Now that our student rotations are in full swing, we want to make sure our preceptors have all the resources available to them to be successful. We are happy to announce that a Current Preceptor page is now available. This page has information and instructions on access to our Library Resources, preceptor development, upcoming continuing education, as well as a Frequently Asked Questions section, and more. Please visit our page at www.midwestern.edu/CCOPreceptorResources and be sure to bookmark for easy access.

### Preceptor Corner: Teaching Models

We all want our students to get the most out of their learning and be fully prepared to set out on their journey as an optometrist. Part of that process is providing different kinds of feedback and using different teaching models. Below are a few models that have proven effective in a clinical teaching situation:

**The One-Minute Preceptor:** This model is one of the most widely used in many teaching programs. It is designed to help facilitate a discussion between preceptor-student about a single case by focusing on five micro-skills: Get a commitment, How do they interpret the data? Probe for supporting evidence, This helps determine gaps in the student’s knowledge, Reinforce what was done well, Provide positive reinforcement to build their confidence.

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**Regular Clinic Schedule and Absences**

Every student is entitled to the following every quarter:

- 2 Personal Days
- NBEO Exam Days are excused with no make-up required
- Absences due to illness, medical injury/emergency, death of a family member, or the preceptor has called out, are considered excused with a make-up session scheduled
- Absences are unexcused if the student no-shows or is more than 20 minutes late to their clinic session without a valid excuse. These are subject to a two-session make-up for every session missed.

If a preceptor takes a day off that is not on an observed holiday, and there is no other preceptor available, the student will need to submit an absence request as students’ hours and absences will need to be tracked for accreditation purposes. It is important for us to track these absences as students are expected to see patients between 40-50 hours a week.

If you have any other questions, please refer to the External Rotations Handbook provided in your Meditrek Portal or feel free to reach out to Nadine Antonio at nanton@midwestern.edu or Daniel Deligio at ddelig@midwestern.edu.

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**New CCO Preceptor Resources Webpage**

Now that our student rotations are in full swing, we want to make sure our preceptors have all the resources available to them to be successful. We are happy to announce that a Current Preceptor page is now available. This page has information and instructions on access to our Library Resources, preceptor development, upcoming continuing education, as well as a Frequently Asked Questions section, and more. Please visit our page at www.midwestern.edu/CCOPreceptorResources and be sure to bookmark for easy access.

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In This Issue:

- Reminders: Clinic Schedule and Absences
- New CCO Preceptor Website
- Preceptor Corner: Teaching Models
- New Class of 2024
- Clinical Rotations Spotlight: Margaret Wilczek, O.D.
Dr. Margaret Anna Wilczek earned her Bachelor of Science degree in Secondary Education Biology from DePaul University and received her Doctor of Optometry degree from the Illinois College of Optometry. She completed her residency training in Primary Eye Care with an emphasis in Ocular Disease at Nova Southeastern University College of Optometry. Dr. Wilczek is a member of the Illinois Optometric Association, Ocular Nutrition Society, and the Polish-American Medical Society.

**Class of 2024 Profile**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Female</td>
<td>73%</td>
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<tr>
<td>Male</td>
<td>27%</td>
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<tr>
<td>Average Age</td>
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<tr>
<td>Average Overall GPA</td>
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<tr>
<td>Average Combined OAT scores</td>
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Please join us in welcoming our newest optometry students. These students hail from different parts across the US, from Hawaii to New York, as well as some coming from Ontario, Canada. Like many students today, this class has been setting a precedent starting a new journey during this pandemic. Though class set ups and lab experience has changed to keep everyone safe, we are confident that this class will be shining examples as rising healthcare clinicians.

(continued) as a clinician but also establish a stronger foundation in desired skills and attitudes. *Give guidance about errors/omissions.* Do so in a respectful manner and at the appropriate time. *Teach a general principle.* This is your time to shine! Sharing your pearls of wisdom and your unique knowledge is why they are there. By providing guiding principles, the lessons taught will be more memorable for them and the student will more likely carry it over to their own experiences.

**SNAPPS:** A mnemonic that stands for *Summarize* briefly the history and findings; *Narrow* the differential to two or three relevant possibilities; *Analyze* by comparing and contrasting possibilities; *Probe* the preceptor by asking questions; *Plan* management; *Select* a case-related issue for self-directed learning. This learner-centered model that is used for case presentation and studies have shown that a more ambulatory clinical learning occurs.

**Activated Demonstration:** This learner specific model is similar to the old phrase: “See one, Do one, Teach One.” This has students follow the preceptor as they describe the process and entire case to the student. After, the preceptor “activates” the learner by having them describe the procedure, who then performs the skill on their own followed by further discussion.

These are only a few models that have been used and may be useful in your clinical teaching. Explore what works for you and your student.

*Above content is taken from Precepting Made Easy: A Teaching Guide for the Office-based Clinical Medicine Preceptor* by Harvey S. Raskind, M.D.