

DSHS Western State Hospital Virtual Reality Training Video Content

This document provides a vision for the content and objectives of some possible DSHS VR Training Videos. The content and screenplay for all videos shall be subject to approval of DSHS and may vary from what is contained in this document.



Person-Centered Storyline – John’s Story

Each episode (2-3 minutes) unfolds throughout the 2-week new employee orientation course. All episodes are filmed from the first-person perspective of “John”.



1. John’s story

John is a middle-aged adult who lives in Tacoma with his dad. He has a job in the community and loves drumming. John also has a persistent mental illness and has received various treatments over the years.

After being prescribed a new medication, John experiences uncomfortable side effects. Through internal narration, we hear John have a conversation with himself about how the new drug makes him feel. Distant, faint voices, can be heard in this internal conversation.

John stops going to work and becomes reclusive. (The visual color palette becomes de-saturated and grey.) His mental health worsens and an intense interaction with his dad hints at a mental health crisis.

Learner Objectives:

- Ground learners in John’s story, interest and life before he arrives at Western State Hospital.
- Reduce fear and stigma around how and why a mental health crisis might happen.



2. John arrives at Western

John arrives on campus scared and worried. Iggy, a staff member, guides him through the intake process. Iggy’s interactions are respectful, soothing and empathetic.

John is more and more anxious as he goes through exams, arriving on the ward with other patients, finding his room, eating a prepared meal. He feels a total loss of control and choice.

Iggy asks John about the hoodie he’s wearing – it’s his favorite hoodie. Strong internal voices warn John to distrust Iggy and staff.

Iggy gives two choices: keep the hoodie and cut the strings (a safety hazard) or store the hoodie safely with staff and pick out a new one in clothing. John chooses to have the strings cut so he can keep wearing his hoodie.

Learner Objectives:

- Understand the intake process from patient’s perspective
- Understand the loss of control and choices for patients.
- Model staff positive regard and appropriate options for patients



3. John is triggered

John befriends another patient Jamie, who has a family visitor that day at the hospital. He shares that he’s excited for his dad to visit him tomorrow.

Iggy tells John he has a call from his dad – he can’t make it for the visit tomorrow. The news is a huge blow and angers John.

John’s internal voices become louder and more intense. His focus on Iggy becomes tunnel-visioned. His internal voices begin blaming Iggy and consume his hearing. John’s voices escalate and yell, “Killer! Killer! Killer!”

Utilizing ACIT best practices for verbal de-escalation, body language and coordination with other staff, Iggy helps John de-escalate and arrive at a positive resolution.

Learner Objectives:

- Understand how a small, external factor can significantly impact a patient.
- Experience auditory and visual hallucinations associated with mental illness from patient’s POV.
- Segway learners into the ACIT training.



4. John manages his mental health

John has worked on advancing in the level system at the hospital. He’s taking medication, going to treatment mall and has a job working in the café.

When Jamie, a patient, asks for a coffee, John’s internal voices are triggered by her tone of voice. John begins reality checking with his own voices, “I know voices are saying this..., but I know Jamie is my friend.” He turns to Iggy and asks to go on a walk to discuss his feelings.

In a Level Up ceremony, Iggy awards John with a new level for his progress. He’s circled by a few staff and patients who give him a round of applause. His internal dialogue hints at the trust he now feels toward Iggy and other staff.

Learner Objectives:

- Understanding that patients can/will recover. Voices don’t always go away, but patients can learn coping skills to manage, instead of react, to hallucinations or stimulus.
- Understanding staff’s role in providing a therapeutic relationship, with positive regard to patients.



5. John reconnects with his life

Back at home in Tacoma, John writes down activities in his calendar: work schedule, family dinner, band night with friends, the weekly outpatient group therapy.

(In contrast to episode #1, the scene feels brighter and warmer.)

John’s dad reminds him it’s time for his medication. John’s narration discusses his feelings about that. His internal voices are still present, but they’re much quieter. John has new coping skills to manage them.

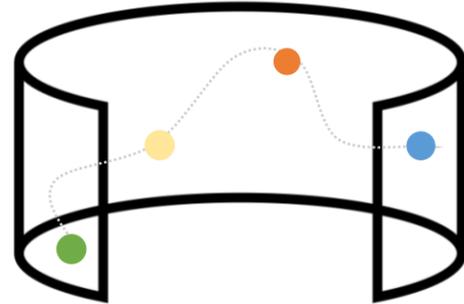
He picks up his drum sticks and begins playing to music. He finds the beat soothing. Warm, soothing visuals fill the room around him as he drums through the fade out.

Learner Objectives:

- Hope and Resiliency!
- Patients at Western can and will recover.
- Staff understand their impact on patient’s lives, which they might not see directly. But their jobs are important and they’re making a difference in people’s lives.

Recommendation: Review storyline with current and/or former patients to provide real-life context and subject matter expertise.

Additional VR Content for Consideration



Baseline Behavior – To be considered for ACIT modules

“Spot & analyze” VR content.

- Watch a continuous scene, ex. ward activity near a nursing station or a patient de-escalation scene
- Learners are prompted to look for the good examples of person-centered care with staff and patients.
- Class discusses as a group what they observed.
- Could watch again with visual cues highlighting the important examples.

Learner Objectives:

- Support situational awareness training modules
- Support person-centered care examples – from obvious to nuanced examples.



Wellness – Guided Mindful Meditations

VR content that could be experienced at the beginning of class.

- Breathing, emotion regulation, mindfulness exercises
- Calming visuals (woods, beach, night sky, animations, etc)

Learner Objectives:

- Normalize talking about self-care and emotional wellness
- Provide new staff with simple, easy-to-remember mindfulness exercises