

Week 6 Collaboration Café: Substitute Teacher

Case Study

You agree to be the substitute clinical educator for a peer who is ill. The educator tells you that the learners are really good—every one of them. You can trust them to do a good job and answer questions. About 3 hours into the experience, you realize that one of the individuals is not doing a good job—she was unable to explain the purpose of medications, she forgot to complete the glucose monitor test, and now she has contaminated a dressing change for a central line. What would be your actions as the substitute educator?

Discussion

Since the days of Florence Nightingale, the evolution of clinical instruction of learners in the nursing community has been identified as a specific and pertinent element of nursing education. Dahlke et al. (2018) posit that perceptions regarding what and how nursing learners access knowledge and different clinical skills has evolved gradually from an apprentice notion—laborer role perspective about learning nursing tasks to a teacher- driven experience where learners are meant to acquire knowledge about critical thinking in a dynamic and ever changing clinical complex environments. Griscti et al. (2016) posits that different studies have shown that learner’s clinical practice and their personal experiences with clinical instructors play a significant role in shaping their personal and professional values. It seems that modern-day clinical instructors and nursing educators who train or lead learners in clinical settings need to be professional experts in both teaching and clinical skills. Jack et al. (2019) posit that a nursing educator's core role that