



## Syllabus Course Program



# GAME METHODS IN PSYCHOLOGICAL PRACTICE

### Specialty

011 Educational, pedagogical sciences

### Educational program

Pedagogy of high school

### Level of education

Master's level

### Semester

7

### Institute

Educational and Scientific Institute of Social and Humanitarian Technologies

### Department

Pedagogy and Psychology and Social System Control named after I. A. Ziaziun (301)

### Course type

Professional training. Selective

### Language of instruction

English

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## Lecturers and course developers



### Victoria Valerievna Shapolova

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Candidate of Pedagogical Sciences, Associate Professor, Associate Professor of the Department of Pedagogy and Psychology of Social Systems Management named after Academician I.A. Zyazyun, NTU "KhPI"

Teaching experience - 10 years. Author of more than 50 scientific and educational works. Author of trainings on leadership issues, personal development in various aspects and team building. Leading lecturer in the disciplines: "Game Methods in Psychological Practice", "Psychology of Addictive Behavior", "Social and Psychological Training", "Social Psychology", "Team Building Psychology", "Leadership in the Management of Social Systems", etc.

[More about the teacher on the department's website](#)

## General information

### Summary

The discipline is aimed at mastering the theoretical foundations and developing practical skills in applying game methods in psychological practice. The importance of play in the social and psychological context is revealed, different types of game methods are considered, and different approaches to theoretical understanding of the role of play in human life are analyzed. Analysis of the play activities of modern children is made. Emphasis is placed on the practical usage of game methods in various areas of psychologist's practical work. The peculiarities of creating, conducting and analyzing role-playing games, psychodrama, fairy tale therapy, sand therapy, management fights, etc. in the context of the



game method are revealed.

### **Course objectives and goals**

generalization of scientific and practical developments in the research and application of game methods in practical psychology.

### **Format of classes**

Lectures, practical classes, consultations, self-study. Final control in the form of an **exam**.

### **Competencies**

General competences:

GC 1. Ability to abstract thinking, analysis and synthesis.

GC 2. Ability to search, process and analyze information from various sources. GC 7. Ability to generate new ideas (creativity).

GC 8. The ability to act socially responsibly and consciously.

GC 13. Students acquire skills in applying knowledge of the biological basis of behavior for objective analysis of mental phenomena in humans in psychological practice.

GC 14. Use comparative analysis of physical (biological), social, cultural, psychological characteristics of an individual, personality.

### **Competencies of specialization:**

SC1. Ability to operate with the categorical and conceptual apparatus of psychology.

CS 2. The ability to apply and develop new approaches to solving problems of a research and/or innovative nature in the field of education and pedagogy.

SC3. Ability to understand the nature of behavior, activities and actions.

SC4. Ability to independently collect and critically process, analyze and summarize psychological information from various sources.

SC7. Ability to analyze and systematize the results obtained, formulate reasoned conclusions and recommendations.

SC8. Ability to organize and provide psychological assistance (individual and group).

CS 9. Ability to use modern information and communication and digital technologies in educational and research activities.

SC10. Ability to comply with professional ethics.

SC11. Ability to personal and professional self-improvement, learning and self-development.

SC12. Know and understand the subject area and understand the future profession.

SC16. Ability to identify human psychological characteristics and sources of their origin at the individual, personal and individual level.

### **Learning outcomes**

LO 1. To know at the level of the latest achievements the concept of development of education and pedagogy, the methodology of using project management technology.

PLO 7. Reflect and critically evaluate the reliability of the results of psychological research, formulate reasoned conclusions

ELO 10. Formulate an opinion in a logical, accessible manner, discuss, defend one's own position, modify statements in accordance with the cultural characteristics of the interlocutor.

PLO 11. Draw up and implement a plan for the consultation process, taking into account the specifics of the request and individual characteristics of the client, and ensure the effectiveness of their own actions.

HR 12. To develop and implement a program of psycho-preventive and educational activities, psychological assistance measures in the form of lectures, discussions, round tables, games, trainings, etc. in accordance with the customer's requirements.

OB 13. Interact, communicate, be understood, and tolerate people with different cultural, gender, and age differences.

PO 16. To know, understand and adhere to the ethical principles of professional activity of a psychologist.

LO 27. Draw conclusions and describe the features of mental processes of the individual. processes, states and qualities.

ELO 27. Draw conclusions and describe the peculiarities of mental processes of a person.

## Student workload

The total volume of the course is 120 hours (5 ECTS credits): lectures - 32 hours, workshops - 32 hours, self-study - 56 hours.

## Course prerequisites

To successfully pass the course, you need to have knowledge and practical skills in the following disciplines: «Age Psychology», «Psychophysiology», «Family Psychology», «Personality Psychology», «Social Psychology», «General Psychology».

## Features of the course, teaching and learning methods, and technologies

Lectures are conducted interactively using multimedia technologies. Practical classes use a project approach to learning, game methods, and focus on the application of innovative pedagogical information technologies in educational monitoring. Active learning methods that are used: discussion, brainstorming, problem-based methods, the method of specific practical situations, business and role-playing games. Study materials are available to students through OneDrive of NTU KhPI.

## Program of the course

### Topics of the lectures - ALL TEXT - all topics from 1 to 10

#### Topic 1: General characteristics of game methods in psychological practice.

Game Methods in Psychological Practice" as a scientific discipline. Subject and main objectives of the course. The concept of "game" and game activity. General characteristics of human play activity. Functions of the game in human life and development. The main components of the game. Signs of the game.

#### Topic 2. Basic game theories and historical overview of human gaming activities.

History of the formation of game methods in applied psychology. Basic game theories. The contribution of S. Freud, S. Hall, J. Piaget, E. Elkonin, A. Freud, M. Klein, J. Morone to the development of game methods in psychological practice. The main trends in the cultural and historical development of the game.

#### Topic 3. Classification of game methods.

General orientation to the use of various game methods used in psychological practice. Characteristics of role-playing games. Characteristics of games used in educational and cognitive activities. Characteristics of object-manipulative games. Characteristics of the business game. Characteristics of the research game. Characteristics of games used in psychodiagnostics, their advantages and disadvantages. Characteristics and purpose of psychotherapeutic games. Game methods of active learning.

#### Topic 4. Psychodramatic method in psychological practice.

The history of the development of the psychodramatic method of J. Moreno and his theory of roles. Types of roles: somatic, psychological, social, trajectory. Therapeutic principles of imitative behavior modeling. Sociometry of the group. The main elements of psychodrama: protagonist, director, auxiliary selves, audience, stage. Phases of group action. Forms of group work. Psychotherapeutic mechanisms of psychodrama. Basic techniques of psychodrama. Principles of sociodrama.

#### Topic 5. Application of the game in pedagogical activity.

Features of the game application in pedagogical activity. Application of the game technology "Managerial Duel" by V. Tarasov in the activities of a psychologist, teacher and educator. Specifics of working with adults. ZOOM space and gamification of Gonoodle.com and Worldwool - in the work of a psychologist and a teacher

#### Topic 6: Toys, their characteristics. Favorite toy.

Favorite toy and its role in child development. Toys, their characteristics. Theater of the soul. The use of dolls and toys in the work of a psychologist. Sand therapy in the practice of a psychologist.

The use of transformational games in psychologist's practice, the algorithm of creation and its main components.

#### Topic 7. Fairy tale therapy in psychologist's practice.

Fairy tale therapy in the practice of a psychologist. Features of fairy tale analysis and its stages. Fairy tales in the work of a psychologist. Types of fairy tales. Different psychological approaches to analyzing fairy tales

#### Topic 8: Debate, brainstorming, group discussion.

Debate as a game: skills, principles, essence and basic elements. Debate styles. Karega-Potter debate: purpose, rules, responsibilities of skippers. Types of skipper's languages. Debate topic: formulation, analysis. Identification of participants. Rules for developing arguments: requirements for creating an argument, a worksheet for debate, research and support for arguments: requirements for creating arguments, a worksheet

for debate, research and support for arguments. Affirmative case: structure, interpretation and definition of the topic, justification.

**Topic 9: Technology for creating a role-playing game.**

Technology for preparing, creating, conducting, and analyzing a role-playing game.

**Topic 10. Game methods and work with difficult clients in the training space.**

The concept of "difficult clients". Types of difficult customers. Algorithm for working with difficult clients.

## **Independent work**

The course includes individual assignments and an essay assignment.

### **Topics of individual assignments.**

1. Make an analyze of the modern features in play activities of modern children. Analyze toys, cartoons, movies of the present and the past. Upon completion of this task, students should present a photo and video presentation of their work.
2. Create (invent) 3 cases («Case study» method) on:
  - management decision-making;
  - conflicts in the teaching staff (any situation is possible, for example, between teachers, a teacher and a student (pupil), a teacher and parents, a teacher and the administration of a higher education institution or school ... ;
  - A case from the life of a psychologist (psychological practice .... Situation with clients, colleagues ....).
3. Create (invent) educational games for 3-year-olds and 5-6-year-olds to develop: imagination, memory, attention, thinking and logic!  
Create (invent) educational games for teenagers to develop, for example, emotional intelligence, moral attitudes, love for animals, love for younger siblings, communication skills ...
4. Create a training program, in which you need to indicate and describe: the topic, purpose, audience, material equipment, what skills you are developing; according to the phases of the training, describe the exercises, games, cases that you will conduct; write down questions for reflection.

Make a report with a presentation on one of the proposed topics:

- 1) Features of animal play and specifics of human play. Functions of the game in childhood. Types and characteristics of children's games.
- 2) The importance of play in the socialization of preschoolers.
- 3) General theories of play by K. Gross and F. Beutendyke. Theories and problems of researching children's play in foreign psychology (J. Selly, W. Stern, S. Spencer, J. Chateau, F. Schiller, etc.).
- 4) Skills formed in different types of games.
- 5) Requirements for the professional competence of a teacher in the field of organizing students' play activities.
- 6) Requirements for the professional competence of a psychologist in the field of organizing game activities.
- 7) Didactic games, their characteristics. Classification of didactic games. Features of the use of didactic games in the educational process. Workshop on the design and organization of didactic games for preschoolers.
- 8) The concept of "Story-Role Game" and its specifics.
- 9) Varieties of role-playing games. Basic approaches to the organization of role-playing games. Workshop on the design and organization of role-playing games for preschoolers.
- 10) The importance of outdoor games in the education and development of preschool children. Classification of outdoor games. Workshop on the design and organization of outdoor games for preschoolers.
- 11) General principles of game modeling.
- 12) Stages of game development: forming a game problem; choosing a modeling object; choosing and

justifying the type of game depending on the field of use; determining the purpose of the game; functions of game roles; the field of game decision-making; expert assessment of player self-esteem; group reflection; paperwork; system of rewards and penalties; playing and analyzing the game. Information bank of the game.

13) Game interaction technology.

14) The use of different types of games in various areas of psychological activity.

15) Role-playing game as an extended form of game activity. Structural components of the role-playing game. Role-playing game "Theater" (by E. Belyaeva, I. Rodicheva). Social and psychological game "Interview" (by N. Anikeeva).

16) Psychotechnical game "Anesthesia" (authors N. Tsen, Y. Pakhomov). Educational game "Psychoanalysis of dreams" (I. Galushko, N. Perkolab, N. Yarosh).

17) Business game. General idea of organizing and conducting a business game. Problem-business game "Presentation" (Y. Garmash, N. Novikova, S. Postupna). Psychodiagnostic game "Prisoner's Dilemma".

18) Using the case study method.

19) Psychodrama by J. Moreno.

20) Counterplay (by E. Berne). Psychotherapeutic game "Conflict" (O. Basset, O. Lysova). Research game (M. Robert, F. Tillman).

21) Psychodrawing. Sensitive training. Relaxation methods.

22) Principles of brainstorming. Stages, its modifications: classic version, aquarium.

23) Types of group discussion, stages. The strategy and role of the leader at each stage of the discussion.

24) The discussion procedure, its difficulties and ways to overcome them.

25) Principles of creating author's games in different scientific fields

26) Analysis of the psychologist's practical activities at training events (Online and live)

## Course materials and recommended reading

### Basic literature

1. Leitz G. Psychodrama: Theory and Practice. Classical Psychodrama by J. L. Moreno". Cogito Center, 2017. - 380 s.
2. Play Therapy: The Art of the Relationship 2nd Edition by Garry L. Landreth
3. The Handbook of Sandplay Therapy Illustrated Edition by Barbara A. Turner
4. The Interpretation of Fairy Tales (C. G. Jung Foundation Books Series) Paperback – July 9, 1996.
5. The Family and Individual Development by D. W. Winnicott, Martha Nussbaum
6. Peace, play, development. How Adults Raise Little Children and Little Children Raise Adults Deborah McNamara

### Supplementary literature

1. Play Therapy: Practice, Issues, and Trends. L. Homeyer, M. Morrison Published 2008. Psychology, Medicine. American Journal of Play.
2. Innovations in play therapy : issues, process, and special populations G. Landreth Published 2001. Psychology, Medicine

## Assessment and grading

### Criteria for assessing student performance, and the final score structure

100% of the final grade consists of assessment results in the form of an exam (40%) and ongoing assessment (60%).

Exam: written assignment (3 questions on theory) and oral presentation.

Current assessment: 1 online module test and individual assignment (20% each).

A rating system is also provided.

### Grading scale

Total points	National	ECTS
90-100	Excellent	A
82-89	Good	B
75-81	Good	C
64-74	Satisfactory	D
60-63	Satisfactory	E
35-59	Unsatisfactory (requires additional learning)	FX
1-34	Unsatisfactory (requires repetition of the course)	F

## Norms of academic integrity and course policy

The student must adhere to the Code of Ethics of Academic Relations and Integrity of NTU "KhPI": to demonstrate discipline, good manners, kindness, honesty, and responsibility. Conflict situations should be openly discussed in academic groups with a lecturer, and if it is impossible to resolve the conflict, they should be brought to the attention of the Institute's management.

Regulatory and legal documents related to the implementation of the principles of academic integrity at NTU "KhPI" are available on the website: <http://blogs.kpi.kharkov.ua/v2/nv/akademichna-dobrochesnist/>

## Approval

Approved by

Date, signature

Head of the department  
Oleksandr ROMANOVSKY

Date, signature

Guarantor of the educational program  
Tetyana SOLODOVNIK

