



# CNE Nurse Educator Practice 20

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## Practice Questions

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**1. Aspects of effective program evaluation include all of the following except:**

- A. Includes both formative and summative evaluations
- B. Utilizes multiple data sources for a comprehensive review
- C. Incorporates feedback from stakeholders
- D. Focuses solely on quantitative data

**2. Which of the following organizations originated models that support competency-based nursing education?**

- A. National League for Nursing
- B. American Nurses Association
- C. National Council of State Boards of Nursing
- D. American Red Cross

**3. Which of the following educational approaches in nursing curriculum emphasizes problem-based learning (PBL) and relies heavily on simulated clinical scenarios?**

- A. Reflective Practice Approach
- B. Case-Based Learning (CBL) approach
- C. Traditional Lecture-Based Learning
- D. Competency-Based Learning (CBL)

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**4. When implementing a new nursing curriculum, the curriculum leader must perform all of the following roles except:**

- A. Modeler
- B. Delegator
- C. Instructor
- D. Analyzer



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**5. Which competency is emphasized by the National League for Nurses (NLN) for graduates to ensure safe and culturally appropriate patient care?**

- A. Graduates of accelerated nursing programs possess an enhanced ability to deliver developmentally and culturally appropriate care due to their maturity, strong clinical skills, and ability to learn quickly on the job
- B. Graduates of accelerated nursing programs are able to use their many layers of skill and education in provision of safe, developmentally appropriate care which hinges on building and preserving healthy positive relationships
- C. Graduates of any type of nursing program should emerge with a basic ability to provide safe care and, through lifelong learning, develop the skills to provide developmentally appropriate care
- D. Graduates of any type of nursing program should be able to provide safe, developmentally appropriate care which hinges on building and preserving healthy, positive relationships

**6. Among the various models of effective teaching in nursing education, several common characteristics or criteria can be identified. All of the following are shared traits or criteria, except:**

- A. Innovative teaching strategies
- B. Plan for continuous professional development
- C. All students must adhere to a rigid curriculum
- D. Engaged and satisfied students

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**7. Educational institutions are increasingly required to adapt to evolving technological advancements. An institution can enhance its technological integration by taking all of the following actions except:**

- A. Resisting change
- B. Investing in training
- C. Utilizing updated software
- D. Encouraging innovation



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**8. Which of the following examples most closely represents a revolutionary, or transformative, change in clinical practice?**

- A. A nursing leader learns about using tablets for patient documentation and replaces the existing paper charting method with this technology, planning to transition to a fully electronic system over time.
- B. A nursing leader learns about a new electronic health record (EHR) system that significantly improves patient care coordination. Without involving other staff or administration, she purchases the system and implements it across the department within weeks, replacing all prior documentation processes.
- C. A nursing leader learns about a new EHR system and provides staff with articles and training sessions, obtaining approval from administration and setting a timeline for gradual implementation.
- D. A nursing leader learns about a new EHR system and proposes the use of tablets for patient documentation, allowing nurses to input data in real-time.

**9. Which of the following is NOT a key factor contributing to the ongoing changes in nursing leadership?**

- A. Increased travel opportunities for nurses
- B. An aging population
- C. Nursing faculty shortages
- D. Advances in healthcare technology

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**10. A public health clinic is working to introduce a new community outreach program aimed at reducing obesity rates. The interdisciplinary team involved has conducted several meetings to design the outreach initiative and has identified an unexpected need for additional nutritional education materials. The group informs the public health nurse leader of this need and the proposed plan, and a member of the team steps up to take a leadership role in executing the plan. This individual is functioning as:**

- A. An effective leader
- B. A pseudo-leader
- C. A conformist follower
- D. An effective follower



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**11. During a team meeting at a healthcare facility, a newly appointed nurse manager presents her plans. She speaks about fostering a work environment that is supportive of professional growth, encouraging, and motivating for all staff, aiming to enhance their job satisfaction and performance. What style of leadership is the nurse manager demonstrating?**

- A. Transformational
- B. Autocratic
- C. Transactional
- D. Laissez-faire

**12. Which of the following strategies can be managed by the nurse leader to promote a positive work environment?**

- A. Implementing new clinical documentation systems
- B. Establishing stricter visitation policies
- C. Restructuring the cafeteria menu
- D. Creating opportunities for professional development and growth

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**13. What is the primary purpose of clinical simulation debriefing sessions in nursing education?**

- A. To evaluate students' performance using subjective judgment without measurable criteria
- B. To allow students to reflect on their performance and link theoretical knowledge to clinical practice
- C. To provide a summative assessment of students' clinical skills
- D. To assess students' knowledge solely on objective criteria

**14. Which of the following methods is not used to measure the validity of a clinical assessment tool?**

- A. Content validity
- B. Criterion validity
- C. Construct validity
- D. Cronbach's Alpha



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**15. A nurse educator is overseeing students during their final clinical experience in a geriatric care unit. She has provided the students with learning objectives for this final clinical experience, one of which is "The student will accurately administer intramuscular injections to elderly patients." The most appropriate measure of performance in this scenario would be to have the students:**

- A. Demonstrate the administration of intramuscular injections in a simulation laboratory.
- B. Require the students to explain the rationale for intramuscular injection techniques as a nurse administers them to a patient.
- C. Administer intramuscular injections to elderly patients, ensuring proper technique and adherence to safety guidelines.
- D. Explain the pharmacokinetics and pharmacodynamics of medications commonly administered via intramuscular injection to elderly patients.

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**16. Which of the following is an example of formative assessment in nursing education?**

- A. Requiring students to complete a final project and achieve a passing score
- B. Providing students with feedback on a draft of a clinical case study to improve their performance
- C. Requiring students to pass a comprehensive exam to advance to the next semester
- D. Requiring students to achieve a minimum score on a licensure practice exam to graduate

**17. The Institute of Medicine (IOM) has established core competencies to address the need for improvement in healthcare systems. One of these competencies emphasizes teamwork and collaboration among health professionals. Which of the following scenarios best exemplifies the integration of teamwork and collaboration within a health profession's education curricula?**

- A. A nurse, a pharmacist, and a dietitian collaboratively create a care plan for a patient with diabetes during a clinical meeting.
- B. A nurse instructs a patient on how to manage their medication at home.
- C. A pharmacist adjusts a patient's medication dosage based on newly received lab results without consulting other healthcare team members.
- D. A dietitian provides dietary recommendations to a patient during a one-on-one session.

**18. When evaluating the reliability of a nursing competency exam, the Kuder-Richardson Formula 20 (KR-20):**

- A. Is calculated by considering the correlation of each item with the total test score
- B. Is a more robust measure than Cronbach's alpha
- C. Is also known as the reliability index
- D. Assesses internal consistency of test items



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**19. Examine the details below to answer the following question. In the curriculum map, the nurse educator has aligned the evaluation strategy to:**

- A. The students' demonstrated analytical skills
- B. The students' ability to synthesize information
- C. Research Methods
- D. Integration of clinical practices at the bedside

**20. A nurse educator is developing a case study assessment to evaluate her students' understanding in a Clinical Practice course. The primary purpose of the case study assessment is to:**

- A. Assess the students' application of clinical knowledge and critical thinking
- B. Illustrate the educator's ability to write comprehensive case studies
- C. Demonstrate the depth of the educator's clinical experience
- D. Measure the students' rote memorization of clinical facts

**21. An example of a quantitative assessment method in nursing education is:**

- A. Peer feedback sessions
- B. Student self-evaluations
- C. A numerical rating scale
- D. Open-ended reflective journals

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**22. Educational theorist Malcolm Knowles posited that:**

- A. Learning is a process of connecting new information to existing knowledge
- B. The most critical factor in learning is reinforcement from the environment
- C. Learning involves stages that must be completed in a specific sequence
- D. Adult learners are self-directed and expect to take responsibility for decisions



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**23. A nurse educator has been advised to adopt new teaching strategies that emphasize critical thinking and problem-solving skills. What is the most important action for the nurse educator to take to successfully implement these changes?**

- A. Conduct regular feedback sessions with students to assess their critical thinking progress
- B. Involve guest speakers to discuss the importance of critical thinking in nursing practice
- C. Immerse himself in nursing and educational literature on critical thinking and problem-solving
- D. Create simulation labs that mimic real-life scenarios

**24. A nursing instructor has noticed that a student frequently disrupts online classes by posting inappropriate comments in chat and challenging the instructor's authority. Additionally, other students have reported that this student engages in mocking and bullying behaviors during group work. Which of the following strategies is not an appropriate preventive measure to address such incivility?**

- A. Require the disruptive student to attend a mandatory conflict resolution workshop
- B. Clearly outline online conduct policies at the beginning of the course
- C. Foster a respectful online environment where students feel safe to report inappropriate behaviors
- D. Discuss expected behaviors and consequences of incivility during the first online session

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**25. Which of the following attributes is essential for a clinical nurse educator to instill confidence in students while teaching complex clinical skills?**

- A. Adaptability
- B. Proficiency
- C. Punctuality
- D. Empathy

**26. All of the following are effective strategies for a nurse educator in promoting student engagement and participation during lectures, except:**

- A. Encouraging students to ask questions and share their insights
- B. Using multimedia resources to support diverse learning styles
- C. Strictly following a pre-determined lesson plan without flexibility
- D. Including interactive activities like case studies and role-playing



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**27. Which of the following is an example of a Certified Nurse Educator (CNE) leveraging technology to facilitate active learning in a clinical skills training session?**

- A. Ensuring that students have access to electronic health record (EHR) systems during their clinical rotations
- B. Using a virtual reality (VR) simulation to allow students to practice clinical skills in a controlled, immersive environment
- C. Distributing printed manuals with clinical guidelines to all students before the training session
- D. Showing pre-recorded video demonstrations of clinical procedures during the training session

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**28. When evaluating the effectiveness of a new teaching strategy in nursing education, which of the following elements is not directly relevant to continuous quality improvement in the academic nurse educator role?**

- A. Faculty professional development
- B. Curriculum evaluation
- C. Personal leisure activities
- D. Student performance metrics

**29. Why is the inclusion of evidence-based teaching strategies most critical for novice nurse educators?**

- A. Evidence-based teaching strategies are mandated by the National League for Nursing (NLN) as part of the educator competencies
- B. Using evidence-based teaching strategies allows novice educators to publish research early in their careers
- C. Evidence-based teaching techniques ensure a standardized approach to education across all levels of nursing instruction
- D. Novice nurse educators often lack practical teaching experience when they first enter the academic role

**30. Nurse faculty development programs aimed at enhancing the skills of experienced nurse educators may include which of the following strategies?**

- A. Completion of a basic nursing skills refresher course
- B. Self-paced online modules for new nurse educators
- C. Attendance at professional conferences
- D. A brief orientation by the human resources staff



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## Answer Key & Explanations

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### 1. D — Focuses solely on quantitative data

Answer: Focuses solely on quantitative data Effective program evaluation involves a comprehensive approach that combines both quantitative and qualitative measures. It should include formative and summative evaluations, utilize multiple data sources, and incorporate feedback from various stakeholders to provide a holistic view of the program's impact.

### 2. A — National League for Nursing

Answer: National League for Nursing Competency-based nursing education models have been supported by organizations such as the National League for Nursing (NLN). These models focus on the development of specific competencies in nursing education to ensure quality and safety in patient care. Key concepts in these models include clinical reasoning, evidence-based practice, and quality improvement, which are integral aspects of ensuring competent nursing practice.

### 3. B — Case-Based Learning (CBL) approach

The Case-Based Learning (CBL) approach focuses on the application of theoretical knowledge through problem-solving exercises in simulated clinical scenarios. This method enhances critical thinking and practical skills by positioning students in realistic clinical environments.

### 4. B — Delegator

Answer: Delegator In the context of nursing curriculum implementation, essential roles include: Role Instructor Confronter Counselor Trainer Advisor Retriever Observer Referrer Data Collector Linker Analyzer Demonstrator Diagnostician Modeler Designer Advocate Manager Evaluator

### 5. D — Graduates of any type of nursing program should be able to provide safe, developmentally appropriate care which hinges on building and preserving healthy, positive relationships

Answer: Graduates of any type of nursing program should be able to provide safe, developmentally appropriate care which hinges on building and preserving healthy, positive relationships The NLN has established basic standards which graduates of all nursing programs should have in common, including the ability to: - provide safe, culturally and developmentally appropriate care which hinges on building and preserving healthy positive relationships - practice using accepted standards of practice which dictate legal, ethical, and professional scope - engage in lifelong learning and grow professionally in a practice that is supported by evidence - advocate for patient access to quality health care While graduates of accelerated nursing programs can generally be said to possess maturity, strong clinical skills, the ability to learn quickly while on the job, and have a many-layered skill set and educational background, the NLN does not comment specifically on these characteristics in reference to graduates of accelerated nursing programs.

### 6. C — All students must adhere to a rigid curriculum

Answer: All students must adhere to a rigid curriculum Many models of effective teaching in nursing education, such as the following, share several traits or criteria: Model Key Traits Constructivist Model Engaged and satisfied students; Innovative teaching strategies Experiential Learning Model Plan for continuous professional development; Engaged and satisfied students Reflective Practice Model Innovative



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teaching strategies; Plan for continuous professional development Collaborative Learning Model Engaged and satisfied students; Innovative teaching strategies Common characteristics include engaged and satisfied students, innovative teaching strategies, and continuous professional development. A rigid curriculum is not typically considered a characteristic of effective teaching models.

**7. A — Resisting change**

Answer: Resisting change To effectively integrate technology into educational institutions, it is critical to invest in training, utilize updated software, and encourage innovation. Resisting change impedes progress and adaptability, which are essential for technological integration.

**8. B — A nursing leader learns about a new electronic health record (EHR) system that significantly improves patient care coordination. Without involving other staff or administration, she purchases the system and implements it across the department within weeks, replacing all prior documentation processes.**

Answer: A nursing leader learns about a new electronic health record (EHR) system that significantly improves patient care coordination. Without involving other staff or administration, she purchases the system and implements it across the department within weeks, replacing all prior documentation processes. The revolutionary, or transformative, change process is one that rapidly overhauls an organization using new technologies, altering its structure, processes, and/or culture. Quickly implementing a new EHR system without broader involvement is an extreme example of transformative change. Learning about a new technology, involving other staff, discussing through articles, and setting a gradual plan is an example of evolutionary change. Introducing a less radical technology to enhance processes is an example of developmental change. Transitioning from a current technology to a more advanced one over time is an example of transitional change.

**9. A — Increased travel opportunities for nurses**

Answer: Increased travel opportunities for nurses Nursing leadership is influenced by several significant factors including an aging population, nursing faculty shortages, and advances in healthcare technology. These factors necessitate strategic changes in leadership to ensure effective patient care, resource allocation, and staff management. Increased travel opportunities for nurses, however, do not significantly contribute to ongoing changes in nursing leadership.

**10. D — An effective follower**

Correct answer: An effective follower An effective leader needs followers in order to lead, and ideally he or she is followed by effective followers. The effective follower possesses characteristics similar to, or the same as, those of the effective leader: a passionate, motivated, active participant, a change agent, forward-looking and forward-thinking, willing to question and challenge the status quo, a risk-taker and a critical thinker. The effective follower often takes on a leadership role when necessary to keep the group or project moving forward, while at the same time building positive relationships within the group and maintaining a positive relationship and open line of communication with the leader. A pseudo-leader is characterized by being a highly inspirational but self-serving individual, who does not encourage (or even discourages) independent thought among his followers, and generally is not interested in the development or well-being of his followers. A conformist follower is an active follower who is primarily concerned with avoiding conflict and who does not engage in critical thinking, but instead simply complies with everything the leader puts forth.

**11. A — Transformational**

Answer: Transformational Transformational leadership involves creating an environment that encourages



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professional growth, motivation, and support to enhance job satisfaction and performance. Autocratic leadership is characterized by individual control over all decisions and little input from group members. Transactional leadership focuses on the role of supervision, organization, and group performance with a system of rewards and penalties. Laissez-faire leadership allows employees to work more or less on their own with little direction or supervision.

### **12. D — Creating opportunities for professional development and growth**

Creating opportunities for professional development and growth is an essential strategy to foster a positive work environment. It helps in enhancing job satisfaction, motivation, and overall morale of the nursing staff. Implementing new clinical documentation systems, establishing stricter visitation policies, and restructuring the cafeteria menu do not directly contribute to creating a positive work environment.

### **13. B — To allow students to reflect on their performance and link theoretical knowledge to clinical practice**

The correct answer is: To allow students to reflect on their performance and link theoretical knowledge to clinical practice. Clinical simulation debriefing sessions are essential in nursing education as they provide students with opportunities to reflect on their actions, receive feedback, and connect theoretical knowledge with real-life clinical scenarios.

### **14. D — Cronbach's Alpha**

Answer: Cronbach's Alpha Validity is the extent to which a test measures what it claims to measure. Methods commonly used to assess validity include content validity, criterion validity, and construct validity. Cronbach's Alpha is used to measure the internal consistency or reliability of a test, not its validity.

### **15. C — Administer intramuscular injections to elderly patients, ensuring proper technique and adherence to safety guidelines.**

Answer: Administer intramuscular injections to elderly patients, ensuring proper technique and adherence to safety guidelines. When measuring what students have learned in a course, especially hands-on skills, it is important for the nurse educator to ensure that the learning objectives are clear and the assessment methods valid and reliable. In this context, having the students actually perform intramuscular injections on elderly patients is the most appropriate measure of their skill. If it is not feasible to have access to actual patients, a suitable alternative would be to demonstrate this skill in a simulation laboratory. Asking the students to explain pharmacokinetics or the rationale behind the technique will not sufficiently assess their practical ability to administer the injections accurately.

### **16. B — Providing students with feedback on a draft of a clinical case study to improve their performance**

Answer: Providing students with feedback on a draft of a clinical case study to improve their performance. Formative assessment involves activities that guide and improve student learning by providing feedback. For example, providing feedback on a draft of a clinical case study helps students understand their mistakes and learn from them. It is different from high-stakes testing or summative assessment, which involves measuring student competence at the end of an instructional period. Requiring students to pass a comprehensive exam to advance to the next semester, achieve a minimum score on a licensure practice exam to graduate, or complete a final project and achieve a passing score are all summative assessments, not formative assessments.



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**17. A — A nurse, a pharmacist, and a dietitian collaboratively create a care plan for a patient with diabetes during a clinical meeting.**

Answer: A nurse, a pharmacist, and a dietitian collaboratively create a care plan for a patient with diabetes during a clinical meeting. The core competencies established by the Institute of Medicine include the importance of teamwork and collaboration among health professionals. This promotes better patient outcomes and more comprehensive care plans. In this scenario, the collaboration between a nurse, a pharmacist, and a dietitian to develop a care plan for a patient with diabetes exemplifies the integration of teamwork. Effective teamwork and collaboration require shared decision-making and communication among all team members, aligning with the core competencies to improve patient care and education.

**18. D — Assesses internal consistency of test items**

Answer: Assesses internal consistency of test items The Kuder-Richardson Formula 20 (KR-20) is used to measure the internal consistency of a test. It is applied to exams with dichotomous choices (e.g., true/false, yes/no). The KR-20 formula calculates the extent to which test items consistently measure the same construct.

**19. C — Research Methods**

Answer: Research Methods In the curriculum map in this scenario, the evaluation strategy is aligned with Research Methods, which comprises a significant portion of the course content and utilizes different evaluation methods encompassing knowledge, comprehension, and application. The curriculum map further demonstrates that the nurse educator aims to incorporate evaluation methods across all content areas to assess students' understanding and application of course material.

**20. A — Assess the students' application of clinical knowledge and critical thinking**

Answer: Assess the students' application of clinical knowledge and critical thinking A case study assessment is designed to evaluate students' ability to apply their clinical knowledge in real-world scenarios, integrating critical thinking and problem-solving skills. These assessments go beyond rote memorization and require students to demonstrate a deeper understanding of the subject matter.

**21. C — A numerical rating scale**

Answer: A numerical rating scale Quantitative assessment methods refer to techniques that assign numbers representing student performance or achievement. These methods are used to measure student comprehension in a quantifiable manner. A numerical rating scale is an example of a quantitative assessment method as it assigns numerical values to represent the level of student achievement or skill on a specific topic. Open-ended reflective journals and peer feedback sessions involve qualitative data that are not easily quantified. Similarly, student self-evaluations often include qualitative reflections that cannot be assigned numerical values directly.

**22. D — Adult learners are self-directed and expect to take responsibility for decisions**

Answer: Adult learners are self-directed and expect to take responsibility for decisions. Malcolm Knowles was the father of andragogy, the art and science of helping adults learn. He posited that adults are self-directed learners who bring a wealth of experience to the learning process, which is essential in the design of educational experiences for adults. The belief that learning is a process of connecting new information to existing knowledge stems from cognitivism, linked to theorists such as Piaget and Vygotsky. The importance of reinforcement from the environment in learning is a principle of behaviorism, which was promoted by theorists like Skinner and Pavlov. The idea that learning involves stages to be completed in a specific sequence is a principle from stage-based learning theories, such as those proposed by Piaget.



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**23. C — Immerse himself in nursing and educational literature on critical thinking and problem-solving**

Answer: Immerse himself in nursing and educational literature on critical thinking and problem-solving While the other options are valuable, immersion in literature is crucial. By staying up-to-date with new research and techniques in critical thinking and problem-solving, the nurse educator can ensure that the teaching methods are modern and effective. Nurse educators have the responsibility to continually seek new information to avoid outdated practices and enhance their teaching strategies.

**24. A — Require the disruptive student to attend a mandatory conflict resolution workshop**

Answer: Require the disruptive student to attend a mandatory conflict resolution workshop Effective strategies for preventing academic incivility include articulating conduct policies at the start of the course, establishing a safe environment for students to report issues, and discussing expected behaviors clearly at the outset. Enforcing conflict resolution workshops is a reactive rather than preventive approach.

**25. B — Proficiency**

Answer: Proficiency While attributes such as punctuality, empathy, and adaptability are important for a clinical nurse educator, proficiency is crucial for instilling confidence in students when teaching complex clinical skills.

**26. C — Strictly following a pre-determined lesson plan without flexibility**

Answer: Strictly following a pre-determined lesson plan without flexibility Effective strategies for a nurse educator to promote student engagement include: - Including interactive activities like case studies and role-playing - Encouraging students to ask questions and share their insights - Using multimedia resources to support diverse learning styles Strictly following a pre-determined lesson plan without flexibility can hinder responsiveness to students' needs and interests, reducing engagement and participation.

**27. B — Using a virtual reality (VR) simulation to allow students to practice clinical skills in a controlled, immersive environment**

Answer: Using a virtual reality (VR) simulation to allow students to practice clinical skills in a controlled, immersive environment. The NLN calls for nurse educators to 'teach with and about technology' to improve learning and healthcare outcomes. Utilizing VR simulations in clinical skills training sessions enables active learning and hands-on practice in a safe, controlled environment. Distributing printed manuals or showing pre-recorded videos are passive learning methods. Ensuring access to EHR systems, while beneficial, doesn't directly engage students in the immersive practice of clinical skills.

**28. C — Personal leisure activities**

Answer: Personal leisure activities Continuous quality improvement (CQI) in the academic nurse educator role involves refining teaching strategies to enhance student outcomes, faculty development, and curriculum relevance. Metrics like student performance, faculty professional growth, and curriculum quality are central to CQI. Personal leisure activities, while important for overall well-being, do not directly impact the academic or professional aspects relevant to CQI in nursing education.

**29. D — Novice nurse educators often lack practical teaching experience when they first enter the academic role**

Answer: Novice nurse educators often lack practical teaching experience when they first enter the academic role. While evidence-based teaching strategies are important throughout an educator's career, they are most critical in the early stages to compensate for this lack of experience. Implementing these strategies helps novice educators to effectively deliver content and engage students, thereby improving educational outcomes.



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**30. C — Attendance at professional conferences**

Answer: Attendance at professional conferences Professional development programs are crucial for the continuous growth of experienced nurse educators. Attending professional conferences allows them to stay updated on the latest developments in nursing education, network with peers, and exchange ideas and best practices. While human resources staff may provide some orientation, it is typically not focused on skill enhancement for experienced educators. A basic nursing skills refresher course is generally intended for clinical skill maintenance rather than educational development. Self-paced online modules are often designed for new educators and may not address the advanced needs of experienced nurse faculty.



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