



Thinking Outside the Box: Promoting & Mastering Collaboration

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Goal for Today

Promote & Strengthen Collaborative Efforts

Affiliates

Continuum of Care




Industry Partners

Community Partners





Thinking Outside the Box

-  What topics do we combine PG with?
-  Who do we work with?
-  How do we shape the message?

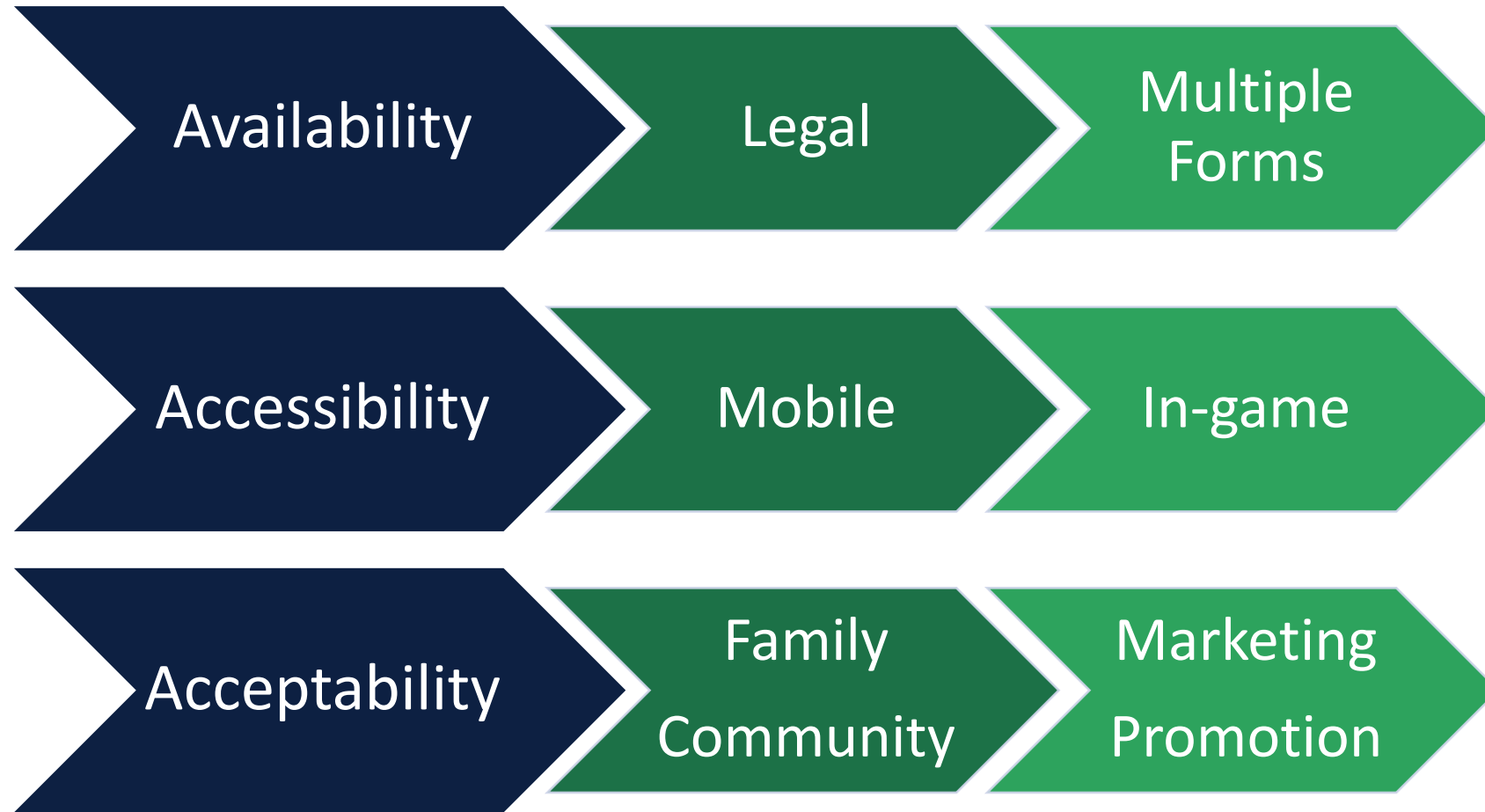




Getting Started



Normalization of Gambling



What is Problem Gambling?



Health

- Physical
- Mental
- Emotional, Social, Spiritual



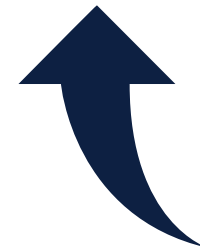
Responsibilities

- Employment
- Education
- Finances



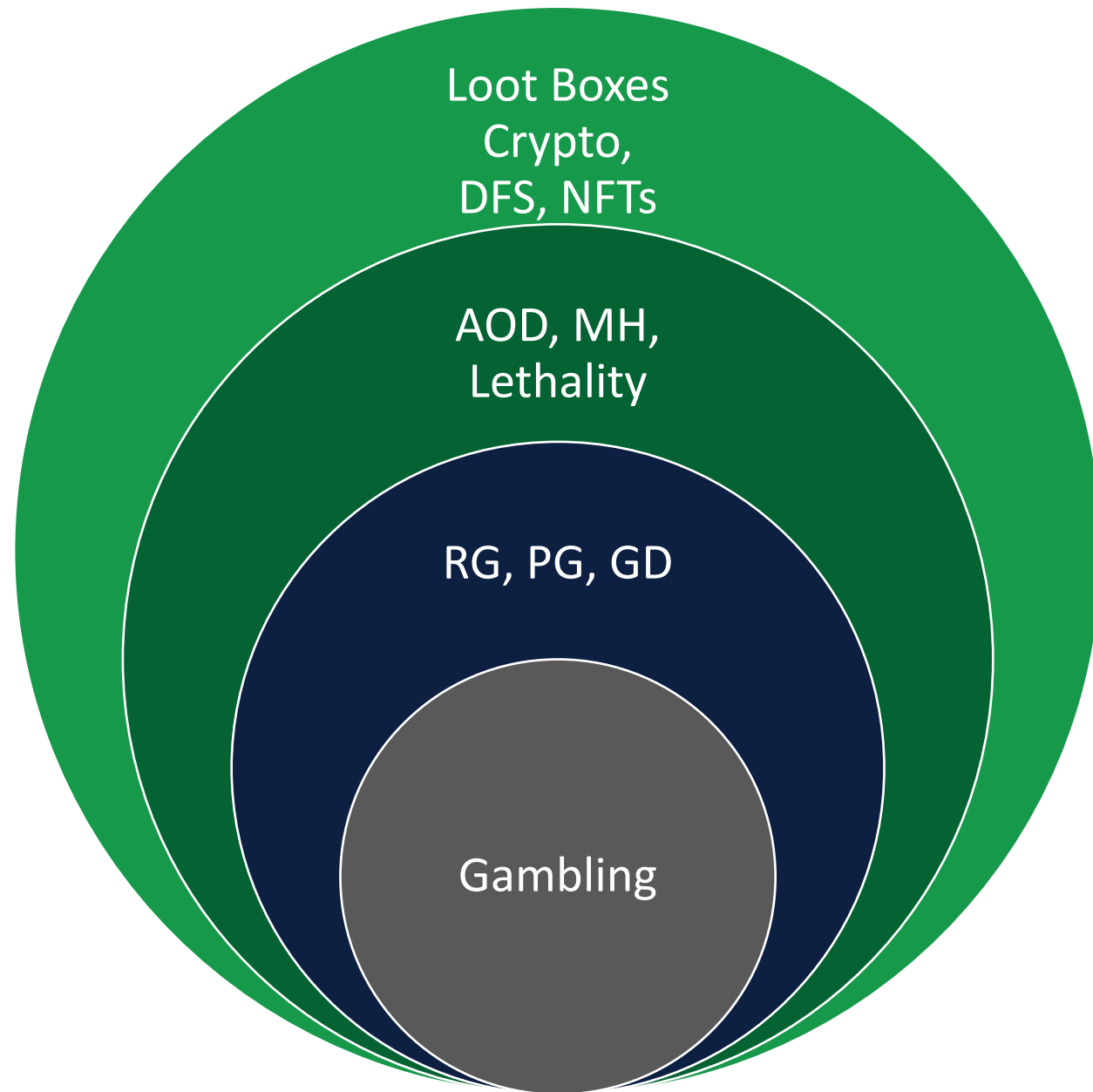
Relationships

- Family
- Friends
- Reputation



Availability
Accessibility
Acceptability





Availability
Accessibility
Acceptability



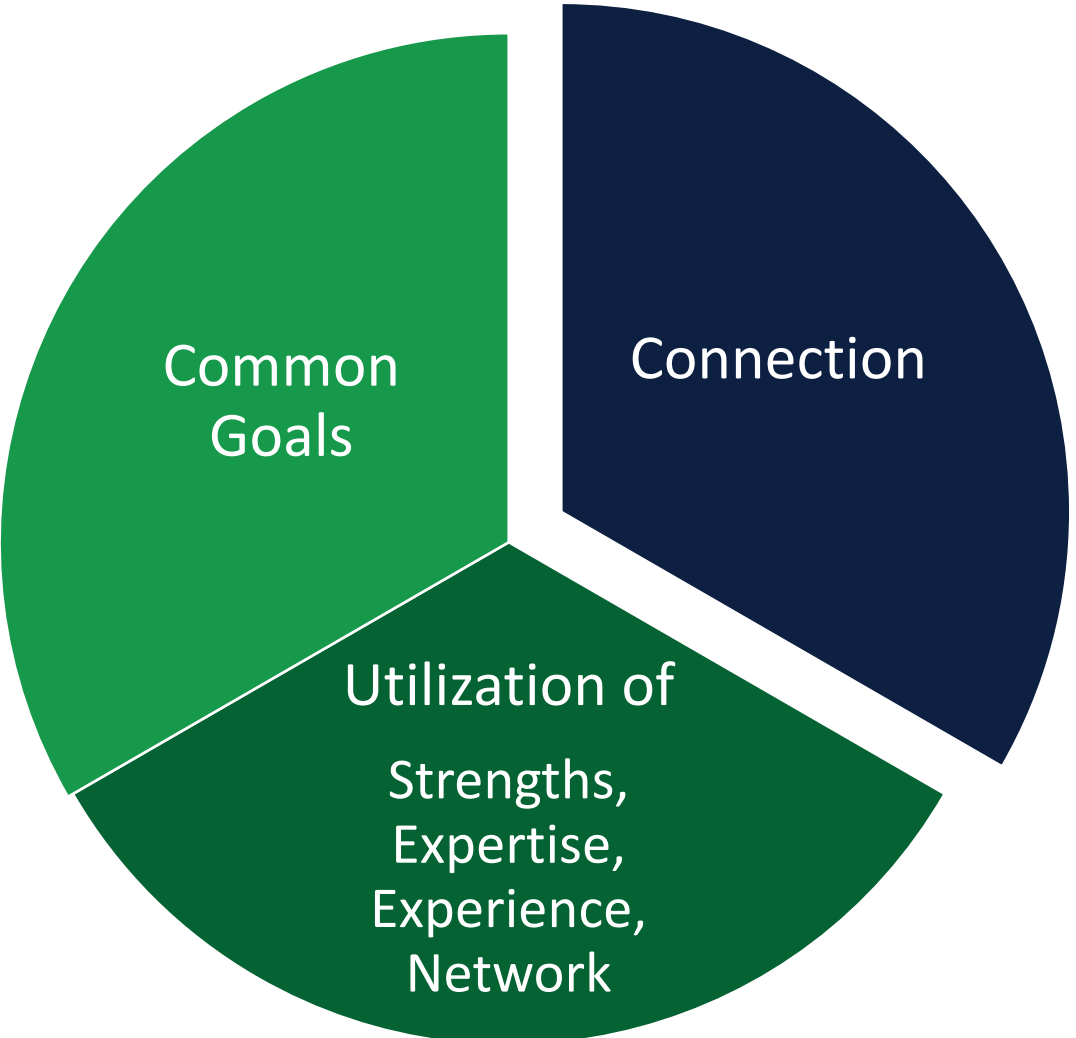


Collaboration & Thinking Outside the Box





What is collaboration?

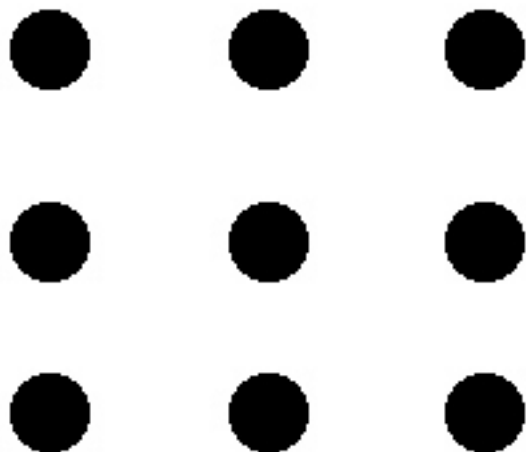




Connect all 9 dots in 4 lines



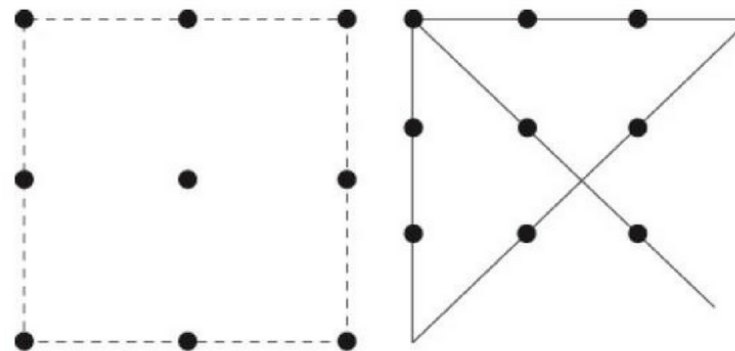
Thinking Outside the Box



The "nine dots" puzzle

The goal of the puzzle is to link all 9 dots using four straight lines or less, without lifting the pen.

The 9-Points Problem



When you connect the dots with as few lines as possible, the solution we typically take is to remain in the boundaries of the box. Yet, if we extend our mind, we can then think outside the box.





Thinking Outside the Box



What topics do we combine PG with?
Not just AOD



Who do we work with?
Not just at-risk pops.



How do we shape the message?
Not standardized





NCPG

National Council on Problem Gambling

Affiliate Collaboration

A collegiate example



Worth stating...

“... there is no federal mandate obliging schools to educate students or parents about the dangers of excessive gambling, unlike the Drug-Free Schools and Communities Act of 1989 requiring drug and alcohol education. When combined with the lack of initiative by colleges to develop gambling policies, there is **clear potential for student-related gambling disorders to emerge**. Government mandates requiring gambling policies, as with alcohol, could have a **positive influence** on the gambling activities of college students, as well as the overall **culture of responsibility** on campuses.”

Shaffer, 2001

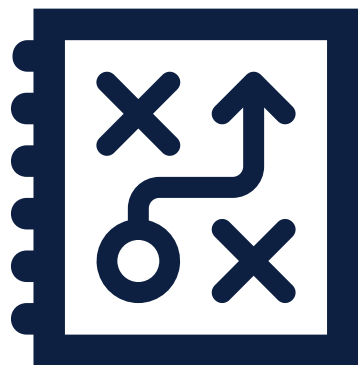


Slippery Rock University Esports Minor



SRU's Esports minor consists of a core of 9 required credits (Introduction to Esports, Issues in Esports Health and Society, and Meetings and Event Management). An additional 12 elective credits are available in Strategic Communication & Media, Hospitality & Tourism Management, and Sport Management. The structure of the Esports minor is designed to provide students foundational and practical knowledge and experience for employment in the Esports industry. This Esports minor is not to be confused with recreational video gaming for the sole purpose of entertainment, but learning about and leveraging the passion that has created a burgeoning industry of organized competitive video gaming usually played via a computer, gaming console, or mobile device.





The Plan





Seth E. Jenny, PhD, ACSM-EP, CHES

is an Assistant Professor within the Dept. of Exercise Science & Athletic Training at Slippery Rock University of Pennsylvania. He is the Deputy Editor of the International Journal of Esports (IJESPORTS), founding member and current Board Member of the Esports Research Network (ERN), and Associate Editor of the Journal of Electronic Gaming & Esports (JEGE).

Josh Ercole, Executive Director

manages the daily operations of the organization and oversees strategic planning and program development. Josh has trained thousands of casino team members, clinicians, students and other professionals about the warning signs of problem gambling and available resources for help.





The Delivery





Connection & Empowerment

- *What do students value?*
- Slippery Rock University – Esports Minor
 - All Freshmen
 - Many Student Athletes
 - 98
- Discussed connection of PG, MH, Lethality and Stigma and possible relationship to Esports





Working Together





The Outcomes



Outcomes



Adding PG to curriculum



Toxicity Toolkit



Awareness & Appreciation



Revisit - Thinking Outside the Box

What topics do we combine PG with?



Anything that holds value

Who do we work with?



Anyone willing to learn and act

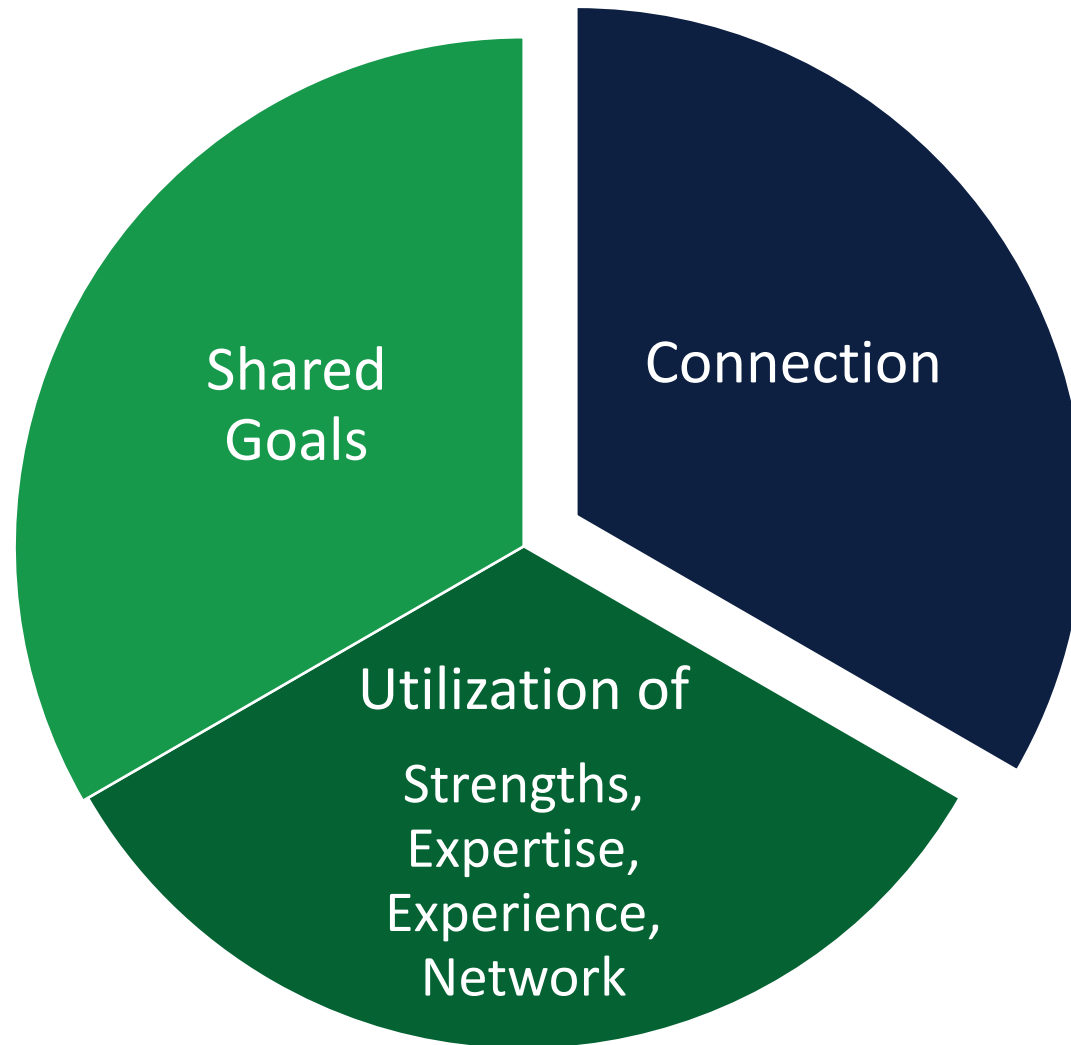
How do we shape the message?

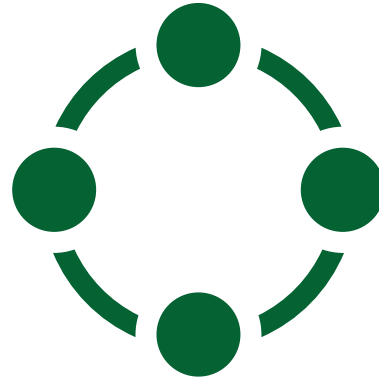


Adapt to their values



Collaboration through Connection





Continuum of Care Collaboration

“It has to be super specific to not touch on the full continuum”





Training & Consultation

“The Stages”

- Stage 1: Gambling, Problem Gambling & Ohio’s Service System
- Stage 2: Approaches & Applications in Treating Gambling Disorder
- Stage 3: Understanding the Roles of Family and Finance in Problem Gambling

Consultation

- Endorsement & Competency support
- Case Presentations
- Clinical Supervision & Consultation
- Provider Agency Service Consultation



Advanced Fellowship Projects

- Problem Gambling and Adverse Childhood Experiences
 - Clinical Director
- Helping to Understand Your Needs: The Incarcerated Population and Gambling
 - Assessor and Recovery Services Supervisor in a correctional facility
- Pet Assisted Wellness Services (PAWS)
 - Prevention Coordinator and Social Worker
- Manual Development for the New Gambling Disorder Counselor
 - Counselor and Interim CEO



Break Down the Silos

“I used to think Px and Tx were like my right hand and my left hand... then I started overseeing Px services and realized Px and Tx are like my right hand and your left foot”





Full Integration

- Problem Gambling Service Consultation & Rounds
 - Intake & Assessment
 - Screening practices and dialogue
 - Prevention & Promotion
 - Integration of education and messaging
 - Marketing & Communications
 - Use of non-stigmatizing language, imagery, promoting services
 - Treatment & Peer Recovery Support
 - Training, supervision and support
 - Leadership
 - Policies, buy-in, culture



Recovery Recovery Recovery



Training Series



GA & Gam-Anon meetings at conf.



Story Sharing



Boards, Advisors, Reviewers



Strengthen Workforce



Revisit - Thinking Outside the Box

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How do we shape the message?



Adapt to their needs





Industry Collaboration

Operation & Regulation Partners



Tips for building interdisciplinary partnerships

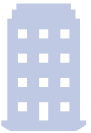


<https://wan-ifra.org/2019/11/5-tips-for-building-an-interdisciplinary-team-to-drive-innovation/>



Op

n



Modifying Partnerships

- You have built the foundation
- You have secured the structure
- Now modify & strengthen over time



**Interdisciplinary Partnerships require
attention for sustainability and
success**



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Adapt to shared language and goals





Community Partner Collaboration





Greek Life Program

Culture of Care Fellowship

*Language Disclaimer



Recent News

- This spring (2022)... *“three high-profile college student athletes have died by suicide across the United States. On their fields of play, the three young women projected indestructability.”*
- One teammate noted: *“it’s a fear about being judged. It’s a fear of being seen as weak when you’re supposed to be seen as a competitive athlete.”*

<https://www.nbcnews.com/news/us-news/suicides-put-spotlight-hard-can-student-athletes-ask-help-rcna26266>



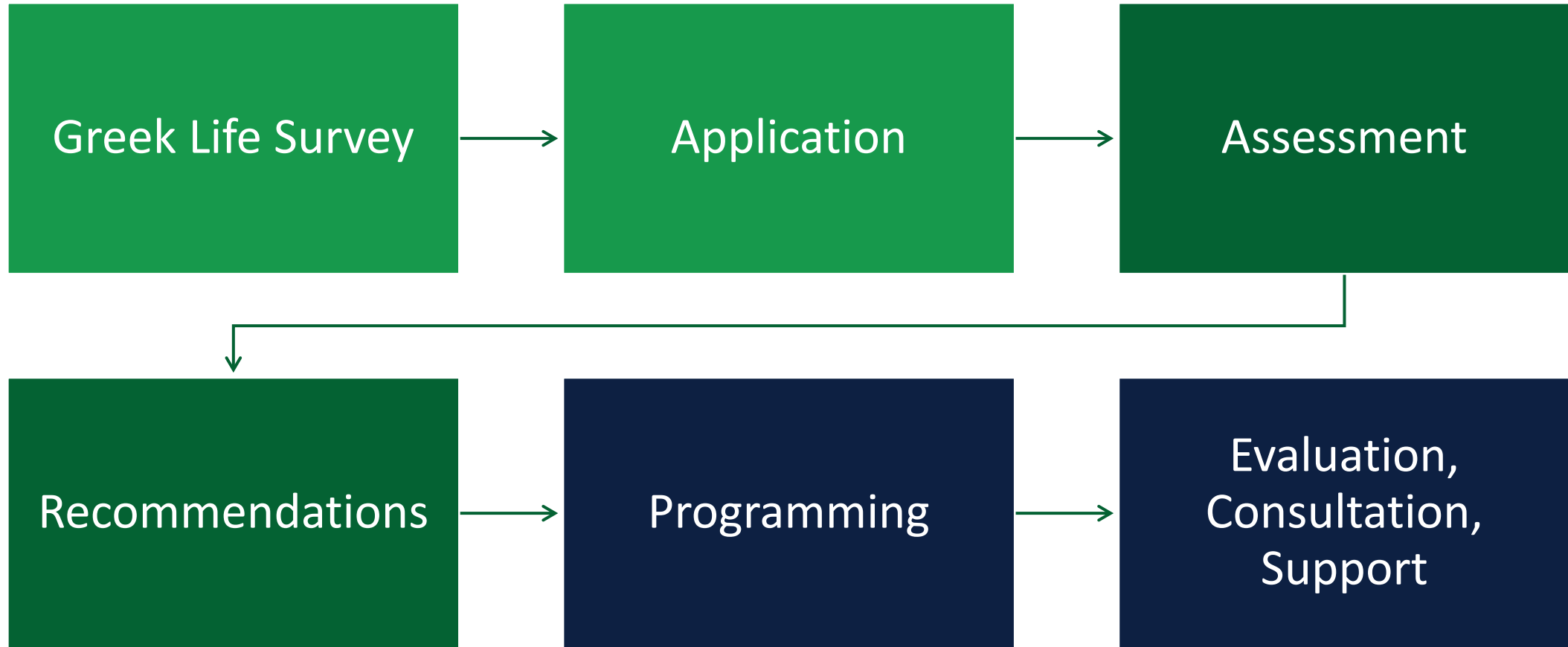
Culture of Care Fellowship

- Case Western Reserve University
- 10-month program (January – October)

- Emerged from an existing partnership



Components



Fraternity Focus Group – gambling

- Gambling not thought of as a problem on campus or in chapter
- Gambling never mentioned in other risk reduction programming on campus or in classrooms
- Gambling normalized on campus and in chapter house:
 - “we don’t really gamble, well, I guess we have a March Madness bracket right now... and we do fantasy in the fall”
 - “Everyone on campus knows who the bookies are”
 - International students showed higher rates of sports gambling and gambling online than the general student body.





Program topics have included



Substance Use & Gambling



Effective Conversations



Stigma



Coping Mechanisms



Self-care & Affirmations



Co-dependency



Campus collaborations to consider



Counseling & Health Centers

Academic & Athletic Programs

International Programs

Satellite Campus & Commuters

Alumni

Student Life: Title IX, Greek Life, RAs, Peer Ed., Student Gov.





Sorority Focus Group - gambling

- Gambling a waste of time, just lost money, why throw money away?
 - “Wouldn’t they rather spend time with us?”
- Limited awareness of:
 - gambling as an addiction
 - warning signs
 - consequences & severity
- More concerned with:
 - Co-dependency
 - Alcohol as coping mechanism
 - Unutilized resources





Sorority Programming

G = Goal

Obj = Objective

G - Feeling a sense of responsibility to reach out

Obj - Changing the response from anger to curiosity when someone is a “burden”

G – Awareness of co-dependency and healthy boundaries & improve self-care

Obj - Change perception of gambling as a non-issue – became real with scenario

Obj - Open discussion about academic rigor & positive and negative coping mechanisms

G – Intervene before things spin out of control (hospital visit)

Obj - Change perception of risky alcohol use (binge drinking thought to be the norm)

G – Increase utilization of *Watchcare*

Obj – Discuss use and benefits and other campus resources



Real Story/used as scenario

- You notice a sister in your chapter has been withdrawing from the group recently and she hasn't been attending a class you have together. You see her picking up shifts at the local coffee shop when you know she has classes at that time. You find out her boyfriend has been visiting the casino and losing money. You hear from a friend the boyfriend comes home extremely agitated and can become abusive with words and pushing her out of the way if she confronts him. You keep an eye on her and notice she is spending less and less time at the chapter house and in class and more and more time with her boyfriend and working.





Self-Care Living Activity

The knowledge and practice of self-care is an important component of well-being

- Chapter chose one component each month to focus on
- Wrote down one thing they can do and discussed at weekly chapter meetings
- We returned six months later to finish program and have discussion

Chapter reported:

- Increased mindfulness
- Decreased anxiety and stress
- Increased sisterhood and friendships
- Increased participation at chapter meetings

*Gold Standard



Growth & Progress





Variability



- A campus is a culture and community in and of itself
 - microcultures exist inside each campus
- When possible, programs should provide *structure* while allowing for:
 - Variability
 - Autonomy
 - Personality
 - Peer models & leadership
 - ❖ *sustainability*





Evaluation

“because it was for us”



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How do we shape the message?



Adapt to their needs





Take Home

Wrapping up with a few considerations

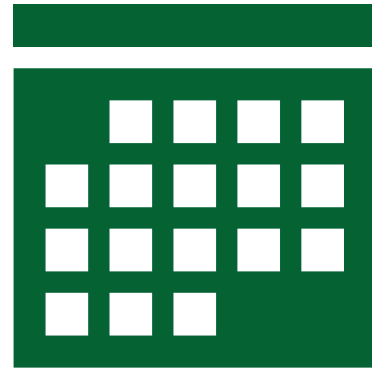




Intentionality

Goal & Task Oriented





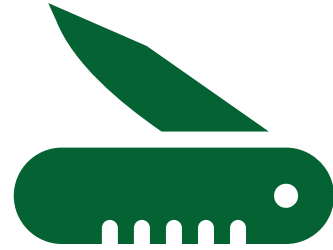
Planful Timeline





Capacity





Adaptability







**“I’m not the smartest
fellow in the world,
but I sure can pick
smart colleagues.”**

—FRANKLIN D. ROOSEVELT



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