

MEDICAL SALES COLLEGE

2018 COURSE CATALOG VOLUME 7.0, 2018



Campus

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

Medical Sales College is approved to train veterans and their eligible dependents

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Welcome

Letter from Jim Rogers, Founder of the Medical Sales College

Dear Student,

Welcome to MSC and thank you for your confidence in us. Like countless students before you, you are trusting 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 exciting and lucrative sales field. Medical device sales - working with surgical 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 decision 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 towards being a top performing medical device sales representative. Members of MSC faculty have served in nearly every capacity in the orthopaedic and spine business, from the inside out. Beyond the technical and clinical guidance, we are able to help you navigate the tricky waters of careers success.

At MSC, we believe that the program to prepare industry leaders should be tough, rigorous, practical, and focused. You will be exposed to hundreds of words, concepts, and ideas that will 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 facility we will challenge you 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 offer our programs and our graduates as one solution. We are proud of the success our graduates have achieved in the field. We continue to have an increasing demand from top medical sales companies for our graduates, which affirms the value of our training model.

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

Jim R. Rogers
Founder & CEO



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.

Kim Smalley

Executive Vice President of Operations

Kim brings to the Medical Sales College a strong background in both dental and orthopaedic device sales. With over 25 years of accomplished sales and management experience, Kim possesses a personal and in-depth knowledge of what it takes to be successful in the competitive and rewarding field of medical sales. She spent the vast majority of her sales career in Arizona selling for one of the largest dental distribution companies, before transitioning into surgical device sales. She has represented Zimmer Spine, LDR Spine, Etek Biologics and Anulex Annular Repair products. Kim later moved to Northern California where she joined Integra LifeScience's Extremity Reconstruction division team. In her role with Integra, she called upon and grew business with plastics, podiatric and orthopaedic surgeons.

The Medical Sales College was pleased to gain Kim's talents when she moved to Colorado in 2012. In her role as Executive VP of Operations, she has primary responsibility for Admissions, Human Resources and Operations.

Rob Mitchell

Senior Director of Online Education

Rob comes to Medical Sales College with over 15 years of experience in medical device and capital equipment sales and training. Rob began his orthopedic sales career in Las Vegas, NV, working for the Biomet distributor selling Adult Reconstruction, Extremities, Trauma, Sports Medicine, and Orthobiologics. After success in Las Vegas, he took over an underperforming territory in Southern Utah. After a few years, and significant growth, he accepted a Capital Sales position with Orthosoft, now Zimmer, focusing on Computer-Assisted Total Joint Replacement. Following his time with Orthosoft, he had the opportunity to develop a new territory for Wright Medical Technology, with a strong emphasis on Adult Reconstruction and Extremities, with an added focus on Foot and Ankle and Orthobiologics. Having experienced success in each endeavor, Rob comes to Medical Sales College with a sound understanding of the orthopedic device sales industry, and a desire to help others prepare for long-term success in the medical device sales industry.

DC Hoffman

Senior Director Orthopaedic Reconstruction & Trauma

DC Hoffman has been in the orthopedic industry for 30 years. DC started his implant sales career with Osteonics in Denver. During his eight years in the field, DC won multiple awards including the President's Club. When Osteonic's converted the distributor to a branch, DC was promoted to General Manager for Colorado and Wyoming. During that period, DC integrated the Colorado Howmedica group with his operation, after the acquisition by Stryker. Howmedica Osteonics became Stryker Orthopedics and he was promoted to Regional Director of Sales for 9 Western States. After 18 years associated with Stryker Orthopedics, DC joined Wright Medical as Senior Director and eventually became a distributor. For the past three years, he has been distributing, or helping orthopedic companies set up distribution, for new orthopedic technologies.

After covering nearly 4,000 total joint, spine, trauma and foot and ankle surgical cases, as well as managing multiple orthopedic sales organizations.

Rebecca Camp

Senior Director of Spine

Rebecca has been contributing to the Spine Industry for almost 17 years representing some of the largest and well-known orthopedic companies such as: DepuySynthes Spine, Zimmer Spine, Biomet Spine, Spinal Elements and the complex spinal deformity company named Medtronic. Rebecca worked for one of DepuySynthes top contributing U.S. distributorships and she also managed her own biologics distributorship. She has extensive product knowledge, has mastered the sales side, has won the honorary Presidents Award from DepuySynthes and many other sales awards in her career relative to various implant sales contests (most interbody devices sold, cervical plates, Healos biologics, etc.). She had the unique opportunity to transition from Sr. Sales Representative, to Sr. Product Marketing Manager at Medtronic. At Medtronic she enjoyed contributing to the global marketing team who meets in Lyon, France every few months to discuss and implement unique sales strategies and product

launches. She genuinely enjoys working with surgeon customers, hospital personnel, OR Nurses and technicians, industry professionals, and everyone else who makes the spine world go-round. Through MSC, she has found a way to share both her knowledge and passion for Spine, and the Spine industry as a whole, by joining the highly regarded Medical Sales College in 2012. She continues to develop extremely dynamic, challenging, and comprehensive curriculum at MSC. Rebecca has also designed and taught corporate training programs for several Spine companies in the industry. Her courses are challenging, but the results don't lie as her graduates continuously impress the spine industry. Rebecca is a highly requested instructor, thanks to her extensive spine background knowledge, energetic and motivational style teaching, and passion to help professionals take it to the next level.

Thiana Nebel

Vice President of Training / Senior Director of Sports Medicine Education

Thiana's experience within Orthopedic Devices spans just under 20 years. Her journey started with DepuyMitek in 2001, as an associate sales rep covering 4 full line reps across Southern California. She proved herself by becoming the go-to member of the team and was promoted to full line sales rep after three short months. She continued blazing her trail to Rookie of the Year and became a Field Sales Trainer after finishing in the top 10% the following year. During her time at DepuyMitek, she was a multiple M Club winner, and awarded MVP when the Southwest team took 1st place for Division of the Year.

After a short stint in cardiovascular pacers with Boston Scientific, Thiana realized her heart belonged in Orthopedics and after receiving an invention disclosure for a soft tissue anchor, she returned to represent DepuyMitek a year later as an independent distributor for SCOR Medical. She wasted no time in achieving her Sports Med quota year after year, and connecting her surgeons to additional product lines from ArthroSurface, KMI, and MTF Biologics. In addition to lines SCOR supported, she also represented Tornier, OrthoMed and three Biologics distributors spanning the majority of tissue banks in US, and quickly made a name for herself in both the foot & ankle and biologics world. She embraced field sales training responsibilities for DepuyMitek and the Biologics lines, and was instrumental in introducing Biologics to the SCOR team. In 2010, Thiana was asked to represent SCOR Medical as a New and Competitive Products Panel Member at DepuyMitek's National Sales Meeting. Thiana received awards across multiple categories for sales excellence and was an integral part of the SCOR team when they won DepuyMitek's Distributor of the Year in 2012.

Thiana's success in foot & ankle earned her an invitation to help kick off Stryker's new foot & ankle division, where she paved the road to a large Kaiser contract, but it was her growing passion for mentoring and training that led her to accept a position as Director of Medical Education for Arthrex with the So Cal distributor, where she designed their new rep training program and continuing education programs for veteran reps across the Sports Medicine, Extremities, Biologics, Capital Equipment sub-specialties. She put together professional education programs for surgeons, ran didactic sessions and wet labs for individual surgeons and their rep teams. She also planned and facilitated 10 station knee and shoulder labs, hosting 30+ faculty surgeons, for all Southern California fellows. Thiana oversaw Arthrex's partnership with the UC Irvine Orthopedics Residency lab and frequently participated in Grand Rounds, including instructing residents in ACL graft harvesting. In 2014, Thiana accepted a Regional Sales Management position with the up and coming Cayenne, now Zimmer Biomet, to expand her footprint into 5 states. She was asked to participate in R&D

engineering round tables for new product development, and holds several IP agreements with them. Her accomplishments include 1st place in the RM challenge trip to Hawaii after sales of their flagship product dipped company wide, by developing a new and radical product positioning strategy. But her most memorable was watching the team she brought into Arizona, rise from 2nd to last place and 8 months later, finished 1st, winning Distributor of the Year.

Thiana's relationships then led to her Orthobiologics distributorship, and a new endeavor with her customers to tackle macro healthcare issues, and providing services needed to the underinsured as part of a non-profit foundation team. As completion of the project neared, Thiana's passion for training brought her to the MSC team in 2016 as the Director of Sports Medicine. It is this passion along with vast experience and passion for technology that earned her recent promotion to Vice President of Training at MSC, a role that is instrumental to fulfilling the Medical Sales College vision.

Theresa Richards

Senior Director of Spine Education

Theresa has had a highly successful career in the medical device industry; and has worked for major medical device companies such as Medtronic, Sulzer Spine-Tech (acquired by Zimmer, now part of Zimmer Biomet), Surgical Dynamics (acquired by Stryker), ONUX Medical (acquired by BARD) and Aesculap (BBraun).

She has "carried the bag", and has held various titles and positions along the way, such as Sales Representative, Field Trainer, Territory Manager, Market Development Specialist (managing a region of distributors), Training Manager, National Training Manager, Director of International Education, RSD (Regional Sales Director), National Sales Director and Director of Global Sales along with her 25+ years of "O.R." experience.

Her award-winning career includes winning several Sales Person of the Year Awards for Medtronic and Surgical Dynamics, as well as being voted to President's Club for five consecutive years. She also historically exceeded quota by over 200% while at Medtronic. She recently was awarded the coveted "2017 Trainer of Year" award while at the Medical Sales College.

With her Pharmacy and clinical background from Oakland Medical Center, she continued her education with a B.S. in Biology/Chemistry from Ferris State University, an International Business Degree (Cum Laude) from the University of New Hampshire and received a Certified Trainer Certificate from the American Society for Training and Development.

She is a member of the LTEN- Learning, Training & Education Network, and the spbt- Society of Pharmaceutical & Biotech Device Trainers. For the past 15 years, she has focused in sales training for major companies, and in adult education and development.

Theresa is very excited and proud to head the faculty of great trainers at the Medical Sales College as the Senior Director of Education-Spine.

Loren Deren

Senior Director of Regenerative Medicine Education

Loren has over 15 years of demonstrated experience in the Medical Device and Biopharmaceutical markets. She received her Bachelor of Science degree in Environmental Science/Atmospheric Dynamics from the University of Delaware in 1996.

Loren began her career in the medical sales industry at Schering-Plough where she spent 9 years working in the anti-infective and cardiovascular markets. While there, she was honored District Sales Representative of the year in 2002, Presidents Club and top 4% of earnings nationwide in 2005, and was selected as a Strategic Information Analyst Sales Rotation at Schering-Plough Corporate office for six months due to high sales rankings and business analysis capabilities. Based on high clinical competency, routine top sales performance, and selling abilities, Loren was handpicked as a Schering-Plough District Trainer from 2007 - 2009 to develop, educate, and mentor new hires and current sales representatives in product knowledge, disease states and sales process.

In 2011, wanting to be more hands on in the medical industry, Loren attended the Medical Sales College. Upon graduation, she immediately started working as a Biologics Surgical Sales Specialist for Bacterin. She generated new business in an untapped territory for the entire biologics portfolio in the Neuro, Orthopaedic, Plastic, Wound, and Foot & Ankle sectors. In 2012, Loren was hired as a Biologics Regional Manager for the Northeast US at Orthofix. In that position, she managed and lead all Biologics business activities in 13 states, including on-boarding distributors, distributor sales performance, sales force training, and taking on the role of being the front-line biologics clinical specialist in the Northeast for the entire Biologics portfolio (cellular allografts, amnion, structural allografts, synthetics). In 2013, Loren was named Orthofix Biologics Specialist of the Year and earned her spot in the Presidents Club. During the remainder of her time at Orthofix, she continued to conduct educational programs to advance representatives and surgeons on clinical knowledge and application of biologics, including evening speaking engagements. In 2015, Loren went to work with NuTech Medical as a Biologics Regional Manager in the Northeast US, launching their amniotic wound care division. She had the added responsibility of all surgical amnion applications in 2016, and was the clinical and business manager for all spine and extremity distributors in the NE. She also provided ongoing education and advanced training on expanded product/procedural applications. Loren joined Medical Sales College as the Sr Director of Regenerative Medicine & Orthobiologics in December of 2017. She will be instrumental in expanding Medical Sales College's Regenerative Medicine & Orthobiologics program, as well as provide chief instruction in these courses.

Rick Prentiss

Senior Director of Orthopaedic Reconstruction & Trauma Education

Rick started his orthopedic reconstruction career in the mid 1980s as a Sales Representative with a distributor in the North Texas area. He then relocated to Orlando, FL in the early 1990's, where he took the position as a Sales Representative for Zimmer for three years, and then was promoted to a Sales Manager for another three years. He then moved back to the Dallas, TX area in the mid 1990's and worked for Stryker in various positions including, Regional Sales Training Manager Southwest, Area Revision Manager North Central U.S. and finished his sales career with Stryker as Western US Sales Training Manager/US Sales Training Manager of Revision Recon Products in 2014.

Eric Nofsinger

Senior Director of Extremities Education

Eric Nofsinger has worked in the Medical Device Sales industry for over a decade. He began his career in 2008 working for a multi-state device distributor focusing on Upper and Lower extremity surgeons with six different manufactures. In 2011, Eric was hired by Stryker Orthopedics as a Sales Representative in Salt Lake City for a newly created division focusing on Stryker's Foot and Ankle customers. In 2013 Eric was promoted to a Field Education Manager in the same Foot and Ankle division for the Western third of the United States. In that roll Eric and his team were tasked with developing a classroom-based Foot and Ankle training curriculum as well as provide in-field sales training and support. The Field Education team was also responsible for technical and sales support for the many new products Stryker was developing for the Foot and Ankle sales force. In 2015 Eric accepted another promotion as a Regional Sales Manager for 14 Foot and Ankle sales reps in six western states. In 2016 his region lead all other western regions, finishing at 35% growth. That same year his sales team was supported by three of the top ten Sales Rookies for the year. Eric joined Medical Sales College as the Director of Extremity Education and Sr Director of Business Development in January 2018. He will be instrumental in helping us meet our business growth objectives as well as provide chief instruction in our Extremities Specialty courses.

Tilden Register

Senior Director of Orthopaedic Reconstruction & Trauma

Tilden has over 30 years of experience in the medical device arena. He began as a full line Sales Representative with Zimmer, responsible for growing sales from Southern Tennessee to Southern Kentucky. Tilden became a member of Zimmer's President's Club and was honored by being asked to relate his sales successes at several national sales meetings. Tilden participated, as an instructor for Zimmer's "Zimmer University", at their national sales meeting in Innsbrook, Florida. Accepting an opportunity to join Zimmer's Florida distributorship, Tilden, among his other duties, enjoyed the opportunity to act as one of Zimmer's "Train the Trainer" representatives. While there, he achieved a sales management position, before accepting a position as V.P. of Sales for MEDCERE, a startup medical software company. Additionally, Tilden's career led him to; product management with Smith & Nephew, a position as V.P. of Marketing for the spine/biologics focused corporation MinSURG, sales of biologics with Bacterin International, and adult reconstruction sales for Medacta International. Tilden also owns his own medical sales distributorship, Cutting Edge Distributing, Inc. He joined the Medical Sales College team in 2016.

Andrea Molinaro

Senior Director of Regenerative Medicine

Andrea Molinaro began working in the Medical Device industry in 2012 following her graduation from Medical Sales College. She began her career with Team 1 Orthopaedics, the largest distributor for Arthrex, as an Orthobiologics Specialist. In her three years with Team 1 she grew the Orthobiologics division 284%. Following her position in sales she expanded her skillset into downstream marketing with Dentsply Sirona Orthodontics as a North American Market Development Manager. Here is where Andrea developed the aptitude to commercially launch medical devices, create collateral, and execute local branding.

Andrea is originally from Wisconsin where she completed her Bachelor's of Science degree in Biology at University of Wisconsin Parkside. In 2015 she graduated from University of South Florida with a Master's in Business Administration. Andrea joined Medical Sales College in 2018 in a hybrid

Andrea is originally from Wisconsin where she completed her Bachelor's of Science degree in Biology at University of Wisconsin Parkside. With a love for sand and salt water, she then moved to Sarasota, Florida where she currently resides. In 2015 she graduated from University of South Florida with a Master's in Business Administration. Andrea joined Medical Sales College in 2018 in a hybrid roll being able to use her broad experience in sales and marketing. Andrea gets to share her love for Orthobiologics as well as her savviness for marketing at 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* fourteen 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. Tim Birney

Surgeon Faculty Advisor

Timothy J. Birney, received his BA from Dartmouth College and obtained his medical degree from the University of Pittsburgh, graduating cum laude in 1983. Following his residency at the University of Pittsburgh, Dr. Birney completed a fellowship in spinal surgery at the State University of New York in Buffalo, New York, under Dr. Edward H. Simmons. Dr. Birney is a Denver spine specialist, specializing in spinal disorders, and has been a practicing partner with Western Orthopaedics, P.C. since 1989. He is Board Certified and is a Fellow with the American Academy of Orthopaedic Surgeons as well as a member of the North American Spine Society. He is also a member of the Colorado Orthopedic Society, Colorado Medical Society, Denver Medical Society and the Simmons Surgical Society. In addition to his practice at Western Orthopaedics, P.C., Dr. Birney is a well-respected speaker and publicist on spinal disorders and sees patients once a month at outreach clinics in Kansas.

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 7:00 a.m. until 5:00 p.m. All students are expected to be present during the scheduled class 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 classrooms, a mock-up of an operating room, and sawbones labs.

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

- PowerPoint Presentations
- Internet Research Exercises
- Skeletal Models
- Surgical Instrumentation and Equipment
- Surgical Videos
- Surgical Education

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 class work 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

Students wear scrubs each day, with the exception of graduation where students will wear a suit appropriate for an interview.

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. The school reserves the right to audio and video record its classrooms and labs, for the safety and security our students, staff, and property. In addition video will be used for training purposes. 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 a 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 Executive Vice President of Operations, 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. 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. We strictly prohibit copyright infringement, visiting illegal or pornographic websites and torrenting which may lead to disciplinary action, up to and including expulsion from the school.

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

2018 Tentative Schedule

Academic Dates

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

Program Start Date	Program Name	Program End Date
02/19/18	6-Week Spine	03/30/18
02/19/18	6-Week Sports Medicine	03/30/18
03/05/18	6-Week Orthopaedic Reconstruction / Trauma	04/13/18
03/12/18	6-Week Orthopaedic Extremities	04/20/18
03/26/18	6-Week Orthopaedic Reconstruction / Trauma	05/04/18
04/02/18	10-Week Academy	06/10/18
04/16/18	6-Week Spine	05/25/18
04/30/18	6-Week Orthopaedic Reconstruction / Trauma	06/08/18
05/07/18	6-Week Sports Medicine	06/15/18
05/14/18	6-Week Orthopaedic Reconstruction / Trauma	06/22/18
05/21/18	6-Week Orthopaedic Reconstruction / Trauma	06/29/18
05/29/18	6-Week Spine	07/06/18
06/18/18	10-Week Academy	08/26/18
06/25/18	8-Week Orthopaedic Reconstruction / Trauma	08/17/18
07/02/18	8-Week Orthopaedic Extremities	08/24/18
07/09/18	8-Week Orthopaedic Reconstruction / Trauma	08/31/18
07/23/18	8-Week Spine	09/14/18
08/20/18	8-Week Orthopaedic Reconstruction / Trauma	09/28/18
08/27/18	8-Week Sports Medicine	10/19/18
9/4/18	8-Week Orthopaedic Reconstruction / Trauma	10/26/18
9/10/18	8-Week Orthopaedic Reconstruction / Trauma	11/02/18
10/01/18	8-Week Spine	TBD
10/22/18	8-Week Orthopaedic Extremities	12/14/18
11/05/18	8-Week Orthopaedic Reconstruction / Trauma	TBD
11/12/18	8-Week Spine	TBD

***TBD due to Thanksgiving and Christmas holiday**

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 industry benefit equally from MSC's admission policies. It is the successful graduates of the school 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 viability of its credits to any other educational institution unless there is a written agreement with another institution. Prior education will be evaluated on a case by case basis and where appropriate credit will be granted and the program shortened accordingly.

*** 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 to discuss the process and answer any questions the applicant may have. The applicant will then be scheduled for phone interview(s) to discuss the applicants potential fit for the school and the industry. Applicants will be asked to provide a current resume or CV for evaluation.

Tuition & Costs

Tuition

Listed below is the 2018 tuition for each specialization:

8-Week Specialty Programs	Tuition
Spine	\$10,750.00
Orthopaedic Reconstruction & Trauma	\$10,750.00
Sports Medicine	\$10,750.00
Orthopaedic Extremities	\$10,750.00
Orthopaedic Biologics (Online)	\$6,000.00

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 the campus, lodging, meals and local transportation during their stay.

- Required light blue scrubs to be purchased by the student. Approximate cost of \$20 a pair, 3-5 pairs recommended for on-campus programs and 1-2 for the Academy program.
- Students will be required to purchase MDRepTrack database access-\$350.
- Immunizations are required by the industry and may be necessary for surgical education: MMR, TB, Hepatitis B, Varicella, current flu vaccine.

Students are free to stay at any place of their choosing, while studying on campus.

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 specific 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 written request for cancellation must be submitted to the School and mailed directly to 10004 Park Meadows Dr., Suite 214-A, Lone Tree, CO 80124.

Requests for cancellation/refund cannot be made by telephone, fax 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.
- Student shall receive a full refund of tuition fees paid, should the school discontinue or cancel the program or course in which they are enrolled.

In the case of students withdrawing after commencement of classes, the school will retain the cancellation charge plus a percentage of tuition and fees based on the percentage of time completed in the program, as described in the table below.

Refund Table for all Non-VA Students.

Student is entitled to upon withdrawal/termination	Refund Percentage to Student
Within first 10% of program	90% less cancellation charge
After 10% but within first 25% of program	75% less cancellation charge
After 25% but within first 50% of program	50% less cancellation charge
After 50% but within first 75% of program	25% less cancellation charge
After 75% if paid in full, cancellation charge is not applicable	NO REFUND

Percentage of program is based on total length of program. For example; withdrawal at or during week 2 of a 8-week program would equate to 40% attendance of the program with 60% of the program remaining and therefore a 50% refund less cancellation charge. ($2/8 = .40$)

The student may cancel this contract at any time prior to midnight of the third business day after signing this contract. The school's refund policy shall not be impacted by the policy for granting credit for previous training.

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:

- a. The refund will be based on the date in which the School receives written notice of the student's intention to discontinue the training program, or
- b. The refund will be based on the date in which the student violates published school policy, which provides for termination
- c. Should a student fail to return from a leave of absence or an extended leave of absence, the effective date of termination is the earlier of the date the School determines the student is not returning or the day following the expected return date

Assumption of Risk By the Student

During the program and as part of the educational process, students may 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 the 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 or share any of the School's training material while in the program, and will not provide or share any materials to anyone who has not completed a program.

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

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

How to Submit

1. For academic grievances the student will submit the complaint in writing to the designated Program Director who will ensure that the complaint receives a timely response. The student may appeal the response in writing to the CEO within 10 days. The results of complaints appealed at this level are final and may not be further appealed.
2. For non-academic grievances, the student will submit the complaints in writing to the Executive Vice President of Operations 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 may be filed online with the Colorado Department of Higher Education Division of Private Occupational Schools at <http://higher.ed.colorado.gov/dpos/>. All student complaints submitted to the Division must be in writing and shall be filed within two (2) years after the student's last day of attendance at the School. The Division of Private Occupational Schools may also be contacted at 303-862-3001.

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 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 with the understanding that not all classes will have an at-home component and are therefore excluded from the mentioned at-home requirements:

1. A minimum number of hours (see curriculum section in this catalog) must be spent learning the outlined material. To add to this learning, students may be required to turn in weekly homework assignments.
2. 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.
3. 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 Most Valuable Participant designation if their performance records dictate such an award.

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. Student grades are posted weekly and final grades provided at completion of the program or course.

The following table presents grades, their numerical value used for the calculation of overall score, 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.**

*** Your grade on your student transcript will consist of the Sales and Technical scores on the following:**

Grading Calculation		Grading Scale			
Weekly Quizzes	30%	A+	100 - 98	C	82.99 - 82
Product Presentation	30%	A	97.99 - 95	C-	81.99 - 79
OR Surgical Technique	20%	A-	94.99 - 92	D+	78.99 - 75
Written Final	20%	B+	91.99 - 90	D	74.99 - 73
		B	89.99 - 87	D-	72.99 - 71

In an effort to put our BEST students in a position to be employable in the medical device industry, Medical Sales College is evaluating students in a way that hiring managers can select graduates not only on their technical and sales aptitude but their soft skills and leadership abilities.

Students will also be evaluated on: punctuality, attendance, class preparedness, going above and beyond, self-starting, attention to detail, personality, attitude, perseverance and persistence, communication, teamwork, leadership, flexibility, and positivity.

Placement Services

Job placement assistance for successful graduates of the Medical Sales College is provided by our Placement Services Team. This team only represents MSC graduates and their mission is to assist MSC students with initial job placement into a medical sales career. They are not structured to provide ongoing recruiting services to graduates AFTER they obtain their initial job in medical sales. Only students with a final grade of 85% or higher can utilize the Placement Services Team. They are committed to working with successful graduates of the Medical Sales College for 12 months following the completion of their program. Current law prohibits any school from guaranteeing job placement as an inducement to enroll students.

A Great Synergistic Partnership

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 MSC 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.

The resources of the Placement Services team are available to successful graduates of MSC free of any charge. Graduates are not obligated to utilize the services offered by this group, but these services are available to graduates of the Medical Sales College.

Placement Services has established relationships with hundreds of hiring managers in the medical device industry and maintains a database of thousands of potential employers. The placement process utilized by this group has assisted in the job placement of over 1,000 Medical Sales College graduates. This success rate is attributable to many factors, but one in particular is the fact that talented sales professionals who completed MSC in past years have “paved the way” for subsequent graduates.

There is a powerful and synergist relationship between MSC, its graduates, and Placement Services. The Medical Sales College identifies and trains talented professionals. Placement Services identifies opportunities for MSC graduates 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 for future graduates. It becomes a “win-win” situation for all.

Job Hunt Process – MSC Graduate’s Role

Finding a job after completing MSC is a process. Both the MSC graduate and the Placement Services team have important roles to play in this process. What cannot be overstated is how fundamentally important the graduate’s role is. As part of the training at Medical Sales College, students are provided with specific instructions and suggestions for networking to find job opportunities on their own. These strategies and concepts are discussed in depth during the last week of training when a representative from Placement Services speaks with each class.

Placement Services Recruiting Philosophy

Because Placement Services is a component of the Medical Sales College, they can provide their recruiting services at no cost to the employer. This concept was launched in 2012 and has been marketed to potential employers as “Zero Fee Recruiting.” The benefit for medical device companies working with Placement Services is that by participating in Zero Fee Recruiting, they can interview and hire someone trained to do the job, someone who is prepared to succeed immediately; all at no cost to the employer.

The efforts of Placement Services are often directed at the corporate executives and HR recruiting staff 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. Placement Services seeks to have industry partners visit the campus locations regularly, knowing that when industry executives see the MSC facilities, staff, simulated OR environment, and curriculum, they will recognize the caliber of training that these prospective hires receive.

Distributor – Hiring Manager Level

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 a direct sales force, final hiring decisions are often made by local field hiring managers. It is the goal of Placement Services 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, Placement Services is able to monitor the progress of the MSC 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 Placement Services a large part of its competitive advantage. Because of the nature of the orthopaedic and spine industry, many 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 Placement Services extensive database of MSC graduates makes it an ideal starting point for this search.

The Process

In May 2016, Placement Services launched a free recruiting website to provide our industry partners with a simple and easy way to review potential MSC graduates. This website is www.zerofeerecruiting.com and is only available to MSC graduates. Each Medical Sales College graduate who successfully completes the program creates a personal profile on this website. Specific information is uploaded on the website by the student to create a positive impression for a potential employer. Examples of the type of information on the profile include the student's resume, course of study, grade earned, interview questions, and awards earned. In addition, each student is given the opportunity to create a personal video as well. This video is also uploaded on the site, and enables the graduate to have a virtual "face to face" interview with a potential employer. Feedback on the free recruiting website from our employing partners has been universally positive.

In addition, Placement Services is often engaged in filling an open sales position for a hiring manager. The recruiting process 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 MSC) that is forwarded to the hiring manager for their review.

While Placement Services 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 Placement Services, candidates may or may not receive feedback from the hiring managers regarding why they were or were not selected.

The Future

Placement Services 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, Placement Services 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 includes: Stryker, DePuy Synthes, Medicrea, Zimmer Biomet, Integra, Stryker-Mako, ConMed, Wright, SpineWave, Arthrex, Smith & Nephew, Exactech, and Olympus.

Programs Overview

The medical device industry is an extremely demanding and competitive one, and at the Medical Sales College our specialty programs are here to ensure that your transition into this industry is a successful one. You might think that it takes months, or even years, to prepare for a position in medical device sales, but that would be a misconception. In our comprehensive proven programs, learners develop the very specific skill set that positions them for success in device sales. It is this skill set that makes our graduates attractive to hiring managers and accelerates their progress in the field. The Medical Sales College has successfully trained hundreds of Industry and Non-Industry Representatives over the last seven years. If you are new to medical sales, or trying to start a career in medical sales, then we are certain we can help you establish and more importantly; succeed in that career. If you already are in medical device sales, and are looking to improve your performance, then we have several programs designed to improve your skill.

PROGRAMS

All courses have been reviewed and approved through the Department of Higher Education. In non-degree vocational programs, approvals are awarded for contact hours versus traditional credit hours. In most instances, 16 contact hours are equivalent to 1 credit hour.

340 HOURS – SPECIALTY COURSES - 8-Weeks – All Campus Learning

This is an accelerated learning environment. This is the quickest way to complete the course and start your career in medical sales. Under this learning format, each learner attends the entire 8-weeks onsite, on campus. The listed courses below are conducted Monday through Friday and are fulltime.

- **Spine**
- **Orthopaedic Reconstruction & Trauma**
- **Orthopaedic Extremities**
- **Sports Medicine**

221 HOURS – SPECIALTY COURSES - 8-Weeks – 7 Weeks At Home Study, 5 Days On Campus

This is an accelerated learning environment. This is the quickest way to complete the course and start your career in medical sales. Under this learning format, each learner attends 7-weeks at home study with 5 days on campus.

- **Orthopaedic Biologics**

Spine Program

8-Week Spine - Hours: 340

This program allows the learner the option to participate in our spine curriculum over eight-weeks, all on campus with our training staff. During this eight-week period the learner will become proficient in spine anatomy, spine biomechanics, spine pathology, spine surgery procedures, spine surgery instruments and implants, understand the objectives of HIPAA and ADVAMED industry guidelines, basic bone biology and bone biologic products, O.R. etiquette and protocol, engage in mock interviews, Dynamic Consultative Selling (DCS®) a proprietary program designed for Medical Sales Professionals will guide course learners through numerous specific sales scenarios that medical device representatives frequently encounter. Learners will also have the opportunity to participate in sawbone exercises and surgical education.

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

Jim Rogers, CEO & Founder

Theresa Richards, Senior Director of Spine Education

Rebecca Camp, Senior Director of Spine

Loren Deren, Senior Director of Regenerative Medicine Education

Andrea Molinaro, Senior Director of Regenerative Medicine

Additional Materials the Learner Needs

Reading material will be provided and assigned by the instructor

Laptop computer with wireless internet capability, Microsoft Office Suite (or equivalent) installed

3-5 pairs of light blue scrubs

Suit/outfit appropriate for an interview

Immunization records may be required

MDRepTrack CRM (Purchase Week 1)

Spine Program Objectives

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

Operating Room Protocol and Etiquette - Hours: 5

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

OR protocol is one of the most important fundamentals a rep must follow before stepping foot in an OR. Learner will learn key basics; 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 and constant monitoring by the Medical Sales College staff.

Hospital Orientation, Bloodborne, Pathogens, HIPAA - Hours: 5

Upon completion course, learners will have a thorough understanding of processes of infection control, surgical protocols and protected healthcare information, fire and electrical safety.

Guided by A.O.R.N. credentialed guest faculty, learners will be toured through pre-operative, operating room and postoperative protocols. Using our state of the art mock O.R., course learners will have the workflow and protective procedures required by professional and industry guidelines thoroughly demonstrated.

AdvaMed - Hours: 4

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

Course learners 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.

Surgeon Profiling in MDretrack - Hours: 10

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

This portion is customer identification within MDretrack. Utilizing all channels of information gathering, the learner will identify and comprehensively list a predetermined number of 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 list. The learner will be evaluated throughout the course, and will be assigned a final grade during the final week during a MDretrack verbal assessment.

Basic Bone Biology - Hours: 10

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. Learners will learn how bone fuses and how to have a discussion with a spine surgeon about fusion. Learners will be evaluated by engaging in the role-play scenario and/or product presentations.

Biologic Products & Procedures - Hours: 30

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

There are many different biologic products available to 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 a quiz and on their ability to breakdown and compare biologic products in future role-plays.

Spine Anatomy - Hours: 10

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

This 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 each week.

Spine Vocabulary - Hours: 10

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

This 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 the instructor and completing vocabulary homework within MDretrack.

Biomechanics Vocabulary

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

This 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 the instructor and completing vocabulary homework within MDretrack.

Spine Pathology/Indications Vocabulary - Hours: 20

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

This 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 twenty hours of their time focused on learning the spine pathology vocabulary section. The learner will be evaluated by the instructor and completing vocabulary homework within MDretrack.

Spine Procedures Vocabulary - Hours: 30

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

This 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 thirty hours of their time focused on learning the spine procedure vocabulary section and thirty hours on anatomy. The learner will be evaluated by homework submitted to the instructor and completing vocabulary homework within MDretrack.

Spine Biomechanics

Upon successful completion, the learner will be able to describe and explain the biomechanical functions of the spine anatomy.

This 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. The learner will be evaluated by homework submitted to the instructor each week.

Spine Pathology/Indications - Hours: 20

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

This portion 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. It is recommended that the learner spend at least twenty hours of their time focused on learning this pathology section. The learner will be evaluated by homework submitted to the

instructor each week.

Degenerative Disease

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 a quiz and his or her ability to have conversations in future role-plays.

Diagnostic Imaging - Radiography and Fluoroscopy - Hours: 4

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 a quiz.

Diagnostic Imaging - Computed Axial Tomography & Magnetic Resonance Imaging - Hours: 4

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 a quiz.

Spine Surgery Procedures - Hours: 40

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

This 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 reviewing this pathology section. The learner will be evaluated by homework submitted to the instructor.

Posterior Lumbar Interbody Fusion (PLIF) Surgery

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, including specific instrumentation and techniques associated with this system. Learners will be evaluated by exam and on their ability to guide the surgical team through system setup in future OR role-plays.

Transforaminal Lumbar Interbody Fusion Surgery (TLIF)

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

The learner will observe and review the detailed steps of a TLIF spine surgery procedure, including specific instrumentation and techniques associated with this system. Learners will be evaluated by a quiz and on their ability to guide the surgical team through system setup in future OR role-plays.

Pedicle Screw Surgery

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. Learners will be evaluated by a quiz and on their ability to have conversations in future role-plays.

Minimally Invasive Surgery (MIS)

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 the detailed steps of a Minimally Invasive Surgery procedure, including specific instrumentation and techniques associated with this system. Learners will be evaluated by a quiz and on their ability to guide the surgical team through system setup in future OR role-plays.

Anterior Cervical Discectomy and Fusion (ACDF)

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

The learner will observe and review the detailed steps of an ACDF spine surgery procedure, including specific instrumentation and techniques associated with this system. Learners will be

evaluated by a quiz and on their ability to guide the surgical team through system setup in future OR role-plays.

Direct Lateral Interbody Fusion Surgery

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 the detailed steps of a direct lateral interbody fusion spine surgery procedure, including specific instrumentation and techniques associated with this system. Learners will be evaluated by exam and on their ability to guide the surgical team through system setup in future OR role-plays.

Surgical Education- Hours: 13

Learners are expected to complete surgeon profiles and observe surgical videos prior to attending surgical education in preparation and to enhance his or her understanding of surgical procedure.

Sawbones Lab Skills & Instrumentation- Hours: 8

Course learners 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 learners 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. This exercise will be incorporated into a graded final OR technique role-play with instructors acting as sterile surgical staff.

Minimally Invasive Surgery (MIS) Products - Hours: 8

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

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 on their ability to breakdown and compare Minimally Invasive Surgery products.

Pedicle Screw Products - Hours: 8

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.

Posterior and Transforaminal Lumbar Interbody Fusion Products - Hours: 5

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 a quiz and on his or her ability to breakdown and compare PLIF and TLIF Interbody products.

ACDF Interbody Products - Hours: 5

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 a quiz and on their ability to breakdown and compare ACDF Interbody products.

ACDF Plate Products - Hours: 5

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

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 a quiz and on his or her ability to breakdown and compare ACDF Plate products.

Anterior Lumbar Interbody Fusion Products - Hours: 5

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

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 and on their ability to breakdown and compare ALIF Interbody products.

Dynamic Stabilization Surgery Products - Hours: 4

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

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.

Product Breakdown Exercise - Hours: 15

In this classroom exercise course learners 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 learners 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. Regular product presentations will increase familiarity and confidence and prepare the learner for the final graded presentation.

Surgical Technique Guidance - Hours: 15

Upon successful completion, the learner will be able to practice and perform the essential operating room skill expected of any rep; to guide the surgical team through instrumentation and product setup during cases.

Performing in the operating room is the key to success in the medical device sales industry. During this program, the learner will become familiar with instrumentation, steps associated with various procedures and implant systems. Learners will gain experience during surgical role-plays with instructors acting as sterile surgical staff.

Dynamic Consultative Selling® - Hours: 8

Upon successful completion, the learner will be able to adopt and perform the Dynamic Consultative 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 full day session, students will learn the most innovative and successful selling technique available in the medical device sales industry. The learner will be evaluated on their ability to utilize Dynamic Consultative Selling® during the rest of the program.

Role-Play Inservice Presentation - Hours: 2.5

Upon successful completion, the learner will be able conduct a product inservice about all spinal implants and biologic product to an instructor acting as a surgeon customer.

(as assigned by the instructor), the learner will engage multiple product inservice role-play's. The learner will be evaluated on their ability to execute successful completion of the procedural steps in accordance to the DPS procedure, and effectively close the customer.

Role-Play Review - Hours: 2.5

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.

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.

Customer Profiling Exercise - Hours: 7

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 surgeon and facility profile sheets. The learner will be evaluated by an interview role-play.

Value Statement Exercise - Hours: 4

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.

Interviewing Skills, Resume & Networking - Hours: 15

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.

Learners 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.

Interview Role-Play

Upon successful completion, the learner will be able to use effective tools to showcase their abilities

Learners will role-play interview scenarios to gain confidence and exposure to the process. They will learn how to utilize material and tools built in the course to highlight their abilities and showcase the knowledge gained. As a part of this exercise the learner will be graded on the contents of MDRT, and their ability to effectively utilize various points within as an interview aid

Business Plan & Territory Management - Hours: 4

Upon completion course learners 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.

Course Review - Hours: 2

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

Final Examination - Hours: 2

The learner will be evaluated on all content covered during the Spine Program.

Course learners will have the opportunity to demonstrate the extent of his or her knowledge gained during the program.

Graduation and Awards Presentation - Graduation Ceremony

Recognition of completion of the program. MSC Achievement awards are presented to the graduates who demonstrated superior skills, effort and contribution to the course and it's learners.

Orthopaedic Reconstruction & Trauma Program

8-Week Orthopaedic Reconstruction and Trauma - Hours: 340

This program allows the learner the option to participate in our orthopaedic reconstruction & trauma curriculum over an accelerated eight-week, all on campus with our training staff. During this eight-weeks the learner will become proficient in basic anatomy, medical terminology and the pathology common to reconstruction of the hip, knee, shoulder and long bone trauma procedures and devices. Course participants will receive extensive instruction covering basic bone biology and bone biologic products, O.R. etiquette and protocol; Dynamic Consultative Selling (DCS®), a proprietary program designed for Medical Sales Professionals. Instructors will guide course participants through numerous specific sales scenarios that medical device representatives frequently encounter. Learners will also master the objectives of industry guidelines in HIPAA and ADVAMED and have the opportunity to participate in sawbone exercises and surgical education.

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

Jim Rogers, CEO & Founder

Rick Prentiss, Senior Director of Orthopaedic Reconstruction & Trauma Education

DC Hoffman, Senior Director of Orthopaedic Reconstruction & Trauma

Tilden Register, Senior Director of Orthopaedic Reconstruction & Trauma

Loren Deren, Senior Director of Regenerative Medicine Education

Andrea Molinaro, Senior Director of Regenerative Medicine

Additional Materials the Learner Needs

Reading material will be provided and assigned by the instructor

Laptop computer with wireless internet capability, Microsoft Office Suite (or equivalent) installed

3-5 pairs of light blue scrubs

Suit/outfit appropriate for an interview

Immunization records may be required

Orthopaedic Reconstruction & Trauma Program 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.

Operating Room Protocol and Etiquette - Hours: 5

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

OR protocol is one of the most important fundamentals a rep must follow before stepping foot in an OR. Learner will learn key basics; 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 and constant monitoring by the Medical Sales College staff.

Hospital Orientation, Bloodborne, Pathogens, HIPAA - Hours: 5

Upon completion course, learners will have a thorough understanding of processes of infection control, surgical protocols and protected healthcare information, fire and electrical safety.

Guided by A.O.R.N. credentialed guest faculty, learners will be toured through pre-operative, operating room and postoperative protocols. Using our state of the art mock O.R., course learners will have the workflow and protective procedures required by professional and industry guidelines thoroughly demonstrated.

AdvaMed - Hours: 4

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

Course learners 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.

Surgeon Profiling in MDreptrack - Hours: 10

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

This portion is customer identification within MDreptrack. Utilizing all channels of information gathering, the learner will identify and comprehensively list a predetermined number of 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 list. The learner will be evaluated throughout the course, and will be assigned a final grade during the final week during a MDreptrack verbal assessment.

Basic Bone Biology - Hours: 10

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 orthopaedic pathologies. Learners will learn how bone fuses and how to have a discussion with a surgeon about fusion. Learners will be evaluated by engaging in the role-play scenario and/or product presentations.

Biologic Products & Procedures - Hours: 30

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

There are many different biologic products available to 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 a quiz and on their ability to breakdown and compare biologic products in future role-plays.

Biomechanics Vocabulary

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

This portion continues, learners will have a list of ortho recon and trauma 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 biomechanics vocabulary section. The learner will be evaluated by the instructor and completing vocabulary homework within MDretrack.

Anatomy - Hours: 20

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.

Soft-Tissue Anatomy - Hours: 5

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.

Trauma and Common Fractures - Hours: 5

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 learners 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 learners will be expected to discuss the above information.

Biomechanics and Common Orthopaedic 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 learners 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 orthopaedic 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.

Orthopaedic Reconstruction & Trauma Surgical Indications/Pathology - Hours: 40

Upon successful completion, the learner will gain an understanding of products targeted for the identified pathologies.

For injury related and degenerative disorders of the shoulder, hip, and knee. The learner will focus on mechanisms of injury and relevant indication, diagnosis, operative and non-operative treatments, and rehabilitation.

Diagnostic Imaging (Radiography and Fluoroscopy, Computed Tomography, Magnetic Resonance Imaging) - Hours: 8

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 a quiz.

Knee Templating

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 learners 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.

Total Hip Arthroplasty Templating

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 learners 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.

Surgical Procedure Profiling - Hours: 40

Course learners will begin to profile and review the variety of devices available for orthopaedic reconstruction and trauma.

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

Surgical Education - Hours: 13

Learners are expected to complete surgeon profiles and observe surgical videos prior to attending surgical education in preparation and to enhance his or her understanding of surgical procedure

Hip Fracture Review

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 learners 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.

Partial Knee Arthroplasty

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 learners 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.

Total Shoulder Arthroplasty and Hemiarthroplasty and Proximal Humeral Trauma - Hours: 5

Upon completion, course learners 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.

Long Bone Trauma - Hours: 5

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 learners 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 learners will be expected to participate in an Instructor-led discussion.

Total Knee Anatomy & Arthroplasty - Hours: 10

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

Course learners 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 learners will be expected to discuss the above information.

Arthroplasty and Hemiarthroplasty of the Hip - Hours: 5

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

Course learners 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 learners will be expected to discuss the above information.

Total Knee Arthroplasty Revision - Hours: 5

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 learners 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.

Total Hip Arthroplasty Revision- Hours: 5

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 learners 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.

Surgical Product Profiling - Hours: 30

Learners 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 portion 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.

Sawbones Lab Skills & Instrumentation- Hours: 8

Course learners 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 learners 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. This exercise will be incorporated into a graded final OR technique role-play with instructors acting as sterile surgical staff.

Product Breakdown Exercise - Hours: 15

In this classroom exercise course learners 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 learners 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. Regular product presentations will increase familiarity and confidence and prepare the learner for the final graded presentation.

Surgical Technique Guidance - Hours: 15

Upon successful completion, the learner will be able to practice and perform the essential operating room skill expected of any rep; to guide the surgical team through instrumentation and product setup during cases.

Performing in the operating room is the key to success in the medical device sales industry. During this program, the learner will become familiar with instrumentation, steps associated with various procedures and implant systems. Learners will gain experience during surgical role-plays with instructors acting as sterile surgical staff.

Dynamic Consultative Selling® - Hours: 8

Upon successful completion, the learner will be able to adopt and perform the Dynamic Consultative 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 full day session students will learn the most innovative and successful selling technique available in the medical device sales industry. The learner will be evaluated on their ability to utilize

Value Statement Exercise - Hours: 4

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 learners 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 learner's performance.

TKA Group Presentations

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 learners.

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

TKA Bio-Skills Lab

Course learners 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 learners 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

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 learners 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 Bio-Skills Lab

Course learners 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 learners 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

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 learners 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

Course learners 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 learner’s performance.

THA Group Presentations

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 learners.

Working in groups, course learners will research the soft-tissue and bony anatomy of the hip and total hip arthroplasty, organize the information, and present to the other learners, 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.

Individual Product Presentations

Course learners 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.

Learners 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 learner feedback. These presentations are video taped, reviewed and evaluated each day. Peer grading completes the analysis of the effectiveness of each learner’s performance.

Customer Profiling Exercise - Hours: 7

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 surgeon and facility profile sheets. The learner will be evaluated by an interview role-play.

Interview Skills, Resume & Networking - Hours: 15

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

Learners 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.

Interview Role-Play

Upon successful completion, the learner will be able to use effective tools to showcase their abilities.

Learners will role-play interview scenarios to gain confidence and exposure to the process. They will learn how to utilize material and tools built in the course to highlight their abilities and showcase the knowledge gained. As a part of this exercise the learner will be graded on the contents of MDRT, and their ability to effectively utilize various points within as an interview aid.

Business Plan and Territory Management - Hours: 4

Upon completion course learners 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.

Course Review - Hours: 2

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

Final Examination - Hours: 2

The learner will be evaluated on all content covered during the Orthopaedic Reconstruction & Trauma Program.

Course learners will have the opportunity to demonstrate the extent of his or her knowledge gained during the program.

Graduation and Awards Presentation - Graduation Ceremony

Recognition of completion of the program. MSC Achievement awards are presented to the graduates who demonstrated superior skills, effort and contribution to the course and it's learners.

Sports Medicine Program

8-Week Sports Medicine - Hours: 340

This program allows the learner the option to participate in our sports medicine curriculum over an accelerated eight-weeks, all on campus with our training staff. During this eight-week period the learner will become proficient in basic anatomy, medical terminology and the pathology common to sports related injuries, surgery, and devices. Course learners will receive extensive instruction covering basic bone biology and bone biologic products, O.R. etiquette and protocol; Dynamic Consultative Selling (DCS®), a proprietary program designed for Medical Sales Professionals. Instructors will guide course learners through numerous specific sales scenarios that medical device representatives frequently encounter. Learners will also master the objectives of industry guidelines in HIPAA and ADVAMED and have the opportunity to participate in sawbone exercises and surgical education.

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

Jim Rogers, CEO & Founder

Thiana Nebel, Vice President of Training/ Senior Director of Sports Medicine Education

Loren Deren, Senior Director of Regenerative Medicine Education

Andrea Molinaro, Senior Director of Regenerative Medicine

Additional Materials the Learner Needs

Reading material will be provided and assigned by the instructor

Laptop computer with wireless internet capability, Microsoft Office Suite (or equivalent) installed

3-5 pairs of light blue scrubs

Suit/outfit appropriate for an interview

Immunization records may be required

MDRepTrack CRM (Purchase Week 1)

Sports Medicine Program 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.

Operating Room Protocol and Etiquette - Hours: 5

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

OR protocol is one of the most important fundamentals a rep must follow before stepping foot in an OR. Learner will learn key basics; 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 and constant monitoring by the Medical Sales College staff.

Hospital Orientation, Bloodborne, Pathogens, HIPAA- Hours: 5

Upon completion course, learners will have a thorough understanding of processes of infection control, surgical protocols and protected healthcare information, fire and electrical safety.

Guided by A.O.R.N. credentialed guest faculty, learners will be toured through pre-operative, operating room and postoperative protocols. Using our state of the art mock O.R., course learners will have the workflow and protective procedures required by professional and industry guidelines thoroughly demonstrated.

AdvaMed - Hours: 4

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

Course learners 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.

Surgeon Profiling in MDretrack - Hours: 10

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

This portion is customer identification within MDretrack. Utilizing all channels of information gathering, the learner will identify and comprehensively list a predetermined number of 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 list. The learner will be evaluated throughout the course, and will be assigned a final grade during the final week during a MDretrack verbal assessment.

Basic Bone Biology - Hours: 10

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 surgeon.

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

Biologic Products & Procedures - Hours: 30

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

There are many different biologic products available to 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 a quiz and on their ability to breakdown and compare biologic products in future role-plays.

Sports Medicine Vocabulary - Hours: 20

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

This portion continues, learners will have a list of sports medicine vocabulary for which they are required to find and memorize the definitions. It is recommended that the learner spend at least twenty hours of their time focused on learning the vocabulary section. The learner will be evaluated by the instructor and completing vocabulary homework within MDrepretrack.

Biomechanics Vocabulary - Hours: 15

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

This portion continues, learners will have a list of sports related biomechanics vocabulary of which they are required to find and memorize the definitions. It is recommended that the learner spend at least fifteen hours of their time focused on learning the biomechanics vocabulary section. The learner will be evaluated by the instructor and completing vocabulary homework within Mdrepretrack.

Meniscal Anatomy and Pathology - Hours: 10

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 learner will continue to build upon the foundation established 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.

ACL Anatomy and Pathology - Hours: 10

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.

This portion 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.

Shoulder Anatomy and Rotator Cuff Pathology - Hours: 10

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.

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. It is recommended that the learner spend at least ten hours of his or her time focused on learning this anatomy and procedural section.

Shoulder Anatomy and Glenohumeral Instability Pathologies - Hours 10

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.

Learners 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.

Diagnostic Imaging (Radiography and Fluoroscopy, Computed Tomography, Magnetic Resonance Imaging) - Hours: 8

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 a quiz.

Sports Medicine Surgical Procedure Profiling - Hours: 40

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

This portion, the learner will review the names and steps of the different surgical procedures for treating knee and shoulder injuries.

ACL Reconstruction Procedures

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.

Comprehensive Shoulder Procedure Review

The learner will be able to recall and describe the numerous shoulder procedures of the glenohumeral, subacromial and acromioclavicular joints.

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

Surgical Education- Hours: 13

Learners are expected to complete surgeon profiles and observe surgical videos prior to attending surgical education in preparation and to enhance his or her understanding of surgical procedure.

Surgical Product Profiling - Hours: 40

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.

The learner will research the competitive manufacturers and his or her competitive sports medicine products. Course participants will be expected to discuss the above information.

Sports Medicine Shoulder Products - Hours: 10

Upon successful completion, the learner will gain an understanding of products targeted for the identified pathologies.

For injuries related to the shoulder, the learner will focus on diagnosis, operative and non-operative treatments, product options and rehabilitation. It is recommended that the learner spend at least ten hours of their time focused on learning this in the product section. The learner will be evaluated by homework submitted to the instructor each week.

Sports Medicine Knee Products - Hours: 10

Upon successful completion, the learner will gain an understanding of products targeted for the identified pathologies.

For injuries related to the knee, the learner will focus on diagnosis, operative and non-operative treatments, product options and rehabilitation. It is recommended that the learner spend at least ten hours of their time focused on learning this in the product section. The learner will be evaluated by homework submitted to the instructor each week.

Arthroscopic Equipment Overview - Hours: 10

The learner will also develop an increased understanding of the common tools and equipment used in arthroscopic surgery.

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.

Sawbones Lab Skills & Instrumentation- Hours: 8

Course learners 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 learners 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. This exercise will be incorporated into a graded final OR technique role-play with instructors acting as sterile surgical staff.

ACL Reconstruction Bio-Skills Lab

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.

Product Breakdown Exercise - Hours: 15

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. Regular product presentations will increase familiarity and confidence and prepare the learner for the final graded presentation.

Surgical Technique Guidance - Hours: 15

Upon successful completion, the learner will be able to practice and perform the essential operating room skill expected of any rep; to guide the surgical team through instrumentation and product setup during cases.

Performing in the operating room is the key to success in the medical device sales industry. During this program, the learner will become familiar with instrumentation, steps associated with various procedures and implant systems. Learners will gain experience during surgical role-plays with instructors acting as sterile surgical staff.

Dynamic Consultative Selling® - Hours: 8

Upon successful completion, the learner will be able to adopt and perform the Dynamic Consultative 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 full day session students will learn the most innovative and successful selling technique available in the medical device sales industry. The learner will be evaluated on their ability to utilize Dynamic Consultative Selling® during the rest of the program.

Labral Repair Product Inservice Presentations

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 glenohumeral instability including Bankart and SLAP lesions and the associated product options, 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.

Osteochondral Transfer and Cartilage Product Inservice Presentations

The learner will demonstrate teamwork, while researching, organizing, and presenting the pathology, treatment options to the rest of the course participants.

Working in groups, course participants will research the etiology and treatment of cartilage degenerative Pathologies and treatment options; 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.

Biceps Tendon & Anterior Glenoid Bone Loss Product Inservice Presentations

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 ruptures and associated product options, 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 Product Inservice Presentations

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 tears and associated product options, 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.

Meniscal Injuries Inservice Presentations

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

tears and associated product options, 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.

AC Joint Product Inservice Presentations

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 separation and associated product options, 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.

Rotator Cuff Product Inservice Presentations

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 tears and associated product options, 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 Inservice Presentation - Hours: 2.5

Upon successful completion, the learner will be able conduct a product inservice about all sports medicine implants to an instructor acting as a surgeon customer.

Utilizing company-specific shoulder and knee repair products (as assigned by the instructor), the learner will engage multiple product inservice role-play's. The learner will be evaluated on their ability to execute successful completion of the procedural steps in accordance to the DCS procedure, and effectively close the customer.

Role-Play Review - Hours: 2.5

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.

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.

Customer Profiling Exercise - Hours: 7

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 surgeon and facility profile sheets. The learner will be evaluated by an interview role-play.

Value Statement Exercise - Hours: 4

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.

Interviewing Skills, Resume & Networking

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.

Learners 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.

Interview Role-Play

Upon successful completion, the learner will be able to use effective tools to showcase their abilities.

Learners will role-play interview scenarios to gain confidence and exposure to the process. They will learn how to utilize material and tools built in the course to highlight their abilities and showcase the knowledge gained. As a part of this exercise the learner will be graded on the contents of MDRT, and their ability to effectively utilize various points within as an interview aid.

Business Plan and Territory Management - Hours: 4

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.

Course Review - Hours: 2

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

Final Examination - Hours: 2

The learner will be evaluated on all content covered during the Sports Medicine Program.

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

Graduation and Awards Presentation - Graduation Ceremony

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

Orthopaedic Extremities Program

8-Week Orthopaedic Extremities - Hours: 340

This program allows the learner the option to participate in our orthopaedic extremities curriculum over an accelerated eight-weeks, all on campus with our training staff. During this eight-week period the learner will become proficient in basic anatomy, medical terminology, pathology common to foot, ankle, hand, wrist, elbow and shoulders, surgical procedures, surgical instrumentation and implants. Course participants will receive extensive instruction covering basic bone biology and bone biologic products, O.R. etiquette and protocol; Dynamic Consultative Selling (DCS®), a proprietary program designed for Medical Sales Professionals. Instructors will guide course participants through numerous specific sales scenarios that medical device representatives frequently encounter. Learners will also master the objectives of industry guidelines in HIPAA and ADVAMED and have the opportunity to participate in sawbone exercises and surgical education.

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

Jim Rogers, CEO & Founder

Eric Nofsinger, Senior Director of Extremities Education

Loren Deren, Senior Director of Regenerative Medicine Education

Andrea Molinaro, Senior Director of Regenerative Medicine

Additional Materials the Learner Needs

Reading material will be provided and assigned by the instructor

Laptop computer with wireless internet capability, Microsoft Office Suite (or equivalent) installed

3-5 pairs of light blue scrubs

Suit/outfit appropriate for an interview

Immunization records may be required

MDRepTrack CRM (Purchase Week 1)

Orthopaedic Extremities Program 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.

Operating Room Protocol and Etiquette - Hours: 5

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

OR protocol is one of the most important fundamentals a rep must follow before stepping foot in an OR. Learner will learn key basics; 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 and constant monitoring by the Medical Sales College staff.

Hospital Orientation, Bloodborne, Pathogens, HIPAA

Upon completion course, learners will have a thorough understanding of processes of infection control, surgical protocols and protected healthcare information, fire and electrical safety.

Guided by A.O.R.N. credentialed guest faculty, learners will be toured through pre-operative, operating room and postoperative protocols. Using our state of the art mock O.R., course learners will have the workflow and protective procedures required by professional and industry guidelines thoroughly demonstrated.

AdvaMed - Hours: 4

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

Course learners 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.

Surgeon Profiling in MDretrack - Hours: 10

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

This portion is customer identification within MDretrack. Utilizing all channels of information gathering, the learner will identify and comprehensively list a predetermined number of 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 list. The learner will be evaluated throughout the course, and will be assigned a final grade during the final week during a MDretrack verbal assessment.

Basic Bone Biology - Hours: 10

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

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

Biologic Products & Procedures - Hours: 30

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 a quiz and on their ability to breakdown and compare biologic products in future role-plays.

Distal Extremities Vocabulary - Hours: 10

Upon successful completion, the learner will be able to define, understand, and utilize medical vocabulary as it relates to both upper and lower extremity anatomy.

This portion continues, learners will have a list of extremities 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 the instructor and completing vocabulary homework within MDretrack.

Biomechanics Vocabulary- Hours: 10

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

This portion continues, learners will have a list of distal extremities 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 biomechanics vocabulary section. The learner will be evaluated by the instructor and completing vocabulary homework within Mdretrack.

Distal Extremities Anatomy - Hours: 20

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

This portion is guided learning of the foot and ankle, hand, wrist, and elbow anatomy and the surrounding anatomical structures that are important to surgical procedures commonly covered by medical device representatives. Discussions will focus on learners' understanding of the procedures and methodology for repair of common orthopedic interventional surgery

Diagnostic Imaging (Radiography and Fluoroscopy, Computed Tomography, Magnetic Resonance Imaging) - Hours: 8

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 a quiz

Surgical Procedure Profiling - Hours: 30

Course learners will begin to profile and review the variety of devices available for repair and fixation of common fractures to the extremities.

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

Surgical Indications - Hours: 20

Upon completion course learners 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 learner's knowledge of the surgical environment.

Forefoot Pathologies and Procedures - Hours: 8

Upon completion course learners 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, Hallux Rigidus, Jones fractures, Hammertoe pathology, the associated corrective osteotomies, and wound complications of the forefoot.

Midfoot/Hindfoot Pathologies and Procedures - Hours: 8

Course learners 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 Lisfranc complex, Pes Planus (flatfoot), calcaneal fractures, fusion procedures to correct degenerative and congenital deformity, as well as, trauma surgery techniques and external fixation. Surgical videos may be employed to demonstrate pathology, fracture patterns and the associated interventional procedures

Ankle Pathologies and Procedures- Hours: 8

Course learners will continue to add to his or her knowledge base of extremity disorders and surgical alternatives in ankle fracture and degenerative ankle joint pathologies.

The discussion focuses on the treatment of fractures of the distal tibia and fibula, syndesmosis pathology. Followed by arthrodesis procedures to treat degenerative joint disease such as charcot, IM nailing and total ankle replacement. Surgical videos may be employed to demonstrate pathology, fracture patterns and the associated interventional procedures

Hand and Wrist Pathologies and Procedures - Hours: 8

Upon completion course learners 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. Focus will be on carpal tunnel syndrome, scaphoid fractures, CMC arthritis, scaphoid-lunate ligament repair, four corner fusions, and presentation and classification of distal radius fractures, and all associated treatment algorithms.

Elbow Pathologies and Procedures - Hours: 8

Upon completion course learners 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 and elbow. Discussions include distal biceps ruptures, elbow fracture, and radial head replacement. Common degenerative pathologies as they relate to the elbow and supporting soft tissues will be addressed.

Surgical Education- Hours: 13

Learners are expected to complete surgeon profiles and observe surgical videos prior to

attending surgical education in preparation and to enhance his or her understanding of surgical procedure.

Surgical Product Profiling - Hours: 40

Learners 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 portion 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.

Forefoot, Midfoot and Hindfoot Reconstruction Products

Upon successful completion, the learner will gain an understanding of products targeted for the identified pathologies.

For injuries related to the foot and ankle, the learner will focus on diagnosis, operative and non-operative treatments, product options and rehabilitation, for forefoot, mid and hindfoot pathologies spanning fracture management, soft tissue repair and arthrodesis. It is recommended that the learner spend at least ten hours of their time focused on learning this in the product section. The learner will be evaluated by homework submitted to the instructor each week.

Ankle Fracture, Syndesmosis Repair and Arthrodesis Products

Upon completion course learners will have a thorough understanding of the surgical objectives in fracture management and all associated product options for treatment of the distal tibia, fibula, and ankle.

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 ORIF, external fixation, intramedullary nails and total ankle arthroplasty will prove useful in the field.

Upper Extremity Reconstruction Products

Course learners will review the corrective surgical objectives for fractures, soft tissue repair and treatment of degenerative joint disease and the associated implant options available to upper extremity hand surgeons.

Discussions will include the use of internal and external fixation devices, soft tissue anchors, and radial head replacement products for contraction deformities, distal radius fracture, SNAC wrist, scaphoid fracture, scaphoid-lunate ligament repair, carpal tunnel syndrome,

elbow fracture, and radial head replacement.

Sawbones Lab Skills & Instrumentation- Hours: 8

Course learners 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 learners 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. This exercise will be incorporated into a graded final OR technique role-play with instructors acting as sterile surgical staff.

Fracture Management Bio-Skills Lab

Course participants will have the opportunity to utilize surgical instrument trays and perform arthrodesis 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.

Product Breakdown Exercise - Hours: 15

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. Regular product presentations will increase familiarity and confidence and prepare the learner for the final graded presentation.

Surgical Technique Guidance - Hours: 15

Upon successful completion, the learner will be able to practice and perform the essential operating room skill expected of any rep; to guide the surgical team through instrumentation and product setup during cases.

Performing in the operating room is the key to success in the medical device sales industry. During this program, the learner will become familiar with instrumentation, steps associated with various procedures and implant systems. Learners will gain experience during surgical role-plays with instructors acting as sterile surgical staff.

Dynamic Consultative Selling® - Hours: 8

Upon successful completion, the learner will be able to adopt and perform the Dynamic Consultative 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 full day session students will learn the most innovative and successful selling technique available in the medical device sales industry. The learner will be evaluated on their ability to utilize Dynamic Consultative Selling® during the rest of the program

Forefoot, Midfoot and Hindfoot Product Inservice Presentations

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

Course participants will research the etiology and treatment of hallux valgus and rigidus, Lisfranc fractures, flatfoot reconstruction, Achilles tendon repair and the associated product options, 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 presentations, including surgical videos to review procedures and anatomy.

Ankle Product Inservice Presentations

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

Course participants will research the etiology and treatment of syndesmosis/ankle fractures and joint degeneration (arthritis), organize the information, and present to the class, addressing the needs of the class. Presentations will be followed by instructor-led discussion and feedback on presentations, including surgical videos to review procedures and anatomy.

Upper Extremity Product Inservice Presentations

Course learners 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.

Course participants will research the etiology and treatment of all upper extremity pathologies discussed and the associated product options, 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 presentations, including surgical videos to review procedures and anatomy.

Role-Play Inservice Presentation - Hours: 2.5

Upon successful completion, the learner will be able to conduct a product inservice about all sports medicine implants to an instructor acting as a surgeon customer.

Utilizing a company-specific arthrodesis and arthroplasty products (as assigned by the instructor), the learner will engage multiple product inservice role-play's. The learner will be evaluated on their ability to execute successful completion of the procedural steps in accordance to the DCS procedure, and effectively close the customer.

Role-Play Review - Hours: 2.5

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.

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.

Customer Profiling Exercise - Hours: 7

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 surgeon and facility profile sheets. The learner will be evaluated by an interview role-play.

Value Statement Exercise - Hours: 4

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 learners 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 learner's performance.

Interview Role-Play

Upon successful completion, the learner will be able to use effective tools to showcase their abilities.

Learners will role-play interview scenarios to gain confidence and exposure to the process. They will learn how to utilize material and tools built in the course to highlight their abilities and showcase the knowledge gained. As a part of this exercise the learner will be graded on the contents of MDRT, and their ability to effectively utilize various points within as an interview aid.

Interview Skills, Resume & Networking - Hours: 15

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

Learners 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.

Business Plan and Territory Management - Hours: 4

Upon completion course learners 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.

Course Review - Hours: 2

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

Final Examination - Hours: 2

The learner will be evaluated on all content covered during the Orthopaedic Extremities Program.

Course learners will have the opportunity to demonstrate the extent of his or her knowledge gained during the program.

Graduation and Awards Presentation - Graduation Ceremony

Recognition of completion of the program. MSC Achievement awards are presented to the graduates who demonstrated superior skills, effort and contribution to the course and it's learners.

Orthopaedic Biologics Program

8-Week Orthopaedic Biologics - Hours: 221

This program allows the learner the option to participate in our orthopaedic biologics curriculum over eight-weeks, online and at campus with our training staff. During this eight-week period the learner will become proficient in orthobiologics that are used to treat surgically or traumatically created bone defects; cartilage damage; injured muscle, tendon, and ligament; and finally, wound & burns. With the introduction of newer technologies such as stem cells, growth factors, and amniotic tissue membranes, along with an extensive portfolio of other allograft and autograft tissue types, there is a lot to know and understand in order to be successful. In addition, the learner will understand the objectives of HIPAA and ADVAMED industry guidelines, O.R. etiquette and protocol, engage in mock interviews, Dynamic Consultative Selling (DCS®) a proprietary program designed for Medical Sales Professionals will guide course learners through numerous specific sales scenarios that medical device representatives frequently encounter.

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

Jim Rogers, CEO & Founder

Loren Deren, Senior Director of Regenerative Medicine Education

Andrea Molinaro, Senior Director of Regenerative Medicine

Additional Materials the Learner Needs

Reading material will be provided and assigned by the instructor

Laptop computer with wireless internet capability, Microsoft Office Suite (or equivalent) installed

1-2 pairs of light blue scrubs

Suit/outfit appropriate for an interview

Immunization records may be required

MDRepTrack CRM (Purchase Week 1)

Orthopaedic Biologics Program 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.

Anatomy

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

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.

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.

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.

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.

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.

Operating Room Protocol and Etiquette

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

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.

The learner will engage in role-plays demonstrating their ability to gain favorable attention, conversationally identify needs, deliver a value statement, and advancing the sale forward.

Dynamic Psychological Selling®

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.

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 his ability to utilize Dynamic Psychological Selling®.

Mapping the Sales Call

Upon successful completion, the learner will be able to practice and perform the selling steps of DPS selling.

Performing in sales is the key to success in the medical device sales industry.

Basic Bone Biology

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.

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.

Biologics and Bone Healing

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.

Biologic Products

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, stem cells, growth factors, amniotic tissue, 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.

Understanding Proteins

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.

Lab Skills

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.

Understanding Mesenchymal Stem Cells

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 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.

Bone Basics

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.

Soft Tissue Biologics

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.

Spine Biologics

Course participants will be exposed to the procedures of 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.

Extremity & Revision Biologics

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.

Wound Care

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.

Soft Tissue Biologics

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.

Business Plan and Territory Management

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.

Hospital Orientation

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

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.

Product Profile Presentations

In this classroom exercise course participants will deliver presentations of features and benefits of competitive products in a power point presentation.

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.

Comprehensive Course Review

Course participants will be guided through a 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

Each participant will be reviewed in a final role-play scenario to evaluate progress and understanding of the material gained throughout the course

Final Examination and Graduation

Course participants conclude his or her educational program with a comprehensive exam.

