

## Practice Exam

### 25 questions

1. A newly hired nurse faculty member states that in his previous position high fidelity simulation was used effectively and he cannot believe they just use standardized patients here. The best way to approach this is to tell the newly hired nurse educator that:

- A. Simulations can take many forms
- B. He can orientate others to the simulation lab
- C. Role playing is a better way to do simulation
- D. He needs to stop comparing schools

**A. Simulations can take many forms –YES, simulation experiences have endless possibilities**

- B. He can orientate others to the simulation lab – NO, this is not her/his role.
- C. Role playing is a better way to do simulation – NO, this is defensive and does not deal with the underlining problem of a newly hired educator not having different experiences.
- D. He needs to stop comparing schools – NO, this is defensive and does not deal with the underlining problem of a newly hired educator not having different experiences.

2. The clinical nurse educator cannot find patients on her unit who meet the learning outcomes for the week. What strategy should she implement to ensure the learners meet their learning needs?

- A. Take learners back to the college laboratory and role play the care of the patients
- B. Send learners to other units in the hospital to observe the care of the patients with the appropriate diagnoses
- C. Provide case studies that will reinforce the week's learning outcomes
- D. Send learners to the library with specific objectives that will reinforce the week's work

- A. Take them back to the college laboratory and role play the care of the patients – NO, this is not as effective as case studies that they have not seen previously.
- B. Send them to other units in the hospital to observe the care of the patients with the appropriate diagnoses – NO, this is not as effective as case studies that they have not seen previously
- C. Provide case studies that will reinforce the week's learning outcomes –YES, Reinforcing will increase the learner's confidence and skill until other experiences can be found**
- D. Send them to the library with specific objectives that will reinforce the weeks work – NO, this is an inactive learning strategy

**3. One of the main goals of self-directed learning (SDL) for learners is to:**

- A. Comprehend the material better
- B. Build confidence in learning
- C. Understand the facilitation role
- D. Perform better on high-stakes testing

- A. Comprehend the material better – NO, this is a goal but not the main thrust of the theory.
- B. Build confidence –YES, self-directed learning assists learners to organize their own experiences and when successful it builds confidence in their ability to learn and grasp new information.**
- C. Understand the facilitation role – NO, this is a goal but not the main thrust of the theory.
- D. Perform better on high-stakes testing – NO, this is not a goal of the theory.

**4. When a learner's actions or inactions are jeopardizing patient safety, the clinical nurse educator should be prepared to:**

- A. Let the learner work through their problems themselves
- B. Jump in to role model the appropriate behavior
- C. Take the learner aside and reprioritize
- D. Reassign the learner to a different patient

- A. Let the learner work through their problems themselves – NO, the nurse educator must intervene if there is a question of patient safety being jeopardized
- B. Jump in to role model the appropriate behavior –YES, the faculty is, at times, a safety net for learning when learner's behaviors jeopardize patient safety**
- C. Take the learner aside and reprioritize – NO, this not the best intervention because it does not deal with the action as it is unfolding
- D. Reassign the learner to a different patient – NO, this does not deal with the immediate problem

**5. The nurse educator will use which of the following learning activities to reach the higher levels of Bloom's Taxonomy?**

- A. Lecture
- B. Discussion
- C. Demonstration
- D. Questioning

- A. Lecture – NO, this is a passive learning activity that does not challenge the learners
- B. Discussion – NO, although this is an active learning strategy it may not be directed to higher levels of thinking
- C. Demonstration – NO, this is a passive learning activity that does not challenge the learners
- D. Questioning –YES, questioning or Socratic questioning can be an effective method to reach higher levels of understanding if the questions are not just knowledge-based and they elicit critical thinking in the learner**

**6. The clinical nurse educator is preparing to write summative evaluations for the learners in her clinical group. The educator believes in the constructivist philosophy of evaluation. Therefore when completing the evaluation she will do which of the following?**

- A. Determine if the objectives of the course have been met
- B. Compare the learner to other learners to determine level of development
- C. Seek input from patients regarding their satisfaction with the learner's care
- D. Assign a grade of pass/fail for the clinical performance

- A. Determine if the objectives of the course have been met – NO, the objectives or outcomes or conceptually based criteria
- B. Compare the learner to other learners to determine level of development – NO, this is norming
- C. **Seek input from patients regarding their satisfaction with the learner's care – YES, Constructionalists use reality to evaluate learning & the patients are part of the clinical reality for learners**
- D. Assign a grade of pass/fail for the clinical performance – NO, this is based on specific criteria or outcomes

7. A nurse educator is concerned over a learner's behavior in class. The learner is asking excessive questions on content that was just reviewed. The learner also interrupts other learners when they are trying to answer questions. A group of the learner's classmates have come to complain about the behavior to the nurse educator. The first step that the nurse educator should take to address this behavior is:

- A. Ask the learner's classmates to address the learner themselves
- B. Address the behavior with the learner
- C. Refer the learner to the student counseling center
- D. Conduct a focus group with the learner and classmates

- Ask the learner's classmates to address the learner themselves – NO, this sets a stage for bullying and should not be peer delegated
- **Address the behavior with the learner – YES, the first step is to address the behavior and then refer the learner to the counseling center**
- Refer the learner to the student counseling center – NO, this is the second step in the process
- Conduct a focus group with the learner and classmates – NO, this is a breach of confidentiality for the learner who is acting out

8. A prospective program candidate has a positive criminal background check. The chairperson of the admissions committee has contacted the two major agencies in which all learners have clinical experiences. One of the practice partners will not allow the learner to participate in clinical experiences. The best decision by the admissions committee members would be to:

- A. Admit the candidate and make an exception by having the learner just use one agency
- B. Admit the candidate and provide simulation experiences in place of the missed clinical activities
- C. Do not admit the candidate until the State Board of Nursing determines they would be able to take the NCLEX-RN
- D. Do not admit the candidate because they cannot fulfill the learning objectives

- A. Admit the candidate and make an exception by having the learner just use one agency – NO, this is adjusting the learning outcomes of the program if there is an expectation that all learners go to both agencies
- B. Admit the candidate and provide simulation experiences in place of the missed clinical activities – NO, this is adjusting the learning outcomes of the program if there is an expectation that all learners go to both agencies
- C. Do not admit the candidate until the State Board of Nursing determines they would be able to take the NCLEX-RN – NO, this is not a decision that is made prior to learners applying for application
- D. **Do not admit the candidate because they cannot fulfill the learning objectives – YES, this candidate cannot meet the learning outcomes expected if they cannot participate in half the clinical experiences**

9. The nurse educator expects which group of learners to be the least diverse culturally?

- A. "Gen Xers"
- B. Generation Y
- C. Millennials
- D. Net generation

- A. “Gen Xers” – YES, this is the oldest group of learner generations**
- B. Generation Y – NO, this is the generation that starts to become global
- C. Millennia's – NO, this is the generation that starts to become global
- D. Net generation – NO, this generation has been well-integrated compared to previous generations

**10. A program of nursing has implemented a standardized examination to be administered at the completion of mid-curriculum. What is the best reason to implement this curriculum change?**

- A. Identify learners who are at risk and need intervention
- B. Determine if there is a need to revise the curriculum
- C. Provide another method of testing to add to the learner's grade
- D. Collect data which can be used for informational purposes

- A. Identify learners who are at risk and need intervention – YES, this is the best reason; if learners are remediated early there is a better chance of success**
- B. Determine if there is a need to revise the curriculum – NO, this is only one evaluative parameter and should not be used to judge the entire curriculum
- C. Provide another method of testing to add to the learner's grade – NO, this is not a solid rationale for administering another objective test
- D. Collect data which can be used for informational purposes – NO, this may increase data collection but should not be the reason to subject learners to another test

**11. Exhibit question that show the learner a patient's labs, medication, and diagnostic tests then asks the learner what nursing intervention should be completed first is an example of a question written of what level of Bloom's taxonomy?**

- A. Understanding
- B. Comprehension
- C. Application
- D. Evaluation

- A. Understanding – NO, the learners needs to evaluate the data in order to choose the correct distracter for this item
- B. Comprehension – NO, the learners needs to evaluate the data in order to choose the correct distracter for this item
- C. Application – NO, the learners needs to evaluate the data in order to choose the correct distracter for this item
- D. Evaluation – YES, exhibit question ask the learner to evaluate data in order to make a clinical decision**

**12. The following statistics were obtained in an item analysis for a multiple-choice exam**  
**Point Biserial = - 0.11 Correct answer = C P value = 94 N = 100**  
**Distractor Analysis:**

	A	B	C	D
Pt-Biser.:	0	0	-0.11	0.24
Frequency:	0%	0%	94%	6%

**What statement is true based on this data?**

- A. 94 of the better learners choose the wrong answer
- B. Some of the better learners read the correct answer as wrong
- C. The question was clear to those learners who mastered the content
- D. The learners who did not master the content did not pick the correct answer

A. 94 of the better learners choose the wrong answer – NO, they chose the right answer

**B. Some of the better learners read the correct answer as wrong - YES**

C. The question was clear to those learners who mastered the content – NO

D. The learners who did not master the content did not pick the correct answer – NO

**13. The nurse educator is preparing a formative evaluation of clinical performance for the learner; this should include which of the following?**

- A. Judgment as to whether or not the criteria have been met for the clinical experience
- B. Identifies areas that need improvement in clinical performance to meet the learning outcomes
- C. Provide a grade of pass/fail for the clinical rotation
- D. Review the anecdotal notes accumulated throughout the semester

A. Judgment as to whether or not the criteria have been met for the clinical experience – NO, this is done at a summative evaluation process

**B. Identifies areas that need improvement in clinical performance to meet the learning outcomes – YES, formative evaluations are done to assist the learner to achieve their outcomes by the end of the course**

C. Provide a grade of pass/fail for the clinical rotation - NO, this is done at a summative evaluation process

D. Review the anecdotal notes accumulated throughout the semester – NO, this is evidence for both types of evaluation

**14. Organizations, with public accountability, that influence nursing curricula are most often:**

- A. National nursing associations
- B. Accrediting agencies
- C. The Joint Commission
- D. State nursing organizations

A. National nursing associations – NO, they have public accountability but do not directly help organize curriculums

**B. Accrediting agencies – YES, accrediting agencies' mission is to ensure the public of program standards**

C. The Joint Commission – NO, they have public accountability but help organize practice partners processes

D. State nursing organizations – NO, they have missions but they may not be public safety

**15. The recent past increase in associate school openings is an example of curriculum development related to:**

- A. Organizational forces
- B. Market forces
- C. Accreditation influences
- D. State Board of Nursing demands

- A. Organizational forces – NO, this is not from organizations
- B. Market forces –YES, the current market forces have demanding increases number of nurses to assist with the nursing shortage**
- C. Accreditation influences – NO, accrediting bodies do not suggest what type of program to have
- D. State Board of Nursing demands – NO, state boards of nursing do not suggest what type of program to have

**16. A method used to sequence courses based on prior knowledge acquisition is called curriculum development of:**

- A. Vertical organization
- B. Matrixing
- C. Horizontal organization
- D. Program outcome tracking**

- A. Vertical organization –YES, course sequencing is arranging the curriculum in fashion to build on prior knowledge – simple to complex.**
- B. Matrixing – NO, this method shows the placement of major content in the curriculum
- C. Horizontal organization – NO, this show the integration of concepts that travel through the curriculum
- D. Program outcome tracking – NO, this method identifies if outcomes have been met

**17. A nurse educator requests the curriculum committee members to add 50% of simulation experience to her course in lieu of hard-to-acquire clinical hours. The best response to the request by the curriculum leaders is:**

- A. "At this point in time there is no set state or national standards for the percent of simulation in a clinical course, so we need to wait until they are established."
- B. "Simulation has been proven to not be as effective as clinical."
- C. "Simulation should be viewed as equally effective as hospital clinical time."
- D. "The planned simulation must meet the course learning outcomes."**

- A. "At this point in time there is no set state or national standards for the percent of simulation in a clinical course, so we need to wait until they are established." – NO, waiting for others to set standards in a new process is not necessary
- B. "Simulation has been proven to not be as effective as clinical." – NO, this is not evidence-based
- C. "Simulation should be viewed as equally effective as hospital clinical time." – NO, this is not true simulation is different than hospital clinical time
- D. "The planned simulation must meet the course learning outcomes." –YES, the any learning activity has to be directed related to the course learning outcomes**

**18. The curriculum leader states during a meeting that "Learning outcomes written in the affective domain are important in nursing." The members of the group agree and provide an example from their course syllabi. Which statement indicates an affective outcome?**

- A. Assume accountability for all discharge referrals for the patient
- B. Plan the teaching method for discharge instructions for the patient and family
- C. Discuss each referral with the patient and family before discharge
- D. Demonstrate discharge care of the wound for the patient and family**

- A. Assume accountability for all discharge referrals for the patient –YES, accountability is an affective attribute of nurses that can be assessed**
- B. Plan the teaching method for discharge instructions for the patient and family – NO, this is a cognitive process
- C. Discuss each referral with the patient and family before discharge – NO, this is a cognitive process
- D. Demonstrate discharge care of the wound for the patient and family – NO, this is a psychomotor process

**19. The elements of lifelong learning for the nurse educator vary according to all the following factors except:**

- A. Career stages
- B. Type of faculty appointment
- C. Mission of a university
- D. Age of the educator

- A. Career stages – NO, this is true different career stages will bring different interests
- B. Type of faculty appointment– NO, this is true different positions will bring different interests
- C. Mission of a university – NO, this is true different jobs will bring different interests according to the promotion criteria of the university
- D. Age of the educator –YES, age is not a discriminating factor in career development**

**20. Mentoring can be described as all of the following except:**

- A. Eclectic, varied in its content and process
- B. Involves reciprocal sharing, learning, and growth
- C. Individually focused and takes time to evolve
- D. Time limited intensive interactions

- A. Eclectic, varied in its content and process – NO, it should be varied and flexible
- B. Involves reciprocal sharing, learning, and growth – NO, both participants grow
- C. Individually focused and takes time to evolve – NO, it should be focused on the mentee
- D. Time limited intensive interactions - YES, mentoring is sometimes a life-long journey**

**21. An indicator for evaluating the organizational effectiveness of a program of nursing from a structural perspective includes:**

- A. Number of learners graduated
- B. Number of learners passing the NCLEX-RN
- C. Percentiles on standardized tests
- D. Faculty characteristics and qualifications

- A. Number of learners graduated – NO, this is not structural or built in to the organization, it is outcome based
- B. Number of learners passing the NCLEX-RN – NO, this is not structural or built in to the organization, it is outcome based
- C. Percentiles on standardized tests – NO, this is not structural or built in to the organization, it is outcome based
- D. Faculty characteristics and qualifications – YES, the faculty are part of the structure, so to speak, of a program.**

**22. The nurse educator is completing a peer review. During the adult health class, the learners sit quietly, some learners take notes and some just listen to the lecture. Which of the following information would be appropriate to suggest?**

- A. Pause frequently during the lecture to ask the learners if they have questions about the content
- B. Play a game that involves all learners, which will be a quick review of content
- C. Add pictures of anatomical structure to the PowerPoint® lecture to promote understanding
- D. Give an unannounced quiz to determine if learners understand the content that is being taught

- A. Pause frequently during the lecture to ask the learners if they have questions about the content – NO, this may not be the best method to increase involvement
- B. Play a game that involves all learners, which will be a quick review of content – YES, gaming such as jeopardy, bingo, and answering when you catch the ball are all active learning techniques that engage learners and increase their understanding of concepts**
- C. Add pictures of anatomical structure to the PowerPoint® lecture to promote understanding – NO, this may not be the best method to increase involvement
- D. Give an unannounced quiz to determine if learners understand the content that is being taught – NO, this may not be the best method to increase involvement

**23. The best example of a faculty activity that contributes to recognition of developing a service-learning program could be:**

- A. A faculty offering a faculty development workshops
- B. Showcasing faculty accomplishments in each academic unit
- C. Involving faculty in opportunities for publication
- D. Collecting data on faculty involvement in service learning

- A. Offering faculty development workshops – NO, this does not increase recognition
- B. Identifying a faculty liaison in each academic unit – NO, this does not increase recognition beyond the campus.
- C. Involving faculty in opportunities for publication – YES, disseminating information to the wider nursing community can be considered recognition and promotion of service learning**
- D. Collecting data on faculty involvement in service learning – NO, this does not increase recognition

**24. A clinical nurse educator is putting her portfolio together and wants to show the best evidence of teaching scholarship. The clinical nurse educator may include:**

- A. Thank you notes from her clinical learners and their patients
- B. Post-conference teaching-learning plan about car seat safety
- C. Videotaped portion of a learner administering medications safely
- D. Deidentified evaluations that demonstrate a high level of learner achievement

- A. Thank you notes from her clinical learners and their patients – NO, this is anecdotal evidence
- B. Post-conference teaching-learning plan about care seat safety – NO, this is structural evidence
- C. Videotaped portion of a learner administering medications safely – NO, this is procedural evidence
- D. Deidentified evaluations that demonstrate a high level of learner achievement – YES, effective outcomes are an excellent form of teaching scholarship**

**25. When developing his academic portfolio the nurse educator should begin the introduction piece by:**

- A. Describing his teaching philosophy
- B. Stating the purpose of the portfolio
- C. Recounting incidence of teaching excellence
- D. Referring evaluators to his CV

- A. Describing his teaching philosophy – NO, this is the second part of the portfolio
- B. Stating the purpose of the portfolio – YES, the reason form portfolio development should be stated right up front so the evaluator knows why the portfolio was submitted**
- C. Recounting incidence of teaching excellence – NO, this comes under the teaching section
- D. Referring evaluators to his curriculum vitae (CV) – NO, this is not the highlights of the portfolio

**EXCELLENT!!!  
Great job!!!**

**Thank you!!!**



**Thank you!**

**Good Luck!  
Please email us  
when you pass!**

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