**Gambling … Eating Disorders ... Shopping … OH MY!!!**

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| **Major Sections** | **Content** |
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| Lesson Overview | Overall Purpose  Students will be able to address these questions:   * Are addictions to video games, gambling, or shopping really like drug or alcohol addiction? * Why is there no DSM-5 diagnosis for addictions such as sex and the Internet?   Estimated Timeframe   * 2 class periods   Courses for Implementation   * Substance Abuse * Human Services * English * Biology * Sociology * Psychology * Criminal Justice   Key Terms   * Addiction * Gambling * Eating disorders * Shopping * Other behavioral addictions   Standards/Skills Addressed  Academic   * Use of research to analyze statistical data, compare addictions, explore biological functions, and explain a variety of treatment modalities   Technical   * Use of online research, PowerPoint presentation skills, and online applications to simulate casinos, shopping malls, and other environments that might trigger addictive behaviors   Employability   * Presenting findings to the class (and optionally to community partners and/or advisory committee members) * Public speaking * Oral and written communication skills * Research skills * Time management skills * Problem-solving * Applying lessons learned to real life scenarios * Reading and following directions * Teamwork   Learner Outcomes/Student Learning Objectives   * Show the interconnectedness of all addictions and facts concerning the uniqueness of each one—gambling, food, shopping, Internet, and sex addictions * Explore socioeconomic contributions to gambling addiction, such as machine technology, state government support, and the gambling industry’s influence on the definition of addiction * Show how biological factors are implicated in behavioral problems such as anorexia, which, in turn, has much in common with obsessive compulsive disorder * Discuss changes that the DSM-5 has made in its naming and listing of criteria for a number of these behavioral disorders, such as binge eating and hoarding * Impart the basics of cognitively based therapy, an essential component in the treatment of persons with eating/body build obsessions * Explore gender differences in the ways that behavioral addictions find expression * Introduce William Miller’s motivational scheme, FRAMES, for work with compulsive users of the Internet or for other persons driven to extreme behavior |
| Equipment/Materials | Materials/Equipment/Texts   * Computer with PowerPoint * Access to online databases * Books (DSM-5) and textbooks * Video recording equipment |
| Discussion | Industry/Real-world Scenario  The following scenarios are real-life examples of individuals who suffer with behavioral disorders such as gambling, anorexia, and shopping addiction.   * **Scenario 1: Joe** “Gambling was not my problem. My problem was losing too much money. Then my problem became losing too much time away from my job and family. Then my problem because losing my car, then my house, and possibly even my family.” Does Joe have a problem? How would you work with Joe? * **Scenario 2: Kate** Kate is a ballerina. Her choreographer and dance instructor, Jane, has a habit of running her finger down Kate’s back and saying, “we must see the bones.” Even though Kate weighs only 100 pounds, she is constantly damaging her health and confidence by trying to reach dangerous weight-loss goals. Her instructor tells her that starvation is not extreme but normal for a ballerina. Does Kate have a problem? How would you work with Kate? * **Scenario 3: Allison** Allisonwas looking for the perfect shoes to go with a dress she recently bought. She found a pair but was not completely satisfied. The thought of more shopping made her feel *worse,* but she also told herself that the only thing that would make her feel *better* was more shopping. Does Allision have a problem? How would you work with Allison? * **Scenario 4: Juan** Juan is a 13-year-old only child. Juan’s parents own a restaurant and work long hours every day, leaving Juan at home by himself. Juan spends most days playing video games and will sometimes play for 24 hours at a time with no sleep. He is falling behind at school because of incomplete assignments and he frequently falls asleep in class. Does Juan have a problem? How would you work with Juan? * **Scenario 5:** **Sara** Sara is a single 19-year-old. She attends a community college and works at McDonald’s part-time. She recently was written up for being on her phone during work. She also has been asked by several instructors to put away her phone during class. She spends all her free time on Facebook or playing games. She even falls asleep on her phone and wakes up to her phone. One day she lost her phone and she could not function at all. She shut down completely. Does Sara have a problem? How would you work with Sara? |
| Instructional Strategies | Proposed Teaching Strategies  Group Work: Assigning one scenario per group   * **Research:** Addictions such as gambling, eating disorders, shopping, and other behavioral disorders * **Analyze:** Determine whether the client has a problem and how you could help them as a human services professional   Service Learning   * Have students present their findings to middle schoolers during Mental Health Awareness Week.   REACT   * **Relating**—Relating what they know about the topic to problems in the community, home, school, family, etc. * **Experiencing**—Groupwork, presentations, etc. * **Applying**—Applying what they already know about addiction to the scenarios, whether it be firsthand knowledge or from factual resources * **Cooperating**—Groupwork, peer review, practicing mutual respect * **Transferring**—Can be as creative as students choose: connects their knowledge of behavioral addictions to substance addictions, etc. |
| Activities/Lesson Procedure | Activity Preparation  Instructor   * Arrange to visit a local middle school for a future extension of the project * Critique students’ presentations * Help students locate and comprehend research materials * Set-up video recording and other equipment as needed * Get rubrics together for grading on oral communication and critical thinking skills.   Student   * Research and analyze data on the scenario given * Develop short presentation and/or skit to present findings to the class   Activity Steps   1. Students will research and analyze data on the specific addiction in the scenario given 2. Students will come up with a creative way to share their data with the class (PowerPoint, role play, skits, posters, etc.) 3. Students will present the dangers of the specific addiction, how it affects individuals, and what help is out there for an individual struggling with such as addiction (Instructor will video record student presentations for self-evaluation.)   Expected Results   * Students increase their knowledge of the risks associated with behavioral addictions and how people can become addicted to things other than drugs.   Extension Options   * Students repeat their presentations at events outside the college (conferences, professional organization meetings) * Students set up a display in the student lounge and present their findings to other students during a lunch period. * Students present their findings to middle schoolers during Mental Health Awareness Week |
| Faculty Resources | Background Material  Specific knowledge of addiction and what the DSM-5 considers to be an addiction and what it does not? What is an addiction? How can a behavior be considered an addiction? What are the various treatments for these addictions? What recovery rates are possible for these addictions? How locally do these addictions affect our communities? Young people? Adults? How do they affect families?  Handouts and Supplemental Materials  The instructor should have ready items such as these:   * Worksheets * PowerPoint or video presentations * Handouts of explanatory materials and definitions * Lab report template * Quizzes * Textbook * Information on DSM-5 (For teachers without any knowledge of counseling and the DSM-5, the book by James Morrison titled *DSM-5 Made Easy: The Clinician’s Guide to Diagnosis* will be useful.)   Suggested Websites   * <https://www.ncdhhs.gov/assistance/mental-health-substance-abuse/gambling> * <https://bhs.unc.edu/pg-nc-webinars/dashboard> * <http://www.gamblersanonymous.org/ga/> * <https://psychcentral.com/eating-disorders/> * <https://www.nationaleatingdisorders.org/> * <https://www.cambridge.org/core/journals/advances-in-psychiatric-treatment/article/shopping-addiction/F10AD81750294E96D87E771DD6248812> * <https://www.psychologytoday.com/us/blog/urban-survival/201511/10-signs-you-re-addicted-online-shopping> * <https://www.usatoday.com/story/tech/news/2019/05/28/who-officially-classifies-video-game-addiction-mental-disorder/1256352001/> * <https://ajp.psychiatryonline.org/doi/full/10.1176/appi.ajp-rj.2016.111203> |
| Assessment | How will students demonstrate what they have learned?   * They will be able to present accurate information to others about the topic.   Assessment Tools or Processes:  Create the following assessment tools, as appropriate:   * Rubrics (oral communication and critical thinking skills) * Performance task checklists * Observations * Discussion participation * Quizzes, tests * Writing prompts * Portfolio of work * Class presentation * Laboratory reports   It is recommended that each student be graded in three ways (the final grade being determined by averaging the three results):   * Individually using a grading rubric * By peer review * Self-evaluation |

**Oral Communication Rubric**

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|  | 5 = Excellent • 4 = Good • 3 = Developing • 2 = Marginal • 1 = Unsatisfactory | Points |
| **Content** | 5: Excellent content, including ideas insightfully focused on a main topic and thoroughly developed  4: Effective content, including ideas clearly focused on a main topic and well developed  3: Basic content, including ideas generally focused on a main topic and adequately developed  2: Limited content, with ideas showing an attempt to focus on the main topic and some effort toward development  1: Flawed content with inadequate ideas, focus, and development |  |
| **Organization**  (intro, sequenced body sections, conclusion, and transitions) | 5: Excellent use of an organization pattern (intro, sequenced body sections, conclusion, and transitions) to create a highly cohesive and captivating presentation  4: Effective use of an organization pattern (intro, sequenced body sections, conclusion, and transitions) to create a cohesive presentation  3: Basic use of an organization pattern (intro, sequenced body sections, conclusion, and transitions) to create a generally cohesive presentation  2: Limited use of an organization pattern (intro, sequenced body sections, conclusion, and transitions) in an attempt to create a cohesive presentation  1: No apparent use of an organization pattern (intro, sequenced body sections, conclusion, and transitions) to create a cohesive presentation |  |
| **Delivery** | 5: Utilizes excellent techniques related to professionalism, timing, and effectiveness of delivery  4: Utilizes good techniques related to professionalism, timing, and effectiveness of delivery  3: Utilizes adequate techniques related to professionalism, timing, and effectiveness of delivery  2: Utilizes limited techniques related to professionalism, timing, and effectiveness of delivery  1: Utilizes inadequate techniques related to professionalism, timing, and effectiveness of delivery |  |
| **Attention to Assignment** | 5: Effectively and creatively accomplishes the objectives of the assignment and goes beyond expectations  4: Effectively accomplishes the objectives of the assignment  3: Generally accomplishes the objectives of the assignment  2: Minimally accomplishes the objectives of the assignment  1: Fails to accomplish the objectives of the assignment |  |
|  | TOTAL |  |

**Critical Thinking Skills Rubric**

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|  | 1 = No proficiency • 2 = Good • 3 = Developing • 2 = Marginal • 1 = Unsatisfactory | Points |
| **Explore Questions** | 1: Unable to state the question or problem accurately  2: Able to state the question or problem clearly and accurately  3: Able to state the question or problem clearly, accurately, and comprehensively  4: Able to state the question or problem clearly, accurately, and comprehensively, suggesting productive avenues of exploration  5: Able to state the question or problem clearly, accurately, and comprehensively, suggesting productive avenues of exploration and making informed critical comments concerning the context of the problem or question |  |
| **Evaluate Evidence** | 1: Unable to identify relevant evidence  2: Able to identify relevant evidence  3: Able to identify the quality and reliability of relevant evidence  4: Able to critically evaluate the quality and reliability of competing relevant evidence  5: Able to critically evaluate the quality and reliability of various forms of evidence and their relative significance |  |
| **Analyze Assumptions** | 1: Unable to identify assumptions of author/speaker  2: Able to identify obvious assumptions of author/speaker  3: Able to identify working assumptions of author/speaker  4: Able to identify and critique working assumptions of author/speaker  5: Able to identify, critique, and offer alternatives to working assumptions of author/speaker |  |
| **Defend Position** | 1: Unable to form one’s own position regarding the question or issue  2: Able to form outlines of one’s own position regarding the question or issue  3: Able to form outlines of one’s own position and distinguish it from other positions regarding the question or issue  4: Able to begin to articulate and defend one’s own position on the issue or question with reference to other credible positions  5: Able to articulate and defend one’s own position on the issue or question with reference to other credible positions |  |
| **Assess Consequences** | 1: Unable to identify obvious consequences of proposed position  2: Able to identify obvious consequences of proposed position  3: Able to identify complex consequences of proposed position  4: Able to identify and evaluate complex consequences of proposed position  5: Able to identify, evaluate, and thoughtfully articulate complex consequences of proposed position |  |
|  | TOTAL |  |