

ORAL PRESENTATIONS

[OP-1]

The Historical Transformation of Gambling in Türkiye from Marginality to Sociality

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Gambling behavior, which has a very old history in daily life, has a special historical process in Türkiye. Knowing the historical process of gambling, which is expressed as a type of behavioral addiction today, is important in understanding the phenomenon. Dividing this historical process into certain periods will make it easier to see the current situation. (1) The period from the foundation of the Republic until the 1940s was a period in which there was a prohibitive attitude towards gambling as a continuation of the Ottoman Empire. However, despite these prohibitions, coffeehouses and clubs stand out as illegal gambling venues and it is seen that this understanding continues even today. (2) The 1940s-1960s is the period in which gambling was publicized under the name of racing or games of chance. During this period, institutions such as horse racing, sports toto and the national lottery administration were formalized through various processes. (3) Between 1983 and 1997, there was a period in which casinos operated legally in Türkiye. In order to bring foreign currency to the country, the casinos, which had been operating only for tourists, opened their doors to Turkish

citizens and gambling became more widespread in the society. (4) From the 2000s to the present day, there is a process in which gambling is mostly played digitally, whether it is games of chance, racing and sports betting at the official level or online betting and casino games at the illegal level. On the other hand, there is a process in which stock exchanges and cryptocurrency exchanges can also be traded as a form of gambling in terms of the results they create. Coffee houses and clubs also continue to exist.

When the above-mentioned historical process is evaluated, it is understood that the marginality of gambling in society has been stretched. The reasons for this situation are (1) Increased accessibility of gambling by moving it to the virtual environment, (2) Emphasizing and formalizing the ‘chance’ and ‘entertainment’ factors of gambling and spreading it to all segments of the society, (3) Stock exchange and cryptocurrency trading, which can be considered as gambling in terms of its results and usage, are in demand in all segments of the society.

Comorbidity of Gambling Disorder and Alcohol-Substance Use Disorder: A Retrospective Study

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Background: Studies have recently started to show that gambling disorder (GD) and substance use disorder (SUD) frequently co-occur. Epidemiological studies and meta-analyses have reported that a significant proportion of those diagnosed with GD also meet criteria for alcohol and substance use disorders (Armoon et al., 2023). Although comorbidity is widely described, gaps remain in understanding the psychological and behavioural characteristics of individuals with both disorders. This study aims to examine these characteristics in a treatment-seeking population to better inform clinical assessment and intervention strategies.

Methods: This retrospective study examined the characteristics of 99 individuals diagnosed with both GD and SUD who sought treatment at Green Crescent Counselling Center (YEDAM) between 2020 and 2024. The participants completed the assessment forms for both types of addiction at different time points. The Gambling Risk Screening Scale was used to measure GD severity, and the Addiction Profile Index (API) was used to assess SUD severity. Mental characteristics were measured with the API Clinical Form.

Results: Participants had a mean age of 35; 99% were male and 77.8% were employed. The average onset age for gambling was 21.4 years, with casino games being the most preferred type (57.6%). In the SUD group, the mean onset age was 23.0 years, and alcohol was the most commonly used substance (48.5%). A high severity of GD was observed in 92.9% of participants. Anger control difficulties, lack of assertiveness and depression were found at high risk level in comorbidity of GD and SUD.

Conclusions: The findings indicate that individuals with co-occurring GD and SUD exhibit both overlapping and distinct psychological characteristics. This reflects the heterogeneity of psychological profiles and highlights the need for group-specific intervention strategies. Consistent with prior research (Park et al., 2010; Han et al., 2017; Lee & Kim, 2019), the study underscores the importance of accounting for GD-SUD comorbidity in both clinical assessment and treatment planning. In insight of these findings, addressing such comorbidities in clinical practice may facilitate the development of more comprehensive and effective therapeutic approaches.

Evaluation of the Effect of the ‘Changing Me’ Group Intervention Programme Prepared to Prevent Problematic Internet Use on High School Students’ Internet Use Behaviours

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Background: Problematic Internet Use (PIU) has emerged as a growing concern among adolescents, particularly high school students who are at heightened risk for developing maladaptive digital habits (Kuss & Lopez-Fernandez, 2016). Despite school-based preventive efforts, a significant proportion of students continue to engage in excessive and uncontrolled internet behaviors, leading to academic, emotional, and social difficulties (Young, 1998). This study aims to evaluate the effectiveness of a structured group intervention program titled “Changing Me” (Değişen Ben), designed to address ongoing PIU among adolescents.

Method: Utilizing a qualitative case study design, the intervention was administered to 12 high school students over the course of 10 weeks. The program is grounded in Cognitive Behavioral Therapy (CBT) and Reality Therapy principles (Glasser, 1998; Beck, 2011), consisting of 7 core sessions and 3 supplementary sessions selected from 6 optional modules, tailored to participants’ individual needs. Purposeful

sampling was used, and data were collected via semi-structured interviews. Thematic analysis was conducted using inductive coding to identify emergent themes (Braun & Clarke, 2006).

Results: Although the analysis is ongoing, preliminary coding suggests themes such as: (1) Increased self-awareness (e.g., recognizing emotional triggers and behavioral patterns); (2) Improved self-regulation (e.g., development of coping strategies and time management); and (3) Behavioral change (e.g., reduced screen time and improved daily routines). Participants reported a subjective sense of empowerment and greater control over their digital habits.

Conclusions: The “Changing Me” program appears to be a promising psychoeducational intervention that fosters cognitive insight and behavioral modification in adolescents with PIU. These findings may contribute to the development of school-based mental health programs that address technology-related behavioral issues.

Demographic, Addiction, and Psychological Characteristics of Adults with Gaming Disorder

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Background: A comprehensive understanding of risk and protective factors is essential for accurately identifying and diagnosing the risk of developing Gaming Disorder (GD) and informing effective treatment strategies. Investigating factors that contribute to or result from GD and addictive traits in a treatment-seeking population may offer deeper insights into the disorder's nature. Additionally, existing GD research primarily focuses on children and adolescents, resulting in limited knowledge about adults. This study aimed to examine the demographic, addiction, and mental characteristics of adults presenting to Green Crescent Counseling Centers for GD treatment.

Method: The study was conducted with 1,064 clients who sought psychosocial treatment for gambling disorder between 2020 and 2024. In the study, the Internet Gaming Disorder Scale - Short Form was used to assess the severity of gaming addiction, and the API-C was utilized to evaluate mental characteristics. The research was designed using a retrospective

method, involving the collection of past data. The information about the participants is presented in frequency (N, %) tables.

Results: When the clients are evaluated by age groups based on risk levels, the percentage of individuals in the low-risk group is 30.8% for those aged 18 and over, and 39.0% for all clients. In the medium-risk group, 48.3% of individuals aged 18 and over fall into this category, and the proportion for all clients is 49.3%. In the high-risk group, 21.0% of individuals aged 18 and over are in this category, and the percentage for all clients is 11.7%.

Conclusions: The findings of our study indicate an increase in mental health problems among adults, similar to those observed in children and adolescents. These issues may be both a cause and a consequence of GD. It is believed that incorporating psychological factors into treatment will enhance the effectiveness of interventions.

Balancing Screens and Well-being: A Positive Psychology Approach to Digital Addiction in First-Year Students

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This study examines the potential impact of a targeted educational intervention, titled “Positive Psychology and University Life Preparation,” designed to assist first-year university students in adapting to university life and addressing challenges related to excessive digital technology use. The program’s core goals are to promote students’ mental well-being, strengthen their resilience (the ability to manage stress and adversity), enhance their social connectedness, and support healthier, more balanced digital device use.

To evaluate the effectiveness of this program, data were collected from participating students at two time points: once at the beginning of the academic year and again at the end. The study employed validated instruments, including the Life Satisfaction Scale (to assess psychological well-being), the UCLA Loneliness Scale (for social connectedness), the Adult Resilience Scale, and the Digital Addictions Scale. These measures allowed for a multi-dimensional understanding of students’ emotional, social, and behavioral adjustment.

The focus of the research is not only to understand if students improve across these domains, but also to examine how digital technology-related problems

(e.g., smartphone or social media overuse) affect students’ ability to adjust to the demands of university life. The program incorporates research-based strategies from the field of positive psychology to help mitigate the negative consequences of digital overuse while preparing students to succeed in a technology-driven academic environment.

From the matched data set of students who completed both the pre- and post-assessments ($N = 5$), a comparative analysis revealed the following key findings:

Psychological well-being scores decreased from an average of 3.60 at the beginning to 2.60 at the end of the semester, potentially reflecting elevated academic stress or broader emotional strain over time. Social connectedness showed a slight improvement, rising from 2.45 to 2.65, suggesting enhanced student engagement and interpersonal integration as the year progressed. Resilience levels, reflecting students’ coping capacities, also improved modestly, increasing from 3.40 to 3.56. Digital addiction scores, reflecting problematic digital usage, decreased from 2.81 to 2.64, suggesting that students may have developed healthier digital habits over time, possibly influenced by the intervention.

These outcomes point to a positive effect of the program on social and behavioral domains, particularly in enhancing digital self-regulation and supporting social adaptation. While the decrease in life satisfaction warrants further investigation—possibly due to academic workload or contextual stressors—the overall trend supports the usefulness of structured positive psychology-based interventions in facilitating adjustment among university students.

In conclusion, this study contributes to the growing understanding of how positive psychology principles can be effectively applied in university settings to promote adaptive functioning and mental health in an increasingly digitalized educational context. The findings offer practical insights for the design of future educational programs aimed at supporting student well-being and digital literacy.

[OP-6]

Understanding Family Characteristics in Gambling Disorder

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Background: Gambling Disorder (GD) is a multifaceted condition that impacts not only the individual but also disrupts family functioning. It can lead to role ambiguity, emotional disconnection, financial hardship, caregiving challenges, and psychological strain within the family (Browne et al., 2020; Black et al., 2014). Dysfunctional parenting, low family cohesion, poor social support, and negative role modeling are identified as risk factors for the development of gambling behaviors (Hearn et al., 2021; Dowling et al., 2021; Shaffer & Martin, 2011; Mishra et al., 2019; Hardoon et al., 2004). This study aims to investigate the distribution of familial characteristics across different levels of GD severity.

Methods: The study sample comprises 6,671 individuals who applied to YEDAM for gambling disorder and received family counseling between 2021 and 2024. The Gambling Risk Screening Scale was used

to measure GD severity, and the Addiction Profile Index-Family (BAPI-A) was used to assess family characteristics.

Results: The families of participants in the high-risk group for GD have higher scores in parenting skills, conflict resolution skills, family members' attitudes, and overall family relationships (more dysfunctional familial characteristics) compared to the families of participants in the low-risk group ($p < 0.05$).

Conclusions: The study shows that individuals with severe GD have more dysfunctional family traits than those with mild GD. These families struggle with conflict resolution, hold negative views on addiction, and have damaged relationships. Findings highlight the need for family involvement in GD treatment, as improving family dynamics may support long-term recovery.

Psychodrama in Gambling Disorder Through a Case Study

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Objective: The effectiveness of group therapies in addiction has been evident in the active and ongoing use of sharing and support groups such as AA since the 1940s. According to the 2020 reports of the Substance Abuse and Mental Health Services Administration (SAMHSA), 93% of different treatment institutions apply group therapy to addicts who are receiving follow-up and treatment (SAMHSA Advisory, 2021). There are many clinical applications and literature on the effective use of psychodrama, a group therapy, in addiction (Toker Uğurlu et al., 2020; Eslek, 2021). However, the effectiveness of therapeutic applications regarding the use of psychodrama in Gambling Disorder is only beginning to be demonstrated (Serinrüzgar, 2024). Our aim is to draw attention to the fact that regular participation in psychodrama group therapy increases the duration of remission through our case.

Method: H.B is 46 years old, married with a child, works as a manager in a company. He first applied to addiction treatment 20 years ago due to alcohol addiction. His gambling behavior started 15 years ago and quickly met the diagnostic criteria for gambling

disorder. He applied for treatment for this purpose in 2018 and continued with individual interviews/therapy and pharmacotherapy until the pandemic. Although it was suggested, he did not join a group. In 2020, he accepted group participation because he could only achieve short remission periods of 1-2 months with the current treatment process. Since then, he has been attending psychodrama groups regularly, first weekly, then every two weeks and now every three weeks. We continue psychodrama groups as an open group. We have two separate groups: addicts in remission in less than 6 months and addicts in remission longer than 6 months. Our alcohol, substance and gambling addiction patients are included in the same groups.

Results: The activity is expressed in our report with the remission period. The longest remission period before 2020 was 2 months, while the longest remission period after 2020 was 1 year. During the participation in psychodrama groups, the most frequent replay occurred after 4 months. While the periods of play before psychodrama lasted at least a week, this process lasted an average of 48 hours after psychodrama.

Digital Addiction and Psychological Intervention: The Impact of Cognitive Behavioral Therapy on University Students

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This study aims to examine the effects of psychological interventions on preventing and treating digital addiction among university students. The research began by administering a digital addiction scale to university students. The results were used to identify students at high risk of digital addiction. Students who sought help from the guidance and psychological counseling unit were offered therapy support. The therapies provided consisted of two different approaches: cognitive-behavioral therapy (CBT) and schema therapy.

In the first phase, after the digital addiction scale was applied, the therapy process was initiated. Students involved in the therapy process learned various strategies to combat digital addiction and manage the

psychological effects associated with it. After the therapy process, participants were re-administered the digital addiction scale, and the effects of the therapy were evaluated.

The study investigates the effects of psychological approaches such as CBT and schema therapy in reducing digital addiction and reveals that these approaches can have positive outcomes on university students. This study highlights the importance of psychological interventions in combating digital addiction and demonstrates that such therapies can be effective in making students' digital habits healthier. Ultimately, the results show the benefits of seeking professional psychological support in the fight against digital addiction.

Gaming Addiction in Adolescents: The Relationship between Perceptions of Social Support and Attachment Styles

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This study examines the relationship between gaming addiction, perceived social support, and attachment styles in adolescents. The research sample comprises 310 voluntary adolescents aged 14 to 19. Data were collected using the Digital Game Addiction Scale-7 (Yalçın Irmak & Erdoğan, 2015), the Social Support Appraisal Scale for Children and Adolescents (Gökler, 2007), and the Three-Dimensional Attachment Styles Scale (Erzen, 2016).

The findings reveal that gaming addiction does not significantly differ based on demographic factors such as age, parental education level, household income, family structure, or birth order. However, a statistically significant yet weak negative correlation was observed between gaming addiction and perceived social support from family, teachers, and peers. This suggests that adolescents who receive higher levels of social support tend to exhibit lower gaming addiction levels.

Furthermore, a weak positive correlation was found between attachment styles and gaming addiction.

Specifically, adolescents with insecure attachment styles demonstrated a slightly higher tendency toward gaming addiction, indicating that attachment characteristics may play a role in gaming behaviors. These findings highlight the importance of fostering secure attachment relationships and enhancing social support networks to mitigate excessive gaming behaviors in adolescents.

This study contributes to the existing literature by providing empirical evidence on the interplay between gaming addiction, attachment patterns, and social support systems. Future research should explore the underlying mechanisms of these relationships and assess potential interventions aimed at reducing problematic gaming behaviors among adolescents.

Keywords: Gaming Addiction; Social Support; Attachment Styles; Adolescents

Weaving Hopes, Gaining Strength: A Narrative Approach to Internet Gaming Disorder

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In recent years, therapeutic interventions for Internet Gaming Disorder (IGD) have garnered increasing academic interest. Nevertheless, empirical studies focusing on effective treatment modalities remain scarce. This case report presents the therapeutic processes of two male adolescents (aged 15 and 16) diagnosed with IGD, each exhibiting distinct clinical characteristics. Framed within a narrative therapy perspective, the study underscores the importance of recognizing the adolescents' engagement with and knowledge of gaming as a meaningful entry point for therapeutic dialogue. Central to this approach is the respect for clients' agency in articulating their

experiences through personally meaningful language. Both participants demonstrated a notable reduction in time spent gaming and showed clinically significant improvement in IGD-related symptoms by the conclusion of the intervention. Additionally, standardized assessments indicated a decline in comorbid symptoms, including those related to ADHD and anxiety. Importantly, the adolescents appeared to transition from a passive and consumption-oriented interaction with gaming to a more active and self-determined stance. These findings offer preliminary but meaningful insights into the application of narrative therapy in the treatment of adolescent IGD.

Examining Parental Experiences in Managing Screen Use in Early Childhood: Development of a Narrative-Based Support Guide

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The increasing digitalization of modern life has led to earlier and higher exposure of children to screens. Studies show that 91.3% of children use the internet primarily for watching videos and gaming, increasing the risk of behavioral addiction (TÜİK, 2021; TÜİK, 2024). Behavioral addiction, including internet and video game addiction, occurs when certain behaviors provide short-term rewards but lead to long-term negative consequences (Grant et al., 2010; Karim & Chaudhri, 2012). Excessive screen use negatively impacts mental health, academic success, and social relationships (Beard, 2005; King & Delfabbro, 2020). Early exposure to gaming increases the likelihood of addiction-like behaviors (Grüsser et al., 2007).

Most research on screen-related behavioral addictions has focused on older children, while studies on early childhood remain limited and mainly quantitative. Parents acknowledge the negative effects of excessive screen use but struggle to implement restrictions (Mercan-Uzun et al., 2023). This study qualitatively examines parental experiences with early childhood screen use (0-8 years) and aims to develop a narrative therapy-based parental support guide to help manage these challenges.

The study follows a qualitative design with descriptive analysis. Participants included eight parents, selected through purposive and snowball sampling. Data was collected via in-depth, semi-structured interviews. Parents provided informed consent, and confidentiality was maintained by assigning codes (e.g., P1, P2). Interviews were transcribed, coded, and analyzed using a thematic framework (Yıldırım & Şimşek, 2006).

Six key themes emerged from the analysis: (1) parental attitudes toward screen use, (2) concerns about screen addiction, (3) the impact of parents' screen use on children, (4) psychosocial effects of screen use on children, (5) parental strategies for limiting screen time, and (6) the need for social and individual support.

Findings highlight parents' varied attitudes and concerns regarding screen exposure. While some impose strict limitations, others opt for controlled and educational use. Parents struggle with screen dependency, its psychosocial impact, and managing their own screen habits. They also express a strong need for guidance and resources. In response, a narrative therapy-based parental support guide will be developed to help parents navigate screen challenges, strengthen coping strategies, and improve family interactions.

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[OP-12]

Psychometric Development and Validation of the Hyperfocus Questionnaire for Children and Adolescents and Associations with Problematic Internet Use

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Background: While attention problems are often defined by deficits such as inattention and distractibility, excessive forms of attention like hyperfocus have received limited recognition. Emerging research suggests that hyperfocus may contribute to behavioral addictions, including problematic internet use, particularly among youth. Despite this potential link, hyperfocus remains under-investigated, and no validated instruments exist to assess it in child and adolescent populations.

Objective: This study aimed to develop and validate two new scales—the Hyperfocus Questionnaire – Parent (HFQ-P) and the Hyperfocus Questionnaire – Self-Report (HFQ-SR)—for individuals aged 6 – 18. It also examined whether hyperfocus is associated with, and predictive of, problematic internet use symptoms.

Method: The sample consisted of 321 children and adolescents referred to a psychiatry outpatient clinic. Diagnostic evaluations were conducted using the K-SADS-PL-DSM-5-TR. The psychometric properties of the HFQ-P and HFQ-SR were assessed. Internet addiction was evaluated using the Young Internet Addiction Test – Short Form (YIAT-SF) as self-report. Correlational and regression analyses were performed.

Results: Factor analyses confirmed a two-factor structure for the HFQ-P and a three-factor structure for the HFQ-SR. Both scales showed strong internal consistency ($\alpha = .91$ for HFQ-P; $\alpha = .84$ for HFQ-SR) and high test-retest reliability. HFQ-SR scores were strongly positively correlated with YIAT-SF scores ($r = .62, p < .001$). Linear regression showed that hyperfocus significantly predicted YIAT-SF score severity,

explaining 38.3% of the variance ($R^2 = .383$, $\beta = .619$, $p < .001$). Specifically, each one-point increase in hyperfocus score was associated with a 0.653-point increase in YIAT-SF score.

Conclusion: Our findings confirm that the Hyperfocus Questionnaires are valid and reliable instruments for assessing hyperfocus in children and adolescents. Our findings revealed that hyperfocus is not only a distinct attentional construct but also a significant

cognitive contributor to problematic internet use in youth. The strong predictive power of hyperfocus on internet addiction underscores the importance of recognizing excessive attentional states—alongside attentional deficits—in understanding behavioral addictions. Integrating hyperfocus assessment into clinical evaluations may enhance early identification and targeted intervention strategies for at-risk children and adolescents.

[OP-13]

Examination of Social Risk Level Differences in Behavioral Addictions

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Background: The aim of this study is to examine the differences in social risk levels in behavioral addictions. Behavioral addictions, unlike chemical addictions, are associated with a process reinforced by the repetition and performance of a specific behavior. In the literature, types of behavioral addictions include gambling disorder.

Method: The study was conducted with 3,368 clients who sought psychosocial treatment for internet use disorder and gambling disorder between 2020 and 2024. The research was designed using a retrospective method, involving the collection of past data. Descriptive data on the participants' sociodemographic information and social risk levels are presented in frequency (N, %) tables. The Chi-Square Test was used in the analysis of the data. Additionally, a statistical significance level of $p < 0.05$ was considered in the study.

Results: It was found that participants with gambling disorder are at a higher risk in terms of economic,

environmental, and legal issues compared to participants with internet use disorder. Participants with internet use disorder, on the other hand, are at a higher social risk in areas such as occupation, education, leisure time, friendships, social skills, physical issues, and life challenges. The study found no significant differences in social risk levels between the two groups in the areas of housing, health insurance, and family relationships.

Conclusions: Research has found that clients with gambling disorder face higher social risks in economic, environmental, and legal domains, whereas clients with internet use disorder experience greater social risks in occupational, educational, leisure, friendship, social skills, physical health, and life difficulty domains. Clinically, the risk factors that need to be addressed vary depending on the type of addiction. In this regard, it can be suggested that further research is needed to examine these differences specific to each type of addiction.

Age-Related Differences in Internet Addiction: Findings from a Large-Scale Study Using the Turkish Version of Young's Internet Addiction Test Short Form

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Background: As internet use becomes increasingly widespread, it is important to understand how internet addiction varies across age groups for developing effective prevention and intervention strategies. This study examines age-related patterns of internet addiction using the Turkish version of the Young's Internet Addiction Test - Short Form (YIAT-SF), a widely used tool originally developed by Young (1998), and adapted into Turkish by Kutlu et al. (2016).

Method: The study included 69137 participants from five age groups: 27578 middle school students (ages 10 – 13), 22716 high school students (ages 14 – 17), 6361 young adults (ages 18 – 24), 12482 adults (ages 25 – 40) and 5123 older adults (ages above 40). Data was collected via an online survey on tbm.org.tr between 2022 and 2024. The total sample consisted of 30349 males and 43911 females. Descriptive and Multivariate Analysis of Variance (MANOVA) analyses were conducted to examine age- and gender-related differences in internet addiction scores.

Results: The results showed clear age-related differences in internet addiction scores. Adolescents and young adults had the highest average scores (Adolescents: $m=31.53$, $sd=10.98$; Young Adults: $m=30.21$, $sd=10.06$), suggesting greater vulnerability to problematic internet use ($p<0.001$). In contrast, middle school students and adults reported lower scores (e.g., Adults: $m=24.57$, $sd=9.16$). Across all age groups, male participants consistently scored higher than females. The data also revealed age-specific differences in internet usage patterns, which will be presented in detail.

Conclusion: These findings show that the risk of internet addiction changes at different ages, with adolescents and young adults being at higher risk. Knowing these patterns can help create age-appropriate prevention and support strategies. Future studies should investigate further the underlying mechanisms behind these differences, such as psychological, social, and environmental factors.

The Relationship Between Social Media Addiction, Sleep Quality, and Occupational Balance Among Generation Z University Students

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Background: Generation Z, born in 2000 and later, has grown up with technological advancements and spends a significant portion of their lives using social media platforms such as Instagram, YouTube, WhatsApp, and Twitter. The excessive use of social media may lead to addiction, negatively affecting sleep quality and occupational balance. This study aims to investigate the relationship between social media addiction, sleep quality, and occupational balance among Generation Z university students.

Method: A cross-sectional study design was employed, involving 136 university students. Data was collected through a sociodemographic information form, the Social Media Addiction Scale, the Pittsburgh Sleep Quality Index (PSQI), and the Occupational Balance Questionnaire. Statistical analyses, including independent sample t-tests, ANOVA, chi-square tests, post hoc tests, and Pearson correlation analysis, were conducted using IBM SPSS 25.0.

Results: A significant difference was found between social media addiction and gender ($p<.05$), with women being more active users. A positive, low, and

significant correlation was identified between social media addiction and sleep quality ($p<.05$), indicating that higher social media addiction is associated with poorer sleep quality. Similarly, a positive, low, and significant correlation was observed between social media addiction and occupational balance ($p<.05$). No significant differences were found based on participants' birth year, place of residence, or preferred social media platform.

Conclusions: The findings highlight that social media addiction affects both sleep quality and occupational balance among Generation Z university students. Targeted interventions to reduce social media addiction could enhance students' well-being and academic performance. Further research is needed to explore the long-term impact of social media usage on mental and physical health.

Keywords: Social media addiction, sleep quality, occupational balance, Generation Z.