



DIRECT OBSERVATIONAL PROCEDURAL SKILLS

Nursing

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ABSTRACT

Background: Clinical education is a set of facilitators of learning activities in a clinical environment. The purpose of such education is to create measurable changes in students clinical practice. Learning of clinical skills in the medical-surgical area is important for nursing students. Direct Observation of Procedural Skills (DOPS) is a way of evaluating procedural skills through observation in the workplace. It is important that training is given in the use of DOPS to both trainers and trainees.

Objective: To evaluate the overall procedural performance of undergraduate nursing students by using DOPS checklist. To assess the satisfaction level of undergraduate students on using DOPS checklist.

Methods: Descriptive study, 2nd year B.Sc. Nursing students were taken as sample. Tool used was Direct Observation of procedural skills (DOPS) Checklist to assess the competency.

Results: About 52% of the undergraduate students were having the satisfactory procedural performance, 48% of the students were having the superior procedural performance. About 51.86% of the undergraduate students were having the high satisfaction level on using the DOPS checklist, 48.14% of the students were having the minimal satisfaction level on using the DOPS checklist.

KEYWORDS

INTRODUCTION:

Clinical education is a set of facilitators of learning activities in a clinical environment. The purpose of such education is to create measurable changes in students clinical practice. Learning of clinical skills in the medical-surgical area is important for nursing students. Direct Observation of Procedural Skills (DOPS) is a way of evaluating procedural skills through observation in the workplace. It is important that training is given in the use of DOPS to both trainers and trainees. DOPS should be viewed as a useful educational/training opportunity for trainees to improve performance in a skill. Collegial working between trainers and trainees is needed to ensure that DOPS are done in a timely manner. Timely, high quality feedback to trainees is an essential part of the assessment. A DOPS was specifically designed to assess procedural skills involving real patients in a single encounter. This is an important facet of DOPS which distinguishes it from other forms of assessment such as a supervisor's evaluation which relies on observation over a period of time

PROBLEM STATEMENT

A descriptive study to evaluate the competency of undergraduate Nursing students by using the DOPS checklist.

OBJECTIVES

1. To evaluate the overall procedural performance of undergraduate nursing students by using DOPS checklist.
2. To assess the satisfaction level of undergraduate students on using DOPS checklist.

METHODOLOGY

1. Research Approach: Quantitative approach
2. Research Design: Descriptive study
3. Sample: 2nd year B.Sc. Nursing students
4. Sampling technique: convenient sampling
5. Sample size: 27 B.Sc. Nursing students
6. Tool: Direct Observation of procedural skills (DOPS) Checklist to assess the competency. Approximately 15 min of duration was taken by the undergraduate students to perform the procedure and 5 min of duration for the feedback of overall procedure.

RESULTS:



Fig: 1 The Pie Diagram showing overall procedure performance of the undergraduate students by using DOPS.

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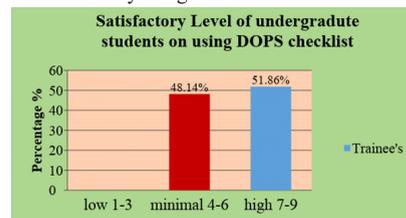


Fig: 2 The Bar Diagram showing Satisfactory Level of undergraduate students on using DOPS checklist

About 51.86% of the undergraduate students were having the high satisfaction level on using the DOPS checklist, 48.14% of the students were having the minimal satisfaction level on using the DOPS checklist

DISCUSSION:

Nazari Roghieh in her study findings indicates that DOPS formative assessment, more than the routine approach, increases arterial blood sampling and endotracheal suctioning skills in the ICU. Therefore, it is recommended that this method can be used in other wards as well as for other skills.

The study done by Mohammad Jalili; Masoomeh Imanipour, on Evaluation of the Nursing Students Skills by DOPS, The results showed that The respondents held a positive attitude toward the DOPS test with mean satisfaction greater than 8. The performance of the majority of students in doing special procedures was good based on the DOPS scores.

Common Feedback by the undergraduate students after performing the procedure:

1. Forgot to follow the steps of procedure
2. Not followed scientific principle
3. Procedure was not organized
4. Tray preparation was incomplete
5. Inadequate micro skill
6. Improper time management
7. Lack of efficiency
8. Aseptic techniques were not followed

These feedback points can be consider to reinforce the DOPS checklist.

CONCLUSION:

DOPS it is a simple, useful method to assess the competency of the undergraduate students. The repeated evaluation by using the DOPS checklist will help to improve the clinical skills and confidence of the undergraduate students.

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