PSYD59: Psychology of Gambling

0.5 credits

University of Toronto, Scarborough
Winter Term, 2022
LEC01 (HL B106) | Tuesdays 11:00AM–1:00PM[1]

Instructor: Prof. Michael Souza (he/him) (note: my surname is pronounced "SUES-uh")
Email: michael.souza@utoronto.ca (please note: I do not read or respond to Quercus messages)
Office Hours: *Please see Quercus announcements for virtual office hours information*

I. Your instructor

Dr. Souza is an Associate Professor (Teaching Stream) of Psychology and Neuroscience at UTSC. He received his Ph.D. in Psychology from the University of California, Berkeley in 2010. His teaching interests include cognitive neuroimaging, higher-order cognitive functions, and cognitive impairments and neurorehabilitation.

II. Course description, pre-requisites and learning goals

Gambling in its many forms (e.g., casino gambling) is actually quite a complex phenomenon. Gambling may involve a complex interplay between many elements, including goals (e.g., financial, entertainment), 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 more problematic (i.e., gambling disorder). This seminar is designed to give you a taste of some of these factors, primarily from cognitive 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 or PSYB70H3] 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 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 disorder;
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. improved your ability to successfully collaborate with likeminded colleagues;
7. strengthened your schema for planning and executing an effective group-based research project;
8. reflected on your progress in the course with the larger goal of promoting lifelong learning.

[1] At the time of syllabus publication (10-Jan-2022), UofT is requiring all courses to be held virtually until at least 31-Jan-2022 due to the ongoing concerns about the COVID-19 pandemic.

III. Course readings

This course will not use a textbook. This course will prioritize strengthening your ability to becoming competent in consuming and evaluating primary literature and as such, will wholly rely on such articles.

IV. Course webpage

Please visit Quercus (https://q.utoronto.ca/) and sign in with your UTORid credentials to access our course webpage. This webpage will house all course-related materials, including announcements, discussion boards, lecture and related learning materials, assessments, and marks. You should expect to visit this webpage a few times per week to ensure you are up-to-date on any new happenings in the course throughout the term.

V. Course requirements and grading

Leading a discussion on an assigned journal article (25% of the course grade)

(Learning outcomes #1,2,3,4,5,6,8)

Together with one partner of your choosing[2], you will select one paper from the course schedule to lead a 12-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 12 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).

The second part of your presentation will last 30 minutes, and will involve both 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. The following policies and procedures were developed to help support this priority.

[2] Final course enrolment may not be divisible by 2, hence there may be one singleton in the class. That person will be permitted to choose which article they'd like to do first as a concession, but will be held to the same standard as their other peers.

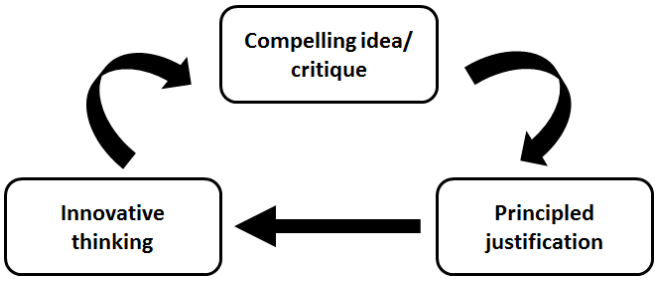
Participation will be recognized in the following three ways:

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. This will be marked on a complete/submitted and non complete/not submitted basis.

Discussion questions (1% per paper presentation, totaling 11%)
For every paper presentation **other than your own**, you will be required to submit **two thoughtful discussion questions** directly to the appropriate assignment on Quercus. 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 (note: on the week that you present, you will only submit two questions). Your name and student ID number should be at the top of the document, and your questions should appear below. **These questions must be submitted by 11:00AM sharp two days before class occurs** (i.e., since our class is on Tuesday, discussion questions are due the Sunday before by 11AM sharp)**.** Professor Souza will then share 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 and articulate 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 classes with paper presentations (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 each participation opportunity:

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 52% of course grade)

(Learning outcomes #1,2,3,4,5,6,7,8)

Together with two partners of your choosing[3], 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 of three (PASS/PENALTY scoring)
You are responsible for forming groups prior to the stated deadline. Please use the discussion board in Quercus to connect with your fellow classmates so that you may share pertinent information for forming a successful group. You will submit documentation clarifying that you understand what is expected of you in this project, and that you will work in good faith as a team to accomplish this portion of the course.

[3] Final course enrolment may not be divisible by 3, hence there may be 1-2 groups with two members. Such groups will be held to the same standard as their other peers.

Topic Pitch (02% of course grade)
Prior to fleshing out your topic proposal, you will need to submit a one paragraph pitch to Quercus to clarify what your proposed research will examine, and what you hope to learn from it. You will be evaluated on the extent to which your pitch is feasible in the context of this assignment, clearly articulated, and engaging for the reader and proposed audience.

Topic proposal (08% of course grade)
After receiving an approved topic pitch, you will then co-develop a **one (1) page document**, single-spaced and in 11pt Times New Roman font, that offers: (1) your project's working title, taking care to represent the breadth of your focus in a concise, engaging way; (2) a paragraph introducing your topic, taking care to contextualize and substantiate your research focus/goal; (3) a paragraph articulating your proposed division of labor to ensure all group members are contributing fairly and equally; and (4) learning outcomes to specify what your audience should expect to learn from your work. The proposal must include at least three (3) peer-reviewed, empirical articles as references, and the reference information for those articles must be included on a second page. You will be evaluated on the quality and clarity of the items listed above.

Revised proposal + annotated bibliography (12% of course grade)
After your group has received and carefully reviewed detailed feedback on your topic proposal, you will then carefully revise and refine your proposal. This will involve: (1) a systematic review of the feedback you received and a thoughtful, productive response to each element in a peer-review like format; (2) the revision of your topic proposal informed by this feedback, still honoring the one-page limit; and (3) producing an annotated bibliography, which should first include a full list of properly cited references (APA format), and starting on the following page, a brief paragraph summarizing each article and how you plan to use it in your research. You will be evaluated on the quality and clarity of the items listed above.

Instructor evaluation of your PowerPoint presentation (30% of course grade)
On your assigned presentation day, your group will equitably co-present a 13-15 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 (see below). Note that their evaluations will not count towards this part of the grade.

Peer-review (02% of course grade)
Receiving positive and constructive feedback is a crucial component to continued self-improvement. As such, you will be expected to provide positive and constructive feedback for all presentations other than your own. You will be evaluated on the quality and clarity of feedback you provide to your peers.

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 effectively, 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 or the ongoing COVID-19 pandemic. 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
Where appropriate, 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
The way that tardiness is handled varies as a function of the course component and is as follows:

Paper presentations: as an audience member preparing for discussion
If you are not present at 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.

Project: Group Member form
Failure to submit this form by the stated deadline will result in a 2% deduction off of the total course grade for each group member who fails to submit it on time.

Project: Topic Proposals and Revised Topic Proposals and Annotated Bibliography
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.

15% deduction: 5 minutes – 24 hrs late
30% deduction: 24 hrs, 5 minutes – 48 hrs late
40% deduction: 48 hrs, 5 minutes – 72 hrs late
50% deduction: 72 hrs, 5 minutes late – 96 hrs late
100% deduction: 96 hrs, 5 minutes late or more

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.

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. 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.
2. 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 to produce an elevated product.
3. 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.

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.

Psychology Department Missed Term Work Policy, WINTER 2022

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- Missed Final Exams are handled by the Registrar's Office and should be declared on eService: http://www.utsc.utoronto.ca/registrar/missing-examination
- Instructors cannot accept term work any later than five business days after the last day of class**.** Beyond this date, you would need to file a petition with the Registrar's Office: https://www.utsc.utoronto.ca/registrar/term-work

Accommodations for Illness or Emergency:

For missed work due to ILLNESS OR EMERGENCY, complete the following **three-step** process:

1. Complete the Request for Missed Term Work Accommodations Form
2. Declare your absence on ACORN (Profile & Settings > Absence Declaration)

3. Email both the Request for Missed Term Work Accommodations Form **AND** a screenshot of your Self-Declared Absence on ACORN to our Head TA (ivy.cho@mail.utoronto.ca) **and** cc the professor (michael.souza@utoronto.ca) WITHIN 2 BUSINESS DAYS of the missed work.

Note: If you are unable to submit your documents within 2-business days**, you must still email your instructor within the 2-business day window** to explain the nature of the delay, and when you will be able to provide your documents. Exceptions to the documentation deadline will only be made under **exceptional circumstances**.
Note: For this semester, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.

Accommodations for Academic Conflicts:

For missed term work due to an ACADEMIC CONFLICT (i.e. two midterms scheduled at the same time), please complete the following process:

1. Complete the Request for Missed Term Work Accommodations Form, choosing "Other" and explaining the conflict in the space provided.
2. Take screenshots of your course homepages that demonstrate the conflict.
3. Email the form and screenshots to our Head TA (ivy.cho@mail.utoronto.ca) **and** cc the professor (michael.souza@utoronto.ca) **at least two weeks (10 business days) before the date of the activity,** or as soon as possible if it was not possible to identify the conflict earlier.

Note: Multiple assignments due on the same day are not considered conflicts. Accommodations may only be possible in the case of quizzes and tests that are both scheduled during the same discrete period. Back-to-back tests/quizzes are not considered conflicts.
Note: Students are responsible for keeping their course timetables conflict-free. Students who choose to register in two synchronous courses with overlapping lecture/tutorial/lab schedules will not be accommodated.

Accommodations for Religious Conflicts:

For missed term work due to a RELIGIOUS CONFLICT, please complete the following process:

1. Complete the Request for Missed Term Work Accommodations Form, choosing "Other" and noting "Religious conflict" in the space provided.
2. Email the form to our Head TA (ivy.cho@mail.utoronto.ca) **and** cc the professor (michael.souza@utoronto.ca) **at least two weeks (10 business days) before the date of the activity,** or as soon as possible if it was not possible to identify the conflict earlier.

Accommodations for Students Registered with AccessAbility Services:

For missed ***TERM TESTS*** due to ACCESSABILITY REASONS:

- **Contact your AccessAbility consultant** and have them email your instructor detailing accommodations required.

For missed ***ASSIGNMENTS*** due to ACCESSABILITY REASONS:

- If your desired accommodation is **within the scope** of your Accommodation Letter (e.g. your letter includes "extensions of up to 7 days" and you need 3 days):
    1. Complete the Request for Missed Term Work Accommodations Form.
    2. Email the form and your **Accommodation Letter** to your instructor, specifying how many days extension you are requesting.

- If your desired accommodation is **outside the scope** of your Accommodation Letter (e.g. your letter includes "extensions of up to 7 days" but you need more time than that):
    1. **Contact your AccessAbility consultant** and have them email your instructor detailing the accommodations required.

Accommodation Procedure:

After submitting your documentation, you will receive a response from your instructor or TA. This form does not guarantee that you will be accommodated. 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. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for an instructor response to resume work on your assignment.** Extension accommodations may be as short as one business day, depending on the nature of the illness/emergency. You should complete your assignment as soon as you are able and email it your instructor.

For an anticipated event (e.g. scheduled surgery or an illness with a prolonged recovery period), submit a Verification of Illness Form completed by your doctor, AND this form to your instructor if you would like to request accommodations in advance of the assignment deadline or midterm date. **Declare your future absence on ACORN (absences can be declared up to 14 days in the future).**

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations. **Please make it clear in your subject line that you are requesting a second accommodation.** For example, if you are given an extension but are still sick and need more time, or if you miss a make-up midterm, you must submit another request 'Missed Term Work Accommodations' form and declare your extended absence on ACORN. ***Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

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 are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 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:

- Receiving aid of any form from another person in the context of an examination
- 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. Resources you will likely find helpful…

(a) UTSC administrative information, academic support, and well-being

Quercus (learning platform for this course)
Important Dates and Deadlines
Academic Advising and Career Centre
Writing Services
AccessAbility
Health and Wellness

(b) Relevant academic programs and opportunities at UTSC

Psychology, Mental Health Studies Calendar (course listings, program requirements, etc.)

Chapter of Psi Chi, the International Honours Society in Psychology
Psychology and Neuroscience Departmental Association (PNDA)

Department of Psychology
Psychology lab opportunities (2021-22)
Psychology Experiential Learning opportunities

Assigned readings

Blaszcynski, A., Nower, L. (2002). A pathways model of problem and pathological gambling. *Addiction*, *97*, 487-99. https://doi.org/10.1046/j.1360-0443.2002.00015.x

Brown, K. L., & Russell, A. M. (2019). What can be done to reduce the public stigma of gambling disorder? Lessons from other stigmatised conditions. *Journal of Gambling Studies*, 1-16. https://doi.org/10.1007/s10899-019-09890-9

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. https://doi.org/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. https://doi.org/10.1016/j.jbusres.2015.03.018

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. https://doi.org/10.1111/add.12675

Hunt, C. J., & Blaszczynski, A. (2019). Gambling disorder as a clinical phenomenon. In *Gambling Disorder* (pp. 15-27). Springer, Cham. https://doi.org/10.1007/978-3-030-03060-5_2

Larche, C. J., Chini, K., Lee, C., Dixon, M. J., & Fernandes, M. (2021). Rare loot box rewards trigger larger arousal and reward responses, and greater urge to open more loot boxes. *Journal of Gambling Studies*, *37*(1), 141-163. https://doi.org/10.1007/s10899-019-09913-5

Meng, M. D., & Leary, R. B. (2021). Mitigating the detrimental effect of skeuomorphism on gambling behavior. *Journal of Consumer Affairs*. https://doi.org/10.1111/joca.12427

Nower, L., Blaszczynski, A., & Anthony, W. L. (2021). Clarifying gambling subtypes: the revised pathways model of problem gambling. *Addiction*. https://doi.org/10.1111/add.15745

Tobias-Webb, J., Griggs, R. L., Kaufman, N., & Clark, L. (2019). Role reversal: The influence of slot machine gambling on subsequent alcohol consumption. *Journal of Gambling Studies*, *35*(1), 321-337. https://doi.org/10.1007/s10899-018-9787-6

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PSYD59: Course meeting schedule

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

Week	Date	Agenda for the day	Tasks/deadlines
1	11-Jan	**Course introduction, expectations** **Gambling primer: cognitive**	*Quickly review assigned papers*
2	18-Jan	**Gambling primer: social, clinical** *Skills: journal articles, discussion questions*	*Paper groups formed today* **Pre-reflection DUE**
3	25-Jan	*Skills: effective summaries and discussions*	*Paper choice lottery today*
4	1-Feb	**Illusion of Control** #1 (Cowley 2015) | #2 (Meng & Leary 2021)	**Project group forms DUE** **Disc Q's DUE 30-Jan by 11AM**
5	8-Feb	**"Near misses"** #3 (Wohl 2003) | #04 (Clark 2014)	**Disc Q's DUE 06-Feb by 11AM**
6	15-Feb	**Gamification and gambling** #05 (Dixon 2014) | #06 (Larche 2021)	**Disc Q's DUE 13-Feb by 11AM** **Topic proposals DUE (Quercus)**
7	22-Feb	**NO CLASS - Reading week**	-
8	1-Mar	**COVID substitution behaviors; alcohol** #07 (Xuereb 2021) | #08 Tobias-Webb (2019)	**Disc Q's DUE 27-Feb by 11AM**
9	8-Mar	**Conceptualizing Gambling Disorder** #09 (Hunt 2019) | #10 (Blaszczynski 2002)	**Disc Q's DUE 06-Mar by 11AM** **Revised proposals DUE (Quercus)**
10	15-Mar	**Revisiting the pathways; stigma** #11 (Nower 2021) | #12 (Brown 2019)	**Disc Q's DUE 13-Mar by 11AM**
11	22-Mar	**Knowledge synthesis and reflection** *Skills: effective presentations*	*Project present time lottery today*
12	29-Mar	**Research presentations (Week 1)**	-
13	5-Apr	**Research presentations (Week 2)**	**Post-reflection DUE**

Please note:
Depending on our final class size, adjustments may be made (i.e., eliminating a paper if we have 22 students), which **may** trigger a modest change in how the participation is calculated. Such changes will be discussed with the class as we move forward.