achieve the next level of expectations. We believe this paradigm allows ample time for teaching and an opportunity for the student to accomplish meaningful clinical testing, but will keep the overall exam time within a reasonable time frame. Students should progressively be able to accomplish more in the allotted time frame with guidance from the preceptor, increased clinical exposure, observing preceptors perform clinical techniques and additional didactic training throughout the year.

The end goal of the TEST program is to have second-year students performing complete eye exams up to the diluted fundus evaluation by the middle of the spring semester. Although anecdotal, our experience thus far with the program has been overwhelmingly positive according to reports from clinical preceptors and participating students. In most cases, second-year students are functioning at the level of third-year students by March of the second year. In many cases, students are self-learning and receiving instruction from the preceptors that allows them to perform techniques not yet formally presented in the didactic curriculum and achieving the goal of performing full eye exams earlier than expected. Furthermore, students who have finished the TEST program and are now in their third year are standing out for their confidence and efficiency.

We are encouraged by the preliminary results of the TEST program. We feel confident that we have demonstrated the feasibility of this model and are actively looking into more objective outcome measures to better understand the long-term impact this program may offer. Student evaluations, performance on clinical proficiencies, national board test scores and customized surveys are all being considered as the students advance through this new model of second-year clinical education.

### Table 1

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Techniques to be Completed in &lt; 30 Minutes*</th>
<th>Comments and Skills Preparation</th>
</tr>
</thead>
</table>
| Fall Semester Day 1 | Section 1: 5 minutes  
- greet patient, review initial case history  
- lensometry  
Section 2: 15 minutes  
- visual acuity, EOMS, CT, pupils, FCF  
- color vision, stereopsis testing, amslers testing  
Section 3: 10 minutes  
- keratometry, retinoscopy** | During the semester, students should be invited to observe the preceptor complete the examination and interact with the patient. Additional skills students are prepared to perform: automated refraction, alternative VA testing (i.e., LEA, LogMAR, Feinbloom, ETDRS), non-contact tonometry, direct ophthalmoscopy, phoria and vergences, Bruchner/Hirschberg and Worth 4 Dot. |
| Fall Semester Midterm | Section 1: 5 minutes  
- greet patient, review initial case history  
- lensometry  
Section 2: 10 minutes  
- visual acuity, EOMS, CT, pupils, FCF  
- color vision, stereopsis testing, amslers testing  
Section 3: 15 minutes  
- keratometry, retinoscopy and subjective refraction | It is expected that more “difficult” refractions may take more time, and students may need assistance from their preceptors. |
| Fall Semester Final | Section 1: 5 minutes  
- greet patient, review initial case history  
- lensometry  
Section 2: 10 minutes  
- visual acuity, EOMS, CT, pupils, FCF  
- color vision, stereopsis testing, amslers testing  
Section 3: 10 minutes  
- keratometry, retinoscopy and subjective refraction  
Section 4: 5 minutes  
- check cornea, angles, tonometry, dilation | Preceptor should encourage student to complete as much of the exam as possible; after 30 minutes, if student is not up to dilation, preceptor should step in (and help the student to understand what slowed them down). Additional skills students are prepared to perform: lacrimal testing and pachymetry |

*Timing is suggested only; exact tests and order of testing may differ from site to site. **Some sites may require additional skills such as tonometry and drop instillation. Students assigned to these sites will receive additional training in tonometry, and all students will be provided with a drop instillation summary sheet that they will be expected to learn.

---

### ASCO recently redesigned its Web site to reflect the association’s long-term goals, which include promoting Doctor of Optometry degree programs to a broad range of audiences, increasing awareness and understanding of the profession and ASCO, and increasing the number, quality and diversity of applicants to the schools and colleges. In addition to a more modern, clean and dynamic design, the site illustrates diversity and communicates that Doctors of Optometry improve the lives of real people. To navigate from the new home page to the journal, click on Newsroom & Media and then ASCO’s Online Journal: Optometric Education in the drop-down menu.

*The home page of the redesigned ASCO Web site.*

---

### Invitation to Participate: Interprofessional Education

**Optometric Education** is announcing a future theme edition, which will focus on all aspects of interprofessional education (IPE). The deadline to submit articles for this theme edition is June 30, 2014. The theme edition is tentatively scheduled for publication in November 2014. For additional information, contact Dr. Aurora Denial at deniala@neco.edu.