

Question:

In adolescents negatively affected by internet gaming disorder (IGD) how does early identification and intervention by a nurse compared with late identification and intervention affect a decrease in behavioral addiction?

Summary:

Internet gaming disorder was recognized as a potential behavioral addiction in 2013 by the American Psychological Association. Since then, gaming habits may have increasingly become pathologic and now, more dysfunctional behaviors in both children and adolescents may be seen. However, IGD has not been formally classified as a disorder, but it has been recognized for needing more research in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). IGD is considered as addictive gaming, video game misuse, and problematic gaming. There are several proposed criteria according to the DSM-5 for a potential IGD some of which include symptoms of withdrawal when unable to play video games, such as irritability or anxiety, excessive gaming despite negative consequences, and tolerance over time. Just recently the World Health Organization (WHO) officially recognized disordered gaming behavior as a mental health condition. According to the WHO, a symptom of gaming disorder is prioritizing gaming over other interests and activities. So how does a nurse's role effectively play into early identification of IGD and appropriate interventions to decrease behavioral addiction in adolescents? Because nurses focus on individualized care concerning each patient, they can better understand each patient's diverse needs. There are three different levels of interventions that nurses utilize. The first level, primary prevention, focuses on prevention and screening of the potential problem which in this case is problematic gaming. To achieve this, nurses assess gaming behavior in adolescents by simply asking relevant questions such as how the adolescent sees their relationships with their peers and families. Nurses can gather pertinent information by how the adolescent describes these relationships. Questions regarding the quality of sleep, depression, anxiety or ADHD can also help nurses evaluate potential IGD. Secondary prevention focuses on education regarding adolescents already at risk. This accomplished by the nurse educating families about the importance of setting appropriate household rules such as time restrictions and type of gameplay. Its important for nurses to provide helpful strategies to decrease screen time and encourage engagement and connections in the adolescents relationships. The nurse should report any concerning findings to healthcare providers for further appropriate interventions specific to that patient. The final level of interventions is tertiary prevention and this level consists of the nurse's support to the patient and their families. Since support is the main focus of the nurse, this is achieved by providing families support groups that can help in creating an environment where adolescents can be around other peers who share the same struggle with problematic gaming. Nurse's also share their support by continuing education and resources to the families.

Conclusion:

In conclusion, IGD needs further research and better understanding of how it affects children and adolescents. This has resulted in IGD not being officially diagnosed as a disease. However, because IGD is increasingly becoming problematic gaming and causing behavioral addiction in children and adolescents, IGD has warranted further extensive research in recent years. Symptoms of IGD have been regarded as potential and developmental threats for adolescents. Which further supports the idea that IGD can be regarded as behavioral addictions in

adolescents. Nurses can effectively evaluate and offer appropriate interventions because they offer individualized and specific care to their patients. They can work closely with adolescents and their families by creating interventions specific to the adolescent's needs. Nurses also have the advantage of working in multidisciplinary teams who are all involved in a patient's care to better serve them utilizing all resources available.

References

Primary Article:

Gallegos, C., Connor, K., & Zuba, L. (2021). Addressing internet gaming disorder in children and adolescents. *Nursing, 51*(12), 34–38.
<https://doi.org/10.1097/01.nurse.0000800088.75612.0f>

Secondary Article:

van den Eijnden, R., Koning, I., Doornwaard, S., van Gorp, F., & ter Bogt, T. (2018). The impact of heavy and disordered use of games and social media on adolescents' psychological, social, and school functioning. *Journal of Behavioral Addictions, 7*(3), 697–706.
<https://doi.org/10.1556/2006.7.2018.65>

Tertiary Article:

Sussex Publishers. (n.d.). *Video game addiction*. Psychology Today. Retrieved February 3, 2023, from <https://www.psychologytoday.com/us/basics/video-game-addiction?page=0>