

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: INTRODUCTION TO PROBLEM GAMBLING

CODE NO. : NSA 110 **SEMESTER:** THREE

PROGRAM: NATIVE COMMUNITY WORKER AND CONTINUING
EDUCATION

AUTHOR: LISA PIOTROWSKI, ANGELIQUE LEMAY

DATE: SEPT/01 **PREVIOUS OUTLINE DATED:** SEPT/00

APPROVED:

	_____	_____
	DEAN	DATE

TOTAL CREDITS: 1

PREREQUISITE(S): HDG110 or EQUIVALENT EXPERIENCE

LENGTH OF COURSE: WEEKEND

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For additional information, please contact Judi Maundrell, Dean

School of Health and Human Services

(705) 759-2554, Ext. 603/689

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I. COURSE DESCRIPTION:

Gambling is becoming more problematic in North American society. It affects various groups within the population in different ways. Students will be provided with information on the causes and effects of problem gambler's issues. The weekend will explore the effects on individual, family and community. The course will provide the student with the necessary skills to be an informed helper, for those dealing with this increasingly common issue.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Adopt a confident and knowledgeable attitude toward dealing with gambling issues and related consequences.

Potential Elements of the Performance:

- Integrate knowledge of addictions field with specific gambling concerns, history and issues in Canadian gambling.
2. Identify the different types of gamblers and age, gender and culture issues present.

Potential Elements of the Performance:

- Compare information on types of gamblers
- Integrate specifics of gender and cultural difference to better understand gambling issues

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3. Differentiate between specific assessments, characteristics and presenting issues for gambling and those related to chemical dependency.

Potential Elements of the Performance:

- Compare and contrast gambling and chemical dependency issues
 - Understand the uses of the SOG
 - Integrate characteristics of problem/compulsive gamblers to clientele
4. Properly locate the client's situation within the phases of problem gambling.

Potential Elements of the Performance:

- Apply client information to locate individual's phases of problem gambling
5. Integrate specific suicide and psychological first aid concerns for the problem gambling client within personal helping style.

Potential Elements of the Performance:

- Apply the special concerns for high-risk to working with problem/compulsive gamblers.
6. Make the correlation between your own value and belief system in relation to money, gambling and lifestyle and the work to be done with the problem gambler.

Potential Elements of the Performance:

- Self-evaluate personal values and viewpoint to become objective in work with this issue

III. TOPICS:

1. Personal Values, Beliefs and Gambling Style
2. Gambling Overview: prevalence, history, definitions

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3. Reasons for Gambling
4. Who are They?
5. Types of Gamblers
6. Major Life Domains Affected, Characteristics and Presenting Issues
7. Phases of Problem Gambling
8. Assessments
9. Suicide and Psychological First Aid

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Perrier Mandal, V., Vander Doelen, C. (1999). Chasing Lightning: Gambling in Canada.

Topics will be covered through group discussion, lecture, experiential exercises, role-play, handouts and video material.

V. EVALUATION PROCESS/GRADING SYSTEM:

Method of Evaluation

Participation	20%
Reaction Paper	20%
Test #1 (in class)	60%
Total:	100%

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Code No.**PARTICIPATION**

20/20 = 100% attendance, active participation in exercises, group discussions and talking circles

10/20 = 80% attendance, average participation in exercises, group discussions and talking circles

5/20 = 80% attendance, minimal participation in exercises, group discussions and talking circles

0/20 = less than 80% attendance, no participation in exercises, group discussions and talking circles

TEST #1

Test administered to students on Sunday afternoon. Students are to work on test integrating course material with previous skills, knowledge and experience. Specifics will be provided in course.

REACTION PAPER

Students are to complete reaction to in class material (ie: video or exercises) using format provide by instructor.

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	

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X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

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Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

Students cannot miss more than three (3) hours total of the weekend course. If more than the specified time is missed by the student, it will result in an "R" grade.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.