Modified PEYTON’s method in learning the basics in practical ORL-examination.

Matthäus Grasl, Karl Kremser, Michael Hanisch
Department of Otorhinolaryngology, Medical University Vienna, Austria
matthaeus.grasl@meduniwien.ac.at

Introduction: Trainees have to reach a certain level of skills competence before they are supposed to use these skills on patients. PEYTON’s four step method is a known approach designed for a 1:1 teacher: student ratio. This is associated with a high demand of instructing teacher. We present a modified approach for teaching groups of up to 25 students by one teacher.

Method: Modification of Peyton’s four steps was: 1. only one teacher, 2. intensive use of peer-assisted teaching 3. intensive theoretical knowledge before 4. ongoing assessment 5. emphasis on communication with patients.

Results: All students could be transferred to patients contact without hesitation – after repetition and final assessment in a small group of 6 to 7 students. Discussion: This modified Peyton’s approach has shown to be practicable, well accepted by the students, however is carried out with an enormous effort on the single teacher.

Work order: Two or three groups are defined and each of them gets the instruction to look first in their own curriculum where PEYTON’s method (modification) could be used and how it works. Presentation of the compiled approaches: each group in the forum. Feedback and discussion.