Preceptor Competencies

Description: This section provides an overview of Preceptor Competencies as described by the Provincial Preceptor Program derived through consultation with preceptors and educators throughout the province.

Outcome: You will have a beginning understanding of the competencies of a preceptor who involves themselves in precepting learners and is involved in their own ongoing quality improvement.

Content:

**EDUCATION** (COMPETENCY AREA)

EDUCATION - Preceptor facilitates learning to assist the learner to attain the Program competencies of Professionalism, Critical Thinking, Leadership, Relationship-Centered Practice, and Clinical Practice.

**Competency Statement:**

1. Assesses learning opportunities for the learner in the clinical practicum.

   **Performance Criteria**
   
   - Uses preceptor program information to assist meeting learner's competencies.
   - Selects clinical client assignments that will facilitate the learner in meeting competencies.
   - Advocates on behalf of the learner to obtain clinical client assignments conducive to meeting the learning needs of the learner.

**Competency Statement:**

2. Assists the learner in identifying their learning needs.

   **Performance Criteria:**
   
   - Discusses the learner’s learning needs at the beginning of the clinical practicum and then periodically.
**Competency Statement:**


**Performance Criteria:**

- Assesses initial performance of the learner at the beginning of the clinical practicum.
- Applies teaching and learning principles.
- Consults with faculty, as required, concerning effective teaching strategies.
- Supervises the learner’s assessment, planning, implementation, evaluation, recording, and reporting of client care on a daily basis.
- Assists the learner in further developing organizational ability and priority setting.
- Collaborates with the learner to adapt teaching/learning strategies in response to a rapidly changing client status and environment.
- Promotes the learner’s independent practice by gradually increasing the learner’s responsibility.

**Competency Statement**

4. Incorporates approaches to promote critical thinking.

**Performance Criteria:**

- Assists the learner to acquire additional knowledge for evidence-based practice.
- Discusses own decisions with the learner to ensure the learner understands rationale for specific interventions.
- Assists the learner to select evidence-based interventions to achieve expected client outcomes.
- Assists the learner in developing an awareness of research utilization.
- Assists the learner to reflect on his/her own practice.
**Competency Statement:**

5. Facilitates a supportive learning environment for the learner.

**Performance Criteria:**

- Maintains an effective working relationship with the learner.
- Demonstrates an effective approach to managing possible problems in a preceptor-learner working relationship.
- Identifies an appropriate resource person for the learner, in collaboration with the manager, in the preceptor’s absence.
- Demonstrates knowledge of the roles of learner, preceptor, manager, co-workers, and faculty.

**Competency Statement:**


**Performance Criteria:**

- Assesses learner performance on a daily basis.
- Discusses the learner’s self-assessment with learner.
- Provides ongoing coaching and guidance on a daily basis.
- Provides effective and constructive feedback on a **daily** basis.
- Assists the learner in developing a plan to meet outcomes.
- Addresses with learner, faculty, and/or manager, as early as possible, any difficulties the learner may be experiencing in the specialty setting.
- Contributes to final assessment of the learner.
ROLE MODELING (COMPETENCY AREA)

ROLE MODELING - Preceptor exemplifies behaviors to promote learner’s professional development.

Competency Statement:

i. Recognizes the impact of own behavior on the learner’s professional development.

Performance Criteria

• Discusses with the learner the preceptor’s own strategies for updating their practice on an ongoing basis.

• Describes to the learner how the preceptor engages in reflective practice.

• Discusses with the learner the preceptor’s leadership role in the provision of client care.

• Describes to the learner specific stress management strategies used for self.

• Discusses with the learner the preceptor’s role in respecting individuals’ social and cultural differences in attitudes and beliefs.

Competency Statement:

ii. Engages in behavior that displays professionalism to the learner.

Performance Criteria:

• Demonstrates effective communication skills.

• Applies conflict resolution skills as required.

• Identifies professional/organizational barriers and opportunities for delegation, referral, collaborative practice, and team relationships.

• Maintains a professional image.
SOCIALIZATION (COMPETENCY AREA)

SOCIALIZATION - Preceptor assists the learner to integrate as a professional into the practice environment.

Competency Statement:

1. Assists the learner to analyze the socialization process.

   Performance Criteria:
   - Orients the learner to unit’s staff, philosophy, objectives, physical environment, policies, procedures, daily routines, resources, and communication structure.
   - Identifies impact of quality practice environment on social and professional relationships.
   - Reflects on situations that impact positively or negatively on professional practice.

Competency Statement:

2. Assists the learner to increase his/her reflection on professional, ethical, and legal standards for their chosen profession.

   Performance Criteria:
   - Explores with the learner situations that would be challenging based on the learner’s past experiences.
   - Discusses with the learner ongoing, timely, and constructive feedback that relates professional, ethical, and legal standards to the learner’s practice.