Course Code: COUNS140

Course Title: Problem Gambling – Clinical Assessment, Treatment, and Prevention

Prerequisite Courses:

Sponsoring Division: Community and Social Justice Division, Centre for Counselling and Community Safety

Previous Course Code & Title:

Course Effective Date:

# of Credits: 3.0

Course Description:

This 42 hour course is designed to increase knowledge and skills-based competencies in all aspects of problem gambling, including: personal and societal attitudes, historical background, and current policy on gambling; professional ethics and standards in the field; screening, assessment, and referral; treatment planning and case management; cultural issues and specific populations; and prevention and presentation skills. A number of theoretical frameworks and treatment models are addressed within the context of problem gambling, including the Gambling Continuum, Stages of Change, Bio-Psycho-Social-Spiritual Model, Motivational Interviewing, Harm Reduction, and various counseling approaches. The course is delivered through lecture format, participatory learning, group exercise, and role-plays. To receive a certificate of completion, you must complete a series of classroom activities and a final assignment.

Course Goal(s):

The goal of this course is to increase knowledge, skills and awareness of issues related to responsible and problem gambling. It is a required course for anyone interested in working in the Problem Gambling Program.

Course Learning Objectives:

Upon successful completion of this course, the learner will be able to:

1. Describe the evolution of gambling in Canada and societal attitudes that have accompanied these changes
2. Differentiate the roles and responsibilities of the Gaming Policy Enforcement Branch and BC Lottery Corporation
3. Describe the responsible play programs in BC
4. Define the different types of gambling
5. Assess gambling behaviour using the Gambling Continuum
6. Examine personal beliefs and values associated with gambling
7. Develop an understanding of the psychology of gambling, including an understanding of the concept of randomness and the cognitive distortions that can lead to problems
8. Differentiate between escape and action gambling and the reasons, consequences, and social costs of problem gambling
9. Discuss the components of a thorough assessment and assess a client’s readiness for change using the Stages of Change model
10. Describe the Biopsychosocial Spiritual approach to problem gambling
11. Demonstrate motivational interviewing techniques through role plays and case studies
12. Identify the main areas to be addressed in short-term treatment
13. Examine the main issues when working with clients who have concurrent disorders
14. Differentiate problem gambling issues that affect adults from those that affect youth
15. Identify how problem gambling affects families and outline the main tasks of recovery for families affected by problem gambling
16. Review the main areas of an effective presentation
17. Apply a professional code of ethics to a case study and debate standards of practice for problem gambling counsellors and prevention workers.
18. Explain the difference between primary, secondary and tertiary prevention and design a prevention plan for a community.
19. Identify the main areas to be addressed in long-term treatment
20. Demonstrate effective presentation skills required to deliver a presentation on a specific population and/or topic
21. Differentiate issues related to problem gambling among specific populations
22. Examine issues that affect practice with First Nations peoples
23. Review treatment programs and options in BC

Course Topics/Content:
- Gambling policy
- Problem gambling
- Ethics in the problem gambling field
- Continuum of Gambling
- Problem Gambling Prevention
- Stages of Change
- Motivational Interviewing
- Biopsychosocial spiritual model

Text and Resource Materials: Use APA style; specify chapters where applicable. (APA Style Guidelines)

Required:

Recommended:


**Treatment**


**Youth**


**General**


Measures


Biology


See Petry’s biology chapter for a thorough review.

Seniors


See Pavalko’s chapter on Seniors.

Women


Families


Help-Line


Multi Cultural


Course Level:

<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
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<tbody>
<tr>
<td>X</td>
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Equivalent Course(s) within the JIBC:

Class Delivery Methods:
Some courses are delivered using a range of methods within one class (course section) or alternative methods in different classes. Please outline the most common delivery options used for this course. The total class hours should be the same for each option.

<table>
<thead>
<tr>
<th>Delivery Methods</th>
<th>Class Option A (Hours)</th>
<th>Class Option B (Hours)</th>
<th>Class Option C (Hours)</th>
<th>Class Option D (Hours)</th>
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</thead>
<tbody>
<tr>
<td>Classroom/Lecture/Discussion</td>
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</tr>
<tr>
<td>Simulation/Lab</td>
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<tr>
<td>Practicum/Fieldwork</td>
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<tr>
<td>Online</td>
<td>5</td>
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<td>Correspondence</td>
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<td><strong>Total Class Hours</strong></td>
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Comments on Delivery Methods:

Related Program(s): (where applicable)
Credit Transfer exists at: (List Institutions with official transfer agreements and name equivalent courses)

Course Grading System:

Check the system that applies to this course:

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage</th>
<th>Pass/Fail</th>
<th>Credit/No Credit</th>
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<tbody>
<tr>
<td>Complete/Incomplete</td>
<td>Attendance Only</td>
<td>Not Applicable</td>
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</table>

Passing Grade: 70%  
Credit Granted

JIBC Standard Grading Scale for Letter, Grade Point and % Grades:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Points</th>
<th>% Range</th>
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<tbody>
<tr>
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<td>90-100</td>
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<tr>
<td>A</td>
<td>4.00</td>
<td>85-89</td>
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<tr>
<td>A-</td>
<td>3.67</td>
<td>80-84</td>
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<tr>
<td>B+</td>
<td>3.33</td>
<td>76-79</td>
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<tr>
<td>B</td>
<td>3.00</td>
<td>72-75</td>
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<tr>
<td>B-</td>
<td>2.67</td>
<td>68-71</td>
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<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Points</th>
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<tr>
<td>C</td>
<td>2.00</td>
<td>60-63</td>
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<tr>
<td>C-</td>
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<tr>
<td>D</td>
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<tr>
<td>F</td>
<td>0.00</td>
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Evaluation Activities and Weighing: (complete the %’s which apply – total must equal 100%)

<table>
<thead>
<tr>
<th>Activity</th>
<th>%</th>
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<tbody>
<tr>
<td>Final Exam</td>
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<tr>
<td>Assignments</td>
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<tr>
<td>Portfolio</td>
<td>%</td>
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<tr>
<td>Midterm Exam</td>
<td>%</td>
</tr>
<tr>
<td>Quizzes/Test</td>
<td>%</td>
</tr>
<tr>
<td>Simulations</td>
<td>%</td>
</tr>
<tr>
<td>Project</td>
<td>%</td>
</tr>
<tr>
<td>Participation</td>
<td>2%</td>
</tr>
<tr>
<td>Capstone Project</td>
<td>%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

Comments on Evaluation:

100% attendance in all classes and active contribution to small and large group discussions and activities is required.

The minimum mark required to pass this course is 70%. Participants interested in future employment with the Problem Gambling Program should be aware that a minimum mark of 76% (B+) is necessary to be considered competitive in the request for qualification (RFQ process).

Students who do not achieve the minimum passing mark may do coursework to make up marks; this will be determined on a case-by-case basis.

Other Course Guidelines, Procedures and Comments:

View the Justice Institute of BC Policies listed below at:

http://www.jibc.bc.ca/studentServices/main/AcademicServices/policies.htm

Access Policy  
Harassment Policy  
Prior Learning Assessment Policy  
Student Code of Conduct  
Academic Appeals Policy  
Intellectual Property Rights Policy  
Research on Human Subjects: Ethics  
Student Records