



ASSESSMENT TEST FOR YOUTH WORKERS

Competence Area one: Understanding of Gaming Disorder		1	2	3	4	5
1.1	I understand the definition and diagnostic criteria of gaming disorder according to the ICD-11, the 11th Revision of the International Classification of Diseases by the World Health Organization (WHO) and its classification as a mental disorder by WHO.					
1.2	I am aware of the physical, mental, and social symptoms and effects associated with gaming disorder.					
1.3	I have knowledge of the potential causes and risk factors for developing a gaming disorder.					
1.4	I am aware of the latest research and developments in the field of gaming disorder.					
1.5	I understand the impact of gaming disorder on a young person's daily life, including their academic performance, social interactions, professional commitment, and physical health.					
Total Points out of 25 are						
Competence Area Two: Practical Intervention Skills		1	2	3	4	5
2.1	I am aware of the latest research and best practices when it comes to Practical Intervention Skills in Gaming Disorder.					
2.2	I am aware of how to inform young people and their parents/guardians about the signs, symptoms and potential consequences of excessive gaming.					
2.3	I have knowledge about how to use assessment tests for detecting Gaming Disorder among young people.					
2.4	I am capable of developing tailored interventions to meet the specific needs of young people according to their specific needs and challenges.					
2.5	I have knowledge of different group activities for overcoming Gaming Disorders, their benefits and challenges.					
Total Points out of 25 are						
Competence Area Three: Communication and Empathy		1	2	3	4	5
3.1	I understand the emotional struggles of young people battling gaming disorders and how crucial it is to provide them with effective support and guidance.					
3.2	I know that empathetic listening is an essential skill for engaging with young people affected by gaming disorders, allowing them to feel heard and understood.					
3.3	I can recognise the non-verbal cues and body language in gauging the emotional state of young individuals suffering from gaming disorders, providing personalised assistance.					
3.4	I am aware that effective communication involves validating the experiences of young people impacted by gaming disorders while guiding them towards healthier habits and more suitable coping mechanisms.					
3.5	I am capable of building trust and rapport through open, non-judgmental communication is fundamental for establishing a supportive relationship with young people dealing with gaming disorders and their network (family, friends, etc).					
Total Points out of 25 are						



Competence Area four: Collaboration and Guidance		1	2	3	4	5
4.1	I am aware of the importance of collaborating with parents and families to support a young person suffering from problematic gaming behaviour					
4.2	I feel confident to discuss with parents and I am capable of persuading them of the need to seek treatment against gaming disorder for their child					
4.3	I always consult psychologists and mental health specialists when I suspect that a young person may have symptoms of gaming disorder					
4.4	We organise informative sessions for parents and teachers on how to identify symptoms of gaming disorder and how to support young people suffering from it					
4.5	We collaborate closely with online gaming specialists to keep up with the changes in online games and receive guidance on how to adopt healthy gaming habits					
	Total Points out of 25 are					
	Overall points out of 100 are					