

# COURSE SYLLABUS

## COURSE: PATHOLOGICAL GAMBLING. SHARED ACTIONS AGAINST NEW ADDICTIONS

### COURSE INFORMATION

<b>Program</b>	Empowering Community Engagement: Soft Skills Micro-Courses for Students and Staff
<b>University</b>	University of Calabria
<b>Department</b>	Culture, Educazione e Società - DICES
<b>Course name</b>	GAP - Gioco d'Azzardo Patologico. Azioni condivise contro le nuove dipendenze   Pathological Gambling. Shared actions against new addictions
<b>Course code</b>	ECE2.9
<b>Credits/hours</b>	2 hours
<b>Language of instruction</b>	Italian
<b>Target audience</b>	Students, faculty, staff
<b>Course dates</b>	held on Nov 20, 2025
<b>Course schedule</b>	11.00 - 13.00
<b>Course coordinator</b>	Prof.ssa Emanuela Pascuzzi
<b>Course instructor</b>	Giuseppe Peri from <a href="#">Cooperativa L'Ulivo</a>
<b>Contact details</b>	<a href="mailto:emanuela.pascuzzi@unical.it">emanuela.pascuzzi@unical.it</a>

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## SHORT DESCRIPTION

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This 2-hour micro-course explores gambling addiction as a social and community issue through a Challenge-Based Learning (CBL) approach. In collaboration with Cooperativa L'Ulivo, students analyse risk factors and community-level consequences of pathological gambling, particularly for vulnerable groups. Through a short theoretical framing, practitioner testimony, and guided group work, participants co-design small-scale preventive actions aimed at strengthening community awareness and shared responsibility in addressing new addictions.

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## LEARNING OUTCOMES

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

### Knowledge

- Identify key risk factors and social determinants related to gambling addiction.
- Recognise the impact of pathological gambling on individuals, families, and communities.

### Skills

- Analyse a local community challenge related to gambling-related harm.
- Collaboratively propose feasible preventive actions targeting specific groups or community contexts.

### Civic & Reflective Competence

- Reflect on personal and collective responsibility in promoting community wellbeing and addiction prevention.
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## COURSE CONTENTS

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1. Gambling addiction and behavioural dependencies
2. Community-level impact and vulnerability factors
3. The role of Cooperativa L'Ulivo in prevention and support
4. Introduction to a simplified Challenge-Based Learning cycle
5. Co-design of small-scale preventive community actions

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## TEACHING METHODOLOGY

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The course adopts a simplified Challenge-Based Learning (CBL) approach fully achievable within a 2-hour session. The session begins with a concise introduction to gambling addiction as a public health and community issue. A stakeholder testimony from Cooperativa L'Ulivo provides insight into real prevention practices and local challenges.

1. Students then engage in guided small-group work structured around three steps:
2. Identifying risk factors and vulnerable groups within community contexts.
3. Analysing local implications of gambling-related harm.
4. Designing realistic and small-scale preventive actions aimed at strengthening awareness and community responsibility.

The course concludes with a short restitution and reflection focused on civic engagement and collective prevention strategies

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### Type of activity and time dedicated.

	Activity	Duration
1	Introductory lecture by the course instructor, framing the theme and presenting key concepts	20 mins
2	Expert testimony and thematic in-depth contribution (done by stakeholder, organisation, field professional)	30 mins
3	Challenge-Based Learning activity (problem framing, small-group discussion, collaborative exploration)	40 mins
4	Restitution and collective discussion	20 mins
5	Q&A session with the audience	10 mins

**Total duration 120 minutes (2 hours)**

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## ASSESSMENT AND GRADING

Assessment type	Assessment criteria	Overall weight
Self-assessment	Students are invited to reflect individually and collectively on their learning experience during the course.	100%

No formal grading tools or evaluation grids are used, in line with the short duration of the course and its experiential and participatory learning approach.

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**STUDENT WORKLOAD (in hours)**

Contact hours	Independent learning	Overall
2	0	2

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**READING LIST / RELEVANT REFERENCES**

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Progetto Gap, Regione Calabria. (2023). *Piano Regionale 2022 – Gioco d’Azzardo Patologico (GAP)*. Gruppo Tecnico Regionale Dipendenze, Decreto Dirigenziale n. 3534 del 23/03/2023. [Download here.](#)

Sarti S., Terraneo, M. (2023). Perchè le condizioni di salute variano tra individui e popolazioni? In Sarti S., and Terraneo, M. *Studiare la salute. La prospettiva della sociología*. Carocci, Roma.