

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site. Within this course, we will consider some Indigenous perspectives on gambling behaviour and I look forward to learning collaboratively with you as a class to honour this perspective, as it applies to both traditional and modern Indigenous culture.

COVID-19 PANDEMIC UPDATES

At the time of preparing this syllabus, we anticipate a 'regular' term of in-person teaching this Fall, and courses listed as "in-person" expect in-person participation. We remain poised for any further COVID-related disruptions. The UBC mask mandate was relaxed in June 2022, and while students taking PSYC 335 should feel welcome to wear a mask in class if they wish, this is a matter of personal choice. As a class, we have a duty of care to protect each other, our families, and communities. As during, but also before, the pandemic - **if you are sick, it is important that you stay home**. As your instructor, I assure you that I will do the same. This class has been designed to provide flexibility so that you can prioritize your health and still succeed in this course.

Please maintain a respectful environment. [UBC Respectful Environment Statement](#).

COURSE INFORMATION

The classroom is in the SWING Building on West Mall, room 121. Classes are scheduled for Mondays, Wednesdays and Fridays at 12 noon – 1pm. In reading this syllabus, make sure to also consult the **Course Schedule**, which is a separate document showing the week-to-week schedule and test dates.

| Course Title | Course Code Number | Credit Value |
|------------------------------|--------------------|--------------|
| Gambling and Decision Making | PSYC 335 | 3 |

PREREQUISITES

Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102.

Although it is not essential, students taking this course would also benefit from taking PSYC 217 / 218, particularly for gaining confidence with research design and statistics in primary literature.

CONTACTS

| Course Instructor | Contact Details | Office Location | Office Hours |
|-------------------------|--|--|--|
| Luke Clark (he, him) | luke.clark@psych.ubc.ca | CIRS building on West Mall, room 4342B | <u>Alternating!</u> Wednesdays 10-11am & Mondays 2-3pm (in person in CIRS 4342B and broadcast over Zoom within Canvas) |

Welcome to PSYC 335! This will be the eighth time I have taught this course at UBC, and I am hoping for a return to a fairly regular course program this term, after a tumultuous couple of years. The shift to online teaching in 2020 prompted many changes to the structure and content of our teaching. This has included some new approaches like the graded discussion threads, which I like very much and will be keeping this year. As we continue on the transition back to full in-person delivery, I still expect to hit a few bumps along the way, and I would encourage us all to approach teaching and learning with compassion, flexibility, and respect for others.

I'm a Professor in the Department of Psychology at UBC and I'm also the Director of the Centre for Gambling Research (cgr.psych.ubc.ca). I went to University in the UK and I was the first person from my family to go to University. When I'm not thinking about gambling and decision-making, I have two kids in high school, I enjoy hiking and squash, and I like old movies and crime novels. I'm on twitter (personal: @LukeClark01 and gambling-related: @CGR_UBC) and I find twitter to be a great resource for this course as a way of keeping up with the fast-moving world of gambling policy and research.

OTHER INSTRUCTIONAL STAFF

The TA for this course is Lucas Palmer (lpalmer@psych.ubc.ca). Lucas (*pronouns he, him*) is a MA2 student in the Cognitive Science area, working in the Centre for Gambling Research and supervised by Dr Clark. His graduate research is looking at the design features of gambling games, and how the gambling research field approaches replication. Lucas will hold online office hours over Zoom this term, on Wednesdays 3–4pm.

We are fortunate to have a couple of additional guest lecturers this term: Dr Gerald Thomas (Director for Alcohol and Gambling Policy at the BC Ministry of Health) and Dr Alex Price (Responsible Gambling Council) will both contribute two lectures on gambling policy and public health.

You may contact the TA or the Instructor in office hours or by email. We aim to reply to emails within 24-48 hrs on weekdays. In written correspondence, please feel free to refer to me as 'Dr Clark' or 'Prof Clark' (in person, I am fine with 'Luke'!). Please be judicious in your use of email: if you have more than 2 questions, your best option is to attend office hours.

*Note: if you need to send me a direct message, including any urgent correspondence about personal matters, I would ask you to **NOT use the message function within Canvas** -- as I can only reply to those direct messages from within the Canvas platform. I will reply to your message faster if you send me a direct email to luke.clark@psych.ubc.ca.*

COURSE STRUCTURE

Our classes are timetabled for Mondays, Wednesdays, Fridays at 12 noon – 1pm. The course will combine a traditional lecturing format, active Q&A and discussion, with set readings and participation in online discussion forums on key topics.

PSYC 335 has been designated an in-person class, and UBC guidance is that "in-person" classes expect in-person participation. I recognize that many students will be unable to attend every class. A number of

features of this course are designed with this in mind. First, in-person classes will be recorded using lecture capture, and posted to Canvas after class, for students who are unable to attend. From a pedagogical perspective, there are pros and cons on lecture capture; we will discuss in class how students might use those video recordings, and I'll be interested in hear your input on that matter. Second, there is no in-person 'attendance credit' in this course: participation is evidenced through the Graded Discussion Threads, which are available for roughly 6 weeks at a time, and the Set Reading Quizzes, where students need only submit 10 of 12 quizzes to allow for in-term concessions. Third, the two Midterms (but *not* the Final exam) will be scheduled as open book, online tests to be delivered in Canvas. Fourth, a couple of classes over the term are scheduled as pre-recorded, asynchronous classes (asterisked in **Course Schedule**) – I can assure you that these will be new recordings for this year, and these are primarily to accommodate my own scheduling conflicts during termtime, but these classes are a template for how we will pivot as a class if unforeseen events disrupt in-person teaching. Lastly, I will offer my office hours in person in CIRS but with the option to join virtually over Zoom (note office hours will not recorded). Returning to the core point here of in-person attendance and out-of-school commitments, if you feel that your performance in this class is being impacted by circumstances from outside of class, please talk to me or the TA.

DIVERSITY, EQUITY AND INCLUSION

As your instructor, I will work to create a learning environment that welcomes, listens to, and respects students of all identities, inclusive of race, gender, sexuality, age, or ability. As a recent immigrant to Canada from the United Kingdom, I am committed to educating myself about the historic and ongoing impacts of marginalization and colonization in Canada. I am mindful of my position as a cisgender white man and the privilege this has afforded me throughout my education and academic career. If you feel that any class content is inappropriate or makes you feel uncomfortable, I would encourage you to talk to me or the TA. The Canvas discussion threads will contain a link to a Qualtrics survey for any feedback you would prefer to provide anonymously.

Like much of psychology and academia, research on gambling and decision making is historically built on a small subset of privileged voices. I review the set readings annually and invite input from trainees in my lab, which includes trainees who hold a range of diverse perspectives and identities. Nevertheless, it remains the case that many of the set readings, and experiments that we discuss in class, have been authored by white men. Progress in this field will be made by integrating a more diverse set of experiences, and I will create a discussion thread to receive any input you may have on suitable articles for next year's course.

COURSE DESCRIPTION

This course will study gambling behaviour as a lens for examining the psychology of decision-making, the brain mechanisms that support risky choice, and the risk factors and psychological processes that are associated with excessive engagement with rewarding behaviours, i.e. addictions. Gambling is a ubiquitous form of entertainment that becomes harmful for a minority of people. While gambling has historical origins in many parts of the world including Canada's Indigenous peoples, modern commercial gambling products are extensively engineered, in ways that shape the associated profile of 'harms'. In

British Columbia, around three quarters of the population report past-year gambling, and BC receives over 2% of its total provincial revenue from gambling - this is higher than the revenue from alcohol and tobacco products combined. Approximately 3-4% of the population show some of the signs of problem gambling, but this subset are estimated to generate around a quarter of revenue from gambling.

Two questions dominate the course. First, what does the existence and popularity of gambling tell us about human decision-making? Second, how does gambling become harmful for some people? More specifically, how should we conceptualize these harms (e.g. what exactly does it mean to label problem gambling as an addiction?), how do these harms disproportionately affect certain groups within our society, and how should society respond to these harms? This multi-disciplinary course will combine approaches from cognitive psychology, neuroscience, and clinical psychology, alongside insights from economics and public health.

LEARNING ACTIVITIES

Classes will cover key concepts and core material, see *Course Schedule*. Classes will be supported by the Set Readings, and will often refer to content from the Set Readings. I will use Canvas to post regular updates, and students are responsible for checking Canvas regularly for class announcements.

Most classes will be delivered as in-person classes, covering core content and with time for Q&A and classroom exercises. Classes will be video recorded and those recordings will be available after class, for all students. Classes will not be live streamed, and video recordings will only be circulated within Canvas, for use by students enrolled in this class. Students are not permitted to re-share recordings outside of Canvas. Be mindful it is *possible* that students asking or answering questions in class may be identifiable in these recordings (although in practice, with my microphone set-up, it is unlikely that most classroom discussion will be audible, and I will endeavor to repeat back student questions for the lecture capture. Certainly, I hope this procedure does not discourage questions!). We will discuss the ‘added value’ to be gained from attending classes in person during the term.

A couple of classes over the term are scheduled as pre-recorded, asynchronous classes (asterisked in **Course Schedule**). These will be released on Canvas the morning of class, and students can watch / re-watch at their leisure. These will be new recordings for this year, and I will leave space in the next in-person class for any questions on that material. Students are welcome to use our classroom at the scheduled class time as a quiet space to watch these classes, e.g. if you have in-person classes on campus that day (note this also applies to the Midterm tests). If pandemic restrictions change during the term, I will be able to switch other classes to a mixture of pre-recorded and online synchronous classes, and should I fall sick myself, there is a further option of posting videoed content from last year.

I will make slide handouts available before each class in Canvas. I encourage students to take notes during class. This year, the part of the course grade reflecting regular engagement will use online discussion threads and submitted quizzes on the Set Readings (see *Assessments of Learning*).

LEARNING MATERIALS

There is no textbook for this course. Rather, lecture content will be supported by Set Readings (see pg 8), which will be available for download from Canvas. The purpose of the Set Readings is three-fold: 1)

to help you to prepare for class and extend your knowledge of material covered in class, 2) to introduce you to primary literature on gambling, which will in turn 3) equip you for the Written Assignment, and preparing for the longer questions on the Final test. Students should aim to read each Set Reading by the corresponding quiz deadline in the Course Schedule, but there is no assumption of having read the paper in order to follow particular classes. On the multiple choice questions and short answers that comprise the Midterms, the Set Readings are only examinable to the level that they have been discussed in class.

Canvas:

All course materials will be available via Canvas www.canvas.ubc.ca. There is a student's guide to Canvas on the 335 home page, plus a Canvas guide for Psychology students at bit.ly/UBCPsychCanvas which you may find useful (e.g. as a refresher). Class slides will be uploaded to Canvas (Modules), typically the morning of class. Class recordings will be available in Canvas Modules. You should use Canvas to submit your Written Assignment (see below).

Participant Credit is available for contributing posts on course content in our **Graded Discussion Threads**. These posts can be on 1) links to news articles or research papers relevant to themes that will be identified in class on a weekly basis, 2) thoughtful commentary (e.g. a summary, counter-argument, or alternative perspective) on materials posted by other students. For more details, there is a **Guidelines** document on Canvas. These forums will be moderated by the teaching team; students are reminded to be respectful of other students' beliefs and opinions. Abusive or disrespectful language will not be tolerated and will at minimum lead to the student being ejected from the discussion groups.

The Canvas site also contains numerous non-graded discussion threads, e.g. Q&A threads about the course structure, upcoming tests, and so on. These threads do not contribute to the Participation Credit. If students email me questions relating to course content or course structure that I feel will be relevant to other students, I will often copy the question to the discussion threads.

Written Assignment

For the Written Assignment, students will prepare a 5 page report on a newspaper article that describes an original research paper that is relevant to the course (e.g. gambling, gaming, behavioural addiction, biases in decision-making). Each student will select their news article & corresponding research paper from an approved list that will be made available in week 2 of term; we trialled this system last year and it was successful in simplifying the selection process. The deadline for submitting the Written Assignment is scheduled on the Monday after the Midterm Break, but given the proximity to the Midterm 2 Test, my strong recommendation is to do most of the work on the Written Assignment between Midterm 1 and Midterm 2. Your Written Assignment report should describe the objectives and findings of the research paper, but also consider the accuracy of the media coverage (e.g. evidence of an agenda, 'dumbing down' of science), see further details below.

LEARNING OUTCOMES

By the end of this course, students will be able to:

- 1) demonstrate knowledge of concepts from the fields of decision-making, neuropsychology and addiction research that are relevant to understanding the psychology of gambling behaviour.
- 2) explain the assessment of gambling involvement, and the clinical status and diagnosis of gambling disorder, as well as contemporary theories of problem gambling within an addictions framework.
- 3) Describe how specific facets of diversity including different racial and gender groups are associated with gambling harms
- 4) consider the application of psychological research on gambling to informing public policy and government regulation of gambling.
- 5) evaluate primary literature in gambling research, including research design and interpretation, contemporary open science practices, and be able to synthesize this literature across the different disciplines that are represented in gambling research.
- 6) critically consider the media portrayal and public perceptions of gambling.

ASSESSMENTS OF LEARNING

Evaluation:

| | | |
|-------------------------------|-----|------------------------|
| • Graded Discussion Threads | 10% | (assessing LO 1 - 4) |
| • Set Readings quizzes | 10% | (assessing LO 1 - 5) |
| • Midterm 1 Key Concepts test | 20% | (assessing LO 1, 5) |
| • Midterm 2 Key Concepts test | 20% | (assessing LO 2, 3, 5) |
| • Written assignment | 20% | (assessing LO 5, 6) |
| • Final exam (IN PERSON) | 20% | (assessing LO 1 – 6) |

LO = learning outcomes, as described in the previous section.

Under [UBC's academic concession policy](#), students may seek academic concession for any of three reasons: conflicting responsibilities; medical circumstances; and compassionate grounds. **If you are feeling ill on the day of a Midterm or the Written Assignment deadline**, please submit the [UBC Student Self-Declaration](#) form to the Instructor so that your in-term concession case can be evaluated (note, please do not send medical documentation). Assuming the concession is approved, for Midterm tests, we typically arrange a single make-up test at a time convenient to most students; where students cannot attend that make-up test, they will be exempted from the test. In cases of exemption, their overall course grade will be calculated by re-weighted the available components in the same ratios listed above; note that exemption does inherently increase the load on the other components.

If this is not the first time you have requested concession within PSYC 335, then you will need to fill out the Arts Academic Advising's [online academic concession form](#) immediately, so that an advisor can evaluate your concession case. If you are a student in a different Faculty, please consult [your Faculty's webpage on academic concession](#), and contact me if appropriate.

If you are feeling ill at the time of the Final exam, do not attend the exam. You must apply for deferred standing (an academic concession) through Arts Academic Advising. Students who are granted deferred

standing (SD) will write the Final exam at a later date, and this must be arranged through faculty advising.

For the two Graded Discussion Threads, the arrangements for concession are a little different. These threads are each open for ~6 weeks, and it is recommended that students do not leave their posts until the last minute. One pedagogical purpose of these threads is to facilitate discussion with your peers and help build a community of learning around the course, which cannot happen if everyone posts on the day of the deadline. As group assignments in Canvas, the graded thread deadlines will not be extended for individual students. Sickness or emergency around the date of the deadline will not be considered adequate grounds for concession. If there are long-term circumstances affecting your ability to engage with the Graded Discussion Threads, please reach out to the Instructor well before the first deadline.

The UBC [Centre for Accessibility \(CfA\)](#) can coordinate a range of accommodations to support student learning, including disability-related accommodations. This includes transcription services that may be important for writing the longer answers on the Final exam, and extended time on tests. For students registered with CfA, please email the Instructor near to the start of term to let me know the accommodations you are entitled to. Where students are entitled to exam accommodations e.g. time extensions, CfA policy expects students to apply for this accommodation *for each individual test*.

Midterms and Final test:

The Midterms are scheduled as a 50 minute test, and will consist of multiple choice and short-answer questions. Both Midterms are non-cumulative; for example Midterm 1 will test the classes from the start of term until the Midterm. The class before each Midterm will be a revision / discussion class, in which no new examinable material will be introduced. The Midterms will be delivered as online quizzes in Canvas, using an open book format. In my experience, this format offers clear benefits in maximizing attendance, and student time management, over in person midterms during our regular class time. Taking the Midterm will require internet to access and submit the test. Students are welcome to sit the test, using their own device, in the regular classroom; the Instructor or TA will be present. Further announcements will be made via Canvas about academic integrity on the Midterms, but this course will not make use webcam invigilation protocols (e.g. Proctorio).

The Final test is scheduled as a 2 hour in person test. It will comprise two longer questions, from a choice of 4. The Final is a cumulative test in which students are actively encouraged to synthesize knowledge from across the course, but questions will also emphasize the more applied material in the final third of the course that will not have been covered on the Midterms. An example longer question might be "How important is the form of gambling (e.g. poker, lotteries) in understanding the development of gambling problems?". These questions do not have a right or wrong answer, and students are encouraged to argue a position, supported with scientific evidence, and consider weaknesses and counter-arguments. Marks can be gained for displaying critical thinking, independent thinking, and synthesis of material across the course. Please bear in mind that many students taking Psyc 335 are apprehensive about the longer questions. We will dedicate substantial time in class to exam strategy and essay skills, in helping you prepare for the final. Sample questions will be available.

Graded Discussion Threads (Participation Credit):

10 marks (10% course grade) are available for contributing posts on course content in the Graded Discussion Threads. There is a Guidelines document on Canvas for instructions around posting. Posts will be moderated by the TA and Instructor. Relevant posts or comments will be awarded 1 mark each. Comments need not be lengthy, 2-3 lines is perfectly acceptable. Note that students are encouraged to use these threads to build a sense of community in the course. It's great to see students posting short replies similar to a social media platform ("Cool article Luke!" "Great point, I hadn't noticed that") in addition to their 'substantive posts', without any expectation that these short posts should be awarded marks. The substantive posts will be scored manually, and this may take some time given that several thousand posts are likely over the course of the term; we will post the grades to Canvas so that students can check their scores. Students are reminded to be respectful of others' values and opinions. To best sustain these threads over the term, max 5 marks will be available from **7 Sept – 19 Oct**, and 5 marks from **20 Oct – 7 Dec**.

Set Readings quizzes (Participation Credit):

Each of the 12 set readings will be accompanied by a short Canvas quiz. 1 mark is awarded per quiz up to a maximum of 10 marks. Students will receive Canvas announcements when each quiz becomes available, and you will generally have around one week to complete the reading and submit the quiz. Students need only complete any 10 of the 12 set reading quizzes – for this reason, there are no date extensions, and you do not need to inform the Instructor if you do not intend to submit a set reading quiz. Individual quizzes are pass/fail -- albeit with a strong expectation that students who submit a quiz will pass that quiz. Answers to multiple choice questions will be visible in Canvas after the submission deadline. (Students do not need to get the MCQs correct in order to pass the quiz; rather we are looking for evidence that they have adequately engaged with the set reading). For 'open questions' (text questions) in the set reading quizzes, the TA will mark a random subset of submissions to maintain integrity.

Written assignment:

Students are asked to prepare a Report (maximum length 5 pages; 12 point Times New Roman, double spaced, 1 inch margins) on a newspaper article that describes a published research paper on gambling. As of this year, students will select their news article & corresponding research paper from an approved list that will be made available in week 2 of term. The TA and Instructor have chosen these articles using the following criteria:

The newspaper article has been published online in a reputable news outlet (e.g. New York Times, BBC, CBC, Vancouver Sun, Washington Post, Wall Street Journal, Globe and Mail, The Guardian) and is clearly written by a journalist (we will discuss the process of university press releases in class). The news article cites the research paper in a way that the research paper can be located in its *published* form. The research paper has been published since 2010, in an academic journal, and is relevant to the content of the course (the psychology of gambling, decision-making, problem gambling, behavioural addictions...). The research paper should be an original research article (i.e. contain new experimental data), not a review or opinion piece. Research articles on 'preprint' websites (e.g. BioArxiv, PsyArxiv, SSRN) are a useful development in academia but are not acceptable for the Written

Assignment as these articles have not been peer reviewed. For the same reason, government reports, prevalence surveys, blogposts, are unsuitable.

We will aim to provide a wide breadth of possible articles, for students interested in different parts of the course. An example of an appropriate newspaper article would be:

<https://vancouver.sun.com/news/local-news/therapy-takes-problem-gamblers-to-the-brink-and-back-in-virtual-reality-casinos> on Bouchard et al (2017) Using virtual reality in the treatment of Gambling Disorder: the development of a new tool for cognitive behavior therapy. *Frontiers in Psychiatry*: <https://www.frontiersin.org/articles/10.3389/fpsy.2017.00027/full>

The written assignment is scheduled in between the two midterm tests (see dates in the Course Schedule). We will discuss the objectives and requirements of the written assignment in class following Midterm 1. The deadline for the Report has been extended this year to Mon 14 Nov, due to the midterm break. Reports should be submitted to Canvas and **a duplicate copy submitted to Turnitin** (see Learning Analytics, pg 9).

Written Assignment: Marking

The Report should describe the objectives and findings of the journal paper, including limitations and weaknesses (for a more detailed marking scheme, see below). High marks can be awarded for reports on flawed research studies. The Report should describe the implications of the research for treatment, public policy, or gambling theory. Strong marks will be given for considering implications that are **not** discussed in the article or paper. The report should consider the accuracy of the media coverage (Does the news article 'dumb down' the findings? Does the journalist show evidence of a pro- or anti-gambling 'agenda'? How might reporting influence public understanding of gambling, for better or worse?). The written assignment will be given a mark out of 20, with marks allocated for the following:

- accurately and concisely describing the objectives of the original research article (4 points)
- accurately and concisely describing the design of the original research article, with awareness of limitations (4 points)
- accurately and concisely describing the findings of the original research article (4 points)
- consideration of how the research informs either treatment, gambling theory, or public policy (4 points)
- discussion of the accuracy and objectivity of the media coverage (4 points).

Your breakdown of marks on the Written Assignment will be posted in Canvas, and the TA will offer review sessions on the grading. For any grading disagreements, the Instructor will regrade the report – please be aware that your grade may go down as well as up under these circumstances.

Course grading

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology classes are required to comply with departmental norms regarding grade distributions. According to

these adjusted norms, the average grade in 300-level Psychology class will be 75 for an exceptionally strong class, 73 for an average class, and 71 for a weak class, with a standard deviation of 13. Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by an instructor or the department. Grades are not official until they appear on a student's academic record. You will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below:

| | | | |
|----|---------|----|--------|
| A+ | 90-100% | C+ | 64-67% |
| A | 85-89% | C | 60-63% |
| A- | 80-84% | C- | 55-59% |
| B+ | 76-79% | D | 50-54% |
| B | 72-75% | F | 0-49% |
| B- | 68-71% | | |

LEARNING ANALYTICS

This course will be using Canvas. Canvas records student activity (e.g. engagement with Discussion Threads, quiz submission times) and this information may be used by the Instructor to form an impression of a student's engagement with the course. These behavioural analytics can also reveal some instances of cheating.

For the Written Assignment, students should upload their text to TurnItIn (see <https://lthub.ubc.ca/guides/turnitin/> for instructions on registration). Class ID is **30964736**, and the enrolment code is gambling. Note that TurnItIn data is hosted in the USA, so your submitted file does NOT need to contain any identifying information (e.g. name or student ID), you may use an anonymous/non UBC email when you set up your account, but if you mask both your name and email on TurnItIn, remember to let the TA know how to cross check the submission of your report.

LEARNING RESOURCES

The Department of Psychology teaching office is situated in the main Kenny building on West Mall, and offers appointments during office hours. If students encounter issues with the Teaching Team for this course, or do not feel comfortable raising an issue regarding the Instructor to the TA (or vice versa), they may consult the Psychology teaching office (undergrad@psych.ubc.ca) as an ombudsperson.

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

OTHER COURSE POLICIES

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. Within Canvas, your activity is captured and Instructors are able to detect many instances of cheating from Canvas activity. Also relevant to this course, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. The Department subscribes to TurnItIn, a service designed to detect plagiarism. If a student has any questions as to whether or not their work is even a borderline case of plagiarism or academic misconduct, they are advised to consult the Instructor.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript.

SET READINGS

This list has been curated in attempt to represent diverse perspectives in academia, primarily in relation to country of origin, race, and gender of the authors. This is an ongoing process that it reviewed annually. For further information on amplifying the voices of scientists of colour, specifically in the field of cognitive psychology, check out [SPARK Society](#).

Wen Li, Devin Mills & Lia Nower (2019). The relationship of loot box purchases to problem video gaming and problem gambling. *Addictive Behaviors*, 97, 27–34.
<https://doi.org/10.1016/j.addbeh.2019.05.016>

Tom Schonberg, Craig Fox & Russ Poldrack (2011). Mind the gap: bridging economic and naturalistic risk-taking with cognitive neuroscience. *Trends in Cognitive Sciences*, 15(1), 11–19.
<https://doi.org/10.1016/j.tics.2010.10.002>

Joseph Kable & Paul Glimcher (2009). The Neurobiology of Decision: Consensus and Controversy. *Neuron*, 63(6), 733–745. <https://doi.org/10.1016/j.neuron.2009.09.003>

Nick Heather (2018). Rethinking addiction. *The Psychologist*, 31(Jan), 24–28. Retrieved from <https://thepsychologist.bps.org.uk/volume-2018/january-2018/rethinking-addiction>

Lower the Stakes: A Public Health Approach to Gambling in British Columbia (Provincial Health Officer's 2009 Annual Report). (2013). BC Ministry of Health, Victoria, BC. Retrieved from https://www.academia.edu/5697812/Lower_the_stakes_A_public_health_approach_to_gambling_in_BC

Li Jun Ji, Kayla McGeorge, Ye Li, Albert Lee & Zhiyong Zhang (2015). Culture and gambling fallacies. *SpringerPlus*, 4(1). <https://doi.org/10.1186/s40064-015-1290-2>

Marc Potenza, Iris Balodis, Jeff Derevensky, Jon Grant, Nancy Petry, Antonio Verdejo-Garcia & Sarah Yip (2019). Gambling Disorder. *Nature Reviews Disease Primers*, 5, 51.
<https://doi.org/10.1038/s41572-019-0099-7>

Eve Limbrick-Oldfield et al (2017). Neural substrates of cue reactivity and craving in Gambling Disorder. *Translational Psychiatry*, 7, e992. <https://doi.org/10.1038/tp.2016.256>

Luke Clark & Michael Wohl (2022). Langer's illusion of control and the cognitive model of disordered gambling. *Addiction*, 117: 1145-1152. <https://doi.org/10.1111/add.15649>

Sally Gainsbury & Alex Blaszczynski (2020). Digital Gambling Payment Methods: Harm Minimization Policy Considerations. *Gaming Law Review*, 24(7), 466–472.
<https://doi.org/10.1089/blr.2020.0015>

Alex Price, Margo Hilbrecht & Rosa Billi (2021) Charting a path towards a public health approach for gambling harm prevention. *Journal of Public Health*, 29: 37-53 <https://doi.org/10.1007/s10389-020-01437-2>.

The Gambling Harms and Under-Represented Groups reading list is available on Canvas; choose any one paper from this reading list based on your interests.

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COURSE SCHEDULE (POSTED AS SEPARATE DOCUMENT)

If changes occur to this syllabus, students will be informed via Canvas Announcements.

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