



NAMI In Our Own Voice

A presentation by people with
mental health conditions to promote
education, empowerment and recovery

PRESENTER MANUAL 2018

“Participating in the NAMI In Our Own Voice program is the single most effective thing I am doing to maintain my mental health. Time after time, I see the audience respond with curiosity and interest. I know I am changing the face of mental illness and that I have transformed my pain into the power to make a difference.”

– *Presenter*

Table of Contents

Introduction	I.1
Policies	P.1
In-person Training.....	IT.1
Training Tools.....	TT.1
Presentation Tools.....	PT.1

[Insert]
Introduction
tab

Acknowledgements

The NAMI In Our Own Voice (IOOV) program has benefited from the input and wisdom of countless contributors. Developed in 1996 as a peer education program under the name “Living with Schizophrenia,” the program was created to provide hope to people with schizophrenia. In 2000, in recognition of the program’s growing reach, it was changed to “Living with Schizophrenia and Other Mental Illnesses.” As the program continued to broaden, it was offered to a wider variety of audiences, including police officers, teachers, providers and other community stakeholders. In 2003, it was renamed “In Our Own Voice: Living with Mental Illness,” and soon after, it became what it is today: “NAMI In Our Own Voice,” a powerful anti-stigma tool. At its heart, the program represents many voices and this is evident from its history. Its creation brought NAMI staff and field members together. Some of the original founders include Maggie Scheie Lurie, Farrell Fitch, Lainie DeMelle, Kathryn McNulty and Jim McNulty; all of whom identify as peers with lived experience. IOOV’s 2nd edition was successfully created in 2008, guided by Sarah O’Brien, past program director and program presenter, to better meet changing community needs.

For the creation of this 3rd edition, led by Julie Erickson, M.A., we would like to thank the 800+ survey and webinar participants, NAMI State and Affiliate pilot sites in Virginia, Maryland, New York, South Carolina and Texas, the IOOV advisory group, and many NAMI staff for their invaluable perspective and contribution of experience to update this program. We are also thrilled that so many talented IOOV presenters were willing to share their experiences on camera to help us provide compelling videos, both as part of the new IOOV presentation and presenter training.

We also owe a large debt of gratitude to our partnering experts in behavior change, effective communication, instructional design, video production, graphic design and stigma reduction for their enormous contributions to the creation of the updated program.

To everyone who has played a role in the growth and development of this program, thank you! Together we will continue to improve the lives of people with mental health conditions.

Important information and resources NAMI In Our Own Voice

NAMI Education HelpDesk (EduHelpDesk): www.nami.org/eduhelpdesk

The EduHelpDesk is a website that contains information for all NAMI education program leaders. Within the EduHelpDesk are webpages specifically for NAMI In Our Own Voice (IOOV) presenters, trainers and program directors; this section was formerly known as the NAMI In Our Own Voice intranet. This should be your first stop for questions about the presentation.

Manuals

The NAMI In Our Own Voice webpage within the EduHelpDesk will indicate the most recent version of the program manuals and also include a PDF file of any updated pages for download.

You may purchase hard copies of the program manuals from the NAMI Store: www.nami.org/store. Contact information and pricing are available within the EduHelpDesk – Order Program Materials link.

The NAMI Store also hosts downloadable electronic files of all non-trainer manuals. A variety of other program materials are available for purchase including brochures, flyers and program videos.

Coupon codes are required to purchase or download any program manuals. Please contact your NAMI State Organization program director with questions about the codes.

Online portion of the presenter training

If this is the first online training that you have completed through NAMI's course management system, Bridge, you will be prompted to choose a password before gaining access to the training. Once you've completed the online portion of the presenter training, you will have continued access to those materials so that you can refresh yourself on the information or go back to edit your story at any time.

Program leader designation in NAMI 360

In order to access the EduHelpDesk, you need to be designated as a NAMI In Our Own Voice presenter or trainer. Your NAMI Affiliate or NAMI State Organization must designate you in NAMI 360, the member management software used by NAMI.

If you cannot access the EduHelpDesk, confirm with your NAMI Affiliate that you are designated or labeled as a IOOV presenter and/or trainer in NAMI 360.

Gain access to the EduHelpDesk

- Must be designated as NAMI program leader in NAMI 360 (see above)
- Go to www.nami.org/eduhelpdesk
- Login with your NAMI username and password
- The EduHelpDesk webpage will be displayed
- To access the NAMI In Our Own Voice information, look to the left side of the screen and click on Signature Presentations and then NAMI In Our Own Voice

I don't have a NAMI username

- Go to www.nami.org and click on Join
- Follow the instructions to Create An Account

Reporting program data

Report your presentation participation numbers within one (1) week of the presentation.

- Go to www.nami.org/programdata
- Choose the link for the program for which you are entering data
- Enter the username: education@nami.org - password: **nami**
- Enter your data
- Visual directions are available on the EduHelpDesk

A hard copy of the data survey form used to collect this information is located in the Presentation Tools section of this manual. A link to www.nami.org/programdata is also available from all pages within the EduHelpDesk.

Post your NAMI In Our Own Voice details on www.nami.org

The details on your presentation (if open to the public) should be listed on nami.org, which has nearly 1 million visitors each month. Your NAMI Affiliate or NAMI State Organization must complete this process. Make sure to request that your presentation be shared on www.nami.org.

Participant evaluations

NAMI is not collecting the hard (paper) copies of program evaluations at this time. In the event that your NAMI State Organization or NAMI Affiliate wishes to use them for their own purposes, hard copy evaluations are located in the Presentation Tools section of this manual.

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Policies
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NAMI In Our Own Voice 2018 – Operating Policies

Note: The policies below supersede any policies dated prior to 2018. Please refer to the **NAMI National Education Programs Operating Policies** for procedures that apply to all programs. The updates below will be included in future versions of the Operating Policies.

Presentation format

- The time frame and presentation format for NAMI programs must adhere to the options provided and not be altered in any way. The classes, presentations and support groups must be led by the number of trained leaders specified. The specific program presentations are described in **Table 1**.

Table 1: Presentation formats

Program	Presentation format	Led/Taught by
NAMI In Our Own Voice	Presentations given in 40, 60 or 90-minutes.	2 presenters

State training procedures

- State training schedule, format and content may not be altered or condensed in any way. Specific formats and trainer requirements are described in **Table 5**.

Table 5: State training formats

Program	Training Format	Led/Taught by
NAMI In Our Own Voice	Online presenter training to be completed before a 1-day in-person training.	1 state trainer for every 8 trainees plus the state coordinator or other designated staff member; minimum of 2 state trainers

Compensation for state trainers

- NSOs and NAs are encouraged to contract with a state trainer for his or her services. NAMI realizes funds may not always be available, but suggests that each state trainer receive a minimum amount of \$125 per day of training, with the possibility of up to \$250 for the 1-day training.



NAMI National Education Programs

Operating Policies, 2017

Contents

Overview.....	2
Access to NAMI programs and materials.....	2
Copyright.....	2
Confidentiality	3
Code of Conduct.....	3
Presentation format.....	5
Program fees	6
Cultural adaptation and translation	6
Interpreting into a second language during a program.....	6
Research on NAMI programs.....	6
Participation in NAMI Programs.....	7
Participant eligibility.....	7
American with Disabilities accommodations	8
Program Leaders.....	8
Program leader qualifications.....	8
Mandated reporting.....	10
Compensation for program leaders.....	10
State Trainings	11
State trainer qualifications.....	11
State training procedures	12
Compensation for state trainers	13

These policies replace all previous versions of program policies

These are also located in all NAMI program manuals

Overview

NAMI national education programs (NAMI programs) are the intellectual property of NAMI. They are developed and owned by NAMI. They include NAMI Basics, NAMI Connection Recovery Support Group, NAMI Ending the Silence, NAMI Family-to-Family, NAMI Family Support Group, NAMI Homefront, NAMI In Our Own Voice, NAMI Parents & Teachers as Allies, NAMI Peer-to-Peer, NAMI Provider and any cultural adaptations and/or translations of these programs. NAMI considers online programs, seminars, trainings and workshops to be program adaptations, in which case all policies apply.

NAMI has invested considerable time and resources in the development, maintenance and technical support of each of these programs to ensure they address the goals and mission of NAMI. NAMI is dedicated to ensuring these programs represent NAMI accurately when they are provided in communities. The following operating policies have been developed to ensure the ongoing provision of consistent and quality programming at all levels of NAMI.

NAMI State Organizations (NSO) and NAMI Affiliates (NA), their board of directors and staff may not set policies at variance with the NAMI national education program policies stated below. These policies are also to be followed by certified NAMI program leaders (i.e., teachers, mentors, presenters, facilitators) and trainers.

Any operational issues not covered below should be addressed by the NSO in accordance with all applicable laws in their respective state.

Access to NAMI programs and materials

- NAMI programs are the intellectual property of NAMI
- NAMI grants access to program manuals and materials to NSOs who have sought and obtained permission from NAMI to bring that program to their state
- NAs are granted access to these intellectual properties via their NSO
- NAMI programs are only available through NSOs and NAs
- In return for access to the NAMI programs, the NSO and NAs are expected to maintain the fidelity of the programs and report participation data of all trainings, classes, presentations and support groups at www.nami.org/programdata

Copyright

- All NAMI program material is copyrighted and can only be used by certified program leaders for the intended audiences
- Permission to use any material in a setting other than a NAMI program must be sought from and given by NAMI national staff in advance. In every case where permission is granted, NAMI must be referenced as the source of the material.
- No portions of a NAMI program may be used as a component for other program development or presentation

- No group or individual outside of NAMI can rewrite any of the NAMI program materials
- Permission to culturally adapt and/or translate NAMI programs and materials in either written or verbal form into another language must be sought from and given by NAMI in advance and follow NAMI procedures regarding cultural adaptation and/or translation

Confidentiality

- All NAMI programs are built around the principles of mutual trust and respect among participants and leaders
- All NAMI program leaders are trained in the importance of creating and maintaining an atmosphere of respect in NAMI classes, presentations and support groups that is conducive to participants' ability to gain valuable information and support regarding mental illness
- This atmosphere of respect includes the assurance of complete confidentiality regarding participation in NAMI programs as well as any information shared by participants about themselves or others
- The only exception to this expectation of confidentiality is in a circumstance involving potential harm to a participant or someone else
- Audio or videotaping during any NAMI programs is not permitted

Code of Conduct

- Program leaders are representatives of NAMI and NAMI holds these leaders to certain standards of conduct during the provision of NAMI services
- The Code of Conduct document is covered during program leader trainings and is included in all NAMI program manuals



NAMI National Education Programs Code of Conduct, 2017

NAMI national education programs are built around the principles of mutual trust and respect among participants and leaders. Certified program leaders are representatives of NAMI and NAMI holds these leaders to certain standards of conduct during the provision of NAMI services. This Code of Conduct is covered during leader trainings and is included in all NAMI program manuals so that participants also know what to expect from NAMI programs.

What we ask of you as a NAMI national education program participant:

- Attend programs with an open mind and open heart
- Maintain the confidentiality of all participants by not discussing personal topics outside the program
- Take from the program the information that you believe is most helpful for you
- Find an atmosphere of support in the program that enables you to feel comfortable sharing with others, knowing that what you share will be respected and held in confidence by the other participants

What we ask of you as a NAMI national education program leader:

- Provide a safe and respectful environment for program participants
- Prepare for each class, presentation or support group meeting and conduct yourself, to the best of your ability, with courteous and respectful behavior
- Actively pursue maintaining your own wellness and respect your own emotional and physical resources and limitations
- Understand the difference between peer support and therapy and do not act in the capacity of a therapist or mental health professional. Offer only the services that you have been trained to provide and ask for assistance as needed.
- Respect the cultural differences of program participants
- Respect the privacy of program participants by creating an environment of confidentiality in the program setting and by holding in confidence sensitive, private and personal information. As a NAMI program leader, you must also be prepared to break confidentiality when you believe there is a danger of harm to a participant or others.
- Maintain appropriate boundaries by not engaging in romantic, physical or sexual relationships with participants in the NAMI program you are leading. Recognize that it is best practice for participants to attend a class or support group not led by someone with whom they are in a relationship, to avoid potential conflict and the discomfort of other participants.
- Refrain from promoting your own personal or spiritual beliefs
- Do not endorse/promote any individuals, groups or businesses in which you have a personal or financial interest
- Remain accountable for your own behavior and keep personal opinions and actions separate from those made as a representative of NAMI. Understand that your actions and behaviors reflect on the integrity of NAMI national education programs and impact the public perception of NAMI as an organization.

Presentation format

- The time frames and presentation format for NAMI programs must adhere to the options provided and not be altered in any way. The classes, presentations and support groups must be led by the number of trained leaders specified. The specific program presentations are described in **Table 1**.
- In NAMI classes (NAMI Basics, NAMI Family-to-Family, NAMI Homefront, NAMI Peer-to-Peer and NAMI Provider), no greater than a one-week hiatus may be taken for holidays which may occur during the course (e.g., Thanksgiving, spring break). More than a one-week break between classes creates too great a disruption in content presentation.

Table 1: Presentation formats

Program	Presentation format	Led/Taught by
NAMI Basics	Over a period of 6 consecutive weeks, one class per week; OR over a period of 3 consecutive weeks, 2 classes per week; OR across consecutive weekend days with no more than 2 classes taught on any one weekend	2 co-teachers
NAMI Connection	Groups meet once a week for 90 minutes	2 co-facilitators
NAMI Ending the Silence	Presentations given in 50 minutes	2 presenters
NAMI Family-to-Family	Over a period of 12 consecutive weeks, one class per week; OR over a period of 6 consecutive weeks, 2 classes per week; OR across consecutive weekend days with no more than 2 classes taught on any one weekend	2 co-teachers
NAMI Family Support Group	Groups meet at least once per month for 60-90 minutes	2 co-facilitators
NAMI Homefront	Over a period of 6 consecutive weeks, one class per week; OR over a period of 3 consecutive weeks, 2 classes per week; OR across consecutive weekend days with no more than 2 classes taught on any one weekend	2 co-teachers
NAMI In Our Own Voice	Presentations given in 60-90 minutes	2 presenters
NAMI Parents & Teachers as Allies	Presentations given in 60-120 minutes but shorter presentations may be provided	<u>Best Practice</u> : 3 presenters (1 educator, 1 parent, 1 young adult) <u>Alternate Option</u> : 2 presenters (1 parent, 1 young adult; either the parent or young adult must

		also qualify for the educator role)
NAMI Peer-to-Peer	Over a period of 10 consecutive weeks, one class per week; OR over a period of 5 consecutive weeks, 2 classes per week; OR across consecutive weekend days with no more than 2 classes taught on any one weekend	2 co-mentors, 1 assistant
NAMI Provider	Over a period of 5 consecutive weeks, one class per week; OR over a period of 5 consecutive days, 1 class per day; OR over a period of 2 consecutive weeks, 2 classes one week and 3 classes the other; OR over a period of 2 consecutive days, 2 classes one day and 3 classes the other day	<u>Best Practice</u> : 5 presenters (2 family members, 2 individuals with a mental health condition, 1 mental health professional) <u>Alternate Option</u> : 3 presenters (1 family member, 1 individual with a mental health condition, 1 mental health professional)
NAMI Provider Seminar	Seminar is given in 4 hours	3 presenters (1 family member, 1 individual with a mental health condition, 1 mental health professional)

Program fees

- Non-professional participants will not be charged a fee of any kind for enrolling and/or participating in any NAMI program
- NSO/NAs may charge professional organizations for offering the program to their audience, for example, NAMI Basics for professionals (social workers, case managers, etc.) or NAMI Provider (medical office staff, hospital staff)

Cultural adaptation and translation

- Any cultural adaptation or translation conducted on NAMI programs must be approved in advance and in writing by NAMI
- The procedures for requesting and securing permission can be found on the NAMI Education Helpdesk

Interpreting into a second language during a program

- Interpreting during a NAMI program is not recommended. The activity is distracting to the participants and program leaders. Consult with the NA or NSO about the availability of offering the program in the needed language.
- For trainings, consult with NAMI managers about the availability of certified trainers that can offer programs in the needed language

Research on NAMI programs

- Any research studies conducted on NAMI programs or using participants in NAMI programs must be approved in advance and in writing by NAMI

- The individual/institution conducting the research must share with NAMI the data, analysis and conclusions from the research project
- The Research Approval Request form can be found on the NAMI Education Helpdesk

Participation in NAMI Programs

Participant eligibility

- Only people who have the lived experience for a specific education program or support group meet the attendee qualifications to attend that program. These program-specific requirements are listed in **Table 2**. The exception is the NAMI Basics program, which may be offered in its entirety to groups of professionals only.
- Participation in NAMI presentation programs (NAMI In Our Own Voice and NAMI Parents & Teachers as Allies) is open to the general public
- Participation in NAMI Ending the Silence is open to youth ages 13-18 and to the general public (the target audience is youth ages 13-18)
- Professionals (mental health, school, day care workers, etc.) are not permitted to attend NAMI education programs or support groups unless they also meet the lived experience requirements of that specific program. The exception is the NAMI Basics program, which may be offered in its entirety to groups of professionals only.
- Observers are not permitted to attend or audit any NAMI class or support group

Table 2: Requirements to participate/attend

Program	Who is eligible to attend
NAMI Basics	Parents or other primary caregivers of an individual, 22 years of age or younger, who is experiencing mental health challenges
NAMI Connection	Any adult with a mental health condition, an official diagnosis is not required
NAMI Ending the Silence	Youth ages 13-18 and the general public
NAMI Family-to-Family	Any adult with a loved one affected by mental illness
NAMI Family Support Group	Any adult with a loved one affected by mental illness
NAMI Homefront	Any adult with a loved one who is a Service Member (active duty military or Veteran) experiencing a mental health challenge
NAMI In Our Own Voice	General public
NAMI Parents & Teachers as Allies	General public, although the target audience is school personnel

NAMI Peer-to-Peer	Any adult with a mental health condition, an official diagnosis is not required
NAMI Provider	Any adult who works with people with mental health conditions and/or their family members as a part of their job: mental health professionals, lay professionals, administrative staff, etc.
NAMI Provider Seminar	Any adult who works with people with mental health conditions and/or their family members as a part of their job: mental health professionals, lay professionals, administrative staff, etc.

American with Disabilities accommodations

- Under the Americans with Disabilities Act (ADA) accommodations must be made for participants who are deaf, hard of hearing or deaf-blind. Accommodations that are made, such as contracting with interpreters are the responsibility of the NSO or NA.
- Digital copies of participant manuals should be made available for those individuals that need large print versions. Copies may be downloaded from the NAMI Store. The device to read the manuals is the responsibility of the participant.

Program Leaders

Program leader qualifications

- All NAMI program leaders¹ must be NAMI members, meaning they are current in their annual dues and have a record in NAMI’s member management system
- All NAMI program leaders must be trained and certified by national or state trainers
- All NAMI program leaders must be at least 18 years of age
- Untrained individuals are not permitted to serve as teachers in a NAMI classes (NAMI Basics, NAMI Family-to-Family, NAMI Homefront, NAMI Peer-to-Peer and NAMI Provider). In cases where a teacher is unable to continue teaching the class, an untrained substitute may be appointed to help with lecturing. The substitute is not considered certified and will not be allowed to teach the class again until they participate in a regular teacher training workshop.
- Untrained individuals are not permitted to be substitutes in either the presentations or support groups
- Due to the investment of time and money to train volunteers, prospective NAMI program leaders are expected to meet outlined requirements of the NSO for the program for which they are training (e.g., teach a minimum of two course cycles for classes). It is understood that unexpected life situations may occur that will necessitate compassion and flexibility in this policy.

¹ Program leaders include NAMI teachers, mentors, presenters and facilitators.

- Existence of a criminal record does not preclude individuals from leading NAMI programs. The NSO/NA will review each situation on a case-by-case basis and may deny or limit those volunteer opportunities.
- Specific additional eligibility requirements for each NAMI program are listed by program in **Table 3**

Table 3: Qualifications for program leaders

Program	Program leader qualifications
NAMI Basics	Prospective teachers must be parents or other primary caregivers of a person who exhibited mental illness symptoms prior to age 13 (the formal diagnosis may have been made years later, but symptoms appeared prior to age 13). Ideally will have taken the NAMI Basics course, but this is not required to allow NAs to expand the program into underserved areas.
NAMI Connection	Prospective facilitators are adults in recovery with mental illness. There is no prerequisite that a prospective facilitator has taken NAMI Peer-to-Peer
NAMI Ending the Silence	Prospective presenters must meet one of the following descriptions: (1) young adult age 18-35 living with a mental illness in recovery (preferably who is also a NAMI In Our Own Voice or NAMI Parents & Teachers as Allies presenter); (2) adult who is either a family member or a person with a mental illness (preferably also a trained teacher/mentor for NAMI Basics, NAMI Family-to-Family, NAMI Homefront or NAMI Peer-to-Peer, or has taken one of these courses)
NAMI Family-to-Family	Prospective teachers must be family members (parents, siblings, adult children, spouses or partners) of a person with mental illness. Ideally will have taken the NAMI Family-to-Family course, but this is not required to allow NAs to expand the program into underserved areas.
NAMI Family Support Group	Prospective facilitators must be family members (parents, siblings, adult children, spouses or partners) of a person with mental illness. There is no prerequisite that a prospective facilitator has taken NAMI Basics, NAMI Family-to-Family or NAMI Homefront.
NAMI Homefront	Prospective teachers must be family members (parents, siblings, adult children, spouses or partners) of Service Members (active duty military or Veteran) who experienced mental health challenges. There is no prerequisite that a prospective teacher has taken NAMI Homefront.
NAMI In Our Own Voice	Prospective presenters are adults in recovery with mental illness
NAMI Parents & Teachers as Allies	Prospective presenters must meet one of the following descriptions: (1) young adult age 18-35 in recovery with a mental illness who experienced symptoms during their school years; (2) parent or primary caregiver of a person who exhibited symptoms of mental illness while in school (preferably the parent will be a teacher/mentor for or have taken either NAMI Basics, NAMI Family-to-Family, NAMI Homefront or NAMI Peer-to-Peer); (3) a school professional who also is either a family member of someone with a mental illness or lives with mental illness themselves

NAMI Peer-to-Peer	Prospective mentors and assistants are adults in recovery with mental illness
NAMI Provider	Prospective teachers must meet one of the following descriptions: (1) adult in recovery with a mental illness, preferably who is also a NAMI Peer-to-Peer mentor; (2) family member or partner of a person with mental illness, preferably who is also a NAMI Basics, NAMI Family-to-Family or NAMI Homefront teacher; (3) a mental health professional who also is either a family member of someone with a mental illness or lives with mental illness themselves
NAMI Provider Seminar	Must be certified as a NAMI Provider teacher

Mandated reporting

- For the purpose of NAMI programs, a “mandated reporter” is someone who because of other training they have received (e.g., Certified Peer Specialist) or a position they hold (e.g., mental health counselor) has been trained in their respective state’s laws around mandated reporting (e.g., suspected physical abuse, suspected harm to self or others)
- A NAMI program leader who also has the designation of being a mandated reporter in his or her state is required by NAMI to inform the participants in their class/support group of their status at the beginning of the class or at the start of each support group session, even if their specific mandated reporter regulations do not require this disclosure
- Participants in NAMI programs who are also mandated reporters should follow the requirements of their licensure and state, but are not required to inform participants of their presence
- A NAMI program leader who is not a mandated reporter in his or her state but who is concerned about something reported by a participant in their class/support group should discuss those concerns with the sponsoring NSO or NA and follow the policies and procedures of that organization, which must comply with the laws in that state

Compensation for program leaders

- It is imperative that all NSOs and NAs understand that any form of payment to program leaders (contract fees, stipends, etc.) may be considered as an employer/employee relationship. NSOs and NAs must be familiar with federal and state law regarding regulations on employees and contractors if they opt to provide payments of any sort to program leaders. Guidance on federal law can be found at www.irs.gov/businesses/small. On that page, click on the title **Independent Contractor (Self-Employed) or Employee**. Additional resources are available on the NAMI Education Helpdesk. Please consult resources in your state for laws specific to your state.
- NAMI neither requires nor recommends payment of any type for NAMI program leaders.

State Trainings

State trainer qualifications

- All prospective state trainers for NAMI programs must be NAMI members, meaning they are current in their annual dues and have a record in NAMI’s member management system
- All prospective state trainers for NAMI programs must be screened for readiness and then be recommended to attend a NAMI Training of Trainers event by their NSO (either by the executive director or the president of the board of directors). This recommendation indicates the NSO endorses not only that the individual meets the minimum requirements, but that they are at a point in their life where they are ready to become state trainers and will be able to perform in that new role.
- Eligibility of a state trainer to train may be reviewed and eligibility withdrawn at any time by the NSO or NAMI
- Program specific eligibility requirements to become a state trainer are detailed in **Table 4**

Table 4: Qualifications to become a state trainer

Program	State trainer qualifications
NAMI Basics	Must have taught 1 complete 6-session NAMI Basics course
NAMI Connection	Must have at least 6-12 months’ experience facilitating a NAMI Connection group, utilizing the NAMI Connection Recovery Support Group model
NAMI Ending the Silence	Must have given at least 5 NAMI Ending the Silence presentations
NAMI Family-to-Family	Must have taught 1 complete 12-session NAMI Family-to-Family course
NAMI Family Support Group	Must have at least 6-12 months’ experience facilitating a NAMI Family Support Group, utilizing the NAMI Family Support Group model
NAMI Homefront	Must have taught 1 complete 6-session NAMI Homefront course
NAMI In Our Own Voice	Must have given at least 5 NAMI In Our Own Voice presentations
NAMI Parents & Teachers as Allies	Must have provided at least 2 NAMI Parents & Teachers as Allies presentations.
NAMI Peer-to-Peer	Must have taught 1 complete 10-session NAMI Peer-to-Peer course
NAMI Provider & Provider Seminar	Must have taught 1 complete 5-session NAMI Provider Education course

State training procedures

- State training schedule, format and content may not be altered or condensed in any way. Specific formats and trainer requirements are described in **Table 5**.
- Not all trainees are guaranteed certification; certification will be decided upon by the state trainers based on the trainee’s ability to demonstrate the skills required and to adhere to the program model. In cases where certification is not granted, the Non- and De-Certification Procedures should be followed to include documentation at all levels. The process for Non- and De-Certification can be found in the program trainer manual and on the NAMI Education Helpdesk.
- NSO or NAs who require an out-of-state trainer to hold a program training must contact the NAMI manager in the national office who oversees that program. The NAMI manager will identify certified trainers the NSO/NA may contact.
- All trainings must be reported to NAMI through the online data reporting system six weeks prior to the training. A link to the online data reporting system may be found on the NAMI Education Helpdesk.
- The NAMI state program director/coordinator must submit any documentation required for specific programs to NAMI after the training. This documentation is described in each of the NAMI program training manuals.

Table 5: State training formats

Program	Training format	Led/Taught by
NAMI Basics	Day 1 begins at 3 pm and Day 3 ends at noon, or training may be held in 2 full days	2 state trainers
NAMI Connection	2-day training workshop; states may use the 3-day model	1 state trainer for every 6 trainees plus the state coordinator or other designated staff member
NAMI Ending the Silence	One full day training workshop or one 2-hour online training. For both training formats, presenters will have an in-person practice session within 30 days of training.	2 state trainers
NAMI Family-to-Family	2.5-day training workshop	2 state trainers
NAMI Family Support Group	2-day training workshop; states may use the 3-day model	1 state trainer for every 6 trainees
NAMI Homefront	Day 1 begins at 3 pm and Day 3 ends at noon, or training may be held in 2 full days	2 state trainers
NAMI In Our Own Voice	2-day training workshop	2 state trainers plus the state coordinator or other designated staff member

NAMI Parents & Teachers as Allies	1 full day training workshop	1 state trainer
NAMI Peer-to-Peer	3-day training workshop	2 state trainers plus the state coordinator or other designated staff member
NAMI Provider & Seminar	1.5-day training workshop	1 state trainer

Compensation for state trainers

- It is the responsibility of NSOs and NAs to take into consideration all federal and state laws regarding employees and contractors as well as the budget amount available for this purpose
- NSOs and NAs are encouraged to contract with a state trainer for his or her services. NAMI realizes funds may not always be available, but suggests that each state trainer receive a minimum amount of \$250 per training given, with the possibility of up to \$500 when funding is available. For online trainings, it is suggested that each trainer receive a minimum of \$50.
- State trainers shall be offered accommodations the night before and nights during trainings when travel is required
- Trainers should be reimbursed for all travel expenses, including any travel and meals. Reimbursement should be for the actual expenses only
- If a state trainer from one state agrees to train in another state, the trainer should receive the going rate established by the state hosting the training

[Insert]
In-person
Training
tab

NAMI In Our Own Voice In-person Training

Introduction

We are very excited to have you here today. Thank you for your courage and for investing your time and energy in this program.

You're about to join a special group of presenters from across the United States.

You'll offer inspiration and hope to the people who hear you speak. You'll also play an important role in reducing ignorance and stigma about mental health conditions.

Like many people who are part of IOOV, you may also find this program helpful to your own wellness and recovery.

Purpose

The purpose of this training is to get you ready to lead your IOOV presentation. To do that, we'll explore what makes an IOOV presentation effective, find the best approach for you, practice delivering your presentation and increase your confidence.

Results

What are you going to walk away with? What results can you expect?

- An understanding of how you can best approach your IOOV presentation
- Confidence in your abilities
- Clarity on how to handle unexpected events
- Ideas on how best to tailor a presentation to different audiences

Personal introductions

- Your name and where you're from
- A favorite way to spend your free time or a favorite food

Handling nervousness

Purpose

The purpose of this activity is to explore our very normal and very natural nervous reaction and what to do about it.

Directions

At your table, work with each other to create answers to these questions:

- It's the night before your IOOV presentation and you feel nervous. What do you do to feel more calm?
- It's the day of your IOOV presentation and you feel nervous. What do you do to feel more calm?

Group answers:

Handling nervousness notes

Team work

Purpose

The purposes of this activity are to rehearse your presentation in front of a friendly audience, to help each other by using the Presentation Feedback Criteria and to become more comfortable delivering your presentation.

Directions

Presenters

- The first person delivers their complete IOOV presentation. You can remain seated while you present.
- Do not stop or “break character”—that is, act exactly the way you would if your group members were an audience, not at a training
- You may decide whether you use the presenter 1 or 2 script
- You will not be playing the videos or asking/answering questions. Just share your story.
- If you make a mistake, keep going
- If you lose your place, keep going
- When you finish, listen to the feedback

Audience

- Someone from each group should time each segment and write it down
- Use the Presentation feedback criteria for each section (Intro/What happened/What helps/What’s next) to provide two types of verbal feedback:
 - What went well?
 - Where is an opportunity for improvement?
- Give the Presentation feedback criteria form (provided in the Training Tools) to the presenter once they’re done
- You may only provide feedback on the items in the Presentation feedback criteria form. Do not give feedback on items not listed on the form.
- Limit your feedback to 2 or 3 items per presenter

Presentation feedback criteria

Introduction

- 2 minutes max?
- Followed the script?

What happened

- 3 minutes max?
- Used “I” statements?
- Shared challenging experiences (symptoms, stigma or barriers to support) in a way you could relate to?
- Limit their story to the topics in this section?
- Avoided using mental health lingo or technical terms, or did they explain them if used?
- Avoided triggering topics?

What helps

- 3 minutes max?
- Used “I” statements?
- Included when they realized that they needed support?
- Shared their experiences of accepting support, having/creating a personal wellness plan and healthy coping skills?
- Limited their story to the topics in this section?
- Avoided sharing specific names of medications, doctors and facilities?

What’s next

- 3 minutes max?
- Used “I” statements?
- Focused on things that represent success?
- Shared what they are looking forward to – hopes and dreams for the future?
- Limited their story to the topics in this section?
- Shared why these things are meaningful to them?

Handling questions

Purpose

The purpose of this activity is to practice hearing and answering the types of questions that show up during an IOOV presentation. You reviewed these in the online portion of this training. We're going to explore them further here.

C – A – R – E formula

C – Check: Make sure you understand what's being asked and, if necessary, ask a question to check your understanding.

A – Acknowledge: Identify the feelings underlying the question. In most cases, this is something you do in your mind. You just sense or feel what might be motivating the person to ask that question and, if necessary, use your own words to acknowledge what you hear.

R – Respond: Answer the question with an honest response from your personal perspective (remember "I" statements).

E – Encourage: Inspire others to ask a question. Asking a question can feel vulnerable to audience members, so how you answer one person's question will determine if others will participate. Be kind, honest and supportive.

Example using C – A – R – E

Question: Why is it so difficult for people with mental health conditions to accept their illness, get treatment and move on?

Check – What's being asked?

Acknowledge – What could a person be feeling when asking this question?

Respond – Answer the question honestly and from your own personal perspective.

Encourage – How can your answer be delivered kindly?

Example using C – A – R – E

Question: Why is it so difficult for people with mental health conditions to accept their illness, get treatment, and move on?

Answer:

The process of acceptance can be difficult and isn't always rational. For a long time, I didn't know that I needed support and instead, I self-medicated with drugs to try to feel better. Because I didn't know that professional help was even an option, I spent a lot of years using unhealthy coping skills. Once I realized that there was a better way to address my symptoms, I contacted my doctor and they supported me in creating a treatment plan and healthy coping skills. Thanks for your question.

Directions

In your groups:

- Review the assigned question
- Discuss with your group
- Come up with an appropriate response using C – A – R – E
- Be prepared to share

Question:

Answer:

Dress rehearsal

Purpose

The purpose of this activity is to practice delivering the full IOOV presentation, including engagement with the audience.

Directions

Presenters

- Each team will stand in front of the room and deliver their IOOV presentation, just as they would in a real IOOV presentation
- Follow the same outline as before. We will have Q & A segments but only simulate playing the videos (saying “now we’ll move on to the next segment of our video...”)
- Deliver your complete presentation. Do not stop or come “out of character.” Each pair can decide who will be Presenter 1 and Presenter 2.
- Presenter 2 will invite the audience to ask questions – you may have a discussion question in your script, but save that for now
- Presenter 2 will also mention the evaluation at the end of the presentation

Audience

- Just listen
- Trainers will choose a timer from the audience
- Trainers ONLY can give feedback and ask questions

Presentation outline

Introduction

Presenter 1
Presenter 2

What happened

Video
Presenter 1
Presenter 2
Q & A

What helps

Video
Presenter 1
Presenter 2
Q & A

What's next

Video
Presenter 1
Presenter 2
Q & A

Evaluation

Tailoring

Purpose

The purpose of this activity is to practice adjusting the IOOV presentation to different audience's needs.

Overview – Focus – Q/Q – Adjust

(See online portion of the training: Get Ready Module)

Overview – What are the most important items to know about this audience, related to mental health?

Focus – How does their background affect their views on our presentation (What Happened / What Helps / What's Next)?

Questions to ask – How to start a group conversation?

Question likely to be asked – What do they typically want to know?

Tailoring example 1

Audience: High school students

Overview:

Many students have been exposed to mental health conditions through direct experience or through observing a friend or family member's experience. However, most have never received formal education on the topic, because it's rarely included in school curriculums.

Focus:

What happened: Students may be relieved that someone understands what they, a friend, or a family member are going through.

What helps: Acceptance is especially important to teens and young adults. It's important for students to help each other make healthy decisions.

What's next: Learning the extent to which mental illness can affect a person's life may be overwhelming for your audience. Hearing about your successes, hopes and dreams will lessen their fear and can inspire them to learn more.

Questions to ask:

What happened: Do any of the experiences you've heard so far seem similar to some of your own?

What helps: How do you think you, as a peer, could help a friend struggling with finding or accepting support for their mental health condition?

What's next: What does success mean to you?

Questions likely to be asked:

Did your friends accept your mental health condition?

Did mental illness keep you from achieving your dreams?

Do you ever cut yourself?

Tailoring example 2

Audience: Law enforcement

Overview:

Law enforcement audiences may be more reluctant to participate because of fear. This can be an uncomfortable experience for both parties, but it is important. IOOV presentations can help reduce some of the fear through understanding and discussion.

Focus:

What happened: The officers will be interested in your experiences, particularly if you have interacted with law enforcement while symptomatic. They may have practical questions about how best to interact with someone who is highly symptomatic.

What helps: Many law enforcement officials have little knowledge of therapy and medications but are familiar with substance abuse. Explain how medications have helped you, if applicable, and how they differ from illegal drug use

What's next: Many officers don't get to witness the recovery aspect of mental illness. Discuss how you have succeeded even after spending time in a correctional facility, experiencing homelessness or overcoming addiction, if these things have been part of your experience.

Questions to ask:

What happened: What types of interactions have you had in your work with people experiencing symptoms of a mental health condition?

What helps: How do you cope, making your life manageable, during tough situations?

What's next: What hopes and dreams did you hear today that parallel your own?

Questions likely to be asked:

How can I tell when a person has a mental illness, rather than under the influence of substances?

Why don't people with mental health conditions accept help when an officer intervenes to get them into treatment?

Do medications completely control your symptoms?

Directions

- Take a few minutes to consider how you would tailor your story
- Run your ideas by your group
- Be prepared to share

Timing

General: 60 minutes

Introduction

Presenter 1 – 2 minutes

Presenter 2 – 2 minutes

What happened

Video – 7 minutes

Presenter 1 – 3 minutes

Presenter 2 – 3 minutes

Q & A – 6 minutes

What helps

Video – 6 minutes

Presenter 1 – 3 minutes

Presenter 2 – 3 minutes

Q & A – 6 minutes

What's next

Video – 3 minutes

Presenter 1 – 3 minutes

Presenter 2 – 3 minutes

Q & A – 6 minutes

Evaluation

4 minutes

Timing

Shortened: 40 minutes

Introduction

Presenter 1 – 1 minutes

Presenter 2 – 1 minutes

What happened

Video – 3.5 minutes

Presenter 1 – 2 minutes

Presenter 2 – 2 minutes

Q & A – 5 minutes

What helps

Video – 3 minutes

Presenter 1 – 2 minutes

Presenter 2 – 2 minutes

Q & A – 5 minutes

What's next

Video – 2.75 minutes

Presenter 1 – 2 minutes

Presenter 2 – 2 minutes

Q & A – 5 minutes

Evaluation

During the final Q&A section

How can you shorten your presentation?

Look at each section

- Introduction – The script will stay the same, so you'll need to shorten your personal introduction. Keep the information that will resonate most with your audience and consider removing details about your life or personal history that may be less relevant.
- What happened – Did you mention 2 to 3 challenging experiences related to your symptoms? Can you remove one?
- What helps – Did you mention several aspects of your wellness plan or treatment approach? Can you remove any without affecting the overall message of their importance in recovery?
- What's next – Can you remove any of your future aspirations without affecting the overall emphasis of having successes, hopes and dreams?

Directions

- Consider how you could shorten your presentation
- Discuss with your group

Conclusion

Presentation tools

- The first page is a sample audience handout. This is what you'll give out to audience members during your presentation.
- The second is the audience evaluation that audience members will complete at the end of your presentation, if they're not completing the online evaluation
- The third is the data that you submit to the national office after each presentation

Directions

- Complete your IOOV presenter profile
- Complete the presenter training evaluation

Thank you for your hard work!! Your story will make a difference.

Next steps notes

[Insert]
Training Tools
tab

Training timing chart

Activity	Purpose	Duration in minutes	Timeframe
Introduction	To welcome participants, establish some shared experiences, communicate expected results and handle the logistics.	30	9:00 – 9:30
Handling nervousness	The purpose of this activity is to explore our very normal and very natural nervous reaction and what to do about it.	30	9:30 – 10:00
Break		15	10:00 – 10:15
Team work	The purposes of this activity are to rehearse your presentation in front of a friendly audience, to help each other by using the Presentation Feedback Criteria and to become more comfortable delivering your presentation.	90	10:15 – 11:45
Lunch		45	11:45 – 12:30
Handling questions	The purpose of this activity is to practice hearing and answering the types of questions that show up during an IOOV presentation.	60	12:30 – 1:15
Dress rehearsal	The purpose of this next activity is to practice delivering the full IOOV presentation, including engagement with the audience.	60	1:15 – 2:15
Break		15	2:15 – 2:30
Dress rehearsal	Continuation of above.	60	2:30 – 3:30
Tailoring	The purpose of this activity is to practice adjusting the presentation to different audiences' needs.	45	3:30 – 4:15
Break		15	4:15 – 4:30
Close	The purpose is to congratulate and wrap up logistics.	30	4:30 – 5:00

Trainee emergency contact information

Trainee's name _____

1. Contact name _____

relationship _____

day phone _____

cell phone _____

evening phone _____

2. Contact name _____

relationship _____

day phone _____

cell phone _____

evening phone _____

Handling nervousness

Before the presentation

- Cooperate with your body. Get enough rest the night before so you'll have plenty of energy during the presentation.
- Eat healthily. Make sure you've eaten enough food that day and that you haven't overeaten. Eating too little or too much can make it hard to feel well and energetic. Try to eat healthy, balanced meals that day. Most people feel better when they avoid foods that are high in sugar or caffeine, which can make you feel jittery and anxious.
- Dress appropriately in clothes you like and feel comfortable in. It's important to feel confident in the way you look. "Appropriate" dress might vary depending on the presentation venue. The first impression you make will affect how people receive your presentation. Looking clean and neat is critical.
- Be well-prepared. Don't wait until the last minute to create your speech. Rehearse several times. Know your material so well that you can give your speech regardless of unexpected circumstances.
- A few days before, gather the videos, handouts, evaluation forms, data survey form and local NAMI information for the resource table (we will go into more detail about logistics later today).
- Visualize yourself doing well. Imagine the experience in a detailed way. See yourself walking to the speaker's stand and talking to a warm, responsive audience. Hear yourself speaking smoothly and naturally. Hear the audience laugh if you say something funny. Hear their enthusiastic applause when you finish. See yourself as successful and run several replays of your success. You will also find that after a few presentations, this picture will be very easy to recall.
- Don't repeat negative beliefs about yourself. Don't say, "I know I'm going to do a bad job" or "I'm so nervous, I'll never get through this presentation." Try reframing these thoughts, whether in your mind or out loud, as something like, "I'm nervous, and that's natural. I know I will do a good job."

During the presentation

- Concentrate on your message. When you believe you have something important to share, it's easy to feel excited. When you focus on your message, you'll probably feel less self-conscious.
- Take several deep breaths. Breathing deeply has a calming effect. A good approach is to breathe from the diaphragm (moving your belly rather than your chest). Breathe in for 4 seconds, hold your breath for 4 seconds, breathe out for 4, pause for 4 and start again. You can do this while waiting to speak and while the video is playing. This is sometimes called "Box Breath" (4x4x4x4).
- Move around. If you are waiting to appear in front of your audience, take some large steps and shake out your arms. This can release nervous energy and restore a feeling of calm.
- Remember, your audience is made of people who want you to do well. They are eager to learn more about mental health through your unique personal story.
- It is okay to make a mistake. Speakers make mistakes. If you learn to laugh about it

and let your audience enjoy it with you, it can lead to a better dynamic with your audience.

- Find friendly faces and make eye contact with them. Looking at people while you are speaking, or while they are speaking to you, is very important. You're letting them know that you're giving them your full attention and that you value the interaction.

After the presentation

- Congratulate yourself! Sharing the most personal parts of our lives with complete strangers takes a lot of courage. Give yourself credit for what you've accomplished, no matter what you think you could have done better.
- Critique yourself without being critical. Choose one or two things you'd like to improve for your next presentation, but don't make a long list of things you did wrong. Note the positive things you did and hold on to the positive feelings doing a presentation gives you.

Presentation feedback criteria form

Introduction

- 2 minutes max?
- Followed the script?

What happened

- 3 minutes max?
- Used “I” statements?
- Shared challenging experiences (symptoms, stigma or barriers to support) in a way you could relate to?
- Limit their story to the topics in this section?
- Avoided using mental health lingo or technical terms, or did they explain them if used?
- Avoided triggering topics?

What helps

- 3 minutes max?
- Used “I” statements?
- Included when they realized that they needed support?
- Shared their experiences of accepting support, having/creating a personal wellness plan, and healthy coping skills?
- Limited their story to the topics in this section?
- Avoided sharing specific names of medications, doctors and facilities?

What's next

- 3 minutes max?
- Used “I” statements?
- Focused on things that represent success?
- Shared what they are looking forward to – hopes and dreams for the future?
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IOOV presenter profile

Presenters will act as representatives of NAMI when presenting throughout the community. Presentations help increase awareness about warning signs of mental health conditions and challenge negative attitudes, assumptions and stereotypes about people with mental health conditions by sharing the realities of these experiences.

Name _____

Address _____

City/State/Zip _____

Phone _____ Cell _____

Email _____

Job requirements:

- ✓ Willingness to undergo training and adhere to the program model is required
- ✓ Commitment to perform work in this capacity for a minimum of one year (or time required by sponsoring organization)
- ✓ Ability to report presentation data as required
- ✓ Willingness to share your experience without promoting or endorsing specific beliefs or interests
- ✓ Willingness to ask for help or support as needed and have fun!

Your commitment:

Can NAMI rely on you to make a minimum one year commitment (or time required by sponsoring organization) to presenting? YES: _____ NO: _____

Fidelity:

Can NAMI rely on you to present your story according to the model that you were taught in training? YES: _____ NO: _____

(Date)

(Signature)

(NAMI Affiliate)



Presenter training evaluation

Thank you for taking the time to provide feedback on your training experience. This information will help us improve the training for future presenters.

City _____ State _____ Date _____

1. Rate **each** of the following aspects of the training according to this scale:

4 = Excellent **3 = Good** **2 = Fair** **1 = Poor**

- _____ Drafting your story online
- _____ Practicing your story online
- _____ Getting ready and tailoring your story online
- _____ Practicing in-person
- _____ Handling nervousness in-person
- _____ Handling questions in-person
- _____ Tailoring in-person
- _____ Set up and environment of in-person training
- _____ Trainers
- _____ Overall quality of online training
- _____ Overall quality of in-person training

2. Check the one response that best reflects your **feelings of preparedness** as a presenter.

Very prepared Prepared Somewhat prepared Not prepared Unsure

3. In your own words, what were the **most helpful** aspects of this training for you?

4. What is one thing we can **improve about the training**? What would have made this a better experience for you?

5. List five (5) words that describe **how you feel** about being a presenter?

6. Check the one response that best reflects your **overall satisfaction** with your training experience.

Very satisfied Satisfied Somewhat satisfied Dissatisfied Not sure

7. Anything else you'd like to share about your training experience?

Thank you for your feedback!

[Insert]
Presentation
Tools
tab

IOOV audience handout

Note: This version is included for your reference during training. You can download a printable version from the IOOV Extranet: www.nami.org/extranet/ioov

Front side of handout

WHAT YOU NEED TO KNOW ABOUT Mental Health

MENTAL ILLNESS CAN HAPPEN TO ANYONE

1 in 5 Adults



experience mental health conditions each year*



That equals about **43.8 Million** adults in the U.S.

Mental health conditions are **NOT** caused by personal weakness, lack of character or poor upbringing.

They **ARE** medical conditions that can impact a person's thinking, feeling or mood and may affect his or her ability to relate to others and function on a daily basis. Genetics, the structure of the brain, environment and lifestyle can all impact mental health.



ABOUT NAMI

NAMI is the National Alliance on Mental Illness, the nation's largest grassroots mental health organization. NAMI provides advocacy, education, support and public awareness so all individuals and families affected by mental illness can build better lives.

If you are seeking support or need information on how to better manage a mental health challenge in yourself or a loved one, you are not alone. NAMI is here for you.



Helpline 800-950-6264
www.NAMI.org

Join the conversation on NAMI's various social media channels:

- f /NAMI
- 🐦 /NAMICommunicate
- 📺 /NAMICommunicate

*Source: <http://www.nimh.nih.gov/health/statistics/prevalence/any-mental-illness-among-adults.shtml>

Know the Warning Signs



DEPRESSION

Feeling sad, withdrawn or unmotivated for more than two weeks



SELF-HARM

Making plans to or trying to harm or kill oneself



RISK-TAKING

Out of control, risky behaviors



FEAR

Sudden, overwhelming fear for no reason, sometimes with a racing heart or fast breathing



WEIGHT CHANGE

Significant weight loss or gain; throwing up, using laxatives or not eating to lose weight



MOOD SWINGS

Severe mood swings causing problems in relationships



SUBSTANCE USE

Excessive use of drugs or alcohol



BEHAVIOR

Drastic changes in behavior, personality or sleeping habits



LACK OF FOCUS

Extreme difficulty concentrating or staying still



INTENSE WORRIES

Intense worries or fears getting in the way of daily activities, like spending time with friends or being on time

Find Support

If you or someone you know is experiencing warning signs of a mental health condition, talk to someone.

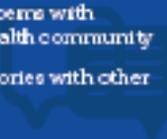
Reach out to your **healthcare provider** for more resources. Additional options for information and support include:

- **NAMI HelpLine** – Find out what supports are available in your community: (M-F 10am- 6pm ET) call 1-800-950-NAMI (6264) or email info@nami.org
- **Crisis Text Line** – Connect to a trained crisis counselor 24/7 by texting NAMI to 741-741
- **National Suicide Prevention Lifeline** – Get immediate help for you or someone you know: 1-800-273-TALK (8255)



Connect with others impacted by mental health challenges:

- **Nami.org/Programs** – Attend a peer-led mental health education or support program in your community
- **NotAlone.NAMI.org** – Share stories, thoughts, art, videos, poems with others in the mental health community
- **OlderTalk.org** – Share stories with other teens and young adults



Learn more about being StigmaFree at home and in the workplace at www.NAMI.org/StigmaFree

NAMI In Our Own Voice audience evaluation

Thank you for participating in NAMI In Our Own Voice, and for taking the time to share your feedback. Your comments and suggestions will help us to improve the program.

Location

Date of presentation: _____ NAMI Affiliate: _____

City: _____ State: _____

Evaluation

How strongly do you agree or disagree with these statements? *(Please place an X in the space that corresponds to your answer).*

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	N/A
I am familiar with the warning signs for mental health conditions						
I believe that recovery from mental illness is possible						
I have little in common with people who suffer from mental health conditions						
I learned information that is helpful for me						
The presenters communicated well						
I would recommend this presentation to others						

These next two questions are very important to our understanding of your experience of the NAMI In Our Own Voice presentation.

In your own words, what information was most helpful to you?

Also in your own words, please describe the top three actions you plan to take that will help yourself or others who struggle with mental health challenges.

1. _____
2. _____
3. _____

Demographics

Please answer as many of the questions below as you are comfortable with to help us learn more about people who are interested in the information NAMI provides.

What state do you live in? _____ What is your age (in years)? _____

What is your gender?

- Female
- Male
- Gender fluid
- Prefer not to answer

Are you of Hispanic, Latino or Spanish origin?

- No, not of Hispanic, Latino or Spanish origin
- Yes, of Hispanic, Latino or Spanish origin
- Prefer not to answer

What is your race?

- Asian/Pacific Islander
- Black/African American
- Caucasian
- Native American/Alaska Native
- Multi-racial
- Other _____
- Prefer not to answer

Please let us know if you are interested in having NAMI contact you for any of the reasons below.

- I'm willing to answer some follow up questions about what I learned from the IOOV presentation
- I'd like to receive more information about NAMI
- I'm interested in volunteering for NAMI
- I'd like to be contacted for another reason

Please provide your contact information:

Name: _____ Phone: _____

Email address: _____

- I am willing to have my responses and comments used anonymously for research and marketing purposes.

Thank you for your help!

IOOV data survey

All data is required when reporting online at www.nami.org/programdata

Presenter name/s: _____

Presenter email: _____

Facility street address or name: _____

City: _____ State/Country: _____

NAMI Affiliate (if none, list NAMI State Organization): _____

Date of presentation (mm/dd/yyyy): _____

Number of audience members: _____

Number of Veterans, active duty or related participants (if none, write 0): _____

This number cannot be larger than the “number of audience members”, i.e. if there were 30 audience members and 6 were veterans, report 6.

Language presented in?

English Spanish Other, specify: _____

Describe the audience:

- | | |
|---|---|
| <input type="checkbox"/> General public | <input type="checkbox"/> Active military & Veterans |
| <input type="checkbox"/> Correctional facility | <input type="checkbox"/> Court/legal office |
| <input type="checkbox"/> Hospital, general | <input type="checkbox"/> Hospital, psychiatric |
| <input type="checkbox"/> Mental health facility (clients only) | <input type="checkbox"/> Law enforcement/CIT |
| <input type="checkbox"/> Mental health facility (staff & clients) | <input type="checkbox"/> Civic group |
| <input type="checkbox"/> Mental health providers | <input type="checkbox"/> NAMI Family-to-Family class |
| <input type="checkbox"/> Peer-run organization | <input type="checkbox"/> School, college/university |
| <input type="checkbox"/> School, K-12 | <input type="checkbox"/> NAMI event/meeting |
| <input type="checkbox"/> Other, specify your own value: _____ | <input type="checkbox"/> Political organization |
| | <input type="checkbox"/> School, medical or social work |

Was the presentation held in partnership with the Veterans Administration? Yes No

Did you actively encourage participants to become NAMI members? Yes No