

Conducting a successful integrated virtual osce (v-osce)

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Abstract

Background

The purpose of this workshop is to guide educators interested in developing their own virtual OSCE (vOSCE). The pandemic had prompted educators everywhere to pivot toward virtual modes of teaching and assessment. Some innovations developed in response to the pandemic will endure, having demonstrated significant advantages compared to traditional methods. One such innovation is the vOSCE. In our program, we successfully delivered a fully integrated virtual OSCE to assess our senior learners, in place of our traditional face-to-face OSCE. Student and rater surveys indicated favourable acceptance of this format. Given the relative advantages of the vOSCE, it will likely continue to develop as a prominent component of learner assessment in the foreseeable future. Reasons to transition from traditional to virtual OSCEs may include social distancing requirements in a pandemic, geographic distribution of health professions education, and a shift toward virtual healthcare delivery, with a need to assess related skills.

2. Why is the topic important for research and/ for practice?

This workshop will help health professions educators determine if a vOSCE is right for their context. Using a step-by-step process, participants will develop the knowledge and skills to plan and deliver a vOSCE appropriate for their individual setting.

3. Symposium format, including participant engagement methods

5 min Welcome and Introduction

10 In small groups, participants will share their current OSCE structure and discuss their program's context-specific considerations for shifting to a virtual format.

10 Large group debrief, with small groups sharing examples. Presenters will highlight and summarize common considerations for shifting to vOSCE.

20 The presenters will describe the current literature and their own experiences developing a vOSCE, including relative advantages and disadvantages. Worksheets and instructions will be introduced for the next activity.

15 In small groups, participants will work through a structured stepwise approach to develop an outline for their own vOSCE.

20 Large group debrief, with small groups sharing examples. Presenters will highlight key points, similarities, and differences. The group will identify potential barriers and brainstorm possible solutions.

5 Participants will develop individualized take-home goals and identify the next steps.

5 Wrap-up

4. Take-home messages/symposium outcomes / implications for further research and/or practice

By the end of this workshop, participants will be able to:

- Determine if a vOSCE is appropriate for their context
- Apply a step-by-step approach to develop a vOSCE that addresses the unique needs of their academic program
- Identify the relative advantages and disadvantages of the vOSCE

References (maximum three)

1. Craig C, Kasana N, Modi A. Virtual OSCE delivery: The way of the future? *Medical Education*. 2020;54(12):1185-1186.
2. Hopwood J, Myers G, Sturrock A. Twelve tips for conducting a virtual OSCE. *Medical Teacher*. 2020:1-4.
3. Kanofsky S, Tzakas P. Virtual OSCEs for the Pandemic and Beyond. *J Physician Assist Educ*. 2022;33(2):152-155.