

Title: Optimizing feedback using Mini CEX during final semester program in Faculty of Medicine, Universitas Padjadjaran

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The context and setting: Final Semester Program (FSP) is a 6-month rotation in various hospitals in the West Java Province with the objective of giving students the opportunity to apply their competences and improve confidence in patient management, as well as introducing them to primary health care. This program also aims to improve health service to the community.

Why the idea was necessary: The FSP does not have any particular assessment of students' competence. The principle method of this program is adult learning and apprenticeship. The preceptor role is as supervisor and provider of feedback; success of preceptorship depends on the ability of the preceptor to teach the students. Until now there was no specific method used to give feedback. This makes the students receive inappropriate and unstructured feedback, and later on makes students have low motivation to learn. Mini CEX is already a known method for assessing competency during clinical education. This method can evaluate clinical skills on history taking, physical examination, and communication, as well as clinical judgment and professionalism. This method does not take long and it visualizes the work of a physician in clinical practice. With Mini CEX it is expected that there will be improvement in feedback methods, students' motivation and students' competencies, and preceptors' understanding of assessment.

What was done: This was a pilot project to evaluate the possibility of implementing Mini CEX in FSP. 30 students participated in this project, chosen from 260 students. A workshop to train the preceptor about Mini CEX and how to give feedback was conducted. The students received explanation regarding the importance of this project. The questionnaires about Mini CEX, the impact of this method in providing feedback, and the possibility of this implementation in FSP were distributed to students and preceptors. Results of the first and second Mini CEX score were correlated with each other, as well as with student's cumulative Grade Point Average (cGPA). These results were analyzed using SPSS version 17.

Evaluation of the results or impact: Students and preceptors thought that this method could be used to evaluate competencies (77%: 60%). Students felt that the feedback provided by the preceptor was better with Mini CEX (77%), and that feedback was very important for their study (69%). Preceptors thought that the feedback provided with Mini CEX was better (60%). Students and preceptors agreed that this method could be applied in FSP (100%: 56%). The correlation of first and second Mini CEX was 0.93 ($p > 0.05$) and with cGPA was 0.3 ($p > 0.05$). These results showed that the Mini CEX was an appropriate method to provide feedback to improve students' competencies in Final Semester Program. Further investigation is needed with more sessions, students and preceptors.

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