

## Subject Description Form

<b>Subject Code</b>	APSS535																	
<b>Subject Title</b>	Pathological Gambling																	
<b>Credit Value</b>	3																	
<b>Level</b>	5																	
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil																	
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1.Class Performance</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2.Assessment Report</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>3.Seminar Presentation</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>4.Group Project Report</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">25%</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1.Class Performance	20%	0%	2.Assessment Report	30%	0%	3.Seminar Presentation	25%	0%	4.Group Project Report	0%	25%
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<b>Objectives</b>	<p>To enable students to:</p> <ol style="list-style-type: none"> <li>1. learn about the addiction model; the definition, history, types and psychology of gambling;</li> <li>2. analyze the unprecedented growth of legalized gambling in Asia, and explore its benefits, costs and adverse impacts;</li> <li>3. differentiate gambling from gaming;</li> <li>4. gain an understanding of the definition, symptoms, development, etiology and theories of pathological gambling;</li> <li>5. review the prevalence rates and co-morbid disorders of pathological and problem gambling in Asian and western countries;</li> <li>6. examine the negative impact of pathological gambling on gamblers and their families;</li> <li>7. apply a multi-dimensional perspective in conceptualizing and treating families with a pathological gambler;</li> <li>8. acquire knowledge about gambling screens, different gambling treatment modalities and prevention approaches;</li> <li>9. delineate the roles of social workers in gambling research, policy advocacy, prevention initiatives, and treatment of pathological gamblers and their families;</li> <li>10. examine gambling and public health policy,</li> <li>11. delineate the roles of social workers in gambling research, policy advocacy, and prevention and treatment of pathological gamblers and their families,</li> <li>12. develop cultural sensitivity in the study and intervention of gambling problems.</li> </ol>																	

<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. gain knowledge about gambling concepts, measurement, symptoms, etiology and prevalence rates of pathological gambling, social and economic impact of problem gambling,</li> <li>b. have adequate understanding of various gambling treatment approaches, preventative initiatives and gambling policy, and appraise the strengths and limitations of different intervention models and strategies,</li> <li>c. develop competence in treating compulsive gamblers and their family,</li> <li>d. have cultural awareness in the examination of Asian gambling behavior and family coping or malfunction amid the rapidly expanding gambling environment.</li> <li>e. formulate an international perspective on gambling issues</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>a) <b>Gambling Concepts and Nomenclature</b> Addiction model, definition of gambling and gaming; conceptualization, symptoms, development, etiology, measurement, prevalence and consequences of pathological gambling; co-morbid disorders;</li> <li>b) <b>Expansion of Legalized Gambling and Its Impact</b> Worldwide expansion of legalized gambling, causes for liberalization of gambling activities; changing gaming policies, benefits and costs, growing public concern over problem gambling; industry ethics and social responsibility;</li> <li>c) <b>Vulnerable Populations and Family Problems</b> Vulnerable populations such as adolescents and gaming employees; gambling effects on family malfunction, co-dependency and ineffective family coping patterns, roles of family in problem gambler's recovery process;</li> <li>d) <b>Treatment Models</b> Qualities and functions of gambling counselors, treatment process and Prochaska's process of change; motivational enhancement and relapse prevention; different treatment modalities include cognitive-behavioral therapy, family counseling, pharmacotherapies, Gamblers Anonymous, the twelve-steps and other self-help initiatives; natural recovery;</li> <li>e) <b>Prevention Approaches</b> Different perspectives, levels and strategies of prevention; risk versus resilience orientation; examining treatment efficacy and prevention effectiveness; eclectic use of multiple intervention strategies; inter-disciplinary collaboration, evidence-based and culturally appropriate intervention;</li> <li>f) <b>Current Issues and Future Directions</b> Current Asian gambling policies and responsible gambling; existing services, difficulties and challenges (help-seeking patterns, resources and training); benchmark and best-practice; prevalence surveys and gambling research, etc.</li> </ol>
<b>Teaching/Learning Methodology</b>	<p>Lectures, case illustrations and discussion, video shows, visits to gambling venues and treatment centres, interviews with pathological gamblers and or family members, and seminar presentation will be used in teaching and learning.</p>

Assessment Methods in Alignment with Intended Learning Outcomes  (Note 4)	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	e
	1. Class Performance	20 %	✓				
2. Assessment Report	30 %		✓	✓			
3. Seminar presentation	25 %				✓	✓	
4. Group Project Report	25 %				✓	✓	
Total	100 %						
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> <li>1. Class performance will be assessed by attendance, brief exercises and discussion to be held in class. These exercises will test and help consolidate students' knowledge about essential gambling concepts, policies and intervention modalities,</li> <li>2. Assessment report tests students' integration of assessment knowledge and skill in a problem assessment interview with a pathological gambler. A brief treatment plan will also be included. Hence, it helps students to develop practice competence and critical evaluation of various treatment approaches.</li> <li>3. Seminar presentation and the group project assess students' mastery and original critical investigation of a controversial gambling topic. Students will be assessed on their ability to conduct relevant literature review, to plan for a systematic and scientific study, and to develop and present an original insightful understanding of the topic chosen in both verbal and written format. Awareness of cultural influences and differences will be examined, and formulation of an international perspective on gambling issues will be fostered under the lecturer's guidance.</li> </ol>							
<b>Student Study Effort</b>	Class contact:						
	▪ Lectures					27 Hrs.	
	▪ Seminars					12 Hrs.	
	Other student study effort:						
	▪ Seminar preparation and self study					90 Hrs.	
	Total student study effort						129 Hrs.
<b>Medium of Instruction</b>	English						
<b>Medium of Assessment</b>	English						

## Reading List and References

### Essential

#### I. Chinese References

- 梁國香、周兆鏗。(2005) 賭博前因·後果·處理。香港：三聯書局  
關活佳、李瞳。(2005)·問題賭博：互助自強手冊·香港  
高淑宜、劉明倫翻譯。(2001)。「BRENDA 取向」戒癮手冊：結合藥物與心理社會治療。心理出版社。

#### II. English References

- American Psychiatric Association (1994). *DSM-IV: Diagnostic and Statistic Manual of Mental Disorders (4<sup>th</sup> Edition)*. Washington, DC: American Psychiatric Association.
- Brown, J.H., D'Emidio-Caston, M., & Benard B. (2001). *Resilience Education*. USA: Corwin Press (Sage).
- Ciarrocchi, J. W. (2002). *Counseling Problem Gamblers: A Self-Regulation Manual for Individual and Family Therapy*. California: Academic Press.
- Derevensky, J.L., & Gupta, R., (2004). *Gambling Problems in Youth: Theoretical and Applied Perspectives*. New York: Kluwer Academic/ Plenum Publishers.
- Ladouceur, R., & Lachance, S., (2007). *Treatments That Work: Overcoming Your Pathological Gambling (Workbook)*. UK: Oxford University Press.
- Miller, W.K., & Rollnick, S. (1991). *Motivational interviewing: preparing people to change addictive behavior*. New York: Guilford Press.
- Nancy M. Petry (2004). *Pathological Gambling: Etiology, Comorbidity, And Treatment*. USA: American Psychological Association.
- National Research Council. (1999). *Pathological Gambling: A Critical Review*. Washington, D.C.: National Academy Press.
- Shaffer, H.J., Stein, S., Gambino, B., & Cummings, T.N. (Eds). (1989). *Compulsive Gambling: Theory, Research and Practice*. Lexington, MA: Lexington Books.