

AESTHETIC NATIONAL INSTITUTE

Center of Excellence

HOW TO RUN AN ANI COURSE

PURPOSE OF THIS DOCUMENT

This document establishes a single, standardized process for running an Aesthetic National Institute course from start to finish. Every ANI Center of Excellence is responsible for delivering education in a way that protects the ANI brand, maintains educational consistency, supports student success, and preserves the integrity of accredited content.

This manual is not optional guidance. It is the operating standard.

It is designed to help trainers understand what must happen before, during, and after every course. This includes course setup, student communication, model scheduling, QR code completion, Setmore requirements, course day execution, documentation, and certificate responsibilities. ANI provides the educational framework, approved curriculum, accredited materials, and standards of delivery. Each Center of Excellence is responsible for executing those standards professionally and consistently. Training is not just a class. Training is a responsibility. Every student who trains under ANI carries the Institute's standards into their future practice. Because of that, every training experience must be intentional, organized, compliant, and aligned.

THE GOAL OF ANI TRAINING

ANI does not train procedures. ANI trains clinicians. The purpose of an ANI course is not simply to show students how to perform a treatment. The purpose is to help students think, assess, communicate, inject, respond, and make clinical decisions with greater skill and responsibility.

ANI training prioritizes:

- Clinical judgment
- Safety-driven decision making
- Ethical treatment planning
- Long-term competency over short-term confidence
- Anatomical understanding

- Complication awareness
- Professional accountability
- Patient-centered care

Students should leave an ANI training with more than a technique. They should leave with a stronger understanding of why decisions are made, how to assess risk, when to proceed, when to pause, and how to practice more intentionally. The goal is not to produce more injectors. The goal is to produce better clinicians.

THE ANI TRAINING PHILOSOPHY

All ANI training is built on three non-negotiable principles. Safety First. Competency-Based Progression. Ethical and Patient Centered Practice. These principles guide every course, every trainer, every clinical demonstration, every hands-on session, and every student interaction.

Patient safety is the foundation of every ANI course. No aesthetic outcome is worth compromising anatomy, physiology, ethical judgment, or emergency preparedness. All training must prioritize:

- Anatomical accuracy
- Risk awareness
- Complication prevention
- Immediate intervention readiness
- Safe assessment
- Appropriate treatment selection
- Clear documentation
- Responsible follow-up

Safety is not implied. It is explicitly taught, demonstrated, reinforced, and protected. Every trainer must consistently bring the conversation back to safety. If a student is moving too quickly, treating beyond their level of understanding, ignoring anatomical risks, or showing poor judgment, the trainer is expected to intervene. Safety is not a slide in the curriculum. Safety is the culture of the course.

Competency-Based Progression: Not all learners are the same. Some students may be brand-new injectors. Others may be experienced providers seeking refinement, advanced technique, or deeper anatomical understanding. ANI does not force every student into the same learning pace. Training is structured to:

- Meet new injectors where they are
- Challenge experienced injectors appropriately
- Require demonstrated understanding before advancement
- Encourage questions without judgment
- Identify gaps in knowledge early

- Build confidence through comprehension and application

Progression is earned through understanding, not confidence alone. A student who feels confident but lacks comprehension is not ready to advance. A student who is cautious but demonstrates sound reasoning may be developing appropriately. The trainer's responsibility is to assess both knowledge and judgment.

Ethical and Patient Centered Practice: ANI emphasizes discernment over volume. Students must be taught that aesthetic medicine is not about doing more. It is about doing what is appropriate, safe, and in the patient's best interest. Trainers are expected to teach:

- When to treat
- When to delay
- When to decline
- How to identify unrealistic expectations
- How to communicate treatment limitations
- How to explain risk clearly
- How to guide a patient with compassion and authority
- How to avoid overtreatment
- How to prioritize long-term outcomes over immediate gratification

Ethical practice protects patients, providers, training centers, and the profession as a whole. A skilled injector does not simply know how to inject. A skilled injector knows when not to inject.

THE ROLE OF THE ANI CENTER OF EXCELLENCE

An ANI Center of Excellence is responsible for more than hosting a class. Each Center represents the Aesthetic National Institute and is responsible for creating a consistent, professional, safe, and organized educational experience. Centers of Excellence are responsible for:

- Setting up courses correctly in Setmore
- Managing student registrations
- Managing model appointments
- Sending pre-course communication
- Providing course agendas
- Sending evaluation links or QR codes
- Preparing the training space
- Ensuring students complete required QR checkpoints
- Executing the course according to ANI standards
- Maintaining model safety
- Issuing ANI certificates of completion when appropriate
- Sending post-course communication

- Maintaining professionalism before, during, and after training

ANI provides the framework. The Center is responsible for execution. Students should not feel like they are attending a disconnected local class. They should feel like they are participating in a professional ANI training experience, regardless of which Center hosts the course. Consistency matters.

THE ROLE OF THE ANI TRAINER

An ANI trainer is not simply a presenter. An ANI trainer is a steward of clinical standards. This means the trainer is responsible for more than delivering content. The trainer is responsible for modeling how an excellent clinician thinks, communicates, assesses, performs, and responds. As an ANI trainer, you are responsible for:

- Translating complex concepts into safe clinical practice
- Teaching reasoning rather than memorization
- Modeling professional behavior
- Maintaining a controlled learning environment
- Intervening when safety or judgment is compromised
- Demonstrating calm decision-making
- Creating a respectful learning environment
- Protecting the integrity of the ANI curriculum
- Representing ANI professionally in every setting

Students are not paying for access to products or techniques alone. They are paying for:

- Your clinical judgment
- Your experience
- Your ability to teach responsibly
- Your ability to guide decision-making
- Your ability to identify risk
- Your ability to correct technique safely

Your expertise is the value.

ACCREDITED CONTENT AND LOCKED SLIDES

ANI course PowerPoints and training materials may include accredited content. Accredited materials must not be edited, altered, modified, rearranged, rewritten, shortened, expanded, or customized by individual Centers unless ANI leadership has given written approval. All slides are considered locked. No changes may be made to accredited slides. This protects:

- Course accreditation
- Educational consistency
- Student experience

- Legal and compliance standards
- ANI intellectual property
- MECOP alignment when applicable

Centers and trainers may not insert personal branding, outside logos, unrelated promotional content, altered medical claims, unapproved protocols, or modified educational statements into accredited ANI course materials. If a trainer believes a course needs to evolve, that feedback should be submitted to ANI leadership for review. Evolution is welcomed. Unapproved deviation is not.

CENTER WEBSITE ACCESS AND STRUCTURE

Each ANI Center of Excellence may have a location-based website or landing page hosted under the ANI website system. These websites are created to provide a standardized, cohesive online presence across all ANI locations, regardless of city or state. The purpose of the Center website is to support:

- Professional brand consistency
- Course visibility
- Student trust
- Location-based training information
- Course booking access
- A unified ANI experience across all markets

Centers should not assume they have direct access to edit or manage their website. ANI websites are standardized and centrally managed to ensure brand consistency across language, layout, design, SEO structure, and user experience.

WEBSITE MANAGEMENT EXPECTATIONS

Centers do not have automatic access to the backend of their ANI website or landing page. Centers are not expected to edit the website directly. Centers should not attempt to:

- Change website layout
- Modify website copy
- Upload unapproved graphics
- Change brand styling
- Alter SEO settings
- Edit embedded code
- Remove ANI language
- Add unapproved offers
- Change compliance language

Please submit any requested website updates through the appropriate ANI communication channel for review.

WHY WEBSITE ACCESS IS CONTROLLED

ANI websites are intentionally standardized. This protects:

- Brand cohesion
- Student trust
- Search visibility
- Compliance language
- Course booking consistency
- Professional appearance
- National scalability

A student visiting an ANI Center website should receive the same quality and clarity whether they are viewing a Center in Texas, Arkansas, California, Missouri, or any other location. The Center may be local. The ANI standard is national.

SETMORE EMBED ON CENTER WEBSITES

Each Center website may include an embedded Setmore booking component. The website itself is managed through ANI's website system. The booking system is managed through Setmore. Centers have access to their Setmore account and are responsible for keeping their Setmore listings accurate, up to date, and aligned with ANI standards. This means the Center may not control the website, but the Center does control the course listings that appear through the embedded Setmore booking system. If the Setmore information is incorrect, outdated, or incomplete, the website booking experience will also be incorrect.

CENTER EMAIL ACCESS

Centers are provided with access to a location- or state-based ANI email address.
Example: jane@anicalifornia.com

Centers are responsible for using their assigned email address professionally for student communication, model communication, course follow-up, and general training inquiries. All student-facing communication should, when possible, come from the approved Center email. This helps maintain professionalism, trust, and brand consistency.

CENTER RESPONSIBILITY SUMMARY

ANI manages the website structure. Centers manage:

- Setmore course listings
- Setmore model listings
- Student communication
- Model communication
- Pre-course emails
- Post-course emails

- Course logistics
- Certificate delivery
- Location-based email communication

The website is the storefront. Setmore is the booking engine. The Center is responsible for the experience.

COURSE SETUP IN SETMORE

All ANI Centers of Excellence are required to use Setmore in accordance with ANI course listing standards. Setmore is the booking and scheduling system used to organize courses, attendees, models, and training logistics. If a Center does not feel comfortable using Setmore, it is the Center's responsibility to become familiar with the platform. An accurate Setmore setup is required because it supports:

- Clear student registration
- Consistent pricing
- Correct course duration
- Capacity control
- Model scheduling
- Operational organization
- Professional student experience
- Accurate reporting across Centers

Courses must not be listed casually, inconsistently, or with modified pricing. Every course should be listed in a way that reflects ANI standards.

SETMORE CATEGORY STRUCTURE

Each Center of Excellence must create and use the required top-level categories in Setmore. Required categories:

- ANI Training Courses
- ANI Private Training
- ANI Group Training
- ANI Shadow Days and Observation
- ANI Special Events
- ANI Training Models

No additional categories should be created without ANI approval. The purpose of standardized categories is to keep every Center organized consistently. This helps students understand what they are booking and helps ANI maintain a clean, consistent system across locations.

COURSE CONTENT SELECTION

Centers of Excellence may create courses using any approved ANI PowerPoint uploaded inside the ANI portal. The PowerPoints available in the portal are considered ANI-approved training content and are categorized as advanced educational material. Centers may use these PowerPoints to develop course offerings aligned with their training goals, audience needs, and local demand. However, the PowerPoint itself must remain unchanged. Slides may not be edited, rewritten, redesigned, rearranged, or altered.

ADVANCED POWERPOINT STANDARD

All PowerPoints uploaded inside the ANI portal are considered advanced ANI content. This means they may include advanced anatomy, complication awareness, product science, treatment planning, layered assessment, technique discussion, and clinical decision-making beyond beginner-level education. Please note that these materials were built to support high-level clinical training. Please do not simplify them by editing the file.

CREATING A NOVICE COURSE FROM ADVANCED CONTENT

If a Center would like to offer a novice course, they may still use the approved advanced ANI PowerPoint. For novice-level courses, the Center may skip slides it deems too advanced for the learner group. This allows Centers to adjust the depth of instruction without changing the accredited or approved content itself. Allowed:

- Using an approved advanced PowerPoint for a novice course
- Skipping slides that are too advanced for the audience
- Spending more time explaining foundational concepts
- Moving more slowly through the anatomy, safety, and assessment sections
- Adjusting verbal explanation based on the learner's experience level

Not allowed:

- Editing advanced slides
- Rewriting slide content
- Deleting slides from the original file
- Rebranding slides
- Rearranging accredited content
- Adding unapproved protocols to the PowerPoint
- Changing clinical claims
- Presenting skipped content as if it were covered

TRAINER RESPONSIBILITY WHEN SKIPPING SLIDES

When skipping slides in a novice course, trainers are responsible for maintaining the course's integrity. Skipped slides should only be skipped because they are beyond the scope of the novice audience, not because the trainer is unprepared to teach them. The trainer should still ensure that the course includes the required foundational principles:

- Safety
- Anatomy awareness
- Ethical treatment planning
- Risk recognition
- Consultation basics
- Complication prevention
- Appropriate scope for novice learners

Novice does not mean casual. Novice does not mean less safe. Novice means the trainer must slow down, simplify the explanation, and protect the learner from moving beyond readiness.

IMPORTANT COURSE LEVEL DISCLAIMER

Course level should be clearly communicated in the Setmore listing. Examples:

- ANI | Novice Neurotoxin Training | Houston, TX
- ANI | Advanced Facial Balancing | Houston, TX
- ANI | Introductory Filler Foundations | Houston, TX

If a course is intended for novice learners, the description should clearly state that the training will be delivered using the approved ANI advanced curriculum, with selected slides skipped or verbally simplified to match learners' level. Recommended wording:

This course is designed for novice injectors and follows the approved ANI curriculum. ANI PowerPoints are considered advanced training content. The trainer may skip selected advanced slides or simplify verbal instruction to support foundational learning better while maintaining ANI safety, anatomy, and ethical training standards.

Course titles must not include:

- Emojis
- Promotional phrases
- Discount language
- Pricing
- Excessive punctuation
- Informal wording
- Unapproved course names

Correct course naming ensures consistency and protects ANI's professional appearance across all Centers.

COURSE DESCRIPTION STANDARDS

All course descriptions must be written in a professional tone. Descriptions should be clear, polished, educational, and aligned with ANI language. Descriptions must include:

- Educational intent
- Course format
- for whom the course is designed
- Any limitations on participation
- Hands-on or observation-only status
- Licensure or state regulation disclaimer when applicable

Descriptions should not include:

- Emojis
- Overly casual language
- Exaggerated promises
- Guarantees of mastery
- Claims of certification beyond what is approved
- Unapproved CME statements
- Discounts or promotional urgency
- Product pricing
- Per syringe or per unit pricing

Each description should make the course feel structured, professional, and credible.

COURSE DURATION REQUIREMENTS

Setmore course duration must match ANI standards. The duration entered into Setmore must not be adjusted to fit personal scheduling preferences. Approved durations:

- Overview Mini Series: 180 minutes
- Private Training With Travel: 180 minutes
- Private Full Day: 420 minutes
- Private Half Day: 240 minutes
- Small Group Session: 390 minutes
- Large Group Session: 240 minutes

These timeframes help maintain consistency across all Centers. If a Center needs to adjust a course's timing, approval from ANI leadership is required.

COURSE PRICING STANDARDS

Pricing must be entered exactly according to ANI guidelines. Pricing reflects per-attendee pricing, not total group pricing, unless otherwise specified.

- Overview Mini Series
 - Price: \$899 per attendee
 - Duration: 180 minutes
 - Model requirement: 1 to 2 models
 - Focus: One topic

- This format is intended for a focused educational session on one topic. It may include didactic education, discussion, and limited hands-on exposure depending on the course structure. Mini courses are not CME eligible.
- Private Training With Travel
 - Price: \$1,000 per hour with a 3-hour minimum
 - Setmore display price: \$3,000 per attendee
 - Duration: 180 minutes
 - Model requirement: 2 models
 - This option is used when training is delivered on-site at a clinic or training location. The experience is customized but must remain aligned with ANI standards and approved content.
- Private Full Day
 - Price: \$5,000 per attendee
 - Duration: 420 minutes
 - Attendance: Up to 4 attendees from one clinic
 - Model requirement: 3 to 4 models
 - This is a private training experience that offers focused, immersive education. It may include didactic learning, discussion, demonstration, and hands-on application.
- Private Half Day
 - Price: \$3,000 per attendee
 - Duration: 240 minutes
 - Focus area: Face or neck, not both
 - Model requirement: 2 models
 - This format is intended for focused skill development within a condensed timeframe. The training should remain specific and should not attempt to cover multiple major treatment areas unless approved.
- Small Group Session
 - Price: \$2,000 per attendee
 - Duration: 390 minutes
 - Attendance: Up to 4 attendees
 - Model requirement: 3 to 4 models
 - This format creates an interactive learning environment with direct trainer engagement and appropriate hands-on oversight.
- Large Group Session
 - Price: \$999 per attendee
 - Duration: 240 minutes
 - Attendance limit: 10 attendees
 - Model requirement: 2 to 3 models
 - This format is designed for larger group education. The structure may be more didactic, demonstration-focused, or limited hands-on, depending on the course.

CAPACITY SETTINGS

Setmore capacity must match ANI standards. Approved capacity limits:

- Overview Series: As approved by COE and ANI leadership
- Private Training: One booking per attendee
- Private Full Day: Maximum of 4 attendees
- Private Half Day: Maximum of 4 attendees
- Small Group Session: Maximum of 4 attendees
- Large Group Session: Maximum of 10 attendees

Capacity limits must not be exceeded. These limits are not arbitrary. They exist to protect the student experience, model safety, ensure trainer oversight, and uphold educational quality.

MODEL SETUP IN SETMORE

Models must be managed separately from student registrations. Model appointments are not course registrations. They represent participation as a live model during a clinical training environment. Each Center is responsible for creating model booking options inside Setmore. Model services must be placed under the "ANI Training Models" category. Model service naming should follow this format:

- ANI Model | Neurotoxin Treatment | Houston, TX
- ANI Model | Lip Filler | Houston, TX
- ANI Model | Facial Balancing | Houston, TX
- ANI Model | Full Face Assessment | Houston, TX

Model listings should remain clear, simple, and professional. They should not sound like advertisements for discounted treatment.

MODEL SITTING FEES

Please charge models a sitting fee. Models are never charged for the product. Centers may not charge models:

- Per syringe
- Per unit
- For the product used
- For product cost
- For brand-specific product amounts

The sitting fee reflects participation in a live educational training environment.

Approved sitting fees:

- Standard Model Sitting Fee: \$500 per model
- Advanced or Multi Area Model Sitting Fee: \$1,000 per model

The trainer determines which category applies based on:

- Complexity of the treatment
- Number of treatment areas
- Type of procedure
- Length of appointment
- Educational needs of the course

Model sitting fees are required unless otherwise approved by ANI leadership. This protects ethical education practices and prevents the appearance of selling a product during a training course.

MODEL DESCRIPTION EXAMPLE

Each model listing should clearly communicate that the appointment is part of a training environment. Recommended Setmore description:

This appointment is for individuals interested in participating as a model during an Aesthetic National Institute training course. Treatments are performed by licensed medical providers under the direct supervision of an experienced trainer. Participation requires flexibility in treatment planning, and treatment areas may vary based on the course's educational needs.

A model sitting fee applies and reflects participation in a clinical training environment. Models are not charged for the product. The trainer determines final treatment eligibility based on safety, appropriateness, and educational fit.

REQUIRED MODEL DISCLAIMER

Every model listing must include the following disclaimer:

This appointment is part of a clinical training environment. Treatments are performed by licensed providers under trainer supervision. Treatment areas and techniques are determined by the trainer for educational purposes. Results may vary. Final treatment eligibility is determined at the trainer's discretion.

MODEL SCREENING EXPECTATIONS

Centers of Excellence are responsible for appropriate model screening before the training day. Models must:

- Meet treatment eligibility requirements
- Provide accurate medical history
- Understand they are participating in a training environment
- Sign all required consent documentation
- Arrive on time
- Be flexible with treatment planning

- Understand that treatment may be declined if it is not appropriate

Centers may decline models that do not meet safety criteria or are not appropriate for the course's educational needs. Model safety must never be compromised for the sake of completing a demonstration or giving students additional hands-on exposure.

MODEL COMMUNICATION RESPONSIBILITIES

Models should receive clear communication before the course. The Center is responsible for communicating:

- Appointment time
- Location
- Arrival instructions
- Sitting fee
- Treatment expectations
- Training environment expectations
- Consent requirements
- Contact information
- Cancellation policy
- What to avoid before treatment when applicable

Models should understand that they are participating in an educational setting and that the trainer determines final treatment planning.

PRE-COURSE STUDENT COMMUNICATION

Centers are responsible for emailing students before the course. This should not be handled by ANI unless otherwise agreed upon. The pre-course email sets the tone for the student experience. It should feel professional, organized, welcoming, and exciting. The pre-course email should include:

- A warm welcome
- Course name
- Course date and time
- Course location
- Parking or arrival instructions
- Trainer or Center contact information
- What to bring
- Agenda
- Pre-course evaluation QR code or link
- Reminder that all QR checkpoints must be completed
- Any licensure or documentation requirements
- Any model or hands-on expectations
- Dress code, if applicable

This communication is part of the ANI standard. Students should never arrive confused about where to go, what to expect, whom to contact, or what they are required to complete.

PRE-COURSE EMAIL TEMPLATE

Subject: Welcome to Your Upcoming ANI Training

Hi [Student Name],

We are so excited to welcome you to [Course Name] at [Center Name] on [Date].

This training has been designed to provide a structured, safety-focused, and clinically relevant educational experience through the Aesthetic National Institute. Our goal is to help you strengthen your clinical judgment, deepen your understanding, and leave with greater confidence in safe and ethical aesthetic practice.

Course Details

Course: [Course Name]

Date: [Date]

Time: [Start Time to End Time]

Location: [Address]

Trainer: [Trainer Name]

Contact: [Phone Number and Email]

Please review the attached agenda before your course day.

Before attending, please complete the required pre-course evaluation using the QR code or link below. This evaluation helps us understand your current experience level and how we can support your learning.

Pre-Course Evaluation:

[Insert QR code or link]

Please note that ANI courses use required QR checkpoints for attendance tracking, course evaluation, database entry, and certificate eligibility. Students are responsible for completing each required QR code throughout the training process.

If you have any questions before the course, please reach out to us directly at [Contact Information].

We are looking forward to having you with us.

Warmly,

[Center Name]

ANI Center of Excellence

THE REQUIRED QR CODE SYSTEM

ANI trainings use a required QR code system. These QR codes are not interchangeable. Each QR code serves a different purpose. The Center is responsible for understanding the purpose of each code, communicating that purpose clearly to students, and ensuring that students complete each required step. Students are responsible for completing the forms themselves. The QR code system supports:

- Student tracking
- Attendance confirmation
- Pre-course knowledge assessment
- Post-course feedback
- ANI database entry
- Conference and event notifications
- MECOP accreditation process when applicable
- Certificate eligibility

Centers should never assume that one QR code replaces another. Each code has a different meaning and function.

QR CODE 1: PRE-COURSE EVALUATION

The pre-course evaluation is completed before the course. Purpose:

- Establishes baseline student knowledge
- Helps the trainer understand the student's experience level
- Documents student participation before the course
- Adds the student to the ANI database when connected appropriately
- Supports better planning and communication
- Creates a more intentional training experience

The Center sends the pre-course evaluation QR code or link in the pre-course email. It should be completed before the student arrives for training. The Center must include the pre-course evaluation QR code or link in the welcome email and remind students that completion is required. The student must complete the evaluation themselves.

QR CODE 2: COURSE CHECK-IN

The course check-in QR code is completed at the beginning of the course. Purpose:

- Confirms physical attendance

- Tracks who actually attended
- Supports certificate eligibility
- Creates an attendance record
- Helps ensure ANI knows who completed the course experience

The check-in QR code should be made available at the course location on the day of training. The Center can either print off the check-in QR code from the portal or display it on a screen. The check-in QR code should be completed upon arrival or at the beginning of the training day. Please ensure every student scans the check-in QR code. The student must complete the check-in themselves. A student who registered but does not complete check-in may not have a complete attendance record.

QR CODE 3: CME ACCREDITATION EVALUATION

The evaluation QR code is completed at the end of the accredited presentation when CME credit is applicable. Purpose:

- Allows students to complete the required CME evaluation
- Supports eligibility for AMA PRA Category 1 Credits when applicable
- Triggers the MECOP documentation process
- Provides the official CME transcript or certificate from MECOP

The QR code appears at the end of applicable accredited PowerPoints. This is why accredited PowerPoints must not be altered. It should be completed at the end of the course presentation. The Center must stop and clearly instruct students to scan and complete the MECOP evaluation. The student must complete the MECOP evaluation themselves. Important: Students will not receive CME credit unless they complete the MECOP evaluation. The MECOP certificate is separate from the ANI certificate of completion.

QR CODE 4: POST-COURSE EVALUATION

The post-course evaluation is completed after the course. Purpose:

- Collects student feedback
- Documents course experience
- Helps improve ANI training quality
- Supports quality control across Centers
- Maintains student engagement
- Can support ongoing ANI database communication

The Center sends the post-course evaluation QR code or link after the course, in a timely fashion. The Center must send the post-course follow-up email with the post-course evaluation. The student must complete the evaluation themselves.

QR CODE COMPLETION POLICY

Students must complete the required QR checkpoints to receive appropriate documentation. Required QR checkpoints may include:

- Pre-course evaluation
- Course check-in
- MECOP CME evaluation when applicable
- Post-course evaluation

Students may not receive:

- MECOP CME credit
- ANI certificate of completion
- Proof of course completion

If the required steps haven't been completed, please communicate this clearly before, during, and after the course. Centers should not wait until after the course to explain this process.

CME ELIGIBILITY

Not all ANI courses are CME eligible. The following are not CME eligible:

- Mini courses
- Overview courses
- Free courses
- Promotional education events
- Informal workshops
- Non-approved courses

CME eligibility is based on accreditation requirements, course structure, educational hours, approved content, and MECOP approval. Centers must not advertise CME credit unless the course has been formally approved through ANI and the appropriate accreditation process. If a course does not have an MECOP QR code or an approved CME structure, the Center should not imply that CME credit will be awarded.

CERTIFICATE FLOW

There are two separate certificate pathways. The MECOP certificate is issued by MECOP when CME credit applies. This certificate may include:

- Student name
- Credentials
- License information
- Course title
- Credit hours
- AMA PRA Category 1 Credit documentation

The MECOP certificate is tied to completion of the CME evaluation QR code. If the student does not complete the MECOP evaluation, they should not expect to receive CME credit.

The Center of Excellence issues the ANI certificate of completion. This certificate confirms that the student participated in and completed the ANI training experience. The ANI certificate is not the same as the MECOP CME certificate. Centers are responsible for creating and sending ANI certificates to eligible students. ANI certificates should not be sent until the required QR checkpoints are completed.

POST-COURSE STUDENT COMMUNICATION

Centers must send a post-course email after training. This email should include:

- Thank you message
- Post-course evaluation QR code or link
- Reminder about certificate process
- Contact information for follow-up questions
- Encouragement to stay connected with ANI
- Any next step instructions

This email closes the student experience professionally. It also reinforces that training does not end when the course concludes.

POST-COURSE EMAIL TEMPLATE

Subject: Thank You for Attending Your ANI Training

Hi [Student Name],

Thank you for attending [Course Name] at [Center Name].

We were honored to have you join us for this ANI training experience. Our goal is always to provide education that strengthens clinical judgment, supports safer practice, and helps providers continue growing with confidence and intention.

Please complete the required post-course evaluation using the QR code or link below.

Post-Course Evaluation:

[Insert QR code or link]

Completion of required course evaluations and QR checkpoints is necessary for certificate processing.

If your course was CME eligible, your CME documentation will be processed separately through MECOP after completion of the required CME evaluation.

Your ANI certificate of completion will be sent by [Center Name] once the required documentation is confirmed.

If you have any questions, please get in touch with us at [Contact Information].

Thank you again for being part of the ANI training community.

Warmly,

[Center Name]

ANI Center of Excellence

COURSE DAY EXECUTION FLOW

Every ANI course should follow a clear structure. Before students arrive, the Center should confirm:

- The training room is clean and prepared
- Slides are ready
- Technology is working
- Models are confirmed
- An emergency kit is available
- Supplies are prepared
- Signage or QR codes are ready
- Check-in process is ready
- The agenda is printed or accessible
- The trainer has reviewed the course content
- The student list is available
- The model list is available
- Consent forms are prepared
- Products and supplies are organized

A disorganized training environment weakens the student experience. Prepared trainers create calm environments. Calm environments produce better learning outcomes.

Students should be greeted professionally. The Center should:

- Welcome each student
- Confirm attendance
- Direct students to check the QR code
- Provide an agenda if needed
- Answer logistical questions
- Set expectations for the day

The beginning of the course sets the emotional tone. Students should feel welcomed, confident, and clear on what is expected.

The trainer should begin by reviewing:

- Course purpose
- Training structure
- Safety expectations
- Hands-on expectations
- QR completion requirements
- Certificate process
- Questions and participation expectations

Students should understand that this is an educational environment and that safety takes priority over speed, volume, or student preference.

DIDACTIC FOUNDATION

The didactic portion establishes the intellectual framework for safe practice. This is not passive learning. ANI didactic education should be:

- Interactive
- Analytical
- Discussion driven
- Clinically relevant
- Safety focused
- Connected to real patient scenarios

Trainers should avoid simply reading slides. Instead, trainers should use the content to teach judgment. The goal is not for students to memorize slides. The goal is for students to understand how to think through clinical decisions.

ADVANCED FACIAL ANATOMY AND AGING

Anatomy is one of the most critical components of an ANI course. Students must be taught to understand the face as a three-dimensional, dynamic structure. Core concepts include:

- Vascular anatomy
- Facial artery pathways
- Depth variability
- High-risk anatomical zones
- Facial musculature
- Movement patterns
- Superficial fat compartments
- Deep fat compartments
- Ligamentous support
- Bone resorption
- Tissue descent

- Age-related volume changes
- Anatomical variation between patients

Trainers must emphasize depth awareness. Students should understand that anatomy varies from person to person. Variability matters. Risk zones matter. Injection depth matters. Product selection matters. The goal is respect for anatomy, not memorization.

PRODUCT SCIENCE AND CLINICAL DECISION MAKING

ANI teaches product science, not brand loyalty. Students must understand the tools they use. Core concepts include:

- Neuromodulator mechanism of action
- Reconstitution principles
- Dilution rationale
- Onset expectations
- Duration considerations
- Hyaluronic acid fundamentals
- Biostimulator fundamentals
- Calcium hydroxylapatite fundamentals when applicable
- Rheology
- Elasticity
- Cohesivity
- Flow behavior
- Tissue integration
- Product selection by indication
- Product selection by anatomical layer
- Product selection by patient goal

Product choice should follow anatomy, indication, and patient need. Trainers should not teach students to choose products based on trends. The question is not, "What product do I like?" The question is, "What does this anatomy, tissue, and patient goal require?"

CONSULTATION AND PATIENT ASSESSMENT

The consultation is where safe treatment begins. Before any injection occurs, students must understand how to assess the patient. Core concepts include:

- Layered facial assessment
- Facial proportions
- Asymmetry
- Animation
- Resting expression
- Volume loss
- Skin quality

- Bone support
- Tissue descent
- Priority zones
- Patient goals
- Realistic expectations
- Contraindications
- Treatment sequencing
- Budget conversations
- Informed consent

Students should learn that not every concern should be treated immediately. Some patients need education before treatment. Some need a staged plan. Some need to be declined. Trainers must demonstrate how thoughtful planning leads to safer and more natural outcomes.

COMPLICATION PREVENTION AND MANAGEMENT

Complication education is not meant to create fear. It is meant to create preparedness. Students should understand that confidence grows when protocols are clear. Core concepts include:

- Risk reduction
- Proper assessment
- Appropriate product selection
- Safe injection technique
- Early recognition of vascular compromise
- Emergency response protocols
- Emergency kit essentials
- Hyaluronidase use when applicable
- Documentation standards
- Patient communication
- Follow-up requirements
- Escalation procedures

Trainers should require active participation during this section. Students should be asked questions. Examples:

- What would you do first?
- What signs are concerning?
- When would you stop treatment?
- Who needs to be notified?
- What should be documented?
- What follow-up is required?

Complication management must be taught as a process, not a panic response.

TRANSITIONING TO HANDS-ON TRAINING

Hands-on training is earned. Before students move into hands-on application, trainers must confirm:

- Students understand key anatomy concepts
- Students understand safety expectations
- Students understand emergency protocols
- Students understand model setting
- Students understand the trainer's authority
- Students understand that treatment plans must be approved
- Students understand that speed is not the goal

The trainer has full authority to limit or prevent student participation if safety, judgment, licensure, readiness, or state regulations create concern. Hands-on training is a privilege within a supervised educational environment.

HANDS-ON PRACTICUM

The hands-on practicum must be controlled, supervised, and structured. It should not feel chaotic. The practicum should include:

- Live trainer demonstration
- Assessment discussion
- Treatment planning
- Model consent confirmation
- Marking
- Product selection explanation
- Technique demonstration
- Supervised student participation
- Real-time correction
- Post-treatment review

Instructor-to-trainee ratios must remain appropriate for safety and quality. The trainer must maintain control of the room. Students should never inject without the trainer's direct awareness and approval.

LIVE DEMONSTRATION BY LEAD TRAINER

The lead trainer should demonstrate while verbalizing clinical reasoning. The demonstration should include:

- Patient assessment
- Anatomical considerations
- Risk identification
- Treatment plan

- Marking rationale
- Product selection
- Injection depth
- Injection technique
- Aspiration discussion when applicable
- Post-treatment considerations
- Patient communication

The purpose of the demonstration is not only to show what is being done. The purpose is to show why it is being done. Students should be encouraged to ask questions throughout the demonstration.

SUPERVISED HANDS-ON INJECTION

Students may perform treatment under direct supervision when appropriate. The trainer must:

- Approve the treatment plan before injection
- Confirm product selection
- Confirm dose or volume
- Confirm the injection site
- Confirm injection depth
- Observe technique
- Correct unsafe habits immediately
- Pause treatment when needed
- Prioritize model safety over student experience

Training approach:

- Treatment plans are confirmed before injection
- Verbal guidance is provided during technique execution
- Corrections are made in real time
- Safety takes priority over speed
- Autonomy increases only with demonstrated competency

A student should never be allowed to continue a technique that is unsafe or poorly understood.

TEACHING FOR RETENTION AND MASTERY

High-performing training sessions share common characteristics. Trainers should:

- Maintain structure and flow
- Encourage questions without judgment
- Reinforce safety consistently
- Model calm decision-making

- Provide constructive feedback
- Avoid overwhelming students with unnecessary complexity
- Use repetition strategically
- Connect content to real clinical scenarios
- Give clear, specific corrections
- Praise good reasoning
- Redirect unsafe assumptions

Confidence grows through clarity, not pressure. Students do not need to leave feeling like they know everything. They need to leave knowing how to think more safely.

FEEDBACK STANDARDS

Feedback should be specific, constructive, and clinically useful. Avoid vague statements such as:

- That was good.
- Be more careful.
- You need to improve.

Use clear feedback such as:

- Your hand position is stable, but your angle needs to change.
- Your assessment was strong; please slow down before selecting a product.
- You identified the concern, but you missed the underlying asymmetry.
- You are moving too quickly. Pause and reassess the anatomy.
- Your communication was clear and patient-centered.

Feedback should correct behavior without embarrassing the student. The goal is growth, not intimidation.

PROFESSIONAL CONDUCT EXPECTATIONS

Trainers represent ANI at all times. Professional conduct includes:

- Arriving prepared
- Starting on time
- Using approved materials
- Maintaining respectful communication
- Avoiding gossip or negative industry commentary
- Avoiding inappropriate humor
- Respecting students and models
- Staying within scope
- Avoiding exaggerated claims
- Avoiding product favoritism is not supported by education
- Maintaining a calm environment

- Protecting student confidence while correcting safety concerns

Students are watching more than technique. They are watching how the trainer leads.

STUDENT EXPECTATIONS

Centers should clearly communicate student expectations. Students are expected to:

- Arrive on time
- Complete required QR checkpoints
- Participate respectfully
- Ask questions
- Follow the trainer's instructions
- Practice within licensure and state regulations
- Maintain professionalism
- Respect models
- Avoid recording without permission
- Understand that hands-on participation is not guaranteed
- Understand that safety overrides preference

Students should know that participation is based on readiness, safety, and compliance.

MODEL SAFETY DURING COURSE

Models must be treated with professionalism and care. The trainer must ensure:

- Model consent is complete
- Medical history is reviewed
- Treatment is appropriate
- Student involvement is supervised
- Model questions are answered
- Model comfort is monitored
- Post-treatment instructions are provided
- Documentation is completed

Models are not props. Models are patients participating in an educational environment. Their safety and dignity must be protected at all times.

CERTIFICATION AND DOCUMENTATION

Upon successful completion of required components, students may receive documentation reflecting:

- Topics covered
- Scope of instruction
- Course date
- Training location

- Trainer name
- Continuing education hours when applicable

Certificates represent participation and education. Certificates do not represent mastery. Centers must not state or imply that a student is fully competent, certified as an expert, or independently qualified to perform advanced procedures solely because they attended a course. Language should remain accurate and responsible.

POST TRAINING SUPPORT

Training does not end when the course concludes. ANI encourages continued growth through:

- Ongoing education
- Mentorship opportunities
- Product education updates
- Future courses
- Conference opportunities
- Community engagement
- Reinforcement of ANI standards

Centers should encourage students to stay connected with ANI and continue their education. The goal is not one-time attendance. The goal is long-term professional development.

CONTINUING TO TEACH ANI CONTENT

ANI content must be delivered as designed. Trainers are expected to:

- Teach approved protocols
- Maintain educational accuracy
- Avoid unsafe deviation
- Represent ANI professionally
- Protect accredited material
- Stay aligned with updated standards
- Use the current curriculum
- Avoid modifying locked slides
- Submit feedback through proper channels

If misalignment occurs, correction is required. Centers should understand that access to ANI materials is a responsibility, not ownership.

CENTER RESPONSIBILITY CHECKLIST

Before the course, the Center must:

- Create the course correctly in Setmore

- Confirm pricing and duration
- Confirm capacity
- Create model appointments
- Recruit and schedule models
- Collect model sitting fees
- Send student welcome email
- Include agenda
- Include pre-course evaluation QR code or link
- Confirm course materials
- Prepare room
- Prepare supplies
- Confirm trainer
- Confirm the emergency kit
- Confirm technology
- Print or display the check-in QR code

During the course, the Center must:

- Welcome students
- Ensure the check-in QR code is completed
- Follow the ANI curriculum
- Maintain safety standards
- Manage models
- Supervise hands-on training
- Ensure MECOP QR completion when applicable
- Answer logistical questions
- Maintain professionalism

After the course, the Center must:

- Send post-course email
- Include post-course evaluation QR code or link
- Confirm required completions
- Send ANI certificate when appropriate
- Follow up with students as needed
- Maintain records
- Review feedback
- Stay aligned with ANI updates

WHAT NOT TO DO

Centers and trainers must not:

- Modify locked slides
- Change accredited content

- Advertise CME without approval
- Charge models per syringe or per unit
- Charge models for the product
- Exceed approved course capacity
- Change course pricing without approval
- Create unapproved Setmore categories
- Use unapproved course names
- Skip QR checkpoints
- Send certificates without required completion
- Allow unsafe student participation
- Use training as a product sales event
- Overpromise student competency
- Ignore model safety
- Fail to communicate with students before or after the course

These standards protect ANI, the Center, the trainer, the student, and the patient.

FINAL COMMITMENT TO EXCELLENCE

This manual represents a commitment to:

- Patient safety
- Clinical integrity
- Ethical education
- Professional responsibility
- Educational consistency
- Operational excellence
- Brand alignment

Every Center of Excellence is trusted to uphold ANI standards. That trust must be protected through preparation, consistency, and accountability. The goal is not to be the most accessible training. The goal is to receive the right training. The goal is not to produce more injectors. The goal is to produce better clinicians. Protect the standard. Teach with intention. Lead with integrity.