COVID-19 and Upcoming Plans

While adjusting to a new normal the past few weeks, our mindsets have never been clearer as to where our priorities lie as a healthcare college. We want our students to be prepared for what lies ahead of them as clinicians and helping them through this process is one of the many goals we have been working with students on as they get closer to their first round of rotations this summer.

However, with all of the changes that we have come across lately, we want to ensure that our students not only have all the paperwork and skills that they need but more importantly, that they and those around them are kept safe. As June 1st quickly approaches, we want to make sure that our students do what they need in order to start at their rotations fully-equipped not only academically but also complete any extra requirements needed due to the COVID-19. We have already told our students to reach out to their preceptors for introductions and to make sure they do what is needed in preparation for their rotations. That being said, if there are any new requirements specific to your site or state, please let us know immediately. You may email either Nadine Antonio at nanton@midwestern.edu or Dr. Daniel Deligio at ddelig@midwestern.edu.

Clinical Rotations Spotlight

**Jenna Williams, O.D.**

Assistant Director of Clinical Operations

Dr. Jenna Williams earned her Bachelor of Science in Biology from Northeastern Illinois University and received her Doctorate of Optometry from the Illinois College of Optometry. She completed her residency training in Ocular Disease at the Battle Creek VA Medical Center in Michigan. She is a member of the American Optometric Association, Illinois Optometric Association, and American Academy of Optometry. Dr. Williams specializes in ocular disease and primary eye care, with a particular passion for geriatric optometry.
Preceptor Corner

Teaching Tips: Giving Feedback

One of the most crucial elements in a preceptor's role is to give appropriate feedback, either in a formative way or through a summative evaluation. It can be a challenging task, however, whether you are a veteran in the field or just starting out. Giving regular feedback will help students keep motivated and provide them with learning opportunities to help improve their skills, thus making them better clinicians. Linda L. Carr, Ph.D. gives some helpful tips in an article she wrote, “How to Enhance the Feedback Experience.”

1. **Provide a comfortable environment for dialogue.** Give the learner your full attention. Even if you only have two minutes, try not to be in a hurry.

2. **Follow an effective model for giving feedback.** Clinical educators have found the models below to be effective and relatively easy to use. Select one model then assess your comfort level as well as its effectiveness in your teaching practice. Tell your trainee which feedback model you will use, so they can be prepared.
   - Microskills for Clinical Teaching (Get a commitment-Probe-Teach-Reinforce-Correct)
   - RIME (Reporter-Interpreter-Manager-Educator)
   - SNAPPS (Summarize-Narrow-Analyze-Probe-Plan-Select)

3. **Be timely.** Provide feedback frequently (preferably each day)—as soon after you have observed the trainee as possible. Make this a regular part of your daily teaching practice. A wrap-up session at the end of the day provides an opportunity for assessment and preparation for the next day (e.g., reading assignment).

4. **Ask first.** Invite learners to self-assess first (How did it go?). Ask for their goal(s), observations, recommendations, and questions. Find out their thinking by asking probing questions in a gentle manner. Calibrate their self-assessment (Did goals match patient's needs? How were they met?). Ask for lessons learned (What will the learner remember? Do differently next time?).

5. **Then, tell the learner to...** Continue; Do more; Do less; Stop; Ask what behavior they would like feedback on. It is important to focus on critical behaviors that can be changed rather than the person. Realize that your tone of voice and your posture speak volumes.

6. **Be descriptive rather than evaluative.** Effective feedback requires good observations of learners in action. Describe what you observed in a manner that conveys respect to the learner. Avoid generalizations—“all,” “never,” “always”—and address behaviors specifically. Own the feedback by using ‘I’ statements.

7. **Plan adjustments and performance goals.** Discuss what issues require problem solving and whether or not more self-study (e.g., accessing/reviewing journal articles) is needed.

8. **Provide closure.** Ensure comprehension by having the learner summarize the critical learning points for the day. Plan follow-up together.

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Chicago College of Optometry Clinic Updates

- Summer rotations are currently unaffected and are still scheduled to start June 1. The start date is subject to change as we continue to look to the CDC for updates. Please also keep us informed of any changes on your end.
- Our clinic remains open for emergencies and via Telehealth appointments
- Optical department also remains open for necessary adjustments and purchases

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