

**UNIVERSITY OF LETHBRIDGE  
FACULTY OF HEALTH SCIENCES  
ADDICTIONS COUNSELLING PROGRAM  
HLSC 3700 – GAMBLING  
Course Outline – Spring, 2014**



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Lecturer  
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**OFFICE HOURS:** Tuesdays, 1:00 to 4:00 p.m.  
**CLASS TIME:** Mondays, 3:00 – 5:50 p.m.  
**CLASSROOM:** AH175

**COURSE DESCRIPTION:**

Gambling represents a labyrinth of complex and contentious societal issues that are conceptualized and understood in a multitude of ways. Through phenomenological insight, analytical thinking and decision making, this course seeks to engage the world of gaming by gathering and synthesizing a sampling of the emotions, beliefs, opinions and reactions derived from the proliferation of casinos, tracks, internet poker sites, and betting parlours populating our cultural landscape. With the aid of client-centered skillful interviewing techniques, participants will gain an overview of the gambling horizon through learning how to screen, synthesize and evaluate historical and contemporary theories of gaming, including economic ramifications, religious perceptions and sociological paradigms as well as the psychology behind it all, including behavioral, cognitive, psychodynamic, family-systems, and transpersonal approaches. Specific focus will be placed on the addiction and mental health aspects of gaming, including counselling the pathological gambler and the necessity of diversity and cultural responsiveness when developing respectful, equitable, and effective assessment and treatment planning for this population.

**COURSE OBJECTIVES:**

Upon completion of this course participants will:

- Develop a working understanding of the contemporary and historical roots of gambling
- Understand the socioeconomic and marketing realities of gaming
- Gain exposure to societal attitudes toward gambling and the impact these views have on the individual gambler and their sphere of influence
- Learn about the role risk and odds have on cognition and shaping the reward/punishment aspect of neuropsychology

- Become familiar with the growing use of evidence-based assessments and screening tools for the pathological gambler and how these factor into effective client-centered change
- Demonstrate an adaptive flexibility with the basic treatment alternatives for compulsive gambling and the research supporting them.

### Canadian Centre for Substance Abuse (CCSA) Core Competencies Covered in this Course:

Technical Competencies	Behavioral Competencies
<ul style="list-style-type: none"> <li>• Screening and assessment</li> <li>• Treatment planning</li> <li>• Mental health</li> <li>• Diversity and cultural responsiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptability/Flexibility</li> <li>• Client-centered change</li> <li>• Analytical thinking and decision making</li> <li>• Creativity and innovation</li> </ul>

### APPROACH TO LEARNING:

A phenomenological approach grounded in experiential learning will inform students' encounter with gambling. With creativity and innovation, students will engage the dynamic phenomena of gaming through research projects and in-class exercises that seek to initiate new and effective ways of understanding advancements in the field, as well as how to translate research findings into practices that optimize service delivery to problematic gamblers and their families.

A learner-based, collaborative approach will also play a pivotal role in how students integrate the following possibilities:

- Counselling gambling addiction
- The Hero's Journey myth of gambling
- Mental illness and gambling
- Cultural and economic variables of gambling
- Impact of religiosity on gambling
- Treatment options for the pathological gambler and their family
- Developments in neurobiology of risk and subsequent impulsivity
- The symbols and imagery of the gambling industry

These topics are representations only, as students will be free to come up with their own topics for research and presentations (approved by instructor).

Students will conduct a research project and subsequent paper that explores a specific variable in gambling. This project can be done reviewing the existing literature and research on a topic and providing a critical analysis, or it can be an original piece identifying qualitative/quantitative areas of need in a particular area researching the reality of gambling.

This project will have three fundamental areas of focus:

- A demonstrated need for further understanding gambling and the addiction that accompanies it
- How topic informs the theories and application of gambling
- Any areas of shadow: or what is not spoken in the relationship between gambling and addiction that needs expression.

Other areas of emphasis are acceptable and encouraged pending instructor approval.

**REQUIRED TEXTBOOKS:**

- Custom Course Pack (found at bookstore)
- In addition, mandatory readings will be handed out by the instructor.

**ASSIGNMENTS AND EXAMS:****Assignment Marks:**

In-Class Phenomenological Gaming Exercises	20%
Research Paper	30%
Mid-Term Examination	25%
Final Examination	25%

**DESCRIPTION OF ASSIGNMENTS AND EXAMS:**

- 1) **Research Project/Paper:** Students will pick an area of gambling that sparks their curiosity and create a 15-20 page report detailing their research proposal, methods used, literature review and contributions to the field their work would create. Findings will be presented to the class through interactive discussion. The paper is to be completed in APA format (instructor will review paper logistics) and **is due March 17th. Presentations of research findings will take place March 17th and March 24th.**
- 2) **Mid-Term Exam:** A mid-term exam will consist of multiple-choice and short answer questions. The midterm exam is scheduled for **February 24.**
- 3) **Take-Home Final Exam:** Students will be given a take-home examination based on case studies and short essays exploring gambling. **The test will be administered March 27 and collected April 10.**
- 4) **Phenomenological Exercise:** Students will participate in a series of in-class exercises designed to provide a felt reality into the cognitive and emotional distortions of the problematic gamer, as well as relational realities and themes of meaning and value inherent in the gaming industry at large. Phenomenological opportunities for students to immerse themselves into the psyche of gaming will occur throughout the duration of the course.

**GRADING BREAKDOWN:**

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95-100%	C+	2.3	71-74.9%
A	4.0	91-94.9%	C	2.0	67-70.9%
A-	3.7	87-90.9%	C-	1.7	63-66.9%
B+	3.3	83-86.9%	D+	1.3	59-62.9%
B	3.0	79-82.9%	D	1.0	55-58.9%
B-	2.7	75-78.9%	F	0	0-54.95

**PLAGIARISM STATEMENT:**

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

## ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Counselling Services/Accommodated Learning Centre at 403-329-2766 or <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least **\*two weeks\*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

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- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor ([copyright@uleth.ca](mailto:copyright@uleth.ca)) for assistance with any copyright questions or issues.

## COURSE SCHEDULE AND READINGS (tentative and subject to change) (Additional short handouts will be provided in class as well)

Date	Topic(s)	Reading(s)
January 13	Instructor Introduction, Class Logistics etc. Student Introductions Definitions of Gambling	Roll the Bones: Chapters 1-2 The Historical Context of Gambling: Smith, Hodgins, Williams
January 20	History of Gambling	The Pursuit of Chance: Gerda Reith Gambling in Canada From Vice to Disease: Campbell
January 27	Contemporary Situation (regulation, availability)	The Social Costs and Benefits of Gambling: Collings and Lapsley Gambling in Alberta: Williams, Belanger <b>Phenomenological Exercises</b>
February 3	Phenomenological Approaches to Gambling	The Counterfeit Hero's Journey: Nixon, Solowoniuk The Pathological Gambler and the Government: Collins Prevention and Problem Gambling: Williams, West

Date	Topic(s)	Reading(s)
February 10	Phenomenological Approaches (cont.) Movie Clip: "California Split"	Playing the Gods: Gabriel The Experience of Play: Reith, Cosgrave Measuring Problem Gambling: Mcmillen, Wenzel <b>Phenomenological Exercises</b>
February 17	<b>Reading Week-No Class</b>	
February 24	<b>Midterm Examination</b>	
March 3	Treatment Perspectives and the Problem Gambler	A Transpersonal Developmental: Nixon Cognitive Distortions: Toneatto, Blitz-Miller Review of the Phenomenology: Moreyra, Ibanez <b>Phenomenological Exercises</b>
March 10	Treatment Perspectives (cont.) Movie Clip: "Let it Ride"	Narcissism, Confidence: Campbell, Goodie Luck and Decision: Barrett Female Gambling: Nixon, Evans, Congruence Couple Therapy: Lee, B.K.
March 17	<b>Research Papers Due</b> <b>Research Presentations</b> The Problematic Gambler and Concurrent Disorders	El-Guebaly, Patten Quilty, Watson Rush, Bassani
March 24	<b>Research Presentations continued</b> The Future of Gambling (trends and projections) <b>Take-Home Final Exam Administered</b>	Internet Gambling: Woods, Williams Pre-Commitment: Williams <b>Phenomenological Exercises</b>
March 31	Relational Impact of Gambling	Gambling Disorders: Hodgins, Stea Gambling and Adolescents: Govoni Family Members of Indigenous Gamblers: Holdsworth
April 7	Final Themes, Thoughts and Considerations <b>Take-Home Final Exam Collected</b>	



