

WEBVTT - <https://subtitletools.com>

00:00:04.520 --> 00:00:05.353 - So

00:00:05.353 --> 00:00:10.200 welcome everyone to our online recording

00:00:10.200 --> 00:00:13.740 of orientation to the health policy program

00:00:13.740 --> 00:00:15.713 at Yale School of Public Health.

00:00:16.640 --> 00:00:20.590 This is to be honest, not the way we want to do orientations

00:00:20.590 --> 00:00:22.200 we'd want them to be in person,

00:00:22.200 --> 00:00:24.180 we'd want to all be together

00:00:24.180 --> 00:00:27.801 so you can get a sense of the community that exists here

00:00:27.801 --> 00:00:32.500 but the world is not the way anyone wants it to be right now

00:00:32.500 --> 00:00:34.380 and we're responding to that

00:00:34.380 --> 00:00:36.440 and we hope that everyone will be patient

00:00:36.440 --> 00:00:39.190 with the limitations of this medium.

00:00:39.190 --> 00:00:42.305 To be clear, although this session will be recorded,

00:00:42.305 --> 00:00:45.540 there is an online session scheduled

00:00:45.540 --> 00:00:48.100 for the afternoon of April 6th

00:00:48.100 --> 00:00:49.930 where our current students will be

00:00:49.930 --> 00:00:53.280 and take questions from prospective students.

00:00:53.280 --> 00:00:55.530 That session will also be recorded

00:00:55.530 --> 00:00:58.160 so if you are seeing this after April 6th,

00:00:58.160 --> 00:01:01.223 you can go and get the recorded version of that as well.

00:01:03.590 --> 00:01:05.141 We're gonna start with some introductions

00:01:05.141 --> 00:01:07.043 and so I'll lead off.

00:01:07.043 --> 00:01:09.150 I'm Mark Schlesinger.

00:01:09.150 --> 00:01:12.873 I am acting head chair of the department.

00:01:14.680 --> 00:01:17.000 I am by training an economist

00:01:17.000 --> 00:01:19.372 though of a behavioral sort

00:01:19.372 --> 00:01:23.975 so I study how people learn from their experiences

00:01:23.975 --> 00:01:28.130 and draw on those experiences to make choices.

00:01:28.130 --> 00:01:29.660 Choices about healthcare,

00:01:29.660 --> 00:01:33.740 choices about what kinds of public policy matter to them,

00:01:33.740 --> 00:01:36.250 what kinds of policies they want to support,

00:01:36.250 --> 00:01:38.830 what kinds of policies they would like to see changed

00:01:38.830 --> 00:01:41.100 and if so, how?

00:01:41.100 --> 00:01:45.283 I teach two classes in the health policy curriculum.

00:01:46.380 --> 00:01:49.440 The first is the broad introductory class

00:01:49.440 --> 00:01:51.860 that every student at this school takes

00:01:51.860 --> 00:01:55.520 including the policy students in the fall of your first year

00:01:55.520 --> 00:01:58.828 the second, a health politics and governance class

00:01:58.828 --> 00:02:01.760 that's taught in the fall of the second year

00:02:01.760 --> 00:02:03.678 for our policy students

00:02:03.678 --> 00:02:06.500 and anyone else who wants to take that.

00:02:06.500 --> 00:02:09.560 All right so now we're gonna go around the virtual room

00:02:09.560 --> 00:02:10.614 with introductions.

00:02:10.614 --> 00:02:11.447 Abby?

00:02:13.447 --> 00:02:17.410 - Hi everyone I'm Abby Friedman, I'm an assistant professor

00:02:17.410 --> 00:02:19.450 in the department of health policy and management

00:02:19.450 --> 00:02:21.540 and I'm a health economist by training.

00:02:21.540 --> 00:02:23.630 I have a sort of different stripe than some of the others.

00:02:23.630 --> 00:02:25.428 I focus on the policy determinants

00:02:25.428 --> 00:02:28.400 of behaviors that have long term risk

00:02:28.400 --> 00:02:31.854 particularly tobacco, marijuana, e-cigarettes,

00:02:31.854 --> 00:02:33.750 risky addictive behaviors.

00:02:33.750 --> 00:02:35.663 So my research tries to identify

00:02:35.663 --> 00:02:39.200 what switches we could flick from a policy perspective

00:02:39.200 --> 00:02:42.300 to address these behaviors, reduce their incidents

00:02:42.300 --> 00:02:44.273 or address disparities in them.

00:02:44.273 --> 00:02:46.559 Most of you will see me in the

00:02:46.559 --> 00:02:48.600 required microeconomics course,

00:02:48.600 --> 00:02:50.630 microeconomics for health policy and management

00:02:50.630 --> 00:02:52.110 in your first semester.

00:02:52.110 --> 00:02:54.390 If you major in economics

00:02:54.390 --> 00:02:57.302 or even took an intermediate level course and passed it,

00:02:57.302 --> 00:02:59.710 you should be exempting out of this course.

00:02:59.710 --> 00:03:01.660 For those of you who are interested in policy

00:03:01.660 --> 00:03:02.948 and have managed to avoid it

00:03:02.948 --> 00:03:05.210 your entire undergraduate career,

00:03:05.210 --> 00:03:07.380 I'm guessing there's a reason for that.

00:03:07.380 --> 00:03:08.310 Fear not.

00:03:08.310 --> 00:03:11.950 This course is hard, it will take you from zero to 60

00:03:11.950 --> 00:03:14.100 we're gonna get you up to intermediate applications

00:03:14.100 --> 00:03:16.340 of health economics in one semester

00:03:16.340 --> 00:03:18.230 but it is geared towards people

00:03:18.230 --> 00:03:20.420 who don't have a background when they start

00:03:20.420 --> 00:03:22.526 and the goal is to make it easier for you to tell

00:03:22.526 --> 00:03:24.640 when someone who walks into a room

00:03:24.640 --> 00:03:26.470 or you meet at a party says,

00:03:26.470 --> 00:03:28.900 let the markets fix it, leave it alone,

00:03:28.900 --> 00:03:31.221 the markets will fix it, whether you should believe them

00:03:31.221 --> 00:03:33.040 and if you shouldn't believe them,

00:03:33.040 --> 00:03:37.100 what you might actually think the underpinning problem is

00:03:37.100 --> 00:03:38.430 and something you could do about it.

00:03:38.430 --> 00:03:40.360 So it is very much an applied

00:03:40.360 --> 00:03:42.453 micro for health policy course.

00:03:48.690 --> 00:03:49.523 - Hi.

00:03:53.520 --> 00:03:54.360 Hello?

00:03:54.360 --> 00:03:56.130 - Go ahead Shelly, yeah we can hear you.

00:03:56.130 --> 00:03:58.180 - Okay, I'm Shelley Geballe.

00:03:58.180 --> 00:04:02.560 I'm an assistant professor of clinical public health

00:04:02.560 --> 00:04:06.276 and that's because I am teaching in a clinical track

00:04:06.276 --> 00:04:11.020 based on my years of experience in public health practice.

00:04:11.020 --> 00:04:12.470 I'm actually a lawyer by training.

00:04:12.470 --> 00:04:14.260 I came to New Haven in 1972

00:04:14.260 --> 00:04:16.826 thinking I'd be here for three years.

00:04:16.826 --> 00:04:18.880 Worked for the ACLU in Connecticut

00:04:18.880 --> 00:04:21.050 doing a lot of class action litigation

00:04:21.050 --> 00:04:22.250 that involved health care,

00:04:22.250 --> 00:04:24.300 representing inmates with HIV disease

00:04:24.300 --> 00:04:25.670 when that epidemic was beginning,

00:04:25.670 --> 00:04:27.550 representing the state's foster children.

00:04:27.550 --> 00:04:30.110 And I came then to school in my forties

00:04:30.110 --> 00:04:31.516 to get an MPH here.

00:04:31.516 --> 00:04:33.950 Started Connecticut Voices for children

00:04:33.950 --> 00:04:35.990 where I switched my advocacy from

00:04:35.990 --> 00:04:38.750 litigation to legislative work.

00:04:38.750 --> 00:04:40.940 And then starting in about 2008,

00:04:40.940 --> 00:04:43.305 I started doing more teaching here.

00:04:43.305 --> 00:04:46.480 My focus again, is on public health law

00:04:47.612 --> 00:04:50.420 and I used to have to explain what it was

00:04:50.420 --> 00:04:52.090 but now that we've had this pandemic,

00:04:52.090 --> 00:04:55.540 it doesn't really require much explanation.

00:04:55.540 --> 00:04:57.210 It's the law the undergirds the power
00:04:57.210 --> 00:04:58.660 that public health agencies have,
00:04:58.660 --> 00:04:59.944 the constraints on that power
00:04:59.944 --> 00:05:02.853 and law itself as a social determinant of health.
00:05:05.470 --> 00:05:06.975 - Jacob?
00:05:06.975 --> 00:05:08.860 - Hi everyone.
00:05:08.860 --> 00:05:10.779 My name's Jacob Wallace.
00:05:10.779 --> 00:05:12.534 I'm an assistant professor here
00:05:12.534 --> 00:05:14.410 at the Yale School of Public Health.
00:05:14.410 --> 00:05:16.927 I've been here, this is now my third year.
00:05:16.927 --> 00:05:20.010 It took me a while to make my way to academia
00:05:20.010 --> 00:05:21.920 after I graduated from college
00:05:21.920 --> 00:05:23.530 so just to give you a sense of my background
00:05:23.530 --> 00:05:24.900 'cause these might be paths
00:05:24.900 --> 00:05:26.390 some of you might have pursued already
00:05:26.390 --> 00:05:28.506 or be considering pursuing.
00:05:28.506 --> 00:05:31.975 Prior to getting my PhD, I worked as a policy
maker
00:05:31.975 --> 00:05:33.670 for the New York State Department of Health
00:05:33.670 --> 00:05:36.062 for three years in the state Medicaid program.
00:05:36.062 --> 00:05:39.410 I also worked in consulting for a year
00:05:39.410 --> 00:05:43.401 and launched a non for profit advocacy organiza-
tion.
00:05:43.401 --> 00:05:46.430 So I have a lot of sort of variable experience.
00:05:46.430 --> 00:05:48.265 After getting my PhD, I then spent a year
00:05:48.265 --> 00:05:50.720 working in Silicon Valley as a data scientist
00:05:50.720 --> 00:05:52.360 and a product manager so,
00:05:52.360 --> 00:05:56.540 I bring a lot of different perspectives to my re-
search here
00:05:56.540 --> 00:05:59.000 and my teaching here and in terms of teaching,
00:05:59.000 --> 00:06:00.083 where you'll find me is
00:06:00.083 --> 00:06:02.460 in the methods and health services research class

00:06:02.460 --> 00:06:04.600 where I'm trying to bring in a little bit of what I learned

00:06:04.600 --> 00:06:06.711 in Silicon valley, as a policy maker,

00:06:06.711 --> 00:06:09.200 as well as as a PhD student.

00:06:09.200 --> 00:06:14.053 And I look forward to hopefully meeting you all next fall.

00:06:15.210 --> 00:06:16.043 - Chima.

00:06:17.300 --> 00:06:18.557 - Sure.

00:06:18.557 --> 00:06:21.700 Good morning everybody, my name is Chima D Ndumele

00:06:21.700 --> 00:06:23.795 I'm an associate professor of health policy

00:06:23.795 --> 00:06:26.200 obviously at the Yale School of Public Health.

00:06:26.200 --> 00:06:29.645 First I'd actually like to echo Mark's thought.

00:06:29.645 --> 00:06:34.645 I know this isn't the ideal mechanism for this kind of forum

00:06:35.670 --> 00:06:37.625 nor is it the most fun for us

00:06:37.625 --> 00:06:39.940 but I really look forward to meeting

00:06:39.940 --> 00:06:42.865 and seeing a bunch of you folks in the fall.

00:06:42.865 --> 00:06:47.124 What I do here, so from a research perspective,

00:06:47.124 --> 00:06:52.124 my work is really about constructing a safety net system

00:06:52.479 --> 00:06:56.440 that is equipped to both facilitate care for

00:06:56.440 --> 00:06:59.500 and improve outcomes for vulnerable populations.

00:06:59.500 --> 00:07:02.430 I take a pretty expansive view of both of those concepts

00:07:02.430 --> 00:07:05.620 that is, what safety net organizations look like

00:07:05.620 --> 00:07:08.220 and who vulnerable populations are.

00:07:08.220 --> 00:07:10.530 So safety net organizations,

00:07:10.530 --> 00:07:14.440 a lot of my work focuses on Medicaid program

00:07:14.440 --> 00:07:17.482 but I also do work in community health centers

00:07:17.482 --> 00:07:19.360 and other organizations

00:07:19.360 --> 00:07:22.327 that serve a bulk of disenfranchised populations

00:07:22.327 --> 00:07:24.717 and in terms of vulnerable populations,

00:07:24.717 --> 00:07:27.086 yes that means low income folks,
00:07:27.086 --> 00:07:30.880 but it also includes folks with complex chronic conditions
00:07:30.880 --> 00:07:31.713 and the like.
00:07:32.651 --> 00:07:34.680 In terms of what I teach,
00:07:34.680 --> 00:07:37.874 I teach a course on comparative healthcare systems.
00:07:37.874 --> 00:07:42.610 Where we explore the things that define health systems.
00:07:42.610 --> 00:07:45.440 And when we think a little bit about what it is
00:07:45.440 --> 00:07:47.084 that makes health systems unique,
00:07:47.084 --> 00:07:49.090 and how health systems can change
00:07:49.090 --> 00:07:52.180 and what the complications are associated with that,
00:07:52.180 --> 00:07:53.810 and what the consequences are
00:07:53.810 --> 00:07:56.490 associated when they don't do it perfectly.
00:07:56.490 --> 00:07:59.470 So I'm looking forward to seeing all of you
00:07:59.470 --> 00:08:01.557 or many of you in the fall.
00:08:02.634 --> 00:08:03.467 - Tiffany.
00:08:05.113 --> 00:08:08.172 - I'm Tiffany, I'm second year health policy student
00:08:08.172 --> 00:08:10.732 also on the regulatory affairs track.
00:08:10.732 --> 00:08:13.411 So just a little bit about me,
00:08:13.411 --> 00:08:16.479 right before YSPH, I was just an undergrad
00:08:16.479 --> 00:08:19.700 getting my BS in microbiology
00:08:19.700 --> 00:08:22.728 so a little bit of a different field.
00:08:22.728 --> 00:08:25.750 Got super interested in health policy
00:08:25.750 --> 00:08:29.017 and kind of more into the social determinants of health
00:08:29.017 --> 00:08:31.724 and more specifically, how that relates to quality.
00:08:31.724 --> 00:08:35.500 So during my first year here, I was refining those interests
00:08:35.500 --> 00:08:38.170 and that led me to my summer internship

00:08:38.170 --> 00:08:40.570 at the National Committee for Quality Assurance
00:08:42.720 --> 00:08:43.830 and
00:08:43.830 --> 00:08:44.974 where I
00:08:44.974 --> 00:08:46.537 largely worked on
00:08:46.537 --> 00:08:50.270 assessing the performance of quality measurements
00:08:50.270 --> 00:08:53.120 in the mental health and cardiac care space
00:08:53.120 --> 00:08:57.220 as well as trying to develop a new measure
00:08:57.220 --> 00:08:59.366 around the home health sphere
00:08:59.366 --> 00:09:03.010 so from there, as I was wrapping up my second year
00:09:03.010 --> 00:09:05.430 kind of tried to refine my public health interest
00:09:05.430 --> 00:09:06.370 a little bit more
00:09:07.550 --> 00:09:08.680 kind of changes everyday,
00:09:08.680 --> 00:09:10.207 but currently I'm really interested
00:09:10.207 --> 00:09:12.041 in medical device regulation
00:09:12.041 --> 00:09:14.630 and how we kind of use regulation
00:09:14.630 --> 00:09:16.165 as well as other policy levers
00:09:16.165 --> 00:09:19.653 to incentivize improvements in quality of care.
00:09:23.130 --> 00:09:24.570 - Leila.
00:09:24.570 --> 00:09:26.119 - Hi everyone, my name is Leila.
00:09:26.119 --> 00:09:29.940 I am also a second year health policy student.
00:09:29.940 --> 00:09:31.370 I am
00:09:32.280 --> 00:09:33.610 from Connecticut.
00:09:33.610 --> 00:09:36.230 Right before coming to school, I was working in
00:09:36.230 --> 00:09:38.310 public affairs for reproductive health advocacy
00:09:38.310 --> 00:09:40.590 and legislation at the state level.
00:09:40.590 --> 00:09:42.040 I worked there for about five years
00:09:42.040 --> 00:09:44.414 and realized that I wanted to understand
00:09:44.414 --> 00:09:47.660 the broader landscape of where reproductive rights
00:09:47.660 --> 00:09:49.500 and health and advocacy fits

00:09:49.500 --> 00:09:51.380 in our overall healthcare system,
00:09:51.380 --> 00:09:52.980 understanding some of the big systems
00:09:52.980 --> 00:09:54.830 that are at play in the U.S.
00:09:54.830 --> 00:09:57.000 And also a better understanding
00:09:57.000 --> 00:09:58.750 of the legal determinants of health.
00:09:58.750 --> 00:10:01.069 Which I've gotten through some of the professors
00:10:01.069 --> 00:10:03.058 in this Zoom room.
00:10:03.058 --> 00:10:05.825 I think that, like Tiffany, my interests have
changed
00:10:05.825 --> 00:10:08.270 vastly based on the first year curriculum,
00:10:08.270 --> 00:10:09.550 based on the second year curriculum
00:10:09.550 --> 00:10:11.567 and everything I've been able to explore.
00:10:11.567 --> 00:10:13.330 But at the heart of it,
00:10:13.330 --> 00:10:14.760 it's really about understanding
00:10:14.760 --> 00:10:16.567 how to take tools from this program
00:10:16.567 --> 00:10:19.653 and make sure that folks have better access to
healthcare.
00:10:20.587 --> 00:10:23.370 At every level but also hopefully going back to
00:10:23.370 --> 00:10:25.633 reproductive healthcare at some point.
00:10:25.633 --> 00:10:30.230 And the advocacy that is very much needed with
that today
00:10:30.230 --> 00:10:31.555 and probably tomorrow.
00:10:31.555 --> 00:10:32.999 So
00:10:32.999 --> 00:10:34.543 yeah, that's me.
00:10:36.060 --> 00:10:38.050 - All right great, thank you guys.
00:10:38.050 --> 00:10:39.424 All right now we are going to
00:10:39.424 --> 00:10:42.417 once again go around the virtual room
00:10:42.417 --> 00:10:44.670 but try to give you a feel
00:10:44.670 --> 00:10:47.660 for different aspects of the program.
00:10:47.660 --> 00:10:51.350 So I'm gonna start out with one core observation
00:10:51.350 --> 00:10:53.030 that's going to be very important
00:10:53.030 --> 00:10:54.886 for those of you thinking about

00:10:54.886 --> 00:10:58.879 choosing among different schools of public health.
00:10:58.879 --> 00:11:02.840 And it's summed up in two catch phrases.
00:11:02.840 --> 00:11:04.450 Catch phrase one,
00:11:04.450 --> 00:11:06.500 size matters.
00:11:06.500 --> 00:11:09.180 Catch phrase two, to quote an old book
00:11:09.180 --> 00:11:12.200 that probably only Shelley and I can remember,
00:11:12.200 --> 00:11:14.213 small is beautiful.
00:11:15.160 --> 00:11:17.180 So size does matter.
00:11:17.180 --> 00:11:22.180 Yale is on the smaller end of schools of public health.
00:11:23.210 --> 00:11:27.600 And indeed that's a reflection of the university as a whole.
00:11:27.600 --> 00:11:31.640 And it has multiple manifestations at different levels
00:11:31.640 --> 00:11:34.580 of your potential educational experience.
00:11:34.580 --> 00:11:38.210 The department in each typical cohort
00:11:38.210 --> 00:11:41.267 has about 30 to 35 policy students.
00:11:41.267 --> 00:11:43.860 We have about 15 faculty.
00:11:43.860 --> 00:11:47.510 You can figure out the relative ratio of faculty to students
00:11:47.510 --> 00:11:51.410 looks pretty good compared to a gigantic department
00:11:51.410 --> 00:11:53.819 that you find at many schools.
00:11:53.819 --> 00:11:58.497 That is a reflection of relatively small departments
00:11:58.497 --> 00:11:59.987 throughout the school
00:11:59.987 --> 00:12:04.070 and relatively small schools throughout Yale.
00:12:04.070 --> 00:12:07.940 Yale is a university composed of many different schools.
00:12:07.940 --> 00:12:09.718 13 professional schools.
00:12:09.718 --> 00:12:12.640 All of them are small.
00:12:12.640 --> 00:12:15.830 And in being small, they tend to be focused
00:12:15.830 --> 00:12:18.170 more outward than inward.

00:12:18.170 --> 00:12:22.040 They're open to students coming from one school to another,

00:12:22.040 --> 00:12:24.773 cutting across campus in various ways.

00:12:24.773 --> 00:12:28.420 Most of our flow of students goes to the law school

00:12:28.420 --> 00:12:30.470 or goes to the school of management

00:12:30.470 --> 00:12:32.243 but people also take courses in

00:12:32.243 --> 00:12:35.340 a variety of social science departments,

00:12:35.340 --> 00:12:38.534 the graduate school and a variety of other

00:12:38.534 --> 00:12:42.273 professional schools scattered around the university.

00:12:43.350 --> 00:12:47.810 Size also matters when you get outside of the university.

00:12:47.810 --> 00:12:50.608 New Haven is a relatively small city

00:12:50.608 --> 00:12:53.060 and I'm very pleased to say

00:12:53.060 --> 00:12:55.770 that in the 30 years I've been at Yale,

00:12:55.770 --> 00:12:58.470 relationships between the university and the city

00:12:58.470 --> 00:13:00.450 have vastly improved.

00:13:00.450 --> 00:13:05.010 Been vastly more constructive and more interactive

00:13:05.010 --> 00:13:07.490 around health and other issues.

00:13:07.490 --> 00:13:09.870 And so there are a lot of opportunities

00:13:09.870 --> 00:13:13.665 when you are here to take advantage of that.

00:13:13.665 --> 00:13:16.760 Size also matters at the state level

00:13:16.760 --> 00:13:19.349 and Connecticut is a small state.

00:13:19.349 --> 00:13:21.297 Small states for those of you

00:13:21.297 --> 00:13:23.750 who have some familiarity with them

00:13:23.750 --> 00:13:25.710 tend to have state legislatures

00:13:25.710 --> 00:13:30.270 legislatures and state government agencies

00:13:30.270 --> 00:13:32.881 that are relatively thinly staffed

00:13:32.881 --> 00:13:37.220 which creates great opportunities for placing our students

00:13:37.220 --> 00:13:40.330 in both those kinds of governmental settings

00:13:40.330 --> 00:13:42.640 and creates great opportunities

00:13:42.640 --> 00:13:45.440 for various kinds of advocacy groups to

00:13:46.474 --> 00:13:50.620 help to collaborate in the policy making process.

00:13:50.620 --> 00:13:54.890 So in that sense, Connecticut, New Haven and Yale

00:13:54.890 --> 00:13:57.630 are wonderful policy laboratories

00:13:57.630 --> 00:14:01.980 for you to build your applied skills in policy analysis

00:14:01.980 --> 00:14:04.150 and policy advocacy.

00:14:04.150 --> 00:14:05.410 There's much more to say

00:14:05.410 --> 00:14:07.970 but I'll leave you with that one thought

00:14:07.970 --> 00:14:09.490 and turn things over to Abby.

00:14:10.730 --> 00:14:13.515 - Hey everyone, I'm gonna talk to you a little bit

00:14:13.515 --> 00:14:16.570 about the way the semester's laid out.

00:14:16.570 --> 00:14:18.912 And the structure of the curriculum

00:14:18.912 --> 00:14:21.500 for health policy students at Yale.

00:14:21.500 --> 00:14:24.443 Hopefully you have in front of you, a curriculum guide

00:14:24.443 --> 00:14:26.726 for the class that we're gonna make available

00:14:26.726 --> 00:14:29.410 and what you'll see, probably the first thing you'll notice,

00:14:29.410 --> 00:14:32.074 is that the first semester has a lot more courses in it

00:14:32.074 --> 00:14:33.654 than any other semesters.

00:14:33.654 --> 00:14:36.420 Conceptually, Yale's approach

00:14:36.420 --> 00:14:39.370 to teaching MPH students generally

00:14:39.370 --> 00:14:41.610 is to use the first semester you're here

00:14:41.610 --> 00:14:44.860 to get everyone to a common baseline understanding

00:14:44.860 --> 00:14:46.625 of the foundational models

00:14:46.625 --> 00:14:49.940 and structures within the health policy system

00:14:49.940 --> 00:14:52.650 that are going to matter for you to build off of

00:14:52.650 --> 00:14:55.001 so that when you get into your areas of focus

00:14:55.001 --> 00:14:56.810 that matter to you,
 00:14:56.810 --> 00:14:58.986 you understand how to think about how it relates
 00:14:58.986 --> 00:15:00.340 to social justice.
 00:15:00.340 --> 00:15:02.730 How it relates to the healthcare system
 00:15:02.730 --> 00:15:03.930 on the ground right now.
 00:15:03.930 --> 00:15:07.016 How it relates to microeconomics
 00:15:07.016 --> 00:15:09.020 and the different models that come out of that
 00:15:09.020 --> 00:15:10.550 and you can use some of the tools
 00:15:10.550 --> 00:15:12.604 from microeconomics and bio stats and EPI
 00:15:12.604 --> 00:15:15.753 to think in an even more sophisticated way
 00:15:15.753 --> 00:15:18.208 about your area of focus.
 00:15:18.208 --> 00:15:21.328 So in the first semester, what you see is actually
 00:15:21.328 --> 00:15:23.808 a list of seven courses, never fear.
 00:15:23.808 --> 00:15:25.520 Actually is it eight?
 00:15:25.520 --> 00:15:27.010 It's eight courses, never fear.
 00:15:27.010 --> 00:15:29.620 Three of those courses are not full-time courses.
 00:15:29.620 --> 00:15:31.430 So there are five full-time courses.
 00:15:31.430 --> 00:15:32.400 Bio stats,
 00:15:32.400 --> 00:15:33.233 EPI,
 00:15:33.233 --> 00:15:35.090 social justice and health equity,
 00:15:35.090 --> 00:15:38.080 health policy and healthcare systems which Mark
 teaches
 00:15:38.080 --> 00:15:40.760 and microeconomics for health policy and man-
 agement
 00:15:40.760 --> 00:15:41.920 which I teach.
 00:15:41.920 --> 00:15:44.220 The last of those courses, micro,
 00:15:44.220 --> 00:15:46.330 is only required for health policy students
 00:15:46.330 --> 00:15:48.450 and is not required if you place out of it
 00:15:48.450 --> 00:15:50.467 as in you have an economics background.
 00:15:50.467 --> 00:15:52.669 After that there's a leadership seminar
 00:15:52.669 --> 00:15:55.720 ethics in public health and professional skill series.

00:15:55.720 --> 00:15:59.482 All of these are not full every week courses
 00:15:59.482 --> 00:16:01.850 and they're relatively short
 00:16:03.340 --> 00:16:04.173 short
 00:16:04.173 --> 00:16:05.060 length
 00:16:05.060 --> 00:16:06.040 introductions
 00:16:06.040 --> 00:16:08.800 or foundation building skills seminars
 00:16:08.800 --> 00:16:11.690 and they have food which is key.
 00:16:11.690 --> 00:16:13.330 So first semester,
 00:16:13.330 --> 00:16:15.170 you don't really need to worry about what you're doing.
 00:16:15.170 --> 00:16:17.110 We would strongly, and I'm only saying this
 00:16:17.110 --> 00:16:19.020 'cause people have asked this in the past.
 00:16:19.020 --> 00:16:20.300 I'd strongly encourage you
 00:16:20.300 --> 00:16:21.887 not to try to take a sixth course.
 00:16:21.887 --> 00:16:25.100 The issue with taking a sixth course is
 00:16:25.100 --> 00:16:27.280 you would be actually scheduling yourself
 00:16:27.280 --> 00:16:29.770 in such a way that you don't have access to opportunities
 00:16:29.770 --> 00:16:31.460 that you don't know about yet.
 00:16:31.460 --> 00:16:32.960 Throughout Yale, as Mark mentioned,
 00:16:32.960 --> 00:16:36.030 there are a large number of relatively smaller schools.
 00:16:36.030 --> 00:16:38.151 The law school and the business school in particular
 00:16:38.151 --> 00:16:41.684 which have courses that are related to public health
 00:16:41.684 --> 00:16:43.490 that may be of interest to you
 00:16:43.490 --> 00:16:46.310 from behavioral economics to strategy,
 00:16:46.310 --> 00:16:47.626 to health law,
 00:16:47.626 --> 00:16:51.260 these courses are gonna be on your radar for the future.
 00:16:51.260 --> 00:16:53.133 But they also have seminars.
 00:16:53.133 --> 00:16:56.000 Seminars where you don't get credit for them

00:16:56.000 --> 00:16:57.710 so it's okay if you have to miss them one week
 00:16:57.710 --> 00:16:58.750 'cause you're cramming.
 00:16:58.750 --> 00:17:00.890 But there's usually food and an interesting speaker
 00:17:00.890 --> 00:17:02.540 and it allows you to meet other people
 00:17:02.540 --> 00:17:03.730 across the university
 00:17:03.730 --> 00:17:06.008 and get a better sense of what's going on
 00:17:06.008 --> 00:17:08.792 that really feeds your tailored interests.
 00:17:08.792 --> 00:17:11.270 If you over schedule yourself in the first semester,
 00:17:11.270 --> 00:17:13.470 you don't get to find out about all those resources,
 00:17:13.470 --> 00:17:14.764 you don't get to meet those people
 00:17:14.764 --> 00:17:17.620 and it is generally one of the huge benefits
 00:17:17.620 --> 00:17:19.137 of being at Yale that you have
 00:17:19.137 --> 00:17:22.440 very low boundaries between these schools.
 00:17:22.440 --> 00:17:24.735 Your ability to go and sit in on a seminar
 00:17:24.735 --> 00:17:28.237 and sit in on a talk or a lunch or a dinner or a
 00:17:28.237 --> 00:17:31.018 someone who comes to campus, speaker series,
 00:17:31.018 --> 00:17:32.510 is very simple.
 00:17:32.510 --> 00:17:34.570 So you wanna leave space for that.
 00:17:34.570 --> 00:17:38.410 In your second semester, you'll have a little bit
 more room.
 00:17:38.410 --> 00:17:41.075 You'll have three required health policy courses.
 00:17:41.075 --> 00:17:43.394 One of which is the leadership seminar again.
 00:17:43.394 --> 00:17:45.800 And then you'll have major health threats
 00:17:45.800 --> 00:17:47.240 which is an MPHY course,
 00:17:47.240 --> 00:17:49.426 which leaves you with two electives.
 00:17:49.426 --> 00:17:52.150 So you'll get even more freedom there
 00:17:52.150 --> 00:17:55.193 and you'll get even more freedom of course in year
 two
 00:17:55.193 --> 00:17:57.310 with fewer and fewer requirements.
 00:17:57.310 --> 00:18:00.360 So this way we know that everyone has a common
 foundation

00:18:00.360 --> 00:18:03.264 and you know, when you're in class with another MPH student,

00:18:03.264 --> 00:18:06.071 that they can speak the same language you're speaking.

00:18:06.071 --> 00:18:09.650 I was also asked to talk about getting situated

00:18:09.650 --> 00:18:10.990 in the first semester generally

00:18:10.990 --> 00:18:13.620 and I will give you the advice that I was given as a student

00:18:13.620 --> 00:18:15.960 and that I give my advisees every year which is,

00:18:15.960 --> 00:18:17.477 get good at saying no

00:18:17.477 --> 00:18:21.416 and don't commit to too much in your first month here.

00:18:21.416 --> 00:18:23.670 If you commit in your first month,

00:18:23.670 --> 00:18:26.098 you don't get to see the opportunities that will open up

00:18:26.098 --> 00:18:28.510 in your second month and there are a lot of them

00:18:28.510 --> 00:18:30.750 because the first month of the year is when everyone is just

00:18:30.750 --> 00:18:32.540 acclimating and choosing their courses

00:18:32.540 --> 00:18:34.051 and getting their sea legs.

00:18:34.051 --> 00:18:36.470 So you wanna make sure that you don't jump

00:18:36.470 --> 00:18:38.150 at exciting opportunity number one

00:18:38.150 --> 00:18:40.400 without checking out what else is out there.

00:18:40.400 --> 00:18:42.026 The opportunities that you face by

00:18:42.026 --> 00:18:45.230 going to the different schools by going to these talks,

00:18:45.230 --> 00:18:47.370 but also by meeting your peers

00:18:47.370 --> 00:18:49.490 who are gonna be some of your greatest assets

00:18:49.490 --> 00:18:50.626 after you graduate

00:18:50.626 --> 00:18:51.530 are

00:18:51.530 --> 00:18:52.520 critical

00:18:52.520 --> 00:18:54.670 to the experience of being at Yale.

00:18:54.670 --> 00:18:57.130 So you wanna leave that room in your schedule

00:18:57.130 --> 00:18:59.720 to take advantage of that and to learn things
00:18:59.720 --> 00:19:02.599 so that we can tailor your later semesters
00:19:02.599 --> 00:19:05.920 in the best way as to where you wanna go
00:19:05.920 --> 00:19:07.670 and that is, I'll wrap up with,
00:19:07.670 --> 00:19:11.410 that is the key benefit of being in a small program.
00:19:11.410 --> 00:19:14.620 We have the faculty to student ratios necessary
00:19:14.620 --> 00:19:17.700 to help you tailor your education for what you want.
00:19:17.700 --> 00:19:19.670 So Tiffany's courses and Leila's courses
00:19:19.670 --> 00:19:20.992 might look very different.
00:19:20.992 --> 00:19:22.860 For example and they will look very different
00:19:22.860 --> 00:19:23.693 from another student
00:19:23.693 --> 00:19:25.051 who wants to go in a different direction
00:19:25.051 --> 00:19:28.248 and that's not just fine, that's great.
00:19:28.248 --> 00:19:31.786 That means that you can get the support from your advisor
00:19:31.786 --> 00:19:33.760 and the course work
00:19:33.760 --> 00:19:36.840 and the information that you need
00:19:36.840 --> 00:19:39.200 to make the most of this degree
00:19:39.200 --> 00:19:41.140 and to put yourself in the best position
00:19:41.140 --> 00:19:42.950 for what not just will make you productive
00:19:42.950 --> 00:19:46.145 with respect to health policy, but what will make you happy.
00:19:46.145 --> 00:19:49.400 I'm gonna go on to Jacob. - Happiness is good.
00:19:49.400 --> 00:19:50.579 Jacob, next up.
00:19:50.579 --> 00:19:53.198 - Thanks Abby, for teeing up
00:19:53.198 --> 00:19:54.940 I think, a lot of the value of the flexibility
00:19:54.940 --> 00:19:55.910 of the program.
00:19:55.910 --> 00:19:57.716 Let me talk a little bit about
00:19:57.716 --> 00:20:00.400 one of the foundations that we think is important
00:20:00.400 --> 00:20:02.640 for everyone to have while they're here
00:20:02.640 --> 00:20:04.903 and that's kind of on the method side.

00:20:04.903 --> 00:20:07.056 The set of tools that you'll be able to use
00:20:07.056 --> 00:20:09.530 and I'm gonna particularly focus on
00:20:09.530 --> 00:20:11.210 kind of quantitative methods
00:20:11.210 --> 00:20:14.963 because we live in an increasingly data driven
world and,
00:20:16.093 --> 00:20:18.699 in my experience, folks who come out of
00:20:18.699 --> 00:20:22.010 these subject matter expertise heavy programs
00:20:22.010 --> 00:20:26.700 like, sorry like an MPH, they are uniquely posi-
tioned
00:20:26.700 --> 00:20:29.650 to contribute to data driven problems
00:20:29.650 --> 00:20:32.652 that I think every company, every government,
00:20:32.652 --> 00:20:35.810 every academic institution faces.
00:20:35.810 --> 00:20:37.841 And so my personal philosophy
00:20:37.841 --> 00:20:40.730 has been that you really need to be able
00:20:40.730 --> 00:20:44.432 to stretch across all three domains
00:20:44.432 --> 00:20:48.490 critical to data science if you wanna be a contrib-
utor.
00:20:48.490 --> 00:20:50.470 And so that would be subject matter expertise
00:20:50.470 --> 00:20:52.970 which you will clearly get coming here
00:20:52.970 --> 00:20:54.330 and will be uniquely positioned
00:20:54.330 --> 00:20:56.470 relative to many of your other
00:20:56.470 --> 00:20:58.680 many other folks in your cohort or age
00:20:58.680 --> 00:21:01.040 who don't have that kind of subject matter exper-
tise
00:21:01.040 --> 00:21:03.770 and we know the healthcare system is just so
complex.
00:21:03.770 --> 00:21:05.140 My introduction to the healthcare system
00:21:05.140 --> 00:21:07.370 was through the Medicaid program in New York
00:21:07.370 --> 00:21:08.530 and I think for the first year,
00:21:08.530 --> 00:21:10.697 I had literally no idea what was going on
00:21:10.697 --> 00:21:12.360 because the policy details
00:21:12.360 --> 00:21:15.460 and the institutional features are just so compli-
cated

00:21:15.460 --> 00:21:18.692 and that's part of what makes an MPH in public health

00:21:18.692 --> 00:21:21.600 where you get so much exposure to the different

00:21:21.600 --> 00:21:24.030 institutional details as well as the disciplinary skills

00:21:24.030 --> 00:21:26.240 to analyze them is critical.

00:21:26.240 --> 00:21:28.261 For me, I then went on and got my PhD

00:21:28.261 --> 00:21:30.516 which is where I built some skills on

00:21:30.516 --> 00:21:33.915 the statistical analysis and causal inference side

00:21:33.915 --> 00:21:36.850 and those are the things we will help train you in

00:21:36.850 --> 00:21:38.880 in your methods training here as well

00:21:38.880 --> 00:21:41.060 and the last piece which I was only exposed to

00:21:41.060 --> 00:21:43.710 when I went into industry and worked in Silicon Valley

00:21:43.710 --> 00:21:45.812 was programming and data analysis skills.

00:21:45.812 --> 00:21:48.630 And so I think one of the things we emphasize here

00:21:48.630 --> 00:21:51.710 is giving you an exposure to each of those three pillars.

00:21:51.710 --> 00:21:54.492 Obviously in two years, no one becomes an expert,

00:21:54.492 --> 00:21:56.632 true expert in really anything.

00:21:56.632 --> 00:21:59.340 But what the goal of our methods training

00:21:59.340 --> 00:22:01.780 is to expose you to those three pillars

00:22:01.780 --> 00:22:03.350 and then how to link them.

00:22:03.350 --> 00:22:04.193 And so,

00:22:04.193 --> 00:22:06.660 understanding the subject matter,

00:22:06.660 --> 00:22:10.260 knowing how to access and analyze data

00:22:10.260 --> 00:22:12.180 in the increasingly rich data available to us.

00:22:12.180 --> 00:22:15.620 And on the statistical skills as well as causal inference

00:22:15.620 --> 00:22:18.629 and causal reasoning needed to draw inferences

00:22:18.629 --> 00:22:19.980 from that data

00:22:19.980 --> 00:22:22.090 and if you can put those three pieces together

00:22:22.090 --> 00:22:23.620 and have a foundation to build on that,
 00:22:23.620 --> 00:22:25.980 wherever you go next, whether it be government,
 00:22:25.980 --> 00:22:28.110 whether it be industry, whether it be advocacy,
 00:22:28.110 --> 00:22:30.820 I think you'll be in a great great position
 00:22:30.820 --> 00:22:33.680 to contribute to evidence based reform,
 00:22:33.680 --> 00:22:35.790 evidence based science and evidence based policy
 00:22:35.790 --> 00:22:37.960 and I'll just leave it there.
 00:22:37.960 --> 00:22:39.699 - Great, Shelley.
 00:22:39.699 --> 00:22:41.770 - Thanks Jacob.
 00:22:41.770 --> 00:22:44.950 Mark asked me to talk about the public health
 law class
 00:22:44.950 --> 00:22:46.580 and also about some of the experiential
 00:22:46.580 --> 00:22:48.179 learning opportunities that you'll have
 00:22:48.179 --> 00:22:50.159 which both give you the
 00:22:50.159 --> 00:22:53.170 experience of applying some of what you're learn-
 ing
 00:22:53.170 --> 00:22:55.220 in a theoretical sense in classes
 00:22:55.220 --> 00:22:57.170 but also making an enormous contribution
 00:22:57.170 --> 00:22:59.940 to the community and to the state of Connecticut.
 00:22:59.940 --> 00:23:02.050 I wanna emphasize the point that Mark made.
 00:23:02.050 --> 00:23:03.670 Connecticut is a very small state.
 00:23:03.670 --> 00:23:05.549 It's also a very blue state at the moment
 00:23:05.549 --> 00:23:08.798 and it's a very thinly staffed state at the legislature
 00:23:08.798 --> 00:23:11.684 and we've had students do extraordinary work
 00:23:11.684 --> 00:23:13.853 supplementing the work of state agencies,
 00:23:13.853 --> 00:23:18.439 helping state legislatures and really bringing
 00:23:18.439 --> 00:23:20.650 the expertise of the school of public health
 00:23:20.650 --> 00:23:24.188 into the policy making process in Connecticut.
 00:23:24.188 --> 00:23:26.210 So the public health law class,
 00:23:26.210 --> 00:23:27.854 I created a number of years ago
 00:23:27.854 --> 00:23:32.080 because law is basically the foundational element

00:23:32.080 --> 00:23:33.387 of public health practice
00:23:33.387 --> 00:23:35.745 and I devised it because,
00:23:35.745 --> 00:23:39.100 in a way that it would be tailored to people who had
00:23:39.100 --> 00:23:41.020 little or no experience in law.
00:23:41.020 --> 00:23:42.920 'Cause many of you will be coming in
00:23:42.920 --> 00:23:44.260 with backgrounds in science.
00:23:44.260 --> 00:23:47.080 So one of the things I do is expose you
00:23:47.080 --> 00:23:49.027 to some of the key principles of public health law
00:23:49.027 --> 00:23:50.955 and the foundational elements of it.
00:23:50.955 --> 00:23:53.960 Constitutional law, administrative law, criminal law
00:23:53.960 --> 00:23:54.793 court law,
00:23:54.793 --> 00:23:58.280 environmental law, occupational health and safety law.
00:23:58.280 --> 00:24:00.968 And how the law comes together
00:24:00.968 --> 00:24:04.690 to both give the authority and the responsibility
00:24:04.690 --> 00:24:07.665 to federal state and local public health agencies
00:24:07.665 --> 00:24:09.890 what the limits of that power are.
00:24:09.890 --> 00:24:11.774 We're seeing a lot of that right now of
00:24:11.774 --> 00:24:13.532 what is the limit on
00:24:13.532 --> 00:24:15.801 the ability to quarantine isolate people
00:24:15.801 --> 00:24:17.675 by public health order.
00:24:17.675 --> 00:24:21.030 In chronic disease, what's the limit on commercial speech
00:24:21.030 --> 00:24:23.570 and what can public health authorities
00:24:23.570 --> 00:24:25.993 try to do to shape the information environment?
00:24:27.990 --> 00:24:30.840 And I also focus in the course
00:24:30.840 --> 00:24:34.560 on law itself as a structural and social determinant.
00:24:34.560 --> 00:24:36.882 It's an emerging field of legal epidemiology.
00:24:36.882 --> 00:24:39.963 In the course, I use both primary legal sources,
00:24:39.963 --> 00:24:42.940 supreme court decisions, circuit court decisions,

00:24:42.940 --> 00:24:46.079 statutes, regulations and case studies.
 00:24:46.079 --> 00:24:50.180 In one class we looked at the water challenges
 00:24:50.180 --> 00:24:51.537 in Fort Michigan and,
 00:24:51.537 --> 00:24:54.350 did a little role playing to watch how
 00:24:54.350 --> 00:24:58.240 the different policy positions were taken by
 00:24:58.240 --> 00:25:00.083 different administrative actors.
 00:25:01.640 --> 00:25:03.070 If you're interested in law,
 00:25:03.070 --> 00:25:05.379 I also have an appointment at the law school
 00:25:05.379 --> 00:25:08.438 as a clinical lecturer and in the last decade
 00:25:08.438 --> 00:25:10.930 a very robust programs has developed there.
 00:25:10.930 --> 00:25:14.230 There's the Solomon Center for Health Law &
 Policy
 00:25:14.230 --> 00:25:15.860 the global health justice partnership.
 00:25:15.860 --> 00:25:17.700 The program for the study of
 00:25:17.700 --> 00:25:19.300 reproductive justice and others
 00:25:19.300 --> 00:25:21.537 and multiple law school courses.
 00:25:21.537 --> 00:25:23.840 Administrative law being a key one,
 00:25:23.840 --> 00:25:27.427 food and drug law, health care law, food law and
 the like.
 00:25:27.427 --> 00:25:30.250 And again, particularly the courses of a lecture
 course
 00:25:30.250 --> 00:25:32.485 as you have easy admission to.
 00:25:32.485 --> 00:25:35.123 In terms of experiential learning,
 00:25:36.290 --> 00:25:40.063 I direct a health policy practicum
 00:25:40.063 --> 00:25:41.823 and we've been placing students
 00:25:41.823 --> 00:25:44.690 who work directly with state legislatures
 00:25:45.880 --> 00:25:48.162 with representative state senators.
 00:25:48.162 --> 00:25:50.530 In Connecticut, our state senators have a
 00:25:50.530 --> 00:25:53.950 single staff person for constituent and policy work.
 00:25:53.950 --> 00:25:55.480 Our representatives share,
 00:25:55.480 --> 00:25:57.994 four of them share a single policy person and so,
 00:25:57.994 --> 00:26:00.180 we've found that our students end up becoming

00:26:00.180 --> 00:26:03.230 the chief policy repositories of knowledge
00:26:03.230 --> 00:26:04.900 for many of the state legislatures.
00:26:04.900 --> 00:26:07.140 We've had people working in the office of
00:26:07.140 --> 00:26:10.090 healthcare strategy in the department of social
services,
00:26:10.090 --> 00:26:11.267 which runs our Medicaid program
00:26:11.267 --> 00:26:12.740 and the department of public health
00:26:12.740 --> 00:26:14.210 in the commissioners office right now,
00:26:14.210 --> 00:26:15.520 we have a student working.
00:26:15.520 --> 00:26:17.316 In an advocacy organization in the state
00:26:17.316 --> 00:26:18.760 like Planned Parenthood,
00:26:18.760 --> 00:26:22.758 the Connecticut public health association, and
others.
00:26:22.758 --> 00:26:25.562 You will be required to do an internship
00:26:25.562 --> 00:26:27.470 between your first and second year
00:26:28.500 --> 00:26:29.578 but the internship requirement
00:26:29.578 --> 00:26:31.933 can also be satisfied by doing a practicum.
00:26:33.870 --> 00:26:36.570 There are so many opportunities, particularly now
00:26:36.570 --> 00:26:38.587 with this epidemic to be doing consulting work
00:26:38.587 --> 00:26:40.120 and policy work.
00:26:40.120 --> 00:26:42.427 I know the students who've been in the practicum
00:26:42.427 --> 00:26:45.150 and two of them are a part of this,
00:26:45.150 --> 00:26:47.583 will be able, in the student section of this
00:26:47.583 --> 00:26:51.630 background or, to give you a sense of the experi-
ence
00:26:51.630 --> 00:26:53.070 of working in these environments,
00:26:53.070 --> 00:26:55.030 but it gives you real world practice
00:26:55.030 --> 00:26:57.097 and a chance to apply your skills
00:26:57.097 --> 00:26:59.050 and a chance to make a difference, frankly.
00:26:59.050 --> 00:27:00.322 And
00:27:00.322 --> 00:27:02.100 we really need

00:27:02.100 --> 00:27:04.700 every hand on deck at this moment in time, it feels.

00:27:06.760 --> 00:27:08.273 - Chima why don't you go next?

00:27:11.730 --> 00:27:12.730 - Sure, thanks Mark.

00:27:13.594 --> 00:27:16.560 I'm gonna spend just a minute or two

00:27:16.560 --> 00:27:19.959 talking to you about some of the research opportunities

00:27:19.959 --> 00:27:21.539 or at the very least,

00:27:21.539 --> 00:27:23.900 the pathways to research opportunities

00:27:23.900 --> 00:27:26.420 that are available to you here at Yale.

00:27:26.420 --> 00:27:29.520 The first thing that I should do is actually underscore

00:27:29.520 --> 00:27:32.963 a point that I think both Abby and Shelley made.

00:27:34.810 --> 00:27:37.950 At this type of university, at this university in particular

00:27:38.910 --> 00:27:43.500 we very much encourage you to reach out

00:27:43.500 --> 00:27:45.128 to other departments,

00:27:45.128 --> 00:27:48.010 to other institutions across the university

00:27:48.010 --> 00:27:49.933 where there are a variety of opportunities

00:27:49.933 --> 00:27:53.100 that is both in the law school, as Shelley mentioned,

00:27:53.100 --> 00:27:54.567 that's in the school of management.

00:27:54.567 --> 00:27:57.763 That is increasingly in the med school as well.

00:27:58.880 --> 00:28:00.190 The second thing that I should underscore

00:28:00.190 --> 00:28:02.020 is something that Abby said.

00:28:02.020 --> 00:28:03.510 While I'm about to talk to you

00:28:03.510 --> 00:28:04.862 about some potential pathways

00:28:04.862 --> 00:28:07.308 to research opportunities,

00:28:07.308 --> 00:28:10.162 I would also encourage you to take your time

00:28:10.162 --> 00:28:13.483 in evaluating kind of the number of opportunities

00:28:13.483 --> 00:28:16.078 that are gonna be available to you at the beginning

00:28:16.078 --> 00:28:19.003 because that will only expand over time.

00:28:19.003 --> 00:28:23.220 That being said, I think there's three major pathways

00:28:23.220 --> 00:28:28.030 to acquiring research opportunities for YSPH students.

00:28:28.030 --> 00:28:30.200 The first, which I've alluded to,

00:28:30.200 --> 00:28:33.353 are job postings all around the university.

00:28:34.782 --> 00:28:37.210 It is increasingly the case that

00:28:37.210 --> 00:28:38.933 just with the skills that you come in with

00:28:38.933 --> 00:28:41.595 and the skills that you acquire over time

00:28:41.595 --> 00:28:44.586 that you are very valuable for research teams

00:28:44.586 --> 00:28:46.809 across the university.

00:28:46.809 --> 00:28:51.809 You have subject matter knowledge that is growing everyday

00:28:52.080 --> 00:28:56.559 and some of the methods skills that Jacob talked about,

00:28:56.559 --> 00:29:01.090 you will also be able to contribute to analytic designs

00:29:01.090 --> 00:29:04.940 and the analysis of papers and research projects.

00:29:04.940 --> 00:29:08.420 So there are, both within YSPH

00:29:08.420 --> 00:29:10.131 and then across the university,

00:29:10.131 --> 00:29:13.480 postings that are available for students

00:29:13.480 --> 00:29:15.493 that will tell you exactly what

00:29:15.493 --> 00:29:20.310 faculty members or research institutes needs and exactly

00:29:20.310 --> 00:29:22.288 and we'll give a really detailed

00:29:22.288 --> 00:29:24.930 instructions about the qualifications

00:29:24.930 --> 00:29:27.083 that these folks are looking for.

00:29:27.083 --> 00:29:31.837 I encourage you to look into and apply for those.

00:29:31.837 --> 00:29:33.540 Beyond that though,

00:29:33.540 --> 00:29:35.592 I think I would also encourage you

00:29:35.592 --> 00:29:39.390 to reach out to individual faculty members

00:29:39.390 --> 00:29:43.007 to find projects, to find subject areas

00:29:43.007 --> 00:29:46.608 that are tailored to the skills or at least

00:29:46.608 --> 00:29:50.713 responsive to the things that are most interesting to you.

00:29:51.910 --> 00:29:56.910 In any given year, I probably work with two to three

00:29:57.757 --> 00:30:01.764 MPH students on research projects.

00:30:01.764 --> 00:30:06.764 They become a staple and really valuable part of my team.

00:30:06.870 --> 00:30:09.480 I'll go back for one second and

00:30:10.390 --> 00:30:12.241 also underscore the fact that

00:30:12.241 --> 00:30:15.430 there are many faculty members that have

00:30:15.430 --> 00:30:18.080 folks from other research institutes

00:30:18.080 --> 00:30:20.579 reach out to them looking for students

00:30:20.579 --> 00:30:22.720 to be a part of their team.

00:30:22.720 --> 00:30:25.710 David Paltiel who's a faculty member who's not here today

00:30:25.710 --> 00:30:29.080 but also leads our modeling concentration,

00:30:29.080 --> 00:30:32.739 keeps a roster of students because it is often the case

00:30:32.739 --> 00:30:35.350 that folks want to reach out to him

00:30:35.350 --> 00:30:38.060 and identify students that might be able to help

00:30:38.060 --> 00:30:39.497 with their research projects.

00:30:39.497 --> 00:30:42.673 So pathway number one was of course,

00:30:44.370 --> 00:30:45.920 listed postings that are out there

00:30:45.920 --> 00:30:47.120 and you can reply to them.

00:30:47.120 --> 00:30:50.090 Pathway two is reaching out to individual faculty.

00:30:50.090 --> 00:30:51.578 We all have open door policies

00:30:51.578 --> 00:30:55.098 and if we ourselves don't have the bandwidth

00:30:55.098 --> 00:30:57.547 to work with more students at that particular time,

00:30:57.547 --> 00:31:00.270 we are glad to kind of facilitate conversations

00:31:00.270 --> 00:31:02.080 with other folks who may.

00:31:02.080 --> 00:31:05.010 Pathway three is that there are a number of kind of

00:31:05.010 --> 00:31:08.803 supporting roles that faculty can parlay on research ideas.

00:31:08.803 --> 00:31:12.260 That is, it is often the case that a student comes to me

00:31:12.260 --> 00:31:15.634 with a specific research idea that I'm glad to consult with.

00:31:15.634 --> 00:31:18.525 Consult on, or talk with them about.

00:31:18.525 --> 00:31:21.690 There are also, if the thesis project process

00:31:21.690 --> 00:31:26.060 which I'm sure we'll talk about at some other point here,

00:31:26.060 --> 00:31:31.060 and faculty are often very glad to respond to the student's

00:31:31.280 --> 00:31:33.015 particular research ideas

00:31:33.015 --> 00:31:37.329 as opposed to students joining the research projects

00:31:37.329 --> 00:31:40.960 that are already existing and ongoing among the faculty.

00:31:40.960 --> 00:31:45.075 So I think those are the three main pathways to

00:31:45.075 --> 00:31:48.770 for students to engage in research and I encourage you

00:31:48.770 --> 00:31:50.380 to think about all of that.

00:31:52.450 --> 00:31:54.995 - All right so I'm gonna briefly step in and

00:31:54.995 --> 00:31:58.510 talk a little bit about what we'll think of as kind of

00:31:58.510 --> 00:32:00.970 some of the culminating experiences

00:32:00.970 --> 00:32:02.920 that are part of the program.

00:32:02.920 --> 00:32:07.920 One, China just referred to which is doing a masters thesis.

00:32:07.966 --> 00:32:10.956 Unlike some of the other departments in the school,

00:32:10.956 --> 00:32:13.834 doing a masters thesis is optional

00:32:13.834 --> 00:32:17.230 and reserved for students who have something

00:32:17.230 --> 00:32:20.800 that they want to devote that time and energy to.

00:32:20.800 --> 00:32:22.810 It's the equivalent of two courses

00:32:22.810 --> 00:32:24.970 so the opportunity cost comes up
00:32:24.970 --> 00:32:26.403 that Abby will acquaint you with
00:32:26.403 --> 00:32:28.950 'cause she's now been exposed to it.
00:32:28.950 --> 00:32:31.820 The things you give up in order to do a thesis.
00:32:31.820 --> 00:32:35.220 In this case, a couple of classes, is pretty high.
00:32:35.220 --> 00:32:40.220 And so we have typically 20 to 25% of our students
00:32:40.880 --> 00:32:42.620 doing a thesis
00:32:42.620 --> 00:32:47.620 and that allows them to focus in on a particular
topic area
00:32:47.950 --> 00:32:50.540 and delve into it deeply.
00:32:50.540 --> 00:32:53.500 The second culminating experience
00:32:53.500 --> 00:32:56.540 that all the students in the policy track have
00:32:56.540 --> 00:32:58.600 is the capstone seminar.
00:32:58.600 --> 00:33:01.120 A course that will be taught starting next year
00:33:01.120 --> 00:33:02.810 by Jamie Tam.
00:33:02.810 --> 00:33:06.920 The capstone seminar does a couple of things
00:33:06.920 --> 00:33:10.540 that we think are unique and we hope,
00:33:10.540 --> 00:33:13.650 helpful to your educational experience.
00:33:13.650 --> 00:33:16.579 First, we spend time in the capstone
00:33:16.579 --> 00:33:21.250 helping people clarify their professional identity.
00:33:21.250 --> 00:33:25.000 What are the different ways in which each of you
00:33:25.000 --> 00:33:28.493 in your professional careers as health policy
00:33:28.493 --> 00:33:30.900 analysts and activists,
00:33:30.900 --> 00:33:33.940 wish to combine the analytic skills
00:33:33.940 --> 00:33:35.820 that you get at Jacob's class
00:33:35.820 --> 00:33:38.970 with the advocacy skills that you'll get in
00:33:38.970 --> 00:33:41.313 various kind of practicum settings
00:33:41.313 --> 00:33:45.390 with some more deeper conceptual modeling skills
00:33:45.390 --> 00:33:48.450 that you get integrated throughout the curricu-
lum.
00:33:48.450 --> 00:33:51.410 How do you balance those different pieces?

00:33:51.410 --> 00:33:55.460 How do you put them together into a professional identity?

00:33:55.460 --> 00:33:58.260 And that is, we hope, helpful

00:33:58.260 --> 00:34:01.370 as people begin to launch themselves in transition

00:34:01.370 --> 00:34:05.059 from being students to being actual actors,

00:34:05.059 --> 00:34:07.773 sources of change in the world.

00:34:09.440 --> 00:34:13.630 There is also the opportunity, as part of the capstone,

00:34:13.630 --> 00:34:16.550 to do what is essentially a mini thesis

00:34:16.550 --> 00:34:19.630 for those who are not doing their own thesis.

00:34:19.630 --> 00:34:21.140 For people who are doing a thesis,

00:34:21.140 --> 00:34:22.650 they adapt it for this.

00:34:22.650 --> 00:34:26.150 There's a capstone project which is again,

00:34:26.150 --> 00:34:30.299 designed to help people identify what really matters to them

00:34:30.299 --> 00:34:34.920 and start applying their skills to a policy domain.

00:34:34.920 --> 00:34:36.900 Often, very far reaching.

00:34:36.900 --> 00:34:40.146 Global, domestic, health, social policy.

00:34:40.146 --> 00:34:43.340 Anything that has important consequences

00:34:43.340 --> 00:34:45.470 for health and welfare,

00:34:45.470 --> 00:34:49.050 that's an opportunity to pursue and develop

00:34:49.050 --> 00:34:51.943 that focal area as part of the capstone.

00:34:52.880 --> 00:34:57.880 All right so we're gonna end our faculty representations.

00:34:58.190 --> 00:34:59.727 Now we're gonna turn things over to people

00:34:59.727 --> 00:35:01.800 you can trust a little more,

00:35:01.800 --> 00:35:04.350 Tiffany and Leila, to talk about their experiences.

00:35:07.600 --> 00:35:09.980 - Thanks Mark and thanks to all of our professors

00:35:09.980 --> 00:35:12.933 who gave a really (audio cutting out)

00:35:12.933 --> 00:35:15.670 as well as the skill sets that we really build.

00:35:15.670 --> 00:35:18.322 So I'm just gonna talk about really quickly,

00:35:18.322 --> 00:35:20.980 the orientation experience as well.

00:35:20.980 --> 00:35:24.230 Kind of like what to expect slash look out for
 00:35:24.230 --> 00:35:25.394 during your first year.
 00:35:25.394 --> 00:35:29.110 More on the kind of student facing side of things.
 00:35:29.110 --> 00:35:32.660 So for orientation, the health policy department
 00:35:32.660 --> 00:35:34.315 is really special and really cool
 00:35:34.315 --> 00:35:37.730 because we do our own orientation in conjunction
 00:35:37.730 --> 00:35:39.831 to the school wide orientation.
 00:35:39.831 --> 00:35:42.330 So we just kind of want to do this
 00:35:42.330 --> 00:35:46.064 because we kind of wanna built the cohort feeling
 very early
 00:35:46.064 --> 00:35:48.820 and to be honest, this was my favorite part
 00:35:48.820 --> 00:35:50.590 and I think I can speak for Leila as well,
 00:35:50.590 --> 00:35:54.510 this is our favorite part of orientation hands down.
 00:35:54.510 --> 00:35:57.460 So what we begin with is just that we reach out
 00:35:57.460 --> 00:36:00.420 to you guys over the summer just to check in with
 y'all,
 00:36:00.420 --> 00:36:02.603 learn a little bit about you guys
 00:36:02.603 --> 00:36:04.270 and kind of just see
 00:36:04.270 --> 00:36:06.120 what's going on with your lives right now
 00:36:06.120 --> 00:36:08.016 what kind of drove you to come here.
 00:36:08.016 --> 00:36:11.130 Then we distribute out an orientation guide
 00:36:11.130 --> 00:36:13.146 that gives you a little bit of just information about
 00:36:13.146 --> 00:36:16.740 who our professors are as people as well as
 00:36:16.740 --> 00:36:17.896 who the second years are
 00:36:17.896 --> 00:36:21.070 and letting you guys get to know also,
 00:36:21.070 --> 00:36:22.490 who is gonna be in your class
 00:36:22.490 --> 00:36:24.730 and who you'll be spending more hours with
 00:36:24.730 --> 00:36:26.433 than you can even count.
 00:36:28.100 --> 00:36:29.900 So we start off with just an orientation
 00:36:29.900 --> 00:36:32.950 that kind of orients you to who everyone is
 00:36:32.950 --> 00:36:36.107 as well as just some fun things about New Haven
 like,

00:36:36.107 --> 00:36:39.400 what are our favorite pizza places and things like that.

00:36:39.400 --> 00:36:42.532 Then once you guys get here, we break you off into

00:36:42.532 --> 00:36:44.540 little orientation families

00:36:44.540 --> 00:36:46.829 that go on for your entire time here.

00:36:46.829 --> 00:36:49.880 We really do feel like the policy department

00:36:49.880 --> 00:36:51.610 is one really really big family

00:36:51.610 --> 00:36:54.357 and we're all just kind of smaller families within it.

00:36:54.357 --> 00:36:57.020 So these orientation families kind of serve to

00:36:57.020 --> 00:37:00.120 help you feel like you're not alone

00:37:00.120 --> 00:37:02.187 'cause it's gonna be a very isolating time

00:37:02.187 --> 00:37:05.938 and a very jarring time as a transition period

00:37:05.938 --> 00:37:09.400 so these kind of serve to kind of orient you

00:37:09.400 --> 00:37:12.136 because you'll be getting two second year policy students

00:37:12.136 --> 00:37:15.510 to start orienting you once you get here

00:37:15.510 --> 00:37:17.240 and these kind of just serve as

00:37:17.240 --> 00:37:18.770 places that you can check in and feel free

00:37:18.770 --> 00:37:21.720 that you can talk to someone about any of your feelings.

00:37:21.720 --> 00:37:23.746 I mean everyone is open, all the professors are,

00:37:23.746 --> 00:37:25.480 all the second years

00:37:25.480 --> 00:37:26.999 and I'm sure first years will be the same but

00:37:26.999 --> 00:37:29.270 these kind of families give you a little bit

00:37:29.270 --> 00:37:31.590 more space and leeway to kind of just talk about

00:37:31.590 --> 00:37:33.390 anything you're feeling.

00:37:33.390 --> 00:37:35.650 So we kind of start off with those

00:37:35.650 --> 00:37:38.440 and then throughout the year, within your families

00:37:38.440 --> 00:37:40.201 as well as within the policy department,

00:37:40.201 --> 00:37:44.750 we do a lot of fun events such as happy hour, trivia nights

00:37:44.750 --> 00:37:45.913 and things like that.
00:37:45.913 --> 00:37:48.090 Just to check in with everyone
00:37:48.090 --> 00:37:50.927 and just have fun as like a department
00:37:50.927 --> 00:37:54.240 and not get bogged down by all the more skill set things
00:37:54.240 --> 00:37:56.100 that we all have to do and things like that.
00:37:56.100 --> 00:37:59.025 So that's kind of the orientation aspect of it.
00:37:59.025 --> 00:38:01.010 So what are just some things that
00:38:01.010 --> 00:38:02.617 you can expect during your first year?
00:38:02.617 --> 00:38:04.560 So this was already kind of mentioned earlier.
00:38:04.560 --> 00:38:06.328 You're pretty much locked in to your courses
00:38:06.328 --> 00:38:08.960 but I thought this was super great
00:38:08.960 --> 00:38:11.338 because it really does build your toolbox
00:38:11.338 --> 00:38:15.060 of policy analytical skills that you get to use
00:38:15.060 --> 00:38:17.830 in not only future classes but start to refine
00:38:17.830 --> 00:38:19.133 and you can use these out
00:38:19.133 --> 00:38:21.810 for whatever your career aspirations are
00:38:21.810 --> 00:38:22.786 which is really great.
00:38:22.786 --> 00:38:25.120 Also the change has been,
00:38:25.120 --> 00:38:27.152 like Mark and Abby had both mentioned,
00:38:27.152 --> 00:38:29.710 it's changed a little bit in that now
00:38:29.710 --> 00:38:33.520 you have two empty spots during your spring semester
00:38:33.520 --> 00:38:35.352 which is really great because then you can start
00:38:35.352 --> 00:38:38.230 you can just already start learning about
00:38:38.230 --> 00:38:39.600 what you are interested in
00:38:39.600 --> 00:38:41.700 and start kind of practicing those things.
00:38:42.719 --> 00:38:44.600 I only had one spot at the time
00:38:44.600 --> 00:38:46.626 so I used it on the practicum which was
00:38:46.626 --> 00:38:48.810 also hands down an amazing course,
00:38:48.810 --> 00:38:52.008 everyone should join it, Shelley's amazing so,

00:38:52.008 --> 00:38:55.530 it was a really great time for me to kind of learn about

00:38:55.530 --> 00:38:58.170 what is the differences between practice space,

00:38:58.170 --> 00:39:00.660 public health, basically how policies work

00:39:00.660 --> 00:39:03.893 and then the differences to that to research work.

00:39:03.893 --> 00:39:08.129 So as a lot of the other professors have kind of alluded to,

00:39:08.129 --> 00:39:10.531 the first year is pretty stretched thin

00:39:10.531 --> 00:39:12.800 because of all the required courses

00:39:12.800 --> 00:39:14.750 that you are supposed to be taking

00:39:14.750 --> 00:39:18.450 but like we said, definitely don't overload yourself.

00:39:18.450 --> 00:39:19.870 Like, research can wait.

00:39:19.870 --> 00:39:22.760 It is only two years but also, two years.

00:39:22.760 --> 00:39:25.763 You have time, a month is not a big deal.

00:39:25.763 --> 00:39:29.045 We would actually recommend instead of doing

00:39:29.045 --> 00:39:33.640 research or getting bogged down by student organizations

00:39:33.640 --> 00:39:35.750 or anything like that, go to all these talks.

00:39:35.750 --> 00:39:38.760 There's so many great opportunities at YSPH

00:39:38.760 --> 00:39:41.000 and at Yale larger

00:39:41.000 --> 00:39:43.910 that we have so many amazing people who come in and talk,

00:39:43.910 --> 00:39:46.470 both practitioners as well as researchers

00:39:46.470 --> 00:39:49.220 who come like to talk about all their crazy things

00:39:49.220 --> 00:39:50.420 that they're doing in the world

00:39:50.420 --> 00:39:52.440 so it's a really great time to figure out

00:39:52.440 --> 00:39:53.950 what you're most passionate about

00:39:53.950 --> 00:39:56.300 or maybe what you're just not as passionate about.

00:39:56.300 --> 00:39:59.392 And what it looks like to be public health practitioners.

00:39:59.392 --> 00:40:03.130 Additionally, because you'll be spending so much time

00:40:03.130 --> 00:40:07.020 in classes and more specifically time with your cohort,
00:40:07.020 --> 00:40:07.964 you'll be
00:40:07.964 --> 00:40:10.249 best friends by the end of it
00:40:10.249 --> 00:40:13.340 and you get to really learn about each other
00:40:13.340 --> 00:40:15.470 and as much as you learn from your profs,
00:40:15.470 --> 00:40:17.266 as trite as it is to say,
00:40:17.266 --> 00:40:19.840 you learn so much from your peers as well
00:40:19.840 --> 00:40:21.290 and during your second semester when
00:40:21.290 --> 00:40:24.454 quite frankly all of your classes will be together,
00:40:24.454 --> 00:40:28.500 you'll have so much time to learn about yourself
00:40:28.500 --> 00:40:30.500 but also learn from the wealth of knowledge
00:40:30.500 --> 00:40:32.550 that your peers also have to give to you.
00:40:37.257 --> 00:40:38.710 - Leila.
00:40:38.710 --> 00:40:41.240 - And I'll dive into more about what you can expect
00:40:41.240 --> 00:40:42.548 for your second year.
00:40:42.548 --> 00:40:45.157 But I absolutely wanna echo everything Tiffany has said
00:40:45.157 --> 00:40:47.032 and a lot of our professors have said here.
00:40:47.032 --> 00:40:49.862 Your first year is great 'cause you get to build
00:40:49.862 --> 00:40:51.936 and plan for your second year.
00:40:51.936 --> 00:40:55.800 Personally, I came back to school to broaden and generally
00:40:55.800 --> 00:40:57.190 understand public health
00:40:57.190 --> 00:40:58.700 and understand healthcare a little bit better
00:40:58.700 --> 00:41:00.669 outside of my niche so,
00:41:00.669 --> 00:41:02.984 I loved being able to get that foundation
00:41:02.984 --> 00:41:04.738 from the first year
00:41:04.738 --> 00:41:07.690 but now I've been using my second year kind of as a,
00:41:07.690 --> 00:41:08.840 choose your own adventure.

00:41:08.840 --> 00:41:11.910 You have a lot more space in the schedule, as you can see.

00:41:11.910 --> 00:41:13.464 You can do a track like Tiffany's doing.

00:41:13.464 --> 00:41:15.310 There are a couple of other tracks

00:41:15.310 --> 00:41:17.388 but you could also really build your own track

00:41:17.388 --> 00:41:20.568 and figure out which courses, not just at YSPH

00:41:20.568 --> 00:41:23.993 but across the schools, really work for you.

00:41:25.435 --> 00:41:28.130 I also highly encourage practice space learning.

00:41:28.130 --> 00:41:30.330 I think that that's where a lot of my,

00:41:30.330 --> 00:41:32.470 where I've been able to take things that I've learned

00:41:32.470 --> 00:41:34.350 from my first year from my other classes

00:41:34.350 --> 00:41:35.510 and directly apply them

00:41:35.510 --> 00:41:38.102 in courses like the practicum or other clinics

00:41:38.102 --> 00:41:40.303 either at the law school or

00:41:40.303 --> 00:41:43.920 projects with the business school or forestry.

00:41:43.920 --> 00:41:45.870 You're able to dive into them

00:41:45.870 --> 00:41:47.630 but also have the security of

00:41:47.630 --> 00:41:50.336 consulting with your professors, with your advisor,

00:41:50.336 --> 00:41:52.573 with other professors just to make sure that

00:41:52.573 --> 00:41:54.637 you have a good sense of what's going on.

00:41:54.637 --> 00:41:56.531 But it also allows you to be creative

00:41:56.531 --> 00:41:59.720 and try new things, try things that you might not be

00:41:59.720 --> 00:42:00.730 totally comfortable with

00:42:00.730 --> 00:42:03.320 because you're with other folks who are also learning

00:42:03.320 --> 00:42:04.640 and also trying to get those skills.

00:42:04.640 --> 00:42:07.070 So it's not just about flexing your expertise

00:42:07.070 --> 00:42:09.884 but actually trying out new things in a

00:42:09.884 --> 00:42:12.140 very safe and encouraging

00:42:14.519 --> 00:42:18.023 environment so, I've thoroughly enjoyed those.

00:42:19.640 --> 00:42:22.380 You also get a chance to really work within the community.

00:42:22.380 --> 00:42:25.740 So one of the benefits of not pigeon holing yourself

00:42:25.740 --> 00:42:29.170 or being bogged down by responsibilities in your first year

00:42:29.170 --> 00:42:31.751 is that you can rise up and take on more in your second year

00:42:31.751 --> 00:42:35.093 and take on some leadership, maybe dive a little bit more

00:42:35.093 --> 00:42:38.170 or find a way to connect your academic experience

00:42:38.170 --> 00:42:39.834 to what's going on at the state level,

00:42:39.834 --> 00:42:42.540 again for either in the practicum

00:42:42.540 --> 00:42:44.932 or either with the state legislature,

00:42:44.932 --> 00:42:46.930 commissions that work with the state

00:42:46.930 --> 00:42:48.960 but you are able to really take what you're learning

00:42:48.960 --> 00:42:51.583 inside the classroom and apply it outside the classroom.

00:42:52.800 --> 00:42:54.450 You

00:42:54.450 --> 00:42:55.460 can

00:42:55.460 --> 00:42:57.300 like I said, look at other relevant courses

00:42:57.300 --> 00:42:58.883 outside of other schools.

00:42:59.780 --> 00:43:03.691 I personally am taking classes almost at every other school

00:43:03.691 --> 00:43:07.086 or one at Jackson, one at the International school,

00:43:07.086 --> 00:43:08.913 the law school and the business school so,

00:43:08.913 --> 00:43:12.000 it's the choose your own adventure that I mentioned earlier.

00:43:12.000 --> 00:43:15.210 You're really able to find the classes that work for you.

00:43:15.210 --> 00:43:17.850 Professors across campus are very welcoming

00:43:17.850 --> 00:43:20.723 and very eager to have other perspectives come in.

00:43:21.720 --> 00:43:24.200 Especially since by your second year,

00:43:24.200 --> 00:43:26.978 by your second semester, you're already

00:43:26.978 --> 00:43:29.470 you've got a lot of public health expertise under your belt

00:43:29.470 --> 00:43:32.363 that you can bring into other classes.

00:43:34.002 --> 00:43:37.152 You are also able to

00:43:37.152 --> 00:43:38.682 take on more

00:43:38.682 --> 00:43:42.840 TF positions that I think are great to build your cohort.

00:43:42.840 --> 00:43:44.361 Not just among your peers

00:43:44.361 --> 00:43:47.350 but I think it allows you to build deeper relationships

00:43:47.350 --> 00:43:48.603 with your professors too.

00:43:50.080 --> 00:43:51.570 As they've all mentioned,

00:43:51.570 --> 00:43:53.760 they're, have great open door policies

00:43:53.760 --> 00:43:56.036 which I've used maybe too often

00:43:56.036 --> 00:43:58.260 to talk about really anything, right?

00:43:58.260 --> 00:44:00.930 And I think that is the beauty of this program

00:44:00.930 --> 00:44:03.550 and this school that, you know,

00:44:03.550 --> 00:44:05.280 you get to know your professors in the classroom

00:44:05.280 --> 00:44:07.870 but you also really have the chance to get to know them

00:44:07.870 --> 00:44:10.420 outside of the classroom, the work that they're doing,

00:44:10.420 --> 00:44:12.040 their research, their backgrounds

00:44:12.040 --> 00:44:15.370 and you know, this wealth of knowledge that's not

00:44:15.370 --> 00:44:18.122 course bound or curriculum bound is really helpful

00:44:18.122 --> 00:44:21.660 for someone like me and probably some of you out there,

00:44:21.660 --> 00:44:23.090 in figuring out what your next steps are

00:44:23.090 --> 00:44:24.790 and what you wanna focus on.

00:44:24.790 --> 00:44:26.395 Or if you know exactly what you wanna focus on,

00:44:26.395 --> 00:44:28.177 how to make sure that you are

00:44:28.177 --> 00:44:31.675 really getting the most out of the program.

00:44:31.675 --> 00:44:34.554 We've talked a little bit about the thesis, no thesis

00:44:34.554 --> 00:44:36.735 requirement in health policy.

00:44:36.735 --> 00:44:41.322 But like Mark said, you can use your capstone project

00:44:41.322 --> 00:44:45.850 to hone in on a certain issue and create a mini thesis

00:44:45.850 --> 00:44:49.100 or use projects in all of your classes

00:44:49.100 --> 00:44:51.000 to create a sort of portfolio

00:44:51.000 --> 00:44:53.670 that shows that you have accumulated this expertise

00:44:53.670 --> 00:44:57.660 in either one subject matter or multiple

00:44:57.660 --> 00:44:59.910 to show that you're, if you're not doing a thesis,

00:44:59.910 --> 00:45:01.950 you're still gaining very

00:45:02.810 --> 00:45:04.740 concrete and very specific expertise

00:45:04.740 --> 00:45:07.191 in a certain topic.

00:45:07.191 --> 00:45:10.620 And the last thing I wanna say that Tiffany's also kind of

00:45:10.620 --> 00:45:11.550 mentioned is that,

00:45:11.550 --> 00:45:13.520 you spend a lot of time with your cohort

00:45:13.520 --> 00:45:15.095 which is wonderful.

00:45:15.095 --> 00:45:16.782 I think that we're all

00:45:16.782 --> 00:45:19.150 a little bit sad not to be doing this in person

00:45:19.150 --> 00:45:21.943 because the energy would've been a little different but

00:45:21.943 --> 00:45:25.500 on the note of families, I had zoomed with my family

00:45:25.500 --> 00:45:27.350 from when I was a first year last night,

00:45:27.350 --> 00:45:29.630 so I think these relationships are really strong

00:45:29.630 --> 00:45:30.902 and they really hold.

00:45:30.902 --> 00:45:33.590 And it's something that I loved about

00:45:33.590 --> 00:45:35.290 the second year more so because

00:45:35.290 --> 00:45:37.240 you get to know your friends and your classmates

00:45:37.240 --> 00:45:39.586 in the first year but you get to rely on your

00:45:39.586 --> 00:45:41.970 friends and classmates in your second year

00:45:41.970 --> 00:45:44.987 in a way that you really might not have known them

00:45:44.987 --> 00:45:46.620 your first year so.

00:45:46.620 --> 00:45:48.130 The second year, you're,

00:45:48.130 --> 00:45:50.010 you're all kinda taking classes in different places.

00:45:50.010 --> 00:45:51.420 Your schedules look different

00:45:51.420 --> 00:45:53.690 but you're able to come back and kind of

00:45:53.690 --> 00:45:56.430 nerd out and talk about the things you've been learning

00:45:56.430 --> 00:45:59.440 and doing separately but coming back together

00:45:59.440 --> 00:46:02.500 either at the capstone or if it's a reading group

00:46:02.500 --> 00:46:04.266 or if it's coffee or if it's happy hour,

00:46:04.266 --> 00:46:06.580 you're creating these relationships that will

00:46:06.580 --> 00:46:07.830 last a little bit longer.

00:46:10.070 --> 00:46:12.560 - Great, thanks wonderful summary.

00:46:12.560 --> 00:46:15.210 In our last few minutes together,

00:46:15.210 --> 00:46:18.420 we're just gonna patch in a few things

00:46:18.420 --> 00:46:22.190 that may not have been fully articulated yet

00:46:22.190 --> 00:46:24.550 just to make sure you get a comprehensive view

00:46:24.550 --> 00:46:27.610 of the program and the one I'm going to start with

00:46:27.610 --> 00:46:31.340 before I open it up is this idea of creating

00:46:31.340 --> 00:46:33.490 kind of concentration areas.

00:46:33.490 --> 00:46:36.010 The equivalent of a minor to your major

00:46:36.010 --> 00:46:38.080 which is in health policy.

00:46:38.080 --> 00:46:40.870 And as was pointed out, there are some

00:46:40.870 --> 00:46:44.840 formal concentration areas maintained by the school.

00:46:44.840 --> 00:46:46.100 Global health,

00:46:46.100 --> 00:46:47.340 policy modeling,

00:46:47.340 --> 00:46:49.007 regulatory affairs.

00:46:49.007 --> 00:46:53.390 And a number of policy students will go into each of those

00:46:53.390 --> 00:46:54.719 in any given year

00:46:54.719 --> 00:46:57.773 but you can also, as I think both Tiffany

00:46:57.773 --> 00:47:00.830 and Leila emphasized, you can make your own.

00:47:00.830 --> 00:47:03.460 You can do the equivalent and put together

00:47:03.460 --> 00:47:07.220 two three four courses that intersect in a way

00:47:07.220 --> 00:47:10.630 that you're designing your own minor, essentially,

00:47:10.630 --> 00:47:13.531 and we encourage and help you to do that.

00:47:13.531 --> 00:47:16.570 All right, what else would anyone else like to add

00:47:16.570 --> 00:47:20.023 that we might have missed or under emphasized so far?

00:47:22.560 --> 00:47:24.800 - I'll jump in to start.

00:47:24.800 --> 00:47:26.320 One thing I just wanted to mention

00:47:26.320 --> 00:47:29.390 and this is partially my way of publicly thanking Tiffany

00:47:29.390 --> 00:47:31.520 for being such a wonderful teaching fellow,

00:47:31.520 --> 00:47:33.840 is that I think another great way to learn

00:47:33.840 --> 00:47:35.040 and particularly for those of you

00:47:35.040 --> 00:47:36.880 interested in consolidating your knowledge

00:47:36.880 --> 00:47:38.270 in a particular course,

00:47:38.270 --> 00:47:41.315 as well as potentially going on into a career teaching

00:47:41.315 --> 00:47:44.420 and teaching applies whether you're in academia

00:47:44.420 --> 00:47:45.570 or whether you're trying to explain

00:47:45.570 --> 00:47:48.671 a complicated concept in a meeting or to stakeholders

00:47:48.671 --> 00:47:52.962 that the MPH students play a really critical role

00:47:52.962 --> 00:47:55.326 as teaching assistants and teaching fellows.

00:47:55.326 --> 00:47:58.320 In my particular class, I have three teaching fellows.

00:47:58.320 --> 00:48:01.810 One who's a PhD student and two who are MPH students

00:48:01.810 --> 00:48:04.557 who've done very well in the course and

00:48:04.557 --> 00:48:06.870 I think it's wonderful for the faculty.

00:48:06.870 --> 00:48:09.475 I think one of the really nice things about graduate school

00:48:09.475 --> 00:48:13.997 is that we are more peers really than anything else

00:48:13.997 --> 00:48:17.250 and so at least with my team, I hope

00:48:17.250 --> 00:48:20.150 probably if there is such a hierarchy,

00:48:20.150 --> 00:48:22.210 it might have Tiffany at the top

00:48:22.210 --> 00:48:25.520 rather than anything else, but we work together as a team,

00:48:25.520 --> 00:48:28.180 we talk through the concepts carefully.

00:48:28.180 --> 00:48:30.160 I really get a good read from my teaching fellows

00:48:30.160 --> 00:48:32.780 as to whether I'm explaining things clearly to the students

00:48:32.780 --> 00:48:34.720 and I think it can be a very enriching experience.

00:48:34.720 --> 00:48:36.150 It certainly has been for me

00:48:36.150 --> 00:48:37.600 but I think as well for the students

00:48:37.600 --> 00:48:39.280 and there's many many opportunities

00:48:39.280 --> 00:48:40.240 for those who are interested

00:48:40.240 --> 00:48:43.580 so I thought I would flag that as a nice learning path

00:48:43.580 --> 00:48:45.880 that we haven't really discussed in depth yet.

00:48:47.850 --> 00:48:49.560 - I have a thought that I wanna add

00:48:49.560 --> 00:48:52.232 because I know when I was deciding among law schools

00:48:52.232 --> 00:48:55.830 decades ago it was, why would you wanna come to Connecticut?

00:48:55.830 --> 00:48:58.590 I had an image of people in Connecticut walking around

00:48:58.590 --> 00:49:01.434 in green pants and being on golf courses all the time.

00:49:01.434 --> 00:49:04.770 And in my years here, I've come to understand that

00:49:04.770 --> 00:49:07.390 while we have some of the richest zip codes in the nation,

00:49:07.390 --> 00:49:09.750 we also some of the poorest and in some cases,

00:49:09.750 --> 00:49:11.838 they lie within three blocks of each other.

00:49:11.838 --> 00:49:14.360 And so we have enormous capacity

00:49:14.360 --> 00:49:16.603 to address the health inequities that exist

00:49:16.603 --> 00:49:20.200 because we have a lot of wealth in the state

00:49:20.200 --> 00:49:22.240 so it really becomes a matter of political will

00:49:22.240 --> 00:49:24.903 and so to me it's always been a very interesting place

00:49:24.903 --> 00:49:28.216 to think about how do you get to a consensus

00:49:28.216 --> 00:49:31.630 that, investing in the social determinants of health

00:49:31.630 --> 00:49:32.689 really really matters

00:49:32.689 --> 00:49:35.239 because we have the capacity to do it in the state.

00:49:37.365 --> 00:49:39.350 - And I'd like to build on what Shelley said.

00:49:39.350 --> 00:49:41.750 Just to give you some concrete examples,

00:49:41.750 --> 00:49:44.639 I have advisees who are working with a local representative

00:49:44.639 --> 00:49:47.630 in Connecticut right now on current health issues

00:49:47.630 --> 00:49:49.610 as part of one of their courses.

00:49:49.610 --> 00:49:51.466 As part of their practicum.

00:49:51.466 --> 00:49:52.747 I have

00:49:52.747 --> 00:49:53.630 advisees

00:49:53.630 --> 00:49:54.630 who

00:49:54.630 --> 00:49:55.552 spend time

00:49:55.552 --> 00:49:58.180 the free time they have, will get on a train

00:49:58.180 --> 00:49:59.374 and go to New York City.

00:49:59.374 --> 00:50:03.580 Not right now, but last semester.

00:50:03.580 --> 00:50:05.100 There are

00:50:05.100 --> 00:50:07.210 the interesting thing about New Haven is,

00:50:07.210 --> 00:50:08.830 everything is close

00:50:08.830 --> 00:50:12.560 it's not just that there's rapid shifts that you can see

00:50:12.560 --> 00:50:15.270 and social determinants of health by walking a few blocks.

00:50:15.270 --> 00:50:18.840 It's that your ability to access the policy makers

00:50:18.840 --> 00:50:22.027 who can influence that is also very easy.

00:50:22.027 --> 00:50:25.250 You can get on a train to Hartford, it's not that far.

00:50:25.250 --> 00:50:28.620 The individuals who have a lot of influence in New Haven,

00:50:28.620 --> 00:50:30.710 are often connected to the university

00:50:30.710 --> 00:50:32.300 or one degree separate.

00:50:32.300 --> 00:50:35.822 So your ability not just to learn about the structures

00:50:35.822 --> 00:50:39.740 that lead to the effectiveness of policy

00:50:39.740 --> 00:50:41.890 or the implementation of evidence based policy,

00:50:41.890 --> 00:50:44.370 at Yale it's not just about the curriculum.

00:50:44.370 --> 00:50:46.750 It's about you getting to apply that in practice

00:50:46.750 --> 00:50:50.814 with people who are doing the work of policy making everyday

00:50:50.814 --> 00:50:52.490 and what it means is,

00:50:52.490 --> 00:50:56.745 you may come in with no idea exactly what you want as a job.

00:50:56.745 --> 00:51:00.220 You could spend, your second semester,

00:51:00.220 --> 00:51:01.588 one of your courses could be

00:51:01.588 --> 00:51:04.870 a practicum working with someone in government to figure out

00:51:04.870 --> 00:51:06.710 if that's really what you want.

00:51:06.710 --> 00:51:08.047 And maybe you figure out that you don't like that

00:51:08.047 --> 00:51:09.210 and so you spend your summer

00:51:09.210 --> 00:51:11.000 doing something totally different.

00:51:11.000 --> 00:51:14.620 So it's not just the education you get in the classroom here

00:51:14.620 --> 00:51:17.660 it's the opportunities and education you get about yourself

00:51:17.660 --> 00:51:19.740 about what really gets you going,

00:51:19.740 --> 00:51:21.030 what you're passionate about

00:51:21.030 --> 00:51:23.880 and where you will fit in order to make a difference

00:51:23.880 --> 00:51:26.510 that will also work for what you want in life.

00:51:26.510 --> 00:51:29.636 We give you those opportunities through course-work,

00:51:29.636 --> 00:51:32.250 through practicums, through just living in a state

00:51:32.250 --> 00:51:35.980 that is really very accessible, and at the same time,

00:51:35.980 --> 00:51:37.040 if you want a day off

00:51:37.040 --> 00:51:38.670 and you wanna go somewhere more exciting,

00:51:38.670 --> 00:51:40.480 you can go to the mountains or the beach

00:51:40.480 --> 00:51:43.180 very easily from here and you can go to New York City.

00:51:44.800 --> 00:51:48.053 - So I'll chime in for a second.

00:51:48.950 --> 00:51:51.920 I happen to think that the most important

00:51:51.920 --> 00:51:55.350 public health problems are the ones that have

00:51:55.350 --> 00:51:59.163 both a local significance and a national relevance.

00:52:00.420 --> 00:52:03.086 And the folks before me just spent a bunch of time

00:52:03.086 --> 00:52:05.350 talking about how easy it is

00:52:05.350 --> 00:52:07.680 to get into the local policy sphere here

00:52:07.680 --> 00:52:11.522 and to conduct and be a part of impactful work.

00:52:11.522 --> 00:52:13.239 The other thing that you can do

00:52:13.239 --> 00:52:16.550 particularly through internships and the like,

00:52:16.550 --> 00:52:18.996 is spend some time in the federal arena.

00:52:18.996 --> 00:52:21.720 We have students that have done internships

00:52:21.720 --> 00:52:24.410 in all types of unique and interesting places

00:52:24.410 --> 00:52:25.790 where they can take some of the lessons

00:52:25.790 --> 00:52:27.148 that they've learned locally

00:52:27.148 --> 00:52:29.455 and figure out how to scale them

00:52:29.455 --> 00:52:33.200 or figure out what they might look like on a federal level.

00:52:33.200 --> 00:52:36.700 I think part of what you get from a program like this

00:52:36.700 --> 00:52:41.440 is the flexibility to do whatever it is that matters to you

00:52:41.440 --> 00:52:43.240 and more importantly to have a program

00:52:43.240 --> 00:52:44.905 that's willing and able to grow with you

00:52:44.905 --> 00:52:47.193 as your interests grow over time.

00:52:49.400 --> 00:52:50.990 - All right, that's great.

00:52:50.990 --> 00:52:54.340 I think as the official time keeper for this session,

00:52:54.340 --> 00:52:59.340 I'm going to bring us to a close and in so doing,

00:52:59.900 --> 00:53:03.590 to all of you who have stayed through the entire recording

00:53:03.590 --> 00:53:06.022 and are listening to us still at the end,

00:53:06.022 --> 00:53:09.730 let me just give you both a warm welcome

00:53:09.730 --> 00:53:14.600 and hope that you come and study with us starting next year

00:53:14.600 --> 00:53:17.410 but also if you have questions,

00:53:17.410 --> 00:53:19.230 we are going to circulate

00:53:20.580 --> 00:53:24.400 our emails so that you can follow up with any of us

00:53:24.400 --> 00:53:27.070 about things that were not entirely clear

00:53:27.070 --> 00:53:30.230 or simply things that you wanna pursue in more detail.

00:53:30.230 --> 00:53:33.640 And so we welcome your inquiries

00:53:33.640 --> 00:53:36.590 because we wanna help you make the best decisions

00:53:36.590 --> 00:53:39.210 at this important stage in your careers.

00:53:39.210 --> 00:53:42.523 So thank you all and thank you for joining us.