

Module B11: Adolescents and internet: information & communication technologies

Entry Scenarios

The entry scenarios address a variety of issues and problems associated with the module topic. They may be used at the beginning of the course to stimulate the students to identify their own needs and interests. The results may be utilized by the individual to assess own learning process, or be integrated with class objectives.

1. A 15 year old boy is brought to your office as he is – according to the parents – spending too much time on internet (~3 hours during weekdays and 6-8 hours on Saturday and Sunday). He has his own mobile and his own computer, plus a wide screen in his own room. His grades have recently dropped and he has difficulties in getting up in the morning. The boy, Adam, denies any problem and just thinks that his parents are old-fashioned. He is very successful in online gaming and has a lot of foreign friends with whom to discuss. He has still sportive activities and also goes out with friends on Friday or/and Saturday evening. He wants to become a trader in the future and is also interested in following Actions and Indices on specialized trading sites. He has a girlfriend and has had both protected and unprotected intercourse with her and occasionally looks at porn videos. He smokes cigarette (1/2 each a day) and smokes cannabis during the week-end. He feels in good health. His relations with his parents are fair: they object to his use of internet but otherwise are supportive and friendly. He has no brother/sister.

General Goals for Learners

by completing the module the participant will be able to:

1. Understand the range of internet uses among adolescents and their various meaning
2. Assess the positive and possible harmful impact of internet on adolescent health and development
3. Provide counseling to the adolescent patient and his parents/caregiver; if needed, refer adolescents to specialized professionals
4. Develop preventive activities within the school and community context

Goal I: Understand the range of internet uses among adolescents and their various meaning

Training Objectives Key topics to be covered	Educational Methodology	Activities, Issues, and Questions
<p>A. Identify modalities of the use of internet, ICTs, SMS and social media and so on, taking into account a rapidly evolving technology</p> <ul style="list-style-type: none"> • Internet • ICTs • Instant messaging • Social media.. etc 	<p>Interactive Lecture</p>	<p>Invite audience to define the various aspects of the use of internet and ICTs.</p> <p>Discuss modalities of use.</p> <p>Reflect on age/stage of development and internet use</p>
<p>B. Formulate and illustrate the frequency, reasons and circumstances for the use of</p> <ul style="list-style-type: none"> • Internet sites • Phone calls & SMS • Health-related websites • Distance health care interventions 	<p>Interactive lecture</p> <p>Group discussion</p>	<p>Ask group to reflect on the various reasons to used internet and ICT</p> <p>Discuss available epidemiological data on internet use, both locally and internationally, including HBSC data</p> <p>Reflect on the impact of internet use on societies in transition (e.g. low-middle income countries)</p>
<p>C. Review attitudes of adults / health professionals towards the use by adolescents of internet and ICTs</p>	<p>Interactive lecture</p> <p>Group discussion</p> <p>Speed dating</p> <p>Minisurvey</p>	<p>Ask group to reflect on the various attitudes of adults towards internet and ICTs (fears, expectations, etc.)</p> <p>Interview adults outside the audience around their perceptions</p>

Goal II: Assess the positive and possible harmful impact of internet on adolescent health and development

<p align="center">Training Objectives Key topics to be covered</p>	<p align="center">Educational Methodology</p>	<p align="center">Activities, Issues, and Questions</p>
<p>A. List some of the positive and negative effects of the use of internet as provided by the literature</p> <p>Select some positive aspects of the use of internet / ICTs use such as information sites & forums (including interactive tools on health), educational devices, exchange with peers and peer support (e.g. for those suffering from a chronic condition), leisure activities, etc.</p> <p>Differentiate various risks that health professionals may encounter, in particular plagiarism, racism, cyber bullying and sexting, grooming and violent dating or access to sites advocating for health-compromising behavior (e.g. dieting).</p>	<p>Small group discussion and plenary review</p> <p>Use a “SWOT” Approach: Strength, weakness, opportunities, Threats</p>	<p>Ask group members to reflect on their own adolescence and their use of internet currently (time spent/type of use, etc.)</p> <p>Review available literature on the web (see references at the end of this module)</p>
<p>B. Identify useful and quality website providing health information to young people and families</p>	<p>Small group discussion and plenary review</p> <p>Group work with online computer access</p>	<p>Ask the group to access to various sites, using keywords such as “internet websites” and “adolescents” and “information” and “questions” Example: http://teens.lovetoknow.com/Teenager_Websites</p> <p>Review the impact and limits of such sites</p> <p>Have a look at the website of HON (see resources below)</p>

<p>C. Demonstrate how to assess the adolescent’s use of internet and ICTs and how to rate the benefit/risk ratio for this very adolescent. Be aware of the issue of confidentiality.</p>	<p>Small group discussion and plenary review</p> <p>Fishbowl approach</p>	<p>Use entry scenario to review how to assess internet use</p> <ul style="list-style-type: none"> - time spent and under which circumstances) - type of use (e.g. chats & forum, online games, etc.) - reasons for use (alone, with others) - perceived positive and detrimental effects - sleep / grades at school ... - impact on family life & relations with peers
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Goal 3: Provide counseling to the adolescent patient and to his parents/caregiver; if needed, refer adolescents to specialized professionals

<p>Training Objectives Key topics to be covered</p>	<p>Educational Methodology</p>	<p>Activities, Issues, and Questions</p>
<p>A. Discuss with the adolescents engaged in problematic use of internet and ICTs</p> <p>B. Involve, whenever possible, the parents/caregivers in the response to problematic use of internet/ICTs</p>	<p>Talking circles</p> <p>Brief wrap-up with a few slides</p>	<p><u>Case study</u>: use entry scenario to list some of the topics which have to be discussed with the adolescent and how to address them (in his/her own perspective, e.g. using motivational interviewing, see module A3)</p>
<p>C. Organize follow-up by a specialist/team when faced with a health compromising behavior</p>	<p>Group discussion and interactive presentation</p> <p>Role play</p>	<p><u>Case study</u>: Anna, a 17 year old girl is skipping school regularly. The parents have received a warning from the school administration that Ana may have to leave school if her attendance doesn’t improve</p> <p>She goes to bed late in the night and the parents are unable to wake her in the morning. She suffers from cystic fibrosis and as she does not comply with her treatment. She thinks she has no future and wants to enjoy life, chatting with friends all over the country (some with similar disease) and also is a</p>

		<p>successful online gamer.</p> <p>Also refer to the mental health module for the issue of transition from GP/pediatrician to psychotherapist</p>
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Goal 4: Develop preventive activities within the health care setting, the school and the community context

Training Objectives Key topics to be covered	Educational Methodology	Activities, Issues, and Questions
A. Formulate how ICTs can assist health professionals in the health care of adolescent patients (e.g. with chronic disorders)	Interactive talk with concrete examples	Use the references at the end of the module to access to intervention in the field of health care: use of SMS, phone recalls or email to give advices, provide guidance and adaptation in the treatment etc.
B. Assist young people in the use of internet/ICTs to access reliable information in the area of health (e.g. interactive sites such as goaskalice / http://www.goaskalice.columbia.edu/)	Group work followed by demonstration of sites by members of groups	Discussion with the audience - how do adolescents access to these sites? - how to advise them as how to assess the quality? - what are the criteria's for good sites?
C. Identify the role of the school professionals in the identification of at-risk adolescents	Group discussion followed by general discussion	<u>Question for the group:</u> using the entry scenario and the scenario under 3.c., identify what the role of the school could be and how the health professionals and the school's staff can collaborate
D. Consider the implementation of informative or training sessions on ICTs in the school setting	Group discussion followed by interactive lecture or general discussion	<u>Case scenario:</u> as the school doctor in charge, you are asked to implement a preventive program in the field of internet & ICTs: too many youngsters still use their mobile in the school. Plagiarism has become a problem and cyberbullying is on the agenda as well.



Resources

THIS IS A RAPIDLY EVOLVING AREA, AND USERS OF THE MODULE ARE INVITED TO REVIEW AVAILABLE MATERIALS DIRECTLY FROM THE WEB, USING THE WORD “INTERNET USE” “ADOLESCENT” “INFLUENCE”, ETC.

Health on the net: The Health On the Net Foundation (HON) promotes and guides the deployment of useful and reliable online health information, and its appropriate and efficient use

<https://www.healthonnet.org/>

Teens, Social Media & Technology Overview 2015 (Pew Research Center)

<http://www.pewinternet.org/2015/04/09/teens-social-media-technology-2015/>