Welcome, ASERL librarians

Eileen Lawrence, Coherent Digital
Elizabeth Robey, Coherent Digital
Tyler Wilkinson, faculty, Mercer University
New(ish) company—but people familiar to you

Stephen Rhind-Tutt
- President and cofounder, Coherent Digital
- President and cofounder, Alexander Street Press

Eileen Lawrence
- VP of Sales, Coherent Digital
- Senior VP and cofounder, Alexander Street Press

Elizabeth Robey
- Publisher, Coherent Digital
- Senior Editor, Alexander Street Press (counseling, social work)
We tame wild content

Wild content is…

• Undiscoverable, uncitable, prone to link rot, uncatalogued, likely to disappear
• Lost when organizations cease to exist
• In danger of disappearing forever—broken links, websites changes…
• User-created—but how do you find it?
• Grey literature—scholarly, expert reviewed, but nearly invisible

We make wild content findable, stable, and preserved in a permanent home
...and put it onto our *Commons* platform

- We mix **open** (vetted, curated) and premium (**licensed**) content
- We **enhance it** all with support materials and related content
- We assign **persistent identifiers** for stability
- We **add indexing** for discoverability
- We **keep copies** safe—users redirected if links break
- We add community features—**member uploads** are published within minutes
Coherent Digital *Commons* platform

In *Mindscape Commons*, this means immersive and interactive video and VR experiences that are…

- **Originally created** by Coherent Digital
- **Licensed** from premium producers (e.g., BBC, Stanford University…)
- **Uploaded** by *Mindscape Commons* members
- **Commercial** projects
- **Open**—we vet, make discoverable, and *enhance with support materials* and indexing
Association of Learned and Professional Society Publishers (ALPSP)

2021 Innovation Award – *Mindscape Commons*

*The Charleston Advisor*

2021 Best Interface Award – *Mindscape Commons*

Other projects on the Commons platform:

*Policy Commons* (live)

*Canada Commons* (December)

*Africa Commons* (early 2022)

*History Commons* (early 2022)

*South Asia Commons* (early 2022)

Information at [https://coherentdigital.net](https://coherentdigital.net)
How did the idea come to be?

Elizabeth investigated...

- What role do emerging technologies play in academia?
- What can they offer educators?
- Can they enhance teaching and learning?
- Should we go down the path of investing in these resources?
She spoke with academics and looked at universities’ investments...

Penn State University, Center for Immersive Experiences
February 2020 visit
Conclusion: Entertainment and gaming apps dominated many VR labs—scholars needed teaching resources.
Elizabeth also found multiple studies showing improved learning outcomes.
• Investments

• Shortage of educational content

• Improved learning outcomes

• Tech-savvy students

Considering all this, Elizabeth concluded...
... there was a clear need for virtual-reality video content for teaching and learning in mental health

We decided to create *Mindscape Commons*
These are the three content series originally created by Coherent Digital

- 3 to 15 minutes long
- 360°, 180°, and 2D videos
- Interactive
- Instructor guides
- Created in partnership with faculty at Mercer University, San Francisco State University, University of Missouri St. Louis, Cal State Northridge, and Penn State University

Dr. Wilkinson will talk about the first series: Virtual Microcases
Tyler Wilkinson, Ph.D.
Associate Professor of Counseling
Program Coordinator in Counselor Education and Supervision
Mercer University, Atlanta
Experiential Learning

• Teaching student's knowledge, skills, and the ability to deal with abstract, complex concepts that unfold during the therapeutic interactional process.

• Experience that allow one to reflect based on one’s prior knowledge can enhance learning (Kolb, 1984).

• Practicum, internship, role-plays, case studies.
Limitations to current student training

• Creating experiences like those actually experienced in counseling can be difficult

• Applies to other professions with clinical interaction

• Role play with peers can lack consistency across students

• Ability to accurately portray clinical situations

• Practicum and internship experiences are often capstone experiences at the end of the program

• Students often portray anxiety related to taking on the role of counselor (Granello, 2010)
Virtual Reality

- Virtual reality (VR) shows incredible promise for creating opportunities for controlled, experiential learning within virtual, clinical contexts.

- Other professions such as pharmacy and nursing have used simulated experiences (i.e., Cenden & Lok, 2012).
Virtual Microcase: Anxiety. Mindscape Commons, 2020
Student Findings

• Authentic and immersive experience

• Awareness of self and other non-verbal cues
  “Honestly...you have a realistic experience. And I also found myself nodding to let him know that I was still engaged and I’m not even here”

• Awareness of potential responses
  “It makes you think about your presence in the room.... I felt comfortable running through questions in my head, what should I ask, what should I do next, and what would work for them? And when they responded with some- thing in a way that coincided with something I thought—it was like, oh okay I am on the right path”

• Preference to traditional role plays
Student Findings

- Comfort with advanced cases
- Felt preparedness and anxiety reduction with earlier exposure

“with people saying things...like...the last one talking suicide, like suicide attempts or rape and death...those kinds of things and being comfortable seeing...somebody saying that or hearing that spoken to you in a way. I think [it] is really helpful because...the scariest part is like, what do you do with that?”

“The first time at my internship was the first time I had to sit in a room alone with somebody who was actually talking about stuff that was pretty intimidating. So, [this experience] may [help] being prepared for that, since you can look around and it feels pretty real and emotionally engaged.”

- Desire to Engage
Figure 1.

*When I think about counseling a suicidal client, I feel anxious*

Note. Higher scores indicate higher levels of agreement on the item.
Figure 2.

*I know what to say to a client who is talking about suicide*

Note. Higher scores indicate higher levels of agreement on the item.
Classroom Interventions

- Exposure stimuli to create reflective experiences as students prepare to do work with actual clients
- Reflection of the experience is important for learning and acquisition of knowledge (Kuk, Holst, 2018).
- Addressing emotional reactions to cases beyond mere knowledge conceptualization
- Potential for classroom engagement
- Alternative to written case studies
Virtual Microcases (360°, interactive)

Moments of Excellence in Counseling (180°, interactive)

School and Career Counseling (2D, interactive)

Elizabeth will discuss the other two original series

• 3 to 15 minutes long
• 360°, 180°, and 2D videos
• Interactive
• Instructor guides
• Created in partnership with faculty at Mercer University, San Francisco State University, University of Missouri St. Louis, Cal State Northridge, and Penn State University
Series: Moments of Excellence in Counseling

Session topic: Religion/Spirituality

Evidence-based relationship-building techniques critical to improved therapeutic outcomes. Developed in 180 degrees. Can be viewed on a VR headset or simply using a laptop or mobile phone.
Establishing the client Issue

The videos are interactive and immersive—the session moves ahead as the viewer interacts by answering the questions.

Each video unfolds with an introduction; the client issue; question 1; affirmation of the correct answer; question 2; affirmation of the correct answer; counselor intervention; counselor’s assessment—why she approached the session this way; question 3; client’s thoughts on the session.
Affirmation

Question

How can the counselor best help the client?

A. Discuss the importance of religion and client’s faith in the past and how it impacts her currently.

B. Reflect her sense of isolation and sadness related to family relationships and continue discussing family concerns.

C. Delve deeper into client’s past and find other strategies that have worked for her during times of sadness.
Intervention

Question

How do you think the client will react after this particular moment?

A. The client will feel more engaged and motivated in the counseling process.

B. The client will feel pushed into going to church.

C. The client will feel happy to talk about her family.
Counselor Assessment
Client Assessment
During the pandemic, when we couldn’t travel to film onsite, we kept growing the project by adding this series in 2D video, using Zoom and adding top-notch support materials.
An example of the interactive questions included to keep learners engaged with the content:

**What best describes this moment in the session?**

A. The student is displaying anger and early ADHD symptoms.

B. The student should be sent to the principal's office; this is a disciplinary issue.

C. The student is frustrated and is talking about handling his frustration with an external coping style.
Moments of Excellence in School Counseling: Coping Style is a 2D interactive video that demonstrates the way in which individuals navigate change and stressors in their life. In this video, viewers will be asked to identify the issue, choose an intervention, and anticipate the client's response to the intervention. Omar is a sixth-grade student who was sent to see the school counselor after he became frustrated in class, yelled at his teacher and threw his class work to the ground. The school counselor, in a kind and caring manner, helps Omar develop more constructive and positive coping skills for future times when he starts to get frustrated.
Mindscape Commons—what’s included?

Exclusive content available to members only
More than 150 premium experiences—originally created by Coherent or licensed from third parties

Additional content—100+
• Select open-source 360-degree videos
• Faculty research projects
• Commercial VR listings

Value-added materials
Teaching guides, support materials, transcripts, summaries, discovery service, indexing—created by Mindscape
Supports programs in counseling, clinical psychology, social work

And also...

- **Nursing and medical**—demonstrating various mental health issues across a wide range of populations
- **Sociology**—courses in gender, marriage and family, race, culture, and religion
- **Criminal Justice**—retraining police to recognize suicidal thoughts, sexual trauma, substance use, and react appropriately
- **Business**—for Organizational Management and Human Resource courses, emphasizing the need for mental-health awareness and empathy
- **Sensitivity training**—related to sexual harassment and trauma
- **Residential life and counseling centers**—addressing important issues affecting students, including substance use, suicide, loneliness, anxiety, depression, and trauma
Institutional membership in Mindscape Commons

Annual membership gives you

• Access for your entire institution
• All the content, including exclusive, licensed, links to open access and commercial, and faculty projects
• All the content added during your membership year
• Library tools (COUNTER stats, reports, etc.)
• Uploading rights for your own projects
• Conversion and hosting options
• Option to purchase perpetual rights
THANK YOU for attending

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