

**PH 202G – FALL SEMESTER – 2024
ADVANCED ALCOHOL RESEARCH SEMINAR**

Instructors: Priscilla Martinez, PhD (pmartinez@arg.org)
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Alcohol Research Group
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Seminars will be virtual and hybrid using Zoom:

<https://us06web.zoom.us/j/87290267018?pwd=GOJtbpzWjVreDGv9jsz6bDqzxEw1dy.1>

Passcode: 833071

Tuesdays, 12:20 - 1:50 PM

September 3

Seminar Instructors

Co-Presenter: Anthony Surace, PhD

Postdoctoral Fellow

UC Berkeley | Alcohol Research Group

Talk Title: *Intro to the Seminar and alcohol epi research*

- In-person/hybrid

For trainees and students only

September 10

Timothy Naimi, M.D., M.P.H.

Director, Canadian Institute for Substance Use Research (CISUR)

Professor, Department of Public Health and Social Policy

University of Victoria

Talk Title: *Getting Alcohol Guidelines to the Public: A Canadian Journey*

- In-person/hybrid

Enrichment Speaker

September 17

Jessica Perrotte, PhD

Assistant Professor

Department of Psychology

Texas State University

Talk Title: *The gendered context of drinking alcohol among U.S. Hispanic/Latina women*

- In-person/hybrid

September 24

Paul Chung, MD, MS

Professor and Chair, Department of Health Systems Science

Kaiser Permanente Bernard J. Tyson School of Medicine

Talk Title: *Alcohol Use: The Original Death of Despair*

- Virtual

October 1

Discussion

- Virtual

For trainees and students only

October 8

Drew Walker, PhD

Postdoctoral Research Fellow | Department of Biomedical Informatics

Emory University School of Medicine

Talk Title: *Using natural language processing methods to detect stigmatizing provider language in ICU electronic health record notes*

- Virtual

October 15

Jose Salazar, DrPH

Director of Program Development

Tarzana Treatment Centers

Talk Title: *Tarzana Treatment Services*

- In-person/hybrid

Enrichment Speaker

October 22

Marissa G. Hall, PhD

Assistant Professor

Department of Health Behavior

UNC Gillings School of Global Public Health

Faculty Fellow, Carolina Population Center and

Lineberger Comprehensive Cancer Center

Talk Title: *Reducing alcohol consumption through policy*

- Virtual

Anna H. Grummon, PhD

Assistant Professor, [Pediatrics - General Pediatrics](#)

Assistant Professor (By courtesy), [Health Policy](#)

Stanford University School of Medicine

Director, Stanford Food Policy Lab

October 29

APHA week – No Seminar

November 5

Discussion

- Virtual

For trainees and students only

November 12

Yusuf Ransome, DrPH

Associate Professor

Yale School of Public Health

Department of Social and Behavioral Sciences

Talk Title: *The case for considering alcohol sale venues to address PrEP uptake disparities and reduce HIV incidence*

- Virtual

November 19

Anthony Surace, PhD

Postdoctoral Fellow

UC Berkeley | Alcohol Research Group

Talk Title: *Measuring Social Stigma and Substance Use Among Sexual Minorities: Individual to Population Level*

- In-person/hybrid

November 26

David O. Fakunle, Ph.D.

Assistant Professor, Public and Allied Health

Morgan State University School of Community Health & Policy

Chair, Maryland Lynching Truth and Reconciliation Commission (MLTRC)

mltrc@maryland.gov

msa.maryland.gov/lynching-truth-reconciliation/

CEO, DiscoverME/RecoverME: Enrichment Through the African Oral Tradition

discovermerecoverme@gmail.com

discovermerecoverme.com

Talk Title: *Storytelling and Public Health 101*

- Virtual

December 3

Discussion

- In person

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 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.