Participants' Feedback on Direct Observation of Procedural Skills (DOPS) in an Undergraduate Anesthesia Program

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Background

- In medical education, direct observation of students' practical skills is a key assessment method.
- Direct Observation of Procedural Skills (DOPS), introduced in 2003 by the Royal College of Physicians, is a validated workplace-based assessment tool.
- This study aimed to evaluate students' and assessors' feedback on DOPS in the Undergraduate Anesthesia Program at Abadan University of Medical Sciences.

Methods

- Design: Descriptive cross-sectional study, Duration: Two academic semesters, 2024
- Participants: 40 undergraduate anesthesia students, 10 clinical assessors
- Instrument: Standardized DOPS feedback questionnaire
- Dimensions: satisfaction, efficiency, fairness, educational impact
- Reliability and validity confirmed in prior studies
- Analysis: Descriptive statistics (mean, SD) and Pearson correlation using SPSS v22

Results

- The mean feedback score of students regarding the DOPS assessment was 4.2 out of 5 (SD = 0.6), while the mean score for assessors was 4.4 out of 5 (SD = 0.4). The highest level of satisfaction was related to the "educational impact and contribution to skill improvement," whereas the lowest satisfaction was associated with "time management during the assessment." Correlation analysis revealed a significant positive relationship between students' and assessors' feedback scores ($r = 0.58$, $p < 0.01$).

Conclusion

- DOPS is well-accepted and effective in evaluating anesthesia students.
- It contributes meaningfully to clinical learning and skill enhancement.
- Time optimization during assessment is recommended for better efficiency.
- Further research with larger samples is suggested to validate findings

Keywords

- DOPS, Assessment, Anesthesia