action should the educator do first?

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

71. At a rural clinical network, during program evaluation, 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

72. At a competency-based BSN program, during program evaluation, 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. Memorize the names of professional organizations without applying them
- D. Analyze a practice dilemma using nursing values, standards, and role expectations

73. At a community college, during program evaluation, a learner's transportation instability is causing missed clinical days. What is the educator's best response?

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

74. At a multi-campus school of nursing, during program evaluation, which peer-evaluation design is most likely to produce constructive feedback?

- 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

75. At a public university, after reviewing outcome trends, a learner receives difficult feedback and becomes defensive. Which action should the educator do?

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

76. At a competency-based BSN program, while mentoring adjunct faculty, after an exam, one distractor is selected by no learners. Which is the most defensible interpretation?

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

77. At a community college, while mentoring adjunct faculty, which assessment provides the strongest formative information during a unit?

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

78. At a multi-campus school of nursing, while mentoring adjunct faculty, an examination item has a negative discrimination index. Which is the most defensible first action?

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

79. At a public university, during program evaluation, 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. At a regional simulation consortium, during program evaluation, a faculty team wants to assess an affective outcome about professional accountability. Which method is most appropriate?

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

81. At a rural clinical network, during program evaluation, what is the primary purpose of a well-designed rubric?

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

82. At a competency-based BSN program, during program evaluation, after an exam, one distractor is selected by no learners. Which is the most defensible interpretation?

- A. The keyed answer must be incorrect because the distractor was unused
- B. The 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. At a community college, during program evaluation, 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

84. At a multi-campus school of nursing, during program evaluation, an examination item has a negative discrimination index. Which is the most defensible first action?

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

85. At a public university, after reviewing outcome trends, 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

86. At a regional simulation consortium, after reviewing outcome trends, 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. At a rural clinical network, after reviewing outcome trends, 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. Communicate criteria and performance levels to guide judgments and feedback
- D. Ensure every learner receives the same score on a complex task

88. At a competency-based BSN program, after reviewing outcome trends, after an exam, one distractor is selected by no learners. Which is the most defensible interpretation?

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

89. At a community college, after reviewing outcome trends, 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

90. At a multi-campus school of nursing, after reviewing outcome trends, an examination item has a negative discrimination index. Which is the most defensible first action?

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

91. At a public university, while planning a new learning activity, which evidence best supports the content validity of a course examination?

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

92. At a regional simulation consortium, while planning a new learning activity, a faculty team wants to assess an affective outcome about professional accountability. Which method is most appropriate?

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

93. At a rural clinical network, while planning a new learning activity, 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

94. At a competency-based BSN program, while planning a new learning activity, after an exam, one distractor is selected by no learners. Which is the most defensible interpretation?

- A. The keyed answer must be incorrect because the distractor was unused
- B. The 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

95. At a community college, while planning a new learning activity, 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

96. At a multi-campus school of nursing, while planning a new learning activity, an examination item has a negative discrimination index. Which is the most defensible first action?

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

97. At a rural clinical network, after reviewing outcome trends, 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

98. At a competency-based BSN program, after reviewing outcome trends, 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

99. At a community college, after reviewing outcome trends, 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

100. At a multi-campus school of nursing, after reviewing outcome trends, a curriculum committee identifies a gap between program outcomes and clinical experiences. Which action 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

101. At a public university, while planning a new learning activity, which finding most strongly supports a curricular revision?

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

102. At a regional simulation consortium, while planning a new learning activity, when designing a program evaluation plan, what is essential?

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

103. At a rural clinical network, while planning a new learning activity, a program outcome emphasizes interprofessional collaboration. Which learning experience is best aligned?

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

104. At a competency-based BSN program, while planning a new learning activity, which course outcome is written at the most measurable level?

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

105. At a community college, while planning a new learning activity, a curriculum committee identifies a gap between program outcomes and clinical experiences. Which action should it do first?

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

106. At a multi-campus school of nursing, while planning a new learning activity, 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

107. At a public university, during a curriculum retreat, when designing a program evaluation plan, what is essential?

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

108. At a regional simulation consortium, during a curriculum retreat, a program outcome emphasizes interprofessional collaboration. Which learning experience is best aligned?

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

109. At a rural clinical network, during a curriculum retreat, which course outcome is written at the most measurable level?

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

110. At a competency-based BSN program, during a curriculum retreat, a curriculum committee identifies a gap between program outcomes and clinical experiences. Which action 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

111. At a community college, during a curriculum retreat, which finding most strongly supports a curricular revision?

- A. Triangulated outcome data show a persistent weakness across cohorts and measures
- 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. A clinical partner makes an isolated comment without supporting examples

112. At a community college, while planning a new learning activity, which leadership action most effectively supports interprofessional education?

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

113. At a multi-campus school of nursing, while planning a new learning activity, 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

114. At a public university, during a curriculum retreat, which action best demonstrates conflict management?

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

115. At a regional simulation consortium, during a curriculum retreat, an external regulatory change affects clinical placements. Which action should the nurse educator leader do first?

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

116. At a rural clinical network, during a curriculum retreat, 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

117. At a competency-based BSN program, during a curriculum retreat, 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

118. At a community college, during a curriculum retreat, 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

119. At a multi-campus school of nursing, during a curriculum retreat, an external regulatory change affects clinical placements. Which action 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

120. At a public university, after a simulation debriefing, which leadership action most effectively supports interprofessional education?

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

121. At a regional simulation consortium, after a simulation debriefing, faculty members resist a proposed curriculum change. What is the leader's best initial strategy?

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

122. At a rural clinical network, after a simulation debriefing, which action best demonstrates conflict management?

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

123. At a community college, during a curriculum retreat, 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

124. At a multi-campus school of nursing, during a curriculum retreat, which professional-development goal is best constructed?

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

125. At a public university, after a simulation debriefing, an educator is balancing teaching, service, and scholarship demands. Which is the most defensible approach?

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

126. At a regional simulation consortium, after a simulation debriefing, which evidence is most useful for an educator's annual self-evaluation?

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

127. At a rural clinical network, after a simulation debriefing, 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

128. At a competency-based BSN program, after a simulation debriefing, which professional-development goal is best constructed?

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

129. At a community college, after a simulation debriefing, an educator is balancing teaching, service, and scholarship demands. Which is the most defensible approach?

- A. Accept every opportunity so colleagues view the educator as committed
- B. 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

130. At a multi-campus school of nursing, after a simulation debriefing, which evidence is most useful for an educator's annual self-evaluation?

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

131. At a public university, while supporting an at-risk cohort, after receiving consistent feedback that instructions are unclear, what should the educator do?

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

132. At a regional simulation consortium, while supporting an at-risk cohort, which professional-development goal is best constructed?

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

133. At a graduate nursing department, after a simulation debriefing, 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

134. At an accelerated-entry program, after a simulation debriefing, a nurse educator wants to begin a scholarly project. Which action should occur first?

- 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

135. At a faculty development institute, after a simulation debriefing, a faculty member evaluates a new teaching strategy and finds improved outcomes. What best advances scholarship?

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

136. At a private college, while supporting an at-risk cohort, which practice best demonstrates scholarly integrity?

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

137. At an urban teaching hospital partnership, while supporting an at-risk cohort, a nurse educator wants to begin a scholarly project. Which action should occur first?

- 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

138. At an online nursing program, while supporting an at-risk cohort, 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

139. At a graduate nursing department, while supporting an at-risk cohort, which practice best demonstrates scholarly integrity?

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

140. At an accelerated-entry program, while supporting an at-risk cohort, a nurse educator wants to begin a scholarly project. Which action should occur first?

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

141. At a rural clinical network, while supporting an at-risk cohort, which social-media behavior best maintains professional role boundaries?

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

142. At a competency-based BSN program, while supporting an at-risk cohort, a department is asked to reduce expenses. What is the educator's best contribution to budgeting?

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

143. At a community college, while supporting an at-risk cohort, which action best supports a civil academic climate?

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

144. At a multi-campus school of nursing, while supporting an at-risk cohort, a faculty proposal conflicts with the university mission. Which is the most defensible next step?

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

145. At a public university, before the semester begins, 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

146. At a regional simulation consortium, before the semester begins, a department is asked to reduce expenses. What is the educator's best contribution to budgeting?

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

147. At a rural clinical network, before the semester begins, which action best supports a civil academic climate?

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

148. At a competency-based BSN program, before the semester begins, a faculty proposal conflicts with the university mission. Which is the most defensible next step?

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

149. At a community college, before the semester begins, which social-media behavior best maintains professional role boundaries?

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

150. At a multi-campus school of nursing, before the semester begins, a department is asked to reduce expenses. What is the educator's best contribution to budgeting?

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

Practice Exam 7: Answer Key and Explanations

1. **A** — Observe performance in context and provide targeted coaching followed by another attempt is correct because Contextual observation identifies the actual performance gap, and coached deliberate practice supports transfer to clinical settings. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.
2. **C** — Explain how current evidence, clinical expertise, and patient preferences inform a decision is correct because Evidence-based practice integrates research, expertise, circumstances, and patient values instead of relying on novelty or authority alone. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.
3. **D** — Meet with the partner to clarify expectations and compare them with course outcomes is correct because Collaborative clarification gathers evidence, aligns expectations, and protects the educational partnership before solutions are selected. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.
4. **B** — Use a brief scenario, require an individual decision, then have peers compare rationales is correct because Individual commitment followed by peer comparison creates retrieval, application, explanation, and feedback within a manageable activity. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.
5. **A** — Describe the observed action, explore the reasoning, and plan a safer approach is correct because Specific, nonjudgmental feedback examines both behavior and reasoning while maintaining dignity and a focus on safety. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.
6. **C** — Use a staged case that releases new findings and requires repeated clinical judgments is correct because An unfolding case requires learners to interpret changing cues, prioritize hypotheses, and revise decisions as new evidence appears. The response uses evidence and preserves alignment among

outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore.

7. A — What cues influenced your decisions, and what would you change next time? is correct because The prompt moves learners beyond description toward analysis of cues, reasoning, consequences, and future improvement. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

8. C — Assess prior knowledge and offer tiered activities linked to the same outcomes is correct because Diagnostic assessment and tiered learning preserve common outcomes while providing appropriate challenge and support. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational.

9. B — Compare four patient reports and defend the order for immediate assessment is correct because Prioritization with justification makes learners notice cues, weigh risk, and explain decisions rather than merely recall facts. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

10. D — Match the technology's functions to the learning outcome and learner access needs is correct because Technology should be chosen for alignment, accessibility, usability, and its contribution to the intended learning process. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

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

12. D — Connect a new concept to learners' experience through a relevant problem is correct because Adult learners benefit when content is relevant, problem centered, and connected to experience they can examine critically. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

13. B — Observe performance in context and provide targeted coaching followed by another attempt is correct because Contextual observation identifies the actual performance gap, and coached deliberate practice supports transfer to clinical settings. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

14. C — Explain how current evidence, clinical expertise, and patient preferences inform a decision is correct because Evidence-based practice integrates research, expertise, circumstances, and patient values instead of relying on novelty or authority alone. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

15. A — Meet with the partner to clarify expectations and compare them with course outcomes is correct because Collaborative clarification gathers evidence, aligns expectations, and protects the educational partnership before solutions are selected. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

16. D — Use a brief scenario, require an individual decision, then have peers compare rationales is correct because Individual commitment followed by peer comparison creates retrieval, application, explanation, and feedback within a manageable activity. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

17. C — Describe the observed action, explore the reasoning, and plan a safer approach is correct because Specific, nonjudgmental feedback examines both behavior and reasoning while maintaining dignity and a focus on safety. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

18. B — Use a staged case that releases new findings and requires repeated clinical judgments is correct because An unfolding case requires learners to interpret changing cues, prioritize hypotheses, and revise decisions as new evidence appears. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore.

19. C — What cues influenced your decisions, and what would you change next time? is correct because The prompt moves learners beyond description toward analysis of cues, reasoning, consequences, and future improvement. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

20. A — Assess prior knowledge and offer tiered activities linked to the same outcomes is correct because Diagnostic assessment and tiered learning preserve common outcomes while providing appropriate challenge and support. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational.

21. B — Compare four patient reports and defend the order for immediate assessment is correct because Prioritization with justification makes learners notice cues, weigh risk, and explain decisions rather than merely recall facts. The response uses evidence and preserves alignment among outcomes, learning

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

22. D — Match the technology's functions to the learning outcome and learner access needs is correct because Technology should be chosen for alignment, accessibility, usability, and its contribution to the intended learning process. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

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

24. D — Connect a new concept to learners' experience through a relevant problem is correct because Adult learners benefit when content is relevant, problem centered, and connected to experience they can examine critically. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

25. C — Observe performance in context and provide targeted coaching followed by another attempt is correct because Contextual observation identifies the actual performance gap, and coached deliberate practice supports transfer to clinical settings. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

26. A — Explain how current evidence, clinical expertise, and patient preferences inform a decision is correct because Evidence-based practice integrates research, expertise, circumstances, and patient values instead of relying on novelty or authority alone. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

27. A — Meet with the partner to clarify expectations and compare them with course outcomes is correct because Collaborative clarification gathers evidence, aligns expectations, and protects the educational partnership before solutions are selected. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

28. B — Use a brief scenario, require an individual decision, then have peers compare rationales is correct because Individual commitment followed by peer comparison creates retrieval, application, explanation, and feedback within a manageable activity. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

29. C — Describe the observed action, explore the reasoning, and plan a safer approach is correct because Specific, nonjudgmental feedback examines both behavior and reasoning while maintaining dignity and a focus on safety. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

30. D — Use a staged case that releases new findings and requires repeated clinical judgments is correct because An unfolding case requires learners to interpret changing cues, prioritize hypotheses, and revise decisions as new evidence appears. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore.

31. B — What cues influenced your decisions, and what would you change next time? is correct because The prompt moves learners beyond description toward analysis of cues, reasoning, consequences, and future improvement. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

32. D — Assess prior knowledge and offer tiered activities linked to the same outcomes is correct because Diagnostic assessment and tiered learning preserve common outcomes while providing appropriate challenge and support. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational.

33. C — Compare four patient reports and defend the order for immediate assessment is correct because Prioritization with justification makes learners notice cues, weigh risk, and explain decisions rather than merely recall facts. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

34. A — Match the technology's functions to the learning outcome and learner access needs is correct because Technology should be chosen for alignment, accessibility, usability, and its contribution to the intended learning process. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

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

36. C — Connect a new concept to learners' experience through a relevant problem is correct because Adult learners benefit when content is relevant, problem centered, and connected to experience they can examine critically. The response uses evidence and preserves alignment among outcomes, learning

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

37. D — Observe performance in context and provide targeted coaching followed by another attempt is correct because Contextual observation identifies the actual performance gap, and coached deliberate practice supports transfer to clinical settings. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

38. A — Explain how current evidence, clinical expertise, and patient preferences inform a decision is correct because Evidence-based practice integrates research, expertise, circumstances, and patient values instead of relying on novelty or authority alone. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

39. D — Meet with the partner to clarify expectations and compare them with course outcomes is correct because Collaborative clarification gathers evidence, aligns expectations, and protects the educational partnership before solutions are selected. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

40. C — Use a brief scenario, require an individual decision, then have peers compare rationales is correct because Individual commitment followed by peer comparison creates retrieval, application, explanation, and feedback within a manageable activity. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

41. A — Describe the observed action, explore the reasoning, and plan a safer approach is correct because Specific, nonjudgmental feedback examines both behavior and reasoning while maintaining dignity and a focus on safety. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

42. B — Use a staged case that releases new findings and requires repeated clinical judgments is correct because An unfolding case requires learners to interpret changing cues, prioritize hypotheses, and revise decisions as new evidence appears. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore.

43. C — What cues influenced your decisions, and what would you change next time? is correct because The prompt moves learners beyond description toward analysis of cues, reasoning, consequences, and future improvement. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

44. A — Assess prior knowledge and offer tiered activities linked to the same outcomes is correct because Diagnostic assessment and tiered learning preserve common outcomes while providing appropriate challenge and support. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational.

45. B — Compare four patient reports and defend the order for immediate assessment is correct because Prioritization with justification makes learners notice cues, weigh risk, and explain decisions rather than merely recall facts. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

46. D — Match the technology's functions to the learning outcome and learner access needs is correct because Technology should be chosen for alignment, accessibility, usability, and its contribution to the intended learning process. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

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

48. B — Connect a new concept to learners' experience through a relevant problem is correct because Adult learners benefit when content is relevant, problem centered, and connected to experience they can examine critically. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

49. A — Observe performance in context and provide targeted coaching followed by another attempt is correct because Contextual observation identifies the actual performance gap, and coached deliberate practice supports transfer to clinical settings. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

50. C — Explain how current evidence, clinical expertise, and patient preferences inform a decision is correct because Evidence-based practice integrates research, expertise, circumstances, and patient values instead of relying on novelty or authority alone. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

51. A — Meet with the partner to clarify expectations and compare them with course outcomes is correct because Collaborative clarification gathers evidence, aligns expectations, and protects the educational partnership before solutions are selected. The response uses evidence and preserves

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

52. B — Use a brief scenario, require an individual decision, then have peers compare rationales is correct because Individual commitment followed by peer comparison creates retrieval, application, explanation, and feedback within a manageable activity. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

53. D — Describe the observed action, explore the reasoning, and plan a safer approach is correct because Specific, nonjudgmental feedback examines both behavior and reasoning while maintaining dignity and a focus on safety. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

54. C — Use a staged case that releases new findings and requires repeated clinical judgments is correct because An unfolding case requires learners to interpret changing cues, prioritize hypotheses, and revise decisions as new evidence appears. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore.

55. D — Discuss the barrier privately and identify policy-consistent supports and resources is correct because A private, resource-oriented response addresses a social determinant of learning while maintaining transparent academic requirements. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need.

56. C — Use explicit criteria, model specific comments, and require evidence for ratings is correct because Criteria and modeling improve reliability, specificity, fairness, and the usefulness of peer feedback. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need as.

57. B — Invite the learner's perspective, return to observable evidence, and develop an improvement plan is correct because Listening and returning to evidence can reduce defensiveness while keeping accountability and future performance central. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

58. A — Explore the learner's specific needs and connect the learner with appropriate resources is correct because Individual assessment avoids assumptions and enables a purposeful referral while preserving expectations and learner agency. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

59. D — Help the learner identify strengths, explore options, and create measurable development goals is correct because Developmental advising supports informed self-direction through reflection, exploration, planning, and periodic review. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need as.

60. C — Analyze a practice dilemma using nursing values, standards, and role expectations is correct because Professional socialization requires learners to interpret and enact the values, norms, responsibilities, and identity of nursing. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

61. B — Discuss the barrier privately and identify policy-consistent supports and resources is correct because A private, resource-oriented response addresses a social determinant of learning while maintaining transparent academic requirements. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need.

62. B — Use explicit criteria, model specific comments, and require evidence for ratings is correct because Criteria and modeling improve reliability, specificity, fairness, and the usefulness of peer feedback. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need as.

63. A — Invite the learner's perspective, return to observable evidence, and develop an improvement plan is correct because Listening and returning to evidence can reduce defensiveness while keeping accountability and future performance central. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

64. A — Explore the learner's specific needs and connect the learner with appropriate resources is correct because Individual assessment avoids assumptions and enables a purposeful referral while preserving expectations and learner agency. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

65. D — Help the learner identify strengths, explore options, and create measurable development goals is correct because Developmental advising supports informed self-direction through reflection, exploration, planning, and periodic review. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need as.

66. C — Analyze a practice dilemma using nursing values, standards, and role expectations is correct because Professional socialization requires learners to interpret and enact the values, norms, responsibilities, and identity of nursing. The response uses evidence and preserves alignment among

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

67. B — Discuss the barrier privately and identify policy-consistent supports and resources is correct because A private, resource-oriented response addresses a social determinant of learning while maintaining transparent academic requirements. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need.

68. C — Use explicit criteria, model specific comments, and require evidence for ratings is correct because Criteria and modeling improve reliability, specificity, fairness, and the usefulness of peer feedback. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need as.

69. D — Invite the learner's perspective, return to observable evidence, and develop an improvement plan is correct because Listening and returning to evidence can reduce defensiveness while keeping accountability and future performance central. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

70. A — Explore the learner's specific needs and connect the learner with appropriate resources is correct because Individual assessment avoids assumptions and enables a purposeful referral while preserving expectations and learner agency. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

71. A — Help the learner identify strengths, explore options, and create measurable development goals is correct because Developmental advising supports informed self-direction through reflection, exploration, planning, and periodic review. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need as.

72. D — Analyze a practice dilemma using nursing values, standards, and role expectations is correct because Professional socialization requires learners to interpret and enact the values, norms, responsibilities, and identity of nursing. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

73. C — Discuss the barrier privately and identify policy-consistent supports and resources is correct because A private, resource-oriented response addresses a social determinant of learning while maintaining transparent academic requirements. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need.

74. B — Use explicit criteria, model specific comments, and require evidence for ratings is correct because Criteria and modeling improve reliability, specificity, fairness, and the usefulness of peer feedback. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need as.

75. C — Invite the learner's perspective, return to observable evidence, and develop an improvement plan is correct because Listening and returning to evidence can reduce defensiveness while keeping accountability and future performance central. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

76. A — The distractor may be implausible and should be reviewed before reuse is correct because A never-selected distractor contributes little to differentiation and may need revision, although all item evidence should be considered. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

77. B — A low-stakes application task with feedback before the summative examination is correct because Formative assessment occurs during learning and supplies actionable feedback that can change teaching and learner performance. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational.

78. D — Review the key, wording, content alignment, and response patterns for a flawed item is correct because Negative discrimination suggests stronger learners missed the item more often, warranting careful review for ambiguity, miskeying, or misalignment. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore.

79. D — A blueprint linking items to outcomes, content areas, and intended cognitive levels is correct because A blueprint documents systematic sampling of the intended content and cognitive demands represented by course outcomes. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

80. A — Repeated observation with behaviorally anchored criteria across authentic situations is correct because Affective outcomes are best evaluated through observable patterns of behavior across contexts using clear criteria. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need as.

81. B — Communicate criteria and performance levels to guide judgments and feedback is correct because A rubric makes expectations visible and supports consistent, criterion-referenced scoring and meaningful feedback. The response uses evidence and preserves alignment among outcomes, learning

activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need as directly.

82. C — The distractor may be implausible and should be reviewed before reuse is correct because A never-selected distractor contributes little to differentiation and may need revision, although all item evidence should be considered. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

83. A — A low-stakes application task with feedback before the summative examination is correct because Formative assessment occurs during learning and supplies actionable feedback that can change teaching and learner performance. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational.

84. D — Review the key, wording, content alignment, and response patterns for a flawed item is correct because Negative discrimination suggests stronger learners missed the item more often, warranting careful review for ambiguity, miskeying, or misalignment. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore.

85. C — A blueprint linking items to outcomes, content areas, and intended cognitive levels is correct because A blueprint documents systematic sampling of the intended content and cognitive demands represented by course outcomes. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

86. B — Repeated observation with behaviorally anchored criteria across authentic situations is correct because Affective outcomes are best evaluated through observable patterns of behavior across contexts using clear criteria. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need as.

87. C — Communicate criteria and performance levels to guide judgments and feedback is correct because A rubric makes expectations visible and supports consistent, criterion-referenced scoring and meaningful feedback. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need as directly.

88. A — The distractor may be implausible and should be reviewed before reuse is correct because A never-selected distractor contributes little to differentiation and may need revision, although all item evidence should be considered. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

89. D — A low-stakes application task with feedback before the summative examination is correct because Formative assessment occurs during learning and supplies actionable feedback that can change teaching and learner performance. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational.

90. B — Review the key, wording, content alignment, and response patterns for a flawed item is correct because Negative discrimination suggests stronger learners missed the item more often, warranting careful review for ambiguity, miskeying, or misalignment. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore.

91. B — A blueprint linking items to outcomes, content areas, and intended cognitive levels is correct because A blueprint documents systematic sampling of the intended content and cognitive demands represented by course outcomes. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

92. A — Repeated observation with behaviorally anchored criteria across authentic situations is correct because Affective outcomes are best evaluated through observable patterns of behavior across contexts using clear criteria. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need as.

93. D — Communicate criteria and performance levels to guide judgments and feedback is correct because A rubric makes expectations visible and supports consistent, criterion-referenced scoring and meaningful feedback. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need as directly.

94. C — The distractor may be implausible and should be reviewed before reuse is correct because A never-selected distractor contributes little to differentiation and may need revision, although all item evidence should be considered. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

95. D — A low-stakes application task with feedback before the summative examination is correct because Formative assessment occurs during learning and supplies actionable feedback that can change teaching and learner performance. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational.

96. C — Review the key, wording, content alignment, and response patterns for a flawed item is correct because Negative discrimination suggests stronger learners missed the item more often, warranting careful review for ambiguity, miskeying, or misalignment. The response uses evidence and preserves

alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore.

97. A — Define outcomes, indicators, data sources, benchmarks, timing, and responsible parties is correct because A complete plan specifies what success means, how it will be measured, when review occurs, and who acts. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

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

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

100. D — Map outcomes across courses and experiences to locate the specific gap is correct because Curriculum mapping provides evidence about where outcomes are introduced, reinforced, assessed, or omitted before revision decisions. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

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

102. C — Define outcomes, indicators, data sources, benchmarks, timing, and responsible parties is correct because A complete plan specifies what success means, how it will be measured, when review occurs, and who acts. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

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

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

105. D — Map outcomes across courses and experiences to locate the specific gap is correct because Curriculum mapping provides evidence about where outcomes are introduced, reinforced, assessed, or omitted before revision decisions. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

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

107. A — Define outcomes, indicators, data sources, benchmarks, timing, and responsible parties is correct because A complete plan specifies what success means, how it will be measured, when review occurs, and who acts. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

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

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

110. D — Map outcomes across courses and experiences to locate the specific gap is correct because Curriculum mapping provides evidence about where outcomes are introduced, reinforced, assessed, or omitted before revision decisions. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

111. A — Triangulated outcome data show a persistent weakness across cohorts and measures is correct because Converging evidence across cohorts, measures, and stakeholders indicates a stable program-level problem rather than isolated preference. The response uses evidence and preserves alignment

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

112. C — Create shared outcomes, role clarity, and joint learning experiences with partner disciplines is correct because Interprofessional education depends on purposeful learning with, from, and about other professions toward shared outcomes. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

113. B — Engage faculty in reviewing the evidence, concerns, and shared need for change is correct because Early participation surfaces legitimate concerns, builds shared meaning, and helps the group assess evidence and readiness. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

114. D — Clarify interests, establish common goals, and facilitate a mutually workable plan is correct because Interest-based discussion moves conflict from positions and personalities toward shared purposes and practical agreements. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need.

115. A — Assess the change's implications with stakeholders and identify required adaptations is correct because Systematic assessment clarifies scope, risk, affected processes, and stakeholder responsibilities before implementation. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need as directly. Within.

116. B — Create shared outcomes, role clarity, and joint learning experiences with partner disciplines is correct because Interprofessional education depends on purposeful learning with, from, and about other professions toward shared outcomes. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

117. C — Engage faculty in reviewing the evidence, concerns, and shared need for change is correct because Early participation surfaces legitimate concerns, builds shared meaning, and helps the group assess evidence and readiness. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

118. D — Clarify interests, establish common goals, and facilitate a mutually workable plan is correct because Interest-based discussion moves conflict from positions and personalities toward shared purposes and practical agreements. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need.

119. D — Assess the change's implications with stakeholders and identify required adaptations is correct because Systematic assessment clarifies scope, risk, affected processes, and stakeholder responsibilities before implementation. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need as directly. Within.

120. C — Create shared outcomes, role clarity, and joint learning experiences with partner disciplines is correct because Interprofessional education depends on purposeful learning with, from, and about other professions toward shared outcomes. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

121. A — Engage faculty in reviewing the evidence, concerns, and shared need for change is correct because Early participation surfaces legitimate concerns, builds shared meaning, and helps the group assess evidence and readiness. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve.

122. B — Clarify interests, establish common goals, and facilitate a mutually workable plan is correct because Interest-based discussion moves conflict from positions and personalities toward shared purposes and practical agreements. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need.

123. B — Revise the instructions, test them with users, and evaluate whether confusion decreases is correct because Continuous improvement converts credible feedback into a specific change and then evaluates its effect. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational.

124. D — Complete assessment-design training and revise two exams using item analysis this year is correct because A focused, measurable, time-bound goal links learning activity to an observable change in educator practice. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

125. C — Align priorities with role expectations, set boundaries, and review workload with a mentor is correct because Deliberate alignment and mentoring support sustainable performance, role development, and responsible self-care. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need.

126. A — Patterns across learner outcomes, peer feedback, self-reflection, and teaching evidence is correct because Multiple evidence sources reveal patterns, reduce single-source bias, and support targeted professional development decisions. The response uses evidence and preserves alignment

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

127. D — Revise the instructions, test them with users, and evaluate whether confusion decreases is correct because Continuous improvement converts credible feedback into a specific change and then evaluates its effect. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational.

128. B — Complete assessment-design training and revise two exams using item analysis this year is correct because A focused, measurable, time-bound goal links learning activity to an observable change in educator practice. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

129. C — Align priorities with role expectations, set boundaries, and review workload with a mentor is correct because Deliberate alignment and mentoring support sustainable performance, role development, and responsible self-care. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need.

130. A — Patterns across learner outcomes, peer feedback, self-reflection, and teaching evidence is correct because Multiple evidence sources reveal patterns, reduce single-source bias, and support targeted professional development decisions. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need as.

131. C — Revise the instructions, test them with users, and evaluate whether confusion decreases is correct because Continuous improvement converts credible feedback into a specific change and then evaluates its effect. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational.

132. B — Complete assessment-design training and revise two exams using item analysis this year is correct because A focused, measurable, time-bound goal links learning activity to an observable change in educator practice. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

133. A — Report methods and findings transparently, including limitations and unexpected results is correct because Transparency and accurate attribution allow others to judge evidence and preserve trust in scholarly work. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need.

134. D — Define a meaningful question and review existing evidence to identify the gap is correct because A focused question and evidence review establish significance, feasibility, appropriate methods, and the contribution of the project. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

135. D — Use a rigorous approach, critically interpret findings, and disseminate them for peer review is correct because Scholarship requires systematic inquiry, intellectual honesty, critical interpretation, and dissemination beyond private improvement. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational.

136. B — Report methods and findings transparently, including limitations and unexpected results is correct because Transparency and accurate attribution allow others to judge evidence and preserve trust in scholarly work. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need.

137. C — Define a meaningful question and review existing evidence to identify the gap is correct because A focused question and evidence review establish significance, feasibility, appropriate methods, and the contribution of the project. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

138. A — Use a rigorous approach, critically interpret findings, and disseminate them for peer review is correct because Scholarship requires systematic inquiry, intellectual honesty, critical interpretation, and dissemination beyond private improvement. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational.

139. D — Report methods and findings transparently, including limitations and unexpected results is correct because Transparency and accurate attribution allow others to judge evidence and preserve trust in scholarly work. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need.

140. A — Define a meaningful question and review existing evidence to identify the gap is correct because A focused question and evidence review establish significance, feasibility, appropriate methods, and the contribution of the project. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not.

141. B — Use institutionally appropriate channels and avoid private relationships that blur educator authority is correct because Professional boundaries protect learners, confidentiality, fairness, and trust across online and in-person relationships. The response uses evidence and preserves alignment among

outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need.

142. C — Relate resource requests to outcomes, risks, utilization data, and strategic priorities is correct because Evidence-based budgeting connects limited resources with mission, outcomes, safety, effectiveness, and accountable stewardship. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need as.

143. B — Address disrespectful behavior promptly using shared standards and restorative dialogue is correct because Prompt, proportionate response protects psychological safety, reinforces standards, and creates an opportunity to repair working relationships. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational.

144. D — Reconsider the proposal's alignment and revise it with relevant stakeholders is correct because Program initiatives should align with institutional mission while stakeholders examine how legitimate nursing needs can be addressed. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

145. A — Use institutionally appropriate channels and avoid private relationships that blur educator authority is correct because Professional boundaries protect learners, confidentiality, fairness, and trust across online and in-person relationships. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need.

146. C — Relate resource requests to outcomes, risks, utilization data, and strategic priorities is correct because Evidence-based budgeting connects limited resources with mission, outcomes, safety, effectiveness, and accountable stewardship. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need as.

147. C — Address disrespectful behavior promptly using shared standards and restorative dialogue is correct because Prompt, proportionate response protects psychological safety, reinforces standards, and creates an opportunity to repair working relationships. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational.

148. A — Reconsider the proposal's alignment and revise it with relevant stakeholders is correct because Program initiatives should align with institutional mission while stakeholders examine how legitimate nursing needs can be addressed. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the.

149. D — Use institutionally appropriate channels and avoid private relationships that blur educator authority is correct because Professional boundaries protect learners, confidentiality, fairness, and trust across online and in-person relationships. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need.

150. B — Relate resource requests to outcomes, risks, utilization data, and strategic priorities is correct because Evidence-based budgeting connects limited resources with mission, outcomes, safety, effectiveness, and accountable stewardship. The response uses evidence and preserves alignment among outcomes, learning activities, and evaluation. Competing options rely on assumption, authority, or premature action and therefore do not resolve the educational need as.