

**Subject Area : MEDICAL EDUCATION TECHNOLOGY**

IMPLEMENTATION OF DIRECT OBSERVATION OF PROCEDURAL SKILLS (DOPS) AS A WORK PLACE BASED ASSESSMENT TOOL FOR JUNIOR RESIDENTS IN SURGICAL PATHOLOGY

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ARTICLE INFO	ABSTRACT
Received 15 th June, 2025 Received in revised form 27 th June, 2025 Accepted 18 th July, 2026 Published online 28 th July, 2026	Introduction: Postgraduate Medical Education has changed from traditional cognitive learning to more competency oriented learning. Introduction of a Competency Based Curriculum (CBC) through the implementation of workplace-based assessment (WPBA) WBA involves regular observation, feedback and measurement of an individual's ability to conduct day to day tasks and duties. The process primarily has to include sensitization sessions targeting faculty and students, development of an action plan specifying timelines, and assisting departments in the smooth transition.
Key words:	Aim & Objective:
DOPS, WPBA. Junior residents in pathology	- To evaluate the procedural skills through DOPS - TO assess the effectiveness of DOPS sessions in surgical pathology. Methodology: various methods were drafted such as survey, review of student portfolios and focus group discussions. A total of 30 participants (post graduates) participated in this evaluation. Results: After three years of implementation of WPBA, it was perceived as a good system of assessing learners with a high level of acceptability among both the students and faculty members. The practice of providing immediate feedback was well appreciated by students. Conclusion: The findings support that WPBA is a good assessment system in postgraduate education. However, it was also evident that issues such as perceived time constraints, overburdened students and lack of faculty capacity were possible obstacles to proper implementation of WPBA.
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INTRODUCTION

- Postgraduate Medical Education has changed from traditional cognitive learning to more competency oriented learning.
- Introduction of a Competency Based Curriculum (CBC) through the implementation of workplace-based assessment, involves regular observation, feedback and measurement of an individual's ability to conduct day to day tasks and duties.
- The process primarily has to include sensitization sessions targeting faculty and students, development of an action plan specifying timelines, and assisting

departments in the smooth transition.

- In surgical pathology a definitive diagnosis is obtained from histopathological examination of representative sections.
- This inturn depends to a large extent on the correct examination and grossing of the specimens received.
- If the pathologist provides an incomplete description or misses providing a bit from representative area while grossing, it can markedly effect the final report and the treatment.
- Surgical pathology is a vast field where the junior residents are exposed to wide range of specimens.
- Not only interpretation of H&E stained slides, they must be equipped with the knowledge as to how to handle the specimens received, description of morbid anatomy, and submission of sections from all the relevant areas.
- And is the most important to provide detailed report for

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diagnostic and prognostic information Building on the strengths of existing programs, a redesign of pathology residency training that will meet and encourage a continuing evolution.

Objectives

- To evaluate the procedural skills through DOPS
- TO assess the effectiveness of DOPS sessions in surgical pathology.

MATERIALS & METHODS

- Setting: Department of pathology, Gandhi hospital.
- Target population: pathology junior residents
- Sample selection for qualitative studies: 30
- Study design : prospective study
- Methods used for qualitative studies Direct observation of procedural skills, checklist .
- Sensitization will be conducted for faculty and residents,

OBSERVATION & RESULTS

- Observations were documented (Pre-DOPS-Score) and

Research Question	Input	Activities	Output	Outcome	Impact
Implementation Of Direct Observation Of Procedural Skills (Dops)As A Workplace Based Assessment Tool For Junior Residents In Surgical Pathology	Residents Faculty Supportive Staff Equipments Orientation Session Specimens	Dops Grossing Of Specimens Orientation Preparation Of Checklist	Motivated Learners-30 Students Trained And Assessed By Checklist	Junior residents should be able to gross the MRM specimens efficiently and effectively.	Better and competent medical graduate (pathologist)
Facilitating Factors Interested and motivated residents Eager to learn the skills in pathology			Barriers Un cooperative faculty and staff		

immediate verbal feedback was given.

- Faculty will conduct hands on training session regarding the grossing of MRM(modified radical mastectomy) specimens .
- The students were finally assessed again with checklist and scores were documented (Post-DOPS Score).
- Based on the checklist students will be assessed by the faculty , and feedback provided to the students.
- The score of the students were analyzed by using Paired T test.

RESULTS

By using paired t test the students scores were analysed.

paired T test value is=11.8,

S No	Objectives The junior resident should be able to	Below expectations		Borderline	Meets expectations	Exceeds expectations	
1.	Cross check and confirm the patient ID and specimen details on container and requisition	1	2	3	4	5	

P value is <0.001- Highly significant

Workplace assessment is a powerful tool that empowers organisations to harness the full potential of their workforce. by identifying strengths, areas for improvement, and aligning performance with goals, assessments create a roadmap for growth, engagement, and success. The main purpose of assessment is to help to identify gaps in student's learning and what remedial measures should appropriate to reducing the learning gaps of the students that are needed to be taken for continuing or improving their learning. Student assessment **enables** instructors to measure the effectiveness of their teaching by linking student performance to specific learning objectives. As a result, teachers are able to institutionalize effective teaching choices and revise ineffective ones in their pedagogy.

Workplace based assessment for improving clinical performance: A shift from assessment of learning to assessment for learning in medical education“Assessment drives learning” is a wellknown fact in medical education.

CONCLUSION

- In competency based medical curriculum, work place-

based assessments (WPBA) are introduced to assess psychomotor domain of procedural skills.

- DOPS assessment brings higher levels of learning as it touches higher levels of learning on Bloom's taxonomy, i.e., applying, analyzing, and evaluating .
- It also provides immediate and effective constructive feedback to the students, which helped them to know their strengths and weakness in performing the procedures.
- DOPS should be implemented as a work place-based assessment tool in postgraduate curriculum.*

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2.	Obtain and enter relevant clinical history and investigations						
3.	Orient the specimen and record laterality						
4.	Record the dimensions and orienting sutures if present						
5.	Describe and record the skin - nipple areola component						
6.	Describe the cut section - size, number and distance of lesion from margins						
7.	Describe largest lesion - size, consistency distance from margins						
8.	Describe satellite lesions - number, size, distance from each other, consistency						
9.	Dissect the specimen and make parallel sections						
10.	Sections to be submitted from nipple areola, margins, tumour proper, other lesions (if present)						
11.	Dissect axillary pad of fat and identify lymph nodes						
12.	Record number, size, cut section of dissected lymph nodes						
13.	Obtain imprint smears from largest lymph nodes and submit for fixation & staining						
14.	Submit sections from lymph nodes (or in toto as applicable)						
15.	Describe the H & E stained sections						
16.	Provide final report as per CAP protocol						

Serial Number	Pre DOPS score	Post DOPS score
1	34	48
2	38	39
3	40	46
4	25	32
5	29	34
6	31	40
7	42	46
8	34	40
9	37	39
10	41	50
11	50	56
12	42	48

13	44	51
14	29	39
15	35	45
16	39	44
17	38	48
18	43	52
19	26	41
20	38	54
21	32	43
22	30	38
23	38	52
24	40	48
25	28	39
26	26	37
27	31	40
28	34	43
29	29	45
30	25	38

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