

PSYD59: Psychology of Gambling

0.5 credits

University of Toronto, Scarborough

Winter Term, 2019

[LEC30: Tuesdays 1900-2100 in SW316](#)

[LEC31: Wednesdays 1900-2100 in SW316](#)



Instructor: Prof. Michael Souza (“sues-uh”)

Email: michael.souza@utoronto.ca

Office: PO103, Room 121 (enter through the side furthest from SW)

Office Hours: Wednesdays 1030AM-1200PM, and by appointment

I. Your instructor



Dr. Souza is an Associate Professor (Teaching Stream) of Psychology and Neuroscience. 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

Gambling in its many forms – i.e., casino gambling and beyond – is actually much more complex than many people realize. Such behaviors can involve a complex interplay between many elements, including goals, perceived and actual value assessments, probability, your ability to control yourself, cultural and/or social influences (i.e., the presence of other people), your degree of intoxication (e.g., alcohol, cannabis), and much more. As such, understanding the motivations for individuals to start and continue gambling requires a careful examination and can have important implication for understanding how such behaviors can evolve into something clinical (i.e., gambling disorder). This seminar is designed to give you a taste of some of these factors across the cognitive, neuropsychological, social and clinical perspectives. From a process standpoint, considerable attention will be given to help you fortify your ability to effectively consume primary research, collaborate with your colleagues, respond thoughtfully to critical feedback, and develop your public speaking ability.

Prerequisites:

[PSYB01H3 or PSYB04H3] and [PSYB07H3 or STAB22H3 or STAB23H3] and [PSYB32H3 or PSYB45H3] and [PSYB55H3 or (PSYB65H3 if taken in Fall 2017 or Summer 2018) or PSYB57H3]

After successful completion of this course, you will have:

1. developed an understanding of what gambling is, as well as a number of cognitive, biological, and social influences that may affect the likelihood of various gambling behaviors;
2. explored how clinical science conceptualizes the causes, symptoms and consequences of gambling disorder;
3. synthesized contributions from the abovementioned domains in an effort to develop a more nuanced understanding of gambling and gambling disorders;
4. strengthened your schema for understanding, critiquing and extending original research in psychological science;
5. developed and implemented a variety of verbal strategies to effectively present information to others;
6. strengthened your schema for planning and executing an effective group-based research project;
7. improved your ability to successfully collaborate with likeminded colleagues;
8. reflected on your progress in the course with the larger goal of promoting lifelong learning.

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 that information.

IV. Course webpage

Quercus will house important course-related announcements, lecture slides (when appropriate; to be posted the day before each lecture), paper presentation and PowerPoint project information, discussion boards, course marks, and more. I expect that you will check it regularly throughout the term.

V. Course requirements and grading

Leading a discussion on an assigned journal article (30% of the course grade)

(Learning outcomes #1,2,3,4,5,7)

Together with one partner of your choosing, you will select one paper from the course schedule to lead a 10-minute article summary and immediately after, a 30-minute class discussion. 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 article summary should last 10 minutes (+/- 20 seconds), and should review the core features of the article (i.e., rationale, hypotheses, key methods and results, and interpretations/conclusions). You must take care to review **all tables/figures** during your presentation to facilitate audience understanding.

You must use Microsoft PowerPoint or a comparable program and you should use very limited text on your slides (not including tables that might be presented). Images should be useful (i.e., 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, value of figures/tables). To eliminate any technical difficulties, you will be required to use the laptop in the classroom, which is a PC. Please be mindful of this if you develop your presentation using a Mac, as occasional compatibility issues may occur with animation, spacing, etc.

The second part of your presentation should last 30 minutes, and will involve you and your partner leading a critical discussion of the study you just reviewed. In addition to your own thoughts and insights into the paper, you will also benefit from receiving discussion questions submitted by your peers (see the Participation section). You need not address all of these questions; rather, they are meant to serve as inspiration for how you might guide the discussion. Your challenge here is to facilitate an inclusive and 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 various ways to promote successful presentations and discussions. Prof. Souza will use a detailed rubric to evaluate your performance on both components of the presentation detailed above.

Participation (23% of the course grade)

(Learning outcomes #1,2,3,4,5,8)

Small seminar courses provide an important opportunity to engage in group discussions and to develop your thinking alongside your peers. Seminars don't work well 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 three ways:

Pre-course and post-course reflection (0.5% each, totaling 1%)

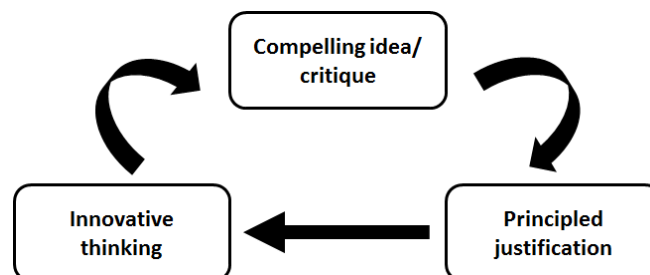
In the spirit of promoting lifelong learning, you will be asked to complete a reflection survey at the beginning of class and at the end of the class. The goal of the pre-course reflection is to help you critically consider your degree of skill and comfort with various elements of this course, and how you plan to have a successful experience in this course. The post-course reflection will be your assessment of how things actually went and how you can continue to get better at these core skills beyond this course.

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

For each paper presentation other than your own, you will be required to submit **two thoughtful discussion questions** directly to Prof. Souza (michael.souza@utoronto.ca). As most all weeks should have two readings (depending on final course enrolment), this means that you will be submitting a total of four (4) discussion questions per week. 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 will be accepted). **These questions must be submitted by 11:00AM sharp two days before class occurs** (i.e., if class is on Tuesday, discussion questions are due Sunday by 11AM). Professor Souza will then share all of the questions on the Quercus discussion board for presenters and the audience alike to consider later that day.

You should be aware of a couple of things here. First, critically reading journal articles and generating thought-provoking discussion questions is a challenging and time-consuming process. Ideally, you should expect to be thinking about these articles over a couple of days at minimum. Second, you should expect a learning curve for developing these skills. Regular feedback is essential for continued improvement and as such, I will post your scores on a weekly basis so that you know exactly where you are so that you can seek out assistance and resources as appropriate.

The anatomy of an effective discussion question:



1. Compelling idea/critique. After a careful review of the paper, you should generate a compelling critique of the article, or an idea that would extend the knowledge of the article. It should be thoughtful, useful and demonstrate clear knowledge of the article's process and/or implications.
2. Principled justification. Your idea/critique should be grounded in scientific rationale, not just "I think it would be interesting." You can analyze information presented in the article to make this argument, and/or you can even reference other articles as appropriate.
3. Innovative thinking. Criticism of scientific literature can be cheap; if we just stopped at that, we wouldn't move science forward the way we need to be productive. This portion requires you to generate testable ideas that allow you to examine the validity of your critique/idea.

The following grading scheme will be used for each question, with your score for a given paper being the average of the two questions you submitted:

Score	Description
0	No discussion questions were submitted, too few were submitted, or they were late.
1.00 - 1.25	Idea/critique and justification provided but one or both is relatively weak/superficial.
1.38 - 1.50	A solid idea/critique and justification were provided but innovative thinking is weak/superficial.
1.63 - 1.88	A solid idea/critique and justification were provided and there are clear signs of innovative thinking, albeit noticeable room for improvement remains for the latter.
2.00	Both questions are consistently strong and effective.

Your ability to regularly generate thoughtful written discourse is an integral learning component of this course. Failure to earn at least 50% for this portion of the grade will result in your receiving an overall course mark no higher than 55%.

Discussion generated during class (1% per paper presentation, totaling 11%)

For each paper presentation other than your own, you will be required to contribute to the class discussion. The goal here is to acclimate you to regularly contributing to class discussions and to help you feel more comfortable thinking critically on your feet.

The following grading scheme will be used for these questions:

0	Student is late, did not participate, or has an unexcused absence from class.
1.00	Student contributed once; the contribution was relatively weak/superficial.
1.25 - 1.50	Student contributed 2+ times and demonstrated partial evidence of higher-level thinking.
1.75 - 2.00	Student contributed 2+ times and demonstrated clear evidence of higher-level thinking.

Your ability to regularly generate thoughtful oral discourse is an integral learning component of this course. Failure to earn at least 50% for this portion of the grade will result in your receiving an overall course mark no higher than 55%.

Research project PowerPoint presentation (multiple parts, totaling of 47% of course grade)

(Learning outcomes #1,2,3,4,5,6,7)

Together with two partners of your choosing, you will be asked to conduct a research project to further explore a topic associated with gambling. Your group will research a minimum of nine (9) references (averaging 3/group member) and detail what you've learned into a PowerPoint presentation that your group will co-present near the end of the course. A detailed handout will be posted to give more detail than is presented below.

Forming your group (PASS/PENALTY scoring)

You are responsible for forming groups of three prior to the deadline. Consider using the time before or after class to help with this and/or the Quercus discussion board. After forming a group of three, you will need to complete the "Group Member Form," providing your relevant information and original signature. A complete form submitted by the deadline will result in a PASS. Failure to complete this by the stated deadline will result in a substantial penalty for the entire group (see Project Guidelines handout).

Approval of project focus (PASS/PENALTY scoring)

Prior to fleshing out your topic proposal, you should email Prof. Souza (email subject line: “PSYD59: Group ## topic pitch”) describing the scope of your proposal. Be sure to cc your other group members on this email. Final approval of your topic by Prof. Souza will award you a PASS. Failure to complete this by the stated deadline will result in a substantial penalty for the entire group (see Project Guidelines handout).

Topic proposal (6% of course grade)

A one (1) page document that states the proposed title of your research project, the scope of your research and what motivated its selection from an academic and real-world perspective, how your team plans to tackle the topic collaboratively, and what your audience should expect to learn from it (“learning outcomes”). The proposal will be graded with a rubric and detailed feedback will be provided to your group in a timely manner.

Revised proposal + annotated bibliography (9% 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 any feedback you have received using a peer-review model, either making changes as appropriate or carefully defending an idea/proposal with more support (where appropriate). (2) You must then create an annotated bibliography, which should include a list of APA-formatted references, and a brief paragraph summarizing the value for each article chosen. A maximally effective revised proposal and annotated bibliography should make it very clear understanding of what you want to study, why it is scientifically important, and how your chosen articles help in pursuit of your goal. The revised proposal will be graded with a rubric and detailed feedback will be provided to your group in a timely manner.

Instructor evaluation of your PowerPoint presentation (30% of course grade)

On your assigned presentation day, your group will equitably co-present a 12-13 minute PowerPoint presentation to the class. Your presentation will be evaluated using a detailed rubric by Prof. Souza, and your classmates [who are not presenting that day] will peer evaluate you to provide you with additional detailed feedback on your work. Note that their evaluations will not count towards this part of the grade.

Peer-review of posters (2% of course grade)

On the day your group is not presenting, you will be asked to complete a peer evaluation form for each group presentation. The goal here is to provide positive and constructive feedback to each group to facilitate their recognition of elements where they excelled, and where they can continue to improve. Your mark will be determined based not only on 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 vulnerable space. 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., "PSYD59: Question about Illusion of Control"). The start of your email should include your full name and student ID number so that I 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://tinyurl.com/kysxwtx>>

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.

Syllabus changes

There may be minor changes to the syllabus during the term due to changes in class size. 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).

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

Issues with lateness

Paper presentations: as an audience member preparing for discussion

If you are not present for the start of a presentation, you will receive a zero for that portion of participation.

Paper presentations: as a presenter

Tardiness to your own presentation is beyond unacceptable. Starting your presentation late will have a powerfully negative impact on your ability to do well, and will be reflected in your mark. A failure to present on the day you are assigned to will result in a zero for all involved student presenters.

PowerPoint project: Group Member form

Failure to submit this form by the stated deadline will result in a 2% deduction for all group members off of the total course grade.

PowerPoint project: Approval of Project Focus

Failure to request and receive approval by the stated deadline will result in a 2% deduction for all group members off of the total course grade.

PowerPoint project: Topic Proposals and Revised Topic Proposals and Annotated Bibliographies

All topic proposals will receive feedback regardless of how late they are. That said, the following penalty schedule will apply for failure to submit the work by the stated deadline.

20% deduction: 5 minutes – 24 hrs late

80% deduction: 72 hrs, 5 minutes late – 96 hrs late

40% deduction: 24 hrs, 5 minutes – 48 hrs late

100% deduction: 96 hrs, 5 minutes late or more

60% deduction: 48 hrs, 5 minutes – 72 hrs late

PowerPoint project: as a presenter

Tardiness to your own presentation is beyond unacceptable. Starting your presentation late will have a powerfully negative impact on your ability to do well, and will be reflected in your mark. A failure to present on the day you are assigned to will result in a zero for all involved student presenters.

PowerPoint project: Peer Evaluations

If you are not in class when a presentation starts, you will not be allowed to peer evaluate it and will receive a zero for peer evaluating that presentation.

Social loafing on group work

This course assumes that you will have the maturity and the good faith to engage group work with a positive attitude, a respect for your colleagues, and a willingness to pull your weight. A failure to adopt one or more of those features can result in a compromised group situation, which may have deleterious effects on all group members. Consider some of the tips below to reduce the likelihood of social loafing.

1. Don't wait until the last minute to prepare. Quality, well-coordinated presentations take time and given that everyone has different demands on their time, you need to think ahead and plan accordingly.
2. Everyone needs to have a say. When group members feel unheard or disrespected, they disengage and produce less than their potential. Ensure that everyone's voice is heard and is part of the process. This doesn't mean everyone gets their way, but rather that the process is fair and inclusive.
3. Discuss each other's interests and work to reasonably accommodate those interests (wherever possible). People tend to work harder and perform better when they are motivated to take something on, something incredibly useful and important to harness when relying on others for produce an elevated product.

However, despite very good intentions, there are cases where people refuse to reasonably pull their weight. **In the event that this is happening and you have already made clear and reasonable efforts to address it, you should contact Prof. Souza.** Be prepared to produce documentation showing your group's attempts to coordinate and work with the individual (i.e., multiple meetings scheduled but not attended, failure to produce promised work on a fair timeline). Such cases will be dealt with on a one-by-one basis and various outcomes are possible, including meeting with Prof. Souza, a mediation by Prof. Souza with the entire group, a complete reassessment of group work to more accurately reflect the effort given, a mark penalty commensurate to the infraction, and/or expulsion from the group and the assignment of a comparable assignment to make up that part of the grade.

Missed Term Work due to Medical Illness or Other Emergency:

All students citing a documented reason for missed term work must submit their request for accommodations **within three (3) business days** of the deadline for the missed work.

Students must submit **BOTH** of the following:

- (1) A completed **Request for Missed Term Work Accommodations form** (<http://uoft.me/PSY-MTW>), and
- (2) **Appropriate documentation** to verify your illness or emergency, as described below.

Appropriate documentation:

For missed **TERM TESTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with an **original** copy of the official UTSC Verification of Illness Form (uoft.me/UTSC-Verification-Of-Illness-Form) or an **original** copy of the record of visitation to a hospital emergency room. 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.

For missed **ASSIGNMENTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with a **hardcopy** of the Self-Declaration of Student Illness Form (uoft.me/PSY-self-declare-form).

For missed term tests or assignments in **OTHER CIRCUMSTANCES**:

Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with:

- In the case of a **death of a family member or friend**, please provide a copy of a death certificate.
- In the case of a **disability-related concern**, if your desired accommodation is within the scope of your Accommodation Letter, please attach a copy of your letter. If your desired accommodation is outside the scope of your Accommodation Letter (ex. if your letter says "extensions of up to 7 days" but you need more time than that) you will need to meet with your consultant at AccessAbility Services and have them email Keely Hicks (keely.hicks@utoronto.ca) detailing the accommodations required.
- For U of T Varsity **athletic commitments**, an email from your coach or varsity administrator should be sent directly to Keely Hicks (keely.hicks@utoronto.ca) **well in advance** of the missed work, detailing the dates and nature of the commitment.
- For **religious accommodations**, please email (keely.hicks@utoronto.ca) **well in advance** of the missed work.

Documents covering the following situations are NOT acceptable: medical prescriptions, personal travel, weddings/personal/work commitments.

Procedure:

Submit your (1.) [request form](#) and (2.) [medical/self-declaration](#)/other documents in person **WITHIN 3 BUSINESS DAYS** of the missed term test or assignment.

Submit to: Keely Hicks, Room SW420B, Monday – Friday, 9 AM – 4 PM

Exceptions to the documentation deadline will only be made under exceptional circumstances. If you are unable to meet this deadline, you must email Keely Hicks (keely.hicks@utoronto.ca) **within the three business day window** to explain when you will be able to bring your documents in person. Attach scans of your documentation.

Within approximately one week, you will receive an email response from your instructor detailing the accommodations to be made (if any). **You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.**

Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

Instructors cannot accept term work after April 12, 2019. Beyond this date, you would need to file a petition with the Registrar's Office to have your term work accepted (<https://www.utoronto.ca/registrar/term-work>).

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

AccessAbility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services as soon as possible.

AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations [416-287-7560](tel:416-287-7560) or email 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

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement;
- Submitting your own work in more than one course without the permission of the instructor;
- Making up sources or facts;
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids;
- Looking at someone else's answers during an exam or test;
- Misrepresenting your identity; and
- When you knew or ought to have known you were doing it.

In academic work:

- Falsifying institutional documents or grades;
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes; and
- When you knew or ought to have known you were doing so.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Note that 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>

Psi Chi @ UTSC

<https://www.utsc.utoronto.ca/projects/psichi/>

Assigned readings

- Blaszczynski, A., Nower, L. (2002). A pathways model of problem and pathological gambling. *Addiction*, 97, 487-99. doi:10.1046/j.1360-0443.2002.00015.x
- Clark, L., Lawrence, A.J., Astley-Jones, F., Gray, N. (2010). Gambling near-misses enhance motivation to gamble and recruit win-related brain circuitry. *Neuron*, 61, 481-90. doi:10.1016/j.neuron.2008.12.031
- 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. doi:10.1073/pnas.1322295111
- Cowley, E., Briley, D.A., Farrell, C. (2015). How do gamblers maintain an illusion of control. *Journal of Business Research*, 68, 2181-8. doi:10.1016/j.jbusres.2015.03.018
- Croson, R., Sundali, J. (2005). The gambler's fallacy and the hot hand: empirical data from casinos. *The Journal of Risk and Uncertainty*, 30(3), 195-209. doi:10.1007/s11166-005-1153-2
- Dixon, M.J., Graydon, C., Harrigan, K.A., Wjotowicz, L., Siu, V., Fugelsang, J.A. (2004). The allure of multi-line games in modern slot machines. *Addiction*, 109, 1920-8. doi:10.1111/add.12675
- 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. doi:10.1037/a0035235
- Elman, I., Tschibelu, E., Borsook, D. (2010). Psychosocial stress and its relationship to gambling in individuals with pathological gambling. *The American Journal on Addictions*, 19, 332-9. doi:10.1111/j.1521-0391.2010.00055.x
- Gainsbury, S., Hing, N., Suhonen, N. (2014). Professional help-seeking for gambling problems: awareness, barriers and motivators for treatment. *Journal of Gambling Studies*, 30, 503-19. doi:10.1007/s10899-013-9373-x
- 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. doi:10.1556/2006.5.2016.040
- Petry, N.M., Blanco, C., Auriacombe, M., Borges, G., Bucholz, K., Crowley, T.J., et al. (2014). An overview of and rationale for changes proposed for pathological gambling in DSM-V. *Journal of Gambling Studies*, 30, 493-502. doi:10.1007/s10899-013-9370-0
- 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. doi:10.1016/S0022-1031(02)00525-5

PSYD59: Course meeting schedule

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

<u>Week</u>	<u>Date</u>	<u>Agenda for the day</u>	<u>Tasks and deadlines</u>
1	08/09 -Jan	Course introduction, expectations Gambling primer: cognitive, neuropsych	Quickly review assigned papers
2	15/16 -Jan	Gambling primer: social, clinical <u>Skills</u> : journal articles, disc questions	Paper groups formed <u>today</u> Pre-reflection DUE (Quercus)
3	22/23 -Jan	<u>Skills</u> : effective summaries, discussions	Paper choice lottery <u>today</u>
4	29/30 -Jan	Cognitive psychology #1 (Cowley, 2015) #2 (Wohl, 2003)	Project group forms DUE Disc Q's DUE 27/28 -Jan by 11AM
5	05/06 -Feb	Cognitive psychology #3 (Croson, 2005) #4 (Dixon, 2014)	Disc Q's DUE 03/04 -Feb by 11AM
6	12/13 -Feb	Neuropsychology #5 (Clark, 2010) #6 (Clark, 2014)	Disc Q's DUE 10/11 -Feb by 11AM Topic proposals DUE (Quercus)
7	19/20 -Feb	NO CLASS - Reading week	-
8	26/27 -Feb	Social psychology #7 (Ellery, 2014) #8 (Navas, 2016)	Disc Q's DUE 24/25 -Feb by 11AM
9	05/06 -Mar	Clinical science #09 (Petry, 2014) #10 (Blaszczynski, 2002)	Disc Q's DUE 03/04 -Mar by 11AM Revised proposals DUE (Quercus)
10	12/13 -Mar	Clinical science #11 (Elman, 2010) #12 (Gainsbury, 2014)	Disc Q's DUE 10/11 -Mar by 11AM
11	19/20 -Mar	Knowledge synthesis and reflection <u>Skills</u> : project presentations	Project present time lottery <u>today</u>
12	26/27 -Mar	Project presentations - Day 01	-
13	02/03 -Apr	Project presentations - Day 02	Post-reflection DUE (Quercus)

PLEASE NOTE:

The red font above corresponds to LEC30 (Tuesday section) and the blue font corresponds to LEC31 (Wednesday section). You must follow the deadlines for your respective section.

There are no formal examinations in this course.

Depending on our final class size, adjustments may be made (i.e., eliminating a paper if we have 22 students), which may also trigger a small change in how the participation is calculated.