

Outline

The Origins of Screen Culture

The origins of “Indoor Children”
Difference between passive TV viewing and immersive/ interactive modern screen experiences

Neurological Impacts of Technology Addiction/ Overuse

The role of dopamine in addiction
The dopaminergic effects of screens on the brain
A view of screens as “digital drugs”
Brain imaging research and the effects on the frontal cortex
Hormonal impacts of tech overuse

Clinical Research: Technology Addiction/Overuse Impact On:

Depression and social media
ADHD and screen-time
Anxiety and screen-time
Thought disorders and video games as well as Internet “sensory overload”

Increased aggression and video games

Assessments and Observational Tools

Current tech addiction assessment tools
The difference between “overuse” and “addiction”
A comparison with substance addiction assessment

Technology Addiction/Overuse Intervention

Not all tech addiction is the same
Specific digital usage problem, stressors, triggers
Underlying and co-morbid issues
Residential vs. outpatient treatment: Pros and cons
How to implement a “Digital Detox”
Dr. K’s “Dopamine Replacement Therapy” Importance of nature, meditation and exercise

Technology in the Classroom: Pedagogical Impacts of Screen Time

Research on educational outcomes of classroom technology
Phones in the classroom and standardized test scores
Screens in the classroom and impact on reading and comprehension

Objectives

1. Formulate the neurological, dopaminergic, and hormonal/adrenal impact of screen time on children, adolescents and young adults.
2. Distinguish how tech addiction can impact pre-existing mental health disorders and vice versa.
3. Assess for the various types of tech addiction and determine problem screen usage, stressors and triggers and help client/student develop healthy regulation skills.
4. Create and implement “Digital Detox” protocols to repair client/student self-destructive behavioral patterns, negative limiting beliefs and affect dysregulation.
5. Argue the pedagogical impacts of “Education Technology” and use of screens in the classroom.
6. Develop interventions for parents/caregivers to work with problem screen usage within the home including boundaries, discipline and communication.
7. Create an individualized digital “re-entry” plan to help client/student reintegrate back into healthy tech usage.
8. Integrate interventions rooted in mindfulness, narrative and archetype work, experiential therapy and immersive nature therapy to help client/student create a new and empowering real-life identity.

Live Webcast Schedule

(Times listed in Eastern)

7:00 Program begins
11:50-1:00 Lunch Break
3:00 Program ends

There will be two 15-min breaks (mid-morning & mid-afternoon).
Actual lunch and break start times are at the discretion of the speaker.
A more detailed schedule is available upon request.

Comparison of “Low Tech” schools and one-to-one screen schools
Ed Tech: a \$60 billion annual industry
The Los Angeles “iPad Fiasco” and the Amplify initiative by Rupert Murdoch

Working with Families and the Family Dynamic

Validate that the issues harming families are indeed real
Address dysfunction contributing to the problem
Family psychoeducation
“Family Intervention Plan”: The solution needs to be a collective one

“Mindful Digital Usage”: How to Reintegrate Back into Healthy Tech Usage

Individualized digital “re-entry” plan: Hands-on activity
Help the child to identify healthier “Digital Vegetables” vs. “Digital Candy”
Measure progress and what to do if there is a setback

Case Study Review

Learn interventions and strategies to handle:

Mood-dysregulated 13 year old male, DX Intermittent Explosive Disorder (IED)
Violent adolescent male, DX ADHD and conduct disorder, video gamer, school refusal, assaults parents
Suicidal adolescent female, DX depression, disordered eating and self-injurious behavior, social media platforms
8-10 hrs a day
Twenty-five-year-old graduate student, very politically-interested, stays up all night “hyper-link” surfing, hears voices, paranoid
Social-media obsessed mom, neglects young children, marriage is suffering, children acting out

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Target Audience:

Counselors • Social Workers • Psychologists
Marriage and Family Therapists • Addiction Professionals
Case Managers • Occupational Therapists • Occupational Therapy Assistants • Speech-Language Pathologists
Teachers • School Counselors • School Psychologists
School Social Workers • Educational Paraprofessionals
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Other Helping Professionals who Work with Children



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Tech Addiction
and

Digital Health in

Children, Adolescents & Young Adults

Level 1 Certification for Clinicians & Educators

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Tuesday, June 23, 2020

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Nicholas Kardaras, PhD, LCSW-R, international expert and author of the best-selling book, *Glow Kids*. Featured in *TIME* magazine, *Psychology Today*, *Salon*, ABC’s *20/20*, *Good Morning America*, NPR, *New York* magazine, *Vanity Fair* and *Esquire*, and 2019 A&E TV series *Digital Addiction*.

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- Build your expertise, skills and reputation as the go-to resource on this rapidly growing issue
- Safe and effective strategies to help kids thrive in our digital age
- Clinical and school-based interventions for problem screen time usage
- Teach families concrete, practical ways to work with problem screen usage within the home

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Tech Addiction & Digital Health in Children, Adolescents & Young Adults:

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We are on the verge of a global public health crisis—and the kids, teens and young adults you work with are at the greatest risk.

Young people are living their lives in front of a screen with disastrous results. ADHD, depression, suicidality, anxiety, sleep irregularities, thought disorders, and stunted social skills are rising dramatically. But whether you're a mental health professional or school-based professional the resources available have lacked the concrete strategies and real-life interventions you need to effectively intervene in this growing epidemic.

Dr. Nicholas Kardaras is an internationally renowned expert on tech addiction, author of the best-selling book Glow Kids, and founder and chief clinical officer of Maui Recovery in Hawaii, Omega Recovery in Austin and the Launch House in New York.

Join him at this Certification training and get the most effective tools, strategies and techniques you need to help children, adolescents, young adults and familes hijacked by technology addiction and overuse.

Attend and discover:

- Clinical and school-based interventions for problem screen usage
- Safe and effective strategies to work with kids hijacked by tech addiction
- How family dynamics relate to problematic digital behaviors – and what you can do about it
- Proven interventions to reduce video gaming, social media, and You Tube obsessions
- Strategies to improve digital boundaries and discipline

Best of all, completion of this training meets the educational requirements should you choose to apply to become a Certified Digital Health and Wellness Level 1 Professional (CDHWP) through the National Institute for Digital Health and Wellness (NIDHW). To learn more about how you can apply for CDHWP certification and distinguish yourself from other professionals, visit www.nidhw.org.

Sign up today and leave feeling prepared and confident in your ability to lead young people hijacked by tech overuse on the path to a better life!

Speaker

Nicholas Kardaras, PhD, LCSW-R, is an Ivy League educated psychologist, best-selling author, internationally renowned speaker and an expert on mental health, addiction, and the impacts of our digital age. He has developed clinical treatment programs all over the country and is the founder and chief clinical officer of Maui Recovery in Hawaii, Omega Recovery in Austin and the Launch House in New York.

Dr. Kardaras is a former clinical professor at Stony Brook Medicine where he specialized in teaching the neurophysiology and treatment of addiction. He has also taught neuropsychology at the doctoral-level and has worked closely in developing clinical protocols with Dr. Howard Shaffer, associate professor at Harvard Medical School and the director of their Division of Addiction.

Dr. Kardaras has written for TIME magazine, Scientific American, Psychology Today, Salon, the NY Daily News, and FOX News, and has appeared on ABC's 20/20, Good Morning America, the CBS Evening News, FOX & Friends, NPR, Good Day New York and in Esquire, New York magazine and Vanity Fair. He was featured on the 2019 A&E TV series Digital Addiction and his 2016 NY Post Op Ed "Digital Heroin" went viral with over six million views and shares.

Dr. Kardaras is the author of the best-selling Glow Kids (St. Martin's Press, 2016, now translated into 10 languages), the seminal book on the clinical, neurological and sociological aspects of technology addiction. He is the author of How Plato and Pythagoras Can Save Your Life (Conari, 2011) and often uses philosophy to help work with and treat young people who are struggling with an existential crisis.

Considered a leading expert on young people and digital addiction, he has clinically worked with over 2,000 teens and young adults over the last 18 years and has been active in advocating that screen addiction be recognized as a clinical disorder akin to substance addiction. As a result of his clinical training and expertise working with tech addiction, Dr. Kardaras has developed the most comprehensive treatment protocols to treat this emerging global problem. Dr. Kardaras is also a founding charter member of the not-for-profit International Association of Technology Addiction (IATA), which is an affiliate organization of the National Institute for Science, Law and Public Policy (NISLAPP) in Washington, D.C.

Speaker Disclosure:

Financial: Nicholas Kardaras maintains a private practice. He is the CEO/Chief Clinical Officer for Omega Healthcare Group. Dr. Kardaras receives a speaking honorarium from PESI, Inc.

Non-financial: Nicholas Kardaras sits as a board member for the National Institute of Digital Health.



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1. Attend this **Certified Digital Health and Wellness Level 1 Professional (CDHWP)** event with tech addiction expert **Nicholas Kardaras, PhD, LCSW-R**
2. For full certification details and to apply for **CDHWP** certification with **National Institute for Digital Health and Wellness (NIDHW)**, visit www.nidhw.org.

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Counselors: This intermediate activity consists of 6.25 clock hours of continuing education instruction. Credit requirements and approvals vary per state board regulations. Please save the course outline, the certificate of completion you receive from the activity and contact your state board or organization to determine specific filing requirements.

Educators/Teachers: This activity qualifies for 380 minutes of instructional content as required by many national and state licensing boards and professional organizations. Save your course outline and certificate of completion, and contact your own board or organization for specific requirements.

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Speech-Language Pathologists: This course is offered for 6 ASHA CEUs (Intermediate level, Professional area).

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