

# MEDICAL SALES COLLEGE

## SPINE SYLLABUS



8310 South Valley Highway, Suite 220  
Englewood, CO 80112

**Corporate Telephone:** (303) 858-9905

**Corporate Fax:** (303) 468-1600

**Primary Website:** [www.medicalsalescollege.com](http://www.medicalsalescollege.com)

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

VOLUME 1    DECEMBER 2010

# 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.

## Admission Requirements

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

## Instructor Information

**Mitch Seigars, Senior Director of Training - Spine**

(720) 235-4184 Office

(901) 246-0670 Cell

**Mark Burgeson, Director of Training**

(720) 407-8782 Office

(303) 489-5649 Cell

## Textbooks, required readings and additional materials the learner needs

**Your Spine - An Owner's Manual** - Provided upon acceptance to school

North American Spine Society 2004

Marjorie Eskay-Auerbach, MD, JD

**Spine Core Curriculum Binder** - Provided upon acceptance to 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 scrubs** - Student provided

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

**Cell Phone** - Student provided

**Ability to Fax** - 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 faxed to the instructor at the end of the week. All home work will 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 faxed 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 faxed 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 faxed 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 faxed 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 find and qualify contact information for five potential surgeon customers***

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 faxed 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 effects 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 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 their 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.

### 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 the pathology treated 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 faxed 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 pathology***

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 faxed to the instructor at the end of the week. The homework will be discussed upon the 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 faxed to the instructor at the end of the week. All homework will be discussed upon arrival to 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***

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 faxed to the instructor at the end of the week. The homework will be discussed upon arrival to 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 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 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 and 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 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 - 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 x-ray 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 Procedure Outcome 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 the ability to sell biologic products in the 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 the 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 Poly Ether Ether Ketone.
- 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 the 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 the 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 plates 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 Plates 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 his or her ability to sell ACDF Plate products in the 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.*

Currently in the industry one of the biggest challenges is getting access to the spine surgeon customer. During this session the learner will learn to have a conversation 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 by their ability to get past the gatekeeper and additional surgeon practice information they can 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 using specific biologic, ACDF plate, 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 the 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 video of the day's role-plays. This will give 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 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 the 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 the 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 the ability to sell ALIF Interbody products in the 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 by 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 by 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 as recognized by their style***

Learners will review the video of the day's role-plays. this will give 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.***

Founder of the Medical Sales College and former Vice President of Wright Medical, Jim Rogers, will deliver to the learner a presentation teaching how to write a resume and how to properly prepare and execute an interview that hiring managers, like himself, need to see to hire a medical device sales representative. The learner will be evaluated by 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 by the ability to write a proper resume, effectively profiling 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 quizzed on those words
- Review a journal article on each of the following: Posterior lumbar interbody fusion and Transforaminal lumbar interbody fusion
- 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 the 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 the 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 an 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 by 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 by the 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 an Transforminal Lumbar Interbody and Biologic products to an instructor acting as a surgeon customer.***

Utilizing a company specific biologic and Tranforminal Lumbar 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. In a longer call format the learner will be evaluated by 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 quizzed on those words.
- Review three journal articles on pedicle screws.
- Write a paragraph on the findings on 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 the 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 by their ability to sell pedicle screw products in the future role-plays.

### **Minimally Invasive Surgery 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 the ability to have conversations in future role-plays.

### **Minimally Invasive Surgery 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 by their ability to sell minimally invasive surgery products in the 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 by 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 by 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 by 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 by 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. Learner will be evaluated by 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 by 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. Learner will be evaluated by 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 by 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. Learner will be evaluated by 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 by 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 as recognized by their style.***

Learners will review the video of the day's role-plays; this will give 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 by their ability to create an executable business plan.

### Billing - Hours 2.0

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

During this lecture the learner will be learn how to write out a billing form and deliver the billing form to right people to ensure the learner and company get paid for a surgery procedure. The learner will be evaluated by 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 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.

### Homework

- Create a 30, 60, and 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 by the learners' ability to gain favorable attention, conversationally identify needs, deliver a value statement, and advancing the sale forward.

## Graduation Ceremony

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

### Exam/Quizzes/Role-play schedule:

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

### Quizzes-

- Content that is quizzed upon is listed in the course description

### Role-Plays

- Each assigned role-play is highlighted in the course schedule