

Summary of Recommendations
from the
1986 ASCO "Practice Management" Conference

Harris Nussenblatt, O.D., M.P.H., Chairman
John G. Classe', O.D., J.D.
Richard Hazlett, O.D.

RECOMMENDATION ONE. "Practice management" is a multi-faceted, multi-disciplinary sequence of courses that is a necessary aspect of the optometric curriculum, and should be an integral part of all four years of the professional program.

Comments:

1. Schools of optometry have a responsibility to prepare students for entry into the professional sector.
2. The "practice management" track should be organized as a distinct sequence of courses, beginning in the first year and continuing throughout each year of the professional program.
3. The "practice management" track should be team taught, by optometrists and other professionals.
4. There must be coordination and cooperation between "practice management" and public health educators, but the two tracks should be integrated only in those topics that overlap.
5. "Practice management" should be given the same academic emphasis as other courses in the optometric curriculum, including appropriate:
 - scheduling of courses
 - attendance requirements
 - testing and grading

All guidelines for "practice management" courses should be consistent with the policies of the college or university.

6. Students should be encouraged to attend courses in business law and related subjects prior to entering optometry school. Requirements for admission should list these subjects as recommended electives for pre-optometry students.
7. Admissions policies at schools and colleges of optometry should make an effort to recognize those students who are oriented toward professional practice and should afford them due consideration on this basis.

RECOMMENDATION THREE. "Practice management" should prepare second year students for the assumption of clinical care in school teaching clinics by offering education in patient management and by acquainting students with the legal responsibilities owed to patients.

Comments:

1. Optometry students must be made aware of their legal responsibilities as clinicians prior to the assumption of patient care.
2. The course should be offered to students before they enter the clinical phase of the optometric curriculum.
3. Specific curricular elements to be taught in the second year include the following:
 - the legal relationship of doctor and patient
 - record-keeping and documentation
 - optometric malpractice
 - liability for the use of ophthalmic pharmaceutical agents
 - liability for the dispensing of ophthalmic materials
 - confidentiality of patient data
 - responsibility for emergency care
 - patient relations and communications
 - referral and recall
 - evaluation of ocular disability
4. Patient interaction and communication should be clinically oriented and may be taught in conjunction with the school's pre-clinic course or as a separate course in communications.
5. A suggested title for the second year course is "Legal Aspects of Practice".

RECOMMENDATION FIVE. The fourth year program in "practice management" should provide students with specialized education in practice administration and should afford an opportunity for practical experience in actual private practice settings.

Comments:

1. The fourth year "practice management" course should enable students to obtain more detailed learning in specific aspects of practice administration.
2. The course should utilize projects that encourage learning in the financial realities of practice, such as a set of problems related to the financial administration of an office or a loan proposal to initiate or purchase a practice. Such a project could be an extension of the "practice management" project begun in the third year, intended to develop a plan for the student's entry into the practice of optometry.
3. Specific curricular elements to be taught in the fourth year course include the following:
 - negotiating professional practice opportunities
 - contracts for associateship, partnership, or the purchase of a practice
 - tax considerations for the practitioner
 - preparing a small business loan
 - developing a marketing plan for a practice
 - automation and computerization of the optometric office
 - seminar with recent graduates
 - new developments affecting the practice of optometry
 - estate planning, including investments, gift and estate taxation, and tax deferred plans such as IRAs, Keogh plans, profit sharing and pension plans
4. Advanced topics may be offered as electives or organized as seminars, depending upon the requirements of the individual schools.
5. Didactic material offered in the classroom should be supplemented through practical experience in private practice settings. (Discussed in detail in Recommendation Six.)
6. A suggested title for the fourth year course is "Advanced Topics in Clinical Practice".

RECOMMENDATION SEVEN. Schools and colleges of optometry should provide career guidance to students, including financial counseling, assistance in career planning, and a placement service designed to match optometry school graduates with professional practice opportunities.

Comments:

1. The preparation of students for entry into professional practice is a responsibility of the schools, and "practice management" instructors should play a key role in the counseling process.
2. Financial counseling should be initiated in the first professional year by school administrations as part of an overall program to reduce student debt.
3. The "practice management" instructor should serve as a resource for students seeking career guidance or evaluating or negotiating professional practice opportunities.
4. Schools of optometry should provide assistance to students desiring private practice opportunities by bringing them together with optometrists who wish to sell their practices or to take in employees or partners. Such a program should involve instructors of "practice management".
5. Schools of optometry should conduct seminars designed to educate both students and practitioners in the intricacies of associateship/partnership and practice sales. These programs may also serve as a means of creating good will between schools, alumni, and local or regional optometrists.

SOUTHERN CALIFORNIA COLLEGE OF OPTOMETRY

MEMORANDUM

TO: Practice Management Educators
FROM: Richard L. Hopping, O.D.
DATE: March 7, 1991
SUBJ: PME CONFERENCE--ST. LOUIS
DIST: Dr. J. Christensen, R. Boerner, Dr. W. Boyts,
J. Trevor, R. Malmer

My personal thanks to each of you for your attendance and enthusiastic participation in the Allergan sponsored conference for Practice Management Educators held in St. Louis. It was delightful to witness the interest and collegiality of the group, as well as the great progress that has occurred in practice management in our schools and colleges since the 1986 conference. The real credit goes to each of you, the planning committee and to Allergan for their sponsorship of the conference.

I would like to thank Dr. Harris Nussenblatt for his early planning efforts, his leadership and help in getting this program off the ground both in 1986 and in 1991. We all regret that he was not able to be with us and participate in the program. We hope that Harris will be able to recover very soon and be back with us again.

Great appreciation goes to Dr. John Classe' for his chairmanship and leadership of the conference. Things don't just happen, one has to make them happen and John made it all happen. His efforts were superb in bringing together the recommendations which made it all happen. John, thanks for stepping in for Harris and for your fine leadership at the conference.

My thanks also goes to Dr. Michael Usdan and Dr. Ronald Rounds for their fine participation as committee members and for their participation at the meeting. It was a good committee who did a fine job.

The upgrading and formalization of practice management within our schools and colleges has begun. It is truly exciting and each of you are needed and responsible for making a mark with your students, your curriculum, your institution and the profession. I trust that each of you will work to ensure that the Association of Practice Management Educators will grow and prosper in the years ahead.

I have enclosed a copy of a short report that was included in the Agenda for the March Board of Directors meeting of ASCO. I also included in the materials to ASCO, the Recommendations of the 1991 Conference and the Summary of Recommendations from the 1986 ASCO Practice Management Conference. These materials went to the Chief Executive Office (President or Dean) of each school of optometry. You are urged to meet with your President and/or Dean and discuss the conference, the recommendations and your perceptions of where your institution is with regard to the state of the curriculum in the other institutions.

Enclosed please find two news releases regarding the conference which some of you helped to initiate for which I am grateful. I am sure there were other releases. It is my belief that all of you have received your expense reimbursements. If not, please contact me as soon as possible. Thank you for your prompt response and for submitting your documentation. Your expenditures were conservative and it is appreciated.

Enclosed also find a copy of a motion which I have submitted to ASCO to establish a restricted fund. I expect this to be approved this week. Following approval, I will be pleased to announce that through the generosity of Allergan that the remainder of the unexpended original allocation for our conference will be placed in the fund for future use. This is nearly \$15,000. It would be my desire to work to establish a permanently endowed fund from which the income generated would be available for APME to hold future conferences. I will send more information on this in the near future as your assistance will be sought to solicit funds for the endowed fund.

It is important that you seek out your local Allergan representative(s) and express to them your appreciation of Allergan's support of the Conference and for their support of the Pathways In Optometry program. We need to make certain that they hear our appreciation at the grass roots level rather than only at the top.

As a follow-up to our discussions on ethics I am enclosing a copy of the Optometric Oath which was previously adopted by ASCO, AOA and a number of states and is used in the commencement exercises at nearly all of our schools and colleges of optometry. If your state association has not yet adopted the Optometric Oath, or if your institution does not utilize the Oath in their commencement exercises, you might urge them to do so in order to increase the overall awareness of the importance of ethics. My interest and involvement in the subject of ethics, like many of you, has been long standing. Enclosed please find an article I wrote on the subject in the AOA Journal and a copy of a group that I

support. I have found their journal to be the best resource. "Ethics, Easier Said than Done" should be of interest to you.

Enclosed please find the "Current Status of Optometric Practice Management Courses" 1989 Statistics as compiled by Dr. Michael Usdan. This was a yeoman's job and Mike is to be congratulated. Each institution is asked to review it for accuracy and provide an update for the 1990-91 academic year and return it prior to April 1, 1991 to:

Dr. Michael Usdan
Southern College of Optometry
1245 Madison Avenue
Memphis, TN 38104

At the Conference there was a discussion about student assessment of the adequacy of their practice management courses. I mentioned that my Dean, Dr. Morris Berman, conducted a survey of every SCCO student last spring. Enclosed please find the survey instrument. Perhaps it will be helpful to you and your administration. We found it to be.

Regarding the area of debt management, we have been working hard to teach our students some of the things that most of their parents didn't teach them. We do not yet know whether it was an artifact or whether we actually achieved what we hoped for but for the first time ever we found that last year's graduates had a lower indebtedness by nearly \$5,000 than did the previous class. Several items utilized at SCCO are enclosed.

In our conference discussion of research Dr. Larry Thal shared the MBA thesis of one of his students Dr. Kathleen Tappero. A copy of that paper is enclosed.

Dr. David Park of SCCO was in attendance at the conference although his name does not show on the roster of conference attendees. Enclosed please find a copy of a memo he sent which lists a series of books that may be of interest to you.

One of our conference discussions addressed the need for us to expend efforts to enhance the acceptance and image of the subject of practice administration/patient management. I reported that I, as Chairman of the AOA Professional Enhancement Program (PEP), had previously written to all of the state boards to obtain information on whether they accepted practice management courses as a part of their continuing education requirements. As a result of my first letter and a second letter in June 1983, a significant number of states changed their law or regulations to include the acceptance of practice management. To the best of my knowledge no large scale correspondence has been sent to state boards about this subject although the IAB has passed a

resolution urging acceptance of practice management. Since my last letter to the Boards we have received information that several additional states were considering changing their regulations, but we have had no official confirmation as to whether they have made any changes. The best of AOA and my records as of August 1985 indicate the following:

32 states have no restriction on the number of CE hours in practice management that can be obtained.

14 states do not give CE credit for Practice Management.

5 states in 1985 did not require CE -- California, Colorado, South Carolina, New York, Wisconsin

Of the states that accepted practice management courses for CE credit, the following restrictions prevailed in 1985:

19 states--no restriction on number of hours.

13 states--some restriction on number of hours.

1-12 1/2%, 4-16.6%, 1-20%, 6-25%, 1-33%

14 states not accepted

5 states in 1985 did not have CE requirement

51 jurisdictions

I will look into updating the CE data on a national basis. In the meantime I would like to ask the following people to check with several states to seek clarification

Dr. Classe' - Alabama, Florida, Georgia
Dr. Usdan - Louisiana, Mississippi, South Carolina
Dr. Rounds - Nebraska, Colorado, Tennessee
Debbera Peoples - Delaware, Pennsylvania, Virginia
Dr. Rumpakis - Hawaii
Dr. Gailmard - Illinois, Wisconsin
Dr. Thal - California
Dr. Rothman - New York, Vermont, District of Columbia

Please let me know what responses you get. I enclose a copy of the response from Iowa and a copy of my letter to state boards.

I am sure I have given you more materials than you desire, so I will stop now. Under separate cover I am having the AOA send each of you a copy of the AOA/ASCO "A Curriculum Model For Practice Management" that was developed in 1987. As a resource you may find it to be helpful.

I look forward to each of you working so that the APME can accomplish all of its objectives. I have every confidence that you will.

RLH:kr

SOUTHERN CALIFORNIA COLLEGE OF OPTOMETRY
2575 Yorba Linda Boulevard
Fullerton, CA 92631

MEMORANDUM

TO: Association of Practice Management Educators
FROM: Richard L. Hopping
DATE: April 22, 1992
SUBJECT: **Practice Management**
DIST: Dr. William Boyts

At the January, 1992 meeting, the APME developed a definition of practice management. At the time, I related that I would disseminate the definition to ASCO and to the AOA and request their adoption. Each of you were requested to disseminate the definition to your President/Dean and to your State Board. Hopefully, you have all done that; however, my discussion with the ASCO Board on March 19 would lead me to believe that less than half of you did follow-up.

Enclosed is a letter that I received from Norm Haffner which speaks for itself. At the March meeting, I made a motion for ASCO to adopt the definition. In making my prefatory remarks, I stated that it was not the intent of APME to restrict the study of ethics to courses in Practice Management, anymore than an institution restricts the lecturing of Pharmacology to the didactic courses in Pharmacology. I related that many, if not all, courses should include an aspect of ethics in their course. While in some institutions this might be the only place that ethics is covered, APME had no qualms if a school had an entire track in ethics. With this approach, Dr. Haffner seconded my motion. The motion was debated considerably. One school felt the definition should be one that should be able to be used to promote CE Practice Management courses and the definition, as presented, did not do that. I was having difficulty getting the discussion back on track, thus the real need for each of you to discuss this matter with your President or Dean prior to the AOA Congress in Montreal.

Given the discussion, the best that I could get out of the March meeting was: "Practice Management is the application of sound business principles to the profession of optometry through the study of ethical," I believe the lead in part of the statement takes away from the very things that we were trying to develop to make the definition acceptable to State Boards. Final action was postponed until the ASCO meeting in Montreal. Your assistance would be appreciated.

RLH/smw

Enclosure



STATE UNIVERSITY OF NEW YORK
STATE COLLEGE OF OPTOMETRY

Office of the President

RECEIVED
FEB 18 1992
PRESIDENT'S OFFICE

February 11, 1992

Dr. Richard L. Hopping
President
Southern California College of Optometry
2575 Yorba Linda Boulevard
Fullerton, California 92631

Dear Dick:

Thank you for your memorandum of January 31st which I appreciate receiving. When Stu Rothman returned from California, he forwarded a memorandum to me concerning the meeting of the Association of Practice Management Educators at which the proposed definition was adopted. I think it is a useful definition, but I have two concerns. The first is that practice management should not drive the study of ethics. Rather, we will have to carve out time in the curriculum, as well as structure of study, in order to fashion more realistic attention to the study of ethics, conceptual as well as clinical. My second concern relates to public health. Public health is a discipline which should be separately studied and public health concerns should influence practice management and practice administration. That which holds for public health as a discipline in the optometric curriculum should also hold for ethics.

With the above two understandings, I have no problem with the definition. Many thanks and all good wishes for sharing it with me.

Sincerely,

Alden N. Haffner
President

ANH/dr

cc: Presidents and Deans of ASCO
Mr. Martin Wall
Dr. D. Leonard Werner (w/enclosure)



Southern California College of Optometry

2575 Yorba Linda Boulevard • Fullerton • California 92631-1699 • (714) 870-7226

MEMORANDUM

TO: APME Curriculum Committee

FROM: Peter G. Shaw-McMinn, O.D.

DATE: October 23, 1992

SUBJ: **CODE OF ETHICS, PATIENT'S BILL OF RIGHTS, ETHICS CURRICULUM**

DIST: Larry Thal, Chairman, Executive Committee

Greetings, Curriculum Committee Members! I hope this memo finds you all doing well. I know working on the book required a huge effort. Since most of this is behind us now, I thought it appropriate to return to some issues we must settle on by our January meeting.

If you recall, the Executive Committee charged us with the responsibility of coming up with:

- 1) a Code of Ethics
- 2) a Patient's Bill of Rights
- 3) a Practice Management Curriculum Model
- 4) an Ethics Curricular Model

To refocus our efforts, it might help to look at the need for these documents. Some of the objectives of our organization are:

- 1) to get continuing education credit for practice management courses.
- 2) elevate practice management to a recognized discipline by the profession and within our institutions.

In reviewing Wilensky's criteria for Development of a Profession, we find that two of the criteria involve formation of a national association, and a formal Code of Ethics. We now have the national association, The Association of Practice Management Educators. The Code of Ethics will facilitate the organization being respected by other organizations within Optometry. Often practice management is called a soft science, gimmickry, salesmanship, business, how to make a buck, *not really an academic subject.*

In an effort to elevate our status, we have the ASCO Curriculum Model based on Bloom's Taxonomy. We had a national meeting of practice management educators funded by ASCO in 1986. This was followed by national meetings funded by Allergan which resulted in the founding of The Association of Practice Management Educators. The organization then defined Practice Management based on patient care, quality care, ethics. These were correct 'buzz' words for acceptance by professional organizations and state board continuing education committees.

The next step is to develop a Code of Ethics and Patient's Bill of Rights. I am sending you a working draft for your input.

Your action is required on:

- 1) input on a Code of Ethics
- 2) analysis of Patient's Bill of Rights
- 3) information on Ethics Curriculum items

In the future, I will forward you a Practice Management Curricular Model based on our John Classe's Legal Aspects of Optometry and our new textbook.

Hope to hear from you soon!

PSM:ph

THE ASSOCIATION OF PRACTICE MANAGEMENT EDUCATORS

PATIENT'S BILL OF RIGHTS

The Association of Practice Management Educators presents this statement of patient's rights in the knowledge that observance of it will contribute better patient care and, therefore, greater satisfaction for the patient, the doctor and the clinical organization. ~~Furthermore, the Association presents these rights in the expectation that they will be supported by the clinic on behalf of its patients, as an integral part of the health care process.~~ It is recognized that a personal relationship between the doctor and the patient is essential for the provision of proper health care. It is in recognition of these factors that these rights are affirmed. You as a patient:

- 1) Have the right to considerate and courteous care. You have a right to receive this institution's finest efforts to provide quality care regardless of age, race, creed, religion, or national origin.
- 2) Have the right to receive complete, current information about your diagnosis, treatment, and progress in terms you can understand. When it is not advisable to give such information to the patient, the information will be available to an appropriate person. You, as a patient, have the right to know the names of all individuals providing your care.
- 3) Have the right to receive information necessary for informed consent prior to referral for additional care or the implementation of a program of therapy. Except in emergencies, such information for consent should include, but not be limited to, the specific procedure and/or treatment, the health risks involved, and the probable duration of treatment. When significant alternatives for care or treatment exist, or, when you, as a patient, request information about alternatives, you have the right to such information. You also have the right to know the name of the individual(s) providing the procedures and/or treatment.
- 4) Have the right to refuse treatment to the extent permitted by law and to be informed of the consequences of your action.
- 5) Have the right to have information about your health care program treated in a confidential manner. Those not directly involved in your care must have your permission to be present.
- 6) Have the right to expect that all communications and records pertaining to your care will be treated as confidential.
- 7) Have the right to expect that the clinic, within the limits of its capability, will provide evaluation, services and/or referral as indicated, upon your request. When necessary you will be referred to another provider of health care services and complete information and explanation concerning the

need will be provided to you, and upon your consent, to the provider to whom you are being referred.

- 8) Have the right to obtain information as to any relationship of the clinic to other health care and educational institutions insofar as your care is concerned. You have the right to obtain information as to the existence of any professional relationships among individuals, by name, who are treating you.
- 9) Have the right to be advised if the clinic proposes to engage in or perform human experimentation affecting your care or treatment. The patient has the right to refuse to participate in such research projects and to receive more traditional care, or to be referred for such, if it is available.
- 10) Have the right to expect reasonable continuity of care. You have the right to know in advance what appointment times and services are available and where. You, as a patient, have the right to expect that the clinic will provide a mechanism whereby you are informed by your doctor, or a delegate of the doctor, of your continuing health care requirements following treatment.
- 11) Have the right to seek other opinions regarding your condition, prognosis, and course of therapy either from within the clinic or from an outside practitioner. You have the right to expect full cooperation from the clinic to provide to the outside practitioner of your choice any and all information in your patient file, after you have given a signed release form to the clinic.
- 12) Have the right to be informed of all professional fees prior to the provision of such services. You have the right to examine and receive an explanation of your bill regardless of source of payment.
- 13) Have the right to know what institutional rules and regulations apply to your conduct as a patient.
- 14) Have the right to know what review procedures exist and you have the right to be advised how these procedures may be initiated.

THE ASSOCIATION OF PRACTICE MANAGEMENT EDUCATORS

CODE OF ETHICS

A Member shall devote time, thought, and study to his or her duties as a member of the Association of Practice Management Educators.

A Member shall be responsible to learn how the Association of Practice Management Educators functions--its objectives, strengths, uniqueness and needs and its place as an organization providing quality postsecondary education.

A Member shall carefully prepare for, attend all meetings, and actively participate in all Association committees.

A Member shall accept and abide by all the resolutions and policies adopted by the Association of Practice Management Educators.

A Member shall base his or her vote upon the available facts in each situation and shall exercise his or her best judgment in making decisions which affect the policies and directions of the Association of Practice Management Educators.

A Member shall vote according to his or her individual conviction, and may challenge the judgment of others when necessary; yet a Member shall be illing to support the majority decision of the Association and work with fellow members in the spirit of cooperation.

A Member shall maintain the confidential nature of Association deliberations while in closed session. This includes written and verbal communications concerning the closed session. A Member shall avoid acting as a spokesperson for the Association unless specifically authorized to do so.

A Member shall understand the role of the Association as a policy making body and avoid participation in administration of that policy unless specifically authorized to do so by the Association.

A Member shall learn and consistently use designated institutional channels when conducting Association business (e.g. responding to committee activities).

A Member shall refrain from accepting duties, incurring obligations, accepting gifts or favors, engaging in private business or professional activities when there is, or would appear to be, a conflict or incompatibility between the Members private interests and the interests of the Association of Practice Management Educators.

A Member shall refrain from any actions and involvements that may prove embarrassing to the Association of Practice Management Educators.

A Member shall act and make judgments always on the basis of what is in the best interests of the Association of Practice Management Educators and the advancement of higher education in general.

Pathways in Optometry®

A Historical Overview of an Allergan Program for Optometry

January, 1989

The Pathways in Optometry® Program (Pathways) was conceived by Allergan, Inc. in early 1989 as a follow-up to a similar support program for ophthalmology residents called Future Focus. This support program, presented by a consulting firm made up of ophthalmologists and lay personnel, was a practice management program for ophthalmology residents that centered on the business/management of an ophthalmology practice.

April, 1989

Initially Allergan's intent was to duplicate the Future Focus program for optometry, utilizing the planning committee that developed the original program. However, Allergan became aware of an extensive practice management program that the American Optometric Association (AOA) had recently developed for practicing optometrists. The program, called Practice Enhancement Program (PEP), was a multi-year, multimillion dollar program that was implemented nationally by and through the AOA. Dr. Richard Hopping, President of Southern California College of Optometry, founding chair of the AOA Practice Enhancement Program, was requested by Allergan to meet with them and review the PEP Program. After an in-depth discussion of both the PEP Program and the current state of practice management provided in the schools and colleges of optometry, Allergan came to the following conclusions:

- The basic elements of AOA's PEP Program contained the essential elements for the core of a new program for optometry students.
- Because of Dr. Hopping's key role in the initial development and implementation of the PEP Program, coupled with his involvement and understanding of the workings of optometry schools, it was felt that the fundamental success of this new program would be greatly enhanced if Dr. Hopping would serve as Program Coordinator/Consultant and act as the liaison to the AOA's PEP Committee.
- Further, it was recommended that the course format and material content be developed by the AOA's PEP Committee, under the direction of Dr. Hopping.
- Allergan would serve as underwriter for the program, utilizing its corporate strength, services and personnel to complete and implement the program.

May, 1989

ASCO/AOSA Educational Grant

Dr. Hopping agreed to serve as an unpaid consultant to Allergan to carry out the intent and details of the new program. Dr. Hopping recommended to Allergan that, in addition to the AOA PEP Committee, there should be a working relationship with the Association of Schools and Colleges of Optometry (ASCO), a national organization made up of the deans and presidents of the optometry schools in the United States; and the American Optometric Student Association (AOSA), a national organization made up of the students attending the optometric schools. In order to facilitate this working relationship, Dr. Hopping recommended Allergan initially propose an educational grant to ASCO and the AOSA. Allergan agreed and proposed the grant. The terms of the grant were:

June, 1989

Dr. Hopping selected the initial three locations for the pilot programs. They were:

University of Houston, Houston, TX
Pennsylvania College of Optometry, Philadelphia, PA
University of Missouri, St. Louis, MO

A memorandum was sent to the deans/presidents of the above schools inviting the lead practice management faculty member and the AOSA school trustee to serve on the Pathways advisory board. All accepted and agreed to serve on the board.

AOA 92nd ANNUAL CONGRESS

The first official announcement of the Pathways Program was made by Dr. Hopping to the members of the AOA House of Delegates, the profession of optometry's highest governing body.

Dr. Hopping pointed out that Allergan had approached the AOA and indicated Allergan's interest in jointly developing and financially supporting a program that would provide basic business/practice management information for students of optometry. It was further agreed that it would be to everyone's advantage to involve representatives from ASCO and AOSA in the basic design of the program, both the structure and content. Toward that end, Allergan had offered an educational grant to ASCO and AOSA to bring three representatives from each group to work with the AOA and Allergan on the development of the three pilot programs to be given the last half of '89. He concluded his presentation with a brief overview of the conceptual details of the program.

Dr. Hopping then introduced Bill Shepherd, President of Allergan, to the AOA House of Delegates. Mr. Shepherd explained Allergan's role and dedication in supporting the eye care professionals and stated he was proud to announce Allergan's support role for the new Pathways Program for optometry.

Thus, the Pathways in Optometry® Program was officially announced and a real "first" had been created. For the first time, AOA, ASCO, AOSA had cooperatively formed a joint venture with a leader in the ophthalmic industry.

July, 1989

AOA AGREEMENT

Allergan and AOA developed a letter of agreement which contained the following highlights:

- In cooperation with the AOA, Allergan would agree to support the design and execution of a two-phased supportive program for the students in the schools and colleges of optometry on practice management.
- Phase A would involve the design and execution of a series of one-day seminars for third-and fourth-year optometry students, combined with the issuance to each attendee of a complete set of sixteen of the AOA's current PEP monograms, together to be called Pathways in Optometry®. The Pathways Program would carry the support of the AOA/ASCO/AOSA from concept through design and execution. The logo of all three organizations were to be used on all printed material with appropriate recognition and reference to the AOA and the PEP material.

August, 1989

EXECUTIVE DEVELOPMENT CORPORATION

A search was initiated for a key person to act as facilitator for the three pilot programs. Both Dr. Hopping and Dr. Bill Boyts, a member of the Allergan Planning Committee, had had experience with a William Sullivan, President of Executive Development Center of Boston, a managing/educational organization. Drs. Hopping and Boyts had known Bill Sullivan for some 18 years. In the early '70's, Mr. Sullivan had served as a consultant to major ophthalmic manufacturers in the area of practice management. He had done extensive research visiting the nation's more successful optometrists in an effort to ascertain why they were uniquely different from the average or moderately successful optometrists. He also had done consulting for optometrists and ophthalmologists, and in recent years had been doing almost all of his consulting with ophthalmology. Both Drs. Boyts and Hopping attested to Sullivan's experience, talent and knowledge concerning patient management and practice administration. In addition, his organization could provide multiple speakers.

Consequently, Bill Sullivan was contacted, was interviewed by several representatives of the Allergan Planning Committee and Dr. Hopping, and was hired to develop a tailor-made program. The seminar proposal by Sullivan was highly interactive, centered around the ASCO/AOSA recommendations and with Sullivan's knowledge base in practice management and his understanding of educational methodology, it was felt that his proposal would meet all the Pathways objectives. Consequently, his proposal was accepted and Sullivan and his staff initiated the development of the Pathways Program.

SEMINAR DATES

With the acquisition of a program development/presenter group, seminar dates were set:

University of Houston	October 14-15, 1989
Pennsylvania College of Optometry	November 4-5, 1989
University of Missouri, St. Louis	November 18-19, 1989

Activities increased dramatically. Hotel arrangements were made to accommodate the ASCO/AOSA practice management meetings on Saturdays and the Pathways in Optometry meetings on Sunday. Continental breakfast, coffee breaks, buffet lunch, and A/V equipment were ordered. All attendees were contacted and confirmed to attend one of the three pilots, along with confirming their respective travel and room arrangements.

It was decided that the target audience, third-year, fourth-year and recent graduates, would receive three mailings: A promotional announcement one month prior to the meeting, an invitation and a BRC two weeks before the meeting, and a reminder card one week prior to the meeting. Promotional posters were to be sent to the schools for their bulletin boards.

Sullivan and his staff were working on the seminar hand-out materials. The PEP materials were ordered from the AOA. The AOA/Allergan agreement was being reviewed/reviced by both parties. Press releases were being made to the major optometric publications. Everything was on schedule and moving forward.

November, 1989

**THE SECOND PATHWAYS IN OPTOMETRY® PILOT PROGRAM
SATURDAY, ASCO/AOSA**

This meeting was again attended by approximately another one-third of the schools, represented by faculty and AOSA student trustees, was essentially a duplicate of the first meeting with the same enthusiastic response.

SUNDAY, THE SECOND PATHWAYS IN OPTOMETRY® PILOT PROGRAM

The second Pathways meeting got off to a bad start primarily due to the hotel sound system. 152 students attended the second meeting and ranked the meeting 3.60 out of 5.0. When asked if they would recommend the meeting to other students, 90% reported yes, 5% no, and 5% yes with modifications. 13 faculty reported yes, and 1 faculty reported no.

At the conclusion of the second meeting, a review and critique of the meeting was again held with the AOSA Trustees, the attending faculty members, Dr. Hopping and the Allergan staff, with many suggestions made to improve the program. The Allergan staff and Dr. Hopping were definitely not pleased with the second presentation, as many of the changes requested had not been made and the second presentation was little, if any, improvement over the first. Dr. Hopping and the Allergan staff then met with the program principals in a post-mortem of the day in an attempt to learn what they felt was the outcome and any changes they recommended. Their response indicated that they did not at all perceive the reality of the problems with the second presentation, nor did they comprehend the changes requested that had been related to them following the Houston meeting. After excusing the speakers, the Allergan staff and Dr. Hopping made a difficult, necessary, unanimous decision to terminate the services of the speakers. This decision was reached by the Allergan leadership in spite of the fact that they had an existing contract with Mr. Sullivan to provide the initial three pilot programs. In the interest of quality and the Pathways Program, Allergan chose to pay him off and terminate the relationship.

The difficult part of the decision was that invitations had been sent and all arrangements had been made for the third pilot meeting to be held in St. Louis just two weeks later on November 18 and 19. Also, most dates and hotel arrangements had been made for meetings in February through May, 1990. After much discussion, the final decision was made to proceed with the St. Louis meeting with the ASCO/AOSA leaders on Saturday, but to notify and postpone the St. Louis Pathways Program until sometime after the first of the year. It was further agreed that the scheduled Pathways Program would instead be used to audition new presenters. Dr. Hopping and Dr. Boyts were assigned the responsibility of finding new candidates for the audition.

Saturday, ASCO/AOSA

The third and final ASCO faculty and AOSA leaders met and followed the agenda that had been used at the prior two meetings. These meetings served as the nucleus of what has now developed into the annual Practice Management Educator Conference sponsored by Allergan.

Sunday, Audition for Pathways Presenters

Dr. Hopping and Dr. Boyts had been successful in locating three other organizations to audition as presenters. The faculty members and the AOSA members who participated in the Saturday meeting joined the Advisory Board and the Allergan staff to form the audition team of evaluators for the Sunday meeting. The new groups had been briefed and provided background materials. Each presenting group was requested to design a full one-

March - May, 1990

The Pathways Programs were successfully presented at all 14 remaining schools, and the program continued to improve throughout the year.

SUMMARY OF 1990 PATHWAYS PROGRAM

- A total of 961 students attended the seminars.
- The Pathways Program received an overall rating of 3.54 out of a possible 4.0.
- Students rated Pathways at 3.50 out of 4.0 for the extent the program met their expectations.
- 98.6% of the students stated they would recommend the program to other students.
- Over 90% of the students rated the presenters either good or excellent. All presenter teams scored an average rating of 3.4 out of 4.0

January, 1993

CURRENT SITUATION:

As with any dynamic program, the Pathways Program has evolved into a sophisticated program. Most of the schools have now made the Pathways Program a part of their practice management curriculum, with required attendance for the third-year class. Southeastern University, a new optometry school in North Miami Beach, Florida, is now included in the schedule, as are the two Canadian optometry schools, making a total of 19 schools where the Pathways Program are presented. The 61st program will be presented in January, 1993.

Allergan continues its financial support for the original Pathways in Optometry Program, and recently has made yet another commitment. Following an ASCO resolution to sponsor a two-day post-graduate practice management seminar targeting, but not limited to, recent graduates, AOSA has endorsed the program and AOA's support is being sought. Allergan has agreed to fund the development costs and the presentation of three pilot programs to be completed in the first half of 1993, which will be called Pathways in Practice. Additional programs will then be scheduled at major cities throughout the country.

Minutes of the
Fourth Annual Conference

Association of Practice Management Educators (APME)

11 - 12 January 1992

Stouffer Concourse Hotel - St. Louis

Attendance:

The 1992 APME Conference was attended by the following participants:

James Albright	Ohio State University
Bill Boyts	Allergan Optical
Jack Bridewell	Houston College
Jim Burke	Southern College
John Classe'	University of Alabama
Paul Farkas	Southeastern University
Neil Gailmard	Illinois College
Craig Hisaka	University of California, Berkeley
Richard Hopping	Southern California College
Harry Kaplan	Pennsylvania College
Donald Lakin	Ferris State University
James Marbourg	University of Alabama
Howard McAlister	University of Missouri
Gene Mitchell	Optometric Economics
Gary Moss	New England College
David Park	Southern California College
Debbera Peoples	Bennett Center
Bob Pieper	AOA News
Stuart Rothman	State University of New York
Ronald Rounds	Northeastern State University
John Rumpakis	Pacific University
Tom Sandler	Univeristy of Missouri
Peter Shaw-McMinn	Southern California College
Charles Shick	Indiana University
Lawrence Thal	University of California, Berkeley
Paul Tiffany	Guest Speaker

Adoption of Definition:

The APME attendees unanimously adopted the following definition of "optometric practice management":

"Practice management is that aspect of the profession of optometry which incorporates the study of ethical, legal, administrative and clinical care issues to assure that the optometrist provides the health care consumer with quality, accessible and cost effective eye health and vision care."

Curriculum Committee:

It was unanimously agreed the Curriculum Committee would prepare a "Patient Bill of Rights" and "Clinical Code of Ethics" for discussion and adoption at the 1993 meeting. This action culminated a lengthy discussion regarding the continuing need of emphasizing ethical considerations in our teaching and continuing education.

Committee Appointments:

It was decided that a minimum of change would be appropriate as existing committees had worked together for only one year. It was recommended that for the three working committees a chair or co-chair should serve on no more than that one committee.

Larry Thal, Executive Board Chair, has appointed or re-appointed the following for 1992:

Executive Board:

Lawrence Thal, Chair
Neil Gailmard, Vice-Chair
Richard Hopping
Jim Albright
Peter Shaw-McMinn (Curriculum Committee Chair)
Debbera Peoples and Jim Marbourg (Research Committee Co-Chairs)
John Classe' (Publications Committee Chair)

Curriculum Committee:

Peter Shaw-McMinn, Chair
John Rumpakis, Vice-Chair
Jack Bridwell
Jim Burke
Paul Farkas
Harry Kaplan
Donald H. Lakin
Stuart Rothman
Ron Rounds
Charles Shick
Michael Usdan

Research Committee:

Jim Marbourg, Co-Chair
Debbera Peoples, Co-Chair
Howard McAlister
Gary Moss
Thomas Sandler

Publications Committee:

John Classe', Chair
Craig Hisaka
Ron Rounds
Larry Thal

Next Meeting:

It is hoped that APME will continue to receive the generous sponsorship of Allergan Optical to enable APME to hold its Fifth Annual Conference next year. Attendees decided to do so in conjunction with the 1993 AOSA International Convention (Silver Anniversary), also in St. Louis. APME plans to meet 9 and 10 January (Saturday and Sunday) with a schedule similar to those of

ATTACHMENT A

January 29, 1992

Dr. Dr. Larry Thal
291 Arlington Avenue
Kensington, CA 94707

Dear Dr. Thal:

Another successful conference is under our belt, the first in which we had the participation of all schools. Thank you for attending and for offering your support and ideas to the APME.

As Publications Committee chairman, I want to thank you for working to put together the chapter outlines for the textbook. Remember, the revised outlines should be submitted to me no later than February 29. Once I have received all the outlines, I will distribute the complete text to everyone. You will then have until September 1 to submit a first draft for the chapters you are lead author for; try and get off to a fast start, because the summer will be here before you know it!

Enclosed is the revised list of chapters and authors. If there are any errors, please let me know. And please note that some chapter numbers have been changed. I have also enclosed a revised list of contributors with addresses and telephone numbers.

I was asked by several members of the association to distribute a copy of the ethics quiz that I give to UAB students, and the questions are enclosed. For the answers, however, you will have to consult the Code of Ethics and Standards of Conduct. Lawyers are a highly questionable source for the answers to any questions on ethics.

It was good to see you. Take care.

Sincerely,



John G. Classe', O.D., J.D.
Associate Professor

/maw

P.S: If anyone plans to use the 1991 graduate questionnaire in the next few months, please let me know so that I can plan for its analysis.

PRACTICE MANAGEMENT TEXT

Revised List of Chapters and Contributors

1. PRACTICE DEMOGRAPHICS
Dr. John Classé
Dr. Harris Nussenblatt
2. PRACTICE OPTIONS
Dr. James Albright
Dr. Craig Hisaka
Dr. Charles Shick
3. DECIDING WHERE TO PRACTICE
Dr. David Park
Dr. James Albright
4. PRACTICE FINANCING
Dr. David Park
Dr. Craig Hisaka
Dr. Gary Moss
5. DEVELOPING A LOAN PROPOSAL
Dr. James Marbourg
Dr. David Park
Dr. Larry Thal
6. NEGOTIATIONS
Dr. Larry Thal
Dr. Charles Shick
7. BUYING, SELLING, AND EVALUATING A PRACTICE
Dr. Gary Moss
Dr. Stuart Rothman
8. STARTING A PRACTICE
Dr. Craig Hisaka
Dr. John Rumpakis
9. INSTRUMENTATION AND EQUIPMENT
Dr. Neil Gailmard
Dr. Jim Marbourg
Dr. John Classé
10. DISPENSING
Dr. Neil Gailmard
11. SELECTING AND USING AN OPTICAL LABORATORY
Dr. Don Lakin
Dr. Neil Gailmard
12. IN-HOUSE LABORATORIES
Dr. Don Lakin
Dr. Neil Gailmard
13. COMPUTERS
Dr. Stuart Rothman
Dr. Mike Usdan
14. OFFICE ADMINISTRATION
Dr. Craig Hisaka
Dr. Peter Shaw-McMinn
Dr. John Rumpakis
15. HUMAN RESOURCES MANAGEMENT
Dr. Don Lakin
Dr. Ron Rounds
Dr. Peter Shaw-McMinn
16. PATIENT MANAGEMENT
Dr. James Marbourg
Dr. John Classé
17. PATIENT COMMUNICATIONS
Dr. Stuart Rothman
Dr. Harry Kaplan
Dr. Craig Hisaka
18. ETHICS OF CLINICAL PRACTICE
Dr. John Classé
Dr. Richard Hopping
Dr. Craig Hisaka
19. QUALITY ASSURANCE
Dr. Craig Hisaka
Dr. John Classé
20. RISK MANAGEMENT
Dr. John Classé
Dr. Larry Thal

PRACTICE MANAGEMENT TEXT

List of Contributors Practice Management Textbook

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Dr. W. Howard McAlister
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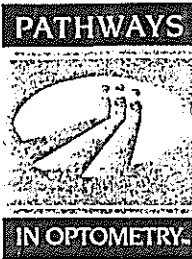
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ATTACHMENT B



M E M O R A N D U M

TO: Jim Mazzo

FROM: Bill Boyts

CC: Nancy Stavro, Dr. Larry Thal, Dr. Brad Williams

DATE: January 13, 1992

SUBJECT: Association of Practice Management Educators (APME)
3rd Annual Meeting, St. Louis, Mo.

All schools (except Puerto Rico) were represented. As you can see by the agenda, it was a very full program; going from 8:00 a.m. to 9:00 p.m. on Saturday, and from 8:00 a.m. to 3:30 p.m. on Sunday. Dr. Larry Thal of the University of California was chairman of the meeting. There will be a detailed report of the meeting generated by the APME which I will forward to you.

Highlights

Paul Tiffany, PhD, Professor, Wharton School of Business.

This teaching workshop was outstanding, although he did not cover the material indicated on the agenda but covered vision and focus in the services. Tiffany pointed out that optometry is in the services business; what that means, the differences in productivity in services and manufacturing. Defining the market for services; analysis of the service environment; customer (patient) influence demands satisfaction; strategic planning; impact of critical cultural values; strategic management and "bottom line" reality for the '90's.

Not only was his presentation easy to understand, he exhibited all the characteristics of an outstanding teacher and was able to convey how his material can be incorporated into the Practice Management Curriculum at each school.

Practice Management Textbook

At the 1991 APME meeting one of the recommendations was: "The Practice Management Educators should work co-operatively to develop a common reference for the teaching of Practice Management."

It was suggested that this be a two-day meeting with C.E. credit to be held at the optometry schools. The program would be developed for the recent graduate but open to anyone to attend. The seminar would be partially self-funding as a sliding charge would be made for recent graduates with those graduated four years or more paying the full charge.

The program would be developed by a committee composed of selected members of the AOA, AOSA, ASCO/APME, Williams Marketing and Allergan. If Allergan is interested in pursuing this program, two schools; SUNY in New York City and SCCO in Fullerton, have volunteered to do pilot programs at their schools.

Third Choice

The third choice was: Provide a program for practitioners looking for an associate. This would allow them to better understand the current student; goals, ambition, skills expectations, debt etc.

It was stated that the biggest problem for students looking for an associate practice or to buy an existing practice is that the currently practicing optometrist has an unrealistic value of his practice, does not know or understand the quality and skills of current graduates. In addition, this program could cover interviewing, financial aspect of taking in an associate, negotiations, contracts etc. It was further recommended that this program and the Pathways II Program be given concurrently at the same location.

Graduate survey of Pathways Program

The attached survey was discussed and it was suggested that questions 13, 14, & 15 were not necessary to measure the effectiveness of the Pathways Program. Obviously this is of critical significance to Allergan as it is only through new accounts resulting from this program that it can be cost justified.

The best way of distribution of these questioners is through each schools Alumni Association. The questioners would probably be mailed (paid by Allergan) by the Alumni Associations as it is policy not to provide mailing lists. This can be coordinated through the P.M. Instructors at each school.

4th Annual APME Meeting

The next annual meeting will be held on January 8-9, 1993 in St. Louis, MO.

ATTACHMENT C

-DRAFT-

ASSOCIATION OF PRACTICE MANAGEMENT EDUCATORS (APME)

Fifth Annual Conference
9-10 January 1993
St. Louis Airport Marriott Hotel

-AGENDA-

Friday, 8 January - arrival and hotel check-in

Saturday, 9 January -

8:00 a.m. - coffee and sweet rolls

8:30 a.m. - Introduction of participants
- Administrative announcements
- Review of APME goals and objectives

9:00 a.m. - APME Committee Reports
- Executive Board - Larry Thal
ASCO Restricted Fund Account - Dick Hopping
- Curriculum Committee - Peter Shaw-McMinn
- Research Committee - Jim Marbourg/Debbera Peoples
- Publications Committee - John Classe'

10:00 - 10:15 - Break

10:15 - Individual school curriculum updates - Ron
Rounds and Mike Usdan

10:45 - Practice Management Textbook - John Classe'

11:30 - Ethics - Discussion and adoption of
"Patients' Bill of Rights" and "Clinic Code
of Ethics" - Peter Shaw-McMinn

12:15 - 1:30 - Lunch

1:30 - 4:30 - Guest speaker

5:00 - 6:00 - Break and reception

6:00 - 9:00 - Dinner meeting
- Special programs in our practice management
teaching, intramural practice opportunities and
externship
- Open discussion



St. Louis Airport Marriott

I-70 at Lambert International Airport
St. Louis, Missouri 63134
314/423-9700

HOTELS · RESORTS · SUITES

January 22, 1992

Dr. Lawrence Thal
ALLERGAN
291 Arlington Avenue
Kensington, CA 94707

Dear Dr. Thal,

Thank you for choosing the St. Louis Airport Marriott! Our staff is looking forward to welcoming Allergan to our hotel on January 9-10, 1993.

Enclosed is our contract outlining the arrangements reserved for you. In order to make this definite, please sign and return one copy as our confirmation. If there are any corrections, please contact me or my assistant Teresa.

Dr. Thal, there will be a 25.00 labor charge for all meal functions of 20 people or less.

Thank you again for you business, you made the right choice by choosing the St. Louis Airport Marriott.

Sincerely,

Amy Utberg
Executive Meetings Manager

AU/tb



Southern California College of Optometry

2575 Yorba Linda Boulevard • Fullerton • California 92631-1699 • (714) 870-7226

MEMORANDUM

TO: AMPE Curriculum Committee

FROM: Peter G. Shaw-McMinn, O.D. *pgm*

DATE: February 14, 1992

SUBJ: COMMITTEE OBJECTIVES

DIST: Larry Thal, Chairman, Executive Committee; Dr. Richard Hopping

Greetings everyone. Hope this finds you doing well. I've been having a recurring nightmare lately and haven't slept well. I keep dreaming that the President of my college calls me at 6:00 a.m. on a Saturday to tell me I am supposed to be at a meeting 1700 miles away. Well, the psychotherapy I'm undergoing is sure to help! Now...if I can just get Dr. Hopping's voice out of my head...

As I understand it, the curriculum committee has grown to include:

Don Lakin
Ron Rounds
Harry Kaplan
Paul Farkas
Stuart Rothman
Jack Bridwell
Michael Usdan
David Park
John Rumpakis, Co-chair

We have been charged with the responsibility of composing a "Patient's Bill of Rights" and Clinical Code of Ethics.

If you have any ideas on these two objectives, or have any other goals in mind, please give me a call or drop me a note. I will distribute any information to the rest of the committee.

Also, if you have a favorite activity or lecture, please send it to either David or myself and we'll share it with everyone. You do not need to prepare in the lesson format David sent you. Any form will be appreciated.

Take care gang, and if you know a good psychiatrist, give me a call...in the afternoon, please.

Ha! Ha!

ASSOCIATION OF PRACTICE MANAGEMENT EDUCATORS

291 Arlington Avenue, Kensington, CA 94707

Mr. James Mazzo, Vice President for Sales
Allergan Optical
Allergan, Inc.
2525 DuPont Drive
Irvine, CA 92715

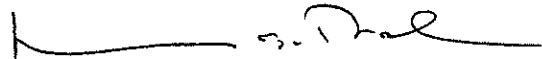
Dear Mr. Mazzo:

The Association of Practice Management Educators (APME) unanimously conveys their appreciation of Allergan's continuing support. It was Allergan's sponsorship that allowed this association to be formed for the express purposes of improving the teaching of optometric practice management, encouraging meaningful research in this area and promoting the ideals of ethical practice.

As you know from reviewing the past accomplishments, we are a long way toward satisfying these goals. I am pleased to enclose the draft minutes of our latest meeting and look forward to your comments.

Bill Boyts advised us of your decision to fund our Fourth Annual Conference in January 1993. Arrangements are already being made and again, we thank you!

Sincerely,



Lawrence S. Thal, O.D., F.A.A.O.
Chair, Executive Board

LST/eld

Practice management educators meet, establish code of ethics, patient bill of rights

ST. LOUIS, MO— An optometric code of clinical ethics with a patient bill of rights, a survey of the practice modes optometry students most desire and pursue, a better model for optometric practice and the first true optometric practice management text book were among the topics at the fourth conference of the Association of Practice Management Educators (APME), Jan. 11-12 in St. Louis. The annual summit meeting of optometric practice management educators drew 25 practice educators from 16 schools and colleges of optometry. The conference was sponsored by Allergan.

Organizers say the fourth conference was another step in establishing practice management as an important and necessary part of optometric practice and optometric education.

Practice management is that aspect of the profession of optometry that incorporates the study of ethical, legal, administrative and clinical care issues to assure that the optometrist provides the health care consumer with quality, accessible and cost-efficient eye wear and vision care, according to a definition adopted by APME during the conference. Copies of the definition are being sent to AOA, the Association of Schools and Colleges of Optometry and other organizations for their consideration.

Most schools and colleges of optometry have increased their practice management course requirements in recent years, with many now requiring four years of

management study, organizers note. The exception is the University of California - Berkeley School of Optometry, which has lowered its management course

requirements. The APME Executive Committee, meanwhile, plans to lobby additional states to accept continuing education courses

See: APME, page 4



Stouffer Concourse Hotel
9801 Natural Bridge Road • St. Louis, Missouri 63134
(314) 429-1100 • FAX: (314) 429-3466

January 15, 1992

Dr. Larry Thal
Allergan
291 Arlington Avenue
Kensinton, CA 94707

Dear Dr. Thal,

I just wanted to take this opportunity to thank you for placing your recent program here at the Stouffer Concourse Hotel - St. Louis. I speak for the entire staff when I say we were honored to have Allergan here with us. I was glad to hear that everything was satisfactory for your group.

As you begin to plan future programs, I do hope that you will keep the Stouffer Concourse in mind. As we demonstrated to you recently, our facility is one of the finest in the St. Louis area, and I feel confident the outstanding service you received will be consistent through future programs. I have enclosed a critique that lists the various services we provided for your group. If you would be so kind as to take a few moments to complete it and return it to my attention, it would be most appreciated. We can only improve on any suggestions you note.

Dr. Thal, I will remain in touch in order to stay abreast of future plans, however, should you have any questions on our future capabilities, please feel free to give me a call. Thank you for the business and we look forward to servicing you again.

Sincerely,

A handwritten signature in cursive script that reads "Tally R. White".

Tally R. White
Meeting Express Manager

TRW/jmg

A Nestlé Company





February 12, 1992

Dr. Lawrence Thal
Assoc. Clinical Professor
291 Arlington Ave.
Kensington, CA 94707

Dear Dr. Thal:

Subject: Death of Dr. Harris Nussenblatt
Associate Professor and
Chair of the Department of External Education

Harris Lee Nussenblatt, O.D., M.P.H., Dr.P.H., succumbed to lung cancer on Friday, January 24, 1992. As you know, Harris was a vital part of the optometry - public health linkage in our profession and was intensely interested in professional ethics, public health, and practice administration.

At his request a lectureship has been established, "The Harris Lee Nussenblatt Distinguished Lectureship in Public Health", at the College of Optometry. A faculty committee will select annually a distinguished scholar for a series of lectures to the optometric profession, to optometry students, and to the faculty and university community. It was also his wish that scholars in the discipline of practice management be represented in the ranks of candidates for the lectureship. An endowment fund has been set up to receive donations. Contributions may be made to:

The Dr. Harris Lee Nussenblatt Lectureship Fund
c/o The Foundation for Education and Research in Vision
University of Houston
College of Optometry
Houston, Texas 77204-6052

Cordially yours,


Jerald W. Strickland O.D., Ph.D.
Interim Dean

JWS/saj

**ASSOCIATION OF
PRACTICE MANAGEMENT EDUCATORS
(APME)**

ANNUAL CONFERENCE

STOUFFER CONCOURSE HOTEL - ST. LOUIS

11-12 January 1992

ASSOCIATION OF PRACTICE MANAGEMENT EDUCATORS (APME)

Annual Conference
11-12 January 1992
Stouffer Concourse Hotel - St. Louis

-AGENDA-

Friday, 10 January - arrival and hotel check-in

Saturday, 11 January -

8:00 a.m. - coffee and sweet rolls

8:30 a.m. - Introduction of participants
- Administrative announcements
- Review of APME goals and objectives

9:00 a.m. - APME Committee Reports
- Executive Committee - Larry Thal
ASCO Restricted Fund Account - Dick Hopping
- Curriculum Committee - Peter Shaw-McMinn
- Research Committee - Harry Kaplan
- Publications Committee - John Classé

10:00 - 10:15 - Break

10:15 - Individual school curriculum updates - Ron
Rounds and Mike Usdan

11:30 - Ethics - continuing discussion - Dick Hopping
and John Classé

12:15 - 1:30 - Lunch

1:30 - 4:30 - Guest speaker and teaching workshop (Paul
Tiffany, Ph.D., Consulting Director of the
Bennett Center, and Professor, Wharton School
of Business, will discuss the dilemma
"Professional Marketing vs. Advertising" and
how we might best teach these subjects in our
practice management curricula.)

4:30 - 6:00 - Break and reception

6:00 - 9:00 - Dinner meeting
- Report on status of continuing education
credit for practice management courses and
development of a definition of "practice
management" (Thal and Classé)

- Special programs in our practice management teaching, i.e., mock interview exercises (Thal and Hisaka), ethical dilemmas (Classé), tax problems (Classé), intramural practice opportunities and externship

Sunday, 12 January -

- 8:00 a.m. - coffee and sweet rolls
- 8:30 a.m. - Summary of practice management research - Harry Kaplan
 - The California Optometric Survey - Thal
 - An Economic Model of Optometric Practice - funding a new research project - Classé
- 10:00 - 10:15 - Break
- 10:15 - 10:45 - "Pathways in Optometry" update - Bill Boyts (Inclusion as mandatory requirement for third year curriculum - Peter Shaw-McMinn)
 - 10:45 - Assisting students in establishing or purchasing practices with regard to counseling services provided by the schools and preparatory workshops and exercises
- 11:15 - 12:15 - Review of committee assignments and charges
 - Individual Committee meetings
- 12:15 - 1:30 - Working lunch by committee (hotel check-out)
- 1:30 - Presentation of committee recommendations for adoption
 - a) Reaffirmation of prior recommendations
 - b) Deletions of prior recommendations
 - c) Action on new recommendations
 - d) Changes to committee charges
- 3:00 - Discuss date and place of next APME meeting
 - Other administrative announcements
- 3:30 - departure (Please try not to schedule departing flights until at least 4:15 p.m.)

PRACTICE MANAGEMENT EDUCATORS

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**Recommendations of the
1991 Conference**

Association of Practice Management Educators

**St. Louis, Missouri
January 12-13, 1991**

**John G. Classé, OD, JD, Chairman
Harris Nussenblatt, OD, DrPH
Ronald Rounds, OD
Michael Usdan, OD**

INTRODUCTION

The subject of practice management is of inherent importance to the profession of optometry. Competition within eyecare makes it desirable for optometry school graduates to enter the practice of optometry with a clear understanding of the career options available to them and with the knowledge and training adequate to allow them to pursue the options of most value to themselves, the profession and the public. Education in the legal, economic, financial, and administrative aspects of health care delivery is essential to the realization of this goal.

Traditionally, practice management has not been viewed as a recognizable academic discipline demanding the same stringent requirements as the clinically-oriented subjects that constitute the preponderance of professional education. We believe that the success of optometry in meeting the obligations of contemporary health care, however, is inevitably bound to the capacity of optometrists to deliver high quality, cost efficient eye care to the public. The ability to fulfill this responsibility is directly related to the adequacy of education in practice management.

It is highly necessary and vitally appropriate that the teaching of practice management be organized and administered like the other academic subjects within the optometric curriculum. Within this document are recommendations to elevate practice management to this status, involving methods of teaching, curricular elements, standards of ethics, and applications of research.

Similarly, post-graduate education in practice administration and patient management should be accorded adequate emphasis. Indeed, the economic health of the profession is dependent upon it. Educators in practice management support efforts within optometry to provide this instruction to practitioners and pledge their services to these efforts.

To facilitate the implementation of these recommendations, educators in practice management have now joined together to form the Association of Practice Management Educators, which has as its purpose the elevation of practice management to a recognized and accepted academic discipline within the profession of optometry.

ACKNOWLEDGEMENTS

The Association of Practice Management Instructors gratefully acknowledges the financial support of Allergan, Inc., which provided the funding for the 1991 conference as part of its "Pathways in Optometry" program. The Association also wishes to express its gratitude to Dr. Richard Hopping, whose dedication and hard work made the conference possible, and to the Association of Schools and Colleges of Optometry, which made Dr. Hopping's services available to us.

EDUCATION IN PRACTICE MANAGEMENT

Recommendation One

Adequate education in practice management should be offered to students in all schools and colleges of optometry.

Comments

1. Practice management should be accorded the same status as other academic subjects in the optometric curriculum.
2. All schools and colleges of optometry should endeavor to provide the curricular elements recommended by the Association of Practice Management Educators at the 1986 ASCO/AOA-sponsored Conference on Practice Management Education (Appendix One).
3. Financial counseling and placement services for students should be included in the practice management programs of every school and college of optometry.

Recommendation Two

Practice management educators should assume a leadership role in assuring that adequate educational programs are adopted within the schools and colleges of optometry and within the profession at large.

Comment

1. To facilitate the development of programs of practice management, educators should form an organization devoted to that purpose (Appendix Two).

Recommendation Three

Practice management educators should work cooperatively to develop a common reference for the teaching of practice management.

Comments

1. No common teaching reference is available. Educators should cooperate to produce a textbook or manual, jointly written by educators from all schools and colleges of optometry, by the beginning of the 1992-1993 academic year.
2. Duplication of effort with the Practice Enhancement Program and the "Pathways in Optometry" program should be minimal.
3. Royalties from this publication may be used to fund meetings and other activities of the practice management educators.

Recommendation Four

Practice management educators should employ demonstrations, role playing, computer simulations, field trips, panel discussions, outside resources, and other innovative means to assure the effective teaching of practice management. Need analyses should be conducted to identify those topics requiring innovative efforts to effect meaningful learning.

Comments

1. Schools and colleges of optometry should provide adequate resources for practice management education.
2. Practice management educators should share ideas, innovative methods, and existing resources for the more effective teaching of practice management.
3. The use of computers for patient care and financial management should be given appropriate emphasis.

Recommendation Five

Post-graduate education in practice management should be accorded greater emphasis within the profession. Continuing education credit should be awarded by state boards of optometry for courses in practice management.

Comments

1. Organizations within optometry should be encouraged to promote the teaching of practice management through continuing education, articles in the professional literature, and practice management symposia.
2. The Professional Enhancement Program should be continued.
3. The 1984 resolution of the International Association of Boards of Optometry should be presented to all boards of optometry that do not award continuing education credit for practice management courses.
4. A survey of states providing continuing education credit for practice management courses should be compiled.

THE PRACTICE MANAGEMENT CURRICULUM

Recommendation One

All schools and colleges of optometry should implement the practice management curricular elements adopted by the Association of Practice Management Educators in 1986.

Comments

1. The 1986 recommendations of the Association of Practice Management Educators are reaffirmed and are incorporated into this document. A copy of the recommendations is attached as Appendix One.

Recommendation Two

Practice management is a multifaceted, multidisciplinary sequence of courses that should be an integral part of all four years of the professional program in optometry.

Comments

1. First year students should be introduced to the issues of ethics and professionalism and to the career opportunities to be found in the professional sector.
2. Second year students should be prepared for the assumption of the responsibilities of clinical care in school teaching clinics by receiving education in patient management and by learning of their legal obligations as clinicians.
3. Third year students should learn the fundamental economic and financial requirements necessary to enter the professional practice of optometry.
4. Fourth year students should receive specialized courses in practice administration.
5. Classroom education in practice management should be supplemented through participation in office administration and through patient experience in private practice settings.

Recommendation Three

Schools and colleges of optometry should provide ongoing career guidance to students, including financial counseling, assistance in career planning, and a placement service designed to match optometry school graduates with professional practice opportunities.

Comment

1. Because of logistical considerations, school, state and regional guidance networks are preferable to national networks.

Recommendation Four

Educators in practice management should be encouraged to work together to develop programs of academic excellence, to produce scholarly works, and to adopt educational strategies for the future.

Comments

1. Periodic meetings of the practice management educators should be planned and funded. The agenda of the 1991 Conference on Practice Management is included as Appendix Three.
2. Practice management educators should contribute papers to the professional literature, with special consideration to be given to producing papers for *Optometric Economics*.
3. Practice management educators should contribute to the writing of a standard reference to be used in all schools for the teaching of practice management.

THE TEACHING OF ETHICS

Recommendation One

Ethics is a subject of fundamental relevance to the practice of optometry. Identifiable courses in ethics should be taught in all schools and colleges of optometry, emphasizing both the general principles of ethics and the specific dilemmas of optometric practice.

Comments

1. Course titles should contain the word "ethics."
2. Where possible, courses should include role playing, problem solving, and panel discussions.
3. Faculty should include optometrists and other knowledgeable professionals.
4. Courses on ethics should be scheduled in the first year of the professional program.

Recommendation Two

Adherence to ethical principles should be an integral part of clinical training. A clinical code of ethics/patient bill of rights should be adopted by all schools and colleges of optometry.

Comments

1. A clinical code of ethics should provide specific requirements for the personal conduct of faculty and students, the collection and release of patient information, the scheduling of patient care, the prescribing of ophthalmic materials, the scheduling of patient followup and dismissal, and the determination of appropriate fees and charges.
2. Ethical conduct should be emphasized to students and faculty as part of the process of preparing students for the assumption of patient care in optometry school teaching clinics.
3. Directors of optometry clinics should enforce the provisions of codes of ethics/patient bills of rights.

Recommendation Three

The subject of ethics should be given greater emphasis at meetings of organized optometry, at continuing education seminars, and in the professional literature.

Comments

1. Practice management instructors should assume a leadership role in providing

greater emphasis for the subject of ethics.

2. Organized optometry should provide more opportunities for the discussion of ethical issues. A symposium on ethics, such as the one held at the American Academy of Optometry meeting in 1989, would be desirable.
3. More papers on ethics should be published in the professional literature. Educators in practice management should be a valuable resource in providing these papers.
4. Audiovisual simulations could be developed to represent the ethical conflicts that commonly occur in clinical practice.

PRACTICE MANAGEMENT RESEARCH

Recommendation One

Practice management research is of fundamental importance to the profession of optometry. Schools and colleges of optometry should provide adequate time, resources, and assistance to practice management educators who seek to perform research.

Comments

1. Time, resources, and assistance should be available to practice management educators, regardless of their academic status (i.e., regular, part-time or adjunct faculty).
2. Schools should assist practice management educators in the identification of sources of funds for research.
3. Students should be encouraged by the schools to participate in practice management research projects.
4. Grant writing assistance should be provided by the schools to practice management educators who request it.

Recommendation Two

Practice management educators should continue to develop new knowledge concerning the economic, financial, and administrative aspects of patient care. Multicenter research projects should be conducted whenever feasible.

Comments

1. Research topics of immediate significance to the profession include:
 - surveys of optometry school graduates concerning the effectiveness of current training in practice management and how it may be improved;
 - financial surveys of optometry school graduates: sources of funds for education, levels of debt at graduation, funding for career decisions, comparisons with students in other health care professions;
 - economic models for optometrists in different modes of practice;
 - analyses of modes of practice: decision-making and selection; financial profiles; income; demographic considerations;
 - analyses of the sale of practices in the private sector and the development of guidelines for buyers and sellers;
 - the effects of third-party reimbursement mechanisms on the practice of optometry;

- the economics of third-party reimbursement among optometrists participating in private and public plans;
 - analyses of cost vs income for sophisticated equipment used in the practice of optometry.
2. Cooperative efforts between schools should be encouraged to obtain results that are statistically meaningful and defensible.

Recommendation Three

Funding for practice management research projects should be derived from organizations that support the philosophy, goals and objectives of professional education.

Comments

1. Sources of funding for practice management research include:
 - the ophthalmic industry
 - the federal government
 - optometry schools and school alumni associations
 - organized optometry
 - independent optical laboratories
 - surgical co-management centers
 - third party reimbursement plans
 - ophthalmic buying groups
2. Solicitation and acceptance of funding for practice management research should observe applicable federal, state, and university laws, rules, and guidelines.

Appendix One

**Summary of Recommendations
from the
1986 ASCO Practice Management Conference**

**Harris Nussenblatt, OD, MPH, Chairman
John G. Classé, OD, JD
Richard Hazlett, OD**

ACKNOWLEDGEMENT. We wish to convey our thanks to the members of the Association of Schools and Colleges of Optometry for supporting the 1986 "practice management" conference, and wish to express the unanimous desire of the group to work with ASCO to realize the implementation of these important changes in the optometric curriculum.

INTRODUCTION. Instructors of "practice management" feel a sense of responsibility to the schools and to the profession for the graduation of students who are prepared to enter the professional practice of optometry. We recognize that the preservation of independent, professional optometry relies upon the continued willingness of optometry school graduates to enter into this entrepreneurial form of practice, and that changes in the health care delivery system have increased the importance of and need for adequate courses in "practice management".

We urge the schools and colleges of optometry to address this issue -- which is essentially a struggle for the future of our profession -- by developing a comprehensive plan to be implemented by the schools, with "practice management" serving as the nucleus of the program. Our recommendation to the Association of Schools and Colleges of Optometry is to develop a "practice management track", which begins in the first year and extends through the fourth year, and which stresses the career opportunities available within the professional sector.

The track combines teaching in the classroom, management-oriented projects, and interaction with private practitioners and practices, the cumulative effect of which is intended to guide students toward rewarding careers in professional optometry. The track also requires financial counseling, which is instituted in an effort to reduce the growing problem of student debt, and career guidance, which attempts to bring together graduates and professional practitioners seeking to find associates, partners, and purchasers for their practices.

Instructors of "practice management" have resolved to work together, to share ideas and information and methods of teaching, in an effort to bring about the desired result of producing optometrists who are ethical, professional, and dedicated to the preservation of an independent optometry.

To achieve this goal, we offer the following eight recommendations, and urge their implementation within the schools and colleges of optometry as expeditiously as possible.

RECOMMENDATION ONE. "Practice management" is a multi-faceted, multi-disciplinary sequence of courses that is a necessary aspect of the optometric curriculum, and should be an integral part of all four years of the professional program.

Comments:

1. Schools of optometry have a responsibility to prepare students for entry into the professional sector.
2. The "practice management" track should be organized as a distinct sequence of courses, beginning in the first year and continuing throughout each year of the professional program.
3. The "practice management" track should be team taught, by optometrists and other professionals.
4. There must be coordination and cooperation between "practice management" and public health educators, but the two tracks should be integrated only in those topics that overlap.
5. "Practice management" should be given the same academic emphasis as other courses in the optometric curriculum, including appropriate:
 - scheduling of courses
 - attendance requirements
 - testing and grading

All guidelines for "practice management" courses should be consistent with the policies of the college or university.

6. Students should be encouraged to attend courses in business law and related subjects prior to entering optometry school. Requirements for admission should list these subjects as recommended electives for pre-optometry students.
7. Admissions policies at schools and colleges of optometry should make an effort to recognize those students who are oriented toward professional practice and should afford them due consideration on this basis.

RECOMMENDATION TWO. "Practice management" should be used to introduce first year optometry students to the issues of ethics and professionalism, and to make students aware of the career opportunities to be found in the professional sector.

Comments:

1. That aspect of the curriculum best suited to familiarize students with principles of ethics and to acquaint students with professional practice opportunities is the "practice management" track of courses.
2. Specific curricular elements to be taught in the first year include the following:
 - history of optometry
 - the legal system
 - legal basis for the practice of optometry
 - licensure and other professional regulation
 - optometric societies and organizations
 - goal setting, including personal, professional, and financial goals
 - modes of professional practice and scope of practice
 - career options
 - ethics and professionalism
3. The course should include a project that involves visits to professional practices.
4. Indoctrination of students into the professional mode of practice is a responsibility of the schools. Emphasis upon ethical conduct -- in which the interests of the patient come first -- can be achieved through the use of "practice management" courses, but ethics must be stressed in all aspects of the curriculum. Professionalism -- a commitment to apply the highest standards of care -- must be emphasized in clinical practice as well as in the classroom.
5. Professional practice opportunities should be given the greatest emphasis, but the issue of commercialism should be openly discussed in the classroom.
6. A suggested title for the first year course is "Ethics and Professionalism in Clinical Practice".

RECOMMENDATION THREE. "Practice management" should prepare second year students for the assumption of clinical care in school teaching clinics by offering education in patient management and by acquainting students with the legal responsibilities owed to patients.

Comments:

1. Optometry students must be made aware of their legal responsibilities as clinicians prior to the assumption of patient care.
2. The course should be offered to students before they enter the clinical phase of the optometric curriculum.
3. Specific curricular elements to be taught in the second year include the following:
 - the legal relationship of doctor and patient
 - record-keeping and documentation
 - optometric malpractice
 - liability for the use of ophthalmic pharmaceutical agents
 - liability for the dispensing of ophthalmic materials
 - confidentiality of patient data
 - responsibility for emergency care
 - patient relations and communications
 - referral and recall
 - evaluation of ocular disability
4. Patient interaction and communication should be clinically oriented and may be taught in conjunction with the school's pre-clinic course or as a separate course in communications.
5. A suggested title for the second year course is "Legal Aspects of Practice".

RECOMMENDATION FOUR. "Practice management" should be used to acquaint third year students with the fundamental economic and administrative requirements necessary to enter the professional practice of optometry.

Comments:

1. Students should be made aware of professional practice modes and opportunities prior to the beginning of the fourth year.
2. Wherever possible, schools should employ private practitioners to educate students in administrative aspects of practice.
3. Specific curricular elements to be taught in the third year include the following:
 - types of business organizations
 - practice evaluation/community analysis
 - practice location
 - purchasing a practice
 - practice financing
 - establishing and beginning a practice
 - marketing as an aspect of professional practice
 - patient management
 - office design
 - office policies and procedures
 - use of ancillary personnel
 - insurance
 - bookkeeping and accounting
 - taxes and tax reporting
 - credit
 - leases
 - fees and income
 - third party vision care plans
 - collections
 - recall systems
4. A project requiring the evaluation of a practice opportunity should be a mandatory aspect of the course. The project should be the first step in the development of individual student portfolios that will be used during the fourth year (and after graduation) to guide students into the practice of optometry.
5. The American Optometric Association should be encouraged to share with practice management instructors the written materials disseminated through the practice enhancement program. Instructors should be encouraged to utilize these materials within "practice management" courses.
6. A suggested title for the third year course is "Practice Administration and Patient Management".

RECOMMENDATION FIVE. The fourth year program in "practice management" should provide students with specialized education in practice administration and should afford an opportunity for practical experience in actual private practice settings.

Comments:

1. The fourth year "practice management" course should enable students to obtain more detailed learning in specific aspects of practice administration.
2. The course should utilize projects that encourage learning in the financial realities of practice, such as a set of problems related to the financial administration of an office or a loan proposal to initiate or purchase a practice. Such a project could be an extension of the "practice management" project begun in the third year, intended to develop a plan for the student's entry into the practice of optometry.
3. Specific curricular elements to be taught in the fourth year course include the following:
 - negotiating professional practice opportunities
 - contracts for associateship, partnership, or the purchase of a practice
 - tax considerations for the practitioner
 - preparing a small business loan
 - developing a marketing plan for a practice
 - automation and computerization of the optometric office
 - seminar with recent graduates
 - new developments affecting the practice of optometry
 - estate planning, including investments, gift and estate taxation, and tax deferred plans such as IRAs, Keogh plans, profit sharing and pension plans
4. Advanced topics may be offered as electives or organized as seminars, depending upon the requirements of the individual schools.
5. Didactic material offered in the classroom should be supplemented through practical experience in private practice settings. (Discussed in detail in Recommendation Six.)
6. A suggested title for the fourth year course is "Advanced Topics in Clinical Practice".

RECOMMENDATION SIX. Classroom education in "practice management" should be supplemented through participation in office administration and through patient experience acquired in private practice settings.

Comments:

1. All schools and colleges of optometry should offer practical management experience through a mandatory program that involves private optometric practices, multidisciplinary clinics (such as HMOs), and hospitals.
2. The objective of such a program is to enable students to acquire business and administrative experience, but patient management experience may also be a suitable goal of such programs.
3. The establishment of guidelines for the program and the approval of participating practitioners and institutions should be the joint responsibilities of the individual school administration and the practice management instructor.
4. The length of the program is the most important factor in determining the objectives and experiences to be offered to students. Shorter programs should emphasize business experience; lengthier programs may permit patient management opportunities in addition to administrative experience.
5. All programs should have mandatory reporting requirements. Feedback is necessary no matter how brief the program.
6. Practice visitation and work experience may be enhanced through the use of written reports or other projects that relate to the administration of a private practice.
7. The optimum time to schedule private practice experiences is during the fourth professional year, but in some schools the program may have to be instituted in the third year or between the third and fourth years.

RECOMMENDATION SEVEN. Schools and colleges of optometry should provide career guidance to students, including financial counseling, assistance in career planning, and a placement service designed to match optometry school graduates with professional practice opportunities.

Comments:

1. The preparation of students for entry into professional practice is a responsibility of the schools, and "practice management" instructors should play a key role in the counseling process.
2. Financial counseling should be initiated in the first professional year by school administrations as part of an overall program to reduce student debt.
3. The "practice management" instructor should serve as a resource for students seeking career guidance or evaluating or negotiating professional practice opportunities.
4. Schools of optometry should provide assistance to students desiring private practice opportunities by bringing them together with optometrists who wish to sell their practices or to take in employees or partners. Such a program should involve instructors of "practice management".
5. Schools of optometry should conduct seminars designed to educate both students and practitioners in the intricacies of associateship/partnership and practice sales. These programs may also serve as a means of creating good will between schools, alumni, and local or regional optometrists.

RECOMMENDATION EIGHT. Instructors of "practice management" should be encouraged to work together to develop programs of academic excellence, to produce scholarly works, and to adopt educational strategies for the future.

Comments:

1. The increased emphasis upon "practice management" will not only affect students of optometry, it will also result in improved patient care by graduates. Therefore, continuing education in "practice management" should be encouraged by schools and colleges of optometry.
2. Instructors of "practice management" should work with the American Optometric Association to promote the practice enhancement program, which can be used to improve courses in practice administration and to educate practitioners in practice development.
3. Instructors of "practice management" should be encouraged to develop teaching strategies, new educational materials (such as slides, tapes, and audiovisual resources), and a common textbook to be employed in all schools and colleges of optometry.
4. An annual meeting of all instructors of "practice management" is a desirable goal. Because of the urgent need to develop an improved "practice management" curriculum, a "practice management" symposium should be held at the conclusion of the 1987 academic year, in order to determine the success of changes instituted as a result of the 1986 ASCO conference.
5. It is desirable for topics in "practice management" to be the subject of section meetings conducted by the American Academy of Optometry. The Education Section would be the logical organization to support these presentations. Participation by "practice management" instructors is planned for the 1986 Academy meeting in Toronto.
6. The 1979 ASCO guidelines for "practice management" should be updated and modified as appropriate to reflect the recommendations contained herein.

Appendix Two

THE ASSOCIATION OF PRACTICE MANAGEMENT EDUCATORS

Practice management educators affiliated with schools and colleges of optometry hereby establish and form a professional association to be called the "Association of Practice Management Educators". The objective of the Association is to improve the teaching and application of practice management in the schools and in the profession.

The organization of the Association for 1990-1991 is as follows:

Executive Committee: Drs. Richard Hopping, Lawrence Thal, Neil Gailmard, James Albright

Publications Committee: Drs. John Classé, Richard Hopping, Craig Hisaka, Ronald Rounds

Research Committee: Drs. Harris Nussenblatt, Harry Kaplan, Thomas Sandler, James Marbourg, and Ms. Debbera Peoples

Curriculum Committee: Drs. Michael Usdan, Peter Shaw-McMinn, Stewart Rothman, Jack Bridwell, John Rampakis

Meetings Committee: Drs. Stewart Abel, Donald Lakin, David Park, Gary Moss, Charles Shick, Barry Tanner, Frank Gibson, Hector Santiago, Adalberto Rodruiguez

The Association accepts as its top priorities for 1990-1991 the following projects:

- the writing of a textbook or manual to be used at all schools and colleges of optometry
- continuing cooperation with and encouragement of the "Pathways in Optometry" program
- the implementation of multicenter research projects involving optometry students or recent optometry school graduates
- the assessment of continuing education credit for practice management courses by state boards of optometry and other accrediting organizations
- the sharing of innovating teaching methods and resources in practice management among the schools and colleges of optometry
- the recognition and inclusion of minimum curricular elements for practice management within the accrediting standards of the Council on Optometric Education
- the distribution of the recommendations from the 1991 conference to the chief officers and administrators of schools and colleges of optometry, optometric organizations, and state boards of optometry

The Association will meet in 1992 to review the progress of the membership in achieving the recommendations of the 1991 conference. At each conference, a report entitled "The Status of Practice Management" will be prepared for dissemination to educators and administrators within optometry.

Appendix Three

Symposium on Practice Management

Airport Marriott Hotel
St. Louis, Missouri
January 12-13, 1991

Symposium Program

Saturday, January 12

Morning Session

"Practice Management's Evolving Status"

- 8:30 - 8:45 Welcome and Introductions (Dr. Classé)
8:45 - 9:15 Review of 1986 ASCO/AOA Recommendations for the Teaching of Practice Management (Dr. Classé)
9:15 - 10:00 Institutional Changes in the Practice Management Curriculum Occurring Since 1986 (Dr. Rounds)
10:00 - 10:30 Current Institutional Practice Management Curricula (Dr. Usdan)
10:30 - 10:45 Coffee Break
10:45 - 11:00 Workshop 1: *The Status of Practice Management: How Can It Be Upgraded?* (Discussion of Workshop Issues by Dr. Usdan)
11:00 - 11:45 Group Sessions
11:45 - 12:15 Group Recommendations
12:15 - 1:30 Lunch

Afternoon Session

"Teaching Practice Management"

- 1:30 - 2:00 Review of 1990 Allergan "Pathways in Optometry" Programs (Ms. Trevor)
2:00 - 2:15 Update on 1991 Allergan "Pathways in Optometry" Programs (Dr. Boyts)
2:15 - 2:30 Update on *Optometric Economics* magazine (Mr. Mitchell)
2:30 - 2:45 Workshop 2: *How Can the Teaching of Practice Management Be Improved?* (Discussion of Workshop Issues by Dr. Rounds)
2:45 - 3:30 Group Sessions
3:30 - 3:45 Coffee Break
3:45 - 4:15 Group Recommendations
4:15 - 4:30 Workshop 3: *How Can the Teaching of Ethics Be Incorporated into Practice Management?* (Discussion of Workshop Issues by Dr. Rounds)
4:30 - 5:00 Group Sessions
5:00 - 5:30 Group Recommendations
5:30 - 7:00 Reception for Practice Management Instructors (hosted by Allergan)

Sunday, January 13

Morning Session
"Future Directions in Practice Management"

- 8:30 - 9:00 Review of Recommendations from Workshops 1, 2, and 3 (Dr. Classé)
- 9:00 - 9:15 Workshop 4: *What Research Should Be Performed in Practice Management?* (Discussion of Workshop Issues by Dr. Classé)
- 9:15 - 10:00 Group Sessions
- 10:00 - 10:30 Group Recommendations
- 10:30 - 10:45 Coffee Break
- 10:45 - 11:00 Workshop 5: *What Goals Shall We Seek for Practice Management?* (Discussion of Workshop Issues by Dr. Usdan)
- 11:00 - 11:45 Group Sessions
- 11:45 - 12:15 Group Recommendations
- 12:15 - 12:30 Review of Recommendations from Workshops 4 and 5 (Dr. Classé)
- 12:30 Adjournment

Conference Attendees

The Ohio State University School of Optometry	Dr. Arol Augsberger
Pacific University College of Optometry	Dr. John Rumpakis
Northeastern State University College of Optometry	Dr. Ronald Rounds
University of Missouri-St. Louis School of Optometry	Dr. Thomas Sandler
University of Alabama at Birmingham School of Optometry	Dr. John Classé
Southern California College of Optometry	Dr. Richard Hopping Dr. Peter Shaw-McMinn
Pennsylvania College of Optometry	Dr. Harry Kaplan Ms. Debbera Peoples
Ferris State University School of Optometry	Dr. Donald Lakin
Southern College of Optometry	Dr. Michael Usdan
State University of New York School of Optometry	Dr. Stewart Rothman
University of Houston School of Optometry	Dr. Jack Bridwell
Illinois College of Optometry	Dr. Neil Gailmard
University of California School of Optometry	Dr. Craig Hisaka Dr. Lawrence Thal

Paul A. Tiffany, PhD

Dr. Tiffany is a professor of management at the Wharton School, University of Pennsylvania, Philadelphia. He has been a member of the Wharton faculty since 1983, teaching courses in management, strategy and policy, the international environment, marketing, and business and economic history; he has taught courses in management to undergraduate, graduate, and executive education levels. Prior to joining the Wharton faculty, Professor Tiffany served as a lecturer in the Graduate School of Business of Stanford University, as an adjunct professor at Golden State University in San Francisco, and as a visiting lecturer at INSEAD, the graduate school of administration in Fontainebleu, France. Professor Tiffany earned his undergraduate degree from Loyola University of Los Angeles, an MBA from Harvard University, and the PhD from the University of California at Berkeley.

Professor Tiffany is an active member of a number of academic societies and has published his research in a number of variety of journals. His book *The Decline of American Steel* was published by Oxford University Press in 1988, and translated into Japanese and published in Tokyo 1989. He is the recipient of several awards for both research and teaching, including the Anvil Award in 1985, presented to the outstanding professor in Wharton's graduate program, and the Lindback Award in 1990 as the outstanding professor at the University of Pennsylvania.

Prior to entering academia, Dr. Tiffany worked as an analyst for a large public sector agency, as assistant to the president of a large financial services firm, and as a management consultant for several consulting organizations. He currently serves as an executive educator and/pr consultant to numerous firms and agencies in both the public and private sector, including General Motors, Glaxo Pharmaceuticals, Reliance Holdings, USX Corporation (US Steel), the American College of Physician Executives, the Optical Manufacturers Association, Emmis Broadcasting, the U.S. Public Health Service, the American Chamber of Commerce of Hong Kong, Isuzu Motors (Japan), Management Centre Europe, the American College of Apothecaries, the American Optometric Association, AT&T, Dean Witter Reynolds & Co., and the Aresty Institute of Executive Education of the University of Pennsylvania, among others.

Dr. Tiffany resides with his family in Sonoma County, California.

VISION AND FOCUS IN THE SERVICES

**PROFESSOR PAUL TIFFANY
THE WHARTON SCHOOL
UNIVERSITY OF PENNSYLVANIA**

SERVICES ARE DIFFERENT:

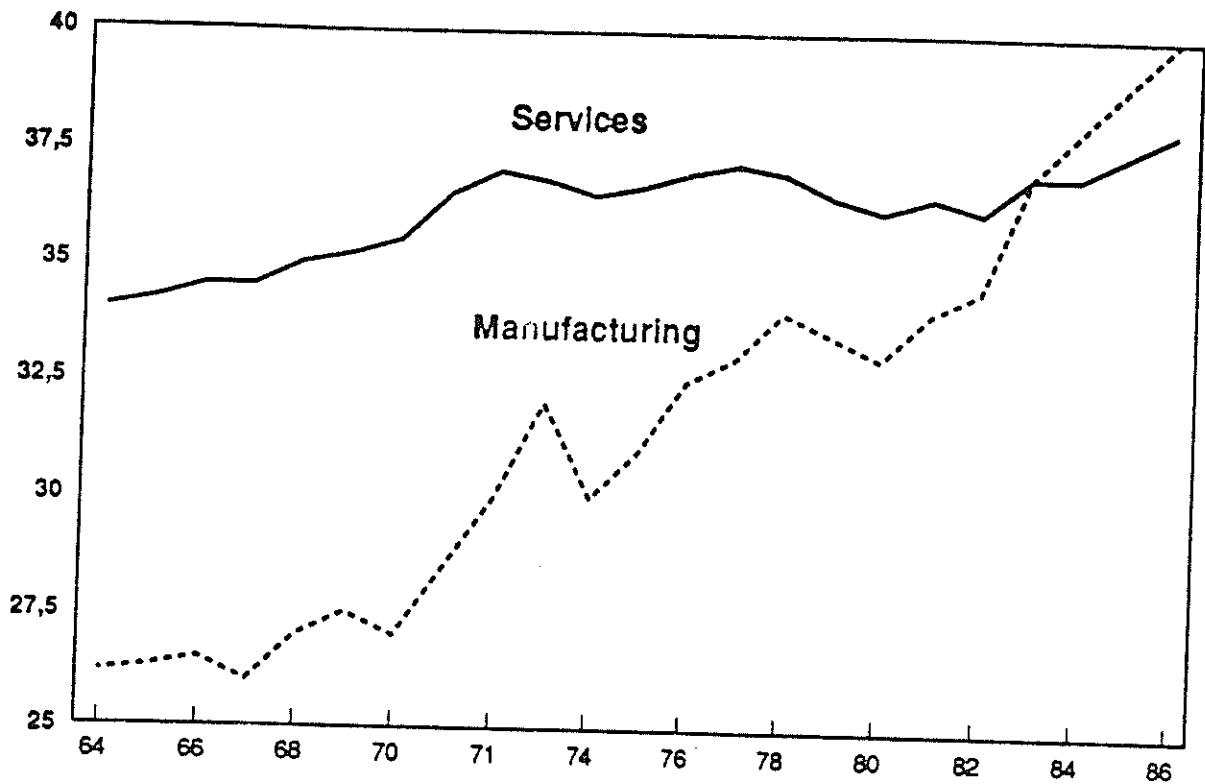
DISTINGUISHING CHARACTERISTICS OF A SERVICE FIRM

- Service Package v. Physical Product
- Customer Participation in the Service Delivery System
- Time-Dependent Demand
- Non-Inventorial Output
- Service Worker Skills
- Proximity to Customer / Multisite Management
- No Patents to Service

BUT ... ANOTHER DIFFERENCE
IN SERVICE MANAGEMENT TODAY:

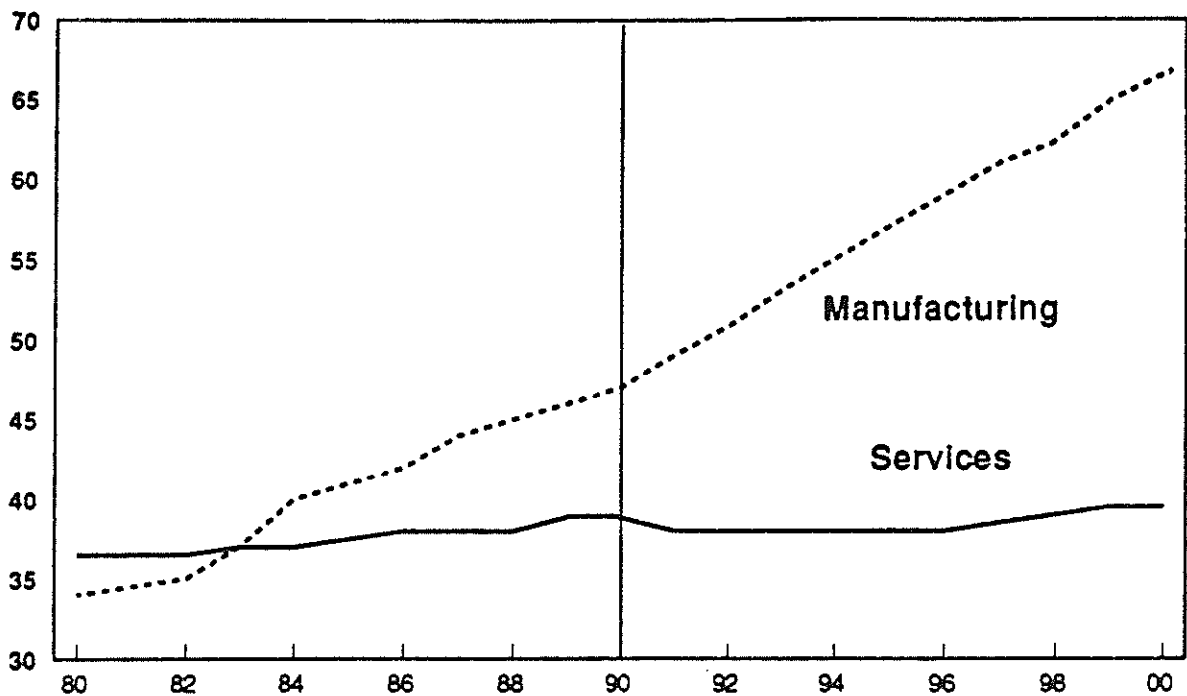
THE PROBLEM OF
LAGGING PRODUCTIVITY
IN SERVICES

Labour productivity in services and manufacturing 1965-1984 (USA)



Thousands of 1982 dollars per full-time equivalent
employees

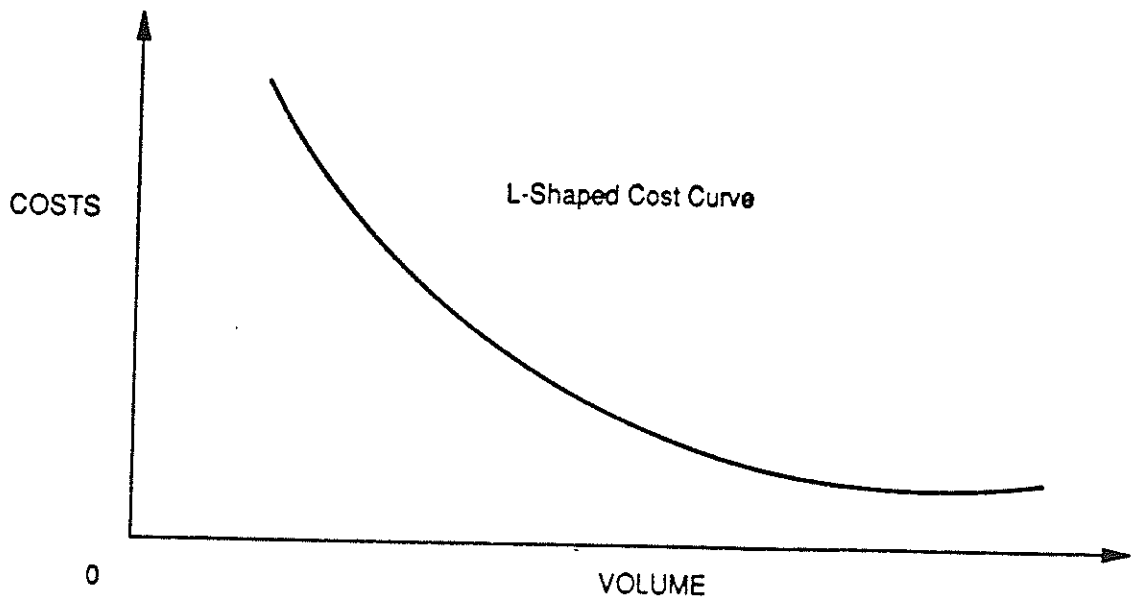
Projected labour productivity in services and manufacturing 1990 - 2000 (USA)



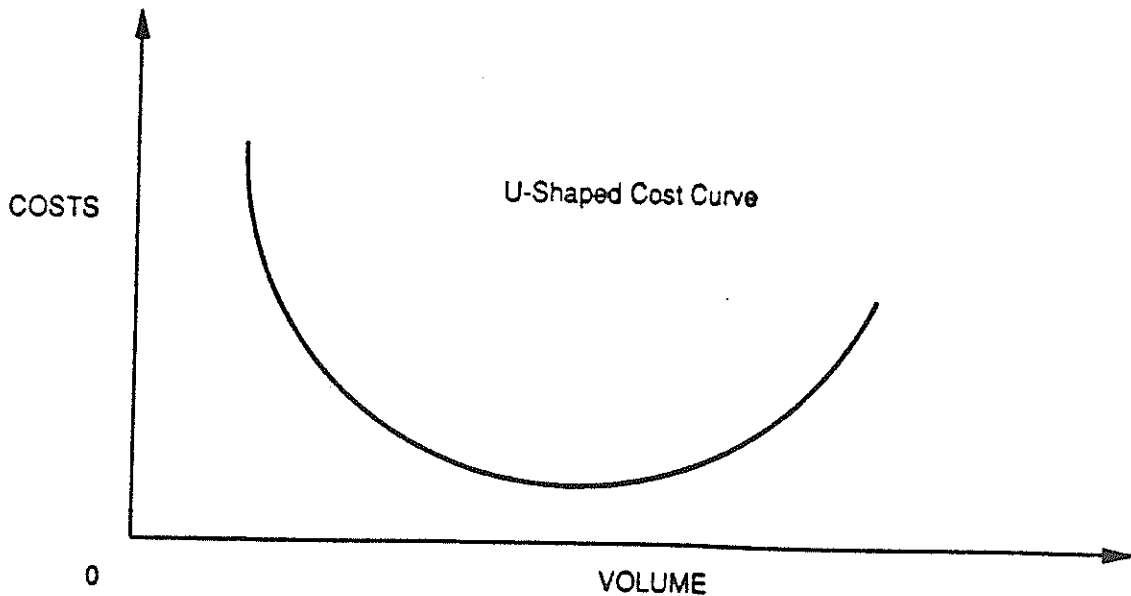
Thousands of 1982 dollars per full-time equivalent employees

WHY THE LAG IN SERVICES?

TYPICAL PRODUCTION-SECTOR BUSINESS LONG-RUN COST CURVE



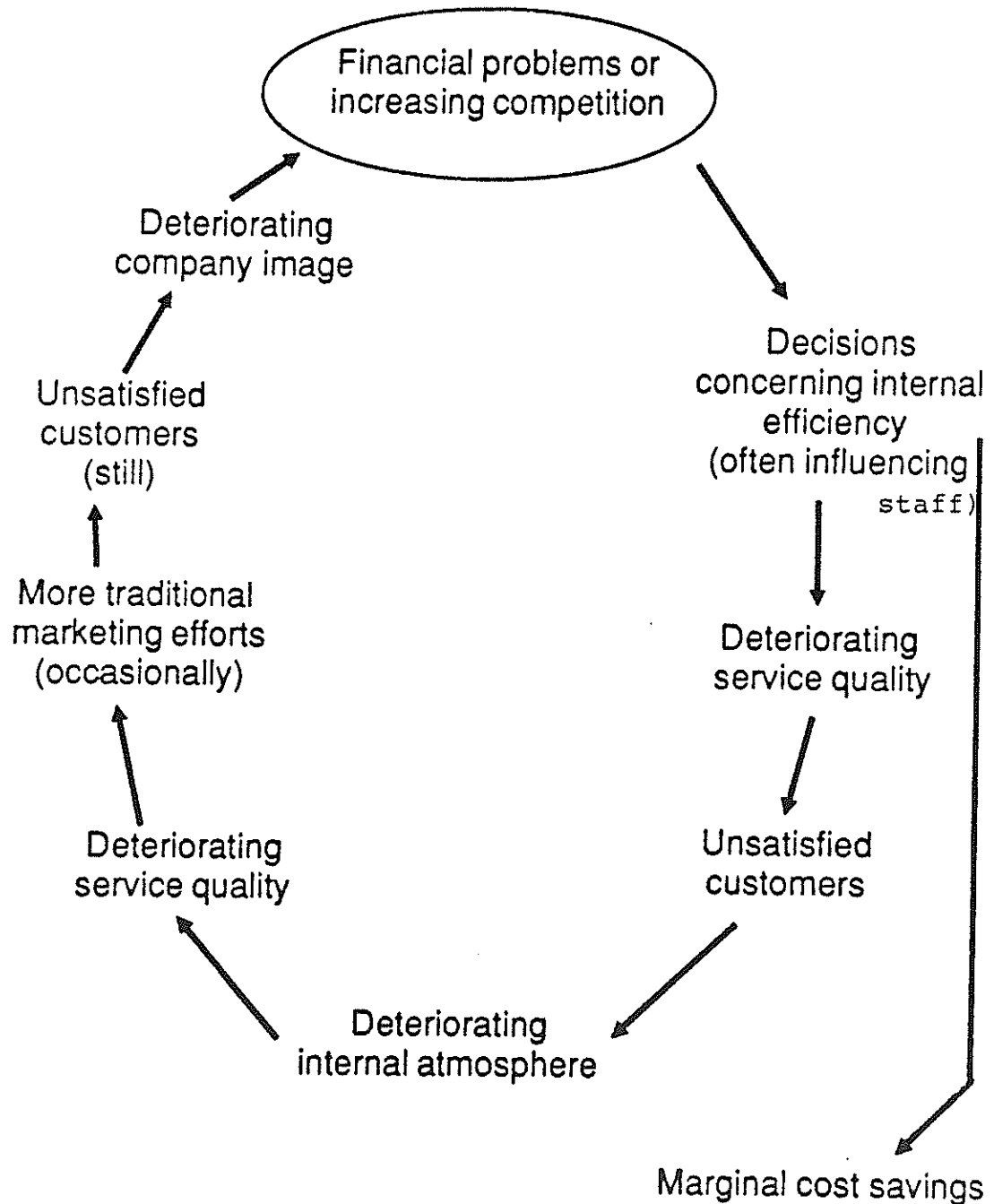
TYPICAL SERVICES-SECTOR LONG-RUN COST CURVE



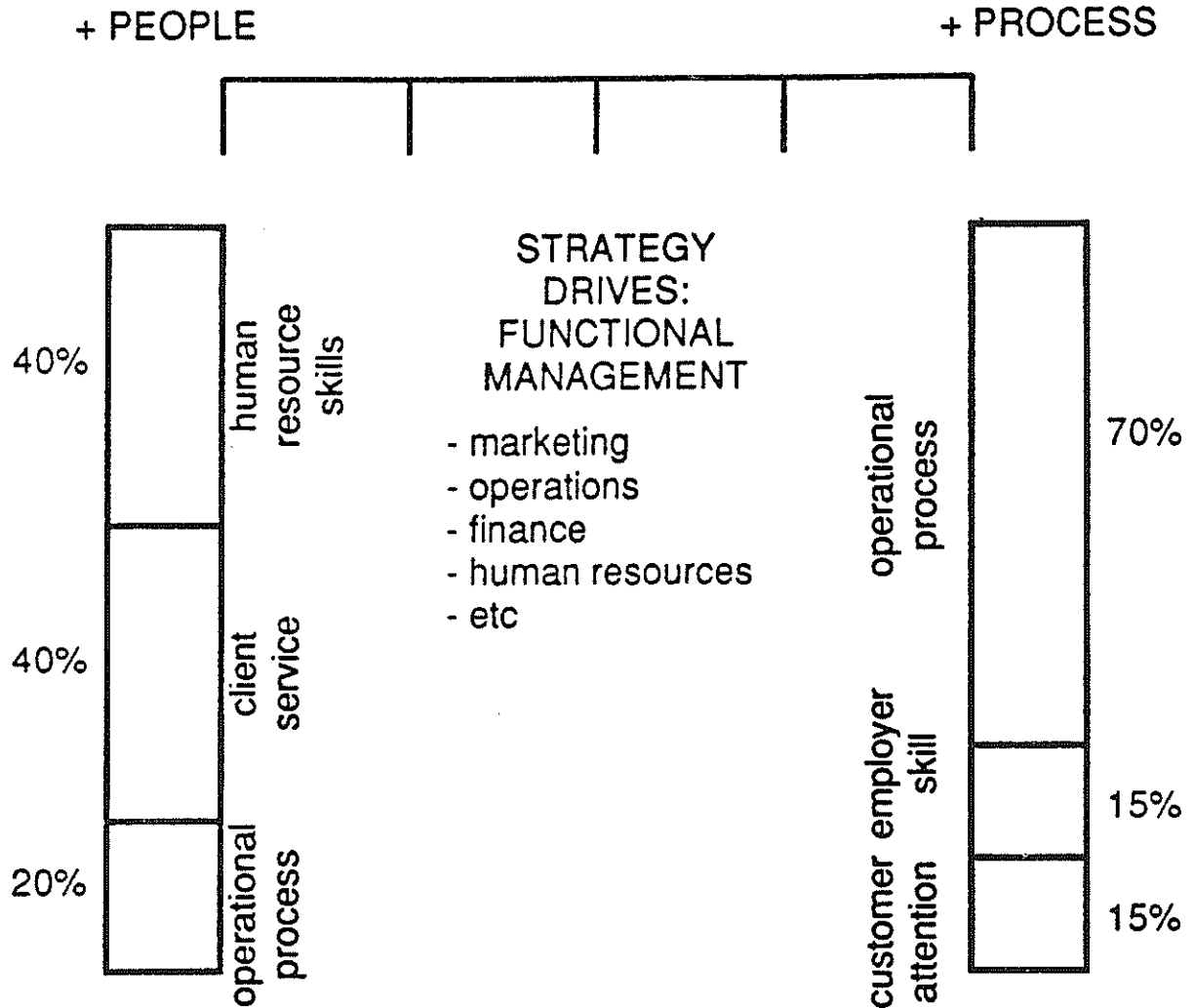
CLASSIFYING THE SERVICES

		Degree of Customisation Between Provider and User	
		Low	High
Degree of Labour Intensity	Low	Service Factory - Airlines - Trucking - Hotels (Low, Moderate Budgets) - Resorts and Recreation - - -	Service Shop: - Hospitals - Auto repair - Other repair services - - -
	High	Mass Service - Retailing - Wholesaling - Schools - Retail aspects of commercial banking - - -	Professional Service: - Doctors - Lawyers - Accountants - Architects - Up Scale Services (hotels, transportation, etc.)

THE STRATEGIC MANAGEMENT TRAP



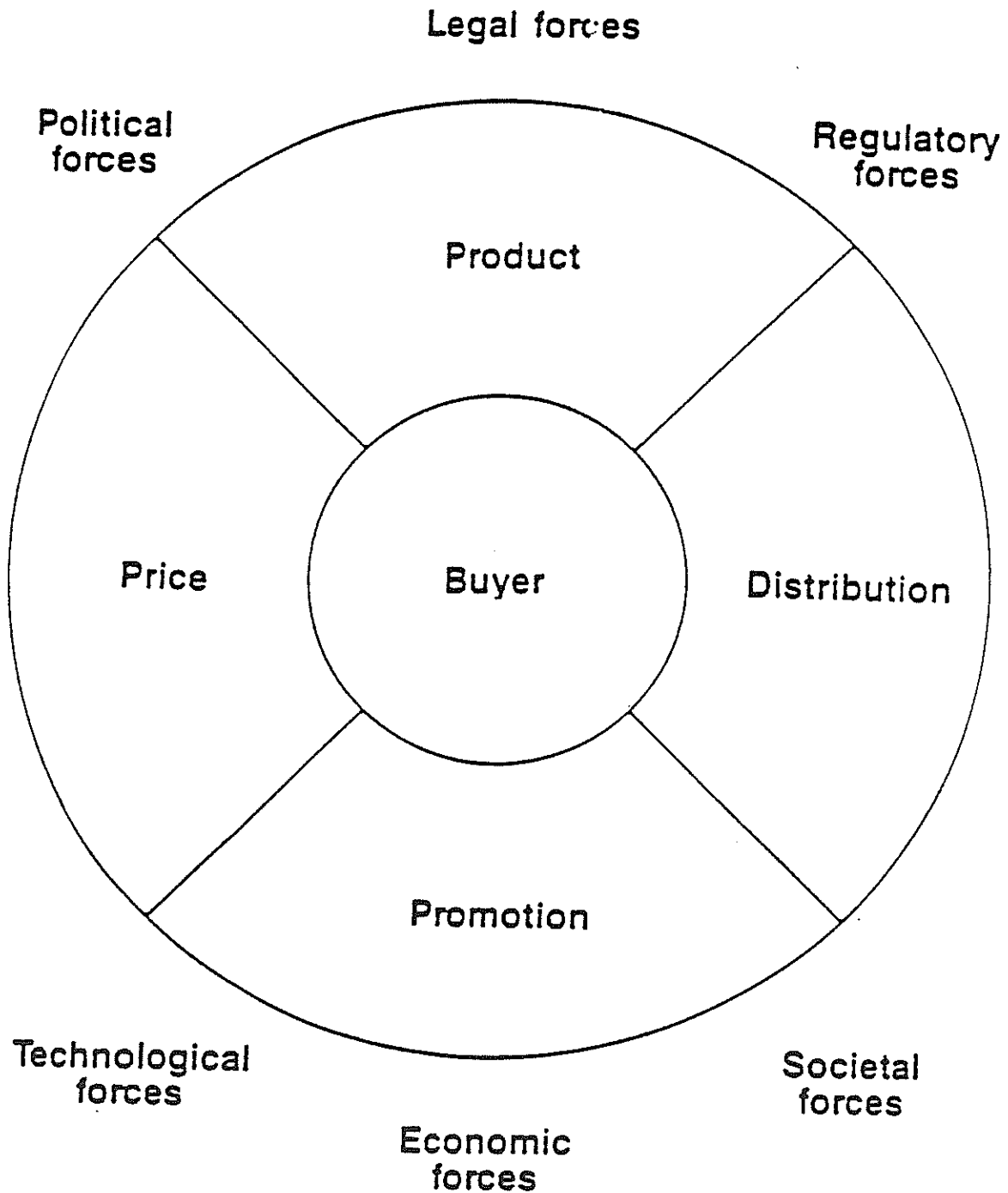
ADDING VALUE IN THE SERVICES: WHAT TO EMPHASIZE?



**THE BASIC QUESTION: WHERE DO YOU WANT
TO BE ON THE VALUE-ADDED SCALE
IN THE LONG-RUN?**

DEFINING YOUR BUSINESS
What You Decide

MARKETING ENVIRONMENT



Marketing environment

Analyzing Market Opportunities

The Basics of Marketing

The best opportunity offers the maximum profit on a risk-adjusted basis.

The four market dimensions:

- **Product**
 - Quality
 - Features
 - Options
 - Style
 - Brand Name
 - Packaging
 - Sizes
 - Services
 - Warranties
 - Returns

- **Place**
 - Channels
 - Coverage
 - Location
 - Inventory
 - Transportation

- **Promotion**
 - Advertising
 - Personal Selling
 - Sales Promotion
 - Publicity

- **Price**
 - List Price
 - Discount
 - Allowances
 - Payment Period
 - Credit Terms

It is the combination of all these applicable tactics that defines the marketing strategy used to attack an opportunity. Good strategic management matches the opportunity with the strategy.

BUSINESS DEFINITION

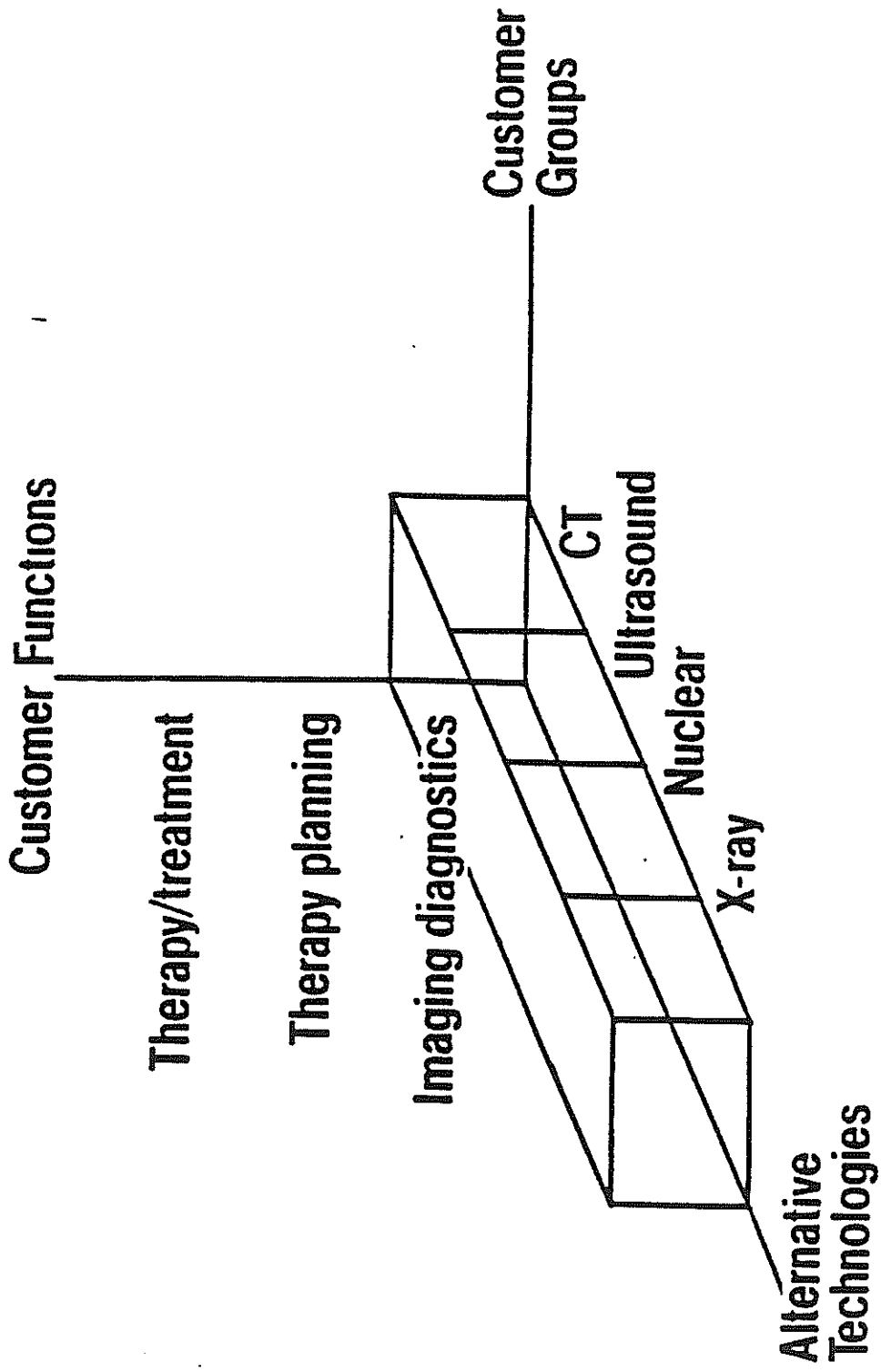
CHOOSING THE ARENA IN WHICH THE BUSINESS WILL COMPETE

- 1. Focuses Attention on Functions Provided and Customers Served**
- 2. Establishes Directions for Growth and Boundaries of Effort**
- 3. Basis for Measuring Share**

EXAMPLES

- Provision and Maintenance of Metal Finishing Systems for the Automotive Industry**
- Prepackaged Building Components to Large Scale Builders**

CONTRASTING BUSINESS DEFINITIONS



Defining the Market

- A market is defined by the answer to these six basic questions, sometimes referred to as the six O's:
 - Who is the market? Occupants?
 - What does the market buy? Objects?
 - When does the market buy? Occasions?
 - Who is involved in the buying? Organization?
 - Why does the market buy? Objectives?
 - How does the market buy? Operations?
- The dominant segmentation measures are who, what and why
- This model is most easily answered for consumer markets, but it applies as well to industrial or commercial markets
- What makes industrial markets unique is the complexity of the buying process. Many key individuals and many functional units make buying decisions

YOU NEED TO KNOW:

- * WHO IS THE "DMU" (DECISION-MAKING UNIT)
- * WHAT IS THE "DMP" (DECISION-MAKING PROCESS)

ANALYSIS OF THE SERVICE ENVIRONMENT

A. CRITICAL SUCCESS FACTORS -
WHAT ARE THEY ?

B. EMERGING TRENDS -
WHAT ARE THEY?

- ECONOMIC
- TECHNOLOGICAL
- REGULATORY/LEGAL
- SOCIAL/CULTURAL

CRITICAL SUCCESS FACTORS IN SERVICES: FOUR KEY QUESTIONS

**WHO HAVE BEEN SUCCESSFUL BUSINESSES IN
YOUR SERVICE SECTOR OVER TIME?**

- What assets or skills have contributed to their success?
- Which firms have chronically low performance? Why?

WHAT ARE THE CUSTOMER MOTIVATIONS?

- What is really important to the Customer?

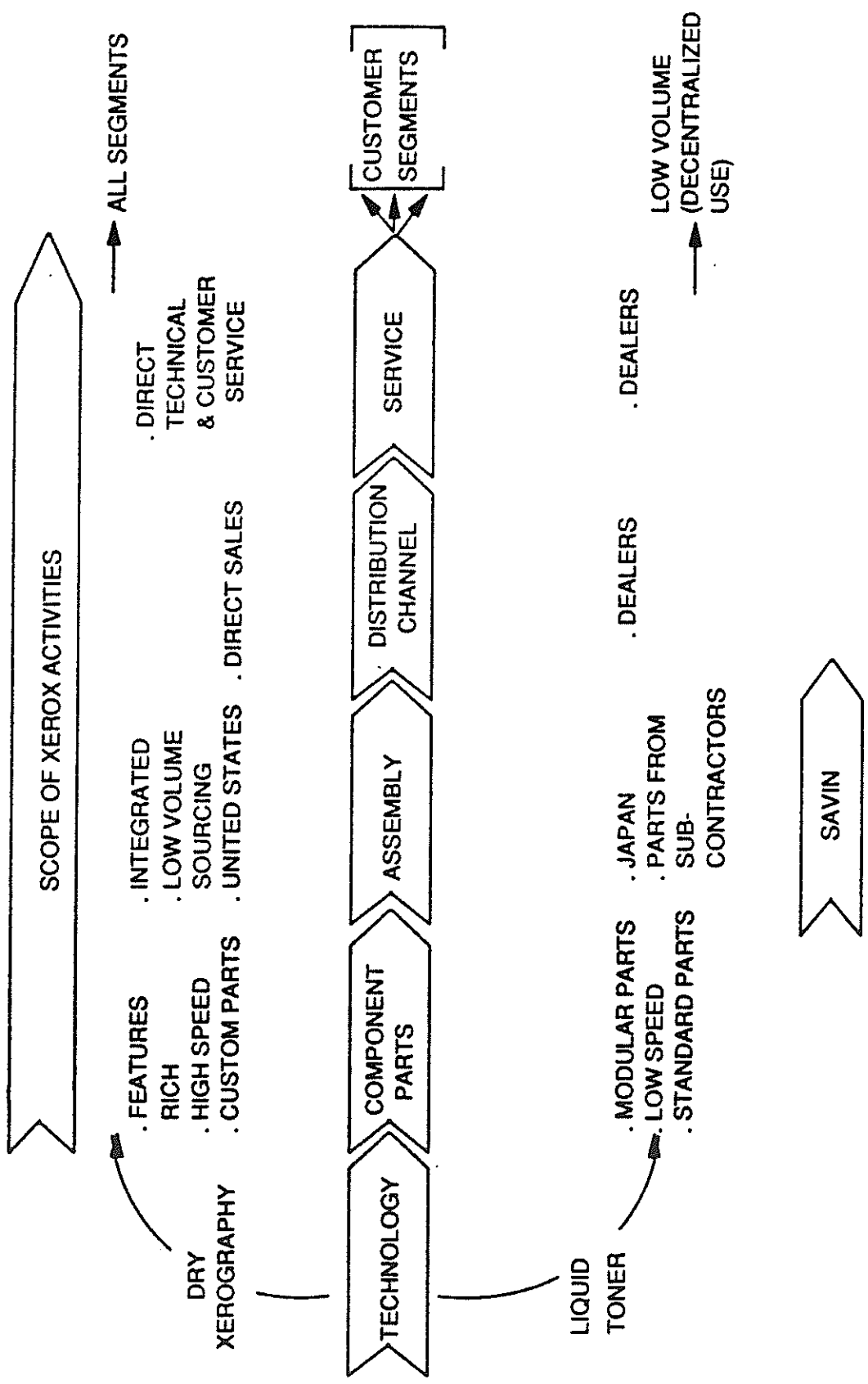
**WHAT ARE THE KEY ACTIVITIES PROVIDING
CUSTOMER VALUE IN YOUR BUSINESS?**

- What are the large cost components?

**WHAT ARE THE MOBILITY BARRIERS TO THE
INDUSTRY?**

- How vulnerable are you to new competitors?
- What are you doing to sustain your present competitive advantages?

STAGES IN THE PRODUCTION-DISTRIBUTION SYSTEM



SOURCES OF ALTERNATIVES COMPETITIVE ADVANTAGE

	UNIQUENESS PERCEIVED BY THE CUSTOMER	LOWEST COST
WHOLE MARKET	SERVICE DIFFERENTIATION	EXPERIENCE CURVE
ONE SEGMENT	FOCUS	

A. SERVICE DIFFERENTIATION:

- OFFERING THE CUSTOMER A
BUNDLE OF BENEFITS THAT
IS UNIQUE IN THE MARKET
- AND DELIVERING AGAINST
THAT OFFER TO INSURE
CUSTOMER SATISFACTION

B. EXPERIENCE CURVE:

QUESTION?

WHAT IS

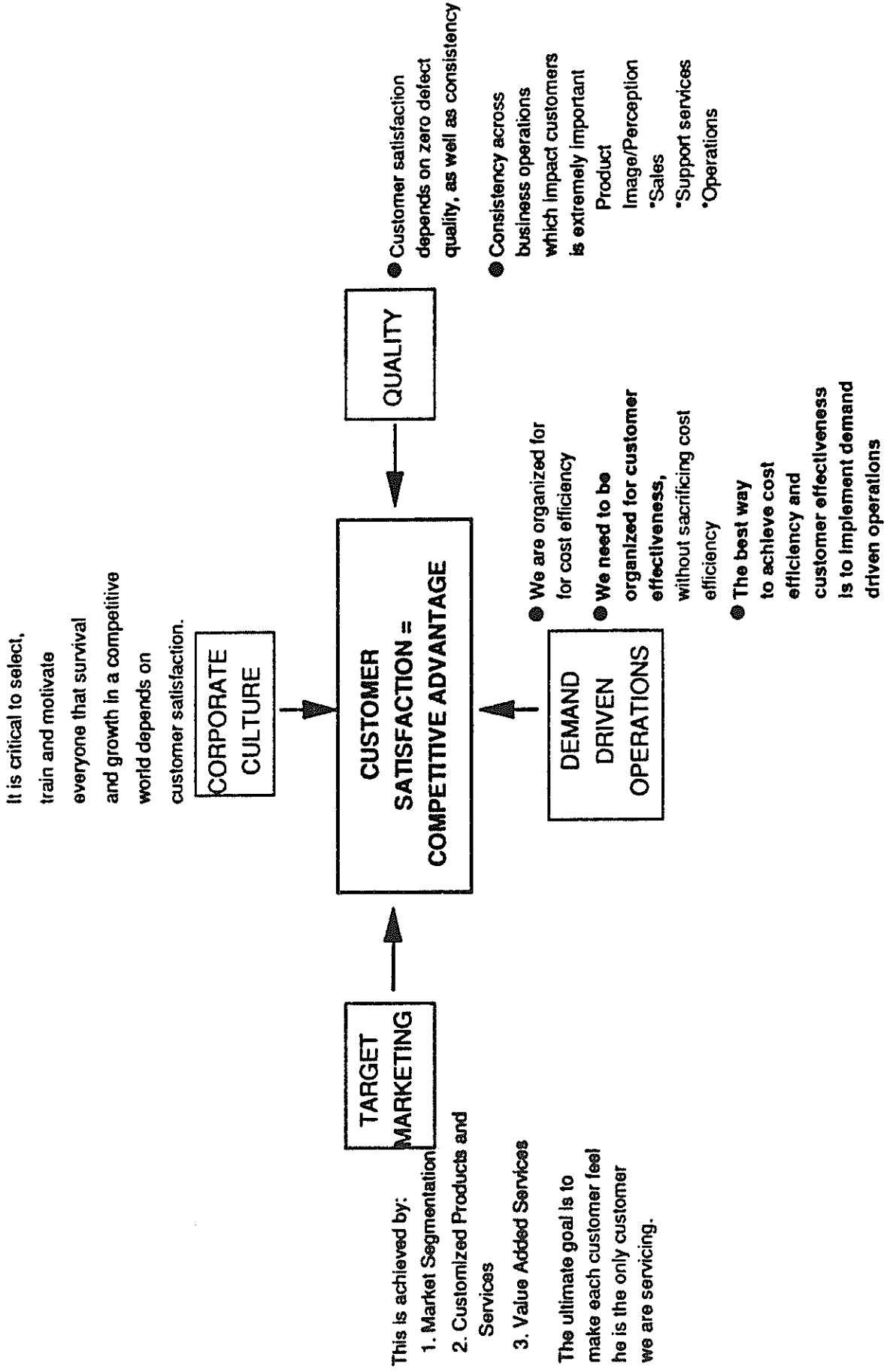
SERVICE "EXCELLENCE"?

ANSWER:

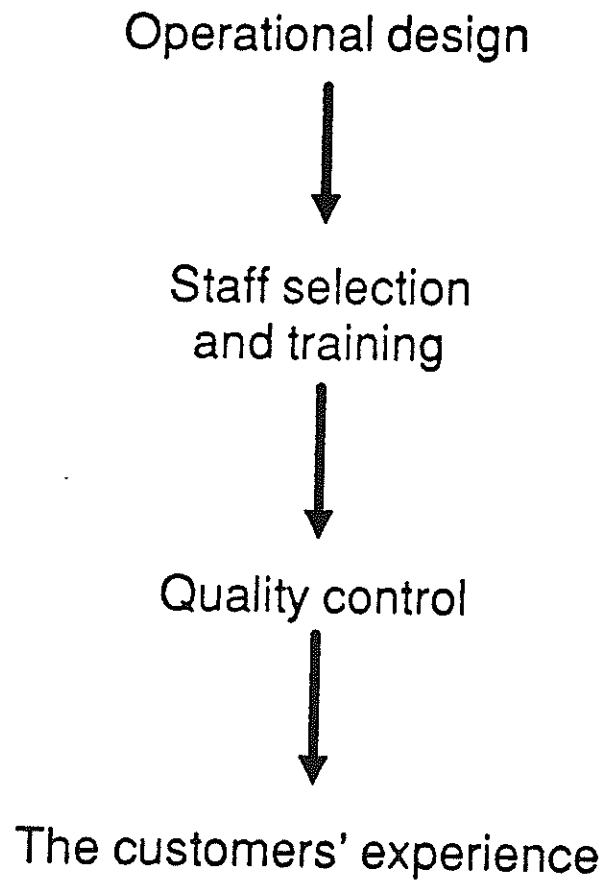
CUSTOMER SATISFACTION!

BE A
"CUSTOMER - DRIVEN"
FIRM

HOW TO ACHIEVE CUSTOMER SATISFACTION THE CUSTOMER IS EVERYONE'S BUSINESS



THE SERVICE CONCEPT



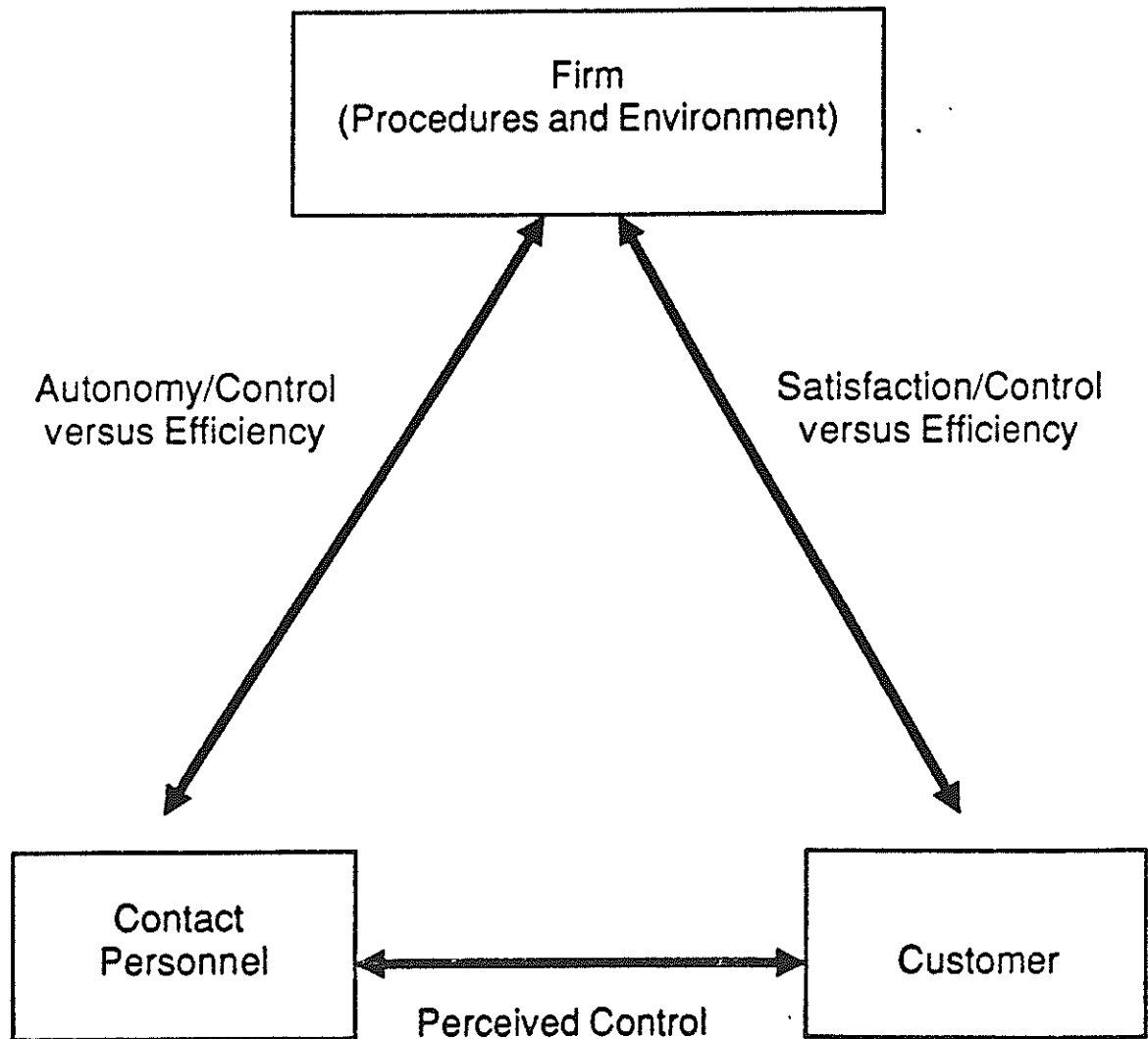
WHAT'S WRONG HERE???

ORGANISATIONAL VALUES AND CULTURE

***PEOPLE* IN THE SERVICE FIRM**

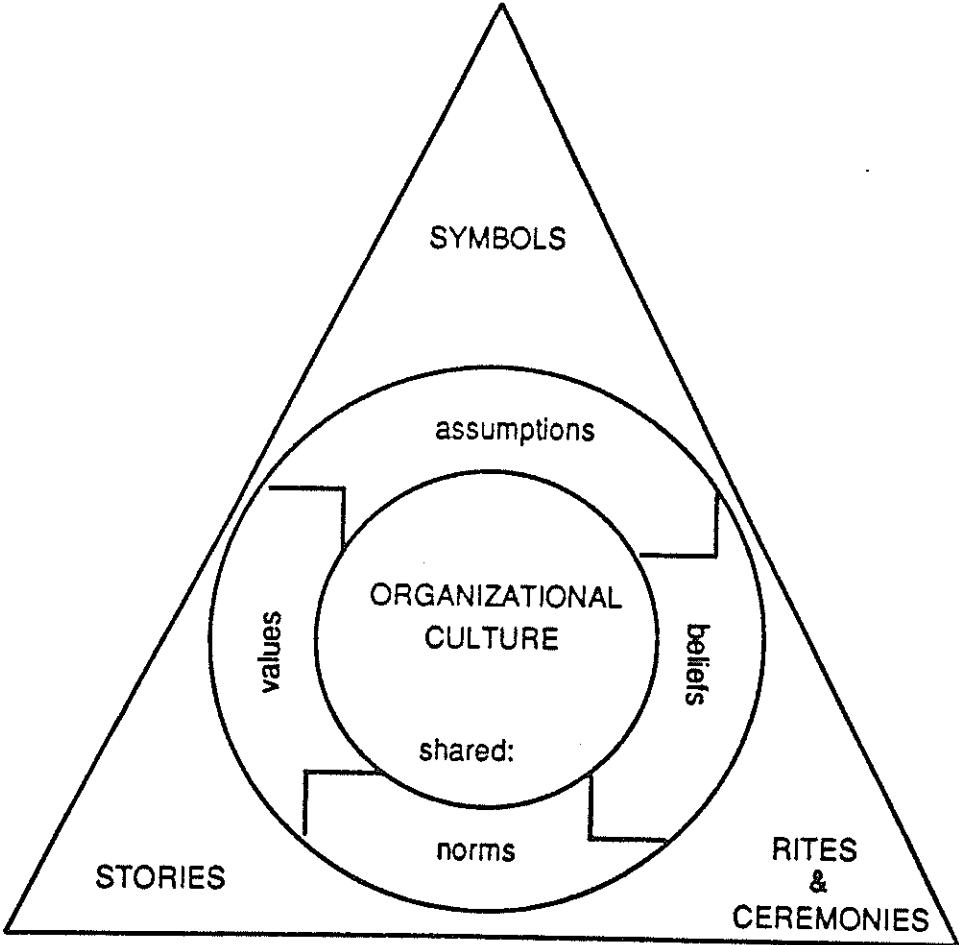
THE "PRODUCT" IS AN EXTENSION OF
THE PROVIDER

THE PERCEIVED BEHAVIORAL CONTROL CONFLICTS IN THE SERVICE ENCOUNTER



Source: John E.G. Bateson (1985) "Perceived Control and the Service Encounter", ed. John A. Czepiel, Michael R. Solomon, and Carol F. Suprenant, Lexington, MA: Heath, 67-82.

ORGANISATIONAL CULTURE



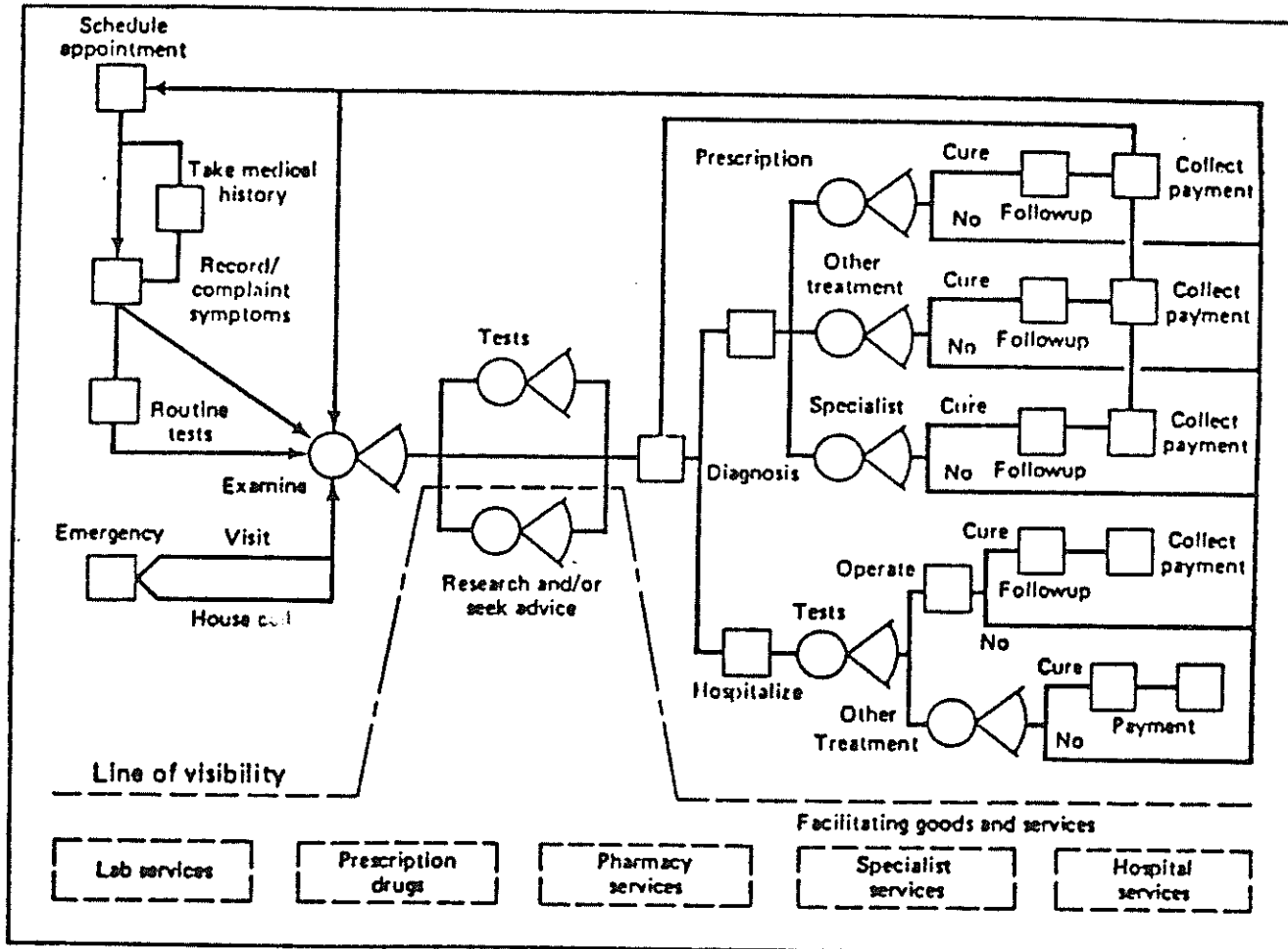
"MOMENTS OF TRUTH"

**FIND THEM AND
UNDERSTANDING THEM
IN THE SERVICE SETTING**

(JAN CARLSSON - SAS)

SERVICE "BLUEPRINTING"

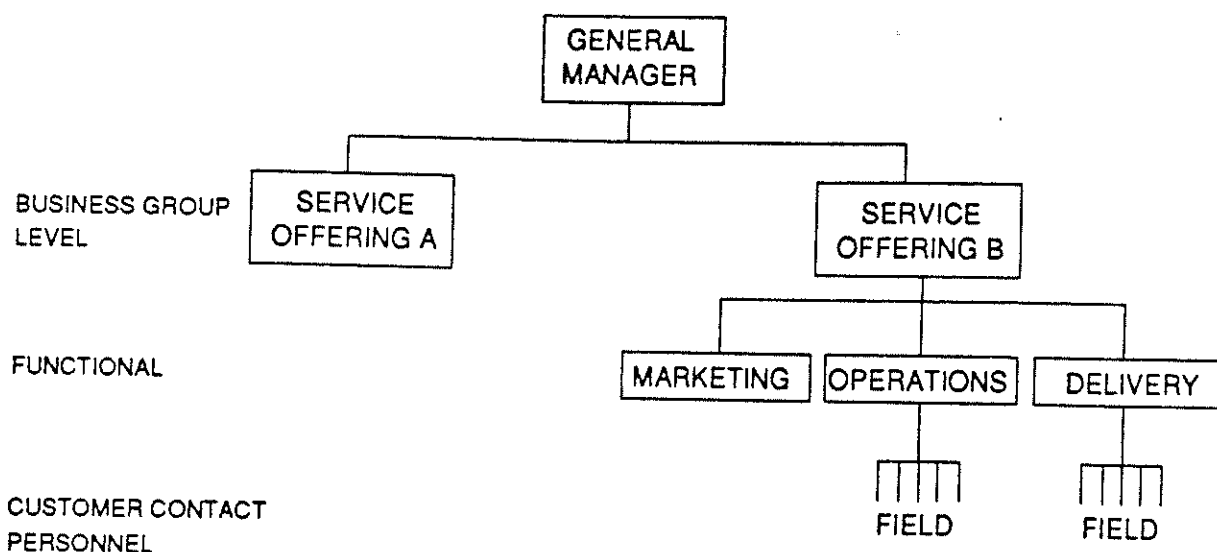
General Practitioner Services



The use of a flow diagram is a useful method to assist in the design and analysis of a service operation. It allows the designer to:

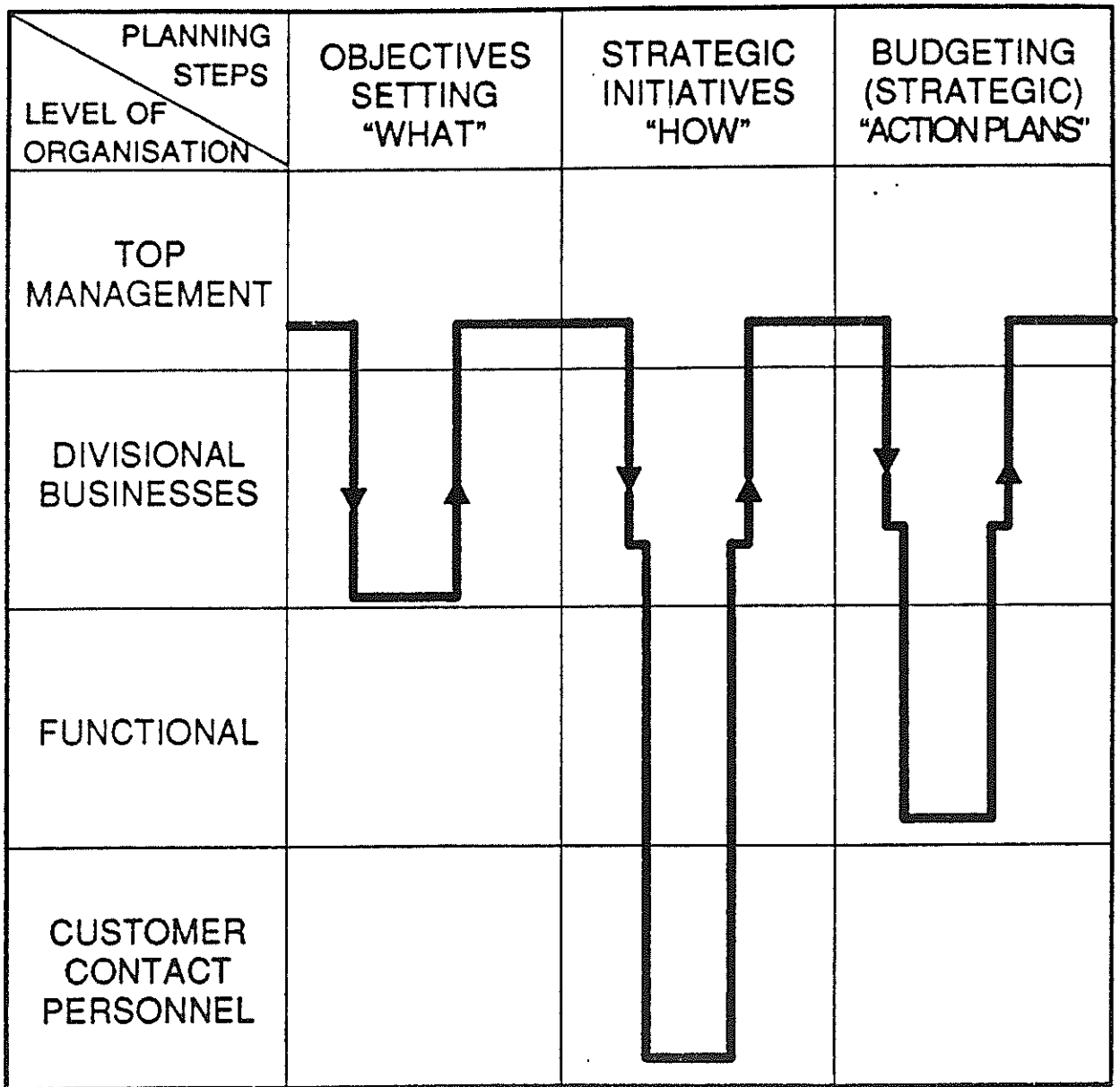
- (a) Identify the information and physical flows.
- (b) Identify the different stages (and then maybe seek to eliminate stages).
- (c) Ensure that the stages are in logical sequence.
- (d) Identify those stages where there is direct contact with the customer.
- (e) Calculate the capacity of the service-producing unit.
- (f) Identify the bottlenecks in the flow.

FOUR LEVELS OF STRATEGY



- TOP MANAGEMENT:** WHAT SERVICES SHOULD WE OFFER?
- BUSINESS GROUP:** HOW DO WE WIN IN THIS BUSINESS?
- FUNCTIONAL:** WHAT DO I HAVE TO DO TO MAKE MY FUNCTION COMPATIBLE WITH BUSINESS STRATEGY?
- CUSTOMER LEVEL:** DO I FULLY UNDERSTAND THE CUSTOMER'S POINT OF VIEW?

A Conceptual Scheme For Strategic Planning in the Services



A Service-Oriented Approach to Strategic Management and Its Consequences

