

**FIDELITY MEASURE for the *Honest, Open, Proud* program**  
**WORKBOOK LESSONS 1-3**

**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 *Honest, Open, 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 (Honest, Open, 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 help you weigh the costs and benefits of coming out so that you can decide whether or not to disclose.)

### **Lesson 1, Task 1: Do you Identify Yourself as a Person With Mental Illness?**

- (13)\_\_\_ Stated learning objective 1 (Some people do not want to view themselves as a person with mental illness.)
- (14)\_\_\_ Stated learning objective 2 (Words are central to stigma)
- (15)\_\_\_ Stated learning objective 3 (Some people agree with stigma and beat themselves up as a result)
- (16)\_\_\_ Instructed participants to read the two stories about identity (Marie and John Henry)
- (17)\_\_\_ Discussion question 1 (What do you think of John Henry and Marie’s decisions?)
- (18)\_\_\_ Discussion question 2 (What are the pros and cons of Marie’s choice?)
- (19)\_\_\_ Discussion question 3 (What is good and bad about John Henry’s choice?)
- (20)\_\_\_ Discussion question 4 (Is one of them right?)

#### ***Worksheet 1.1: Disclosure and More***

- (21)\_\_\_ Asked participants to read *Worksheet 1.1*
- (22)\_\_\_ Asked participants to answer the question “Do you identify with mental illness?”
- (23)\_\_\_ Discussed self-identification as a complex decision
- (24)\_\_\_ Introduced “What’s in a Name?”
- (25)\_\_\_ Asked participants to find a partner and discuss their entries in the worksheet
- (26)\_\_\_ Introduced the concept of self-stigma (“Addressing One’s Own Self-Stigma”)
- (27)\_\_\_ Suggested Appendix 1 as a resource for self-stigma control strategies

#### ***Worksheet 1.2: Some Reasons Why People Decided to Disclose Their Mental Illness***

- (28)\_\_\_ Asked participants to read *Worksheet 1.2*
- (29)\_\_\_ Asked participants to put check marks next to reasons that stood out to them
- (30)\_\_\_ Asked participants to add other reasons in the blank spaces at the end of the worksheet
- (31)\_\_\_ Asked participants to find a partner and discuss their entries in the worksheet

### **Lesson 1, Task 2: Considering the Pros and Cons of Disclosing**

- (32)\_\_\_ Stated learning objective 1 (There are both benefits and costs to coming out.)
- (33)\_\_\_ Stated learning objective 2 (Only you can weigh them to decide whether it is worth

- coming out.)
- (34)\_\_\_ Stated learning objective 3 (Costs and benefits differ depending on the setting.)
  - (35)\_\_\_ Stated the definition of benefits
  - (36)\_\_\_ Stated the definition of costs
  - (37)\_\_\_ Instructed participants to make a list of all the costs and benefits of coming out (*Table 1.1: Some Costs and Benefits of Coming Out with Mental Illness*)
  - (38)\_\_\_ Discussed general costs and benefits of disclosure with other group members (*Table 1.1: Some Costs and Benefits of Coming Out with Mental Illness*)
  - (39)\_\_\_ Facilitator made a master list of costs and benefits of coming out at the front of the room
  - (40)\_\_\_ Instructed participants to make a list of all the costs and benefits of NOT coming out (*Table 1.2: Some Costs and Benefits of Not Disclosing*)
  - (41)\_\_\_ Discussed general costs and benefits of non-disclosure with other group members (*Table 1.2: Some Costs and Benefits of Not Disclosing*)
  - (42)\_\_\_ Facilitator made a master list of costs and benefits of NOT coming out at the front of the room
  - (43)\_\_\_ 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.)
  - (44)\_\_\_ Told participants not to dismiss any cost or benefit no matter how silly it may seem
  - (45)\_\_\_ Discussed Alan's completed worksheet (*Table 1.3: Example for Alan*)
  - (46)\_\_\_ Gave examples of what Alan starred in his worksheet
  - (47)\_\_\_ Told participants to star reasons they think are especially important (Important items are the ones you spend a lot of time thinking about.)
  - (48)\_\_\_ Encouraged participants to consider the list in *Table 1.4 (Some Costs and Benefits of Coming Out with Mental Illness)* for additional ideas about costs and benefits
  - (49)\_\_\_ 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***

- (50)\_\_\_ Told participants that there are 5 extra copies of *Worksheet 1.3* in Appendix 4 and to use

these copies for different settings/people: e.g. work, neighborhood, social groups, synagogue, or family members.

- (51)\_\_\_ 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.)
- (52)\_\_\_ Explained how some people may need to postpone their decision
- (53)\_\_\_ Instructed participants how to fill in the box, “What is your goal in disclosing?” (When you come out, what do you want?)
- (54)\_\_\_ 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.)
- (55)\_\_\_ Explained strategies for listing costs and benefits (Use the strategy that works best for you.)
- (56)\_\_\_ Instructed participants to complete *Worksheet 1.3*
- (57)\_\_\_ Discussed personal decisions of individual participants as a group
- (58)\_\_\_ Introduced Homework (fill in extra *Worksheet 1.3*)
- (59)\_\_\_ Explained that the Homework will not be turned in or shared, but is rather for practice

### **Conclusion**

- (60)\_\_\_ Asked participants if they have any questions or comments
- (61)\_\_\_ Asked participants if they have any concerns
- (62)\_\_\_ Asked participants how they thought the first session went
- (63)\_\_\_ Thanked participants for contributing to the session
- (64)\_\_\_ Reminded participants of contact information in case they should feel distressed

**TOTAL FIDELITY FOR LESSON ONE \_\_\_\_\_ / 64**

## **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 *Honest, Open, 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, Task 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, Task 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, Task 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 *Honest, Open, 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, Task 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,*

*CONTRIBUTE, 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
- (36)\_\_\_ Summarized the Let's Try it Out exercise
- (37)\_\_\_ Instructed participants partner up and tell each other their stories

### ***Worksheet 3.2: Quality of Experience***

- (38)\_\_\_ Instructed participants to complete *Worksheet 3.2* after sharing their stories
- (39)\_\_\_ Instructed participants to use the 7-point scales to rate the quality of their experience telling their story
- (40)\_\_\_ Instructed participants to write down any other feelings they experienced while telling their story (at the bottom of the worksheet)

### **Lesson 3. Task 2: How Did It Go?**

- (41)\_\_\_ Stated learning objective 1 (Learn how to evaluate a specific instance of disclosure.)

### ***Worksheet 3.3: Details of Your Disclosure- How Did it Go?***

- (42)\_\_\_ Explained general purpose of *Worksheet 3.3*
- (43)\_\_\_ Instructed participants to indicate to whom they disclosed on the top of the worksheet
- (44)\_\_\_ Instructed participants to indicate the date they disclosed on the top of the worksheet
- (45)\_\_\_ Instructed participants to indicate the place they disclosed on the top of the worksheet
- (46)\_\_\_ Instructed participants to consider what their goals were for disclosing to this person
- (47)\_\_\_ Instructed participants to write down SPECIFICALLY what they said to the person
- (48)\_\_\_ Instructed participants to write down how the person reacted to their disclosure

- (49)\_\_\_ Encouraged participants to note the tone of voice and body language of the person during their reaction
- (50)\_\_\_ Instructed participants to rate how satisfied they were with the exchange (on a 7-point scale)
- (51)\_\_\_ Instructed participants to rate how positive they thought the exchange was (on a 7-point scale)
- (52)\_\_\_ Instructed participants to add up the two ratings into a total score
- (53)\_\_\_ Explained interpretation of score totals

### **Lesson 3. Task 3: Honest, Open, Proud through Peer Support**

- (54)\_\_\_ Stated learning objective 1 (There are many types and characteristics of peer services.)
- (55)\_\_\_ Explained the difference between self-help groups and mutual assistance programs.

#### ***Worksheet 3.4 Where do I go to Find Peer Support?***

- (56)\_\_\_ Stated that coming out can be easier with support
- (57)\_\_\_ Defined peer support services
- (58)\_\_\_ Asked participants to list peer support programs that they can think of
- (59)\_\_\_ Created a master list of programs
- (60)\_\_\_ Stated that peer services are emerging around the world
- (61)\_\_\_ Encouraged participants to use the websites listed (on page 60) to identify peer services that meet their needs and interests

### **Lesson 3. Task 4: Putting it All Together**

- (62)\_\_\_ Stated learning objective 1 (Summarize insights from the worksheets provided in this workbook.)
- (63)\_\_\_ Stated learning objective 2 (Decide how you would like to move forward with the issue of disclosure.)

#### ***Worksheet 3.5: Insights and Future Directions***

- (64)\_\_\_ Explained general purpose of the worksheet (questions are provided so that participants can summarize insights and decide on future directions.)

- (65)\_\_\_ Instructed participants to reflect on what they have learned in the program
- (66)\_\_\_ Instructed participants to complete the questions in the worksheet (1-8)
- (67)\_\_\_ Encouraged participants to write down any other comments or concerns they have to discuss with the group
- (68)\_\_\_ Instructed participants to pair off and discuss their answers
- (69)\_\_\_ 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**

- (70)\_\_\_ Asked participants if they have any questions or comments
- (71)\_\_\_ Asked participants if they have any concerns
- (72)\_\_\_ Asked participants how they thought the third session went
- (73)\_\_\_ Thanked participants for contributing to the program
- (74)\_\_\_ Reminded participants of contact information in case they feel distressed

**TOTAL FIDELITY FOR LESSON THREE \_\_\_\_\_ / 74**

**TOTAL FIDELITY FOR WORKBOOK LESSONS 1-3 \_\_\_\_\_ / 203**

**FIDELITY MEASURE for the *Honest, Open, Proud* program**

## ***BOOSTER MANUAL AND WORKBOOK FOLLOW-UPS 1-3***

Names of group facilitators:

(1) \_\_\_\_\_ (2) \_\_\_\_\_

Date: \_\_\_\_\_ Location: \_\_\_\_\_

Research Assistant completing this form: \_\_\_\_\_

### **Introduction**

(3) \_\_\_ Facilitators provided their names

(4) \_\_\_ Facilitators asked participants for their first names (no last name or title) (5) \_\_\_ Facilitators stated overall purpose of the *Honest, Open, Proud* booster

### **Established Ground Rules**

(6) \_\_\_ Confidentiality- what is said in the room, stays in the room

(7) \_\_\_ Stated that everyone's opinion counts

(8) \_\_\_ Stated that we respect each other

(9) \_\_\_ Asked participants if there are any other ground rules (consensus should be sought if extra rules are proposed.)

(10) \_\_\_ Told participants to feel free to ask for breaks should they need them

(11) \_\_\_ Asked participants if there are any questions or comments before starting Follow-Up 1

### **Follow-Up 1: The Decision to Disclose**

(12) \_\_\_ Provided Follow-Up 1 general overview (Coming out is the right decision for some people, but not for everyone. This section is designed to review your decision since completing the *Honest, Open, Proud* baseline program about one month ago. We approach this follow-up in two parts:)

(13) \_\_\_ Stated overview item 1 (We review previous intentions to disclose your mental illness, including to whom, when, and where you decided to disclose as well as what you expected from the disclosure.)

(14) \_\_\_ Stated overview item 2 (We discuss whether you disclosed and help you evaluate how the

experience went and how it may affect future disclosures.)

### **Task 1: Did You Intend to Disclose?**

- (15)\_\_\_ Stated follow-up objective 1 (Review your intentions to disclose after you completed the *Honest, Open, Proud* baseline program.)
- (16)\_\_\_ Reviewed people that might be suitable for disclosure (e.g., functional, supportive, empathic)

### ***Worksheet 1.1: Intention to Disclose- Who? When? Where? What?***

- (17)\_\_\_ Asked participants to review their intentions to disclose in *Worksheet 1.1*.
- (18)\_\_\_ Asked participants to pair up with a peer to discuss the worksheet.
- (19)\_\_\_ Made sure participants who did not have any intentions to disclose paired up with someone who did.

### **Task 2: How Did Disclosure Go?**

- (20)\_\_\_ Stated follow-up objective 1 (If you disclosed, describe how it went and rate the quality of the exchange.)
- (21)\_\_\_ Stated follow-up objective 2 (Explain how the experience changed your mind about disclosing.)

### ***Worksheet 1.2: Did You Disclose? How Did it Go?***

- (22)\_\_\_ Explained how to rate and calculate experience of disclosure in *Worksheet 1.2*.
- (23)\_\_\_ Asked participants who did not disclose to fill out the worksheet “AS IF” they had done so.
- (24)\_\_\_ Made sure that participants that did not disclose paired up with participants who did disclose for discussion.

### **Follow-Up 2: Peer Support Programs**

- (25) \_\_\_ Provided Follow-Up 2 general overview (Some people find it helpful to seek a peer support group to share experiences and struggles of mental illness and to overcome the fear of disclosure. As a reminder, peer support services, which can include self-help and mutual



assistance programs, may make coming out easier because a person is joining together with others for support. This includes those who have already come out and those who are still thinking about coming out. This section assesses your experiences with peer support programs since completing the *Honest, Open, Proud* baseline program.)

(26)\_\_\_ Stated overview item 1 (We discuss the meaning of peer support and identify pros and cons of peer support programs.)

(27)\_\_\_ Stated overview item 2 (We help you rate the quality of your peer support experience.)

### **Task 1: Did You Pursue Any Peer Support Programs?**

(28)\_\_\_ Stated follow-up objective 1 (Discuss what peer support means to you.)

(29)\_\_\_ Stated follow-up objective 2 (Identify pros and cons of peer support programs.)

(30)\_\_\_ Stated follow-up objective 3 (Evaluate your peer support experience and discuss the future of peer support in your life.)

### ***Worksheet 2.1: Did You Pursue Any Peer Support Programs?***

(31)\_\_\_ Instructed participants to write down what peer support means to them and make a list of the pros and cons of peer support in Section A of *Worksheet 2.1*.

(32)\_\_\_ Made sure participants discussed their ideas in Section A with the group before moving on to Section B.

(33)\_\_\_ Instructed participants to evaluate their peer support experiences in Section B of the worksheet.

(34)\_\_\_ Asked participants if anyone would like to share their experience with the group.

### **Follow-Up 3: What Has Changed?**

(35)\_\_\_ Provided Follow-Up 3 general overview (Experiences since completing the *Honest, Open, Proud* baseline program may have reshaped your thoughts about coming out. In this section we)

(36)\_\_\_ Stated overview item 1 (Reassess the costs and benefits for disclosure and compare them to what you brainstormed one month ago.)

(37)\_\_\_ Stated overview item 2 (Evaluate what worked and did not work when telling your story and decide how you might change the story.)

### **Task 1: Revisiting the Costs and Benefits of Disclosure**

(38)\_\_\_ Stated follow-up objective 1 (List the costs and benefits of disclosure as you see them now.)

(39)\_\_\_ Stated follow-up objective 2 (Compare them to costs and benefits you brainstormed before.)

### ***Worksheet 3.1: Revisiting the Costs and Benefits for Disclosing My Mental Illness***

(40)\_\_\_ Instruct participants to list EVERY cost and benefit they have, even if they included it in the baseline program.

(41)\_\_\_ Reminded participants what costs and benefits represent.

(42)\_\_\_ Instructed participants not to dismiss any cost or benefit, even if it seems silly.

(43)\_\_\_ Instructed participants to put a star (\*) next to any that are especially important

(44)\_\_\_ Handed back *Worksheet 1.3* from the baseline HOP workbook after they finished filling out this worksheet.

(45)\_\_\_ Instructed participants to make comparisons between the two worksheets.

(46)\_\_\_ Asked participants to share any new costs and benefits with the group.

### **Task 2: How Will You Tell Your Story Now?**

(47)\_\_\_ Stated follow-up objective 1 (Describe what worked and what did not work when telling your story.)

(48)\_\_\_ Stated follow-up objective 2 (Brainstorm things to add and things to eliminate from your story.)

(49)\_\_\_ Stated follow-up objective 3 (Receive feedback from peers.)

(50)\_\_\_ Stated follow-up objective 4 (Determine whether goals in disclosing have changed.)

(51)\_\_\_ Stated follow-up objective 5 (Rewrite your story and review how you felt telling it.)

(52)\_\_\_ Reviewed the template for formulating a coming out story.

### ***Worksheet 3.2: How Has Your Story Changed?***

- (53)\_\_\_ Handed back *Worksheet 3.1* from the baseline HOP Workbook so participants could review their original story before starting *Worksheet 3.2* in the booster
- (54)\_\_\_ Instructed participants that Section A of *Worksheet 3.2* should only be completed if they have already disclosed.
- (55)\_\_\_ Instructed participants who did not disclose to skip Section A and go straight to Section B.
- (56)\_\_\_ Asked participants to discuss their ideas and changes with the group before answering the last question on the worksheet.

### ***Worksheet 3.3: A Guide to Setting Up a Story About Your Experiences with Mental Illness***

- (57)\_\_\_ Instructed participants to use *Worksheet 3.3* as a way to rewrite their story using the changes they made in *Worksheet 3.2*.
- (58)\_\_\_ Asked participants to share their new story with the group.
- (59)\_\_\_ Instructed participants to listen intently, support, and praise.

### ***Worksheet 3.4 Quality of Experience***

- (60)\_\_\_ Instructed participants to use *Worksheet 3.4* to rate the quality of their new story-telling experience.
- (61)\_\_\_ Instructed participants to share their ratings and experiences with the group when they are finished.

### **Conclusion**

- (62)\_\_\_ Asked participants if they have any questions or comments
- (63)\_\_\_ Asked participants if they have any concerns
- (64)\_\_\_ Asked participants how they thought the follow-ups went
- (65)\_\_\_ Thanked participants for contributing to the booster
- (66)\_\_\_ Facilitated a final discussion about disclosure with the group
- (67)\_\_\_ Allowed participants to voice any final thoughts and fears and discuss the possibilities

about disclosure in the future

(68)\_\_\_\_ Reminded participants of contact information in case they feel distressed

**TOTAL FIDELITY FOR BOOSTER \_\_\_\_\_ / 68**