

CCNE Practice Exam Answer Key

Question 1**Canonical ID: 3383680**

What is the best response from a nurse educator to a learner who is unprepared for a flipped classroom session?

- A) Lecture the information from the preparatory activities at the start of class.
- B) Ask the learner to leave the classroom to review the information on their own.
- C) Encourage the learner to prepare more effectively for accountability to their peers.
- D) Reduce the amount of pre-preparation activities for the next classroom discussion.

Distractor Rationale

- A. Incorrect: Learners are expected to prepare prior to the classroom session. The classroom session is focused on applying the information in an active learning strategy. Nurse educators may review difficult information at the start of the class to ensure that everyone understands the concept or content prior to its application. However, teaching all the preparatory content at the start of class wastes valuable time in repeating the content. Learners also learn quickly that they don't need to do the preparation ahead of the class.
- B. Incorrect: Learners may not be prepared for any number of reasons. In a supportive community of practice, learners should be addressed in a respectful manner. However, learners could be advised that their participation and achievement of learning outcomes from the situation is enhanced by adequate preparation. Learners have a commitment to their peers to contribute to the in-class learning.
- C. Correct: Learners may be inadequately prepared for any number of valid reasons. However, the learner's ability to participate will be limited by that lack of preparation. A respectful interaction with the learner is important to understand their situation or motivation for them to better prepare in the future. Learners have a commitment to their peers to contribute to the in-class learning.
- D. Incorrect: The nurse educator should have chosen relevant and reasonable preparatory activities. It would be inadvisable to reduce the preparation based on a single learner's failure to complete the learning activities.

Correct Option: C

Question 2**Canonical ID: 3383690**

Which indicator best demonstrates that the nurse educator has created a supportive learning climate?

- A) Learners offer differing opinions and ask questions in class.
- B) The nurse educator acts in a friendly and approachable manner.
- C) Learners achieve satisfactory outcomes on exams and evaluations.
- D) The nurse educator requires learners to be engaged in the classroom.

Distractor Rationale

- A. Correct: Whether the learning climate is supportive is determined by the learners. Their perceptions of a supportive environment will be evidenced by their willingness to offer differing opinions without censure, and their openness to asking questions for elaboration or clarification.
- B. Incorrect: The supportive climate is one that is perceived by the students, not from the perspective of the nurse educator. These actions are admirable and certainly could contribute to the supportive environment.
- C. Incorrect: Learning outcomes on evaluative tools may be satisfactory but this outcome does not mean the learning climate is supportive. Students may be motivated by fear of failure.
- D. Incorrect: Although this goal is important, educators cannot require engagement. They need to design learning strategies that encourage learners to actively engage in learning.

Correct Option: A**Question 3****Canonical ID: 3380202**

Which exam question focuses on the evaluate level of Bloom's cognitive domain?

- A) Give a relevant example of interprofessional collaboration from clinical practice.
- B)

Discuss appropriate care interventions for a patient experiencing preterm labour.

- C) Critique a client's care based on the current standards of care for their condition.
- D) Compare strategies to safely administer medications to a cognitively-impaired patient.

Distractor Rationale

- A. Incorrect: This question requires learners to demonstrate comprehension of the definition of Interprofessional collaboration. This is comprehension level of the domain.
- B. Incorrect: This question is at the application level of the domain, demonstrating the learner's ability to apply knowledge.
- C. Correct: This question requires the learner to evaluate a patient's care based on a standard of care.
- D. Incorrect: This question is at the analysis level where the learner must consider various approaches to a problem, compare them, and select the most appropriate.

Correct Option: C

Question 4

Canonical ID: 3381937

A course goal is stated as follows, "learners collaborate with healthcare professionals in their clinical practice". Which learner outcome best indicates achievement of this course goal?

- A) Learners involve other healthcare professionals in their patient's care.
- B) Learners indicate their commitment to interprofessional collaboration.
- C) Learners describe the scope of practice of other healthcare professionals.
- D) Learners examine their experiences in cooperative practice in the workplace.

Distractor Rationale

- A. Correct: An objective that demonstrates the ability to practice effectively and collaboratively with other healthcare professionals indicates achievement of the goal at a higher level of actual practice.
- B. Incorrect: This objective is evident in the affective domain, but does not demonstrate actual practice.
- C. Incorrect: This outcomes is part of the ongoing learning of IPE, but does not indicate achievement of the goal. It is a lower level of achievement, primarily in the comprehension level of the objective.
- D. Incorrect: This objective is a step toward actual collaborative practice, but does not demonstrate actual practice.

Correct Option: A

Question 5

Canonical ID: 3381210

What is one benefit of a systematic review?

- A) Reviews an individual study based on specific criteria to evaluate the findings.
- B) Synthesizes the findings of many studies to answer a specific research question.
- C) Maps the existing literature to provide an overview of a large number of studies.
- D) Examines the impact of an controlled intervention on a specific group of learners.

Distractor Rationale

- A. Incorrect. This is a critique of an individual study.
- B. Correct. Systematic reviews examine many studies to answer a specific research question. The researchers use a systematic method of searching for studies; decide which studies to include in the review, based on specific criteria; appraise the quality of each study; and synthesize the findings (Billings & Halstead, p. 382).
- C. Incorrect. This is a scoping review which maps the existing literature in a field, providing an overview of a large and often diverse body of literature on a topic (Billings & Halstead, p. 382)

D. Incorrect. This is a randomized control trial study design.

Correct Option: B

Question 6

Canonical ID: 3382046

Which type of assessment instrument should the nurse educator use to most effectively evaluate learning in the affective domain?

- A) Concept maps
- B) Reflective journals
- C) Multiple choice questions
- D) Objective structured clinical exam

Distractor Rationale

- A. Incorrect: Concept maps are used to illustrate how concepts relate and connect. They do not primarily address the affective domain of learning.
- B. Correct: Reflective journals provide learners with an opportunity to analyze their thoughts, feelings and actions.
- C. Incorrect: Multiple choice questions do not allow individual learners to express and analyze their feelings about a topic. Therefore, they do not address the affective domain of learning.
- D. Incorrect: OSCE typically evaluate clinical skills but do not allow for learners to express their feelings related to the topic/skill being tested.

Correct Option: B

Question 7

Canonical ID: 3383675

How should the nurse educator best engage in critical reflection?

- A) Describe nursing challenges in patient care.
- B)

Identify existing professional knowledge gaps.

- C) Analyze one's knowledge, beliefs and assumptions.
- D) Explore evidence concerning the patient's situation.

Distractor Rationale

- A. Incorrect: This statement is a description of nursing challenges in learning, but not necessarily a reflection of those challenges.
- B. Incorrect: Although this gap in knowledge may become evidence through critical reflection, it is not the primary intent.
- C. Correct: Exploration of one's own knowledge, values, beliefs, and assumptions is a very important aspect of critical reflection
- D. Incorrect: This statement is most descriptive of evidence-informed practice. Although evidence may be explored in critical reflection, the analysis of and exploration of the relevance of such evidence is more likely a part of critical reflection.

Correct Option: C

Question 8

Canonical ID: 3382020

Which learner behaviour in the clinical setting best indicates that they have reached the mastery level in interprofessional collaboration?

- A) Attending a social worker's presentation discussing a patient's situation.
- B) Observing a dietician consultation with clients living with eating disorders.
- C) Comparing nursing and physical therapy scopes of practice in the workplace.
- D) Contributing suggestions for a patient's care at a family and team conference.

Distractor Rationale

- A. Incorrect: Although this behaviour indicates engagement in IP collaboration, it is at the exposure level.

- B. Incorrect: This behaviour is at the exposure level.
- C. Incorrect: This behaviour is at the immersion level.
- D. Correct: This behaviour indicates that the learner is engaging in mastery level behaviours and is working collaboratively with other healthcare professionals.

Correct Option: D

Question 9

Canonical ID: 3383693

Which domain of learning or typology is addressed by the following objective: "Learners will perform urinary catheterization safely and independently"?

- A) Affective
- B) Cognitive
- C) Kinesthetic
- D) Psychomotor

Distractor Rationale

- A. Incorrect: This objective addresses a psychomotor skill to a specific level in that domain. The primary focus is the skill, not the knowledge or affective commitment underpinning the skill.
- B. Incorrect: This objective addresses a psychomotor skill to a specific level in that domain. The primary focus is the skill, not the knowledge underpinning the skill.
- C. Incorrect: Although this domain was not included in Bloom's taxonomy, it is included in other typologies. it relates to the perceptions or senses involved in skills such as the amount of resistance felt in range of motion exercises.
- D. Correct: This objective addresses skill learning.

Correct Option: D

Question 10

Canonical ID: 3380200

Which teaching strategy best meets universal design for learning principles?

- A) Making lecture notes available after class.
- B) Choosing videos with captions and transcripts.
- C) Selecting a low-contrast colour for a webpage.
- D) Including an abundance of text in a presentation.

Distractor Rationale

- A. Incorrect: Universal design promotes course design that uses multiple ways to present course materials and multiple ways for learners to demonstrate knowledge acquisition. The support actions should be tailored to meet the student's specific disability.
- B. Correct: Universal design promotes course design that uses multiple ways to present course materials and multiple ways for learners to demonstrate knowledge acquisition. Watching videos and reading the captions meets the universal design of learning principle.
- C. Incorrect: Universal design promotes course design that uses multiple ways to present course materials and multiple ways for learners to demonstrate knowledge acquisition. Use of a single, low-contrast colour can be difficult for students with visual impairment to read and comprehend.
- D. Incorrect: Universal design promotes course design that uses multiple ways to present course materials and multiple ways for learners to demonstrate knowledge acquisition. A large amount of text is difficult for some students to comprehend.

Correct Option: B

Question 11

Canonical ID: 3383846

Why is an in-class final exam used as an assessment strategy?

- A) To promote learners' self-reflection of course concepts.
- B) To plan a comprehensive assessment of multiple patients.
- C) To evaluate learner's understanding of all course concepts.
- D)

To provide learners with a formative evaluation of learning.

Distractor Rationale

- A. Incorrect: This course outcome demonstrates learning from self-reflective perspective and not comprehension of a in-class course concept.
- B. Incorrect: This course outcome demonstrates learning in a clinical application course and not comprehension of a in-class course concept.
- C. Correct: A final exam is designed to assess comprehension of learned course concepts. This objective demonstrates this ability.
- D. Incorrect: A final exam is a summative evaluation strategy.

Correct Option: C

Question 12

Canonical ID: 3383855

A faculty member would like to add palliative care competencies into their rehabilitation course. What is the most appropriate first step for this integration?

- A) Modify the existing course content.
- B) Seek guidance from the curriculum committee.
- C) Develop new palliative care course outcomes.
- D) Revise course outline to include palliative care.

Distractor Rationale

- A. Incorrect: Curricular review is needed to determine the appropriate placement of the content, which may not be related to the nurse educator's research program.
- B. Correct: The curriculum committee is responsible for the organization of the curriculum, including the appropriate placement of content and levelling of learning outcomes. Individual faculty should not be incorporating content without guidance from such a committee. The content could very likely be included in other courses at the direction of the curriculum committee and approved by faculty at the initial design of the curriculum.

- C. Incorrect: The content may not fit with the current course outcomes and should not be integrated into existing courses without curricular review.
- D. Incorrect: The nurse educator needs to consult with the curriculum committee for the appropriate placement of the content. It may already be addressed in other courses and should not be duplicated.

Correct Option: B

Question 13

Canonical ID: 3380220

Which teaching strategy would be most effective in engaging learners who are experienced Registered Nurses?

- A) Role playing
- B) Group case studies
- C) Story-based learning
- D) Lecture based activities

Distractor Rationale

- A. Incorrect: Experienced nurses are very familiar with the professional role and do not need this experience.
- B. Correct: Case studies within a group of experienced learners often allows for greater critical thinking, shared clinical decision making, and innovation.
- C. Incorrect: Experienced Registered Nurses generally want to build on their current knowledge through dialogue and exploration.
- D. Incorrect: Experienced learners generally want dialogue and interaction in their learning, benefitting from interactions among a number of similar learners.

Correct Option: B

Question 14

Canonical ID: 3380769

Which factor is the greatest barrier to supporting interprofessional education learning (IPE) activities?

- A) Lack of administrative support.
- B) Conflicting academic schedules.
- C) Lack of awareness among educators.
- D) Absence of health-regulated programs.

Distractor Rationale

- A. Incorrect: Although it is important to have support of senior leadership, the greatest challenge lies in competing schedules.
- B. Correct: The greatest challenge to implementing IPE is finding a common time for learning experiences and resolving competing schedules.
- C. Incorrect: Creating awareness among educators can be overcome through workshops, faculty development, and partnering with other disciplines.
- D. Incorrect: If the institution does not have other health-related programs, reach out to other academic programs, such as humanities, environmental sciences, computer and technology, and justice and law. These other programs can be collaborative partners in addressing healthcare issues.

Correct Option: B

Question 15

Canonical ID: 3380750

Which teaching strategy best exemplifies interprofessional education?

- A) Inviting guest speakers from various professions to present during a clinical post-conference meeting.
- B) Facilitating a simulation scenario involving learners and faculty from at least two different professions.
- C) Coordinating shadowing opportunities for nursing learners to work with other professionals in practice.
- D)

Lecturing for a class that is comprised of learners from multiple professions learning the same content.

Distractor Rationale

- A. Incorrect: While the learners may be learning from the speakers, there are no intentional interactions for the speakers to learn from the learners. Inteprofessional education involves learners from multiple professions learning with, from, and about each others' profession(s) (Page-Cutrara & Bradley, 2020, 298-299) through intentional interactions.
- B. Correct: Interprofessional education involves learners from multiple professions learning with, from, and about each others' profession(s) through intentional interactions (Page-Cutrara & Bradley, 2020, 298-299). A simulation activity that involves multiple professions during all phases (pre-brief, activity, and debrief) provides an opportunity for learners in the professions to learn with, from, and about each others' profession(s).
- C. Incorrect: While the learners may be learning about and from the persons they are shadowing, the learners may or may not be teaching the persons they are shadowing. Inteprofessional education involves learners from multiple professions learning with, from, and about each others' profession(s) (Page-Cutrara & Bradley, 2020, 298-299) through intentional interactions.
- D. Incorrect: Inteprofessional education involves learners from multiple professions learning with, from, and about each others' profession(s) (Page-Cutrara & Bradley, 2020, 298-299) through intentional interactions. A lecture alone does not provide an opportunity for learners to learn from and about each other.

Correct Option: B

Question 16

Canonical ID: 3380892

What data most effectively indicate that program goals are met?

- A) Retention rates of learners in the program
- B) Graduates' satisfaction with the overall program
- C) Learners' perceptions of their own performance
- D) Graduates' success in meeting regulatory standards

Distractor Rationale

- A. Incorrect: This data is more related to standards of the program and process rather than outcomes of the program.
- B. Incorrect: While this is important data that is often collected at the end of a program, it relates to process rather than outcome.
- C. Incorrect: Learners' evaluation of their own performance may be biased and may provide a limited personal view.
- D. Correct: Regulatory standards relate to entry to level competencies and licensure examination success. Graduate outcomes are most frequently related to regulatory entry to practice competencies. Success on these attributes indicates that the program is meeting its goals.

Correct Option: D

Question 17

Canonical ID: 3381197

How does the CASN National Nursing Education Framework (CASN, 2015) define the role of the baccalaureate nurses?

- A) A generalist in nursing practice
- B) Educated in knowledge generation
- C) Prepared for advanced nursing roles
- D) A dependent practitioner on the team

Distractor Rationale

- A. Correct: This is the clearly stated level of the baccalaureate nurse preparation.
- B. Incorrect: This is the stated role of the doctorly prepared nurses.
- C. Incorrect: Preparation for advanced nursing roles is at the masters level of nursing education.
- D. Incorrect: Baccalaureate nurses practice independently within their scope of practice.

Correct Option: A

Question 18

Canonical ID: 3380679

Which teaching strategy best supports the development of a learner's clinical reasoning and judgment?

- A) Lecturing a large class
- B) Demonstrating a skill
- C) Debriefing a simulation activity
- D) Facilitating a group discussion

Distractor Rationale

- A. Incorrect: A traditional lecture involves passive learning with the nurse educator providing information to the learners (Page-Cutrara & Bradley, 2020, p. 182).
- B. Incorrect: Demonstration of a skill is focused on the psychomotor aspects of the skill rather than the clinical reasoning and judgment involved in performing the skill for a particular client condition/status.
- C. Correct: Debriefing after a simulation is the perfect opportunity for the facilitator to assess and support learning around the clinical reasoning and judgments by the learners that were observed during the scenario (Page-Cutrara & Bradley, 2020, p. 251).
- D. Incorrect: A general group discussion would not support clinical reasoning and judgment without a client case or contextual factors to impact the reasoning and judgment.

Correct Option: C

Question 19

Canonical ID: 3381188

Which learning objective fosters global awareness of pediatric health?

- A) Analyze family-centered care in the local community health center.
- B)

Evaluate obesity rates for children aged 3 to 8 in Peru and Canada.

- C) Describe immunization rates for measles among First Nations children.
- D) Compare adult depression treatments across South Korea and Canada.

Distractor Rationale

- A. Incorrect: This does not examine global health.
- B. Correct: This examines obesity rate among children outside of Canada.
- C. Incorrect: Although this examines a specific population, it is not focused outside of Canada.
- D. Incorrect: This does have a global focus, but it is not about children.

Correct Option: B

Question 20

Canonical ID: 3381883

What outcome best indicates the effectiveness of a flipped classroom?

- A) Enriched critical thinking
- B) Improved learner attendance
- C) Increased learner satisfaction
- D) Enhanced recall of key concepts

Distractor Rationale

- A. Correct: Positive or increased findings, such as evidence of increased critical thinking of the learner from assessment strategies can be used to evaluate the effectiveness of a new teaching methodology and generate evidence to inform a new teaching practice.
- B. Incorrect: While attendance may improve, it is not a valid evaluation of the effectiveness in the change in teaching methodology.

- C. Incorrect: Utilization of a flipped classroom may increase the learner's satisfaction, it may indirectly affect the learner's critical thinking of concepts, but it is not the best method to evaluate the effectiveness of the flipped classroom strategy.
- D. Incorrect: While improving recall of key course concepts is a desired outcome, it does not evaluate the effectiveness of the change in the teaching strategy.

Correct Option: A

Question 21

Canonical ID: 3382022

In an institution that forbids the use of artificial intelligence (AI), a nurse educator suspects that the learner has failed to disclose the use of AI in their submission of a scholarly essay. What should the nurse educator do first?

- A) Apply institutional penalties
- B) Report the academic infraction
- C) Initiate discussion with the learner
- D) Document potential consequences

Distractor Rationale

- A. Incorrect: While the educator may choose to implement institutional penalties, this is not the first step to be followed when discussing possible academic dishonesty with a learner. Penalties can not be enforced without due process.
- B. Incorrect: While the nurse educator may choose to report the academic infraction, this is not the first step to be followed when discussing possible academic dishonesty with a learner. Reporting would take place after the discussion takes place with the learner.
- C. Correct: If a nurse educator has concerns that a learner has engaged in some form of academic dishonesty, it becomes necessary for the educator to meet with the learner about the incident. The educator must clearly communicate to the learner the identified dishonest behaviour and the potential consequences resulting from this behaviour (Billings, 2020, pg. 52).

- D. Incorrect: While the educator may choose to document the incident, this is not the first step to be followed when discussing possible academic dishonesty with a learner. Documentation should occur after the discussion of the incident with the learner for both parties involved. If appropriate the learner should be informed of institutional policies and the importance of adhering to professional standards of conduct.

Correct Option: C

Question 22

Canonical ID: 3383670

Which phrase describes the scholarship of application?

- A) Addressing problems concerning the practice of nursing.
- B) Creating new knowledge through systematic exploration.
- C) Integrating different scientific or professional perspectives.
- D) Improving educational processes through systematic study.

Distractor Rationale

- A. Correct: The scholarship of application involves addressing practice issues from a variety of perspectives. The solutions to these issues or problems improve nursing practice and ultimately, the knowledge provided to learners.
- B. Incorrect: This statement is a descriptor of scholarship of discovery.
- C. Incorrect: This statement describes the scholarship of integration.
- D. Incorrect: This statement describes the scholarship of teaching and learning.

Correct Option: A

Question 23

Canonical ID: 3380017

The educator believes that students learn mostly from their teacher. Which learning theory is informing this approach to teaching?

- A)

- Humanism
- B) Pragmatism
- C) Behaviourism
- D) Constructivism

Distractor Rationale

- A. Incorrect: "Those who embrace humanism as an approach to teaching and learning question the need for outcome assessment and instead tend to focus primarily on critical thinking, the application of knowledge, and most specifically each student's particular interpretation of the learning experience (Lwasiw et al., 2020). The role of the teacher is to encourage and facilitate students' learning as they engage in the process of identifying and achieving their own learning goals" (Page-Cuttrara & Bradley, 2020, p.25).
- B. Incorrect: Pragmatism uses a student-centered approach to teaching and learning whereby students' interests guide their learning. This theory also emphasizes application of knowledge.
- C. Correct: The behaviourist model of teaching and learning emphasizes measurable and behavioural outcomes and specific learning objectives. In this theory the teacher controls the learning environment.
- D. Incorrect: Constructivist theory emphasizes learners as active participants in their learning. Central to constructivism is the supposition that knowledge is created by individual learners who construct knowledge when exposed to new ways of thinking" (Page-Cuttrara & Bradley, 2020, p. 26).

Correct Option: C

Question 24

Canonical ID: 3382782

What does construct validity indicate about an assessment strategy?

- A) The domain of course objectives.
- B) Future performance of the learner.
- C) Accuracy of the outcome being assessed.
- D)

Variables that affect learners' performance.

Distractor Rationale

- A. Incorrect: This refers to course objectives that have been developed to represent the domain of educational achievement targeted by the course.
- B. Incorrect: This is prediction validity.
- C. Correct: Construct-related evidence targets the extent to which the results of an assessment provide an accuracy measure of the construct being assessed.
- D. Incorrect: These are construct-irrelevant variables that affect learners' performance on the assessment.

Correct Option: C

Question 25

Canonical ID: 3383523

Which is an internal frame factor considered during the needs assessment stage of curriculum development?

- A) Potential faculty and students.
- B) Requirements for accreditation.
- C) Current healthcare system needs.
- D) Community and population served.

Distractor Rationale

- A. Correct: This is an example of an internal frame factor.
- B. Incorrect: This is an example of an external frame factor.
- C. Incorrect: This is an example of an external frame factor.
- D. Incorrect: This is an example of an external frame factor.

Correct Option: A

Question 26**Canonical ID: 3380646**

Which question supports the development of a learner's clinical reasoning and judgment?

- A) What is your client's past medical history?
- B) What do you recall from your client's care plan?
- C) What team members are involved in your client's care?
- D) What factors will impact your prioritization of client care?

Distractor Rationale

- A. Incorrect: This question is asking the learner to identify or recall the client's past medical history. There is no reasoning or decision-making required.
- B. Incorrect: This question is asking the learner to recall the client's care plan. There is no reasoning or decision-making required.
- C. Incorrect: This question is asking the learner to identify or recall the team members involved in the client's care. There is no reasoning or decision-making required.
- D. Correct: This question is asking the learner to consider the components of the client's care plan, and identify and/or anticipate factors that may impact how they prioritize their care.

Correct Option: D**Question 27****Canonical ID: 3380917**

What question format best evaluates a learner's knowledge of accurate medication calculation?

- A) Matching
- B) True–false
- C) Multiple-choice

D) Fill-in-the-blank

Distractor Rationale

- A. Incorrect: A matching item consists of two parallel lists of words that require the learner to match according to certain associations between the two lists. Questions of this nature tend to be restricted to lower-level cognitive processes, and not suitable in the calculation of medication dosages which is a higher cognitive process.
- B. Incorrect: A true–false or binary choice question is a declarative sentence that the learner must determine to be true or false. Medication or the calculation of a drug dosage does not elicit a true/ false response.
- C. Incorrect: A multiple-choice item consists of a scenario, which provides data about a client situation; a stem, which can be a question or an incomplete statement; and options (answers), one of which is correct and three of which are incorrect (distractors). This item type can raise the score of the learner who can recognize rather than produce the correct answer, such as with the calculation of medication.
- D. Correct: The fill-in-the-blank item requires the learner to produce an answer. This item type is used when the educator wants the learner to recall or calculate the answer (fill in the blank). This type of question allows for learners to show their calculations. The question can be answered in a few words and/or numbers.

Correct Option: D

Question 28

Canonical ID: 3381229

What is the most effective way of evaluating the learning environment of a nursing program?

- A) Track the success rate of graduates on the regulatory licensure examinations.
- B) Conduct focus groups on learners' perceptions of their relationships with faculty.
- C) Survey faculty perceptions of the effectiveness of their relationships with learners.
- D) Research the effectiveness of preceptors in evaluating learners' clinical performance.

Distractor Rationale

- A. Incorrect: This measure would produce data that more effectively measures the success of the program in meeting program outcomes.
- B. Correct: Learners are the best evaluators of their own learning environments. Relationships with faculty are one of the key factors in the learning environment. Small group data collection is most likely to elicit their perceptions about their learning and the factors in the environment that support or detract from that learning.
- C. Incorrect: This measure would collect information on faculty strategies to enhance the learning environment, and their perceptions of that environment. It does not necessarily mean that these strategies are effective or that learners perceive their learning environments positively.
- D. Incorrect: This data would be useful in determining preceptor preparation for their roles in supervising learners in their practicum experiences.

Correct Option: B

Question 29

Canonical ID: 3382021

What strategy is the nurse educator using to guide their teaching when implementing audience-response poll questions at the start of the class?

- A) Formative evaluation
- B) Formative assessment
- C) Summative evaluation
- D) Summative assessment

Distractor Rationale

- A. Incorrect: Formative evaluations help learners to assess how they are doing and what they need to do to achieve learning objectives (Page-Cuttrara & Bradley, 2020, p. 274).

- B. Correct: Formative assessment is used to determine how well learning is occurring, and what areas need improvement" (Page-Cutrara & Bradley, 2020, p. 274). In this example, the nurse educator is assessing the learner's baseline knowledge and/or level of preparation related to the topic prior to teaching the class. This is a learner focused strategy because the information gained during the assessment can be used to guide the nurse educator's teaching in order the meet learners' needs.
- C. Incorrect: "Summative evaluation "summarizes" what students have learned. This is evaluation at the end of a point in time, for example, at midterm and the end of a course, for determining grades" (Oermann et. al., 2022, p. 257).
- D. Incorrect: "Classroom assessment is a diagnostic process to determine how well learning is occurring, and what areas need improvement" (Page-Cutrara & Bradley, 2020, p. 274). A summative assessment would be performed after teaching or after a portion of teaching has occurred to determine how well the learners have learned.

Correct Option: B

Question 30

Canonical ID: 3383707

In the CIPP (context, input, process, product) model of program evaluation, evaluation of inputs would be assessed by which of the following data?

- A) Learner success on licensure examinations.
- B) Faculty evaluation of the nursing curriculum.
- C) Learner attrition rates by year end and program.
- D) Qualifications of faculty teaching in the program.

Distractor Rationale

- A. Incorrect: This data is viewed as "product" data.
- B. Incorrect: This data addresses processes within the program.
- C. Incorrect: This data relates to processes in the program.

- D. Correct: This data is described as input data in the CIPP model (Stufflebeam & Zhang, 2017).

Correct Option: D

Question 31

Canonical ID: 3383849

What is the first step in designing a new nursing curriculum?

- A) Consider the theoretical framework to guide the design.
- B) Explore the proper levelling of the program and year outcomes.
- C) Assess the availability of resources to implement the curriculum.
- D) Organize the faculty to engage in the curriculum design process.

Distractor Rationale

- A. Incorrect: This step is early in the process. However, with a major project such as design or redesign of a nursing curriculum, the faculty must first commit and be organized to conduct the redesign. Without faculty commitment, and for some, course release to lead the curriculum development, the process is ill-fated.
- B. Incorrect: This step is a late step that follows theoretical framework, program and year outcomes, and course and learner outcomes.
- C. Incorrect: This step is a late step once the general outline of philosophy, curriculum outcomes, and course have been designed and resources for implementation can be determined.
- D. Correct: Curriculum design is a major faculty initiative often taking an extended period of time and significant faculty contribution of time and energy. The process often involves key leaders in the process and providing them with sufficient time and resources to conduct the process. Organizing faculty for such a large initiative is essential for ensuring continued commitment and successful completion.

Correct Option: D

Question 32

Canonical ID: 3380223

A preceptor asks the supervising faculty if it is permissible to allow the senior learner to perform a certain restricted and complex skill. What is the best response?

- A) Learners are forbidden to perform restricted and complex skills.
- B) Learners can perform any skills under registered nurse supervision.
- C) Preceptor determines the learner's level of competence to perform the skill.
- D) Preceptor should follow the relevant policy on learner performance of the skill.

Distractor Rationale

- A. Incorrect: This response does not provide a rationale for the decision nor provide a reference for the preceptor to use for future decision-making.
- B. Incorrect: Learners are prevented from performing certain complex skills that require advanced knowledge and skills in particular areas. School policy will be an excellent reference to answer the preceptor's questions.
- C. Incorrect: Although the preceptor may have confidence in the learner's knowledge and skill; however, it is not only competence that determines the learner's privilege to perform certain restricted skills.
- D. Correct: Learners are restricted from performing certain complex nursing skills in certain jurisdictions and agencies. The school policy may incorporate legal and professional standards to provide direction for future preceptor questions. Regulatory and organizational policies may also prevail.

Correct Option: D

Question 33

Canonical ID: 3380850

What teaching strategy should the nurse educator implement for novice learners acquiring and practicing a new psychomotor skill?

- A) Case scenario
- B) Traditional lecture
- C) Low fidelity simulation
- D) High fidelity simulation

Distractor Rationale

- A. Incorrect: Case studies are more effective when used with complex situations that require problem solving; not appropriate when concrete facts are the only content such as the acquisition of a new psychomotor skill.
- B. Incorrect: Traditional lectures are commonly perceived as ineffective for active learning, this is inclusive with psychomotor skills. The foundation of active learning rests on the facts that learners construct their own knowledge and that learners' ability to learn is based more on the activities that learners actively engage in than on what the instructor does in the classroom. While lecture may be best to introduce the concept and theoretical concept of the skill, acquisition of the skill is best learned in low fidelity simulation.
- C. Correct: The use of low fidelity simulations, like non-computerized task trainers and role-playing, offers learners opportunities to practice specific psychomotor or technical skills.
- D. Incorrect: High-fidelity simulation is expensive and is not necessary to achieve the outcome of acquiring a new psychomotor skill when it can be accomplished in a more effect and less expensive teaching modality.

Correct Option: C

Question 34

Canonical ID: 3381165

Which is most likely to support learners self-reflection of clinical performance?

- A) Give specific feedback.
- B) Set clear expectations.
- C) Require written expressions.
- D) Provide an immediate response.

Distractor Rationale

- A. Incorrect: Thoughtful feedback, not necessarily overly specific feedback, from the nurse educator is more likely to support the learners learning.

- B. Correct: Setting clear expectations for self-reflections helps learners understand what is needed for this learning activity. It also focuses their reflection.
- C. Incorrect: Oral reflections are equally effective as written reflections.
- D. Incorrect: Time involved in responding to reflections takes time and may become an issue.

Correct Option: B

Question 35

Canonical ID: 3382701

When developing an assessment rubric for a written paper that focuses on analytical thinking, what should the nurse educator weight most heavily for grading?

- A) Strength of the rationale to support key arguments.
- B) Conciseness of the summary from the literature review.
- C) Appropriate use of spelling and grammar for sentence structure.
- D) Accuracy of referencing using the required methods for formatting.

Distractor Rationale

- A. Correct: "In evaluating papers in which students analyze issues, the criteria should focus on the rationale for the position, not the specific position" (Oermann, 2020, p. 267).
- B. Incorrect: "Written assignments should foster students' higher level thinking about the content rather than summarizing what they read unless summarizing was the objective of the assignment" (Oermann, 2020, p. 267). Summarizing information from the literature does not reflect analytical thinking.
- C. Incorrect: While correct grammar is important, it is more important to assess the learners' thinking. Therefore, the ways the learner demonstrates their thinking should be emphasized and carry the most weight on a rubric assessing analytical skills.

- D. Incorrect: While referencing in the correct format required for the course is important, it is more important to assess the learners' thinking. Therefore, this should be emphasized and carry the most weight on a rubric assessing analytical thinking.

Correct Option: A

Question 36

Canonical ID: 3382056

What is a fundamental characteristic of andragogy?

- A) Learners require a rich and stimulating environment.
- B) Learners reflect on new meaning to shape interpretation.
- C) Learners need to understand the relevance for their learning.
- D) Learners demonstrate communicative and instrumental learning.

Distractor Rationale

- A. Incorrect: This concept is based on Alexander Sutherland Neill's model of learning.
- B. Incorrect: This is Mezirow's theory of learning. This statement is reflective of deep learning for all learners.
- C. Correct: To learn, adult learners need to know why they need to learn something before they engage in learning it.
- D. Incorrect: This is based on the concept of Conscientization and Transformative Learning.

Correct Option: C

Question 37

Canonical ID: 3382633

Which test item analysis assists the nurse educator in comparing each item performance with the overall test performance?

- A) Raw score
- B)

Item reliability

- C) Absolute grading scale
- D) Point biserial correlation

Distractor Rationale

- A. Incorrect: The raw score is the number of test questions answered correctly. Raw scores are the most accurate test scores but yield limited information.
- B. Incorrect: The item reliability looks at item performance compared to previous examination results.
- C. Incorrect: An absolute grading scale rates performance relative to a standard. The learner's earned points are compared with the total possible points and are expressed as a percentage earned. The standard should be included in the syllabus at the beginning of the course.
- D. Correct: Discrimination can be measured as a point biserial correlation. The point biserial correlation compares each student's item performance with each student's overall test performance.

Correct Option: D

Question 38

Canonical ID: 3380134

A nurse educator discusses a learner's progress with them during a course. What does this approach exemplify?

- A) Course outcome
- B) Learning outcome
- C) Formative evaluation
- D) Summative evaluation

Distractor Rationale

- A. Incorrect: A course outcome is a starting point for course development.

- B. Incorrect: A learning outcome is a specific statement that describes what a learner will be able to do in a measurable way. Multiple outcomes may be written for each course.
- C. Correct: Formative evaluation is prompt feedback that is provided to a learner about progress toward a course goal or objective to improve and guide learning during a course; as such, it may or may not be marked or formally measured.
- D. Incorrect: A summative evaluation captures the end-point of learning, or what understanding the learner has acquired at a certain point in time. Performance on a test or final paper can provide a basis for a final grade.

Correct Option: C

Question 39

Canonical ID: 3380071

Which goal depicts the highest level of psychomotor learning?

- A) Accurately lists the steps for simple wound care.
- B) Independently demonstrates simple wound care.
- C) Competently modifies approach to simple wound care.
- D) Clearly explains the principles for providing simple wound care.

Distractor Rationale

- A. Incorrect: This is at the 'remember' level of cognitive learning.
- B. Incorrect: This goal relates to the 'perfect' or 'precision' level of psychomotor learning.
- C. Correct: This goal relates to the 'articulate' level of psychomotor learning.
- D. Incorrect: This is at the 'understand' level of cognitive learning that supports psychomotor skill development.

Correct Option: C

Question 40

Canonical ID: 3380102

The nurse educator is reviewing wound care products, and uses the term “2-by-2”. Learners understand this term being related to wound care based on what learning theory?

- A) Humanism
- B) Pragmatism
- C) Behaviourism
- D) Constructivism

Distractor Rationale

- A. Incorrect: Humanism strives to support the learner in making appropriate learning choices. In this instance the learner is not being offered any choices.
- B. Incorrect: Pragmatism is guided by what learners need to know at the time. The nurse educator needs to encourage learners to experience inquiry through active learning and exploration while the nurse educator assumes a facilitative role. The learner would need further engage and encourage to explore the supplies for this to be consider pragmatism.
- C. Incorrect: Behaviourism provides positive reinforcement and reward through grading. This is not a grading activity.
- D. Correct: Constructivism has students create knowledge when exposed to new ways of thinking. A 2-by-2 is previously unknown or thought of as something else. As the nurse educator introduces new information, learners either add that new information to their existing cognitive frameworks or construct a new framework.

Correct Option: D

Question 41

Canonical ID: 3380056

What is the first step in developing a new course when using a backward design approach?

- A) Identify overall course goals.
- B) Describe criteria for evaluations.
- C) Create relevant learning activities.
- D)

Outline weekly learning objectives.

Distractor Rationale

- A. Correct: In backward design, course goals are identified first, followed by identification of evaluation methods, and then learning activities and strategies that support learner acquisition of knowledge, skills, and judgement are chosen (Page-Cuttrara & Bradley, 2020, p. 84-85).
- B. Incorrect: In backward design, course goals are identified first, followed by identification of evaluation methods, and then learning activities and strategies that support learner acquisition of knowledge, skills, and judgement are chosen (Page-Cuttrara & Bradley, 2020, p. 84-85).
- C. Incorrect: In backward design, course goals are identified first, followed by identification of evaluation methods, and then learning activities and strategies that support learner acquisition of knowledge, skills, and judgement are chosen (Page-Cuttrara & Bradley, 2020, p. 84-85).
- D. Incorrect: In backward design, course goals are identified first, followed by identification of evaluation methods, and then learning activities and strategies that support learner acquisition of knowledge, skills, and judgement are chosen (Page-Cuttrara & Bradley, 2020, p. 84-85).

Correct Option: A

Question 42

Canonical ID: 3383510

Which is an example of a well-written learning outcome?

- A) Learners will familiarize themselves with aseptic technique.
- B) Learners will appreciate how to perform proper hand hygiene.
- C) Learners will understand the correct insertion of a urinary catheter.
- D) Learners will demonstrate safe intravenous medication administration.

Distractor Rationale

- A. Incorrect: This objective is written from the nurse educator's perspective and it is not specific as the verb 'familiarize' is not measurable. Effective learning objectives must include an active, specific verb that describes an measurable behaviour (as per Diamond (2008) in Page-Cutrara & Bradley (2020) p. 89). This statement reflects participation in a learning experience as opposed to an outcome.
- B. Incorrect: The verb 'appreciate' is difficult to interpret and therefore cannot be reliably measured/evaluated. Effective learning objectives must include an active, specific verb that describes an measurable behaviour (as per Diamond (2008) in Page-Cutrara & Bradley (2020) p. 89).
- C. Incorrect: The verb 'understand' is difficult to interpret and therefore cannot be reliably measured/evaluated. Effective learning objectives must include an active, specific verb that describes an measurable behaviour (as per Diamond (2008) in Page-Cutrara & Bradley (2020) p. 89).
- D. Correct: This learning objective meets all of the necessary criteria.

Effective learning objectives must include:

- an active, specific verb that describes an observable behaviour
- a description of the conditions under which the action takes place
- the acceptable performance levels

As per Diamond (2008) in Page-Cutrara & Bradley (2020) p. 89.

Correct Option: D

Question 43

Canonical ID: 3380766

What is the best action for a nurse educator to take in response to regulatory changes to the entry-to-practice competencies?

- A) Request that the topic be addressed at the next full program meeting.
- B) Allow for the educational program to develop a policy about the change.
- C) Include content about the change in the competencies in their current courses.
- D) Ask direction from the curriculum committee about inclusion of the new content.

Distractor Rationale

- A. Incorrect: Although discussion at a program meeting is relevant, it does not address how the curriculum may be changed to incorporate the changes in the entry-to-practice competences for nurses. The curriculum committees needs to address such changes in the curriculum to adequately prepare graduates for professional practice.
- B. Incorrect: Changes in entry-to-practice competencies are significant issues that must be addressed immediately in the program. This content should be addressed through curricular changes that must be lead by the curriculum committee.
- C. Incorrect: New content needs to be incorporated into the curriculum in a systematic and considered manner. Individual educators should not be including content without direction from the curriculum committee.
- D. Correct: The curriculum committee has oversight of the whole curriculum and are best able to determine the appropriate placement and levelling of the content.

Correct Option: D

Question 44

Canonical ID: 3382761

A nurse educator chooses to use a think-pair-share activity to discuss interprofessional roles in caring for patients with sickle cell anemia. This method is most effective in assessing what learning domain?

- A) Affective
- B) Cognitive
- C) Kinesthetic
- D) Psychomotor

Distractor Rationale

- A. Incorrect: Learning activities that involve case studies, clinical decision making, group work, practice experiences, and writing also enhance the development of the affective domain. When participating in the think-pair-share activity, learners have to consider and apply their knowledge.

- B. Correct: The lecture has been perhaps the most commonly used teaching method to instruct learners in the cognitive domain. However, the revised taxonomy encourages the use of not only lecture, but also small group activities, case studies, concept mapping, questioning, and self-reflection activities. The question focuses on knowledge of professional roles.
- C. Incorrect: Kinesthetic is most often associated with psychomotor skills.
- D. Incorrect: For the psychomotor domain, there is typically the involvement of three types of skills: fine motor, manual, and gross motor. These are the skills most commonly used in the clinical techniques of nursing practice. This learning is not involved in think-pair-share activities.

Correct Option: B

Question 45

Canonical ID: 3380191

Which action demonstrates phase one in evidence-based teaching?

- A) Questioning one's own educational strategies.
- B) Evaluating the quality of the research evidence.
- C) Searching for research studies relevant to teaching.
- D) Deciding if research findings apply to one's practice.

Distractor Rationale

- A. Correct: Evidence-based teaching includes four phases: (a) questioning educational practices and identifying the need for evidence to guide teaching, (b) searching for research studies and other evidence on educational practices, (c) evaluating the quality of the evidence, and (d) deciding whether the findings are applicable to one's own program, courses, learners, and context in which one is teaching.
- B. Incorrect: Evidence-based teaching includes four phases: (a) questioning educational practices and identifying the need for evidence to guide teaching, (b) searching for research studies and other evidence on educational practices, (c) evaluating the quality of the evidence, and (d) deciding whether the findings are applicable to one's own program, courses, learners, and context in which one is teaching.

- C. Incorrect: Evidence-based teaching includes four phases: (a) questioning educational practices and identifying the need for evidence to guide teaching, (b) searching for research studies and other evidence on educational practices, (c) evaluating the quality of the evidence, and (d) deciding whether the findings are applicable to one's own program, courses, learners, and context in which one is teaching.
- D. Incorrect: Evidence-based teaching includes four phases: (a) questioning educational practices and identifying the need for evidence to guide teaching, (b) searching for research studies and other evidence on educational practices, (c) evaluating the quality of the evidence, and (d) deciding whether the findings are applicable to one's own program, courses, learners, and context in which one is teaching.

Correct Option: A