

PROBLEMATIC GAMING

Here are the Learning Objectives for the Problematic Gaming Specialist Course

1. Identify the diagnostic criteria and clinical considerations involved with the experience of a game-related disorder.
2. Describe what is problematic gaming and gaming disorder.
3. Identify what is the neuroscience of addiction and gaming and describe evidenced informed biopsychosocial factors associated with gaming.
4. Explain clinical factors and areas for convergence between gaming and gambling disorder.
5. List and describe online social interactions and identify the different models of human interaction.
6. List and contrast different genres clearly and accurately from one another.
7. Identify the four structural elements of a digital activity required for something to be considered a video game.



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8. List five ways about the purpose of gaming, the impact it has on wellbeing, and how this knowledge can be applied to working with clients.
 9. Identify co-occurring mental health diagnosis to screen for during a clinical intake to identify therapeutic goals.
 10. Identify the 10 player motivation as a concept which interacts with player personality and reward mechanisms involved in gameplay.
 11. Describe the play and reward experiences of at least two different styles of games currently on the market for consumption by game players.
 12. Describe positive psychology as a working paradigm of engaging problematic gaming.
 13. Identify two ways parasocial relationships form and are reinforced in the play of common online videogames.
 14. Discuss three ways in which socialization motivations combine to enhance the positive experiences in gameplay.



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15. Connect two cultural or identity-bound connection players experience through video games and how these interact to enhance the person's sense of belongingness and life satisfaction.
 16. Identify specific strategies for applying counselor approaches to game motivation understandings in a clinical setting.
 17. Identify three existing implications from research on applying counseling theory and intervention processes to players of playing multiple types of online video games.
 18. Explain the dual-factor model of mental health, key elements of the acronym letters of the PERMA model, and apply gaming to a strength and weakness profile through RPG trait development (e.g., Dark Souls).
 19. Discuss the importance of well-being-focused interventions as it relates to therapeutic efficacy.
 20. Identify evidence-based ways that video games can increase positive emotions, life engagement, personal relationships, personal meaning, and achievement.
 21. Analyze Jungian and archetypal clinical case studies for transformative content played, the video gamer's identity, and clinical applicability.



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22. Describe facts and clinical features of gaming disorder and cognitive, emotional, temperament, and personality correlates relating to the impacts of trauma.
 23. Identify the psychological, physiological, social, and environmental issues and beliefs associated with gaming and trauma.
 24. Assess the effectiveness of a universal trauma informed approach and inclusion of evidenced based treatments.
 25. Demonstrate the effectiveness of a universal trauma informed approach with gaming disorder.
 26. Describe foundations of mindfulness in different therapeutic models and how it can assist in managing symptoms and presentations of problematic gaming.
 27. Prepare mindfulness techniques that can assist both clinician and client in building rapport, attention, insight, and awareness.
 28. Create a plan on how to therapeutically work with video gamers within clinical practice.

