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Question: 1

According to Donabedian's (2005) conceptual model of evaluation, an effective leader will understand the differences between process and outcome, and "process management" includes all of the following except:

- A. Recognizing "how things are done" versus only the outcome
- B. Replacing process criteria with outcome criteria can jeopardize service
- C. Defining the criteria of merit versus the criteria of consideration
- D. Measuring work quantity or work quality

Answer: C

Explanation:

Correct answer: Defining the criteria of merit versus the criteria of consideration

According to Donabedian's (2005) conceptual model of evaluation, an effective leader will understand the differences between process and outcome, and process management includes the following:

- recognizing "how things are done" versus only the outcome
- measuring work quantity or work quality
- replacing process criteria with outcome criteria can jeopardize service

Defining the criteria of merit is discussed in Martz's six steps to evaluating an organization's effectiveness.

Question: 2

Nurse faculty orientation for the upcoming academic year which has been developed for the novice nurse educator may be delivered through:

- A. Attendance at a synchronous web-based orientation program
- B. A one-on-one meeting with an assigned mentor
- C. A self-paced online orientation program developed by the nursing program
- D. A meeting with human resources staff

Answer: B

Explanation:

Correct answer: A one-on-one meeting with an assigned mentor

Orientation programs are one of the most important methods for socializing the novice nurse educator to her new role. Orientation allows for meeting of key personnel within the nursing program, an introduction to other faculty members, an introduction to the available resources of both the nursing program and the larger institution, course and content review, presentations on the particulars of the program, a review of the job benefits, an introduction to and review of the chain of command of the

nursing program as well as the political environment of the organization, and a review of expectations for teaching, research, and service.

Larger nursing schools may have developed a comprehensive and exhaustive faculty orientation program, but smaller nursing schools may still complete the orientation by assigning the novice nurse educator to a mentor who will meet with her one-on-one.

Human resource staff may complete a small component of orientation, such as a review of the job benefits, but will not present a full orientation for novice nurse educators.

A self-paced online learning program may be assigned to the novice nurse educator as a component of the full orientation.

A complete orientation program for a novice nurse educator is unlikely to be completed entirely in the form of a synchronous web-based program.

Question: 3

A group of nursing faculty are collaborating in the development of nursing curriculum. The group is struggling to finish the curriculum revisions, because each of them conceptualizes the curriculum differently. The goal in curriculum development is to:

- A. Develop curriculum so the faculty are in agreement and strive to keep the model clear and simple for student learners
- B. Develop curriculum so the faculty are in agreement by melding elements of curriculum conceptualization from each faculty member in order to reach compromise
- C. Resolve curriculum revision discrepancy by appointment of a faculty leader who reaches resolution by means of majority vote
- D. Develop curriculum so the faculty are in agreement, providing conflict resolution strategy recommendations to the dissenting faculty to reach resolution of curriculum conceptualization

Answer: A

Explanation:

Correct answer: Develop curriculum so the faculty are in agreement and strive to keep the model clear and simple for student learners

There are many means of conceptualizing nursing curriculum, which can lead to disagreement when nursing faculty are collaborating on its revision or development. The ultimate goal in developing curricula is to design curricula which results in faculty agreement, while at the same time ensuring the model is clear and simple enough for the nursing student to develop an understanding of nursing practice in totality rather than just the component parts of a nursing model.

The actual steps necessary to bring about faculty agreement in curriculum development are many, and will likely vary from institution to institution. The use of majority vote is not typically recommended, as this method ultimately results in unhappy minority parties. Conflict resolution strategies may be recommended, but they would be recommended to all the faculty, not just the few dissenting faculty. The melding of elements from each faculty member's conceptualization of the curriculum is likely to result in a curriculum that is the antithesis of clear and simple.

Question: 4

An academic nursing education leader approaches the administration to discuss the need for a new curriculum which eliminates specialty silos and introduces a concept-based curriculum. She shares articles discussing the advantages of a concept-based curriculum and the harms caused by specialty silos, and ultimately convinces the administration to agree to bring concept-based curriculum experts to the nursing school to present to the administration. She further lays out a timeline over which the curriculum changes are proposed to take place.

What process is the nurse education leader proposing in this scenario?

- A. Revolutionary change
- B. Evolutionary change
- C. Transitional change
- D. Episodic change

Answer: B

Explanation:

Correct answer: Evolutionary change

Evolutionary change in academic nursing is typically brought about by implementation of Lewin's change theory, involving a period of "unfreezing," changing, and then "refreezing" once the change has been fully implemented within the system. In this scenario the "unfreezing" period is gradually brought about by the introduction to the need for change through discussions or articles/books detailing the proposed change, as well as discussions with experts, and a proposed timeline for the change.

Revolutionary change involves rapid, dramatic, transformative change which ultimately changes the structure, processes, and culture of the organization.

Transitional change involves a shift in the way a process is completed, and is designed to increase efficiency in the organization.

Episodic change is that which tends to be infrequent, discontinuous, and intentional, taking place during periods of divergence when the organization is moving away from its equilibrium.

Question: 5

A university nursing program that had been known in the community-at-large for having poor working relationships between the nurse educators has completely overhauled their program. Both students and faculty now report a strong collegial learning environment, and it is obvious both faculty and students are thriving in the newly respectful environment. Effective steps the university administration most likely implemented to effectively change the learning environment include all of the following except:

- A. Having direct, face-to-face communication with nursing faculty when conflict arises
- B. Creating policies to promptly address reports of faculty-to-faculty incivility in the nursing program
- C. Requesting that faculty complete a combination quantitative and qualitative survey collecting data about faculty-to-faculty incivility

D. Requiring nursing faculty to complete a self-paced in-service module dealing with uncivil behaviors in the learning environment, followed by self-reflection exercises

Answer: D

Explanation:

Correct answer: Requiring nursing faculty to complete a self-paced in-service module dealing with uncivil behaviors in the learning environment, followed by self-reflection exercises

Before students can learn to respect one another and have civil interactions, they must be "raised" in a learning environment which models civility and respect. A nursing program that is rife with disrespect and ongoing displays of uncivil behavior owes it to itself to rectify the underlying problem(s).

Effective steps that can be implemented to bring about drastic change in nursing education programs include the following:

- installing and sustaining effective, competent leadership
- measuring incivility in the workplace and creating policies to deal with it
- educating faculty and raising awareness
- having direct, face-to-face communication during conflicts
- transforming organizational culture
- building and fostering faculty relationships and collaborations

Requiring that nurse faculty complete learning modules addressing incivility and spend time in self-reflection are good steps to take when addressing uncivil behaviors, i.e., problems in relationships, but the better step to take is to require faculty to work together as a team in rectifying the behavior. Incivility and displaying uncivil behaviors are problems found only in relationships; the members of the relationship need to work the problem out together.

Question: 6

Professional certification for the nurse educator provides all of the following except:

- A. Improvement in nurse workplace empowerment
- B. Evidence of lifelong learning
- C. An incentive for faculty to stay current in their field of practice
- D. Improvement in student outcomes

Answer: D

Explanation:

Correct answer: Improvement in student outcomes

Professional certification indicates knowledge in a specialized area of nursing. Obtaining professional certification, and the subsequent maintenance of it, provides evidence of lifelong learning, improvement in nurse workplace empowerment, and an incentive for faculty to stay current in their field of practice. Studies validating improvement in student outcomes when nurse faculty obtain specialty certification are lacking; further research is needed in this area.

Question: 7

A nurse educator is developing a collaborative learning assignment for her students regarding elder abuse and neglect. As she continues to develop the assignment, the nurse educator needs to take into account which of the following factors?

- A. Enough time must given for the group to complete its work
- B. The groups should be structured homogeneously with regard to ethnicity, ability, and experience, to increase learning
- C. The assignment should be designed for a group of 8-12 students whenever possible
- D. The nurse educator needs to assign roles to each person in the group

Answer: A

Explanation:

Correct answer: Enough time must given for the group to complete its work

Collaborative assignments/projects in nursing education have been implemented as a means to teach nursing students to learn how to work collaboratively, because cooperative, collaborative practice is a mainstay of professional nursing. The nurse educator who is developing collaborative learning assignments for her students needs to consider several important factors:

- assignments need to be meaningful and, if at all possible, designed for small groups of students
- the students need to understand the different roles of every member of the group
- the groups need to be structured heterogeneously with regard to gender, ethnicity, ability, and experience, to increase learning
- enough time must be given to the groups to complete and process their work

A group of 8-12 students is too large for a collaborative project.

The nurse educator may opt to assign roles to each member of the group, or groups may decide among themselves who will fill the specific roles. The nurse educator simply needs to ensure the students understand the role of each member of the group.

Question: 8

An academic nurse educator (ANE) who teaches in a classroom setting and utilizes a combination of lecture-style teaching with required note taking, clicker apparatus for classroom participation, Socratic questioning with an extended time for answering, and the use of gender-neutral language, is demonstrating:

- A. The use of strategies for inclusivity
- B. Utilizing technology to meet the preferences of students representing Generation X
- C. Application of active learning techniques
- D. Diversity in the classroom

Answer: A

Explanation:

Correct answer: The use of strategies for inclusivity

The environment of the nursing classroom and the methods used to teach the learners should support and promote an environment of inclusivity. Nursing students across the US represent people from a variety of cultures and races, native and non-native English speakers, gender and sexual orientation differences, and include a wide range of ages. The ANE, which utilizes a combination of teaching methods and technology, allowing extra time for answering Socratic questions, and utilizes gender-neutral language (without affecting learning objectives), demonstrates the use of strategies to promote inclusivity.

The strategies the ANE chose to use in this scenario speak to the diversity within her classroom. The use of clicker apparatus is an example of an active learning technique. A variety of technology should be used to meet the preferences of Generations Y and Z, the largest groups of individuals currently enrolled in nursing programs.

Question: 9

A nurse educator co-teaching a nursing pharmacology class has designed a test to evaluate her students' knowledge of the four main classes of antibiotics. In developing this test, the nurse educator has attempted to:

- A. Provide a measure for assessing students' learning in the psychomotor domain
- B. Eliminate irrelevant variance from the measures evaluating students' learning outcomes
- C. Provide a measure for assessing students' learning in the affective domain
- D. Create a rubric using specific, measurable criteria

Answer: B

Explanation:

Correct answer: Eliminate irrelevant variance from the measures evaluating students' learning outcomes
When developing testing methods, the nurse educator must be confident she has developed an evaluation tool that will accurately measure of the students' achievement of learning outcomes. While it is impossible to eliminate all irrelevant variance from the measures evaluating students' learning outcomes, great care should be taken when developing and implementing testing measures. Irrelevant variances such as tasks that require unrelated background knowledge that only some students have, or unrelated factors in the classroom environment that affect some students more than others, should be eliminated from the test.

Rubrics are used in measuring subjective data, not objective.

Testing in the classroom typically evaluates students' learning in the cognitive domain, not the psychomotor or affective domains.

Question: 10

In regard to levels of mentorship, academic deans, directors, and chairpersons appointed in nursing programs have a responsibility to:

- A. Include content on mentoring in the nursing curriculum
- B. Ensure that the teaching performed by experienced faculty is easily visible to new faculty
- C. Offer workshops and seminars on mentoring
- D. Engage new, mid-career, and experienced nursing faculty in developing mentorship initiatives

Answer: D

Explanation:

Correct answer: Engage new, mid-career, and experienced nursing faculty in developing mentorship initiatives

Academic deans, directors, and chairpersons of nursing programs have a responsibility to be actively involved in mentorship. According to the National League for Nursing (NLN), they are responsible for the following:

- engaging new, mid-career, and experienced nursing faculty in developing mentorship initiatives within the institution
- initiating and providing support for mentoring initiatives within the institution
- placing value on the mentor role by rewarding faculty who actively engage in mentoring
- modeling mentoring
- supporting faculty members in their development as mentors
- identifying fresh ideas for mentoring new faculty members, such as through the use of retired nurse educators

The nurse faculty are responsible for including content on mentoring in the nursing curriculum and ensuring that the teaching done by experienced faculty is easily visible to the new faculty.

The NLN is responsible for offering workshops and seminars on mentoring.

Question: 11

Which of the four outcomes that indicate mastery of essential core nursing practice competencies, as described in the competency model of the National League for Nursing (NLN) program outcomes, is best described by this paraphrasing of the NLN Education Competencies Model outcome:

An effort to attain one's best self and self-fulfillment within the greater community, where each individual holds the right to seek their own best self and be fulfilled as well.

- A. Professional identity
- B. Nursing judgment
- C. Spirit of inquiry
- D. Human flourishing

Answer: D

Explanation:

Correct answer: Human flourishing

The NLN describes four outcomes that indicate mastery of essential core nursing practice competencies in their competency model of the National League for Nursing (NLN) program outcomes. These four outcomes include the following:

- Human flourishing, which is described as an effort to attain one's best self and self-fulfillment within the greater community, where each individual holds the right to seek their own best self and be fulfilled as well
- Nursing judgment, which surrounds the processes of critical thinking, clinical judgment, and assimilation of best evidence into practice
- Professional identity, which is recognized as the subconscious assimilation of core values and perspectives essential to the art and science of nursing
- Spirit of inquiry, in which the nurse demonstrates a tireless sense of curiosity which characterizes her learning and practice

Question: 12

Successful leaders do all of the following except:

- A. Invest time in getting to know the people they lead
- B. Develop relationships with those they lead
- C. Understand that leadership is bestowed upon them by a formal span of authority
- D. Promote others within the organization

Answer: C

Explanation:

Correct answer: Understand that leadership is bestowed upon them by a formal span of authority
Leadership in nursing academia is a critical component of curriculum development; deciding on a leader is an important part of the process.

Successful leaders invest time in getting to know the people they lead, develop relationships with the people they lead, and promote others within the organization. They lead in helping the team focus on the project at hand, and they inspire others.

A characteristic of a poor leader is believing that leadership is something that is bestowed upon them by virtue of a title, position on an organizational chart, or formal span of authority.

Question: 13

An experienced nurse faculty member has been serving in a mentorship role to a novice faculty member. The novice has agreed to meet him for a social supper, where she will be introduced to faculty from the school of medicine within the university. Through this activity, the mentor and mentee are:

- A. Simply participating in a mentorship relationship
- B. Engaging in an activity that promotes the novice faculty member's socialization to her role

- C. Participating in an informal professional development opportunity that will increase their role effectiveness
- D. Demonstrating a commitment to lifelong learning by engaging in multidisciplinary collaboration

Answer: B

Explanation:

Correct answer: Engaging in an activity that promotes the novice faculty member's socialization to her role

Nursing academia is a unique environment, with unique faculty roles and role expectations. In order to be successful, the novice faculty member must become socialized to her role, which necessitates involvement in activities outside the nursing program. The novice nurse must be provided with opportunities to take part in activities that extend outside the school of nursing, to include the university and the larger professional community. The novice faculty member needs to learn how to fulfill the varied roles and activities she will be expected to take part in, including administrator, course leader, mentor, peer, and interdisciplinary team member.

Question: 14

When planning to change or revise nursing curricula, nursing faculty should:

- A. Encourage faculty to approach the curricular change with a spirit of inquiry
- B. Develop a contemplated change notice which is provided to the nursing faculty for their approval before initiation of curricular change
- C. Treat change as a project
- D. Schedule individual meetings with faculty to notify them of the plans for curricular change

Answer: C

Explanation:

Correct answer: Treat change as a project

Changing or revising an existing nursing curriculum is often more challenging than the development of new curricula. Faculty have experience with the existing curriculum and have developed a relationship of sorts with it that will be disrupted, or destroyed, with the curricular change. It is not uncommon for individuals, including nursing faculty, to react poorly or with anxiety when the idea of curricular revision or change is introduced, as fear of loss may result.

Consequently, it behooves faculty to treat change as a project, applying all the rigors of project management to the change process, by producing plans, allocating resources, appointing a steering committee, etc.

Ideally, faculty should all be notified at the same time when plans for curricular revision are to be implemented. This can aid in preventing the spread of "water cooler gossip," and help alleviate fears.

While approaching all issues and problems with a spirit of inquiry is expected as a component of nursing program outcomes, suggesting to faculty that they call upon their entrepreneurial or pioneer spirit when plans for curricular change are announced is more likely to result in hostility than in demonstration of the spirit of inquiry required in nursing practice.

Contemplated change notices are typically provided within a business setting, not nursing education.

Question: 15

The National League for Nursing (NLN) states that while an academic nurse educator may engage in a myriad of roles and functions, the extent to which he does so will vary based on all of the following except:

- A. The career experiences of the nurse educator
- B. The mission of the organization for whom the nurse educator works
- C. The nurse educator's rank
- D. The type of program in which the nurse educator teaches

Answer: A

Explanation:

Correct answer: The career experiences of the nurse educator

The NLN has developed competencies for the nurse educator to guide their development of the myriad roles and skills with which they must ultimately function. The degree to which the nurse educator engages in these role and skills will vary based on the following:

- the mission of the organization for whom the nurse educator works
- the nurse educator's rank
- the type of program in which the nurse educator teaches
- the nurse educator's academic preparation

The NLN does not include the career experiences of the nurse educator in the development of its competencies nor in its determination of the extent to which the nurse educator will engage in use of the roles and skills.

Question: 16

An academic nurse educator (ANE) who is assigned to a group of undergraduate students completing a clinical experience in a mother/baby unit is attempting to facilitate a student learning experience. The students have been asked by the unit's nurse manager to assist in teaching a patient education unit on supporting breastfeeding to a group of new mothers.

The effective ANE would employ which of the following tactics to improve overall student/team learning and at the same time improve team functioning?

- A. Identify each student's learning style and form groups comprised of students with the same style, instructing them to work together on learning the material.
- B. Identify each student's perceptual preferences and form groups comprised of students with each perceptual preference represented, instructing them to work together on learning the material.
- C. Identify each student's learning style and instruct each student to work individually on the material using their own unique style.

D. Identify each student's learning style and form groups comprised of students with similar styles, instructing them to work together on learning the material.

Answer: B

Explanation:

Correct answer: Identify each student's perceptual preferences and form groups comprised of students with each perceptual preference represented, instructing them to work together on learning the material.

The effective ANE will use group learning as a means of improving team functioning. After identifying the students' perceptual preferences (auditory, kinesthetic, visual, tactile), the ANE can effectively tailor the students' learning experience for maximum learning by noting each student's dominant learning trait and then forming groups comprised of students with each perceptual preference.

Assigning individual students to a group comprised of learners from each learning style has been found to best enhance learning and team function.

Instructing learners to work independently on learning materials does not contribute to improved team functioning.

Instructing learners to work on learning materials only with other learners who possess the same or a similar learning style (auditory-verbal and verbal, for example) does not improve learning or team functioning.

Question: 17

An example of an academic nurse educator (ANE) putting into practice the National League of Nursing (NLN) call to "teach with and about technology" for an online undergraduate professional development class is:

- A. Using smartboards with visual displays throughout her classroom as she prerecords the class lecture content
- B. Providing students with access to telehealth simulation and a mobile drug guide
- C. Utilizing a personal response system through the online learning platform to actively engage students in distance learning during a synchronous class presentation
- D. Ensuring her online students all have physical copies of the class syllabus and textbook in addition to the e-book/e-syllabus

Answer: C

Explanation:

Correct answer: Utilizing a personal response system through the online learning platform to actively engage students in distance learning during a synchronous class presentation

The NLN calls for the ANE to "teach with and about technology" (2015) if they are to improve both learning and healthcare outcomes. The use of technology in teaching should be incorporated in the physical classroom, the simulation or learning laboratories, clinical locations, and during online/distance learning. When teaching in a classroom environment or teaching a classroom-style class using an online

format, the ANE should be diligent in utilizing technologies which promote active learning/engagement, such as a personal response system accessible through the online learning platform.

Using smartboards with visual displays throughout the classroom is an example of utilizing technology within a classroom setting.

Ensuring online/distance learning students have access to physical copies of the textbook and syllabus in addition to e-copies is not an example of the use of technology in teaching.

Providing online/distance learning students who are taking a professional development class with access to telehealth simulation and a mobile drug guide is an example of utilizing technology in teaching, but these examples of technology are most appropriate for use either in a clinical setting, a simulation or learning laboratory, or in an online/distance learning nursing class other than professional development.

Question: 18

Which of the following statements most accurately identifies level objectives?

A. A service level objective (SLO) is a key element of a service level agreement (SLA) between a nurse educator and a student. SLOs are agreed upon as a means of measuring the performance of both the nurse educator and the student.

B. They are the affiliation of the levels of learning in the cognitive domain of Bloom's taxonomy with the course material being taught

C. They are the purpose, outcomes, and objectives within the nursing curricula across licensed practical or vocational programs; associate's degree, baccalaureate, or accelerated nursing programs; and graduate or doctoral level programs, which are used to ensure nurse educators are teaching the content necessary for successful completion of the program

D. They are used to direct the molding of course selection and content throughout the years of the nursing program through which the student progresses

Answer: D

Explanation:

Correct answer: They are used to direct the molding of course selection and content throughout the years of the nursing program through which the student progresses

Level objectives are used to express a nursing program's outcomes and assist in developing the objectives for each level of learning. They are further used to direct the molding of course selection and content throughout the years of the nursing program through which the student progresses. Leveling a program is an important idea in developing curriculum, as it coordinates where to place course materials in the program and helps determine what can be expected from students in the clinical area.

Question: 19

When developing nursing curriculum, faculty must ensure it meets all of the following criteria except:

A. It enables the student to incorporate the art of nursing in a coherent manner

B. It enables the nursing student to incorporate the science of nursing in a coherent manner

- C. Program outcomes must be achieved through the curriculum
- D. The requirements of the National Council of Licensure Examination (NCLEX)

Answer: D

Explanation:

Correct answer: The requirements of the National Council of Licensure Examination (NCLEX)

When developing nursing curriculum, the faculty leader must ensure the curriculum is built in a structured way that allows students to integrate the art, science, and practice of nursing in a rational manner. Nursing program outcomes must be met through the curriculum, and the curriculum must also meet the regulations and requirements of both the state's board of nursing and external accrediting bodies.

The National Council of Licensure Examination (NCLEX) does not provide requirements for nursing curriculum; however, nursing curriculum must be shaped in such a manner as to enable nursing students to successfully pass the NCLEX exam.

Question: 20

The academic nursing faculty at an undergraduate nursing program are introduced to a faculty member who has been hired to fill a leadership role. She introduces herself to the group of assembled faculty and discusses her vision to create an environment for the faculty that is intellectually stimulating, inspiring, and challenging, in an attempt to support the faculty's development and maximize their performance. What style of leadership is the faculty member demonstrating?

- A. Affiliative
- B. Coaching
- C. Transformational
- D. Relationship-oriented

Answer: C

Explanation:

Correct answer: Transformational

Transformational leadership is characterized by a leader who is empathetic and interested in creating an environment that is intellectually stimulating, inspiring, and challenging, as she strives to support the development of her subordinates and maximize their performance. She is charismatic and self-confident and does not suffer from internal conflict.

Relationship-oriented leaders value open communication and encourage subordinates to participate in problem-solving and give input.

A leader who uses a coaching style of leadership possesses an interest in the professional development of her subordinates and strives to create team spirit within the workplace.

An affiliative style of leadership strives to create a friendly workplace, minimizing conflict among her highly motivated subordinates.



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