LESSON 1
Names of group facilitators:
(1) ______________________ (2) ______________________
Date: __________________ Location: __________________
Research Assistant completing this form: ____________________________

Introduction
(1) ___ Facilitators provided their names
(2) ___ Facilitators asked participants for their first names (no last name or title)
(3) ___ Facilitators stated overall purpose of the Coming Out Proud program

Established Ground Rules
(4) ___ Confidentiality- what is said in the room, stays in the room
(5) ___ Stated that everyone’s opinion counts
(6) ___ Stated that we respect each other
(7) ___ Asked participants if there are any other ground rules (consensus should be sought if extra rules are proposed.)
(8) ___ Told participants to feel free to ask for breaks should they need them
(9) ___ Asked participants if there are any questions or comments before starting Lesson 1

Lesson 1: Considering the Pros and Cons of Disclosing
(10) ___ Provided Lesson 1 general overview (Coming out proud is the right decision for some people, but not for everyone. This section is a guide to help people decide what the right decision is for themselves. We approach the decision in three parts…)
(11) ___ Stated overview item 1 (We discuss the idea of IDENTITY and mental illness so you can decide how you frame your identity.)
(12) ___ Stated overview item 2 (We note that secrets are a part of everyone’s lives so that you can decide whether your experiences with mental illness should or should not be disclosed.)
(13) ___ Stated overview item 3 (We help you weigh the costs and benefits of coming out so that you can decide whether or not to disclose.)

Lesson 1, Part 1: Do You Identify Yourself as a Person With Mental Illness?
Stated learning objective 1 (Some people do not view themselves as a person with mental illness.)

Stated learning objective 1a (They do not view struggles with their illness as central to who they are.)

Stated learning objective 1b (Other parts of their life are more central to who they are.)

Stated learning objective 2 (Other people clearly identify themselves with their mental illness.)

Instructed participants to read the two stories about identity (Marie and John Henry)

Discussion question 1 (What do you think of John Henry and Marie’s decisions?)

Discussion question 2 (What are the pros and cons of Marie’s choice?)

Discussion question 3 (What is good and bad about John Henry’s choice?)

Discussion question 4 (Is one of them right?)

Worksheet 1.1: Some Reasons Why People Decided to Disclose Their Mental Illness

Asked participants to read Worksheet 1.1

Asked participants to put check marks next to reasons that stood out to them

Asked participants to add other reasons in the blank spaces at the end of the worksheet

Asked participants to find a partner and discuss their entries in the worksheet

Lesson 1, Part 2: Secrets Are a Part of Life

Stated learning objective 1 (Everyone has secrets and they keep them for a variety of reasons.)

Stated learning objective 2 (There is nothing shameful about secrets like this; still, some of us beat ourselves up with the “secret of mental illness.”)

Stated learning objective 3 (Many assumptions we hold about our secrets account for our bad feelings.)

Stated learning objective 4 (Our assumptions, however, are often false.)

Stated learning objective 5 (We can challenge these assumptions and break down our hurtful beliefs.)

Worksheet 1.2: Change Our Attitudes Exercise

Provided overall description of the Change our Attitudes Exercise (We offer a way to challenge stigmatizing attitudes in the Change our Attitudes Exercise. As laid out on the worksheet there are five steps for changing attitudes about our secrets and ourselves.)

Explained step 1 (First, we begin with a clear statement of the hurtful attitude created using the following formula: I must be ___ because ___.)

Provided example (“I must be a bad person because I have a secret about my mental illness.”)
(35) Stated step 2 of this process (Defining the true/false assumptions about the hurtful belief—in this example there are two key components that seem to account for bad feelings: (1) believing that “normal” people don't keep secrets and (2) it is shameful to have a mental illness.)

(36) Stated step 3 of this process (Challenging the assumptions by checking them out with others, “You will likely give up hurtful attitudes when you discover that these underlying assumptions are actually false.”)

(37) Used the first assumption provided (“believing that “normal” people don't keep secrets”) to explain step 4 (Collecting evidence against the assumption.)

(38) Explained step 5 (Creating a COUNTER, by restating the attitude so that it does not injure you.)

(39) Told participants that they can write down their counter on a card so they can remember it better

(40) Went through the example of Alan to show the process of challenging the second assumption (“it is shameful to have a mental illness.”)

(41) Discussed Alan’s completed worksheet

(42) Asked participants to list some hurtful attitudes they hold about their experiences with mental illness

(43) Asked participants to select one hurtful attitude they listed for Worksheet 1.2 (Change Our Attitudes Exercise)

(44) Instructed participants to use other group members to challenge and collect evidence against the assumptions (complete all five steps)

**Lesson 1, Part 3: Considering the Pros and Cons of Disclosing**

(45) Stated learning objective 1 (There are both benefits and costs to coming out.)

(46) Stated learning objective 2 (Only you can weigh them to decide whether it is worth coming out.)

(47) Stated learning objective 3 (Costs and benefits differ depending on the setting.)

(48) Stated the definition of benefits

(49) Stated the definition of costs

(50) Instructed participants to make a list of all the costs and benefits of coming out (*Table 1.2: Some Costs and Benefits of Coming Out with Mental Illness*)

(51) Discussed general costs and benefits of disclosure with other group members (*Table 1.2: Some Costs and Benefits of Coming Out with Mental Illness*)

(52) Facilitator made a master list of costs and benefits of coming out at the front of the room

(53) Instructed participants to make a list of all the costs and benefits of NOT coming out (*Table 1.3: Some Costs and Benefits of Not Disclosing*)

(54) Discussed general costs and benefits of non-disclosure with other group members (*Table 1.3: Some Costs and Benefits of Not Disclosing*)

(55) Facilitator made a master list of costs and benefits of NOT coming out at the front of the room
(56) Explained difference between short-term and long-term costs and benefits (The impact of costs and benefits are sometimes relatively immediate; at other times, the impact is delayed.)

(57) Told participants not to dismiss any cost or benefit no matter how silly it may seem

(58) Discussed Alan’s completed worksheet (Table 1.4: Example for Alan)

(59) Gave examples of what Alan starred in his worksheet

(60) Told participants to star reasons they think are especially important (Important items are the ones you spend a lot of time thinking about.)

(61) Encouraged participants to consider the list in Table 1.5 (Some Costs and Benefits of Coming Out with Mental Illness) for additional ideas about costs and benefits

(62) Explained that the decision to disclose or not disclose is setting-specific

Worksheet 1.3: The Costs and Benefits Worksheet for Disclosing My Mental Illness

(63) Suggested that participants make extra copies of Worksheet 1.3 and enter the name of the setting at the top of the worksheet (e.g. work, neighborhood, social groups, synagogue, or family members.)

(64) Explained that the purpose of Worksheet 1.3 is to yield a decision about whether or not to disclose your mental illness (put a check-mark in the box in the worksheet.)

(65) Explained how some people may need to postpone their decision

(66) Instructed participants how to fill in the box, “What is your goal in disclosing?” (When you come out, what do you want?)

(67) Instructed participants how to fill in the box, “What do you expect will happen after disclosing?” (Discussed that people have hopes and desires about the impact of their disclosure and that one or two benefits are likely to drive their decision to disclose to someone.)

(68) Explained strategies for listing costs and benefits (Use the strategy that works best for you.)

(69) Instructed participants to complete Worksheet 1.3

(70) Discussed personal decisions of individual participants as a group

Conclusion

(71) Asked participants if they have any questions or comments

(72) Asked participants if they have any concerns

(73) Asked participants how they thought the first session went

(74) Thanked participants for contributing to the session

(75) Reminded participants of contact information in case they should feel distressed

TOTAL FIDELITY FOR LESSON ONE _____ / 75
LESSON 2

Names of group facilitators:
(1) ______________________  (2) ______________________

Date: ____________________ Location: ______________________

Research Assistant completing this form: ______________________

Introduction

(1) Facilitators provided their names
(2) Facilitators asked participants for their first names (no last name or title)
(3) Facilitators stated overall purpose of the *Coming Out Proud* program

Established Ground Rules

(4) Confidentiality- what is said in the room, stays in the room
(5) Stated that everyone’s opinion counts
(6) Stated that we respect each other
(7) Asked participants if there are any other ground rules (consensus should be sought if extra rules are proposed.)
(8) Told participants to feel free to ask for breaks should they need them
(9) Asked participants if there are any questions or comments before starting Lesson 2

Lesson 2: There are Different Ways to Disclose

(10) Provided lesson 2 general overview (It might seem obvious, but there are different ways to come out.)
(11) Stated overview item 1 (We describe five ways here, and then guide you through considering the costs and benefits associated with each strategy.)
(12) Stated overview item 2 (We guide you through the process of selecting a person to whom you are considering disclosing.)
(13) Stated overview item 3 (We then consider how others might respond to your disclosures.)

Lesson 2, Part 1: Different Ways to Disclose

(14) Stated learning objective 1 (People might disclose their experience with mental illness and corresponding treatments in different ways.)
(15) Stated learning objective 2 (Understand the costs and benefits of disclosing in the five different ways.)
(16) Stated learning objective 3 (Remember, you will perceive different costs and benefits associated with each of the five ways. The costs and benefits you identify may vary by setting.)

**Worksheet 2.1: Costs and Benefits of the Five Ways to Disclose**

(17) Instructed participants to read Table 2.1 (Five Ways to Disclose or Not Disclose)

(18) Asked participants if they understood the definitions of the five ways to disclose

(19) Instructed participants to break into pairs to come up with a brief vignette for each of the five ways to disclose for Allison Miller (Note: if short on time, facilitators can instruct each pair to consider only one way.)

(20) After approximately 10 minutes, instructed pairs to come back as a group and discuss Please note break out time if other than 10 minutes ______

(21) Instructed participants to list costs and benefits of the five ways that they perceive related to the vignette in the blank portions in the worksheet

**Worksheet 2.2: Costs and Benefits of the Five Ways to Disclose**

(22) Stated that costs and benefits of disclosing are likely to vary by setting

(23) Asked participants to list the costs and benefits of disclosing at THEIR place of work (If they do not have a place of work, use somewhere they have worked in the past or hope to work in the future.)

(24) Asked participants to enter the setting at the top of the worksheet

(25) Asked participants to discuss their entries with the group

**Lesson 2, Part 2: To Whom Might You Disclose?**

(26) Stated learning objective 1 (Some people are better to disclose to than others.)

(27) Stated learning objective 2 (Learn how to identify a good person to whom you might disclose.)

(28) Stated learning objective 3 (Understand the procedure for “testing out” the person before disclosing.)

(29) Instructed participants to read Table 2.2 (Types of Relationships & Important Characteristics of a Good Person to Disclose to)

(30) Instructed participants to determine which type of relationship and characteristics appeal to them

(31) Instructed participants to add additional relationships and qualities in the blank lines in the table

(32) Asked participants to break into pairs

(33) Asked participants to discuss what they wrote in the worksheet with their partner

**Worksheet 2.3: Testing a Person for Disclosure**

(34) Provided a general overview of the worksheet (There is a nice and unobtrusive way to test
whether or not someone might be a good person for disclosure.)

(35)___ Read example out loud for participants to consider

(36)___ Briefly described instructions within the example

(37)___ Reviewed and interpreted ratings in the example provided

(38)___ Went over instruction 1 to complete the worksheet—Enter name of the person to whom they might disclose at the top of the worksheet

(39)___ Went over instruction 2 to complete the worksheet—Enter a recent news story, TV show, or movie into Worksheet 2.3, one in which a person with mental illness is represented in a positive light.

(40)___ Went over instruction 3 to complete the worksheet—Ask the person the following questions: What do you think of stories (shows, movies) like these? What do you think of people like this in the story (show, movie)? Do you know anyone like this?

(41)___ Went over instruction 4 to complete the worksheet—After listening to the person to whom you might disclose, rate them on the 7-point agreement scales

(42)___ Went over instruction 5 to complete the worksheet—Add up the ratings in a single total score (and enter it into the box provided.)

(43)___ Went over instruction 6 to complete the worksheet—Interpreting score totals

(44)___ Went over instruction 7 to complete the worksheet—Write down anything else notable about their responses

(45)___ Instructed participants to practice this now with a partner

(46)___ After completing the exercise, instructed participants to come back as a group and discuss their experiences

**Lesson 2, Part 3: How Might Others Respond to Your Disclosure?**

(47)___ Stated learning objective 1 (Disclosure will impact the people around you.)

(48)___ Stated learning objective 2 (People may respond in different ways to your disclosure.)

(49)___ Stated learning objective 3 (Consider the different ways that people will react to your disclosure.)

(50)___ Stated that you need to consider the various ways in which people may respond and your reactions accordingly

(51)___ Instructed participants to read Table 2.3 *(How People Might Respond to Your Disclosure)*

(52)___ Asked participants which of these they have experienced

(53)___ Asked the group to list other examples

(54)___ Discussed the examples listed with the group

**Worksheet 2.4: Are You Able to Cope With Disclosure?**
(55)___ Stated the goal of this exercise (to try out how it might feel to come out with one’s mental illness and monitor your own reaction, not to practice effective responses.)

(56)___ Instructed participants to pair off

(57)___ Instructed participants to role-play the text provided

(58)___ Instructed participants to rate themselves on the scales below after listening to the comments (circle the number that best represents how you feel in response to these statements.)

(59)___ Explained interpretation of the ratings (Scores above a 4 on any scale may suggest that these kinds of insults may hurt you.)

(60)___ Stated that a comment from a partner in a role-play will not hurt as much as from someone in real life

**Conclusion**

(61)___ Asked participants if they have any questions or comments

(62)___ Asked participants if they have any concerns

(63)___ Asked participants how they thought the second session went

(64)___ Thanked participants for contributing to the session

(65)___ Reminded participants of contact information in case they feel distressed

**TOTAL FIDELITY FOR LESSON TWO _____ / 65**
LESSON 3

Names of group facilitators:
(1) __________________________________ (2) __________________________________

Date: __________________________ Location: __________________________________

Research Assistant completing this form: _______________________________________

Introduction

(1) ___ Facilitators provided their names
(2) ___ Facilitators asked participants for their first names (no last name or title)
(3) ___ Facilitators stated overall purpose of the Coming Out Proud program

Established Ground Rules

(4) ___ Confidentiality- what is said in the room, stays in the room
(5) ___ Stated that everyone’s opinion counts
(6) ___ Stated that we respect each other
(7) ___ Asked participants if there are any other ground rules (consensus should be sought if extra rules are proposed)
(8) ___ Told participants to feel free to ask for breaks should they need them
(9) ___ Asked participants if there are any questions or comments before starting Lesson 3

Lesson 3: Telling Your Story

(10) ___ Provided Lesson 3 general overview (As a result of Lessons 1 and 2, you might have decided that you want to come out. Hence, this last lesson has several goals.)
(11) ___ Stated overview item 1 (Learn a way to tell your story in a personally meaningful way.)
(12) ___ Stated overview item 2 (Identify peers who might help you with the coming out process.)
(13) ___ Stated overview item 3 (Review how telling your story felt.)
(14) ___ Stated learning objective 4 (Put together all you’ve learned in order to move forward.)

Lesson 3, Part 1: How to Tell Your Story

(15) ___ Stated learning objective 1 (Read through one example of how to tell a story of one’s experience.)
(16) ___ Stated learning objective 2 (Use the provided guide to construct your story of experience with mental illness.)
(17) ___ Stated learning objective 3 (Understand the values and issues related to public speaking.)
(18) ___ Instructed participants to read Table 3.1 (Kyle Uphoff-Wasowski’s Story)
(19) Asked the group to consider discussion question 1 (What are some of the things you liked about her story?)

(20) Discussion question 2 (How does it reflect a story of recovery?)

(21) Discussion question 3 (What parts of it might have been hard to tell?)

(22) Discussion question 4 (What parts might you have said differently?)

**Worksheet 3.1: A Guide to Setting Up a Story About Your Experiences With Mental Illness**

(23) Explained that the worksheet is a template to create a story that might work for them

(24) Stated that the story will vary depending on where they tell it

(25) Stated that for the exercise, assume they are telling it to a civic group like Rotary International

(26) Stated instruction number 1- Enter your name and what they call your mental illness

(27) Stated instruction number 2- List some events in your youth that are typical of most peoples’ lives and/or that might reflect the beginnings of your mental illness

(28) Stated instruction number 3- List ways in which your mental illness emerged, and the age that this occurred

(29) Stated instruction number 4- Share how your mental illness did not go away

(30) Stated instruction number 5- List your achievements and accomplishments, things that demonstrate recovery

(31) Stated instruction number 6- Specify how stigma has thrown up hurdles on the path to your accomplishments

(32) Stated instruction number 7- *I, LIKE ALL PEOPLE WITH MENTAL ILLNESS, LIVE, WORK, AND PLAY JUST LIKE YOU. SO PLEASE TREAT ME THE SAME. DO NOT VIEW ME OR RESPOND TO ME BASED ON ANY UNFAIR STEREOTYPES.*

(33) Stated that they should probably not communicate EVERYTHING in the worksheet (remember their GOAL from Worksheet 1.3.)

(34) Instructed participants to CIRCLE the information in the sheet they think is important for the person to hear

(35) Instructed participants to PUT A LINE through any information they believe to be too personal or that the person might not understand

**Table 3.2: Some Values For Public Speaking**

(36) Stated that public speaking can be a daunting task even when telling your own story

(37) Instructed participants to review Table 3.2 Some Values for Public Speaking

(38) Stated that you need to feel confident (confidence is gained by telling yourself that your story is important)
(39) Stated that you should recognize that your presentation is interesting
(40) Stated that you should recognize your story is humble
(41) Stated to remember the importance of enthusiasm and energy (never sit down, make eye contact, etc.)
(42) Stated what is meant by extensive preparation
(43) Discussed advantages of extensive preparation
(44) Discussed disadvantages of extensive preparation
(45) Asked if any participants are willing to share their story with the group
(46) Instructed the volunteers to pick a style and tell the parts of the story that work for them
(47) Instructed the other participants to listen intently, SUPPORT, and praise the story teller for their message and courage

Worksheet 3.2: Quality of Experience
(48) Instructed participants to complete Worksheet 3.2 after sharing their stories
(49) Instructed participants to use the 7-point scales to rate the quality of their experience telling their story
(50) Instructed participants to write down any other feelings they experienced while telling their story (at the bottom of the worksheet)

Lesson 3, Part 2: Coming Out with Peer Support
(51) Stated learning objective 1 (Coming out can be easier when you have peer support.)
(52) Stated learning objective 2 (There are many types and characteristics of consumer-operated services.)
(53) Stated learning objective 3 (Identify how important different characteristics of consumer-operated services are to you.)
(54) Stated that coming out can be easier when a person decides to join together with others for support
(55) Explained/defined consumer-operated services (Consumer-operated services, which include self-help and mutual assistance programs, are perhaps the best kind of programs that promote empowerment. As the name suggests, consumer-operated programs were developed by consumers for consumers.)

Worksheet 3.3: Characteristics of Consumer-Operated Service Programs (COSP): Which are Most Important to You?
(56) Instructed participants to review the list provided
(57) Instructed participants to rate how important each characteristic would be to them on the 7-point scale provided
(58) Instructed participants to pair off and discuss their ratings

**Worksheet 3.4 Finding Consumer Programs that Meet Your Needs and Interests**

(59) Stated that consumer-operated services are emerging around the world

(60) Instructed participants to use the websites listed (on page 46) to identify consumer-operated services that meet their needs and interests

(61) Instructed participants to make note of the program name, contact information, attractive elements, and any concerns they may have about the program

(62) Encouraged participants to use this worksheet to keep track of all the programs they have reviewed

**Lesson 3, Part 3: How Did It Go?**

(63) Stated learning objective 1 (Learn how to evaluate a specific instance of disclosure.)

**Worksheet 3.5: Details of Your Disclosure - How Did it Go?**

(64) Explained general purpose of Worksheet 3.5

(65) Instructed participants to indicate to whom they disclosed on the top of the worksheet

(66) Instructed participants to indicate the date they disclosed on the top of the worksheet

(67) Instructed participants to indicate the place they disclosed on the top of the worksheet

(68) Instructed participants to consider what their goals were for disclosing to this person

(69) Instructed participants to write down SPECIFICALLY what they said to the person

(70) Instructed participants to write down how the person reacted to their disclosure

(71) Encouraged participants to note the tone of voice and body language of the person during their reaction

(72) Instructed participants to rate how satisfied they were with the exchange (on a 7-point scale)

(73) Instructed participants to rate how positive they thought the exchange was (on a 7-point scale)

(74) Instructed participants to add up the two ratings into a total score

(75) Explained interpretation of score totals

**Lesson 3, Part 4: Putting it All Together**

(76) Stated learning objective 1 (Summarize insights from the worksheets provided in this workbook.)

(77) Stated learning objective 2 (Decide how you would like to move forward with the issue of disclosure.)

**Worksheet 3.6: Insights and Future Directions**
(78) Explained general purpose of the worksheet (questions are provided so that participants can summarize insights and decide on future directions.)
(79) Instructed participants to reflect on what they have learned in the program
(80) Instructed participants to complete the questions in the worksheet (1-8)
(81) Encouraged participants to write down any other comments or concerns they have to discuss with the group
(82) Instructed participants to pair off and discuss their answers
(83) Instructed participants to come back to the group and discuss one or two decisions they have made about coming out in going forward with this program

Conclusion
(84) Asked participants if they have any questions or comments
(85) Asked participants if they have any concerns
(86) Asked participants how they thought the third session went
(87) Thanked participants for contributing to the program
(88) Reminded participants of contact information in case they feel distressed

TOTAL FIDELITY FOR LESSON THREE _____ / 88

TOTAL FIDELITY FOR WORKBOOK LESSONS 1-3

_____ / 228