

PROJECT TITLE
Preventing gambling-related harms among secondary school aged children: evaluation and development of school-based training materials
PROJECT SUMMARY
<p>Gambling has recently been identified as a public health issue. Although the legal age for gambling in the UK is 18 years, a growing body of evidence indicates that adolescents are not immune to the risks of gambling. These digitally enabled gambling experiences have increased exposure, availability and accessibility of gambling activities, rendering adolescents more vulnerable to problem gambling behaviours. This is particularly concerning as early exposure to gambling content is linked to high susceptibility to later problem gambling behaviours, and adverse developmental outcomes in adulthood.</p> <p>Given the harms caused by gambling addiction and the lack of services available for treating gambling-related harm, prevention initiatives are urgently needed. EPIC Risk Management, a gambling risk management consultancy, have recently started delivering lived experience facilitation (talks about the dangers of gambling-related harm, delivered by former problem gamblers) to secondary school pupils aged 14-18 years in schools nationwide. However, although this lived experience facilitation has been perceived positively by both teachers and pupils, it has not been assessed systematically.</p> <p>Therefore, this project aims to</p> <ol style="list-style-type: none"> 1. Evaluate the lived experience facilitation in terms of its long-term effectiveness in enhancing awareness about gambling-related harms among secondary school pupils, 2. Design a training package that is deliverable by teachers in secondary school PSHE lessons, and 3. Test the teacher training package in a pilot randomized controlled trial. <p>Methods</p> <p>1. To evaluate the lived experience facilitation, we will ask secondary school students to complete questionnaires about their satisfaction with the training and knowledge of gambling-related harms, as well as what constitutes gambling. We will not ask about levels of gambling as it is illegal for children aged under 18 to gamble in the UK. This data will be analysed quantitatively using JASP</p> <p>2. We will run focus groups and co-design sessions with both secondary school students and PSHE teachers who would be required to deliver the training on gambling-related harms. This data will be analysed qualitatively.</p> <p>3. In the pilot randomised controlled trial, we will collect quantitative data before and after the teacher-delivered lived experience facilitation. As it is a pilot study, the data will be analysed descriptively.</p>
ACADEMIC IMPACT
<p>The main outcome of the project will be to provide a training package for teachers to deliver sessions on gambling harms as part of school PSHE lessons. The data collected from secondary school children will further theory around the development of gambling and gambling-related harms as well as the best methods of harm prevention in adolescents. The work will result in at least two major publications, in high impact journals (e.g., Journal of Gambling Studies, International Journal of Adolescence and Youth). The work will be presented at academic conferences in the topics of developmental psychology (e.g., conference of the European Association for Developmental Psychology) and gambling</p>

(e.g., Current Advances in Gambling Research). The project will also contribute to our REF2028 Gambling Impact Case Study.

SOCIETAL IMPACT

The work will be of value to policymakers and charities that aim to prevent/reduce gambling-related harms. We aim to develop a package which will enable teachers to provide training on gambling-related harms to be delivered in PSHE lessons in schools across the UK and the USA, where Epic Risk Management is expanding. This will enable the matched funder to expand their lived experience facilitation nationwide, and potentially even the materials becoming part of the secondary school PSHE curriculum. Ultimately, it is expected that this training will not only raise awareness of gambling-related harms, but also will prevent young people becoming problem gamblers. This means the research is expected to have considerable societal and cost impact not only nationally but also internationally.

PGR DEVELOPMENT OPPORTUNITIES

The candidate will be supervised by the supervisory team in both the Psychology Department and Bournemouth University Business School. They will be a member of the Health and Clinical Research Group and will be able to attend their monthly meetings. They will also be a member of the Gambling Research Group, which is currently working on a GambleAware funded project on managing responsible gambling. They will benefit from engagement with a range of responsible gambling organisations and gambling charities in addition to the matched funder (e.g., Youth Gambling and Gaming Organisation, The Gordon Moody Association, BetKnowMore), which will greatly enhance their skills and career opportunities.

This multidisciplinary PhD will provide the candidate with training in conducting qualitative and quantitative research with both young people and professionals and will enhance their understanding of psychological factors around risk in children and young people. It will give the candidate the opportunity to interact with the target population and to develop their knowledge of psychological factors in relation to both preventing gambling-related harm and safeguarding more generally. It will also provide the candidate opportunities to present the findings of this study to both academic and non-academic audiences. This unique skill set will aid them in pursuing a career in academia, Educational Psychology, teaching or a related field (e.g., safeguarding, youth work, working with schools), or a role working for a gambling charity.

SUPERVISORY TEAM

First Supervisor

Dr Constantina Panourgia

Additional Supervisors

Dr Emily Arden-Close, Dr Elvira Bolat

Recent publications by supervisors relevant to this project

Arden-Close, E., Thomas, S., Bush, R., Wang, R., **Bolat, E.**, Hodge, S., Phalp, K., & McAlaney, J. Protocol for a 4-arm randomised controlled feasibility study of social norms and goal setting interventions to promote responsible gambling in low-to-moderate online gamblers. *BMJ Open*, *accepted*.

Wang, R., Bush-Evans, R., **Bolat, E.**, **Arden-Close, E.**, McAlaney, J., Hodge, S., Thomas, S., & Phalp, K. (2023). Transparency in persuasive technology, immersive technology and online marketing: Facilitating Users' Informed Decision Making and Practical Implications. *Computers in Human Behavior*

Cemiloglu, D., **Arden-Close, E.**, Hodge, S.E., & Ali, R. (2023). Explainable persuasion for interactive design: The case of online gambling. *Journal of Systems & Software*, 195: 111517. <https://doi.org/10.1016/j.jss.2022.111517>

	<p>Arden-Close, E., Bolat, E., Vuillier, L., & Ali, R. (2022). Perceptions of interactive, real-time, persuasive technology for managing online gambling. <i>Persuasive Technology, 17th International Conference, Persuasive 2022, Proceedings</i>, 28-42.</p> <p>Drosatos, G., Arden-Close, E., Bolat, E. & Ali, R. (2020). Gambling data and modalities of interaction for responsible online gambling: A qualitative study. <i>Journal of Gambling Issues</i>, 44, 139-69. http://dx.doi.org/10.4309/jgi.2020.44.8</p> <p>Yardley, L., Ainsworth, B., Arden-Close, E., & Muller, I. (2015). The person-based approach to enhancing the acceptability and feasibility of interventions. <i>Pilot and Feasibility Studies</i>, 1: 37. doi: 10.1186/s40814-015-0033-z</p> <p>Taylor, Z., Yankouskaya, A., Panourgia, C. (under second review). Social media use, loneliness and psychological distress in emerging adults. <i>Behaviour & Information Technology</i>.</p> <p>Walker, T., Burbidge, E., Arden-Close, E., Panourgia, C. (under review). Knowing me, knowing you: How school educators cope with the challenges of inclusion in deprived and non-deprived areas. <i>Teaching and Teacher Education</i>.</p> <p>Ventouris, A., & Panourgia, C. (under submission). Exploring teachers' perceptions of online teaching abilities through an attitude framework. <i>Teachers and Teaching</i>.</p> <p>Keyes, J., Yankouskaya, A., & Panourgia, C. (2022). Self-compassion, coping strategies and gender differences in psychology, counselling and psychotherapy practitioners during COVID-19: Lessons learnt. <i>Counselling and Psychotherapy Research</i>.</p> <p>Panourgia, C., Wezyk, A., Ventouris, A., Comoretto, A., Taylor, Z., Yankouskaya, A. (2022). Individual factors in the relationship between stress and resilience in mental health psychology practitioners during the Covid-19 pandemic. <i>Journal of Health Psychology</i>. https://doi.org/10.1177/13591053211059393.</p> <p>Ventouris, A., Panourgia, C., & Hodge, S. (2021). Teachers' perceptions of the impact of technology on children and young people's emotions and behaviours. <i>International Journal of Educational Research</i>, 2 (2)</p>
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INFORMAL ENQUIRIES
Please contact the lead supervisor on the following email for informal enquiries: cpanourgia@bournemouth.ac.uk
ELIGIBILITY CRITERIA
<p>The BU PhD Studentships are open to UK, EU and International students.</p> <p>Candidates for a PhD Studentship should demonstrate outstanding qualities and be motivated to complete a PhD in 4 years and must demonstrate:</p> <ul style="list-style-type: none"> outstanding academic potential as measured normally by either a 1st class honours degree (or equivalent Grade Point Average (GPA) or a Master's degree with distinction or equivalent an IELTS (Academic) score of 6.5 minimum (with a minimum 6.0 in each component, or equivalent) for candidates for whom English is not their first language and this must be evidenced at point of application. <p>In addition to satisfying minimum entry criteria, BU will look closely at the qualities, skills and background of each candidate and what they can bring to their chosen research project in order to ensure successful completion.</p> <p>Applicants will be asked to submit an online application form and a proposal (c. 1500 words) outlining their understanding of the project for which they are applying, the approach they would envisage taking and what qualities they will bring to the research community.</p> <p>Please note:</p> <ul style="list-style-type: none"> Current BU Doctoral students are not eligible to apply for a Studentship

- Current MRes/MPhil students can apply, subject to satisfactory completion of their Research Degree prior to being able to take up the award
- PhD Studentships cannot be used to support BU staff to complete doctoral programmes

ADDITIONAL ELIGIBILITY CRITERIA

- A background in Psychology, Education or related field, or relevant experience working on gambling-related harms.
- An excellent standard of verbal and written English
- Good understanding of quantitative and qualitative research methods
- Professional experience in schools
- Professional experience with educators/professionals working with children and young people
- Confidence in engaging with children and teachers
- An interest in the impact of gambling on young people
- Evidence towards a research career trajectory or interest in a research career pathway

HOW TO APPLY

Please complete the online application form by **the deadline on the project webpage**.

Further information on the application process can be found at: www.bournemouth.ac.uk/studentships