

Direct Observation of Procedural Skills (DOPS) Paper Form

Procedure Details	Procedure and setting									
Degree of difficulty	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	Conducted:	<input type="checkbox"/> On a patient <input type="checkbox"/> During simulation exercise							
<i>Describe reason for any added degree of difficulty i.e. obesity</i>		Ultrasound used?	<input type="checkbox"/> Yes <input type="checkbox"/> No							
Time pressure	<input type="checkbox"/> Elective <input type="checkbox"/> Critical	Number of times procedure has been previously completed by trainee								
Assessment	<i>To ensure safe, efficient and effective care on this aspect:</i>									
	<i>Significant input required from assessor</i>	<i>Some guidance provided from assessor</i>			<i>Able to manage independently</i>			<i>Unable to assess</i>		
Clinical knowledge	<i>Demonstrates relevant knowledge and understanding of the procedure including indications, contraindications, anatomy, technique, side effects and complications</i>									
	1	2	3	4	5	6	7	8	9	UTA
Consent	<i>Explains procedure to the patient and obtains valid and adequate informed consent</i>									
	1	2	3	4	5	6	7	8	9	UTA
Preparation	<i>Prepares appropriately for the procedure. Ensures assisting staff are present; check equipment and prepares drugs, ensures clinically indicated monitoring; arranges workspace ergonomically</i>									
	1	2	3	4	5	6	7	8	9	UTA
Vigilance	<i>Demonstrates situational awareness through constant clinical and electronic monitoring. Maintains focus on the patient and avoids distraction</i>									
	1	2	3	4	5	6	7	8	9	UTA
Infection control	<i>Demonstrates aseptic/clean technique and standard (universal) precautions</i>									
	1	2	3	4	5	6	7	8	9	UTA
Technical ability	<i>Demonstrates manual dexterity and confidence; demonstrates correct procedural sequence with minimal hesitation and unnecessary actions</i>									
	1	2	3	4	5	6	7	8	9	UTA
Patient interaction	<i>Provides reassurance and checks for discomfort, concerns and complications</i>									
	1	2	3	4	5	6	7	8	9	UTA
Insight	<i>Knows when to seek assistance, abandon procedure or arrange alternative care to prevent harm to patient</i>									
	1	2	3	4	5	6	7	8	9	UTA
Documentation/post-procedure management	<i>Documents the episode including problems and complications; arranges and documents plans for post procedural care</i>									
	1	2	3	4	5	6	7	8	9	UTA
Team interaction	<i>Provides clear and concise instructions to assisting staff and conveys relevant information concerning the patient and plans to team members</i>									
	1	2	3	4	5	6	7	8	9	UTA
Was the procedure completed satisfactorily?		<input type="checkbox"/> Yes <input type="checkbox"/> No								
Please note the focus of discussion during this assessment (refer to possible questions in introduction)										

Feedback	
Examples of what was done well	
Areas that needed supervisory input	
Suggestions for gaining greater independence	

Overall Performance for this Procedure									
What level of supervision did the trainee require for THIS procedure? (see below)	<i>Trainee needs assessor in the theatre suite</i>			<i>Trainee needs assessor in the hospital</i>			<i>Trainee could manage this procedure independently and does not require direct supervision</i>		
	1	2	3	4	5	6	7	8	9
<ol style="list-style-type: none"> 1. Not comfortable leaving trainee unsupervised for any period of time. 2. Comfortable to leave trainee briefly i.e. take a brief call 3. As in 2, but comfortable staying away for a bit longer 4. Happy to leave the area, but remain immediately available in the hospital. Feels the need to check in on the trainee at regular intervals. 5. Happy to leave the area but remain immediately available in the hospital e.g. not take on another case themselves 6. As in 5 but happy to take on another case themselves 7. Could potentially be off-site but would want to talk with the trainee before the trainee started the procedure. 8. Supervisor Off-site. Confident that trainee can do the procedure but want to be notified that they are doing it. 9. Trainee could complete the procedure as a consultant. Appropriate if they don't contact supervisor. 									
Does another DOPS need to be completed for this type of clinical case?	<input type="checkbox"/> Yes <input type="checkbox"/> No		<i>If yes, why?</i>						
Trainee comments									

Date of assessment			
Trainee name		Trainee email	
Assessor name		Assessor email	
Assessment toward completion of SSU?	<input type="checkbox"/> Yes <input type="checkbox"/> No		If yes, SSU name

Direct Observation of Procedural Skills (DOPS) Instruction Sheet

Introduction

DOPS is designed to assess and provide a structured feedback format for both knowledge and technical proficiency regarding a discrete procedural skill.

Conducting a DOPS

Trainees will have identified a number of procedures at their introductory interview of their clinical placement for which they will aim to demonstrate proficiency by the end of the term. The trainee should initiate a DOPS when they feel they have a reasonable chance of demonstrating safe and efficient independent practice. DOPS can be done involving real patients or in a simulated environment such as on a part-task trainer.

It is useful to ask the trainee to outline how they will do the procedure and what precautions they will take, before they start the procedure. To assess clinical knowledge, understanding and reasoning related to performing the procedure on a patient (or in a skills lab), Assessors could prompt the trainee on:

- What are the contraindications, benefits, risks, complications, and alternatives (together with the pros and cons) of the procedure?
- What should be discussed with the patient and family? How should valid and adequate informed consent be obtained?
- Trouble-shooting - What problems can occur during the performance of a procedure like this and what would be your approach to dealing with them?
- Regarding potential post procedure problems, how do you minimize risk to the patient?
- Outline the relevant anatomy and relate it to the issues outlined above

Please remember that the most important aspect of this assessment is the constructive feedback you provide to the trainee after completing the DOPS.