ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (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.

COURSE INFORMATION

The classroom is in the SWING Building on West Mall, room 122. Classes are scheduled for Mondays, Wednesdays and Fridays at 12 noon – 1pm. In addition to this syllabus, make sure to also consult:

- the **Course Schedule**, showing the week-to-week class schedule and deadlines
- the **Set Readings** guide, with links to the readings and the Practice Essays

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

'PREREQUISITES'

Students are recommended to have taken either PSYC 100, or PSYC 101 and PSYC 102. For background on common research designs and statistical procedures used in the primary literature for this course, students would benefit from having taken PSYC 217 and/or 218. In referring to e.g. brain imaging studies, neurotransmitters, or group differences tested with a t test, I will not have time in class to introduce these topics from first principles.

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	Mondays 2pm (with back-up time on Wednesdays) – see *Canvas > Zoom* for upcoming office hours. In person + Zoom.

Welcome to PSYC 335! This will be the tenth year that I have taught this course at UBC. It is a course that I have designed myself, and there are few other University courses like this one worldwide. This year, I am making a few changes to the assessment structure, to better prepare students for the written exam. Please assume that guidance in this Syllabus document is correct, and if you notice any conflicting text in Canvas, this is likely out of date (please bring to my attention!).

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/X

(personal: @LukeClark01 and gambling-related: @CGR_UBC) and I find Twitter/X 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 PhD3 student in the Cognitive Science area, working in the Centre for Gambling Research and supervised by Dr Clark. His graduate research considers the design features of gambling games, the psychology of reward uncertainty, and how the gambling research field approaches replication. Lucas will hold online office hours over Zoom this term, by appointment.

You may contact the TA or myself 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.

We are fortunate to have a couple of additional lecturers this term: Dr Gerald Thomas and Dr Charlotte Eben will contribute some guest lectures, and Lucas Palmer (our TA) will give a research-themed class on slot machine design. In the last week of term, Lucas and Dr Clark will hold an Ask Us Anything class for discussion about e.g. graduate school, gaining research experience.

*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 AND 'THE NEW NORMAL'

PSYC 335 combines a traditional lecturing format, active Q&A and classroom exercises and videos, with Set Readings and participation in online discussion forums on key topics. Psyc 335 is classified by UBC as an "in-person" class and regular in-person attendance is expected.

Our in-person classes will be **video recorded** and available in a Panopto folder that will be shared with you in Week 1. These videos are intended as a revision aid, and for students who miss the occasional class through conflicting commitments or illness. The video capture can be prone to technical issues (e.g. the audio will be lost if the microphone batteries expire during a class), and the videos are not intended as a substitute for regular class attendance. Our class videos are intended for use only by students enrolled in Psyc 335, and students are not permitted to share recordings outside of Canvas. Be mindful that students asking or answering questions in class may be identifiable in the recordings.

As the COVID-19 pandemic recedes from view, we continue to have a duty of care to protect each other, our families, and communities - **if you are sick, please 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. If you suffer from a brief illness during the term, this should not

disadvantage you in keeping up with the class content, and if your illness coincides with a midterm or essay deadline, you should apply for a concession (see pg 7). If you have out-of-school commitments and you feel that your performance is being impacted by circumstances from outside of class, please talk to me. 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.

Please maintain a respectful environment. UBC Respectful Environment Statement.

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 an 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.

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 I 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 invite your suggestions on the Set Readings 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 psychological processes that are associated with excessive gambling as a form of behavioural addiction. Gambling is a ubiquitous form of entertainment that becomes harmful to a subset of people. While gambling has historical roots in many parts of the world, including among Canada's Indigenous peoples, modern commercial gambling products are extensively engineered in ways that shape their negative consequences ('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 – which is higher than the combined tax revenue from alcohol and tobacco. At least 3% of the population show some of the signs of problem gambling, yet this subset also generate at least a quarter of gambling revenue.

Third 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 does it really mean to classify problem gambling as an addiction?), and how do these harms disproportionately affect certain groups within our society? Lastly, how should society respond to these harms, through preventative measures or regulation? This multi-disciplinary course will combine approaches from cognitive psychology,

behavioural neuroscience, and clinical psychology, alongside other disciplines including economics and public health.

LEARNING ACTIVITIES

Classes will cover key concepts and core material, see **Course Schedule**. I will use Canvas to post regular course-related news. 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 in the Panopto folder. I will make slide handouts available before each class in Canvas, and I encourage students to take notes during class.

A small number of classes this term are scheduled as pre-recorded, asynchronous classes (marked with an asterisk in the **Course Schedule -** but also subject to change, namely if the instructor should fall sick). Pre-recorded classes will be released on Canvas the morning of class (or earlier if possible), and students can watch / re-watch at their leisure. 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).

This course will also require critical engagement with primary literature in the form of Set Readings. The Set Readings will not be directly covered in class, but will provide relevant background for the two Practice Essays (submitted online) and the Written Paper (in person). In addition to the Midterms and Final Exam, the remaining part of the course grade reflects participation credit and discussion of the material via the Graded Threads on Canvas (see *Assessments of Learning*).

Common term-time FAQs!

“Prof, have you posted the video link to today’s class yet?”	There will be a Canvas announcement on the first day of classes, titled ‘Panopto folder for class videos’ – the video files can be accessed through that folder as soon as they are available
“I can’t attend Friday’s class – do I need to let you know, and how can I make up for that content?”	No, you do not need to let anyone know. You should be able to catch up on that content from the video recordings, and if you have questions, use the Canvas threads and/or attend office hours.
“Prof, I was ill the week of the Graded Thread deadline and I did not submit all my posts. Can I submit those posts late?”	The Graded Threads are not expected to be a time-consuming exercises, and both threads (5 marks each) are open for around 6 weeks – BUT, the two deadlines are hard deadlines. I recommend submitting your posts will ahead of each deadline, in case you fall sick or have overlapping commitments the week of the deadlines.

LEARNING MATERIALS

There is no textbook for this course. The Set Readings are shown on pg 11, and are available for download from Canvas. The purpose of the Set Readings is 1) to help you to engage and critique primary scientific literature, as it relates to Gambling and Decision-Making, 2) to elaborate on key concepts introduced in class, 3) to help you prepare for the two Practice Essays (submitted online) and the Written Paper (taken during class time, as a pen & paper test). The Set Readings will not be tested on the Midterms or Final Exam.

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 posted with the slides in the weekly folder within Canvas Modules. You should use Canvas to take the two Midterms and to submit your Practice Essays (see below).

Participant credit is available for contributing posts on course content in our **Graded Discussion Threads** in Canvas (see Assessments of Learning below, for more detail, as well as the Guidelines document on Canvas). **For example, in the first graded thread group, you need to make 5 substantive posts by 16 Oct to receive 5 marks, worth 5% of your grade.**

The Canvas site also contains several non-graded discussion boards, 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.

LEARNING OUTCOMES

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

1) demonstrate knowledge of psychological concepts from the fields of decision-making, biological psychology, and addiction science, that are relevant to gambling.
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 demographic variables and 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, and modern open science practices.
6) Formulate a written argument in response to contemporary questions related to gambling, with evidence of critical thinking and synthesis of relevant data and theory.

ASSESSMENTS OF LEARNING

Evaluation:

- Graded Discussion Threads   10%   (assessing LO 1, 4, 5)
- Practice Essay 1 and 2   10% each   (assessing LO 1 – 6)
- Written Paper (IN PERSON)   10%   (assessing LO 1 – 6)
- Midterms 1 and 2   20% each   (assessing LO 1 - 3)
- Final Exam (IN PERSON)   20%   (assessing LO 1 – 4)

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, the Written Paper, or a Practice Essay deadline, and this is your first concession request within Psyc 335, then please submit the UBC Student Self-Declaration form to Dr Clark (note, please do not send medical documentation). Assuming the concession is approved, we will look to arrange a make-up test (for Midterms and the Written Paper) at a time convenient to most students, or a short deadline extension on the Practice Essays. For make-ups, we will only schedule a single make-up session, and for students who cannot attend that session, they will be exempted from the test, i.e. their overall course grade will be calculated by re-weighting their available components in the ratios listed above; note that exemption does inherently increase the load on the other components.

For any subsequent concessions (i.e. if this is not your first concession request in Psyc 335), then you will need to fill out the Arts Academic Advising's online academic concession form and your faculty advising office will evaluate your concession case. If you are a student in a different Faculty, please consult your Faculty's webpage on academic concession, and contact Dr Clark if appropriate.

For the Final exam, if you are feeling sick on the day of the Final, 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.

The two Graded Discussion Threads are group assignments in Canvas, and those deadlines will not be extended for individual students. These threads are each open for ~6 weeks, and it is recommended that students do not leave their posts until the last minute. A 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. 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 Written Paper, 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 Exam:

The Midterms are scheduled as a 50 minute online test, and will consist of multiple choice and short-answer questions. Both Midterms are non-cumulative; for example Midterm 2 will test the class material from Midterm 1 to Midterm 2. 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. Taking the Midterm will **require internet and computer access;** please speak to the instructor well before the first midterm if this presents any difficulties for you. Students are welcome to sit the test, using their own device, in the SWING classroom; the Instructor or TA will be present. Further announcements will be made via Canvas about academic integrity on the Midterms. This course will not make use of any webcam-based invigilation protocols such as Proctorio.

The Final Exam is scheduled as a 1 hour, cumulative, IN PERSON test. It will take a similar format to the Midterms, consisting of multiple choice and short answer questions. Questions will emphasize the more applied material in the final third of the course, but as integrative material, these questions will link back to concepts tested on the two Midterms.

Practice Essays and Written Paper:

As an upper level course, Psyc 335 will require students to formulate and express their knowledge through a number of short essays. We will discuss scientific writing, tips & strategy, and the grading structure, during class time. These essays will link to the Set Readings, in that they will require students to engage with, and incorporate material from, the Set Readings (as primary literature) as part of the grading rubric. Two Practice Essays, of 600-800 words each, should be prepared for online submission, deadlines 27 Sept and 28 Oct. These are each worth 10% of course grade, and the essay titles (choose 1 from 4) will be available from the start of term. Each essay title will relate to one of the Set Readings, but all 4 Set Readings will be informative. In submitting your assignment in Canvas, it will automatically be submitted to the plagiarism-detection software TurnItIn.

The Written Paper, a 50 minute, pen & paper test to be taken in the classroom, will use the same format and grading rubric as the Practice Essays, but the specific essay titles will not be revealed until the class.

A detailed grading rubric and information on formatting requirements is available in Canvas. The essay titles do not have right or wrong answers; students are encouraged to argue a position, support that position with relevant theory and data, and consider weaknesses and counter-arguments. Your breakdown of marks on the Practice Essay 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.

Graded Discussion Threads (Participation Credit):

10 marks (10% course grade) are available for contributing posts. These posts can be on 1) links to news articles, research papers, podcasts or online videos (YouTube etc), relevant to the topics we are discussing in class, 2) a reply (e.g. a further comment or critique) to a post by another student, posted as a threaded reply, which should *also* include a link to a different article. Substantive posts will be awarded 1 mark each. Posts need not be lengthy, 2-3 lines is perfectly acceptable, but all 'mark worthy' posts must include a link. For the graded threads, students will be randomly assigned to small groups of

~20 students each, and two separate threads will be available over the term: 6 Sept – 16 Oct (5 marks), 17 Oct – 6 Dec (5 marks). The forums will be moderated regularly by the teaching team, who will use the 'liking' function to indicate substantive posts. Students are reminded to be respectful of other students' beliefs and opinions, and that abusive language will not be tolerated under any circumstances.

COURSE GRADING

In the Psychology Department, we aim to offer learning experiences that welcome and challenge all students to engage meaningfully in our discipline. We strive for grades that accurately reflect student learning and achievement of course learning objectives, rather than solely reflecting their performance relative to others.

The Psychology department employs department-wide grading standards to promote equitable alignment, supporting students and course instructors as they learn and teach across many diverse courses and sections. For each Course Section, instructors should aim for a grade average in the following Target Ranges (before any bonus HSP points are added, but including any mandatory HSP points): B- (68-71%), in Introductory 100-level and 200-level courses; B (72-75%), in Intermediate 300-level courses; B+ (76-79%), for Advanced 400-level courses and Selective-Entry lower-level courses (e.g., PSYC 277, 278, 312, 370, 371, 349, 359, 365).

Ranges are intended to provide some flexibility to instructors and account for differences that can occur between classes. Ranges increase across year levels to account for improvements in student learning, and students' ability to self-select into more specialized courses.

During the course, instructors may choose to adjust grades and/or difficulty of the assessments, to align with the Target Range. At the end of the course, if the average falls outside the Target Range (either direction), instructors will typically be expected to use a linear transformation to adjust final grades (i.e., add or subtract the same number of points to all students' marks, while ensuring no student fails the course due to this transformation).

If a course mean falls in within one +/- letter grade band above the Target Range (e.g., in the B+ range for Intermediate courses), and the instructor believes these grades to be justified, the instructor may submit a justification request using the departmental approval final grades submission form, and the grades may stand. This Upper Range is intended to inspire further excellence in learning and teaching, and allow for the possibility that some classes select for higher performing students.

Courses with means exceeding the Upper Range will be expected to provide justification as well as use a linear transformation to fall within the Upper Range. Grades are not official until they appear on students' academic record. Students 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.

In submitting Practice Essays assignments in Canvas, these will automatically be submitted to the plagiarism-detection software TurnItIn (see https://lthub.ubc.ca/guides/turnitin/ .

Use of generative AI tools

Use of AI tools is not permitted during the Midterm exams for this course.

On the Practice Essays, students are permitted to use artificial intelligence tools, including generative AI, to gather information, brainstorming, or review concepts. Students are ultimately accountable for the work they submit, and any content generated or supported by an artificial intelligence tool must be cited appropriately.

The Practice Essays will be submitted to TurnItIn within Canvas; assignment graders will also be aware of standard AI-generated answers. Perhaps most critically, the Practice Essays are designed so that it would be very challenging to achieve strong marks if relying on generative AI tools. Two of the five grading variables require incorporation of i) the relevant Set Reading to that title, and ii) material from the course and/or other Set Readings. In addition, the objective of the Practice Essays is to prepare students for the Written Paper, as a pen-and-paper test under exam conditions.

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.

Over the past few years, I have received an increasing number of reference requests from undergraduates for their post-graduate applications; I call these **instructor references**. Due to my extensive commitments to write references for my graduate students, and the undergraduates in my lab with whom I work in a research capacity, I decline many of these requests, and I will only accept such a request under certain circumstances, detailed in a guidelines document in Modules.

SET READINGS

Please see the separate **Set Readings guide**, which lists the 12 articles, the associated essay titles for the two Practice Essays, some essay writing tips, and the grading rubric. Each of the Set Readings is available (as a pdf) in Canvas.

COPYRIGHT

COURSE SCHEDULE (POSTED AS SEPARATE DOCUMENT)

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

Version 2: 15 Sept 2024