

**PH 202G – SPRING SEMESTER – 2025  
ADVANCED ALCOHOL RESEARCH SEMINAR**

Instructors: Priscilla Martinez, PhD ([pmartinez@arg.org](mailto: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/84650732286?pwd=R6n3oXt7zPibbGSoEXoZpx7GODcbS2.1>

**Meeting ID:** 846 5073 2286

**Passcode:** 608872

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

**January 21**

**Course Instructor: Priscilla Martinez, MPhil, PhD**

Deputy Scientific Director, Scientist

Alcohol Research Group, Public Health Institute

Talk Title: *Intro to the Seminar and Alcohol Research*

- In-person/hybrid

*For trainees and students only*

**January 28**

**Sharon Reif, PhD**

Professor

Heller School for Social Policy and Management

Brandeis University

Talk Title: *Recovery in a Black Community: Pathways, Challenges, and Meaning*

- Virtual

**February 04**

**Tiffany Hall**

President & CEO

Recover Alaska

Talk Title: *Using Data to Pass an Alcohol Tax: A Case Study in Alaska*

- Virtual

### **February 11**

Discussion

- Virtual

*For trainees and students only*

### **February 18**

**Laurie Drabble, PhD**

Director, Center for Applied Research in Human Services (CARHS)

Professor, School of Social Work

San Jose State University College of Health & Human Sciences

*Career Talk*

- In-person/hybrid

### **February 25**

**Aryn Phillips, PhD**

Assistant Professor

University of Illinois Chicago, School of Public Health

Talk Title: *Organizational and Provider Barriers to SBIRT*

- Virtual

### **March 04**

**Sarah Zemore, PhD**

Senior Scientist

Alcohol Research Group, Public Health Institute

Talk Title: *The State of the Science on Mutual-help Groups for Addiction: It's not What you Think*

- Virtual

### **March 11**

**Stacy Sterling, DrPH, MSW**

Kaiser Permanente Division of Research

Senior Scientist

Co-Director, Center for Addiction and Mental Health Research

Associate Adjunct Professor, UCSF Department of Psychiatry and Behavioral Sciences

Professor, Department of Health Systems Science, Kaiser Permanente Bernard J. Tyson School of Medicine

Talk Title: *Facilitating Recovery in the Context of a Learning Healthcare System: Challenges and Opportunities for Improving Care Delivery and Research*

- Virtual/in-person

### **March 18**

Discussion

- Virtual

*For trainees and students only*

### **March 25**

Spring Break – No Seminar

### **April 01**

**Carson Benowitz-Fredericks, MSPH**

Research Director

Alcohol Justice

Talk Title: *Current Alcohol Legislation in CA: The Alcohol Justice Perspective*

- In-person/hybrid

### **April 08**

Discussion

***For trainees and students only***

- Virtual

### **April 15**

**Sylvia Shangani, PhD, ScM, MPH**

Assistant Professor of Community Health Sciences

Boston University School of Public Health

Talk Title: *Social Vulnerabilities and Marginalization: The Intersection of Race, Trauma, and Substance Use*

- Virtual

### **April 22**

**Jennifer Ahern, PhD**

Professor, Division of Epidemiology

University of California, Berkeley, School of Public Health

Talk Title: *Community Violence and Disparities in Maternal and Infant Health*

- In-person/hybrid

**Enrichment Speaker**

### **April 29**

**Corrie Vilsaint, PhD**

Associate Director of Recovery Health Equity, [Recovery Research Institute](#)

Instructor, Harvard Medical School

Talk Title: *Dismantling Racial Disparities in Substance Use Disorder with Recovery Science*

- Virtual

### **May 06**

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 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.