



Flinders
UNIVERSITY

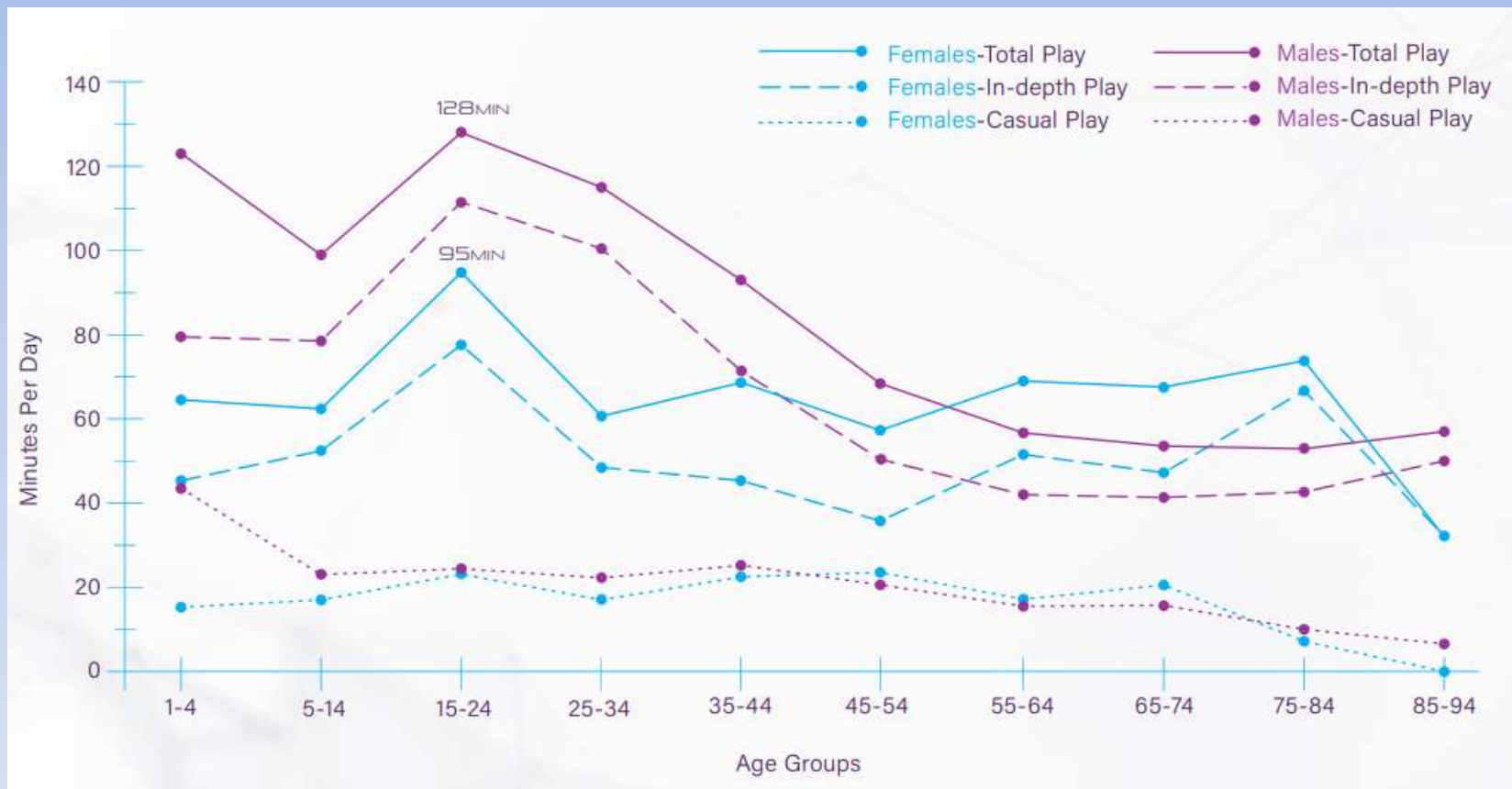
Evaluation of the Uniting Care Unplugged Program 2020-2021

A/Prof. Daniel King

Psychology

Flinders University

Gaming in Australia, early 2021



Source: Digital Australia 2022 report

<https://igea.net/wp-content/uploads/2021/10/DA22-Report-FINAL-19-10-21.pdf>

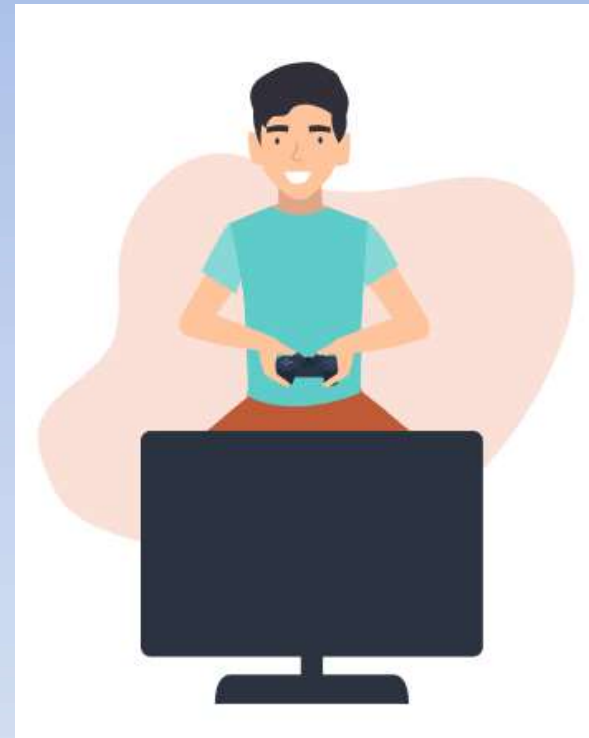


eSafety
Commissioner

Is your child spending too much time gaming?

There is no magic number of hours, but your child may be spending too much time playing games if their gaming starts to have negative impacts on them or your family.

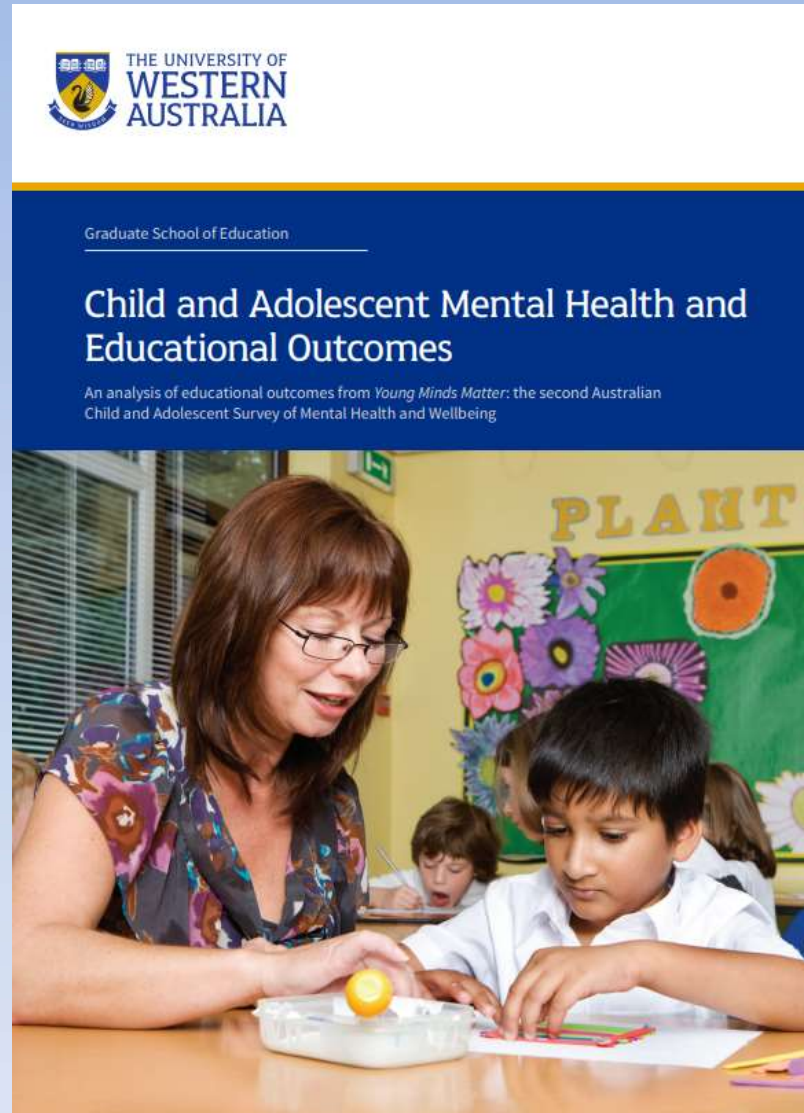
If you have serious concerns about your child and online gaming or gambling, seek professional advice from a doctor, psychologist or school counsellor. Gaming disorder has now been recognised by [World Health Organization](#) as a mental health condition and there are practitioners who specialise in Internet overuse problems. eSafety does not recommend any particular practice but there are listings on [niira](#).



SOURCE:

<https://www.esafety.gov.au/sites/default/files/2020-06/Online-gaming-information-for-parents-and-carers.pdf>

Gaming and Youth Mental Health in Australia, 2015



SOURCE: <https://www.health.gov.au/resources/publications/the-mental-health-of-children-and-adolescents>

Table S-71: Problem internet or electronic gaming behaviours among 11-17 year-olds by sex and age group

Age group	Indicators of problem behaviour related to internet use or electronic gaming	Males (%)	Females (%)	Persons (%)
11-15 years	Went without eating or sleeping	5.2	4.8	5.0
	Feel bothered when not doing	22.0	18.2	20.2
	Use when not really interested	29.0	26.3	27.7
	Spent less time than should with family or friends, doing school work or work	20.1	16.9	18.6
	Tried unsuccessfully to spend less time	25.2	24.3	24.8
	Problem internet or electronic gaming behaviours	3.5	3.0	3.3
16-17 years	Went without eating or sleeping	8.4	7.7	8.1
	Feel bothered when not doing	20.2	23.4	21.8
	Use when not really interested	39.6	44.8	42.3
	Spent less time than should with family or friends, doing school work or work	24.5	32.8	28.8
	Tried unsuccessfully to spend less time	17.6	22.7	20.2
	Problem internet or electronic gaming behaviours	4.4	6.5	5.5
11-17 years	Went without eating or sleeping	6.1	5.7	5.9
	Feel bothered when not doing	21.5	19.8	20.7
	Use when not really interested	31.9	32.0	32.0
	Spent less time than should with family or friends, doing school work or work	21.3	21.8	21.6
	Tried unsuccessfully to spend less time	23.1	23.8	23.5
	Problem internet or electronic gaming behaviours	3.8	4.1	3.9

- **1 in 5** youth feel bothered when unable to play or go online
- **1 in 4** have tried unsuccessfully to reduce use
- **About 4%** report all problematic behaviours

SOURCE: <https://www.health.gov.au/resources/publications/the-mental-health-of-children-and-adolescents>

Clinical features and axis I comorbidity of Australian adolescent pathological Internet and video game users

Daniel L King, Paul H Delfabbro, Tara Zwaans and Dean Kaptsis

Abstract

Objectives: Although there is growing international recognition of pathological technology use (PTU) in adolescence, there has been a paucity of empirical research conducted in Australia. This study was designed to assess the clinical features of pathological video gaming (PVG) and pathological Internet use (PIU) in a normative Australian adolescent population. A secondary objective was to investigate the axis I comorbidities associated with PIU and video gaming.

Method: A total of 1287 South Australian secondary school students aged 12–18 years were recruited. Participants were assessed using the PTU checklist, Revised Children's Anxiety and Depression Scale, Social Anxiety Scale for Adolescents, revised UCLA Loneliness Scale, and Teenage Inventory of Social Skills. Adolescents who met the criteria for PVG or PIU or both were compared to normal adolescents in terms of axis I comorbidity.

Results: The prevalence rates of PIU and PVG were 6.4% and 1.8%, respectively. A subgroup with co-occurring PIU and PVG was identified (3.3%). The most distinguishing clinical features of PTU were withdrawal, tolerance, lies and secrecy, and conflict. Symptoms of preoccupation, inability to self-limit, and using technology as an escape were commonly reported by adolescents without PTU, and therefore may be less useful as clinical indicators. Depression, panic disorder, and separation anxiety were most prevalent among adolescents with PIU.

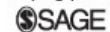
Conclusions: PTU among Australian adolescents remains an issue warranting clinical concern. These results suggest an emerging trend towards the greater uptake and use of the Internet among female adolescents, with associated PIU. Although there exists an overlap of PTU disorders, adolescents with PIU appear to be at greater risk of axis I comorbidity than adolescents with PVG alone. Further research with an emphasis on validation techniques, such as verified identification of harm, may enable an informed consensus on the definition and diagnosis of PTU.

Keywords

Adolescents, pathological video gaming, Internet Use Disorder, comorbidity, DSM-5

Australian & New Zealand Journal of Psychiatry
47(11) 1058–1067
DOI: 10.1177/0004867413491159

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New Zealand College of Psychiatrists 2013
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2013 study

- Problem gaming: **1.8%**
- Problem Internet use: **6.4%**
- Both: **3.3%**
- Males at risk (4:1)
- Correlates: Loneliness, anxiety, depression, poorer social skills

2014 study on adolescent simulated gambling

Computers in Human Behavior 31 (2014) 305–313

Contents lists available at ScienceDirect

 Computers in Human Behavior

journal homepage: www.elsevier.com/locate/comphumbeh



Adolescent simulated gambling via digital and social media:
An emerging problem  CrossMark

Daniel L. King*, Paul H. Delfabbro, Dean Kaptsis, Tara Zwaans

School of Psychology, The University of Adelaide, Australia

ARTICLE INFO

Article history:

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ABSTRACT

Recently, there has been significant expansion in the range of gambling activities supported by digital technology. The convergence of gambling and digital media is of particular concern with respect to the immense potential for earlier age of gambling involvement, and development of positive attitudes and/or behavioral intentions toward gambling. This study examined the prevalence of adolescent involvement in a range of digital and social media gambling activities, and the association between exposure to, and involvement in, simulated gambling and monetary gambling and indicators of pathological gambling risk. A total of 1287 adolescents aged 12–17 years were recruited from seven secondary schools in Adelaide, South Australia. The results indicated that a significant proportion of young people engage in a range of simulated gambling activities via internet gambling sites, social media, smartphone applications, and video-games. A logistic regression analysis showed that adolescents with a history of engagement in simulated gambling activities appear to be at greater risk of endorsing indicators of pathological gambling. These findings highlight the need for further research on the potential risks of early exposure to simulated gambling activities, as well as greater consideration of the need for regulation and monitoring of gambling activity via digital technologies.

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- Opportunities for gambling-like experiences are diverse
- Simulated gambling related to problem gambling indicators

Loot box spending and problems

Meta-analysis of the relationship between problem gambling, excessive gaming and loot box spending

Shaun Stephen Garea ^a, Aaron Drummond ^a, James D. Sauer ^b, Lauren C. Hall ^a and Matthew Neil Williams ^a

^aSchool of Psychology, Massey University, Palmerston North, New Zealand; ^bUniversity of Tasmania, Hobart, Australia

ABSTRACT

Loot boxes are purchasable randomized rewards contained in some video games. Concerns have been raised that these share psychological and structural features with traditional forms of gambling, and that they may exacerbate excessive video gameplay. Here, we quantitatively summarize two specific research areas regarding loot box spending using meta-analyses. We examined the relationships between loot box spending and (1) problem gambling (15 studies), and (2) excessive gaming (7 studies). We found significant small-to-moderate positive correlations between loot box spending and gambling symptomology, $r = 0.26$ ($r = 0.37$ using Trim and Fill), and excessive gaming, $r = 0.25$. Our results suggest a small, but replicable and potentially clinically relevant, relationship between gambling symptomology and loot box spending that is at least as large as the relationship between excessive gaming symptoms and loot box spending. Further research should examine the potential for statistical interactions between these constructs.

KEYWORDS

Loot box; video games; excessive gaming; problem gambling; meta-analysis

- 15 studies
- Links between **problem gambling** symptoms and loot box spending
- Potentially clinically significant

Hazardous gaming in the ICD-11


[Register] | [Log In]
ICD-11 (Mortality and Morbidity Statistics) Last Update: Jun

Search [Advanced Search]

Foundation [?] Linearizations [?]

Foundation Id : <http://id.who.int/icd/entity/1586542716> Contributions Info

QE22 Hazardous gaming

Parent
Problems associated with health behaviours Show all ancestors 

Description
Hazardous gaming refers to a pattern of gaming, either online or offline that appreciably increases the risk of harmful physical or mental health consequences to the individual or to others around this individual. The increased risk may be from the frequency of gaming, from the amount of time spent on these activities, from the neglect of other activities and priorities, from risky behaviours associated with gaming or its context, from the adverse consequences of gaming, or from the combination of these. The pattern of gaming is often persists in spite of awareness of increased risk of harm to the individual or to others.

Exclusions

- Gaming disorder (6C51)

A **larger proportion** of the population may be affected by *less severe*, more preventable gaming problems

Gaming disorder in the ICD-11

ICD-11 for Mortality and Morbidity Statistics (Version : 04 / 2019) EN

Search [? \[Advanced Search \]](#) [Browse](#) [Coding Tool](#)

Foundation Id : <http://id.who.int/icd/entity/1448597234> [Special Views](#) [Info](#)

6C51 Gaming disorder

Parent
Disorders due to addictive behaviours [Show all ancestors](#)

Description

Gaming disorder is characterized by a pattern of persistent or recurrent gaming behaviour ('digital gaming' or 'video-gaming'), which may be online (i.e., over the internet) or offline, manifested by:

1. impaired control over gaming (e.g., onset, frequency, intensity, duration, termination, context);
2. increasing priority given to gaming to the extent that gaming takes precedence over other life interests and daily activities; and
3. continuation or escalation of gaming despite the occurrence of negative consequences. The behaviour pattern is of sufficient severity to result in significant impairment in personal, family, social, educational, occupational or other important areas of functioning.

NB: Not defined by 'screen time'

Public health and other responses to problematic use of gaming



The public need for responses to problem gaming

NHS opens clinic to help child addicts of computer games

GPs will be able to refer young people, after 'gaming disorder' defined as a health problem



▲ Call of Duty: Infinite Warfare is popular with young gamers. Photograph: Activision

The NHS is opening the country's first specialist clinic to treat children and young adults who are

SOURCE:

<https://www.theguardian.com/society/2019/oct/08/nhs-opens-clinic-to-help-child-addicts-of-computer-games>

Referrals to UK gaming addiction clinic triple in year of lockdowns

Sharp rise attributed to young people spending more time at home during Covid pandemic



▲ Symptoms of gaming addiction include complaining of headaches and problems with sleep. Photograph: Nick Moore/Alamy

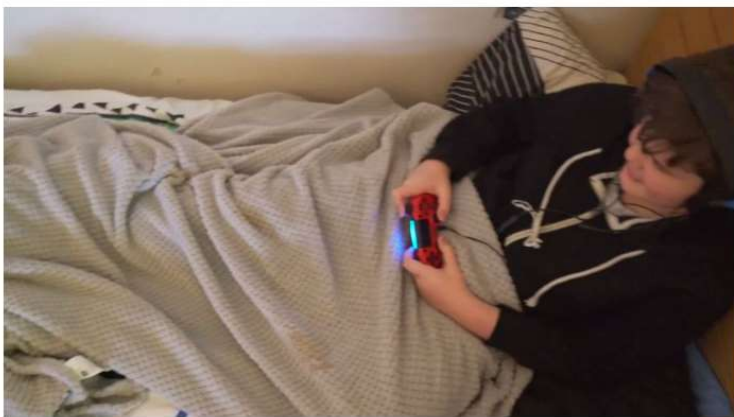
The number of children and young adults entering treatment for gaming addictions and disorders tripled over the last year, and experts believe that the pandemic and lockdowns played a key role in the increase.

SOURCE:

<https://www.theguardian.com/society/2021/jun/20/gaming-disorders-triple-among-young-during-year-of-uk-lockdowns>

Aussie families desperate for help as video game-addicted children stop attending school

60 By Liz Little • 60 Minutes Digital Producer | 10:53am Sep 2, 2018.



Fourteen-year-old Logan has spent the last two years becoming increasingly obsessed with video gaming – at the expense of almost everything else in his life. (60 Minutes)

In its absence, thousands of teenagers across the nation are battling everything from social anxiety, to depression and violent outbursts as their obsession with the video gaming world continues to grow.

NEWS

SCIENCE

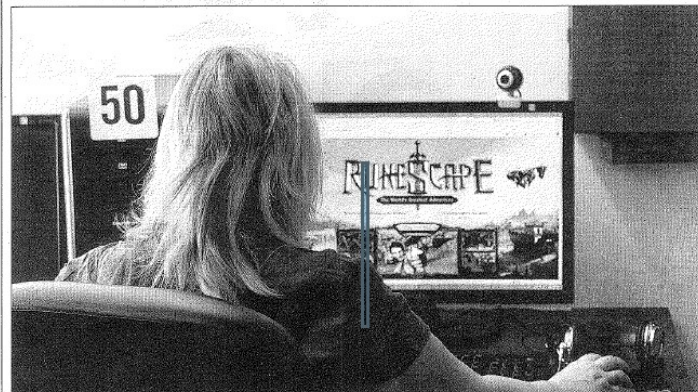
Gaming addiction: Does treatment work?

ABC Science / By Anna Salleh

Posted Wed 24 Oct 2018 at 5:34am



Mother crying out for gaming addiction help



ENDGAME: Mother Karen is battling to find support services for her son, who spends an average of 16 hours a day playing computer games. Picture: CALVIN ROBERTSON



#9News #NineNewsAustralia #9NewsAUS
New program to help families battle video game addiction | Nine News Australia

Problem gaming in Australia: Key issues

1. Gaming is widely enjoyed and has benefits for players
2. Problem gaming is a mental health issue recognised by the WHO and the APA
3. Affects a small proportion of players, particularly male adolescents and psychologically vulnerable individuals
4. Some features in games (e.g., MTX) resemble gambling and have been associated with addiction risk
5. COVID-19: Large increase in gaming activity and spending globally, with positive and negative implications
6. Limited policy recognition, research support and treatment in Australia, compared to other developed countries
7. Need for interventions that target harmful player-game interactions and prevent harm without detracting from the fundamental enjoyment of gaming

Child + Family Services **UNPLUGGED**

A workshop to help young people aged 12+ and parents learn how problematic gaming can lead to gambling behaviours and to develop practical strategies to support healthier gaming and internet use.

The valuable workshops cover:

- How to create balance, develop alternative interests, and set healthy boundaries in relation to gaming.
- How to identify signs of problematic gaming and gambling and its impacts.
- Game development and the implementation of gambling features ie: micro-transactions, loot boxes, in-app purchases.
- Practical tips and proven strategies to combat problem gaming and gambling behaviours.
- How to manage associated problems (eg: school attendance, sleep issues and difficulty concentrating).

Australian Research



Date Wednesday, 23rd of June

Time 6.30pm - 8.00pm

Location Lounge on Gibson

Research Questions

- (1) What are the characteristics of parents and young people seeking support?
- (2) To what extent are the UNPLUGGED program participants generally aware and knowledgeable of gambling and gambling-like activities?
- (3) To what extent are parents and young people involved in various gaming and gambling activities?
- (4) To what extent are parents and young people experiencing problems related to involvement in gaming and gambling activities?
- (5) To what extent are parents concerned about gaming and gambling activities and have they sought help for these issues?
- (6) Do UNPLUGGED participants report any changes in their understanding of and attitudes toward gambling? Are they satisfied with the program?

Sample

- 185 Parents (61% female)
- 281 Adolescents (87% male, mean age: 13)

Table 2. Characteristics of eldest gaming child (<18 years) reported by parents

		N (%)	
Gender	Female	37 (19.7%)	
	Male	144 (76.6%)	
	Non-binary	2 (1.1%)	
Devices at home	PC	63 (33.5%)	
	Laptop	161 (85.6%)	
	VR headset	23 (12.2%)	
	Smartphone	162 (86.2%)	
	Gaming console	133 (70.7%)	
	Tablet	107 (56.9%)	
	Other	7 (3.7%)	
		M	SD
Age	Average	13.2	2.55
Device use (hours)	Gaming	13.3	11.13
	Social media	5.42	7.04

Gambling awareness

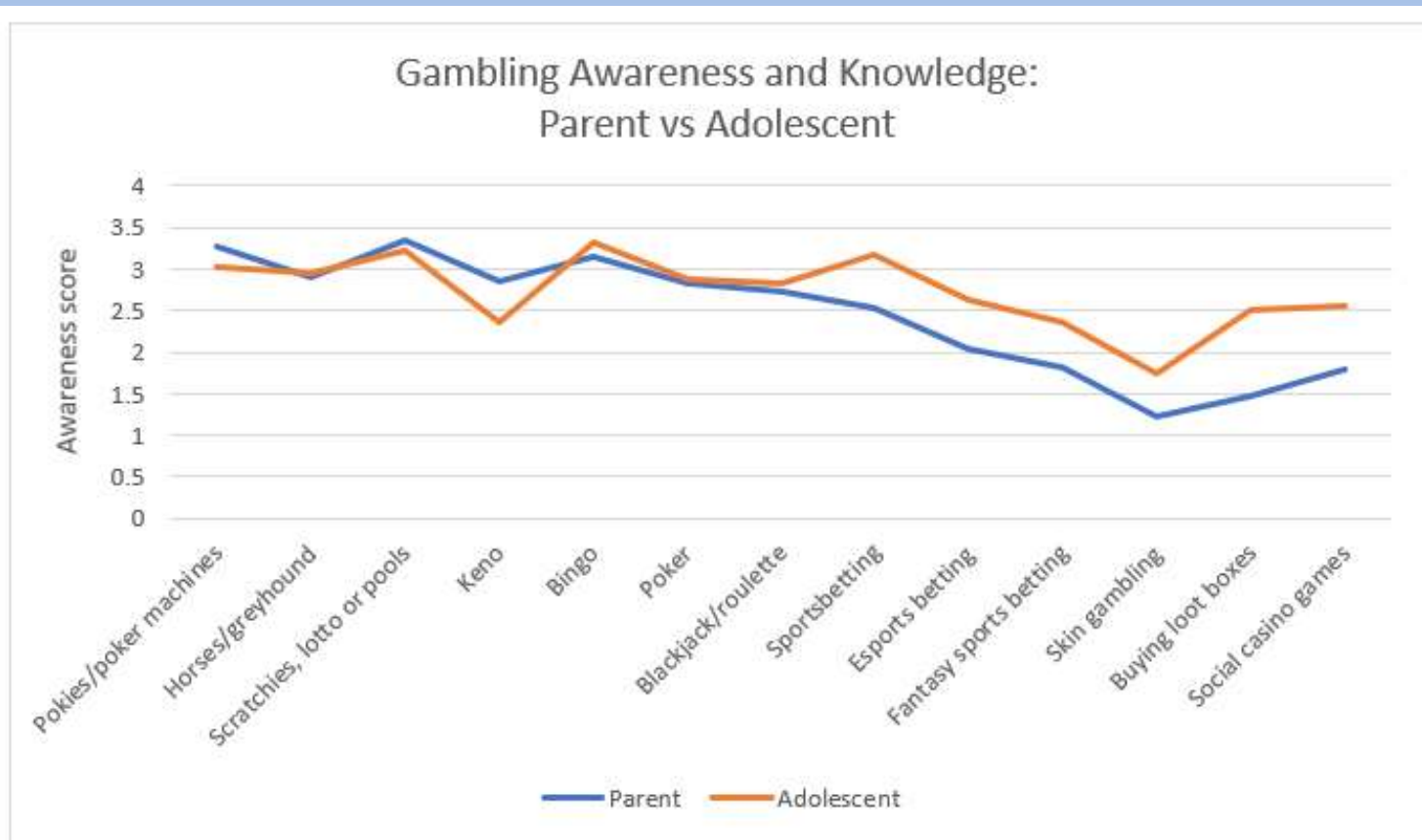


Figure 3. A comparison of parents and adolescents' awareness and knowledge of gambling

Adolescents reported greater awareness of sportsbetting activities than parents (47% understood this activity, compared with 22%),

Parents' gambling involvement

Table 6. Parents' participation in gambling activities

	Never	A few times per year	About once every month	Weekly	Any involvement (total)
Pokies or poker machines	138 (73.4%)	46 (24.5%)	2 (1.1%)	-	48 (25.6%)
Horse or greyhound races	135 (71.8%)	45 (23.9%)	6 (3.2%)	-	51 (27.1%)
Scratchies, lottery, lotto or pool tickets	55 (29.3%)	91 (48.4%)	22 (11.7%)	18 (9.6%)	131 (69.7%)
Keno or bingo	146 (77.7%)	39 (20.7%)	1 (0.5%)	-	40 (21.2%)
Poker online or in a pub, club or casino	176 (93.6%)	9 (4.8%)	1 (0.5%)	-	10 (5.3%)
Casino table games (Blackjack or Roulette)	152 (80.9%)	33 (17.6%)	1 (0.5%)	-	34 (18.1%)
Sporting events	162 (86.2%)	20 (10.6%)	4 (2.1%)	-	24 (12.7%)
Esports events	182 (96.8%)	3 (1.6%)	-	-	3 (1.6%)
Fantasy sports games	185 (98.4%)	1 (0.5%)	-	-	1 (0.5%)
Informal private games	159 (84.6%)	26 (13.8%)	1 (0.5%)	-	27 (14.3%)

Adolescents' gambling involvement

Table 8. Adolescents' participation in gambling activities

	Never	12+ months ago	In last 12 months	In the last 4 weeks	In the last 7 days	Any involvement N (%)
Pokies or poker machines	259 (92.2%)	5 (1.8%)	3 (1.1%)	1 (0.4%)	2 (0.7%)	11 (4%)
Horse or greyhound races	254 (90.4%)	10 (3.6%)	4 (1.4%)	1 (0.4%)	2 (0.7%)	17 (6.1%)
Scratchies, lottery, lotto or pool tickets	224 (79.7%)	15 (5.3%)	21 (7.5%)	8 (2.8%)	2 (0.7%)	46 (16.3%)
Keno or bingo	238 (84.7%)	9 (3.2%)	17 (6%)	4 (1.4%)	1 (0.4%)	31 (11%)
Poker online or in a pub, club or casino	261 (92.9%)	-	7 (2.5%)	1 (0.4%)	2 (0.7%)	10 (3.6%)
Casino table games (Blackjack or Roulette)	253 (90%)	7 (2.5%)	6 (2.1%)	1 (0.4%)	3 (1.1%)	17 (6.1%)
Sporting events	246 (87.5%)	10 (3.6%)	7 (2.5%)	1 (0.4%)	5 (1.8%)	23 (8.3%)
eSports events (e.g. CS-GO, League of Legends or DOTA2)	259 (92.2%)	4 (1.4%)	3 (1.1%)	1 (0.4%)	2 (0.7%)	10 (3.6%)
Fantasy sports games (e.g. NFL fantasy football)	260 (92.5%)	7 (2.5%)	-	1 (0.4%)	2 (0.7%)	10 (3.6%)
Informal private games (e.g. card or dice games)	220 (78.3%)	9 (3.2%)	22 (7.8%)	10 (3.6%)	7 (2.5%)	48 (17.1%)

Adolescent gambling – social facilitators

Table 10. Types of social facilitation for adolescent gambling

	N (%)
Parents/guardians	43 (15.3%)
Relatives 18+	30 (10.7%)
Relatives <18	22 (7.8%)
Friends 18+	16 (5.7%)
Friends <18	28 (10%)
None, I usually gamble alone	2 (0.7%)
Other	6 (2.1%)
I do not gamble	183 (65.1%)

NB: % refers to the total sample of adolescents.

- Gambling more typically facilitated by a parent or guardian

Adolescents' involvement in monetised gambling and gambling-like activities

Table 11. Adolescent involvement in digital games with gambling-like components

	Never	12+ months ago	In last 12 months	In the last 4 weeks	In the last 7 days
Social media (e.g., Zynga)	209 (74.4%)	6 (2.1%)	3 (1.1%)	6 (2.1%)	14 (5%)
Video games	142 (50.5%)	5 (1.8%)	24 (8.5%)	20 (7.1%)	46 (16.4%)
Free demo or practice games	188 (66.9%)	14 (5%)	10 (3.6%)	14 (5%)	11 (3.9%)
Gambling-themed apps	187 (66.5%)	9 (3.2%)	17 (6%)	8 (2.8%)	17 (6%)

Table 12. Adolescent involvement with loot boxes and method of acquisition

	Never	12+ months ago	In last 12 months	In the last 4 weeks	In the last 7 days
Free in game	44 (15.7%)	22 (7.8%)	40 (14.2%)	38 (13.5%)	96 (34.2%)
Spending real money	141 (50.2%)	31 (11%)	39 (13.9%)	13 (4.6%)	15 (5.3%)
Virtual currency purchased with real money	126 (44.8%)	26 (9.3%)	41 (14.6%)	19 (6.8%)	25 (8.9%)

Table 13. Adolescents use of loot boxes for gambling purposes

	Never	12+ months ago	In last 12 months	In the last 4 weeks	In the last 7 days
Skin betting	194 (69%)	4 (1.4%)	7 (2.5%)	10 (3.6%)	8 (2.8%)
eSports betting	201 (71.5%)	3 (1.1%)	10 (3.6%)	3 (1.1%)	6 (2.1%)
Other events or sports	200 (71.2%)	1 (0.4%)	13 (4.6%)	3 (1.1%)	6 (2.1%)
Private betting with friends	175 (62.3%)	13 (4.6%)	15 (5.3%)	6 (2.1%)	12 (4.3%)

Parents and problem gambling

PGSI Gambling and Life Balance

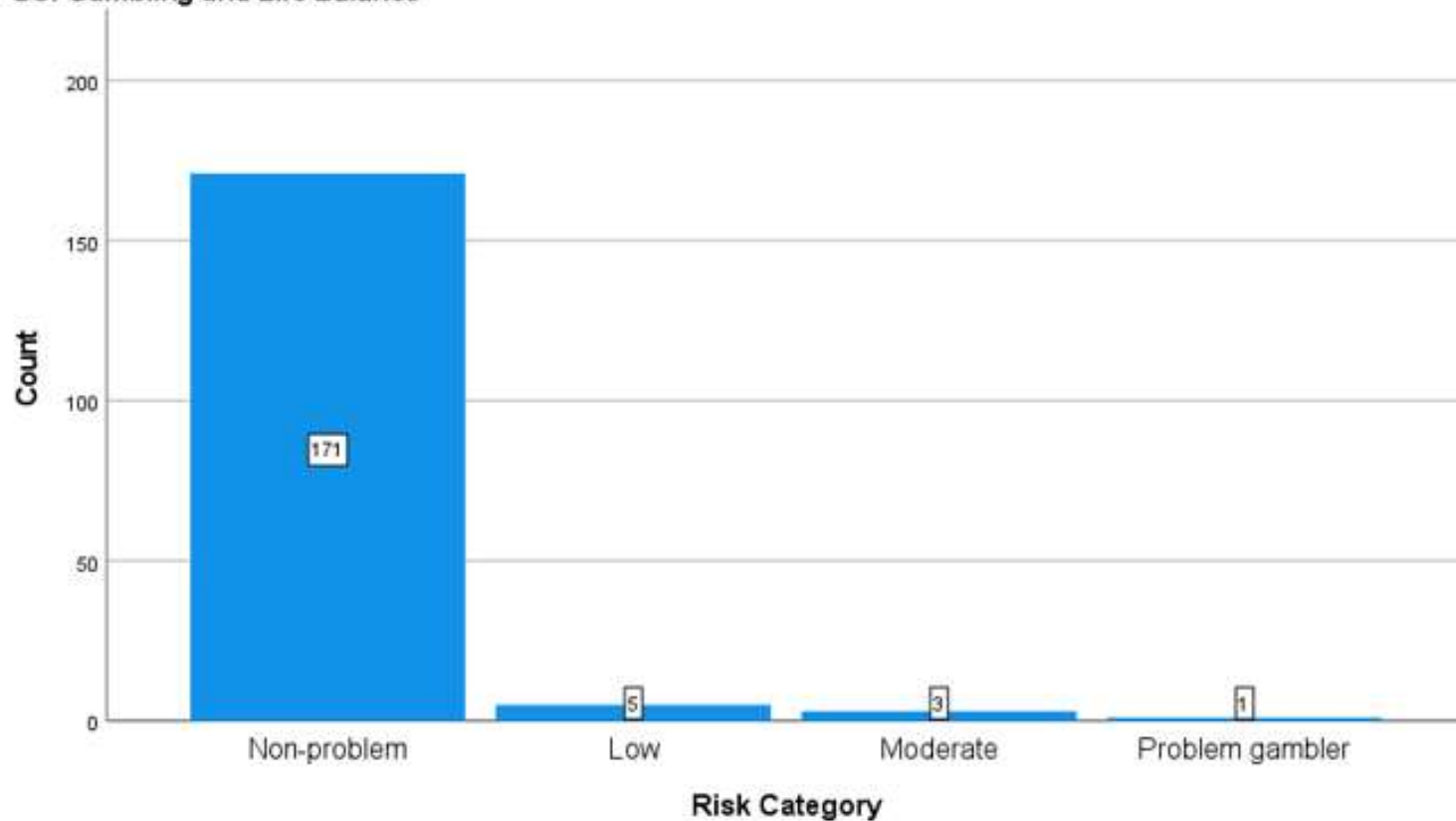
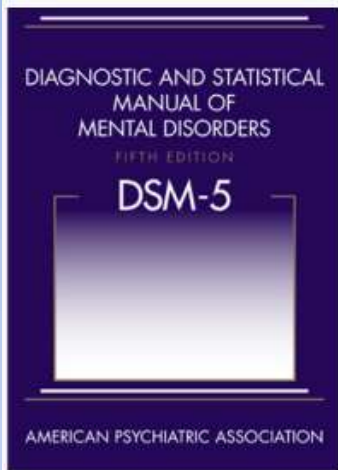


Figure 4. Parents' problem gambling scores, according to risk category

Parent rating of problem gaming: Eldest child gamer

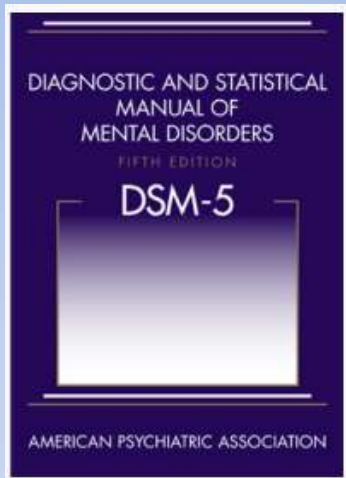


Out of 188 respondents, there were 82 (43.6%) parents whose responses indicated that their child met the criteria for DSM-5 gaming disorder

Table 15. Parent (n=185) ratings of problem gaming scores in reference to oldest child gamer

In the past 12 months...	Yes (%)
Did your child spend a lot of time thinking about games even when he/ was not playing, or planning when you could play next?	115 (61.2%)
Did your child feel restless, irritable, moody, angry, <u>anxious</u> or sad when attempting to cut down or stop gaming, or when unable to play?	125 (66.5%)
Did your child feel the need to play for increasing amounts of time?	115 (61.2%)
Was your child unable to control how much he/she played games?	93 (49.5%)
Did your child lose interest in or reduce participation in other recreational activities (hobbies, meetings with friends) due to gaming?	86 (45.7%)
Did your child continue to play games despite being aware of negative consequences, such as not getting enough sleep, being late to school/work, having arguments with others, or neglecting important duties?	90 (47.9%)
Did your child lie to family, <u>friends</u> or others about time spent gaming, or try to keep family or friends from knowing how much time was spent gaming?	54 (28.7%)
Did your child game to escape from or forget about personal problems, or to relieve uncomfortable feelings such as anxiety or depression?	37 (19.7%)
Did your child risk or lose significant relationships or educational or sport opportunities because of gaming?	32 (17%)

Adolescent problem gaming



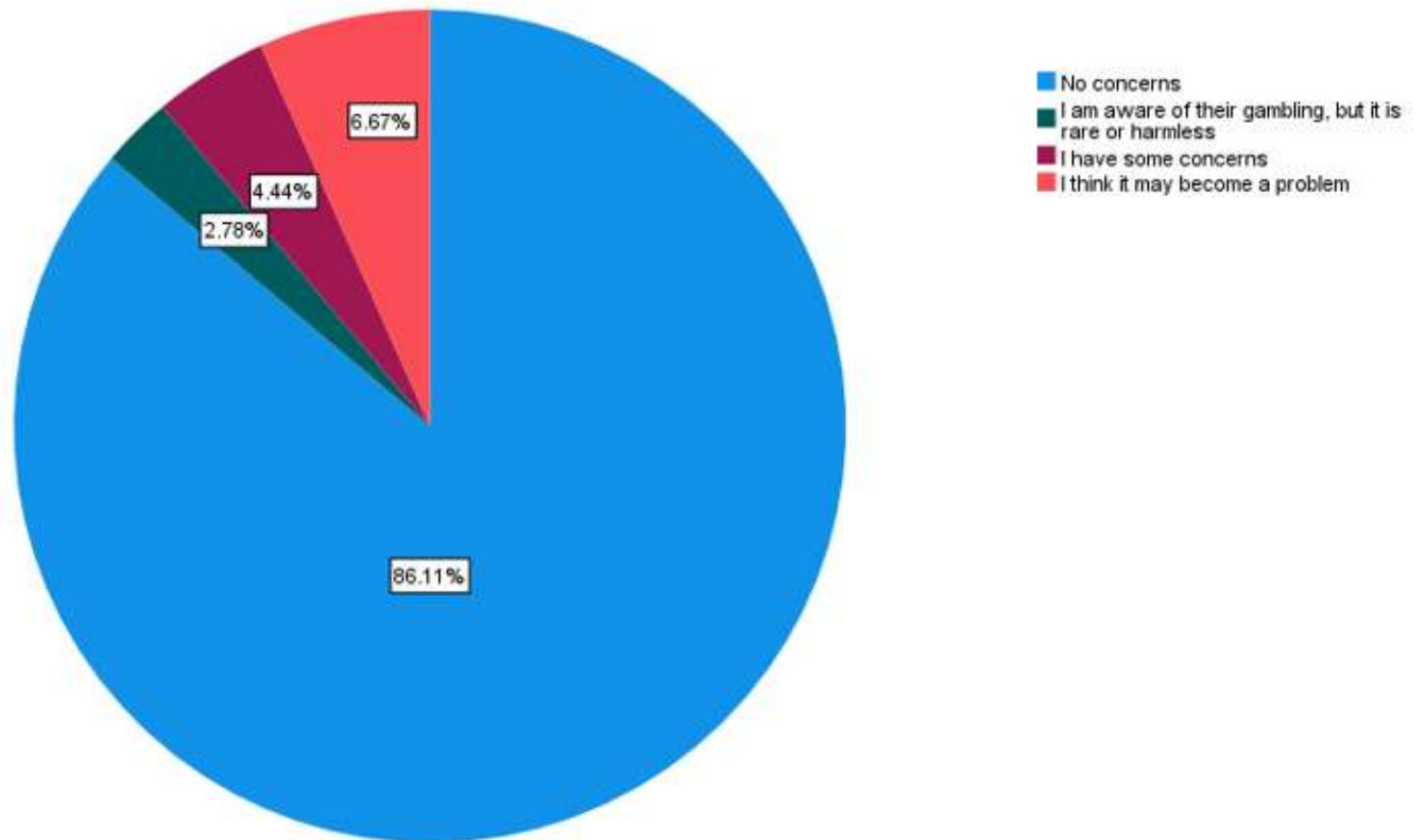
There were 21 (7.5%) adolescents who met the criteria for DSM-5 gaming disorder,

Table 17. Adolescents' (n=190) problem gaming, based on DSM-5 and ICD-11 checklists

During the last 12 months: (Yes/No)	Yes (%)
Did you spend a lot of time thinking about games even when he/ was not playing, or planning when you could play next?	94 (33.5%)
Did you feel restless, irritable, moody, angry, <u>anxious</u> or sad when attempting to cut down or stop gaming, or when unable to play?	26 (9.3%)
Did you feel the need to play for increasing amounts of time?	38 (13.5%)
Were you unable to control how much he/she played games?	48 (17.1%)
Did you lose interest in or reduce participation in other recreational activities (hobbies, meetings with friends) due to gaming?	15 (5.3%)
Did you continue to play games despite being aware of negative consequences, such as not getting enough sleep, being late to school/work, having arguments with others, or neglecting important duties?	60 (21.4%)
Did you lie to family, <u>friends</u> or others about time spent gaming, or try to keep family or friends from knowing how much time was spent gaming?	24 (8.5%)
Did you game to escape from or forget about personal problems, or to relieve uncomfortable feelings such as anxiety or depression?	65 (23.1%)
Did you risk or lose significant relationships or educational or sport opportunities because of gaming?	5 (1.8%)

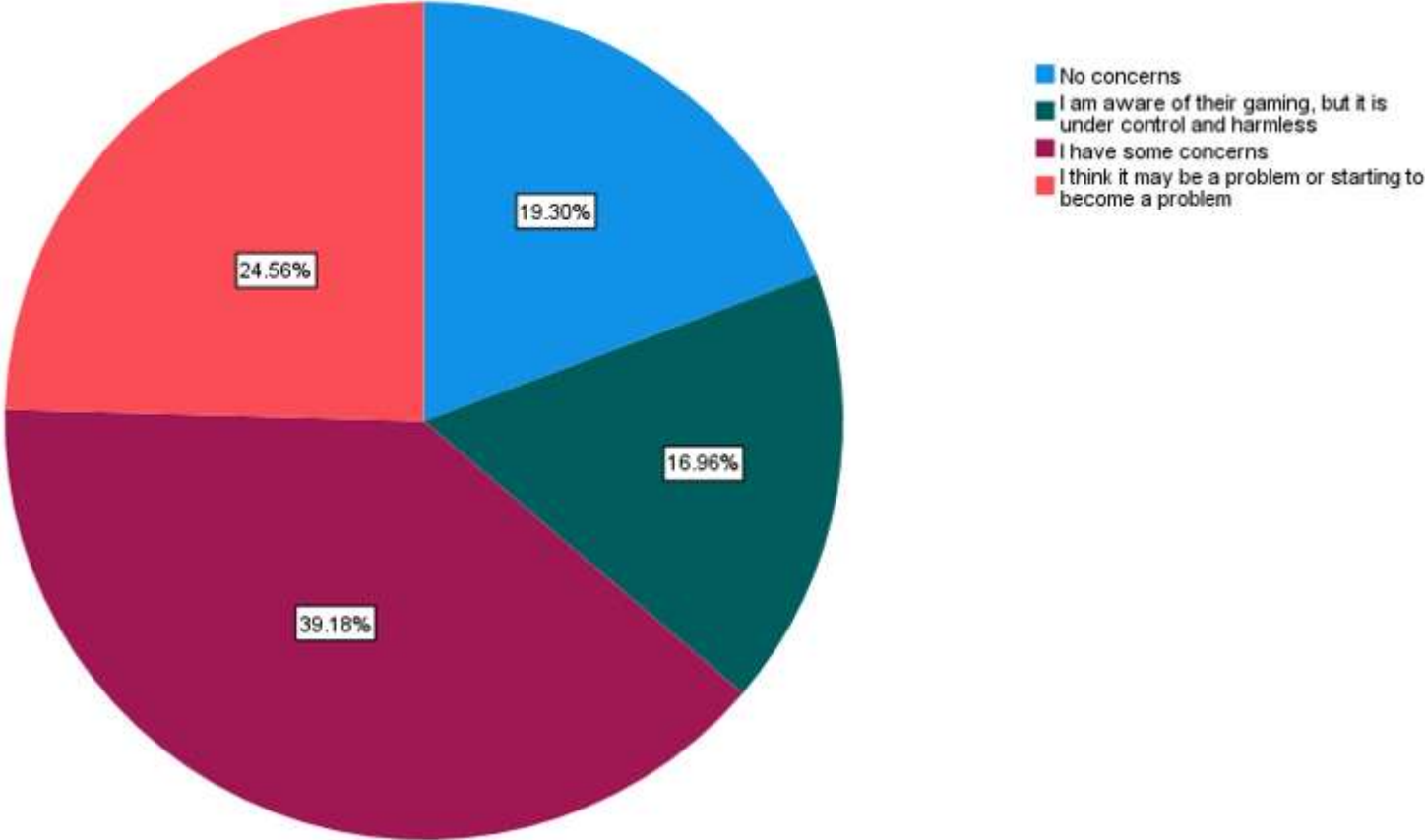
Parents' concerns about their child's involvement in gambling

Do you have any concerns about your child's involvement in gambling activities?



Parents' concerns about their child's involvement in gaming activities

Do you have any concerns about your child's video gaming activities?



Pre-post gambling measures

Survey measures administered before and after the UNPLUGGED program

Familiarity and knowledge of gambling

Please place a tick in the relevant box for each activity (i.e., each row)
NB: These questions refer to YOUR knowledge/familiarity of each activity.

	I understand it	I know a little	I am aware of it	Unsure what it is
Pokies or poker machines				
Horse or greyhound races				
Scratchies , lotto or pools				
Keno				
Bingo				
Poker				
Blackjack or Roulette				
Sportsbetting				
Esports betting				
Fantasy sports betting				
Skin gambling				
Buying loot boxes				
Social casino games				

Attitudes toward Gambling (ATG-8)

How much do you agree/disagree with the following? Strongly Agree Strongly disagree

1. People should have the right to gamble whenever they want	1	2	3	4	5
2. There are too many opportunities for gambling nowadays	1	2	3	4	5
3. Gambling should be discouraged	1	2	3	4	5
4. Most people who gamble do so responsibly	1	2	3	4	5
5. Gambling is dangerous for family life	1	2	3	4	5
6. On balance, gambling is good for society	1	2	3	4	5
7. Gambling livens up life	1	2	3	4	5
8. It would be better if gambling was banned altogether	1	2	3	4	5

Economic Perceptions of Gambling

How much do you agree/disagree with the following? Strongly Agree Strongly disagree

1. Gambling is a risky activity	1	2	3	4	5
2. You can lose all your money gambling	1	2	3	4	5
3. Gambling is a waste of money	1	2	3	4	5
4. Gamblers usually lose in the long run	1	2	3	4	5
5. To gamble is to throw away money	1	2	3	4	5
6. You can make a living from gambling	1	2	3	4	5
7. Gambling is a good way to get rich quickly	1	2	3	4	5
8. Gambling is a better way to make money than working	1	2	3	4	5
9. Gambling can give high returns	1	2	3	4	5

Unplugged program outcomes

Table 19. Parents' pre- and post-workshop gambling-related outcome

	Baseline	Post- Workshop	N	95% CI Lower	95% CI Upper	t	df	p	Effect size
Familiarity/Knowledge of Gambling	29.74 (7.88)	40.96 (7.95)	155	-12.49	-9.96	-17.5	154	<.01	-1.41
Attitudes Toward Gambling	23.56 (3.85)	23.26 (3.77)	159	-0.44	1.04	0.81	158	0.42	0.06
Economic Perceptions of Gambling	13.93 (4.87)	12.48 (4.82)	163	0.83	2.07	4.59	162	<.01	0.36

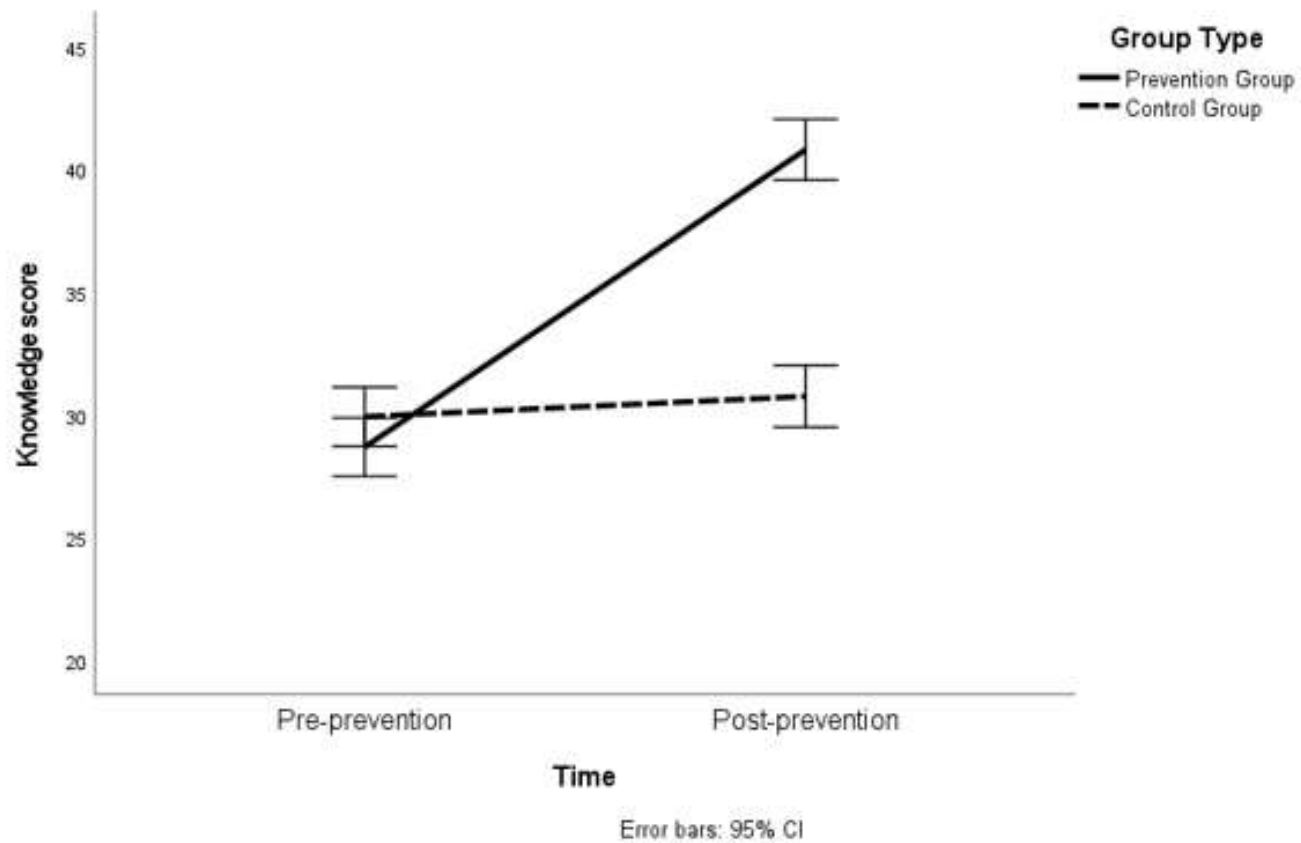
Table 20. Adolescents' pre- and post-workshop gambling-related outcome

	Baseline	Post- Workshop	N	95% CI Lower	95% CI Upper	t	df	p	Effect size
Familiarity/Knowledge of Gambling	32.78 (9.38)	37.75 (9.75)	186	-6.05	-3.88	-9.02	185	<.01	-0.66
Attitudes Toward Gambling	23.57 (3.05)	22.59 (3.90)	180	0.38	1.56	3.25	179	<.01	0.24
Economic Perceptions of Gambling	19.09 (6.11)	18.14 (6.74)	181	0.26	1.65	2.70	180	<.01	0.20

Gambling knowledge: Parents vs Control

Figure 2

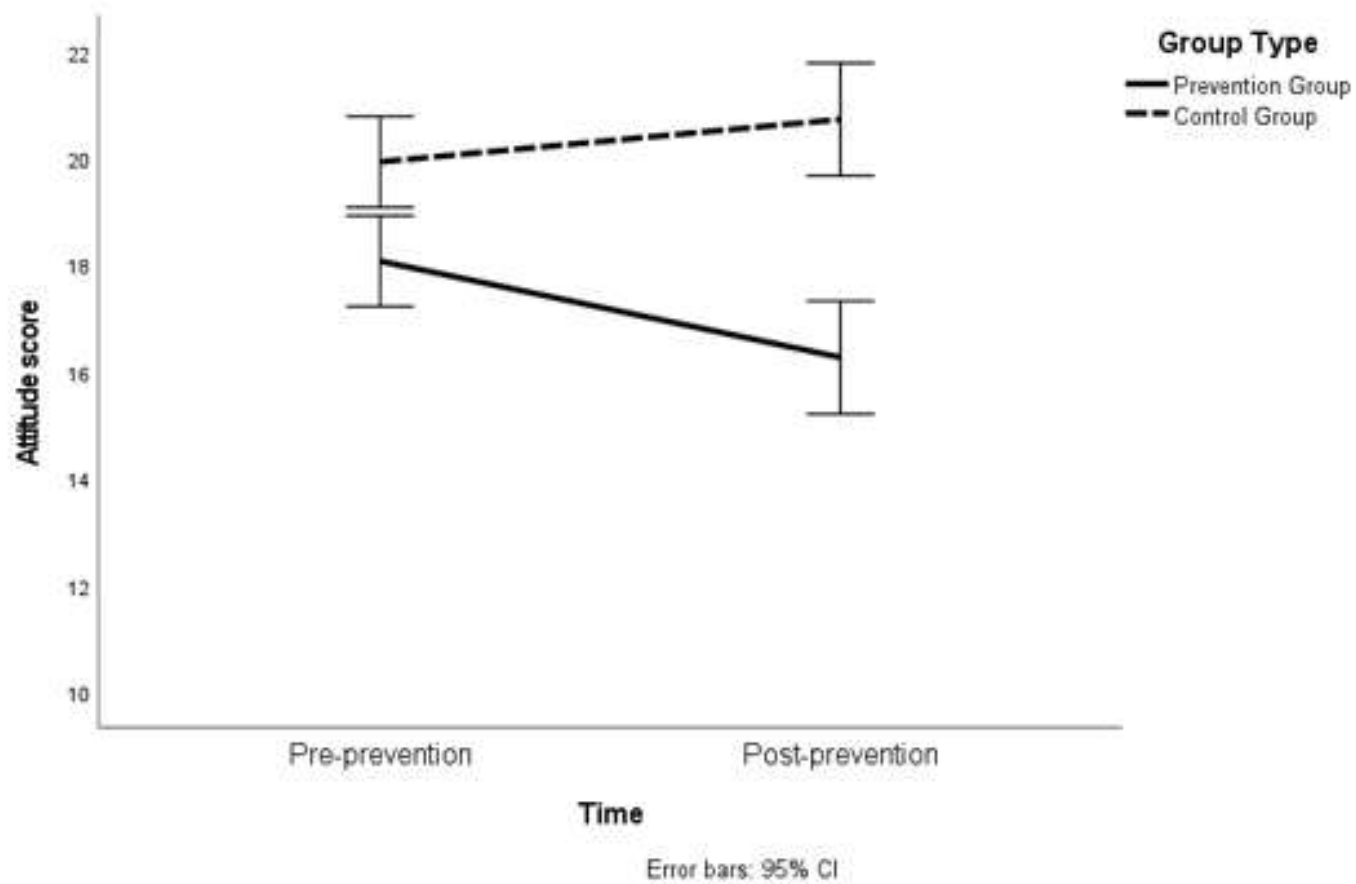
Gambling knowledge score, by time and group



Gambling attitudes: Parents vs Control

Figure 3

Attitude towards gambling score, by time and group



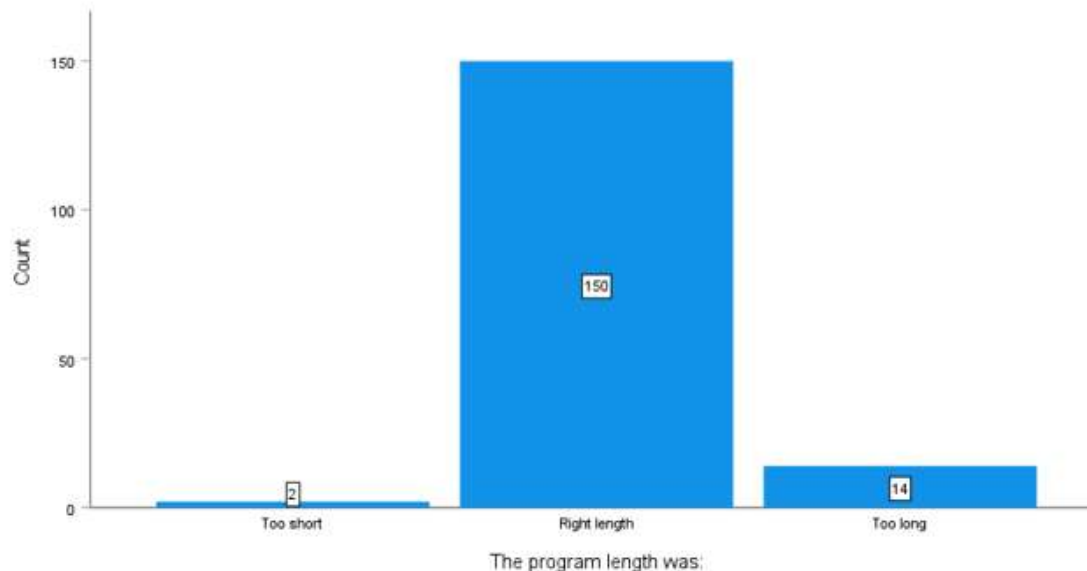
Workshop evaluation - parents

Table 21 Parents' evaluation of the Unplugged program, part 1

Workshop evaluation	N	Mean	SD
1. The program content matched the description	162	4.34	.83
2. The program was relevant to me	164	4.07	.95
3. I now better understand the risks of gambling	163	4.39	.84
4. I would recommend the program to other people	166	4.34	.81
5. The program was well paced and interesting	165	4.22	.82
6. The instructors were engaging communicators	167	4.26	.87
7. The material was presented in an organised manner	166	4.39	.77
8. The presenters were knowledgeable on the topic	166	4.53	.71

** 1=Strongly disagree, 5=Strongly agree

Workshop evaluation: Program Length



Participants rated the workshop at a **consistently high level**, indicating that, on average, they agreed or strongly agreed with all statement indicators of workshop quality

Most parents reported that the program was the **ideal length (90%)**,

Additional feedback

Parent sample

What did you appreciate/enjoy/think was best about the UNPLUGGED workshop?

- *"Discussion of negative effects. Thank you, excellent!" -X, 41-50*
- *"Actually learning about the gambling side of gaming as I hadn't really realised it was happening" -F, 41-50*
- *"Understanding how gambling is introduced into the gaming environment – scary" -M, 41-50*
- *"Content was relevant and highlighted changes we can make to support my children become more 'unplugged"- F, 41-50*
- *"Tips for decreasing gaming and increasing family time" -F, 30-40*
- *"Seeing Cam's story. Understanding hidden gambling aspects. Understanding gaming personalities." -M, 41-50*
- *"It gave me a starting point and insight to be able to guide my son on gaming restrictions" F, 51-60*
- *"The presenter was young and did a great job with parents in the audience. I am better informed and feel better able to have better conversations with my children." -F, 41-50*
- *"As a parent of a child just beginning to become curious with online gaming, it good to be aware of red flags to look out for" -F, 30-40*
- *"Understanding the enjoyment/social aspect kids get from gaming as opposed to the 'screen time' and not moving their bodies outside in nature. That gaming is a fun thing to do with friends." -F, 30-40*

The UNPLUGGED program

1. About a third of adolescents (32%) had played **video games with gambling-like content**, and 8.2% reported past-year involvement in **social media-based digital gambling games** (e.g., Zynga Poker).
2. Many parents indicated that their **child had gaming-related problems**. There were 82 (43.6%) parents who indicated that their child met the criteria for **gaming disorder**.
3. Parents perceived **gaming** as either “a problem” (22.4%) or as having “some concern” (35.6%). Parents reported generally low concern about **gambling**, with the majority (82.4%) reporting “no concerns”.
4. Parents reported a **large, significant increase in understanding of gambling activities** after completing the Unplugged workshop. Adolescents reported a **moderate, significant increase in personal understanding** of gambling after the workshop.
5. **Parents and adolescents rated the workshop highly**, in terms of presentation quality, content, relevance, engagement, organisation, and speaker quality.
6. UNPLUGGED appears to be meeting a **significant current need for psychoeducation for parents to manage problem gaming issues**, as well as facilitating a more open discussion between parents and adolescents about risky media use.

Thank you

Daniel King

Associate Professor

Clinical Psychologist

College of Education, Psychology,
& Social Work

Flinders University

Email:

daniel.king@flinders.edu.au



INTERNET GAMING DISORDER

THEORY, ASSESSMENT, TREATMENT, AND PREVENTION

DANIEL KING AND PAUL DELFABBRO

