

Nursing

NLN-CNE

National League for Nursing: Certified Nurse Educator

- **Up to Date products, reliable and verified.**
- **Questions and Answers in PDF Format.**

Full Version Features:

- **90 Days Free Updates**
- **30 Days Money Back Guarantee**
- **Instant Download Once Purchased**
- **24 Hours Live Chat Support**

For More Information:

<https://www.testsexpert.com/>

• **Product Version**

Visit us at <https://www.testsexpert.com/nln-cne/>

Latest Version: 6.0

Question: 1

Wes Martz's Organizational Effectiveness Checklist (OEC) (2008) describes a framework for evaluation comprised of 6 steps and 29 checkpoints. Which of the following scenarios describes a checkpoint contained in step one of the framework, "establishing the boundaries of the evaluation"?

- A. The nursing faculty responsible for evaluating the nursing curriculum distribute regular communication about the evaluation process
- B. The nursing faculty responsible for evaluating the nursing curriculum determine the importance rating for each criterion
- C. The nursing faculty responsible for evaluation of the nursing curriculum request clarification on why an evaluation of the curriculum is being requested
- D. The nursing faculty responsible for evaluating the nursing curriculum collect and analyze data

Answer: C

Explanation:

Correct answer: The nursing faculty responsible for evaluation of the nursing curriculum request clarification on why an evaluation of the curriculum is being requested

Martz (2008) described a framework for evaluation comprised of 6 steps and 29 checkpoints. His checklist is frequentative, explicit, and weakly successive, and able to be effectively used to evaluate organizations and methods of many kinds.

The 6 steps in the framework include the following:

- establishing the boundaries of the evaluation
- conducting a performance needs assessment
- defining the criteria to be used for evaluation
- planning and implementing the evaluation
- synthesizing performance data with values
- communicating and reporting evaluation activities

Included under step one of the process, establishing the boundaries of the evaluation, are 7 checkpoints:

- identify the client to be evaluated
- clarify the organizational domain to be evaluated
- clarify why the evaluation is being requested
- clarify the time frame in which the evaluation is to be completed
- clarify the resources available for the evaluation
- identify the beneficiaries and organizational participants of the evaluation
- conduct an evaluability assessment

Determining the importance rating for each criterion is included in step three of the framework.

Collecting and analyzing data is included in step four of the framework.

Distributing regular communication about the evaluation process is included in step six of the framework.

Question: 2

A nurse educator who has been asked to present at academic conferences several times, to speak at commencement ceremonies, and to lead faculty meetings most likely does all of the following except:

- A. Has a strong reliance on the spoken word versus electronic conveyance of ideas
- B. Is more likely to advance in her career
- C. Facilitates an environment of learning for colleagues
- D. Serves as a role model for nursing students

Answer: A

Explanation:

Correct answer: Has a strong reliance on the spoken word versus electronic conveyance of ideas

Nurse faculty are continuously improving upon their competency in communication while teaching, presenting at conferences, and speaking at university and faculty meetings. This continuous improvement in communication serves as a role model for students who often learn or refine these skills while in nursing school. Competency in communication also allows for career advancement for faculty, and allows the nurse educator to facilitate a learning environment for both her colleagues and students. The ability to effectively, efficiently, and inoffensively convey an idea through electronic media also requires tremendous competence in communication.

Question: 3

All of the following methods can be used to measure exam reliability except:

- A. Point biserial correlation coefficient
- B. Internal consistency
- C. Parallel forms
- D. Test-retest

Answer: A

Explanation:

Correct answer: Point biserial correlation coefficient

Reviewing exam reliability is the final step in reviewing statistical analysis of exam results. Reliability refers to the uniformity of test results, the degree to which exam scores are free from errors of measurement. When measuring reliability, there are several accurate analysis methods which can be used, including test-retest, parallel forms, and internal consistency.

Point biserial correlation coefficient is used to measure item discrimination.

Question: 4

A recent graduate of a master's level nursing education program has accepted a position as part-time faculty of an undergraduate nursing program. The new faculty member begins in his new role and over the next several months demonstrates integrity by taking responsibility for mistakes, asking more experienced faculty members to review his teaching strategies, frequently asking questions as he continues to learn his role, and being unafraid to challenge assumptions. The faculty member is demonstrating which of the following?

- A. Good teaching
- B. Scholarship of teaching
- C. Being a scholar
- D. Scholarly teaching

Answer: C

Explanation:

Correct answer: Being a scholar

Nursing educators distinguish between good teaching, scholarly teaching, scholarship of teaching, scholarship of teaching and learning (SoTL, an initiative of the Carnegie Foundation), and being a scholar.

In order to be a scholar, the nurse educator must develop an active process of questioning and making continuous, unrelenting strides to add to their intelligence. The true scholar

- seeks truth
- challenges assumptions
- demonstrates integrity
- continually engages in learning
- seeks review of their work

In order to engage in scholarly teaching, the nurse educator must first be a scholar.

Question: 5

The nurse educator has been assigned a group of 6 nursing students and will be overseeing them during their clinical rotation on a cardiac step-down unit. The nurse educator favors the learning theory of behaviorism, and as she prepares her teaching materials on cardiac rhythms, she intends to utilize which of the following teaching methods associated with behaviorism?

- A. Provide each student with a self-evaluation tool at the beginning of the clinical experience which includes the student goal of mastery of identifying the various cardiac rhythms and arrhythmias. The students will be required to perform self-evaluations on their knowledge prior to beginning their clinical experience, at mid-semester, and again at the end of the semester.
- B. A programmed instruction module in which the students view short videos on their own time, detailing the various cardiac rhythms, beginning with normal rhythms and progressing through arrhythmias. As they complete each unit they are required to pass a brief test before moving on to the next.

- C. Assign the students a weekly log in which they are to reflect upon their clinical experience each week, specifically journaling about the cardiac rhythms and arrhythmias they encounter throughout their clinical experience, and submitted in an online log format
- D. Assigning a group project in which the students are required to learn about the assigned cardiac rhythms and arrhythmias and make a presentation before the clinical placement is finished

Answer: B

Explanation:

Correct answer: A programmed instruction module in which the students view short videos on their own time, detailing the various cardiac rhythms, beginning with normal rhythms and progressing through arrhythmias. As they complete each unit they are required to pass a brief test before moving on to the next.

The learning theory of behaviorism utilizes teaching methods such as learning contracts and programmed instruction modules.

The learning theory of cognitivism (Information Processing Theories) uses teaching models such as group projects, role playing, computerized simulations, and teaching foundational facts before higher levels of knowledge.

The social learning theory utilizes teaching models such as self-evaluation of learning, observation of best practices, and mastery experiences.

The learning theory of constructivism utilizes teaching models such as making comparisons and associations with previous knowledge, reflective logs, and debate.

The learning theory of humanism utilizes teaching models such as student-centered classrooms where teachers and students express ideas and perspectives, and personal interactions with students that promote positive regard and increase self-esteem.

Question: 6

A nurse educator who is overseeing five students at their clinical site on a general medical unit is preparing post-conference learning material about sepsis for her students. During their first week at clinical, the nurse educator performed an activity with the students to help determine their individual learning styles, and was surprised to learn that 4 of the 5 students are kinesthetic learners. Since the majority of her students are kinesthetic learners, it would be appropriate for the nurse educator to include which of the following kinesthetic learning activities in her material about sepsis?

- A. Prepare a PowerPoint presentation about sepsis to review with the students
- B. Leave white space in her handouts for students to take notes as they review the sepsis material
- C. Provide watermelon gum for the students to chew as they review the sepsis material together
- D. Use the Socratic method of lecturing by questioning the students about their knowledge of sepsis to draw as much information from them as possible and then fill in the gaps in their learning

Answer: C

Explanation:

Correct answer: Provide watermelon gum for the students to chew as they review the sepsis material together

The VARK (visual, auditory, reading/writing, and kinesthetic) method of categorizing learning styles details the sensory modality by which a student prefers to learn. Kinesthetic learners are active learners and prefer to engage in movement or having their tactile sensation stimulated during learning activities. Giving the students strongly flavored gum to chew while reviewing the sepsis material provides a cross-link of scent/aroma to the sepsis topic, providing a powerful cue for recalling the information.

Leaving white space in her handouts for students to take notes as they review the material would be most appropriate for visual learners, who have improved learning through the use of written learning concepts.

The Socratic method of lecturing by questioning the students about their knowledge of sepsis to draw as much information from them as possible is most beneficial for auditory learners.

PowerPoint presentations are most appropriate for presenting learning materials to students who learn best by reading/writing. Their preference is for information displayed as words, and they are often found learning through using resources such as the internet, Wikipedia, or Google, where the bulk of information is provided as written words.

Question: 7

Internal and external driving forces influencing nursing education today include all of the following except:

- A. A nursing faculty shortage
- B. A knowledge explosion
- C. An emphasis on the learner versus the teacher in relation to pedagogy
- D. Scholarship of teaching

Answer: D

Explanation:

Correct answer: Scholarship of teaching

Over the years, nursing faculty's role in higher education has changed dramatically, from being solely focused on teaching that was provided through the service sector to having a triple focus of teaching, scholarship, and service, and being provided through a college or university setting. With this move from the service sector to the university setting, nursing faculty were expected to demonstrate ongoing engagement in research and scholarship. Many other internal and external factors have provided, and continue provide, driving forces in influencing nursing education, including the following:

- a multicultural society
- the advent of distance education
- rapidly expanding technology
- limitations of financial resources
- nursing faculty shortages
- an overall nursing shortage
- an aging population
- health disparities
- an explosion of knowledge

- emphasis on the learner vs. the teacher
- an increased demand for accountability
- outcomes assessment
- accreditation requirements
- federal funding
- the overall economy
- the political landscape
- health care reform

This list is not all-inclusive, but aptly displays the many ways in which nursing education is being influenced.

Scholarship of teaching is one of the tenets of Boyer's model of scholarship.

Question: 8

A nurse faculty member has incorporated activities into her course intended to build the students' abilities to engage in constructive evaluation of both themselves and their peers. The nurse educator could provide opportunities for the students to build skills in this area by doing all of the following except:

- A. Provide constructive feedback to the students during evaluations
- B. Facilitate guided introspection activities
- C. Assign students to a peer evaluation group in which they deliver constructive criticism and feedback in a round table format
- D. Provide self-reflection journals to the students

Answer: C

Explanation:

Correct answer: Assign students to a peer evaluation group in which they deliver constructive criticism and feedback in a round table format

In order for students to continue down the path to professional maturity, they must learn how to engage in constructive evaluation of both themselves and their peers. Nurse educators should focus on providing activities to assist students in developing in this area.

Self-reflection journals and guided introspection are both excellent examples of activities students can engage in to develop their ability to constructively evaluate themselves. The nurse educator can model the delivery of constructive feedback as she provides feedback to the individual students themselves during their own evaluations.

Assigning students to a peer evaluation group in which they deliver constructive criticism and feedback in a round table format could potentially result in students with stronger personalities "ganging up" on other students in their delivery of feedback as a result of inadvertent peer pressure, and other students being fearful of delivering what could be perceived as negative feedback in a group setting.

Question: 9

In order to improve organizational effectiveness, an evaluation model must be used. Which of the following most closely represents the Systems Model used to evaluate an organization?

- A. The system identifies two dimensions in an organization: differentiating between an emphasis on flexibility and dynamism and an emphasis on order and control, and differentiating between an internal orientation and an external orientation
- B. The system assists the organization in identifying the evidence-based elements necessary for the organization to prioritize and address based on its unique characteristics
- C. The system defines effectiveness as the degree to which an organization realizes its goals, and states that an organization can be understood as a rational entity and is motivated to meet its goals
- D. The system is holistic, open, continuously changing, interactive and with embedded features consisting of input, transformation, and output components

Answer: D

Explanation:

Correct answer: The system is holistic, open, continuously changing, interactive and with embedded features consisting of input, transformation, and output components

There are several traditional organizational evaluation/assessment models which can be used for evaluating the effectiveness of an organization. In the Systems Model, the system is holistic, open, continuously changing, interactive and with embedded features consisting of input, transformation, and output components. Its basic principle purports that the whole is more than the sum of its parts, that the whole can determine the nature of its parts, and that the parts are dynamic and interrelated and cannot be understood apart from the whole.

The Goal Model defines effectiveness as the degree to which an organization realizes its goals, and states that an organization can be understood as a rational entity and that the organization is motivated to meet its goals.

The Competing Values Framework identifies two dimensions in an organization: differentiating an emphasis on flexibility and dynamism from an emphasis on order and control, and differentiating an internal orientation from an external orientation.

The Baldrige National Quality Program assists an organization in identifying the evidence-based elements necessary to prioritize and address, based on its unique characteristics.

Question: 10

Which of the following examples of peer evaluation given to a nursing student is honest, helpful, and constructive and demonstrates professional maturity on the part of the student providing the feedback?

- A. "Your hard work during clinical was very evident; I especially appreciated how you analyzed our case scenarios in post-conference. Don't forget to pay attention to working on your time management skills."
- B. "Your hard work during clinical was very evident; I especially appreciated how you analyzed our case scenarios in post-conference. Don't forget to pay attention to working on your time management skills; you were frequently late to clinical in the morning. Timeliness is important in professional nursing."
- C. "Although you always worked hard during clinical and your patients appeared to appreciate your care, you were almost always late to clinical and you were late to post-conference all the time, so the rest of us had to wait on you. You need to fix this problem."

D. "You are a very sweet girl, I'm so glad you were in my clinical group! I enjoyed getting to know you this semester. Hang in there, my friend, we're almost at the finish line!"

Answer: B

Explanation:

Correct answer: "Your hard work during clinical was very evident; I especially appreciated how you analyzed our case scenarios in post-conference. Don't forget to pay attention to working on your time management skills; you were frequently late to clinical in the morning. Timeliness is important in professional nursing."

The ability to thoughtfully analyze another's performance and provide helpful, constructive feedback is a hallmark of professional maturity; nursing students should be afforded the opportunity to practice gaining skill in this area. A peer evaluation should first provide praise and highlight a student's positive contributions, citing specific examples of the student's success. Any constructive criticism that needs to occur should be phrased tactfully and specifically; this prevents the deliberate harming of the student's feelings, and also pinpoints the exact area the student needs to work on. Constructive criticism should be followed by specific suggestions on how the student can improve. Simply giving constructive criticism without any suggestion for how to improve does not help the student, nor does it show that the student giving the peer evaluation is not simply criticizing, versus providing constructive criticism.

The following feedback starts out well: "Your hard work during clinical was very evident; I especially appreciated how you analyzed our case scenarios in post-conference. Don't forget to pay attention to working on your time management skills," but it falls short of true constructive criticism. The peer evaluator neglects to provide any insight on the specific time management problem the student is having, and also fails to provide suggestions on how the student can improve.

The following feedback: "You are a very sweet girl, I'm so glad you were in my clinical group! I enjoyed getting to know you this semester. Hang in there, my friend, we're almost at the finish line!" would be more appropriate as a yearbook entry than delivered in a peer evaluation. Nothing in this example exemplifies honest, helpful, constructive criticism and certainly does not show maturity.

The next example: "Although you always worked hard during clinical and your patients appeared to appreciate your care, you were almost always late to clinical and you were late to post-conference all the time, so the rest of us had to wait on you. You need to fix this problem," immediately starts with a negative tone by using the word "although" to negate the positive tone of the feedback which appears immediately after it. Furthermore, the way in which the "constructive" criticism is provided completely lacks construction, and is simply criticism phrased in a very accusatory manner. One can almost see the shaking finger implied in this feedback.

Question: 11

Nursing education programs need to identify methods to foster collegial working relationships with potential clinical sites if there are to be an adequate number of clinical sites available for nursing students. Elements necessary to sustain healthy relationships include all of the following except:

- A. Having flexibility
- B. Establishing clear and open communication
- C. Ensuring a good fit between the academic unit and the clinical agency
- D. Establishing a relationship that favors the clinical site

Answer: D

Explanation:

Correct answer: Establishing a relationship that favors the clinical site

As the availability of clinical nursing sites in the United States continues on its downward trend, it is of critical importance that nursing education programs identify methods to foster collegial working relationships with potential clinical sites. Best practices for developing increasing partnerships with clinical sites include the following:

- having flexibility
- establishing clear and open communication
- ensuring a good fit between the academic unit and the clinical agency
- establishing mutually beneficial and supportive relationships

Question: 12

Students in an undergraduate Nursing Theory course are preparing for an exam. In order to effectively measure the different levels of her students' learning, the nurse educator will:

- A. Include test items that require application of critical thinking
- B. Perform statistical analysis of test results
- C. Include test items of varying levels of difficulty
- D. Perform evidence-based assessment

Answer: C

Explanation:

Correct answer: Include test items of varying levels of difficulty

When developing an exam, the nurse educator should include test items of varying levels of difficulty to ensure she has produced an exam that can effectively measure different levels of student learning. Item difficulty is measured on a scale that ranges from 0.00 to 1.00 and measures the percentage of students who correctly answer a specific test item. Item difficulty may be referred to as the difficulty level, the difficulty factor, or the difficulty index. It is also referred to as the p-value.

Statistical analysis of test results is necessary to ensure exams are effectively evaluating student learning.

Statistical analysis is an evidence-based assessment.

Including test items that require the use of critical thinking would test higher levels of learning in the cognitive domain.

Question: 13

In reference to the nurse educator's knowledge of nursing education, all of the following are correct except:

- A. A faculty member should focus on developing a broad base of knowledge to ensure her expertise in many areas of nursing education
- B. A nurse scholar should engage in scholarly activities related to her unique field of interest
- C. A faculty member cannot be an expert in all areas of nursing education
- D. A nurse scholar should identify an area of personal interest within nursing education

Answer: A

Explanation:

Correct answer: A faculty member should focus on developing a broad base of knowledge to ensure her expertise in many areas of nursing education

The nurse scholar is required to engage in a lifetime of learning, specifically focusing on an area of expertise. The nurse scholar cannot be an expert in all areas, but should instead identify an area or topic of interest and focus on engaging in scholarly activities within that field of study.

Question: 14

All of the following statements about the development of nursing curriculum are true except:

- A. The faculty develops course curriculum in isolation
- B. Faculty may investigate new theories
- C. Faculty may express opinions in the classroom relevant to the course being taught
- D. The faculty "owns" the curriculum

Answer: A

Explanation:

Correct answer: The faculty develops course curriculum in isolation

While the nursing faculty leader is responsible for seeing the faculty through the curriculum development process, each faculty member of the curriculum development team has responsibilities of their own to fulfill. Academic freedom allows the faculty members to delve into new theories and ideas and to express relevant opinions in the classroom. Many curriculum leaders believe the faculty "owns" the curriculum due to their expertise in the content as well as their experience in the practice world.

Faculty must not develop course curriculum in isolation, but should work together to develop the plan and then follow the plan they have developed to completion.

Question: 15

A test blueprint:

- A. Aids in determining at what cognitive level the students will be tested
- B. Addresses content validity of an exam
- C. Connects teaching methods and outcome to the test items
- D. Aids in determining at what psychomotor level the students will be tested

Answer: B

Explanation:

Correct answer: Addresses content validity of an exam

A test blueprint, a map that connects content and outcomes to the test items, is a valuable tool for addressing the content validity of an exam. It helps define the parameters of a test before the nurse educator begins the process of creating the testing tool, and confirms in advance the information and knowledge to be assessed, which can guide the nurse educator in developing her instructional activities. When developing the test blueprint, the nurse educator includes the course outcomes or content, the expected cognitive level(s) to be tested, the total number of test items, and the weight to be allotted to each exam area.

Question: 16

The faculty in a prelicensure nursing program are developing a blueprint for mid-course exams. They have input the course outcomes and content, the expected cognitive level(s) to be tested, the total number of desired test items, and the percentage of the exam allotted to each content area. They are also planning to add additional categories that include:

- A. The Test of Essential Academic Skills (TEAS) testing areas
- B. The National Council Licensure Examination (NCLEX) RN test plan
- C. The Nurse Entrance Test (NET) content map
- D. Challenge material from content that has not yet been introduced

Answer: B

Explanation:

Correct answer: The National Council Licensure Examination (NCLEX) RN test plan

When developing test blueprints, the nurse educator includes the course outcomes and content, the expected cognitive level(s) to be tested, the total number of desired test items, and the percentage of the exam allotted to each content area. When testing prelicensure students, additional categories may be added that include the NCLEX-RN test plan or steps in the nursing process.

In addition, when developing the test blueprint, consideration should be given to the level of difficulty of the test items, which should parallel the learning level of the students and the expected mastery level of the learning content.

Question: 17

The novice educator who has been required to develop an objective test to evaluate her students' understanding of nursing assessment has been experiencing difficulty in developing and selecting the format for test items. Item format of a specific test is determined by:

-
- A. Determining which of the numerous format types most directly evaluates the intended learning outcomes
 - B. The type of learning content being tested and the students' abilities to think at a higher level in the cognitive domain
 - C. The development of the test blueprint addressing the test's content validity
 - D. The elimination of irrelevant variances from the test content and expected student outcomes

Answer: A

Explanation:

Correct answer: Determining which of the numerous format types most directly evaluates the intended learning outcomes

Developing and selecting the format for test items is time-consuming and is a task that requires skill and practice. The novice educator may have difficulty with the development and selection of a format for test items due to lack of experience. Item format for a test is determined by considering which of the numerous types of formats most directly evaluates the intended learning outcomes.

Question: 18

Assessment of learner outcomes is an essential component of program evaluation. Program evaluation can be achieved through all of the following methods except:

- A. Employer and graduate surveys conducted at a designated time period
- B. National Council of Licensure Examination (NCLEX) pass rates
- C. Exit interviews conducted at the conclusion of the nursing program
- D. Graduate surveys conducted at a designated time period

Answer: D

Explanation:

Correct answer: Graduate surveys conducted at a designated time period

Evaluation of nursing programs is a critical component of ensuring and maintaining a program that delivers quality education, is relevant to clinical nursing, and remains current. Assessment of learner outcomes is a sub-component of program evaluation, and can be achieved through the following:

- exit interviews conducted after the student has completed the nursing program but prior to graduation
- review of graduation and retention rates of the program
- reviewing the pass rates of the NCLEX or other standardized certification exams
- reviewing the employment opportunities available to students after graduation
- employer and graduate surveys conducted at a designated time period; this determines the employer's satisfaction with the new graduate, as well as the new graduate's satisfaction with how the nursing program prepared them for their employment responsibilities

Surveying only the graduate does not allow for comprehensive evaluation of the nursing program.

Question: 19

Boyer's Model of Scholarship purports the existence of four types of scholarship which form the basis of scholarly work while contributing to effective teaching and learning. These four discrete yet cohesive scholarship types include all of the following except:

- A. Scholarship of implementation
- B. Scholarship of teaching
- C. Scholarship of integration
- D. Scholarship of discovery

Answer: A

Explanation:

Correct answer: Scholarship of implementation

Boyer's Model of Scholarship purports the existence of four types of scholarship which form the basis of scholarly work while contributing to effective teaching and learning. These four discrete yet cohesive scholarship types include the following:

- scholarship of discovery
- scholarship of integration
- scholarship of application
- scholarship of teaching

Question: 20

A nurse faculty member responsible for teaching a Foundations of Nursing class is investigating the use of a unique technology in her class in attempt to improve the students' learning experience. She develops a research plan and intends to make a trial of the technology by having her students use it throughout the semester. Best practices require the nursing faculty to take all of the following steps except:

- A. Inform the students that their final grade will be dependent upon their participation in the study
- B. Involve a research assistant to collect consent documents and answer students' questions
- C. Allow students to decline to participate in the trial
- D. Have her research protocol reviewed by the institutional board

Answer: A

Explanation:

Correct answer: Inform the students that their final grade will be dependent upon their participation in the study

It should be understood that engaging in ethical practice and upholding ethics as both a nurse and a faculty member in the classroom is of paramount importance. The nurse educator has a responsibility to both teach and model ethical practice to her students at all times.

Faculty hold tremendous influence over their students; because of this, the wise nurse educator will ensure that any research or inquiry she intends to embark upon within the classroom through participation of her students is thoroughly reviewed by the institution's review board. Furthermore, she must ensure that students are given the opportunity to participate or decline participation in any classroom research. Involving a research assistant, who is not part of her class, to collect consent forms and answer students' questions throughout the duration of the study ensures that their questions will be well-represented and attended to in a non-biased manner.

Informing the students that their final grade will be dependent upon their participation in the research study is unethical.

For More Information – Visit link below:
<https://www.testsexpert.com/>

16\$ Discount Coupon: **9M2GK4NW**

Features:

■ Money Back Guarantee.....



■ 100% Course Coverage.....



■ 90 Days Free Updates.....



■ Instant Email Delivery after Order.....

