



Department of Addictology

First Faculty of Medicine and General University Hospital in Prague
Charles University in Prague

Addictive behaviors: Prevention and treatment during COVID-19 epidemic



Roman Gabrhelík

Greetings

Thanks to



Webinare Outcomes

The attendees will be able to answer the following questions:

1. What target groups may be affected by the COVID-19 restrictions?
2. What types of risk behaviors call for attention of addiction professionals?
3. What steps to take to better the (post-)COVID-19 situation in our target groups?



We will talk about the current status of prevention of risk behaviors during the COVID-19 epidemic

Specifically, we will focus on:

- COVID-19 epidemic: Threat or opportunity?
- What can be done, how and by whom...
- Addiction institutional infrastructure
- Target groups affected by the COVID-19 restrictions
- Types of risk behaviors and what do we (not) know about them and the related risks
- Towards evidence-based decisions...
- Education and training prior, during (and after) the COVID-19 epidemic
- Q&A

COVID-19 epidemic: Threat or opportunity?

Case study of one country in Europe – lessons learned

COVID-19 epidemic: **Threat** or opportunity?

- **It did not begin with the pandemic and it will not end with the return of children to schools.**
- Many affected directly (death in the family, major changes in our lives...)
 - Saving lives
 - Reducing costs
- This is why societies apply strict regulations that affect our lives.
- During the Spring 2020 outbreak, it has been estimated that more than 1 billion of children worldwide were out of school or child care (Cluver et al., 2020).
- Key question: **Haven't we forgot about children?**



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Sure, we did - at least in the Czech Republic!



COVID-19 epidemic: World / Czechia

Place	Total number of cases	New cases (1 day *)	New cases (last 60 days)	Number of cases per 1 million people	Death
 Whole world	127 319 002	614 489		16 374	2 785 838
 Czechia	1 515 029	4 008		141 672	25 874

*Data from 28/3/2021

Source: [Wikipedie](https://en.wikipedia.org/wiki/COVID-19), [JHU CSSE COVID-19 Data](https://data.csis.jhu.edu/)
<https://news.google.com/covid19/map?hl=cs&mid=%2Fm%2F01mjg&gl=CZ&ceid=CZ%3Acs>



COVID-19 epidemic: World / Czechia

In Czechia, all schools were closed in reaction to COVID-19 outbreak twice in 2020:

- in March 11; the restrictions were slowly lifted by 20 April.
- in October 14; restriction continued until the end of November.

In 2021, distant schooling from:

- December 23, 2020, all grades except the 1st and 2nd grades.
- March 1, 2021, all grades in primary and secondary education.

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COVID-19 epidemic: Threat or opportunity?

- The COVID-19 outbreak and the unprecedented restrictions decreed by the governments in many countries **accentuated the negative trends of increased incidence of risk behaviors** and mental health in all target groups.
- However (**hopefully**):
- Important impulse for introducing and **speeding up positive changes** in prevention.
- **Improvement of** (school-based) prevention **policies and** prevention **interventions** focused on *rather unrecognized* risk behaviors.
- Further **strengthen** already functional **prevention infrastructure** in Czechia
 - Support the tendency to introduce *Prevention 4.0*
 - e.g., via the online platform *System of Records of Prevention Activities*



What can be done, how and by whom...

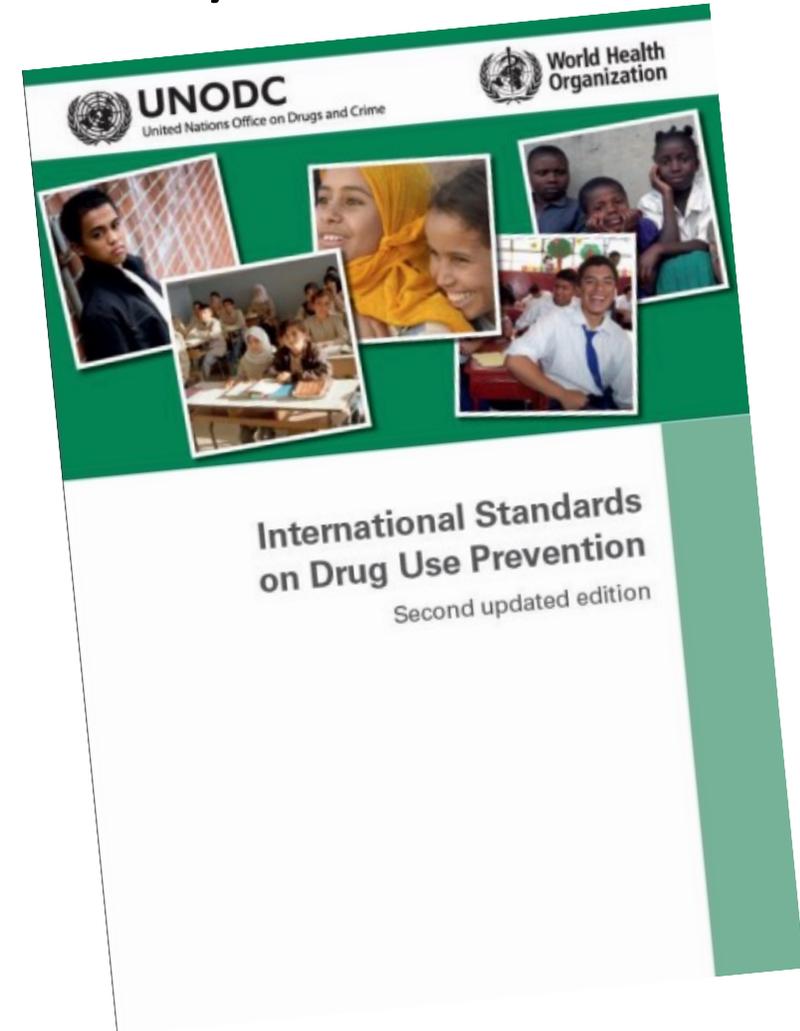
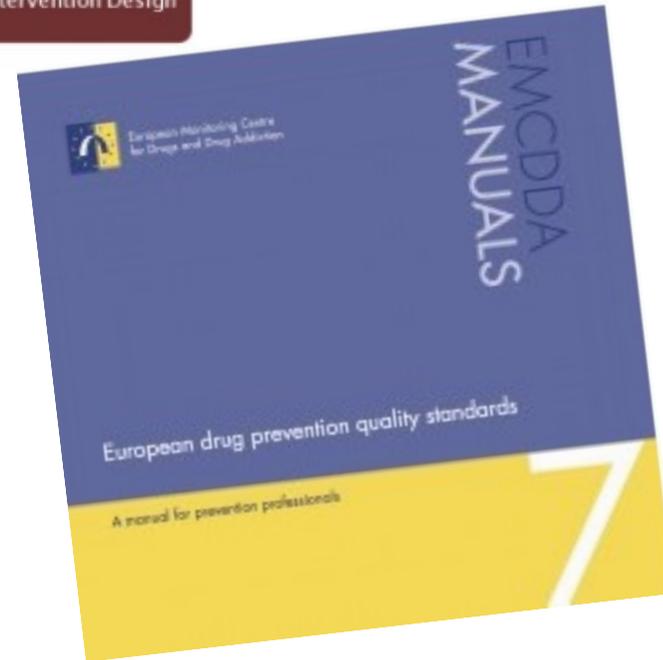
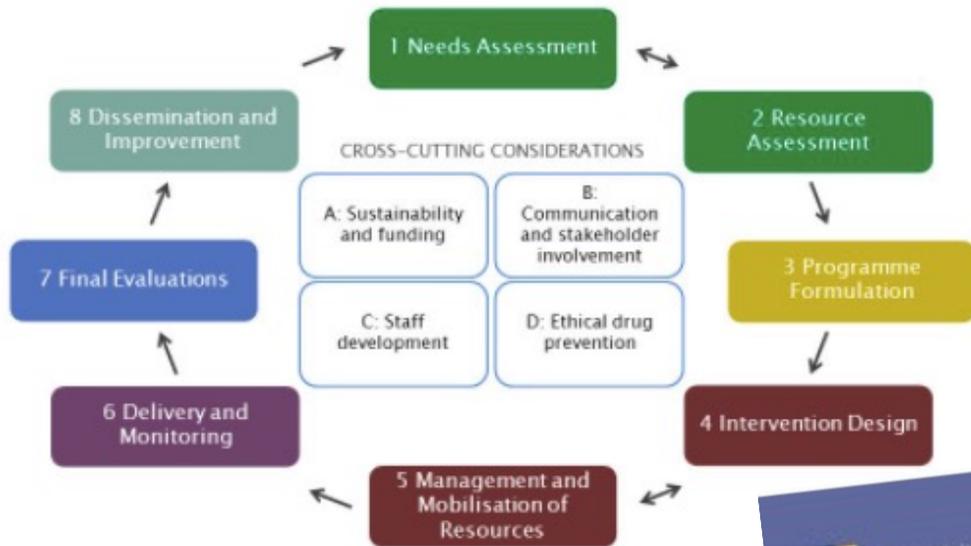
- A case study of the Czech Republic
- ...and what lessons can be learned?

What can be done, how and by whom...

- Better question: **What can I do and how can I contribute?**
 - **Let's not wait for them to do it.**
- 1. Sensitization – (Early?) problem detection
- 2. Research (providing evidence)
- 3. Sharing - Communicating the evidence
- 4. Translating research into practice
- 5. Implementing the interventions
- 6. Training the implementers

Can I do some of it or all?

Interventions meeting Quality Standards

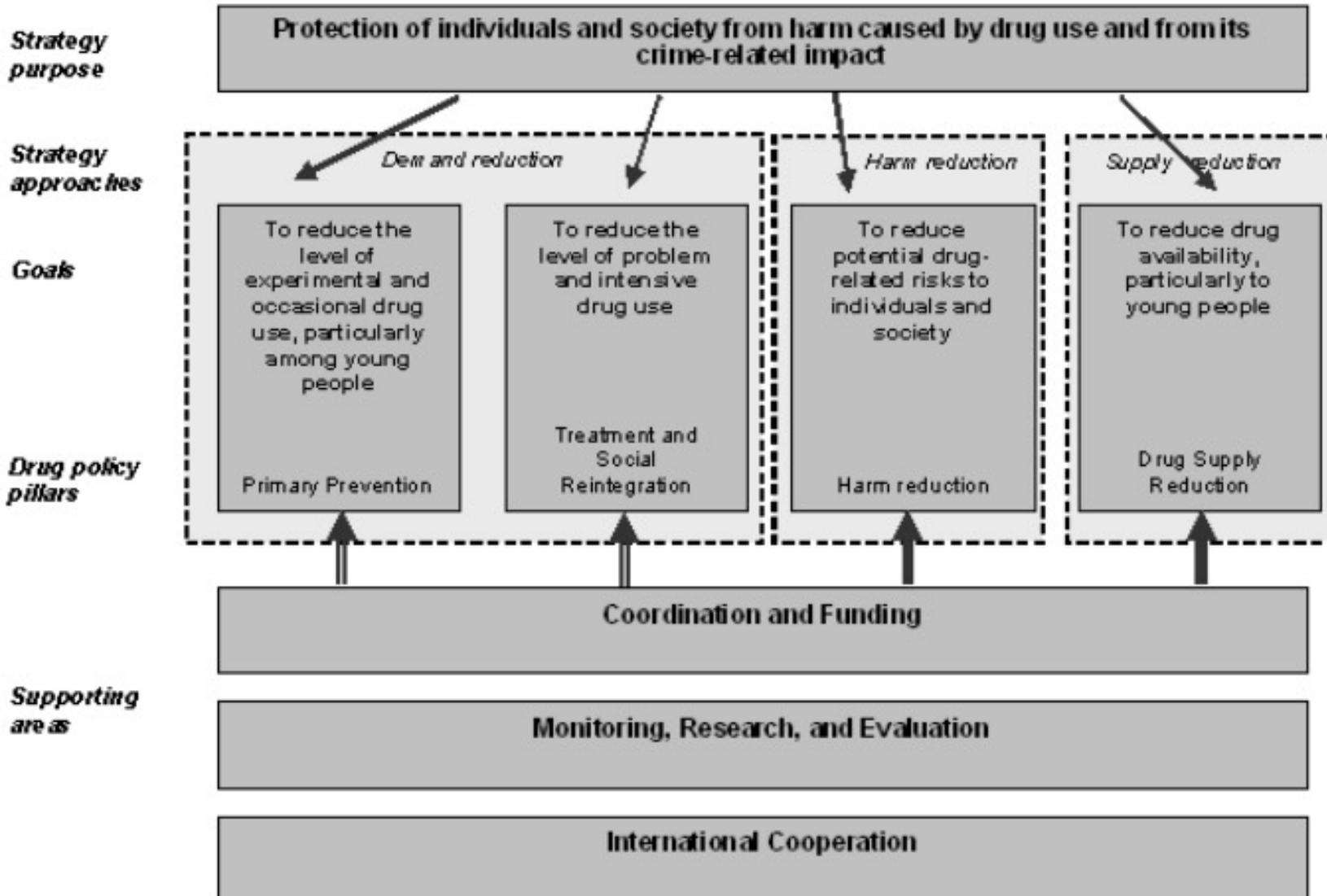


Addiction institutional infrastructure

- ...in the Czech Republic
- ...and globally 😊



The Czech drug strategy & treatment system



Type of programme

Out-patient medical psychiatric facilities

Out-patient non-medical facilities run by NGOs

Day-care facility for drug users

Registered medical doctors providing substitution

Substitution treatment provided by psychiatrists and GPs

Sobering-up stations

Drop-in centres and outreach programmes

Detoxification

Psychiatric hospitals for adults

Psychiatric wards in hospitals

Psychiatric hospitals for children

Other inpatient facilities with a psychiatric ward

Therapeutic communities

Specialised education facilities

Aftercare programmes

Detoxification in prisons

Substitution treatment in prisons

Departments for voluntary treatment in prisons

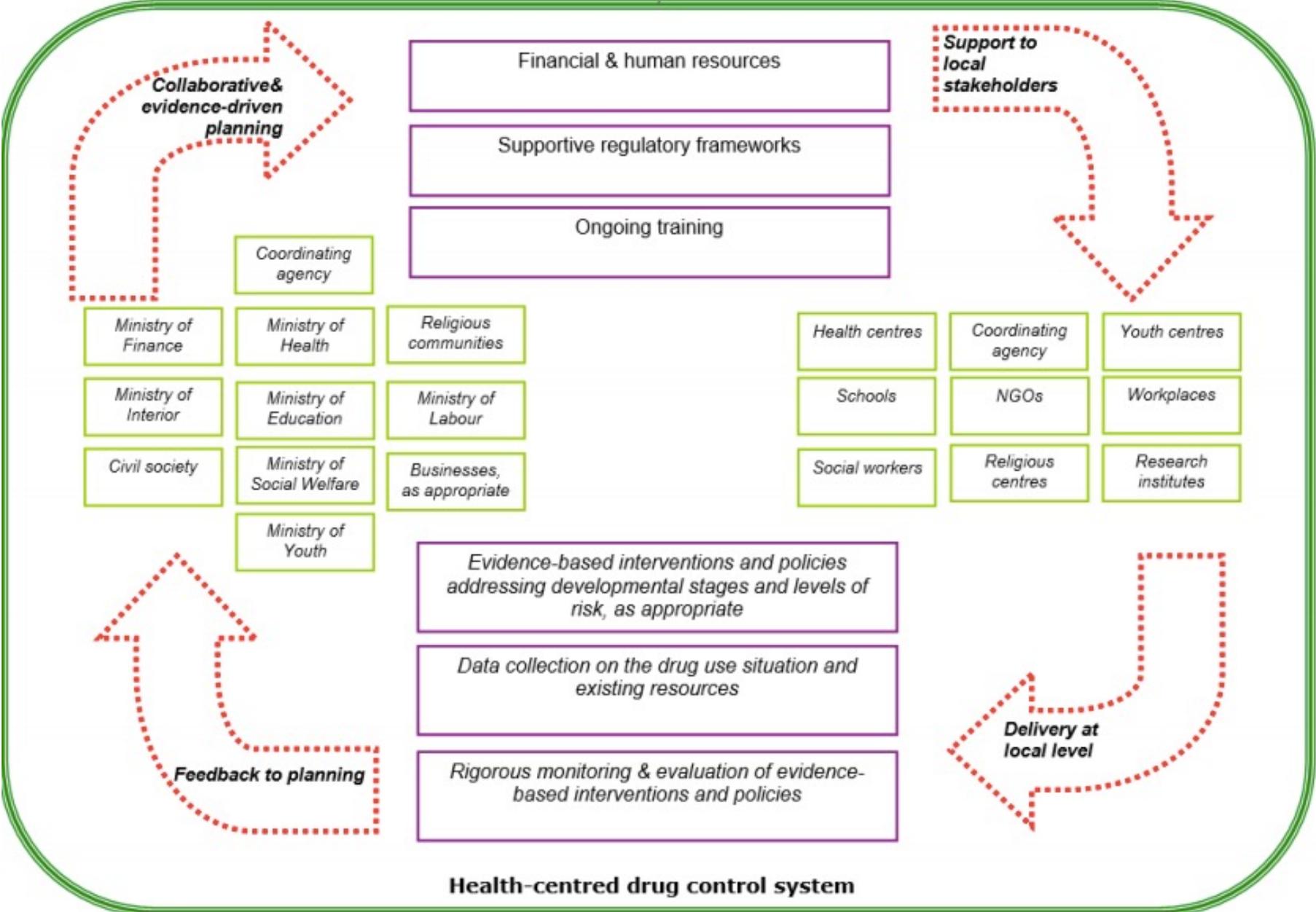
Departments for compulsory treatment in prisons

Drug-free zones in prisons

NGO programmes in prisons

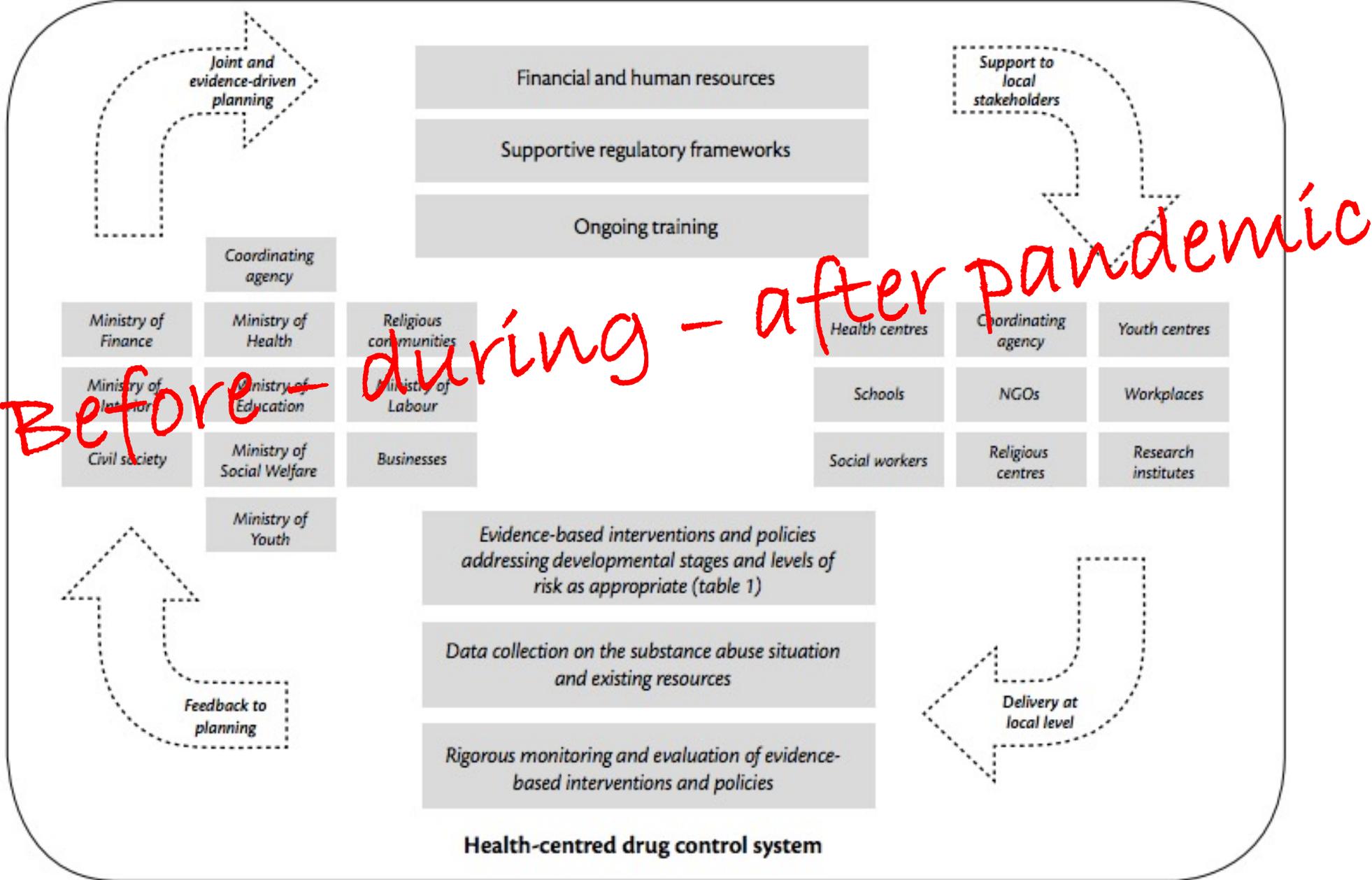


Organizational infrastructure of a drug prevention system



(Source: UNODC, 2015, p 37)

Organizational infrastructure of a drug prevention system

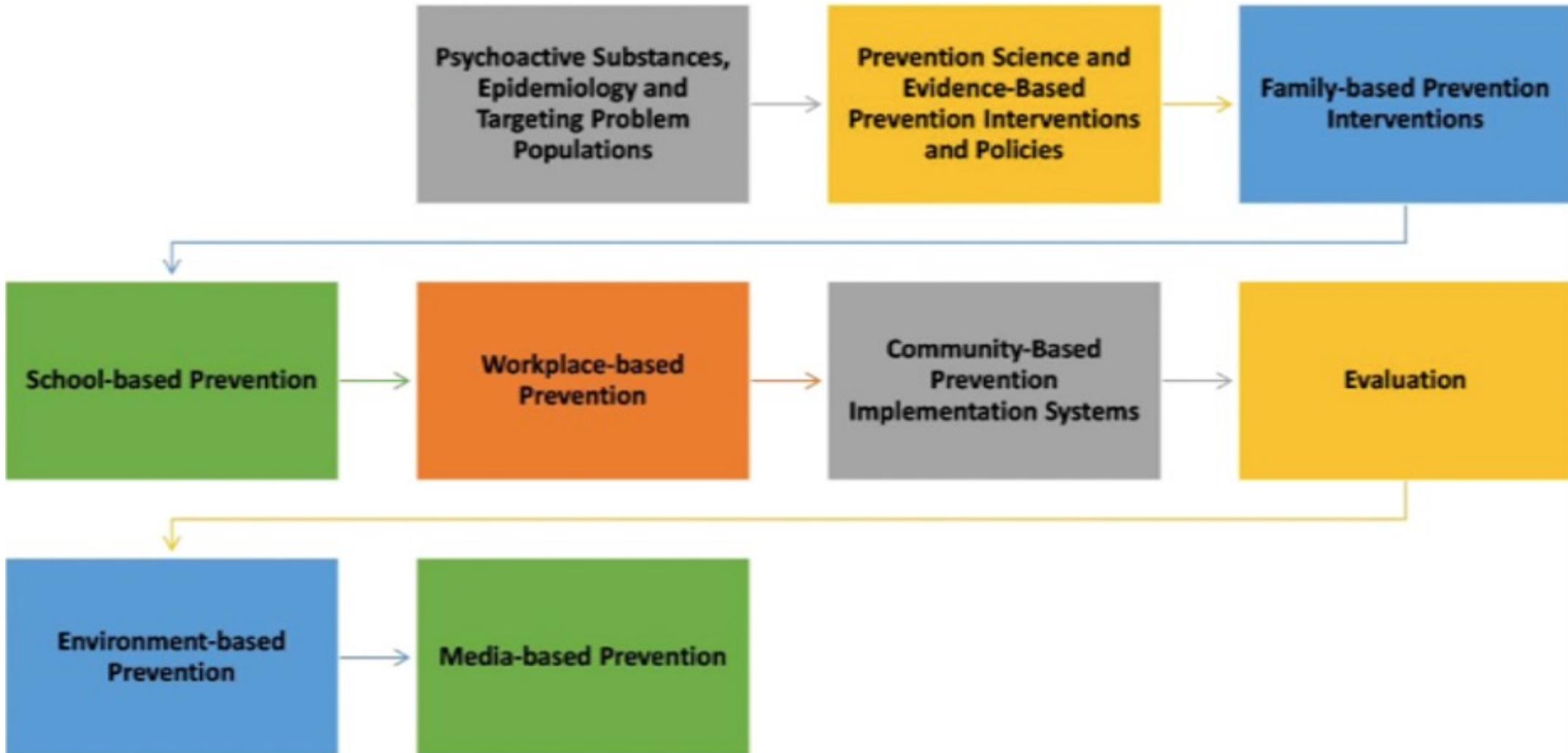


(Source: UNODC, 2015, p 59)

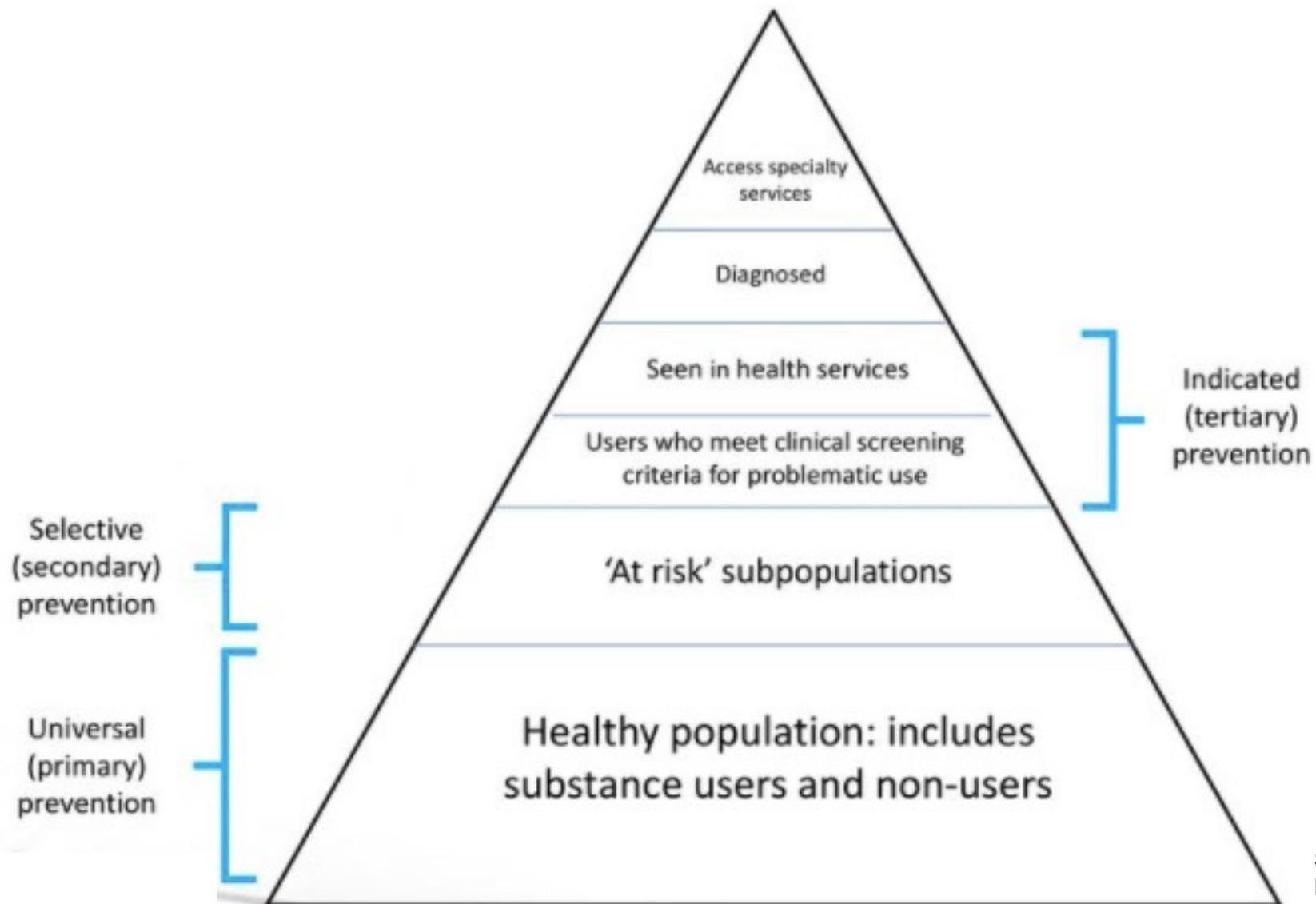
Target groups affected by the COVID-19 restrictions



Key areas in prevention: target groups vary in each one



Target groups



Source: Cameron Wild, Julie Bruneau, Benedikt Fischer, Evan Wood, 2017



School-based prevention target groups

Target groups

- Children and adolescents
- Parents
- Teachers
- Other school-related professions

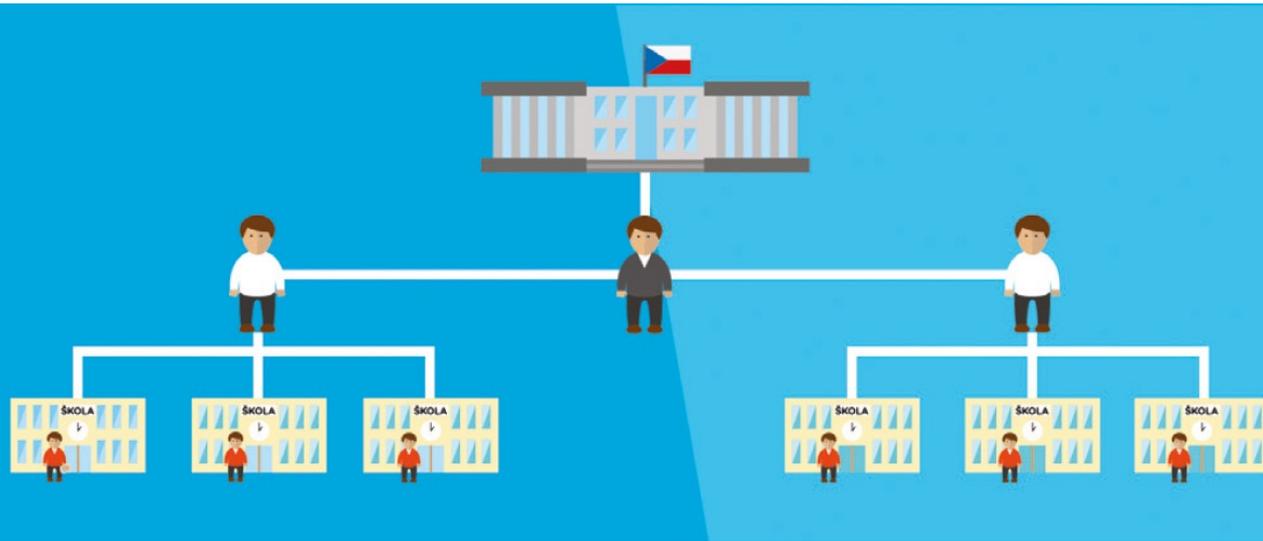
Providers

- Schools
- Prevention professionals
- School-related counselling centers
- Police
- NGOs
- etc.

Types of risk behaviors and what do we (not) know about them and the related risks

- One study as an example

Status and the needs in the field of school prevention of risk behaviors in the period of distant schooling



Online nástroj pro:

- ✓ Plánování
- ✓ Tvorbu preventivního programu škol
- ✓ Sběr a evaulaci dat
- ✓ Koordinaci systému

The icons include a checklist, a red prohibition sign over a syringe, a calendar page for 'ZÁŘÍ 20', and a network diagram with a central node and three peripheral nodes.

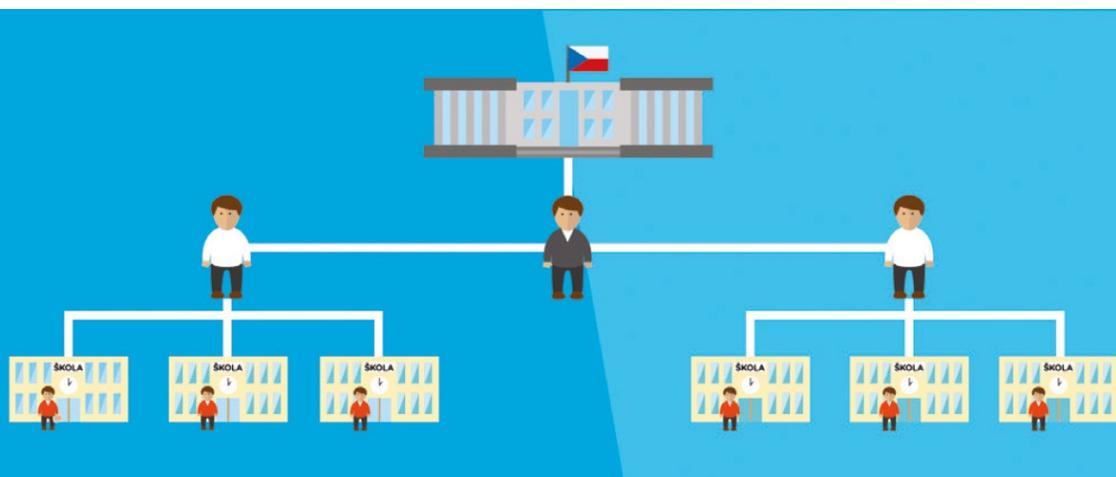
- **Implementation period:** 2 November - 30 November 2020 - output December 2020
- Conducted by: Department of Addictology, 1st Medical Faculty, Charles University and General Hospital in Prague, in cooperation with OSPRCH, Department of Psychology, PEDF, Charles University



Online systém evidence preventivních aktivit

- Large sample
- 1778 primary/secondary edu
- **(33% of all schools in the Czech Republic)**

System of Records of Preventive Activities

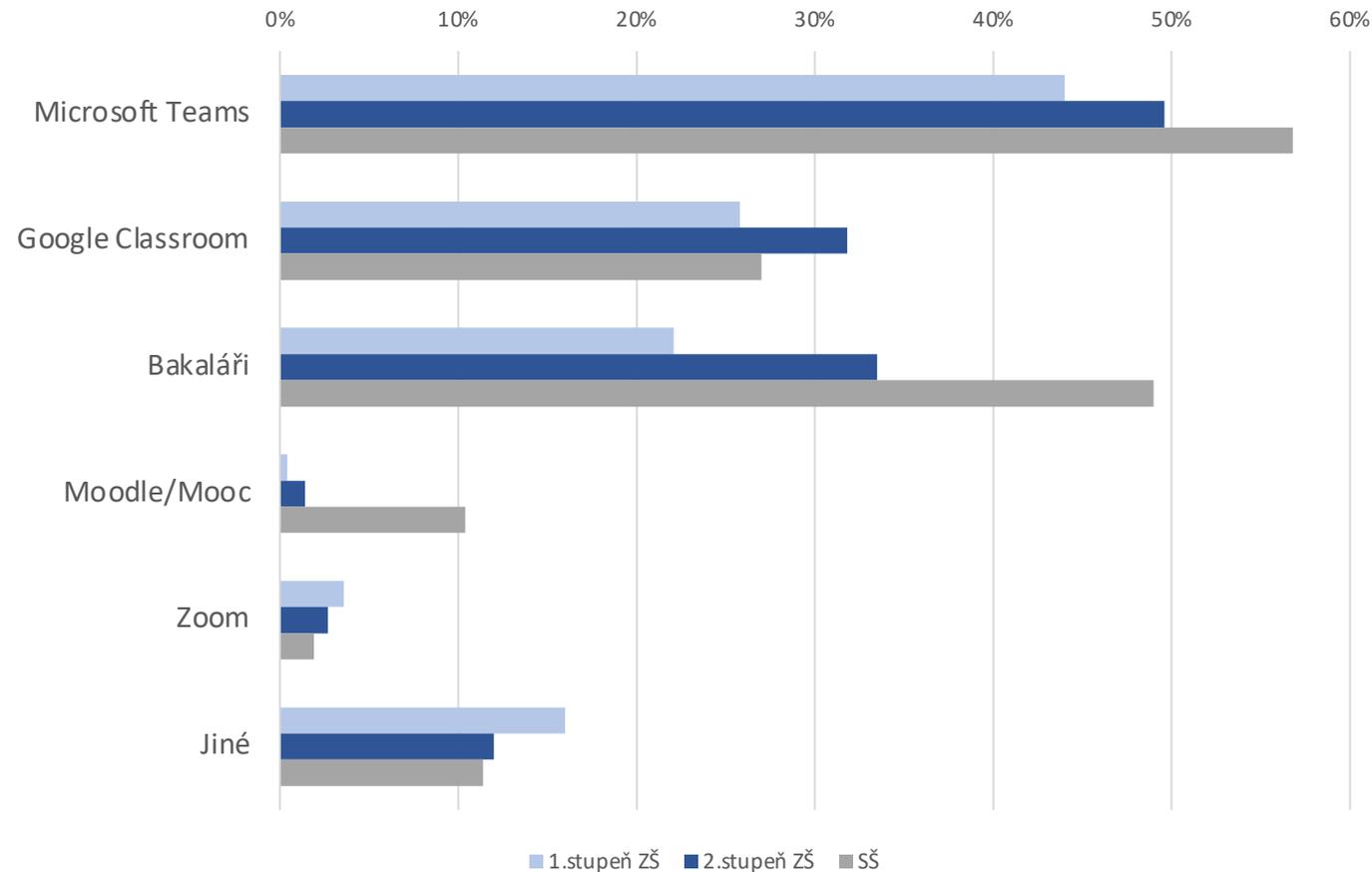


- It was launched in the school year 2014/2015,
- A nation-wide online platform that...
- provides the technical infrastructure needed to enter and record information about the implemented prevention interventions targeting all main types of risk behaviors in schools in Czechia.
- **Easy access to information** about school-based prevention on the:
 - Local
 - Regional
 - National levels

Online nástroj pro:

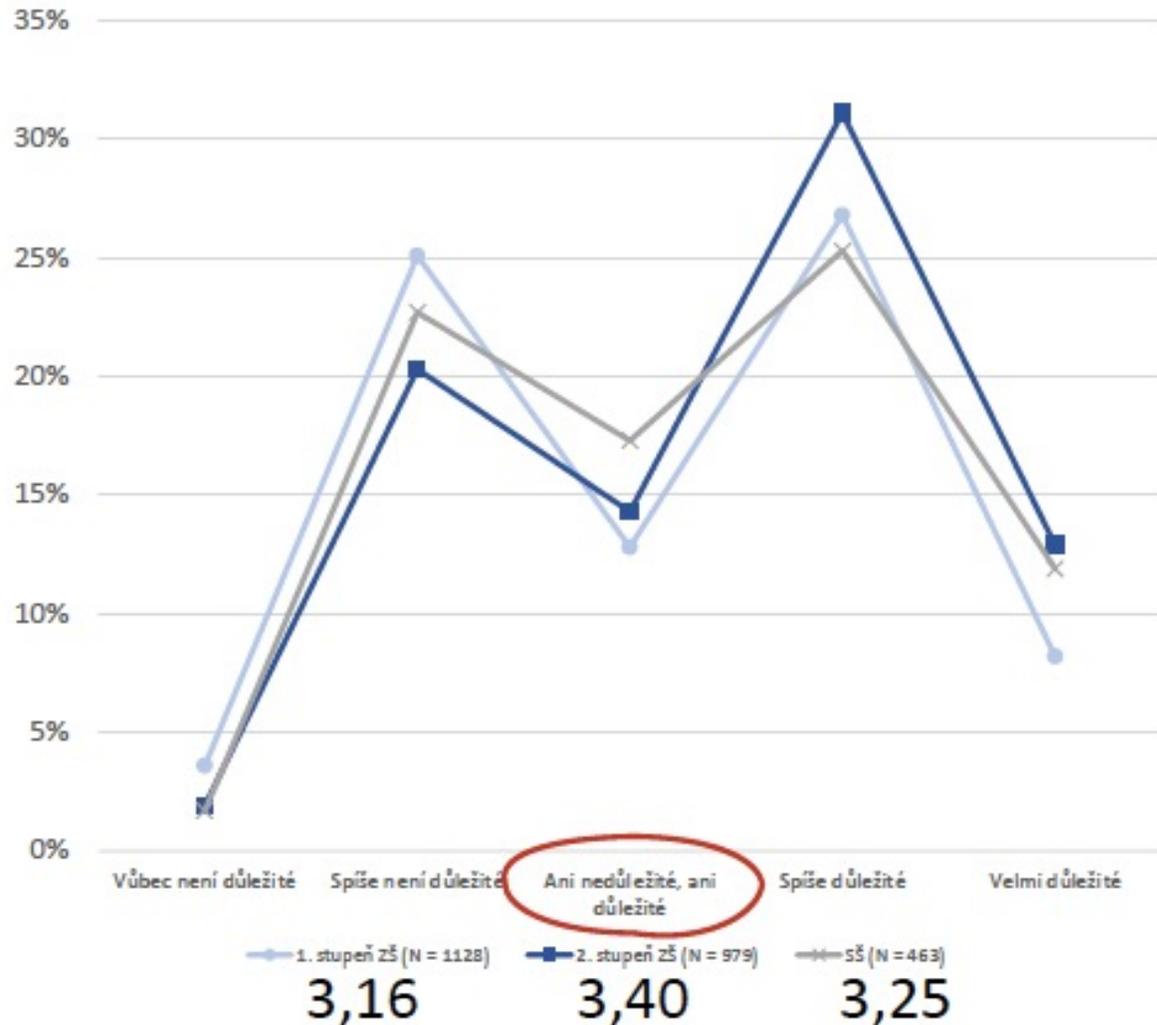
- ✓ Plánování
- ✓ Tvorbu preventivního programu škol
- ✓ Sběr a evaulaci dat
- ✓ Koordinaci systému

Readiness of the communication infrastructure for distant schooling and (online) prevention

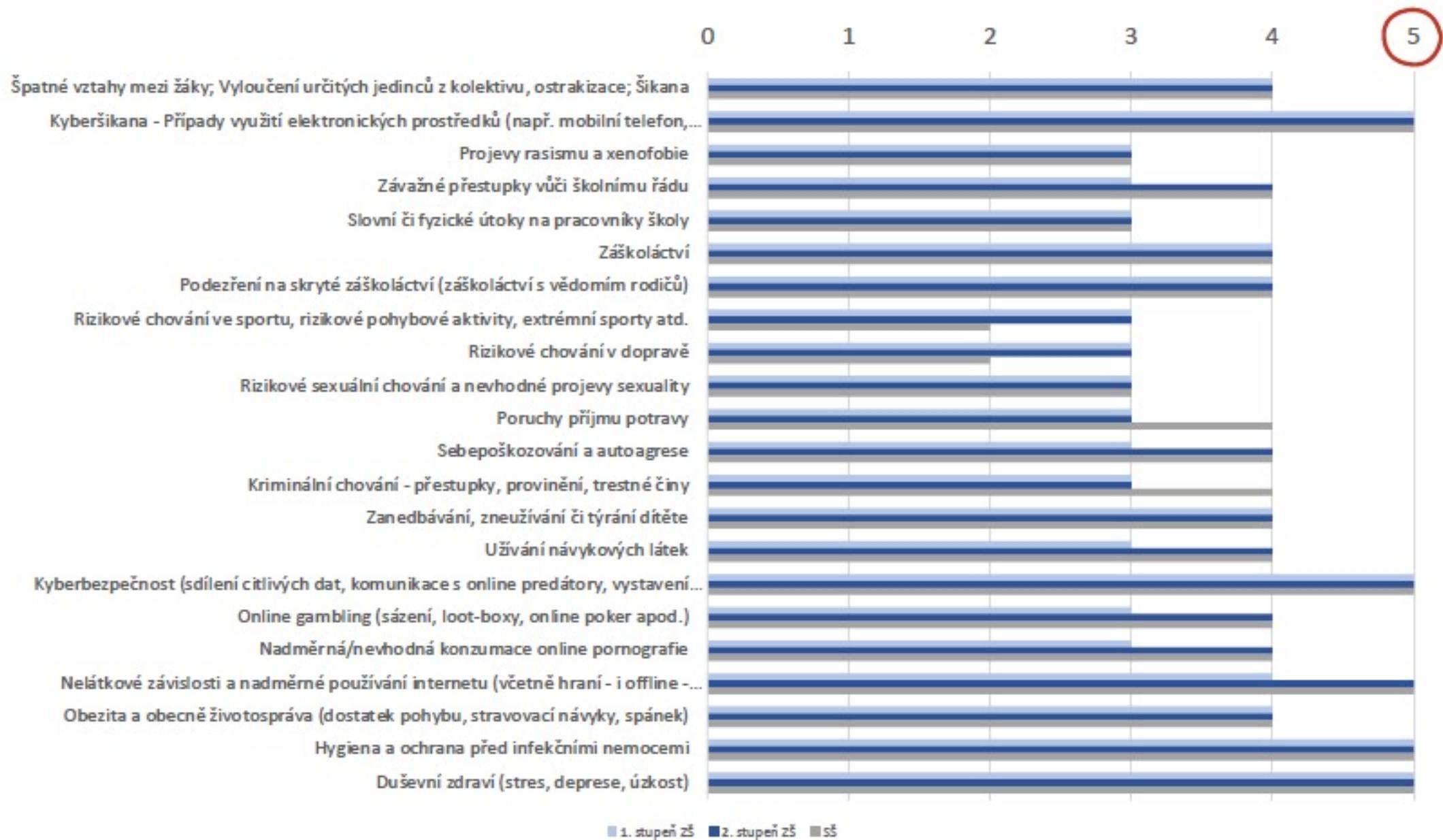


- In general, schools are well prepared for online communication
- The computer skills needed for online teaching and / or distant/online school-based prevention are required of children in the 3rd - 5th year of primary school
- Important information for choosing the form and method of delivery of prevention

Is prevention a priority?



- "From the school's point of view, do you consider it **necessary to implement a distant form of prevention** in the current situation?"
- Finding: A large proportion of the school-based prevention specialists consider distant prevention as not so important or nor-either



Špatné vztahy mezi žáky; Vyloučení určitých jedinců z kolektivu, ostrakizace; Šikana
Kyberšikana - Případy využití elektronických prostředků (např. mobilní telefon, ...
Projevy rasismu a xenofobie

Implemented prevention interventions (% of schools)

- cyberbullying
- risky internet use (cybersecurity)
- excessive use of internet / games
- hygiene and protection against infectious diseases
- mental health
- truancy

22% 27% 21%
 18% 23% 20%
 13% 16% 15%
 25% 23% 23%
 21% 25% 30%
 16% 23% 29%

1% 2% 1%

Duševní zdraví (stres, deprese, úzkost)

1. stupeň zš 2. stupeň zš sš

During distance learning, create enough space for:

- **Implementation of distant prevention interventions**, especially for the most problematic types of risky behavior, i.e. *non-substance addiction (gaming and social networks) and online pornography*, *in the field of mental health, cyberbullying and cybersecurity*.

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- **Support for the development of online tools and online forms of assistance**
 - **Materials are missing** from key areas, especially for mental health and non-substance addiction.
 - School-based prevention professionals point to a **lack of materials for parents**.

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- **Support for the development of online tools and online forms of assistance**
 - **Materials are missing** from key areas, especially for mental health and non-substance addiction.
 - School-based prevention professionals point to a **lack of materials for parents**.
- **Inclusion of activities aimed** - in addition to children - **at:**
 - **Parents**
 - **Educators - Information and practical guides for psychohygiene**

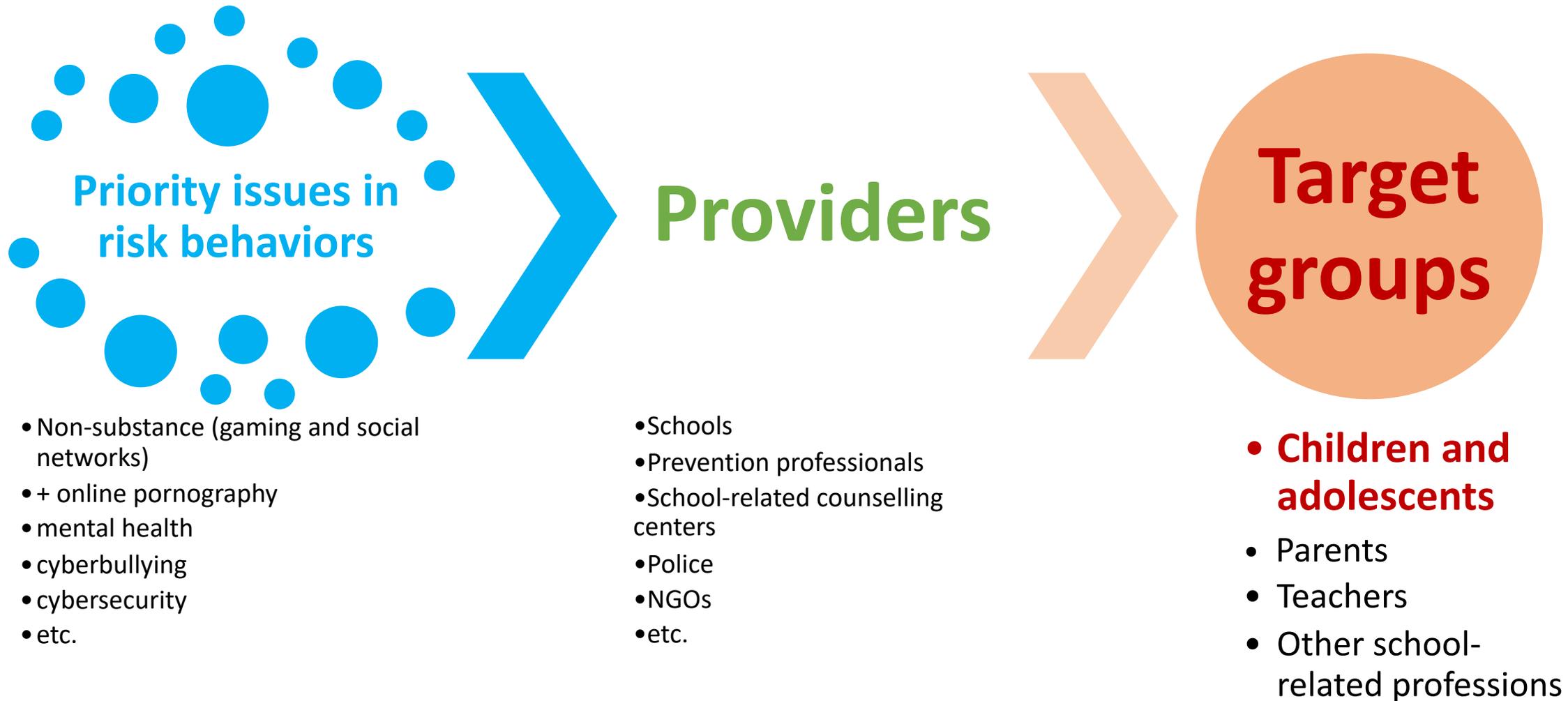
Towards evidence-based decisions...



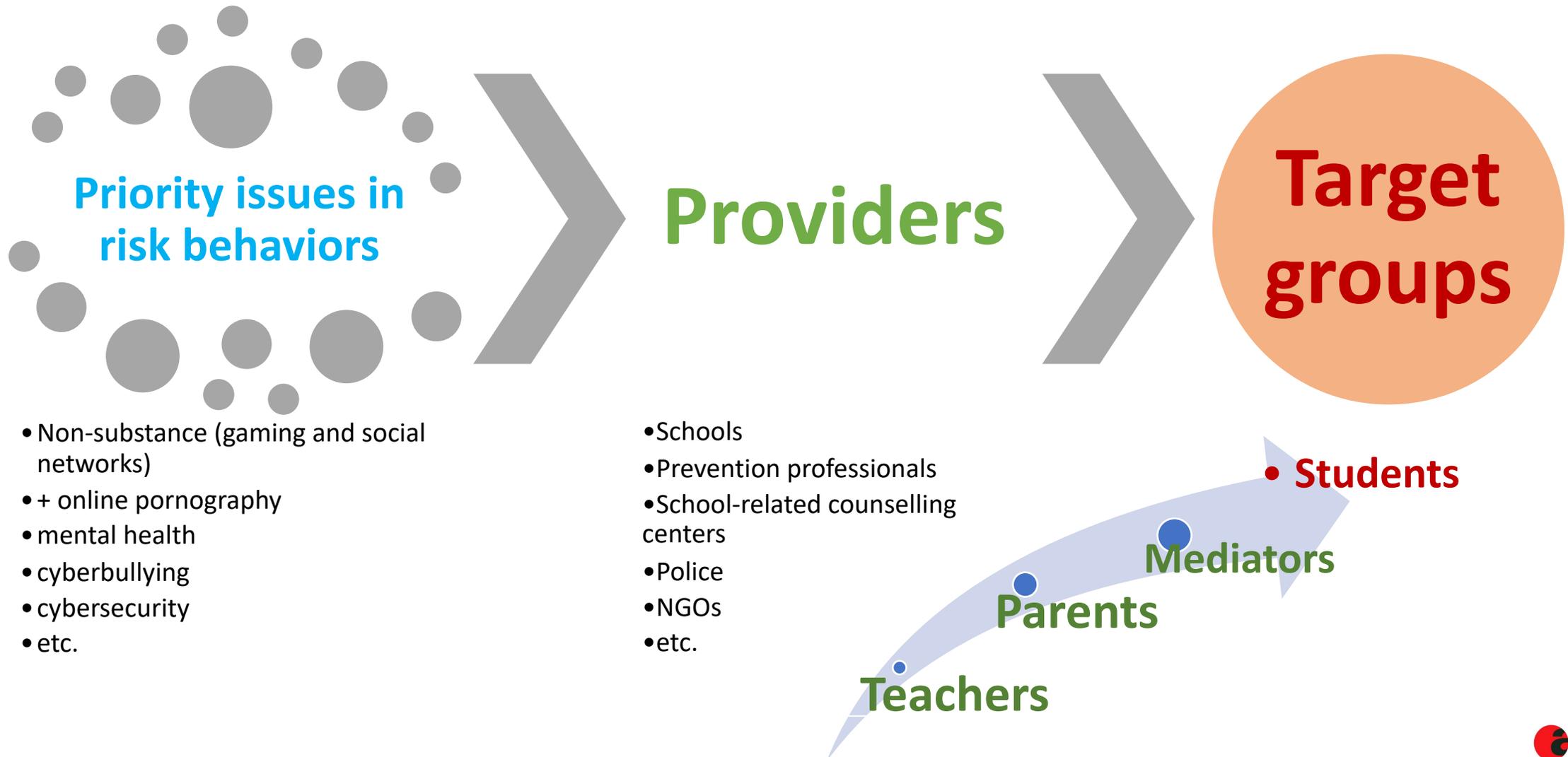
Implications / Challenges

- Revise educational goals for the situation of distance learning
 - it is necessary to devote time to prevention of (digital / online) risks and mental health of children/adolescents and teachers.
- **Distant prevention** + more distant class group work.
- **Parents** as an important target group and mediators.
- Strengthen the role of the school counseling center.
- Communicate digital / online risk issues to school-based prevention specialists in the context of school-based prevention.
 - There is a lot of material, but it is not easy to find your way around.
- Develop primarily prevention interventions supporting the **healthy use of technologies**.

Delivering prevention interventions



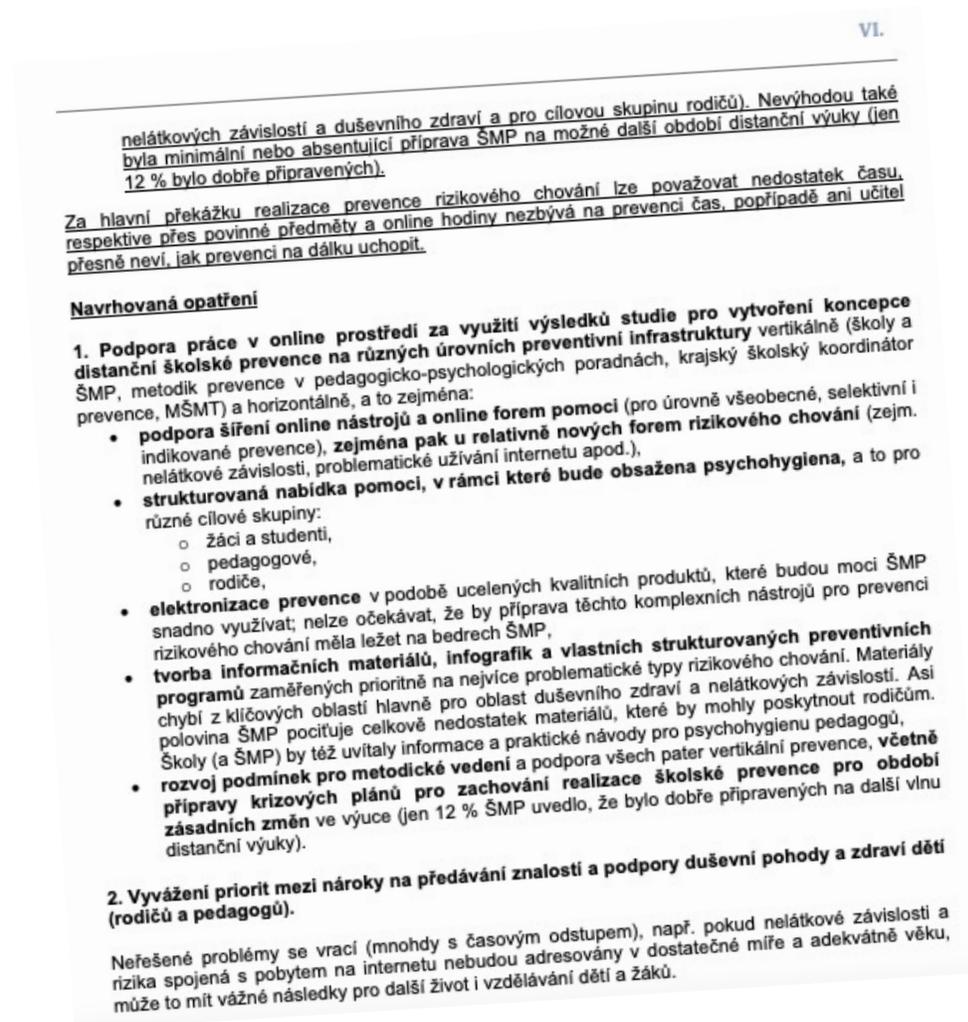
Delivering prevention interventions



National level document:

The procedure and implementation of measures during the COVID-19 epidemic for the prevention of risk behaviors and mental health promotion in schools

- Prepared by the Czech Government Council for the Coordination of Drug Policy.
- In cooperation with the Ministry of Health, the Ministry of Education, Youth and Sports, **CSPR**, Charles University etc.
- to improve the situation in children and COVID-19 pandemic and emergency measures in schools/distant schooling.
- The material contains a list of specific activities for the current situation within which **it does not resign to existing system measures and conceptual materials in the field of prevention of risk behaviors.**

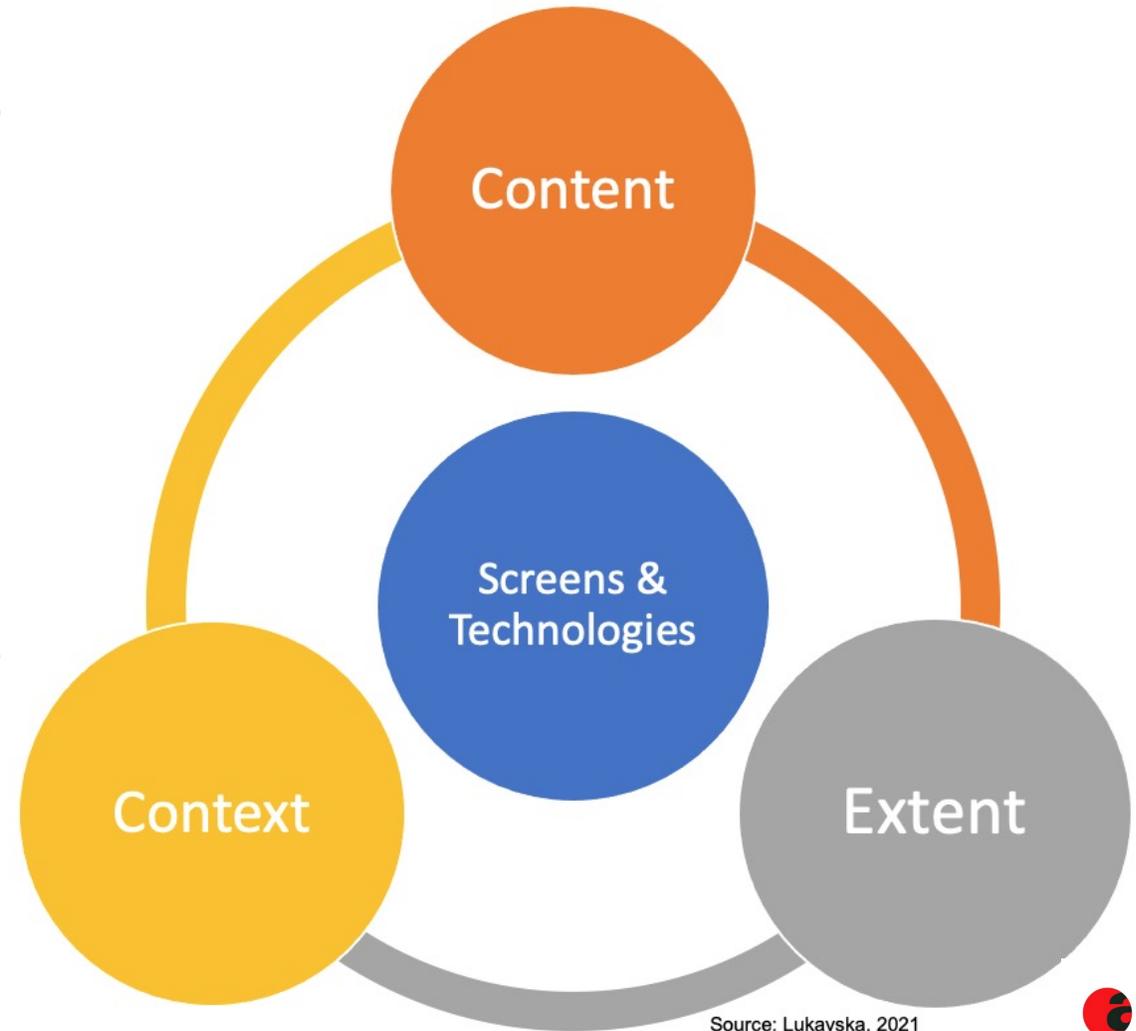


Education and training prior, during (and after) the COVID-19 epidemic

- + map of services
- 3 examples

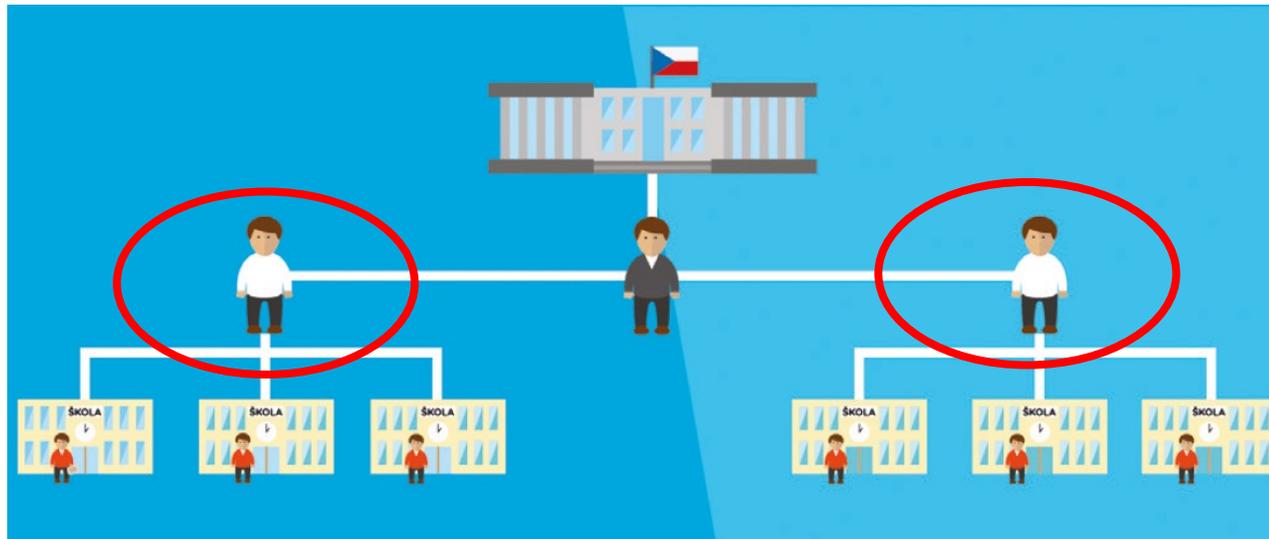
Problematic Use of Technologies and Screens

- The COVID-19 outbreak accentuated the negative trends of increased incidence of **problematic use of the internet or screen devices** in children and adolescents.
 - *use of social networks, gaming disorder, smartphone addiction, problematic use of pornography, cyberbullying or at-risk internet use.*
- This increase is partly **because of distant schooling (and restrictions** related to pandemic lockdowns) causing that children and adolescents spend more time online and with screens in general.
- In addition, some of these activities might be **used in excess to reduce stress and anxiety related to COVID-19 crisis** (Boursier et al., 2020; Király et al., 2020).



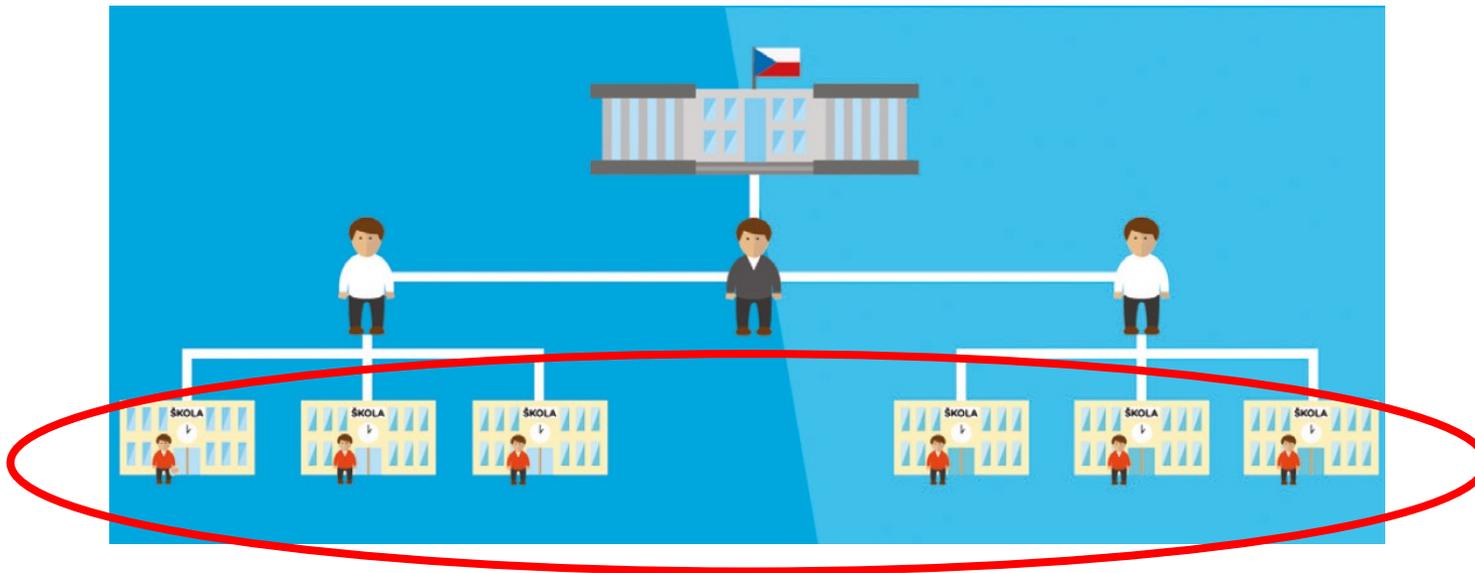
Training during (immediate help)

- We decided to better train:
 1. **Prevention Specialists** in the specialized Psychology-Pedagogical Centeres (selective and indicated prevention)



Training during (immediate help)

- We decided to better train:
 1. **Prevention Specialists** in the specialized Psychology-Pedagogical Centeres (selective and indicated prevention)
 2. **School-based Prevention Specialists** (universal prevention)



Training during (immediate help)

- (School-based) prevention specialists should be:
 - (i) provided with the quality and easy-to-use screening instruments for various types of screen-related risk behaviors and various age groups,
 - (ii) instructed to systematically screen for these risk behaviors,
 - (iii) provided with materials to be used with children, parents, other teaching staff, and
 - (iv) knowledgeable of contacts to further specialized care in the area.



Digitální rizika

Účastníci

Odnaky

Kompetence

Známky

Úvod

Vítejte v kurzu

Téma 1: Přehled
digitálních rizik a jak je
adresovat ve školské
prevenci

Téma 2

Téma 3: Rizikové
používání internetu
mladšími dětmiObsahy pro starší děti (II.
st. ZŠ a SŠ)Téma 6: Problematické
užívání digitálních
technologií (závislosti,
poruchy)

Prevence Online Rizik a negativních vlivů Technologií a Obrazovek (PORTO)

Nástěnka / Moje kurzy / Digitální rizika / Vítejte v kurzu / Úvodní video - Kateřina Lukavská, PhD.

Úvodní video - Kateřina Lukavská, PhD.

[◀ Oznámení](#)[Přejít na...](#)[Nadměrné / nevhodné užívání obrazovek mladšími
dětmi ▶](#)

Jste přihlášení jako [Roman Gabrhelík: Student](#) (Vrátit se k mé obvyklé roli)

[Digitální rizika](#)[Souhrn uchovávaných dat](#)[Stáhněte si mobilní aplikaci](#)

1) Ke stažení: **Nevypust duši: O zdravém spánku**

JAK NA LEPŠÍ SPÁNEK?

- Nepít alkohol a nápoje obsahující velké množství kofeinu.
- Tma, ticho, vyvětráno a ideální teplota v pokoji.
- Pravidelně cvičit, nevhodné je však cvičit těsně před spaním.
- Tlumit modré světlo z obrazovek mobilů, počítačů, televizí alespoň 2 hodiny před spánkem.
- Při obtížích s usínáním, po 15 minutách vstát, vzít si třeba knihu a jít spát až při pocitu ospalosti.
- Pravidelná péče o vlastní fyzické i psychické zdraví
- V posteli pouze spát a užívat si blízkosti druhého.

#NEVYPUSTDUŠI

3) Ke stažení: **Digitalnizdravideti.cz: Zdravé zásady k technologiím u dětí 6 - 10 let**



6 -10 let

Pro děti v tomto věku zákazy a příkazy často nefungují a vyústí spíše v negativní konsekvence, jako jsou tendence dítěte porušovat a nerespektovat pravidla, na jejichž tvorbě se nemělo možnost podílet, neochota tato témata s rodiči řešit a snaha své online aktivity skrývat.

Proto je lepší dětem možné problémy a rizika vysvětlovat, otevřeně diskutovat a přizvat je k tvorbě rodinných pravidel okolo používání technologií. Tato pravidla by pak měli respektovat všichni členové domácnosti.

Digitalní zdraví dětí.cz



Child and adolescent “*addictology*”

🔒 dada.snncls.cz



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Sekce dětské a dorostové adiktologie



Department of Addictology
First Faculty of Medicine
Charles University in Prague
General University Hospital in Prague

Domů

Aktuality

Služby dle krajů ▾

Služby dle zaměření ▾

Kontakt

Vítejte

Vítejte na našich stránkách. Tento informační web za účelem poskytnutí dětské adiktologie

V jednotlivých sekcích najdete jednotlivé služby, které poskytujeme dětským a dospívajícím

Víte-li o službě, kterou hledáte, prosím, napište nám

Hlavní město Praha

Jihočeský kraj

Jihomoravský kraj

Karlovarský kraj

Kraj Vysočina

Královéhradecký kraj

Liberecký kraj

Moravskoslezský kraj

Olomoucký kraj

Pardubický kraj

Plzeňský kraj

Středočeský kraj

Ústecký kraj

Zlínský kraj

rá vznikla jako
služeb v oblasti

a kontakty na
se závislostí u

kách není,
dno.cz





Domů

Aktuality

Služby dle krajů ▾

Služby dle zaměření ▾

Kontakt

Vítejte

Vítejte na našich stránkách dada-info.cz, informační web zaměřený na síť odborných dětské adiktologie.

V jednotlivých sekcích naleznete informace o jednotlivé služby, které se věnují problem dětských a dospívajících klientů.

Víte-li o službě, která dosud na našich stránkách prosím, napište nám na adresu ada@zsi-

Specializované ambulance

Stacionáře

Detox

Psychiatrické nemocnice
nemocnice s odděleními
dětské a dorostové
psychiatrie

Dětský domov se školou

Terapeutické komunity

SVP

Věznice pro mladistvé

Nízkoprahová zařízení

Ostatní





Education prior / after

Introduction to Evidence-based Prevention



The UPC-Adapt on-line training is delivering up-to-date information in the field of prevention science.

- **This course is available immediately.** The course does not have a start and end date. You can start right away or at a time that suits you.
- **This course is free of charge.** There is no need to pay for this course.
- **Work through at your own pace.** You can spend as long as you like on this course.
- **Register to start.** Sign up, track your progress and work towards a **Certificate of completion.**

Tutors



Lead Trainer: **Roman Gabrhelik**



MOOC
CHARLES
UNIVERSITY

 Remember username

Log in

Log in using your account on:

Shibboleth Login



Some courses may allow guest access

Log in as a guest

[Forgotten your username or password?](#)

Cookies must be enabled in your browser [?](#)

login shibboleth

Is this your first time here?

For full access to this site, you first need to create an account.

Create new account

<https://mooc.cuni.cz/enrol/index.php?id=50>



Department of Addictology
First Faculty of Medicine
Charles University in Prague
General University Hospital in Prague

Certificate and/or 3 ECT credits (for Universities)

- Moodle platform
 - 10 e-learning lectures
 - 40+ hours of training
- All materials in English
- Voiced over by an English native
- Certificate + Supplement 3 ECT credits
- + **Syllabus** available

The image displays two documents from Charles University. The top document is a 'Certificate of Completion' for the course 'Introduction to Evidence-based Prevention', awarded to Roman Gabrhelik on 7 October 2020. The bottom document is a 'Certificate Supplement' providing details about the course, including its title, code, guaranteed by, ECTS, standard length, language, mode of study, enrolment method, capacity, type of evaluation, and professional status. It also includes additional information about the providing institution and a list of 10 lectures.

CHARLES UNIVERSITY
Ovocný trh 3/5, 116 36 Prague 1, Czech Republic

CERTIFICATE OF COMPLETION

Roman Gabrhelik

has successfully completed the course
Introduction to Evidence-based Prevention

Lecturer of the course
Assoc. Prof. Roman Gabrhelik, Ph.D.

7 October 2020

Assoc. Prof. Roman Gabrhelik, Ph.D.
Lead lecturer
First Faculty of Medicine, Charles University

CHARLES UNIVERSITY
Ovocný trh 3/5, 116 36 Prague 1, Czech Republic

CHARLES UNIVERSITY
Ovocný trh 3/5, 116 36 Prague 1, Czech Republic

CERTIFICATE SUPPLEMENT

The purpose of this supplement is to provide sufficient independent data to improve the international transparency and fair academic and professional recognition of qualifications.

Course title:	Introduction to Evidence-based Prevention
Code:	B03072
Guaranteed by:	Department of Addictology, First Faculty of Medicine, Charles University and General University Hospital in Prague (11-00611)
ECTS:	3 ECTS
Standard length of course:	40 hours (30 hours + 10 of additional activities)
Language:	English
Mode of study:	Distant, e-learning course
Enrolment method:	self enrolment via internet sign-up
Capacity:	Unlimited
Type of evaluation:	Examination – Final test passed
Professional status:	No professional status

Additional information about the providing institution:

Department of Addictology
First Faculty of Medicine
Charles University and General Teaching Hospital
Prague, Czech Republic

Information on the contents:

Annotation
This course provides basic information about drug prevention. It focuses on the importance of prevention, the theoretical background, terminology, levels of prevention, evaluation, monitoring, quality in prevention and other key issues in prevention.

Course structure
The Course is divided into 10 lectures:

- Lecture 1: Introduction
- Lecture 2: Substances, Epidemiology and Problem Populations
- Lecture 3: Prevention Science and Evidence-Based Prevention Interventions and Policies
- Lecture 4: Family-based Prevention Interventions
- Lecture 5: School-based Prevention
- Lecture 6: Workplace-based Prevention
- Lecture 7: Community-Based Prevention Implementation Systems
- Lecture 8: Environment-Based Prevention
- Lecture 9: Media-Based Prevention
- Lecture 10: Monitoring and Evaluation

ed
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First Faculty of Medicine
Charles University in Prague
General University Hospital in Prague

Summary:

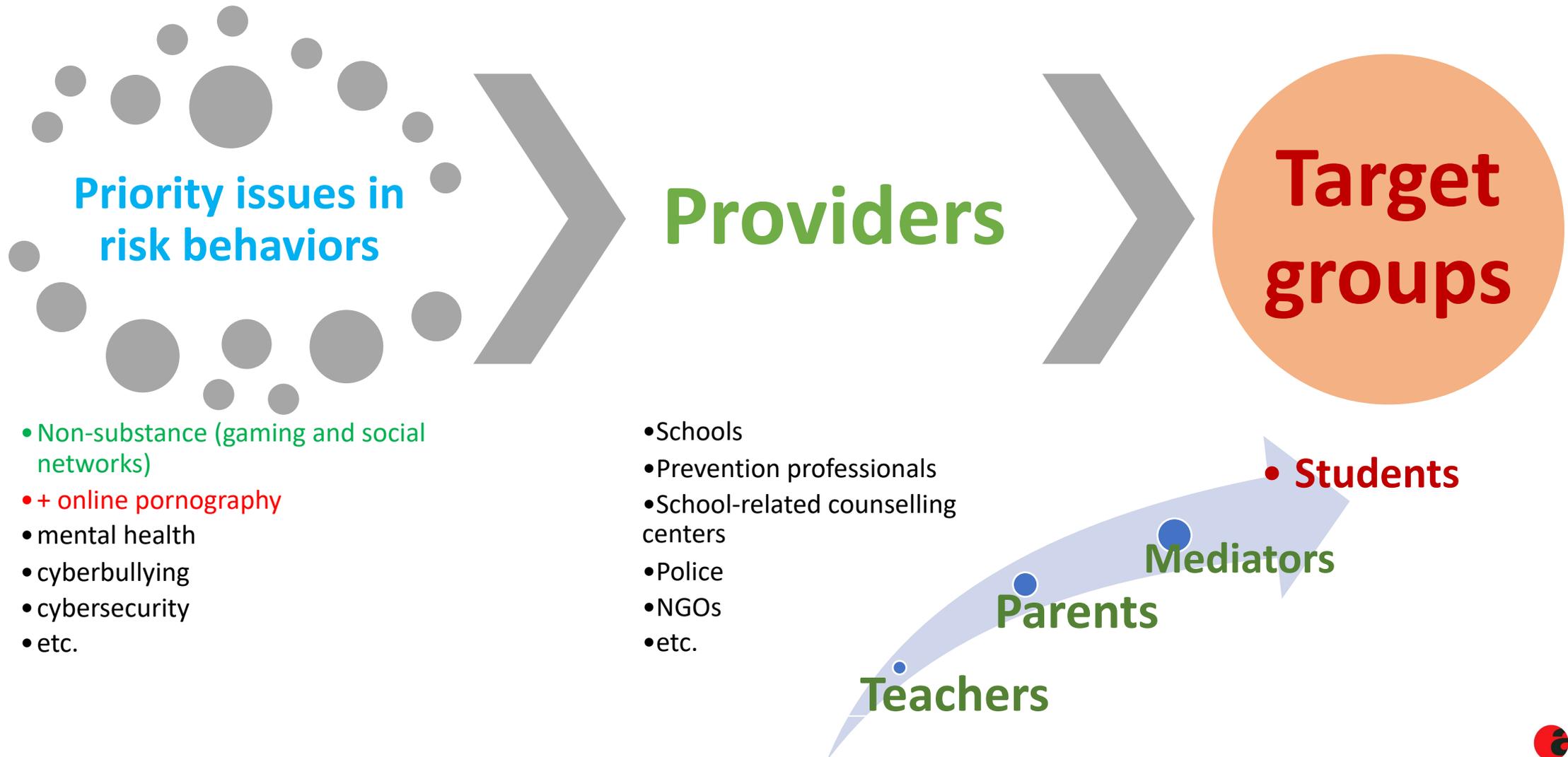
Remember the Learning Outcomes?

You were promised to be able to explain:

1. What target groups are affected by the COVID-19 restrictions.
2. What types of risk behaviors call for attention of addiction professionals?
3. What steps to take to better the (post-)COVID-19 situation in our target groups?



Delivering prevention interventions



Delivering prevention interventions





Department of Addictology

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**Děkuji za
pozornost**



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