

**PH 202G – FALL SEMESTER – 2022  
ADVANCED ALCOHOL RESEARCH SEMINAR**

Instructors: Priscilla Martinez, PhD ([pmartinez@arg.org](mailto:pmartinez@arg.org))  
William Kerr, PhD ([wkerr@arg.org](mailto:wkerr@arg.org))

Alcohol Research Group  
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Seminars will be virtual and hybrid (in-person for students and trainees only) using Zoom:  
<https://us06web.zoom.us/j/85992509259?pwd=bmREQTBKUFd5SVdoRXNIQVIYV3BIZz09>  
Passcode: 961217

**Tuesdays, 12:20 - 1:50 PM**

**August 30**

Roland S. Moore, PhD  
Center Director and Senior Research Scientist  
Prevention Research Center  
Pacific Institute for Research and Evaluation  
*Alcohol, Commercial Tobacco, and Opioid Availability in Community and Occupational Settings:  
Implications for Problem Prevention*

- Hybrid (in-person/virtual)

**September 6**

Dallas W. Pettigrew, MSW  
Clinical Assistant Professor  
Anne and Henry Zarrow School of Social Work  
The University of Oklahoma  
*Underage Alcohol Prevention: A Randomized Trial in the Cherokee Nation*

- Virtual

**September 13**

Kevin Shield, PhD  
Research Scientist  
Institute for Mental Health Policy Research, Centre for Addiction and Mental Health  
Assistant Professor  
Dalla Lana School of Public Health, University of Toronto

*New Global Alcohol Consumption and Global Burden Data (Which Will Include Changes in Alcohol Use Due To COVID-19)*

- Virtual

**September 20**

Discussion

*For trainees and students only*

- TBD

**September 27**

William C. Kerr, PhD

Senior Scientist, Center Director

Alcohol Research Group

Priscilla Martinez, MPhil, PhD

Scientist

Alcohol Research Group

*Alcohol Use and the Covid-19 Pandemic: Results from the National Alcohol Survey and Covid Follow-Up Survey*

- Hybrid (in-person/virtual)

**October 4**

Cindy L. Ehlers, PhD

Professor

The Scripps Research Institute, Department of Neuroscience

*Dark-Side Symptoms in Alcohol Use Disorders*

- Hybrid (in-person/virtual)

**October 11**

Rhonda Jones-Webb, PhD

Professor

University of Minnesota's Division of Epidemiology and Community Health

Chair

Division Training Committee

Co-Chair

School of Public Health, Health Equity Work Group

*Alcohol Policy Enforcement and Underage Drinking*

- Virtual

**October 18**

Discussion

*For trainees and students only*

- TBD

**October 25**

Sarah CM Roberts, DrPH

Professor

Legal Epidemiologist

Advancing New Standards in Reproductive Health (ANSIRH) at University of California, San Francisco

*Alcohol & Pregnancy: Benefits and Harms of State Policies*

- TBD

**November 1**

Adam Sherk, PhD

Scientist

University of Victoria, Canadian Institute for Substance Research

Researcher

WHO/PAHO Collaborating Centre on Alcohol and Public Health Policy

*Estimating Alcohol-Caused Deaths and Alcohol Policy Impacts Using the International Model of Alcohol Harms and Policies*

- Virtual

**November 8**

APHA week – No Seminar

**November 15**

Discussion

*For trainees and students only*

- TBD

**November 22**

Mark S. Kaplan, Dr.P.H.

*For trainees and students only*

Professor of Social Welfare

UCLA Luskin School of Public Affairs

Katherine (Kate) Karriker-Jaffe, PhD

Program Director at RTI International's Community Health & Implementation Research

*Career Advice*

- Hybrid (in-person/virtual)

**November 29**

Christina Tam, PhD

Camillia Lui, PhD

Won Kim Cook, PhD

Scientists

Alcohol Research Group

Libo Li, PhD

Biostatistician; Co-director of the Statistics and Data Services Core

Alcohol Research Group

*Using Time-Varying Effect Modeling With Add Health: Trajectories of Heavy Drinking By Race and Ethnicity*

- TBD

**December 6**

Discussion

*For trainees and students only*

- TBD

### Anti-racist statement

Berkeley Public Health strives to create an anti-racist learning environment. We commit to teaching this course, to the best of our ability, with an antiracist, racial justice, and equity-minded lens. We acknowledge that we will make mistakes as we are all learning together. We invite you to take this journey with us by being fully present and committing to upholding the values of racial equity. We are interested in your perspectives and in the value and knowledge you bring to help make this an enriching learning environment for all participants.

We view this schedule as a dynamic document oriented toward learning and not just coverage of material; thus, we may add or modify topics covered, assignments, and resources (e.g., required readings/videos) slightly, based on the needs and interests of students in the course, and based on current events. We welcome input at any time and invite constructive feedback on any suggested modifications that may help improve the course now or in the future.

As your instructor team, we agree that:

- At least 10% of the course readings will focus on/be authored by people from Black, Indigenous, and other People of Color (BIPOC) communities; and course content will address issues/research pertaining to these groups and other marginalized communities;
- At least 1/3 of the guest speakers for the course will be from a BIPOC community (for courses with more than one guest speaker);
- Students are the experts of their own experiences. Your world lens is welcomed; and as students, you are invited to lift up information and/or data that is relevant to the course material. Everyone is a teacher and everyone is a student;
- We cannot speak on behalf of all groups, or fully understand the issues, concerns and history of all BIPOC identities. However, we are willing to listen and learn, admit mistakes and engage in the ongoing work of cultural humility;
- Racism and injustice is perpetuated by silence. We commit to leading, to the best of our ability, the uncomfortable conversations and turn them into teachable moments; and invite all students to do the same even though we may not all be confident or fully-skilled in doing so;
- We will disrupt harmful power dynamics and engage in active bystander intervention to uncover and dismantle prejudice, bias, and other harmful practices;
- Language or comments that alienate, demean, and denigrate other students in the classroom will not be tolerated, and may result in removal from class;
- We understand that exposure to these topics is uncomfortable; we commit to providing resources and an environment that best supports the mental and emotional well-being of the class;
- We welcome feedback and input at any time during the course without fear of reprisal; any mid-semester check-ins and end of course evaluations will include specific language to help evaluate and solicit input about antiracist teaching practices.