

**PH 202G – SPRING SEMESTER – 2023
ADVANCED ALCOHOL RESEARCH SEMINAR**

Instructors: Priscilla Martinez, PhD (pmartinez@arg.org)
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Alcohol Research Group
6001 Shellmound Street, Suite 450
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Tuesdays, 12:20 - 1:50 PM

January 17

Angie Denisse Otiniano Verissimo, PhD, MPH
Associate Professor
College of Natural Sciences

Department of Health Science & Human Ecology
California State University, San Bernardino

Examining the relationship between intersectional discrimination and substance use disorders by race/ethnicity and gender

- Virtual

January 24

Katherine M. Keyes, PhD
Professor of Epidemiology
Columbia University Mailman School of Public Health
Director of Psychiatric Epidemiology Training Program

Alcohol use in the United States: Current trends, causes, and implications for the public's health

- Virtual

January 31

Discussion

- TBD

For trainees and students only

February 7

Andy Subica, PhD
Associate Professor
Social Medicine, Population and Public Health

University of California Riverside School of Medicine

Wielding community engaged research methods to study alcohol and other behavioral health disparities

- Hybrid (in-person/virtual)

February 14

Cassie L. Boness, PhD

Research Assistant Professor

Licensed Clinical Psychologist

University of New Mexico's Center on Alcohol, Substance use, And Addictions

Co-Medical Director, New Mexico Alcohol and Mental Health ECHO

Shifting conceptualizations of alcohol use disorder from clinical description to mechanisms: advantages and challenges

- Virtual

February 21

Renee M. Johnson, PhD, MPH

Associate Professor and Vice Chair for DEI, Dept. of Mental Health, Johns Hopkins Bloomberg School of Public Health

Grade-level differences in profiles of substance use and behavioral health problems: a multi-group latent class analysis

- Virtual

February 28

Amy Mericle, PhD

Scientist

Alcohol Research Group

Career Advice

- Hybrid (in-person/virtual)

For trainees and students only

March 7

Discussion

- TBD

For trainees and students only

March 14

Katherine P. Theall, PhD, MPH

Professor, Cecile Usdin Professorship in Women's Health

Senior Director, Tulane Violence Prevention Institute

Director, Tulane Mary Amelia Center for Women's Health Equity Research

Neighborhood environments and health disparities

- Virtual

March 21

Dustin T. Duncan, ScD

Associate Professor

Co-Director

Columbia University's Department of Epidemiology
Social and Spatial Epidemiology Unit
Geospatial factors in health/behavior among Black sexual minority men

- Virtual

March 28

Spring Break – No Seminar

April 4

Miguel Ángel Cano, PhD, MPH
Associate Professor
School of Public Health
The University of Texas Southwestern Medical Center
Alcohol use among Hispanics: considering the roles of sociocultural stressors

- Virtual

April 11

Discussion

- TBD

For trainees and students only

April 18

Jennifer E. Merrill, PhD
Associate Professor
Center for Alcohol and Addiction Studies
Department of Behavioral and Social Sciences
Brown University
High-intensity drinking and blackouts among young adults

- Virtual

April 25

Peter Soyster, MA
Doctoral Student
T32 Pre-doctoral Fellow
University of California Berkeley Clinical Science Program
Alcohol Research Group
Utilizing community participation and idiographic modeling to predicting momentary cannabis use

- Virtual

May 2

Discussion

- TBD

For trainees and students only

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 anti-racist, 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.