Workshop 2b, 1. 4. 2016, 11:00

Skills Training and Peer Group Education

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

Introduction: Peer-assisted learning (PAL) is: “people from related social groupings, not being professional teachers, support each other to learn by teaching”. Success and attractivity of PAL are justified by cognitive, affective social and organizational factors. All PAL participants may extend, modify, rebuild their knowledge and skills, develop collective understanding, study and solidify core skills, generalize specific concepts, give and receive feedback and reinforcement. Both tutors and tutees get an increased self-confidence and metacognition.

A practical example of PAL: Adapted peer-assisted PEYTON-Method for sustainability of student’s skill to exercise indirect mirror technique of the Ear-Nose-Throat (ENT) area. (M. Grasl, MD, MME; M. Hanisch; K. Kremser PHD)

Introduction: Trainees are to be trained before they use skills on patients. Peyton’s four-step approach is designed for a 1:1 teacher: student ratio. The aim of the study was to develop and evaluate a modification for teaching groups of up to 30 students by one teacher.

Methods: Students of the 5th year of the Medical Curriculum in Vienna have to pass the ENT clinical module within 2½ weeks. They have to learn the indirect mirror technique. 275 students in 12 groups of 25 to 30 participants were included in the study. 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 demand 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 PAL is used and how it works. Presentation of the compiled approaches: each group in the forum. Feedback and discussion.