A Comparative Analysis of Feedback on Direct Observation of Procedural Skills (DOPS) in Anesthesiology Assessors and Trainees

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❖ **Introduction:**

- The Direct Observation of Procedural Skills (DOPS) is highly effective in evaluating the practical skills of trainees and providing constructive feedback to enhance their clinical performance.
- This study aimed to determine and compare the feedback of assessors and trainees in the undergraduate anesthesiology program at Qazvin University of Medical Sciences regarding the DOPS assessment designed in 2025.

❖ **Methods:**

- In this descriptive-cross-sectional study, 20 anesthesiology students (trainees) and 5 faculty members (assessors) were selected via convenience sampling.
- Following an orientation on the DOPS methodology, six clinical procedures—including intravenous (IV) access and fluid infusion, anesthesia machine setup, patient history taking, airway examination, Laryngeal Mask Airway (LMA) insertion, and laryngoscopy/intubation—were evaluated.
- Each procedure was assessed three times by different assessors. Feedback was collected using a standardized questionnaire covering three domains: feasibility, satisfaction, and educational impact.
- Data were analyzed using SPSS 16, employing independent and one-sample t-tests.

❖ **Results:**

- Trainees perceived the educational impact of DOPS to be significantly stronger than its feasibility and their satisfaction with its execution ($P < 0.05$). Mean scores across all domains remained above the scale midpoint (1.5), indicating a consensus on the method's effectiveness. From the assessors perspective, the mean scores for educational impact and satisfaction were significantly higher than those for feasibility ($P < 0.001$).
- Comparison between the two groups revealed that assessors gave significantly higher scores for satisfaction and educational impact than trainees ($P < 0.05$). No significant difference was found between the groups regarding the feasibility of the test.

Table 1: Comparative Analysis of Trainees and Assessors Opinions on the DOPS Assessment

Domain	Examinees (Mean ± SD)	Examiners (Mean ± SD)	P-Value
Test Feasibility	1.93 ± 0.61	1.98 ± 0.63	0.928 (Non-significant)
Satisfaction with Implementation	1.98 ± 0.57	2.40 ± 0.46	0.007 (Significant)
Educational Impact	2.12 ± 0.63	2.49 ± 0.54	0.035 (Significant)

❖ **Conclusion:**

- Both assessors and trainees in anesthesiology expressed high levels of satisfaction with DOPS, viewing it as a valid and effective tool for clinical skill assessment and workplace readiness.
- However, optimizing administrative aspects and enhancing the feedback process may reduce the perceptual gap regarding educational impact and further increase satisfaction.

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