**Lane Community College Preceptor Competencies**

The following competencies frame the standard educational program fo~~r~~ preceptors who will mentor students in the Integrative Practicum in the LCC nursing program. These competencies were derived from the best thinking of the Integrative Practicum Clinical Advisory Group of the Oregon Consortium for Nursing Education (OCNE).  LCC was part of this consortium from 2006-2023. These competencies remain valid and serve as a guide for the preceptor training program.

**Professional Competencies:**

1. **A Preceptor’s personal and professional actions value student learning in the clinical setting.**
	1. Mutually-agreed upon learning goals are established by the preceptor, student, and faculty, communicated to staff, and reevaluated on a regular basis.
	2. Student learning is facilitated when a preceptor understands student learning preferences and models openness, approachability, and respect for student perspectives.
	3. Student learning is facilitated when a preceptor models how to be a productive member of a health care team and is a self-directed learner who understands both the analytic and reflective approach to learning about client's health care problems.
	4. Student learning is facilitated when the student is invited into the clinical site, introduced to the nursing and interdisciplinary team and client care resources.
2. **A Preceptor communicates effectively.**
	1. The preceptor makes communication skills explicit and models and coaches the student in developing skills of teaching/learning, negotiation, conflict resolution, and client advocacy pertinent to the clinical setting.
	2. The preceptor communicates in a timely manner with the student and the faculty the extent to which the student is meeting expectations of the experience.
3. A P**receptor practices and models ethical care and professional behaviors.**
	1. The preceptor assists the student to learn the ethics of care in the practice setting through identifying and clarifying personal, professional, and agency/organizational values and concerns.
	2. The preceptor embodies skillful ethical comportment and, through actions and discussion, supports the ethical comportment of the health care team
4. **A Preceptor models clinical judgment in the practice of relationship-centered care. The development of clinical judgment is facilitated in students when:**
	1. The preceptor demonstrates the importance of the use of clinical evidence and knowledge of the client/group of clients in the development of treatment plans, and rationale for setting appropriate priorities for care.
	2. The preceptor thinks out loud with the student including making explicit some of their experiential knowledge including the trajectory of illness.
	3. The preceptor provides constructive feedback about the student's clinical reasoning process.
	4. The CTA introduces clinical situations of increasing complexity at a pace agreed upon by the CTA, student, and the faculty.
5. **A Preceptor understands the assumptions of the LCC Nursing Program curriculum regarding teaching and learning.**
	1. Students approach practice to apply theory in the delivery of safe, effective, and efficient client care while adding to their experiential base, thus beginning to develop their own practice wisdom.
	2. Students approach practice as adult, active learners who take responsibility for their own learning, use a variety of technological sources of information, value interaction with peers around the solution of clinical issues, and see preceptors and faculty as knowledgeable resources and providers of feedback on their performance.
	3. Student learning is facilitated when a preceptor has knowledge and experience with a variety of tools to measure student success in each clinical setting/situation.
	4. Student learning is facilitated when a preceptor models continued development towards the LCC Course Outcomes and embraces lifelong learning.
6. **A Preceptor understands that student learning is facilitated when:**
	1. The preceptor is clear about the expectations placed on him/her by the employing site and clarifies how these expectations will influence their interaction at a given time.
	2. The preceptor models mutual respect by requesting performance feedback from the student.
	3. The preceptor actively involves the student in client care experiences and encourages student reflection on their practice.
	4. The preceptor discusses the cultural and political aspects of the practice.
	5. The preceptor demonstrates an understanding of the legal parameters controlling practice in the setting.
	6. The preceptor collaborates with the clinical unit staff, management, and staff development team to shape and enhance the learning culture of the agency.