

Selected Oral Presentation:

Peer assessment of Direct Observation of Procedural Skills (DOPS): Preliminary results of preclinical dental students

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KING'S
College
LONDON

**King's College London
Dental Institute**
at Guy's, King's College
and St Thomas' Hospitals
www.kcl.ac.uk/dentistry



Universidad de
los Andes

Facultad de
Odontología

Chile

Presentation

- **Literature Review**
- **Aim**
- **Materials & Methods**
- **Results & Discussion**
- **Conclusion & Future work**

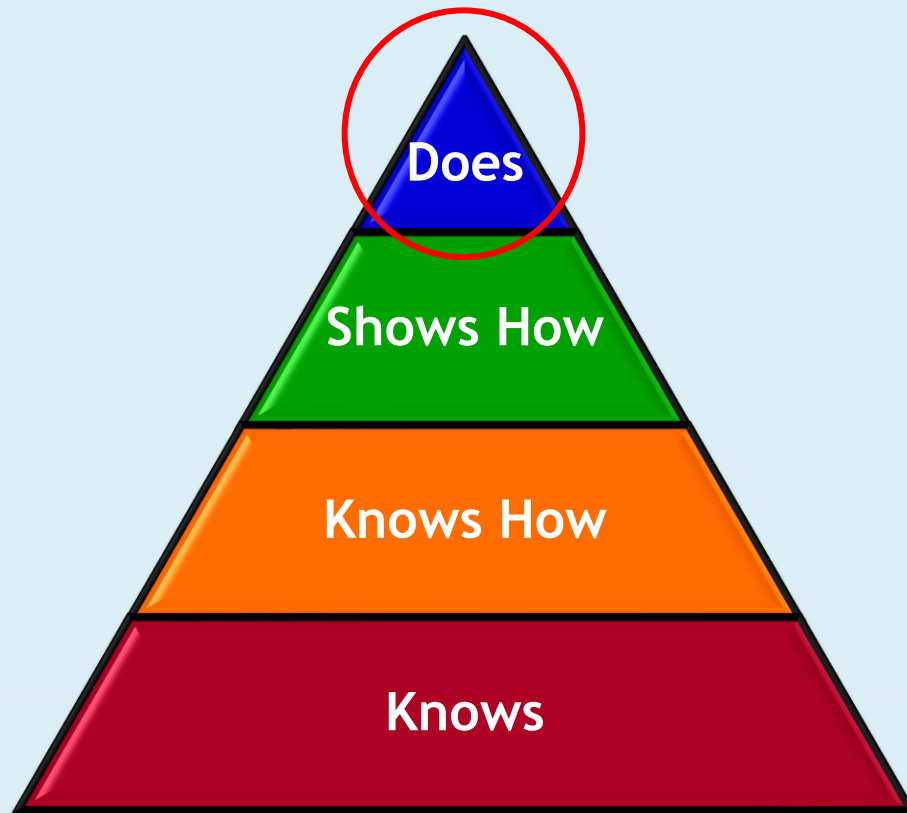
Literature Review

Assessment of clinical competence is a critical issue ^(1,2,3)

Students are seldom Observed - Assessed – Feedback while workplace education & direct performance observation is exceptional ⁽⁴⁾

Importance of trainees direct Observation - Assessment - Feedback while treating patients ^(4,5,6)

1. Nulty et al., 2010
2. Norcini et al., 2011
3. Albino et al., 2012
4. Norcini & Burch, 2007
5. Kogan et al., 2009
6. Schuwirth & van der Vleuten, 2004



7. Miller, 1990

8. Rethans et al., 2002

Workplace-Based Assessment (WPBA) methods with good validity and reliability:^(2,4,5,9,10)

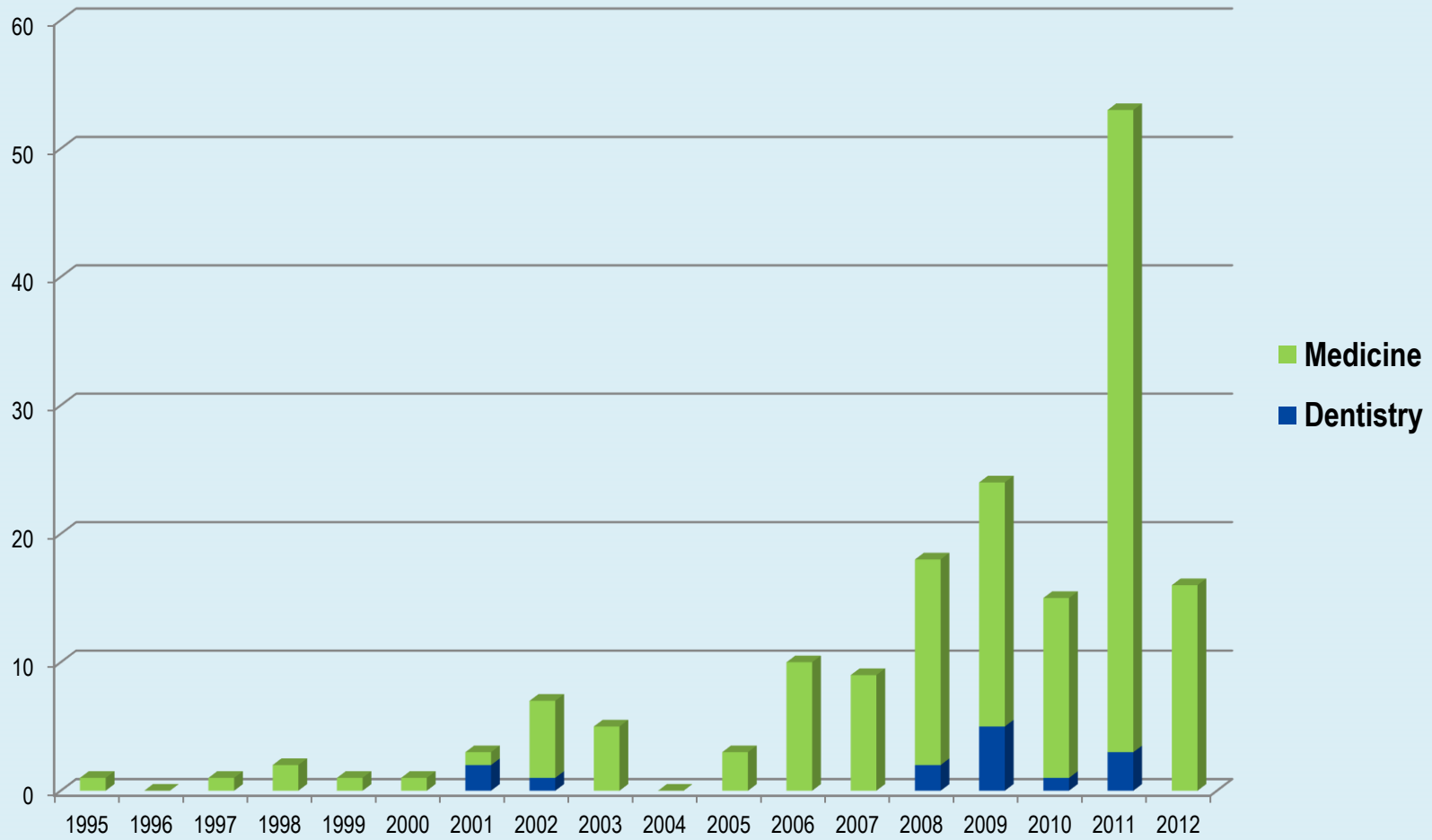
- mini-Clinical Evaluation eXercise (Mini-CEX)
- Longitudinal Evaluation of Performance (LEP)
- Direct Observation of Procedural Skills (DOPS)
- Multi-Source Feedback (MSF) - 360° Assessment
- Case-based Discussion (CbD)

2. Norcini et al., 2011
4. Norcini & Burch, 2007
5. Kogan et al., 2009
9. van der Vleuten & Schuwirth, 2005
10. Driessen et al., 2012

Concerns over the current practice of WPBA have emerged:

- 52 trainees' placed low value on rating scale scores ⁽¹¹⁾
- Reported a "box ticking" attitude ⁽¹¹⁾
- Problems with assessor availability to complete WBA (95.1%) ⁽¹²⁾
- Clinical supervisors have limited time ⁽¹²⁾
- 43.9% trainees received immediate feedback, 22% one week later ⁽¹²⁾
- Scarce evidence to link WPBA & doctors' performance ⁽¹³⁾
- Only MSF can lead to performance improvement ⁽¹³⁾

Annual Publications on Workplace-Based Assessment



Aim

To investigate the use of a modified standard DOPS form to enable
peer assessment and feedback of undergraduate BDS Year 2
students



Materials & Methods

Supervisor - Trainee DOPS forms (4, 14)

Please use black ink and CAPITAL LETTERS. Please complete the questions using a tick

Trainee		Assessor																																	
Name:		Name:																																	
GDC number:		GDC number:																																	
Specialty:		Position:																																	
Hospital/Organisation:		Institutional e-mail:																																	
Training level:		Training: No <input type="checkbox"/> Written <input type="checkbox"/> Web/CD <input type="checkbox"/> Workshop <input type="checkbox"/>																																	
Name of procedure:																																			
Difficulty of procedure: Easier than usual <input type="checkbox"/> Average difficulty <input type="checkbox"/> More difficult than usual <input type="checkbox"/>																																			
Performed in a simulated setting <input type="checkbox"/>		Number of times procedure previously performed:																																	
Rate the domains using the following scale: N = Not observed or not appropriate, D = Development required, S = Satisfactory standard for completion of CCST (no prompting or intervention required)																																			
Domain		Rating N/D/S	Comments																																
1. Describes indications, anatomy, procedure and complications to assessor																																			
2. Obtains consent, after explaining procedure and possible complications to patient																																			
3. Prepares for procedure according to an agreed protocol																																			
4. Administers effective analgesia or safe sedation (if no anaesthetist)																																			
5. Demonstrates good asepsis and safe use of instruments and sharps																																			
6. Performs the technical aspects in line with the guidance notes																																			
7. Deals with any unexpected event or seeks help when appropriate																																			
8. Completes required documentation (written or dictated)																																			
9. Communicates clearly with patient & staff throughout the procedure																																			
10. Demonstrates professional behaviour throughout the procedure																																			
FEEDBACK: Verbal feedback is a mandatory component of this assessment. Please use this space to record areas of strength and suggestions for development which were highlighted during discussion with the trainee:																																			
GLOBAL SUMMARY After summarising the discussion with the trainee in the box above, please complete the level at which the procedure was performed on this occasion			Tick																																
Level 0	Insufficient evidence observed to support a summary judgement																																		
Level 1	Unable to perform the procedure under supervision																																		
Level 2	Able to perform the procedure under supervision																																		
Level 3	Able to perform the procedure with minimum supervision (needed occasional help)																																		
Level 4	Competent to perform the procedure unsupervised (and could deal with any complications that arose)																																		
Time taken for observation (mins):		Time taken for feedback (mins):																																	
Date:	Trainee's signature:	Assessor's signature:																																	
<table border="0"> <tr> <td></td> <td>Not at all</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Highly</td> </tr> <tr> <td>Trainee satisfaction with DOPS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> <td>5 <input type="checkbox"/></td> <td>6 <input type="checkbox"/></td> <td>7 <input type="checkbox"/></td> <td>8 <input type="checkbox"/></td> <td>9 <input type="checkbox"/></td> <td>10 <input type="checkbox"/></td> </tr> <tr> <td>Assessor satisfaction with DOPS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> <td>5 <input type="checkbox"/></td> <td>6 <input type="checkbox"/></td> <td>7 <input type="checkbox"/></td> <td>8 <input type="checkbox"/></td> <td>9 <input type="checkbox"/></td> <td>10 <input type="checkbox"/></td> </tr> </table>					Not at all								Highly	Trainee satisfaction with DOPS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	Assessor satisfaction with DOPS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
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Dental Institute
Workplace Based Assessment
Direct Observations of Procedural Skills (DOPS)

(Please complete this Form using a cross (X) and CAPITAL LETTERS)

- I. Assessor student's name: _____ II. Date: _____
 III. Assessor's KCL N° _____ IV. BDS year: _____
 V. Have you received training as assessor in Workplace Based Assessment: Yes No
 VI. How many times have you assessed previous DOPS with any trainee: 0 1 2-5 6-9 >9
 VII. Trainee student's name: _____ VIII. BDS Year: _____
 IX. Trainee's KCL N° _____ Trainee's role: Assistant Dentist
 X. Number of times this procedure has been performed by trainee: 0 1 2-5 6-9 >9
 XI. Case Complexity: Low Moderate High XII. Time assessor observing: _____ minutes

XIII. Please grade trainee's performance on the following areas using the given scale:		Below expectation		Borderline	Meets expectations		Above expectations		U/C *
		1	2	3	4	5	6		
1	Demonstrates understanding and knowledge of indications and technique of the procedure about to perform								
2	Demonstrates understanding and knowledge of the properties of dental materials being used for this procedure								
3	Prepares for procedure according to taught protocol								
4	Demonstrates appropriate technical skills, manual dexterity and instruments handling								
5	Follows sequence and completes accurately all steps of the procedure								
6	Observes aseptic technique/ Infection control and safe use of instruments								
7	Deals with any unexpected event or seeks help where appropriate								
8	Manages time/punctuality effectively								
9	Supports and communicates effectively with colleagues and tutors								
10	Overall ability to perform procedure								

*U/C: Please complete this field if you have not observed this behaviour and feel Unable to Comment

Are you satisfied with the evaluation?: XIV. Assessor Yes No XV. Trainee Yes No

XVI. How long did the feedback to trainee take?: _____ minutes.

XVII. What are the main issues of the feedback given on today's performance: _____

XVIII. What are the agreed challenges/actions?: _____

11	Does the trainee show insight into his/her performance? (recognises personal strengths, weaknesses and deficiencies?)								
----	---	--	--	--	--	--	--	--	--

Assessor's signature: _____ Trainee's signature: _____

peer-DOPS:

- Adapted to peer-assessment
- 10 assessment domains mapped to Cons course-book
- 11th domain added "*Student insight into their performance*" (15)
- Course coordinator & two clinical teachers judged content validity (16-19)
- Reaction form students

15. Prescott-Clements et al., 2011

16. Wragg et al., 2003

17. Streiner & Norman, 2008

18. Wilkinson et al., 2008

19. Mitchell et al., 2011

peer-DOPS:

- Norm-referenced scale ⁽²⁰⁾



- Criterion-referenced scale ⁽¹⁴⁾



- Educationally-referenced scale ⁽²¹⁾

20. Beard, 2011

14. The Royal College of Surgeons of England, 2012

21. Crossley & Jolly, 2012

**Dental Institute
Workplace Based Assessment
Direct Observations of Procedural Skills (DOPS)**

(Please complete this Form using a cross (X) and CAPITAL LETTERS)



University of London

I. Assessor student's name: _____ II. Date: _____
 III. Assessor's KCL N° _____ IV. BDS year: _____
 V. Have you received training as assessor in Workplace Based Assessment: Yes No
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 X. Number of times this procedure has been performed by trainee: 0 1 2-5 6-9 >9
 XI. Case Complexity: Low Moderate High XII. Time assessor observing: _____ minutes

Stages of Progress Achievement

Beginning BDS-2 Training		Increasing ability over time					Endpoint BDS-2 Training	
Starting to develop	Show initial capability	Show constant acceptable competence	Show constant clear ability	Show constant good ability	Show constant extremely good ability	Unable to comment		
1	2	3	4	5	6	U/C		
	about to perform							
2	Demonstrates understanding and knowledge of the properties of dental materials being used for this procedure							
3	Prepares for procedure according to taught protocol							
4	Demonstrates appropriate technical skills, manual dexterity and instruments handling							
5	Follows sequence and completes accurately all steps of the procedure							
6	Observes aseptic technique/ Infection control and safe use of instruments							
7	Deals with any unexpected event or seeks help where appropriate							
8	Manages time/punctuality effectively							
9	Supports and communicates effectively with colleagues and tutors							
10	Overall ability to perform procedure							

XIV. What are the main issues of the feedback given on today's performance: _____

XV. What are the agreed challenges/actions?: _____

11	Does the trainee show insight into his/her performance? (recognises personal strengths, weaknesses and deficiencies?)								
----	---	--	--	--	--	--	--	--	--

How satisfied are you with the DOPS process as a method of assessing your training:

XVI. Assessor LOW 1 2 3 4 5 6 HIGH

XVII. Trainee LOW 1 2 3 4 5 6 HIGH

XVIII. How long did the feedback to trainee take?: _____ minutes.

Assessor's signature: _____ Trainee's signature: _____

Dental Institute
Workplace Based Assessment
Direct Observations of Procedural Skills (DOPS)
(Please complete this Form using a cross (X) and CAPITAL LETTERS)

- I. Date: _____
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- IV. Have you received training as assessor in Workplace Based Assessment: Yes No
- V. How many times have you assessed previous DOPS with any trainee: 0 1 2-5 6-9 >9
- VI. Trainee student's name: _____ VII. Trainee's KCL N° _____
- VIII. Procedure to be performed: _____
- IX. How many times this procedure has been performed by trainee: 0 1 2-5 6-9 >9
- X. Case Complexity: Low Moderate High XI. Time assessor observing: _____ minutes

peer-DOPS:

- Ten neighbouring students assessed each other during six sessions (fortnightly)
- Instructed to ask each other help before calling the clinical teacher
- Feedback

XII. After closely watching how your peer works, please grade her/his performance on the following areas using the given scale:		Stages of Progress Achievement						
		Starting to develop	Show initial capability	Show constant acceptable competence	Show constant clear ability	Show constant good ability	Show constant extremely good ability	Unable to comment
	1	2	3	4	5	6	U/C	
1	Understanding indications and technique of this procedure							
2	Understanding the properties of dental materials being used for this procedure							
3	Preparing for procedure according to taught protocol							
4	Technical skills, manual dexterity and instruments handling							
5	Following sequence and completing accurately all steps of the procedure							
6	Observing aseptic technique/ Infection control and safe use of instruments							
7	Seeking help where appropriate							
8	Managing time/punctuality effectively							
9	Supporting and communicating effectively with colleagues and tutors							
10	Overall ability to perform procedure							

XIII. Feedback: What are the main achievements and areas for development on today's performance: _____

XIV. What are the agreed challenges/actions: _____

11 GRADE AFTER FEEDBACK Does the trainee show insight into his/her performance? (Recognises personal strengths, weaknesses and deficiencies?)		Stages of Progress Achievement						
		Starting to develop	Show initial capability	Show constant acceptable competence	Show constant clear ability	Show constant good ability	Show constant extremely good ability	Unable to comment
		1	2	3	4	5	6	U/C

XV. How long did the feedback to trainee take: _____ minutes.

How satisfied are you with the DOPS process as a method of assessing your training:

XVI. Assessor LOW 1 2 3 4 5 6 HIGH

XVII. Trainee LOW 1 2 3 4 5 6 HIGH

Assessor's signature: _____ Trainee's signature: _____

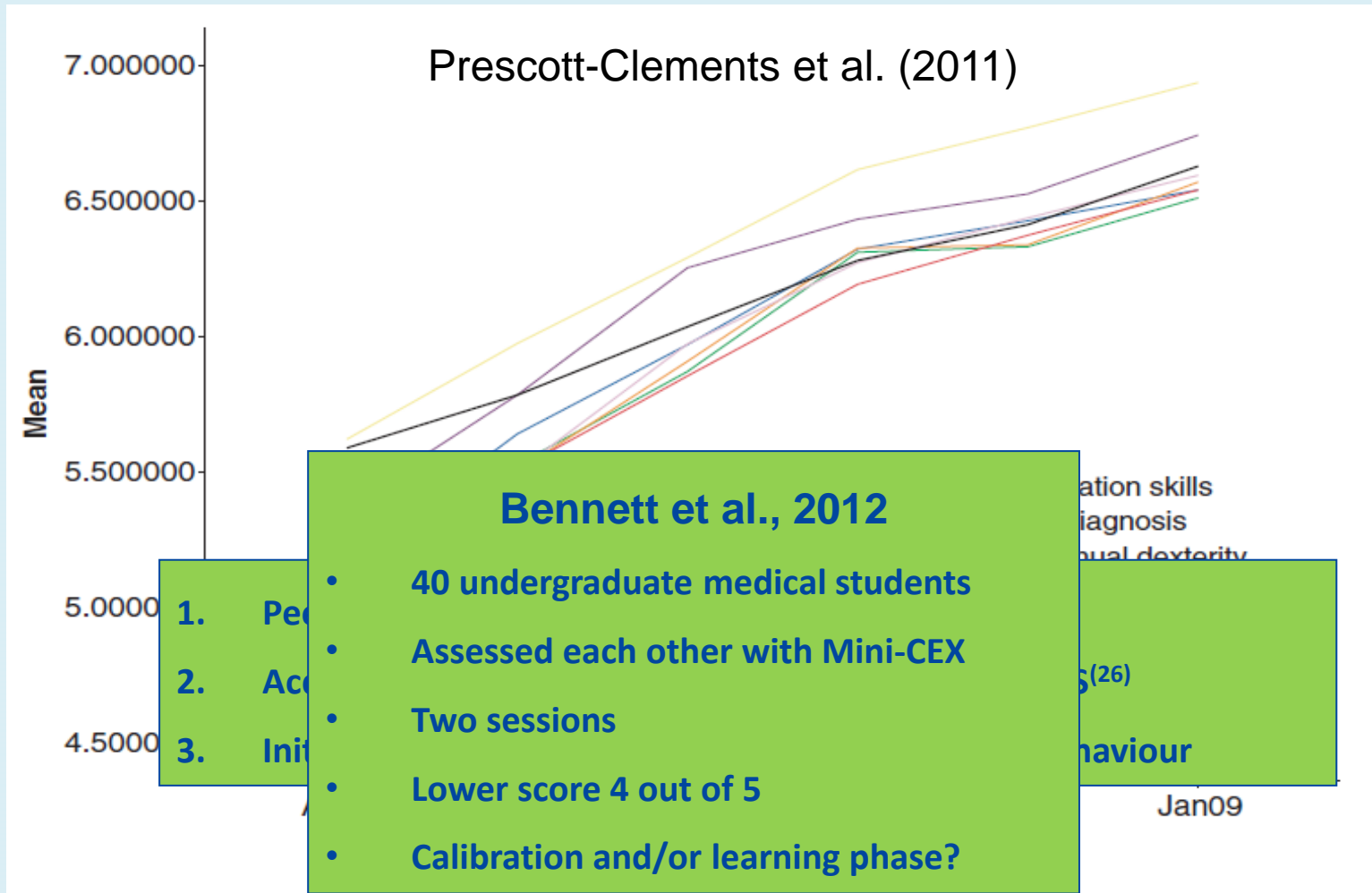
Results & Discussion

- 57 peer-DOPS completed in three months
- Test reliability coefficient 0.73
- Mean overall score was 4.8 (SD 0.7)
- Discrimination ^(22,23,24)

Assessed Domain	Mean	SD
1. Understanding indications and technique of this procedure	4.7	0.7
2. Understanding the properties of dental materials being used for this procedure	4.7	0.7
3. Preparing for procedure according to taught protocol	4.8	0.7
4. Technical skills, manual dexterity and instruments handling	4.8	0.7
5. Following sequence and completing accurately all steps of the procedure	4.9	0.6
6. Observing aseptic technique/ Infection control and safe use of instruments	5.4	0.8
7. Seeking help where appropriate	4.8	0.8
8. Managing time/punctuality effectively	4.7	0.9
9. Supporting and communicating effectively with colleagues and tutors	5.0	0.6
10. Overall ability to perform procedure	4.8	0.6
11. Does the trainee show insight into his/her performance?	4.4	0.8

22. Shumway & Harden, 2003
 23. Norcini, 2003
 24. Cushing et al, 2011

peer-DOPS overall mean scores per session



25. Hauser & Bowen, 2009

26. Karl et al., 2011

4. Norcini & Burch, 2007

25. Prescott-Clements et al., 2011

26. Bennett et al., 2012

- Mean Feedback time = 7 min. (SD 3.1 Mode 10)⁽⁴⁾
- Mean Observation time = 156 min. (SD 27.4, Mode 160)^(4,23,29,30)
 - Advantage of high exposure
- Mean Satisfaction with DOPS process as Assessor = 4.9 (SD 1.0)
- Mean Satisfaction with DOPS process as Trainee = 5.2 (SD 0.8)
 - Good peer feedback experience = Positive learning experience^(31,32,33)

} p 0.1029

- 4. Norcini & Burch, 2007
- 23. Shumway & Harden, 2003
- 29. Davies et al. 2009
- 30. Townsend et al., 2008
- 31. Cushing et al., 2011
- 32. Grieveson et al., 2011
- 33. Hauser & Bowen, 2009

Peer-feedback and agreed challenges and actions

Feedback Comments from peers	Agreed challenges and actions
Good work, maybe more packing could be used with amalgam	Better condensation of amalgam
Shape and anatomy of amalgam must be improved	Better/ improved fissure pattern
Need specific targeted advice for improving positioning for vision in phantom head - tending to result to working outside head, freehand	Work more together with demonstrator to facilitate effective practice in the phantom head
Difficulty with indirect vision eg. direct for posteriors	Practise using dental mirrors to get used to indirect vision
Margin of restoration could have been smoother	Cavity margins smoother and better anatomy on next restoration
Time management lacking	To be more efficient, aim for two teeth per session

Conclusion & Future work

- peer-DOPS can be introduced in undergraduate curriculum with minor disturbance to clinical teachers
- Whether peer-DOPS can improve students' performance needs longer follow up periods and larger samples
- Principles of assessment needs further testing
- Experimental use of peer-DOPS and other peer-WPBA is being extended
- Purpose of changing students' behaviour & improving their performance

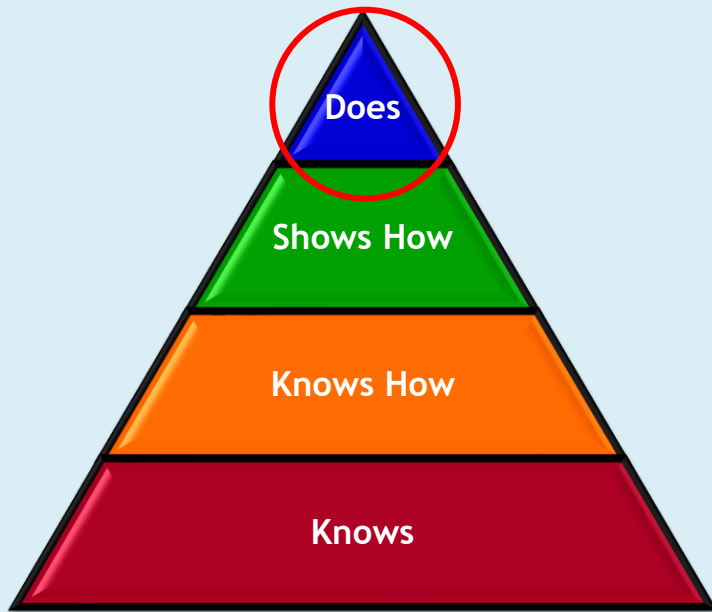
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Merci

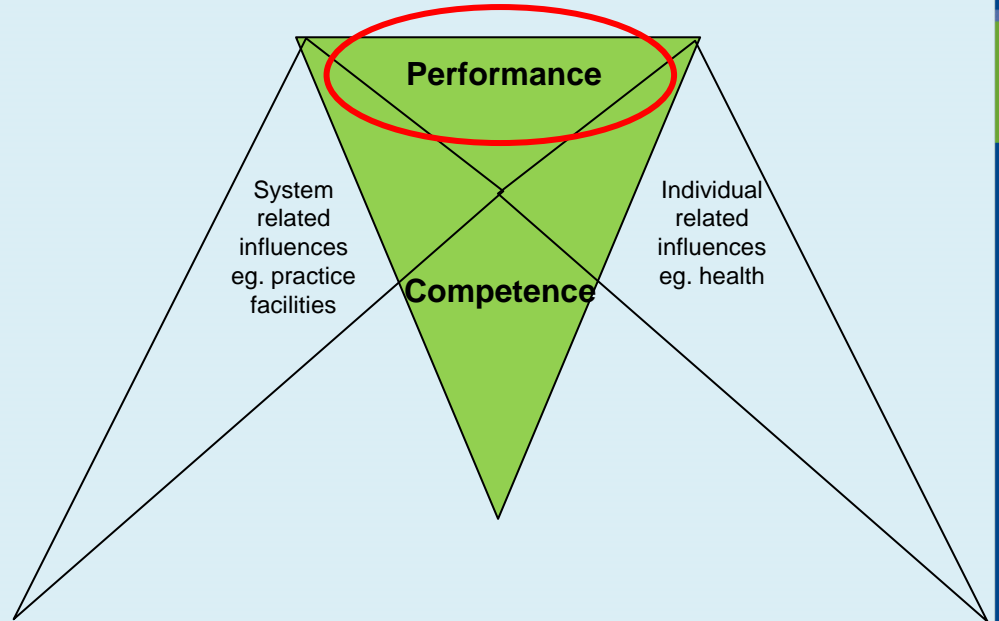


REPORTAJE CENTRAL





7. Miller, 1990



8. Rethans et al., 2002

Dental Institute

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3	Prepares for procedure according to taught protocol								
4	Demonstrates appropriate technical skills, manual dexterity and instruments handling								
5	Follows sequence and completes accurately all steps of the procedure								
6	Observes aseptic technique/ Infection control and safe use of instruments								
7	Deals with any unexpected event or seeks help where appropriate								
8	Manages time/punctuality								

Materials & Methods

Version 1 of the modified DOPS for undergraduates.

- Scale to rate students' satisfaction with process was added

How satisfied are you with the DOPS process as a method of assessing your training:

XVI. Assessor LOW 1 2 3 4 5 6 HIGH

XVII. Trainee LOW 1 2 3 4 5 6 HIGH

XVIII. What are the agreed challenges/actions?: _____

11	Does the trainee show insight into his/her performance? (recognises personal strengths, weaknesses and deficiencies?)								
----	---	--	--	--	--	--	--	--	--

Assessor's signature: _____ Trainee's signature: _____

Dental Institute

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 VI. How many times have you assessed previous DOPS with any trainee: 0 1 2-5 6-9 >9
 VII. Trainee student's name: _____ VIII. BDS Year: _____

Materials & Methods

Version 1 of the modified DOPS for undergraduates:

- **Written instructions included**

Guidance for using (DOPS)

Summary and overview

DOPS is one of the new formative assessment methods used in the medical and dental workplace to help the teaching and assessment of clinical skills, providing structure to training and facilitating feedback in order to direct learning. The assessment involves an assessor (assistant student) observing the trainee (dentist students) performing a practical procedure in the clinic. The assessor's evaluation is recorded on this structured form routinely every time a filling is performed and is used by him/her to provide the trainee with structured feedback. The aim should be to make the DOPS exercise part of routine filling training practice, thought not in a mechanistic way. At least six DOPS per student should be conducted during BDS 2 year as demonstration of progression of competence should normally precede achievement of competence.

Using the DOPS

The assessor should observe the trainee undertaking the filling and doing what they would normally do in that situation. At the end of the procedure, the assessor should record a rating for each competency on this assessment form. Once finished, the form should be handed to the clinical nurse.

Completing the DOPS form

To be completed before the procedure:

- **General information (Points I to IX).** The assessor completes this info before the procedure starts.

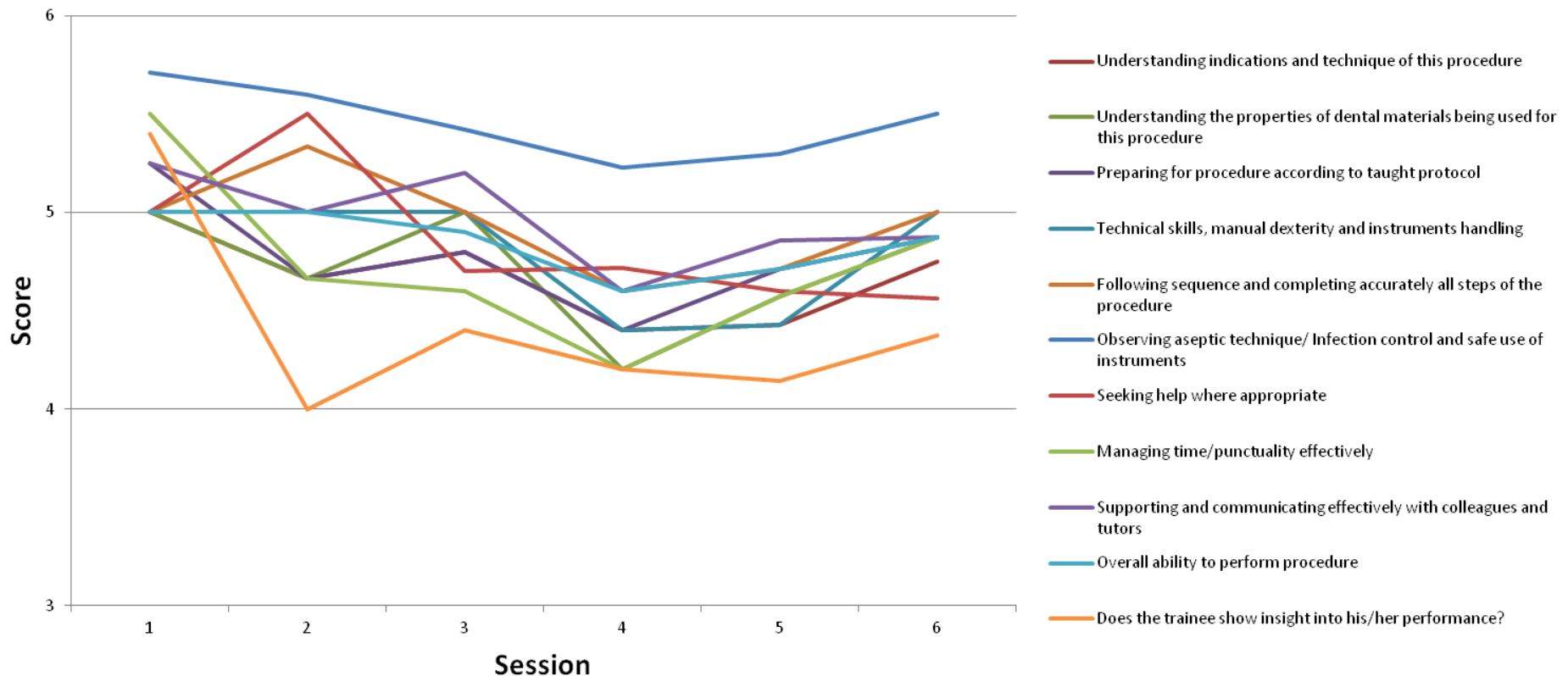
To be completed after the procedure:

- **Case complexity (Point X).** The assessor should score the difficulty of the procedure.
Low: uneventful procedure without any of the commonly encountered problems or variations.
Moderate: unexpected problems related to the expertise of the trainee.
High: unexpected problems unrelated to the expertise of the trainee.
- **Time assessor observing (Point XI).** How long did the observation/procedure last?
- **Competency grading (Point XII).** The trainee should carry out the procedure explaining what he/she is doing throughout. Each competence domain numbered 1 to 10 should be graded by the assessor according to the given scale/anchors or Unable to Comment (U/C). Domain 11 (trainee's insight into performance) should be judged after feedback is given, probing trainee's self-assessment.
- **Feedback on performance (Point XIII).** This is the most important purpose of DOPS. The assessor should identify areas of achievement and opportunities for development (strengths and weaknesses) and give the trainee constructive verbal feedback on today's performance. It should take no more than 5 minutes and should be conducted 1:1, sensitively and in a quiet environment immediately after the procedure. It is essential that the trainee reflect on the given feedback and take a proactive approach to improving his/her practice.
- **Agreed challenges/actions (Point XIV).** After feedback, trainee and assessor agree on trainee's future areas for development.
- **Time providing feedback to trainee (Point XV).** How long did the feedback last?
- **Satisfaction with the evaluation (Points XVI – XVII).** Trainee and assessor should indicate their satisfaction with DOPS documentation as a method of assessing trainee's performance on today's occasion.
- **Signature.** The Form should be signed by both the assessor and trainee.

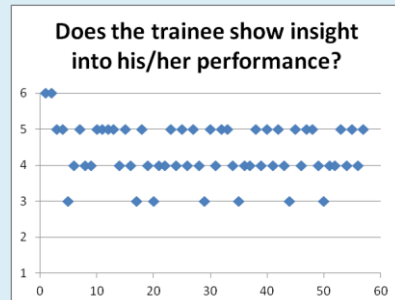
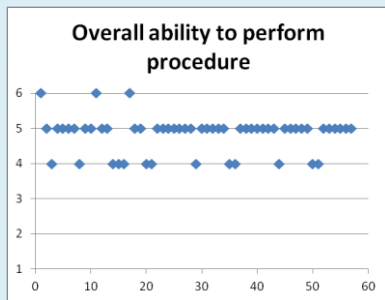
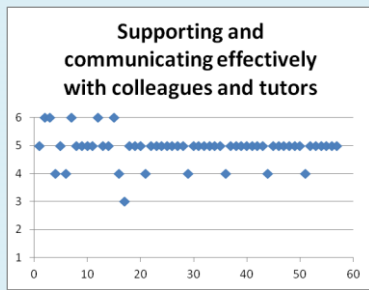
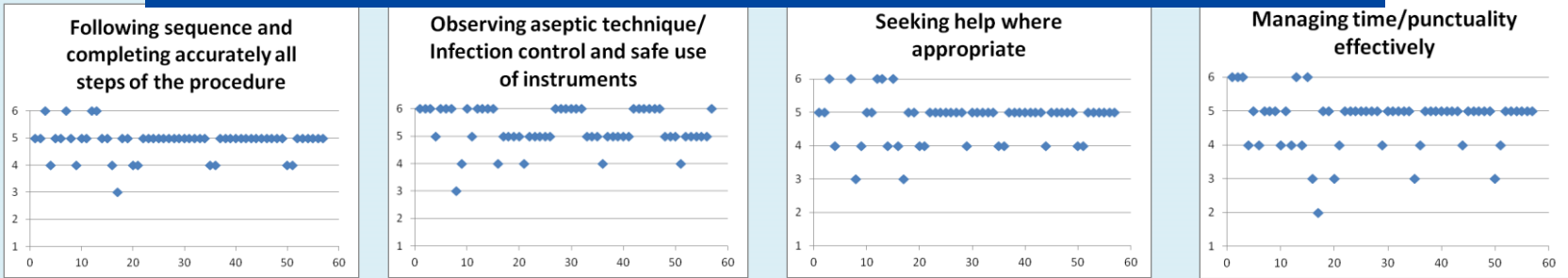
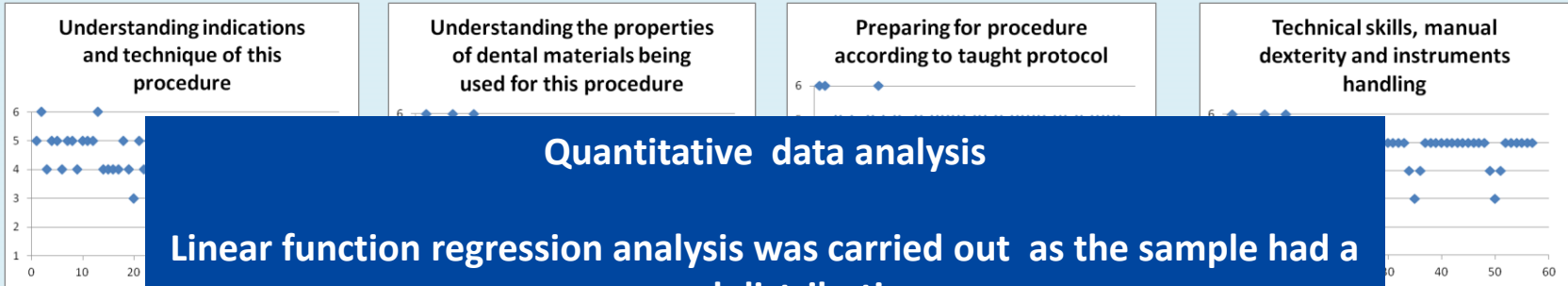
Assessor's signature: _____ Trainee's signature: _____

Results & Discussion

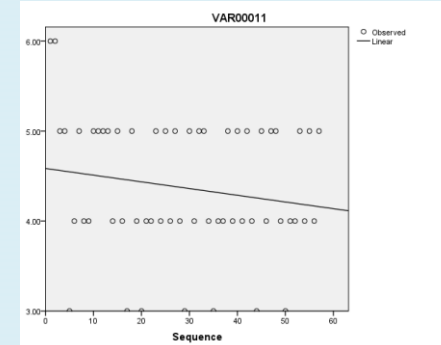
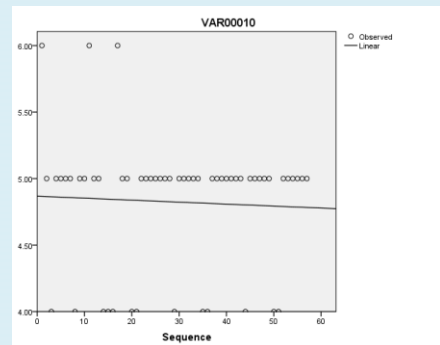
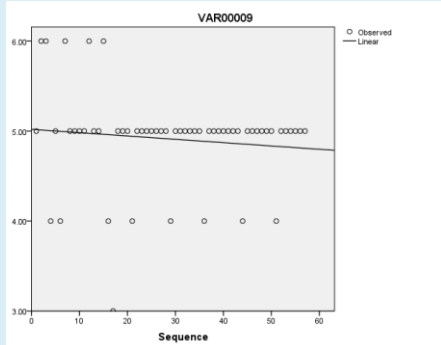
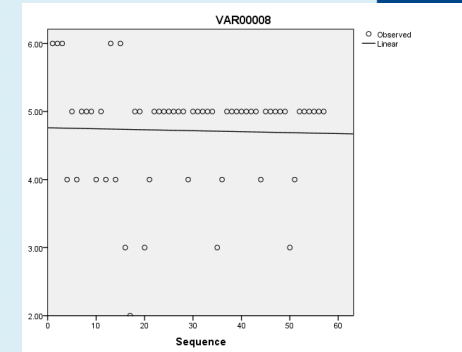
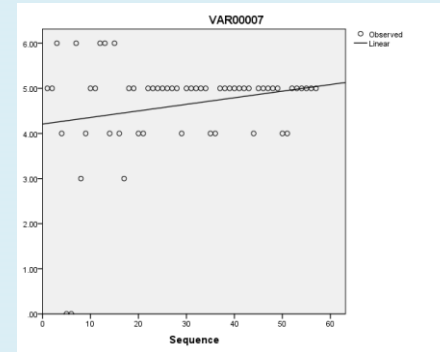
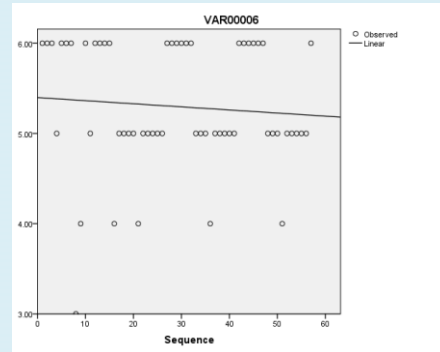
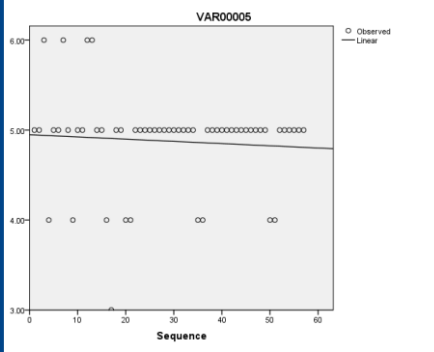
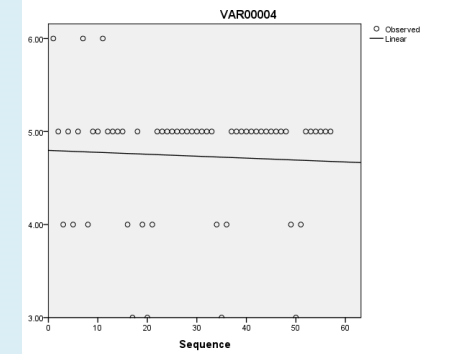
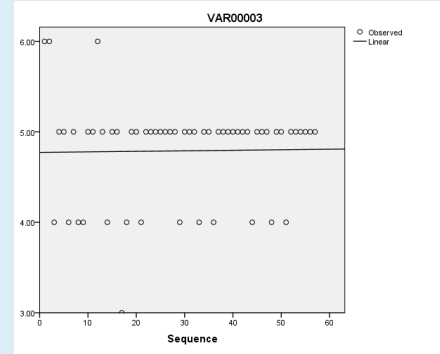
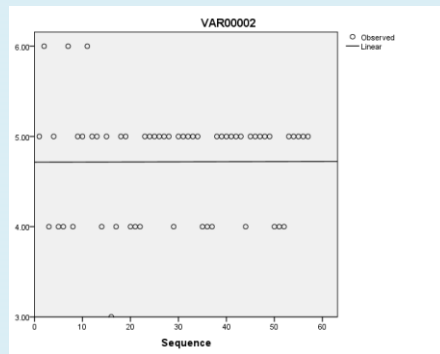
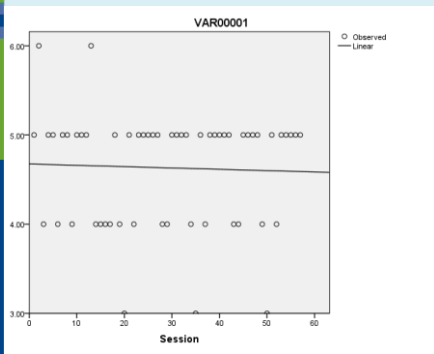
DOPS means per session & assessed domain



Results & Discussion



Results & Discussion



DOPS for BDS 5

DOPS/BDS 5

Dental Institute
Workplace Based Assessment
Direct Observations of Procedural Skills (DOPS)
(Please complete this Form using a cross (X) and CAPITAL LETTERS)



University of London

I. Date: _____ II. Course: _____ III. BDS year: _____
 IV. Assessor student's name: _____ V. Assessor's KCL N* _____
 VI. Have you received training as assessor in Workplace Based Assessment: Yes No
 VII. How many times have you assessed previous DOPS with any trainee: 0 1 2-5 6-9 >9
 VIII. Trainee student's name: _____ IX. Trainee's KCL N* _____
 X. Procedure to be performed: _____ XI. Is this patient: New Recall Follow-up
 XII. How many times this procedure has been performed by trainee: 0 1 2-5 6-9 >9
 XIII. Case Complexity: Low Moderate High XIV. Time assessor observing: _____ minutes

XV. After closely watching how your peer works, please grade her/his performance on the following areas using the given scale:		Stages of Progress Achievement							
							Endpoint BDS-5 Training		
		Starting to develop	Show initial capability	Show constant acceptable competence	Show constant clear ability	Show constant good ability	Show constant extremely good ability	Unable to comment	
		1	2	3	4	5	6	U/C	
1	Demonstrates understanding of indications, dental materials, complications and technique of the procedure								
2	Obtains informed consent after explaining procedure & possible complications								
3	Demonstrate appropriate preparation pre-procedure								
4	Administers effective analgesia or safe sedation								
5	Demonstrate appropriate technical ability in line with usual practice								
6	Demonstrate aseptic technique/ Infection control and safe use of instruments & sharps								
7	Deals with unexpected events or seeks help when appropriate								
8	Completes post procedure managements								
9	Communication skills (patient & team)								
10	Organisation/efficiency and time management								
11	Consideration of patient/professionalism								
12	Overall ability to perform procedure								
13	GRADE AFTER FEEDBACK Does the trainee show insight into his/her performance? (Recognises personal strengths, weaknesses and deficiencies?)								

XVI. Feedback: What are the main achievements and areas for development on today's performance: _____

XVII. What are the agreed challenges/actions: _____

XVIII. How long did the feedback to trainee take: _____ minutes.

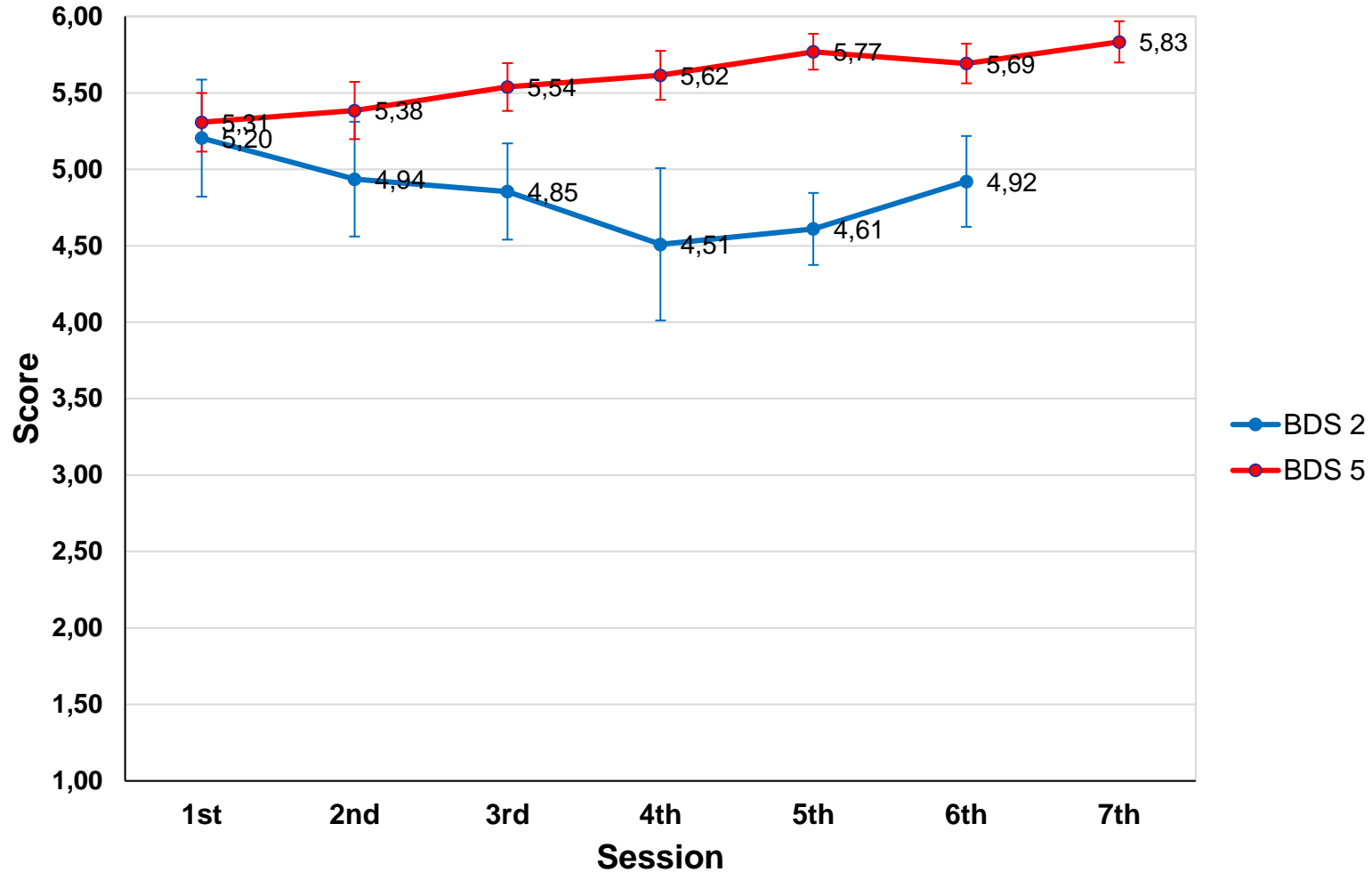
How satisfied are you with the DOPS process as a method of assessing your training:

XIX. Assessor (nurse student) LOW 1 2 3 4 5 6 HIGH

XX. Trainee (dentist student) LOW 1 2 3 4 5 6 HIGH

Assessor's signature: _____ Trainee's signature: _____

DOPS overall mean scores per session



**Dental Institute
Workplace Based Assessment
Student Perception on DOPS**

(Please complete this Form and answer the questions based on your experience of the DOPS used as part of the study)

I. Today's date: _____ II. Have you received training in Workplace Based Assessment? Yes No

III. Number of times you were assessed with DOPS: 0 1-5 6-9 9-13 >13

IV. Number of times you assessed a colleague with DOPS: 0 1-5 6-9 9-13 >13

Validity, Feasibility, Educational Impact, Acceptability and Feedback:

DOPS Perception

Please mark with a cross (X) your perception on:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
V. Validity To what extent do you agree that the Direct Observation of Procedural Skills (DOPS) forms used in this study <u>assess trainees</u> in areas that correspond to their activity in conservative dentistry?					
VI. Feasibility To what extent do you agree that the Direct Observation of Procedural Skills (DOPS) forms used in this study <u>were</u> straightforward to use?					
VII. Educational Impact To what extent do you agree that the Direct Observation of Procedural Skills (DOPS) forms used in this study <u>helped you to identify learning needs and to improve your performance in the skills lab?</u>					
VIII. Acceptability To what extent do you agree that the Direct Observation of Procedural Skills (DOPS) forms used in this study <u>were acceptable to all stakeholders (assessor, trainees)?</u>					
IX. Feedback To what extent do you agree that the peer feedback you received as part of the Direct Observation of Procedural Skills (DOPS) assessment:					
a. Highlighted the things you did well?					
b. Highlighted areas for you to develop your learning?					
c. Was provided in a supportive way?					
d. Gave you an insight into your own development needs?					
e. Improved your confidence?					

X. Any Comments or Problems encountered: _____

Thank you for your help and cooperation