Table of Contents

A. Setup............................................................................................................................................................3
B. Playing the VR Game........................................................................................................................................3
C. Alternative E-Learning Game ..........................................................................................................................4
D. K-12 Educational Curriculum ..........................................................................................................................5
  Learning Objectives:...........................................................................................................................................5
  Lesson Materials:................................................................................................................................................5
  Lesson Procedure:..............................................................................................................................................5
Word Search.......................................................................................................................................................6
Crossword .............................................................................................................................................................8
E. Troubleshooting Menu .....................................................................................................................................10
  1. Issue: the user feels like they are too high or too low in the game to see the characters properly. 10
  2. Issue: the game needs to be restarted. .........................................................................................................12
  3. Issue: the user cannot hear the character dialogue. .......................................................................................13
A. Setup

1. **Sit in the seat** (or stand on the spot) where the user will be playing the game. Do not skip this step, otherwise the game will not display correctly.

2. **Turn on the headset** by holding the small thin button on the lower right side of the headset.
   
   a. You’ll know it is turning on if there is a blue Meta logo in your view.

3. **Set the play area.** Once the headset powers on, it will ask you to create a “Guardian”. This will require you to do 2 things:
   
   a. Set the floor level: **This is very important for the game to display correctly.** From wherever the user will be sitting or standing, **bend down and touch the physical floor** with your controller and **click the index finger button to set it**.
   
   b. Set the guardian. You will select “Stationary Guardian”. It is okay if there are “objects in the playing area”, just confirm the stationary guardian and continue.

4. **Adjust the Volume.** Using the buttons on the bottom of the headset, adjust the volume to 2 bars before the highest setting. This can be further adjusted as necessary.

5. **Start the game.** Once you finish setting the play area boundary, you can start the game by following these steps:
   
   a. In the main screen (looks like a large open space with a canyon in the background), select the App Library (bottom right of toolbar).
   
   b. Then look up to the top right of the screen for the dropdown menu that currently says “All”. Click it and select “Unknown Sources”.
   
   c. Then, from that screen, select the WVU game.

B. Playing the VR Game

1. **Educate about behavioral health and social work.** Give the Play Higher brochure to the user and explain behavioral health and social work. Give the Maslow’s hierarchy of needs pyramid and explain that they’ll need to know that in order to play the game.

2. **Alternatives for Trigger warning/Accessibility concerns:** explain to the user that the game story includes mildly uncomfortable topics such as housing insecurity, food insecurity, and lack of parental supervision due to drug use. Also, warn the user that the VR environment can cause mild dizziness or disorientation.
   
   a. **No Triggering Content:** If the user does not wish to be exposed to a story with these themes, they can play the alternative E-Learning game on the laptop.
   
   b. **Accessibility:** if the user does not feel comfortable in VR headsets, or needs vision or hearing assistance, they can play the alternative eLearning game on the laptop.
   
   c. **Alternative game:** See heading below for how to play the alternative e-learning game.

3. **Introduce the controllers.** Tell the user how to use the controller once they are in the game.
   
   a. Show them how to hold the controller so that their index finger is hovering over the index finger button. Show them how to click the index finger button to select an answer.
   
   b. Show them how to click the grip button with their middle finger in order to hold and move objects.
   
   c. Show them how to use the thumb stick to move around their office (when the line turns white).
4. **Adjust the Headset.** Put on the VR headset and adjust using the back clicking rotational wheel or the top headband with Velcro.
   a. **Glasses:** people can either take their glasses off or try to use the headset with their glasses on.
   b. **Adjust the lenses.** The lens width can be adjusted by taking the headset off and moving the lenses in to the 1 position, or out to the 2 or 3 position.

5. **Play the game.** The user is now ready to start the game. Tell them to select “Get Started” on the screen to begin.
   a. **During the game:** if needed, tell them how to find things in the virtual environment, such as how to select a prize, or how to grasp the boxes with their middle finger grip button during the Maslow’s hierarchy minigame.
   b. **Prizes and answers:** they will still get the same prizes no matter what answers they provide because they will get a chance to go back and choose the right answer. So, if they want to select a “wrong” answer to see what happens, they can do so.

6. **Debrief.** After the game ends, ask the user to reflect on their experience and on what they learned.
   a. **Familiarity.** Ask the user if they feel more familiar with behavioral health and social work after playing the game. Ask them if they feel like they understand what social workers do.
   b. **Interest.** Ask the user if they feel more interested in behavioral health social work as a possible career path.
   c. **Career Pathways.** Direct the user back to the brochure and show them the career pathways section. Discuss the various jobs at the bachelor’s and master’s level, and what different degrees could get them there. Direct the user to view the panel on social work and discuss how social work is different than other degrees.

C. **Alternative E-Learning Game**

If the user wishes to play the laptop alternative to the VR game, follow these steps.

1. **Turn on laptop and login** using:
   a. Username: \Social Work (yes, you must type the period and the backslash – be sure it’s the backslash and not a forward slash – and then be sure to put a space between the words Social and Work).
   b. Password: Password1

2. **Start the game.** Find the file on the desktop named “Story”. It will open a browser. You do not need internet access. Double click it to begin the game.

3. **Debrief.** Follow the same debrief steps as in the User Experience, above.
D. K-12 Educational Curriculum

Learning Objectives:
1. Define the term behavioral health.
2. Evaluate one’s understanding of the job of social workers.
3. Demonstrate (in a game setting) four components of behavioral health social work: open-ended questions, self-determination, Maslow’s hierarchy of needs, and person-in-environment.

Lesson Materials:
1. Play Higher brochure.
2. Maslow’s hierarchy card.
3. Word search & crossword handouts.
4. Virtual reality headset with game loaded.
5. Laptop with alternative e-learning game loaded.

Lesson Procedure:
1. **Introduce** the topic by asking students how they would define behavioral health. Then, ask students to describe what social workers do. It is helpful for students to unpack their pre-conceived notions about what social workers do, perhaps from what they have seen in the media or on TV or TikTok, or what they have seen or experienced first- or second-hand.
2. **Explore** the topic by opening up the Play Higher brochure and having the students read the definition of behavioral health. Help them unpack the definition by thinking of examples for when someone would see a behavioral health professional. Then, look at the other panels in the brochure to become familiar with social work and the different degree options for behavioral health careers. Direct students to read the panel about social work to help them redefine what social workers do and how they help people.
3. **Learning & Practice**: each student should take a turn playing the VR game. See the User Experience section of this guide. Students should use the alternative e-learning game on any computer or laptop if they want to avoid triggering content related to housing insecurity, food insecurity, or lack of parental supervision due to drug use, or if they are not comfortable or able to use the VR headset due to motion sickness or need hearing or vision assistance. See the Alternative E-Learning Game in this guide.
   a. While students are waiting on their turn to play the game, they can learn concepts using the word search or crossword games in this guide.
4. **Reflect**:
   a. Have the students look back and reflect on what they learned about behavioral health and social workers. Help them compare what they thought they knew before the game to what they now know after the game.
5. **Reinforce**:
   a. If the students are interested in learning how to become a behavioral health social worker, encourage them to look at the degree options and career pathways in the Play Higher brochure. They can also speak with their guidance counselor or speak to an admissions counselor at any local community college or 4-year university or college such as WVU School of Social Work at [https://socialwork.wvu.edu](https://socialwork.wvu.edu).
Word Search

Social Work Buzz Words

Find the following words in the puzzle.
Words are hidden up, down, left, and right.

ADVOCACY
BEHAVIORAL HEALTH
BSW
CHANGE AGENT
CLINICAL
COMPETENCE
DIGNITY
DIVERSITY

EMPOWERMENT
ENVIRONMENT
HEALING
HUMAN
RELATIONSHIPS
INTEGRITY
LICENSE
MACRO LEVEL
MENTAL HEALTH

MEZZO LEVEL
MICRO LEVEL
MINDFULNESS
MSW
PERSON
POLICY
SERVICE
SOCIAL JUSTICE

 Created by WVU School of Social Work using Word Search Generator on Super Teacher Worksheets (www.superteacherworksheets.com)
Social Work Buzz Words

Word directions and start points are formatted: (Direction, X, Y)

- ADVOCACY (E,11,8)
- BEHAVIORAL HEALTH (E,7,12)
- BSW (E,20,8)
- CHANGE AGENT (E,6,3)
- CLINICAL (W,23,14)
- COMPETENCE (W,13,5)
- DIGNITY (W,10,15)
- DIVERSITY (W,22,7)
- EMPOWER (N,2,8)
- ENVIRONMENT (W,13,9)
- HEALING (W,22,13)
- HUMAN (E,6,11)
- INTEGRITY (W,11,7)
- LICENSE (W,17,16)
- MACRO LEVEL (E,9,1)
- MEANINGFUL (E,9,6)
- MEZIO LEVEL (E,7,14)
- MICRO LEVEL (S,1,4)
- MINDFULNESS (E,9,6)
- PERSON (E,16,2)
- POLICY (E,3,6)
- SERVICE (W,22,9)
- SOCIAL JUSTICE (W,21,4)
- SOCIAL WORKER (E,4,10)
- STRENGTHS (W,23,5)
- THERAPIST (W,11,2)
- WORTH (W,22,15)
- YACACOVDA (E,4,13)
Crossword

ACROSS
2. a professional who assists their clients in addressing both their physical and mental health needs, often caused by either a substance use disorder, mental health disorder or both.
7. social work perspective which sees individuals as constantly interacting with the various environments around them, including family, friends, work, educational institutions, social services, politics, religion and goods/services.
9. the connection between physical health, mental health, behaviors, mind, body, spirit, and wellbeing.
10. the resources and assets an individual has that enhances empowerment and dignity of the individual.
11. the conditions, circumstances and human interactions that human beings find themselves in.
13. practice level with individuals.

DOWN
1. This perspective empowers individuals, their families and communities by acknowledging strengths at each level and promoting each system to do its best through advocacy, service and social justice.
3. an individual’s right to make his or her own decisions.
4. set forth by the National Association of Social Workers (NASW), this is a set of ethical principles that guides the professional conduct of social workers.
5. a professional whose primary mission is to enhance human well-being and help individuals meet their basic and complex needs, with specific emphasis on individuals who are vulnerable, oppressed and/or living in poverty.
6. the process of increasing power (personal, interpersonal, or political) in an individual/group, which involves taking action to improve one’s life situations.
8. practice level with families and groups.
12. practice level with organizations and communities.
Answer Key

THERAPIST
SELF

COD

PERSON ENVIRONMENT

EMEPCE

POWER

ENVIRONMENT

LAHEMICRO LEVEL

LEVEL
E. Troubleshooting Menu

1. Issue: the user feels like they are positioned too high or too low in the game to see the characters properly.
2. Issue: the game needs to be restarted.
3. Issue: the user cannot hear the character dialogue.

---

1. Issue: the user feels like they are too high or too low in the game to see the characters properly.

<table>
<thead>
<tr>
<th>Instruction Description</th>
<th>Image/Screenshot</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Click the Oculus Button on the right controller (do not hold).</td>
<td>![Image of Oculus button]</td>
</tr>
<tr>
<td>2. A menu will pop-up. Click on the lower left side of the toolbar to get to the Quick Settings.</td>
<td>![Image of menu pop-up]</td>
</tr>
</tbody>
</table>
3. From the Quick Settings menu, go to Settings.

4. Then, select Guardian.

5. Then, select Set Floor Level to reset the floor level, and Adjust Guardian to reset the play area.
6. Then go back to the game (through the App Library).

2. Issue: the game needs to be restarted.

<table>
<thead>
<tr>
<th>Instruction Description</th>
<th>Image/Screenshot</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Click the Oculus Button on the right controller (do not hold).</td>
<td><img src="image1.jpg" alt="Image" /></td>
</tr>
<tr>
<td>2. A menu will pop-up. Click “Quit”.</td>
<td><img src="image2.jpg" alt="Image" /></td>
</tr>
</tbody>
</table>

playhigher.wvu.edu
3. Go back to the game through the App Library.

3. Issue: the user cannot hear the character dialogue.

<table>
<thead>
<tr>
<th>Instruction Description</th>
<th>Image/Screenshot</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use the volume buttons on the bottom of the headset and adjust the volume until the user can hear.</td>
<td>![Image of headset volume buttons]</td>
</tr>
</tbody>
</table>