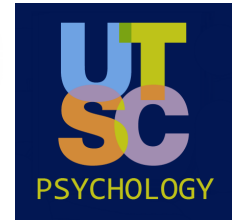


PSYD50: Topics in Memory and Cognition

0.5 credits

University of Toronto, Scarborough
Spring Term, 2017
Wednesdays 9:00–11:00
LEC03 (MW 130)



Instructor: Prof. Michael Souza (“sues-uh”)
Email: michael.souza@utoronto.ca
Office: PO103, Room 121
Office Hours: Wednesdays 11AM-12PM and by appointment

I. Your instructor



Dr. Souza is an Associate Professor (Teaching Stream) in the Department of Psychology. He received his Ph.D. in Psychology from the University of California, Berkeley. His teaching interests revolve around higher-order cognitive functions, cognitive impairments and neurorehabilitation. He is also interested in fostering opportunities that promote student growth and development.

II. Course description, pre-requisites and learning goals

The topic of this seminar is the “Psychology of Gambling.” Gambling and gambling disorders are complex in nature and to better understand their causes and consequences, it is necessary to examine gambling beyond just the cognitive standpoint. The content of this seminar will include a focus on the cognitive psychology of gambling, the social psychology of gambling, and the clinical science of gambling. From a process standpoint, you will have an opportunity to further reinforce your ability to read primary research articles, to collaborate with your colleagues on two class presentations, and to build confidence in your scientific voice.

Prerequisites: PSYB57 and one C-level half-credit in PSY

After successful completion of this course, you will have:

1. developed an understanding of what gambling is, as well as a number of cognitive and social influences that may affect the likelihood of certain gambling behaviors;
2. explored how clinical science conceptualizes gambling disorder, and how this links to our understanding of cognition, neuroscience, and other domains as appropriate;
3. practiced strengthening your schema for successfully reading and analyzing original research articles;
4. developed confidence in your ability to engage in scientific discourse as an interested audience member;
5. improved your ability to collaborate with colleagues to conduct and present scientific research for thoughtful discussion and feedback;

III. Course readings

This course will not use a textbook. Rather, we will be prioritizing your ability to extract information from original research articles, and to engage in critical discussions with similarly-motivated colleagues.

IV. Course webpage

Blackboard Portal will house important course-related announcements, lecture slides (to be posted the day before each lecture), discussion boards to connect with fellow classmates, and course marks. You should check it regularly for course updates.

V. Course requirements and grading

Leading a discussion on an assigned journal article (26% of the course grade)

(Learning outcomes #1,2,3,4,5)

Together with one partner of your choosing, you will select one paper from the course schedule to lead a 40 minute class discussion. These topics range considerably and are meant to give a broader understanding of gambling, and to also better meet the diverse interests of students in the class. In an effort to be fair with respect to topic selection, all pairs will be assigned a number and we will use a random number generator to determine the order of selection. Only one group may cover a given paper. As your order falls in luck's hands, it would be wise to rank order the papers so that you can choose the paper you are most interested in whenever you pick.

The first part of your presentation should last no more than 10 minutes, and should review the important features of the article (i.e., rationale, hypotheses, key methods and results, and interpretations/conclusions). As everyone should have already read the paper, your goal should be to briefly summarize all of the major features before delving into a critical discussion. You have two options regarding how you can present this part, and both are equally appropriate and can be equally successful:

(1) Microsoft Powerpoint (or a comparable program) using only a handful of slides with images only (no added text). Images should be purposeful (not cutesy); they should help orient your audience to the ideas that you need to explain as you move along (i.e., how the experiment was run, figures, tables [text OK here]). You will need to use your own laptop for this, and you must test your computer hookups the week before your present to ensure that everything works. We just don't have time to deal with prolonged, avoidable technical difficulties.

(2) The chalkboard/whiteboard as appropriate, along with verbal reference to parts in the paper (i.e., "If everyone could please turn to page 117 and look at Figure 1...").

The second part of your presentation should last about 30 minutes, and will involve you and your partner leading a critical discussion of the study you just summarized. In addition to your own thoughts and insights into the paper, you will also benefit from discussion questions submitted by everyone else in the seminar. You should organize the list of discussion questions based on topic/theme and order them in a way that will effectively promote a continuing conversation about the paper. Your challenge here is to facilitate - *not* dominate - a thoughtful class discussion where your fellow students are empowered to engage the material along with you.

We will spend a portion of class time reviewing these expectations, as well as discussing ways to promote a successful presentation. Professor Souza will use a detailed rubric to evaluate your performance on both components of your presentation detailed above. Your peers will also be asked to provide feedback on your performance, though the feedback you receive from them will not count towards your mark.

Participation (22% of the course grade)

(Learning outcomes #1,2,3,4)

The beauty of being in a small seminar course is that it provides an important opportunity to engage in group discussion on important topics. **Indeed, seminars don't work without the collective buy-in and participation from all of the members**, and that is exactly the sort of environment that we will be working to cultivate.

Participation will be recognized in the following ways:

Discussion questions submitted via e-mail (1% per presentation, totaling 11%)

For every student presentation, you will be required to submit **two thoughtful discussion questions** directly to Prof. Souza (michael.souza@utoronto.ca). As some weeks have one presentation and others have two, this means that you will submit two questions in some weeks, and four questions in other weeks. Your name and student ID number should be at the top of the email, and the questions should be in the body of the email

(no attachments). **These questions must be submitted by the Monday before the presentation at 12PM sharp.** Professor Souza will then forward all of the questions to the group(s) that will be presenting to help them stimulate discussion. The following grading scheme will be used for these questions:

(Score) with corresponding explanation

- (0) Either no discussion questions were submitted, too few were submitted, or the questions were late.
Students who submit discussion questions but do not attend class that week will receive a '0' here.
- (1) Discussion questions were sent but were not particularly thoughtful, and/or lacked evidence of critical thinking (whether or not they are actually discussed in class)
- (2) Thoughtful discussion questions were sent, and offered an opportunity to stimulate critical thinking in the class (whether or not they are actually discussed in class)

Discussion generated during class (total of 11%)

For every presentation, you will be required to contribute to the class discussion. The following grading scheme will be used for your contributions and as you should note, quality is more important than quantity:

(Score) with corresponding explanation

- (0) Student did not attend class this day, did not speak the entire time, or only agreed/disagreed with what others discussed without providing context (extremely low level of engagement)
- (1) At least one question was asked or comment provided and the idea(s) were contextualized and justified, but the contribution(s) did not strongly engage critical thinking
- (2) At least one question was asked or comment provided, and at least one contribution clearly engaged critical thinking and analysis

For both the discussion questions and discussion during the seminar, part marks may be assigned (i.e., 1.5).

Poster Project (multiple parts [detailed below] constituting a total of 52% of course grade)

(Learning outcomes #1 or 2, and 3,4,5)

Together with two partners of your choosing, you will be asked to conduct a research project (literature review) to further explore current research in a topic associated with gambling, broadly construed. You will be provided with a separate handout that further details this assignment but in short, your group will research a minimum of nine (9) references (averaging 3/group member) and detail what you've learned into a scientific poster that your group will present in a conference-like format at the end of the course.

Topic proposal (10% of course grade)

A one-page document that states the topic of your group research project, what motivated its selection (from an academic and real-world perspective), what you hope to examine more specifically, and what you hope to learn from it (i.e., why does this matter).

Revised proposal + annotated bibliography (12% of course grade)

This component has two parts. (1) You must first revisit your 'Topic Proposal' based on the feedback you received. You must thoughtfully address the feedback you have received, either making changes as appropriate or carefully defending an idea/proposal with more support. (2) You must create an annotated bibliography, which should include a list of APA-formatted references meeting the minimum threshold of nine, and a brief paragraph explaining the goals/value for each research article chosen. When Prof. Souza reads your revised 'Topic Proposal' and annotated bibliography, he should have a crystal clear understanding of what you want to study, why it matters, and how your chosen articles help in pursuit of your goal.

Instructor evaluation of your poster presentation (27% of course grade)

On presentation day, your group will bring a carefully crafted tri-fold poster to present the findings from your literature search. You will use this poster as a tool to deliver a ~10 minute talk that equitably splits the work

across group members. Professor Souza will evaluate your presentation based on a detailed rubric. You will be expected to give your research talk a couple of times to make space for your peer-reviewers (see below), but Professor Souza will only evaluate your talk once.

You will also complete peer evaluations for some of the other posters when you are not presenting (see more below). The peer evaluations done on your poster will be compiled and will inform a small component of your mark (~10% of this portion).

Peer-review of posters (3% of course grade)

Half of groups will present during the first hour of class, and the other half will present during the second hour of class. During the half where you are not presenting, you will be peer-evaluating the work of your peers using the rubric provided to you. Your mark will be determined based on not only completion, but also the detail of feedback you provided to the presenters (i.e., thoughtful critiques needed for full credit).

VI. Course policies

A respectful learning space

A sizeable amount of this course is designed to create opportunities for building skills that are critical for moving into the “real world” successfully: critical analysis of information, working with others successfully, and developing confidence in your voice. As these are common areas of concern for many individuals (not just students!), our classroom will be a vulnerable space of sorts. I welcome that vulnerability because it offers the opportunity for growth and improvement, and I hope that you do as well.

As such, I expect you to be respectful to your colleagues at all times. This includes submitting thoughtful discussion questions that the presenters can use to support their presentation, showing up to class on time every day, always using respectful language, and genuinely trying your best every day.

E-mail policy

In most cases, e-mails will be answered within 48 hours of receipt (not including weekends). The email subject should include our course name and nature of the inquiry (i.e., “PSYD50: Question about the Gambler’s fallacy”). The start of your email should include your full name and student ID number so that we know who you are. Emails that you send should contain no more than one question and you should try to explain your current understanding of the concept in the email (which will be affirmed or corrected).

If you are not used to writing emails in an academic context, I encourage you to review this online resource so that you adopt proper email etiquette now and in the future:

<<https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>>

Office hours

Office hours are a valuable resource for you to learn more about the class and/or important things related to (but outside of) the class. You should consider visiting Prof. Souza’s office hours if you would like to (1) discuss course content, (2) if you have an issue with course performance or progress, or (3) you would like to discuss the field of psychology/neuroscience and how to get more involved.

Class discussion board on Blackboard

For your convenience, discussion threads will be created to improve information flow in our course.

Thread 1: A space to share interesting and course-relevant articles or media.

Thread 2: A space to ask logistical or related questions to Dr. Souza that other students might benefit from knowing (i.e., not of a personal nature). Content questions will not be answered by Prof. Souza on this thread, but he will happily address any such questions before/after class or during office hours.

Thread 3: A space to direct questions to your fellow classmates to clarify a concept, form a study group, etc. Please note that you are NOT allowed to post class notes on the discussion board.

Thread 4: A space to virtually connect with other classmates who are also in need of a group member for the paper presentation.

Thread 5: A space to virtually connect with other classmates who are also in need of a group member for the poster presentation.

Syllabus changes

There may be minor changes to the syllabus during the term. You will be notified of these changes ASAP and no changes will be instituted that dramatically affect your ability to reasonably prepare for a class.

Lecture slides

For your convenience, any lecture slides will usually be posted by 10PM the evening before a lecture. They will be posted in PDF format in two versions only (2 slides and 6 slides per page).

You should know that these lecture slides are not a suitable substitute for attending lecture. In addition to content, there will be several sessions focused on skill-building, and this is only effective in-class.

Instructional materials are only for the purpose of learning in this course and must not be distributed or used for any other reason whatsoever.

Late to class or late submissions of work

Presenters deserve your full and undivided attention. For the paper presentations, if you are more than five (5) minutes late to class, you will receive a '0' for the discussion of that presentation.

The topic proposal and revised proposal and annotated bibliography are due at the beginning of class (11:00AM sharp). I will allow a five (5) minute grace period beyond that (11:05AM), but beyond that, it will be considered late. Regardless of who might be at fault, the entire group will receive a **10% deduction per 24 hours** that the given submission is late (i.e., if the topic proposal is 36 hours late, there will be a 20% deduction off of the mark received for this component). Get organized, communicate, and please avoid such a situation.

Tardiness to your own presentation is beyond unacceptable. Starting your paper presentation late will have a powerfully negative impact on your ability to do well, and will be reflected in your mark. Likewise, starting your poster presentation late will also have a powerfully negative impact on your ability to do well, and will also be reflected in your mark.

Missed Term Work due to Medical Illness or Emergency

All students citing a documented reason for missed term work (this includes assignments and midterm exams) must bring their documentation to the Undergraduate Course Coordinator, Ainsley Lawson, within three (3) business days of the term test / assignment due date. All documentation must be accompanied by the departmental **Request for Missed Term Work form** (<http://uoft.me/PSY-MTW>).

In the case of missed term work due to illness, only an original copy of the **official UTSC Verification of Illness Form** (<http://uoft.me/PSY-MED>) will be accepted. Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration number and business stamp are required.

In the case of other emergency, a record of visitation to a hospital emergency room or copy of a death certificate may be considered.

Forms should be dropped off in SW427C between 9 AM - 4 PM, Monday through Friday. Upon receipt of the documentation, you will receive an email response from the Course Instructor / Course Coordinator within three business days. The Course Instructor reserves the right to decide what accommodations (if any) will be made for the missed work.

Note that this policy applies only to missed term work (assignments and midterms). Missed final exams are dealt with by the Registrar's Office (<http://www.utsc.utoronto.ca/registrar/missing-examination>).

Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

AccessAbility

Students with diverse learning styles and needs are welcome in this course. If you have a disability/health consideration that may require accommodations, please approach the AccessAbility Services Office as soon as possible. The UTSC AccessAbility Services staff (S302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416-287-7560 or ability@utsc.utoronto.ca). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Academic Integrity

The University highly values scholarship and academic achievement and takes very seriously any suspected or known cases of cheating and plagiarism. Students are highly encouraged to read the guide on **How Not to Plagiarize** (<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>) and to take advantage of **writing resources** on campus (<http://www.utsc.utoronto.ca/twc/>). In addition, our campus has a general **Code of Conduct** (<http://tinyurl.com/oh3ff9n>) that all students are expected to follow when interacting with peers, staff of faculty. The keyword here is respect, a good educational context is one in which all parties respect one another's perspective, opinions, and work.

You may see advertisements for services offering grammar help, essay editing and proof-reading. **Be very careful.** If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the *Code of Behaviour on Academic Matters*.

It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre.

If you decide to use these services in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request.

VII. Links you might find useful

UTSC Dates and Deadlines <https://www.utsc.utoronto.ca/registrar/dates-and-deadlines>

Conducting research

UTSC Library <https://utsc.library.utoronto.ca/>
Pubmed.org <https://www.ncbi.nlm.nih.gov/pubmed/>
Google Scholar <https://scholar.google.ca/>

Skill building, future planning

Academic Advising,
Career Centre <http://www.utsc.utoronto.ca/aacc/>
Writing Services <http://www.utsc.utoronto.ca/twc/>
Presentation Skills <http://www.utsc.utoronto.ca/ctl/presentation-skills>

Co-op Program

<http://www.utsc.utoronto.ca/askcoop/>

Your well-being

AccessAbility

<http://www.utsc.utoronto.ca/~ability/>

Health and Wellness

<http://www.utsc.utoronto.ca/hwc/>

Test anxiety

https://www.anxietybc.com/sites/default/files/Test_Anxiety_Booklet.pdf

The Department of Psychology

UTSC Psychology

<http://www.utsc.utoronto.ca/psych/>

UTSC Psychology courses

<http://www.utsc.utoronto.ca/psych/courses>

UTSC Experiential Learning

<http://www.utsc.utoronto.ca/psych/experiential-learning>

Psychology lab opportunities

<http://tinyurl.com/jjq25t7>

The PDNA

<http://www.thepnda.org/>

Assigned readings

- Blaszczynski, A., Nower, L. (2002). A pathways model of problem and pathological gambling. *Addiction*, 97, 487-99.
- Clark, L., Studner, B., Bruss, J., Tranel, D., Bechara, A. (2014). Damage to insula abolishes cognitive distortions during simulated gambling. *Proceedings of the National Academy of Science*, 111(16), 6098-103.
- Cowley, E., Briley, D.A., Farrell, C. (2015). How do gamblers maintain an illusion of control. *Journal of Business Research*, 68, 2181-8.
- Dixon, M.J., Graydon, C., Harrigan, K.A., Wjtowicz, L., Siu, V., Fugelsang, J.A. (2004). The allure of multi-line games in modern slot machines. *Addiction*, 109, 1920-8.
- Ellery, M., Stewart, S.H. (2014). Alcohol affects video lottery terminal (VLT) gambling behaviors and cognitions differently. *Psychology of Addictive Behaviors*, 28(1), 206-6.
- Hing, N., Cherney, L., Blaszczynski, A., Gainsbury, S.M., Lubman, D.I. (2014). Do advertising and promotions for online gambling increase gambling consumption? An exploratory study. *International Gambling Studies*, 14(3), 394-409.
- Hodgkins, D.C., Stea, J.N., Grant, J.E. (2011). Gambling disorders. *Lancet*, 378, 1874-84.
- Navas, J.F., Verdejo-Garcia, A., Lopez-Gomez, M., Maldonado, A., Perales, J.C., (2016). Gambling with rose-tinted glasses on: use of emotion-regulation strategies correlates with dysfunctional cognitions in gambling disorder patients. *Journal of Behavioral Addictions*, 5(2), 271-81.
- Sescousse, G., Janssen, L.K., Hashemi, M.M., Timmer, M.H.M., Geurts, D.E.M., Huurne, N.P. et al. (2016). Amplified striatal responses to near-miss outcomes in pathological gamblers. *Neuropsychopharmacology*, 41, 2614-23.
- Volkow, N.D., Koob, G.F., McLellan, A.T. (2016). Neurobiologic advances from the brain disease model of addiction. *New England Journal of Medicine*, 374, 363-71.
- Wohl, M.J.A., Enzle, M.E. (2002). The effects of near wins and near losses on self-perceived personal luck and subsequent gambling behavior. *Journal of Experimental Social Psychology*, 39, 184-91.

PSYD50: Lecture and reading schedule

May be subject to minor revisions with advance notice from the instructor

<u>Lecture</u>	<u>Date</u>	<u>Topics of the day</u>	<u>Readings and deadlines</u>
1	04-Jan	Course introduction and expectations	n/a
2	11-Jan	Fundamentals of gambling (cognitive) <u>Skill-building</u> : reading journal articles	n/a
3	18-Jan	Fundamentals of gambling (social, clinical) <u>Skill-building</u> : leading successful discussions	n/a
4	25-Jan	Cognitive psychology and gambling Paper presentations 1-2	<u>Group forms due</u> Cowley (2015), Wohl (2003)
5	01-Feb	Cognitive psychology and gambling Paper presentation 3	<u>Topic proposal due</u> Dixon (2014)
6	08-Feb	Social psychology and gambling Paper presentations 4-5	Ellery (2014), Navas (2016)
7	15-Feb	Social psychology and gambling Paper presentation 6	<u>Annotated Bibliography due</u> Hing (2014)
8	22-Feb	NO CLASS - Spring Recess	<i>nothing assigned</i>
9	01-Mar	Clinical science and gambling Paper presentations 7-8	Hodgkins (2013), Blaszczynski (2001)
10	08-Mar	Clinical science and gambling Paper presentations 9-10	Volkow (2016) Sescousse (2016)
11	15-Mar	Cognitive neuroscience: Paper presentation 11 <u>Skill-building</u> : successful poster presentations	Clark (2014)
12	22-Mar	Poster project workshop day	<i>nothing assigned</i>
13	29-Mar	Poster presentations	<i>nothing assigned</i>