



DIRECT OBSERVATION OF PROCEDURAL SKILLS (DOPS): AN ASSESSMENT TOOL FOR SKILLS

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Proficiency in procedural skills is an important objective of training for post graduates. It was observed that self guided or self regulated learning can provide effective learning environment for students. However, self guided learning requires periodic supervision. As a result of constant changes in clinical education, the necessity of implementing appropriate new method of evaluation has become more succinct than before.

Keeping in mind, the principles of adult-learning and self- directed leaning, DOPS is one of the best method for procedural skill assessment. Considering the importance of extra oral radiographic techniques in academic as well as in community practice, I have planned a study to assess extra oral radiographic procedural skill in post graduates of Oral medicine and radiology using DOPS method.

Nine post graduates from the department of Oral Medicine & Radiology were selected and asked to prepare topic on 'extra-oral radiography techniques'. Students were made aware that they will be assessed by DOPS method. DOPS method was explained to the students as well as patients. Each student took one extra-oral radiograph (lateral oblique for body of mandible) of patient in whom it is indicated and were assessed by DOPS prevalidated check list form . Immediately after completion of the procedure students

feedback was obtained. This was DOPS 1 assessment. DOPS form was shown to students and corrected wherever necessary. The student were allowed to practice and correct their procedure for a week and then the DOPS 2 assessment was carried out.

The results obtained after each assessment were compared. The students feedback obtained after assessment were also evaluated. The mean score achieved after DOPS II score (3.11) which was statistically significant after DOPS 1 score 1.57 (Paired t –test, p value <0.00). Finally the assessor evaluated trainee as whether the procedure was completed satisfactorily or not and whether the student needed more assessment.

Feedback obtained from the students after DOPS showed students satisfaction and almost all student liked the method and wanted to apply for other procedural skill assessment. In the present study assessment was done on less number of students, hence further studies are required with more number of students involved.

Thus, DOPS is an observation and evaluation of a procedural skill performed by a trainee on a real patient. The procedural skills assessed using DOPS may range from simple to complex. DOPS has good reliability and acceptability and it helps in strengthening teacher-student relationship.