

# MEDICAL SALES COLLEGE

## 2012 COURSE CATALOG



**Medical Sales**  
COLLEGE

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**Approved and Regulated by the Colorado Department of Higher Education,  
Private Occupational School Board**

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# Welcome

## Letter from Jim Rogers, CEO of the Medical Sales College

Dear Student,

Welcome to the Medical Sales College (MSC) and thank you for your confidence in us. Like countless students before you, you have trusted MSC with this pivotal moment in your education and your career, and we are honored.

MSC has been built on a solid foundation of taking strong, driven professionals and giving them the training and experience they need to succeed in this most exciting and lucrative of sales fields. Medical device sales – working with surgically-implantable devices – is poised for a growth explosion as the baby boomers age, and there is an expanding need for highly skilled, highly technical sales professionals to bring medical technology to the marketplace and guide its proper usage.



Your choice to thoroughly prepare yourself for this career makes you part of an elite group. Our team of trainers and coaches, with over 100,000 hours of clinical and sales experience behind it, is ready to guide you toward being a top performing medical device sales representative. Members of MSC's faculty have served in nearly every capacity in the orthopaedic and spine business, from sales reps and trainers to distributors and vice presidents. We know this business from the inside out, so beyond the technical and clinical guidance, we are able to help you navigate the tricky waters of career success.

At the Medical Sales College, we believe that any program to prepare industry leaders should be tough, rigorous, practical, and focused. While training in the at-home phase of your education, you will be exposed to hundreds of words, concepts, and ideas that will likely be completely foreign to you – all of which must become part of your vocabulary and thought processes. When you arrive at our world-class training facilities outside of Denver, CO we will expand upon that foundation with hands-on, sales and device-focused training to equip you to speak confidently and competently to surgeons and hospital staff and to become an integral part of the surgical team.

For years, the orthopaedic and spine medical device industry has struggled with the issue of identifying and training top-quality sales representatives. We are proud to add our programs and our graduates as one solution, are proud of the success our graduates have seen in the field, and are proud of the incredible industry acceptance that our college has experienced.

We look forward to working with you in your quest to be at the top of the medical device sales industry.

Jim R. Rogers

Chief Executive Officer, Medical Sales College

# Faculty & Staff

## **Jim Rogers**

### Chief Executive Officer

Jim Rogers has spent the last 25 years in sales and sales management. Jim started his career with Prudential Securities where, by the age of 24, he became the youngest Vice President in the company's history. Jim's entrepreneurial endeavors began at the age of 26, when he started his own investment company.

In 1999, Jim sold that company and moved into medical device sales, where he spent four years with Stryker managing successful territories in Arizona and Iowa. In 2004, Jim accepted a position with Wright Medical Technology as the Senior Director of Sales. He was recognized as *Director of the Year* following his first full year with Wright Medical and was subsequently promoted to Vice President of US Corporate Sales. In that capacity, Jim was tasked with creating a direct sales force to complement the existing distributorship model. His next two years were spent largely in identifying talent and hiring over 100 sales reps and eight sales managers for that company.

It was this first-hand experience that prompted Jim to create a solution to one of the biggest problems faced by the orthopaedic and spine sales industry – finding and hiring great talent. He created the Medical Sales College to address this specific challenge.

Jim is an accomplished salesman, sales manager, executive, consultant, motivational speaker, entrepreneur, and author. His leadership and vision provide a solid foundation for the entire organization.

## **Susan Wells**

### Senior Vice President

Susan Wells comes to the Medical Sales College with over 15 years of experience in the insurance industry. Susan has served as the Executive Vice President for a leading online insurance educator, where she developed training programs (LMS) designed to deter and detect insurance fraud. She also served for several years in senior management positions for leading multi-national insurance companies and large, private investment firms, managing the areas of insurance, investment, and accounting.

In her role as Senior Vice President, Susan has primary responsibility for the Operations, Finance, and Human Resources departments at the Medical Sales College.

## **Dr. Edward (Ted) Parks, M.D.**

### Surgeon Faculty Advisor

Dr. Ted Parks grew up in Denver, Colorado. He received both a bachelor's and a master's degree in biological sciences from Stanford University and then his M.D. from Yale Medical School. Following his graduation from Yale, Dr. Parks completed his internship and orthopedic residency training at UCLA Medical Center in Los Angeles, California and completed a fellowship in sports medicine with Dr. Frank Noyes in Cincinnati, Ohio.

Dr. Parks is specialty-trained in advanced arthroscopic reconstruction of the knee and shoulder, and has been a team physician for numerous high schools, colleges, and professional athletes. His expertise includes hip and knee replacement, shoulder surgery, and arthroscopic knee reconstruction.

Dr. Parks joined Western Orthopaedics, P.C. in 1994 and provides services to patients in outreach clinics monthly in Kansas. He is a Clinical Professor at the University of Colorado School of Medicine. He received the *Outstanding Clinical Faculty* teaching award in 2008 and the *Peak Performers* award for orthopaedics in 2009, 2010, and 2011. He is also an instructor for the American College of Physicians (regionally and nationally) and has been chosen by *5280* magazine as one of Denver's *Top Doctors* eleven years in a row. Dr. Parks is Board Certified and is a Fellow with the American Academy of Orthopedic Surgeons. He is a member of numerous organizations, including the Colorado Medical Society.

### **Dr. Bernard (Ben) Guiot, M.D., Ph.D.**

#### Surgeon Faculty Advisor

Dr. Ben Guiot specializes in all aspects of spine care, including non-operative and operative management of spinal problems extending from the skull base to the sacrum, as well as all aspects of complex spinal reconstruction, including minimally invasive spinal technologies.

Prior to joining South Denver Neurosurgery, Dr. Guiot served as the Director of Spine Surgery in the Department of Neurosurgery at the University of South Florida. He also held positions as the Medical Director of Biomechanics Lab and the Director of Spine Cadaveric Teaching Lab within that department.

He is certified by the American Board of Neurological Surgeons, the Royal College of Physicians and Surgeons of Canada, the Medical Council of Canada, and is a Diplomate of the National Board of Medical Examiners and Federation Licensing Examination (FLEX).

Dr. Guiot received his medical degree from the University of Ottawa School of Medicine in Ottawa, Canada. He completed an internship at Ottawa Civic Hospital and his residency at the University of Ottawa. Dr. Guiot furthered his medical training with the completion of three post-graduate fellowships including: Adult Neurosurgery (University of Ottawa); Reconstructive Spinal Surgery (University of Florida); Spinal Deformity (McGill University).

In addition to his clinical practice, Dr. Guiot is an accomplished researcher, having published articles in numerous peer-reviewed medical journals including *Neurosurgery*, *The Journal of Clinical Anesthesiology*, *Spine*, and *the Journal of Neurosurgery*. He has authored 13 book chapters and presented at medical meetings all over the world. He has also served as course director and faculty for more than 40 physician medical courses.

Dr. Guiot enjoys Colorado's natural beauty and participates in many outdoor activities including skiing, kayaking, and mountain biking.

### **Dr. Alan Davis, M.D.**

#### Surgeon Faculty Advisor

Dr. Alan Davis is a foot and ankle surgeon, practicing at the Cleveland Clinic Westlake Family Health Center. He is the former Chairman of the St. John West Shore Hospital Department of Orthopaedics, and joined Cleveland Clinic from his private practice in Westlake in 1999.

He is a member of the American Orthopaedic Foot and Ankle Society, the Ohio Orthopaedic Society, the American Medical Association, and is a fellow of the American Academy of Orthopaedic Surgeons.

In addition to his practice, Dr. Davis is the Team Physician for the Cleveland Barons American Hockey League (AHL) team and Rocky River High School.

**Dr. David W. Miller, M.D.**

Surgeon Faculty Advisor

Dr. David Miller is an accomplished neurosurgeon who is skilled in a wide range of neurosurgical procedures ranging from brain surgery – including tumor excision – to complex spinal reconstruction. Dr. Miller’s practice philosophy is patient-centered and every effort is made to treat problems conservatively. He has a special interest in minimally invasive surgical procedures and attempts to employ them whenever indicated.

In 2007, Dr. Miller moved his practice to High Mountain Brain & Spinal Surgery in Glenwood Springs, Colorado. His presence in that community augmented the level of care that Valley View Hospital was able to offer, especially for cases of trauma involving head injuries.

Dr. Miller began his career after graduating from Temple University School of Medicine in 1989. He completed his residency at the Cleveland Clinic Foundation and also completed research and clinical fellowships at the Cleveland Clinic Foundation and Allegheny General Hospital, respectively.

Dr. Miller has authored and published numerous journal articles, book chapters, and has been the recipient of many awards, including *Trauma Professional of the Year*, *Doctor Making a Difference*, one of the *Top Doctors* in Denver (by *5280* magazine), and the Spirit of Caring, Planetree Physician of the Year award.

In his free time, Dr. Miller enjoys hiking, biking, snowshoeing, music, reading, and animals.

**Dr. Jan P. Silfverskiold, M.D.**

Surgeon Faculty Advisor

Dr. Jan Silfverskiold, originally from Stockholm, Sweden, now makes his home in Carbondale, Colorado. After graduating from medical school at Karolinska University Hospital in Stockholm, Sweden, Dr. Silfverskiold completed his residency at the University of Colorado Health Sciences Center. He went on to complete three fellowships in different orthopaedic specializations with: Dr. Frank Scott – Hand; Dr. Richard Steadman – Sports Medicine and Knee; Dr. Roger Mann – Foot and Ankle.

After practicing orthopaedic medicine as a foot and ankle and sports medicine specialist for nearly 25 years, Dr. Silfverskiold is now retired and enjoying the great Colorado outdoors.

**Mark Burgeson**

## President

Mark comes to the Medical Sales College with over 20 years of experience in orthopaedic sales and sales management. During his sales career, he has represented surgical lines for DePuy, Smith & Nephew, and Tornier, covering trauma, orthopaedic reconstruction, spine, and sports medicine cases. While with DePuy, Mark was named the *National Sales Leader* for Sports Medicine in three consecutive years. At Smith & Nephew, he served as the Technical Sales Manager for orthopaedic reconstruction and computer-assisted surgery. Having joined the MSC team, Mark has realized a career ambition to teach orthopaedics and to train talented, motivated sales professionals.

**Mitch Seigars**

## Vice President of Training

Mitch has spent 18 years in the medical industry. The first nine years were spent as a surgical scrub tech and first assist, primarily for orthopaedic and spinal procedures. Mitch then transitioned from a clinical role to a sales role, representing spinal products for Medtronic Sofamor-Danek, where he turned a \$500,000 territory into a \$4.5 million territory. He averaged 150% to quota and was inducted into the Medtronic *Pyramid of Excellence Club* in 2003. Mitch was invited to corporate headquarters in Memphis, TN to help rebuild the Medtronic Sofamor-Danek sales training curriculum. After five years and over 500 sales reps trained, Mitch is excited to bring his passion for sales training to the Medical Sales College.

**Scott Boswell**

## Director of Training

Scott comes to the Medical Sales College with over 16 years of experience in medical sales. Scott began his selling career in specialty pharmaceuticals (pulmonology, gastroenterology, hepatology, etc.) and durable medical goods. Scott successfully transitioned into medical device sales, joining an award-winning distributorship for DePuy Orthopaedics, where he sold total joint, trauma, extremities, and orthobiologic products. Scott was instrumental in doubling the business of his territory – to what was ultimately a \$15 million territory – largely by focusing on the extremities market with an emphasis in total shoulder and total ankle products. After eight years with DePuy Orthopaedics, Scott is eager to share his knowledge and enthusiasm for orthopaedic sales with the “next generation” of sales reps.

**Dr. Scott Jones**

## Director of Training

Dr. Scott Jones is a chiropractor and former medical device sales rep. He earned his Doctor of Chiropractic in 1996 from Parker Chiropractic College in Dallas, TX. He was in private practice for ten years, with an emphasis on sports medicine and musculoskeletal rehabilitation. He then transitioned his orthopaedic and business experience to a very successful career as a sales consultant and field trainer with Synthes Trauma. Scott comes to the Medical Sales College with experience as a reconstructive specialist with Wright Medical Technology as well, giving him a solid and diverse background in ortho recon, trauma, extremities, and osteobiologic sales. His passion for coaching and teaching makes him a valuable addition to the MSC training team.

## **Dr. Keith Gardner**

President of Admissions

Dr. Keith Gardner has spent more than 15 years in the medical and orthopaedic industry. He earned his Doctor of Chiropractic from Cleveland Chiropractic College in Los Angeles, CA in 1995. After 11 years of building and running a large and successful practice in Southern California, he sold that practice in 2006 to start a real estate investment and development company. In 2009, Dr. Gardner followed his passion for business, sales, and medicine, entering the surgical sales industry with Biomet Spine. As the President of Admissions for the Medical Sales College, Keith brings a passion for business development and mentoring, helping transitioning professionals committed to success in medical device sales.

## **Owners**

**Jim Rogers**

**Scott Binder**

**Ken Schafer**

**Mark Chamberlain**

**Doug Dahlstrom**

**Steve Small**

**Tony Reed**

**Mark Burgeson**

**Bruce Ricci**

**Steve Cain**

**Kirk Black**

## **General Counsel**

**Ron May – Attorney at Law**

# Introduction

## Introduction

Welcome to the Medical Sales College, hereinafter referred to as the "School".

This handbook was developed to provide you with an information resource for common questions and concerns. If you have questions or concerns about the policies outlined here, you should contact School administration.

## How to Use This Handbook

This handbook is provided for you as a ready reference and is a summary of our policies. It is designed to acquaint you with the School as quickly as possible. It is essential that all students familiarize themselves with the contents of this handbook.

Please understand that this booklet merely highlights School policies and practices. It is provided as a reference, but cannot be construed as a legal document. The policies and practices described in this booklet do not in any way represent a contractual agreement between the School and the student.

## Hours of Operation/Class Schedules

The typical hours of the School are from 8:00 a.m. until 5:00 p.m. Mountain Standard Time. All students are expected to be present during those hours Monday through Friday.

## School Holidays

The School observes the following holidays:

- New Year's Day
- Memorial Day
- Independence Day (4th of July)
- Labor Day
- Thanksgiving Day
- Friday After Thanksgiving Day
- Christmas Eve
- Christmas Day

In the event that one of these holidays falls on a weekend, the School may observe the holiday on the Friday preceding or the Monday following the actual holiday. The School will publish an Academic Calendar indicating any variance for holidays that fall on a weekend.

### **School Facilities, Educational Tools, and Equipment**

The School provides exceptional facilities and training tools designed to promote a comprehensive education in medical device sales. We maintain four classrooms with seating capacity for approximately 55 students, a mock-up of an operating room theater, and a sawbones lab.

Additional training tools that may be offered (but without guarantee) to supplement the lecture and classroom environment include:

- Textbooks
- PowerPoint Presentations
- Internet Research Exercises
- Skeletal Models
- Surgical Instrumentation and Equipment
- Surgical Videos
- Visiting Surgeon Faculty, and
- Live Surgical Observation

### **Rules of Admission**

The student agrees they will complete all instructions and assignments on a timely basis and on their sole efforts. They will not utilize another individual to complete these assignments and will abide by and comply with the standard honor code adopted by most colleges and universities for academic work and conduct.

The student must make a good faith effort to attend all classes and use their best efforts to learn the curriculum and sales techniques demonstrated in class. Any disruption or inappropriate behavior, while in class or on the School grounds, will not be tolerated and may result in a student's termination from the program.

# Student Conduct

## Attendance Policy

Regular, on-time attendance is essential to the student's learning process. When students are absent, tardy, or leave early, they must communicate this to their instructor and make an effort to stay current on all classwork during their absence.

Excessive failure to report to class in a timely manner, reporting unprepared for the day's lessons, or departing early without approval is grounds for corrective action up to and including removal from the class.

All students are required, at a minimum, to complete all hours as required by their program of study. If a student is absent for a short duration (due to sickness or for other personal reasons) then hours may be "made up" by the student during off-hours, as School facilities and instructors are available. If absence results in a student's cumulative score falling below a 70%, then the student will be placed on academic probation.

If, for reasons beyond the control of the student or the School, a student misses a substantial part of their program, then the School may invite the student to complete the program in a subsequent class. So long as the student leaves the School in good standing for pre-approved personal or medical reasons, no additional tuition or fees will be assessed to the student for being readmitted to a subsequent program. In this case, the student will assume the cost of any additional travel expenses.

## Leave of Absence

The School recognizes the need to offer students the ability to request a leave of absence during their course studies. Students are eligible to request a leave of absence during their time on campus. This request must include their tentative return date. The request for leave will be reviewed based on the reason for the request, previous attendance record, previous leave requests, and the impact the extended absence will have on the class.

## Dress Code Policy

The School maintains a business casual environment. Students are allowed to wear hospital scrub attire on Wednesdays and Fridays each week, or as directed by their instructor. Students must supply their own scrubs.

## Drug and Alcohol Policy

The School realizes that the misuse of drugs and alcohol impairs students' health and productivity. Drug and alcohol problems result in unsafe working conditions for all students and staff. The School is committed to maintaining a productive, safe, and healthy environment, free of unauthorized drug and alcohol use.

Any student involved in the unlawful use, sale, manufacturing, dispensing, or possession of controlled substances, illicit drugs, or alcohol on the School premises will be subject to disciplinary action up to and including dismissal from class and referral for prosecution.

There will be no alcohol stored or consumed on site at any School facility.

## Tobacco Policy

The School maintains a non-tobacco and non-smoking policy within the interior of the office and office building. The use of cigarettes and/or smokeless tobacco is allowed on the exterior of the building within the designated areas only.

## **Safety Policy**

The School is sincerely interested in the safety and well being of its students. The School will make every effort to keep the equipment in excellent condition and make sure that all safety devices are working properly.

If, in spite of our efforts to ensure safe working conditions, a student has an accident, it should be reported to an instructor immediately. The School will see that prompt medical attention is provided.

## **Security Policy**

The School is committed to maintaining a safe and secure environment. In order to maintain a secure environment, School strictly prohibits students and visitors from bringing any firearm onto School property. Failure to comply with this policy will result in disciplinary action up to and including removal from class and any applicable charges being filed against the student/visitor for such a violation.

## **Conduct Policy**

To assure orderly operations and to provide the best possible learning environment, the School expects students to follow rules of conduct that will protect the best interest of the School. Conduct that is offensive to fellow students or to staff will not be tolerated.

It is impossible to list all forms of behavior considered unacceptable. By the School's standards, any action that is disruptive, offensive, unfavorable, averse, hostile, or inauspicious to fellow students or staff is deemed unacceptable. Examples include but are not limited to: cheating, theft, falsification of documents or records, fighting or threatening behavior, insubordination, disrespect, dishonesty, sleeping or appearing to be sleeping on campus, and any inappropriate sexual conduct. Students who are dismissed from the program due to unacceptable or disruptive behavior will not be eligible for reinstatement.

## **Sexual Harassment Policy**

The School seeks to provide an environment free from sexual harassment and sexual assault. The School has zero tolerance policy for acts consisting of harassment or assault.

By definition, sexual harassment is discriminatory, unlawful, and may involve the behaviors of a person of either sex against a person of the opposite or same sex. It occurs when behavior constitutes unwelcome sexual advances, request for sexual favors, and other unwelcome verbal or physical behavior of a sexual nature where such conduct is made either explicitly or implicitly as condition of employment or education, where submission or rejection is used as the basis for employment or educational decisions, or where such actions are intimidating, hostile, or offensive.

The School understands that sexual harassment may not be intentional. Any person who feels that he or she is being sexually harassed must immediately inform the Senior Vice President, who will initiate an investigation into the allegations and also advise School's legal counsel.

## **Computer and Telephone Use Policy**

Students are required to use their own personal laptop computers while on campus in Denver. During class hours, each student will be provided access to the secure student network. Students must refrain from using staff computers at all times.

Cellular telephone use is not allowed within the classroom. Cellular telephone calls should be made during breaks and on the lunch hour.

# Mission, Purpose & Educational Values

## Our Mission

The Medical Sales College provides access to higher education opportunities that enable students to develop the knowledge and skills necessary to enter and succeed in the lucrative and promising field of medical device sales and, through this education, achieve their personal and professional goals.

## Our Purpose

- To facilitate effective student learning by providing appropriate knowledge, skills, and experience and to encourage their use in the field of medical device sales
- To help bridge the gap of experience and knowledge between new and existing sales representatives in the medical device field
- To provide students with real world knowledge of medical device sales as it relates to the sales person's perception, the challenges related to the surgeon client, and the difficulties encountered in selling to hospitals
- To employ faculty members who bring to our students academic excellence and the advanced skills that come from years of practice within the medical device sales profession
- To provide critical education and fundamental instructional services that prepare students to enter the challenging field of medical device sales and to become successful
- To use the newest teaching technology as part of our instruction so that access to these resources results in a better learning environment for all
- To assess student learning continually and to use assessment data to improve the curriculum, instruction, counseling, and services offered to students
- To be organized as a for-profit institution, and to generate the financial resources necessary to support the School's mission and to satisfy its stakeholders
- To provide an educational experience to the learner that will provide a lifetime of knowledge – for more than simply a career

## **Our Educational Values**

### **Accountability**

In their capacity as professional medical sales representatives, each student will be accountable to hiring managers, to the manufacturers they represent, to the patient, to the surgeon customer, and to themselves. As a result, students must practice being accountable – to all stakeholders.

### **Commitment**

Each student must understand the importance of doing what is promised, by the time it is promised. Every company requires that employees demonstrate commitment and be actively engaged in activities that lead to success. Total effort will be expected each day.

### **Communication**

Open and direct communication is crucial to facilitate smooth operations within an organization. Moreover, the invaluable relationships built with surgeon customers are founded upon communication. The School expects students to demonstrate effective communication skills on a daily basis.

### **Customer Service**

Customer service and relationship building are the cornerstones of success in any business. The School teaches the fundamental principle that “if we do not take care of the customer, someone else will”. Surgeon customers demand and deserve exceptional service. The School encourages students to embrace a customer-focused approach to their interactions.

### **Self-Direction**

Successful sales reps require a great deal of internal drive and initiative. They must be self-thinkers and self-starters. The School encourages students to be curious, to ask questions, and to exercise creative thinking. Ultimately, sales reps must be resourceful and learn how to create value.

### **Flexibility**

Sales representatives in the medical device industry will constantly be challenged with new products, new opportunities, and new obstacles. Successful sales people are flexible, and eagerly adapt to change. The School promotes an environment where change and innovation are valued.

### **Participation**

All sales reps – regardless of their level within an organization – get their “hands dirty” and “pitch in” to help. The School encourages students to take pride in their careers, to take an active role in all activities, and to offer unique contributions to the learning environment.

### **Teamwork**

Sales representatives collaborate with surgical teams to solve problems, make decisions, and take action that will result in the best patient outcomes. The School emphasizes that patient outcomes are a reflection of all contributors, and these good outcomes precede individual gain.

# Academic Calendar

## 2012 Tentative Schedule

### Academic Dates and Deadlines

*Academic schedule subject to change due to corporate and market demands. Please visit our website at <http://www.medicalsalescollege.com> for the most current upcoming class dates.*

January 2	New Year's Day Observed - CLOSED
	Bacterin Program Begins
January 3	Enrollment Period Ends for 1/16 Spine Program
January 9	Orthopaedic Extremities Program Begins
January 16	Spine Program Begins
	Enrollment Period Ends for 1/30 Academy Program
January 23	Enrollment Period Ends fo 2/6 Orthopaedic Reconstruction & Trauma Program
January 30	Academy Program Begins
	Enrollment Period Ends for 2/13 Spine Program
February 6	Orthopaedic Reconstruction & Trauma Program Begins
February 13	Spine Program Begins
	Enrollment Period Ends for 2/27 Orthopaedic Extremities Program
February 20	Enrollment Period Ends for 3/5 Sports Medicine Program
February 24	Graduation for Bacterin Class
February 27	Orthopaedic Extremities Program Begins
	Enrollment Period Ends for 3/12 Spine Program
March 2	Graduation for 1/9 Orthopaedic Extremities Program
March 5	Sports Medicine Program Begins
	Enrollment Period Ends for 3/19 Orthopaedic Extremities Program
March 9	Graduation for 1/16 Spine Program
March 12	Spine Program Begins
	Enrollment Period Ends for 3/26 Academy Program
March 19	Orthopaedic Extremities Program Begins
	Enrollment Period Ends fo 4/2 Orthopaedic Reconstruction & Trauma Program
March 23	Graduation for 1/30 Academy Program
March 26	Academy Program Begins
	Enrollment Period Ends for 4/9 Spine Program
March 30	Graduation for 2/6 Orthopaedic Reconstruction & Trauma Program
April 2	Orthopaedic Reconstruction & Trauma Program Begins
	Enrollment Period Ends for 4/16 Orthopaedic Extremities Program
April 6	Graduation for 2/13 Spine Program
April 9	Spine Program Begins
	Enrollment Period Ends for 4/23 Academy Program

April 16	Orthopaedic Extremities Program Begins
April 20	Graduation for 2/27 Orthopaedic Extremities Program
April 23	Academy Program Begins
	Enrollment Period Ends for 5/7 Spine Program
April 27	Graduation for 3/5 Sports Medicince Program
April 30	Enrollment Period Ends fo 5/14 Orthopaedic Extremities Program
May 4	Graduation for 3/12 Spine Program
May 7	Spine Program Begins
	Enrollment Period Ends for 5/21 Academy Program
May 11	Graduation for 3/19 Orthopaedic Extremities Program
May 14	Orthopaedic Extremities Program Begins
	Enrollment Period Ends for 4/2 Orthopaedic Reconstruction & Trauma Program
May 18	Graduation for 3/26 Academy Program
May 21	Academy Program Begins
	Enrollment Period Ends for 6/4 Spine Program
May 25	Graduation for 4/2 Orthopaedic Reconstruction & Trauma Program
May 28	Memorial Day Observed - CLOSED
	Orthopaedic Reconstruction & Trauma Program Begins
May 29	Enrollment Period Ends for 6/11 Orthopaedic Extremities Program
June 1	Graduation for 4/9 Spine Program
June 4	Spine Program Begins
	Enrollment Period Ends for 6/18 Academy Program
June 8	Graduation fro 4/16 Orthopaedic Extremities Program
June 11	Orthopaedic Extremities Program Begins
	Enrollment Period Ends for 6/25 Sports Medicine Program
June 15	Graduation for 4/23 Academy Program
June 18	Academy Program Begins
	Enrollment Period Ends for 7/2 Spine Program
June 25	Sports Medicine Program Begins
	Enrollment Period Ends for 7/9 Orthopaedic Extremities Program
June 29	Graduation for 5/7 Spine Program
July 2	Spine Program Begins
	Enrollment Period Ends for 7/16 Academy Program
July 4	Independence Day - CLOSED
July 6	Graduation for 5/14 Orthopaedic Extremities Program
July 9	Orthopaedic Extremities Program Begins
	Enrollment Period Ends for 7/23 Orthopaedic Reconstruction & Trauma Program
July 13	Graduation for 5/21 Academy Program
July 16	Academy Program Begins
	Enrollment Period Ends for 7/30 Spine Program
July 20	Graduation for 5/28 Orthopaedic Reconstruction & Trauma Program
July 23	Orthopaedic Reconstruction & Trauma Program Begins
	Enrollment Period Ends fo 8/6 Orthopaedic Extremities Program

July 27	Graduation for 6/4 Spine Program
July 30	Spine Program Begins
	Enrollment Period Ends for 8/13 Academy Program
August 3	Graduation for 6/11 Orthopaedic Extremities Program
August 6	Orthopaedic Extremities Program Begins
August 10	Graduation for 6/18 Academy Program
August 13	Academy Program Begins
	Enrollment Period Ends for 8/27 Spine Program
August 17	Graduation for 6/25 Sports Medicine Program
August 20	Enrollment Period Ends for 9/3 Orthopaedic Extremities Program
August 24	Graduation for 7/2 Spine Program
August 27	Spine Program Begins
	Enrollment Period Ends for 9/10 Academy Program
August 31	Graduation for 7/9 Orthopaedic Extremities Program
September 3	Labor Day - CLOSED
	Orthopaedic Extremities Program Begins
September 4	Enrollment Period Ends for 9/17 Orthopaedic Reconstruction & Trauma Program
September 7	Graduation for 7/16 Academy Program
September 10	Academy Program Begins
	Enrollment Period Ends for 9/24 Spine Program
September 14	Graduation for 7/23 Orthopaedic Reconstruction & Trauma Program
September 17	Orthopaedic Reconstruction & Trauma Program Begins
	Enrollment Period Ends fo 10/1 Orthopaedic Extremities Program
September 21	Graduation for 7/30 Spine Program
September 24	Spine Program Begins
	Enrollment Period Ends for 10/8 Academy Program
September 28	Graduation for 8/6 Orthopaedic Extremities Program
October 1	Orthopaedic Extremities Program Begins
	Enrollment Period Ends for 10/15 Sports Medicine Program
October 5	Graduation for 8/13 Academy Program
October 8	Academy Program Begins
	Enrollment Period Ends for 10/22 Spine Program
October 15	Sports Medicine Program Begins
	Enrollment Period Ends fo 10/29 Orthopaedic Extremities Program
October 19	Graduation for 8/27 Spine Program
October 22	Spine Program Begins
	Enrollment Period Ends for 11/5 Academy Program
October 26	Graduation for 9/3 Orthopaedic Extremities Program
October 29	Orthopaedic Extremities Program Begins
	Enrollment Period Ends for 11/12 Orthopaedic Reconstruction & Trauma Program
November 2	Graduation for 9/10 Academy Program
November 5	Academy Program Begins

	Enrollment Period Ends for 11/19 Spine Program
November 9	Graduation for 9/17 Orthopaedic Reconstruction & Trauma Program
November 12	Orthopaedic Reconstruction & Trauma Program Begins
	Enrollment Period Ends fo 11/26 Orthopaedic Extremities Program
November 16	Graduation for 9/24 Spine Program
November 19	Spine Program Begins
	Enrollment Period Ends for 12/3 Academy Program
November 21	Graduation for 10/1 Orthopaedic Extremities Program
November 22	Thanksgiving Day - CLOSED
November 23	Day After Thanksgiving Day - CLOSED
November 26	Orthopaedic Extremities Program Begins
November 30	Graduation for 10/8 Academy Program
December 3	Academy Program Begins
	Enrollment Period Ends for 12/17 Spine Program
December 7	Graduation for 10/15 Sports Medicine Program
	Enrollment Period Ends fo 12/24 Orthopaedic Extremities Program
December 14	Graduation for 10/22 Spine Program
December 17	Spine Program Begins
	Enrollment Period Ends for 12/31 Academy Program
December 21	Graduation for 10/29 Orthopaedic Extremities Program
December 24	Christmas Eve - CLOSED
	Orthopaedic Extremities Program Begins
December 25	Christmas Day - CLOSED
December 28	Graduation for 11/5 Academy Program
December 31	Academy Program Begins

# Application & Acceptance

## Applying to the Medical Sales College (MSC)

MSC is committed to making educational opportunities available to all applicants wishing to enter the field of medical device sales. Admission is based on evidence of previous levels of achievement in areas such as academics, business, and competitive sports, along with the applicant's performance on admission documents and phone interviews designed to gauge the level of sales aptitude of the applicant during their application and screening process.

Applicants, students, and the institution benefit equally from MSC's admission policies. It is the successful graduates of the institution that perform in the field for companies and, therefore, it is the companies that continue to return to MSC for top sales performers that ensures the continued success of our graduates and the School, alike.

There is no "formula" for gaining admission to MSC. Students with vastly different credentials come from across the country and from many different industries and backgrounds. What is common in our students is the talent they bring to MSC and the passion to explore and succeed in the medical device industry.

It is important to note that the School does not guarantee the transferability of its credits to any other educational institution unless there is a written agreement with another institution. Likewise, MSC does not offer credit for previous education, training, or experience received from other institutions or organizations.

**\* Current law prohibits any school from guaranteeing job placement as an inducement to enroll students.**

## What Do We Look For?

Applicants can set themselves apart from thousands of other applicants in various ways. Some show promise through previous experiences or achievements in a business endeavor. Other successful applicants have demonstrated excellence in academic or extracurricular initiatives. Still others bring perspectives formed by unusual personal circumstances or experiences.

## The Process

The process begins with an enrollment application. After submitting an enrollment application, MSC's admission staff will contact the applicant for an initial phone screening to discuss the process and answer any questions the applicant may have. After the initial phone screening, the applicant is scheduled for a final phone interview with a senior member of management.

# Tuition & Costs

## Tuition

Listed below is the 2012 schedule of tuition for each specialization:

Program	Tuition
Spine	\$6,500.00
Orthopaedic Reconstruction & Trauma	\$6,500.00
Sports Medicine	\$6,500.00
Orthopaedic Extremities	\$6,500.00
Foot & Ankle	\$6,500.00
Orthopaedic Biologics	\$6,500.00
Academy	\$5,000.00
Core <sup>5</sup> Orthopaedic Biologics	\$5,000.00

## Costs & Fees

It is important that students consider all costs associated with completing a program at the Medical Sales College. While tuition comprises a substantial portion of the total cost, students must also consider: the cost of transportation to and from Denver, the cost of lodging for the four weeks they stay in Denver, the cost of meals during their stay, the cost of local transportation during their stay, the cost of scrubs, and the cost of recommended books and supplies.

Students are free to stay at any location they choose and may make any arrangements for the duration of their stay in Denver. Many students who have friends or family in the area elect to stay with them. Some students fly to Denver, while others drive so that they can have the convenience of a vehicle.

MSC does provide kitchen facilities (with refrigerators and microwave ovens) in each of our training areas. This allows students to bring in bagged lunches or snacks and to heat meals during the lunch hour, effectively reducing some costs associated with meals.

## Ed, Bed, and Fed

The *Ed, Bed, and Fed* package was created to offer our students a convenient and cost-effective method to arrange for tuition, lodging, shuttle transportation, and many meals for the duration of their stay in Denver. This package also provides other amenities that enhance their learning experience.



MSC has established a relationship with the Marriott, who has two properties located immediately adjacent to the School's training facilities. Included in the cost of the *Ed, Bed, and Fed* package are:

- Lodging for four full weeks during the in-house portion of the program
- Shuttle transportation to and from the airport
- Hot breakfast seven days a week
- Light evening meals four times a week
- Free internet access, as well as an on-site business center
- Free shuttle service to local establishments (i.e. Park Meadows Mall)
- Refrigerator in every room
- Access to two exercise facilities
- Access to two indoor swimming pools
- On-site restaurant
- Access to outdoor grills, basketball courts, tennis courts, and whirlpool
- Steps away from the Light Rail station serving the Denver-Metro area

Current costs for the *Ed, Bed, and Fed* program are as follows, though prices are subject to change:

Duration	Cost
8-Week Program	\$1,850
5-Week Program	\$350

To take advantage of this program, please contact the Student Services Department at (303) 865-8965. Due to limited availability, we recommend making reservations as early as possible.

# School Policies & Procedures

## Admission Requirements

Admission to the Medical Sales College requires either a Bachelor's Degree or High School Diploma with specific sales or clinical knowledge and experience.

## The Goal of the School

The goal of the School is to fill a niche in a specific area of education and to prepare students for a specialized sales job in medical device sales. The School will attempt to provide an education, an exposure, a familiarity with the nomenclature to the science of medical devices, and a realistic sales training peculiar to successful medical sales. The School will determine the best candidates for admission and offer only those candidates acceptance into the School.

## The Goal of the Student

The goal of the student is to learn how to become successful in the medical device sales field. The student will learn areas of human anatomy nomenclature peculiar to the industry and gain knowledge of surgical procedures and sales training aimed specifically toward medical device sales.

The student must apply himself or herself to the subject matter. The School reserves the right to terminate continued participation by any student for the following reasons:

- Lack of participation, tardiness, and failure to complete essential assignments
- Failure to grasp and master the subject matter (i.e. failing tests)
- Violation of the standard honor code
- Disruptive classroom conduct inconsistent with the goal and decorum of learning

## Postponement of Starting Date

Postponement of starting date, whether at the request of the School or the student, requires a written agreement signed by the student and the School. The agreement must set forth:

- Whether the postponement is for the convenience of the School or student, and
- A deadline for the new start date, beyond which the start date will not be postponed

If the course is not commenced, or the student fails to attend by the new start date set forth in the agreement, the student will be entitled to an appropriate refund of prepaid tuition and fees within 30 days of the deadline in accordance with the School's refund policy and all applicable laws and Rules concerning the Private Occupational Education Act of 1981.

## Late Enrollment Period

A late enrollment period is defined as one (1) day past but not more than seven (7) days past the start date of the program.

### Late Enrollment Policy

Students who do not complete enrollment during the period prior to the start of the program may do so during the late registration period. A late registration fee of \$75 is charged. Permission to register late does not affect any academic policies.

### Applicant's Right to Cancel/Refund Policy

In the event the student decides not to participate in the enrolled program, a request for cancellation must be submitted in writing to the School and mailed directly to 8310 South Valley Highway, Suite 220, Englewood, CO 80112.

**Requests for cancellation/refund cannot be made by telephone or email.**

- Students who are not accepted to the School are entitled to a full refund of all monies paid.
- Students who cancel this contract by written notice to the School within three (3) business days are entitled to a full refund of all tuition and fees paid except where class has already begun. In that case, the student would be entitled to a refund based on the posted refund table.
- Students who withdraw by written notice after three (3) business days, but before commencement of classes, are entitled to a full refund of all tuition and fees paid except the maximum cancellation charge of \$150.00 or 25% of the contract price, whichever is less.

Should a student withdraw from the program after commencement of classes, the School will retain the cancellation charge of \$150.00 plus a percentage of tuition and fees based on the percentage of lessons completed in the program, as described in the table below:

<b>A student terminating training...</b>	<b>Is entitled to a refund of:</b>
Within first 10% of program (Lesson 1)	90% less cancellation charge
After 10% but within first 25% of program (Lessons 1-2)	75% less cancellation charge
After 25% but within first 50% of program (Lessons 3-4)	50% less cancellation charge
After 50% but within first 75% of program (Lessons 5-6)	25% less cancellation charge
After 75% (Lesson 7) if paid in full, cancellation charge is not applicable	NO REFUND

The student may cancel this contract at any time prior to midnight of the third business day after signing the contract.

All refunds will be made within 30 days from the date of termination. The official date of termination or withdrawal of a student shall be determined in the following manner:

- The date on which the School receives written notice of the student's intention to discontinue the training program, or
- The date on which the student violates published school policy, which provides for termination

Should a student fail to return from an excused leave of absence, the effective date of termination for a student on an extended leave of absence or a leave of absence is the earlier of the date the School determines the student is not returning or the day following the expected return date.

The student will receive a full refund of all tuition and fees paid if the School discontinues a course/program within a period of time a student could have reasonably completed it, except that this provision shall not apply in the event the School ceases operation. The policy for granting credit for previous training shall not impact the refund policy.

### **Assumption of Risk By the Student**

During the program and as part of the educational process, students will be using power tools (i.e. surgical drills and saws) to obtain a familiarity with the subject matter. The student agrees to assume the risk of using these power tools and hereby releases the School and its instructors, employees, and staff from any liability or injury that may arise from usage of these tools in the program.

Additionally, the School has no liability for any actions or occurrences that may occur outside of the School's physical location while the student is attending the program. The conduct, activities, and participation by the student in any sporting event, function, or activity outside of the School, regardless of the level of participation by School associates, is entirely at the student's own risk and the student agrees to assume all risks in any activity, physical or social in nature.

### **Release of Information**

The student agrees to allow the use of their image, name, history and, hopefully, their ultimate success story, in any sales or marketing materials and without compensation. Each student will be invited to evaluate the training they receive at the School and to offer any personal insights and experiences that may be valuable to future students and which may assist the School in furthering its goals. The student also agrees that the School may provide their contact information to prospective students who have requested additional information about the School and the experiences of former graduates.

### **Confidentiality Agreement**

The student acknowledges that School has spent considerable funds to develop the curriculum and teaching tools used during the course of education. These products and publications by the School are protected, proprietary in nature, and confidentially made available only to the student.

The student agrees that the material, handouts, curriculum, and other teaching tools are protected, highly confidential products of the School. Students will not copy, redistribute, audio record, rebroadcast, or otherwise reproduce materials while in the program, and will not provide any materials to anyone who is not a current student.

The audio recording, redistribution, rebroadcasting, or pirating of this protected information to any non-student is actionable by the School and subject to injunctive relief in favor of the School. It is agreed that in any legal action arising out of this Agreement, the prevailing party shall be entitled to the recovery of reasonable attorney fees.

### **Student Complaints**

A complaint must be based on a claimed violation of a rule or policy that has not been resolved through ordinary processes. The student is encouraged to attempt and resolve all grievances at the lowest possible level. The student should first discuss the problem or complaint with the person whose decision or action is being contested and then with that person's supervisor. If the grievance cannot be resolved at that level, the student can submit a formal complaint in writing to the School.

Any student who brings a complaint has the burden of proof and must provide documentation and evidence to support the allegation. A complaint should normally be filed within five (5) working days of the incident or incidents. Note: This policy does not limit the School's right to change rules, policies, or practices.

## Written Grievance Requirements

- What is the grievance? Identify it.
- What are the grounds for the grievance? Explain the basic justification for the grievance on a claimed violation of a rule or policy.
- How would you like to see it resolved? What do you want done?

## How to Submit

- For academic grievances, the student will submit the complaint in writing to the School Director who will ensure that the complaint receives a timely response. The student may appeal the response in writing to the CEO within ten (10) days. The results of complaints appealed at this level are final and may not be further appealed.
- For non-academic grievances, the student will submit the complaint in writing to the School Senior Vice President who will ensure that the complaint receives a timely response. A record of each complaint, its nature, and resolution will be forwarded to the Admissions office for record-keeping purposes.

Complaints that cannot be resolved by direct negotiation between the student and the School, may be filed online with the Colorado Department of Higher Education Division of Private Occupational Schools at <http://highered.colorado.gov/dpos/>. All student complaints submitted to the Division must be in writing and shall be filed within two (2) years of the student's last day of attendance at the School. The Division of Private Occupational Schools may also be contacted at (303) 866-2723.

# Standards of Academic Performance

## Our Rationale

The Standards of Academic Performance at MSC have been established in order to:

- Give the student guidance during their pursuit of knowledge of medical device sales
- Maintain an environment that clearly defines expectations of the student
- Clarify the roles and responsibilities of students, faculty, and administrators
- Allow the School to maintain academic integrity

## Categories of Standards

### Advanced Standing

Students with a cumulative score of 90% or higher on evaluations and a superior score in the area of general educational requirements will be considered to have an advanced standing with the School.

### Acceptable Standing

Students with a cumulative score of 80% to 90% and an acceptable or satisfactory score in the area of general educational requirements will be considered to be in good standing with the School.

### Cautionary Standing - Cumulative score of less than 80% for more than three days

Students who have a cumulative score of less than 80% for more than three days and a satisfactory score in the area of general educational requirements will receive a cautionary notice and recommendation to seek additional assistance designed to help them achieve success.

### Probation - Cumulative score of less than 70% at any time

Students who have a cumulative score of less than 70% at any time and a less than satisfactory score in the area of general educational requirements will receive a probationary notice and will be required to redouble their effort and improve their performance.

### Dismissal - Cumulative score of less than 70% for more than one week

Students who have maintained a cumulative score of less than 70% for more than one week and who have previously been placed on academic probation will receive a notice of dismissal and will be asked to leave the program. These students will not be eligible for reinstatement.

# Graduation Requirements

To receive a Certificate of Completion from MSC, a student must satisfy requirements related to course completion, grade point average, program of study, as well as class participation and performance. The School maintains many of these requirements in concordance with nationally recognized expectations of academic performance standards.

Other requirements, such as the class participation and performance, have the additional purpose of identifying those elements which give the student the added knowledge and experience to enter the field with confidence. The curriculum at the Medical Sales College provides students with both the breadth and depth of study necessary to be a competitive job applicant and employee within the field of medical device sales.

It is the student's responsibility to ensure that all requirements for graduation are fulfilled in a timely fashion. To assist students in this, the School posts grades and performance scores indicating each student's progress.

The requirements for graduation, and the rationale for curricular requirements, are as follows:

1. A minimum number of hours (see curriculum section in this catalog) must be spent learning while completing the at-home portion of training. To add to this learning, students are required to turn in weekly homework assignments. In addition, students will complete a weekly conference call during the at-home training for the purpose of reviewing the week's work.
2. Upon arrival for in-house training, all students will be given an entrance exam to determine the level of knowledge gained during the at-home training component. Students must have a minimum score of 70 to continue in the program.
3. The purpose of the general education component is to broaden the student's experiences and prepare him or her for field sales. The general education component does this by engaging students in the following:
  - Fundamental questions, ideas, and methods of the medical sales industry
  - The application and integration of these methods to real world problems and contexts
  - Creative, analytical, and critical thinking through inquiry and problem-solving related to surgical procedures and sales challenges
  - Understanding and evaluating the consequences of one's choices and the implications of one's actions in the medical sales field
  - Opportunities to develop and practice the skills of critical thinking, communication, and integration of knowledge related to medical sales in the following ways:
    - Communicating persuasively and effectively by oral and written methods
    - Working effectively and collaboratively (in groups and independently)
    - Developing information and technological literacy related to surgery and medical devices

- While acknowledging that these skills are developed throughout a person's lifetime and do not terminate with the completion of any set of courses, the School has determined that roughly a third of the program should be devoted to the general education curriculum. The student's performance in this area is determined by the instructor and is scored as unsatisfactory, satisfactory, acceptable, and superior.
4. The in-house course competition specific to the course of study is a critical component to the student's eligibility to graduate. Students must complete all assignments assigned by their instructor on time and with a passing score. Students must have a cumulative score of 70% to be eligible to graduate with a Certificate of Completion. The student must also display an understanding of, and demonstrate a detailed familiarity with, medical sales concepts.

### **Graduation With Honors**

All graduates are eligible for the Valedictorian or Most Valuable Participant designation if their academic and performance records dictate such an award. Students and instructors will make their recommendations collectively and the graduate chosen will be announced during the commencement ceremonies.

### **Student Grade Reporting**

The instructor of record for each program assigns each student a course grade that indicates the student's academic performance. Grades may not be changed after the instructor records the grade as part of the permanent electronic file maintained by the school, except in cases of computational error or for removal of an incomplete grade.

Students may not perform additional work, revise a paper, repeat an exam, or complete other assignments after the instructor reports the final grade in order to receive a change of grade.

The student must be enrolled in the course for the entire length of the course to receive a grade. Grades can only be issued for work completed during that time.

The following table presents grades, their numerical value used for the calculation of GPA, and their relation to the student's performance:

**\* The school does not guarantee the transferability of its credits to any other institution unless there is written agreement with another institution.**

<b>Week 1 (Self Study)</b>		Weekly Update of GPA by Email
Homework / Essay	<b>50% 0-100</b>	
Conference Call Participation	<b>50% 0-100</b>	
<b>Week 2 (Self Study)</b>		Weekly Update of GPA by Email
Homework / Essay	<b>50% 0-100</b>	
Conference Call Participation	<b>50% 0-100</b>	
<b>Week 3 (Self Study)</b>		Weekly Update of GPA by Email
Homework / Essay	<b>50% 0-100</b>	
Conference Call Participation	<b>50% 0-100</b>	
<b>Week 4 (Self Study)</b>		Weekly Update of GPA by Email
Homework / Essay	<b>50% 0-100</b>	
<b>Total of Self Study</b>	<b>10%</b>	
<b>Daily (Days 1-21)</b>		Grades posted on academic wall
Class Participation	<b>10% 0-100</b>	
Quiz / Exam	<b>40% 0-100</b>	
Role-Play	<b>40% 0-100</b>	
<b>Total of Class Participation</b>	<b>90%</b>	

# Placement Services

**Placement assistance for graduates of the Medical Sales College is provided by EliteMed Recruiting. EliteMed Recruiting functions as a separate corporate entity from the Medical Sales College, albeit one with a primary relationship to MSC.**

## **A Great Synergy**

The goal of the Medical Sales College is to offer qualified professionals the opportunity to receive specialized, hands-on training related to the products, procedures, and selling skills necessary to excel in the field of medical device sales. Because graduates of the Medical Sales College have proactively prepared themselves for sales opportunities in the device industry, they are uniquely qualified to have very different conversations with hiring managers. When a graduate of MSC sits in front of a hiring manager, they are able to speak a language that resonates with the manager, they are able to demonstrate their preparation for managing a territory, and they are able to articulate a clear and defined plan for driving business immediately. These attributes are extremely valuable to hiring managers, who have a compelling need for professional representation of their products.

EliteMed Recruiting maintains a corporate relationship with the Medical Sales College and provides recruitment services to graduates of MSC free of any charge. Graduates are not obligated to utilize the services offered by EliteMed, but those services are available to each and every graduate of the Medical Sales College.

EliteMed Recruiting has established relationships with hundreds of hiring managers in the medical device industry, and maintains a database of thousands. The recruiting process utilized by EliteMed has been responsible for nearly 450 placements of MSC graduates over the past three years. This success rate is largely attributable to talented sales professionals who completed the program in past years and who have “paved the way” for subsequent graduates.

There is a powerful and synergist relationship between the Medical Sales College, its graduates, and EliteMed Recruiting. The Medical Sales College identifies and trains talented professionals. EliteMed Recruiting identifies opportunities for those professionals and presents them for consideration. Upon hire, these professionals excel in the field. As graduates of MSC continue to excel, more and more opportunities are presented to EliteMed Recruiting. It becomes a “win-win” situation for all.

## **How It Works**

EliteMed Recruiting has a team of recruiters and researchers who canvas’s the nation to identify the best opportunities for MSC graduates. These efforts take a two-pronged approach to the placement process:

### **High Level – Big Picture**

The first efforts of the EliteMed Recruiting team are often directed at the corporate executives who make national and global decisions regarding sales force composition and management. These individuals have a “big picture” view and the problems associated with hiring and retaining key sales reps resonate deeply in their daily lives. EliteMed Recruiting has an aggressive program of VIP visits, knowing that when industry executives see the Medical Sales College facilities, staff, simulated OR environment, and curriculum, they will recognize the caliber of training that these prospective hires receive.

### Distributor / Hiring Manager Level – Feet On The Street

Many companies work through an independent distributor network, so that hiring decisions are made at the local level rather than the national level. Even in companies with direct sales force, final hiring decisions are often made by local field hiring managers. Because of this, EliteMed Recruiting divides the nation into regions so that its recruiters can have individualized interactions with the key representatives for the manufacturers in each region. It is the goal of the recruiters to understand what the local needs are currently and perhaps more importantly, what needs are anticipated in the foreseeable future. All information is held in the strictest of business confidence.

Because of the depth of these relationships, EliteMed Recruiting is able to monitor the progress of the Medical Sales College students throughout the course of their training, and beyond, and to present the most appropriate candidates for interview opportunities, based on the specific needs and preferences of the hiring manager. Obviously, it is incumbent upon the student to present themselves, their skills, and their performance in a manner that leaves as good an impression as possible, as these opportunities are often highly competitive and eagerly sought after.

It is the depth of these relationships and this level of business intelligence that gives EliteMed Recruiting a large part of its competitive advantage. Because of the nature of the orthopaedic and spine industry, most jobs are never posted for public application. This is partially due to the fact that the requirements for success are so high and hiring managers do not want to be inundated with unqualified candidates. It is also, however, because often the job search is often designed with the intention of replacing an existing, under-performing sales rep without disrupting the business they are currently servicing. This means that the search must be conducted with the utmost discretion, and EliteMed Recruiting's extensive database of MSC graduates makes it an ideal starting point for this search.

### The Process

When EliteMed Recruiting is engaged in filling an open sales position for a hiring manager, the recruiting team begins by identifying available candidates for that opportunity. This determination will be based on geography, skill set, specific training fulfilled, hiring manager preferences, and a host of other issues. After the most qualified candidates have been identified, recruiters gather information ( i.e. resumes, biographical information, and performance at the Medical Sales College) that is forwarded to the hiring manager for their review.

While EliteMed recruiting staff attempts to manage the interview and screening process as vigorously as possible, it is, in the end, the hiring manager who makes the ultimate decision regarding any specific candidate. Except in instances where companies determine to leave the final selection to EliteMed Recruiting, candidates may or may not receive feedback from the hiring managers regarding why they were or were not selected.

**The Future**

EliteMed Recruiting continues to expand its relationships both horizontally (across more companies in the industry) and vertically (deeper and deeper within the organizations). As MSC graduates outperform their peer groups, both in speed and scope of success, hiring managers and companies continue to expand the portion of their new hires that come from the Medical Sales College.

While many in the medical device recruiting business have call lists and potential contact sheets that contain high level executives, EliteMed Recruiting has hosted and continues to host senior level executives from nearly all of the major orthopaedic and spine companies, as well as an ever-expanding number of smaller, aggressive, up-and-comers. A partial list of senior executives who have visited the corporate headquarters of EliteMed Recruiting and the Medical Sales College includes:

 <p>VP of Sales – Ortho VP of Sales – Spine Area Vice Presidents Distributors – Spine Distributors – Recon Distributors – Mitek</p>	 <p>President VP of Sales – Ortho VP of Sales – Sports Director of Training Distributors – Spine Distributors – Ortho</p>	 <p>Director of Sales Director, Sales Education Branch Managers – Ortho Distributors – Spine Distributors – Ortho VP of Sales – Joint Preservation</p>	 <p>Regional Vice President Director of Sales Training District Managers Distributors – Recon</p>
 <p>Director of Global Sales Training Distributors – Spine Distributors – Recon</p>	 <p>President VP of Sales Regional Business Directors Distributors – Linvatec</p>	 <p>VP of Sales – Trauma Area Vice Presidents Regional Managers</p>	 <p>VP of Sales &amp; Training Area Vice President Area Sales Directors</p>
 <p>Chief Executive Officer VP of Sales Regional Vice Presidents</p>	 <p>President VP of Sales Regional Directors</p>	 <p>VP of Sales Regional Managers Distributors</p>	 <p>VP of Sales VP of Global Marketing Area Vice Presidents</p>
 <p>VP of Sales Distributors</p>	 <p>Regional Vice-President Distributors</p>	 <p>VP of Sales VP of Marketing</p>	 <p>Chief Executive Officer Regional Directors</p>
 <p>Global Leader, Sales Dev. Regional Managers</p>	 <p>VP of Sales Distributors</p>	 <p>Director of Training Distributors</p>	 <p>VP of Sales Regional Sales Managers</p>
 <p>Regional Managers Product Managers</p>	 <p>VP of Sales</p>	 <p>VP of Sales</p>	 <p>Regional Vice President</p>

**\*Current law prohibits any school from guaranteeing job placement as an inducement to enroll students.**

# Spine Program

The Spine Program is an eight-week session, with four weeks of at-home, instructor guided study and four weeks of classroom learning. This program is designed to give the learner both clinical and sales skills with critical knowledge to become a successful medical device sales representative, with an an emphasis on spinal implants.

## Admission Requirements

Admission to the Medical Sales College requires either a Bachelor's Degree or High School Diploma with specific sales or clinical knowledge and experience.

## Instructor Information

### **Mitch Seigars, Vice President of Training**

(720) 235-4184 Office

(303) 548-2711 Cell

### **Mark Burgeson, President**

(720) 407-8782 Office

(303) 489-5649 Cell

## Textbooks, Recommended Readings and Additional Materials the Learner Needs

### ***Basic and Clinical Anatomy of the Spine, Spinal Cord, and ANS - Strongly Recommended***

Second Edition

Gregory D. Cramer and Susan A. Darby

### **Spine Core Curriculum Binder** - Provided upon acceptance to the School

The Medical Sales College 2009

Mitch Seigars

**Laptop computer with wireless internet capability, Microsoft Office Suite (or equivalent) installed** - Student provided

**Two pairs of dark blue scrubs** - Student provided

**Spine models** - School will have models available upon arrival, but it is strongly recommended that the student also purchase one of their own

**Cell phone** - Student provided

## Spine Program Descriptions & Objectives

Schedule is tentative and subject to change depending upon the progress of the class.

### Week 1

#### Spine Anatomy

***Upon successful completion, the learner will be able to identify and recognize spine anatomy on anatomical drawings, anatomical photographs, and spine models.***

Part of the Week 1 at-home portion is guided learning of the spinal anatomy and the surrounding anatomical structures that are important to a spine medical device representative. It is recommended that the learner spend at least ten hours of their time focused on learning this anatomy section. The learner will be evaluated by homework submitted to the instructor at the end of the week. All homework will be discussed on the second conference call.

#### Spine Vocabulary

***Upon successful completion, the learner will be able to define, understand, and utilize medical vocabulary as it relates to spine anatomy.***

As the Week 1 guided at-home portion continues, learners will have a list of spine anatomy vocabulary for which they are required to find and memorize the definitions. It is recommended that the learner spend at least ten hours of their time focused on learning the spine vocabulary section. The learner will be evaluated by homework submitted to the instructor at the end of the week. All homework will be discussed on the second conference call.

#### Customer Profiling

***Upon successful completion, the learner will be able to search for and discover qualified potential customers by geographic area.***

Another part of the Week 1 at-home portion is customer identification. Utilizing any means, the learner will identify and comprehensively list all potential customers within a fifty-mile radius of their area. It is recommended that the learner spend at least ten hours of their time focused on preparing this portion of at-home work. The learner will be evaluated by homework submitted to the instructor at the end of the week. The homework will be discussed on the second conference call.

## Week 2

### Spine Biomechanics

***Upon successful completion, the learner will be able to describe and explain the biomechanical functions of the spine anatomy learned in Week 1.***

Part of the Week 2 at-home portion is guided learning of the four main biomechanical functions of the spine, how these functions work, and which functions are most important to their surgeon customers. It is recommended that the learner spend at least ten hours of their time focused on learning this biomechanics section. The learner will be evaluated by homework submitted to the instructor at the end of the week. The homework will be discussed on the third conference call.

### Biomechanics Vocabulary

***Upon successful completion, the learner will be able to define, understand, and utilize medical vocabulary as it relates to spine biomechanics.***

As the Week 2 guided portion continues, learners will have a list of spine biomechanics vocabulary of which they are required to find and memorize the definitions. It is recommended that the learner spend at least ten hours of their time focused on learning the spine biomechanics vocabulary section. The learner will be evaluated by homework submitted to the instructor at the end of the week. All homework will be discussed on the third conference call.

### Customer Profiling

***Upon successful completion, the learner will be able to find and qualify contact information for five potential surgeon customers.***

In the final part of the Week 2 guided at-home portion, the learner will utilize different methods to create and complete a contact information form for five potential surgeon customers. It is recommended that the learner spend at least ten hours of their time focused on preparing this portion of at-home work. The learner will be evaluated by homework submitted to the instructor at the end of the week. The homework will be discussed on the third conference call.

## Week 3

### Spine Pathology

***Upon successful completion, the learner will be able to identify and explain how the different spine pathologies affect a patient.***

Part of the Week 3 guided at-home learning is to study how the spine breaks down during the different stages of spine pathologies and how that break down affects the spine biomechanics reviewed in Week 2. It is recommended that the learner spend at least ten hours of their time focused on learning this pathology section. The learner will be evaluated by homework submitted to the instructor at the end of the week. The homework will be discussed on the fourth conference call.

### Spine Pathology Vocabulary

***Upon successful completion, the learner will be able to define, understand, and utilize medical vocabulary as it relates to spine biomechanics.***

As the Week 3 guided at-home portion continues, learners will have a list of spine pathology vocabulary of which they are required to find and memorize the definitions. It is recommended that the learner spend at least ten hours of their time focused on learning the spine pathology vocabulary section. The learner will be evaluated by homework submitted to the instructor at the end of the week. All homework will be discussed on the fourth conference call.

### Customer Profiling

***Upon successful completion, the learner will be able to distinguish and classify the different pathologies a surgeon customer may treat.***

As part of the Week 3 guided at-home portion, the learner will utilize different methods to collect and create information for five surgeon customers. It is recommended that the learner spend at least ten hours of their time focused on preparing this portion of at-home work. The learner will be evaluated by homework submitted to the instructor at the end of the week. The homework will be discussed on the fourth conference call.

## Week 4

### Spine Surgery Procedures

***Upon successful completion, the learner will be able to classify and describe the surgical procedures surgeons perform to treat the different spinal pathologies.***

As part of the Week 4 guided at-home portion, the learner will review the names and steps of the different surgical procedures. It is recommended that the learner spend at least ten hours of their time focused on learning this pathology section. The learner will be evaluated by homework submitted to the instructor at the end of the week. The homework will be discussed upon arrival at the in-house portion.

### Spine Procedure Vocabulary

***Upon successful completion, the learner will be able to define, understand, and utilize medical vocabulary as it relates to spine procedures.***

As the Week 4 guided at-home portion continues, learners will have a list of spine procedure vocabulary which they are required to find and memorize the definitions. It is recommended that the learner spend at least ten hours of their time focused on learning the spine procedure vocabulary section. The learner will be evaluated by homework submitted to the instructor at the end of the week. All homework will be discussed upon arrival at the in-house portion.

### Customer Profiling

***Upon successful completion, the learner will be able to distinguish and classify the different spine procedures a surgeon performs.***

In another part of the Week 4 guided at-home portion, the learner will utilize different methods to collect and identify the spine procedure information for five surgeon customers. It is recommended that the learner spend at least ten hours of their time focused on preparing this portion of at-home work. The learner will be evaluated by homework submitted to the instructor at the end of the week. The homework will be discussed upon arrival at the in-house portion.

## Week 5 - Begin In-house Training

*Course participants will arrive on Monday morning to begin the in-house training portion of the curriculum. From this point, the training schedule is expanded into daily processes of introducing new material, evaluations in the form of quizzes, reviews of previously discussed curriculum, and role play scenarios. Homework assignments are employed to challenge the learner's research capabilities, critical analysis, organizational skills, and include individual or group presentations before an audience of instructors and peers.*

*The following is a discussion of the course schedule, learning objectives, and description of the lesson plans for the in-house portion of the training program.*

### Week 5 - Monday

#### **Introductions and Expectations** - Hours: 1.0

*The learner will be introduced to the Medical Sales College staff and in-house course expectations will be delivered to the learner.*

#### **Operating Room Protocol and Etiquette** - Hours: 3.0

*Upon successful completion, the learner will be able to apply the proper protocol and etiquette upon entering a hospital.*

Utilizing our state-of-the-art mock operating room, scrub sinks, and hospital locker room, the learner will be taken on a guided tour of where to enter a hospital, the proper check-in procedures, the proper attire in an operating room, and finally, the "do's and don'ts" of the operating room. The learner will be evaluated by a quiz the following day and constant monitoring by the Medical Sales College staff.

#### **Role-Play Sales Scenario** - Hours: 4.0

*Upon successful completion, the learner will evaluate their current selling styles and begin to recognize how a new selling style is needed to succeed in the spine medical device sales industry.*

On the first day of the in-house portion, the learner will engage in their first sales scenario role-play in front of the class while being video recorded. This first role-play is designed to create a baseline of selling skill for the learner and the instructor. The instructor will evaluate the learner by their ability to gain favorable attention, conversationally identify needs, deliver a value statement, and advance the sale forward.

#### **Homework**

*It is recommended that the learner spend no less than 2.0 hours on this homework assignment.*

- Study for the operating room protocol and etiquette quiz given on Tuesday.

## Week 5 - Tuesday

### **Dynamic Psychological Selling®** - Hours: 4.5

*Upon successful completion, the learner will be able to adopt and perform the Dynamic Psychological Selling® principles needed to succeed in the spine medical device sales industry.*

First and foremost, the Medical Sales College is a selling program. During this half-day session participants will learn the most innovative and successful selling technique available in the medical device sales industry. The learner will be evaluated by quiz the following day on their ability to utilize **Dynamic Psychological Selling®** during the rest of the program.

### **Mapping the Sales Call** - Hours: 4.5

*Upon successful completion, the learner will be able to practice and perform the four selling steps of both a short and long sales call.*

Performing in a sales call is the key to success in the medical device sales industry. During this program, the student will learn the steps of being successful in both a short and a long sales call. These steps will be reinforced and evaluated by quiz the following day and on the ability of the learner to perform these steps during each role-play for the duration of the course.

### **Homework**

*It is recommended that the learner spend no less than 4.0 hours on this homework assignment.*

- Study to prepare for **Dynamic Psychological Selling®** and Mapping the Sales Call quiz.
- Look up definitions for ten vocabulary words in relationship to basic bone biology and be prepared to be quizzed on those vocabulary words.
- Review three journal articles or abstracts in relation to basic bone biology.
- Write a paragraph about the findings of each article or abstract.

## Week 5 - Wednesday

### **Basic Bone Biology** - Hours: 4.0

*Upon successful completion, the learner will be able to describe bone biology, how bone is remodeled, and express why bone biology is important to a spine surgeon.*

Fusion is the most common surgical treatment for alleviating most spine pathologies. Students will learn how bone fuses and how to have a discussion with a spine surgeon about fusion. Students will be evaluated by engaging in the role-play scenario in the afternoon and by quiz the following day.

### **Role-Play Sales Scenario** - Hours: 4.0

*Upon successful completion, the learner will be able to conduct a sales call about a bone biologic product to an instructor acting as a surgeon customer.*

Utilizing a company-specific biologic (as assigned by the instructor), the learner will engage in a short sales call role-play. The learner will be evaluated by their ability to introduce themselves, create a set-up statement, deliver a value statement, and advance the sale forward.

### **Homework**

*It is recommended that the learner spend no less than 2.0 hours on this homework assignment.*

- Study for the Basic Bone Biology quiz.
- Look up definitions for ten diagnostic imaging vocabulary words and be prepared to be quizzed on those words.

## Week 5 - Thursday

### **Diagnostic Imaging - Radiography and Fluoroscopy** - Hours: 8.0

*Upon successful completion, the learner will be able to distinguish different imaging modalities by sight, describe the characteristics of different imaging modalities, and identify spinal anatomy on radiography and fluoroscopy.*

Diagnostic imaging is one of the first ways the learner can prove that they belong in the operating room environment. Learners will engage in anatomy identification on PowerPoint presentation and actual x-ray films of patients. The learner will be evaluated by quiz on the following day.

### **Homework**

*It is recommended that the learner spend no less than 2.0 hours on this homework assignment.*

- Study for quiz on diagnostic imaging.

## Week 5 - Friday

### **Diagnostic Imaging - Computed Axial Tomography and Magnetic Resonance Imaging** - Hours: 8.0

*Upon successful completion, the learner will be able to distinguish different imaging modalities by sight, describe the characteristics of different imaging modalities, and identify spinal anatomy on C.T. and M.R.I.*

Learners will engage in anatomy identification on PowerPoint presentation and actual C.T. and M.R.I. films of patients. The learner will be evaluated by quiz on the following Monday.

### **Homework**

*It is recommended that the learner spend no less than 8.0 hours on this homework assignment.*

- Study for the Week 5 cumulative exam on Monday.
- Read the Spine Patient Outcomes Research Trial (SPORT study).
- Write a paragraph about the SPORT study and what the study means to the spine industry.

## Week 6 - Monday

### **Biologic Products** - Hours: 3.0

***Upon successful completion, the learner will be able to differentiate between the biologic products available in the spine surgery market.***

There are many different biologic products available to spine surgeons today. During this portion of the course, learners will discuss the pros and cons of each of the groups of biologic products and understand when and why a surgeon uses a biologic product. The learner will be evaluated by quiz the following day and on their ability to sell biologic products in future role-plays.

### **Degenerative Disease** - Hours: 5.0

***Upon successful completion, the learner will be able to define the term “degenerative disease” and list the effects of degenerative disease in relationship to each anatomical structure, identify why the degenerative disease patient seeks medical attention, compare and contrast the different pain types and the surgical goal to treat those pain types, and identify the patient symptoms for which a surgeon is most willing to perform surgery.***

The majority of spine surgical procedures performed today are for patients that suffer from degenerative disease. This comprehensive lecture will allow the learner to have confident conversations with his or her surgeon customers. The learner will be evaluated by quiz the following day and his or her ability to have conversations in future role-plays.

### **Homework**

***It is recommended that the learner spend no less than 5.0 hours on this homework assignment.***

- Study for the biologic and degenerative disease quiz.
- Look up the definitions for ten anterior cervical discectomy vocabulary words and be prepared to be quizzed on those words.
- Review three journal articles or abstracts on Polyether Ether Ketone (PEEK).
- Write a paragraph on the findings on each article or abstract.

## Week 6 - Tuesday

### **Anterior Cervical Discectomy and Fusion (ACDF) Surgery Video** - Hours: 4.0

*Upon successful completion, the learner will be able to outline the steps of performing an ACDF procedure.*

The learner will observe and review a video of an ACDF spine surgery procedure. Students will be evaluated by quiz on the following day and on their ability to have conversations in future role-plays.

### **ACDF Interbody Products** - Hours: 4.0

*Upon successful completion, the learner will be able to differentiate between the ACDF Interbody products available in the spine surgery market.*

There are many different ACDF Interbody products available to spine surgeons today. During this portion of the course, learners will discuss the pros and cons of each of the groups of ACDF Interbody products and understand when and why surgeons use an ACDF Interbody product. The learner will be evaluated by quiz the following day and on their ability to sell ACDF Interbody products in future role-plays.

### **Homework**

*It is recommended that the learner spend no less than 4.0 hours on this homework assignment.*

- Study for ACDF surgery video and ACDF Interbody products quiz.
- Look up the definitions for ten anterior cervical plate vocabulary words and be prepared to be quizzed on those words.
- Review one journal article on each of the following: constrained ACDF plate, rotational ACDF plate, and translational ACDF plate.
- Write a paragraph on the findings on each article or abstract.

## Week 6 - Wednesday

### **Role-Play Sales Scenario** - Hours: 4.0

***Upon successful completion, the learner will be able conduct a sales call about an ACDF Interbody and biologic product to an instructor acting as a surgeon customer.***

Utilizing a company-specific biologic and ACDF Interbody product (as assigned by the instructor), the learner will engage in a short sales call role-play. Learner will be evaluated by their ability to introduce themselves, create a set-up statement, deliver a value statement, and advance the sale forward.

### **ACDF Plate Products** - Hours: 4.0

***Upon successful completion, the learner will be able to differentiate between the ACDF Plate products available in the spine surgery market.***

There are many different ACDF Plating products available to spine surgeons today. During this portion of the course, learners will discuss the pros and cons of each of the groups of ACDF Plate products and understand when and why surgeons uses an ACDF Plate product. The learner will be evaluated by quiz the following day and on his or her ability to sell ACDF Plate products in future role-plays.

### **Homework**

***It is recommended that the learner spend no less than 4.0 hours on this homework assignment.***

- Study for ACDF Plates quiz.
- Prepare for Role-Play Sales Scenario.

## Week 6 - Thursday

### Role-Play Sales Scenario - Hours: 2.0

***Upon successful completion, the learner will be able to have a conversation with a surgeon's front desk staff.***

In the medical device industry, one of the biggest challenges is getting access to the spine surgeon customer. During this session, the learner will develop tactics for having conversations with the different gatekeepers (aimed at getting past them) so he or she can have a conversation with a spine surgeon. Students will be evaluated on their ability to get past the gatekeeper and on any additional surgeon practice information they are able to obtain during the role-play.

### Role-Play Sales Scenario - Hours: 2.0

***Upon successful completion, the learner will be able to conduct a sales call about an ACDF Interbody, ACDF plate, and biologic product to an instructor acting as a surgeon customer.***

Utilizing a company-specific biologic, ACDF plate, and ACDF Interbody product (as assigned by the instructor), the learner will engage in a short sales call role-play. The learner will be evaluated on their ability to make an introduction, create a set-up statement, deliver a value statement, and advance the sale forward.

### Role-Play Review - Hours: 4.0

***Upon successful completion, the learner will be able to analyze the role-plays completed, recognize strengths and weaknesses within the role-play, and implement changes in style.***

Learners will review the videos of the day's role-plays. This will give the learner an opportunity to observe body language used and, with guidance from the instructor, perform a self-evaluation of how the role-play went.

## Homework

***It is recommended that the learner spend no less than 5.0 hours on this homework assignment.***

- Look up the definitions for ten Anterior Lumbar Interbody surgery vocabulary words and be prepared to be quizzed on those words.
- Review a journal article on each of the following: Anterior Lumbar Interbody fusion, direct lateral interbody fusion, and axial lumbar interbody fusion.
- Write a paragraph on the findings of each article or abstract.

## Week 6 - Friday

### **Direct Lateral Interbody Fusion Surgery Video** - Hours: 2.0

***Upon successful completion, the learner will be able to outline the steps of performing a direct lateral interbody fusion procedure.***

The learner will observe and review a video of a direct lateral interbody fusion spine surgery procedure. Students will be evaluated by exam on the following Monday and on their ability to have conversations in future role-plays.

### **Axial Lumbar Interbody Fusion (AxialLIF) Surgery Video** - Hours: 2.0

***Upon successful completion, the learner will be able to outline the steps of performing an AxialLIF procedure.***

The learner will observe and review a video of an AxialLIF spine surgery procedure. Students will be evaluated by exam on the following Monday and on their ability to have conversations in future role-plays.

### **Anterior Lumbar Interbody Fusion Products** - Hours: 4.0

***Upon successful completion, the learner will be able to differentiate between the ALIF Interbody products available in the spine surgery market.***

There are many different ALIF Interbody products available to spine surgeons today. During this portion of the course, learners will discuss the pros and cons of each of the groups of ALIF Interbody products and understand when and why surgeons use an ALIF Interbody product. The learner will be evaluated by exam the following Monday and on their ability to sell ALIF Interbody products in future role-plays.

### **Homework**

***It is recommended that the learner spend no less than 10.0 hours on this homework assignment.***

- Study for the exam on Monday.
- Prepare for Role-Play Sales Scenario.

## Week 7 - Monday

### Role-Play Sales Scenario - Hours: 4.0

***Upon successful completion, the learner will be able conduct a sales call about an Anterior Lumbar Interbody and biologic product to an instructor acting as a surgeon customer.***

Utilizing a company-specific biologic and Anterior Lumbar Interbody product (as assigned by the instructor), the learner will engage in a short sales call role-play. The learner will be evaluated on his or her ability to introduce themselves, create a set-up statement, deliver a value statement, and advance the sale forward. In a longer call format, the learner will be evaluated on their ability to gain favorable attention, conversationally identify needs, offer a valuable solution, and advance the sale forward.

### Role-Play Review - Hours: 4.0

***Upon successful completion, the learner will be able to analyze the role-plays they have completed, recognize strengths and weaknesses within the role-play, and implement changes in style.***

Learners will review the videos of the day's role-plays. This will give the learner an opportunity to observe body language used and, with guidance from the instructor, perform a self-evaluation of how the role-play went.

### Homework

***It is recommended that the learner spend no less than 2.0 hours on this homework assignment.***

- Update resume.

## Week 7 - Tuesday

### Interviewing Skills - Hours: 4.0

***Upon successful completion, the learner will be able build a proper resume, construct an effective plan, and conduct an interview, which will give them the best chance to be hired by a medical device company.***

Lerner will review how to write a resume and how to properly prepare for and execute a successful interview. The learner will be evaluated on their performance in an interview role-play.

### Profiling Exercise - Hours: 4.0

***Upon successful completion, the learner will be able to discover customer information and build expert customer profiles.***

The learner will utilize this time to make customer contact and build customer profile sheets. The learner will be evaluated by an interview role-play.

### Homework

***It is recommended that the learner spend no less than 4.0 hours on this homework assignment.***

- Prepare for the interview role-play.

## Week 7 - Wednesday

### **Interview Role-Play** - Hours: 8.0

*Upon successful completion, the learner will be able to conduct a successful interview.*

Utilizing the lessons learned the day before, learners will perform an interview. The learner will be evaluated on their ability to write a proper resume, effectively profile a preferred territory, and successfully close the interview.

### **Homework**

*It is recommended that the learner spend no less than 4.0 hours on this homework assignment.*

- Look up the definitions for ten Posterior Lumbar Interbody surgery vocabulary words and be prepared to be quizzed on those words.
- Review a journal article on each of the following: Posterior Lumbar Interbody Fusion (PLIF) and Transforaminal Lumbar Interbody Fusion (TLIF).
- Write a paragraph on the findings on each article or abstract.

## Week 7 - Thursday

### **Posterior Lumbar Interbody Fusion (PLIF) Surgery Video** - Hours: 2.0

*Upon successful completion, the learner will be able to outline the steps of performing a PLIF procedure.*

The learner will observe and review a video of a PLIF spine surgery procedure. Students will be evaluated by quiz on the following day and on their ability to have conversations in future role-plays.

### **Transforaminal Lumbar Interbody Fusion Surgery Video (TLIF)** - Hours: 2.0

*Upon successful completion, the learner will be able to outline the steps of performing a TLIF procedure.*

The learner will observe and review a video of a TLIF spine surgery procedure. Students will be evaluated by quiz on the following day and on their ability to have conversations in future role-plays.

### **Posterior and Transforaminal Lumbar Interbody Fusion Products** - Hours: 4.0

*Upon successful completion, the learner will be able to differentiate between the PLIF and TLIF Interbody products available in the spine surgery market.*

There are many different PLIF and TLIF Interbody products available to spine surgeons today. During this portion of the course, learners will discuss the pros and cons of each of the groups of PLIF and TLIF Interbody products and understand when and why surgeons use a PLIF or TLIF product. The learner will be evaluated by quiz the following day and on his or her ability to sell PLIF and TLIF Interbody products in future role-plays.

### **Homework**

- Prepare for the PLIF and TLIF quiz.
- Prepare for role-play sales scenarios.

## Week 7 - Friday

### **Role Play Sales Scenario** - Hours: 4.0

***Upon successful completion, the learner will be able conduct a sales call about a Posterior Lumbar Interbody and biologic product to an instructor acting as a surgeon customer.***

Utilizing a company-specific biologic and Posterior Lumbar Interbody product (as assigned by the instructor), the learner will engage in a short sales call role-play. The learner will be evaluated on his or her ability to make an introduction, create a set-up statement, deliver a value statement, and advance the sale forward. In a longer call format, the learner will be evaluated on their ability to gain favorable attention, conversationally identify needs, offer a valuable solution, and advance the sale forward.

### **Role-Play Sales Scenario** - Hours: 4.0

***Upon successful completion, the learner will be able conduct a sales call about a Transforaminal Lumbar Interbody and biologic product to an instructor acting as a surgeon customer.***

Utilizing a company-specific biologic and Transforaminal Lumbar Interbody product (as assigned by the instructor), the learner will engage in a short sales call role-play. The learner will be evaluated on their ability to introduce themselves, create a set-up statement, deliver a value statement, and advance the sale forward. In a longer call format, the learner will be evaluated on their ability to gain favorable attention, conversationally identify needs, offer a valuable solution, and advance the sale forward.

### **Homework**

***It is recommended that the learner spend no less than 12.0 hours on this homework assignment.***

- Prepare for exam on Monday.
- Look up the definitions for ten pedicle screw surgery vocabulary words and be prepared to be quizzed on those words.
- Review three journal articles on pedicle screws.
- Write a paragraph on the findings of each article or abstract.
- Review three journal articles on Minimally Invasive Surgery.
- Write a paragraph on the findings of each article or abstract.

## Week 8 - Monday

### **Pedicle Screw Surgery Video** - Hours: 2.0

*Upon successful completion, the learner will be able to outline the steps of performing a pedicle screw procedure.*

The learner will observe and review a video of a pedicle screw spine surgery procedure. Students will be evaluated by quiz on the following day and on their ability to have conversations in future role-plays.

### **Pedicle Screw Products** - Hours: 4.0

*Upon successful completion, the learner will be able to differentiate between the pedicle screw products available in the spine surgery market.*

There are many different pedicle screw products available to spine surgeons today. During this portion of the course, learners will discuss the pros and cons of each of the groups of pedicle screw products and understand when and why surgeons use a pedicle screw product. The learners will be evaluated by quiz the following day and on their ability to sell pedicle screw products in future role-plays.

### **Minimally Invasive Surgery (MIS) Video** - Hours: 2.0

*Upon successful completion, the learner will be able to outline the steps of performing a Minimally Invasive Surgery procedure.*

The learner will observe and review a video of a Minimally Invasive Surgery procedure. Students will be evaluated by quiz on the following day and on their ability to have conversations in future role-plays.

### **Minimally Invasive Surgery (MIS) Products** - Hours: 2.0

*Upon successful completion, the learner will be able to differentiate between the Minimally Invasive Surgery products available in the spine surgery market.*

There are many different Minimally Invasive Surgery products available to spine surgeons today. During this portion of the course, learners will discuss the pros and cons of each of the groups of Minimally Invasive Surgery products and understand when and why surgeons use a Minimally Invasive Surgery product. The learners will be evaluated by quiz the following day and on their ability to sell Minimally Invasive Surgery products in future role-plays.

## **Homework**

*It is recommended that the learner spend no less than 6.0 hours on this homework assignment.*

- Prepare for pedicle screw and Minimally Invasive Surgery quiz.
- Prepare for Role-Play Sales Scenarios.

## Week 8 - Tuesday

### **Role-Play Sales Scenario** - Hours: 2.0

***Upon successful completion, the learner will be able conduct a sales call about a pedicle screw product to an instructor acting as a surgeon customer.***

Using a company-specific pedicle screw product (as assigned by the instructor), the learner will engage in a short sales call role-play. The learner will be evaluated on his or her ability to make introductions, create a set-up statement, deliver a value statement, and advance the sale forward. In a longer call format, the learner will be evaluated on his or her ability to gain favorable attention, conversationally identify needs, offer a valuable solution, and advance the sale forward.

### **Role-Play Sales Scenario** - Hours: 2.0

***Upon successful completion, the learner will be able conduct a sales call about a Minimally Invasive Surgery product to an instructor acting as a surgeon customer.***

Utilizing a company-specific minimally invasive surgery product (as assigned by the instructor), the learner will engage in a short sales call role-play. The learner will be evaluated on his or her ability to make introductions, create a set-up statement, deliver a value statement, and advance the sale forward. In a longer call format, the learner will be evaluated on their ability to gain favorable attention, conversationally identify needs, offer a valuable solution, and advance the sale forward.

### **Dynamic Stabilization Surgery Products** - Hours: 4.0

***Upon successful completion, the learner will be able to differentiate between the dynamic stabilization surgery products available in the spine surgery market.***

There are many different dynamic stabilization surgery products available to spine surgeons today. During this portion of the course, learners will discuss the pros and cons of each of the groups of dynamic stabilization surgery products and understand when and why surgeons use a dynamic stabilization surgery product. The learner will be evaluated by quiz the following day.

### **Homework**

***It is recommended that the learner spend no less than 6.0 hours on this homework assignment.***

- Prepare for dynamic stabilization quiz.
- Prepare for role-play sales scenarios.

## Week 8 - Wednesday

### **Role-Play Sales Scenario** - Hours: 2.0

***Upon successful completion, the learner will be able conduct a sales call about a pedicle screw product to another class participant acting as a surgeon customer.***

Utilizing a company-specific pedicle screw product (as assigned by the instructor), the learner will engage in a short sales call role-play. The learner will be evaluated on their ability to introduce themselves, create a set-up statement, deliver a value statement, and advance the sale forward. In a longer call format, the learner will be evaluated on their ability to gain favorable attention, conversationally identify needs, offer a valuable solution, and advance the sale forward.

### **Role-Play Sales Scenario** - Hours: 2.0

***Upon successful completion, the learner will be able conduct a sales call about a TLIF product to another class participant acting as a surgeon customer.***

Utilizing a company-specific TLIF product (as assigned by the instructor), the learner will engage in a short sales call role-play. The learner will be evaluated on their ability to introduce themselves, create a set-up statement, deliver a value statement, and advance the sale forward. In a longer call format, the learner will be evaluated on their ability to gain favorable attention, conversationally identify needs, offer a valuable solution, and advance the sale forward.

### **Role-Play Sales Scenario** - Hours: 2.0

***Upon successful completion, the learner will be able conduct a sales call about a Minimally Invasive Surgery product to another class participant acting as a surgeon customer.***

Utilizing a company-specific Minimally Invasive Surgery product (as assigned by the instructor), the learner will engage in a short sales call role-play. The learner will be evaluated on their ability to introduce themselves, create a set-up statement, deliver a value statement, and advance the sale forward. In a longer call format, the learner will be evaluated on their ability to gain favorable attention, conversationally identify needs, offer a valuable solution, and advance the sale forward.

### **Role-Play Review** - Hours: 2.0

***Upon successful completion, the learner will be able to analyze the role-plays they have completed, recognize strengths and weaknesses within the role-play, and implement changes in style.***

Learners will review the videos of the day's role-plays. This will give the learner an opportunity to observe body language used and, with guidance from the instructor, perform a self-evaluation of how the role-play went.

### **Homework**

None.

## Week 8 - Thursday

### 30, 60, 90 Day Plans - Hours: 2.0

*Upon successful completion, the learner will be able to create and apply an executable business plan.*

As the course nears its finale, the learner will be taught the tricks of the trade to make their first 30, 60, and 90 days as productive as possible. Students will be evaluated on their ability to create an executable business plan.

### Billing - Hours 2.0

*Upon successful completion, the learner will be able to apply the ability to properly bill for the products used in a surgery.*

During this lecture, the learner will review how to complete a billing form and deliver the billing form to the appropriate parties to ensure payment for a surgical procedure. The learner will be evaluated on their ability to properly fill out a mock billing form.

### AdvaMed - Hours: 2.0

*The learner will understand the AdvaMed Code of Ethics on Interactions with Health Care Professionals and the potential legal ramifications.*

Course participants will take part in an instructor-led discussion of the AdvaMed Code of Ethics and understand what is and is not appropriate in our day-to-day interactions with health care professionals.

### Homework

- Create a 30, 60, 90 Day Business Plan.
- Prepare for role-play sales scenario.

## Week 8 - Friday

### Role-Play Sales Scenario - Hours: 4.0

*Upon successful completion, the learner will be able to recognize the improvement they have made since doing this role-play on day one.*

The final role-play will give the learner the opportunity to showcase a new level of knowledge and confidence. The instructor will evaluate the learner on their ability to gain favorable attention, conversationally identify needs, deliver a value statement, and advance the sales forward.

## Graduation Ceremony

*Valedictorian and Most Valuable Participant awards are presented to the graduates who demonstrated superior skill, effort, and contribution to the course and its participants.*

# Orthopaedic Reconstruction & Trauma Program

**The Orthopaedic Reconstruction & Trauma Program is an eight-week course, consisting of four weeks of at-home, instructor-guided study and four weeks of classroom learning. This program is designed to provide the learner with the necessary clinical knowledge and sales skills required to become a successful medical device sales representative, with an emphasis on orthopaedic reconstruction and trauma devices.**

## **Admission Requirements**

Admission to the Medical Sales College requires either a Bachelor's Degree or High School Diploma with specific sales or clinical knowledge and experience.

## **Instructor Information**

**Scott Boswell, Director of Training**

(720) 235-4183 Office

(303) 949-3036 Cell

**Mark Burgeson, President**

(720) 407-8782 Office

(303) 489-5649 Cell

## **Textbooks, Recommended Readings and Additional Materials the Learner Needs**

**Orthopaedic Reconstruction & Trauma Core Curriculum Binder** - Provided upon acceptance to school

Includes: Bone and Soft Tissue Anatomy Guidebook

Medical Sales College 2009

**Atlas of Human Anatomy** - Strongly Recommended

4th Edition

Frank H. Netter, M.D.

**Current Diagnosis and Treatment in Orthopedics Fourth Edition** - Strongly Recommended

Lange Medical Books/McGraw-Hill 2006

Harry B. Skinner, MD, PhD

**Laptop computer with wireless internet capability, Microsoft Office Suite (or equivalent) installed** - Student provided

**Two pairs of dark blue scrubs** - Student provided

**Cell phone** - Student provided

## Orthopaedic Reconstruction & Trauma Program Descriptions & Objectives

Schedule is tentative and subject to change depending upon the progress of the class. A weekly review of assigned work and an open discussion of the assignments will be conducted via telephone conference call at the beginning of each week.

### Week 1

#### Vocabulary

*Course participants will be required to define, understand and utilize medical terminology as it relates to the course objectives.*

Portions of the study material include weekly vocabulary words and references. The course will emphasize key anatomic references and terminology in order to develop proficiency with terms used during conversations in a medical context. It is recommended that the learner spend at least five hours of his or her time focused on learning and developing proficiency with the vocabulary.

#### Bony Anatomy

*The learner will be able to recognize and identify the bony anatomy of the skeleton, on anatomical images, photographs, and bony models.*

This week's anatomy focuses on the bony anatomy of the human skeleton, with an emphasis on morphology, physiology, and the cells that make up bone. It is recommended that the learner spend at least ten hours of his or her time focused on learning the anatomy and associated vocabulary.

#### Trauma and Common Fractures

*The learner will understand the challenges associated with the initial treatment of trauma patients and develop an understanding of the treatment of hip dislocations, fractures, and proximal humeral fractures of the shoulder.*

Course participants will research the etiology of bone fractures and the initial treatment of trauma patients. They will also research and understand the treatment options and associated challenges with treating dislocations and fractures of the hip, and proximal humeral fractures of the shoulder. Course participants will be expected to discuss the above information during weekly, instructor-led conference call.

#### Prospective Surgeon Customer Profiling

*The learner will begin to identify potential surgeon customers within a defined geographic territory.*

The first week of at-home portion will also be spent identifying potential surgeon customers, complete with titles, and practice names, if applicable, and creating a master list of all potential surgeon customers within desired geographic territory. It is recommended that the learner spend approximately three to five hours of his or her time, researching the surgeons in his or her prospective territory. Course participants will be expected to discuss the above information during weekly, instructor-led conference call.

## Week 2

### Vocabulary

***Course participants will be required to define, understand and utilize medical terminology as it relates to the course objectives.***

Portions of the study material include weekly vocabulary words and references. The course will emphasize key anatomic references and terminology in order to develop proficiency with terms used during conversations in a medical context. It is recommended that the learner spend at least five hours of his or her time focused on learning and developing proficiency with the vocabulary.

### Soft-Tissue Anatomy

***The learner will be able to recognize and identify the soft-tissue anatomy of the skeleton, on anatomical images, photographs, and bony models.***

This week's anatomy focuses on the soft-tissue anatomy of the human skeleton, with an emphasis on muscular actions. It is recommended that the learner spend at least five hours of his or her time focused on learning the anatomy and associated vocabulary.

### Biomechanics and Common Orthopedic Disorders

***The learner will understand and be able to discuss the forces that act upon the bones of the skeleton and develop an understanding of the most common orthopedic disorders.***

Course participants will research the different types of forces that act upon the bony skeleton, and the resulting physiologic changes. They will also research and understand the most common orthopedic disorders, focusing on types of arthritis and congenital diseases. It is recommended that the learner spend at least five hours of his or her time focused on learning and developing proficiency with the content.

### Arthroplasty and Hemiarthroplasty of the Hip

***The learner will understand and be able to articulate the indications for total and partial hip replacement, and the associated challenges.***

Course participants will research total hip arthroplasty and hemiarthroplasty of the hip, with an emphasis on indications and causes for degeneration of the hip joint. They will develop an understanding of the types of implants used and the potential complications and challenges associated with the procedure. It is recommended that the learner spend at least five hours of his or her time focused on learning and developing proficiency with the content. Course participants will be expected to discuss the above information during weekly, instructor-led conference call.

## Potential Surgeon Customer Profiling

*The learner will continue to research and gather information on the prospective surgeon customer, focusing on five specifically.*

In the first week, the learner created a master list of all potential surgeon customers. In the second week, they will gather additional information regarding five surgeons, of the learner's choosing, focusing on contact information, including addresses and phone numbers, and what facilities the surgeon may perform surgery. It is anticipated that the learner spends a minimum of five hours on surgeon profiling. Course participants will be expected to discuss the above information on the weekly, instructor-led, conference call.

## Week 3

### Vocabulary

*Course participants will be required to define, understand and utilize medical terminology as it relates to the course objectives.*

Portions of the study material include weekly vocabulary words and references. The course will emphasize key anatomic references and terminology in order to develop proficiency with terms used during conversations in a medical context. It is recommended that the learner spend at least three hours of his or her time focused on learning and developing proficiency with the vocabulary.

### Fracture Management and Nomenclature

*The learner will understand and be able to explain the principles of cellular bone healing, the principles of fracture management, develop an understanding of treatment goals, and be able to describe different fracture patterns.*

Course participants will utilize support materials and additional resources to research bone healing and its role in the treatment of bony fractures, with an emphasis on fracture patterns and locations, and the associated challenges with different types of fractures. They will also research treatment options and objectives. It is recommended that the learner spend at least ten hours of his or her time focused on learning and developing proficiency with the content. Course participants will be expected to discuss the above information during weekly, instructor-led conference call.

## Potential Surgeon Customer Profiling

*The learner will continue to focus on the five surgeons selected in Week 2, researching and gathering the information necessary to complete the surgeon profile form.*

This week participants will focus on completing the included surgeon profile forms for the five selected surgeons, focusing on office staff, clinic days, surgery days, specialties, products used, any publications, and any other information deemed useful. It is recommended that the learner spend a minimum of three hours working on gathering the above information. The learner will be prepared to discuss his or her findings on the weekly conference call.

## Week 4

### Vocabulary

***Course participants will be required to define, understand and utilize medical terminology as it relates to the course objectives.***

Portions of the study material include weekly vocabulary words and references. The course will emphasize key anatomic references and terminology in order to develop proficiency with terms used during conversations in a medical context. It is recommended that the learner spend at least three hours of his or her time focused on learning and developing proficiency with the vocabulary.

### Total Knee Arthroplasty

***The learner will understand and be able to articulate the indications for total knee replacement, the procedure, and the associated challenges.***

Course participants will research total knee arthroplasty, with an emphasis on indications and causes for arthritic degeneration of the knee joint. They will develop an understanding of the types of implants used and the potential complications and challenges associated with the procedure. It is recommended that the learner spend at least ten hours of his or her time focused on learning and developing proficiency with the content. Course participants will be expected to discuss the above information during weekly, instructor-led conference call.

### Prospective Surgeon Customer Profiling

***The learner will be able to effectively organize and present the information gathered on the five selected surgeons, to the other participants.***

This week will conclude the at-home portion of the program, and the participants will continue to further gather information, and be able to organize the information gathered on his or her selected surgeons. They will be expected to prepare a presentation and share the information gathered with his or her fellow participants, preferably in a PowerPoint, or similar, format, upon arrival for the in-house portion in Denver. Participants are expected to spend a minimum of five hours on gathering and organizing prospective surgeon customer information in a presentation format.

## Week 5 - Begin In-house Training

*Course participants will arrive on Monday morning to begin the in-house training portion of the curriculum. From this point the training schedule is expanded into daily processes of introducing new material, evaluations in the form of quizzes, reviews of previously discussed curriculum and role play scenarios. Homework assignments are employed to challenge the learner's research capabilities, critical analysis, organizational skills, and include individual or group presentations before an audience of instructors and peers.*

*The following is a discussion of the course schedule, learning objectives, and description of the lesson plans for the in-house portion of the training program.*

### Week 5 - Monday

#### **Introductions and Expectations** - Hours: 1.0

*The learner will be introduced to the Medical Sales College staff and in-house course expectations will be delivered to the learner.*

#### **Operating Room Protocol and Etiquette** - Hours: 3.0

*Upon successful completion, the learner will be able to apply the proper protocol and etiquette upon entering a hospital.*

Utilizing our state-of-the-art mock operating room, scrub sinks, and hospital locker room the learner will be taken on a guided tour of where to enter a hospital, the proper check-in procedures, the proper attire in an operating room, and finally, the "do's and don'ts" of the operating room. The learner will be evaluated by a quiz the following day and constant monitoring by the Medical Sales College staff.

#### **Role-Play Sales Scenario** - Hours: 4.0

*Upon successful completion, the learner will evaluate their current selling styles and begin to recognize how a new selling style is needed to succeed in the spine medical device sales industry.*

On the first day of the in-house portion, the learner will engage in their first sales scenario role-play in front of the class while being video recorded. This first role-play is designed to create a baseline of selling skill for the learner and the instructor. The instructor will evaluate the learner by their ability to gain favorable attention, conversationally identify needs, deliver a value statement, and advancing the sale forward.

#### **Homework**

*It is recommended that the learner spend no less than 2.0 hours on this homework assignment.*

- Study for the operating room protocol and etiquette quiz given on Tuesday.

## Week 5 - Tuesday

### **Dynamic Psychological Selling®** - Hours: 4.5

***Upon completion the learner will be able to adopt and perform the Dynamic Psychological Selling® principles needed to succeed in the medical device sales industry.***

First and foremost the Medical Sales College is a selling program. During this half-day session participants will learn, from founder and author Jim Rogers, the most innovative and successful selling technique available in the medical device sales industry. The learner will be evaluated by quiz the following day and on the ability to utilize **Dynamic Psychological Selling®** during the rest of the program.

### **Mapping the Sales Call** - Hours: 4.5

***Upon successful completion, the learner will be able to practice and perform the four selling steps of both a short and long sales call.***

Performing in sales call is the key to success in the medical device sales industry. During this program, the student will learn the steps of being successful in both a short and a long sales call. These steps will be reinforced and evaluated by quiz the following day and on the ability to perform the steps during each role-play for the rest of the course.

### **Homework**

***It is recommended that the learner spend at least two hours on this homework assignment.***

- Study to prepare for Dynamic Psychological Selling® and Mapping the Sales Call exam.

## Week 5 - Wednesday

### **Basic Bone Biology** - Hours: 4.0

*Upon successful completion, the learner will be able to describe bone biology and how bone is remodeled and express why bone biology is important to a surgeon.*

Fusion is a common surgical treatment for alleviating joint pain. Students will learn how bone fuses and how to have a discussion with a surgeon about fusion. Students will be evaluated by engaging in the role-play scenario in the afternoon and quiz the following day.

### **Role-Play Sales Scenario** - Hours: 4.0

*Upon successful completion, the learner will be able to conduct a sales call about a bone biologic product to an instructor acting as a surgeon customer.*

Utilizing a company specific biologic (as assigned by the instructor), the learner will engage in a short sales call role-play. Learner will be evaluated by their ability to introduce themselves, create a set-up statement, deliver a value statement, and advance the sale forward.

### **Homework**

*It is recommended that the learner spend no less than 2.0 hours on this homework assignment.*

- Study for the Basic Bone Biology quiz.
- Look up definitions for ten diagnostic imaging vocabulary words and be prepared to be quizzed on those words.

**Week 5 - Thursday** - Hours: 4.0

**Diagnostic Imaging (Radiography and Fluoroscopy, Computed Tomography, Magnetic Resonance Imaging)** - Hours: 4.0

*Upon completion the learner will be able to distinguish different imaging modalities by sight, describe the characteristics of different imaging modalities and identify bony anatomy on radiography and fluoroscopy.*

Diagnostic imaging is one of the first ways the learner can prove that they belong in the operating room environment. Learners will engage in anatomy identification on PowerPoint presentation and actual films of patients. The learner will be evaluated by quiz on the following day.

**Role-Play Scenario - Value Statement Role-Play** - Hours: 4.0

*Upon completion the learner will gain experience in assessing products and developing Value Statements, and being able to convey the value of a product to a surgeon.*

Using specific surgeon profiles, course participants will use the structured sales call techniques to develop conversationally productive contacts in a realistic selling environment. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

**Homework**

*It is recommended that the learner spend at least two hours on this homework assignment.*

- Study for quiz on Diagnostic Imaging.
- Complete Surgeon Profile Presentation.

## Week 5 - Friday

### **Biologics and Bone Healing** - Hours: 4.0

*Upon completion course participants will be introduced to the growing array of osteobiologic options available and the basic biology of the bone healing process.*

A thorough understanding of how bone forms and the elements of the healing process is the basis for this discussion. The presentation includes the role of mesenchymal cells, osteoclasts, osteoblasts, proteins and growth factors in fracture healing and arthrodesis. Learners will be evaluated on the basis of performance in the following day's quiz.

### **Individual Presentations** - Hours: 4.0

*Course participants will become comfortable presenting to a group, sharing any information gathered related to potential surgeon customers.*

Participants will have the opportunity to stand in front of peers and present any information gathered about his or her targeted surgeons to the class. They will be evaluated on the quality of the information, the organization and fluidity of the presentation and presentation style, and student feedback.

### **Homework**

*It is recommended that the learner spend at least eight hours on this homework assignment.*

- Preparation for Week Five Comprehensive Test.
- Trauma Pathology Group Presentations.

## Week 6 - Monday

### **Long Bone Trauma** - Hours: 8.0

*The learner will understand the etiology of long bone trauma, including fractures, and the challenges associated with the treatment of such trauma. They will understand the treatment options and when a surgeon might choose a particular solution.*

Course participants will research and study long bone trauma, including fractures, focusing on the causes, the treatment options, including principles of IM nailing and plating, and the challenges and complications associated with the surgical treatment for long bone trauma. Course participants will be expected to participate in an Instructor-led discussion.

### **Homework**

- Study for Trauma/IM nailing/Plating quiz.
- Individual Product Presentations.

## Week 6 - Tuesday

### **Individual Trauma Product Presentations** - Hours: 3.5

*Course participants are expected to identify and evaluate the devices and implants available from manufacturers' web sites and prepare role-play scenarios, which present features and benefits among competing devices.*

These presentations are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Role-Play Scenario - Surgeon Sit-Down Role-Play** - Hours: 3.5

*Upon completion, the learner will gain experience in assessing products and developing Value Statements, and being able to convey the value of a product to a surgeon.*

Using specific surgeon profiles, course participants will use the structured sales call techniques to develop conversationally productive contacts in a realistic selling environment. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

*It is recommended that the learner spend at least one hour on this homework assignment.*

- TSA Vocabulary.

**Week 6 - Wednesday****Total Shoulder Arthroplasty and Hemiarthroplasty and Proximal Humeral Trauma** - Hours: 8.0

*Upon completion, course participants will have a thorough understanding of the basic anatomy, pathology, indications and surgical procedures commonly seen in upper extremity surgical procedures of the shoulder.*

This presentation describes common pathology and fractures common to the bones of the humerus and glenohumeral joint. Discussion includes the use of fracture prosthesis, intramedullary fixation and total joint procedures. degenerative pathologies as they relate to the glenohumeral joint and supporting soft tissues will be addressed. Surgical videos will be used to reinforce the content and assist in the comprehension of the anatomy and procedures.

**Homework**

*It is recommended that the learner spend at least four hours on this homework assignment.*

- Total Knee Arthroplasty (TKA) Vocabulary.
- TKA Group Presentations.

**Week 6 - Thursday****TKA Group Presentations** - Hours: 6.0

*The learner will demonstrate teamwork, while researching, organizing, and presenting the anatomy of the knee, and the principles of TKA to the rest of the course participants.*

Working in groups, course participants will research the soft-tissue and bony anatomy of the knee and total knee arthroplasty, organize the information, and present to the other participants, addressing the needs of the class. Presentations will be followed by instructor-led discussion and feedback on group presentations, including surgical videos to review procedures and anatomy.

**Knee Templating** - Hours: 2.5

*Upon completion, the learner will understand and be able to demonstrate the procedure for templating the knee, and developing a pre-operative plan for surgery.*

Course participants will participate in a group discussion about pre-operative planning, and the role it plays in overall success of a surgical procedure. Emphasis will be placed on bony anatomy and identification of landmarks on radiographs and the hands-on application of the principles of templating.

**Homework**

*It is recommended that the learner spend at least two hours on this homework assignment.*

- Intro to TKA quiz.

## Week 6 - Friday

### **Partial Knee Arthroplasty** - Hours: 4.0

***Upon completion, the learner will understand and be able to identify the indications for partial knee arthroplasty, and be able to describe the different surgical techniques for performing partial knee arthroplasty.***

Course participants will participate in an instructor-led discussion on the principles of partial knee arthroplasty, looking at indications, surgical techniques, philosophies, and understanding the different compartments of the knee and the role of uni-compartmental or bi-compartmental replacement. Surgical videos will be used to reinforce the content and techniques discussed.

### **Role-Play Scenario - Short Value Statement Role-Play** - Hours: 4.0

***Upon completion the learner will gain experience in assessing products and developing Value Statements, and being able to convey the value of a product to a surgeon.***

Using specific surgeon profiles, course participants will use the structured sales call techniques to develop conversationally productive contacts in a realistic selling environment. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

***It is recommended that the learner spend at least eight hours on this homework assignment.***

- Week Six Comprehensive exam.
- Individual Product Presentations.

## Week 7 - Monday

### **Individual Product Presentations** - Hours: 3.5

*Course participants are expected to identify and evaluate the devices and implants available from manufacturers' web sites and prepare role-play scenarios, which present features and benefits among competing devices.*

These presentations are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Role-Play Scenario - Surgeon Sit-Down Role-Play** - Hours: 4.0

*Upon completion, the learner will gain experience in assessing products and developing Value Statements, and being able to convey the value of a product to a surgeon.*

Using specific surgeon profiles, course participants will use the structured sales call techniques to develop conversationally productive contacts in a realistic selling environment. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

*It is recommended that the learner spend at least two hours on this homework assignment.*

- TKA Revision vocabulary.
- Resume rebuild.

## Week 7 - Tuesday

### **Interview Skills** - Hours: 3.5

***Upon completion course participants will be able to utilize dynamic selling skills and meticulous preparation to control the interview process and successfully compete for a medical sales position.***

During this session MSC founder and noted author Jim Rogers, will demonstrate his innovative and powerful techniques for managing a successful interview. The discussion focuses on preparation and presentation along with proven sales techniques to stand out in a competitive environment.

### **TKA Revision** - Hours: 4.0

***Upon completion, the learner will understand and be able to identify the indications for TKA Revision and the different causes for TKA Revision. They will understand the challenges and potential complications associated with TKA Revision and have an understanding of the treatment options, including types of implants.***

Course participants will participate in an instructor-led discussion on the principles of TKA Revision, looking at indications, surgical techniques, philosophies, and understanding the different indications for TKA Revision, with an emphasis on treatment options and the variety of implants available. Surgical videos will be used to reinforce the content and techniques discussed.

### **Homework**

***It is recommended that the learner spend at least two hours on this homework assignment.***

- TKA Surgical Technique Quiz.
- Interview preparation.

**Week 7 - Wednesday****TKA Bio-Skills Lab** - Hours: 4.0

*Course participants will have the opportunity to utilize surgical instrument trays and perform Total Knee and Partial Knee Arthroplasty procedures on saw bone skeletal models simulating actual surgical techniques.*

As part of the surgical skills lab, course participants will conduct mock "in service" training on the use of the instruments and explain the features, benefits and objectives of the procedure to his or her peers.

**Role-Play Scenario - TKA Bio-Skills Role-Play** - Hours: 4.0

*The learner will demonstrate proficiency in setting up an TKA case in an OR setting and be able to assist the surgical tech with the technical knowledge necessary to facilitate the procedure.*

As part of the bio-skills lab, course participants will conduct mock "in service" training on the use of the instruments and explain the features, benefits and objectives of the procedure to his or her peers.

**Homework**

*It is recommended that the learner spend at least four hours on this homework assignment.*

- Total Hip Arthroplasty (THA) vocabulary.
- THA Group Presentations.

**Week 7 - Thursday****THA Group Presentations** - Hours: 8.0

*The learner will demonstrate teamwork, while researching, organizing, and presenting the anatomy of the hip, and the principles of THA to the rest of the course participants.*

Working in groups, course participants will research the soft-tissue and bony anatomy of the hip and total hip arthroplasty, organize the information, and present to the other participants, addressing the needs of the class. Discussion will also include the several surgical approaches for THA. Presentations will be followed by instructor-led discussion and feedback on group presentations, including surgical videos to review procedures and anatomy.

**Homework**

*It is recommended that the learner spend at least two hours on this homework assignment.*

- Intro to THA Quiz.

## Week 7 - Friday

### **THA Templating** - Hours: 2.5

***Upon completion, the learner will understand and be able to demonstrate the procedure for templating the hip, and developing a pre-operative plan for surgery.***

Course participants will participate in a group discussion about pre-operative planning, and the role it plays in overall success of a surgical procedure. Emphasis will be placed on bony anatomy and identification of landmarks on radiographs and the hands-on application of the principles of templating.

### **Hip Fracture Review** - Hours: 2.5

***Upon completion, the learner will understand and be able to identify the different types and classifications of fractures of the hip and proximal femur. They will understand the surgical treatment options available for the various types of fractures.***

Course participants will participate in an instructor-led discussion, reviewing the various types and classifications of hip fractures that surgeons treat. Emphasis on identification of different types of fractures on radiographs, and the various surgical treatment options available to treat intertrochanteric and femoral neck fractures of the hip. Surgical videos may be used to reinforce the various treatment options.

### **Role-Play Scenario - Mock Interview Role-Play** - Hours: 4.0

***In this scenario, course participants will face a realistic interview situation in which they are meeting with the hiring manager of an orthopedic sales organization played by one of our instructors.***

Learners are evaluated based on his or her application of techniques described throughout the course and strategic use of the surgeon profiles, product profiles and business plans to control the process of the interview. Role-play scenarios are video taped, reviewed and evaluated each day.

### **Homework**

***It is recommended that the learner spend at least eight hours on this homework assignment.***

- Week Seven Comprehensive Exam.
- Individual Product Presentations.

## Week 8 - Monday

### **Business Plan and Territory Management** - Hours: 3.5

*Upon completion course participants will have sufficient skills to begin developing 30, 60 and 90 business plans with a specific agenda and metrics to accelerate the transition into a new sales territory.*

Business plans serve as a guide to productive behaviors intended to accomplish stated objectives. Learners are expected to prepare detailed, well-defined activities during his or her first 90 days of employment that will result in successful progression in his or her assigned territory. Business plans are complimented and augmented by the surgeon profiles and product profiles already accumulated.

### **THA Individual Product Presentations** - Hours: 3.5

*Course participants are expected to identify and evaluate the devices and implants available from manufacturers' web sites and prepare role-play scenarios, which present features and benefits among competing devices.*

These presentations are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

*It is recommended that the learner spend at least one hour on this homework assignment.*

- THA Revision vocabulary.

## Week 8 - Tuesday

### **THA Revision** - Hours: 4.0

*Upon completion, the learner will understand and be able to identify the indications for THA Revision and the different causes for THA Revision. They will understand the challenges and potential complications associated with THA Revision and have an understanding of the treatment options, including types of implants.*

Course participants will participate in an instructor-led discussion on the principles of THA Revision, looking at indications, surgical techniques, philosophies, and understanding the different indications for THA Revision, with an emphasis on treatment options and the variety of implants available. Surgical videos will be used to reinforce the content and techniques discussed.

### **Role-Play Scenario - Surgeon Sit-Down Role-Play** - Hours: 4.0

*Upon completion, the learner will gain experience in assessing products and developing Value Statements, and being able to convey the value of a product to a surgeon.*

Using specific surgeon profiles, course participants will use the structured sales call techniques to develop conversationally productive contacts in a realistic selling environment. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

*It is recommended that the learner spend at least two hours on this homework assignment.*

- THA Surgical Technique Quiz.

## Week 8 - Wednesday

### **THA Bio-Skills Lab** - Hours: 4.0

*Course participants will have the opportunity to utilize surgical instrument trays and perform Total Hip Arthroplasty procedures on saw bone skeletal models simulating actual surgical techniques.*

As part of the surgical skills lab, course participants will conduct mock "in service" training on the use of the instruments and explain the features, benefits and objectives of the procedure to his or her peers.

### **Role-Play Scenario - THA Bio-Skills Role-Play** - Hours: 4.0

*The learner will demonstrate proficiency in setting up a THA case in an OR setting and be able to assist the surgical tech with the technical knowledge necessary to facilitate the procedure.*

As part of the bio-skills lab, course participants will conduct mock "in service" training on the use of the instruments and explain the features, benefits and objectives of the procedure to his or her peers.

### **Homework**

*It is recommended that the learner spend at least four hours on this homework assignment.*

- Eight-Week Comprehensive Final Exam.

## Week 8 - Thursday

### **AdvaMed** - Hours 2.0

*The learner will understand the AdvaMed Code of Ethics on Interactions with Healthcare Professionals, and the potential legal ramifications.*

Course participants will take part in an instructor-led discussion of the AdvaMed Code of Ethics and understand what is and is not appropriate in our day-to-day interactions with health care professionals.

### **Hospital Orientation** - Hours 2.5

*Upon completion course participants will understand the protocols of selling in the hospital environment, the duties and responsibilities of various departments, credentialing requirements, inventory maintenance and reporting.*

Relationship selling is a vertical process in a hospital environment. This section demonstrates the value of developing professional contact with each hospital department involved in the procurement process, surgical service and sterile processing. Discussion of hospital purchasing agreements is also included.

### **Comprehensive Course Review** - Hours 2.0

*Course participants will be guided through a comprehensive review of the course material in preparation for a final examination covering topics included in the course presentations.*

Learners will be responsible for content in vocabulary, anatomy, pathology, surgical procedures, and implant options.

### **Homework**

*It is recommended that the learner spend at least two hours on this homework assignment.*

- Final Role-Play Preparation.

## Week 8 - Friday

### **Role-Play Scenario - Final Surgeon Sit-Down Role-Play** - Hours: 4.0

*Upon completion the learner will gain experience in assessing products and developing Value Statements, and being able to convey the value of a product to a surgeon.*

Using specific surgeon profiles, course participants will use the structured sales call techniques to develop conversationally productive contacts in a realistic selling environment. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

## Graduation

### **Graduation and Awards Presentation - Graduation Ceremony** - Hours: 1.0

*Recognition of completion of the program. Valedictorian and Most Valuable Participant awards are presented to the graduates who demonstrated superior skills, effort and contribution to the course and it's participants.*

# Sports Medicine Program

**The Sports Medicine Program is an eight-week course, consisting of four weeks of at-home, instructor-guided study and four weeks of classroom learning. The program is designed to provide the learner with the necessary clinical knowledge and sales skills required to become a successful medical device sales representative specializing in Sports Medicine.**

## **Admission Requirements**

Admission to the Medical Sales College requires either a Bachelor's Degree or High School Diploma with specific sales or clinical knowledge and experience.

## **Instructor Information**

### **Scott Boswell, Director of Training**

(720) 235-4183 Office

(303) 949-3036 Cell

### **Scott Jones, Director of Training**

(720) 235-4182 Office

(303) 957-6286 Cell

**Textbooks, Recommended Readings and Additional Materials the Learner Needs**

**Sports Medicine Core Curriculum Binder** - Provided upon acceptance to School

Includes: Bone and Soft Tissue Anatomy Guidebook

Medical Sales College 2009

**Atlas of Human Anatomy** - Strongly Recommended

4th Edition

Frank H. Netter, M.D.

**Surgical Techniques in Sports Medicine** - Recommended

Lippincott Williams and Wilkins 2007

Neil S. ElAttrache, MD, et al.

**Current Diagnosis and Treatment in Orthopedics Fourth Edition** - Recommended

Lange Medical Books/McGraw-Hill 2006

Harry B. Skinner, MD, PhD

**Current Essentials in Orthopedics** - Recommended

Lange Medical Books/McGraw-Hill 2008

Harry B. Skinner, MD, PhD, Michael Fitzpatrick, MD

**Laptop computer with wireless Internet capability, Microsoft Office Suite (or equivalent) installed** - Student provided

**Two pairs of dark blue scrubs** - Student provided

**Bone models – Shoulder and Knee** - School will have models available upon arrival, but it is recommended that the student purchase one on his or her own

**Cell phone** - Student provided

## Sports Medicine Program Descriptions & Objectives

Schedule is tentative and subject to change depending upon the progress of the class.

### Week 1

#### **Knee Anatomy and Vocabulary**

*The learner will be able to identify and recognize bony and soft-tissue anatomy and vocabulary relating to the knee, on anatomical drawings, anatomical photographs, and bone models, while gaining a basic understanding of anterior cruciate ligament reconstruction.*

The first week of the at-home course is guided learning of the bony and soft-tissue anatomy of the knee and its role in ACL Reconstruction, including mechanism of injury and relevant indications, diagnosis, operative and non-operative treatment, and rehabilitation. It is recommended that the learner spend at least ten hours of his or her time focused on learning this anatomy and procedural section.

#### **Prospective Surgeon Customer Profiling**

*The learner will begin to identify potential surgeon customers within a defined geographic territory.*

The first week of the at-home portion will also be spent identifying potential surgeon customers, complete with titles, and practice names (if applicable,) and creating a master list of all potential surgeon customers within desired geographic territory. It is recommended that the learner spend approximately three to five hours of his or her time researching the surgeons in his or her prospective territory. Course participants will be expected to discuss the above information during the weekly, instructor-led conference call.

## Week 2

### **Continued Knee Anatomy and Vocabulary**

*The learner will continue to increase his or her knowledge of anatomic terms and movements, as well as his or her understanding of knee anatomy, as it relates to meniscal injuries.*

The second week will continue to build upon the foundation established in Week 1 with continued focus on the knee - particularly meniscal injuries - including mechanism of injury and relevant indications, diagnosis, operative and non-operative treatment options, and rehabilitation. It is recommended that the learner spend a minimum of ten hours on vocabulary and anatomy of the knee, related to meniscal injuries and treatment.

### **Potential Surgeon Customer Profiling and Competitive Product Profiling**

*The learner will continue to research and gather information on the prospective surgeon customer, focusing on five specifically. They will also begin to research competitive sports medicine products and manufacturers.*

In the first week, the learner created a master list of all potential surgeon customers. In the second week, they will gather additional information regarding five surgeons, of the learner's choosing, focusing on contact information, including addresses and phone numbers, and what facilities the surgeon may perform surgery. The learner will also begin to research the competitive manufacturers and his or her competitive sports medicine products, focusing on two different products from three different manufacturers. It is anticipated that the learner spends a minimum of five hours on surgeon and competitive product profiling. Course participants will be expected to discuss the above information on the weekly, instructor-led, conference call.

## Week 3

### **Continued Knee Anatomy and Shoulder Anatomy and Pathologies**

*The learner will continue to further his or her knowledge of knee anatomy, focusing on injuries to the medial and lateral collateral ligament. The learner will also be able to identify the soft-tissue and bony anatomy of the shoulder. They will also understand the etiology of rotator cuff tears, and associated impingement syndrome. They will gain an understanding of products targeted for the identified pathologies.*

This week, the learner will continue to further his or her knowledge of soft-tissue knee injuries, focusing on injuries to the collateral ligaments, understanding mechanisms of injury and relevant indications, diagnosis, operative and non-operative treatments, and rehabilitation. Furthermore, the learner will learn the soft-tissue and bony anatomy of the shoulder and injuries related to the shoulder including rotator cuff tears, and impingement syndrome. For the above injuries, they will focus on mechanisms of injury and relevant indication, diagnosis, operative and non-operative treatments, and rehabilitation. The course participants will also research products and competitive products that address the above pathologies. It is recommended that the learner spend at least ten hours of his or her time focused on learning this anatomy and procedural section. We will discuss the above subjects during the weekly conference call.

### **Potential Surgeon Customer Profiling**

*The learner will continue to focus on the five surgeons selected in Week 2, researching and gathering the information necessary to complete the surgeon profile form.*

This week participants will focus on completing the included surgeon profile forms for the five selected surgeons, focusing on office staff, clinic days, surgery days, specialties, products used, any publications, and any other information deemed useful. It is recommended that the learner spend a minimum of five hours working on gathering the above information. The learner will be prepared to discuss his or her findings on the weekly conference call.

## Week 4

### **Shoulder Anatomy and Arthroscopic Equipment Overview and Vocabulary**

*The learner will continue to learn and be able to identify the soft-tissue and bony anatomy of the shoulder joint, developing an understanding of glenohumeral instability and overuse injuries associated with the glenoid process of the scapula. The learner will also develop an increased understanding of the common tools and equipment used in arthroscopic surgery.*

This week will include an essay on Bankart lesions and SLAP lesions of the glenohumeral joint, with a focus on mechanisms of injury and relevant indications, diagnosis, operative and non-operative treatments, and rehabilitation. Course participants will also research arthroscopic equipment utilized intraoperatively, focusing on arthroscopes, fluid pumps, surgical shavers and hand pieces, and radio frequency ablation devices, and his or her role in surgery. The above topics will be reviewed and discussed upon arrival in Denver for the in-house portion of the program. Participants are expected to spend a minimum of ten hours on these topics.

### **Prospective Surgeon Customer Profiling**

*The learner will be able to effectively organize and present the information gathered on the five selected surgeons, to the other participants.*

This week will conclude the at-home portion of the program, and the participants will continue to further gather information, and be able to organize the information gathered on his or her selected surgeons. They will be expected to prepare a presentation and share the information gathered with his or her fellow participants, preferably in a PowerPoint, or similar, format, upon arrival for the in-house portion in Denver. Participants are expected to spend a minimum of five hours on gathering and organizing prospective surgeon customer information in a presentation format.

## Week 5 - Begin In-house Training

*Course participants will arrive on Monday morning to begin the in-house training portion of the curriculum. From this point the training schedule is expanded into daily processes of introducing new material, evaluations in the form of quizzes, reviews of previously discussed curriculum and role play scenarios. Homework assignments are employed to challenge the learner's research capabilities, critical analysis, organizational skills, and include individual or group presentations before an audience of instructors and peers.*

*The following is a discussion of the course schedule, learning objectives, and description of the lesson plans for the in-house portion of the training program.*

### Week 5 - Monday

#### **Introductions and Expectations** - Hours: 1.0

*The learner will be introduced to the Medical Sales College staff and in-house course expectations will be delivered to the learner.*

#### **Operating Room Protocol and Etiquette** - Hours: 3.0

*Upon successful completion, the learner will be able to apply the proper protocol and etiquette upon entering a hospital.*

Utilizing our state-of-the-art mock operating room, scrub sinks, and hospital locker room the learner will be taken on a guided tour of where to enter a hospital, the proper check-in procedures, the proper attire in an operating room, and finally, the "do's and don'ts" of the operating room. The learner will be evaluated by a quiz the following day and constant monitoring by the Medical Sales College staff.

#### **Role-play Sales Scenario** - Hours: 4.0

*Upon successful completion, the learner will evaluate their current selling styles and begin to recognize how a new selling style is needed to succeed in the medical device sales industry.*

On the first day of the in-house portion, the learner will engage in their first sales scenario role-play in front of the class while being video recorded. This first role-play is designed to create a baseline of selling skill for the learner and the instructor. The instructor will evaluate the learner by their ability to gain favorable attention, conversationally identify needs, deliver a value statement, and advancing the sale forward.

#### **Homework**

*It is recommended that the learner spend no less than 2.0 hours on this homework assignment.*

- Study for the operating room protocol and etiquette quiz given on Tuesday.

## Week 5 - Tuesday

### **Dynamic Psychological Selling®** - Hours: 4.5

*Upon completion the learner will be able to adopt and perform the Dynamic Psychological Selling® principles needed to succeed in the medical device sales industry.*

First and foremost the Medical Sales College is a selling program. During this half-day session participants will learn, from founder and author Jim Rogers, the most innovative and successful selling technique available in the medical device sales industry. The learner will be evaluated by quiz the following day and his or her ability to utilize **Dynamic Psychological Selling®** during the rest of the program.

### **Mapping the Sales Call** - Hours: 4.5

*Upon successful completion, the learner will be able to practice and perform the four selling steps of both a short and long sales call.*

Performing in sales call is the key to success in the medical device sales industry. During this program, the student will learn the steps of being successful in both a short and a long sales call. These steps will be reinforced and evaluated by quiz the following day and his or her ability to perform the steps during each role-play for the rest of the course.

### **Homework**

*It is recommended that the learner spend at least two hours on this homework assignment.*

- Study to prepare for Dynamic Psychological Selling® and Mapping the Sales Call exam.

## Week 5 - Wednesday

### **Basic Bone Biology** - Hours: 4.0

*Upon successful completion, the learner will be able to describe bone biology and how bone is remodeled and express why bone biology is important to a surgeon.*

Fusion is a common surgical treatment for alleviating joint pain. Students will learn how bone fuses and how to have a discussion with a surgeon about fusion. Students will be evaluated by engaging in the role-play scenario in the afternoon and quiz the following day.

### **Role-Play Sales Scenario** - Hours: 4.0

*Upon successful completion, the learner will be able to conduct a sales call about a bone biologic product to an instructor acting as a surgeon customer.*

Utilizing a company specific biologic (as assigned by the instructor), the learner will engage in a short sales call role-play. Learner will be evaluated by their ability to introduce themselves, create a set-up statement, deliver a value statement, and advance the sale forward.

### **Homework**

*It is recommended that the learner spend no less than 2.0 hours on this homework assignment.*

- Study for the **Basic Bone Biology** quiz.
- Look up definitions for ten diagnostic imaging vocabulary words and be prepared to be quizzed on those words.

**Week 5 - Thursday** - Hours: 4.0**Diagnostic Imaging (Radiography and Fluoroscopy, Computed Tomography, Magnetic Resonance Imaging)**

*Upon completion the learner will be able to distinguish different imaging modalities by sight, describe the characteristics of different imaging modalities and identify bony anatomy on radiography and fluoroscopy.*

Diagnostic imaging is one of the first ways the learner can prove that they belong in the operating room environment. Learners will engage in anatomy identification on PowerPoint presentation and actual films of patients. The learner will be evaluated by quiz on the following day.

**Role Play Scenario - Value Statement Role-Play** - Hours: 4.0

*Upon completion the learner will gain experience in assessing products and developing Value Statements, and being able to convey the value of a product to a surgeon.*

Using specific surgeon profiles, course participants will use the structured sales call techniques to develop conversationally productive contacts in a realistic selling environment. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

**Homework**

*It is recommended that the learner spend at least two hours on this homework assignment.*

- Study for quiz on Diagnostic Imaging.
- Complete Surgeon Profile Presentation.

## Week 5 - Friday

### **Biologics and Bone Healing** - Hours: 4.0

*Upon completion course participants will be introduced to the growing array of osteobiologic options available and the basic biology of the bone healing process.*

A thorough understanding of how bone forms and the elements of the healing process is the basis for this discussion. The presentation includes the role of mesenchymal cells, osteoclasts, osteoblasts, proteins and growth factors in fracture healing and arthrodesis. Learners will be evaluated on the basis of performance in the following day's quiz.

### **Individual Presentations** - Hours: 4.0

*Course participants will become comfortable presenting to a group, sharing any information gathered related to potential surgeon customers.*

Participants will have the opportunity to stand in front of peers and present any information gathered about his or her targeted surgeons to the class. They will be evaluated on the quality of the information, the organization and fluidity of the presentation and presentation style, and student feedback.

### **Homework**

*It is recommended that the learner spend at least eight hours on this homework assignment.*

- Preparation for Week Five Comprehensive Exam.
- Group presentation on soft-tissue and bony anatomy of the shoulder.

## Week 6 - Monday

### **Group Shoulder Presentations** - Hours: 4.0

*The learner will demonstrate teamwork, while researching, organizing, and presenting the anatomy of the shoulder to the rest of the course participants.*

Working in groups, course participants will research the soft-tissue and bony anatomy of the shoulder; organize the information, and present as a team, the group's presentation to the class, addressing the needs of the class. Presentations will be followed by instructor-led discussion and feedback on group presentations.

### **Role Play Scenario - Value Statement Role Play** - Hours: 4.0

*Upon completion the learner will gain experience in assessing products and developing Value Statements, and being able to convey the value of a product to a surgeon.*

Using specific surgeon profiles, course participants will use the structured sales call technique to develop conversationally productive contacts in a realistic selling environment. Sales role-play scenarios are videotaped, reviewed, and evaluated each day. Peer grading complete the analysis of the effectiveness of each participant's performance.

### **Homework**

*It is recommended that the learner spend at least four hours on this homework assignment.*

- To Be Assigned

## Week 6 - Tuesday

### **Labral Repair Group Presentations** - Hours: 4.0

*The learner will demonstrate teamwork, while researching, organizing, and presenting the anatomy of the shoulder to the rest of the course participants.*

Working in groups, course participants will research the etiology and treatment of labral disorders, including Bankart and SLAP lesions of the shoulder, organize the information, and present as a team, the group's presentation to the class, addressing the needs of the class. Presentations will be followed by instructor-led discussion and feedback on group presentations, including surgical videos to review procedures and anatomy.

### **Role Play Scenario - Locker Room Value Statement Role-Play** - Hours: 4.0

*Upon completion the learner will gain experience in assessing products and developing Value Statements, and being able to convey the value of a product to a surgeon.*

Using specific surgeon profiles, course participants will use the structured sales call techniques to develop conversationally productive contacts in a realistic selling environment. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

*It is recommended that the learner spend at least four hours on this homework assignment.*

- Impingement Syndrome Vocabulary.
- Impingement Syndrome Group Presentations.

## Week 6 - Wednesday

### **Impingement Syndrome Group Presentations** - Hours: 4.0

*The learner will demonstrate teamwork, while researching, organizing, and presenting the anatomy of the shoulder to the rest of the course participants.*

Working in groups, course participants will research the etiology and treatment of impingement syndrome of the shoulder; organize the information, and present as a team, the group's presentation to the class, addressing the needs of the class. Presentations will be followed by instructor-led discussion and feedback on group presentations, including surgical videos to review procedures and anatomy.

### **Role Play Scenario - Gatekeeper Role-Play** - Hours: 4.0

*Upon completion the learner will gain experience in building relationships and gaining access to the practitioner in a clinical setting.*

Course participants will use the structured sales call techniques to develop conversationally productive contacts in a realistic selling environment. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

*It is recommended that the learner spend at least four hours on this homework assignment.*

- Rotator Cuff Repair Vocabulary.
- Rotator Cuff Group Presentations.

## Week 6 - Thursday

### **Rotator Cuff Group Presentations** - Hours: 4.0

*The learner will demonstrate teamwork, while researching, organizing, and presenting the anatomy of the shoulder to the rest of the course participants.*

Working in groups, course participants will research the etiology and treatment of rotator cuff pathologies of the shoulder, organize the information, and present as a team, the group's presentation to the class, addressing the needs of the class. Presentations will be followed by instructor-led discussion and feedback on group presentations, including surgical videos to review procedures and anatomy.

### **Role-Play Scenario - Scrub Sink Value Statement Role-Play** - Hours: 4.0

*Upon completion the learner will gain experience in assessing products and developing Value Statements, and being able to convey the value of a product to a surgeon.*

Using specific surgeon profiles, course participants will use the structured sales call techniques to develop conversationally productive contacts in a realistic selling environment. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

*It is recommended that the learner spend at least four hours on this homework assignment.*

- Acromioclavicular Joint Pathology Vocabulary.
- AC Joint Group Presentations.

## Week 6 - Friday

### **AC Joint Pathology Group Presentations** - Hours: 4.0

*The learner will demonstrate teamwork, while researching, organizing, and presenting the anatomy of the shoulder to the rest of the course participants.*

Working in groups, course participants will research the etiology and treatment of acromioclavicular joint pathologies of the shoulder, organize the information, and present to the other participants, addressing the needs of the class. Presentations will be followed by instructor-led discussion and feedback on group presentations, including surgical videos to review procedures and anatomy.

### **Comprehensive Shoulder Review** - Hours: 4.0

*The learner will be able to recall and describe the numerous shoulder pathologies of the glenohumeral and acromioclavicular joints.*

Course participants will be expected to participate in an instructor-led discussion and review of the shoulder pathologies of the glenohumeral and acromioclavicular joints, including Bankart and SLAP lesions, rotator cuff tears, impingement syndrome, and AC joint disorders.

### **Homework**

*It is recommended that the learner spend at least eight hours on this homework assignment.*

- Study for Week Six Comprehensive exam.
- Group Biceps Tendon Pathologies Presentations.
- Role-Play preparation.

## Week 7 - Monday

### **Biceps Tendon Pathologies Group Presentations** - Hours: 4.0

*The learner will demonstrate teamwork, while researching, organizing, and presenting the anatomy of the shoulder to the rest of the course participants.*

Working in groups, course participants will research the etiology and treatment of biceps tendon pathologies of the upper extremity, organize the information, and present to the other participants, addressing the needs of the class. Presentations will be followed by instructor-led discussion and feedback on group presentations, including surgical videos to review procedures and anatomy.

### **Role-Play Scenario - Surgeon Sit-Down Role-Play** - Hours: 4.0

*Upon completion the learner will gain experience in assessing products and developing Value Statements, and being able to convey the value of a product to a surgeon.*

Using specific surgeon profiles, course participants will use the structured sales call techniques to develop conversationally productive contacts in a realistic selling environment. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

*It is recommended that the learner spend at least two hours on this homework assignment.*

- Resume rebuild.
- Role-Play preparation.

## Week 7 - Tuesday

### **Interviewing Skills** - Hours: 3.5

*Upon completion course participants will be able to utilize dynamic selling skills and meticulous preparation to control the interview process and successfully compete for a medical sales position.*

During this session MSC founder and noted author Jim Rogers, will demonstrate his innovative and powerful techniques for managing a successful interview. The discussion focuses on preparation and presentation along with proven sales techniques to stand out in a competitive environment.

### **Role-Play Scenario - Surgeon Sit-Down Role-Play** - Hours: 4.0

*Upon completion the learner will gain experience in assessing products and developing Value Statements, and being able to convey the value of a product to a surgeon.*

Using specific surgeon profiles, course participants will use the structured sales call techniques to develop conversationally productive contacts in a realistic selling environment. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

*It is recommended that the learner spend at least four hours on this homework assignment.*

- Knee Anatomy Vocabulary.
- Knee Anatomy Group Presentations.

## Week 7 - Wednesday

### **Knee Anatomy Group Presentations** - Hours: 4.0

*The learner will demonstrate teamwork, while researching, organizing, and presenting the anatomy of the shoulder to the rest of the course participants.*

Working in groups, course participants will research the soft-tissue and bony anatomy of the knee, organize the information, and present to the other participants, addressing the needs of the class. Presentations will be followed by instructor-led discussion and feedback on group presentations, including surgical videos to review procedures and anatomy.

### **Role-Play Scenario Short Value Statement Role-Play** - Hours: 4.0

*Upon completion the learner will gain experience in assessing products and developing Value Statements, and being able to convey the value of a product to a surgeon.*

Using specific surgeon profiles, course participants will use the structured sales call techniques to develop conversationally productive contacts in a realistic selling environment. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

*It is recommended that the learner spend at least four hours on this homework assignment.*

- ACL Reconstruction vocabulary.
- ACL Recon Group presentations.

## Week 7 - Thursday

### **ACL Reconstruction Group Presentations** - Hours: 4.0

*The learner will demonstrate teamwork, while researching, organizing, and presenting the anatomy of the shoulder to the rest of the course participants.*

Working in groups, course participants will research the etiology and treatment of anterior cruciate ligament injuries of the lower extremity, organize the information, and present to the other participants, addressing the needs of the class. Presentations will be followed by instructor-led discussion and feedback on group presentations, including surgical videos to review procedures and anatomy.

### **ACL Reconstruction Bio-Skills Lab** - Hours: 4.0

*Course participants will have the opportunity to utilize surgical instrument trays and perform ACL Reconstructive procedures on saw bone skeletal models simulating actual surgical techniques.*

As part of the surgical skills lab, course participants will conduct mock "in service" training on the use of the instruments and explain the features, benefits and objectives of the procedure to his or her peers.

### **Homework**

*It is recommended that the learner spend at least four hours on this homework assignment.*

- Research different ACL Reconstructive Techniques, and prepare an essay comparing the multiple approaches to ACL reconstruction.

## Week 7 - Friday

### **ACL Reconstruction Techniques** - Hours: 4.0

***Course participants will understand and be conversant in the multiple philosophies and approaches to ACL reconstruction.***

Course participants will be expected to participate in an instructor-led discussion of the multiple philosophies and approaches to anterior cruciate ligament reconstruction, including, but not limited to, graft selection, fixation, single-bundle, double-bundle, anteromedial portal approaches, etc. Discussion will be augmented with surgical videos depicting the multiple approaches to ACL reconstruction. A review of anatomy will also be conducted.

### **Role-Play Scenario - Surgeon Sit-Down Role-Play** - Hours: 4.0

***Upon completion the learner will gain experience in assessing products and developing Value Statements, and being able to convey the value of a product to a surgeon.***

Using specific surgeon profiles, course participants will use the structured sales call techniques to develop conversationally productive contacts in a realistic selling environment. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

***It is recommended that the learner spend at least eight hours on this homework assignment.***

- Study for Week Seven Comprehensive Exam.
- Meniscal Injuries vocabulary.
- Meniscal Injuries Group Presentation.

## Week 8 - Monday

### **Meniscal Injuries Group Presentations** - Hours: 4.0

*The learner will demonstrate teamwork, while researching, organizing, and presenting the anatomy of the shoulder to the rest of the course participants.*

Working in groups, course participants will research the etiology and treatment of meniscal injuries of the lower extremity, organize the information, and present to the other participants, addressing the needs of the class. Presentations will be followed by instructor-led discussion and feedback on group presentations, including surgical videos to review procedures and anatomy.

### **Role-Play Scenario - Short Value Statement Role-Play** - Hours: 4.0

*Upon completion the learner will gain experience in assessing products and developing Value Statements, and being able to convey the value of a product to a surgeon.*

Using specific surgeon profiles, course participants will use the structured sales call techniques to develop conversationally productive contacts in a realistic selling environment. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

*It is recommended that the learner spend at least two hours on this homework assignment.*

- Role-Play preparation.

## Week 8 - Tuesday

### **Role Play Scenario - Surgeon Sit-Down Role-Play** - Hours: 4.0

***Upon completion the learner will gain experience in assessing products and developing Value Statements, and being able to convey the value of a product to a surgeon.***

Using specific surgeon profiles, course participants will use the structured sales call techniques to develop conversationally productive contacts in a realistic selling environment. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Business Plan and Territory Management** - Hours: 4.0

***Upon completion course participants will have sufficient skills to begin developing 30, 60 and 90 business plans with a specific agenda and metrics to accelerate the transition into a new sales territory.***

Business plans serve as a guide to productive behaviors intended to accomplish stated objectives. Learners are expected to prepare detailed, well-defined activities during his or her first 90 days of employment that will result in successful progression in his or her assigned territory. Business plans are complimented and augmented by the surgeon profiles and product profiles already accumulated.

### **Homework**

***It is recommended that the learner spend at least two hours on this homework assignment.***

- Interview preparation.
- Role Play preparation.

## Week 8 - Wednesday

### **Role-Play Scenario - Mock Interview Role-Play** - Hours: 4.0

*In this scenario, course participants will face a realistic interview situation in which they are meeting with the hiring manager of an orthopedic sales organization played by one of our instructors.*

Learners are evaluated based on his or her application of techniques described throughout the course and strategic use of the surgeon profiles, product profiles and business plans to control the process of the interview. Role-play scenarios are video taped, reviewed and evaluated each day.

### **Comprehensive Course Review** - Hours: 4.0

*Course participants will be guided through a comprehensive review of the course material in preparation for a final examination covering topics included in the course presentations.*

Learners will be responsible for content in vocabulary, anatomy, pathology, surgical procedures, and osteobiologics and implant options.

### **Homework**

*It is recommended that the learner spend at least four hours on this homework assignment.*

- Study for eight-week comprehensive exam.
- Bio-Skills Role-Play Prep.

## Week 8 - Thursday

### **Final Examination** - Hours: 2.0

*The learner will be evaluated on all content covered during the Eight-Week Sports Medicine Program.*

Course participants will have the opportunity to demonstrate the extent of his or her knowledge gained during the past eight weeks.

### **AdvaMed** - Hours 2.0

*The learner will understand the AdvaMed Code of Ethics on Interactions with Healthcare Professionals, and the potential legal ramifications.*

Course participants will take part in an instructor-led discussion of the AdvaMed Code of Ethics and understand what is and is not appropriate in our day-to-day interactions with health care professionals.

### **Role-Play Scenario - ACL Reconstruction Bio-Skills Role-Play** - Hours 4.0

*The learner will demonstrate proficiency in setting up an ACL reconstruction case in an OR setting and be able to assist the surgical tech with the technical knowledge necessary to facilitate the procedure.*

As part of the bio-skills lab, course participants will conduct mock "in service" training on the use of the instruments and explain the features, benefits and objectives of the procedure to his or her peers.

### **Homework**

*It is recommended that the learner spend at least two hours on this homework assignment.*

- Final Role-Play preparation.

## Week 8 - Friday

### **Role-Play Scenario #15 - Final Surgeon Sit-Down Role-Play** - Hours: 4.0

*Upon completion the learner will gain experience in assessing products and developing Value Statements, and being able to convey the value of a product to a surgeon.*

Using specific surgeon profiles, course participants will use the structured sales call techniques to develop conversationally productive contacts in a realistic selling environment. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

## Graduation

### **Graduation and Awards Presentation - Graduation Ceremony** - Hours: 1.0

*Recognition of completion of Sports Medicine Program. Valedictorian and MSC Achievement awards are presented to the graduates who demonstrated superior skills, effort and contribution to the course and it's participants.*

Course participants will be recognized for his or her hard work and commitment during the previous eight-week Sports Medicine Program.

#### **Exam Schedule**

- 6<sup>th</sup> Monday
- 7<sup>th</sup> Monday
- 8<sup>th</sup> Monday
- 8<sup>th</sup> Thursday

#### **Quizzes-**

- Almost daily. Content that is quizzed upon is listed in the course description

# Orthopaedic Extremities Program

The Orthopaedic Extremities Program is an eight-week session, with four weeks of at-home, instructor-guided study and four weeks of classroom learning. This program is designed to give the learner the clinical knowledge and sales skills to become a successful medical device sales representative, with an emphasis on orthopaedic implants used in extremity procedures.

## Admission Requirements

Admission to the Medical Sales College requires either a Bachelor's Degree or High School Diploma with specific sales or clinical knowledge and experience.

## Instructor Information

### **Mark Burgeson, President**

(720) 407-8782 Office

(303) 489-5649 Cell

### **Scott Boswell, Director of Training**

(720) 235-4183 Office

(303) 949-3036 Cell

## **Textbooks, Recommended Readings and Additional Materials the Learner Needs**

**Extremities and Biologics Core Curriculum Binder** - Provided upon acceptance to school

Includes: Bone and Soft Tissue Anatomy Guidebook

Medical Sales College 2009

**Atlas of Human Anatomy** - Strongly Recommended

Lange Medical Books/McGraw-Hill 2006

Harry B. Skinner, MD, PhD

**Current Diagnosis and Treatment in Orthopedics Fourth Edition** - Recommended

Lange Medical Books/McGraw-Hill 2006

Harry B. Skinner, MD, PhD

**Laptop computer with wireless internet capability, Microsoft Office Suite (or equivalent) installed** - Student provided

**Two pairs of dark blue scrubs** - Student provided

**Cell phone** - Student provided

## Orthopaedic Extremities Program Descriptions & Objectives

Schedule is tentative and subject to change depending upon the progress of the class. A weekly review of assigned work and an open discussion of the assignments will be conducted via telephone conference call at the beginning of each week.

### Week 1

#### Anatomy

*Course participants will be able to identify and recognize associated anatomy on anatomical drawings, anatomical photographs, and bone models.*

The first week of the at home course is guided learning of the basic foot and ankle anatomy and the surrounding anatomical structures that are important to surgical procedures commonly covered by medical device representatives. Discussions will focus on participants' understanding of the procedures and methodology for repair of common orthopedic interventional surgery. It is recommended that the learner spend at least ten hours of his or her time focused on learning this anatomy section.

#### Vocabulary

*Course participants will be required to define, understand and utilize medical terminology as it relates to the course objectives.*

Portions of the study material include weekly vocabulary words and references. The course will emphasize key anatomic references and terminology in order to develop proficiency with terms used during conversations in a medical context.

### Week 2

#### Procedure Profiles

*Course participants will begin to profile and review the variety of devices available for repair and fixation of common fractures to the wrist and hand.*

Course participants will continue his or her study of anatomical terminology and begin examining surgical procedures of the hand and wrist. Essays are required to develop the students understanding of the risks and concerns surgeons may encounter during interventional procedures, including infection, non-unions, fracture classifications and postoperative protocols.

#### Vocabulary

*Course participants will be required to define, understand and utilize medical terminology as it relates to the course objectives.*

The week's vocabulary study focuses on the anatomical references to the wrist and hand. Further introduction of medical terms used to describe fractures, surgical techniques and anatomy specific to bone and joints. The course work is evaluated on the student's ability to use these terms in the proper context.

## Week 3

### Product Profiling

*Participants should now be capable of describing mechanisms of injury, presentations, pathology and procedures, which involve the common surgical cases they will be covering.*

In this week we continue our examination of surgical procedures for degenerative disorders of the extremities, such as osteoarthritis and rheumatoid arthritis. A progressively more detailed evaluation of the surgical procedures, implants and instrumentation is conducted. Competitive product profiles from various device manufacturers are part of his or her on going research.

### Surgeon Profiling

*Profiling exercises are developed to familiarize course participants with effective methods of gathering and organizing useful territory management techniques.*

Class participants will be instructed on a variety of techniques to enable them to identify appropriate sub specialties of orthopedics, target prospective accounts and compile a data base of useful information intended to formulate and develop long term professional relationships.

### Vocabulary

*Course participants will continue to add to his or her growing vocabulary of medical terminology and are expected to be using these terms correctly in his or her conversations and essays.*

## Week 4

### Bone Healing and Osteobiologics

*Course participants will develop an understanding of the basic metabolic and biological principles that effect the surgical environment.*

The process of bone healing, biology, fracture management and osteobiologics is introduced. Discussion will include infection control, orthobiologic augmentation, Wolff's Law, fracture reduction, arthrodesis, mal-union and non-unions.

Participants will be expected to describe the cellular components and his or her impact on the bone-healing environment. Discussion will include the biologic activity and contributions to bone healing that the various osteobiologic compounds offer and how they are used.

## Week 5 - Begin In-house Training

*Course participants will arrive on Monday morning to begin the in-house training portion of the curriculum. From this point the training schedule is expanded into daily processes of introducing new material, evaluations in the form of quizzes, reviews of previously discussed curriculum and role play scenarios. Homework assignments are employed to challenge the learner's research capabilities, critical analysis, organizational skills, and include individual or group presentations before an audience of instructors and peers.*

*The following is a discussion of the course schedule, learning objectives, and description of the lesson plans for the in-house portion of the training program.*

### Week 5 - Monday

#### **Introductions and Expectations** - Hours: 1.0

*The learner will be introduced to the Medical Sales College staff and in-house course expectations will be delivered to the learner.*

#### **Operating Room Protocol and Etiquette** - Hours: 3.0

*Upon successful completion, the learner will be able to apply the proper protocol and etiquette upon entering a hospital.*

Utilizing our state-of-the-art mock operating room, scrub sinks, and hospital locker room the learner will be taken on a guided tour of where to enter a hospital, the proper check-in procedures, the proper attire in an operating room, and finally, the "do's and don'ts" of the operating room. The learner will be evaluated by a quiz the following day and constant monitoring by the Medical Sales College staff.

#### **Role-play Sales Scenario** - Hours: 4.0

*Upon successful completion, the learner will evaluate their current selling styles and begin to recognize how a new selling style is needed to succeed in the spine medical device sales industry.*

On the first day of the in-house portion, the learner will engage in their first sales scenario role-play in front of the class while being video recorded. This first role-play is designed to create a baseline of selling skill for the learner and the instructor. The instructor will evaluate the learner by their ability to gain favorable attention, conversationally identify needs, deliver a value statement, and advancing the sale forward.

#### **Homework**

*It is recommended that the learner spend no less than 2.0 hours on this homework assignment.*

- Study for the operating room protocol and etiquette quiz given on Tuesday.

## Week 5 - Tuesday

### **Dynamic Psychological Selling®** - Hours: 4.5

*Upon completion the learner will be able to adopt and perform the Dynamic Psychological Selling® principles needed to succeed in the medical device sales industry.*

First and foremost the Medical Sales College is a selling program. During this half-day session participants will learn, from founder and author Jim Rogers, the most innovative and successful selling technique available in the medical device sales industry. The learner will be evaluated by quiz the following day and on the ability to utilize **Dynamic Psychological Selling®** during the rest of the program.

### **Mapping the Sales Call** - Hours: 4.5

*Upon successful completion, the learner will be able to practice and perform the four selling steps of both a short and long sales call.*

Performing in sales call is the key to success in the medical device sales industry. During this program, the student will learn the steps of being successful in both a short and a long sales call. These steps will be reinforced and evaluated by quiz the following day and on the ability to perform the steps during each role-play for the rest of the course.

### **Homework**

*It is recommended that the learner spend at least two hours on this homework assignment.*

- Study to prepare for Dynamic Psychological Selling® and Mapping the Sales Call exam.

## Week 5 - Wednesday

### **Basic Bone Biology** - Hours: 4.0

*Upon successful completion, the learner will be able to describe bone biology and how bone is remodeled and express why bone biology is important to a surgeon.*

Fusion is a common surgical treatment for alleviating joint pain. Students will learn how bone fuses and how to have a discussion with a surgeon about fusion. Students will be evaluated by engaging in the role-play scenario in the afternoon and quiz the following day.

### **Role-Play Sales Scenario** - Hours: 4.0

*Upon successful completion, the learner will be able to conduct a sales call about a bone biologic product to an instructor acting as a surgeon customer.*

Utilizing a company specific biologic (as assigned by the instructor), the learner will engage in a short sales call role-play. Learner will be evaluated by their ability to introduce themselves, create a set-up statement, deliver a value statement, and advance the sale forward.

### **Homework**

*It is recommended that the learner spend no less than 2.0 hours on this homework assignment.*

- Study for the **Basic Bone Biology** quiz.
- Look up definitions for ten diagnostic imaging vocabulary words and be prepared to be quizzed on those words.

**Week 5 - Thursday** - Hours: 4.0**Diagnostic Imaging (Radiography and Fluoroscopy, Computed Tomography, Magnetic Resonance Imaging)** - Hours: 8.0

*Upon completion the learner will be able to distinguish different imaging modalities by sight, describe the characteristics of different imaging modalities and identify bony anatomy on radiography and fluoroscopy.*

Diagnostic imaging is one of the first ways the learner can prove that they belong in the operating room environment. Learners will engage in anatomy identification on PowerPoint presentation and actual films of patients. The learner will be evaluated by quiz on the following day.

**Homework**

*It is recommended that the learner spend at least two hours on this homework assignment.*

- Study for quiz on Diagnostic Imaging.
- Article review and presentation evaluating the medical evidence discussing the use of Platelet Rich Plasma in orthopedic procedures.

**Week 5 - Friday****Biologics and Bone Healing** - Hours: 4.0

*Upon completion course participants will be introduced to the growing array of osteobiologic options available and the basic biology of the bone healing process.*

A thorough understanding of how bone forms and the elements of the healing process is the basis for this discussion. The presentation includes the role of mesenchymal cells, osteoclasts, osteoblasts, proteins and growth factors in fracture healing and arthrodesis. Learners will be evaluated on the basis of performance in the following day's quiz.

**Role Play Scenario** - Hours: 4.0

*Course participants will continue to develop his or her techniques and skills in "real life" selling situations with instructors acting as surgeons.*

Using specific surgeon profiles, course participants will use the structured sales call techniques to develop conversationally productive contacts in a realistic selling environment. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

**Homework**

*It is recommended that the learner spend at least four and a half hours on this homework assignment.*

- Preparation for Bone Healing quiz.
- Article review discussing Mesenchymal cells.

## Week 6 - Monday

### **Biologic Products** - Hours: 3.5

***Upon completion course participants will understand the different biologic products and the features, benefits and limitations of each compound.***

Biologic components can be differentiated into auto graft, allograft, synthetics and xenografts. The presentation describes the advantages and limitations of each category of compounds, as well as, the type of procedures in which they are commonly employed.

### **Surgery Observations**

***Beginning in the sixth week a rotation of course participants into live surgeries with surgeon instructors is attempted to be arranged based on surgeon and hospital staff availability. Selection of course participants are on merit, based on performance in class, on quizzes and in role-play scenarios.***

It is expected that competition for available spots to interact with surgeon instructors and view live surgery will incentivize course participants and create a more productive learning environment. Observers are expected to complete surgeon profiles and observe surgical videos prior to attending live surgeries in preparation and to enhance his or her understanding of surgical procedure.

### **Homework**

***It is recommended that the learner spend at least two hours on this homework assignment.***

- Prepare for Biologic products quiz.
- Article research of Bone Morphogenic Proteins.

## Week 6 - Tuesday

### Forefoot Anatomy - Hours: 3.5

*Upon completion course participants will have a thorough understanding of the basic anatomy, pathology, indications and surgical procedures commonly seen in foot and ankle surgical practices.*

This comprehensive lecture will focus on the degenerative conditions, trauma and pathology frequently seen in the metatarsal/phalangeal portion of the foot. The discussion includes Hallux Valgus, fractures, fusion procedures and wound complications of the forefoot.

### Saw Bones Lab Skills - Hours: 3.5

*Course participants will have the opportunity to utilize surgical instrument trays and perform fusion procedures on saw bone skeletal models simulating actual surgical techniques.*

As part of the surgical skills lab, course participants will conduct mock "in service" training on the use of the instruments and explain the features, benefits and objectives of the procedure to his or her peers.

### Homework

*It is recommended that the learner spend at least three hours on this homework assignment.*

- Preparation for Forefoot anatomy quiz.
- Product profile of forefoot fusion devices.

## Week 6 - Wednesday

### Midfoot/Hindfoot Anatomy - Hours: 3.5

*Course participants will continue to add to his or her knowledge base of extremity disorders and surgical alternatives in the proximal anatomy of the foot.*

The discussion focuses on the treatment of fracture dislocations of the Lis Franc complex, fusion procedures to correct degenerative and congenital deformity, as well as, trauma surgery techniques. Surgical videos may be employed to demonstrate pathology, fracture patterns and the associated interventional procedures.

### Role Play Scenarios - Hours: 3.5

Course participants continue to expand on his or her sales call technique during an "in office" presentation scheduled to last 10-15 minutes with an instructor acting as a surgeon. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### Homework

*It is recommended that the learner spend at least three hours on this homework assignment.*

- Product profiles for foot and ankle implant options.

## Week 6 - Thursday

### **Bone Basics** - Hours: 3.5

***Upon completion course participants will understand the classification processes for fractures and how these influence the surgical plan.***

Discussion includes some of the guiding principles of fracture management, co-morbidities and functional outcomes. Every surgical procedure poses some risk, in particular, infection, blood clots, nerve damage and failed union among others. These sequelae are important to the course participant's knowledge of the surgical environment.

### **Role Play Scenario** - Hours: 3.5

In this circumstance, course participants will have a 1-3 minute conversation at the "scrub sink" with a targeted surgeon played by one of our instructors. The presentation is evaluated on the course participant's utilization of the selling techniques to make a favorable impression, identify needs, propose something of value and move the process forward. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

***It is recommended that the learner spend no less than 3.0 hours on this homework assignment.***

- Preparation for Bone basics quiz.
- Article research Pilon Fractures of the distal tibia.

## Week 6 - Friday

### **Ankle Fractures** - Hours: 3.5

***Upon completion course participants will have a thorough understanding of the surgical objectives in fracture management of the distal tibia and fibula.***

A sales representative's contribution to any surgical procedure is to have available options to allow the surgeon to pursue whatever course will affect the most successful outcome. The learner's understanding of the available treatment avenues from casting, ORIF and external fixation will prove useful in the field.

### **Role-Play Scenario** - Hours: 3.5

As relationships and sales opportunities arise in new territories, course participants will begin to practice longer, more in depth presentation in office based scenarios with longer time limits. The presentation is evaluated on the course participant's utilization of the selling techniques to make a favorable impression, identify needs, propose something of value and move the process forward. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

***It is recommended that the learner spend no less than 4.5 hours on this homework assignment.***

- Preparation for ankle fracture quiz.
- Article research wrist and hand pathologies.

## Week 7 - Monday

### **Wrist and Hand Anatomy** - Hours: 4.0

*Upon completion course participants will have a thorough understanding of the basic anatomy, pathology, indications and surgical procedures commonly seen in wrist and hand surgical practices.*

This presentation describes common pathology and fractures to the bones of the hand and wrist. Of particular focus will be distal radius fractures, his or her presentation, classification and the treatment algorithm.

### **Sawbones Lab Skills** - Hours: 3.5

*Course participants will have the opportunity to utilize surgical instrument trays and perform fracture fixation procedures on saw bone skeletal models simulating actual surgical techniques.*

As part of the surgical skills lab, course participants will conduct mock "in service" training on the use of the instruments and explain the features, benefits and objectives of the procedure to his or her peers.

### **Homework**

*It is recommended that the learner spend no less than 3.5 hours on this homework assignment.*

- Article research of common surgical procedures involving the wrist and hand.
- Preparation for quiz covering wrist and hand anatomy.

## Week 7 - Tuesday

### **Wrist and Hand Surgical Procedures** - Hours: 3.5

*Course participants will review the corrective surgical procedures for fractures, deformities and the implant options available to hand surgeons.*

Discussions will include the use of internal and external fixation devices, bioresorbable fixation and surgical releases for contraction deformities and carpal tunnel syndrome.

### **Product Presentations** - Hours: 3.5

*Course participants are expected to identify and evaluate the devices and implants available from manufacturers' web sites and prepare role-play scenarios, which present features and benefits among competing devices.*

These presentations are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

*It is recommended that the learner spend no less than 3.0 hours on this homework assignment.*

- Preparation for Wrist and Hand quiz.
- Distal radius in service presentation.

## Week 7 - Wednesday

### **Shoulder and Elbow Anatomy** - Hours: 4.0

***Upon completion course participants will have a thorough understanding of the basic anatomy, pathology, indications and surgical procedures commonly seen in upper extremity surgical practices.***

This presentation describes common pathology and fractures to the bones of the forearm, elbow, humerus and glenohumeral joint. Discussion includes the use of fracture prosthesis, intermedullary fixation and total joint procedures. Common degenerative pathologies as they relate to the glenohumeral joint, the elbow and supporting soft tissues will be addressed.

### **Role Play Scenario** - Hours: 4.0

Using actual surgeon profiles, with instructors playing the role of the surgeon, course participants will be challenged with ever increasingly difficult selling situations in the surgeon's clinic or in mock hospital settings. The presentation is evaluated on the course participant's utilization of the selling techniques to make a favorable impression, identify needs, propose something of value and move the process forward. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

***It is recommended that the learner spend no less than 3.0 hours on this homework assignment.***

- Preparation for Upper Extremity quiz.
- Product profiles of competitive shoulder implants.

**Week 7 - Thursday****Saw Bones Lab - Shoulder Fractures** - Hours: 3.5

*Course participants will have the opportunity to utilize surgical instrument trays and perform fracture fixation procedures on saw bone skeletal models simulating actual surgical techniques.*

As part of the surgical skills lab, course participants will conduct mock "in service" training on the use of the instruments and explain the features, benefits and objectives of the procedure to his or her peers.

**Role Play Scenario** - Hours: 3.5

*Course participants are expected to continually develop his or her conversations and relationship building techniques using the Dynamic Psychological Selling® techniques demonstrated in this course.*

Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

**Homework**

*It is recommended that the learner spend no less than 3.0 hours on this homework assignment.*

- Outcome study; Four part proximal humerus fracture; Plating vs. Hemiarthroplasty.

**Week 7 - Friday****Interview Skills** - Hours: 3.5

*Upon completion course participants will be able to utilize dynamic selling skills and meticulous preparation to control the interview process and successfully compete for a medical sales position.*

During this session MSC founder and noted author Jim Rogers, will demonstrate his innovative and powerful techniques for managing a successful interview. The discussion focuses on preparation and presentation along with proven sales techniques to stand out in a competitive environment.

**Surgeon Profiling** - Hours: 4.0

*Course participants are guided through his or her continuing efforts to "drill down" and compile relevant information to start conversations and build relationships with targeted accounts.*

The accumulation of data should by now begin to take shape in the form of presentation binders with colored photographs, curriculum vitae and hospital profiles useful to the sales professional in the field. In some territories the number of targeted profiles may exceed 200 surgeons.

**Homework**

*It is recommended that the learner spend no less than 3.0 hours on this homework assignment.*

- Surgeon/product profile portfolios.

## Week 8 - Monday

### **Business Plan and Territory Management** - Hours: 3.5

***Upon completion course participants will have sufficient skills to begin developing 30, 60 and 90 business plans with a specific agenda and metrics to accelerate the transition into a new sales territory.***

Business plans serve as a guide to productive behaviors intended to accomplish stated objectives. Learners are expected to prepare detailed, well-defined activities during his or her first 90 days of employment that will result in successful progression in his or her assigned territory. Business plans are complimented and augmented by the surgeon profiles and product profiles already accumulated.

### **Role Play Scenario** - Hours: 4.0

***Course participants continue to develop sales skills needed to initiate and develop productive conversations with targeted medical professionals.***

The presentation is evaluated on the course participant's utilization of the selling techniques to make a favorable impression, identify needs, propose something of value and move the process forward. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

***It is recommended that the learner spend no less than 2.0 hours on this homework assignment.***

- Surgeon and Product Profiles.

## Week 8 - Tuesday

### **Hospital Orientation** - Hours: 3.5

*Upon completion course participants will understand the protocols of selling in the hospital environment, the duties and responsibilities of various departments, credentialing requirements, inventory maintenance and reporting.*

Relationship selling is a vertical process in a hospital environment. This section demonstrates the value of developing professional contact with each hospital department involved in the procurement process, surgical service and sterile processing. Discussion of hospital purchasing agreements is also included.

### **AdvaMed** - Hours: 2.0

*The learner will understand the AdvaMed Code of Ethics on Interactions with Healthcare Professionals, and the potential legal ramifications.*

Course participants will take part in an instructor-led discussion of the AdvaMed Code of Ethics and understand what is and is not appropriate in our day-to-day interactions with health care professionals.

### **Role Play Scenario**- Hours: 4.0

*Course participants should be able to demonstrate a comprehensive and versatile ability to develop conversations that lead to specific sales objectives within the hospital environment.*

This exercise may include instructors playing the role of hospital purchasing managers, executive officers or medical staff. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

*It is recommended that the learner spend no less than 2.0 hours on this homework assignment.*

- Product profile presentations.

## Week 8 - Wednesday

### **Product Profile Presentations** - Hours: 3.5

*In this classroom exercise course participants will deliver presentations of features and benefits of competitive products in a power point presentation to the full class of his or her peers.*

Course participants must demonstrate a familiarity with product offerings from multiple manufacturers. A comprehensive understanding of his or her particular sub specialty in orthopedics is essential to a rapid transition into a new territory, as well as, into the competition for a medical sales position.

### **Role Play Scenario - Mock Interviews** - Hours: 4.0

*In this scenario, course participants will face a realistic interview situation in which they are meeting with the hiring manager of an orthopedic sales organization played by one of our instructors.*

Learners are evaluated based on his or her application of techniques described throughout the course and strategic use of the surgeon profiles, product profiles and business plans to control the process of the interview. Role-play scenarios are video taped, reviewed and evaluated each day.

### **Homework**

*It is recommended that the learner spend no less than 2.0 hours on this homework assignment.*

- Comprehensive course review.

## Week 8 - Thursday

### **Comprehensive Course Review** - Hours 4.0

*Course participants will be guided through a comprehensive review of the course material in preparation for a final examination covering topics included in the course presentations.*

Learners will be responsible for content in vocabulary, anatomy, pathology, surgical procedures, and osteo biologics and implant options.

### **Final Role Play** - Hours 4.0

*Each participant will be video taped and reviewed in a similar role-play scenario to the opening role-play to assess the progress and improvement gained throughout the course.*

Learners are evaluated based on his or her application of techniques described throughout the course.

### **Homework**

*It is recommended that the learner spend no less than 4.0 hours on this homework assignment.*

- Study for a comprehensive final examination.

## Week 8 - Friday

### **Final Examination and Graduation**

*Course participants conclude his or her educational program with a comprehensive exam that counts 20% toward his or her final grade.*

Grades are earned on the basis of: Quiz scores (20%), role-play evaluations (20%), class participation (20%), presentation skills (20%) and final exam (20%).

## Graduation

### **Graduation and Awards Presentation - Graduation Ceremony** - Hours: 1.0

*Recognition of completion of the program. Valedictorian and MSC Achievement awards are presented to the graduates who demonstrated superior skills, effort and contribution to the course and it's participants.*

Course participants will be recognized for his or her hard work and commitment during the previous eight weeks.

#### **Exam Schedule**

- 6<sup>th</sup> Monday
- 7<sup>th</sup> Monday
- 8<sup>th</sup> Monday
- 8<sup>th</sup> Thursday

#### **Quizzes-**

- Almost daily. Content that is quizzed upon is listed in the course description

# Foot & Ankle Program

The Foot & Ankle Program is an eight-week session, with four weeks of at-home, instructor-guided study and four weeks of classroom learning. The program is designed to give the learner the clinical knowledge and sales skills to become a successful medical device sales representative, with an emphasis on orthopaedic implants used in foot and ankle procedures.

## Admission Requirements

Admission to the Medical Sales College requires either a Bachelor's Degree or High School Diploma with specific sales or clinical knowledge and experience.

## Instructor Information

**Mark Burgeson, President**

(720) 407-8782 Office

(303) 489-5649 Cell

**Scott Boswell, Director of Training**

(720) 235-4183 Office

(303) 949-3036 Cell

## **Textbooks, Recommended Readings and Additional Materials the Learner Needs**

**Foot & Ankle Core Curriculum Binder** - Provided upon acceptance to school

Includes: Bone and Soft Tissue Anatomy Guidebook

Medical Sales College 2009

**Atlas of Human Anatomy** - Strongly Recommended

4th Edition

Frank H. Netter, M.D.

**Current Diagnosis and Treatment in Orthopedics Fourth Edition** - Recommended

Lange Medical Books/McGraw-Hill 2006

Harry B. Skinner, MD, PhD

**A Manual of Orthopedic Terminology Fifth Edition** - Recommended

Carolyn Taliaferro Blauvelt

Fred R. T. Nelson

**Laptop computer with wireless internet capability, Microsoft Office Suite (or equivalent) installed** - Student provided

**Two pairs of dark blue scrubs** - Student provided

**Cell phone** - Student provided

## Foot & Ankle Program Descriptions & Objectives

Schedule is tentative and subject to change depending upon the progress of the class. A weekly review of assigned work and an open discussion of the assignments will be conducted via telephone conference call at the beginning of each week.

### Week 1

#### Anatomy

*Course participants will be able to identify and recognize associated anatomy on anatomical drawings, anatomical photographs, and bone models.*

The first week of the at home course is guided learning of the basic foot and ankle anatomy and the surrounding anatomical structures that are important to surgical procedures commonly covered by medical device representatives. Discussions will focus on participants' understanding of the procedures and methodology for repair of common orthopedic interventional surgery. It is recommended that the learner spend at least ten hours of his or her time focused on learning this anatomy section.

#### Vocabulary

*Course participants will be required to define, understand and utilize medical terminology as it relates to the course objectives.*

Portions of the study material include weekly vocabulary words and references. The course will emphasize key anatomic references and terminology in order to develop proficiency with terms used during conversations in a medical context.

### Week 2

#### Procedure Profiles

*Course participants will begin to profile and review the variety of devices available for repair and fixation of common fractures to the foot and ankle.*

Course participants will continue his or her study of anatomical terminology and begin examining surgical procedures of the foot and ankle. Essays are required to develop the students understanding of the risks and concerns surgeons may encounter during interventional procedures, including infection, non-unions, fracture classifications and postoperative protocols.

#### Vocabulary

*Course participants will be required to define, understand and utilize medical terminology as it relates to the course objectives.*

The week's vocabulary study focuses on the anatomical references to the foot and ankle. Further introduction of medical terms used to describe fractures, surgical techniques and anatomy specific to bone and joints. The course work is evaluated on the student's ability to use these terms in the proper context.

## Week 3

### Product Profiling

*Participants should now be capable of describing mechanisms of injury, presentations, pathology and procedures, which involve the common surgical cases they will be covering.*

In this week we continue our examination of surgical procedures for degenerative disorders of the extremities, such as osteoarthritis and rheumatoid arthritis. A progressively more detailed evaluation of the surgical procedures, implants and instrumentation is conducted. Competitive product profiles from various device manufacturers are part of his or her on going research.

### Surgeon Profiling

*Profiling exercises are developed to familiarize course participants with effective methods of gathering and organizing useful territory management techniques.*

Class participants will be instructed on a variety of techniques to enable them to identify appropriate sub specialties of orthopedics, target prospective accounts and compile a data base of useful information intended to formulate and develop long term professional relationships.

### Vocabulary

*Course participants will continue to add to his or her growing vocabulary of medical terminology and are expected to be using these terms correctly in his or her conversations and essays.*

## Week 4

### Bone Healing and Osteobiologics

*Course participants will develop an understanding of the basic metabolic and biological principles that effect the surgical environment.*

The process of bone healing, biology, fracture management and osteobiologics is introduced. Discussion will include infection control, orthobiologic augmentation, Wolff's Law, fracture reduction, arthrodesis, mal-union and non-unions.

Participants will be expected to describe the cellular components and his or her impact on the bone-healing environment. Discussion will include the biologic activity and contributions to bone healing that the various osteobiologic compounds offer and how they are used.

## Week 5 - Begin In-house Training

*Course participants will arrive on Monday morning to begin the in-house training portion of the curriculum. From this point the training schedule is expanded into daily processes of introducing new material, evaluations in the form of quizzes, reviews of previously discussed curriculum and role play scenarios. Homework assignments are employed to challenge the learner's research capabilities, critical analysis, organizational skills, and include individual or group presentations before an audience of instructors and peers.*

*The following is a discussion of the course schedule, learning objectives, and description of the lesson plans for the in-house portion of the training program.*

### Week 5 - Monday

#### **Introductions and Expectations** - Hours: 1.0

*The learner will be introduced to the Medical Sales College staff and in-house course expectations will be delivered to the learner.*

#### **Operating Room Protocol and Etiquette** - Hours: 3.0

*Upon successful completion, the learner will be able to apply the proper protocol and etiquette upon entering a hospital.*

Utilizing our state-of-the-art mock operating room, scrub sinks, and hospital locker room the learner will be taken on a guided tour of where to enter a hospital, the proper check-in procedures, the proper attire in an operating room, and finally, the "do's and don'ts" of the operating room. The learner will be evaluated by a quiz the following day and constant monitoring by the Medical Sales College staff.

#### **Role-play Sales Scenario** - Hours: 4.0

*Upon successful completion, the learner will evaluate their current selling styles and begin to recognize how a new selling style is needed to succeed in the spine medical device sales industry.*

On the first day of the in-house portion, the learner will engage in their first sales scenario role-play in front of the class while being video recorded. This first role-play is designed to create a baseline of selling skill for the learner and the instructor. The instructor will evaluate the learner by their ability to gain favorable attention, conversationally identify needs, deliver a value statement, and advancing the sale forward.

#### **Homework**

*It is recommended that the learner spend no less than 2.0 hours on this homework assignment.*

- Study for the operating room protocol and etiquette quiz given on Tuesday.

## Week 5 - Tuesday

### **Dynamic Psychological Selling®** - Hours: 4.5

***Upon completion the learner will be able to adopt and perform the Dynamic Psychological Selling® principles needed to succeed in the medical device sales industry.***

First and foremost the Medical Sales College is a selling program. During this half-day session participants will learn, from founder and author Jim Rogers, the most innovative and successful selling technique available in the medical device sales industry. The learner will be evaluated by quiz the following day and on the ability to utilize **Dynamic Psychological Selling®** during the rest of the program.

### **Mapping the Sales Call** - Hours: 4.5

***Upon successful completion, the learner will be able to practice and perform the four selling steps of both a short and long sales call.***

Performing in sales call is the key to success in the medical device sales industry. During this program, the student will learn the steps of being successful in both a short and a long sales call. These steps will be reinforced and evaluated by quiz the following day and on the ability to perform the steps during each role-play for the rest of the course.

### **Homework**

***It is recommended that the learner spend at least two hours on this homework assignment.***

- Study to prepare for Dynamic Psychological Selling® and Mapping the Sales Call exam.

## Week 5 - Wednesday

### **Basic Bone Biology** - Hours: 4.0

*Upon successful completion, the learner will be able to describe bone biology and how bone is remodeled and express why bone biology is important to a surgeon.*

Fusion is a common surgical treatment for alleviating joint pain. Students will learn how bone fuses and how to have a discussion with a surgeon about fusion. Students will be evaluated by engaging in the role-play scenario in the afternoon and quiz the following day.

### **Role-Play Sales Scenario** - Hours: 4.0

*Upon successful completion, the learner will be able to conduct a sales call about a bone biologic product to an instructor acting as a surgeon customer.*

Utilizing a company specific biologic (as assigned by the instructor), the learner will engage in a short sales call role-play. Learner will be evaluated by their ability to introduce themselves, create a set-up statement, deliver a value statement, and advance the sale forward.

### **Homework**

*It is recommended that the learner spend no less than 2.0 hours on this homework assignment.*

- Study for the **Basic Bone Biology** quiz.
- Look up definitions for ten diagnostic imaging vocabulary words and be prepared to be quizzed on those words.

**Week 5 - Thursday** - Hours: 4.0

**Diagnostic Imaging (Radiography and Fluoroscopy, Computed Tomography, Magnetic Resonance Imaging)** - Hours: 8.0

*Upon completion the learner will be able to distinguish different imaging modalities by sight, describe the characteristics of different imaging modalities and identify bony anatomy on radiography and fluoroscopy.*

Diagnostic imaging is one of the first ways the learner can prove that they belong in the operating room environment. Learners will engage in anatomy identification on PowerPoint presentation and actual films of patients. The learner will be evaluated by quiz on the following day.

**Homework**

*It is recommended that the learner spend at least two hours on this homework assignment.*

- Study for quiz on Diagnostic Imaging.
- Article review and presentation evaluating the medical evidence discussing the use of Platelet Rich Plasma in orthopedic procedures.

**Week 5 - Friday**

**Biologics and Bone Healing** - Hours: 4.0

*Upon completion course participants will be introduced to the growing array of osteobiologic options available and the basic biology of the bone healing process.*

A thorough understanding of how bone forms and the elements of the healing process is the basis for this discussion. The presentation includes the role of mesenchymal cells, osteoclasts, osteoblasts, proteins and growth factors in fracture healing and arthrodesis. Learners will be evaluated on the basis of performance in the following day's quiz.

**Role Play Scenario** - Hours: 4.0

*Course participants will continue to develop his or her techniques and skills in "real life" selling situations with instructors acting as surgeons.*

Using specific surgeon profiles, course participants will use the structured sales call techniques to develop conversationally productive contacts in a realistic selling environment. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

**Homework**

*It is recommended that the learner spend at least four and a half hours on this homework assignment.*

- Preparation for Bone Healing quiz.
- Article review discussing Mesenchymal cells.

## Week 6 - Monday

### **Biologic Products** - Hours: 3.5

***Upon completion course participants will understand the different biologic products and the features, benefits and limitations of each compound.***

Biologic components can be differentiated into auto graft, allograft, synthetics and xenografts. The presentation describes the advantages and limitations of each category of compounds, as well as, the type of procedures in which they are commonly employed.

### **Surgery Observations**

***Beginning in the sixth week a rotation of course participants into live surgeries with surgeon instructors is attempted to be arranged based on surgeon and hospital staff availability. Selection of course participants are on merit, based on performance in class, on quizzes and in role-play scenarios.***

It is expected that competition for available spots to interact with surgeon instructors and view live surgery will incentivize course participants and create a more productive learning environment. Observers are expected to complete surgeon profiles and observe surgical videos prior to attending live surgeries in preparation and to enhance his or her understanding of surgical procedure.

### **Homework**

***It is recommended that the learner spend at least two hours on this homework assignment.***

- Prepare for Biologic products quiz.
- Article research of Bone Morphogenic Proteins.

## Week 6 - Tuesday

### **Forefoot Anatomy** - Hours: 3.5

*Upon completion course participants will have a thorough understanding of the basic anatomy, pathology, indications and surgical procedures commonly seen in foot and ankle surgical practices.*

This comprehensive lecture will focus on the degenerative conditions, trauma and pathology frequently seen in the metatarsal/phalangeal portion of the foot. The discussion includes Hallux Valgus, fractures, fusion procedures and wound complications of the forefoot.

### **Saw Bones Lab Skills** - Hours: 3.5

*Course participants will have the opportunity to utilize surgical instrument trays and perform fusion procedures on saw bone skeletal models simulating actual surgical techniques.*

As part of the surgical skills lab, course participants will conduct mock "in service" training on the use of the instruments and explain the features, benefits and objectives of the procedure to his or her peers.

### **Homework**

*It is recommended that the learner spend at least three hours on this homework assignment.*

- Preparation for Forefoot anatomy quiz.
- Product profile of forefoot fusion devices.

## Week 6 - Wednesday

### **Midfoot Anatomy** - Hours: 3.5

*Course participants will continue to add to his or her knowledge base of extremity disorders and surgical alternatives in the midfoot.*

The discussion focuses on the treatment of fracture dislocations of the Lis Franc complex, fusion procedures to correct degenerative and congenital deformity, as well as, trauma surgery techniques. Surgical videos may be employed to demonstrate pathology, fracture patterns and the associated interventional procedures.

### **Role Play Scenarios** - Hours: 3.5

Course participants continue to expand on his or her sales call technique during an "in office" presentation scheduled to last 10-15 minutes with an instructor acting as a surgeon. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

*It is recommended that the learner spend at least three hours on this homework assignment.*

- Product profiles for foot and ankle implant options.

## Week 6 - Thursday

### **Hindfoot Anatomy** - Hours: 3.5

***Course participants will continue to add to their knowledge base of extremity disorders and surgical alternatives in the hindfoot.***

The discussion focuses on the treatment of calcaneal fractures, as well as fusion procedures to correct degenerative and congenital deformity. Surgical videos may be employed to demonstrate pathology, fracture patterns, and the associated interventional procedures.

### **Role Play Scenario** - Hours: 3.5

Course participants continue to expand on their sales call technique during an "in office" presentation scheduled to last 10-15 minutes with an instructor acting as a surgeon. Sales role play scenarios are video taped, reviewed, and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

***It is recommended that the learner spend at least 3.0 hours on this homework assignment.***

- Product profiles for foot and ankle implant options.

## Week 6 - Friday

### **Bone Basics** - Hours: 3.5

***Upon completion course participants will understand the classification processes for fractures and how these influence the surgical plan.***

Discussion includes some of the guiding principles of fracture management, co-morbidities and functional outcomes. Every surgical procedure poses some risk, in particular, infection, blood clots, nerve damage and failed union among others. These sequelae are important to the course participant's knowledge of the surgical environment.

### **Role Play Scenario** - Hours: 3.5

In this circumstance, course participants will have a 1-3 minute conversation at the "scrub sink" with a targeted surgeon played by one of our instructors. The presentation is evaluated on the course participant's utilization of the selling techniques to make a favorable impression, identify needs, propose something of value and move the process forward. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

***It is recommended that the learner spend no less than 3.0 hours on this homework assignment.***

- Preparation for Bone basics quiz.
- Article research Pilon Fractures of the distal tibia.

## Week 7 - Monday

### **Ankle Surgery** - Hours: 3.5

***Upon completion course participants will have a thorough understanding of the surgical objectives in fracture management, arthrodesis, and arthroplasty of the ankle joint.***

A sales representative's contribution to any surgical procedure is to have available options to allow the surgeon to pursue whatever course will affect the most successful outcome. The learner's understanding of the available treatment avenues from casting, ORIF and external fixation will prove useful in the field.

### **Role-Play Scenario** - Hours: 3.5

As relationships and sales opportunities arise in new territories, course participants will begin to practice longer, more in depth presentation in office based scenarios with longer time limits. The presentation is evaluated on the course participant's utilization of the selling techniques to make a favorable impression, identify needs, propose something of value and move the process forward. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

***It is recommended that the learner spend no less than 4.5 hours on this homework assignment.***

- Preparation for ankle fracture quiz.
- Article research foot and ankle pathologies.

## Week 7 - Tuesday

### **Wound Care** - Hours: 3.5

*Course participants will review the non-surgical and surgical options for dealing with ulcers of the foot and ankle, as well as gain an understanding of the etiology of diabetic foot ulcers.*

Discussions of tissue growing technologies and techniques will equip the student to better understand this rapidly growing market.

### **Product Presentations** - Hours: 3.5

*Course participants are expected to identify and evaluate the devices and implants available from manufacturers' web sites and prepare role-play scenarios, which present features and benefits among competing devices.*

These presentations are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

*It is recommended that the learner spend no less than 3.0 hours on this homework assignment.*

- Preparation for foot and ankle quiz.
- Calcaneal plate in service presentation.

## Week 7 - Wednesday

### **Fixation Strategies** - Hours: 4.0

***Course participants will gain a thorough understanding of the various fixation technologies and theories available to a surgeon attempting to achieve arthrodesis or fracture fixation.***

This presentation will outline the continuum of fixation options from external casting through rigid internal plating and nailing systems. Concepts such as compression, AO principals, and stabilization will be explored.

### **Role Play Scenario** - Hours: 4.0

Using actual surgeon profiles, with instructors playing the role of the surgeon, course participants will be challenged with ever increasingly difficult selling situations in the surgeon's clinic or in mock hospital settings. The presentation is evaluated on the course participant's utilization of the selling techniques to make a favorable impression, identify needs, propose something of value and move the process forward. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

***It is recommended that the learner spend no less than 3.0 hours on this homework assignment.***

- Preparation for Upper Extremity quiz.
- Product profiles of competitive shoulder implants.

## Week 7 - Thursday

### **Saw Bones Lab - Bunion Correction** - Hours: 3.5

*Course participants will have the opportunity to utilize surgical instrument trays and perform bunion correction procedures on saw bone skeletal models simulating actual surgical techniques.*

As part of the surgical skills lab, course participants will conduct mock "in service" training on the use of the instruments and explain the features, benefits and objectives of the procedure to his or her peers.

### **Role Play Scenario** - Hours: 3.5

*Course participants are expected to continually develop his or her conversations and relationship building techniques using the Dynamic Psychological Selling® techniques demonstrated in this course.*

Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

*It is recommended that the learner spend no less than 3.0 hours on this homework assignment.*

- Outcome study; Distal Tibial Fracture.

## Week 7 - Friday

### **Interview Skills** - Hours: 3.5

*Upon completion course participants will be able to utilize dynamic selling skills and meticulous preparation to control the interview process and successfully compete for a medical sales position.*

During this session MSC founder and noted author Jim Rogers, will demonstrate his innovative and powerful techniques for managing a successful interview. The discussion focuses on preparation and presentation along with proven sales techniques to stand out in a competitive environment.

### **Surgeon Profiling** - Hours: 4.0

*Course participants are guided through his or her continuing efforts to "drill down" and compile relevant information to start conversations and build relationships with targeted accounts.*

The accumulation of data should by now begin to take shape in the form of presentation binders with colored photographs, curriculum vitae and hospital profiles useful to the sales professional in the field. In some territories the number of targeted profiles may exceed 200 surgeons.

### **Homework**

*It is recommended that the learner spend no less than 3.0 hours on this homework assignment.*

- Surgeon/product profile portfolios.

## Week 8 - Monday

### **Business Plan and Territory Management** - Hours: 3.5

*Upon completion course participants will have sufficient skills to begin developing 30, 60 and 90 business plans with a specific agenda and metrics to accelerate the transition into a new sales territory.*

Business plans serve as a guide to productive behaviors intended to accomplish stated objectives. Learners are expected to prepare detailed, well-defined activities during his or her first 90 days of employment that will result in successful progression in his or her assigned territory. Business plans are complimented and augmented by the surgeon profiles and product profiles already accumulated.

### **Role Play Scenario** - Hours: 4.0

*Course participants continue to develop sales skills needed to initiate and develop productive conversations with targeted medical professionals.*

The presentation is evaluated on the course participant's utilization of the selling techniques to make a favorable impression, identify needs, propose something of value and move the process forward. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

*It is recommended that the learner spend no less than 2.0 hours on this homework assignment.*

- Surgeon and Product Profiles.

## Week 8 - Tuesday

### **Hospital Orientation** - Hours: 3.5

*Upon completion course participants will understand the protocols of selling in the hospital environment, the duties and responsibilities of various departments, credentialing requirements, inventory maintenance and reporting.*

Relationship selling is a vertical process in a hospital environment. This section demonstrates the value of developing professional contact with each hospital department involved in the procurement process, surgical service and sterile processing. Discussion of hospital purchasing agreements is also included.

### **AdvaMed** - Hours: 2.0

*The learner will understand the AdvaMed Code of Ethics on Interactions with Healthcare Professionals, and the potential legal ramifications.*

Course participants will take part in an instructor-led discussion of the AdvaMed Code of Ethics and understand what is and is not appropriate in our day-to-day interactions with health care professionals.

### **Role Play Scenario**- Hours: 4.0

*Course participants should be able to demonstrate a comprehensive and versatile ability to develop conversations that lead to specific sales objectives within the hospital environment.*

This exercise may include instructors playing the role of hospital purchasing managers, executive officers or medical staff. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

*It is recommended that the learner spend no less than 2.0 hours on this homework assignment.*

- Product profile presentations.

## Week 8 - Wednesday

### **Product Profile Presentations** - Hours: 3.5

*In this classroom exercise course participants will deliver presentations of features and benefits of competitive products in a power point presentation to the full class of his or her peers.*

Course participants must demonstrate a familiarity with product offerings from multiple manufacturers. A comprehensive understanding of his or her particular sub specialty in orthopedics is essential to a rapid transition into a new territory, as well as, into the competition for a medical sales position.

### **Role Play Scenario - Mock Interviews** - Hours: 4.0

*In this scenario, course participants will face a realistic interview situation in which they are meeting with the hiring manager of an orthopedic sales organization played by one of our instructors.*

Learners are evaluated based on his or her application of techniques described throughout the course and strategic use of the surgeon profiles, product profiles and business plans to control the process of the interview. Role-play scenarios are video taped, reviewed and evaluated each day.

### **Homework**

*It is recommended that the learner spend no less than 2.0 hours on this homework assignment.*

- Comprehensive course review.

## Week 8 - Thursday

### **Comprehensive Course Review** - Hours 4.0

*Course participants will be guided through a comprehensive review of the course material in preparation for a final examination covering topics included in the course presentations.*

Learners will be responsible for content in vocabulary, anatomy, pathology, surgical procedures, and osteo biologics and implant options.

### **Final Role Play** - Hours 4.0

*Each participant will be video taped and reviewed in a similar role-play scenario to the opening role-play to assess the progress and improvement gained throughout the course.*

Learners are evaluated based on his or her application of techniques described throughout the course.

### **Homework**

*It is recommended that the learner spend no less than 4.0 hours on this homework assignment.*

- Study for a comprehensive final examination.

## Week 8 - Friday

### **Final Examination and Graduation**

*Course participants conclude his or her educational program with a comprehensive exam that counts 20% toward his or her final grade.*

Grades are earned on the basis of: Quiz scores (20%), role-play evaluations (20%), class participation (20%), presentation skills (20%) and final exam (20%).

## Graduation

### **Graduation and Awards Presentation - Graduation Ceremony** - Hours: 1.0

*Recognition of completion of the program. Valedictorian and MSC Achievement awards are presented to the graduates who demonstrated superior skills, effort and contribution to the course and it's participants.*

Course participants will be recognized for his or her hard work and commitment during the previous eight weeks.

#### **Exam Schedule**

- 6<sup>th</sup> Monday
- 7<sup>th</sup> Monday
- 8<sup>th</sup> Monday
- 8<sup>th</sup> Thursday

#### **Quizzes-**

- Almost daily. Content that is quizzed upon is listed in the course description

# Orthopaedic Biologics Program

The Orthopaedic Biologics Program is an eight-week session, with four weeks of at-home, instructor-guided study and four weeks of classroom learning. The program is designed to give the learner the clinical knowledge and sales skills to become a successful medical device sales representative, with an emphasis on biologic products used in various orthopaedic specializations.

## Admission Requirements

Admission to the Medical Sales College requires either a Bachelor's Degree or High School Diploma with specific sales or clinical knowledge and experience.

## Instructor Information

### Mark Burgeson, President

(720) 407-8782 Office

(303) 489-5649 Cell

### Mitch Seigars, Vice President of Training

(720) 235-4184 Office

(303) 548-2711 Cell

## **Textbooks, Recommended Readings and Additional Materials the Learner Needs**

**Orthopaedic Biologics Core Curriculum Binder** - Provided upon acceptance to school

Includes: Bone and Soft Tissue Anatomy Guidebook

Medical Sales College 2009

**Atlas of Human Anatomy** - Strongly Recommended

4th Edition

Frank H. Netter, M.D.

**Current Diagnosis and Treatment in Orthopedics Fourth Edition** - Recommended

Lange Medical Books/McGraw-Hill 2006

Harry B. Skinner, MD, PhD

**Laptop computer with wireless internet capability, Microsoft Office Suite (or equivalent) installed** - Student provided

**Two pairs of dark blue scrubs** - Student provided

**Cell phone** - Student provided

## Orthopaedic Biologics Program Descriptions & Objectives

Schedule is tentative and subject to change depending upon the progress of the class. A weekly review of assigned work and an open discussion of the assignments will be conducted via telephone conference call at the beginning of each week.

### Week 1

#### Anatomy

*Course participants will be able to identify and recognize associated anatomy on anatomical drawings, anatomical photographs, and bone models.*

The first week of the at home course is guided learning of the basic skeletal anatomy and the surrounding anatomical structures that are important to surgical procedures commonly covered by medical device representatives. Discussions will focus on participants' understanding of the procedures and methodology for repair of common orthopedic interventional surgery. It is recommended that the learner spend at least ten hours of his or her time focused on learning this anatomy section.

#### Vocabulary

*Course participants will be required to define, understand and utilize medical terminology as it relates to the course objectives.*

Portions of the study material include weekly vocabulary words and references. The course will emphasize key anatomic references and terminology in order to develop proficiency with terms used during conversations in a medical context.

### Week 2

#### Procedure Profiles

*Course participants will begin to profile and review the variety of procedures that are benefitted by the use of orthobiologic products.*

Course participants will continue his or her study of anatomical terminology and begin examining surgical procedures of the related to trauma, spine surgery, extremities arthrodesis, and revision arthroplasty. Essays are required to develop the students understanding of the risks and concerns surgeons may encounter during interventional procedures, including infection, non-unions, fracture classifications and postoperative protocols.

#### Vocabulary

*Course participants will be required to define, understand and utilize medical terminology as it relates to the course objectives.*

The week's vocabulary study focuses on the anatomical references to the wrist and hand. Further introduction of medical terms used to describe fractures, surgical techniques and anatomy specific to bone and joints. The course work is evaluated on the student's ability to use these terms in the proper context.

## Week 3

### Bone Healing and Osteobiologics

*Course participants will develop an understanding of the basic metabolic and biological principles that effect the surgical environment.*

The process of bone healing, biology, fracture management and orthobiologics is introduced. Discussion will include infection control, orthobiologic augmentation, Wolff's Law, fracture reduction, arthrodesis, mal-union and non-unions.

Participants will be expected to describe the cellular environments and his or her impact on the bone-healing environment. Discussion will include the biologic activity and contributions to bone healing that the various osteobiologic compounds offer and how they are used.

## Week 4

### Product Profiling

*Participants should now be capable of describing mechanisms of injury, presentations, pathology and procedures, which involve the common surgical cases they will be covering.*

In this week, we continue our examination of surgical procedures that are benefitted most by the use of orthobiologics and delve more deeply into the nature of those products used. Exploration of the material and cellular components that make up these products will be initiated.

### Surgeon Profiling

*Profiling exercises are developed to familiarize course participants with effective methods of gathering and organizing useful territory management techniques.*

Class participants will be instructed on a variety of techniques to enable them to identify appropriate sub specialties of orthopedics, target prospective accounts and compile a data base of useful information intended to formulate and develop long term professional relationships.

### Vocabulary

*Course participants will continue to add to his or her growing vocabulary of medical terminology and are expected to be using these terms correctly in his or her conversations and essays.*

## Week 5 - Begin In-house Training

*Course participants will arrive on Monday morning to begin the in-house training portion of the curriculum. From this point the training schedule is expanded into daily processes of introducing new material, evaluations in the form of quizzes, reviews of previously discussed curriculum and role play scenarios. Homework assignments are employed to challenge the learner's research capabilities, critical analysis, organizational skills, and include individual or group presentations before an audience of instructors and peers.*

*The following is a discussion of the course schedule, learning objectives, and description of the lesson plans for the in-house portion of the training program.*

### Week 5 - Monday

#### **Introductions and Expectations** - Hours: 1.0

*The learner will be introduced to the Medical Sales College staff and in-house course expectations will be delivered to the learner.*

#### **Operating Room Protocol and Etiquette** - Hours: 3.0

*Upon successful completion, the learner will be able to apply the proper protocol and etiquette upon entering a hospital.*

Utilizing our state-of-the-art mock operating room, scrub sinks, and hospital locker room the learner will be taken on a guided tour of where to enter a hospital, the proper check-in procedures, the proper attire in an operating room, and finally, the "do's and don'ts" of the operating room. The learner will be evaluated by a quiz the following day and constant monitoring by the Medical Sales College staff.

#### **Role-play Sales Scenario** - Hours: 4.0

*Upon successful completion, the learner will evaluate their current selling styles and begin to recognize how a new selling style is needed to succeed in the orthopaedic medical device sales industry.*

On the first day of the in-house portion, the learner will engage in their first sales scenario role-play in front of the class while being video recorded. This first role-play is designed to create a baseline of selling skill for the learner and the instructor. The instructor will evaluate the learner by their ability to gain favorable attention, conversationally identify needs, deliver a value statement, and advancing the sale forward.

#### **Homework**

*It is recommended that the learner spend no less than 2.0 hours on this homework assignment.*

- Study for the operating room protocol and etiquette quiz given on Tuesday.

## Week 5 - Tuesday

### **Dynamic Psychological Selling®** - Hours: 4.5

*Upon completion the learner will be able to adopt and perform the Dynamic Psychological Selling® principles needed to succeed in the medical device sales industry.*

First and foremost the Medical Sales College is a selling program. During this half-day session participants will learn, from founder and author Jim Rogers, the most innovative and successful selling technique available in the medical device sales industry. The learner will be evaluated by quiz the following day and on the ability to utilize **Dynamic Psychological Selling®** during the rest of the program.

### **Mapping the Sales Call** - Hours: 4.5

*Upon successful completion, the learner will be able to practice and perform the four selling steps of both a short and long sales call.*

Performing in sales call is the key to success in the medical device sales industry. During this program, the student will learn the steps of being successful in both a short and a long sales call. These steps will be reinforced and evaluated by quiz the following day and on the ability to perform the steps during each role-play for the rest of the course.

### **Homework**

*It is recommended that the learner spend at least two hours on this homework assignment.*

- Study to prepare for Dynamic Psychological Selling® and Mapping the Sales Call exam.

## Week 5 - Wednesday

### **Basic Bone Biology** - Hours: 4.0

*Upon successful completion, the learner will be able to describe bone biology and how bone is remodeled and express why bone biology is important to a surgeon.*

Fusion is a common surgical treatment for alleviating joint pain. Students will learn how bone fuses and how to have a discussion with a surgeon about fusion. Students will be evaluated by engaging in the role-play scenario in the afternoon and quiz the following day.

### **Role-Play Sales Scenario** - Hours: 4.0

*Upon successful completion, the learner will be able to conduct a sales call about a bone biologic product to an instructor acting as a surgeon customer.*

Utilizing a company specific biologic (as assigned by the instructor), the learner will engage in a short sales call role-play. Learner will be evaluated by their ability to introduce themselves, create a set-up statement, deliver a value statement, and advance the sale forward.

### **Homework**

*It is recommended that the learner spend no less than 2.0 hours on this homework assignment.*

- Study for the **Basic Bone Biology** quiz.
- Look up definitions for ten diagnostic imaging vocabulary words and be prepared to be quizzed on those words.

**Week 5 - Thursday****Diagnostic Imaging (Radiography and Fluoroscopy, Computed Tomography, Magnetic Resonance Imaging) - Hours: 8.0**

*Upon completion the learner will be able to distinguish different imaging modalities by sight, describe the characteristics of different imaging modalities and identify bony anatomy on radiography and fluoroscopy.*

Diagnostic imaging is one of the first ways the learner can prove that they belong in the operating room environment. Learners will engage in anatomy identification on PowerPoint presentation and actual films of patients. The learner will be evaluated by quiz on the following day.

**Homework**

*It is recommended that the learner spend at least two hours on this homework assignment.*

- Study for quiz on Diagnostic Imaging.
- Article review and presentation evaluating the medical evidence discussing the use of Platelet Rich Plasma in orthopedic procedures.

**Week 5 - Friday****Biologics and Bone Healing - Hours: 4.0**

*Upon completion course participants will be introduced to the growing array of osteobiologic options available and the basic biology of the bone healing process.*

A thorough understanding of how bone forms and the elements of the healing process is the basis for this discussion. The presentation includes the role of mesenchymal cells, osteoclasts, osteoblasts, proteins and growth factors in fracture healing and arthrodesis. Learners will be evaluated on the basis of performance in the following day's quiz.

**Role Play Scenario - Hours: 4.0**

*Course participants will continue to develop his or her techniques and skills in "real life" selling situations with instructors acting as surgeons.*

Using specific surgeon profiles, course participants will use the structured sales call techniques to develop conversationally productive contacts in a realistic selling environment. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

**Homework**

*It is recommended that the learner spend at least four and a half hours on this homework assignment.*

- Preparation for Bone Healing quiz.
- Article review discussing synthetic biological materials.

## Week 6 - Monday

### **Biologic Products** - Hours: 3.5

***Upon completion course participants will understand the different biologic products and the features, benefits and limitations of each compound.***

Biologic components can be differentiated into auto graft, allograft, synthetics and xenografts. The presentation describes the advantages and limitations of each category of compounds, as well as, the type of procedures in which they are commonly employed.

### **Surgery Observations**

***Beginning in the sixth week a rotation of course participants into live surgeries with surgeon instructors is attempted to be arranged based on surgeon and hospital staff availability. Selection of course participants are on merit, based on performance in class, on quizzes and in role-play scenarios.***

It is expected that competition for available spots to interact with surgeon instructors and view live surgery will incentivize course participants and create a more productive learning environment. Observers are expected to complete surgeon profiles and observe surgical videos prior to attending live surgeries in preparation and to enhance his or her understanding of surgical procedure.

### **Homework**

***It is recommended that the learner spend at least two hours on this homework assignment.***

- Prepare for Biologic products quiz.
- Article research of Bone Morphogenic Proteins.

## Week 6 - Tuesday

### Understanding Proteins - Hours: 3.5

*Course participants will gain a greater understanding of the value provided by bone morphogenic proteins in biologic materials.*

This comprehensive lecture will focus on the protein component of allogenic orthobiologics, with emphasis on the mechanisms of action by which the proteins induce bone growth. Discussion of the procurement, processing, and regulation of these proteins will also be engaged.

### Saw Bones Lab Skills - Hours: 3.5

*Course participants will have the opportunity to utilize surgical instrument trays and perform fusion procedures on saw bone skeletal models simulating actual surgical techniques.*

As part of the surgical skills lab, course participants will conduct mock “in service” training on the use of the instruments and explain the features, benefits and objectives of the procedure to his or her peers.

### Homework

*It is recommended that the learner spend at least three hours on this homework assignment.*

- Article research of mesenchymal stem cells

## Week 6 - Wednesday

### Understanding Mesenchymal Stem Cells - Hours: 3.5

*Course participants will gain a greater understanding of the value provided by mesenchymal stem cells in the body's healing processes, and how this value can be enhanced by biologic materials.*

This introductory lecture will focus on mesenchymal stem cells, both how the body uses them naturally and how these processes can be enhanced – upregulated – by the use of biologic materials. Participants will further discuss the procurement of these materials both in the past and the future, detailing the interplay of science, politics, and religion within this topic.

### Role Play Scenarios - Hours: 3.5

Course participants continue to expand on his or her sales call technique during an “in office” presentation scheduled to last 10-15 minutes with an instructor acting as a surgeon. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant’s performance.

### Homework

*It is recommended that the learner spend at least three hours on this homework assignment.*

- Product profiles for biologic materials.

## Week 6 - Thursday

### **Bone Basics** - Hours: 3.5

***Upon completion course participants will understand the classification processes for fractures and how these influence the surgical plan.***

Discussion includes some of the guiding principles of fracture management, co-morbidities and functional outcomes. Every surgical procedure poses some risk, in particular, infection, blood clots, nerve damage and failed union among others. These sequelae are important to the course participant's knowledge of the surgical environment.

### **Role Play Scenario** - Hours: 3.5

In this circumstance, course participants will have a 1-3 minute conversation at the "scrub sink" with a targeted surgeon played by one of our instructors. The presentation is evaluated on the course participant's utilization of the selling techniques to make a favorable impression, identify needs, propose something of value and move the process forward. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

***It is recommended that the learner spend no less than 3.0 hours on this homework assignment.***

- Preparation for Bone basics quiz.
- Article research diabetic foot ulcers.

## Week 6 - Friday

### **Soft Tissue Biologics** - Hours: 3.5

***Course participants will learn the techniques and technologies for the repair and augmentation of soft tissue deficiencies, as well as the procedures that necessitate these.***

This comprehensive lecture will detail the clinical issues that create a need for soft tissue repair and/or augmentation, whether in muscular-tendonous environments (such as the rotator cuff) or in wound-care environments (such as chronic ulcers). They will explore the material options available including autograft, allograft, xenograft, and synthetic materials.

### **Role-Play Scenario** - Hours: 3.5

As relationships and sales opportunities arise in new territories, course participants will begin to practice longer, more in depth presentation in office based scenarios with longer time limits. The presentation is evaluated on the course participant's utilization of the selling techniques to make a favorable impression, identify needs, propose something of value and move the process forward. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

***It is recommended that the learner spend no less than 4.5 hours on this homework assignment.***

- Preparation for proteins, msc's, and tissue quiz
- Article research ACC repair.

## Week 7 - Monday

### **Spine Biologics** - Hours: 4.0

*Course participants will be exposed to the many procedures in the spine that require the use of bone grafting materials, and to the range products primarily used in these procedures.*

This introductory lecture will discuss the use of orthopaedic biologics in spine arthrodesis. Emphasis will be placed on the role that Infuse© has had on shaping the conversation in this very large market, both for the company that sells it (Medtronic) and for their competition.

### **Sawbones Lab Skills** - Hours: 3.5

*Course participants will have the opportunity to utilize surgical instrument trays and perform fracture fixation procedures on saw bone skeletal models simulating actual surgical techniques.*

As part of the surgical skills lab, course participants will conduct mock "in service" training on the use of the instruments and explain the features, benefits and objectives of the procedure to his or her peers.

### **Homework**

*It is recommended that the learner spend no less than 3.5 hours on this homework assignment.*

- Article research of Infuse® Bone Morphogenic Protein

## Week 7 - Tuesday

### **Extremity & Revision Biologics** - Hours: 3.5

*Course participants will review the procedures in the extremities (hand / wrist and foot / ankle) where biologics are most commonly used, as well as the use in revision arthroplasty.*

This introductory lecture will prepare students to have informed conversations about the major procedures in the extremities and in large joint revision surgery where biologics are most often used. Emphasis will be placed on the surgical goals that lead to the decisions about the appropriate grafting material.

### **Product Presentations** - Hours: 3.5

*Course participants are expected to identify and evaluate the bone biologics available from manufacturers' web sites and prepare role-play scenarios which present features and benefits among competing devices.*

These presentations are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

*It is recommended that the learner spend no less than 3.0 hours on this homework assignment.*

- Preparation for spine, extremity, and revision arthroplasty biologics.
- Article research on osteolysis and avascular necrosis

## Week 7 - Wednesday

### **Would Care** - Hours: 3.5

***Course participants will learn the etiology, progress, and treatment methodologies for chronic ulcers specific to the foot.***

This comprehensive lecture will discuss the impact and treatment of foot ulcers, with particular emphasis on those that occur most commonly in diabetics. Participants will understand the techniques and technologies that are used in combating this condition, a condition which is the leading cause of below-knee amputations in the United States.

### **Role Play Scenario** - Hours: 4.0

Using actual surgeon profiles, with instructors playing the role of the surgeon, course participants will be challenged with ever increasingly difficult selling situations in the surgeon's clinic or in mock hospital settings. The presentation is evaluated on the course participant's utilization of the selling techniques to make a favorable impression, identify needs, propose something of value and move the process forward. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

***It is recommended that the learner spend no less than 3.0 hours on this homework assignment.***

- Product profiles of biologic wound care products.

## Week 7 - Thursday

### Surgeon Profiling - Hours: 4.0

***Course participants are guided through his or her continuing efforts to “drill down” and compile relevant information to start conversations and build relationships with targeted accounts.***

The accumulation of data should by now begin to take shape in the form of presentation binders with colored photographs, curriculum vitae and hospital profiles useful to the sales professional in the field. In some territories the number of targeted profiles may exceed 200 surgeons.

### Role Play Scenario - Hours: 3.5

***Course participants are expected to continually develop his or her conversations and relationship building techniques using the Dynamic Psychological Selling® techniques demonstrated in this course.***

Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant’s performance.

### Homework

***It is recommended that the learner spend no less than 3.0 hours on this homework assignment.***

- Outcome study; Four part proximal humerus fracture; Plating vs. Hemiarthroplasty.
- Surgeon/product profile portfolios.

## Week 7 - Friday

### Interview Skills - Hours: 3.5

***Upon completion course participants will be able to utilize dynamic selling skills and meticulous preparation to control the interview process and successfully compete for a medical sales position.***

During this session MSC founder and noted author Jim Rogers, will demonstrate his innovative and powerful techniques for managing a successful interview. The discussion focuses on preparation and presentation along with proven sales techniques to stand out in a competitive environment.

### Product Presentations – Soft Tissue Biologics - Hours: 3.5

***Course participants are expected to identify and evaluate the soft-tissue biologics available from manufacturers’ web sites and prepare role-play scenarios which present features and benefits among competing devices.***

These presentations are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant’s performance.

### Homework

- To Be Assigned

## Week 8 - Monday

### **Business Plan and Territory Management** - Hours: 3.5

*Upon completion course participants will have sufficient skills to begin developing 30, 60 and 90 business plans with a specific agenda and metrics to accelerate the transition into a new sales territory.*

Business plans serve as a guide to productive behaviors intended to accomplish stated objectives. Learners are expected to prepare detailed, well-defined activities during his or her first 90 days of employment that will result in successful progression in his or her assigned territory. Business plans are complimented and augmented by the surgeon profiles and product profiles already accumulated.

### **Role Play Scenario** - Hours: 4.0

*Course participants continue to develop sales skills needed to initiate and develop productive conversations with targeted medical professionals.*

The presentation is evaluated on the course participant's utilization of the selling techniques to make a favorable impression, identify needs, propose something of value and move the process forward. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

*It is recommended that the learner spend no less than 2.0 hours on this homework assignment.*

- Surgeon and Product Profiles.

## Week 8 - Tuesday

### **Hospital Orientation** - Hours: 3.5

*Upon completion course participants will understand the protocols of selling in the hospital environment, the duties and responsibilities of various departments, credentialing requirements, inventory maintenance and reporting.*

Relationship selling is a vertical process in a hospital environment. This section demonstrates the value of developing professional contact with each hospital department involved in the procurement process, surgical service and sterile processing. Discussion of hospital purchasing agreements is also included.

### **AdvaMed** - Hours: 2.0

*The learner will understand the AdvaMed Code of Ethics on Interactions with Healthcare Professionals, and the potential legal ramifications.*

Course participants will take part in an instructor-led discussion of the AdvaMed Code of Ethics and understand what is and is not appropriate in our day-to-day interactions with health care professionals.

### **Role Play Scenario**- Hours: 4.0

*Course participants should be able to demonstrate a comprehensive and versatile ability to develop conversations that lead to specific sales objectives within the hospital environment.*

This exercise may include instructors playing the role of hospital purchasing managers, executive officers or medical staff. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

*It is recommended that the learner spend no less than 2.0 hours on this homework assignment.*

- Product profile presentations.

## Week 8 - Wednesday

### **Product Profile Presentations** - Hours: 3.5

*In this classroom exercise course participants will deliver presentations of features and benefits of competitive products in a power point presentation to the full class of his or her peers.*

Course participants must demonstrate a familiarity with product offerings from multiple manufacturers. A comprehensive understanding of his or her particular sub specialty in orthopedics is essential to a rapid transition into a new territory, as well as, into the competition for a medical sales position.

### **Role Play Scenario - Mock Interviews** - Hours: 4.0

*In this scenario, course participants will face a realistic interview situation in which they are meeting with the hiring manager of an orthopedic sales organization played by one of our instructors.*

Learners are evaluated based on his or her application of techniques described throughout the course and strategic use of the surgeon profiles, product profiles and business plans to control the process of the interview. Role-play scenarios are video taped, reviewed and evaluated each day.

### **Homework**

*It is recommended that the learner spend no less than 2.0 hours on this homework assignment.*

- Comprehensive course review.

## Week 8 - Thursday

### **Comprehensive Course Review** - Hours 4.0

*Course participants will be guided through a comprehensive review of the course material in preparation for a final examination covering topics included in the course presentations.*

Learners will be responsible for content in vocabulary, anatomy, pathology, surgical procedures, and orthobiologics and implant options.

### **Final Role Play** - Hours 4.0

*Each participant will be video taped and reviewed in a similar role-play scenario to the opening role-play to assess the progress and improvement gained throughout the course.*

Learners are evaluated based on his or her application of techniques described throughout the course.

### **Homework**

*It is recommended that the learner spend no less than 4.0 hours on this homework assignment.*

- Study for a comprehensive final examination.

## Week 8 - Friday

### **Final Examination and Graduation**

*Course participants conclude his or her educational program with a comprehensive exam that counts 20% toward his or her final grade.*

Grades are earned on the basis of: Quiz scores (20%), role-play evaluations (20%), class participation (20%), presentation skills (20%) and final exam (20%).

## Graduation

### **Graduation and Awards Presentation - Graduation Ceremony** - Hours: 1.0

*Recognition of completion of the program. Valedictorian and MSC Achievement awards are presented to the graduates who demonstrated superior skills, effort and contribution to the course and it's participants.*

Course participants will be recognized for his or her hard work and commitment during the previous eight weeks.

#### **Exam Schedule**

- 6<sup>th</sup> Monday
- 7<sup>th</sup> Monday
- 8<sup>th</sup> Monday
- 8<sup>th</sup> Thursday

#### **Quizzes-**

- Almost daily. Content that is quizzed upon is listed in the course description

# Academy Program

**Academy exists to provide training to recent college graduates and to prepare them for entry-level positions within the orthopaedic and spine medical device sales industry. Companies are often searching for hard working, aggressive sales and technical reps who are able to learn the business quickly.**

**Academy provides the background in orthopaedic reconstruction, sports medicine, extremities, biologics, and spine necessary to succeed in this highly-competitive business.**

## **Admission Requirements**

Admission to the Medical Sales College requires either a Bachelor's Degree or High School Diploma with specific sales or clinical knowledge and experience.

## **Instructor Information**

**Scott Jones, Director of Training**

(720) 235-4182 Office

(303) 957-6286 Cell

**Mitch Seigars, Vice President of Training**

(720) 235-4184 Office

(303) 548-2711 Cell

**Mark Burgeson, President**

(720) 407-8782 Office

(303) 489-5649 Cell

## **Textbooks, Recommended Readings and Additional Materials the Learner Needs**

**Academy Core Curriculum Binder** - Provided upon acceptance to school

Includes: Bone and Soft Tissue Anatomy Guidebook

Medical Sales College 2009

**Atlas of Human Anatomy** - Strongly Recommended

4th Edition

Frank H. Netter, M.D.

**Current Diagnosis and Treatment in Orthopedics Fourth Edition** - Recommended

Lange Medical Books/McGraw-Hill 2006

Harry B. Skinner, MD, PhD

**Laptop computer with wireless internet capability, Microsoft Office Suite (or equivalent) installed** - Student provided

**Two pairs of dark blue scrubs** - Student provided

**Cell phone** - Student provided

## Academy Program Descriptions & Objectives

Schedule is tentative and subject to change depending upon the progress of the class. A weekly review of assigned work and an open discussion of the assignments will be conducted via telephone conference call at the beginning of each week.

### Week 1

#### Anatomy

*Course participants will be able to identify and recognize associated anatomy on anatomical drawings, anatomical photographs, and bone models.*

The first week of the at home course is guided learning of the basic foot and ankle anatomy and the surrounding anatomical structures that are important to surgical procedures commonly covered by medical device representatives. Discussions will focus on participants' understanding of the procedures and methodology for repair of common orthopedic interventional surgery. It is recommended that the learner spend at least ten hours of his or her time focused on learning this anatomy section.

#### Vocabulary

*Course participants will be required to define, understand and utilize medical terminology as it relates to the course objectives.*

Portions of the study material include weekly vocabulary words and references. The course will emphasize key anatomic references and terminology in order to develop proficiency with terms used during conversations in a medical context.

#### Prospective Surgeon Customer Profiling

*The learner will begin to identify potential surgeon customers within a defined geographic territory*

The first week of at-home portion will also be spent identifying potential surgeon customers, complete with titles, and practice names, if applicable, and creating a master list of all potential surgeon customers within desired geographic territory. It is recommended that the learner spend approximately three to five hours of his or her time, researching the surgeons in his or her prospective territory. Course participants will be expected to discuss the above information during weekly, instructor-led conference call.

## Week 2

### Vocabulary

***Course participants will be required to define, understand and utilize medical terminology as it relates to the course objectives.***

Portions of the study material include weekly vocabulary words and references. The course will emphasize key anatomic references and terminology in order to develop proficiency with terms used during conversations in a medical context. It is recommended that the learner spend at least five hours of his or her time focused on learning and developing proficiency with the vocabulary.

### Soft-Tissue Anatomy

***The learner will be able to recognize and identify the soft-tissue anatomy of the skeleton, on anatomical images, photographs, and bony models.***

This week's anatomy focuses on the soft-tissue anatomy of the human skeleton, with an emphasis on muscular actions. It is recommended that the learner spend at least five hours of his or her time focused on learning the anatomy and associated vocabulary.

### Biomechanics and Common Orthopedic Disorders

***The learner will understand and be able to discuss the forces that act upon the bones of the skeleton and develop an understanding of the most common orthopedic disorders.***

Course participants will research the different types of forces that act upon the bony skeleton, and the resulting physiologic changes. They will also research and understand the most common orthopedic disorders, focusing on types of arthritis and congenital diseases. It is recommended that the learner spend at least five hours of his or her time focused on learning and developing proficiency with the content.

### Arthroplasty and Hemiarthroplasty of the Hip

***The learner will understand and be able to articulate the indications for total and partial hip replacement, and the associated challenges.***

Course participants will research total hip arthroplasty and hemiarthroplasty of the hip, with an emphasis on indications and causes for degeneration of the hip joint. They will develop an understanding of the types of implants used and the potential complications and challenges associated with the procedure. It is recommended that the learner spend at least five hours of his or her time focused on learning and developing proficiency with the content. Course participants will be expected to discuss the above information during weekly, instructor-led conference call.

### Surgeon Profiling

***Profiling exercises are developed to familiarize course participants with effective methods of gathering and organizing useful territory management techniques.***

Class participants will be instructed on a variety of techniques to enable them to identify appropriate sub specialties of orthopedics, target prospective accounts and compile a data base of useful information intended to formulate and develop long term professional relationships.

## Week 3

### Vocabulary

***Course participants will be required to define, understand and utilize medical terminology as it relates to the course objectives.***

Portions of the study material include weekly vocabulary words and references. The course will emphasize key anatomic references and terminology in order to develop proficiency with terms used during conversations in a medical context. It is recommended that the learner spend at least three hours of his or her time focused on learning and developing proficiency with the vocabulary.

### Spine Pathology

***Upon successful completion, the learner will be able to identify and explain how the different spine pathologies affect a patient.***

Part of the week 3 guided at-home learning is to study how the spine breaks down during the different stages of spine pathologies and how that break down effects the spine biomechanics reviewed in week 2. It is recommended that the learner spend at least ten hours of his or her time focused on learning this pathology section. The learner will be evaluated by homework faxed to the instructor at the end of the week. The homework will be discussed on the fourth conference call.

### Spine Pathology Vocabulary

***Upon successful completion, the learner will be able to define, understand, and utilize medical vocabulary as it relates to spine biomechanics.***

As the week 3 guided at-home portion continues, learners will have a list of spine pathology vocabulary of which they are required to find and memorize the definitions. It is recommended that the learner spend at least ten hours of his or her time focused on learning the spine pathology vocabulary section. The learner will be evaluated by homework faxed to the instructor at the end of the week. All homework will be discussed on the fourth conference call.

### Potential Surgeon Customer Profiling

***The learner will continue to focus on the five surgeons selected in Week 2, researching and gathering the information necessary to complete the surgeon profile form.***

This week participants will focus on completing the included surgeon profile forms for the five selected surgeons, focusing on office staff, clinic days, surgery days, specialties, products used, any publications, and any other information deemed useful. It is recommended that the learner spend a minimum of three hours working on gathering the above information. The learner will be prepared to discuss his or her findings on the weekly conference call.

## Week 4

### **Bone Healing and Osteobiologics**

***Course participants will develop an understanding of the basic metabolic and biological principles that effect the surgical environment.***

The process of bone healing, biology, fracture management and osteobiologics is introduced. Discussion will include infection control, orthobiologic augmentation, Wolff's Law, fracture reduction, arthrodesis, mal-union and non-unions.

Participants will be expected to describe the cellular components and his or her impact on the bone-healing environment. Discussion will include the biologic activity and contributions to bone healing that the various osteobiologic compounds offer and how they are used.

### **Vocabulary**

***Course participants will be required to define, understand and utilize medical terminology as it relates to the course objectives.***

Portions of the study material include weekly vocabulary words and references. The course will emphasize key anatomic references and terminology in order to develop proficiency with terms used during conversations in a medical context. It is recommended that the learner spend at least three hours of his or her time focused on learning and developing proficiency with the vocabulary.

### **Prospective Surgeon Customer Profiling**

***The learner will be able to effectively organize and present the information gathered on the five selected surgeons, to the other participants.***

This week will conclude the at-home portion of the program, and the participants will continue to further gather information, and be able to organize the information gathered on his or her selected surgeons. They will be expected to prepare a presentation and share the information gathered with his or her fellow participants, preferably in a PowerPoint, or similar, format, upon arrival for the in-house portion in Denver. Participants are expected to spend a minimum of five hours on gathering and organizing prospective surgeon customer information in a presentation format.

## Week 5 - Begin In-house Training

*Course participants will arrive on Monday morning to begin the in-house training portion of the curriculum. From this point the training schedule is expanded into daily processes of introducing new material, evaluations in the form of quizzes, reviews of previously discussed curriculum and role play scenarios. Homework assignments are employed to challenge the learner's research capabilities, critical analysis, organizational skills, and include individual or group presentations before an audience of instructors and peers.*

*The following is a discussion of the course schedule, learning objectives, and description of the lesson plans for the in-house portion of the training program.*

### Week 5 - Monday

#### **Introductions and Expectations** - Hours: 1.0

*The learner will be introduced to the Medical Sales College staff and in-house course expectations will be delivered to the learner.*

#### **Operating Room Protocol and Etiquette** - Hours: 3.0

*Upon successful completion, the learner will be able to apply the proper protocol and etiquette upon entering a hospital.*

Utilizing our state-of-the-art mock operating room, scrub sinks, and hospital locker room the learner will be taken on a guided tour of where to enter a hospital, the proper check-in procedures, the proper attire in an operating room, and finally, the "do's and don'ts" of the operating room. The learner will be evaluated by a quiz the following day and constant monitoring by the Medical Sales College staff.

#### **Role-play Sales Scenario** - Hours: 4.0

*Upon successful completion, the learner will evaluate their current selling styles and begin to recognize how a new selling style is needed to succeed in the spine medical device sales industry.*

On the first day of the in-house portion, the learner will engage in their first sales scenario role-play in front of the class while being video recorded. This first role-play is designed to create a baseline of selling skill for the learner and the instructor. The instructor will evaluate the learner by their ability to gain favorable attention, conversationally identify needs, deliver a value statement, and advancing the sale forward.

#### **Homework**

*It is recommended that the learner spend no less than 2.0 hours on this homework assignment.*

- Study for the operating room protocol and etiquette quiz given on Tuesday.

## Week 5 - Tuesday

### **Dynamic Psychological Selling®** - Hours: 4.5

***Upon successful completion, the learner will be able to adopt and perform the Dynamic Psychological Selling® principles needed to succeed in the spine medical device sales industry.***

First and foremost the Medical Sales College is a selling program. During this half-day session participants will learn, from founder and author Jim Rogers, the most innovative and successful selling technique available in the medical device sales industry. The learner will be evaluated by quiz the following day and on the ability to utilize **Dynamic Psychological Selling®** during the rest of the program.

### **Mapping the Sales Call** - Hours: 4.5

***Upon successful completion, the learner will be able to practice and perform the four selling steps of both a short and long sales call.***

Performing in sales call is the key to success in the medical device sales industry. During this program, the student will learn the steps of being successful in both a short and a long sales call. These steps will be reinforced and evaluated by quiz the following day and on the ability to perform the steps during each role-play for the duration of the course.

### **Homework**

***It is recommended that the learner spend no less than 4.0 hours on this homework assignment.***

- Study to prepare for **Dynamic Psychological Selling®** and **Mapping the Sales Call** quiz.
- Look up definitions for ten vocabulary words in relationship to basic bone biology and be prepared to quizzed on those vocabulary words.
- Review three journal articles or abstracts in relation to basic bone biology.
- Write a paragraph about the findings of each article or abstract.

## Week 5 - Wednesday

### **Basic Bone Biology** - Hours: 4.0

*Upon successful completion, the learner will be able to describe bone biology and how bone is remodeled and express why bone biology is important to a surgeon.*

Fusion is a common surgical treatment for alleviating joint pain. Students will learn how bone fuses and how to have a discussion with a surgeon about fusion. Students will be evaluated by engaging in the role-play scenario in the afternoon and quiz the following day.

### **Role-Play Sales Scenario** - Hours: 4.0

*Upon successful completion, the learner will be able to conduct a sales call about a bone biologic product to an instructor acting as a surgeon customer.*

Utilizing a company specific biologic (as assigned by the instructor), the learner will engage in a short sales call role-play. Learner will be evaluated by their ability to introduce themselves, create a set-up statement, deliver a value statement, and advance the sale forward.

### **Homework**

*It is recommended that the learner spend no less than 2.0 hours on this homework assignment.*

- Study for the **Basic Bone Biology** quiz.
- Look up definitions for ten diagnostic imaging vocabulary words and be prepared to be quizzed on those words.

## Week 5 - Thursday

### **Diagnostic Imaging (Radiography and Fluoroscopy, Computed Tomography, Magnetic Resonance Imaging) - Hours: 4.0**

*Upon completion the learner will be able to distinguish different imaging modalities by sight, describe the characteristics of different imaging modalities and identify bony anatomy on radiography and fluoroscopy.*

Diagnostic imaging is one of the first ways the learner can prove that they belong in the operating room environment. Learners will engage in anatomy identification on PowerPoint presentation and actual films of patients. The learner will be evaluated by quiz on the following day.

### **Role Play Scenario - Value Statement Role-Play - Hours: 4.0**

*Upon completion the learner will gain experience in assessing products and developing Value Statements, and being able to convey the value of a product to a surgeon.*

Using specific surgeon profiles, course participants will use the structured sales call techniques to develop conversationally productive contacts in a realistic selling environment. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

*It is recommended that the learner spend at least two hours on this homework assignment.*

- Study for quiz on Diagnostic Imaging.
- Complete Surgeon Profile Presentation.

## Week 5 - Friday

### **Biologics and Bone Healing** - Hours: 4.0

*Upon completion course participants will be introduced to the growing array of osteobiologic options available and the basic biology of the bone healing process.*

A thorough understanding of how bone forms and the elements of the healing process is the basis for this discussion. The presentation includes the role of mesenchymal cells, osteoclasts, osteoblasts, proteins and growth factors in fracture healing and arthrodesis. Learners will be evaluated on the basis of performance in the following day's quiz.

### **Individual Presentations** - Hours: 4.0

*Course participants will become comfortable presenting to a group, sharing any information gathered related to potential surgeon customers.*

Participants will have the opportunity to stand in front of peers and present any information gathered about his or her targeted surgeons to the class. They will be evaluated on the quality of the information, the organization and fluidity of the presentation and presentation style, and student feedback.

### **Homework**

*It is recommended that the learner spend at least eight hours on this homework assignment.*

- Preparation for Week Five Comprehensive Test.
- Trauma Pathology Group Presentations.

## Week 6 - Monday

### **TKA Group Presentations** - Hours: 6.0

*The learner will demonstrate teamwork, while researching, organizing, and presenting the anatomy of the knee, and the principles of TKA to the rest of the course participants.*

Working in groups, course participants will research the soft-tissue and bony anatomy of the knee and total knee arthroplasty, organize the information, and present to the other participants, addressing the needs of the class. Presentations will be followed by instructor-led discussion and feedback on group presentations, including surgical videos to review procedures and anatomy.

### **Knee Templating** - Hours: 2.5

*Upon completion, the learner will understand and be able to demonstrate the procedure for templating the knee, and developing a pre-operative plan for surgery.*

Course participants will participate in a group discussion about pre-operative planning, and the role it plays in overall success of a surgical procedure. Emphasis will be placed on bony anatomy and identification of landmarks on radiographs and the hands-on application of the principles of templating.

### **Homework**

*It is recommended that the learner spend at least two hours on this homework assignment.*

- Intro to TKA quiz.

## Week 6 - Tuesday

### **Partial Knee Arthroplasty** - Hours: 4.0

*Upon completion, the learner will understand and be able to identify the indications for partial knee arthroplasty, and be able to describe the different surgical techniques for performing partial knee arthroplasty.*

Course participants will participate in an instructor-led discussion on the principles of partial knee arthroplasty, looking at indications, surgical techniques, philosophies, and understanding the different compartments of the knee and the role of uni-compartmental or bi-compartmental replacement. Surgical videos will be used to reinforce the content and techniques discussed.

### **Role-Play Scenario - Short Value Statement Role-Play** - Hours: 4.0

*Upon completion the learner will gain experience in assessing products and developing Value Statements, and being able to convey the value of a product to a surgeon.*

Using specific surgeon profiles, course participants will use the structured sales call techniques to develop conversationally productive contacts in a realistic selling environment. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

*It is recommended that the learner spend at least eight hours on this homework assignment.*

- Individual Product Presentations.

## Week 6 - Wednesday

### **TKA Bio-Skills Lab** - Hours: 4.0

*Course participants will have the opportunity to utilize surgical instrument trays and perform Total Knee and Partial Knee Arthroplasty procedures on saw bone skeletal models simulating actual surgical techniques.*

As part of the surgical skills lab, course participants will conduct mock "in service" training on the use of the instruments and explain the features, benefits and objectives of the procedure to his or her peers.

### **THA Individual Product Presentations** - Hours: 3.5

*Course participants are expected to identify and evaluate the devices and implants available from manufacturers' web sites and prepare role-play scenarios, which present features and benefits among competing devices.*

These presentations are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

*It is recommended that the learner spend at least one hour on this homework assignment.*

- THA Revision vocabulary.

## Week 6 - Thursday

### **THA Templating** - Hours: 2.5

*Upon completion, the learner will understand and be able to demonstrate the procedure for templating the hip, and developing a pre-operative plan for surgery.*

Course participants will participate in a group discussion about pre-operative planning, and the role it plays in overall success of a surgical procedure. Emphasis will be placed on bony anatomy and identification of landmarks on radiographs and the hands-on application of the principles of templating.

### **Role Play Scenario - THA Bio-Skills Role-Play** - Hours: 4.0

*The learner will demonstrate proficiency in setting up a THA case in an OR setting and be able to assist the surgical tech with the technical knowledge necessary to facilitate the procedure.*

As part of the bio-skills lab, course participants will conduct mock "in service" training on the use of the instruments and explain the features, benefits and objectives of the procedure to his or her peers.

### **Homework**

- To Be Assigned.

## Week 6 - Friday

### Foot and Ankle Anatomy - Hours: 4.0

*Upon completion course participants will have a thorough understanding of the basic anatomy, pathology, indications, and surgical procedures commonly seen in foot and ankle surgical practices.*

This presentation describes common pathology and procedures of the foot and ankle. Of particular focus will be bunionectomy, deformity correction, and stabilization of the lower extremity.

### Wrist and Hand Anatomy - Hours: 4.0

*Upon completion course participants will have a thorough understanding of the basic anatomy, pathology, indications and surgical procedures commonly seen in wrist and hand surgical practices.*

This presentation describes common pathology and fractures to the bones of the hand and wrist. Of particular focus will be distal radius fractures, his or her presentation, classification and the treatment algorithm.

### Homework

- To Be Assigned.

## Week 7 - Monday

### Spine Anatomy - Hours: 2.0

*Upon completion the learner will be able to identify and recognize elements of spine anatomy on anatomical drawings, anatomical photographs, and spine models.*

To have confidence as a medical device sales rep, the learner must have basic understanding of the spinal anatomy and the surrounding anatomical structures that are important to a medical device representative. Students will be evaluated by a quiz the next day.

### Role-Play Sales Scenario - Hours: 4.0

*Upon completion the learner will be able conduct a sales call about a spine procedure to an instructor acting as a surgeon customer.*

Using a specific company (as assigned by the instructor), the learner will engage in a short sales call role-play. Learner will be evaluated by his or her ability to make introductions, create a set-up statement, deliver a value statement, and advance the sale forward.

### Homework

- To Be Assigned.

## Week 7 - Tuesday

### **Interview Skills** - Hours: 3.5

*Upon completion course participants will be able to utilize dynamic selling skills and meticulous preparation to control the interview process and successfully compete for a medical sales position.*

During this session MSC founder and noted author Jim Rogers, will demonstrate his innovative and powerful techniques for managing a successful interview. The discussion focuses on preparation and presentation along with proven sales techniques to stand out in a competitive environment.

### **Spine Pathologies** - Hours: 4.0

*Upon completion the learner will be able to distinguish and explain how the different spine pathologies affect a patient.*

To have confidence as a medical device sales rep, the learner must have basic understanding of the different spinal pathologies that can affect a patient. Learners will discuss the most prevalent pathologies and which pathologies most lead to a surgical procedure. Students will be evaluated by a quiz the next day.

### **Homework**

- To Be Assigned.

## Week 7 - Wednesday

### **Spine Procedures** - Hours: 4.0

*Upon completion the learner will be able classify and describe the surgical procedures surgeons perform to treat the different spinal pathology.*

To have confidence as a medical device sales rep, the learner must have basic understanding of the most common spine surgery procedures. Learners will discuss surgical procedures and the goals of performing those procedures. Students will be evaluated by a quiz the next day and a role-play the next day.

### **Role Play Scenario** - Hours: 4.0

*Upon completion the learner will be able conduct a sales call about a spine procedure to an instructor acting as a surgeon customer.*

Using a specific company (as assigned by the instructor), the learner will engage in a short sales call role-play. Learner will be evaluated by his or her ability to make introductions, create a set-up statement, deliver a value statement, and advance the sale forward.

### **Homework**

- To Be Assigned.

## Week 7 - Thursday

### **Long Bone Trauma** - Hours: 8.0

*The learner will understand the etiology of long bone trauma, including fractures, and the challenges associated with the treatment of such trauma. They will understand the treatment options and when a surgeon might choose a particular solution.*

Course participants will research and study long bone trauma, including fractures, focusing on the causes, the treatment options, including principles of IM nailing and plating, and the challenges and complications associated with the surgical treatment for long bone trauma. Course participants will be expected to participate in an Instructor-led discussion.

### **Homework**

- Study for Trauma/IM nailing/Plating quiz.
- Individual Product Presentations.

## Week 7 - Friday

### **Intro to Sports Medicine** - Hours: 4.0

*Course participants will understand the anatomy and the associated injuries and treatments for soft-tissue injuries of the shoulder and knee.*

Course participants will learn and be able to identify the bony and soft-tissue structures of the shoulder and knee, and the injuries that affect these structures, including the mechanisms of injury, diagnosis, operative and non-operative treatment, and challenges and complications. Discussion will be augmented with surgical videos depicting the actual procedures.

### **Sports Medicine Bio-Skills Lab** - Hours: 4.0

*Course participants will have the opportunity to utilize surgical instruments tray and perform ACL Reconstructive procedures on saw bone skeletal models simulating actual surgical techniques.*

As part of the surgical skills lab, course participants will conduct mock "in-service" training on the use of the instruments and explain the features, benefits and objectives of the procedure to his or her peers.

### **Homework**

- To Be Assigned.

## Week 8 - Monday

### **Business Plan and Territory Management** - Hours: 3.5

***Upon completion course participants will have sufficient skills to begin developing 30, 60 and 90 business plans with a specific agenda and metrics to accelerate the transition into a new sales territory.***

Business plans serve as a guide to productive behaviors intended to accomplish stated objectives. Learners are expected to prepare detailed, well-defined activities during his or her first 90 days of employment that will result in successful progression in his or her assigned territory. Business plans are complimented and augmented by the surgeon profiles and product profiles already accumulated.

### **Role Play Scenario** - Hours: 4.0

***Course participants continue to develop sales skills needed to initiate and develop productive conversations with targeted medical professionals.***

The presentation is evaluated on the course participant's utilization of the selling techniques to make a favorable impression, identify needs, propose something of value and move the process forward. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

***It is recommended that the learner spend no less than 2.0 hours on this homework assignment.***

- Surgeon and Product Profiles.

## Week 8 - Tuesday

### **Profiling Exercise** - Hours: 4.0

*Upon successful completion, the learner will be able to discover customer information and build expert customer profiles.*

The learner will utilize the rest of the day to make customer contact and build his or her customer profile sheets. The learner will be evaluated by an interview role-play.

### **Role-Play Scenario - Surgeon Sit-Down Role-Play** - Hours: 4.0

*Upon completion, the learner will gain experience in assessing products and developing Value Statements, and being able to convey the value of a product to a surgeon.*

Using specific surgeon profiles, course participants will use the structured sales call techniques to develop conversationally productive contacts in a realistic selling environment. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

- To Be Assigned.

## Week 8 - Wednesday

### **Saw Bones Lab Skills** - Hours: 3.5

*Course participants will have the opportunity to utilize surgical instrument trays and perform procedures on saw bone skeletal models simulating actual surgical techniques.*

As part of the surgical skills lab, course participants will conduct mock "in service" training on the use of the instruments and explain the features, benefits and objectives of the procedure to his or her peers.

### **Role Play Scenario**- Hours: 4.0

*Course participants should be able to demonstrate a comprehensive and versatile ability to develop conversations that lead to specific sales objectives within the hospital environment.*

This exercise may include instructors playing the role of hospital purchasing managers, executive officers or medical staff. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

### **Homework**

- To Be Assigned.

## Week 8 - Thursday

### **AdvaMed** - Hours 2.0

*The learner will understand the AdvaMed Code of Ethics on Interactions with Healthcare Professionals, and the potential legal ramifications.*

Course participants will take part in an instructor-led discussion of the AdvaMed Code of Ethics and understand what is and is not appropriate in our day-to-day interactions with health care professionals.

### **Hospital Orientation** - Hours 2.5

*Upon completion course participants will understand the protocols of selling in the hospital environment, the duties and responsibilities of various departments, credentialing requirements, inventory maintenance and reporting.*

Relationship selling is a vertical process in a hospital environment. This section demonstrates the value of developing professional contact with each hospital department involved in the procurement process, surgical service and sterile processing. Discussion of hospital purchasing agreements is also included.

### **Comprehensive Course Review** - Hours 2.0

*Course participants will be guided through a comprehensive review of the course material in preparation for a final examination covering topics included in the course presentations.*

Learners will be responsible for content in vocabulary, anatomy, pathology, surgical procedures, and implant options.

### **Homework**

*It is recommended that the learner spend at least two hours on this homework assignment.*

- Final Role-Play Preparation.

## Week 8 - Friday

### **Role-Play Scenario - Final Surgeon Sit-Down Role-Play** - Hours: 4.0

*Upon completion the learner will gain experience in assessing products and developing Value Statements, and being able to convey the value of a product to a surgeon.*

Using specific surgeon profiles, course participants will use the structured sales call techniques to develop conversationally productive contacts in a realistic selling environment. Sales role-play scenarios are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each participant's performance.

## Graduation

### **Graduation and Awards Presentation - Graduation Ceremony** - Hours: 1.0

*Recognition of completion of the program. Valedictorian and MSC Achievement awards are presented to the graduates who demonstrated superior skills, effort and contribution to the course and it's participants.*

Course participants will be recognized for his or her hard work and commitment during the previous eight weeks.

#### **Exam Schedule**

- 6<sup>th</sup> Monday
- 7<sup>th</sup> Monday
- 8<sup>th</sup> Monday
- 8<sup>th</sup> Thursday

#### **Quizzes-**

- Almost daily. Content that is quizzed upon is listed in the course description

