LESSON 1

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

Date: __________________ Location: ______________________

Number of participants present: ______

Research Assistant completing this form: ______________________

Starting Each Lesson (Page 6)

(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

Set 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 (Page 8)

(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 two parts…)
(11)___ Stated task 1 (We discuss the idea of IDENTITY and mental illness so you can decide how you frame your identity.)
(12)___ Stated task 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? (Page 8)

(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)

**Worksheet 1.1: Disclosure and More**

(17) Asked participants to read Worksheet 1.1

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

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

(20) Discussion question 3 (What are the pros and cons about John Henry’s choice?)

(21) Asked participants to answer the question “Do you identify with mental illness?”

(22) Discussed self-identification as a complex decision

(23) Introduced “What’s in a Name?”

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

(25) Introduced the concept of self-stigma (“Addressing One’s Own Self-Stigma”)

(26) Suggested Appendix 1 as a resource for self-stigma control strategies

**Lesson 1, Task 2: Considering the Pros and Cons of Disclosing (Page 12)**

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

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

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

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

(30) Asked participants to read Worksheet 1.2

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

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

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

(34) Stated the definition of benefits

(35) Stated the definition of costs

(36) Instructed participants to make a list of all the costs and benefits of coming out (workbook Table 1.1: Some Costs and Benefits of Coming Out with Mental Illness)

(37) Discussed general costs and benefits of disclosure with other group members (workbook Table 1.1: Some Costs and Benefits of Coming Out with Mental Illness)

(38) Facilitator made a master list of costs and benefits of disclosure at the front of the room

(39) Instructed participants to make a list of all the costs and benefits of NOT disclosing (workbook Table 1.2: Some Costs and Benefits of Not Disclosing)

(40) Discussed general costs and benefits of non-disclosure with other group members (workbook Table 1.2: Some Costs and Benefits of Not Disclosing)
Facilitator made a master list of costs and benefits of NOT coming out at the front of the room

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.)

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

Discussed Alan’s completed worksheet (workbook Table 1.3: Example for Alan)

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

Gave examples of what Alan starred in his worksheet

Encouraged participants to consider the list in workbook Table 1.4 (Some Costs and Benefits of Coming Out with Mental Illness) for additional ideas about costs and benefits

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**

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.)

Explained how some people may need to postpone their decision

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

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.)

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

Instructed participants to complete Worksheet 1.3

Discussed personal decisions of individual participants as a group

Told participants that there are 5 extra copies of Worksheet 1.3 in Appendix 4

**Lesson 1 Conclusion**

Asked participants if they have any questions or comments

Asked participants if they have any concerns

Asked participants how they thought the first session went

Thanked participants for contributing to the session

Reminded participants of contact information in case they should feel distressed
To determine fidelity score for this Lesson, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR LESSON ONE ____ / 61

Then divide this number by the total (61) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this lesson.

TOTAL FIDELITY PERCENTAGE FOR LESSON ONE ____%

Here is an example:

If Facilitator A got 61 checks out of 64 total; 61 divided by 64 is .951
.951 x 100 = 95.1%
Facilitator A showed 95.1% of total tasks for Lesson A
LESSON 2
Names of group facilitators:
(1) ______________________ (2) ______________________
Date: __________________ Location: ___________________
Number of participants present: ______
Research Assistant completing this form: ________________________

Starting Each Lesson (Page 6)
(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

Set 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 (Page 22)
(10) ___ Provided lesson 2 general overview (It might seem obvious, but there are different ways to come out.)
(11) ___ Stated task 1 (We describe five ways here, and then guide you through considering the costs and benefits associated with each strategy.)
(12) ___ Stated subtask a (We clarify the differences in disclosing face to face versus over social media.)
(13) ___ Stated task 2 (We guide you through the process of selecting a person to whom you are considering disclosing.)
(14) ___ Stated task 3 (We then consider how others might respond to your disclosures.)

Lesson 2, Task 1: Different Ways to Disclose (Page 22)
(15) ___ Stated learning objective 1 (People might disclose their experience with mental illness and corresponding treatments in different ways.)
(16) ___ Stated learning objective 2 (Understand the costs and benefits of disclosing in the five different ways.)
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.)

Stated learning objective 4 (Discuss using social media to disclose to someone versus disclosing face to face.)

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

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

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

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.)

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

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

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

Asked participants to list the costs and benefits of disclosing at an organization THEY attend (If they do not attend an organization, use one they attended in the past or hope to in the future.)

Asked participants to enter the setting at the top of the worksheet

Asked participants to discuss their entries with the group

Lesson 2, Task 1, a. Social Media Disclosure (Page 32)

Stated that disclosing can be done either face to face or using different forms of social media

Stated that there are three different categories of social media, each with their own costs and benefits

Worksheet 2.3: Social Media Disclosure

Instructed participants to read Worksheet 2.3

Explained the costs and benefits of each type of social media

Asked participants to split up into pairs and discuss the costs and benefits of the social media they use the most

Asked participants to check the appropriate box on whether they have decided to disclose using social media

Asked participants to fill in the box “What do you expect will happen after disclosing using social media?”
Lesson 2, Task 2: To Whom Might You Disclose? (Page 34)

(35)___ Stated learning objective 1 (Some people are better to disclose to than others.)
(36)___ Stated learning objective 2 (Learn how to identify a good person to whom you might disclose.)
(37)___ Stated learning objective 3 (Understand the procedure for “testing out” the person before disclosing.)
(38)___ Instructed participants to read workbook Table 2.2 (Types of Relationships & Important Characteristics of a Good Person to Disclose to)
(39)___ Instructed participants to determine which type of relationship and characteristics appeal to them
(40)___ Instructed participants to add additional relationships and qualities in the blank lines in the table
(41)___ Asked participants to break into pairs
(42)___ Asked participants to discuss what they wrote in the table with their partner

Worksheet 2.4: Testing a Person for Disclosure

(43)___ Provided a general overview of the worksheet
(44)___ Read Perks of Being a Wallflower example out loud for participants to consider
(45)___ Briefly described instructions within the example
(46)___ Reviewed and interpreted ratings in the example provided
(47)___ Asked participants to enter the name of a person to whom they might disclose at the top of the worksheet
(48)___ Asked participants to 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.
(49)___ Asked participants to ask the person they want to disclose to 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?
(50)___ Instructed participants to practice this now with a partner
(51)___ Asked participants to rate the person’s responses on the 7-point agreement scales
(52)___ Asked participants to add up the ratings in a single total score (and enter it into the box provided.)
(53)___ Asked participants to write down anything else notable about their responses
(54)___ 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? (Page 41)

(55)___ Stated learning objective 1 (Disclosure will impact the people around you.)
(56)___ Stated learning objective 2 (People may respond in different ways to your disclosure.)
(57)___ Stated learning objective 3 (Consider the different ways that people will react to your disclosure.)
(58)___ Stated that you need to consider the various ways in which people may respond and plan your reactions accordingly
(59)___ Instructed participants to read workbook Table 2.3 (How People Might Respond to Your Disclosure)
(60) Discussed with participants which of these they have experienced

**Lesson 2 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

To determine fidelity score for this Lesson, count up the number of checks made on the preceding pages and put the number in the blank space:

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

Then divide this number by the total (65) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this lesson.

**TOTAL FIDELITY PERCENTAGE FOR LESSON TWO _____%**

Here is an example:

If Facilitator A got 61 checks out of a total of 64; 61 divided by 64 is .951

.951 x 100 = 95.1%

Facilitator A showed 95.1% of total tasks for Lesson A
LESSON 3

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

Date: __________________ Location: ____________________________

Number of participants present: ______
Research Assistant completing this form: __________________________

Starting Each Lesson (Page 6)

(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

Set 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 (Page 44)

(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 tasks.)
(11) __ Stated task 1 (Learn a way to tell your story in a personally meaningful way.)
(12) __ Stated task 2 (Review how telling your story felt.)
(13) __ Stated task 3 (Put together all you’ve learned in order to move forward.)

Lesson 3, Task 1: How to Tell Your Story (Page 44)

(14) __ Stated learning objective 1 (Read through one example of how to tell a story of one’s experience.)
(15) __ Stated learning objective 2 (Use the provided guide to construct your story of experience with mental illness.)
(16) __ Stated learning objective 3 (Understand the values and issues related to telling your story.)
(17) __ Instructed participants to read workbook Table 3.1 (David Goldberg’s Story)
(18) __ Asked the group to consider discussion question 1(What are some of the things you liked about his story?)
(19) Discussion question 2 (How does it reflect a story of recovery?)
(20) Discussion question 3 (What parts of it might have been hard to tell?)
(21) 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

(22) Explained that the worksheet is a template to create a story that might work for them
(23) Stated that the story will vary depending on where they tell it
(24) Stated that for the exercise, assume they are telling it to a significant other
(25) Stated instruction number 1- Enter your name and what they call your mental illness
(26) 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
(27) Stated instruction number 3- List ways in which your mental illness emerged, and the age that this
occurred
(28) Stated instruction number 4- Share how your mental illness did not go away
(29) Stated instruction number 5- List your achievements and accomplishments, things that demonstrate
recovery
(30) Stated instruction number 6- Specify how stigma has thrown up hurdles on the path to your
accomplishments
(31) Stated instruction number 7- I, LIKE ALL PEOPLE WITH MENTAL ILLNESS, LIVE AND
CONTRIBUTE JUST LIKE YOU. SO PLEASE TREAT ME THE SAME. DO NOT VIEW ME OR
RESPOND TO ME BASED ON ANY UNFAIR STEREOTYPES.
(32) Stated that they should probably not communicate EVERYTHING in the worksheet (remember their
GOAL from Worksheet 1.3.)
(33) Instructed participants to CIRCLE the information in the sheet they think is important for the person
to hear
(34) Instructed participants to PUT A LINE through any information they believe to be too personal or
that the person might not understand
(35) Summarized the Let’s Try it Out exercise
(36) Instructed participants partner up and tell each other their stories

Worksheet 3.2: Quality of Experience

(37) Instructed participants to complete Worksheet 3.2 after sharing their stories
(38) Instructed participants to use the 7-point scales to rate the quality of their experience telling their
story
(39) 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? (Page 52)
(40)___ Stated learning objective 1 (Learn how to evaluate a specific instance of disclosure.)

Worksheet 3.3: Details of Your Disclosure- How Did it Go?
(41)___ Explained general purpose of Worksheet 3.3
(42)___ Instructed participants to indicate to whom they disclosed on the top of the worksheet
(43)___ Instructed participants to indicate the date they disclosed on the top of the worksheet
(44)___ Instructed participants to indicate the place they disclosed on the top of the worksheet
(45)___ Instructed participants to consider what their goals were for disclosing to this person
(46)___ Instructed participants to write down SPECIFICALLY what they said to the person
(47)___ Instructed participants to write down how the person reacted to their disclosure
(48)___ Encouraged participants to note the tone of voice and body language of the person during their reaction
(49)___ Instructed participants to rate how satisfied they were with the exchange (on a 7-point scale)
(50)___ Instructed participants to rate how positive they thought the exchange was (on a 7-point scale)
(51)___ Instructed participants to add up the two ratings into a total score
(52)___ Explained interpretation of score totals

Lesson 3, Task 3: Putting it All Together (Page 54)
(53)___ Stated learning objective 1 (Summarize insights from the worksheets provided in this workbook.)
(54)___ Stated learning objective 2 (Decide how you would like to move forward with the issue of disclosure.)

Worksheet 3.4: Insights and Future Directions
(55)___ Explained general purpose of the worksheet (questions are provided so that participants can summarize insights and decide on future directions.)
(56)___ Instructed participants to reflect on what they have learned in the program
(57)___ Instructed participants to complete the questions in the worksheet (1-8)
(58)___ Encouraged participants to write down any other comments or concerns they have to discuss with the group
(59)___ Instructed participants to pair off and discuss their answers
(60)___ 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

Lesson 3 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 third session went
(64) Thanked participants for contributing to the program
(65) Reminded participants of contact information in case they feel distressed

To determine fidelity score for this Lesson, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR LESSON THREE _____ / 65

Then divide this number by the total (65) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this lesson.

TOTAL FIDELITY PERCENTAGE FOR LESSON THREE _____%

Here is an example:

If Facilitator A got 61 checks out of a total of 64; 61 divided by 64 is .951
.951 x 100 = 95.1%
Facilitator A showed 95.1% of total tasks for Lesson A
TOTAL FIDELITY FOR LESSONS 1-3

_____ / 191

TOTAL FIDELITY PERCENTAGE FOR LESSONS 1-3

_____ %
FIDELITY MEASURE for the Honest, Open, Proud program
BOOSTER FOLLOW-UPS 1-3

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

Date: ______________________ Location: ______________________

Number of participants present: _____
Research Assistant completing this form: ______________________

Starting Each Lesson (Page 6)
(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

Set 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 (Page 56)
(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 task 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 task 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? (Page 56)
(15) ___ Stated follow-up objective 1 (Review your intensions 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: Intension 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? (Page 58)**

(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: Social Media Disclosure (Page 60)**

(25)_____ Provided Follow-Up 2 general overview (In this day and age, people are becoming very comfortable with social media. In fact, you may have decided to disclose through social media. This section assesses your experiences with social media outlets since completing the Honest, Open, Proud baseline program.)

(26)_____ Stated task 1 (We discuss which social media outlet you used to disclose and list the costs and benefits. If you did not decide to disclose through social media, we discuss that decision.)

**Task 1: Did You Disclose Through Social Media? (Page 60)**

(27)_____ Stated follow-up objective 1 (Discuss which social media outlet you used.)

(28)_____ Stated follow-up objective 2 (Identify costs and benefits of disclosing through social media.)

(29)_____ Stated follow-up objective 3 (Determine why you may not have used social media.)

**Worksheet 2.1: Did You Disclose Through Social Media?**

(30)_____ Instructed participants to answer whether they disclosed through social media

(31)_____ Instructed participants who answered “yes” to fill out the table with details of their disclosure

(32)_____ Instructed participants who answered “no” to fill out why they decided against disclosing
over social media
(33)___Asked participants if anyone would like to share their experience with the group.

**Follow-Up 3: What Has Changed? (Page 62)**
(34)___Provided Follow-Up 3 general overview (Experiences since completing the *Honest, Open, Proud* baseline program may have reshaped your thoughts about disclosing. In this section we:)
(35)___ Stated task 1 (Reassess the costs and benefits for disclosure and compare them to what you brainstormed one month ago.)
(36)___ Stated task 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 (Page 62)**
(37)___ Stated follow-up objective 1 (List the costs and benefits of disclosure as you see them now.)
(38)___ 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**
(39)___ Instruct participants to list EVERY cost and benefit they have, even if they included it in the baseline program.
(40)___ Reminded participants what costs and benefits represent.
(41)___ Instructed participants not to dismiss any cost or benefit, even if it seems silly
(42)___ Instructed participants to put a star (*) next to any that are especially important.
(43)___ Handed back *Worksheet 1.3* from the baseline HOP workbook after they finished filling out this worksheet.
(44)___ Instructed participants to make comparisons between the two worksheets.
(45)___ Asked participants to share any new costs and benefits with the group.

**Task 2: How Will You Tell Your Story Now? (Page 64)**
(46)___ Stated follow-up objective 1 (Describe what worked and what did not work when telling your story.)
(47)___ Stated follow-up objective 2 (Brainstorm things to add and things to eliminate from your story.)
(48)___ Stated follow-up objective 3 (Receive feedback from peers.)
(49)___ Stated follow-up objective 4 (Determine whether goals in disclosing have changed.)
(50) Stated follow-up objective 5 (Rewrite your story and review how you felt telling it.)
(51) Reviewed the template for formulating a coming out story.

**Worksheet 3.2: How Has Your Story Changed?**
(52) Handed back *Worksheet 3.1* form the baseline HOP Workbook so participants could review their original story before starting *Worksheet 3.2* in the booster.
(53) Instructed participants that Section I of *Worksheet 3.2* should only be completed if they have already disclosed.
(54) Instructed participants who did not disclose to skip Section I and go straight to Section II.
(55) 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**
(56) Instructed participants to use *Worksheet 3.3* as a way to rewrite their story using the changes they made in *Worksheet 3.2*.
(57) Asked participants to share their new story with the group.
(58) Instructed participants to listen intently, support, and praise.

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

**Follow-Up 1-3 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 follow-ups went
(64) Thanked participants for contributing to the booster
(65) Facilitated a final discussion about disclosure with the group
(66) Allowed participants to voice any final thoughts and fears and discuss the possibilities about disclosure in the future
To determine fidelity score for this Lesson, count up the number of checks made on the preceding pages and put the number in the blank space:

TOTAL FIDELITY FOR BOOSTER _____ \( \div \) 67

Then divide this number by the total (67) and multiply by 100 to give a total percent of items correctly demonstrated by facilitators during this lesson.

TOTAL FIDELITY PERCENTAGE FOR BOOSTER _____%

Here is an example:
Facilitator A got 61 checks out of the 64 total; 61 divided by 64 is .951
.951 x 100 = 95.1%
Facilitator A showed 95.1\% of total tasks for Lesson A

TOTAL FIDELITY FOR LESSON 1 _____ \( \div \) 64 _____%
TOTAL FIDELITY FOR LESSON 2 _____ \( \div \) 65 _____%
TOTAL FIDELITY FOR LESSON 3 _____ \( \div \) 74 _____%
TOTAL FIDELITY FOR LESSON 1-3 _____ \( \div \) 203 _____%
TOTAL FIDELITY FOR BOOSTER _____ \( \div \) 67 _____%