

# Primary Care: Education for the Future

A Summit of Medical and  
Nursing School Deans



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**New England Healthcare Institute**

Hotel Marlowe – Cambridge, MA  
October 27, 2009



The New England Healthcare Institute (NEHI) is a nonprofit, health policy institute focused on enabling innovation that will improve health care quality and lower health care costs. Working in partnership with members from across the health care system, NEHI brings an objective, collaborative and fresh voice to health policy. We combine the collective vision of our diverse membership and our independent, evidence-based research to move ideas into action. For more information, visit [www.nehi.net](http://www.nehi.net).

**Support for this event is provided by a grant from the  
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**Robert Wood Johnson Foundation**

The Robert Wood Johnson foundation focuses on the pressing health and health care issues facing our country. As the nation's largest philanthropy devoted exclusively to improving the health and health care of all Americans, the Foundation works with a diverse group of organizations and individuals to identify solutions and achieve comprehensive, meaningful and timely change. For more than 35 years, the Foundation has brought experience, commitment and a rigorous, balanced approach to the problems that affect the health and health care of those it serves. When it comes to helping Americans lead healthier lives and get the care they need, the Foundation expects to make a difference in your lifetime. For more information, visit [www.rwjf.org](http://www.rwjf.org).

# Agenda

***Breakfast: 8:30 – 9:00 AM***

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***Working Session: 9:00 AM – 12:30 PM***

<b>Welcome and Project Background</b>	<b>9:00 AM</b>
<i>Wendy Everett, ScD, President, New England Healthcare Institute</i>	
<b>Introduction from the Moderator</b>	
<i>Madge Kaplan, Director of Communications, Institute for Healthcare Improvement</i>	
<b>Moderated Discussion – The Value of IPE for Primary Care</b>	<b>9:05 AM</b>
<i>Panelists &amp; Audience</i>	
<b>Moderated Discussion – Barriers to IPE Implementation</b>	<b>9:40 AM</b>
<i>Panelists &amp; Audience</i>	
<b>Panelist &amp; Audience Voting</b>	
<b>Break</b>	
<b>Moderated Discussion – Solutions and Critical Success Factors</b>	<b>10:45 AM</b>
<i>Panelists &amp; Audience</i>	
<b>Closing Remarks</b>	<b>12:25 PM</b>
<i>Wendy Everett, ScD, President, New England Healthcare Institute</i>	

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***Lunch: 12:30 – 1:30 PM***

# Background

“All health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches and informatics.”

- *Institute of Medicine, Health Professions Education: A Bridge to Quality, 2003*

The crisis in primary care presents enormous challenges to health care leaders and policymakers. The aging of the population and the rise in chronic illness have created an unprecedented demand for health services, a demand that has already begun to outpace the size and capabilities of the primary care workforce. Patients struggle to access timely primary care services, and chronic disease care is suboptimal. Experts anticipate that these shortcomings will only get worse over time.

While the challenges are significant, this crisis in primary care also represents a unique opportunity to put innovations to work that will improve the availability and quality of primary care services. One of the most promising of these innovations is the primary care team, which relies on the increased use of nurse practitioners and other caregivers to alleviate the shortage of primary care physicians. Primary care teams offer the potential to deliver care more efficiently by ensuring that clinicians provide the most appropriate services based on their skills and the needs of their patients.

However, the siloed structure of the educational system does not prepare students in medical, nursing and other programs to work in teams. Programs seldom provide students with an understanding of the roles and responsibilities of students from other programs. Furthermore, the current system emphasizes the delivery of care by physicians and is not structured to promote delegation or sharing of responsibilities among members of primary care teams. Expanding the interaction and coordination between educational disciplines will greatly benefit the training of tomorrow's primary care professionals and set the stage for them to work together cooperatively.

The adoption of interprofessional education has, to date, been limited and the bulk of efforts have focused on inpatient, acute or critical care. As such, an untapped opportunity lies in the expansion of interprofessional education into primary care. Health promotion, disease prevention and chronic care fall within the boundaries of primary care, but are also inherently interprofessional and team-based.

Interprofessional education can occur in a number of ways. Some programs have chosen to implement a wide range of coordinated activities, while others have chosen to focus on a select few. Through our expert interviews with leading programs throughout the U.S. and Canada, we found that programs typically implement interprofessional activities either through curriculum and coursework or through other school-wide programs and activities.

## Interprofessional Education Curriculum and Coursework

### Shared Basic Sciences

Enrolling students from several different health professions into shared basic science classes is one way that schools are implementing interprofessional activities. The impetus behind this approach is the notion that sharing classes such as anatomy will allow each profession to understand the shared background knowledge and fundamental competencies that each profession brings to patient care.

### Interprofessional Education-focused Coursework

Some programs have begun offering coursework that focuses specifically on such topics as interprofessional collaboration or teamwork. Most often these types of courses are offered as electives. A similar approach is to offer topic courses in which interprofessional activities are an integral component, such as chronic disease care, patient safety, health care quality or ethics. For example, the University of Pittsburgh has actively sought to integrate interprofessional education into its coursework (see sidebar).

### Case-based Curricula

Using a patient case-based approach, students from multiple disciplines learn by working through how a patient would be diagnosed and treated. This method allows students to see their role and the roles of others throughout the care process. McGill University has developed an “e-Case Model” in which students from multiple professions first develop uni-professional care plans, meet to share and discuss their plans, and then develop an interprofessional care plan (see sidebar).

### Simulation Labs

Similar to using a case-based curriculum, state-of-the-art simulation labs provide students not only with the opportunity to work with life-like patient models, but also to experience real life interactions with students from other disciplines.

### Areas of Concentration/Alternative Tracks

Schools may also offer interdisciplinary opportunities for students across programs to take additional coursework in an area of concentration. For example, the University of California at San Francisco offers the “Pathways to Discovery” program. The program’s five pathways include

#### University of Pittsburgh

The University of Pittsburgh has worked to incorporate and reinforce interprofessional education throughout the coursework of all the health programs. The goal of these curriculum changes is to ensure that all students come away with important core competencies: team organization and function, setting common patient care goals, assessing and enhancing team performance, resolving conflict and consensus building, improving interprofessional communication, and developing leadership. To ensure that all students come away with these necessary competencies, the University of Pittsburgh has developed a basic science of care course that is mandatory for all medical students and is open to the five other programs. The specific curriculum of this course was developed by an interdisciplinary committee with representatives from all six health sciences schools.

#### McGill University

Supported by a Health Canada grant, McGill University created a unique online project and software to promote interprofessional education. The project team developed an electronic case (“e-Case”) based on a real patient. Health care professional participants first performed an online review of the e-case and developed a uni-professional care plan. Next, faculty members from the project team reviewed the uni-professional plans and merged the plans together to create an interprofessional care plan. This care plan highlighted the general elements of care and identified professions responsible for specific elements in care, as well as gaps, overlaps and redundancies in care. Finally, participants met in person to review and validate the interprofessional care plan and discuss the faculty findings. This meeting encouraged interprofessional dialogue and group decision-making.

specializations in molecular medicine, research, curriculum and education theory development, policy and advocacy, and global health. Similarly, the University of Connecticut offers the Urban Service Track, a program that prepares students in the schools of pharmacy, medicine, dentistry and nursing to serve Connecticut's urban areas.

## School-Wide Interprofessional Education Programs and Activities

### Orientation Activities

Orientation for new students offers an important opportunity for schools to promote communication and interaction among medical, nursing and other programs. Many schools have begun holding shared orientation sessions and have even implemented randomly assigned auditorium seating to encourage students to meet others from different programs. Other creative orientation activities include dean-led skits that address interprofessional collaboration or presentations that highlight the role of each profession in patient care.

### Student Organizations and Competitions

Students themselves play an important role in interprofessional activities. The creation of student interprofessional organizations opens communication between programs. Schools have also begun sponsoring student competitions to address interprofessional issues. At the Medical University of South Carolina, teams of students from different disciplines work through a complicated patient setting and present their findings to a panel of health care professionals.

### Interprofessional Education Centers

The creation of interprofessional education centers on campus may serve as a focal point for coordinated activities and research. The Center for Interprofessional Education and Research at Saint Louis University is very active in coordinating a wide range of shared activities and serving as the external face for the University's interprofessional work (see sidebar).

### Community Outreach

While not explicitly focused on interprofessional collaboration, many schools encourage students in their health professions programs to become involved in community outreach. Many of these programs address the needs of special populations, such as the homeless, and these experiences highlight both the need for and benefits of team work.

### Campus-wide Quality Initiatives

A unique approach to interprofessional education is the integration of interprofessional efforts with broader quality efforts. The Medical University of South Carolina has chosen to focus on interprofessional activities as part of its Quality Enhancement Plan, a requirement of national re-accreditation through the Southern Association of Colleges and Schools.

#### Saint Louis University

Founded in 2002, the Center for Interprofessional Education and Research at Saint Louis University serves as the coordinating body for IPE related activities on campus. The Center goals are to 1) Identify and develop collaboratively courses that have objective(s) and experiences promoting interprofessional competence; 2) Maintain a scholarship agenda for conducting and disseminating evidence-based research on interprofessional education and practice; and 3) Assume a local, national and international leadership position in the implementation and promotion of interprofessional practice in health care. Supported by participating faculty across all of the health sciences, the Center meets these goals through a full agenda of education, community outreach, research and extramural activities.

## Host & Moderator

### Wendy Everett, ScD

*President, New England Healthcare Institute*



Dr. Everett was appointed as the first President of the New England Healthcare Institute (NEHI) in July 2002. With over thirty years of experience in the health care field, Dr. Everett brings a unique perspective to NEHI. She has held executive positions at the University of California, San Francisco Medical Center (UCSF) and at Brigham and Women's Hospital in Boston. In the 1980s, she directed a national demonstration program for The Robert Wood Johnson Foundation and subsequently was the Program Director for the national program in health promotion and disease prevention for the Kaiser Family Foundation.

She has served as a consultant to many state and national philanthropic foundations. In the mid 1990's, she became a Director of the Institute for the Future, leading the Health and Health Care research team for six years and overseeing the creation of ten-year, national forecasts in health/health care. She is a Trustee of many health care and philanthropic boards. Dr. Everett holds two bachelor of science degrees and master's and doctoral degrees in health policy and management from Harvard University.

### Madge Kaplan

*Director of Communications, Institute for Healthcare Improvement*



Madge Kaplan, Director of Communications, Institute for Healthcare Improvement (IHI), is responsible for developing new and innovative means for IHI to communicate the stories, leading examples of change, and policy implications emerging from the world of quality improvement — both in the U.S. and internationally. Since May 2009, she's been the host and producer of WIHI, a new, free 60-minute audio "talk show" from IHI, devoted to the cutting edge of quality improvement and patient safety.

Prior to joining IHI in July 2004, Ms. Kaplan spent 20 years as a broadcast journalist for public radio — most recently working as a health correspondent for National Public Radio. Ms. Kaplan was the creator and Senior Editor of Marketplace Radio's Health Desk at WGBH in Boston, and was a 1989/99 Kaiser Media Fellow in Health. She has produced numerous documentaries, and her reporting has been recognized by American Women in Radio and Television, Pew Charitable Trusts, American Academy of Nursing and Massachusetts Broadcasters Association.

## Participants

### Lee Goldman, MD, MPH

*Dean of the Faculties of Health Sciences and Medicine, Columbia University*

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Lee Goldman, MD, MPH, joined Columbia in 2006 as the Harold and Margaret Hatch Professor of the University, Executive Vice President for Health and Biomedical Sciences, and Dean of the Faculties of Health Sciences and Medicine. In this role, he serves as Dean of the College of Physicians and Surgeons and is administratively responsible for the Mailman School of Public Health, the College of Dental Medicine, and the School of Nursing.

Dr. Goldman's research has focused on the costs and effectiveness of diagnostic and therapeutic strategies. Dr. Goldman received his undergraduate and medical degrees from Yale University, where he also earned a Master's degree in Public Health. He did his clinical training in medicine at UCSF and Massachusetts General Hospital, and in cardiology at Yale New Haven Hospital. Before joining Columbia he was the Julius R. Krevans Distinguished Professor and Chair of the Department of Medicine and Associate Dean for Clinical Affairs of the School of Medicine at the University of California, San Francisco (UCSF). Prior to moving to San Francisco, he served as Professor of Medicine at Harvard Medical School, Professor of Epidemiology at Harvard School of Public Health, and Vice Chair of the Department of Medicine and later Chief Medical Officer at Brigham and Women's Hospital.

### Mary O'Neil Munding, DrPH, RN

*Dean, Columbia University School of Nursing*

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Mary O'Neil Munding is the Centennial Professor in Health Policy and Dean of the Columbia University School of Nursing. She is an elected member of the Institute of Medicine of the National Academies of Science, the American Academy of Nursing, and the New York Academy of Medicine. Dr. Munding is the founder of Columbia Advanced Practice Nurse Associates (CAPNA), the first nursing school faculty practice where nurse practitioners hold commercial managed care contracts and are compensated at the same rate as primary care physicians. Recently she established at Columbia the Doctor of Nursing Practice degree, the first clinical nursing doctorate in the nation.

Dr. Munding holds a BS cum laude from the University of Michigan and a doctorate in public health from Columbia University School of Public Health. In 1984-85, she served as a Robert Wood Johnson Health Policy Fellow in the office of Senator Edward Kennedy.

## **Philip Alderson, MD**

*Dean, Saint Louis University School of Medicine*

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As Dean of the Saint Louis University School of Medicine, Dr. Alderson oversees the School's education, research and clinical service missions. In February 2009, he was appointed Vice President for Health Sciences at Saint Louis University. In this expanded role, the deans of the Doisy College of Health Sciences, School of Nursing and School of Public Health report to Dr. Alderson. He is also a member of the National Advisory Council of the NIH.

Dr. Alderson earned his bachelor's and medical degrees from Washington University in St. Louis. He completed his residency in radiology and nuclear medicine at the Mallinckrodt Institute of Radiology at Washington University School of Medicine. Dr. Alderson was formerly professor of radiology at the College of Physicians and Surgeons of Columbia University, where he served as chair of the Department of Radiology and previously served as a major in the U.S. Air Force, conducting research for the Defense Nuclear Agency at the Armed Forces Radiobiology Research Institute. From 1975-1980, Dr. Alderson was a faculty member at the Johns Hopkins Medical Institutions, starting as a part-time lecturer and completing his career at Johns Hopkins as an associate professor of radiology and environmental health sciences.

## **Teri Murray, PhD, RN**

*Dean, School of Nursing at Saint Louis University*

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Dr. Murray is Dean of the School of Nursing at Saint Louis University. She holds both a Bachelor and Master of Science in Nursing from Saint Louis University, a Master's degree in Education from University of Missouri-Saint Louis, a PhD in Higher Education Administration from Saint Louis University, and a certificate in Management and Leadership in Education from Harvard University. She is a Robert Wood Johnson Foundation Executive Nurse Fellow.

Dr. Murray served as president of the Missouri State Board of Nursing, chaired the task force to establish the Minimum Standards for Nursing Education in Missouri, and served as the Missouri delegate to the National Council of State Boards of Nursing. She served on the American Association of Colleges of Nursing task force to establish the Essentials of Baccalaureate Education, and currently serves as an AACN Board of Director.

Dr. Murray's research focuses on the influence of the various educational pedagogies used in clinical education to promote student learning; facilitate transition to practice; and provide safe, patient-centered, evidence-based care, such that the health status of individuals, families, communities and populations is improved and enhanced.

## **Mark Earnest, MD, PhD**

*Associate Professor of Medicine; Director, Leadership Education and Advocacy Development (LEADS) Program, University of Colorado Denver School of Medicine*

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Dr. Mark Earnest is an Associate Professor of Medicine at the University of Colorado Denver School of Medicine. He is the director of Interprofessional Education for the University of Colorado Denver's Anschutz Medical Campus. He also serves as the Director of the LEADS (Leadership Education Advocacy Development Scholarship) track and Associate Director of the Mentored Scholarly Activity focus in Public and Community Health within the School of Medicine.

Dr. Earnest has led the Interprofessional Education Task Force for the Anschutz Medical Campus, which is in the early stages of implementing a longitudinal interprofessional curriculum involving all the health professions schools on campus. Dr. Earnest is a general internist and has a PhD in Health and Behavioral Sciences.

## **Patricia Moritz, PhD, RN**

*Dean, College of Nursing, University of Colorado Denver*

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Dr. Moritz is a Professor and Dean at the University of Colorado Denver, College of Nursing. In addition, she is Director of the National Center for Children, Families and Communities, an interdisciplinary center focused on translating well studied interventions into clinical care in the community. She served as the Associate Dean for Research from 1996-2001, and has been active in the assessment of intervention strategies and models of care and their outcomes, and teaches in the area of health policy and health systems research. Prior to going to CU, she was a scientist administrator at the National Institute of Nursing Research at NIH.

## **Bruce Gould, MD**

*Associate Dean for Primary Care, University of Connecticut School of Medicine*

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Bruce Gould, MD, FACP serves as the Associate Dean for Primary Care at the University of Connecticut School of Medicine and the Director of the Connecticut Area Health Education Center Program. He is a primary care general internist and the medical director of the Burgdorf Health Center, a community health center model clinic serving the needs of an underserved population in the north end of Hartford, CT. He also serves as the medical director of the Department of Health and Human Services for the city of Hartford, CT.

The founder and advisor to the Mobile Free Migrant Farmworker Clinic that serves the needs of the migrant Farmworkers of Connecticut, he also serves as advisor to the South Park Inn Homeless Shelter Clinic and the Willimantic Soup Kitchen Clinic. He is the recipient of the 2009 University of Connecticut Health Center Board of Directors Faculty Recognition Award and the 2004 Pride in the Profession Award from the American Medical Association. He was recently appointed by the President Pro Tempore of the Connecticut Senate to the Board of Sustinet, a public health insurance plan for the citizens of Connecticut. He is a professor of Medicine at the University of Connecticut School of Medicine and a professor in the UConn School of Nursing.

## **Anne Bavier, PhD, RN**

*Dean, University of Connecticut School of Nursing*

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Anne R. Bavier, PhD, RN, FAAN, is Dean and Professor of Nursing at the University of Connecticut School of Nursing. Prior to her appointment in 2007, Dr. Bavier served as Assistant Dean for Planning and External Relations for the Nell Hodgson Woodruff School of Nursing at Emory University and Dean of St. Xavier University School of Nursing. She has also served on the teaching faculties for the Schools of Nursing at Georgia State, Yale, Emory, and St. Xavier.

Dr. Bavier spent more than a decade as a voice for nursing and research in the federal government, directing the Nursing Research and Community Oncology Programs for the National Cancer Institute and coordinating women's health efforts for the Agency for Health Care Policy and Research (now AHRQ). She also served as Deputy Director of the Office for Research on Women's Health for the National Institutes of Health.

## **Terence Flotte, MD**

*Dean, University of Massachusetts Medical School*

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Terence Flotte, MD, is Dean of the School of Medicine and Provost and Executive Deputy Chancellor of the University of Massachusetts Medical School (UMMS). In these roles, Dr. Flotte serves UMMS as chief academic and administrative officer of the School of Medicine, overseeing all academic activities of the basic and clinical science departments, including education and research for the School of Medicine and the Graduate School of Biomedical Sciences.

Dr. Flotte joined the Medical School in 2007 from the University of Florida, where he was Chair of the Department of Pediatrics for the College of Medicine. He received his undergraduate degree in the biological sciences from the University of New Orleans in 1982, and his medical degree from the Louisiana State University School of Medicine in 1986. After serving his residency in pediatrics at Johns Hopkins University, he completed a pediatric pulmonary fellowship and postdoctoral training in molecular virology in 1992.

In 1996, Dr. Flotte joined the faculty of the University of Florida and was appointed Associate Director of UF's Powell Gene Therapy Center. In 2000, he was named Director of the Powell Center and founding Director of the newly established UF Genetics Institute. In 2002, Flotte stepped down from these roles to accept the position of Chair of the Department of Pediatrics.

## **Paulette Seymour-Route, PhD, RN**

*Dean, Graduate School of Nursing, University of Massachusetts Worcester*

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Paulette Seymour-Route, PhD, RN is Dean of the Graduate School of Nursing (GSN) at the University of Massachusetts Worcester. Prior to her appointment in 2006, she served in a variety of roles within the University of Massachusetts and its health care system, including as Interim Dean of the Graduate School of Nursing, Associate Dean for Practice and Assistant Professor of Nursing for the GSN. In addition, she served as Chief Nursing Officer and Senior Vice President for UMass Memorial Health Care, the clinical partner of the University of Massachusetts Medical School.

A graduate of the Worcester City Hospital School of Nursing, Dr. Seymour-Route received her bachelor's degree in nursing from Worcester State College, a master's degree in nursing from Boston College and her doctorate from the University of Massachusetts. Before joining the University of Massachusetts Medical Center and the faculty of the GSN in 1990, she was a clinical nurse specialist at Worcester City Hospital.

## **Loren Roth, MD, MPH**

*Associate Senior Vice Chancellor for Health Sciences, University of Pittsburgh*

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Loren Roth, MD, MPH, is (1) Assistant for Special Projects, Office of the President, University of Pittsburgh Medical Center (UPMC) (2) Associate Senior Vice Chancellor for Health Sciences, University of Pittsburgh; (3) Professor of Psychiatry, University of Pittsburgh School of Medicine; and (4) Professor of Health Policy and Management, University of Pittsburgh Graduate School of Public Health. Dr. Roth is the former Sr. Vice President, Quality Care and Chief Medical Officer of UPMC and former Chairman of the University of Pittsburgh's Health Sciences-Wide Panel on Medical Ethics. He has been a faculty member of the University of Pittsburgh School of Medicine and UPMC for over 35 years.

A graduate of the Harvard Medical School, the Harvard School of Public Health, and the Yale and Massachusetts General Hospital Psychiatric Residency Programs, Dr. Roth has conducted seminal research and writing in law and psychiatry related to informed consent, patient dangerousness and competency, confidentiality, and ethics in research. As Associate Senior Vice Chancellor, he works with the Deans of the Health Sciences Schools to prepare future graduates for a health care environment stressing innovation, accountability, interdisciplinary communication and teamwork, quality, safety, and a lifetime learning process to ensure patients' best interests.

## **Jacqueline Dunbar-Jacob, PhD, RN**

*Dean, University of Pittsburgh School of Nursing*

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Dr. Jacqueline Dunbar-Jacob is the Dean at the University of Pittsburgh School of Nursing and Professor of Nursing, Psychology, Epidemiology and Occupational Therapy. She is also director of the Community Core of the University of Pittsburgh Clinical and Translational Research Institute, director of the Center for Research in Chronic Disorders (a P30 grant from NINR) and director of a NINR P01 program project grant on translating interventions related to patient adherence and quality of life.

She received her BSN from Florida State University, a master's degree in psychiatric nursing from University of California at San Francisco, and her PhD in counseling psychology from Stanford University. She is a nurse/psychologist who has been involved in the study of patient adherence to treatment in individual studies and multi-center trials, addressing a variety of patient populations including those with rheumatological conditions, diabetes, and HIV/AIDS.

Her current leadership roles include chair of the Advisory Board for the Bayer Institute for Health Care Communication and Leadership Council member for the PA Center for Health Careers Workforce Investment Board.

# Attendees

**Burt Adelman, MD**, Harvard Medical School

**Carol Aschenbrenner, MD**, American Association of Medical Colleges

**David Baker, PhD**, TeamSTEPPS

**Robert Baldor, MD**, University of Massachusetts Medical School

**Judy Beal, DNSc**, Simmons College

**Polly Bednash, PhD**, American Association of Colleges of Nursing

**Jay Bhatt, DO**, Cambridge Health Alliance

**Suzanne Cashman, ScD**, University of Massachusetts Medical School

**Margery Chisholm, EdD**, MGH Institute of Health Professions

**Hollis Coblentz, DO**, Fallon Community Health Plan

**David Cobden**, AstraZeneca

**Michael Collins, MD**, University of Massachusetts Medical School

**Linda Cragin**, MassAHEC Network

**Susan Edgman-Levitan**, John D. Stoeckle Center for Primary Care Innovation

**Joseph Frolkis, MD, PhD**, Brigham and Women's Hospital

**Jessica Geiben Lynn**, CFAR

**Diane Gilworth**, Harvard Vanguard Medical Associates

**Allan Goroll, MD**, Harvard Medical School

**Janet Fraser Hale, PhD**, University of Massachusetts Graduate School of Nursing

**Miriam Hoffman, MD**, Boston University School of Medicine

**Lauren Hughes, MD**, American Medical Student Association

**Charles Huntington**, University of Connecticut School of Medicine

**Mark Jacobs, MD**, Caritas Christi Health Care

**Pam Jones**, Boston Public Health Commission

**Rajit Kamal**, Depuy Mitek

**Kevin Kumler**, McKinsey & Co.

**Maryjoan Ladden PhD**, Robert Wood Johnson Foundation

**Chris Langston, PhD**, John A. Hartford Foundation

**Daniel Lasser, MD**, University of Massachusetts Medical School

**Clement Lewin, PhD**, Novartis Vaccines and Diagnostics

**Gerry Maxwell, PhD**, University of Connecticut School of Medicine

**Thomas Moore, MD**, Boston University School of Medicine

**Marc Nivet, EdD**, Josiah Macy Jr. Foundation

**Jungsoon Noh**, Pfizer

**Paul O'Brien**, Joslin Diabetes Center

**Nancy O'Rourke**, Massachusetts Coalition of Nurse Practitioners

**Rosalie Phillips**, Tufts Health Care Institute

**Debra Poskanzer, MD**, Tufts Health Plan

**Marilyn Rettaliata**, Rettaliata Associates

**Allen Smith, MD**, Brigham and Womens Physicians Organization

**Sharon Steinberg**, Harvard Pilgrim Health Care

**Donald Thieme**, Massachusetts Council of Community Hospitals

**Steven Wartman, MD, PhD**, Association of Academic Health Centers

**Joan Weiss, PhD**, Health Resources and Services Administration

**Lisa Whittemore**, Partners Health Care

# NEHI Members

## Academic Research & Providers

Boston University School of Medicine  
Caritas Christi Health Care  
Dana-Farber Cancer Institute  
Harvard Medical School  
Harvard Stem Cell Institute  
Harvard Vanguard Medical Associates  
Joslin Diabetes Center  
Partners HealthCare System  
Tufts Center for the Study of Drug Development  
Tufts University School of Medicine  
University of Connecticut Health Center  
University of Massachusetts Medical School  
Worcester Polytechnic Institute

## Associations & Quality Organizations

AdvaMed  
Biotechnology Industry Organization  
California Healthcare Institute  
Greater Boston Chamber of Commerce  
Massachusetts Biotechnology Council  
Massachusetts Hospital Association  
Massachusetts Medical Society  
Masspro  
Massachusetts Council of Community Hospitals  
Massachusetts Technology Collaborative  
National Pharmaceutical Council  
New England Council  
PhRMA

## Patient Organizations

American Cancer Society-New England  
National Organization for Rare Disorders  
National Health Council

## Biotechnology

Alkermes  
Amgen  
Cubist Pharmaceuticals  
EMD Serono  
Genzyme Corporation  
Millipore Corporation  
Organogenesis  
Vertex Pharmaceuticals

## Health IT and Communications

SironaHealth  
Verisk Health

## Medical Device and Diagnostics

ABIOMED  
BD (Becton, Dickinson and Company)  
DePuy Mitek  
Navigenics  
Philips Healthcare  
Thermo Fisher Scientific

## Pharmaceutical

AstraZeneca  
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Bayer HealthCare  
GlaxoSmithKline  
Merck & Co., Inc.  
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Novo Nordisk  
Pfizer  
Wyeth

## Wellness & Care Management

Care Management Technologies  
Take Care Health Systems  
Vermedx

## Payers

Blue Cross Blue Shield of Massachusetts  
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Tufts Health Plan  
WellPoint, Inc.

## Employers

EMC Corporation  
Pitney Bowes

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