METI *Medical Education Technologies, Inc.*

Pelvic ExamSIM™

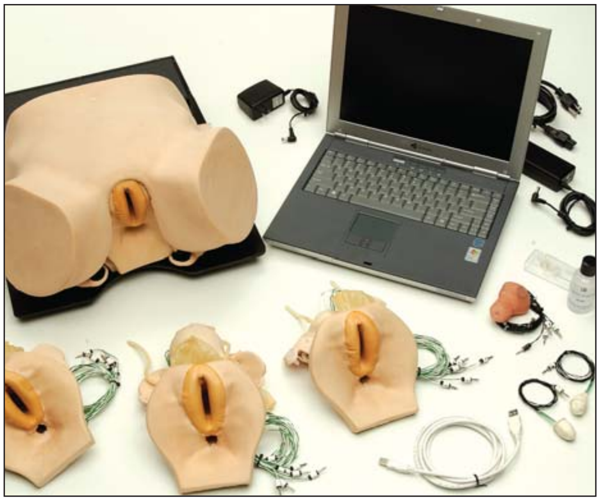
Opening the mind's eye…

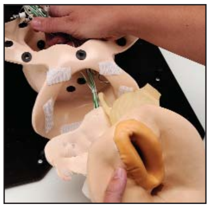
Until now, objective assessment of technical and hands-on clinical skills was virtually non-existent in the area of female pelvic exams because you cannot measure what you cannot see. That's why we developed the METI Pelvic ExamSIM. By creating a platform that offers truly objective and measurable feedback, learners and instructors alike can know first-hand if they are proficient and ready to perform sensitive female pelvic examinations. Using patented *Touch-Sensitive*™ technology, the ExamSIM opens the mind's eye to provide a greater overall learning experience.

The Pelvic ExamSIM was designed to be a powerful teaching tool to support the goals and objectives of individual programs. The METI philosophy for integrating the ExamSIM into a given program is not about replacing learning platforms that are working, but rather supporting those platforms to create a more complete learning experience.

PRODUCT DESCRIPTION

The **METI Pelvic ExamSIM** uses minimal equipment to achieve a high degree of learning. The basic system components include a female pelvic cavity (mannequin), interchangeable internal anatomy and a laptop Computer Workstation. Using these basic components, instructors have the ability to realistically represent the female pelvis and provide learners with a hands-on introduction to the female anatomy prior to practicing on a real patient. Learners can practice both bimanual pelvic and rectal exams on the mannequin and the sensors inside the pelvic cavity provide direct feedback to the Computer Workstation. This complete system provides immediate feedback to the instructor and the learner on how accurately the examination is being performed, increasing both skills acquisition and confidence in the process.





LEARNING MODES

Integrating the ExamSIM into a core curriculum is a matter of understanding the various learning modes the product offers, and then deciding how these modes can best meet your course objectives. There are three main modes: the Learning Mode, the Assessment Mode and the After Action Review.

1 LEARNING MODE

Whether used in a group-learning environment or as an independent study module, the Learning Mode allows learners to practice examination skills and palpations at their own pace with immediate feedback to help them learn the proper palpation sites and palpation pressures. In this configuration, a learner is monitoring his or her own exam feedback on the Computer Workstation in real time.

2 ASSESSMENT MODE

The Assessment Mode takes the Learning Mode to the next level by recording the exam results and giving the learner and the instructor the opportunity to review these results. However, in this mode, the instructor may choose to set up the system so that the student cannot see the feedback on the Computer Workstation during the exam, further testing the learner's skills. In this blind-exam configuration, an instructor can objectively assess a student's skill level and then immediately review these results with the learner.

3 AFTER ACTION REVIEW (AAR)

Once a given exam is saved, you can view the data in an AAR, which compares the learner's exam results to a database of more than 700 experienced clinicians and more than 400 novice users. A series of different graphics provide detailed comparisons of how a given learner is progressing during the learning process.

USE FOR LEARNING

The Learning Modes provide the basics in terms of how to utilize the ExamSIM, but implementing this specialized task trainer and developing meaningful learning paradigms is really up to you! The use for learning possibilities are where you, as an instructor, can get creative and come up with ways to meet your exacting needs. The following descriptions suggest some of the possible ways to incorporate the ExamSIM into various educational programs.

STUDENT A - INTRODUCTORY LEVEL PROGRAMS

PROGRAMS/PROFILES	EXAMSIM INTEGRATION	LEARNING OBJECTIVES
Student A is a first year female medical student. She has a general understanding of the female pelvic anatomy and knows which areas she is expected to examine during the procedure. Her basic understanding is the result of didactic work and classroom sessions, which have provided her with an overall awareness of what a female pelvic exam entails.	Student A is introduced to the ExamSIM and allowed to interact with it in the Learning Mode while in a group, as well as on her own during lab hours. She is able to monitor her own progress on the computer screen to ensure her palpations are correct and that she is using the appropriate amount of pressure. She is also instructed to save her exam results in her class file on the system hard drive so that her instructor can review and compare her results at a later time. The ExamSIM is then incorporated into the term final and used in a blind-configuration of the Assessment Mode where the instructor can determine how well Student A is performing a bimanual pelvic examination.	Within a four to six week period, the goals for a beginning learner should be clear: learners are expected to learn the palpatory differences noted between an anterverted uterus, a retroverted uterus, a normal ovary and an ovarian mass. Additionally, learners should be able to determine the correct palpation sites as well as the appropriate amount of pressure.

STUDENT B - ADJUNCT IMPLEMENTATION

PROGRAMS/PROFILES	EXAMSIM INTEGRATION	LEARNING OBJECTIVES
Student B is a male medical resident. He has been exposed to learning sessions involving Gynecological Teaching Associates (GTAs) where he has practiced his assessment skills and patient-interaction.	To increase the effectiveness of Student B's interaction with a GTA, he is exposed to learning sessions that incorporate the ExamSIM in both the Learning and Assessment Modes. He is given ample time to practice on the ExamSIM, honing his skills and evaluating his palpation pressure, knowledge of the internal anatomy orientation and various pathologies. Once the instructor is able to ensure that Student B is prepared to perform the exam, he is allowed to perform a complete exam on a GTA.	This process of allowing a learner to practice the examination an unlimited number of times better prepares the learner for more appropriate and sensitive interactions with GTAs. Additionally, the assessment capabilities provided by the ExamSIM gives the instructor the means to assess where the learner needs more support prior to personal interaction with a GTA.

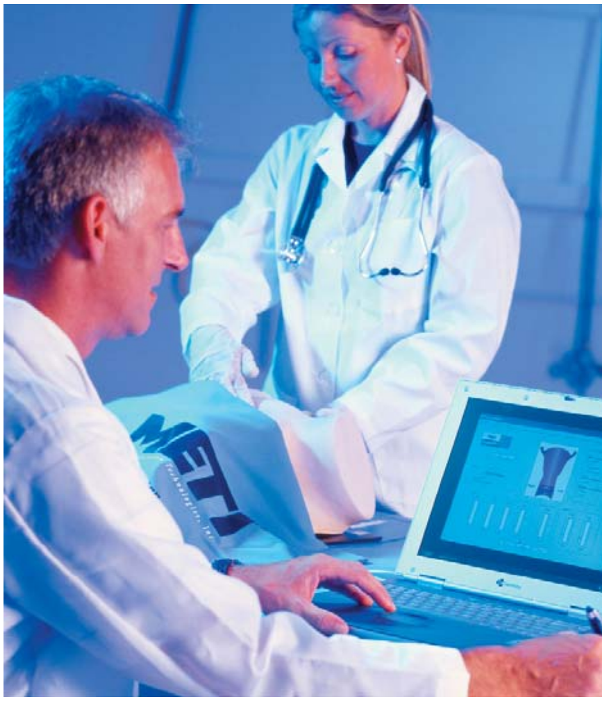
STUDENT C - INDEPENDENT STUDY MODULES

PROGRAMS/PROFILES	EXAMSIM INTEGRATION	LEARNING OBJECTIVES
Student C is a female enrolled in a nurse practitioners program. She has already used the ExamSIM as a part of her course curriculum and has a solid understanding of how to utilize the system.	In a lab environment, the ExamSIM gives learners the freedom to practice this sensitive exam at their own pace. To best support independent study modules, instructors may want to require that learners save their recorded sessions for review at a later date. This helps the instructor(s) maintain an objective record of the learner's progress and development over time.	The recorded data during these independent study modules can provide instructors with clear indications of where learners are lacking in their understanding of the female pelvic anatomy and help to identify learners that seem to be struggling.

OTHER ASSESSMENT ALTERNATIVES

OBJECTIVE STRUCTURED CLINICAL EXAMINATION (OSCE): By using multiple ExamSIM units, each OSCE station is set up with a different Internal Anatomy Part and a patient history file is provided that is specific to each station. Learners must go to each station, read the patient file and perform specific exam requirements. This mode helps instructors assess the learner's ability to assimilate patient history and perform the exam appropriately.

IMMEDIATE POST TRAINING ASSESSMENT: Learners are divided into small groups and then sent to the classroom for a brief lecture. The lecture will cover key learning points and pertinent information designed to isolate specific learning objectives. Once the lecture is complete, the learners are asked to perform an exam on the ExamSIM and follow up with an evaluation of their clinical findings. Specific objectives such as the size, shape, position and consistency of the internal anatomy being palpated and other pathological findings are recorded and then reviewed by the instructor with the students for immediate feedback.



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For more information regarding the **METI Pelvic ExamSIM**, contact your local account manager by calling toll free at **866-233-METI (6384)** or visiting our website at **www.meti.com.**

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