

DIGITIZING OURSELVES TO DEATH
@ 16th Annual CCMHC Conference, Calgary, AB

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Disclosure Statement

Benjamin Wong is not affiliated (financially or otherwise) with a pharmaceutical, medical device or communications organizations. I am on staff at Richmond Addiction Services Society, whose work is funded by the Ministry of Health in the Province of British Columbia.

Core Objectives

1. To consider problem video gaming as a distinct, diagnosable, and treatable mental health condition with physiological, social and psychological health consequences.
2. To consider the **POSSIBILITY** that screen technology usage plays, at best, a minimal supportive role and, at worst, a downright harmful role in healthy child development.

Richmond Addiction Services Society, Richmond, BC

- Began treating Problem Video Gaming since 2007
- Sources of Referrals:
 - Parents
 - Schools
 - Community Partners

Children seem so easily drawn to screens

Why is the digital world attractive/addictive?

Features of the Digital World

- Anonymity
- Autonomy
- Reward Mechanism
- Low-effort, High-reward
- Realism
- Busyness/Preoccupation

Core Human Needs the Digital World Satisfies:

- Attention
- Affection
- Affirmation
- Acceptance
- Satisfaction
- Security
- Significance

Prevalence of Video Gaming Addiction

- 8.5% of youth between ages 8 to 18 in United States¹
- 8.7% in Singapore²
- 10.3% and 10.8% in China^{3,4}
- 8.0% in Australia⁵
- 11.9% in Germany⁶
- 7.5% in Taiwan⁷

¹Gentile, 2009
²Choo et al., 2010
³Feng & Li, 2009
⁴Feng, Mai, & Jing, 2009
⁵Partner, Shorrock, Berle, & Fenwick, 2010
⁶Cristea, Hollmann, & Griffiths, 2007
⁷Ko, Yen, Yen, Liu, & Yang, 2007

Video Gaming

- Video game use has increased over time; about 9 out of 10 American children and teens play video games¹
- Research shows that video gaming effects are NOT trivial; effects found in short-term and long-term contexts²



¹Gentile, 2009
²Anderson, Gentile, & Dahl, 2012

Problem? Or Symptom?

- Landmark longitudinal study in Singapore¹
- Finding #1: Depression became worse if youth became pathological gamers
- Finding #2: Anxiety, social phobia, and school performance also became worse after becoming a pathological gamer
- Finding #3: If children stopped being pathological gamers, their depression, anxiety, social phobia and school performance all improved.

¹Gentile, 2011

Comorbidity

- Typical comorbid/primary disorders include mood disorders, substance use disorders, anxiety disorders, impulse control disorders and personality disorders¹
- ADHD and anxiety/depression²
- Poorer school performance, insomnia, suicidal thoughts, financial problems, relationship problems³
- Alcohol consumption⁴
- Conduct problems⁵

¹Shapiro et al., 2003
²Stamato et al., 2011; Gentile, 2009, 2011
³Gentile, Lynch, Linder & Walsh, 2004; Anand, 2007; Gentile, Coyne, & Briscole, 2013
⁴Raven, Elliot & Dunlop, 2011
⁵Salminen, Kalkonen, Hietalahti & Mokka, 2010; Holtz & Appel, 2011

How much is too much?

- Video gaming use is not the same as video gaming addiction; time spent is neither a factor nor predictor¹
- Subjective reality varies from gamer to gamer

¹Daniel, Eddleman-Sorin, Cavallo & Potenza, 2010; Ferguson, 2011; Ferguson, San Miguel, Garza & Jeraback, 2012; von Salisch, Vogelgesang, Kristen & Oppel, 2011

Assessment: 3 Cs of Addiction

Control - there are repeated attempts to cut back or control use, with episodes or loss of control in between.

Compulsion - a person experiences a sense that they must use. *Can be due to tolerance, withdrawal or psychological need.*

Consequences - use is continued despite significant negative consequences.

Assessment: Physiological Consequences

Tolerance – the person needing more and more of the addictive behavior/experience in order to obtain as close as possible the highest of “high”

Withdrawal – the experience of the opposite effects obtained from video gaming and internet use.

Brain circuits that suffer alteration¹:

1. Endorphin Circuit
2. Dopamine Circuit
3. Impulse Control Circuit
4. Stress Response Circuit

¹Kuhse, C., Wilson, W. (2005) How addiction hijacks our reward system. The Dana Foundation.

Assessment: Pattern Recognition

Date and time	Site	Amt of connected time predicted	Triggering situation	Online activity	Time of disconnection	Emotions	Thoughts

Assessment: Clinical Tools

- Internet Gaming Disorder Test (Pontes et al.)
 1. Table S1 – 20-item survey
 2. Table S2 – 9 questions
- Internet Addiction Test (Young)
 - 20 questions

How is addictive behavior formed?

Enabling Environment
 +
 Vulnerable Person
 +
 Access to
 Internet/Casino/Drugs/Porn/Credit Cards
 can =
Dependency / Addiction

Most caregivers attempt to deal with

Enabling Environment
 +
 Vulnerable Person
 +
**Access to
 Internet/Casino/Drugs/Porn/Credit Cards**
 can =
Dependency / Addiction

Clinical interventions attempt to address

Enabling Environment
 +
Vulnerable Person
 +
 Access to Internet/Casino/Drugs/Porn/Credit Cards
 can =
 Dependency / Addiction

Digitizing Ourselves to Death

In partnership with your Richmond Public Library, Workshops are open to all members of the general public including parents and helping professionals. All sessions are FREE!

Come to one workshop, come to all!


Tuesday Evenings 7pm to 830pm

LOCATION:
Brighthouse Library (Main) Branch
Community Place | 7700 Minoru Gate

1	Problem Video gaming <i>Prevalence, diagnosis, treatment and prevention of Internet Gaming Disorder</i>	January 13
2	Problem Video Everything Else <i>Beyond gaming: other addictive behaviors in a digital world</i>	January 20
3	Parenting in the Age of iPARENTING <i>Using scientific information and insight</i>	January 27
4	Battlefield: Schools <i>Understanding and managing technologies entering to enhance learning and healthy development</i>	February 3

To register, visit www.yourlibrary.ca

Please note the location and date of each workshop!



For information: info@richmondaddictions.ca 604-270-9220

You only got a glimpse!


1st Session

Problem Video Gaming

- > Prevalence of Internet Gaming Disorder
- > Diagnosis
- > Treatment
- > To examine video gaming as a potentially addictive/problematic/harmful choice of behavior as it relates to the *needs of healthy brain development*

2nd Session

Problem Video Everything Else



WARNING ADULTS ONLY
 Please do not drink and drive. Expect to arrive at the house to clean under the car at 8:30 PM on some nights. If you are not of the legal age please check the house rules.

3rd Session

iParenting Stands For Intelligent Parenting

1. To consider what our next generation "loses" in our ever increasingly technophilic culture
2. To broaden our perspectives regarding the use of technologies in personal and professional lives
3. To consider the **POSSIBILITY** that screen technology usage plays, at best, a minimal supportive role and at worst a downright harmful role in healthy child development

4th Session

Battlefield: Schools

1. What are *schools* for?
2. What role *should* technology play in our children's learning?
3. What role *does* technology actually play in our children's learning?
4. What contributes to the *increasing prevalence* of learning disability and emotional dysregulation in our young?

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Questions?

**Thk u vry mch 4 ur tme.
NE q's 4 me?
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