



Emergency Medicine Certificate and Diploma Training Programs

Direct Observation of Procedural Skills Guidelines (EMC/EMD/ EMAD)

1. Introduction

Direct Observation of Procedural Skills (DOPS) assessments are designed to provide feedback on procedural skills essential to the provision of good clinical care. Trainees undertake practical procedures and are assessed by the Approved Assessor who observes the encounter.

All DOPS must be completed on actual patients, except Safe Defibrillation, which is acceptable as a simulation.

DOPS must be assessed by an Approved Assessor. See [Approved Assessor Matrix](#)

2. Instructions

2.1 Trainees

- The EMC curriculum has six (6) DOPS as outlined in the table below.
- The EMD curriculum has five (5) DOPS as outlined in the table below.
- The EMAD curriculum has three (3) DOPS as outlined in the table below.
- Trainees are required to complete all relevant DOPS assessment criteria to a competent standard.

2.2 Assessors

- Use the criteria on the assessment form to assess the DOPS, using the descriptors where applicable. Note: Paediatric can be indicated when the patient is under 16 years of age.
- N/A must be used only where the criterion is not applicable in a particular case.
- For the Global Assessment, to be assessed as 'Competent' the trainee must not have been assessed as 'Not yet competent' for any individual criteria.
- Assessment (including feedback comments) can be recorded in hard copy initially, however, it also needs to be entered and saved in the assessment area of the ACEM Educational Resources website.
- For assessments completed by a registered specialist medical practitioner other than an ACEM Member (see Approved Assessor Matrix), the trainee's Primary Supervisor must review the assessment and confirm if the specialist assessor has the appropriate scope of practice to assess the DOPS. If so, the Primary Supervisor approves the completed assessment and arranges for it to be saved in the assessment area of the ACEM Educational Resources website

Direct Observation of Procedural Skills (DOPS) Assessment Form



3. Additional information/ Tips

- Trainee to introduce themselves to the patient and explain their role, and the role of the assessor (if applicable).
- Assessor should be present for as much of the procedure as practicable.
- Assessor must be present for the entirety of the technical part of the procedure.
- Assessor may prompt trainee or intervene to ensure safe patient care.

EMC DOPS	EMD DOPS	EMAD DOPS
<ul style="list-style-type: none"> • Suture wound • Bag Valve mask • Defibrillation • C-spine maneuver (log roll) • Plaster upper limb • Plaster lower limb 	<ul style="list-style-type: none"> • NIV • Procedural sedation • Joint or fracture reduction – major joint/ extremity • Lumbar puncture • RSI plus ventilator setup 	<ul style="list-style-type: none"> • Ventilator - assessment, adjustment and troubleshooting e.g. alarms • US guided peripheral vascular access • Central venous access

Direct Observation of Procedural Skills (DOPS) Assessment Form



NAME OF TRAINEE _____
NAME OF APPROVED ASSESSOR* _____
DATE OF MEETING _____

*See [Approved Assessor Matrix](#)

PROGRAM _____ **EMC** **EMD** **EMAD**

PATIENT CASE DETAILS

Procedure Undertaken _____
 (select from list on page 2)

Patient Type
 Adult
 Paediatric

Brief summary of case *

COMPONENT ASSESSMENT

Select the ONE best option that describes the trainee's performance in this DOPS	Not Yet Competent <small>Trainee did NOT perform independently to a competent standard</small>	Competent <small>Trainee performed independently to a competent standard</small>	N/A
Please rate the trainee on the following criteria, using the descriptors where applicable.			
Indications, Contraindications and Complications <ul style="list-style-type: none"> Appropriately identify clinical need for procedure Consider contraindications and complications pertaining to the patient Consider risks, benefits and potential complications of the procedure Match own competency to perform the procedure 	<input type="radio"/>	<input type="radio"/>	
	<i>Rationale:</i>		
Informed Consent <ul style="list-style-type: none"> Discuss: <ul style="list-style-type: none"> Need for procedure Risk and complications of procedure Other options, including not proceeding 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<i>Rationale:</i>		
Preparation and Planning <ul style="list-style-type: none"> Demonstrate appropriate preparation for procedure including consideration of patient, self, staff, equipment, room, medications Consider patient comfort and matches analgesia to procedure 	<input type="radio"/>	<input type="radio"/>	
	<i>Rationale:</i>		
Technical Skill Performing the Procedure <ul style="list-style-type: none"> Demonstrate knowledge, technique, efficiency, and safety while performing the procedure Demonstrate appropriate response to alarms and ability to troubleshoot (where relevant). Confirm appropriate placement and success of procedure 	<input type="radio"/>	<input type="radio"/>	
	<i>Rationale:</i>		
Management of Complications <ul style="list-style-type: none"> Detect and act on a problem promptly, including aborting procedure safely and seeking help Identify and manage complications arising post-procedure 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<i>Rationale:</i>		

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<p>Communication and Consultation with Staff</p> <ul style="list-style-type: none"> • Accurately convey relevant information and explanation to other health professionals • Develop a shared plan of care with health professionals, including follow up post procedure • Exhibit integrity and respect 	○	○	
<i>Rationale:</i>			
<p>Communication with Patient and Carers</p> <ul style="list-style-type: none"> • Develop rapport, trust and understanding • Accurately convey relevant information and provides appropriate explanations • Develop a shared plan of care with patient/carers/family/whānau • Effectively manage communication challenges • Appropriately consider cultural and linguistic diversity when communicating with patients/ carers/family/ whānau • Exhibit honesty, integrity, compassion and respect • Provide discharge advice to patients/carers 	○	○	○
<i>Rationale:</i>			
<p>Documentation</p> <ul style="list-style-type: none"> • Ensures clinical notes are accurate, legible and meet relevant legal requirements • Ensures notes are dated and signed 	○	○	
<i>Rationale:</i>			
<p>Situational awareness</p> <ul style="list-style-type: none"> • Demonstrate appropriate awareness of procedure, patient and surrounding environment 	○	○	
<i>Rationale:</i>			

GLOBAL ASSESSMENT

Select the ONE best option that describes the trainee's overall performance in this DOPS	Not Yet Competent	Competent
	○	○

Areas of strength:

Areas for development and/or agreed learning goals for next encounter:

Any other Assessor comments about this assessment (optional):

Trainee comments about this assessment (optional) - entered by Assessor:

(End of assessment)