



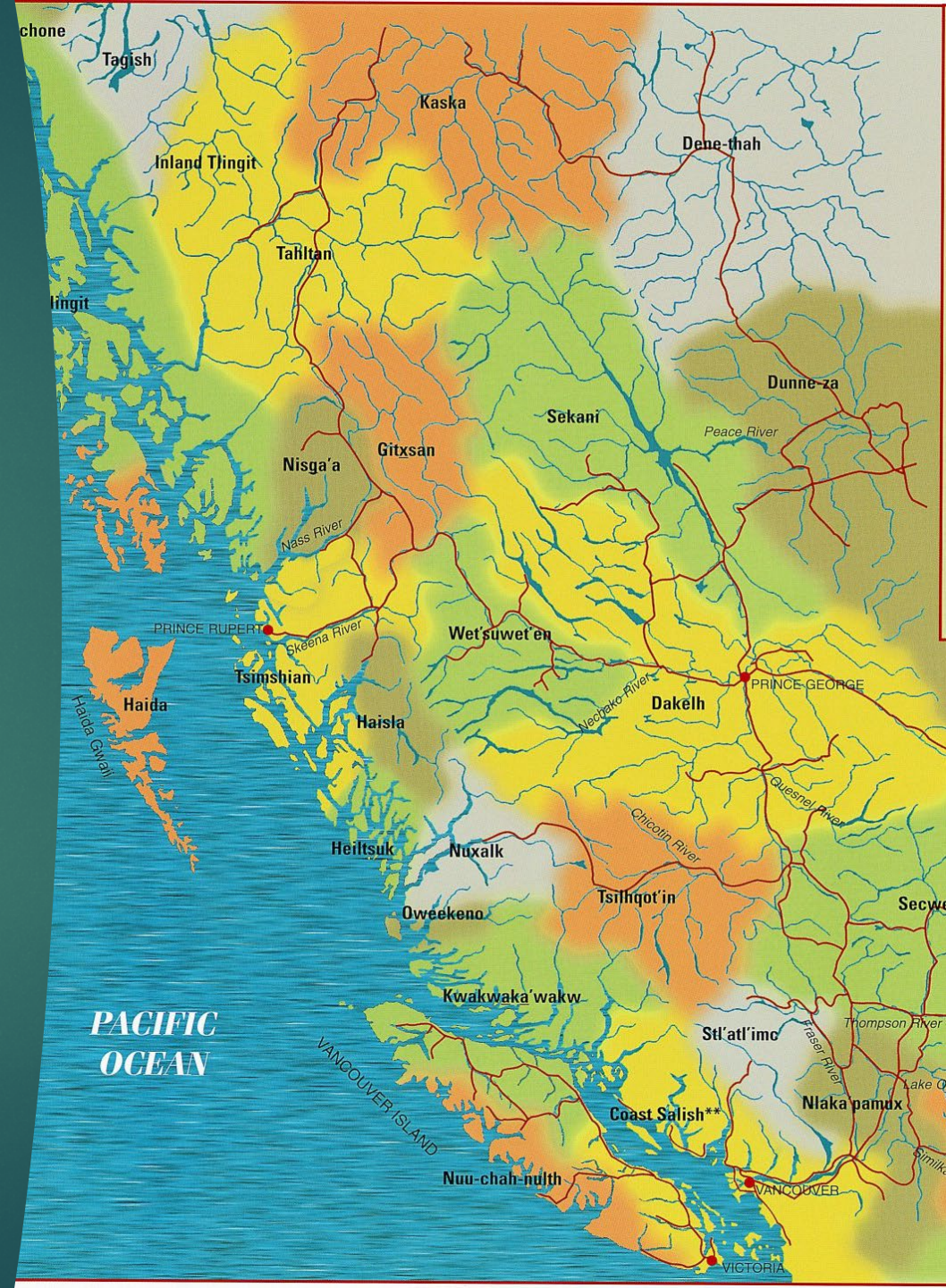
Prevention in Practice

*Karen Hlady (she/her), MA, GIS, IGDC
VI Gaming Support*

ACKNOWLEDGEMENT

I acknowledge that I reside on the territories of the Snuneymuxw people who have cared for their land since time immemorial. I cherish the privilege to work, live and play on these lands.

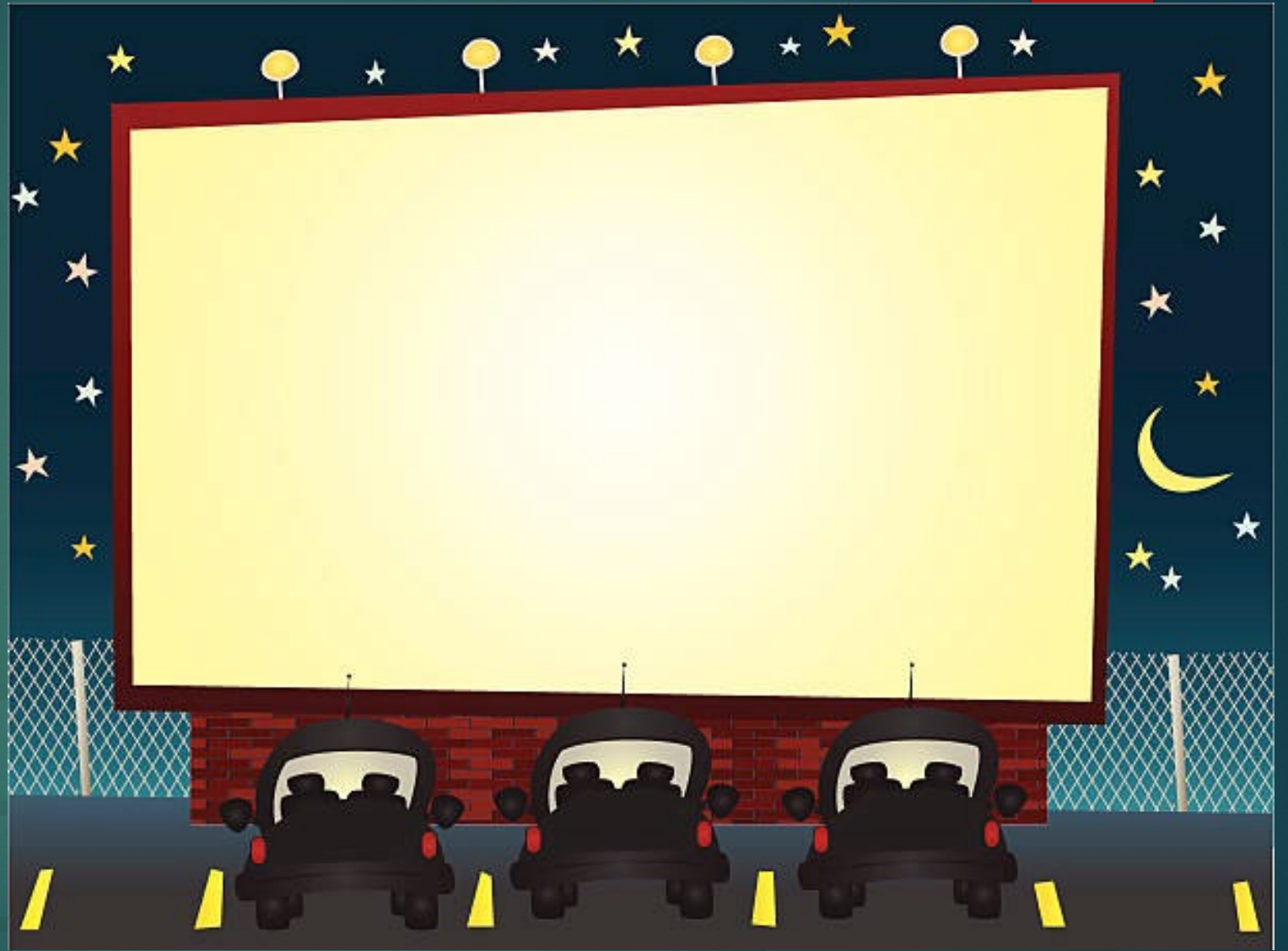
I also acknowledge that I am here, on the lands of the Multnomah, Wasco, Cowlitz, Kathlamet, Clackamas, Bands of Chinook, Tualatin, Kalapuya, Molalla, and many other tribes who made their homes along the Columbia River. Thank you for graciously allowing me as a guest on your lands.





Who's in the room?

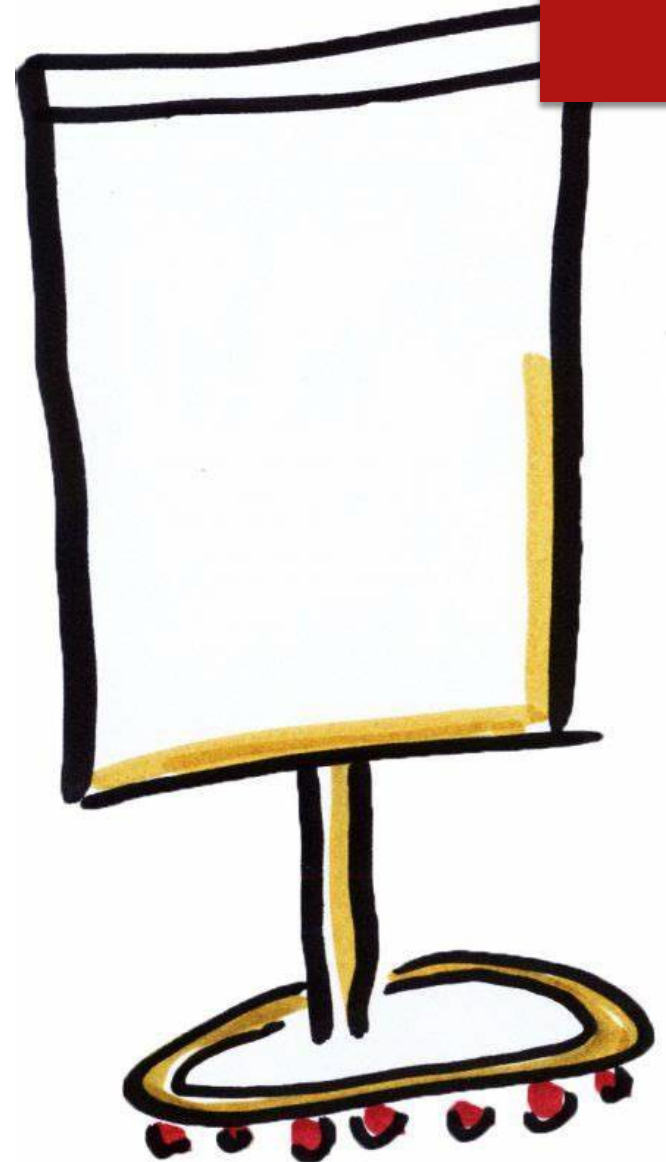
RGC
Mobile
Sports Betting
Prevention
Ad





Overview

- ▶ Prevention Context
 - ▶ Spectrum of Interventions
 - ▶ 5 Prevention Goals
- ▶ Gambling
 - ▶ Definitions
 - ▶ Influences
- ▶ The Brain
 - ▶ Chemicals
 - ▶ Cognitive distortions
- ▶ Theories, Frameworks & Strategies
 - ▶ Strategic Prevention Framework (SPF)
 - ▶ CADCA
- ▶ Resources

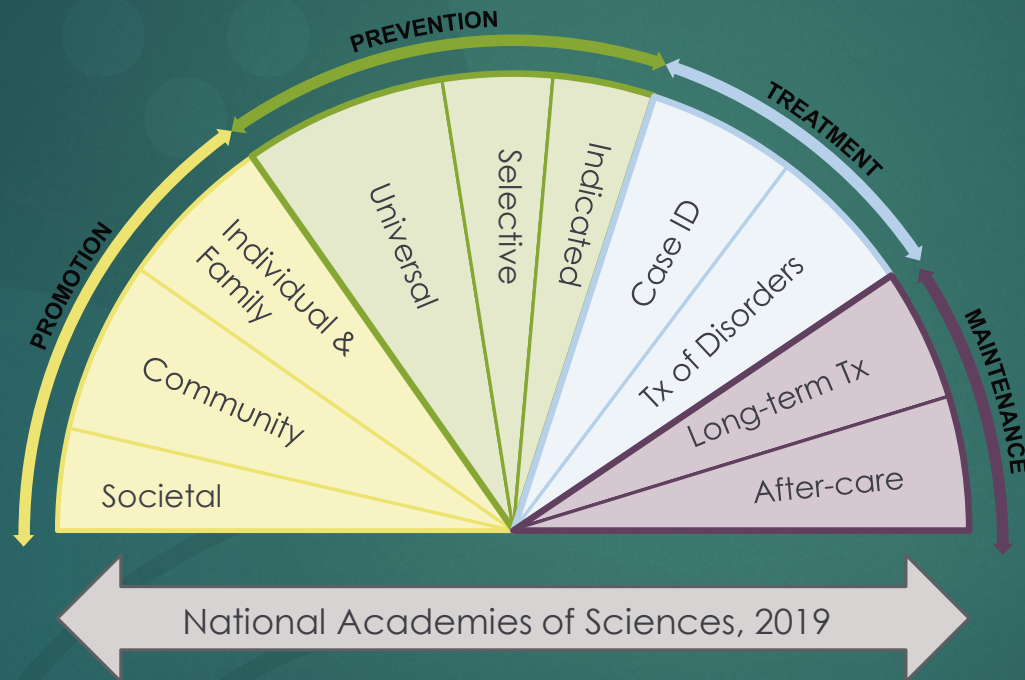




Essentials

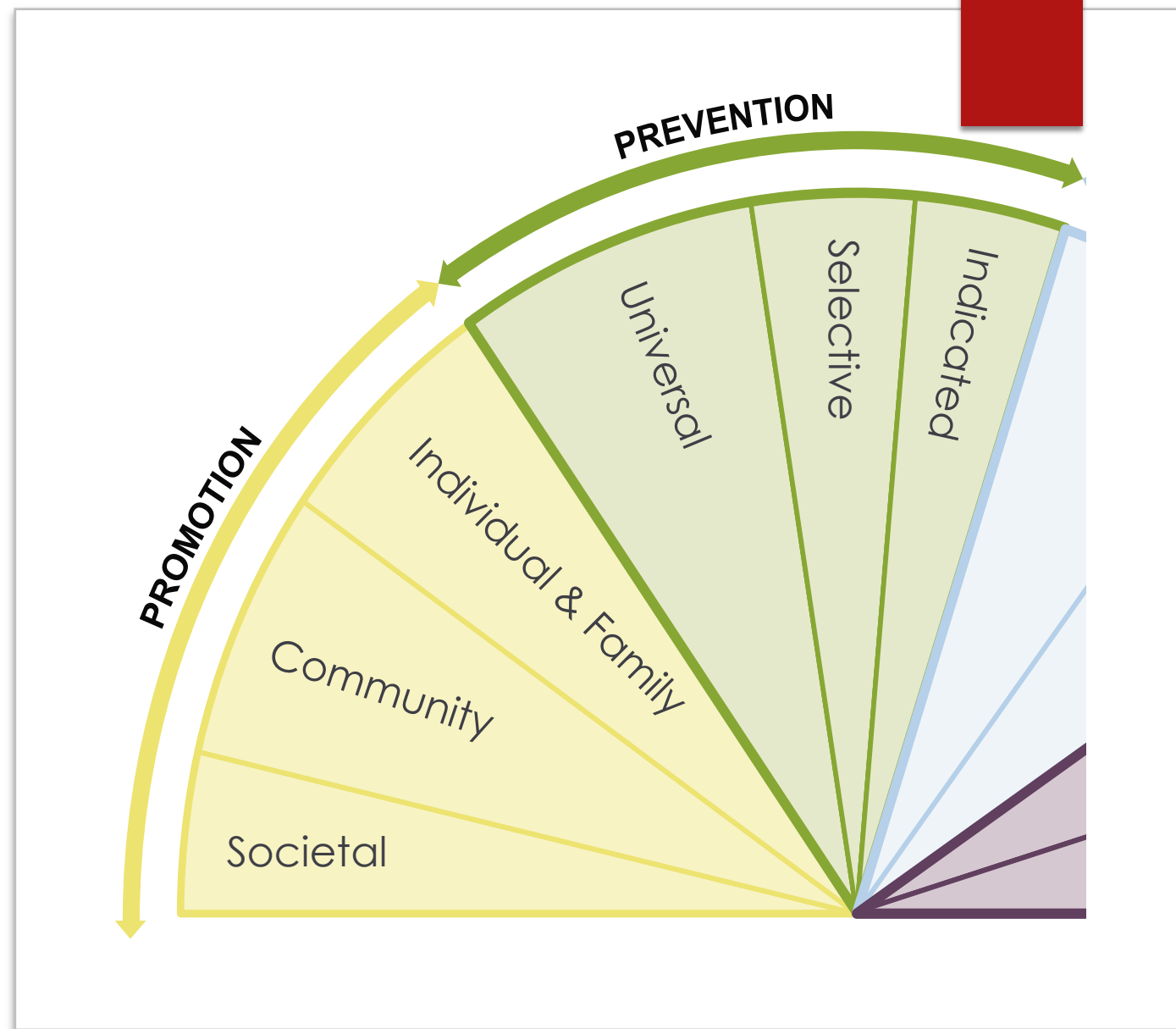
Spectrum of Interventions

Mental, Emotional & Behavioral (MEB)



Behavioral Health Continuum of Care Model: SAMHSA.gov

Health Promotion & Prevention





Health Promotion

All sectors
All demographics
General health promotion
Multi-pronged approach



Universal Primary

Public Awareness Campaigns

Info booths

Sponsorships

Education, Support and Treatment
Resources

Selective Secondary

Targeted populations

Colleges

Universities

Varsity/Athletes

Secondary schools





Indicated Tertiary

Supportive recovery
treatment

Support groups Inpatient
outpatient

Prevention Goals



STOP the behaviour before it STARTS



DELAY the onset of the behaviour



REDUCE negative IMPACT of behaviour



ENCOURAGE individual's holistic health, skills & abilities



PROMOTE preventative policies for community health





What is addiction?

Dr. Gabor Maté characterizes addiction using these 3 criteria:

- **Craving** (substance or behavior);
- Seeking pleasure or temporary **pain-relief** (physical, emotional, mental);
- **Inability to stop** despite negative consequences.

Addiction is an attempt to solve a problem
(usually trauma-based).

What is Gambling?

- **Gambling includes 3 components:**
 - Prize
 - Chance
 - Consideration
- **Definition:**
 - Risking something of value on an activity of chance, in the hopes of winning a prize
- **Skill-based gambling:**
 - Combination of skill and chance (poker, Black Jack, sports betting)



Online Gambling





Online Gambling (.net)

(.net) Online Gambling:

- free to play
- provide tutorials and tips on how to play
- accept underage players
- can advertise inaccurate odds
- are one click away from the pay- to-play gambling sites (.com)

Risks of Unregulated (.com) Sites

- There are THOUSANDS of gambling apps/sites
- Unregulated in many States
- Advertising now legal in most States
- Can change the odds at anytime (unreliable)
- Unusual pay out criteria for winnings
- Collusion and/or bots
- **All online gambling is a business for the operator!**



Convergence Gamification Gamblification



Convergence

Blurred lines



GAMING



CRYPTO



DAY TRADING



SPORTS
BETTING

WHY do people play?

The 5 E's

- ▶ **EXCITEMENT** (the action can be exhilarating)
- ▶ **ENTERTAINMENT** (engaging and fun!)
- ▶ **ESCAPE** (from life's problems)
- ▶ **EGO** (leaderboards, status, recognition)
- ▶ **ECONOMICS** (income from followers, esports tournament wins and professional contracts)



Influencers (UAG)

The 5 A's

- ▶ **AGE** – Youth start gambling while the Pre-Frontal Cortex is still developing
- ▶ **AVAILABILITY/ACCESS** – Mobile platforms in your pocket
- ▶ **ACCEPTABILITY** – Gambling is normalized: “money management”
- ▶ **ASSOCIATIONS** – Co-morbidities, concurrent disorders (depression, anxiety, SUD, ADHD, ASD, etc.)
- ▶ **ADVERTISING** – Escalated, persistent, and promoted







The Brain



The Brain: Chemical Connection

- ▶ Endorphins
- ▶ Norepinephrine
- ▶ Serotonin
- ▶ Dopamine



The Brain: Chemical Connection

ENDORPHINS

- ▶ Opiate release in the brain
- ▶ Intense urge
- ▶ “I have this intense desire/craving.”



The Brain: Chemical Connection

NOREPINEPHRIN

- ▶ Heightened interest and focus
- ▶ “I can’t stop thinking about it.”



The Brain: Chemical Connection

SEROTONIN

- ▶ Impulse control
- ▶ “I can’t stop myself.”



The Brain: Chemical Connection

DOPAMINE

- ▶ Excitement and Reinforcement
- ▶ Limited effect duration
- ▶ “What a rush!”



Happiness Chemicals and How to Hack Them



DOPAMINE

THE REWARD CHEMICAL

- Completing a task
- Doing self-care activities
- Eating food
- Celebrating little wins

OXYTOCIN

THE LOVE HORMONE

- Playing with a dog
- Playing with a baby
- Holding hands
- Hugging your family
- Giving compliments

SEROTONIN

THE MOOD STABILIZER

- Meditating
- Running
- Sun exposure
- Walk in nature
- Swimming
- Cycling

ENDORPHIN

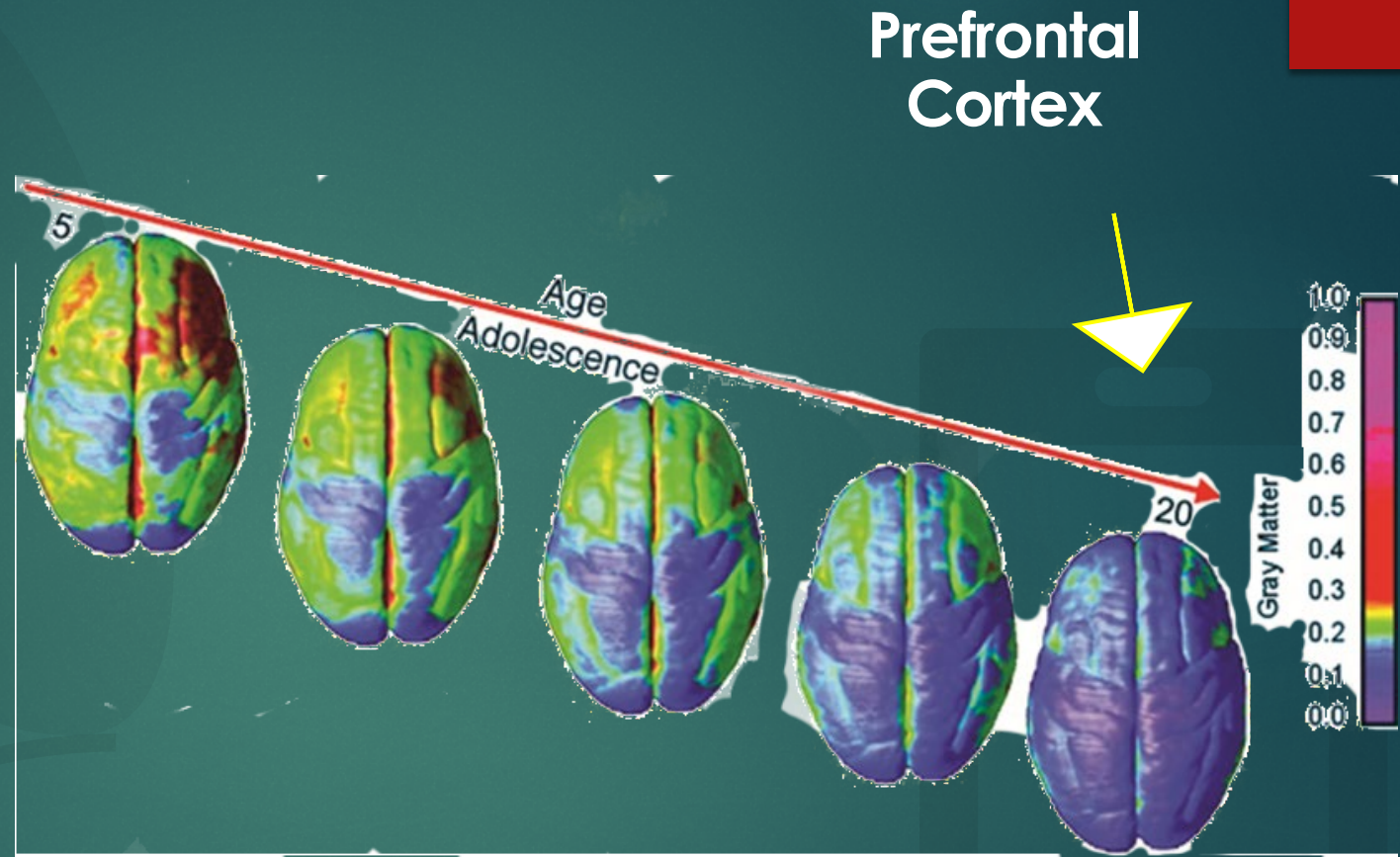
THE PAIN KILLER

- Laughter
- Essential oils
- Watch a comedy
- Dark Chocolate
- Exercising

How to hack happiness chemicals

Prefrontal Cortex

- Emotion regulation
- Decision making
- Problem solving
- Planning
- Reasoning
- Empathy



AGE

Graphic: Gogtay et al., 2004

Cognitive Distortions

emotional reasoning

all or nothing thinking

fallacy of fairness

over-personalizing

magical thinking

mind reading

negativity bias

catastrophizing

overgeneralizing

blaming/denying

labeling

COGNITIVE DISTORTIONS

Cognitive Distortions

- Chasing losses
- Attribution
- Systems
- Personification
- Superstitions
- Near miss beliefs
- Magical thinking
- Selective recall



Cognitive Distortions

Gambler's Fallacy

- Near miss influences next wager
- Seeking patterns where none exist
- Past performances as affecting present when independent
- Illusion of Control (I can influence the outcome if ...)
- Overestimate connection between own behavior and outcomes

Stimulates reward section (dopamine) of the brain



Prevention Mobile Sports Betting Ads

18+ **BeGambleAware.org**[®]







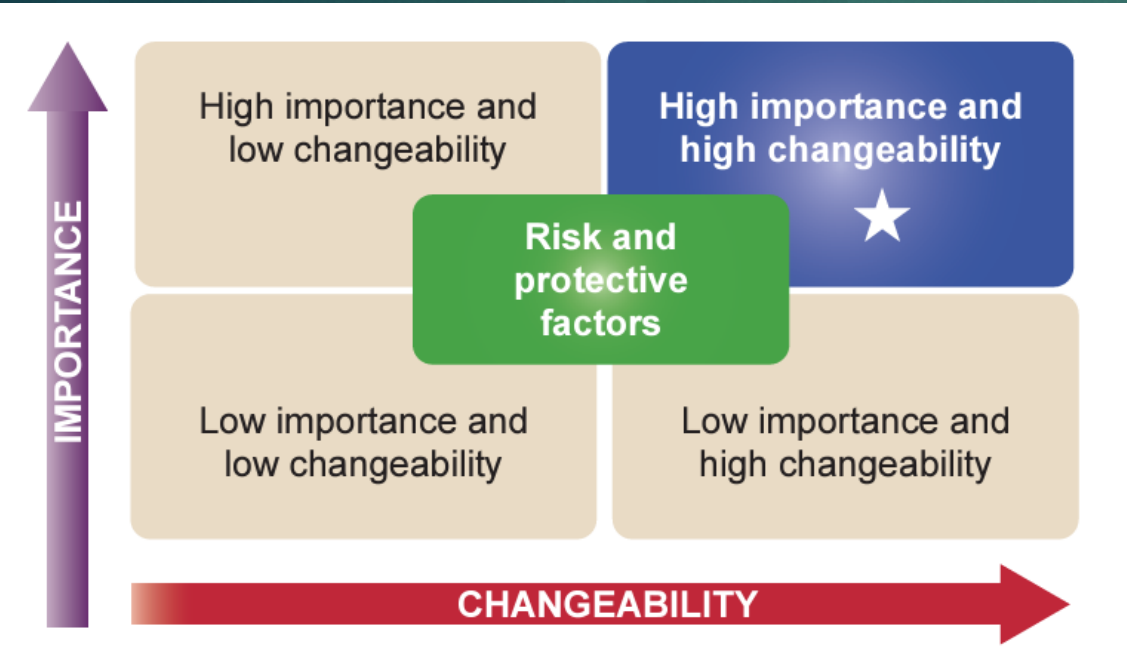
Some Theories & Frameworks



Evidence-based Practice



Socio- Ecological Model



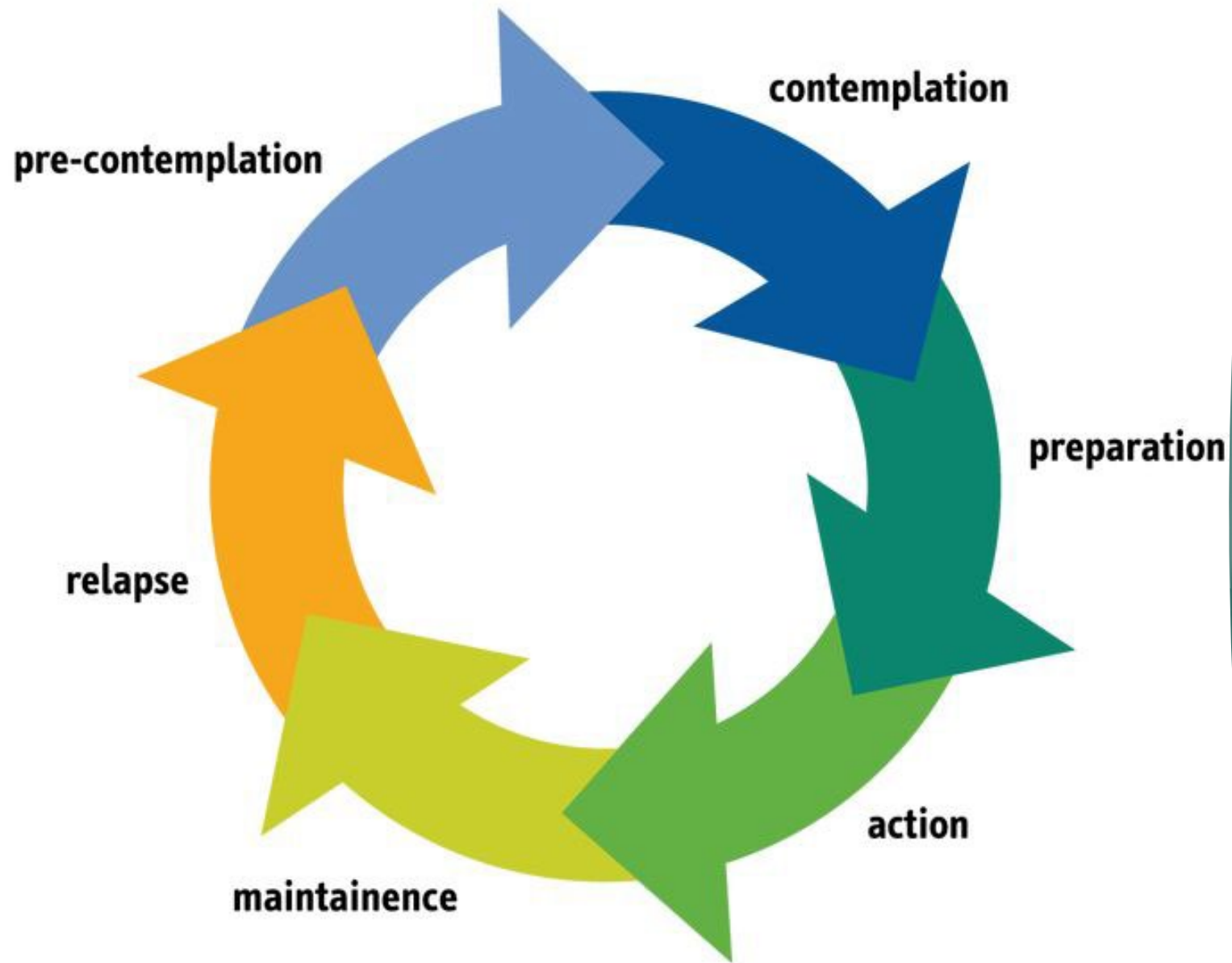
Risk & Protective Factors



Change

Ready
for
change?

HOW DO WE KNOW THE
COMMUNITIES AND/OR
INDIVIDUALS ARE READY
FOR SOME CHANGE?



Transtheoretical Model of Change
Prochaska & DiClemente

Transtheoretical Model of Change

Stages of Community Readiness



Stages of Community readiness

CTB.KU.EDU



Prevention requires:

TIME

Multiple Strategies

Multiple Domains

Information Dissemination					
Education					
Community Process					
Policy Change					
Alternative Activities					
	Individual	Peer	Family	School	Community

READY FOR CHANGE



ADAPT



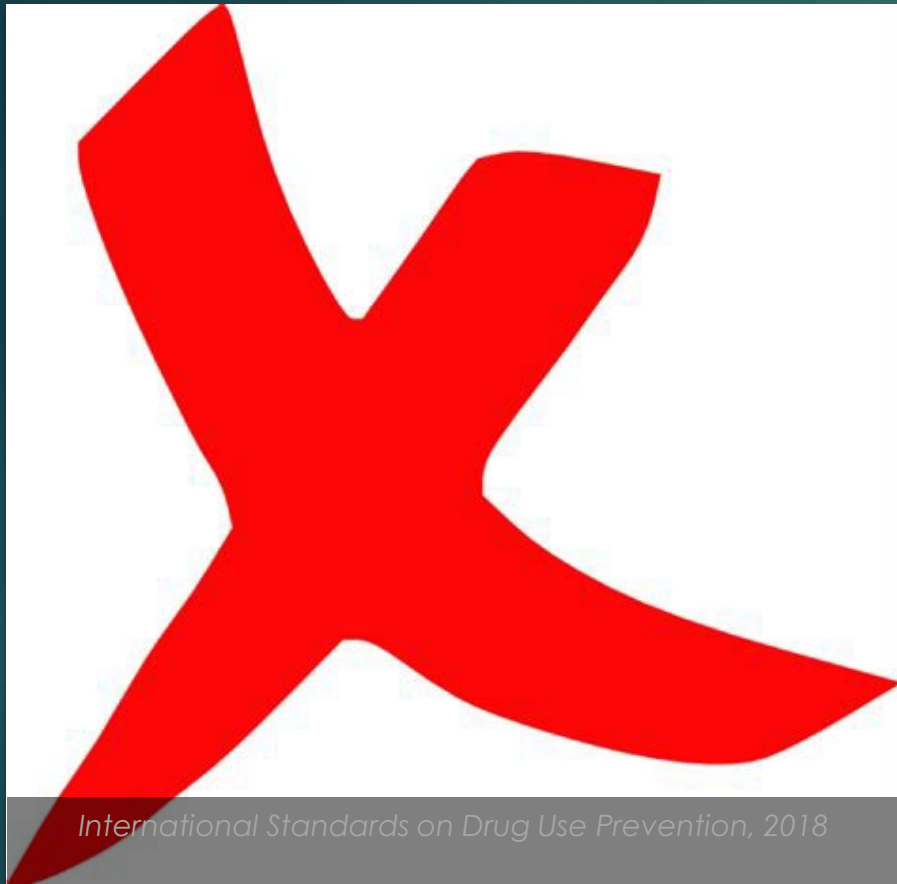
EVOLVE

How do
we
encourage
change?

Taking a page from SUD Prevention

What's NOT effective?

- ▶ ❌ Non-interactive methods as primary delivery
- ▶ ❌ Rely heavily on merely giving information, esp. fear-based
- ▶ ❌ Based on unstructured dialogue sessions
- ▶ ❌ Focus only on building of self-esteem & emotional education
- ▶ ❌ Address only ethical and moral decision-making or values
- ▶ ❌ With youth: Use those in recovery to provide testimony of personal experience



Taking a page from SUD Prevention

What IS Effective!

- ▶ Interactive
- ▶ Structured sessions over time
- ▶ Delivered by trained facilitator (also including trained peers)
- ▶ Providing opportunity to PRACTICE (e.g., coping / decision making)
- ▶ Changing perceptions of the risks associated with use, emphasizing the immediate consequences (get out of the prefrontal cortex)
- ▶ Dispelling misconceptions regarding norms



Prevention Options



- Statewide Public Awareness Prevention Campaigns
- Strategic Partnerships with operators, agencies, state or government, etc.
- Assist with gambling related public health policy development
- Collaborate with the academic community to understand determinants of problem gambling
- Education and awareness on self-exclusion and RG best practices
- Workshops, professional development, in-service education sessions (Lunch n Learn)
- Disseminate literature (digital or print)
- Radio, TV, social media and other types of PSA's
- Peer-to-peer support

Prevention Challenges

- Convergence of “Gaming” and “Gambling” activities in addiction research
- Many common features in terms of speed, aesthetics, and structure
- Both can create harm through excessive involvement
- Boundaries and blurred lines
- Lack of delayed gratification
- Gamblified gaming
- Gamified gambling
- Virtual currencies (crypto)
- Digital items (NFT's)
- Loot boxes as gambling







ECPG Resources Trading Cards [Get Help Now](#)

GET HELP TODAY

KEEP IT FUN GAMBLE RESPONSIBLY

Sports betting can be fun – but like anything that involves a good time, there can also be risks. When things feel out of hand, we're here to help.

[Get Help Now](#)

Get Help Now ✕

Call or text the 24-hour Helpline to get started.
1-800-547-6133

Or, chat with a specialist by clicking below

[Chat](#)

Scroll

Prevention Campaigns

Know the Risks

Ads for online gambling and sports betting make wagering online seem like all fun, all the time. But here's the real deal: There are risks with betting online that rarely get mentioned, so be alert.

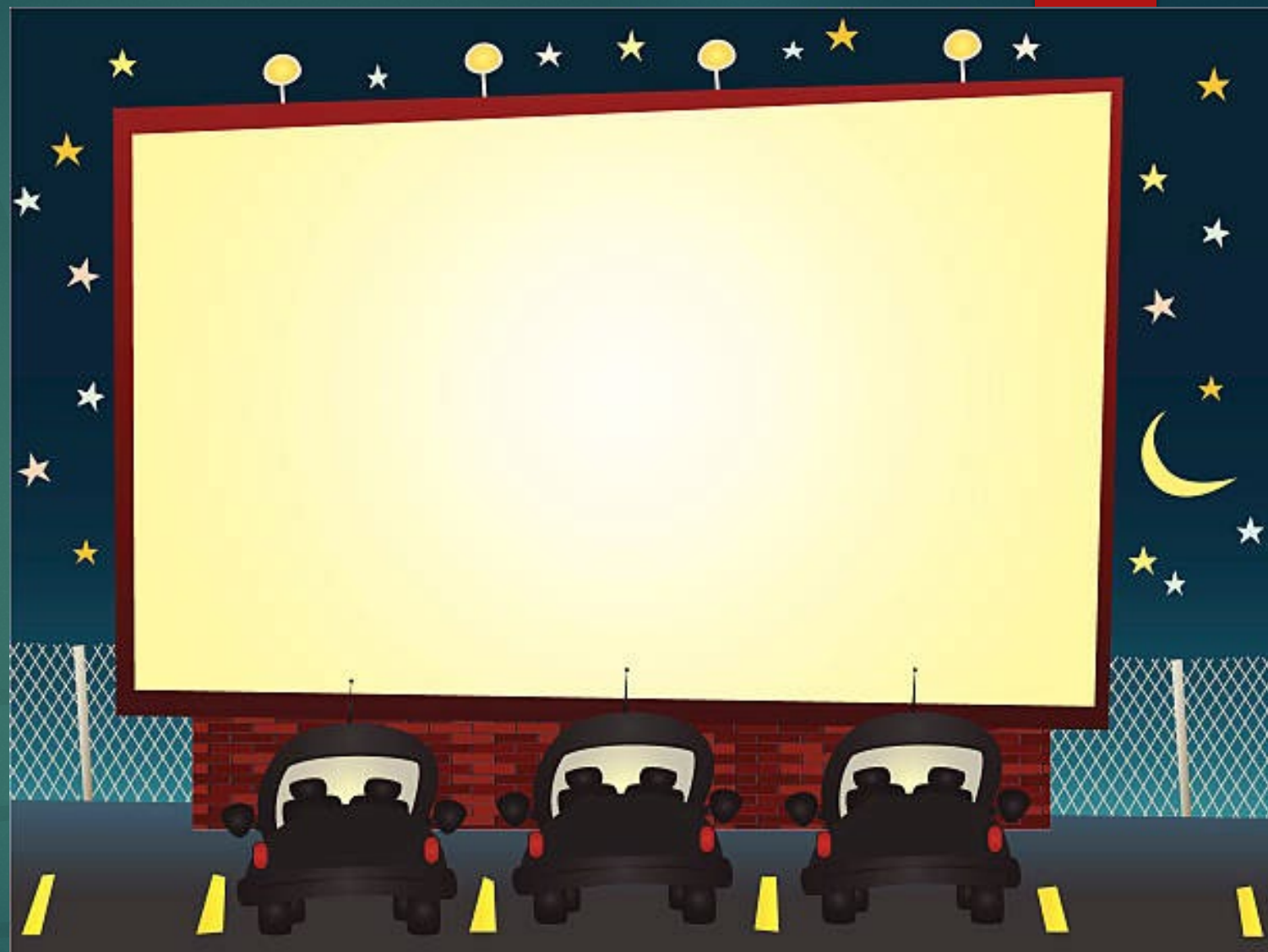


Prevention Mobile Sports Betting Ads

18+ **BeGambleAware.org**[®]

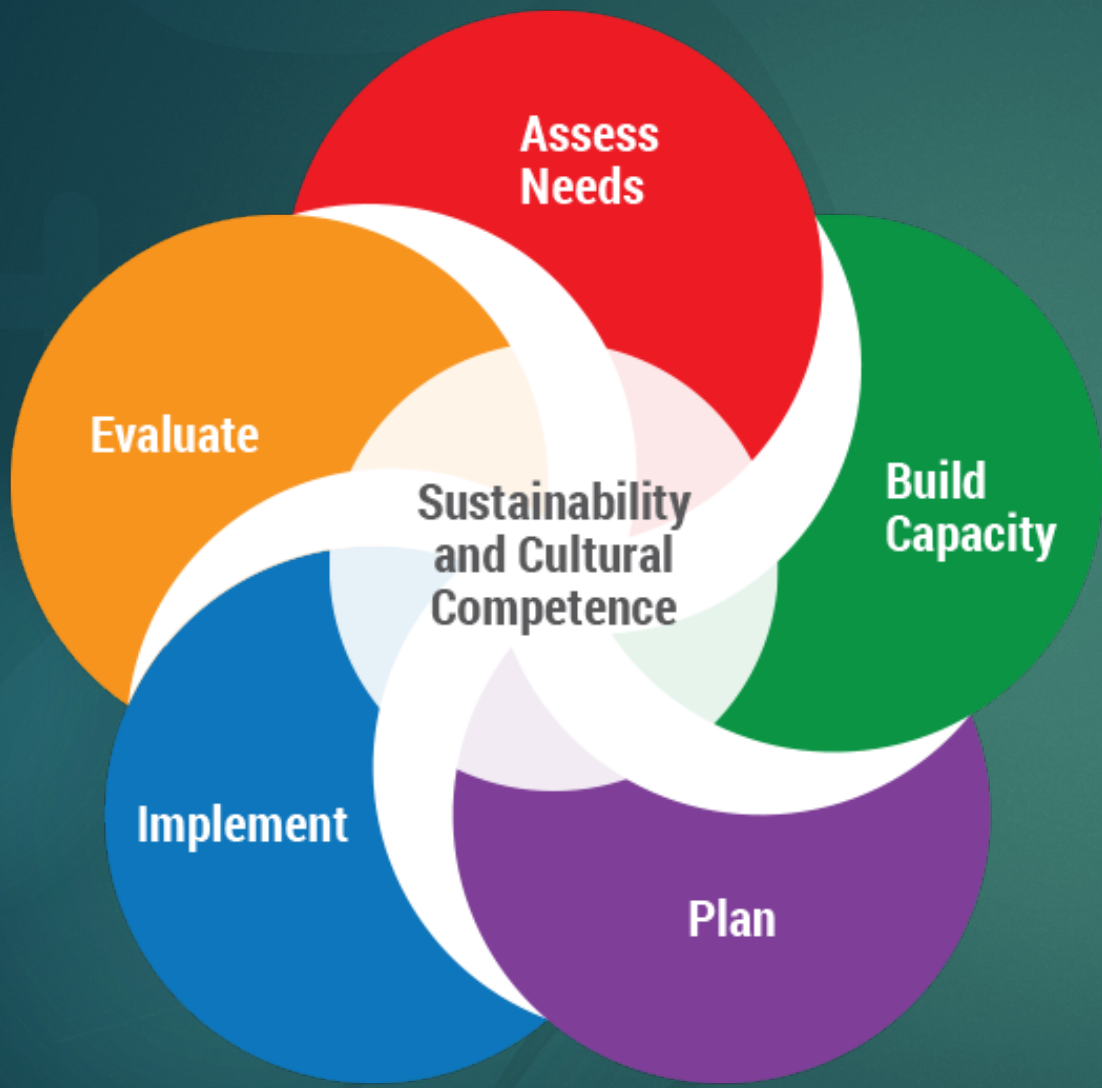


Don't Suffer Alone









Strategic Prevention Framework

(SPF)

WHY SPF?



Origin (SAMHSA):

- Substance Abuse & Mental Health Service Administration

Evidence-based process for community planning & decision making:

- SPF is required by several federal grants in USA
- SPF is the basis of many state and local programs
- SPF very applicable to gaming, gambling and other behavioral addictions

Complete guide:

- <https://www.samhsa.gov/resource/ebp/strategic-prevention-framework>

Strategic Prevention Framework (SPF)



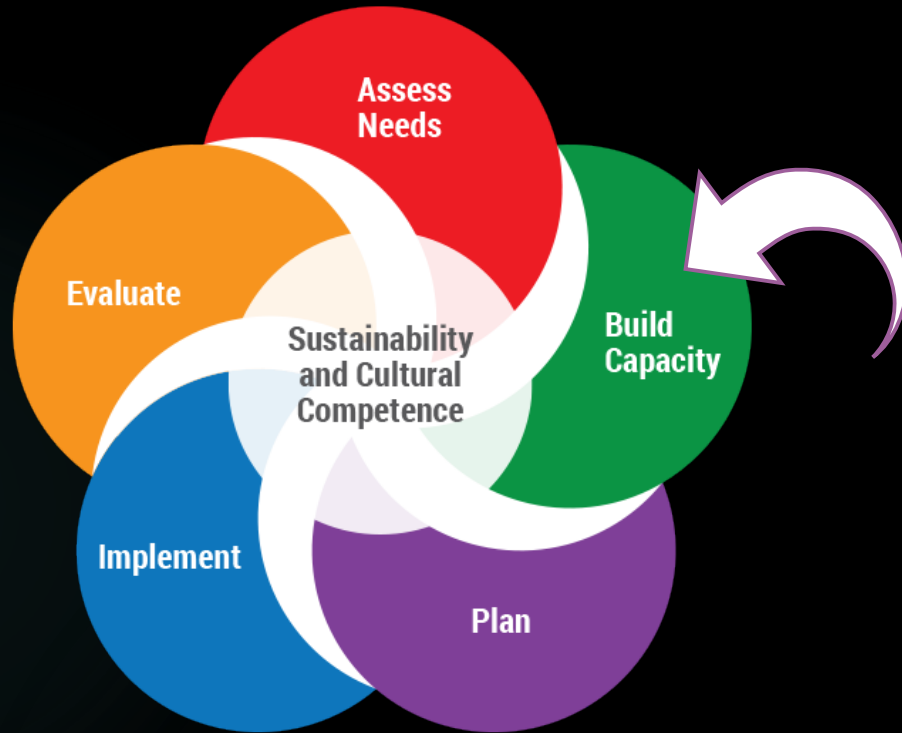
The SPF has 5 components:

1. Assessment
2. Capacity building
3. Planning
4. Implementation
5. Evaluation

Each component is crossed referenced by its underlying principles of:

- Sustainability
- Cultural Humility

1. Assess Needs



Strategic Prevention Framework (SPF)



Assessment

- Identify Community Needs
- Conduct a resource assessment
- Determine the community's readiness

Identify Community Needs

▶ **Define** the Community

- ▶ What “place” or people do you want to address?

▶ **Community History**

- ▶ What were the major events?
- ▶ What are the unique conditions?
- ▶ What has shaped your community’s culture?

▶ **Demographic** information (who are we?)

- ▶ Cultures? Migrants?
- ▶ Age? Gender? Education?
- ▶ Socio-economics?
- ▶ Weather?

▶ **Collect data on core indicators:**

- ▶ Problems & consequences
 - ▶ (legal (arrests), health, (tx admissions))
- ▶ Consumption & Promotion (advertising)
- ▶ Availability & Access
- ▶ Attitudes, Norms & Acceptability (parental attitudes)



Conduct a Resource Assessment

A resource assessment describes current resources you have available in your community to address the problem



Resources can be:

- Monetary (\$)
- Existing prevention initiatives
- Potential and/or current partnerships
- Programs and services

Determine Community Readiness

What is Community Readiness?

- The degree of support for, or resistance to, identifying a problem (such as substance use and abuse) as a significant social problem in a community¹
- The extent to which a community is adequately prepared to implement a (drug abuse) prevention program²

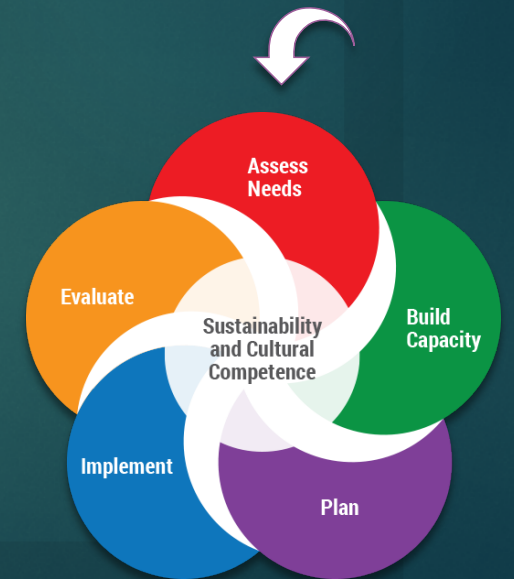
Why is it important to assess readiness?

- **Prevention initiative will fail** if introduced before a community is ready
- Prevention initiative may be insufficient if the problem has bolted passed the prevention stage where stronger interventions are required



Determine Community Readiness

Stages of Community Readiness



Determine Community Readiness

Stages of Community Readiness (what does this mean?)

Stage 1: Community tolerance (no knowledge)

Stage 2: Denial (not a problem here)

Stage 3: Vague awareness (nothing being done)

Stage 4: Pre-planning (leaders know but no plan yet)

Stage 5: Preparation (information is available)

Stage 6: Initiation (info available, pilot programs)

Stage 7: Initialization/Stabilization (programs implemented AND supported)

Stage 8: Confirmation/Expansion (building on exiting programs and piloting new ones)

Stage 9: Professionalization (knowledge exists, programs implemented targeting all pertinent populations)



A few KEY data Sources



A few KEY data sources

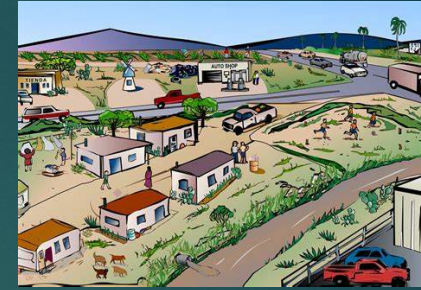
Gaming disorder prevalence research:

- World Health Organisation (WHO)
 - International Classification of Disorders (ICD-11)
- Academic journals
- Government publications
 - Your State or area's Risk Behavior survey data (screen time/gaming questions)
 - Behavioral Risk Factor Surveillance System (BRFSS)
 - County Health rankings www.countyhealthrankings.org

What does YOUR community look like?

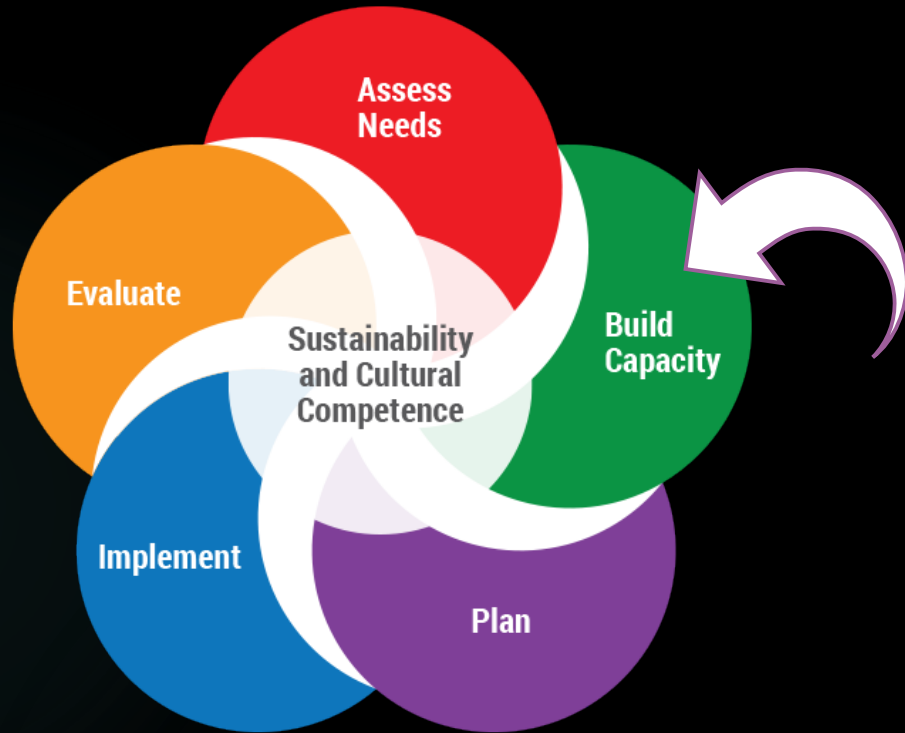


Reflect on what
you've heard
about video
gaming in your
community.



Keep that in mind
as we move
through the
material.

2. Capacity Building



Strategic Prevention Framework (SPF)

Building Capacity

Developing the resources and readiness within a community to support the prevention programs, policies, and strategies they to implement

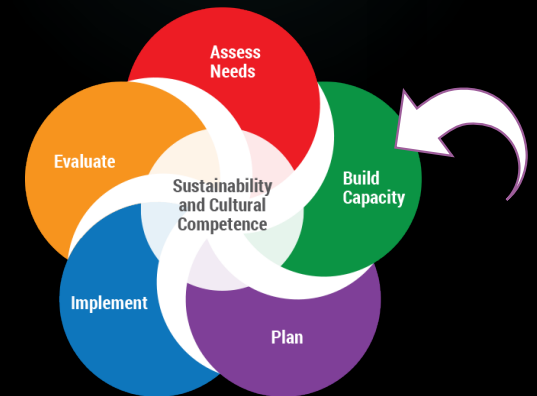


Capacity Building includes:

- **Increasing** the availability of fiscal, human, organizational and other **resources**.
- Raising **awareness** of the problems
- **Partnerships and collaborations**
- **Professional development** of prevention staff

SPF

Capacity Building



Partnerships & Collaborations

Partnerships are often cultivated through a community coalition

- Why are coalitions effective?
- Why is it important to engage multiple stakeholders?

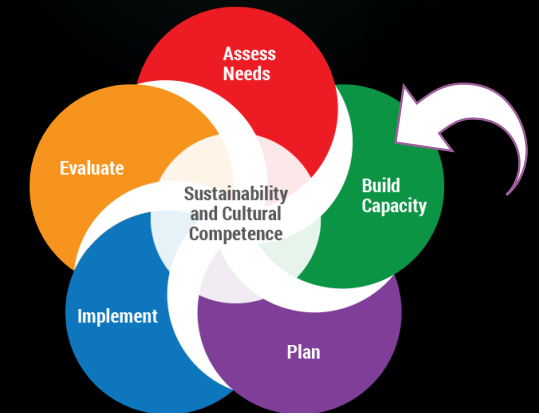
Forming coalitions:

- Determine if a new coalition is needed
- Brainstorm ideas about potential members
- Determine staffing, budget, and resources
- Invite people to join
- Clarify expectations
- Create a mission statement
- Define goals and objectives



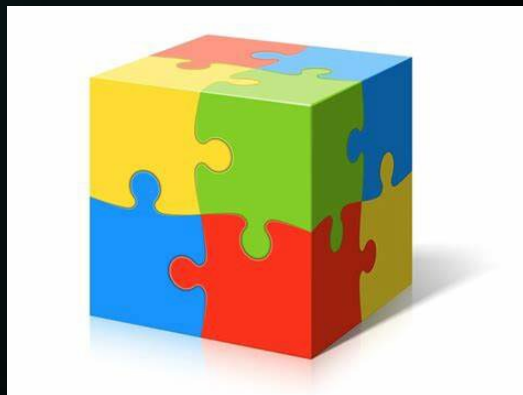
SPF

Capacity Building



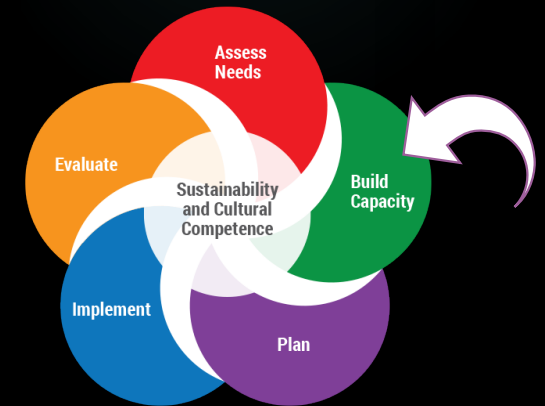
The “12 Sectors”

It is very important to have representation from as many stakeholders as possible across as many sectors as possible.



Often, cross-sectoral collaborations and partnerships are a requirement for several grants (local, state, federal)

SPF Capacity Building



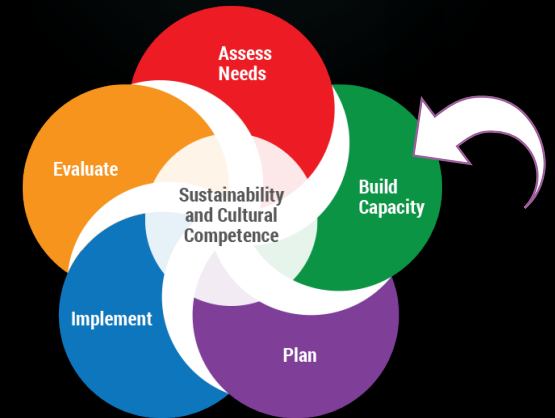
The “12 Sectors”



1. Business
2. Civic
3. Education
4. Faith
5. Government
6. Health Care
7. Judicial
8. Law Enforcement
9. Media
10. Non-Profit
11. Parents
12. Youth

SPF

Capacity Building



3. Planning



Strategic Prevention Framework

(SPF)

SPF Planning



Planning

- Analyze problem
- Create a problem statement
- Prioritize solutions

SPF Planning



Develop a Strategic Plan

- Create a Problem Statement
- Work with a Logic Model
- Identify Strategies
- Establish a Timeline

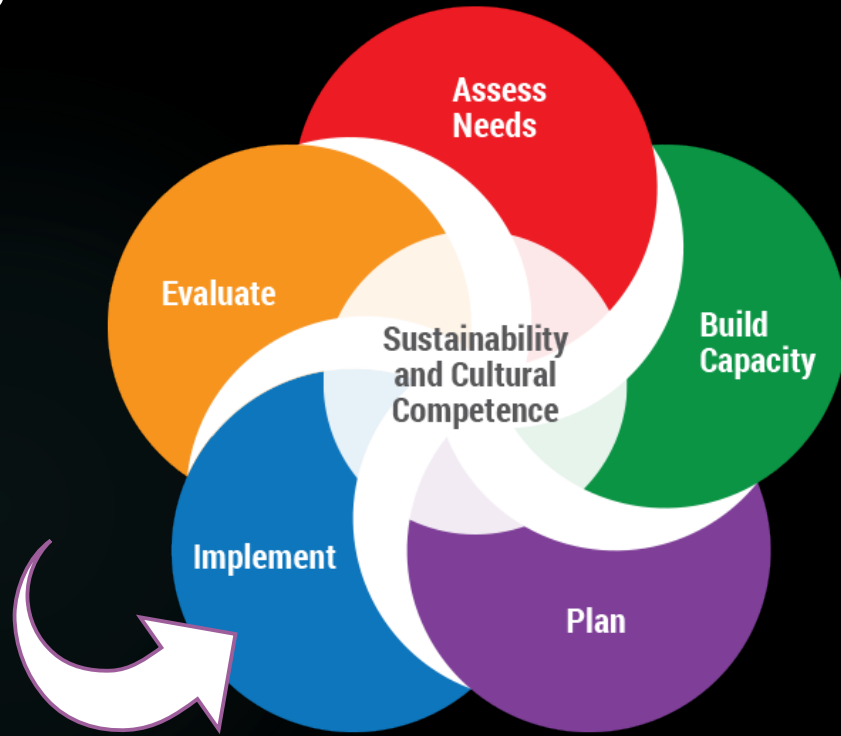
SPF Planning



Prioritize Solutions (we can't do it all)

- How important is it?
- Is it feasible? Changeable? Do-Able?
- Are there others in the community already working on this?
- What is our community readiness to work on this?
- What resources do we have?

4. Implementation



Strategic Prevention Framework (SPF)

5. Evaluation



Strategic Prevention Framework

(SPF)

SPF Evaluation

Evaluation Protocol



- Evaluate strategy efforts (process) and outcomes
- Set evaluation plan prior to implementation
- Use both quantitative and qualitative indicators

SPF Evaluation



Evaluation Protocol



Process Evaluation

- Documenting program **implementation**

Outcome Evaluation

- Documenting **effects** that you expect to achieve **after** the program is implemented

Strategies

Strategy 1

Strategy 2

Strategy 3

Process
Evaluation

Cultural Agility

Sustainability



Crosscuts the SPF!

Strategic
Prevention
Framework

(SPF)

CULTURAL AIGILITY

(humility aka
(attunement))



Cultural AGILITY

(humility/attunement)

- Cross-cutting – integrate through ALL of SPF process
- Health disparities, trauma and systemic racism
- Higher rates of addictions among Black, Indigenous and other People of Color (BIPOC), LGBTQ+
- Include the target population in all aspects of prevention planning (*nothing about us without us*)
- Stress the importance of relevant, culturally appropriate prevention approaches
- Employ culturally competent evaluators

How to integrate culturally attuned practices across the SPF

CULTURAL AGILITY

(humility aka
(attunement))



Assessment

- Identify sub-populations at risk of health disparities
- Solicit input from sub-population (be inclusive)

Capacity Bldg

- Build knowledge in cultural humility (be open)
- Develop partnerships with sub-populations

Planning

- Prioritize community representation in planning
- Identify and prioritize factors related to disparities

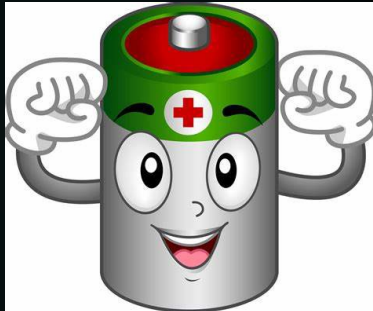
Implementation

- Implement prevention programs targeting those who are experiencing disparities

Evaluation

- Adapt and tailor evidence-based practices to be more culturally relevant

Sustainability



How to integrate Sustainability

- Engage partners who represent and work with identified sub-populations
- Sustain processes that have successfully engaged members of these populations
- Sustain programs that have produced positive outcomes for these populations







CADCA 7 Strategies for Change

CADCA: 7 Strategies for Change

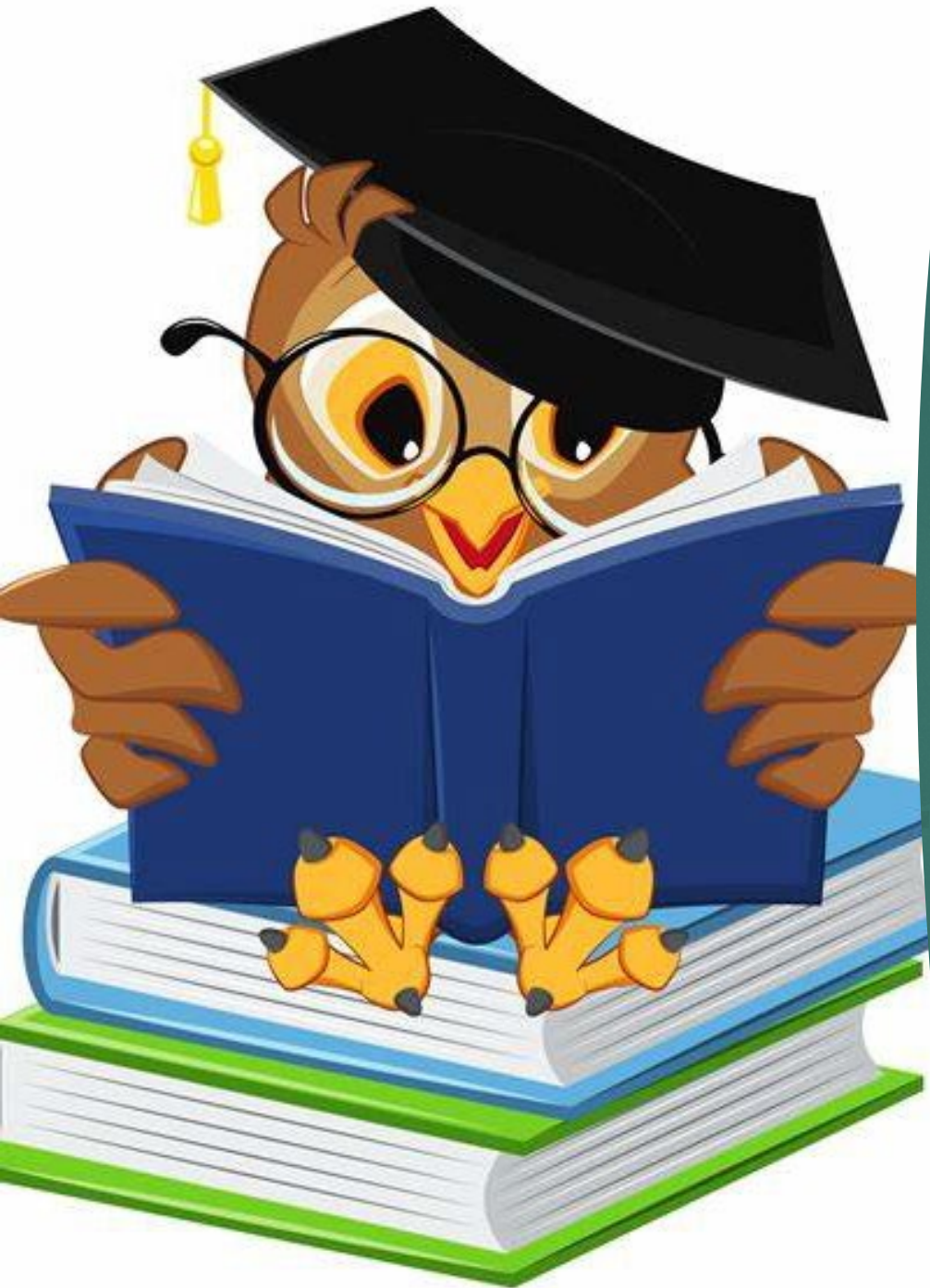
- ▶ 1. **Providing Information** Educational presentations, workshops or seminars or other presentations of data.
- ▶ 2. **Enhancing Skills** Workshops, seminars or other activities designed to increase the skills of participants, members and staff.
- ▶ 3. Providing **Support for Prevention** activities creating opportunities to support people to participate in activities/strategies that reduce risk or enhance protection.
- ▶ 4. **Enhancing Access/Reducing Barriers** Improving systems and processes to increase the ease, ability and opportunity to utilize those systems and services
- ▶ 5. Changing **Consequences** (Incentives/Disincentives) Increasing or decreasing the probability of a specific behavior that reduces risk or enhances protection by altering the consequences for performing that behavior
- ▶ 6. Changing **Physical Design**/Making Environmental Changes Changing the physical design or structure of the environment to reduce risk or enhance protection
- ▶ 7. Modifying/Changing/Developing **Policies** Formal change in written procedures, by-laws, proclamations, rules or laws with written documentation and/or voting procedures



1. Provide Information

- ▶ Parenting town hall on UA gambling
- ▶ Fact sheets on current gambling trends
- ▶ Presentations, workshops and seminars
- ▶ Public awareness ads





2. Enhance Skills

- ▶ Screening tools
- ▶ Financial & Gambling literacy
- ▶ Presentations, workshops and seminars
- ▶ Practice, practice, practice

3. Provide Support

- ▶ Creating opportunities to support people to participate in activities that reduce risk or enhance protection:
 - Art/Music therapy
 - Group counseling
 - Stress /Conflict management
 - Empowerment/Recovery programs



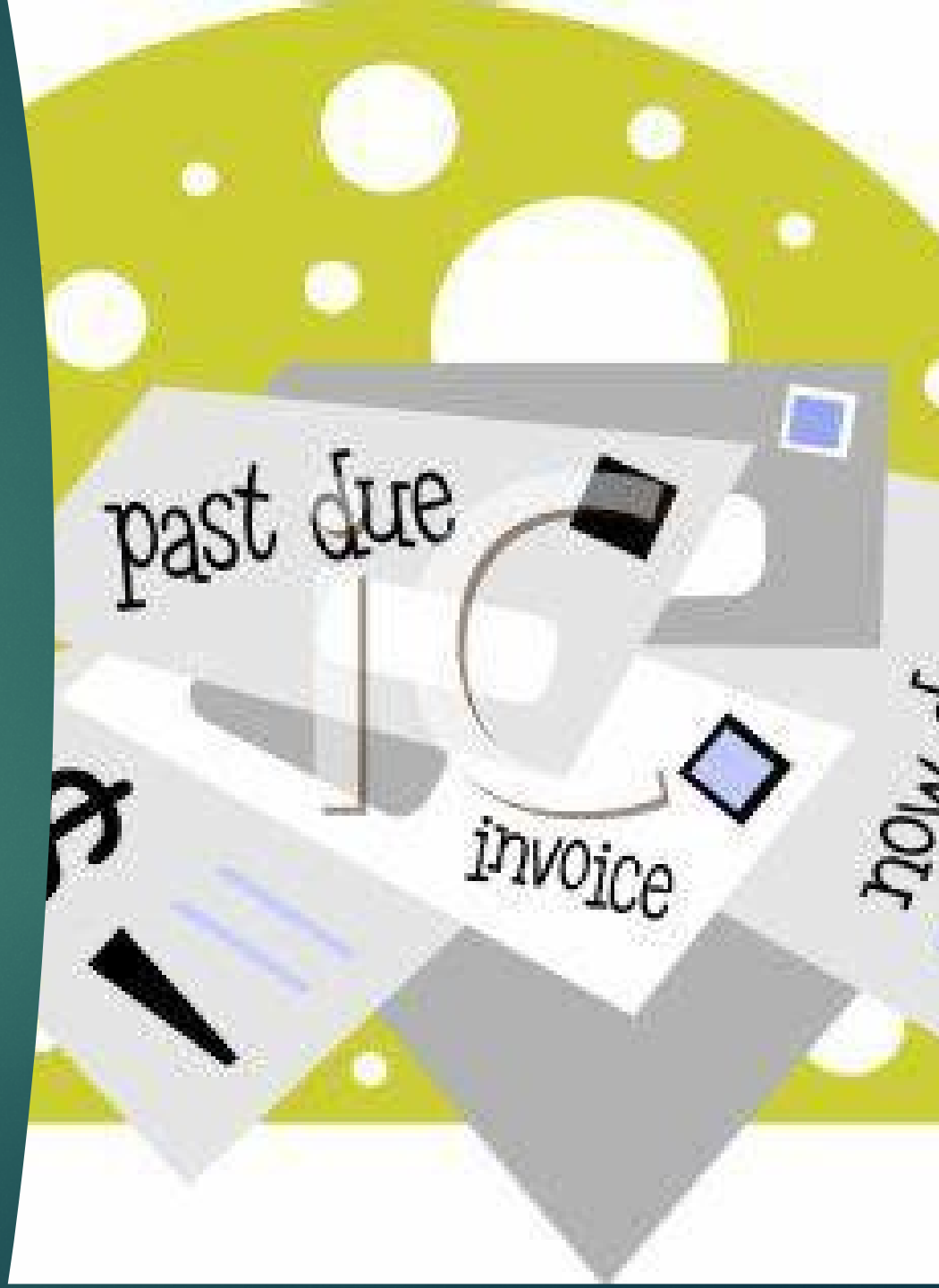


4. Enhance Access / Reduce Barriers

- ▶ Improving systems/processes to increase the ease, ability, and opportunity to utilize those systems and services.
 - ▶ **Accessible sessions for participants:**
 - ▶ Providing childcare, transportation
 - ▶ Providing in native language and / or providing translations
- ▶ Providing no-to-low-cost gambling help/ interventions for families

5. Change Consequences

- ▶ Increasing or decreasing the probability of a behavior by altering the consequences for performing that behavior.
 - ▶ No bail outs; do not lend money
 - ▶ Avoid enabling and excuse-making
 - ▶ Avoid creating triggering moments



6. Change Physical Design

- ▶ Changing the physical design of the environment to reduce risk or enhance protection.
 - ▶ Download gambling app blockers
 - ▶ Enroll in self-exclusion program(s)
 - ▶ Avoid the venues, locations, and triggering places
 - ▶ Distance from gambling friends
 - ▶ Attend GA in person
 - ▶ Engage in new hobbies, activities or pass times



7. Modify / Change Policies

- Formal change in written procedures, by-laws, proclamations, rules, or laws.
- Enact laws blocking gambling sites to minors (e.g., use age verification)
- Proactively support / fund prevention programming:
 - Percent from industry (similar to alcohol / tobacco)
- Government funding / grants
- Enact school / workplace policies & training.



POLICIES
AND
PROCEDURES!



Resources

- ▶ <https://evergreencpg.org>
- ▶ <https://oregoncpg.org>
- ▶ <https://www.cadca.org/resources-center/>
- ▶ <https://samhsa.gov/resource/ebp/strategic-prevention-framework>





Thank You
Masi
Gracias

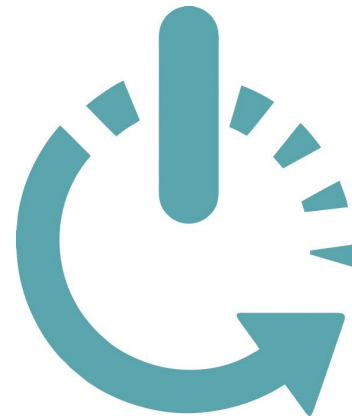
THANK YOU

Karen Hlady (she/her)

info@vigamingsupport.ca

<https://vigamingsupport.ca>

*Credit to Julie Hynes,
DraftKings Senior RG
Manager for initially building
this presentation*



**VI GAMING
SUPPORT**
RESET. REGROUP. RESTORE.