

CLINICAL JUDGMENT EXAM (CJE) 1 PRACTICE (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE

<https://cjeexam1.examzify.com>



Copyright © 2026 by Examzify - A Kaluba Technologies Inc. product.

ALL RIGHTS RESERVED.

No part of this book may be reproduced or transferred in any form or by any means, graphic, electronic, or mechanical, including photocopying, recording, web distribution, taping, or by any information storage retrieval system, without the written permission of the author.

Notice: Examzify makes every reasonable effort to obtain accurate, complete, and timely information about this product from reliable sources.

SAMPLE

Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	8
Explanations	10
Next Steps	16

SAMPLE

Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

SAMPLE

- 1. In relation to clinical judgment, how does patient education improve outcomes?**
 - A. It decreases the workload of nurses
 - B. It empowers patients by increasing their understanding of health and treatment
 - C. It allows for quicker hospital discharges
 - D. It fosters dependency on healthcare providers
- 2. Which statement about diabetic retinopathy requires further clarification for a diabetes education plan?**
 - A. "I have been seeing flashes of light."
 - B. "I sometimes notice blurry vision."
 - C. "I have not experienced any floaters."
 - D. "I see black spots floating in my vision."
- 3. Which client statement indicates a change in health that requires further teaching about insulin injection?**
 - A. "I feel shaky and my heart is racing."
 - B. "I need to put on my glasses to check my dosage."
 - C. "All of a sudden, I see these black spots floating in the air."
 - D. "Can you come back later, I'm feeling sleepy."
- 4. Which statement requires further teaching for middle-aged men regarding stroke prevention?**
 - A. I will start an exercise program to lose weight
 - B. I have to stop my daily trip to the donut shop for breakfast
 - C. I will decrease my consumption of beer to only one per day
 - D. I will continue smoking but decrease the number of cigarettes
- 5. What should the nurse do when a client with lung cancer after a pneumonectomy is found lying on the left side?**
 - A. Reposition the client on the right side and inform client to avoid lying on the left side.
 - B. Raise the head of the bed and continue to monitor client.
 - C. Apply oxygen and suction the client.
 - D. Perform chest physiotherapy and apply oxygen.

- 6. What finding is of greatest concern for a client receiving chemotherapy and on neutropenic precautions?**
- A. Loss of appetite
 - B. Hair is falling out
 - C. Burning on urination
 - D. Difficulty sleeping at night
- 7. Which statement indicates a client understands the teaching about verapamil?**
- A. "I need to throw away my grapefruit juice."
 - B. "I will have to stop eating a banana for breakfast."
 - C. "I should report any problems with sex to my doctor."
 - D. "I should look for lip swelling and report to my doctor."
- 8. What is the nurse's priority intervention for a client who has taken excessive antacid and is experiencing difficulty breathing?**
- A. Prepare for cardiac catheterization.
 - B. Obtain a serum creatinine kinase (CK) level.
 - C. Initiate thrombolytic therapy.
 - D. Obtain a 12-lead ECG.
- 9. How does a nurse utilize clinical judgment when prioritizing care?**
- A. By assessing the aesthetic preferences of patients
 - B. By determining healthcare costs before treatment
 - C. By assessing the urgency and importance of each patient's needs
 - D. By following standard protocols without deviation
- 10. What should a nurse administer to a client experiencing sinus bradycardia and acute chest pain?**
- A. Establish intravenous access
 - B. External pacing if needed
 - C. Administer atropine
 - D. Obtain baseline CBC and electrolytes

Answers

SAMPLE

1. B
2. C
3. C
4. D
5. A
6. C
7. A
8. D
9. C
10. C

SAMPLE

Explanations

SAMPLE

1. In relation to clinical judgment, how does patient education improve outcomes?

- A. It decreases the workload of nurses
- B. It empowers patients by increasing their understanding of health and treatment**
- C. It allows for quicker hospital discharges
- D. It fosters dependency on healthcare providers

Patient education significantly improves outcomes by empowering patients through enhanced understanding of their health conditions and treatment options. When patients are well-informed, they are more likely to engage actively in their own care, make better health decisions, and adhere to treatment plans. This understanding fosters a sense of agency, allowing patients to manage their conditions more effectively and recognize when to seek further assistance if necessary. An informed patient can also participate in discussions about their care, which can lead to more tailored and effective treatment strategies. By taking an active role in their health management, patients often experience improved health outcomes, including reduced symptoms and better overall health, as they are more aware of how their actions affect their recovery and well-being. While factors like decreased workload for nurses and quicker hospital discharges are considerations in the healthcare environment, they are secondary benefits that arise from empowered patients rather than the primary reason why patient education impacts clinical outcomes. Additionally, fostering dependency on healthcare providers contradicts the goal of patient education, which is to cultivate self-sufficiency and informed decision-making among patients.

2. Which statement about diabetic retinopathy requires further clarification for a diabetes education plan?

- A. "I have been seeing flashes of light."
- B. "I sometimes notice blurry vision."
- C. "I have not experienced any floaters."**
- D. "I see black spots floating in my vision."

The statement indicating, "I have not experienced any floaters," raises a need for further clarification because floaters can be a common symptom associated with diabetic retinopathy. Diabetic retinopathy occurs due to damage to the blood vessels in the retina, which may lead to changes in visual perception, including the perception of floaters, blurry vision, flashes of light, and other visual disturbances. While not everyone with diabetic retinopathy will experience floaters, their presence can indicate changes in the retina that a patient may need to be aware of. If a patient states they have not experienced any floaters, it's important for the educator to explore whether they have been informed about what floaters are and what symptoms they should monitor, as this can significantly impact their understanding of potential diabetic complications. Clarifying their awareness and education regarding symptoms of diabetic retinopathy is crucial for effective management of their condition. The other statements reflect common experiences that could be associated with diabetic retinopathy, indicating the presence of symptoms that warrant close monitoring and may require further screening or intervention.

3. Which client statement indicates a change in health that requires further teaching about insulin injection?

- A. "I feel shaky and my heart is racing."
- B. "I need to put on my glasses to check my dosage."
- C. "All of a sudden, I see these black spots floating in the air."**
- D. "Can you come back later, I'm feeling sleepy."

The statement that indicates a change in health requiring further teaching about insulin injection is "All of a sudden, I see these black spots floating in the air." This symptom, known as visual disturbances or floaters, can signify underlying issues related to diabetes or its complications, such as diabetic retinopathy. These changes in vision could indicate that the client is experiencing fluctuating blood glucose levels or other issues that need immediate attention. Proper understanding of insulin management is crucial for individuals with diabetes. If a client is experiencing such visual changes, it suggests that they may not be managing their condition effectively, which warrants additional education about the importance of proper insulin administration, monitoring blood glucose levels, and recognizing symptoms of hyperglycemia or hypoglycemia. The other statements, while they may indicate areas for improvement or caution, do not suggest an immediate change in health status related to the critical management of insulin. For instance, feeling shaky and having a racing heart can be related to low blood sugar (hypoglycemia), which is a condition that needs management but does not inherently mean the client does not understand their insulin regimen. Needing glasses to check dosage points to a vision issue that requires attention but isn't directly related to insulin injection technique. Feeling sleepy could indicate various issues,

4. Which statement requires further teaching for middle-aged men regarding stroke prevention?

- A. I will start an exercise program to lose weight
- B. I have to stop my daily trip to the donut shop for breakfast
- C. I will decrease my consumption of beer to only one per day
- D. I will continue smoking but decrease the number of cigarettes**

The statement about continuing to smoke but simply decreasing the number of cigarettes indicates a misunderstanding about the relationship between smoking and stroke risk. It fails to acknowledge that any level of smoking contributes to an increased risk of stroke, cardiovascular disease, and other health issues. Stroke prevention emphasizes not just reducing smoking but entirely quitting it. While reducing the number of cigarettes is a positive step compared to no reduction at all, it does not suffice as a strategy for effective stroke prevention, as the health risks remain significant even at lower levels of smoking. In contrast, the other statements reflect healthier lifestyle choices that contribute to stroke prevention, such as starting an exercise program, altering dietary habits, and moderating alcohol consumption. These actions are generally recognized as beneficial in reducing stroke risk. Consequently, the need for further teaching is clear when it comes to the understanding that to mitigate the risk of stroke, stopping smoking altogether is essential rather than just decreasing the quantity.

5. What should the nurse do when a client with lung cancer after a pneumonectomy is found lying on the left side?

- A. Reposition the client on the right side and inform client to avoid lying on the left side.**
- B. Raise the head of the bed and continue to monitor client.
- C. Apply oxygen and suction the client.
- D. Perform chest physiotherapy and apply oxygen.

In this scenario, when a client with lung cancer has undergone a pneumonectomy (removal of one lung) and is found lying on the left side, it is crucial for the nurse to take action that prevents complications associated with lying on the side of the surgical site. Repositioning the client onto the right side is advisable because lying on the surgical side could hinder breathing, cause discomfort, and increase the risk of complications such as atelectasis (collapse of the remaining lung) or fluid accumulation. Telling the client to avoid lying on the left side reinforces safe practices and supports lung function. After a pneumonectomy, the remaining lung must work harder to provide adequate oxygenation, and any position that can restrict airflow through that lung should be avoided. While other options may include monitoring or providing oxygen, repositioning is a direct action that addresses a potentially harmful situation immediately. Monitoring is important, but the priority is ensuring that the patient is in a safe position that promotes optimal respiratory function.

6. What finding is of greatest concern for a client receiving chemotherapy and on neutropenic precautions?

- A. Loss of appetite
- B. Hair is falling out
- C. Burning on urination**
- D. Difficulty sleeping at night

The correct answer highlights a significant concern for a client undergoing chemotherapy and on neutropenic precautions. When a patient is neutropenic, they have a lower than normal number of neutrophils, a type of white blood cell crucial for fighting off infections. This condition makes them highly susceptible to infections. Burning on urination can indicate a urinary tract infection (UTI) or other infectious process, which poses a serious risk to a neutropenic patient. Infections can quickly become life-threatening due to the compromised immune response, and symptoms such as burning during urination warrant immediate attention. This finding necessitates prompt assessment and intervention to prevent severe complications. In contrast, loss of appetite, hair loss, and difficulty sleeping, while distressing symptoms often associated with chemotherapy, do not carry the same immediate risk of severe infection that burning on urination does. These symptoms can be managed and may not pose a direct threat to the client's health in the same way an infection would. Thus, the greatest concern in this scenario is the potential for an infection indicated by the burning on urination.

7. Which statement indicates a client understands the teaching about verapamil?

- A. "I need to throw away my grapefruit juice."**
- B. "I will have to stop eating a banana for breakfast."
- C. "I should report any problems with sex to my doctor."
- D. "I should look for lip swelling and report to my doctor."

The statement indicating a client understands the teaching about verapamil is that they need to throw away their grapefruit juice. This is correct because grapefruit juice interacts with verapamil and can increase the level of the drug in the bloodstream, leading to potential toxicity and adverse effects. It is important for patients taking verapamil to avoid grapefruit juice to ensure the medication works safely and effectively. The other statements relate to potential side effects and interactions but do not demonstrate a clear understanding of critical dietary restrictions associated with verapamil therapy. For example, while reporting problems with sexual function is important for any medication, it is not specific to verapamil's known interactions. Similarly, concerns about bananas and lip swelling do not address the most significant dietary precaution associated with verapamil, which is the interaction with grapefruit juice.

8. What is the nurse's priority intervention for a client who has taken excessive antacid and is experiencing difficulty breathing?

- A. Prepare for cardiac catheterization.
- B. Obtain a serum creatinine kinase (CK) level.
- C. Initiate thrombolytic therapy.
- D. Obtain a 12-lead ECG.**

When a client has taken an excessive amount of antacid and is experiencing difficulty breathing, the priority intervention is to obtain a 12-lead ECG. This is critical because excessive antacid use can lead to metabolic alkalosis, electrolyte imbalances (such as hypokalemia), and potential cardiac issues, all of which can manifest as changes in heart rhythm and function. By obtaining a 12-lead ECG, the nurse can assess the client's heart's electrical activity and identify any abnormalities that may be affecting the client's respiratory status. Difficulty breathing may be a sign of compromised cardiovascular function or even a cardiac event, and early identification of any such issues is paramount in providing timely and effective care. Additionally, while other interventions like preparing for cardiac catheterization, obtaining a serum creatinine kinase level, or initiating thrombolytic therapy may be relevant depending on the specific clinical scenario, they are not the immediate priority in this case. The ECG provides critical real-time information that can guide further interventions and management. Thus, obtaining a 12-lead ECG is essential in assessing the client's cardiac status and determining the next steps in care.

9. How does a nurse utilize clinical judgment when prioritizing care?

- A. By assessing the aesthetic preferences of patients
- B. By determining healthcare costs before treatment
- C. By assessing the urgency and importance of each patient's needs**
- D. By following standard protocols without deviation

Utilizing clinical judgment involves critically evaluating multiple factors to prioritize patient care effectively. When a nurse assesses the urgency and importance of each patient's needs, they can identify which patients require immediate attention versus those whose needs can be addressed later. This approach considers the severity of a patient's condition, potential for deterioration, and the complexity of the care required, allowing for a well-informed decision on how to allocate time and resources effectively. This prioritization is essential in ensuring that patients who are in critical conditions receive timely interventions, thereby preventing complications and improving outcomes. By focusing on the urgency and importance of each situation, nurses ensure that they meet the most pressing needs first, which is a fundamental aspect of clinical judgment in nursing practice. Other options, while they may have some relevance in specific contexts, do not directly address the core of clinical judgment in prioritizing care. Aesthetic preferences can enhance patient satisfaction but do not take precedence over clinical needs. Determining healthcare costs is important but not a primary factor in immediate patient care prioritization. Following standard protocols may provide a framework for care but lacks the necessary flexibility that clinical judgment requires to adapt to individual patient situations.

10. What should a nurse administer to a client experiencing sinus bradycardia and acute chest pain?

- A. Establish intravenous access
- B. External pacing if needed
- C. Administer atropine**
- D. Obtain baseline CBC and electrolytes

In the context of a patient experiencing sinus bradycardia accompanied by acute chest pain, administering atropine is the most appropriate action. Atropine is an anticholinergic medication that effectively increases the heart rate by blocking vagal influences on the heart. In the case of sinus bradycardia, where the heart rate is abnormally low, atropine can facilitate a more adequate cardiac output and improve perfusion, which is crucial given the client's chest pain that may indicate ischemia or reduced oxygen delivery to the heart. Establishing intravenous access, while important for further medication administration and potential fluid resuscitation, is not a direct intervention to address the immediate bradycardia or chest pain. Similarly, external pacing is generally reserved for severe bradycardia or cases where atropine is ineffective. Obtaining baseline CBC and electrolytes, although valuable for assessing other underlying issues or contributors to the patient's symptoms, does not provide immediate relief in this acute scenario. Thus, administering atropine directly addresses the primary concerns of low heart rate and accompanying acute chest pain.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://cjeexam1.examzify.com>

We wish you the very best on your exam journey. You've got this!

SAMPLE