



# Virtual Objective Structured Clinical Examination Using a Zoom Platform in the Time of COVID-19

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## Virtual Reality



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# Abstract



**Purpose:** In response to school shut-downs amid the COVID-19 pandemic, nurse educators from the University of Southern California implemented a virtual objective structured clinical examination (OSCE) using standardized patients (SPs) to assess family nurse practitioner (FNP) students' clinical and communication skills as an alternative to the traditional in-person OSCE format. The intent of this paper was to share the nurse educators' experiences with the transitional process and students' feedback about their virtual OSCE experiences

# Approach



- Virtual OSCE
- Virtual OCI
- Mock OSCE
- Standardized Patients (SP's)

# Transforming face-to-face OCI



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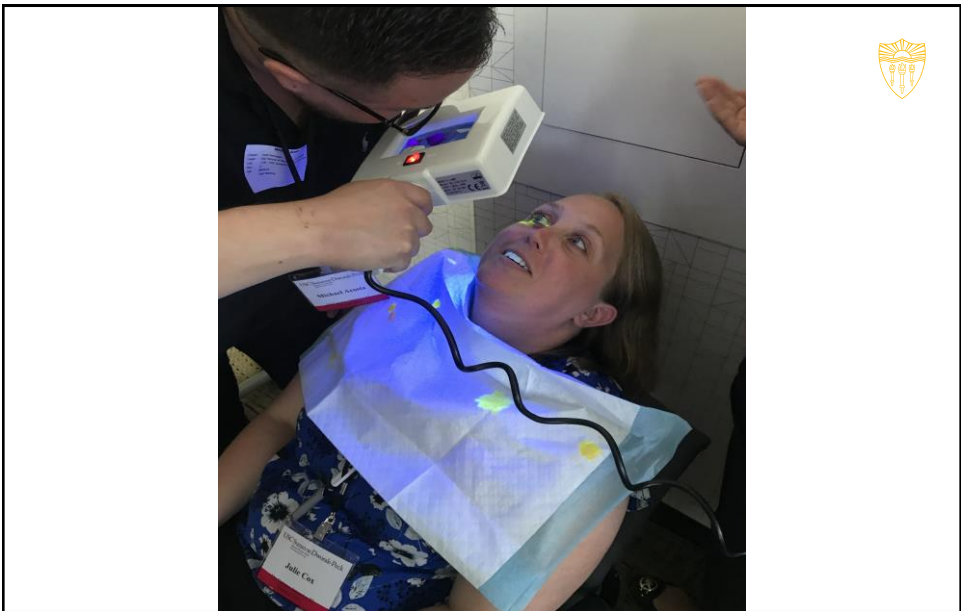
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# Methodology



Students ( $N = 36$ ) enrolled in a childbearing/childrearing clinical course participated in the virtual OSCE using Zoom.

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## **Engagement**

Experience included briefing and debriefing sessions, feedback from SP's, and self reflection.

**Outcome: To become an engaged critical thinker.**



## **Evaluation**

Students were evaluated for their communication and clinical decision reasoning skills based on their assessment of two adolescent patients: one acute with behavioral problems & an acute headache presentation

**Outcome: To Become A Competent FNP.**



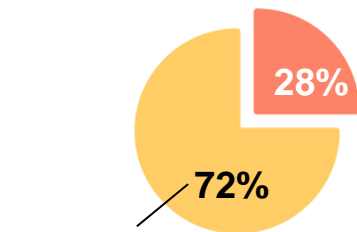
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# Findings



All students who participated in the virtual OSCE experience demonstrated appropriate clinical and communication skills.

Students perceived the virtual OSCE as a realistic model for telehealth but missed social interaction with faculty and peers and found their inability to conduct physical exam maneuvers challenging.



Nearly 3 out of 4 students enjoyed working in the virtual environment. Many sited flexibility & realistic.

went well  
beneficial  
smoothly  
well organized  
applicable  
realistic



# Future Implications

What's Next??

Alignment with New AACN  
Essentials



# Conclusion



Virtual OSCEs used as low-stakes formative assessments provide FNP students with effective and valuable learning experiences.



Transitioning from in-person to virtual OSCEs using Zoom is feasible but requires extensive collaboration between nursing educators and those with access to simulation facilities, such as faculty from schools of medicine.



Findings from this experience will serve as a guide for deliberate process improvements for future iterations.



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