REDUCTION AND ELIMINATION OF STIGMA THROUGH ART-TARGETED EDUCATION (RESTATE) PROGRAM

EVALUATION REPORT

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I. Executive Summary

The Reduction and Elimination of Stigma Through Art-Targeted Education (RESTATE) Program is a stigma- and discrimination-reduction program, implemented by the Tulare County Office of Education in both Kings and Tulare Counties starting in January 2013. Over 1,000 students at 13 sites participated in the program over the course of three semesters.

The participating students were trained in Youth Mental Health First Aid (MHFA), an evidence-based course that provides an introduction to the most prevalent mental illnesses and gives participants a five-step action plan for how to assess for risk of suicide or other self-harm and encourage someone who may be at risk to get appropriate professional help and other support. The students then researched a mental health topic of their choice and, while receiving artistic and technical training, created artistic projects with a mental health theme. The projects were in a variety of media, including collages, drawings, paintings, posters, sculptures, mosaics, t-shirts, theatrical performances, and video public service announcements.

The students' completed projects were presented in venues across Kings and Tulare Counties and beyond, with the goals of educating the public about mental health, reducing the stigma of mental illness, making people aware of the resources available to help people with mental illness, and encouraging them to seek professional help and direct others to help.

The students filled out surveys immediately before and after they took MHFA and at the end of their RESTATE class. The results show that the students' knowledge of mental health, on average, increased significantly on nearly all measures from before the MHFA training to after the training. This shows that the students learned more about mental health from the MHFA training than they knew initially.

The students' knowledge level also remained at virtually the same level (at least) at the end of RESTATE as it did at the end of MHFA training, on all but one measure. In fact, on six measures the students' knowledge level was markedly higher at the end of the RESTATE class than it was at the end of MHFA training. These results demonstrate that the students not only retained their newfound mental health knowledge at the end of RESTATE; they actually gained knowledge in the remainder of the class, after MHFA training, while they were working on artistic projects with a mental health theme.

The surveys also include an assessment of stereotypical or discriminatory thinking (stigma) about people with mental illness, which was created by Dr. Patrick W. Corrigan, and the wording slightly modified to be better understood by the student population. The results show a handful of generally small but statistically significant decreases in students' stereotypical or discriminatory thinking about people with mental illness from be-

fore they took MHFA to after they completed MHFA, namely decreases in feeling sorry for, fearing, blaming, and avoiding people with mental illness.

Another positive result is that these decreases in stereotypical and discriminatory thinking continued until at least the end of the RESTATE class. Moreover, the measure of students' comfort level with people with mental illness increased significantly from the beginning of MHFA to the end of RESTATE, whereas it remained the same from the beginning to the end of MHFA training. This is an important result, because it shows that as the students learned more about mental illness and spent time working on their projects with a mental health theme, they became more comfortable with, and thus tolerant of, people with mental illness.

Since the participating students took MHFA, a majority (53%) said they noticed mental health risk factors or warning signs in other people that they learned about in MHFA or in their research on mental illness. Nearly four in ten (39%) indicated that since they took MHFA, they suspected that someone they know may have a mental illness. And over four in ten (42%) said that since they took MHFA, they tried to help someone with a possible mental illness to get help with it. If this final result reflects reality with even a moderate degree of accuracy, it represents a large number of students who have tried to get someone help with a possible mental illness, most of whom presumably would not have done so, had they not participated in RESTATE.

The students, on average, agreed that they learned a lot they did not know before they completed MHFA, that it was a good use of their time, that it was a high-quality training, and that they would recommend it to others. They also expressed satisfaction with all elements of RESTATE.

At the end of the final survey, the students were asked to respond to open-ended questions about how RESTATE helped or benefitted them, how it helped or benefitted their schools or communities, the most valuable or memorable things they learned in RESTATE, how they will use MHFA in their lives, what they liked and disliked about RESTATE, how it could be improved, and to describe the main ideas or visions behind their projects. Overall, the students provided highly positive feedback on the program and describe the positive impact that RESTATE has had on them and on their schools and communities.

The top areas in which the students say RESTATE made a positive impact on them include: (1) increased awareness and understanding of mental illnesses, the importance of getting help for mental illness, and how to help people with mental illness; (2) a reduction in stereotypical or discriminatory thinking about people with mental illness; (3) more caring and a greater desire to help others; and (4) suicide prevention.

II. Program Description

The Reduction and Elimination of Stigma Through Art-Targeted Education (RESTATE) Program is a stigma- and discrimination-reduction program, implemented by the Tulare County Office of Education in both Tulare and Kings Counties starting in January 2013. The program is designed to educate students about mental health issues through a curriculum that uses the media arts as a vehicle to promote awareness and understanding of mental health. RESTATE is a program of the Tulare and Kings Counties Suicide Prevention Task Force, supported by California Mental Health Services Act (Proposition 63) Prevention and Early Intervention funds.

Through collaboration with high school districts and other organizations in Kings and Tulare Counties, RESTATE provides funding for equipment and supplies and the implementation of a curriculum in art education/media classes.

The components of RESTATE are:

1. Students are trained in Youth Mental Health First Aid, an evidence-based course that provides an introduction to the most prevalent mental illnesses and gives participants a five-step action plan for how to assess for risk of suicide or other self-harm and encourage someone who may be at risk to get appropriate professional help and other support.
2. Students research their chosen mental health project topic.
3. Students create artistic projects with a mental health theme.
4. Completed projects are displayed in venues across Kings and Tulare Counties, to help reduce and eliminate the stigma of mental illness and to educate the public about mental illness as well as the local availability of help for people with mental illness.

The goals of RESTATE are:

- Coordinate stigma reduction efforts among government agencies, community-based organizations, and school districts through the use of an existing body, the Tulare and Kings Counties Suicide Prevention Task Force.
- Prevent the development of mental health stigma, stereotyping, and discrimination through a public mental health awareness campaign.
- Educate the public about community resources available to assist with mental health-related crises.
- Promote initiatives, programs, and curricula to change school cultures and increase social inclusion and social acceptance.
- Deliver mental health education in natural community settings through the creation and implementation of a mental health curriculum.
- Empower youth to educate their community about mental health issues.

III. Classes and Student Projects

A. Classes

RESTATE has been offered for three semesters thus far at 13 sites in Kings and Tulare Counties, with 1,069 students participating. For the most part, RESTATE has been offered in art, video production, and theater classes. Table 3-1 shows the sites where RESTATE classes have been offered as well their locations and the number of students who took each class in the spring and fall semesters (January-December) of 2013 and the spring semester (January-June) of 2014.

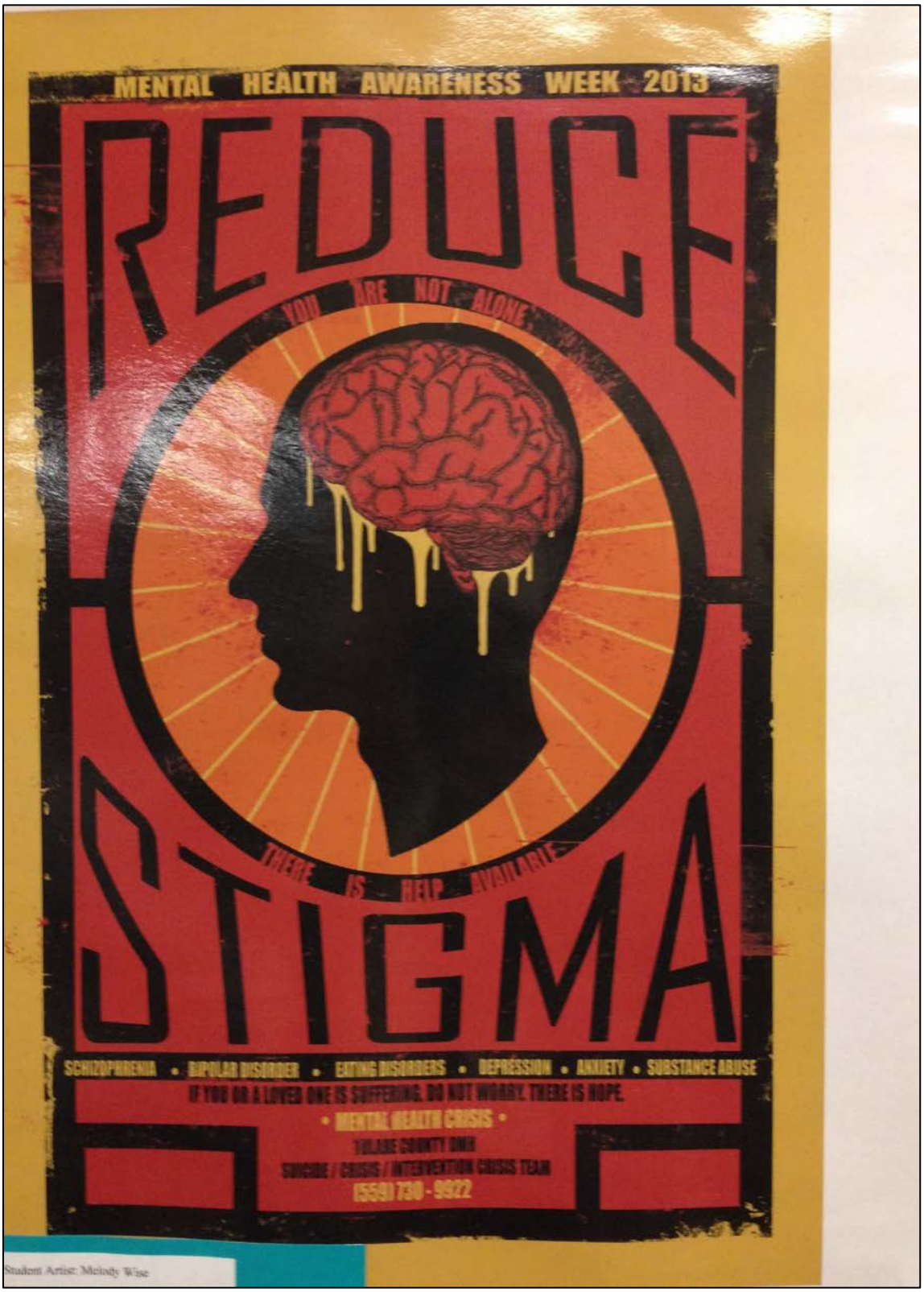
Table 3-1

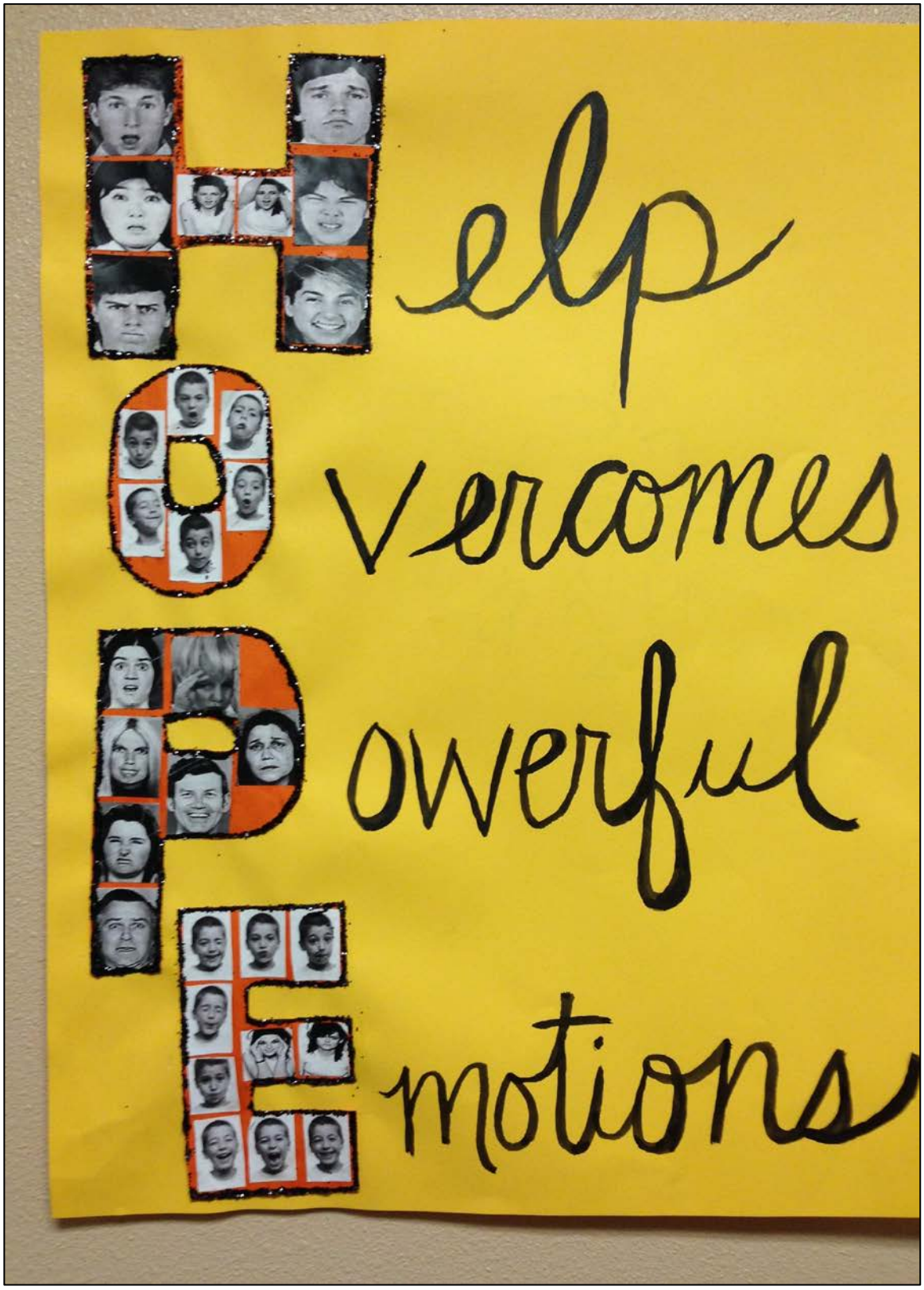
RESTATE Sites, Communities, and Participating Students

Site	Community	Students, Spring 2013	Students, Fall 2013	Students, Spring 2014
Avenal High School (HS)	Avenal	17	34	58
Corcoran HS	Corcoran	19	29	21
Eleanor Roosevelt Community Learning Center	Visalia	9	10	10
Farmersville HS	Farmersville	233	105	16
Hanford West HS	Hanford	19	20	27
Harmony Magnet Academy	Strathmore	17	18	5
Golden West HS	Visalia	36	49	0
Lemoore HS	Lemoore	12	12	15
La Sierra Military Academy	Visalia	17	28	32
Santa Rosa Rancheria	Lemoore	24	17	15
University Preparatory HS	Visalia	18	15	23
West Hills College After-School Program	Lemoore	0	0	39
Woodlake HS	Woodlake	24	28	15
TOTAL		*445*	*365*	*276*
GRAND TOTAL		*1,086*		

B. Student Projects

Participating students completed a wide variety of projects. These include collages, drawings, paintings, posters, sculptures, mosaics, t-shirts, theatrical performances, and video public service announcements,. The following pages show three projects displayed at the RESTATE Showcase in Hanford on January 30, 2014.


MENTAL HEALTH AWARENESS WEEK 2013
REDUCE
YOU ARE NOT ALONE
THERE IS HELP AVAILABLE
STIGMA
SCHIZOPHRENIA • BIPOLAR DISORDER • EATING DISORDERS • DEPRESSION • ANXIETY • SUBSTANCE ABUSE
IF YOU OR A LOVED ONE IS SUFFERING, DO NOT WORRY. THERE IS HOPE.
• MENTAL HEALTH CRISIS •
SUICIDE / CRISIS / INTERVENTION CRISIS TEAM
(559) 730 - 9922
Student Artist: Melody Wise


Help
Overcomes
Powerful
Emotions

C. Dissemination of Student Projects

As shown in Table 3-2, students' RESTATE projects have been displayed at a variety of venues in Kings and Tulare Counties, as well as at the American Association of Suicidology Annual Conference in Los Angeles, in 2014.

Table 3-2

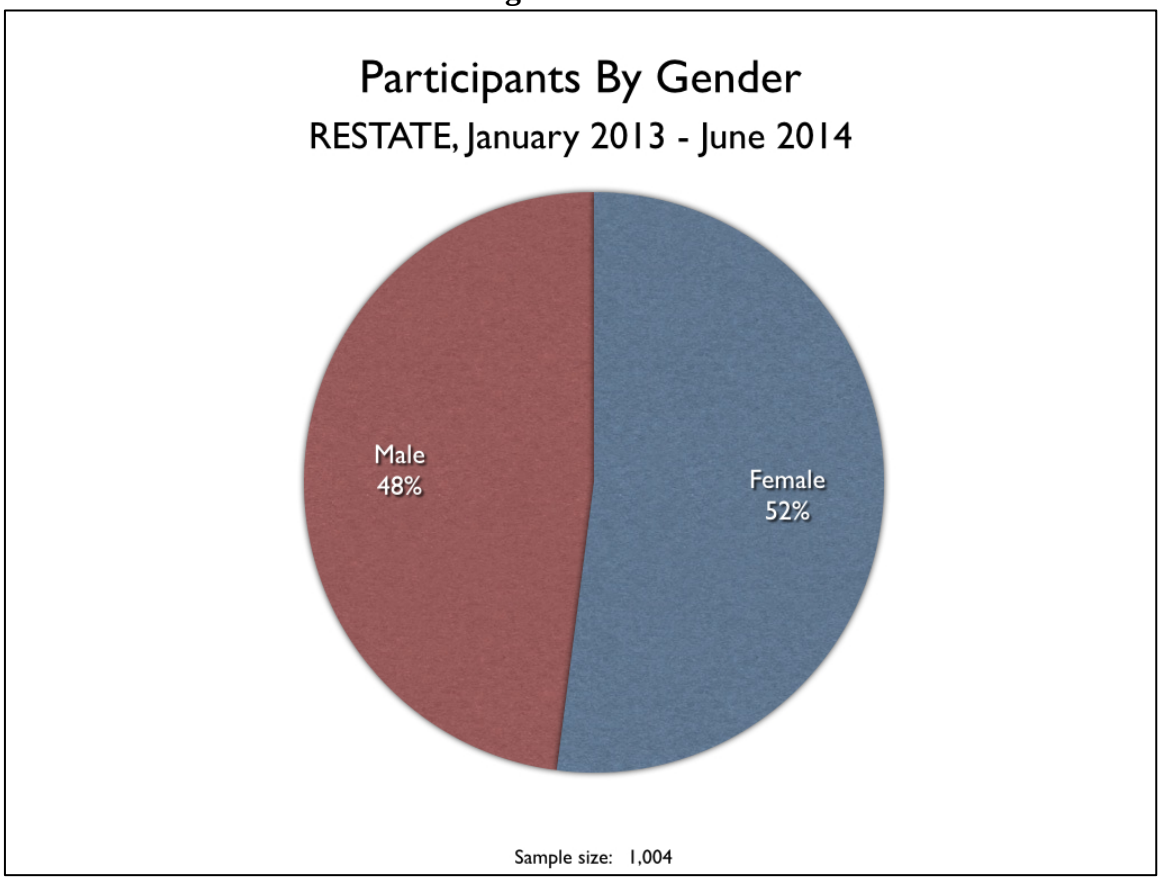
Presentation of RESTATE Student Projects		
Date(s)	**Location**	**Project Types**
2013-14	The Tulare County Office of Education's Doe Avenue Complex, Building 300, Visalia	All but film and performance
July 2013	The Tulare County Office of Education's West Burrel Avenue Education Center, Visalia	All but film and performance
July 18, 2013	General Meeting of the Tulare and Kings Counties Suicide Prevention Task Force, Visalia	All but performance
Fall 2013 and Spring 2014	Mental Health First Aid trainings for RESTATE students, throughout Kings and Tulare Counties	All but film and performance
January 30, 2014	RESTATE Showcase at the Koinonia Christian Fellowship Learning Center in Hanford	All
March 4, 2014	Tulare County Mental Health Board, Visalia	All but film and performance
May 18, 2013	Slick Rock Student Film Festival, Visalia	All but performance
April 9, 2014	The American Association of Suicidology Annual Conference in Los Angeles, as part of the presentation of the Tulare and Kings Counties Suicide Prevention Task Force	All but film and performance
May 14, 2014	A Night at the 21st Century Museum, Heritage Complex, Tulare	All but film and performance
May 17, 2014	The Slick Rock Student Film Festival, Visalia	All but performance

IV. Participants

A. Gender

Of the 1,004 students who filled out initial surveys, 521 (52%) are female, 480 (48%) are male, and three (3) students indicated that they are "Other (e.g., intersex, questioning)." (Note that, due to rounding, the category percentages on some graphs do not total 100%.)

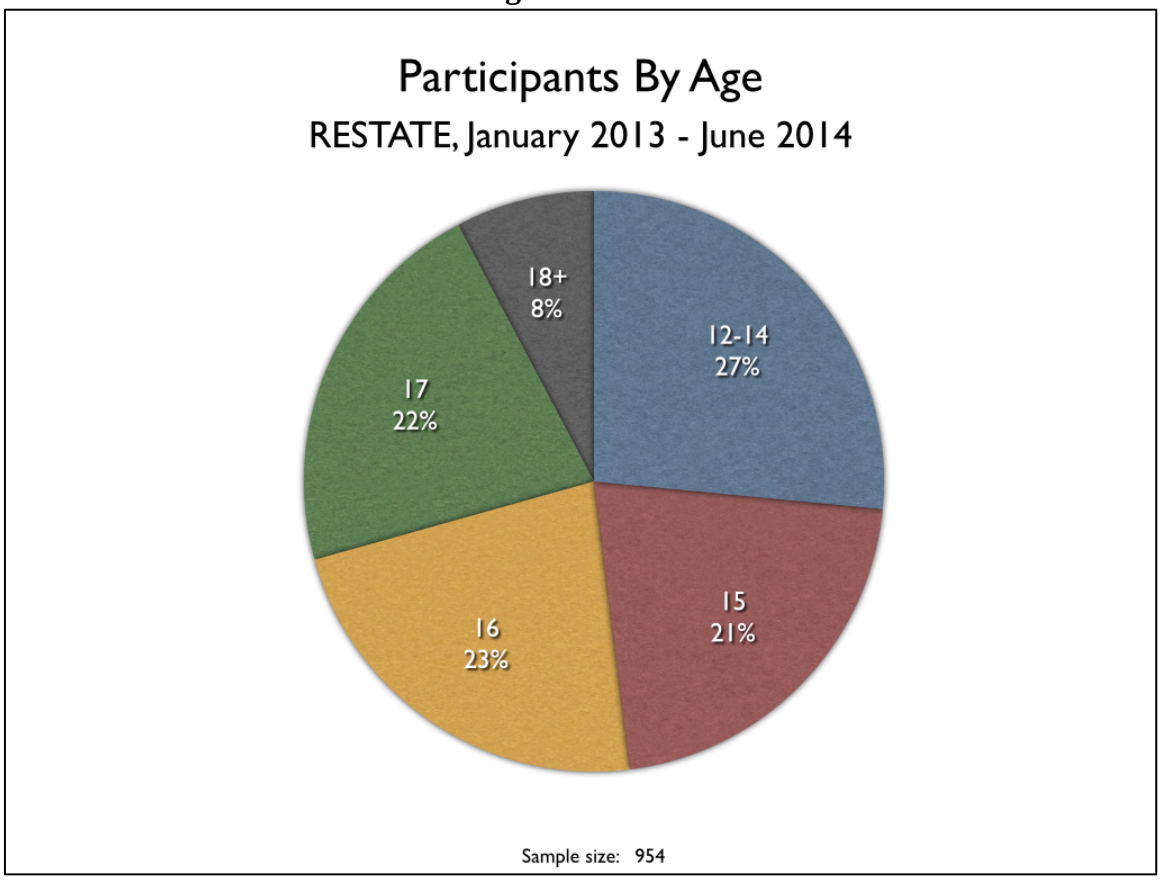
Figure 4-1



B. Age

Of the 954 students who answered the question on the initial survey, 253 (27%) are age 12-14 years old, 205 (21%) are 15 years old, 153 (23%) are 16 years old, 206 (22%) are 17 years old, and 74 (8%) are 18-20 years old.

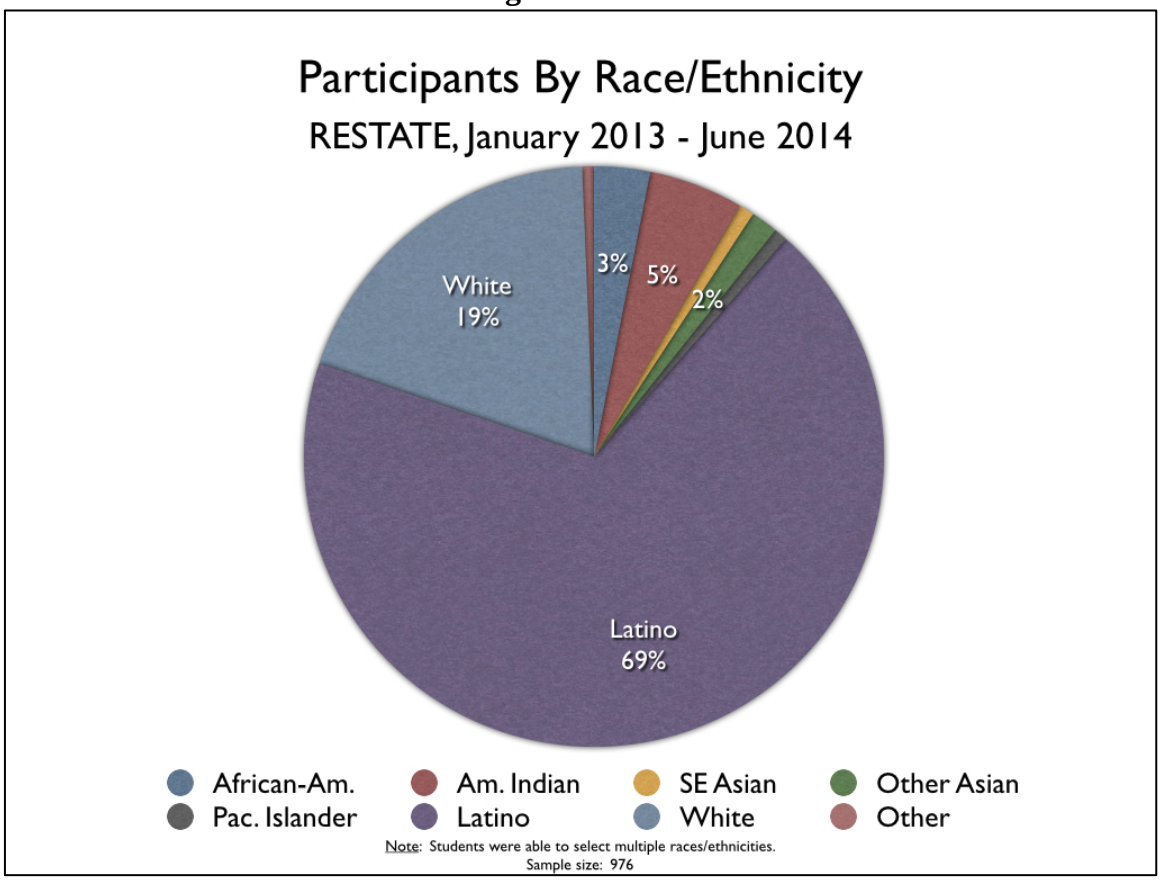
Figure 4-2



C. Race/Ethnicity

Of the 976 students who responded to the survey question, 725 students indicated they are Latino, 208 are White, 56 are American Indian or Alaskan Native, 33 are African-American, nine (9) Southeast Asian, 13 are Other Asian, eight (8) are Native Hawaiian or Pacific Islander, and 10 are "Other." Students were able to select multiple categories.

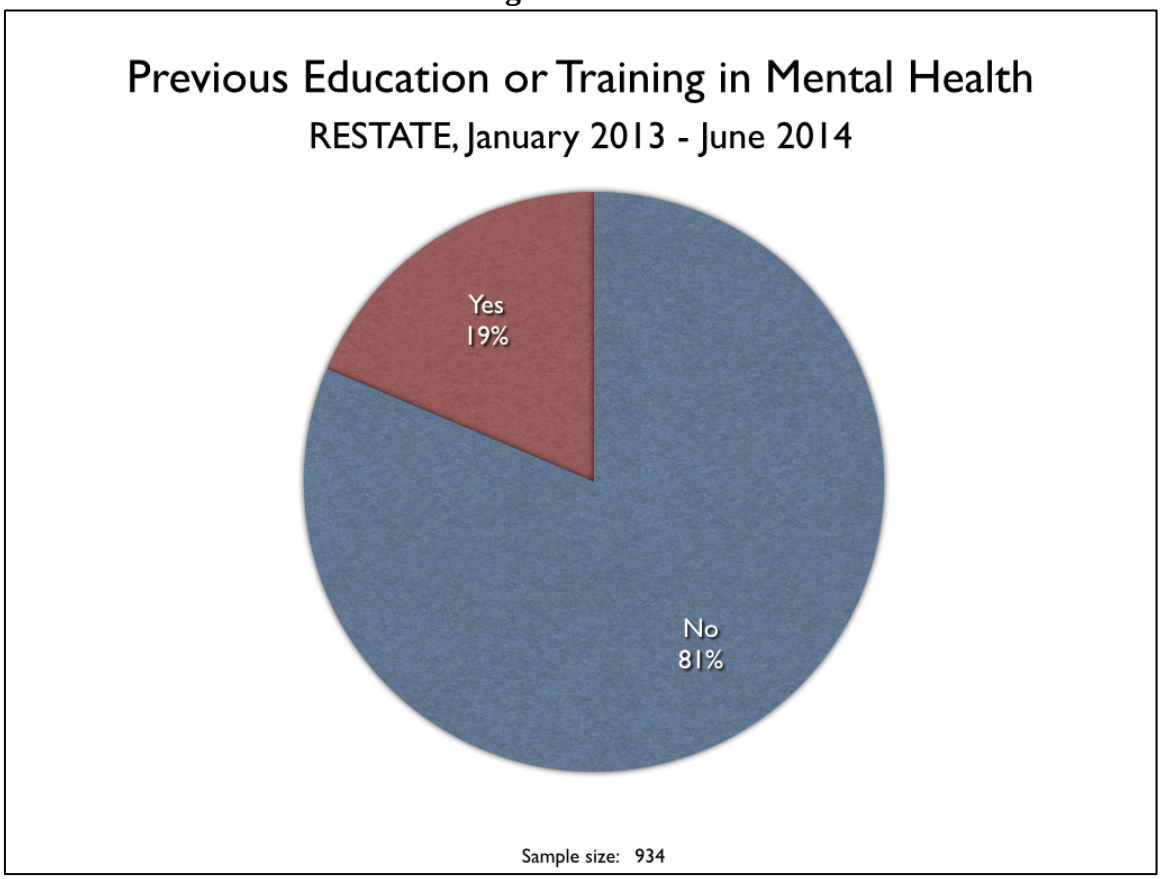
Figure 4-3



D. Previous Education or Training in Mental Health

Of the 934 students who answered the question, 174 (19%) indicated that they have previous education or training in mental health. Of these students, 148 described their previous education or training in mental health. The most common responses were a Freshmen Studies class (73), education in mental health/psychology (9), education in eating disorders (5), and the Gang Resistance Education and Training (G.R.E.A.T.) Program (4).

Figure 4-4



V. Outcomes

A. Knowledge of Mental Health

Three times during RESTATE, participating students were asked to respond to statements testing their knowledge of mental health, as taught in the Youth Mental Health First Aid (MHFA) course. These questions were provided by MHFA and were administered at three time points: before students took MHFA, immediately after they took MHFA, and at the end of RESTATE. Students were asked to indicate whether they agreed or disagreed with the statements or whether they did not know the answer. In the spring semester of 2014, the list of questions was revised to reflect better, in the opinion of the MHFA instructors, the material actually being taught and emphasized to the students.

1. Changes in Knowledge After Youth Mental Health First Aid

This section reviews students' mental health knowledge before they took MHFA, near the beginning of RESTATE, and immediately after they completed MHFA. We report only the responses of students who answered the specified survey questions at both time points, right before and immediately following MHFA.

In order to gauge participants' knowledge of mental health before and after the workshop, the developers of MHFA wrote statements for participants to respond to (agreeing or disagreeing with them), both immediately before and immediately following the training. We initially selected 15 of these statements for our evaluation. The statements are:

1. "It is not a good idea to ask someone if they are feeling suicidal in case you put the idea in their head." (False)
2. "Schizophrenia is one of the most common mental disorders." (False)
3. "If someone has a traumatic experience, it is best to make him or her talk about it as soon as possible." (False)
4. "Males complete suicide four times more frequently than females." (True)
5. "Antidepressant medication works right away." (False)
6. "It is best to get someone having a panic attack to breathe into a paper bag." (False)
7. "A first-aider can distinguish a panic attack from a heart attack." (False)
8. "Exercise can help relieve depressive and anxiety disorders." (True)
9. "People with psychosis usually come from dysfunctional families." (False)
10. "It is best not to try to reason with people having delusions." (False)
11. "People who talk about suicide don't attempt suicide." (False)
12. "Psychosis is a lifelong illness." (False)

13. “People with psychosis are more at risk of being victims of violent crime.” (True)
14. “Smoking is much more common among people with mental health problems.” (True)
15. “People with mental health problems tend to have a better outcome if family members are not critical of them.” (True)

Beginning in 2014, we deployed the following additional or revised questions, that the MHFA instructors of RESTATE students believed better reflected what they actually taught and emphasized to the students as part of MHFA:

1. “If someone is giving away prized personal possessions, it could be a sign of suicidal thoughts.” (True)
2. “The sooner an individual gets help, the more likely he or she is to have a positive outcome.” (True)
3. “Males complete suicide more often than females.” (True)
4. “Medication is often the sole treatment for mental health disorders.” (False)
5. “Changes in eating habits are a physical change that can occur when someone is in crisis.” (True)
6. “A Mental Health First Aider’s role is to give advice to individuals showing risk factors.” (False)
7. “Withdrawing from friends, family, and social activity is TYPICAL adolescent behavior.” (False)
8. “A person’s culture is something that needs to be considered when you are listening nonjudgmentally.” (True)
9. “Seasonal changes can be a risk factor for people with mental health problems.” (True)
10. “Avoiding alcohol, tobacco, and other drugs is a protective factor for people with mental health problems.” (True)

The following three graphs show the percentage of participants who responded to each statement correctly at each time point (before the workshop in blue and after the workshop in green). Figure 5-1 shows the percentage of participants who answered correctly five questions that remained the same over the entire time period (January 2013 – June 2014) while Figures 5-2 and 5-3 present responses to ten questions that were asked only in 2013.

Red asterisks indicate that the difference between the pre and post responses is statistically significant (one-tailed t-test and at least a 95% confidence level). There were statistically significant differences in responses to 14 of the 15 statements, including all five statements that were included in surveys in both 2013 and 2014. These results provide

good evidence that the participants who completed MHFA, on average, did learn things they did not know before about mental health from the course.

The increases in percentages of participants who answered the questions correctly vary substantially from question to question. For instance, in Figure 5-1, the percentage who disagreed with the false statement, “It is not a good idea to ask someone if they are feeling suicidal in case you put the idea in their head.” increased from 38% to 59%, while there was only a one percentage point increase in the percentage of participants who disagreed with the false statement, “If someone has a traumatic experience, it is best to make him or her talk about it as soon as possible.” One fairly large increase is in the percentage of students who agreed with the true statement that males complete suicide four times more often than females (increasing from 12% to 24%). (See Figure 5.2.)

It is also important to note the statements that most participants answered correctly before they took the course. It is gratifying to see in Figure 5-1, for instance, that before they took MHFA, 63% of the participants disagreed with the false statement, “People who talk about suicide don’t attempt suicide.” Similarly, before MHFA, 59% of participants disagreed with the false statement, “Antidepressant medication works right away.” In addition, before the course, 64% of participants agreed with the true statement, “Exercise can help relieve depressive and anxiety disorders.”

The graphs in this section show only the percentage of students who responded correctly to the statements at each time point. Graphs showing all responses (correct, incorrect, and “don’t know”) are included at the end of this report in Appendix 1.

Figure 5-1

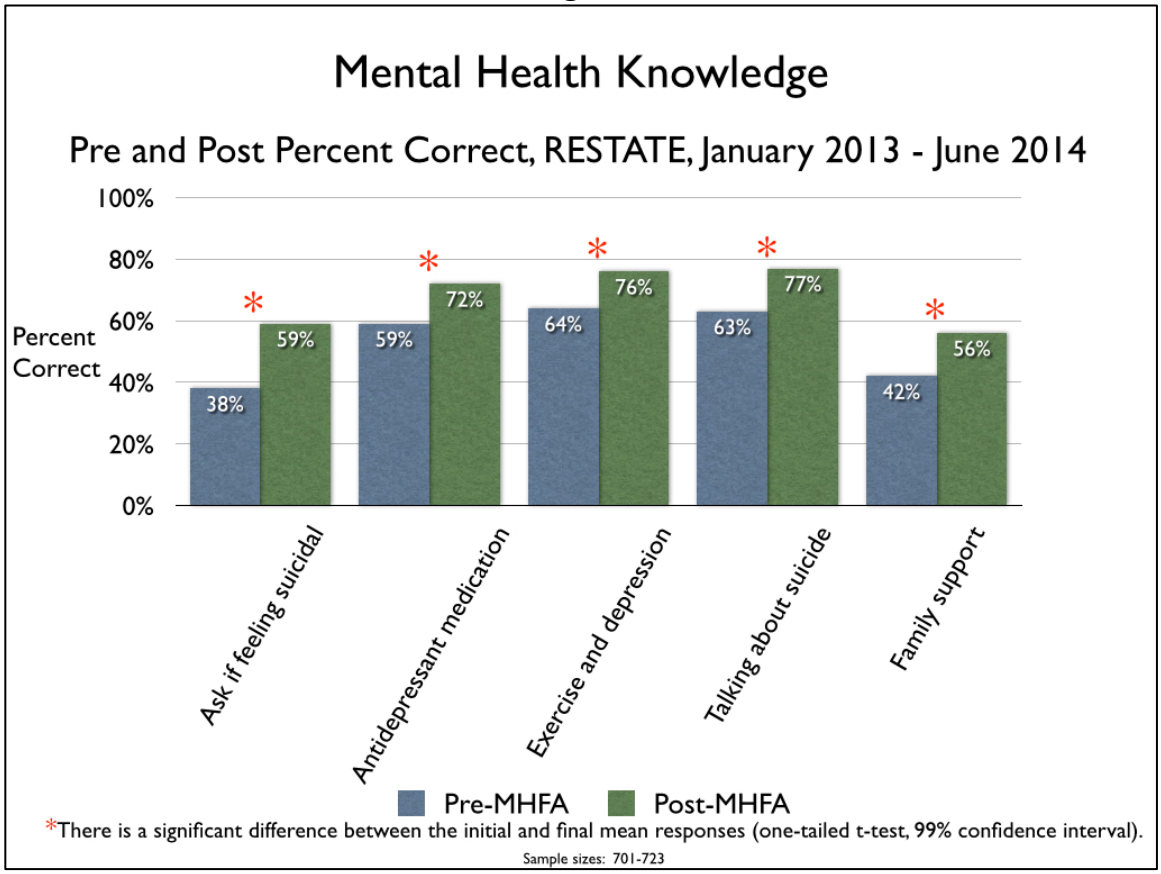

Mental Health Knowledge
Pre and Post Percent Correct, RESTATE, January 2013 - June 2014
Percent Correct
100%
80%
60%
40%
20%
0%
38%
59%
59%
72%
64%
76%
63%
77%
42%
56%
Ask if feeling suicidal
Antidepressant medication
Exercise and depression
Talking about suicide
Family support
Pre-MHFA
Post-MHFA
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample sizes: 701-723

Figure 5-2

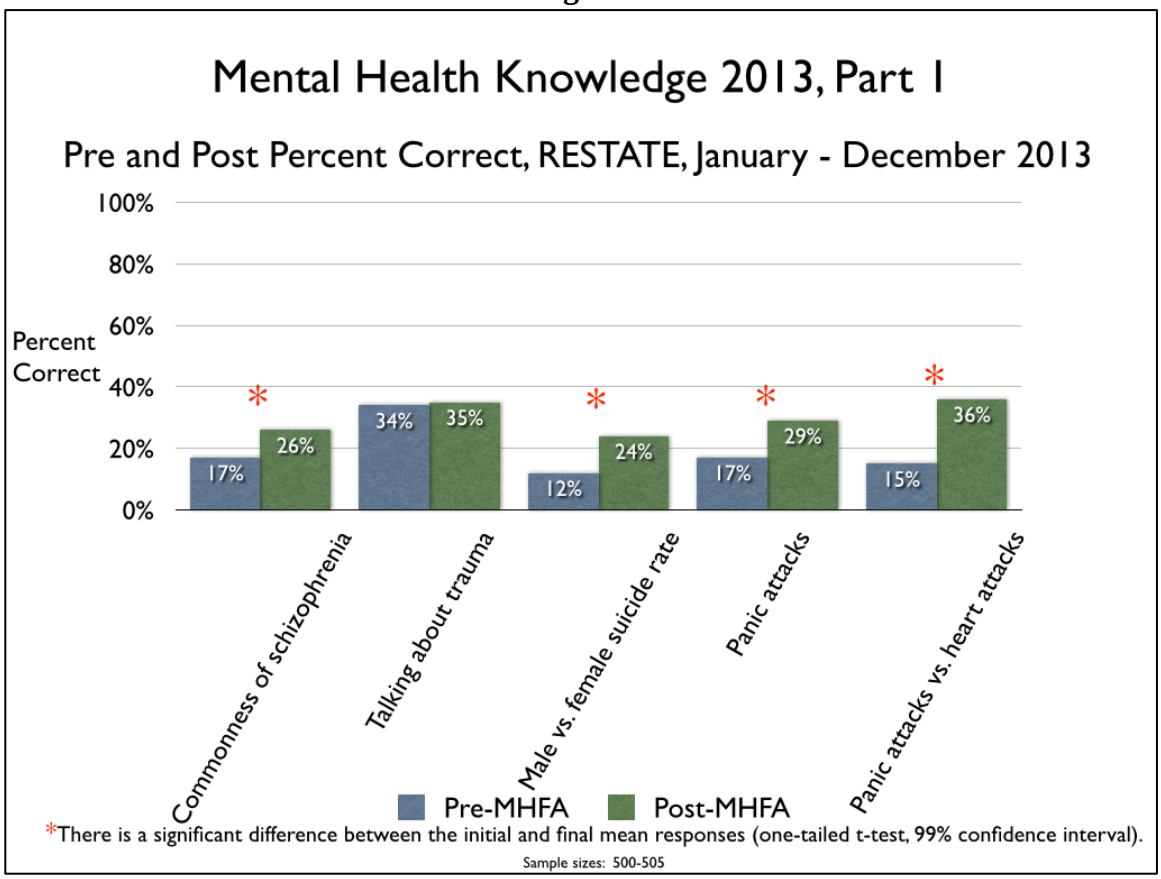
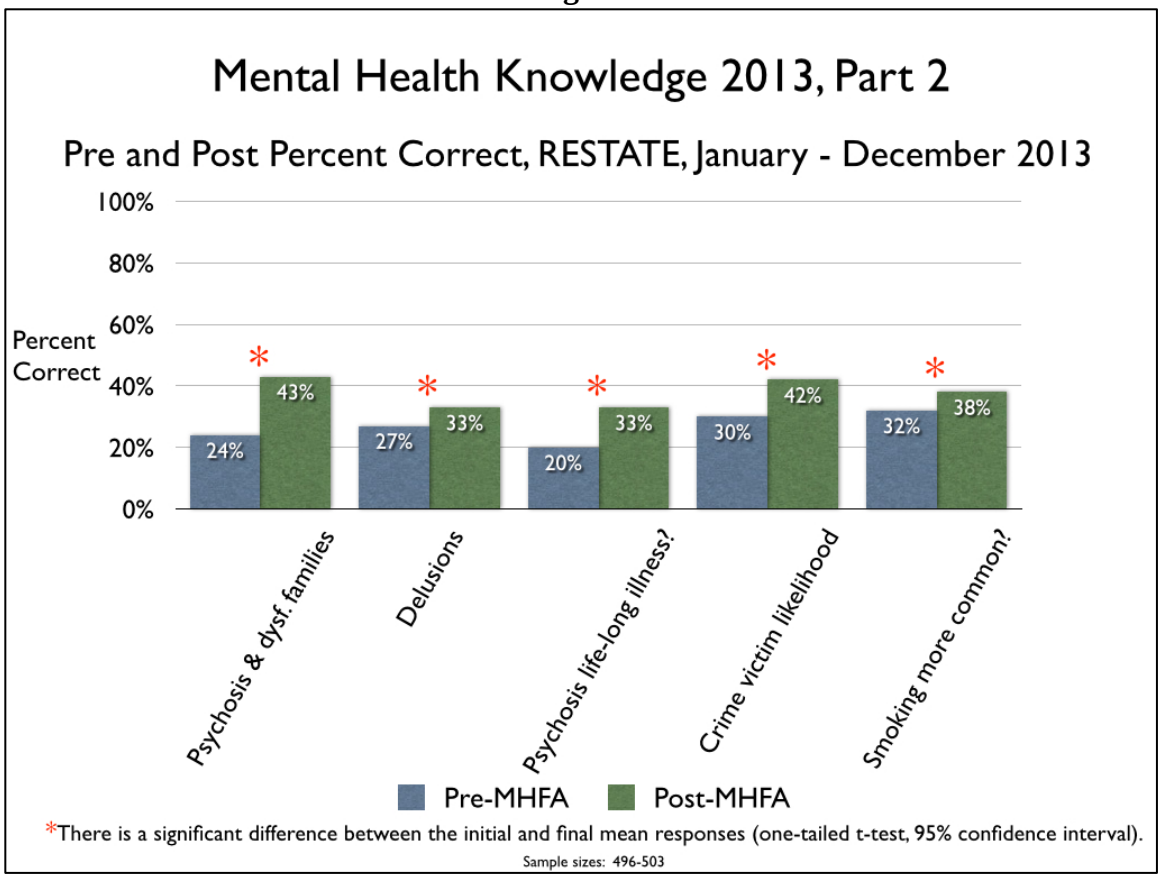

Mental Health Knowledge 2013, Part 1
Pre and Post Percent Correct, RESTATE, January - December 2013
Percent Correct
100%
80%
60%
40%
20%
0%
17%
26%
34%
35%
12%
24%
17%
29%
15%
36%
*
Commonness of schizophrenia
Talking about trauma
Male vs. female suicide rate
Panic attacks
Panic attacks vs. heart attacks
Pre-MHFA
Post-MHFA
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample sizes: 500-505

Figure 5-3


Mental Health Knowledge 2013, Part 2
Pre and Post Percent Correct, RESTATE, January - December 2013
Percent Correct
100%
80%
60%
40%
20%
0%
24%
43%
27%
33%
20%
33%
30%
42%
32%
38%
Psychosis & dysf. families
Delusions
Psychosis life-long illness?
Crime victim likelihood
Smoking more common?
Pre-MHFA
Post-MHFA
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 95% confidence interval).
Sample sizes: 496-503

The following two graphs show the percentage of MHFA participants who responded correctly to ten statements that were included on the surveys only in 2014. There were statistically significant increases in the percentage of students who responded correctly to eight of the ten statements. These results also provide solid evidence that the participants who completed MHFA, on average, learned information about mental health from MHFA that they did not previously know.

There was a marked increase in the percentage of students who agreed with the true statement, "If someone is giving away prized personal possessions, it could be a sign of suicidal thoughts." And there was a large jump in the percentage who agreed with the true statement, "Males complete suicide more often than females." This latter statement is a revised, less specific, version of the statement from the 2013 version of the survey. (See Figure 5.4.)

Figure 5-4

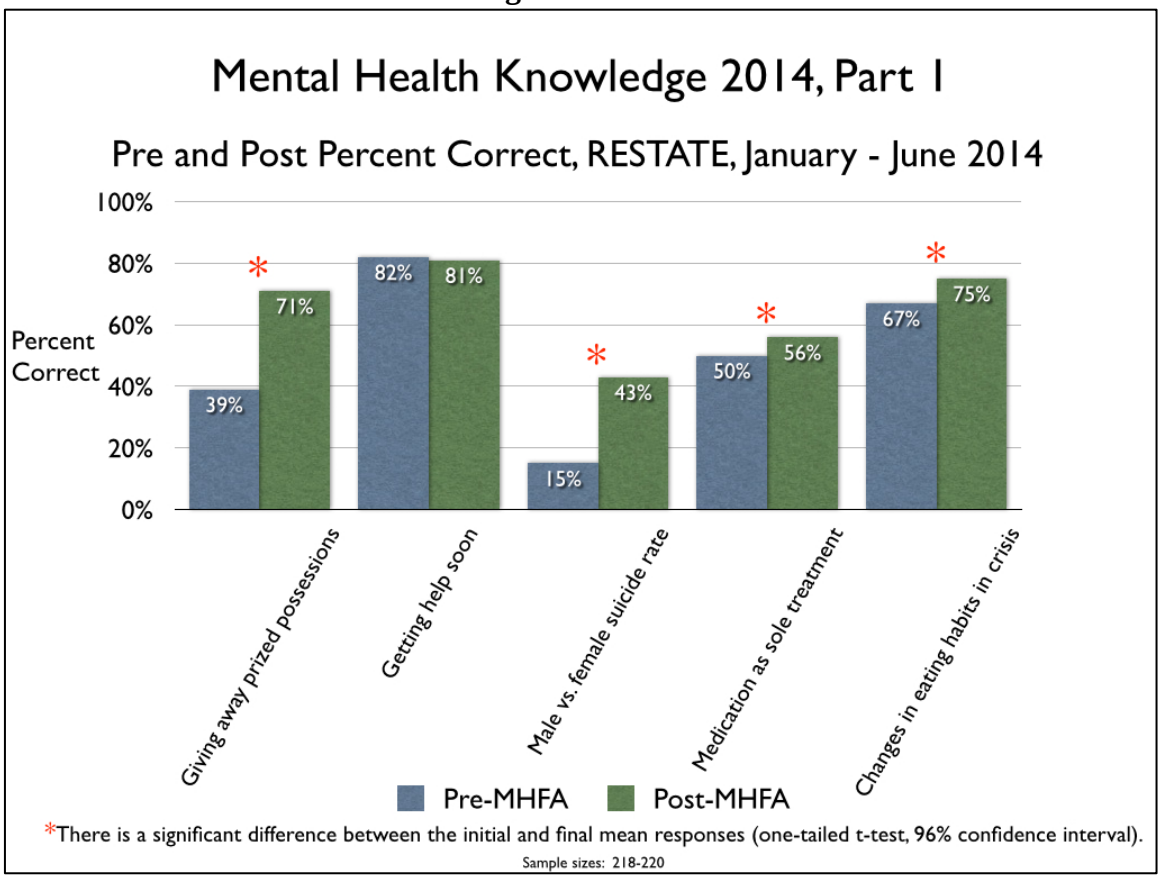
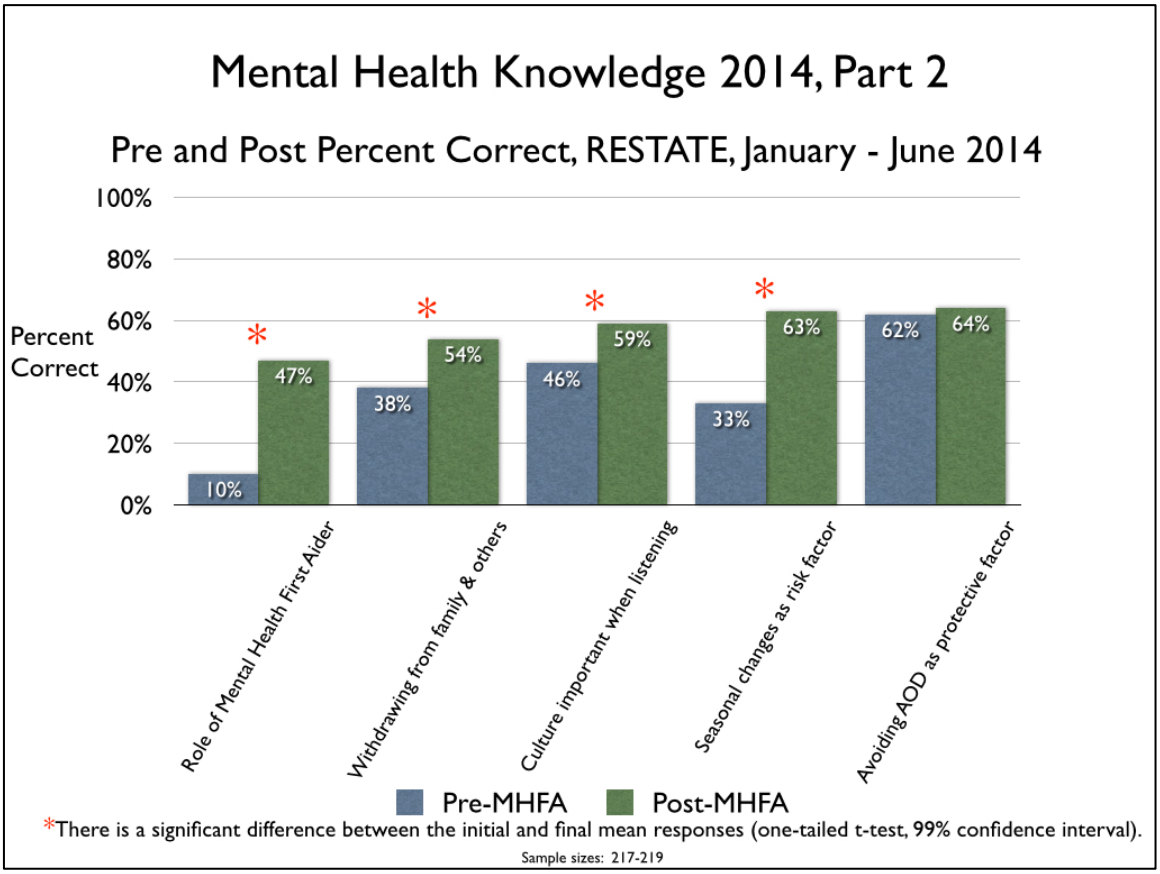


Figure 5-5



2. Changes in Knowledge over the Entire RESTATE Class

The following graphs compare the participating students' responses to the same statements, both before they took MHFA and at the end of RESTATE. The hope is that the students will retain much of the knowledge about mental health that they learned in MHFA until the end of RESATE. We report only the responses of students who answered the specified survey questions at both time points, before they took MHFA and at the end of the RESTATE class.

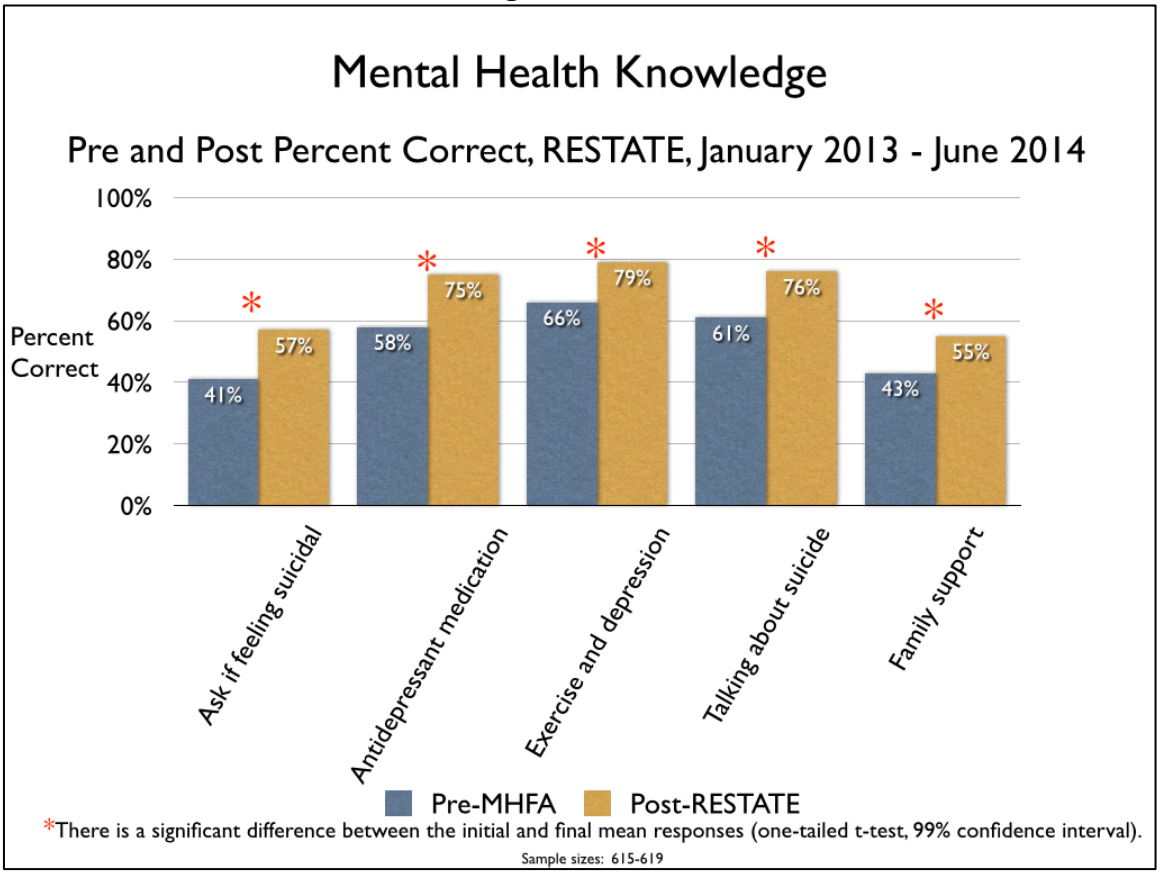
The first graph, Figure 5-6, presents the number of participants who responded correctly to statements both before they took MHFA and at the end of the RESTATE course, from January 2013 through June 2014. Figures 5-7 and 5-8 present the data on statements that were included only on surveys in 2013.

Once again, red asterisks indicate statistically significant differences in responses from the initial to the final time point. There were statistically significant differences in responses to 13 of the 15 statements, including all five that were included on surveys in both 2013 and 2014. These results provide good evidence that the participants who com-

pleted MHFA, on average, learned information about mental health from MHFA that they did not previously know, and that their knowledge was significantly higher at the end of RESTATE than it was before they took MHFA. Their knowledge level on the statements presented in Figures 5-6 to 5-9 is also similar (within a few percentage points) their knowledge levels at the end of MHFA.[1]

The biggest difference is that there was a significant increase in knowledge about delusions from before MHFA to after MHFA, whereas there was no significant increase from before MHFA to the end of the RESTATE class. This indicates that the students did not recall the information on delusions at the end of RESTATE that they learned in MHFA. (See Figures 5-3 and 5-8.)

Figure 5-6



[1] The "pre-MHFA" percentages are slightly different between the two graphs (pre-MHFA and post-MHFA versus pre-MHFA and post-RESTATE) because the groups of students and the questions they chose to answer are slightly different. Some students who took the post-MHFA survey did not take the post-RESTATE survey, or vice versa, and students skipped different questions. For each question, analysis is performed only for students who answered the question at both time points of comparison.

Figure 5-7

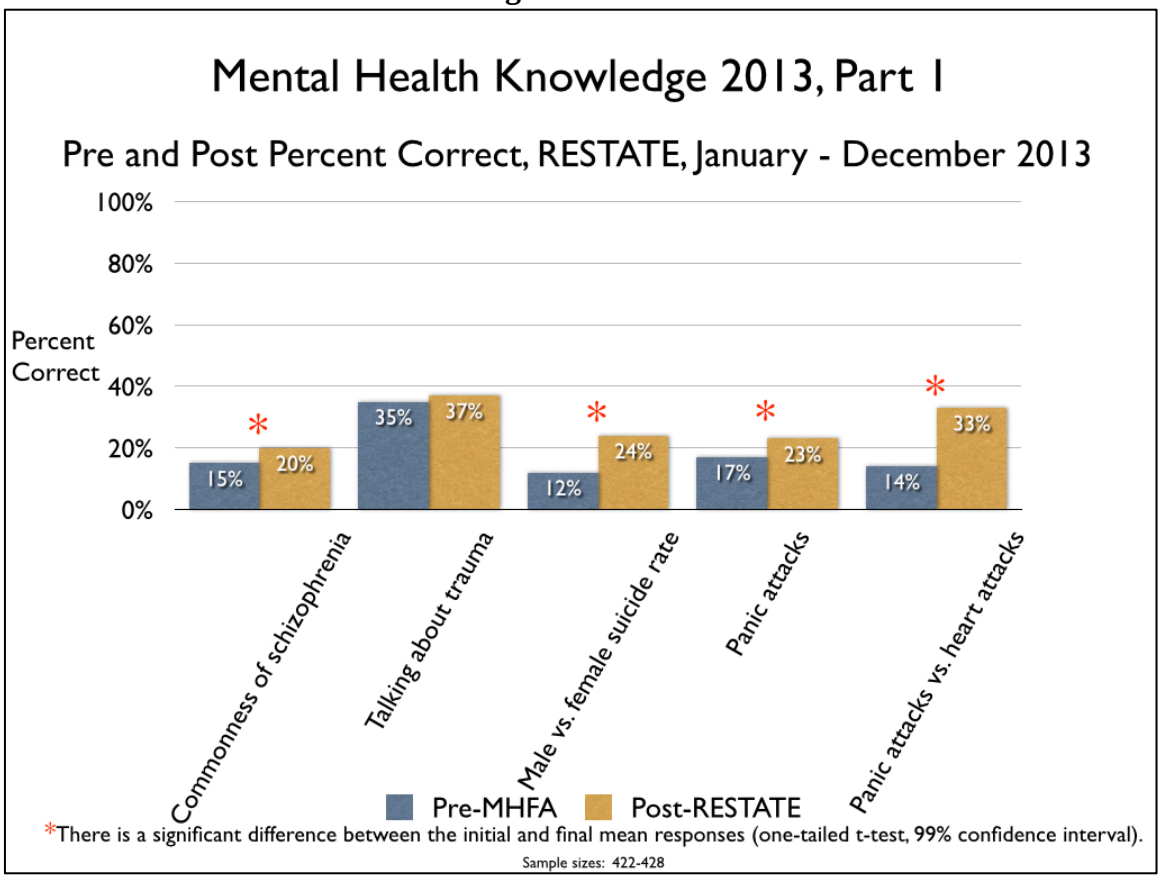
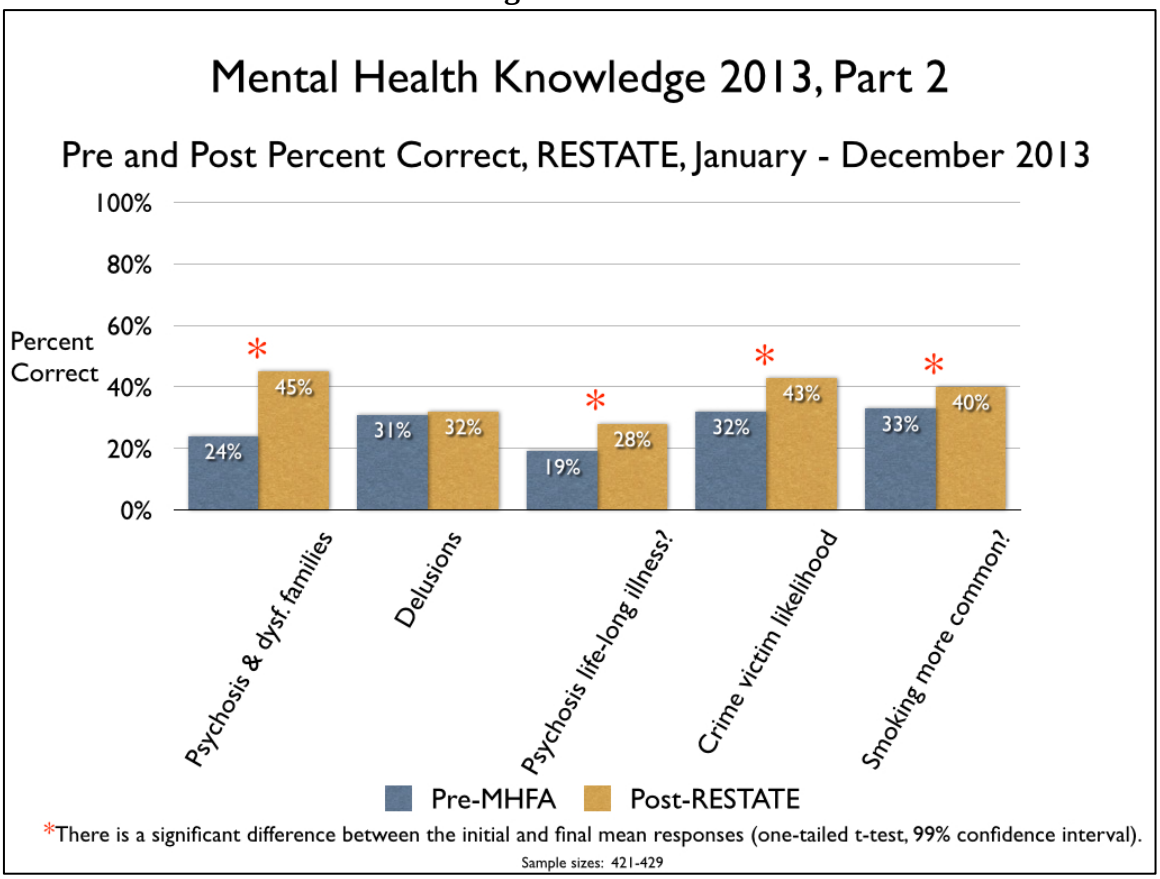

Mental Health Knowledge 2013, Part 1
Pre and Post Percent Correct, RESTATE, January - December 2013
Percent Correct
100%
80%
60%
40%
20%
0%
15%
20%
35%
37%
12%
24%
17%
23%
14%
33%
*
Commonness of schizophrenia
Talking about trauma
Male vs. female suicide rate
Panic attacks
Panic attacks vs. heart attacks
Pre-MHFA
Post-RESTATE
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample sizes: 422-428

Figure 5-8


Mental Health Knowledge 2013, Part 2
Pre and Post Percent Correct, RESTATE, January - December 2013
Percent Correct
100%
80%
60%
40%
20%
0%
24%
45%
31%
32%
19%
28%
32%
43%
33%
40%
Psychosis & dysf. families
Delusions
Psychosis life-long illness?
Crime victim likelihood
Smoking more common?
Pre-MHFA
Post-RESTATE
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample sizes: 421-429

Figures 5-9 and 5-10 show the percentage responding correctly to the ten statements that were added in 2014, both before students took MHFA and at the end of RESTATE. The students' increases in knowledge were all statistically significant. Most of the changes in knowledge are larger from before MHFA to the end of RESTATE than from before MHFA to after MHFA. The statements are:

1. "If someone is giving away prized personal possessions, it could be a sign of suicidal thoughts." (True) (71% answered correctly after MHFA versus 79% after RESTATE)
2. "The sooner an individual gets help, the more likely he or she is to have a positive outcome." (True) (81% answered correctly after MHFA versus 89% after RESTATE. The latter change from before MHFA is statistically significant, but not the former.)
3. "Medication is often the sole treatment for mental health disorders." (False) (56% answered correctly after MHFA versus 73% after RESTATE)
4. "Changes in eating habits are a physical change that can occur when someone is in crisis." (True) (75% answered correctly after MHFA versus 81% after RESTATE)
5. "A person's culture is something that needs to be considered when you are listening nonjudgmentally." (True) (59% answered correctly after MHFA versus 74% after RESTATE)
6. "Avoiding alcohol, tobacco, and other drugs is a protective factor for people with mental health problems." (True) (64% answered correctly after MHFA versus 86% after RESTATE. The latter change from before MHFA is statistically significant, but not the former.)

These results are very encouraging, because they indicate that, as expected, through the process of students researching their own mental health topics and completing artistic projects related to mental heath, the students learned more about mental health than they did by just taking MHFA.

However, the percentage who answered one statement correctly was notably lower after RESTATE than it was following MHFA: A Mental Health First Aider's role is to give advice to individuals showing risk factors. (False) (47% after MHFA versus 39% after RESTATE). This result may indicate a need to reiterate to the students one or more times after MHFA the limited role that Mental Health First Aiders should play.

Figure 5-9

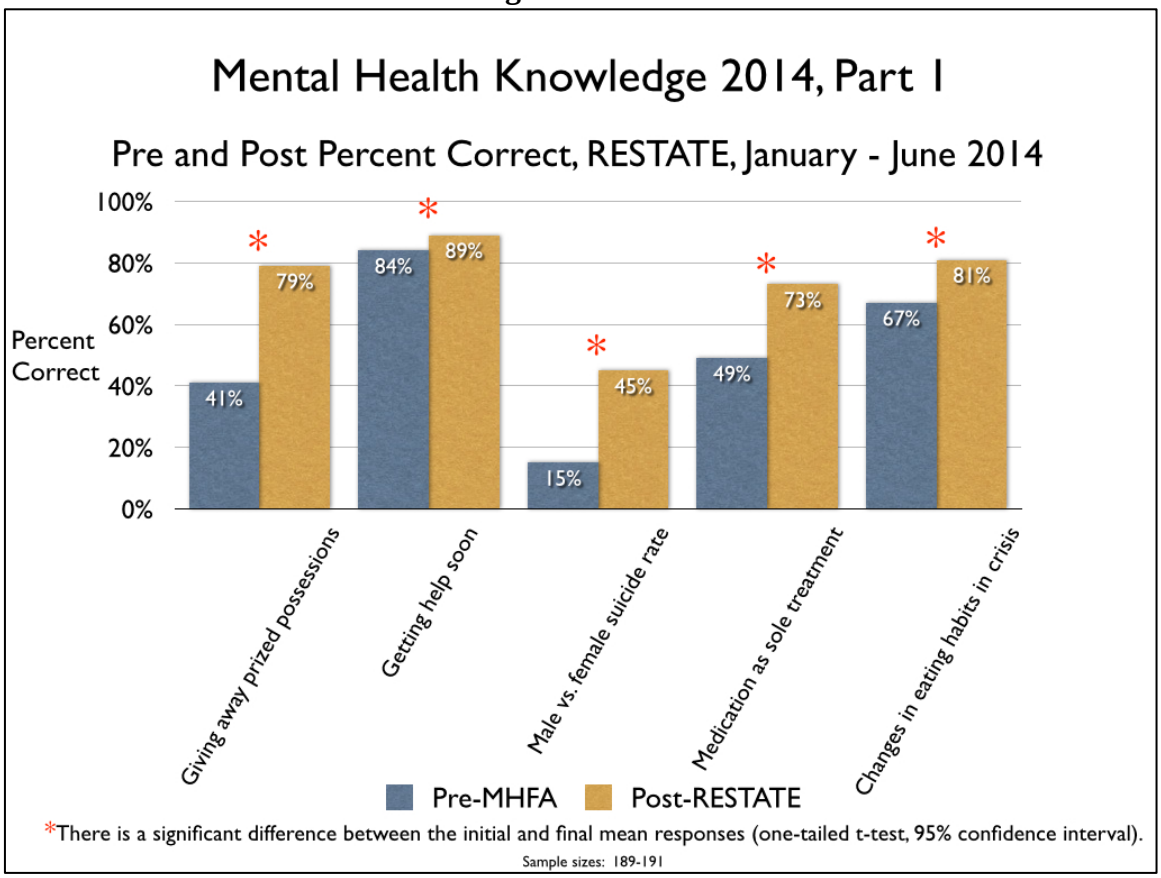
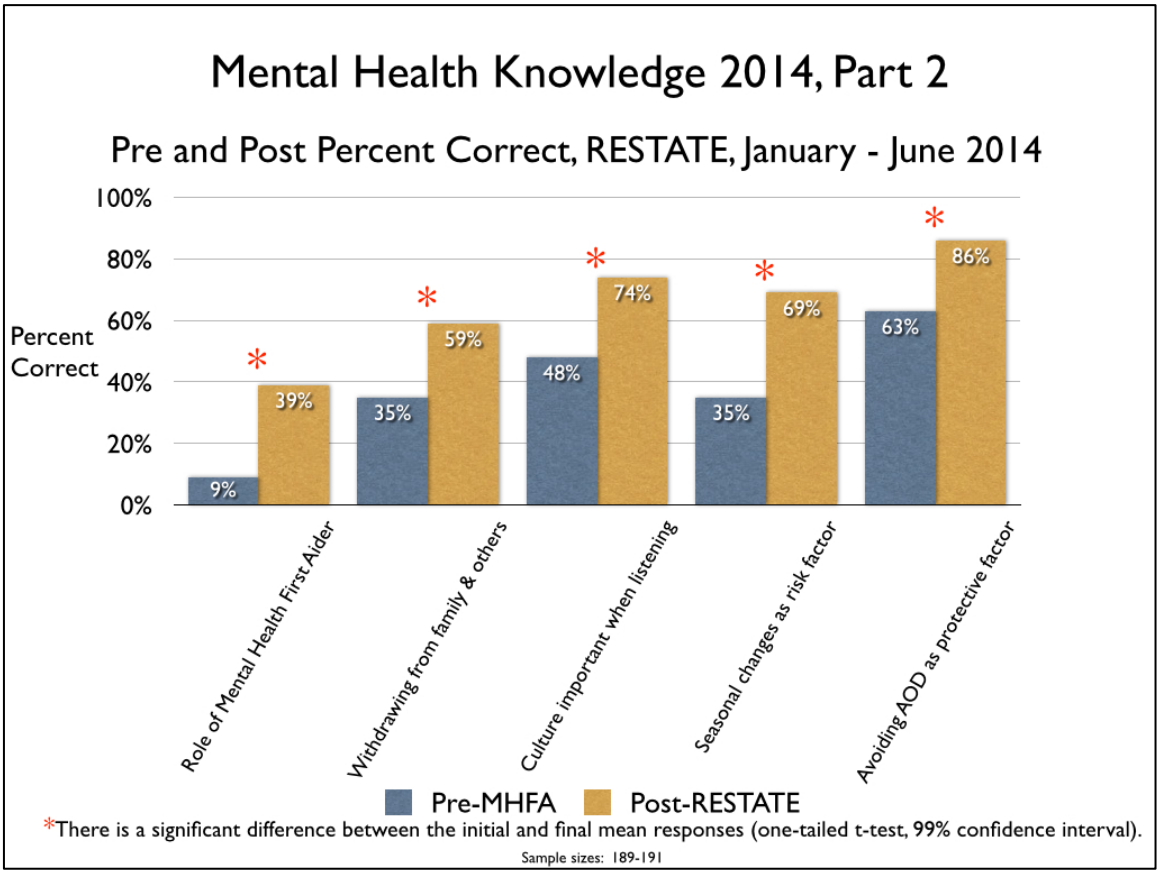

Mental Health Knowledge 2014, Part 1
Pre and Post Percent Correct, RESTATE, January - June 2014
Percent Correct
100%
80%
60%
40%
20%
0%
41%
79%
84%
89%
15%
45%
49%
73%
67%
81%
Giving away prized possessions
Getting help soon
Male vs. female suicide rate
Medication as sole treatment
Changes in eating habits in crisis
Pre-MHFA
Post-RESTATE
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 95% confidence interval).
Sample sizes: 189-191

Figure 5-10



B. The Stigma of Mental Illness

1. Changes in Responses After Youth MHFA

We included a modified assessment of mental health stigma attribution in surveys before and after MHFA and at the end of RESTATE. The assessment, called the AQ-8-C, was developed and made publicly available by one of the foremost scholars on mental health stigma, Distinguished Professor Patrick W. Corrigan, Psy.D., who serves as the Director of the National Consortium on Stigma and Empowerment. The wording of the assessment was modified to place the scenario and questions in a school setting and to increase the cultural relevance (changing the name of the person in the scenario from Charlie to Anna). The wording of the questions was modified slightly, to make it more familiar and comprehensible to the students, e.g. changing “pity” to “feel sorry for.”

The following is the assessment's introductory paragraph along with the statements and questions:

"Anna is a new student in your class. Before Anna's first day, you heard a rumor that Anna has a mental illness."

1. "I would feel sorry for Anna."
2. "I would feel comfortable if I were assigned to work in a group with Anna."
3. "How scared of Anna would you feel?"
4. "I think Anna or her parents are to blame for her mental illness."
5. "Anna should be in a different type of class than mine."
6. "How angry would you feel at Anna?"
7. "How likely is it that you would help Anna with schoolwork?"
8. "I would try to stay away from Anna during breaks and after school."

I hypothesize that participation in RESTATE (including Mental Health First Aid training) will make at least some of the participants more sensitive to the plight and needs of people with mental illness and, thus, be less likely to hold stereotypical or discriminatory opinions of them.

The next two figures display the results from both before and immediately following MHFA training. In Figure 5-11 we see statistically significant declines in the mean ratings for "I would feel sorry for Anna," "How scared of Anna would you feel?", and "I think Anna or her parents are to blame for her mental illness." The 0.7-point decline in the rating for "I would feel sorry for Anna" is the largest, with the other drops of 0.2 points each.

In Figure 5-12 we find only one statistically significant change, namely a 0.2-point decline in the mean rating of "I would try to stay away from Anna during breaks and after school." (avoidance).

While, overall, these changes are not large, they do show changes in RESTATE students' views of people with mental illness in the direction of greater understanding and tolerance.

Figure 5-11

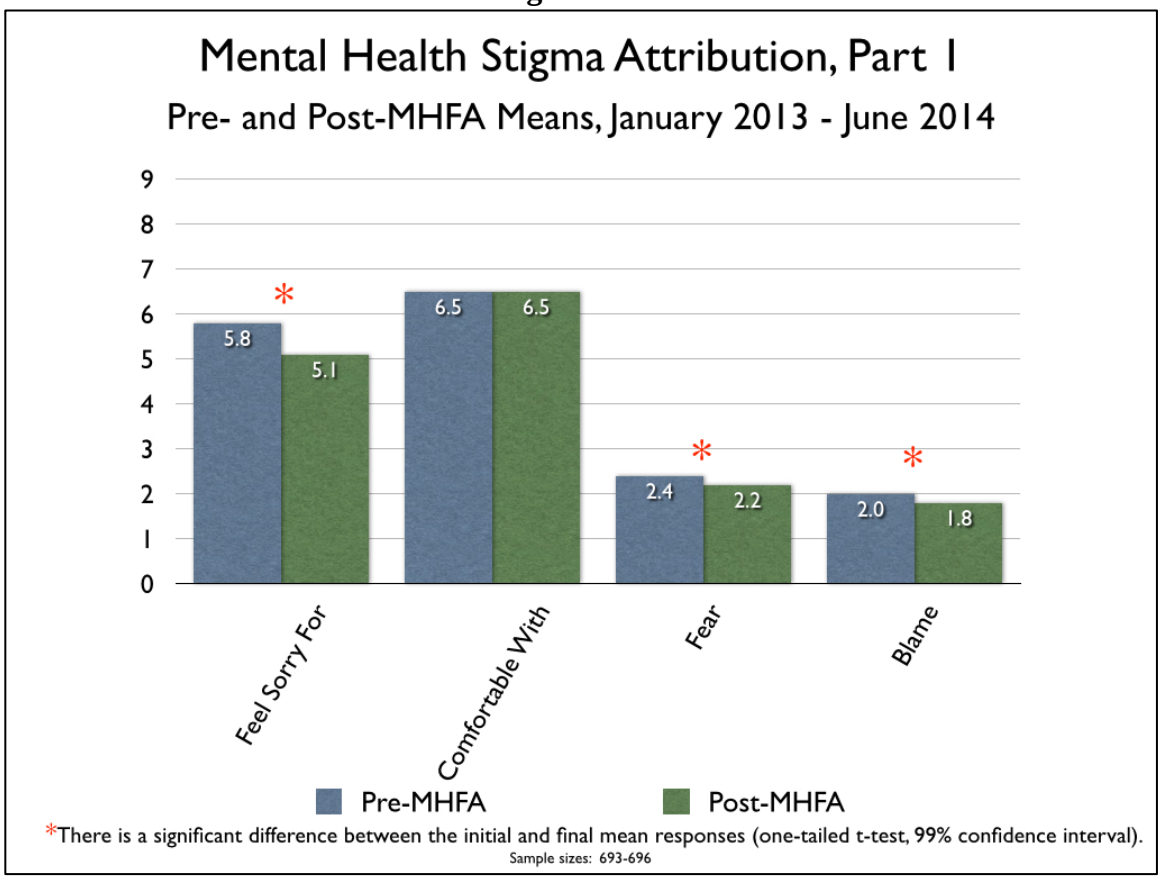
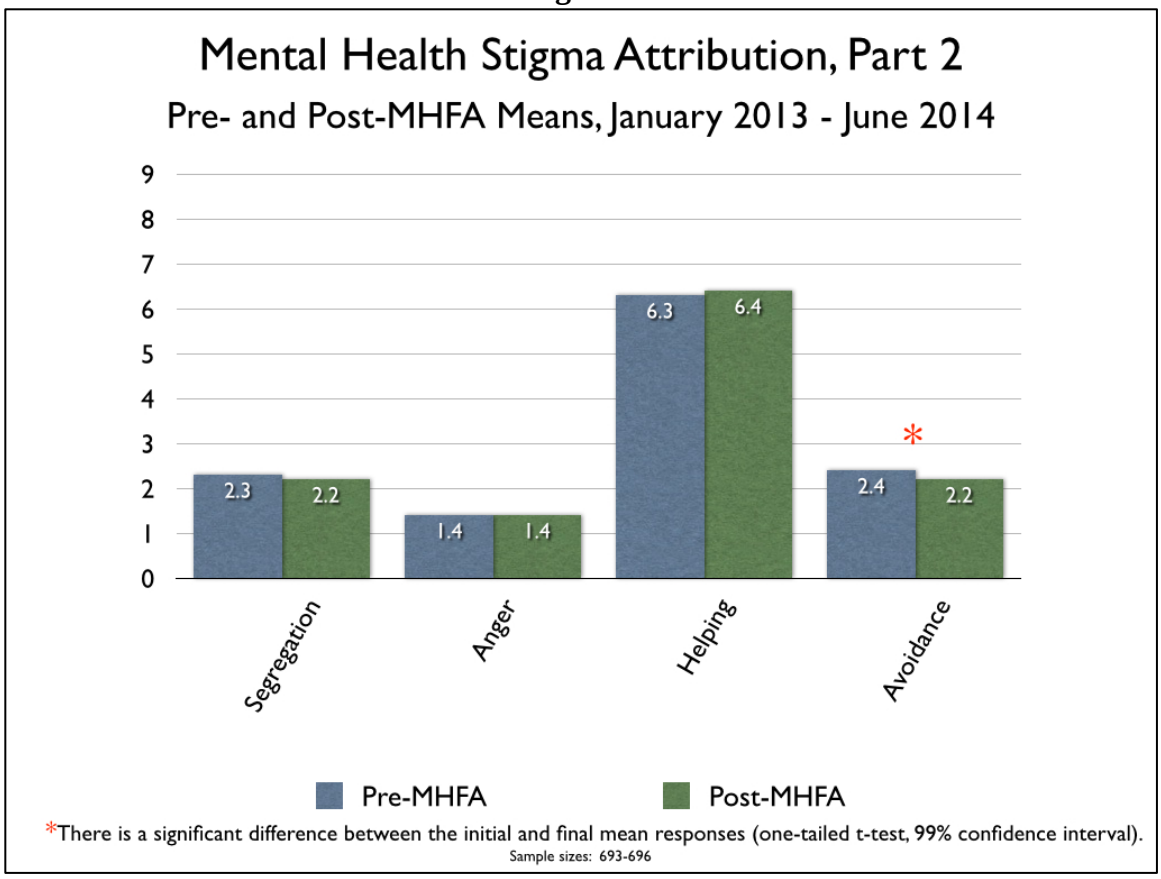

Mental Health Stigma Attribution, Part 1
Pre- and Post-MHFA Means, January 2013 - June 2014
9
8
7
6
5
4
3
2
1
0
5.8
5.1
6.5
6.5
2.4
2.2
2.0
1.8
*
*
*
Feel Sorry For
Comfortable With
Fear
Blame
Pre-MHFA
Post-MHFA
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample sizes: 693-696

Figure 5-12


Mental Health Stigma Attribution, Part 2
Pre- and Post-MHFA Means, January 2013 - June 2014
9
8
7
6
5
4
3
2
1
0
2.3
2.2
1.4
1.4
6.3
6.4
2.4
2.2
*
Segregation
Anger
Helping
Avoidance
Pre-MHFA
Post-MHFA
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample sizes: 693-696

2. Changes in Responses over the Entire RESTATE Class

The next two figures show the results both before MHFA and at the end of the RESTATE class. They are largely similar to those before and after MHFA, presented above. In Figure 5-13 we find a large statistically significant decline in the mean rating for "I would feel sorry for Anna" (a 1.0-point drop) and smaller declines in the mean ratings for "How scared of Anna would you feel?" and "I think Anna or her parents are to blame for her mental illness" (0.2-point declines). At the same time, there was a 0.5-point increase in the mean rating of "I would feel comfortable if I were assigned to work in a group with Anna." All of these results are in the expected direction.

However, this graph also shows that the students' comfort level with people with mental illness increased significantly, by 0.4 points, from before MHFA to the end of RESTATE, whereas it just remained the same from before to after MHFA. This indicates that the process of students learning about mental health topics and working on their own artistic projects with a mental health theme increased the students' comfort level with people with mental illness. This is an important result.

In Figure 5-14 we see only one statistically significant change, namely a 0.2-point decline in the mean rating of "I would try to stay away from Anna during breaks and after school" (avoidance), which is the same decline as from before MHFA to after MHFA.

Figure 5-13

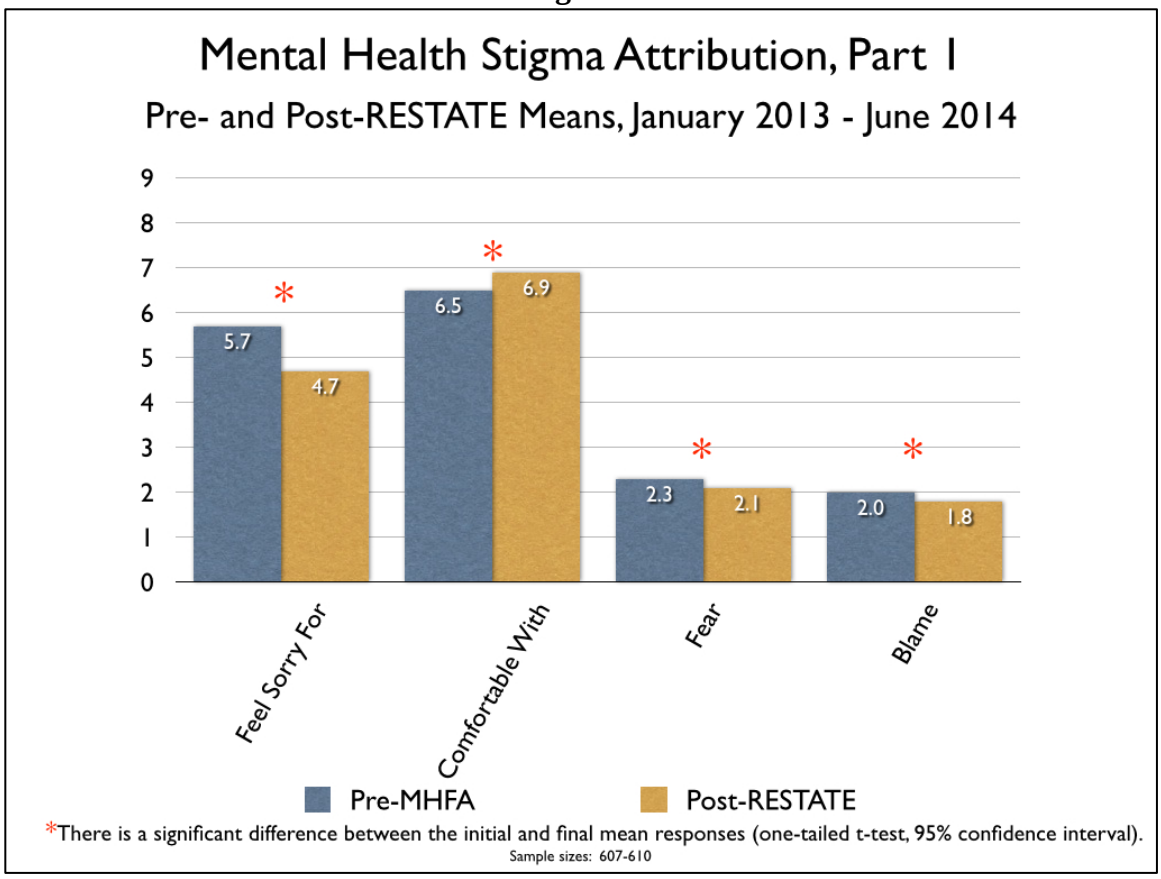
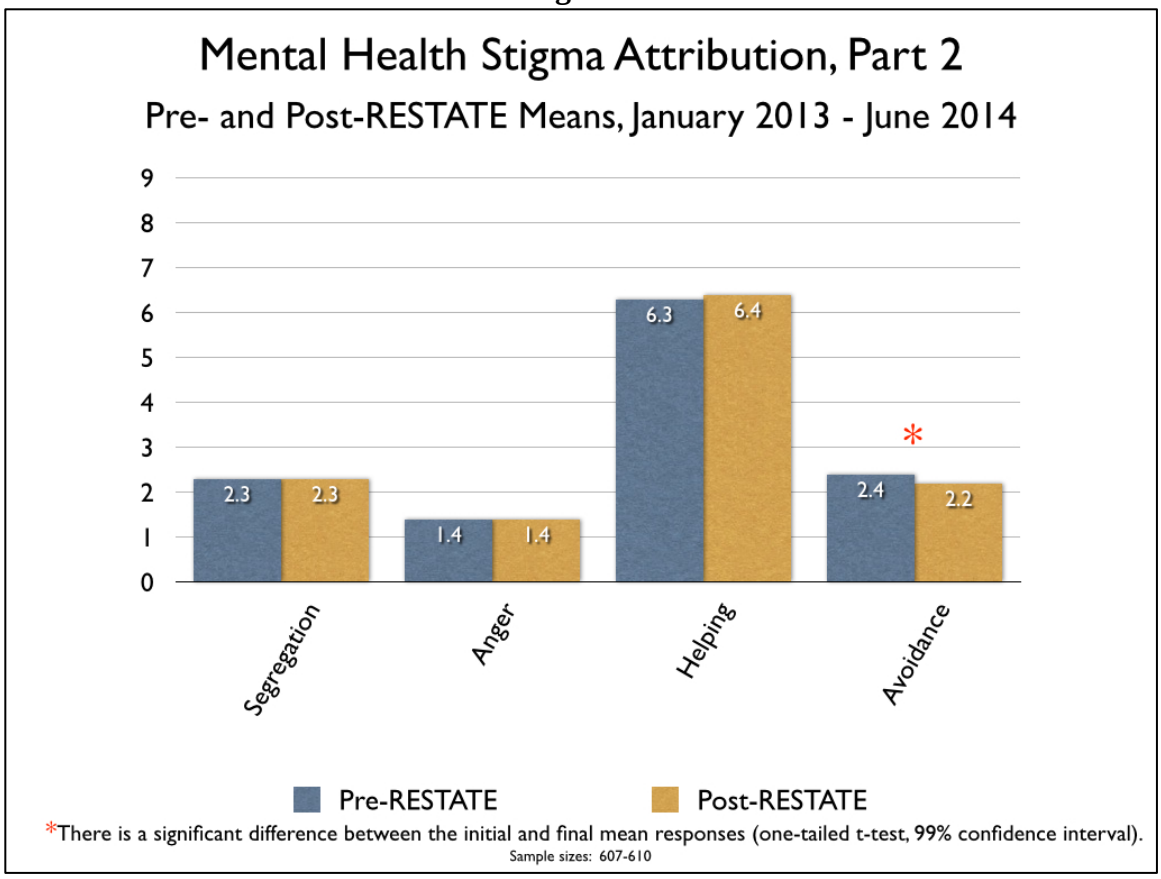

Mental Health Stigma Attribution, Part 1
Pre- and Post-RESTATE Means, January 2013 - June 2014
9
8
7
6
5
4
3
2
1
0
5.7
4.7
6.5
6.9
2.3
2.1
2.0
1.8
*
*
*
*
Feel Sorry For
Comfortable With
Fear
Blame
Pre-MHFA
Post-RESTATE
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 95% confidence interval).
Sample sizes: 607-610

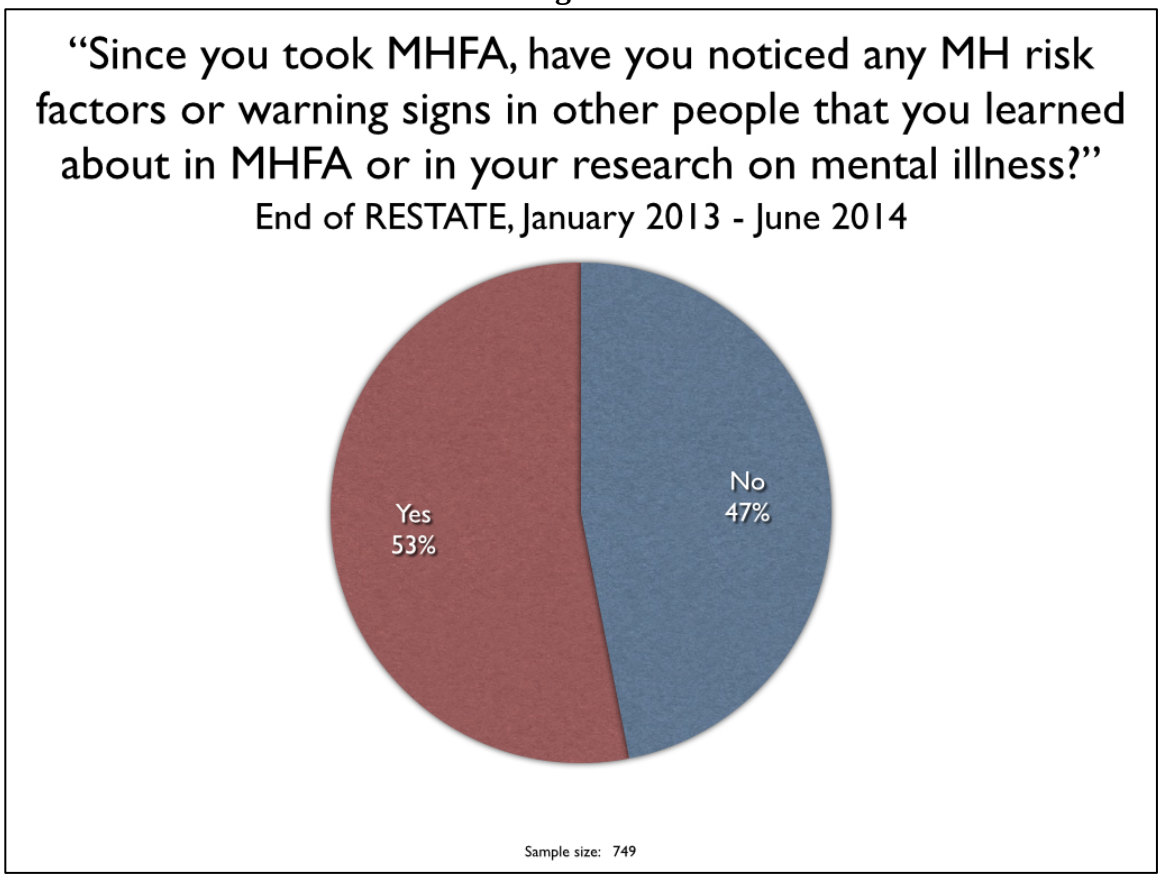
Figure 5-14


Mental Health Stigma Attribution, Part 2
Pre- and Post-RESTATE Means, January 2013 - June 2014
9
8
7
6
5
4
3
2
1
0
2.3
2.3
1.4
1.4
6.3
6.4
2.4
2.2
*
Segregation
Anger
Helping
Avoidance
Pre-RESTATE
Post-RESTATE
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample sizes: 607-610

C. Self-Reported Impact on Participants (Closed-Ended Questions)

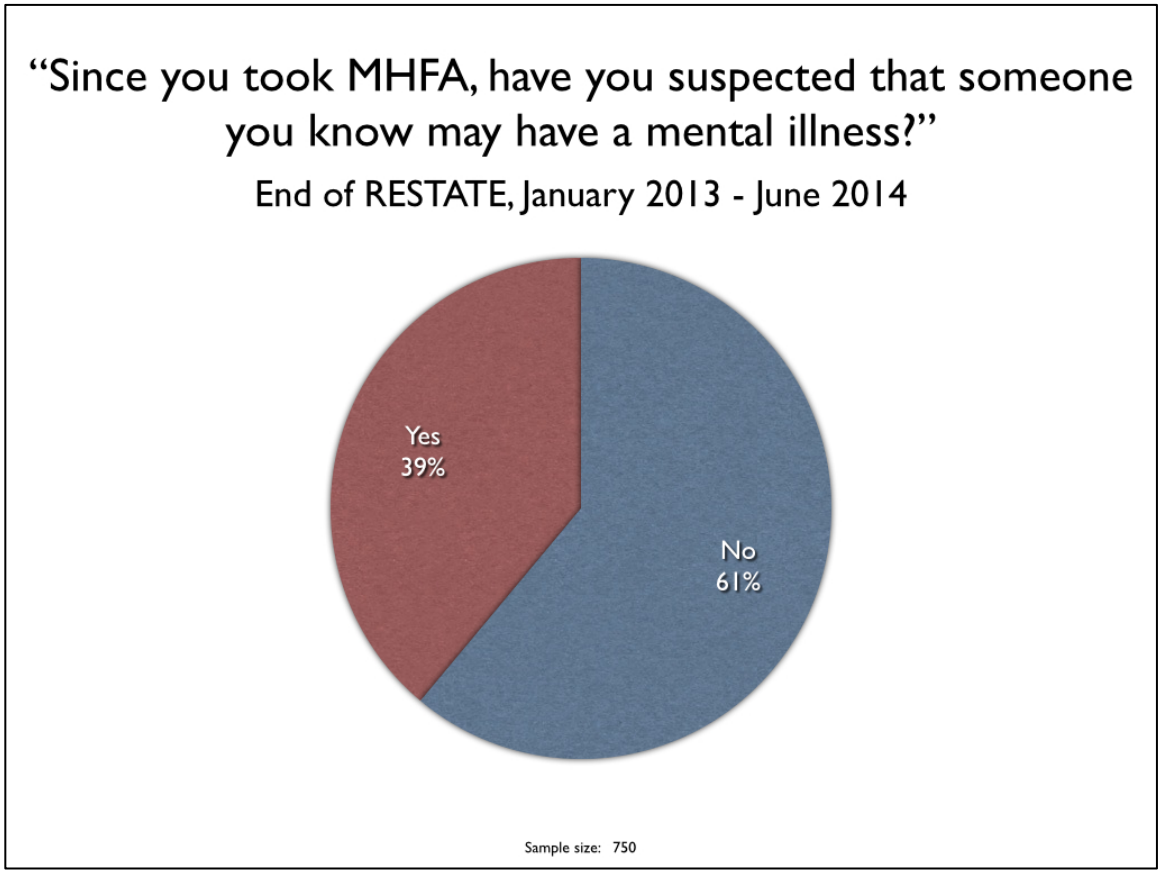
At the end of RESTATE, we asked students to answer additional questions, to help gauge the impact of RESTATE on them. When asked, "Since you took Mental Health First Aid, have you noticed any mental health risk factors or warning signs in other people that you learned about in Mental Health First Aid or in your research on mental illness?" Three hundred and ninety four (394) students (53%) responded "Yes," while the remaining 348 (47%) replied negatively.

Figure 5-15



When asked, “Since you took Mental Health First Aid, have you suspected that someone you know may have a mental illness?” Two hundred and ninety (290) students 39%) responded “Yes,” while the remaining 455 (61%) replied “No.”

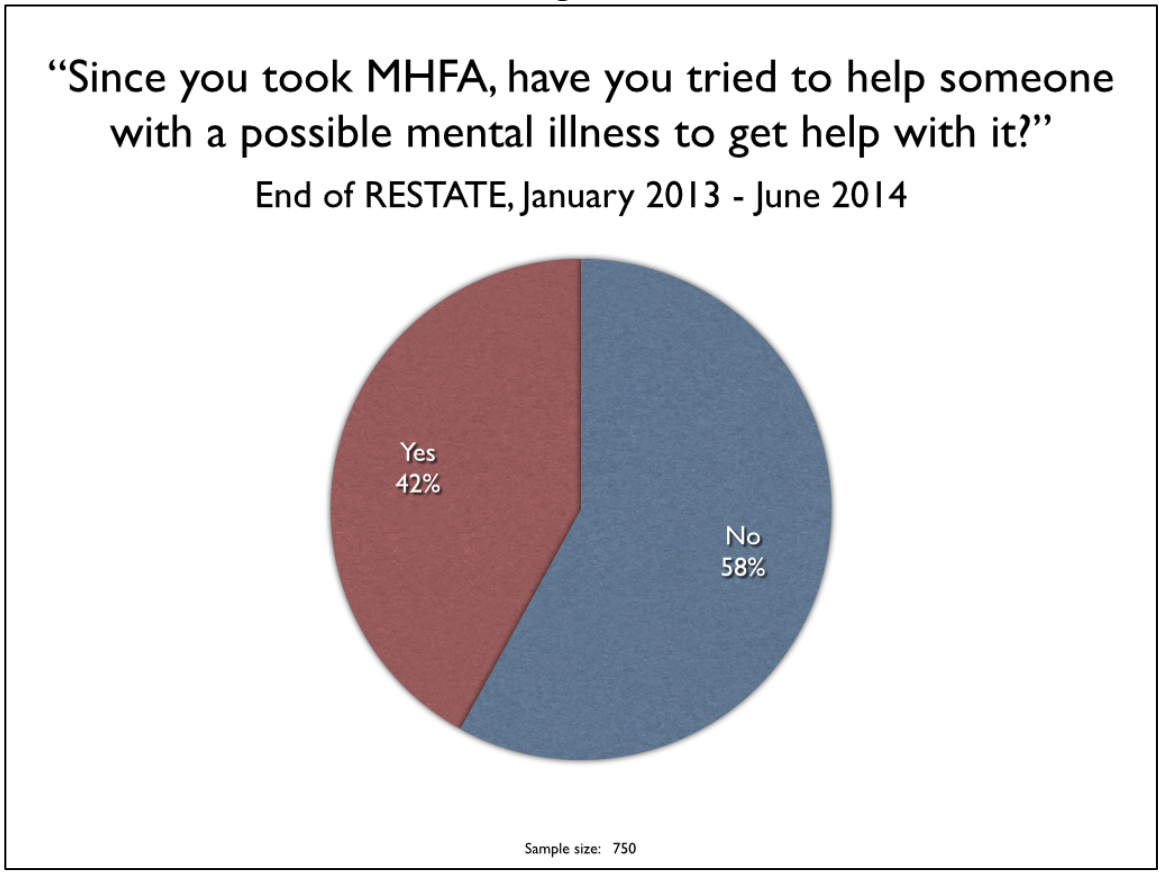
Figure 5-16



When asked, “Since you took Mental Health First Aid, have you tried to help someone with a possible mental illness to get help with it?” Three hundred and twelve (312) students (42%) responded affirmatively, while the remaining 431 (58%) replied “No.”

It is particularly noteworthy that if the students’ affirmative response of 42% reflects reality with even a moderate degree of accuracy, it represents a large number of students who have tried to get someone help with a possible mental illness, most of whom presumably would not have done so, had they not participated in RESTATE.

Figure 5-17

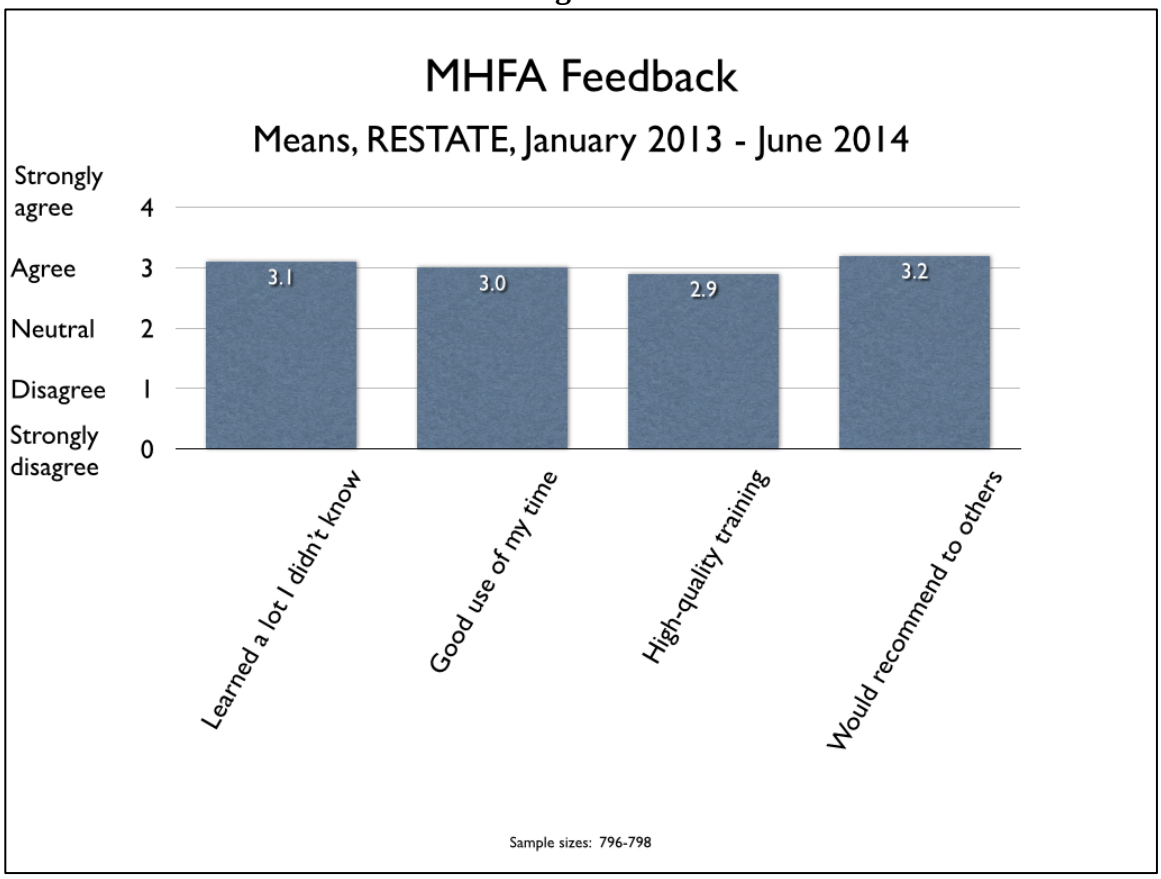


D. Participant Feedback on Mental Health First Aid

At the end of Mental Health First Aid, we asked the students to rate four elements of the training. As shown in the graph below, the students' mean ratings of all four elements all fall on or very close to "Agree." The rated elements are:

- "I learned a lot in this training that I did not know before,"
- "The training was a good use of my time,"
- "The quality of the training was high," and
- "I would recommend this training to others."

Figure 5-18

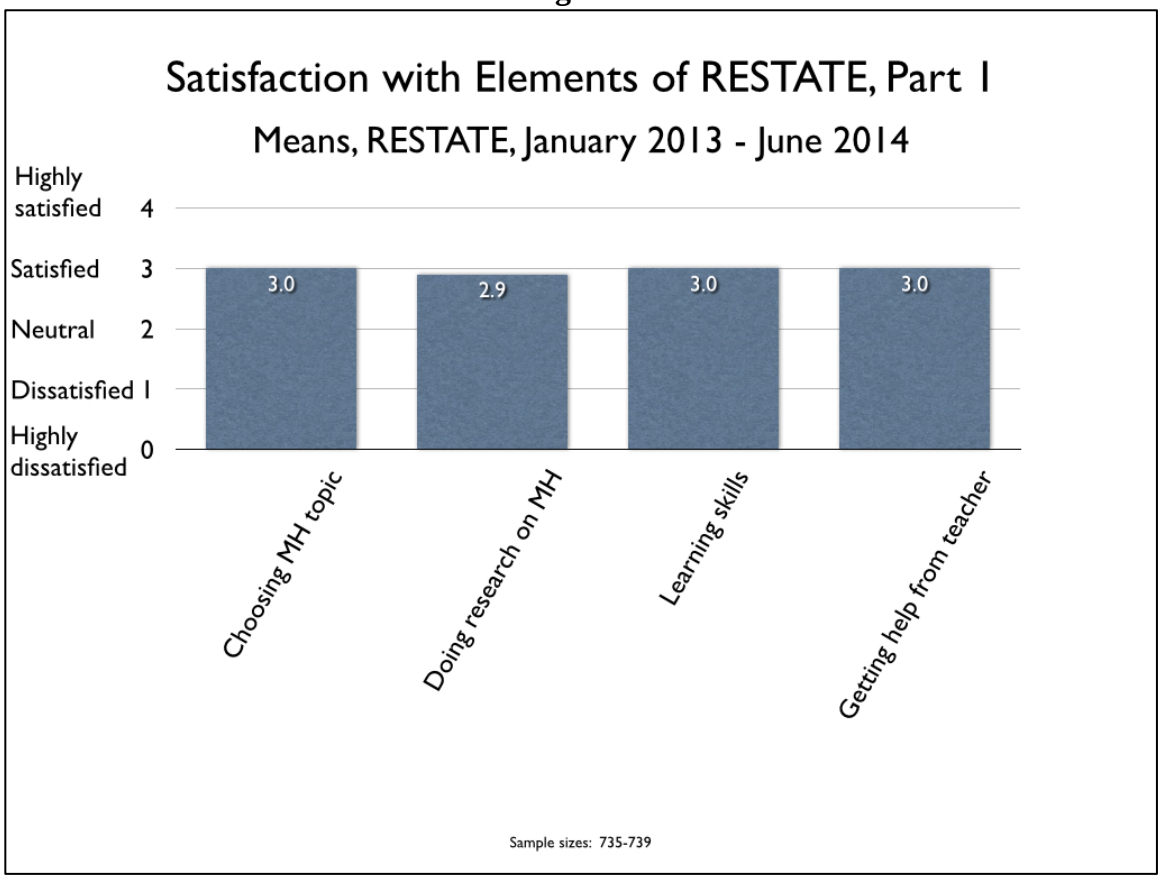


E. Participant Satisfaction with RESTATE

At the end of RESTATE, we asked the students to rate their level of satisfaction with eight elements of the program. The mean ratings of all of the elements are displayed in the next two figures. In Figure 5-19 the mean ratings all fall on or very close to "Satisfied." The rated elements are:

- "Choosing the mental health topic of your project,"
- "Doing research to learn more about the mental health topic you chose,"
- "Learning the artistic or technical skills you needed to create your project," and
- "Getting help with your project from your teacher."

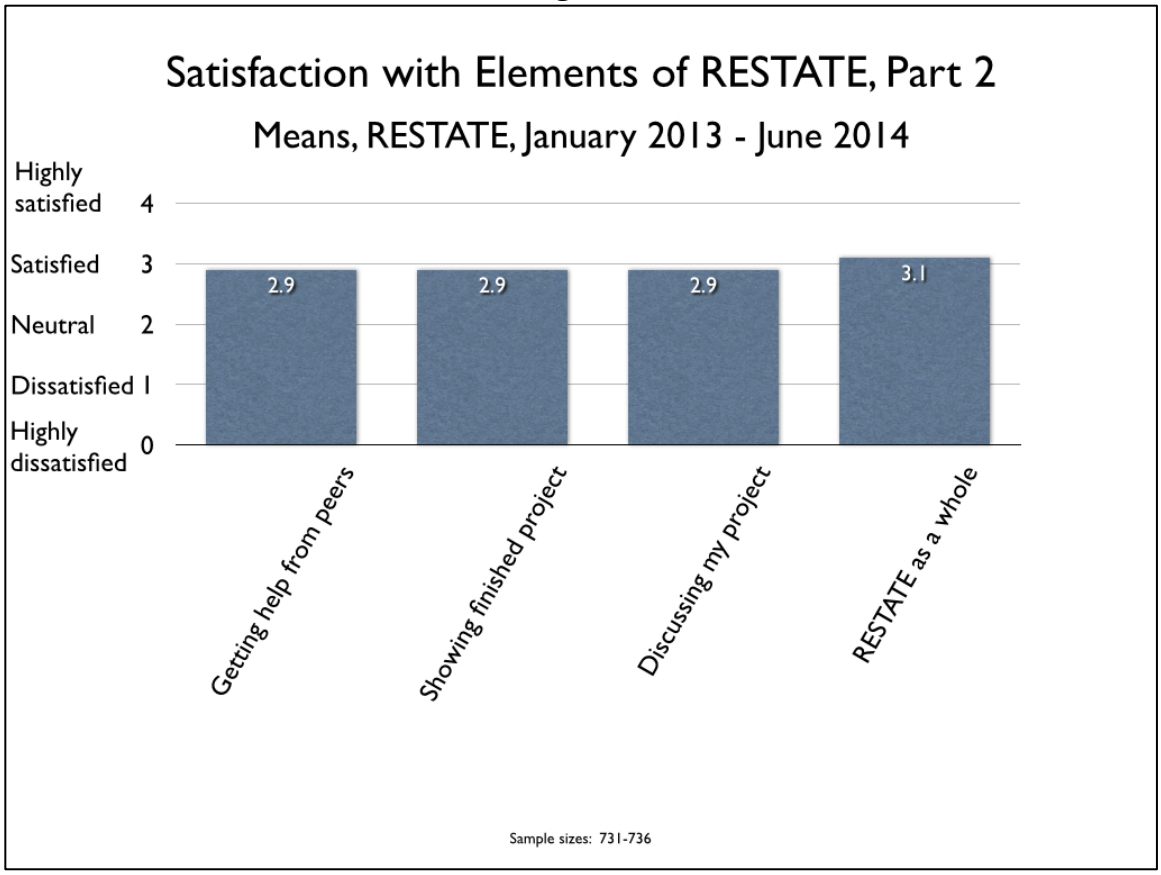
Figure 5-19



In Figure 5-20 the mean ratings also all fall on or very close to "Satisfied." The rated elements are:

- "Getting help with your project from other students (if applicable),"
- "Showing your finished project to other people (if applicable),"
- "Discussing your project and its meaning with other people (if applicable)," and
- "The entire RESTATE program."

Figure 5-20



F. Self-Reported Impact on Participants (Open-Ended Questions)

1. How RESTATE Helped or Benefitted the Participants

In the final survey in the spring of 2013, we asked the students the open-ended question, "How did RESTATE help or benefit you?" The students' responses were sorted into general categories.

The top responses, by category, are:

- Increased awareness and understanding of mental illnesses, the importance of getting help, and how to help people with mental illness (194 responses)
- Stigma reduction (16)
- More caring and helping (7)
- Suicide prevention (7)

All student responses, to this question and the other open-ended questions, are included in Appendix 2.

The following are some especially noteworthy student responses:

<u>Increased Awareness of Mental Illnesses and How to Help People with Mental Illness</u>

- "RESTATE helped me realize how important mental health is and how we should help people who are mentally ill."
- "It helped me be aware of how to look for signs of someone who is mentally ill and help them."
- "RESTATE helped me by showing me that all disorders are dealt with in different ways and there are different ways of approaching them."
- "It helped me become more aware of mental disorders and mental health, mine as well as others."
- "RESTATE helped me understand the emotions that others may feel and that people may look okay but they're really not."
- "RESTATE helped me by learning how to deal with some of my family."
- "It helped me by realizing that this world is filled with people who need help."
- "It helped me be aware of how to look for signs of someone who is mentally ill and help them."

<u>Stigma Reduction</u>

- "Anybody can have a mental illness. You just have to help them out."

- “The most valuable thing I learned in RESTATE is not to judge others with a mental illness.”
- “It showed me that I shouldn't treat people with mental disorders as dumb and that I shouldn't try to avoid them.”
- “I learned that many people have mental health issues and that they are as normal as anyone else.”
- “I look at other people in a more understanding way.”
- “RESTATE gave me a deeper insight of how much people suffer while living with a mental disorder. It inspired me to always be kind to people.”

Suicide Prevention

- “It helped me a lot when we talked about suicide and it made me stop thinking about it.”
- “I learned how to spot signs of depression and suicide.”
- “It showed me what to do in cases where a friend or family member would want to suicide themselves.”

More Caring and Helping

- “It made me think that people do care.”
- “It helped us realize that we should be here for others.”
- “It helped me want to help people who have mental health issues.”

Art and Self-Expression

- “It truly helped me open up and share my story with others through a painting and not feel as if I’d be judged.”
- “I think it let me talk about my brother's death which I feel relieved saying that he is in a better place now.”

Miscellaneous

- “It helped me by knowing I am not alone.”
- “It's made me a stronger person.”
- “It made me a better person.”

2. How RESTATE Helped Participants' Schools or Communities

In the final survey, in all three semesters of the program, we asked the students, "How did RESTATE help or benefit your school or community?"

The top responses, by category, are:

- Increased awareness of mental illnesses and how to help mentally ill people + increased desire to help people with mental illness (398 responses)
- Stigma reduction (47)
- Suicide prevention (22)
- It did not help at all. (20)
- It helped in general. (17)
- The school/community is better, in general. (10)

The following are some especially noteworthy student responses:

<u>Increased Awareness of Mental Illnesses and How to Help Mentally Ill People + Increased Desire to Help People with Mental Illness (393 responses)</u>

- "It saves people's lives and we have had a lot of kids' lives saved."
- "I have helped someone in a tough situation by remembering ALGEE."
- "It benefitted my school and community because now I know the correct way to ask people about their problems. And if they need help I know who to send them to."
- "It helped the school because we were able to notice the students who were having problems and we could help them."
- "It helped me because now I can tell when somebody is in need of help."
- "Now when someone needs help or is thinking about suicide, we can help."
- "It helped us because it taught me something new and this is very important information that can be used to help others and support them."
- "More and more people are learning what mental illness really is, and how prevalent it is in life today."
- "Helped me understand stressors my classmates may go through"
- "It will benefit us by allowing participants to help others that are too afraid to talk about any mental health problems they have. We will serve as a comfort to them."
- "It has not only changed some peoples lives, but also my own life and the way I act or react around people that show symptoms of a disorder or of needing help."

Stigma Reduction

- “It taught the class to respect and accept others.”
- “It made everyone aware that they’re not alone and that there’s nothing wrong with them. It’s an illness and you can get help.”
- “It helped by letting them learn that it's not ok to make fun of people with disabilities.”
- “It probably raised awareness and lowered prejudice/fear.”
- “I can now aid friends or other fellow students also identify those who may have mental issues and understand them some more.”
- “It helps in creating a level of respect and concern for those affected.”
- “I know that anyone and everyone can have a mental illness and I must treat everyone nicely.”
- “Now we will be less judgmental and more helpful to people with mental illnesses.”
- “It helped people stand up for others with mental disorders.”

Suicide Prevention

- “RESTATE helped me a lot because I had a friend and she had the symptoms of suicide and I remembered all the things I learned in class. I remembered ALGEE.”
- “It helped me because I could help people who might need help in case of self harm or suicide.”
- “It helped us by knowing the signs of people thinking of doing suicide so we can help them.”

Miscellaneous

- “Our school is a better and nicer place to be.”
- “It shows we care for people.”
- “It's a good thing to help others.”
- “It made the school closer.”
- “Many people see the community in a more healthy way.”

3. The Most Valuable/Memorable Thing Participants Learned in RESTATE

In the final survey in the spring of 2013, we asked the students, "What is the most memorable thing you learned in RESTATE?" In the fall of 2013 and the spring of 2014 we changed the wording slightly to "What is the most valuable thing you learned in RESTATE?"

The top responses, by category, are:

- Increased awareness and understanding of mental illnesses, the importance of getting help, and how to help people with mental illness (160 responses)
- Stigma reduction (51)
- Suicide prevention (35)
- More caring and helping (14)

The following are some particularly noteworthy student responses:

Increased Awareness and Understanding of Mental Illnesses, the Importance of Getting Help, and How to Help People with Mental Illness

- "It helped me when a person I knew had a hard time, and because of RESTATE I knew what to tell her."
- "The most valuable thing that I learned in RESTATE is that if we know the signs we can help many people and save a life."
- "It helped me be aware of how to look for signs of someone who is mentally ill and help them."
- "The most valuable thing I learned was that many people have mental disorders and sometimes you should help them."
- "I learned how to help someone with a mental illness, and how to lead them to the right direction."
- "The most valuable thing I've learned in RESTATE is to not give advice just listen. Listen and not judging them and give them help if you feel like they really need it."

Stigma Reduction

- "Anybody can have a mental illness. You just have to help them out."
- "The most valuable thing I learned in RESTATE is not to judge others with a mental illness."
- "The most valuable thing that I learned was that people with mental problems are not much different from us."

- "The most valuable thing I learned is that everyone could have an mental illness even if they are not mentally disabled."
- "I learned that it's important to treat people with special illnesses like any other person."
- "That not everyone is the same, and we have to learn to accept others, even when they are different"
- "The most valuable thing I learned from this, is to help others who need help and be there, also not judge them because we shouldn't judge anybody for being born with a disease."
- "I have learned how hard it really is for people with mental health problems."

Suicide Prevention

- "The most valuable thing I have learned was to know when someone is having suicidal thoughts. Also to not tell them what to do but stay with them at all times till we get professional help."
- "To take death thoughts very seriously"
- "People who commit suicide talk about it."
- "I learned how to see if a friend or relative are at risk of suicide or depression."

More Caring and Helping

- "The most valuable thing that I learned in RESTATE is to always try to help if you can."
- "That helping others can make a difference"

Art and Self-Expression

- "RESTATE allowed me to not only understand and become more aware of mental illness but the program allowed me to express mental health conditions through art."
- "It encouraged me to make mental health art for other people to understand mental health better."
- "It helped me get the frustration and pain out that I've built up over the years."

4. How Participants Will Use Mental Health First Aid in Their Lives

In the final survey in the fall of 2013 and the spring of 2014, we asked the participating students, "How will you use Mental Health First Aid in your life?"

The top responses, by category, are:

- To help people with mental illness (208 responses)
- Suicide and self-harm prevention (18)
- How often they will use Mental Health First Aid (16)
- I don't know (14)
- To notice signs of mental illness (11)
- To be more aware and sensitive when interacting with people with mental illness (9)

The following are some especially noteworthy student responses:

<u>To Help People with Mental Illness</u>

- "I will use Mental Health First Aid in my life by helping those around me who need help."
- "I will use it because if I ever have problem with either my friends, family or loved ones because I don't want everyone to get hurt."
- "It will help with people I go to school with, work with, my family and friends and even just strangers."
- "Someday I will help someone going through a crisis."

<u>Suicide and Self-Harm Prevention</u>

- "I think that I will use it to prevent myself, my friends and my family from committing suicide or self harm."
- "I think that if I knew friends who were thinking of killing themselves, I would know what to do."

<u>To Notice Signs of Mental Illness</u>

- "I think I will use Mental Health First Aid in my life by knowing the signs and symptoms of a mental illness."
- "I will use it in my life to see if anyone in my life goes through these problems."

To Be More Aware and Sensitive When Interacting with People with Mental Illness

- "I will use this in my life by not being quick to judge people."
- "I will be more sensitive toward people."

Future Career

- "Maybe I would try to go to college for it because it is very interesting and I like it."
- "By making it a profession"
- "Since I want to be a doctor, I will see lots of people. No one is the same so I will be able to help everyone."

5. Student Project Ideas and Visions

In the final survey, we asked the students, "If you already chose a project for RESTATE and have started working on it, what is the main idea or vision behind your project and why did you choose that main idea or vision?" We asked this question of students in the fall of 2013 and the spring of 2014.

The top responses, by category, are:

- Depression (39 responses)
- Awareness and acceptance of mental illness and stigma reduction (29)
- Helping people with mental illness (24)
- Suicide and suicide prevention (18)
- Hope (16)
- Bipolar disorder (15)
- Bullying/cyberbullying (10)
- Schizophrenia (7)
- Alcohol and other drug use (6)
- Anxiety (5)
- Encouraging others (5)
- Self-harm (5)

The following are some especially noteworthy student responses:

<u>Depression</u>

- "Depression - I chose it because I am, well was, depressed at one point in my life."
- "For my project I chose to do it on depression. I chose depression because a lot of people in school could be feeling depressed inside but no one would notice. On one side of my project I put a very dark and sad side for the way the person may be feeling inside. On the other side I put a more pretty and cheerful side with compliments because I think that is the side people try to make you feel good with compliments but you're so focused on the negative comments that make you feel depressed."

<u>Awareness and Acceptance of Mental Illness and Stigma Reduction</u>

- "My main idea was understanding those who have a mental illnesses. We often hear the phrase 'Walk a mile in their shoes' but few really attempt to put themselves there."
- "Having a mental illness does not make you crazy."

Helping People with Mental Illness

- "My project main idea would be, 'It's okay to ask for help.'"
- "The main idea of my project is to let the people know that some people need help."
- "The main idea of the project is a girl who is struggling and wants help. She is saying what she is feeling and doing, she is also saying how it would be like if she got help."

Suicide and Suicide Prevention

- "Mine was suicide because I have had many thoughts of suicide while at home, school, etc."
- "Suicide is my topic and I chose it because I have a cousin do that and it made me want to learn more."
- "My project was about unhealthy relationships. The reason I chose it was because many girls/ladies are in unhealthy relationships that make them get to the point of killing themselves or their partners."
- "It's a painting. It's a girl with orange hair blue/turquoise eye shadow, blue and yellow tears. She is depressed and tells herself she has nothing to offer. The cars and eye shadow are all the potential she has and her hair is all the life she has, all of the sunshine in her heart. The quotes are telling her not to commit suicide (bottom) (top) is her saying that no one understands."
- "My project was a hand figure made out of clay I carved 'reach out' on it so people could learn to lend a hand and help someone who is showing symptoms of depression or suicide."
- "The main idea of my project is to inform people that a person may look okay or happy but it's not always what it seems, they might be suicidal. I choose this because there are many suicidal people out there."
- "My main idea for my project was suicide. I painted a tree with a noose on it, the noose represented suicide or death. The tree represented life and new beginnings."
- "Two sided art, one shows what ends a life and other saves a life."

Hope

- "There is a light at the end of the tunnel. Me and my friends cut up our depressing poetry and glued the pieces into a new hopeful poem signifying new hope and a better tomorrow. If it got better for me it can be better for anyone."
- "The main idea of my project is to show people that not all has been lost. There is still hope and help."

- "I chose it because I want 'light' to shine out of my project as a beacon of hope and show by handprints that everyone is included. I chose that idea because it makes it easier to deal with mental illness."
- "I chose a bridge to represent and tell someone with problems that there is always a better side."
- "I chose to do a mermaid but she is not a happy mermaid, she was laying down with white around her - hope and getting rid of the other darkness around her."

Bipolar Disorder

- "My main idea for my project was to let people know that bipolar disorder is something very serious to me and it should be to everyone else. I chose what I chose because in my household bipolar disorder is common. People tend to have two characters: one where they're seeming happy and another where they're trapped in their own head. Depression."
- "My project was two masks. One mask was happy and the other was sad. This represented bipolar. How people have their up and downs, and how being happy is better and more powerful."
- "I created a tree, half was full of life and showed someone happy, but on the other side it's gray and dark showing someone is sad. The main idea behind all of this was to show bipolarity."

6. What the Participants Liked About RESTATE

In the final survey, we asked the students, "What did you like about RESTATE?" We asked this question of students in the spring of 2013.

The top responses, by category, are:

- Learning about mental illness (62 responses)
- Helping others (35)
- Projects and self-expression (30)
- Everything/Liked in general (28)
- Activities/interaction in class (22)
- Did not like anything, N/A (15)
- Instructors (8)
- Applicability to life (7)

VI. Program Improvement

A. What the Participants Disliked About RESTATE

In the final survey, we asked the students, "What did you dislike about RESTATE?" We asked this question of students in the spring of 2013.

Their top responses, by category, are:

- Nothing (152 responses)
- Too few activities and too little interaction and movement (10)
- The class was too long (6)
- Everything/Disliked it generally (6)
- Too much work, too much to cover (5)

B. How RESTATE Could Be Improved

In the final survey in all three semesters of the program we asked the students, "How could RESTATE be improved?"

The following are the students' top responses, sorted by category:

- No improvement needed (154 responses)
- Have more people take RESTATE and MHFA, learn about mental health (54)
- I don't know. / I'm not sure. (48)
- More speakers with lived experience and real-life examples (46)
- More interaction and activities (35)
- More education about mental health in RESTATE (31)

- Longer class (28)
- Suggestions about the videos (17)
- More fun and excitement (15)
- More education on how to help people with mental illness (10)
- More information on other mental illnesses (9)

VII. Appendix 1: Mental Health First Aid Knowledge Graphs

The main body of this report includes graphs that show the percentage of students who responded correctly to statements about mental health. This section includes graphs that not only include correct responses, but also incorrect ones and responses of "Don't Know." Graphs are presented that compare responses before the MHFA training to those either after MHFA training or at the end of the RESTATE class. As noted in the main body of this report, some statements were used in surveys over the whole time period (2013-2014) while others were used only in 2013 or only in 2014.

A. Before MHFA and After MHFA

1. January 2013 – June 2014

Figure 7-1

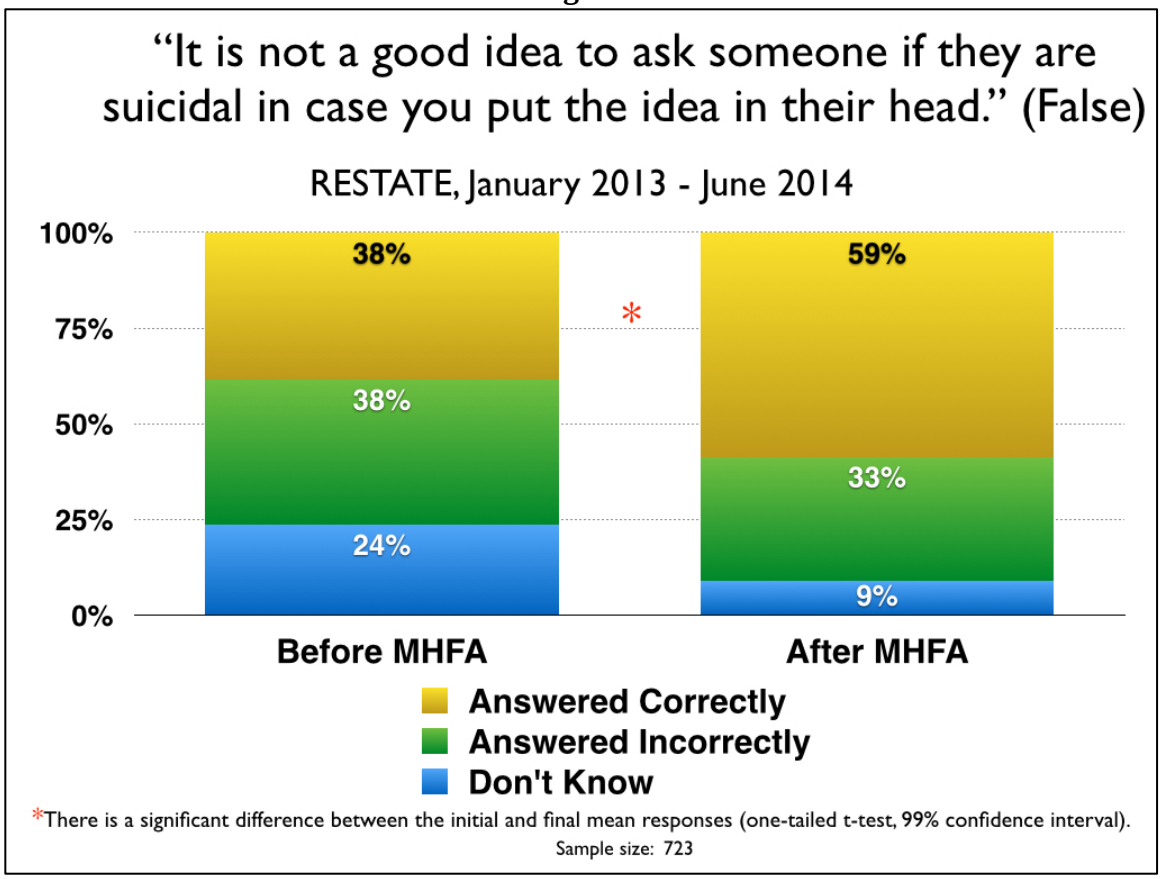


Figure 7-2

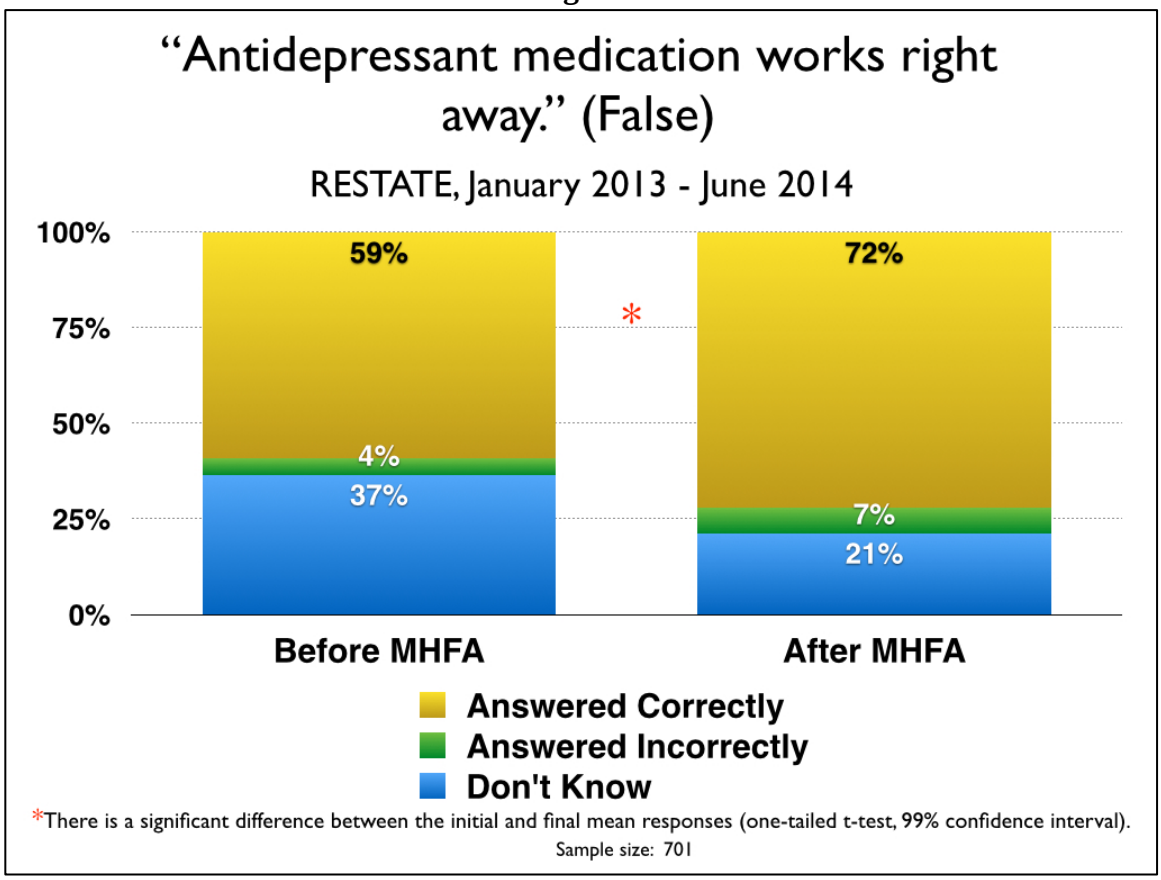

"Antidepressant medication works right away." (False)
RESTATE, January 2013 - June 2014
100%
75%
50%
25%
0%
59%
4%
37%
72%
7%
21%
*
Before MHFA
After MHFA
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 701

Figure 7-3

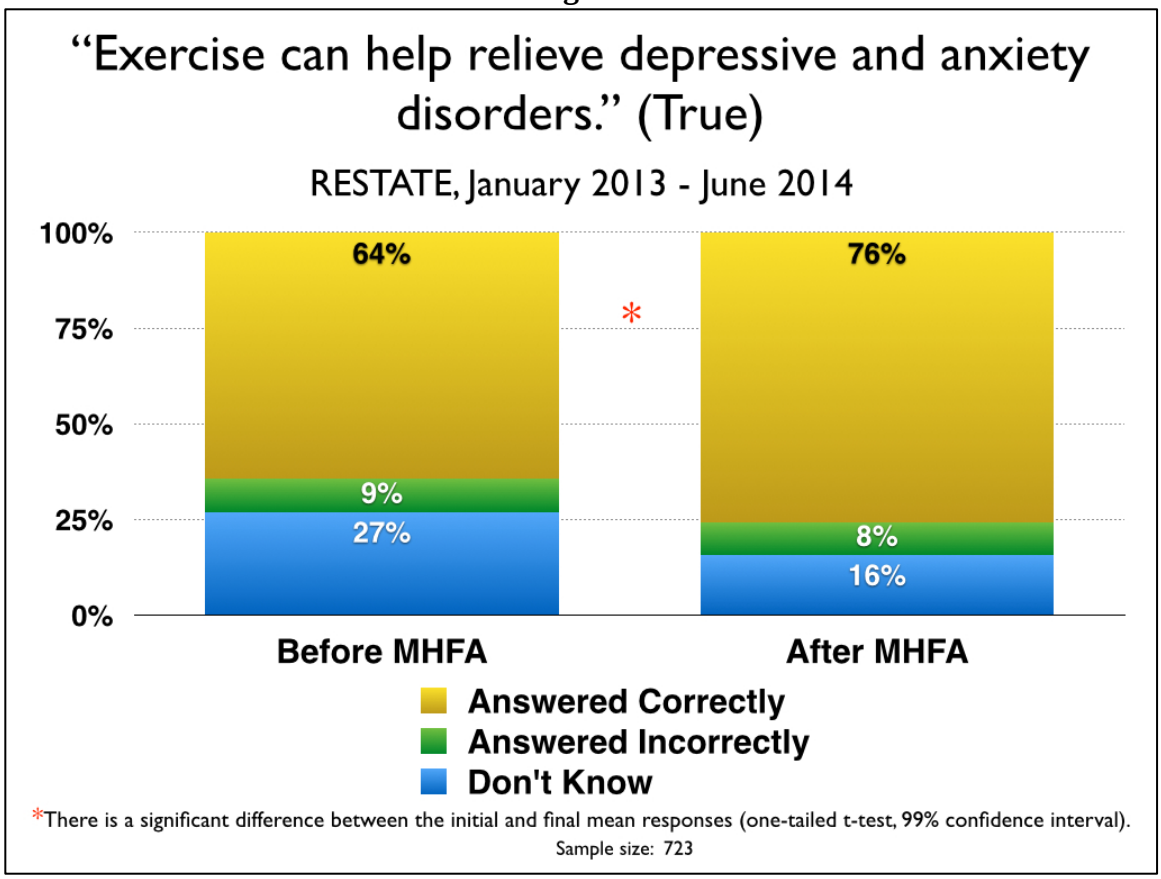

"Exercise can help relieve depressive and anxiety disorders." (True)
RESTATE, January 2013 - June 2014
100%
75%
50%
25%
0%
64%
9%
27%
76%
8%
16%
*
Before MHFA
After MHFA
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 723

Figure 7-4

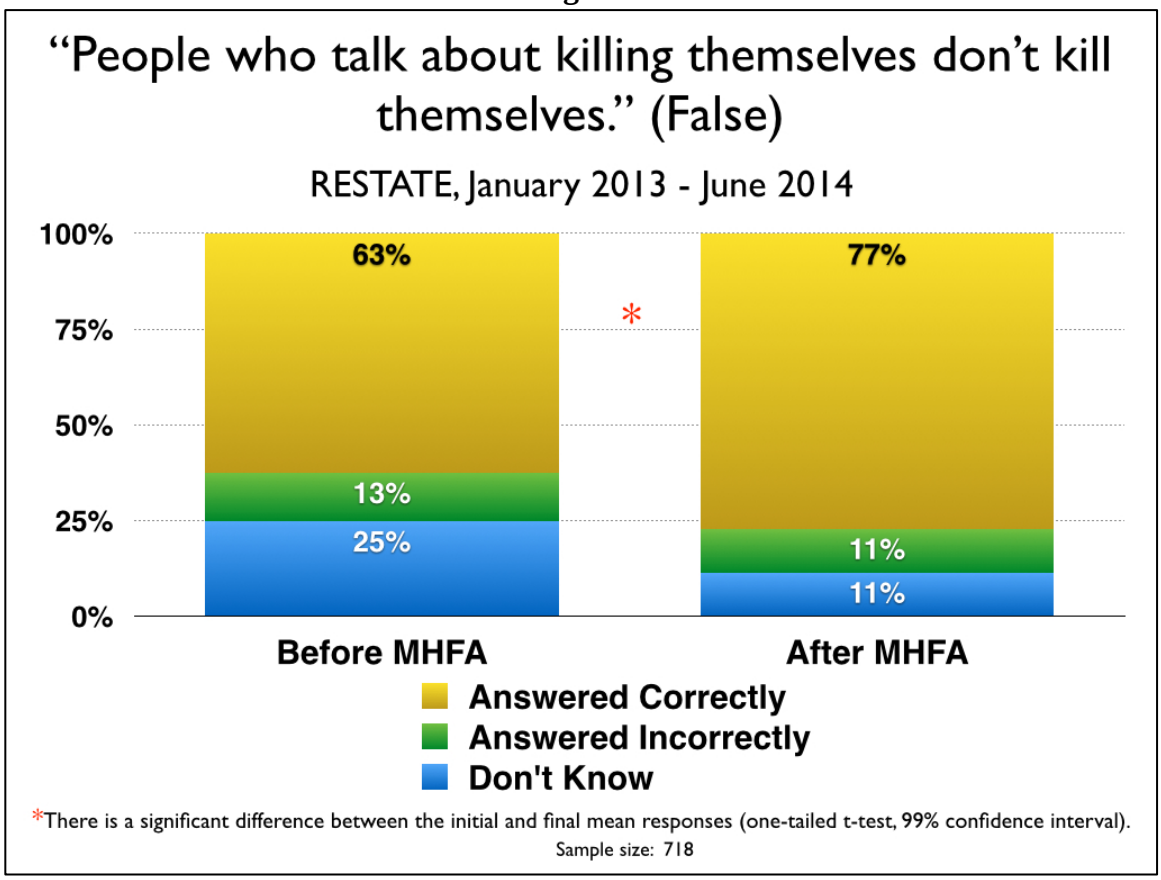
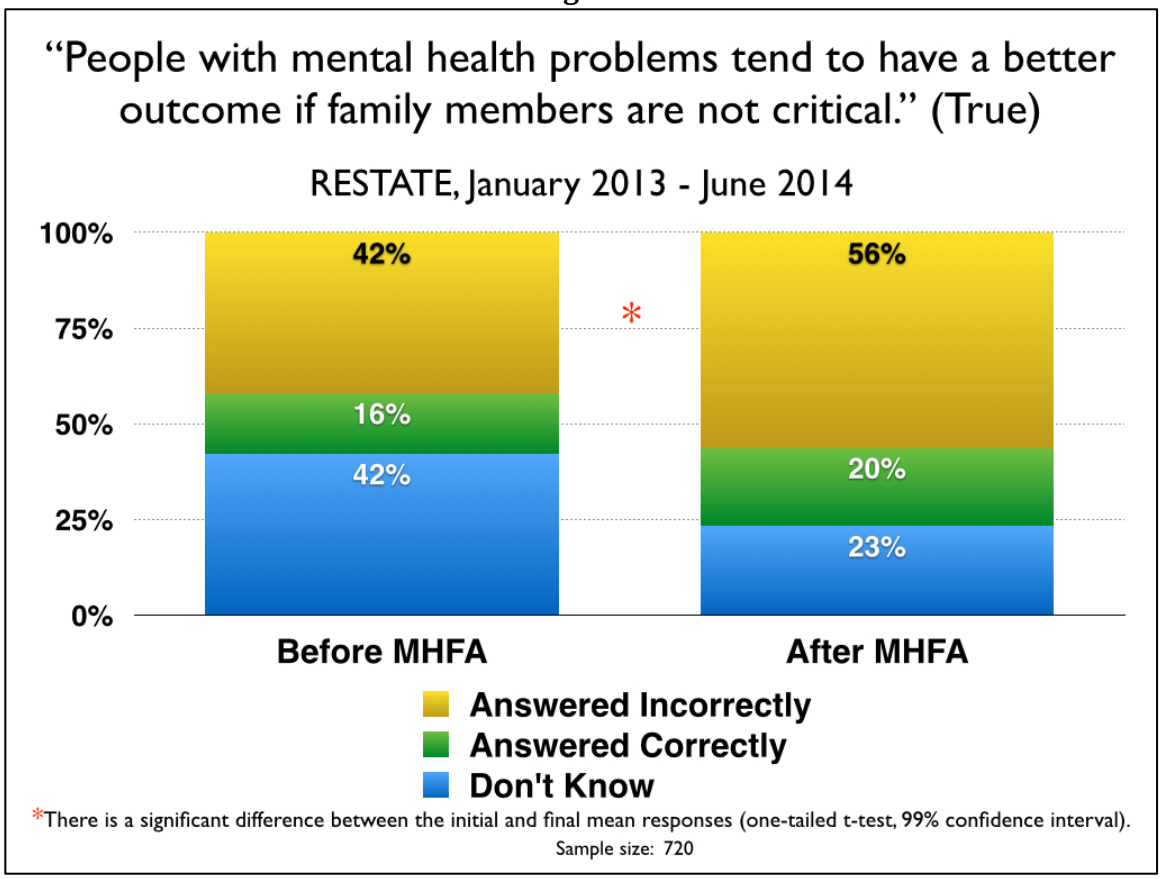

"People who talk about killing themselves don't kill themselves." (False)
RESTATE, January 2013 - June 2014
100%
75%
50%
25%
0%
63%
13%
25%
77%
11%
11%
*
Before MHFA
After MHFA
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 718

Figure 7-5


"People with mental health problems tend to have a better outcome if family members are not critical." (True)
RESTATE, January 2013 - June 2014
100%
75%
50%
25%
0%
42%
16%
42%
56%
20%
23%
*
Before MHFA
After MHFA
Answered Incorrectly
Answered Correctly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 720

2. January – December 2013

Figure 7-6

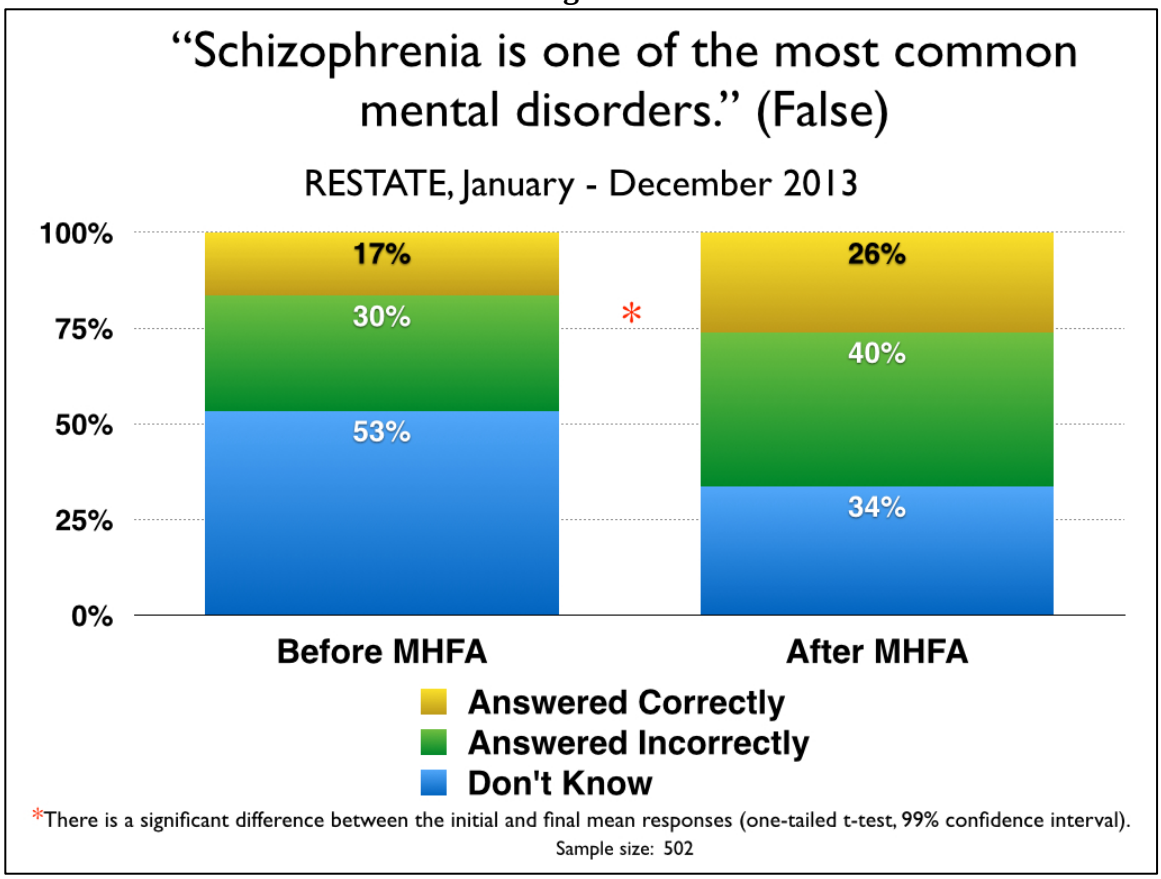


Figure 7-7

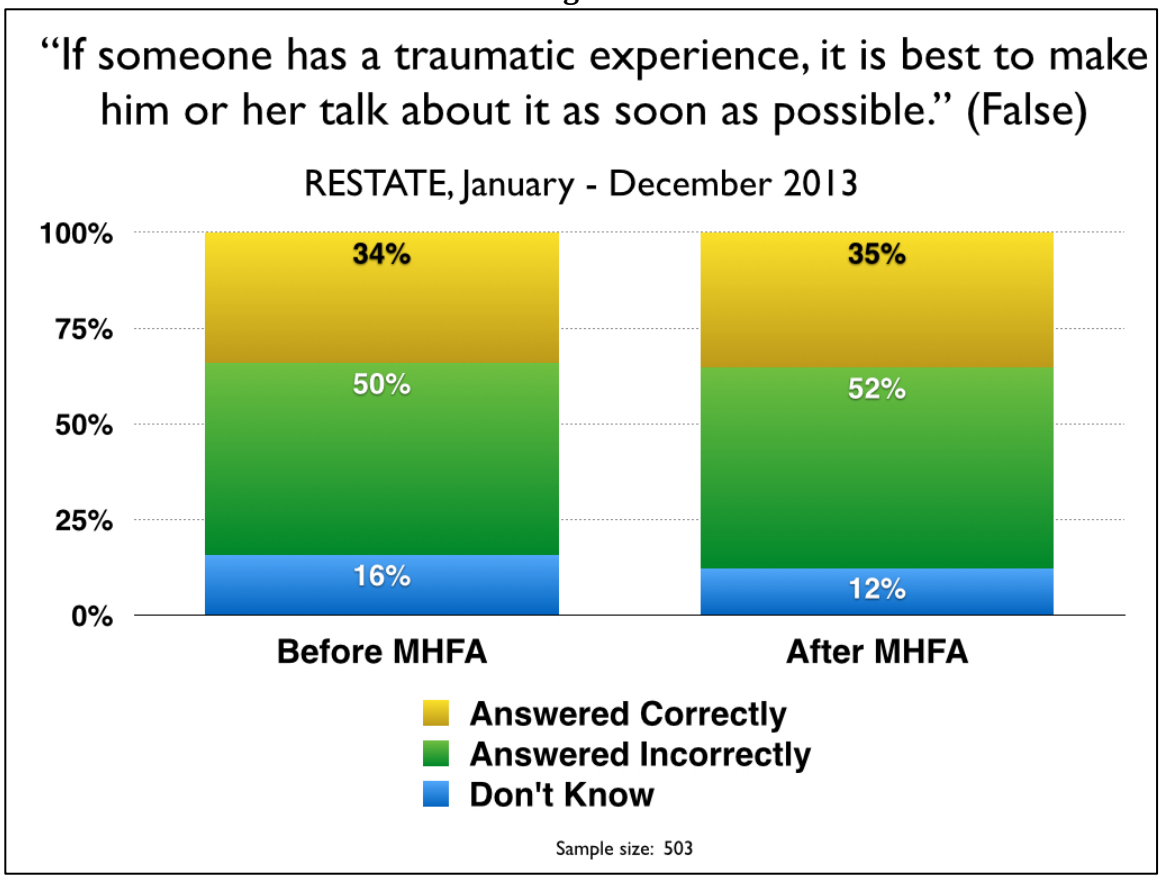

"If someone has a traumatic experience, it is best to make him or her talk about it as soon as possible." (False)
RESTATE, January - December 2013
100%
75%
50%
25%
0%
34%
50%
16%
35%
52%
12%
Before MHFA
After MHFA
Answered Correctly
Answered Incorrectly
Don't Know
Sample size: 503

Figure 7-8

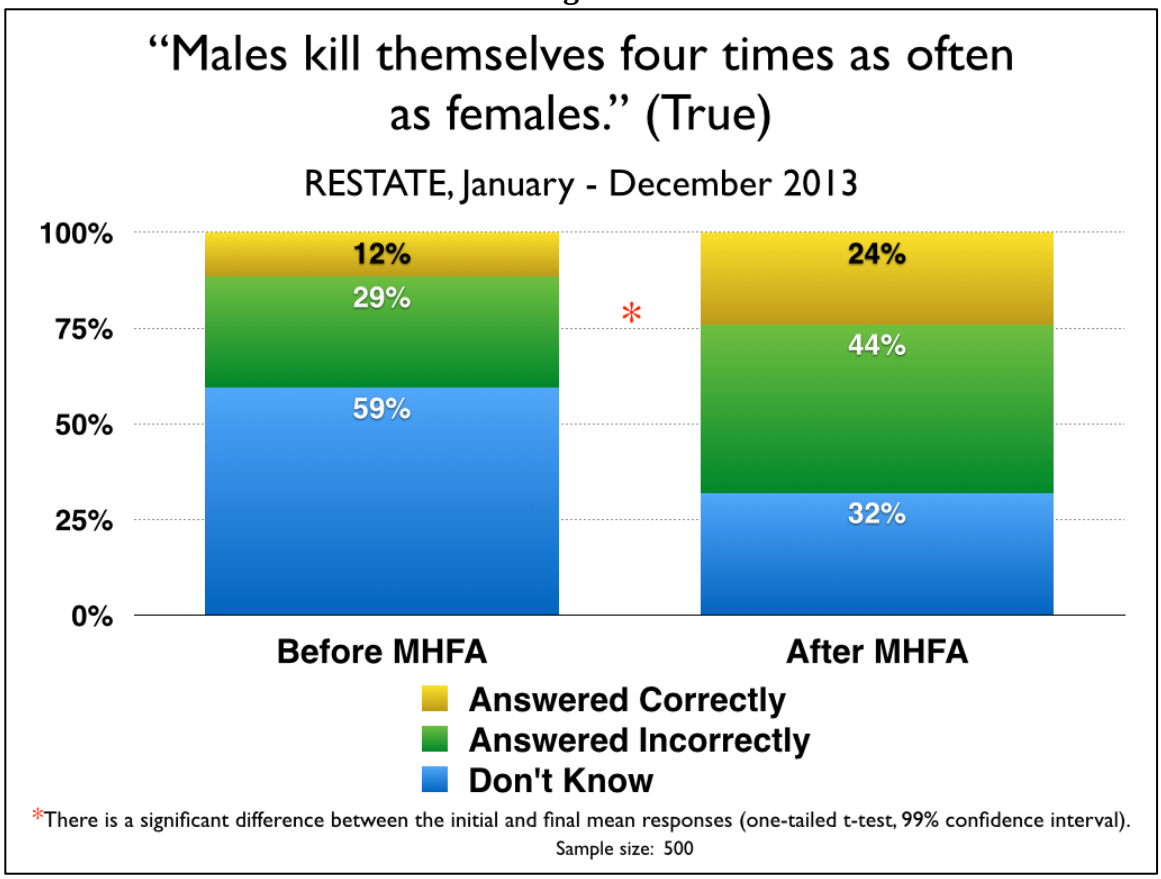

"Males kill themselves four times as often as females." (True)
RESTATE, January - December 2013
100%
75%
50%
25%
0%
12%
29%
59%
*
24%
44%
32%
Before MHFA
After MHFA
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 500

Figure 7-9

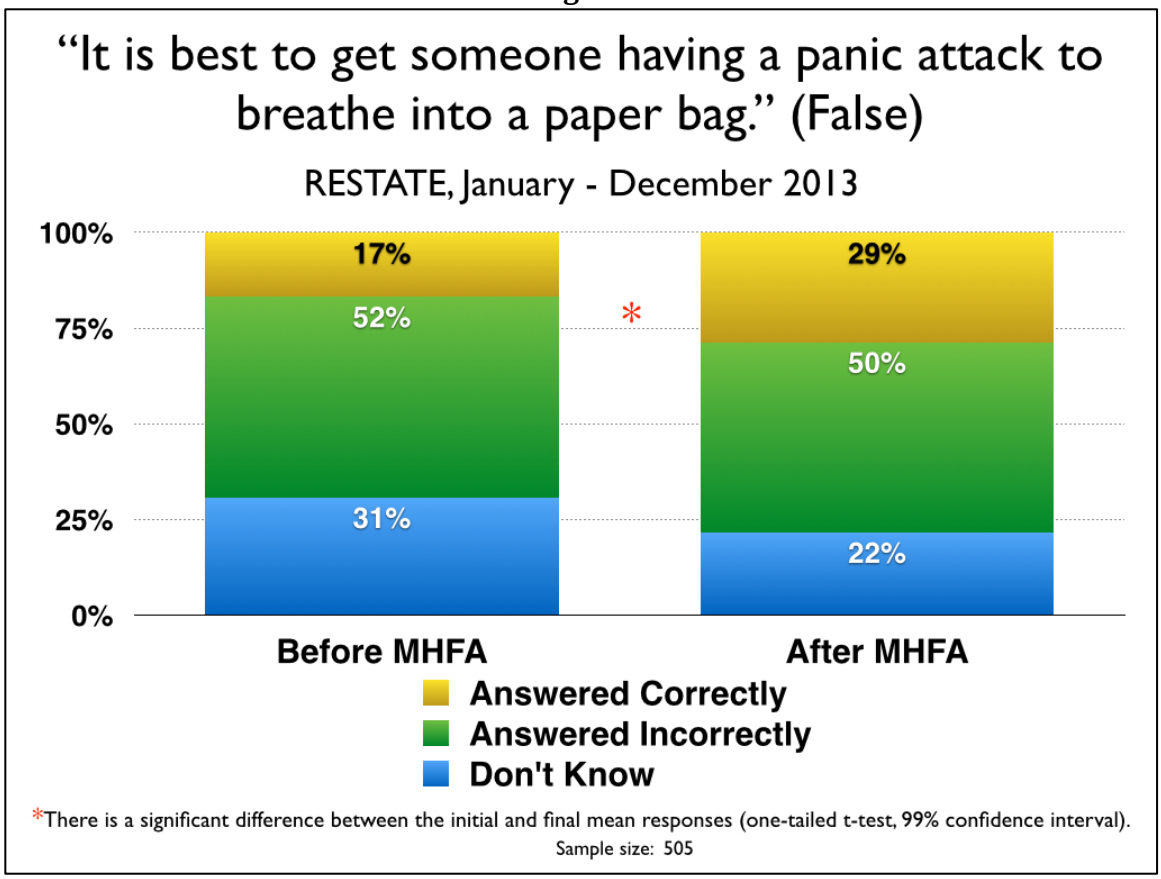

"It is best to get someone having a panic attack to breathe into a paper bag." (False)
RESTATE, January - December 2013
100%
75%
50%
25%
0%
17%
52%
31%
29%
50%
22%
*
Before MHFA
After MHFA
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 505

Figure 7-10

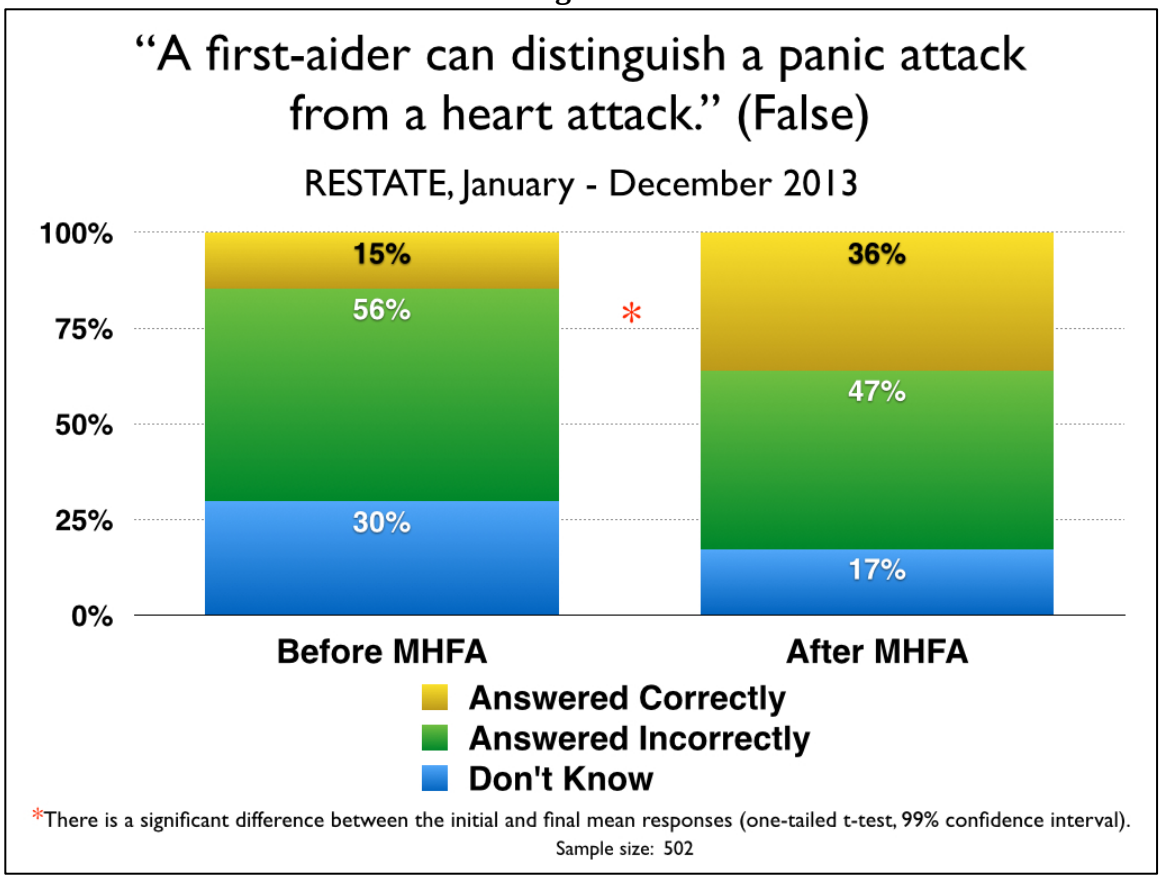

"A first-aider can distinguish a panic attack from a heart attack." (False)
RESTATE, January - December 2013
100%
75%
50%
25%
0%
15%
56%
30%
*
36%
47%
17%
Before MHFA
After MHFA
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 502

Figure 7-11

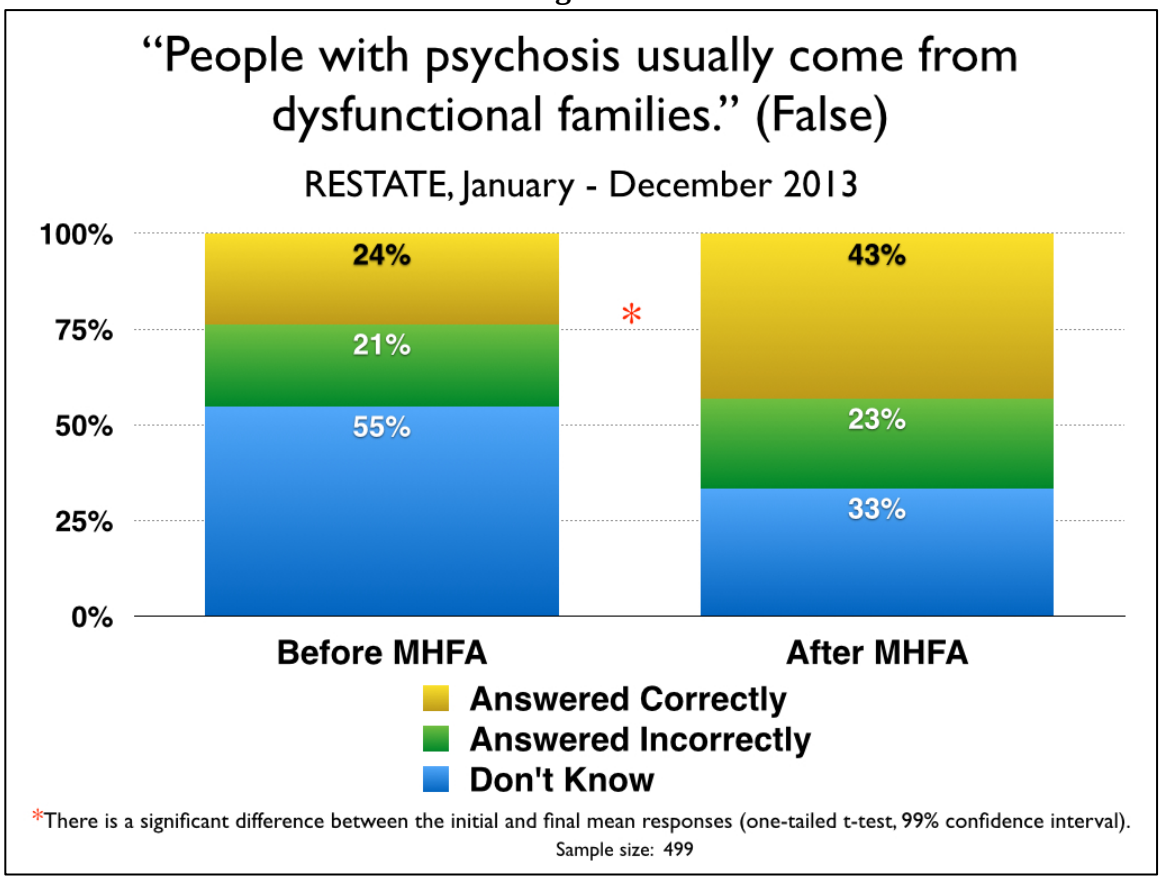

"People with psychosis usually come from dysfunctional families." (False)
RESTATE, January - December 2013
100%
75%
50%
25%
0%
24%
21%
55%
*
43%
23%
33%
Before MHFA
After MHFA
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 499

Figure 7-12

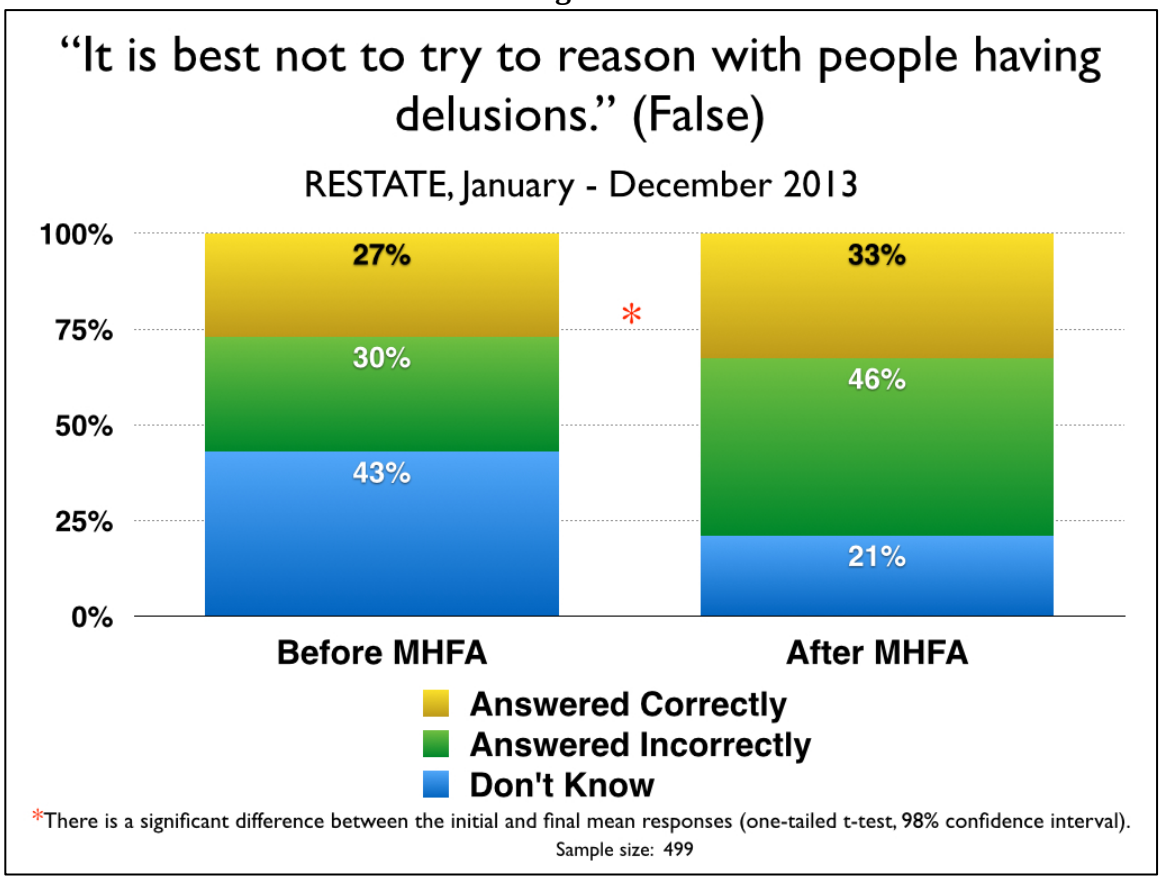

"It is best not to try to reason with people having delusions." (False)
RESTATE, January - December 2013
100%
75%
50%
25%
0%
27%
30%
43%
*
33%
46%
21%
Before MHFA
After MHFA
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 98% confidence interval).
Sample size: 499

Figure 7-13

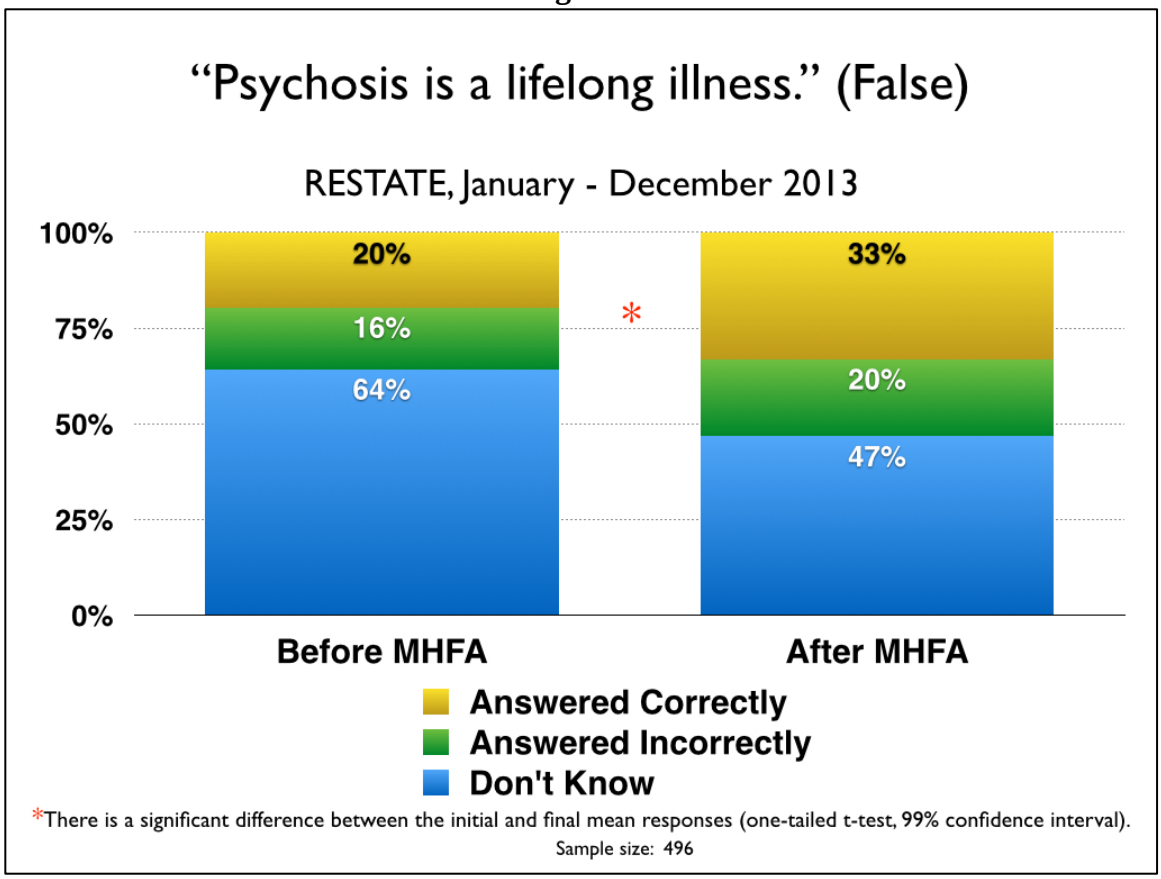

"Psychosis is a lifelong illness." (False)
RESTATE, January - December 2013
100%
75%
50%
25%
0%
20%
16%
64%
33%
20%
47%
*
Before MHFA
After MHFA
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 496

Figure 7-14

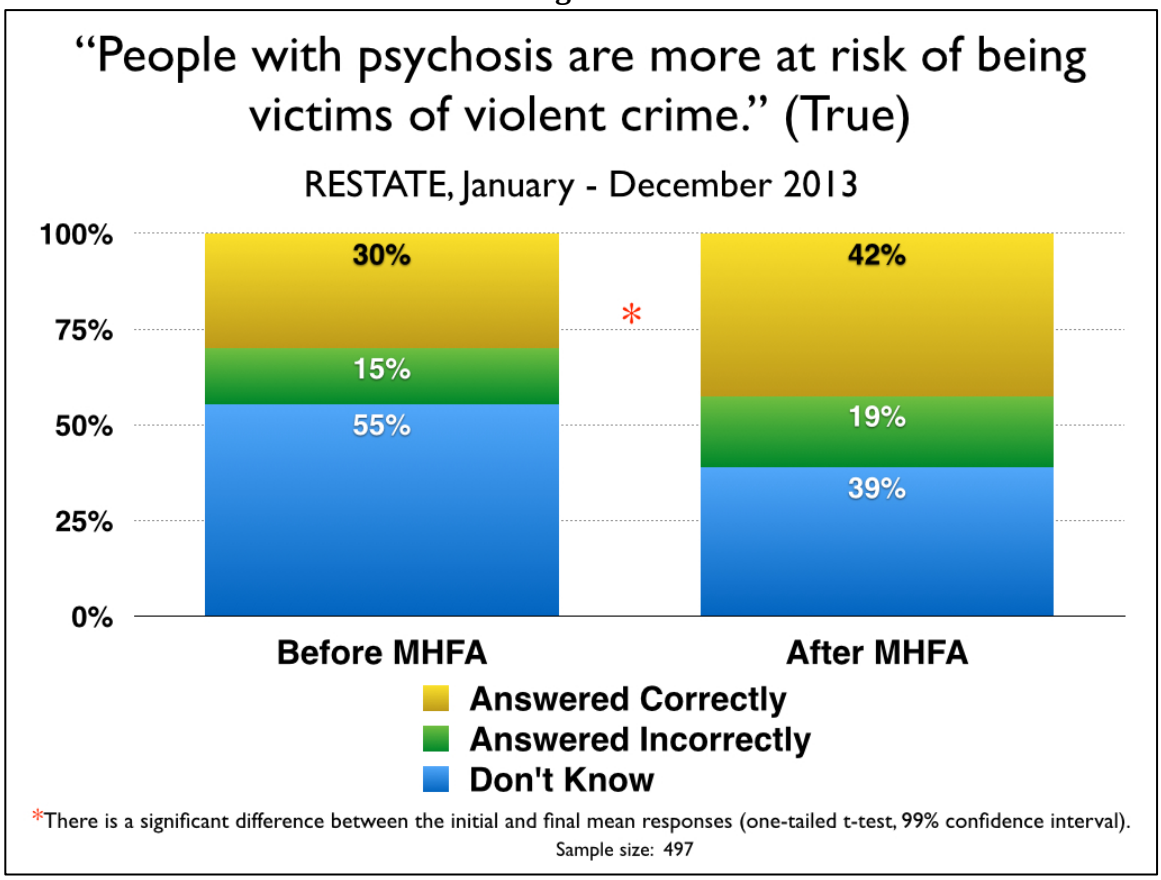
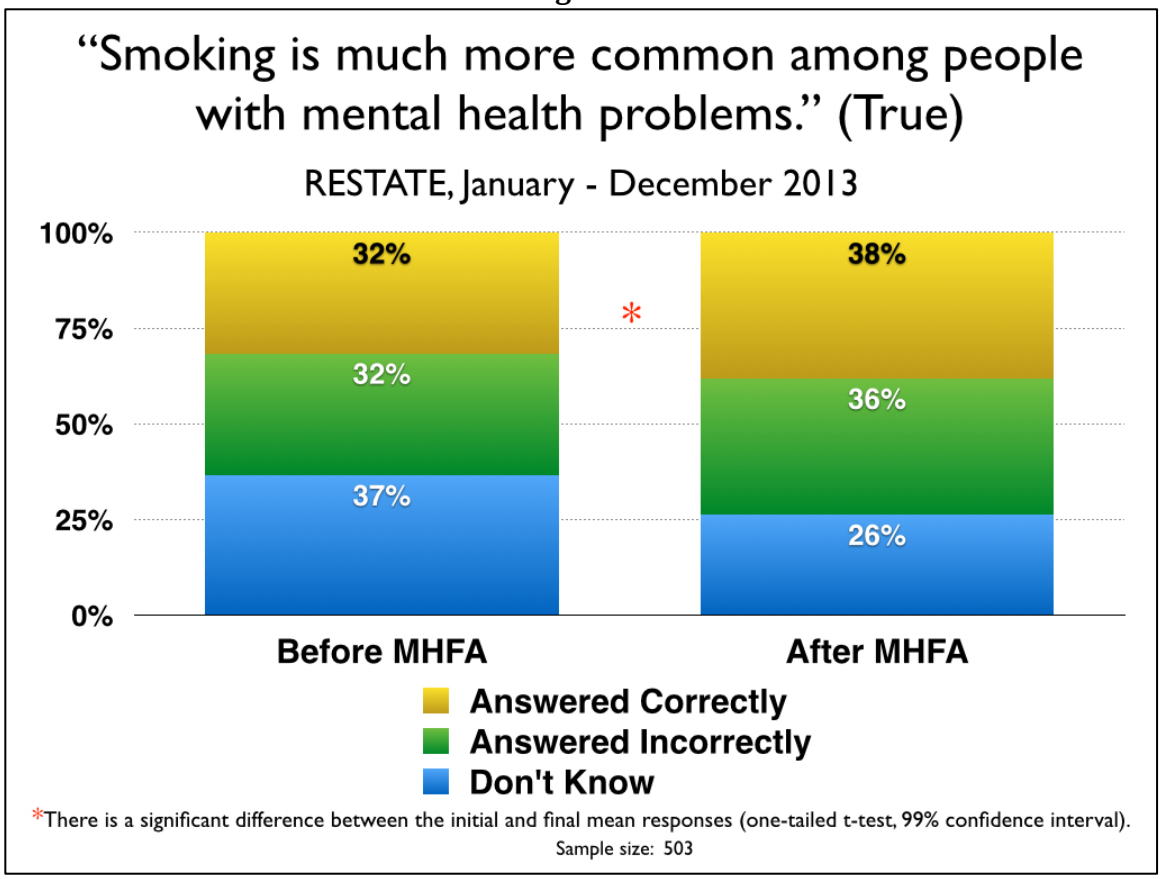

"People with psychosis are more at risk of being victims of violent crime." (True)
RESTATE, January - December 2013
100%
75%
50%
25%
0%
30%
15%
55%
42%
19%
39%
*
Before MHFA
After MHFA
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 497

Figure 7-15


"Smoking is much more common among people with mental health problems." (True)
RESTATE, January - December 2013
100%
75%
50%
25%
0%
32%
32%
37%
38%
36%
26%
*
Before MHFA
After MHFA
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 503

3. January – June 2014

Figure 7-16

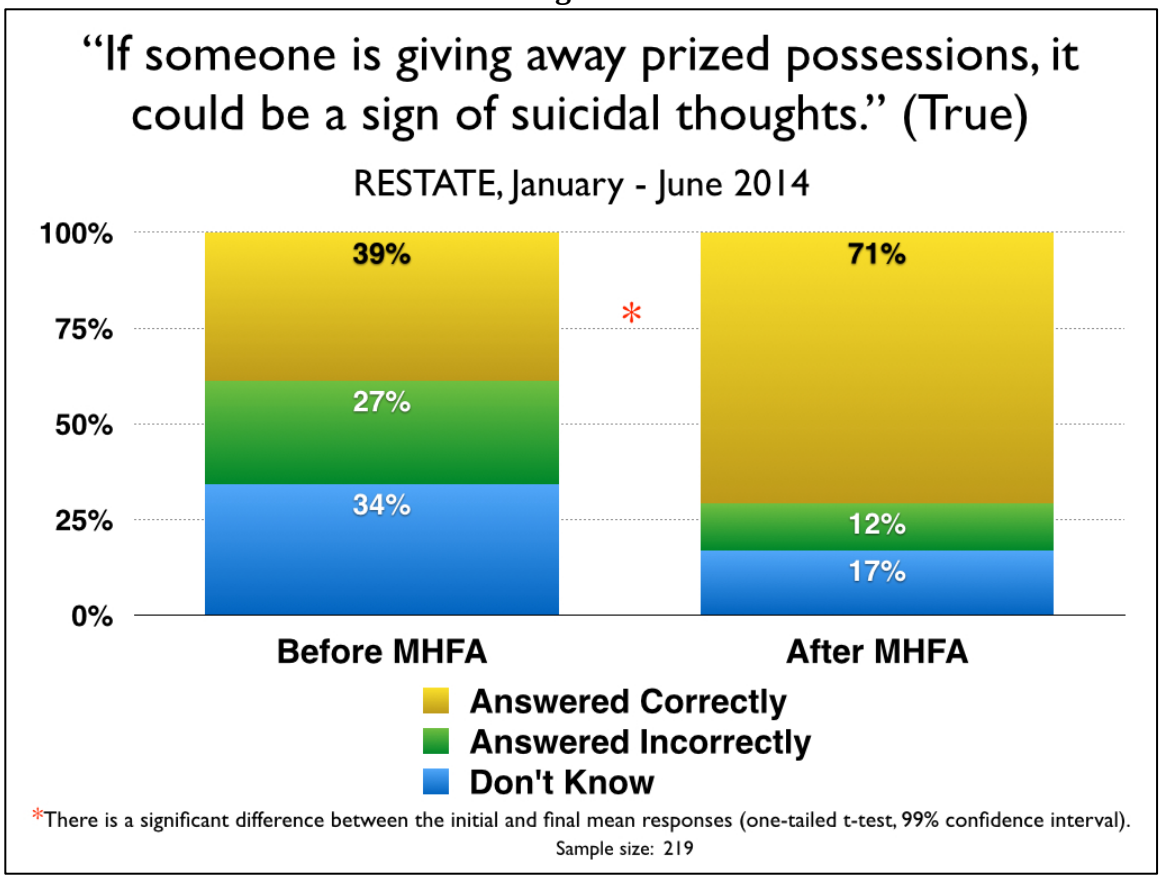


Figure 7-17

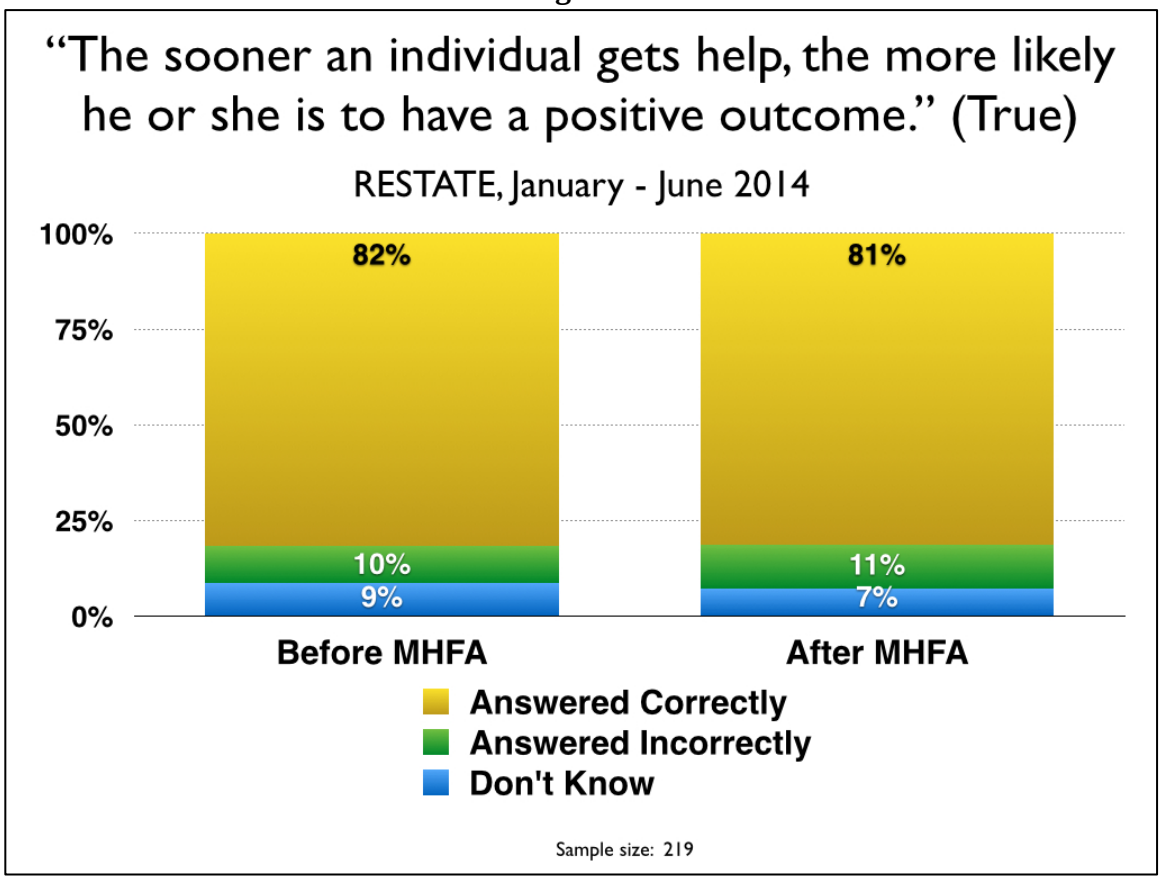

"The sooner an individual gets help, the more likely he or she is to have a positive outcome." (True)
RESTATE, January - June 2014
100%
75%
50%
25%
0%
82%
10%
9%
81%
11%
7%
Before MHFA
After MHFA
Answered Correctly
Answered Incorrectly
Don't Know
Sample size: 219

Figure 7-18

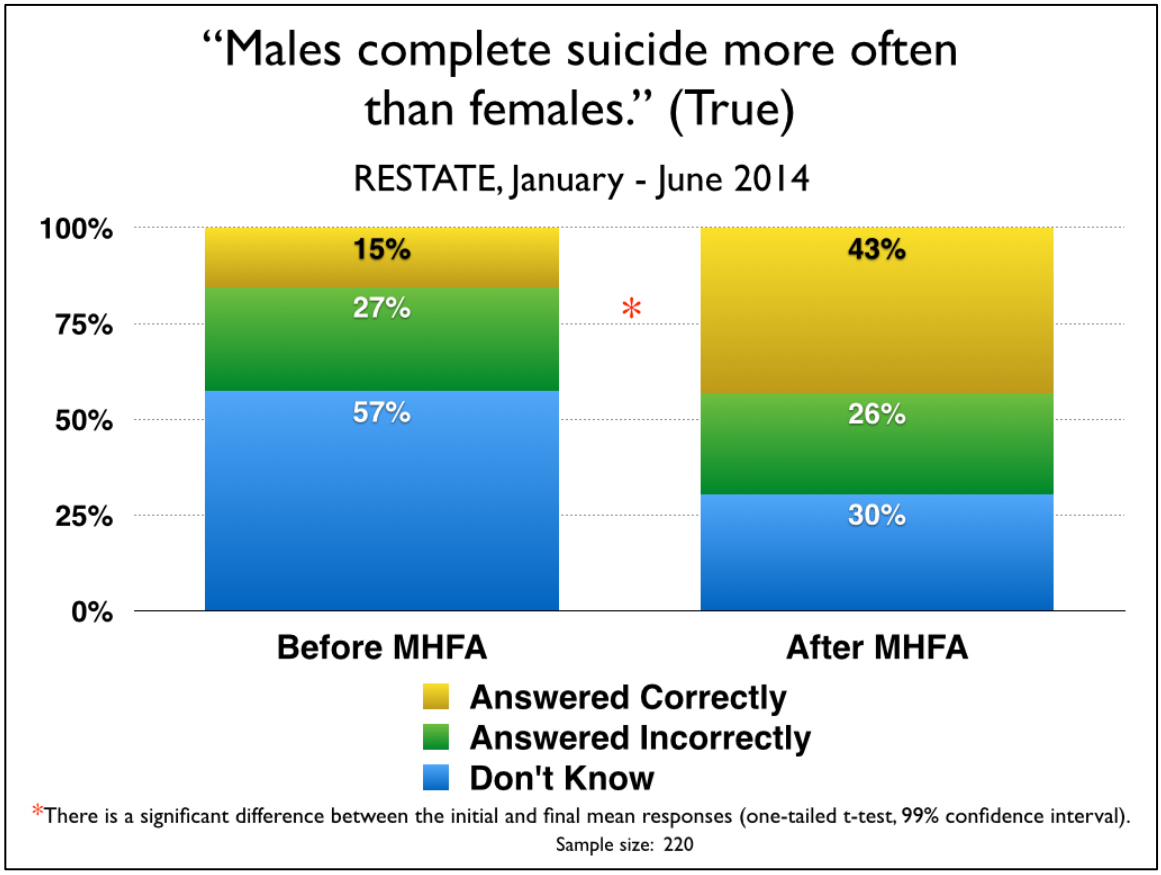

"Males complete suicide more often than females." (True)
RESTATE, January - June 2014
100%
75%
50%
25%
0%
15%
27%
57%
43%
26%
30%
*
Before MHFA
After MHFA
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 220

Figure 7-19

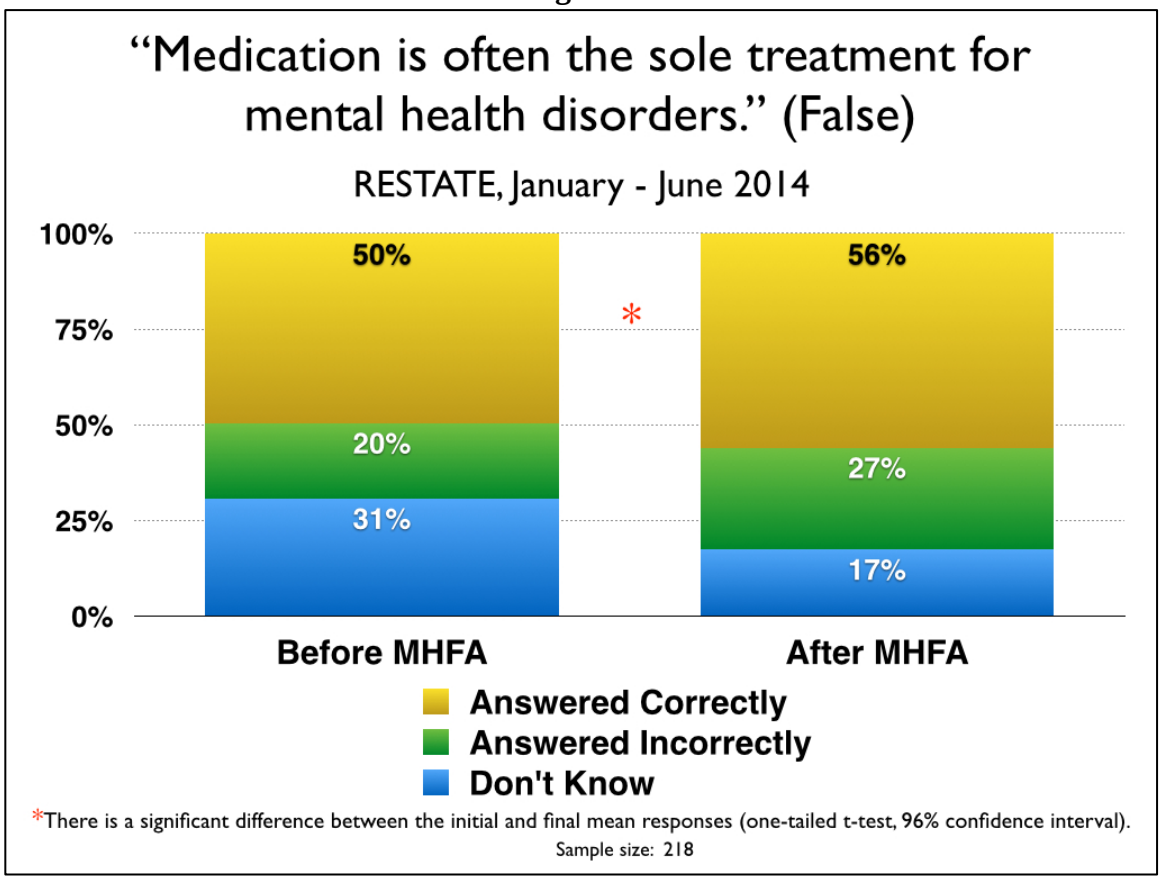

"Medication is often the sole treatment for mental health disorders." (False)
RESTATE, January - June 2014
100%
75%
50%
25%
0%
50%
20%
31%
56%
27%
17%
*
Before MHFA
After MHFA
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 96% confidence interval).
Sample size: 218

Figure 7-20

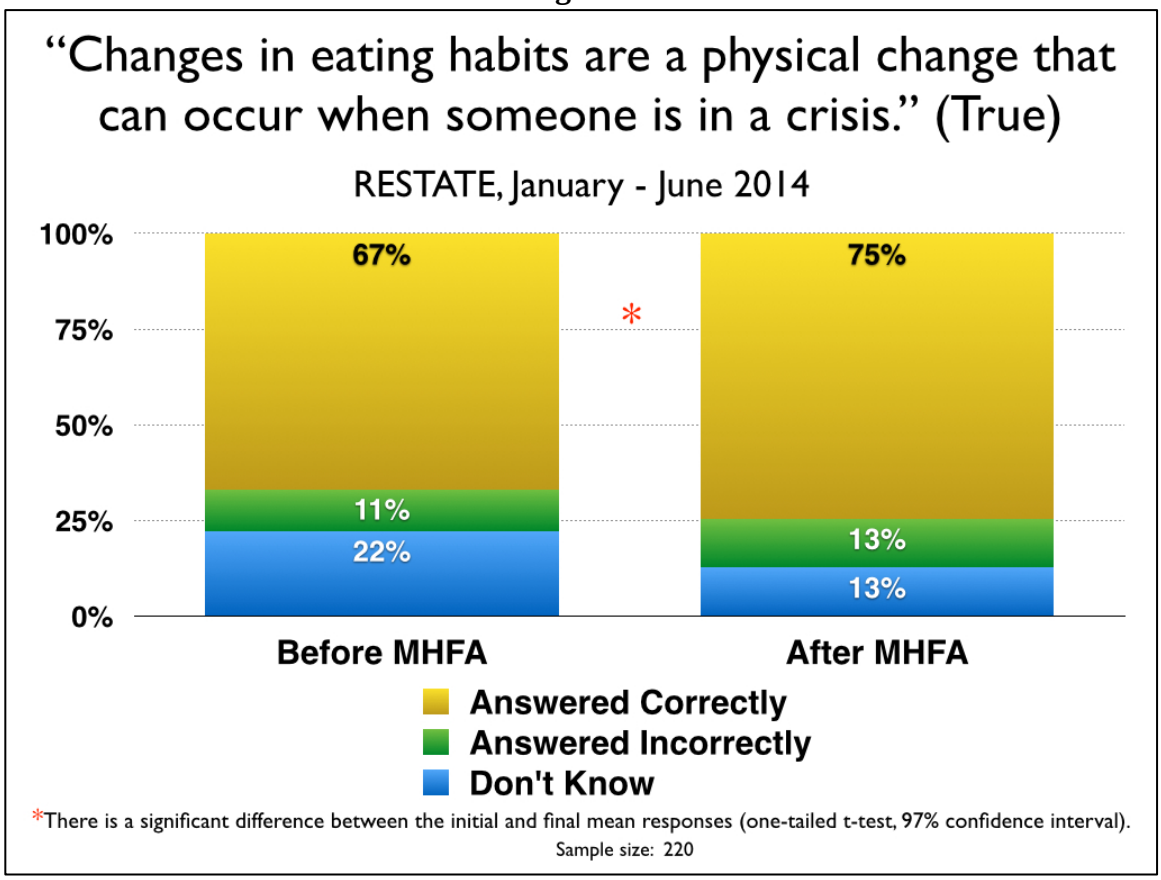

"Changes in eating habits are a physical change that can occur when someone is in a crisis." (True)
RESTATE, January - June 2014
100%
75%
50%
25%
0%
67%
11%
22%
75%
13%
13%
*
Before MHFA
After MHFA
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 97% confidence interval).
Sample size: 220

Figure 7-21

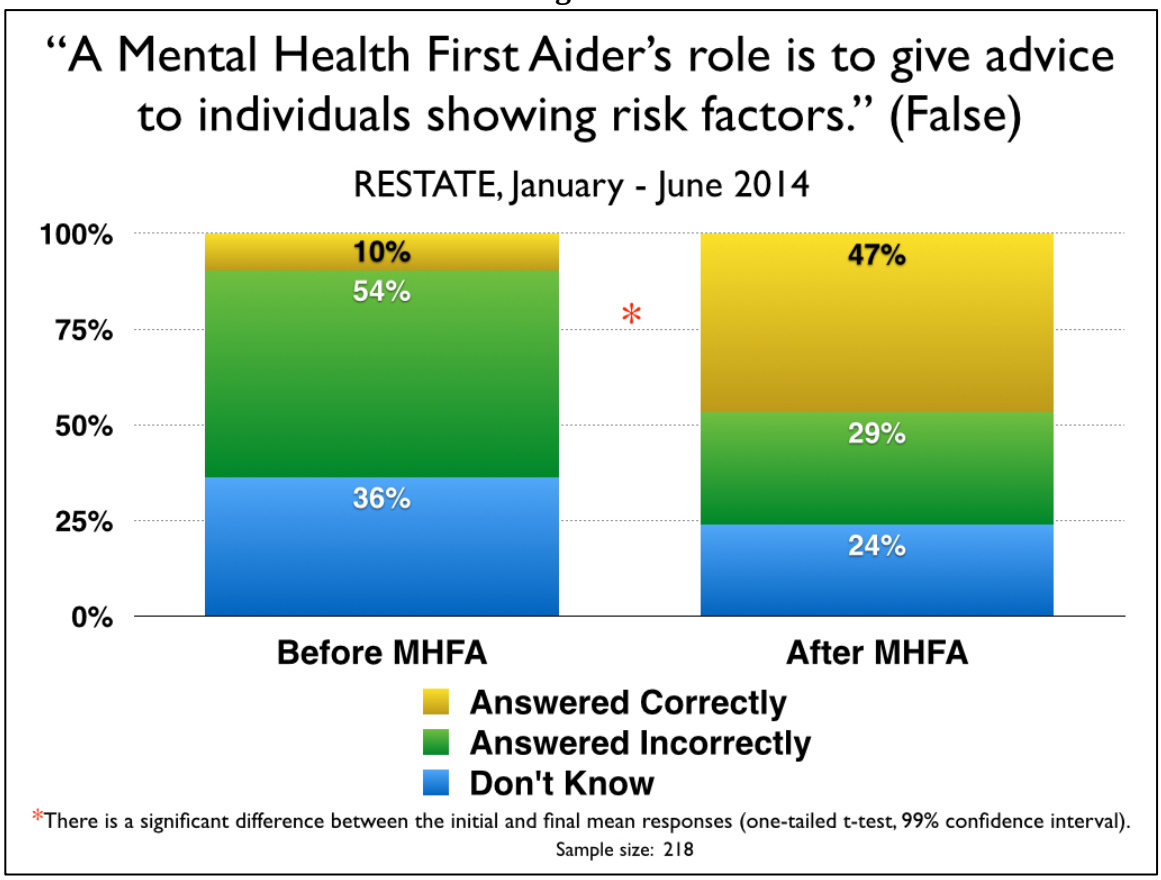

"A Mental Health First Aider's role is to give advice to individuals showing risk factors." (False)
RESTATE, January - June 2014
100%
75%
50%
25%
0%
10%
54%
36%
47%
29%
24%
*
Before MHFA
After MHFA
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 218

Figure 7-22

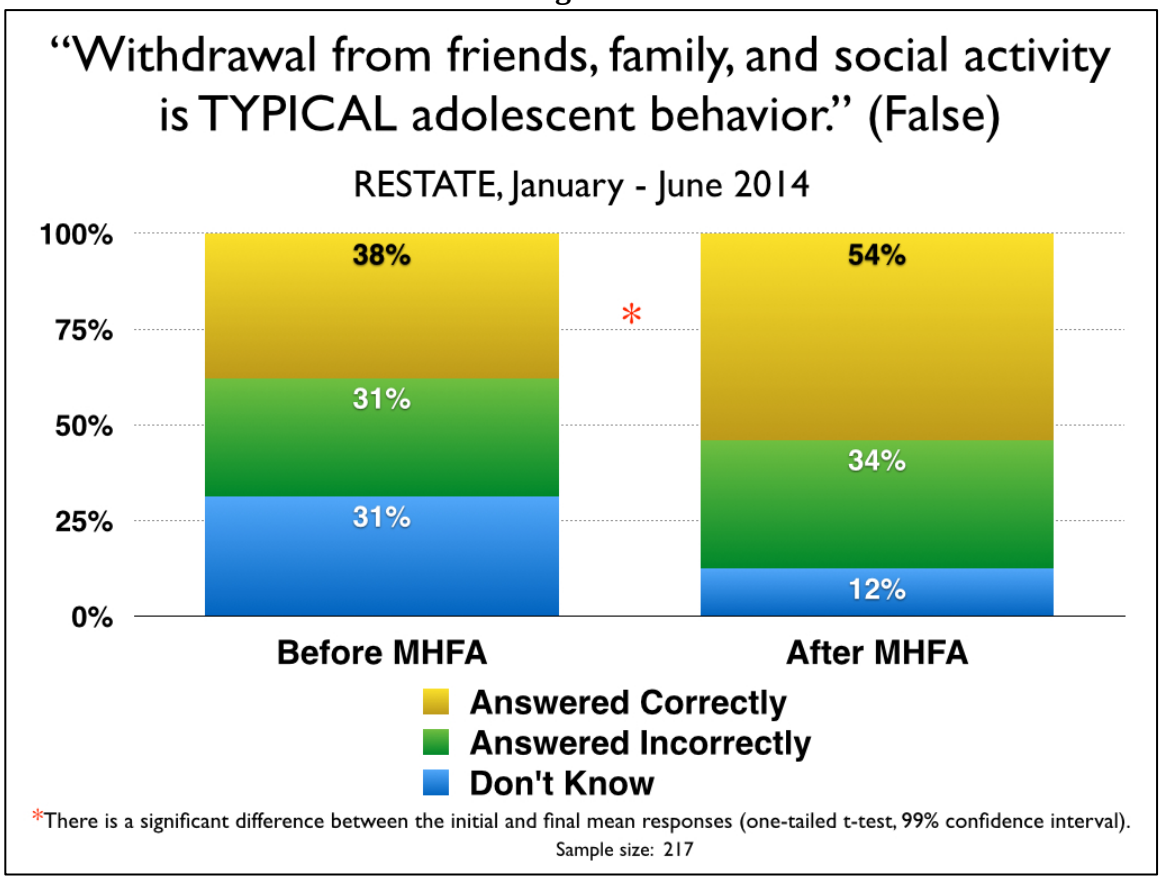

"Withdrawal from friends, family, and social activity is TYPICAL adolescent behavior." (False)
RESTATE, January - June 2014
100%
75%
50%
25%
0%
38%
31%
31%
54%
34%
12%
*
Before MHFA
After MHFA
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 217

Figure 7-23

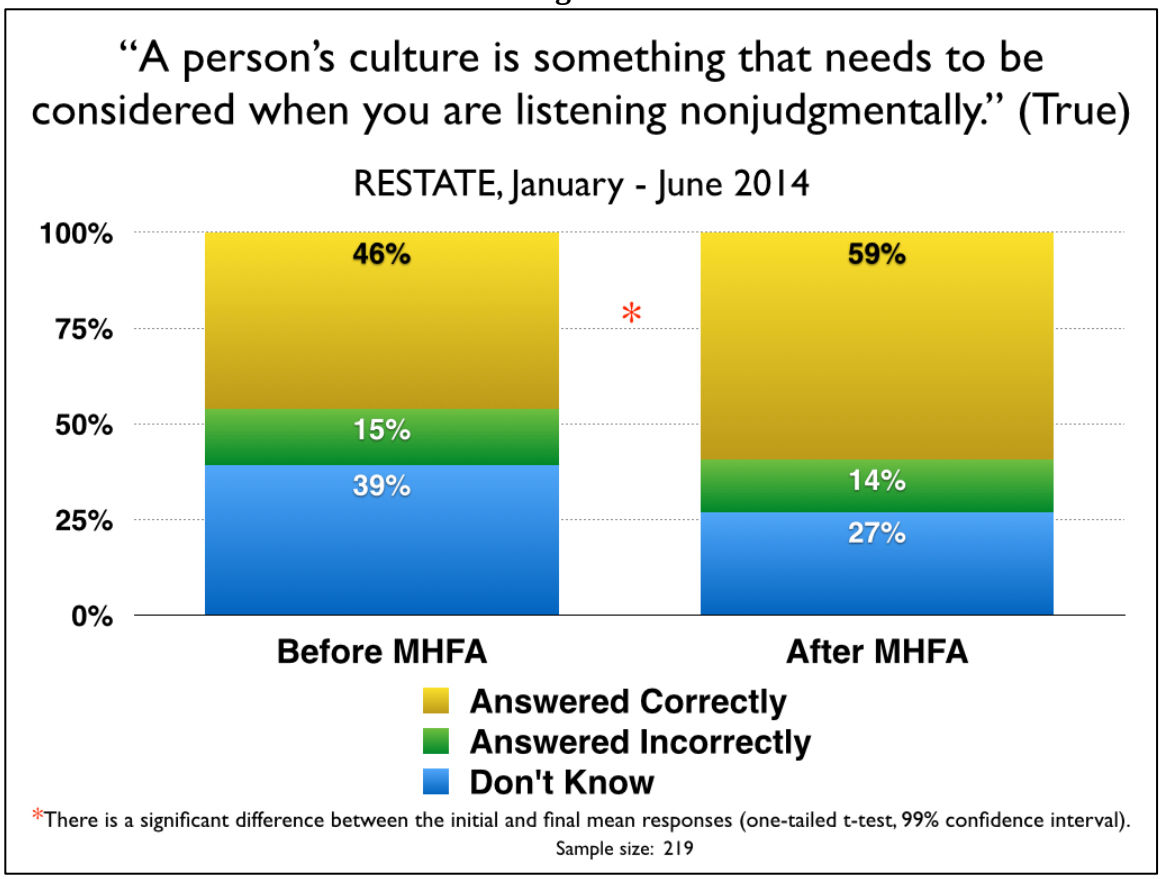

"A person's culture is something that needs to be considered when you are listening nonjudgmentally." (True)
RESTATE, January - June 2014
100%
75%
50%
25%
0%
46%
15%
39%
59%
14%
27%
*
Before MHFA
After MHFA
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 219

Figure 7-24

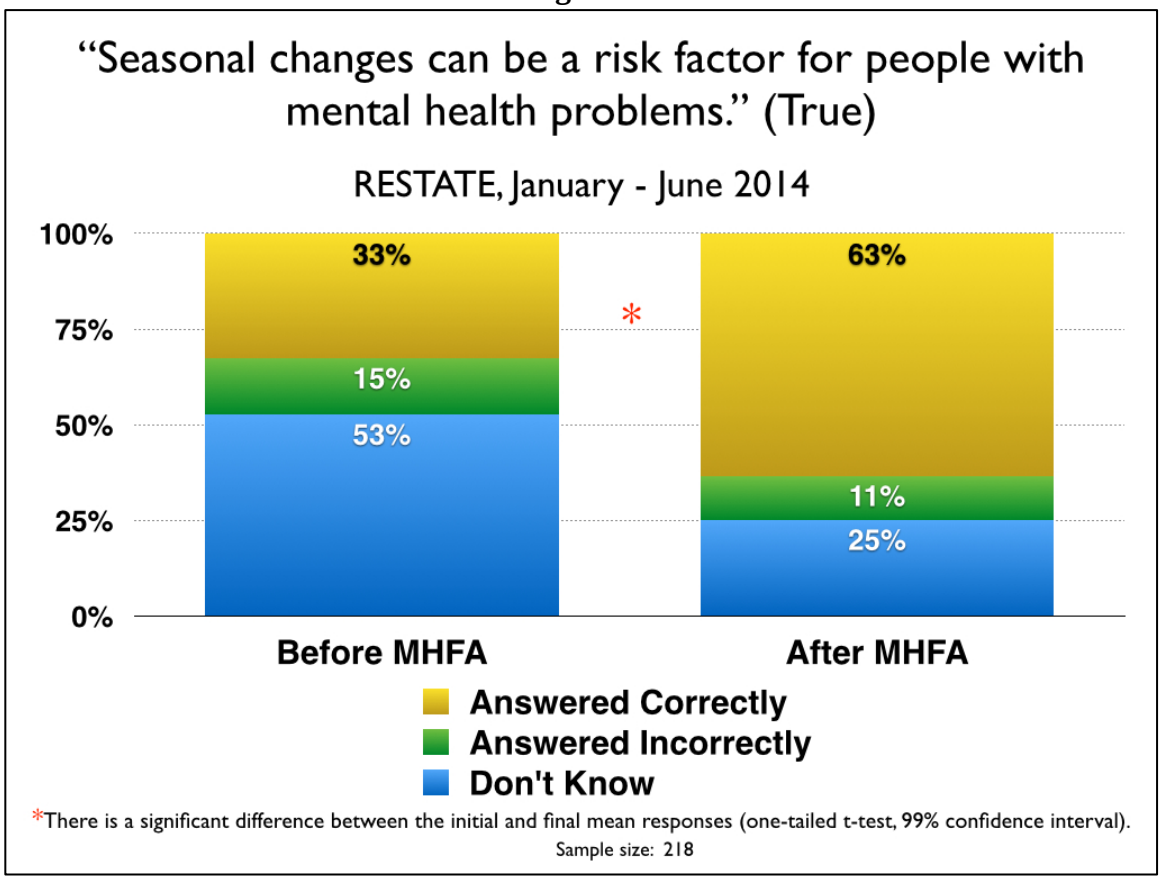
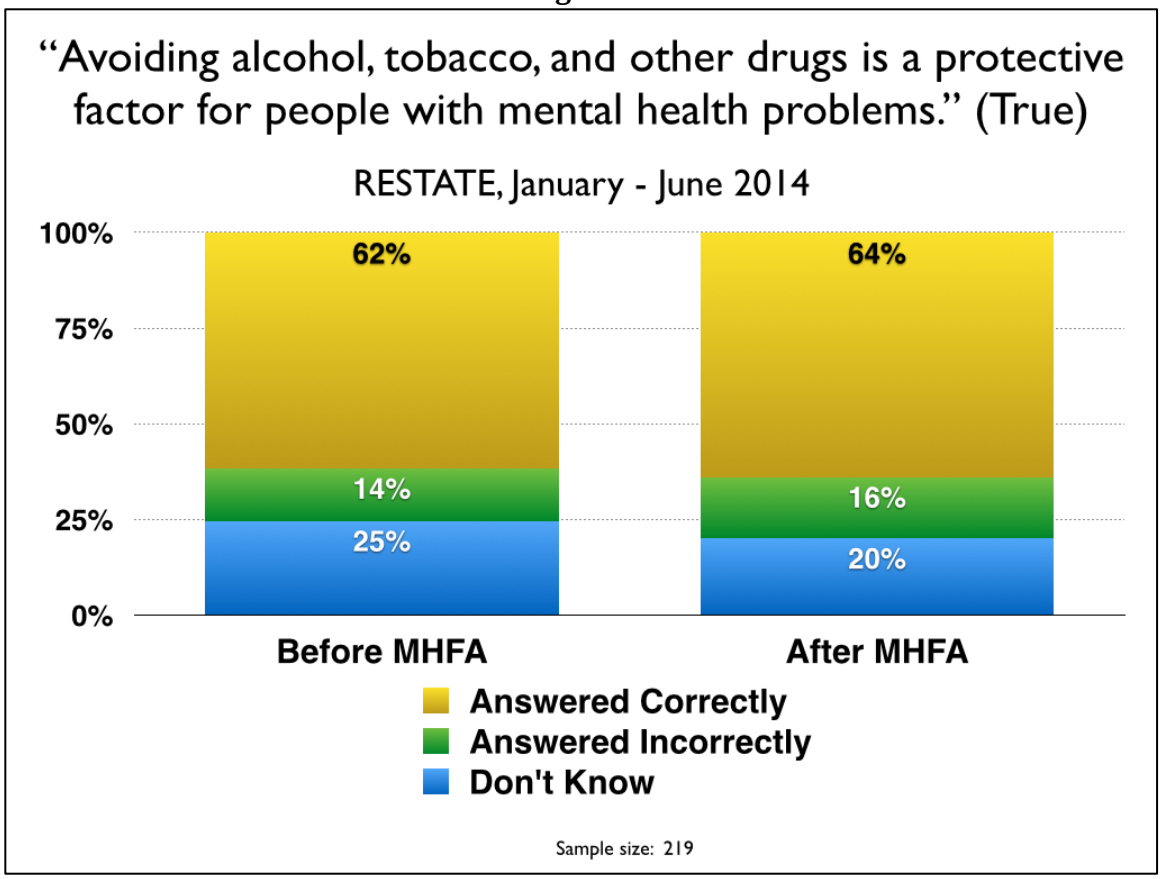

"Seasonal changes can be a risk factor for people with mental health problems." (True)
RESTATE, January - June 2014
100%
75%
50%
25%
0%
33%
15%
53%
*
63%
11%
25%
Before MHFA
After MHFA
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 218

Figure 7-25


"Avoiding alcohol, tobacco, and other drugs is a protective factor for people with mental health problems." (True)
RESTATE, January - June 2014
100%
75%
50%
25%
0%
62%
14%
25%
64%
16%
20%
Before MHFA
After MHFA
Answered Correctly
Answered Incorrectly
Don't Know
Sample size: 219

B. Before MHFA and at the End of RESTATE

1. January 2013 – June 2014

Figure 7-26

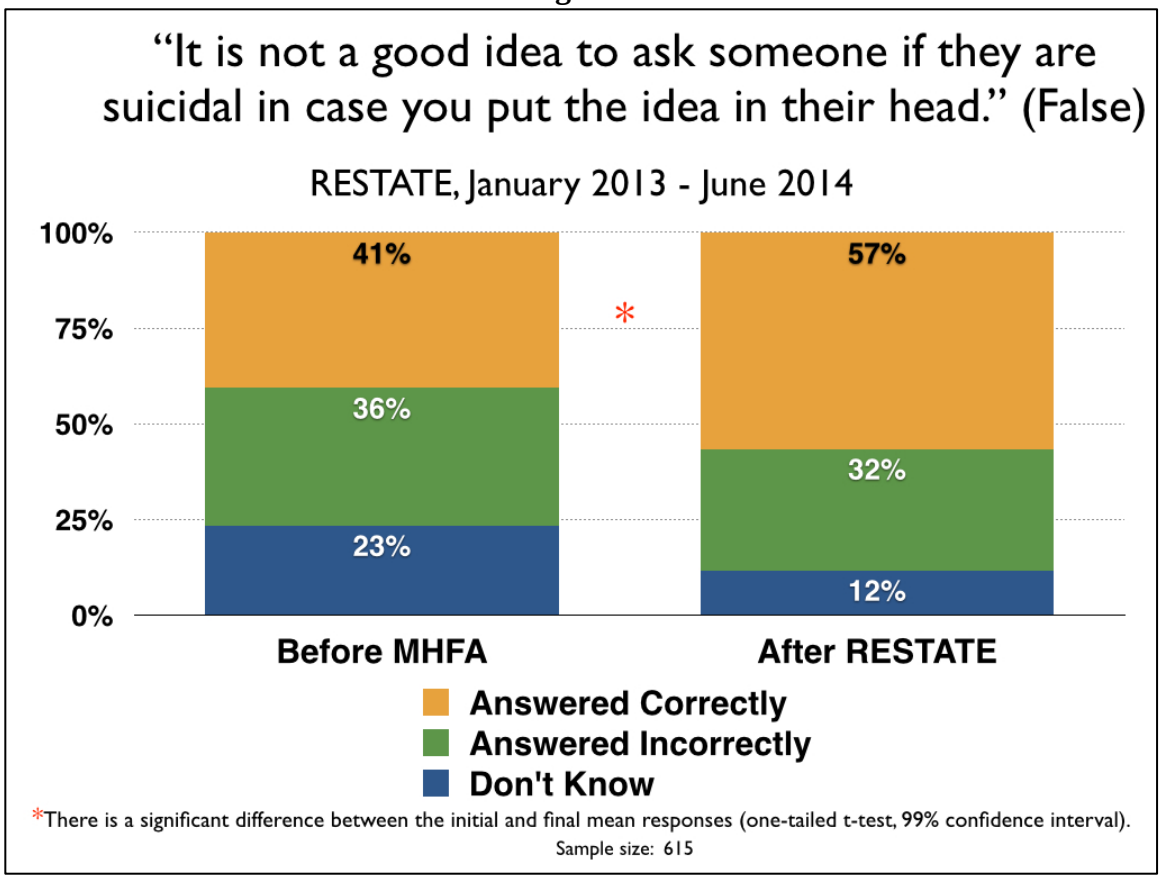


Figure 7-27

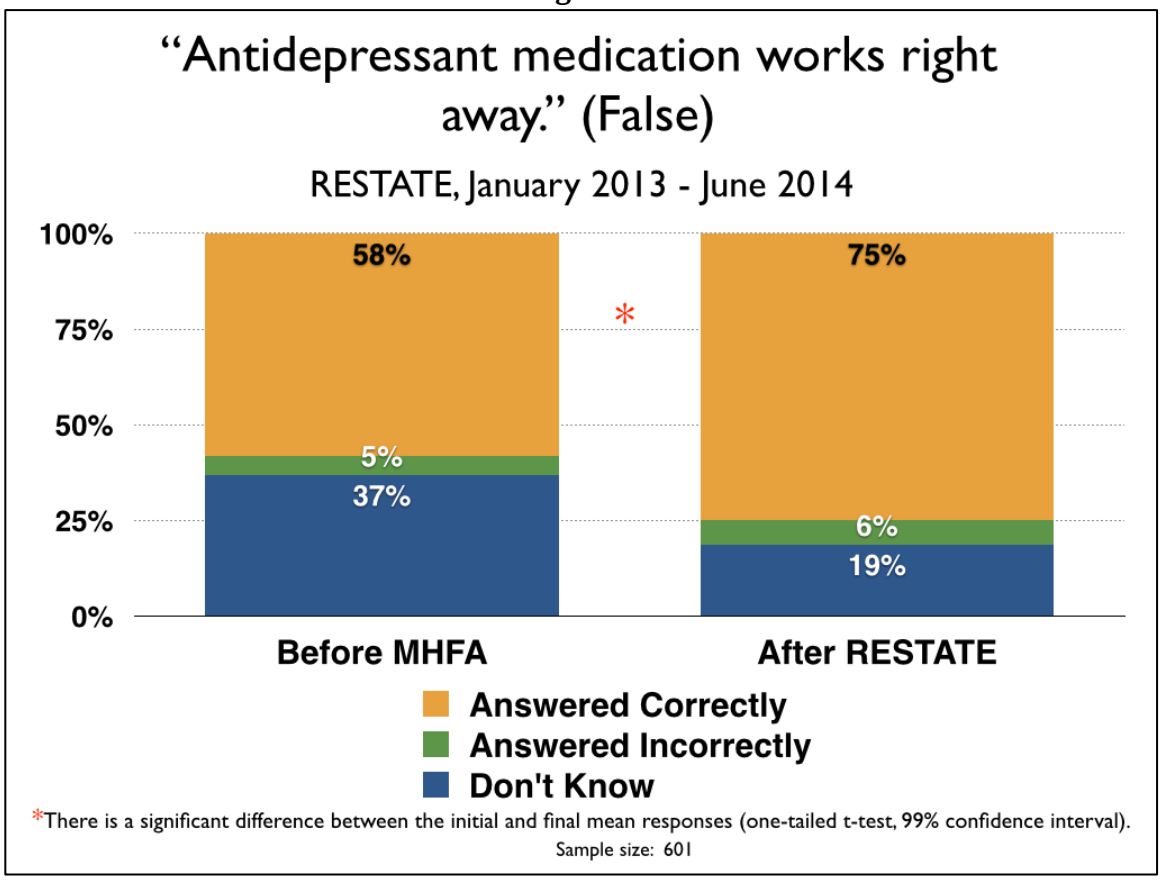

"Antidepressant medication works right away." (False)
RESTATE, January 2013 - June 2014
100%
75%
50%
25%
0%
58%
5%
37%
75%
6%
19%
*
Before MHFA
After RESTATE
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 601

Figure 7-28

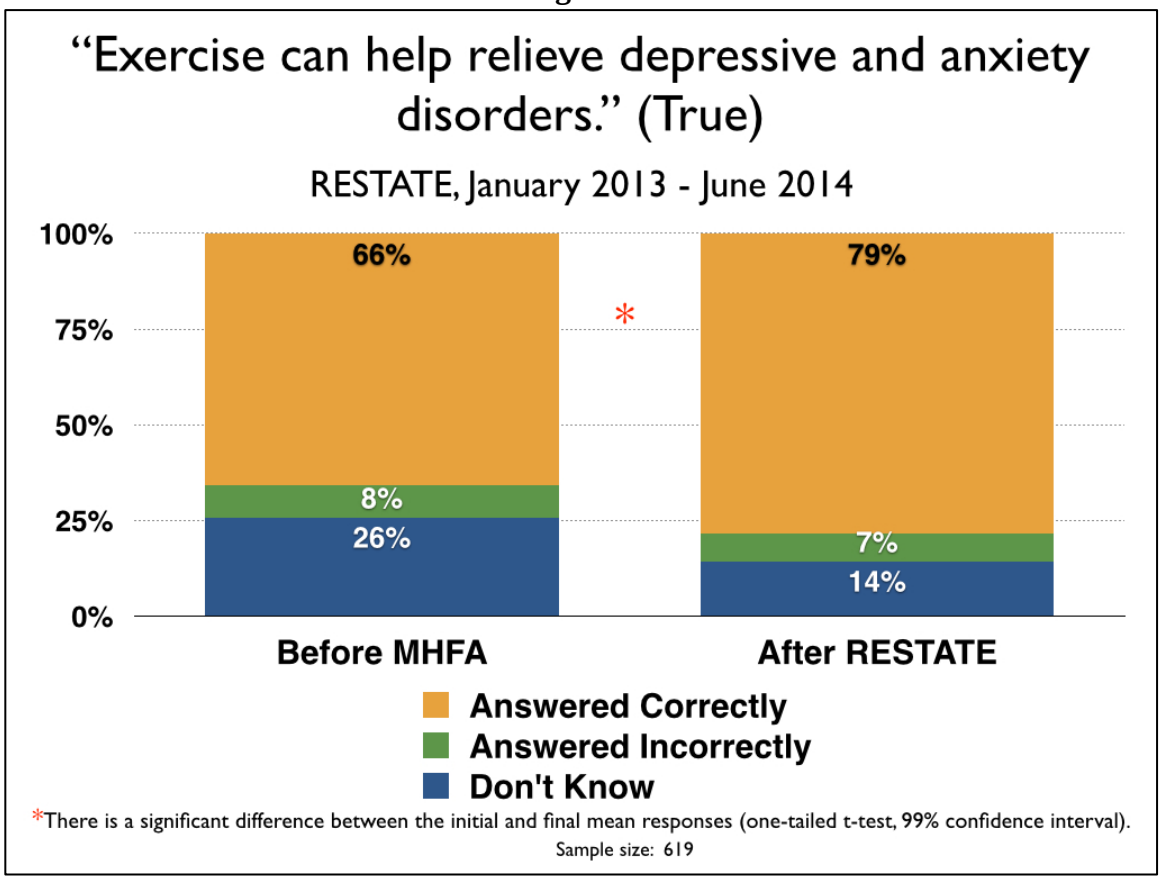

"Exercise can help relieve depressive and anxiety disorders." (True)
RESTATE, January 2013 - June 2014
100%
75%
50%
25%
0%
66%
8%
26%
79%
7%
14%
*
Before MHFA
After RESTATE
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 619

Figure 7-29

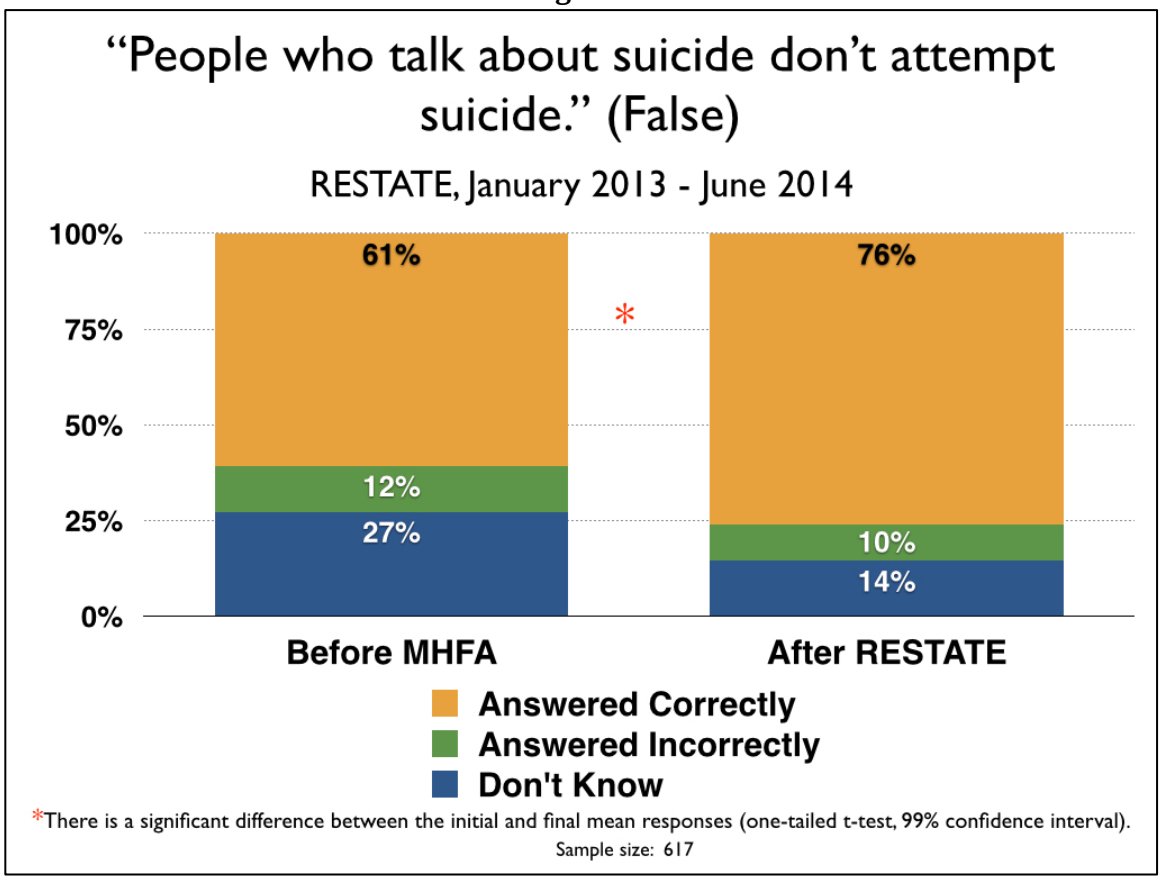
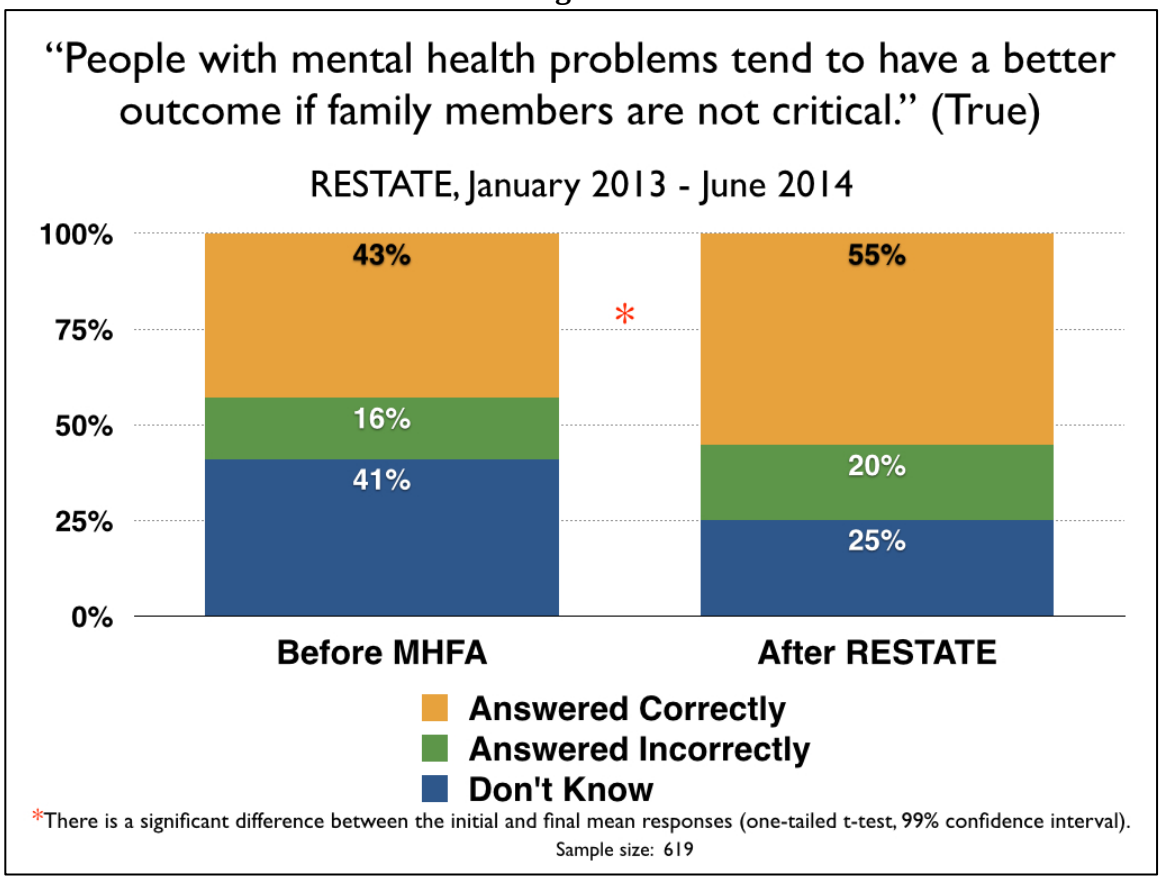

"People who talk about suicide don't attempt suicide." (False)
RESTATE, January 2013 - June 2014
100%
75%
50%
25%
0%
61%
12%
27%
76%
10%
14%
*
Before MHFA
After RESTATE
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 617

Figure 7-30


"People with mental health problems tend to have a better outcome if family members are not critical." (True)
RESTATE, January 2013 - June 2014
100%
75%
50%
25%
0%
43%
16%
41%
55%
20%
25%
*
Before MHFA
After RESTATE
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 619

2. January – December 2013

Figure 7-31

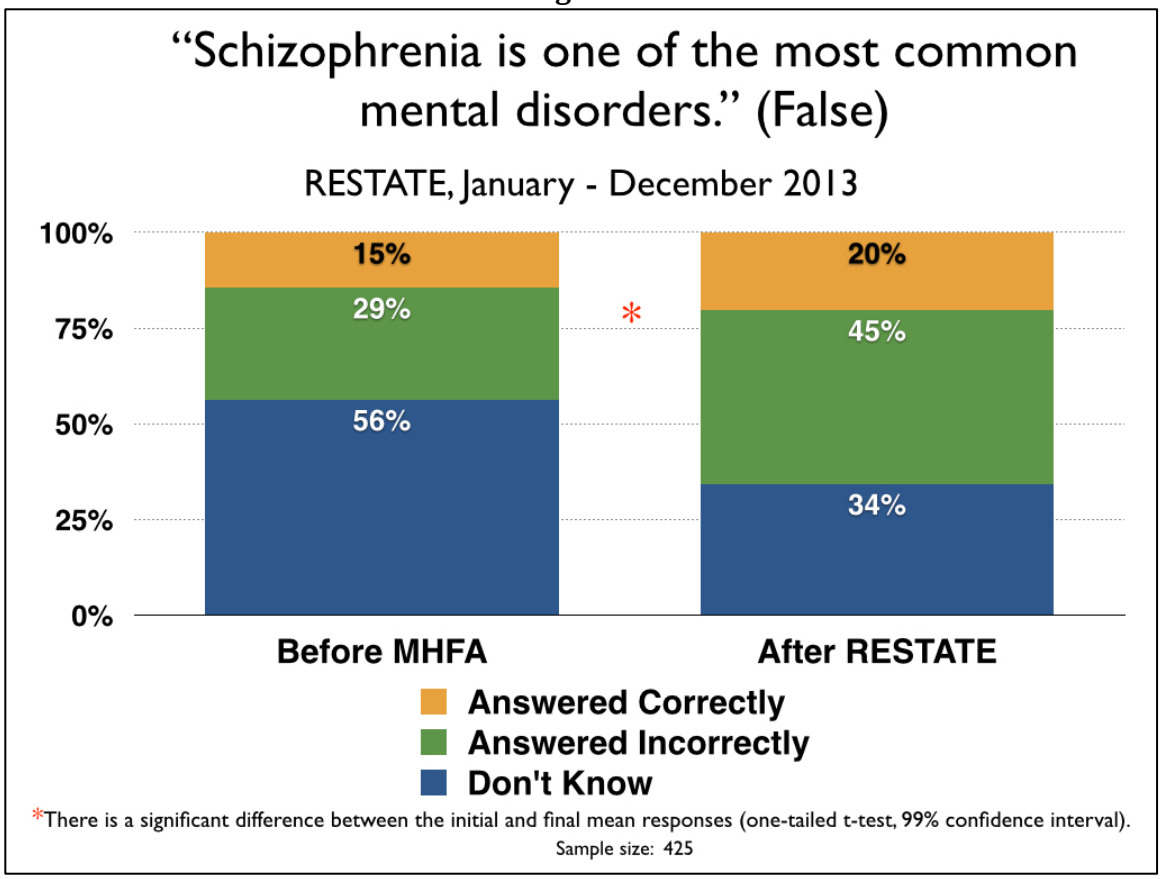


Figure 7-32

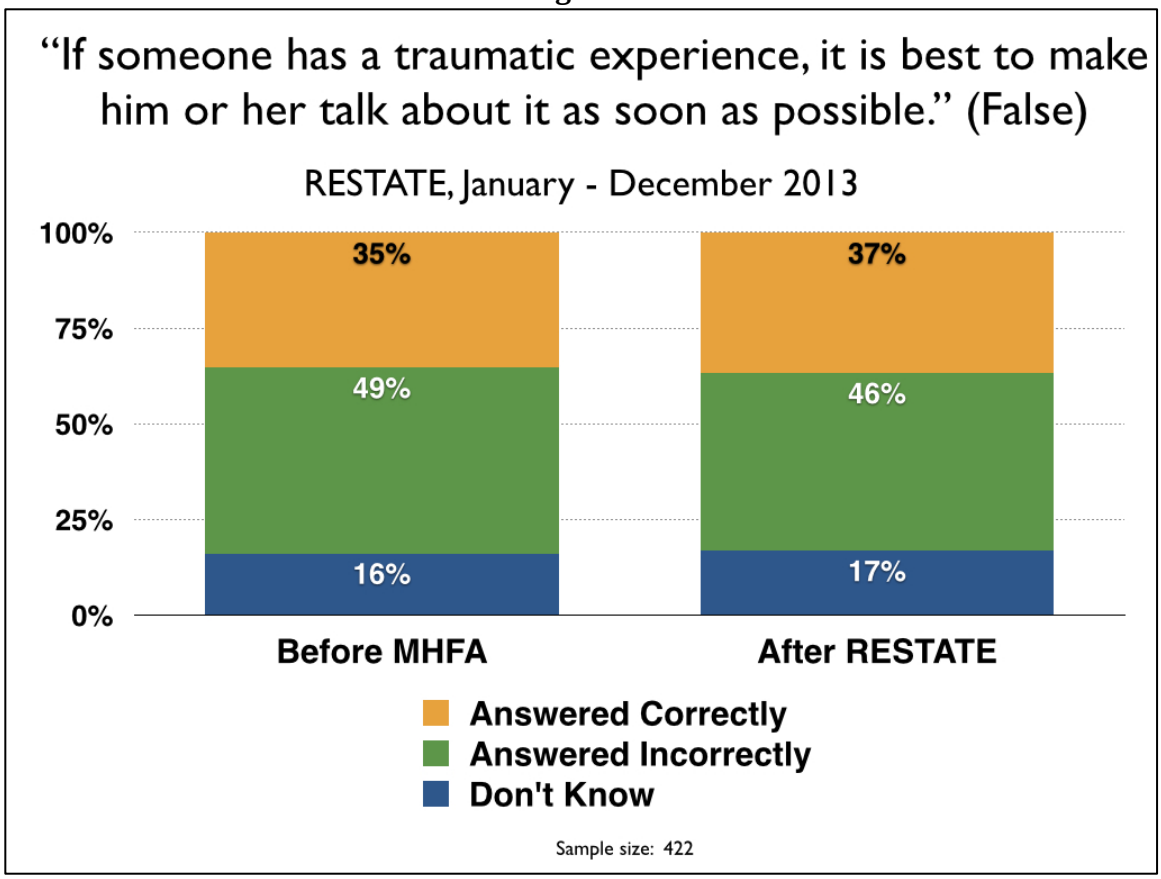

"If someone has a traumatic experience, it is best to make him or her talk about it as soon as possible." (False)
RESTATE, January - December 2013
100%
75%
50%
25%
0%
35%
49%
16%
37%
46%
17%
Before MHFA
After RESTATE
Answered Correctly
Answered Incorrectly
Don't Know
Sample size: 422

Figure 7-33

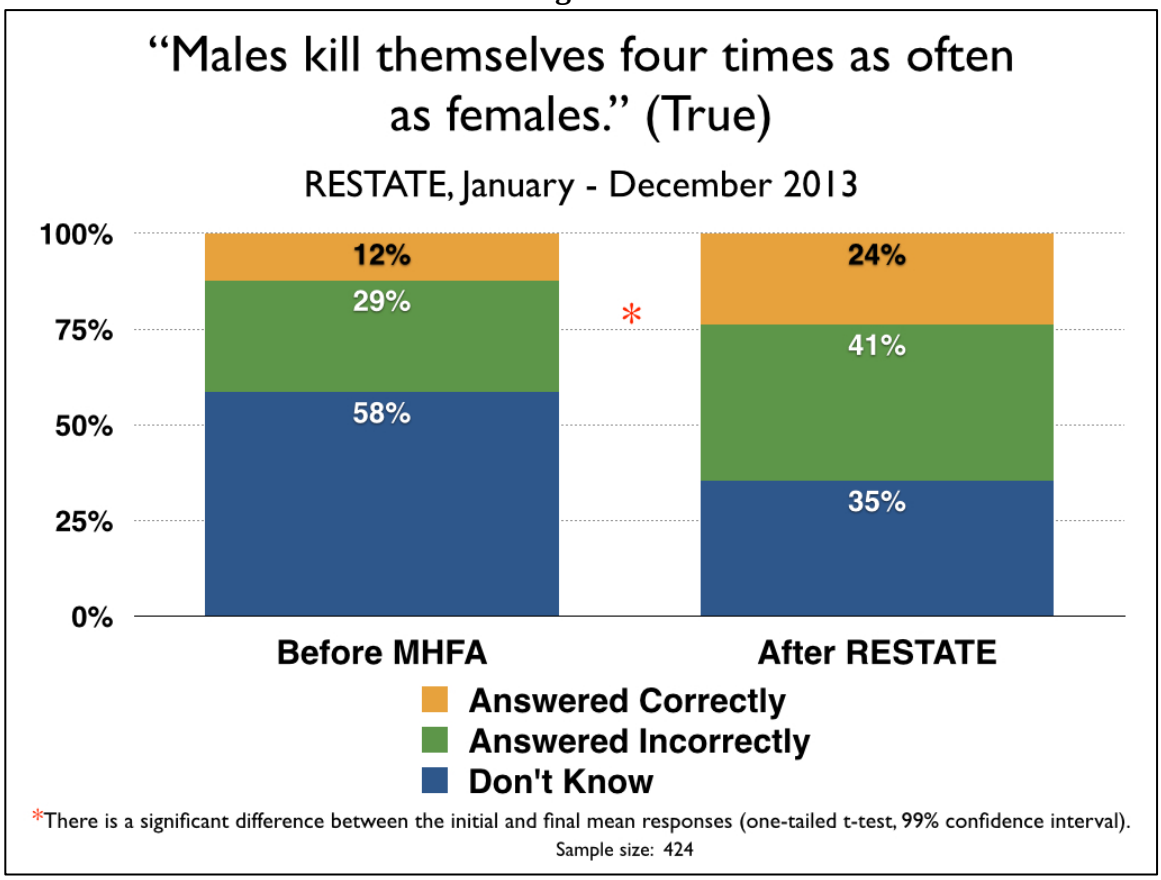

"Males kill themselves four times as often as females." (True)
RESTATE, January - December 2013
100%
75%
50%
25%
0%
12%
29%
58%
*
24%
41%
35%
Before MHFA
After RESTATE
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 424

Figure 7-34

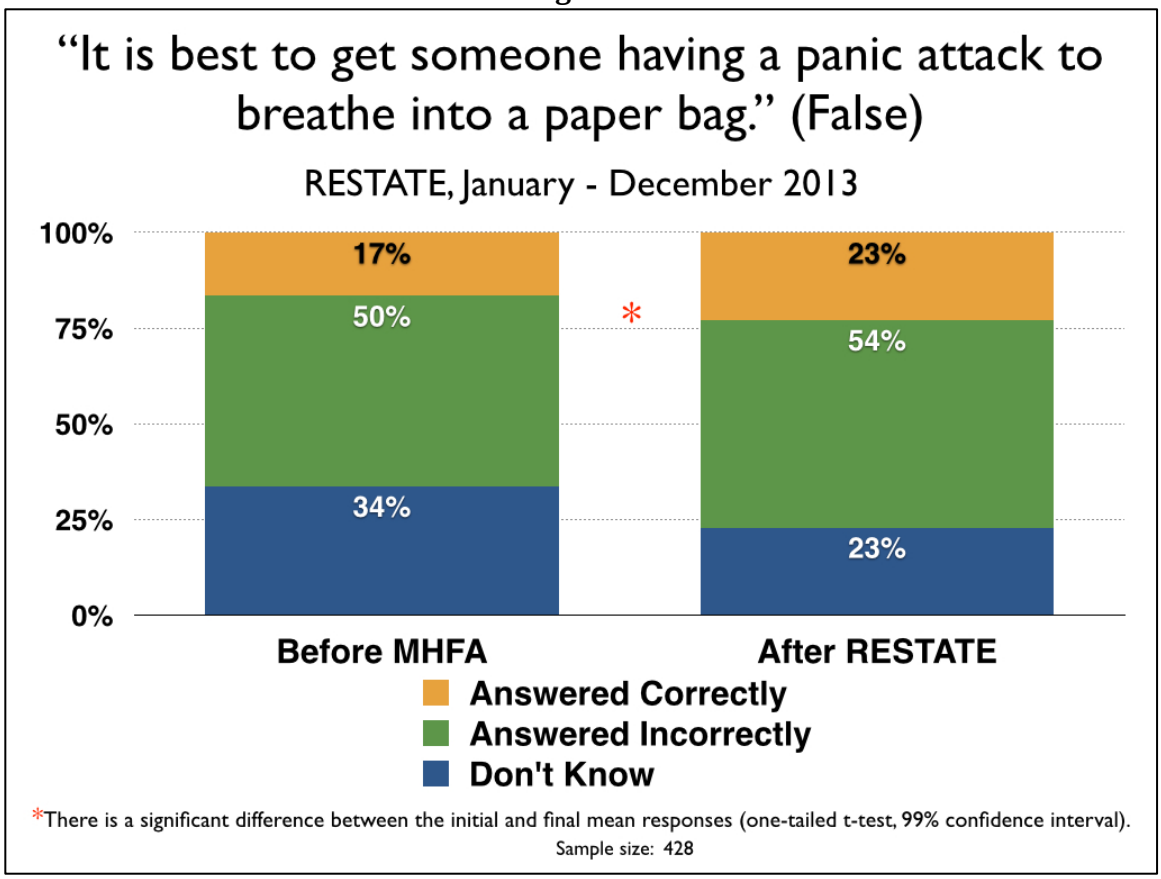

"It is best to get someone having a panic attack to breathe into a paper bag." (False)
RESTATE, January - December 2013
100%
75%
50%
25%
0%
17%
50%
34%
*
23%
54%
23%
Before MHFA
After RESTATE
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 428

Figure 7-35

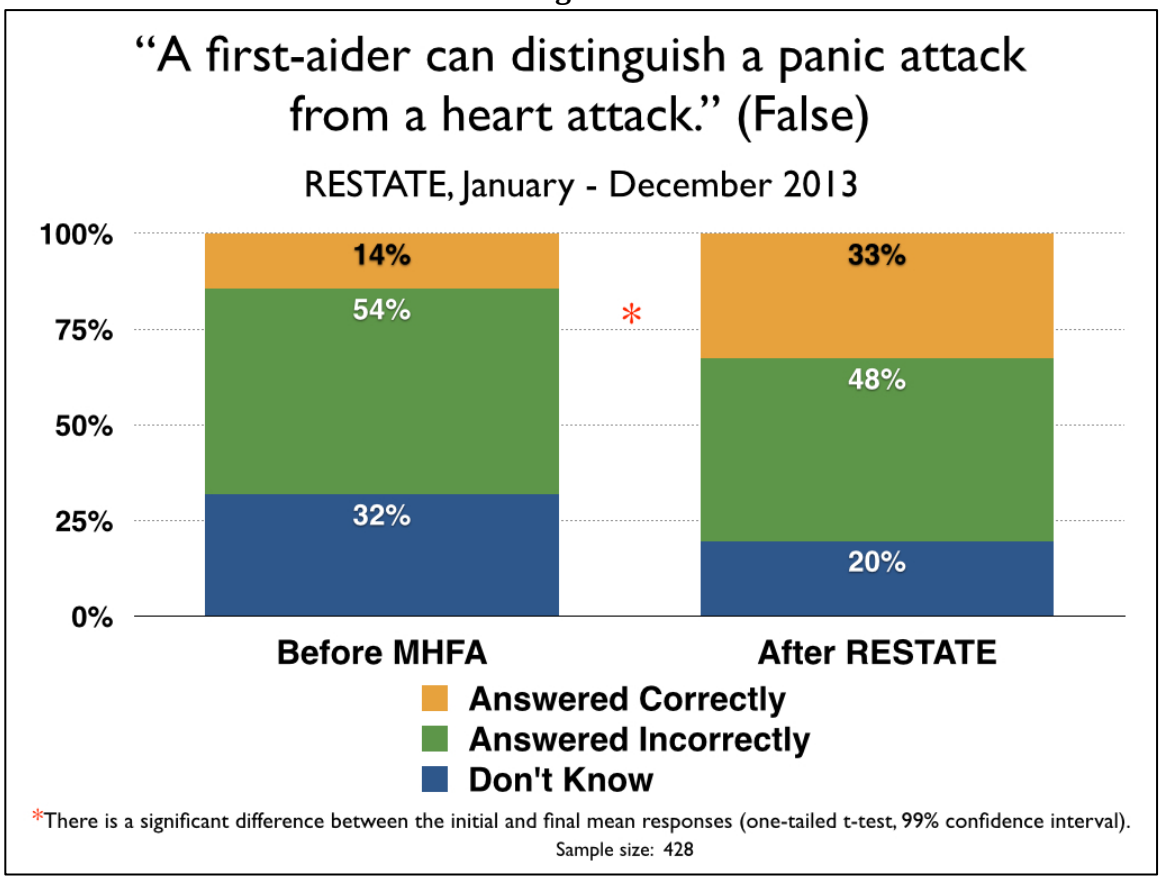

"A first-aider can distinguish a panic attack from a heart attack." (False)
RESTATE, January - December 2013
100%
75%
50%
25%
0%
14%
54%
32%
33%
48%
20%
*
Before MHFA
After RESTATE
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 428

Figure 7-36

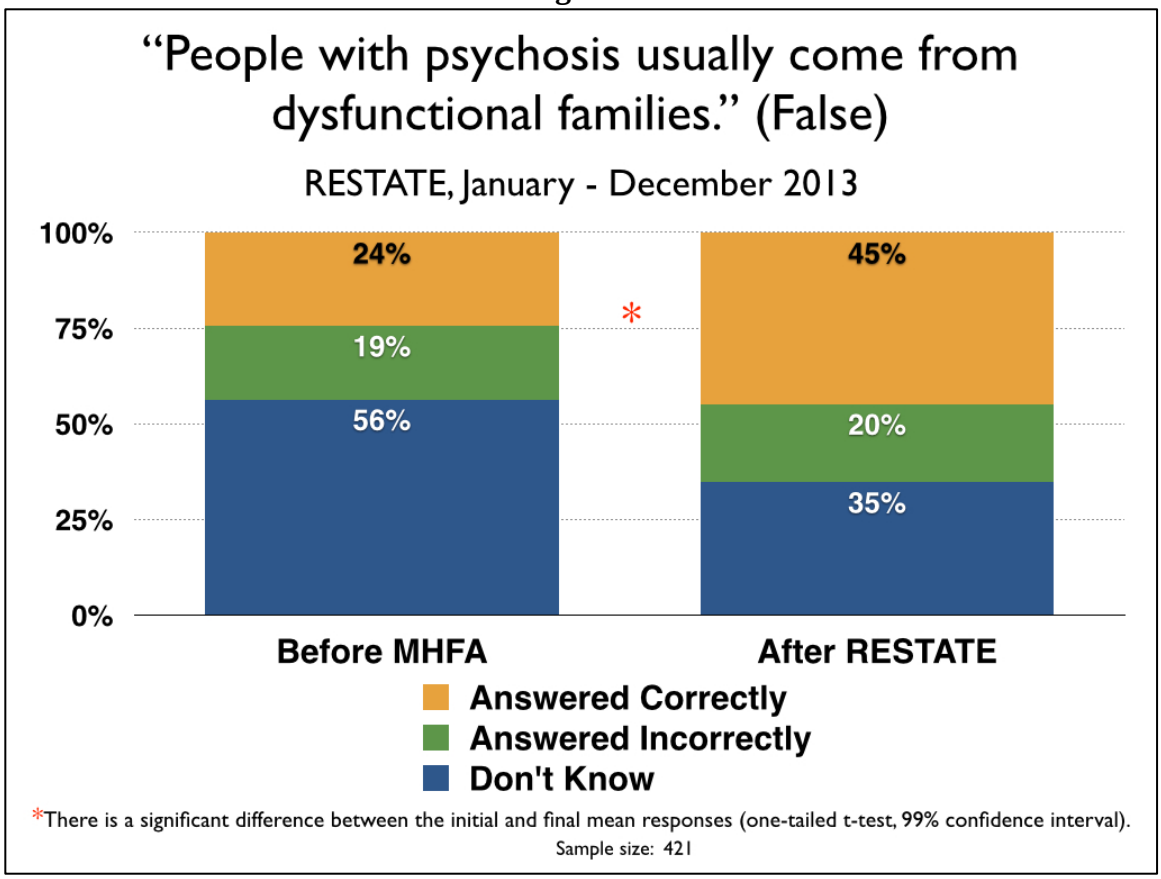

"People with psychosis usually come from dysfunctional families." (False)
RESTATE, January - December 2013
100%
75%
50%
25%
0%
24%
19%
56%
45%
20%
35%
*
Before MHFA
After RESTATE
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 421

Figure 7-37

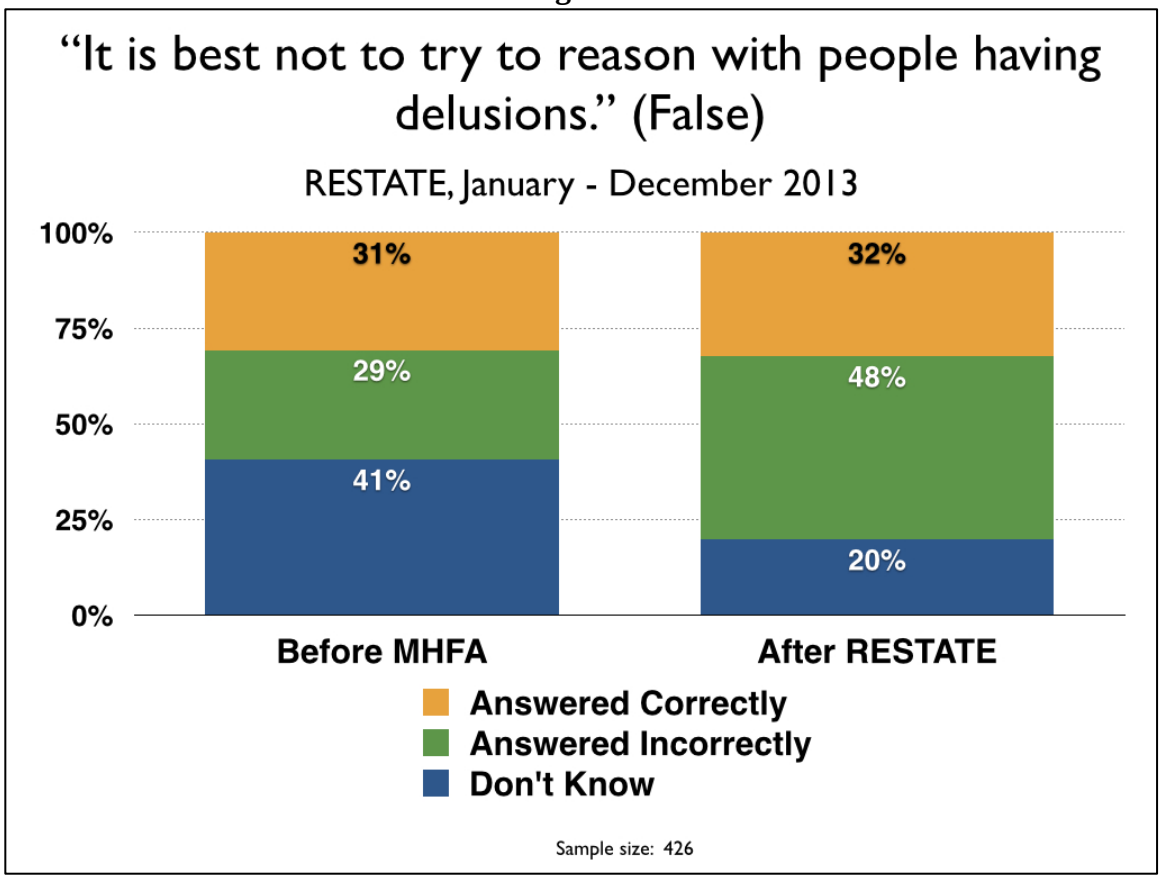

"It is best not to try to reason with people having delusions." (False)
RESTATE, January - December 2013
100%
75%
50%
25%
0%
31%
29%
41%
32%
48%
20%
Before MHFA
After RESTATE
Answered Correctly
Answered Incorrectly
Don't Know
Sample size: 426

Figure 7-38

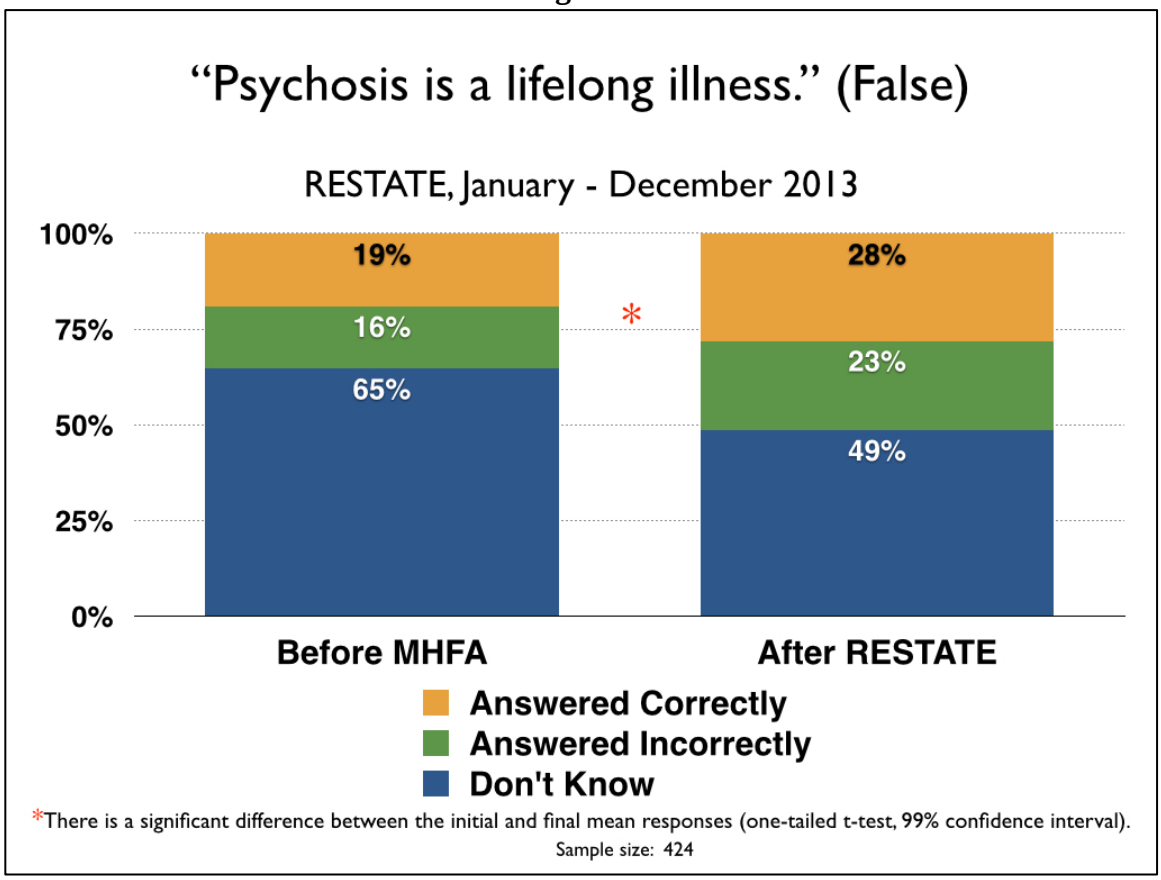

"Psychosis is a lifelong illness." (False)
RESTATE, January - December 2013
100%
75%
50%
25%
0%
19%
16%
65%
*
28%
23%
49%
Before MHFA
After RESTATE
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 424

Figure 7-39

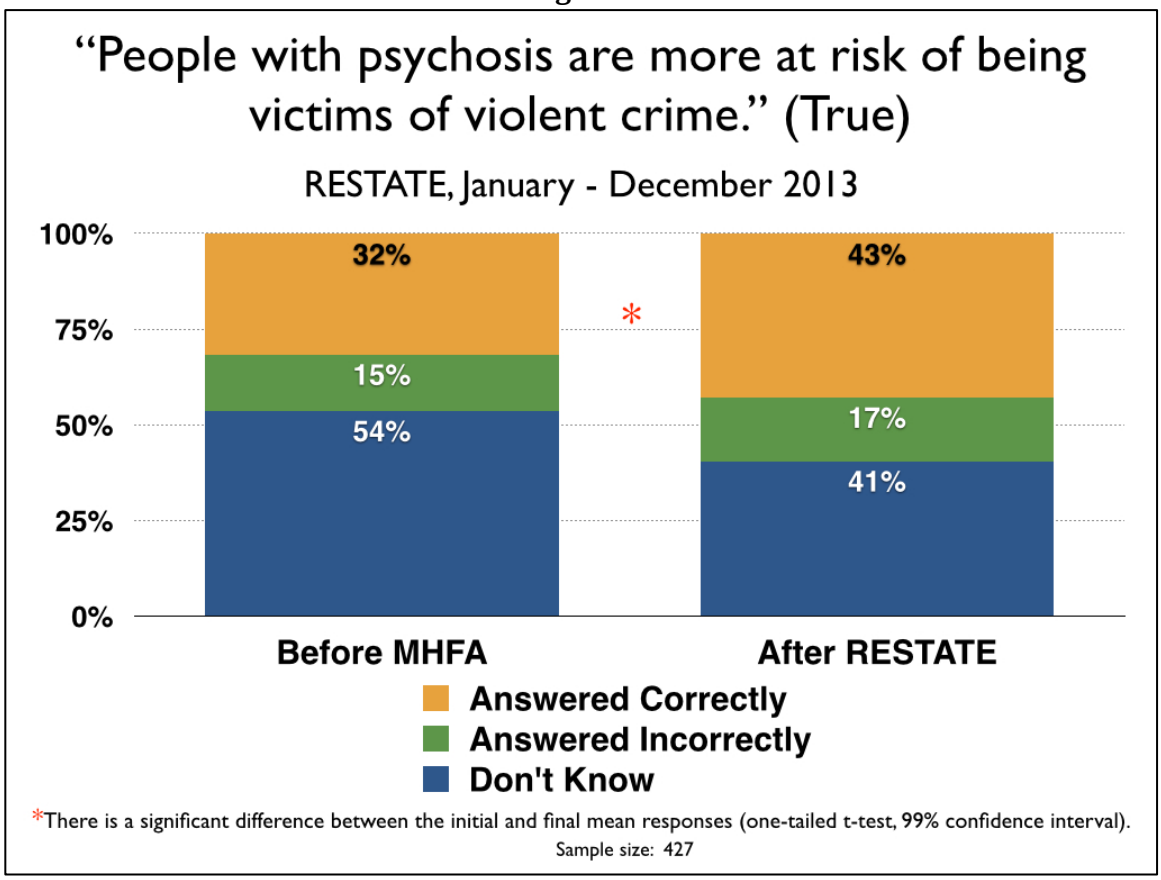
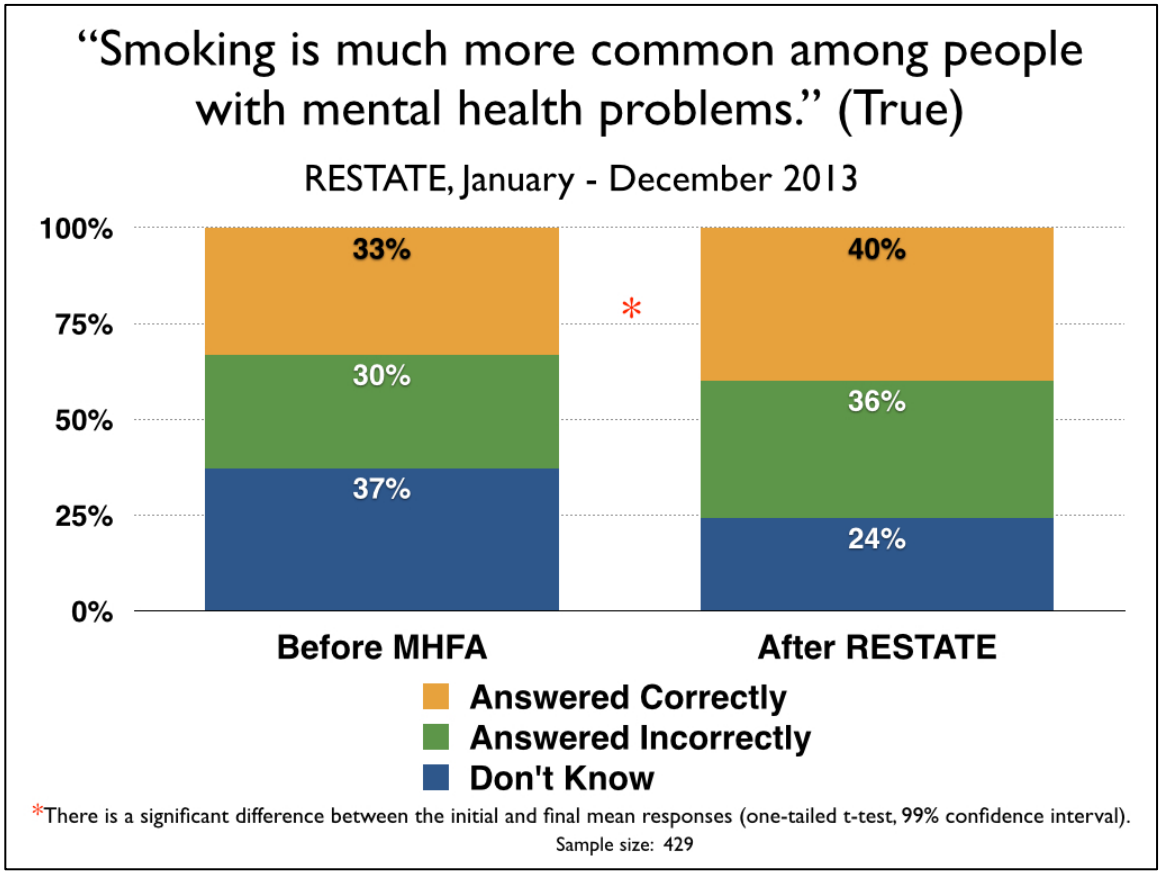

"People with psychosis are more at risk of being victims of violent crime." (True)
RESTATE, January - December 2013
100%
75%
50%
25%
0%
32%
15%
54%
43%
17%
41%
*
Before MHFA
After RESTATE
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 427

Figure 7-40


"Smoking is much more common among people with mental health problems." (True)
RESTATE, January - December 2013
100%
75%
50%
25%
0%
33%
30%
37%
*
40%
36%
24%
Before MHFA
After RESTATE
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 429

3. January – June 2014

Figure 7-41

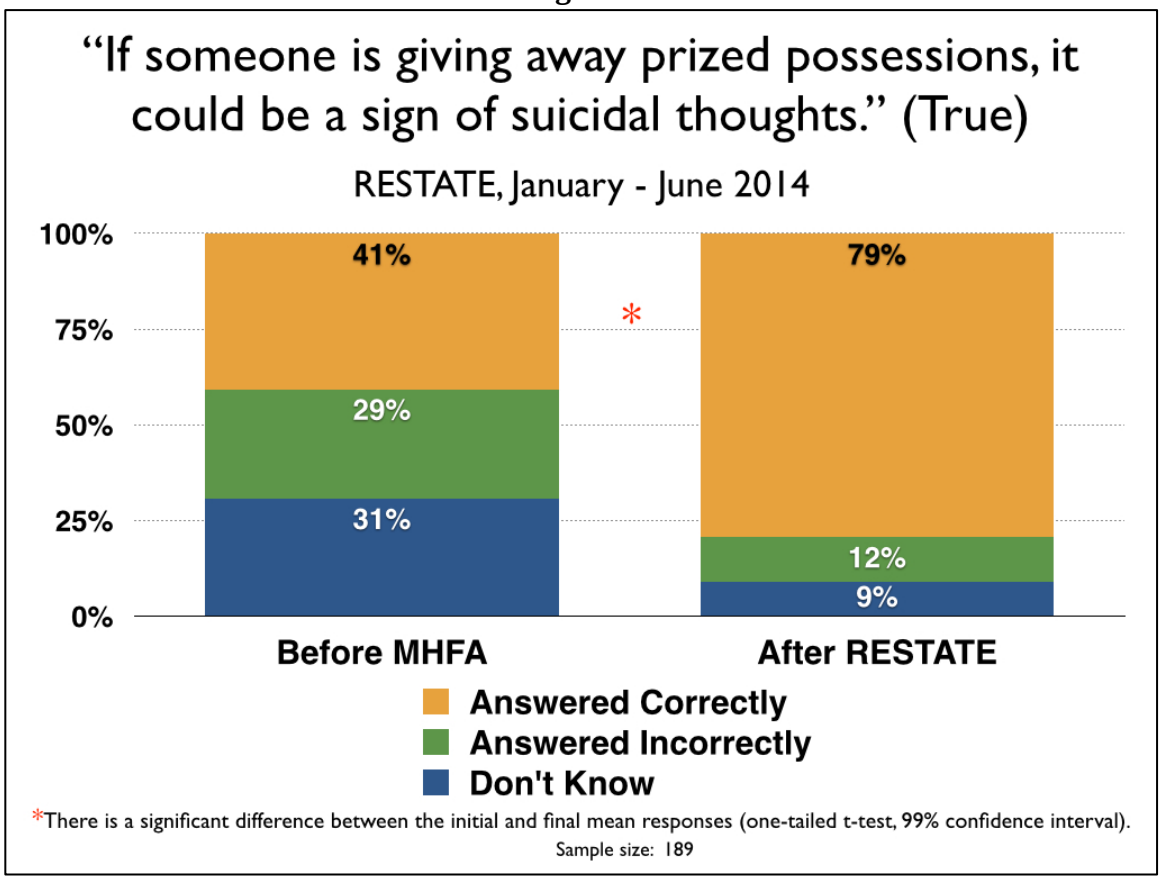


Figure 7-42

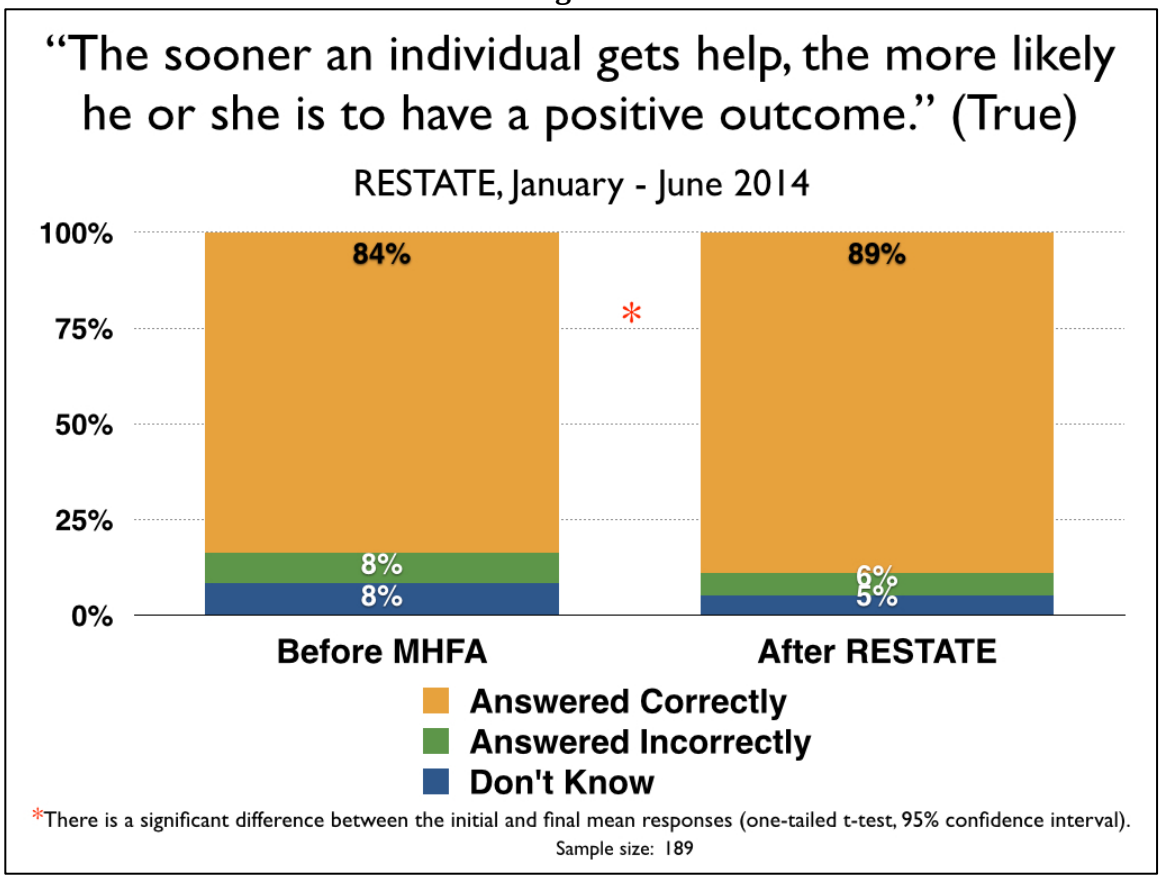

"The sooner an individual gets help, the more likely he or she is to have a positive outcome." (True)
RESTATE, January - June 2014
100%
75%
50%
25%
0%
84%
8%
8%
89%
6%
5%
*
Before MHFA
After RESTATE
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 95% confidence interval).
Sample size: 189

Figure 7-43

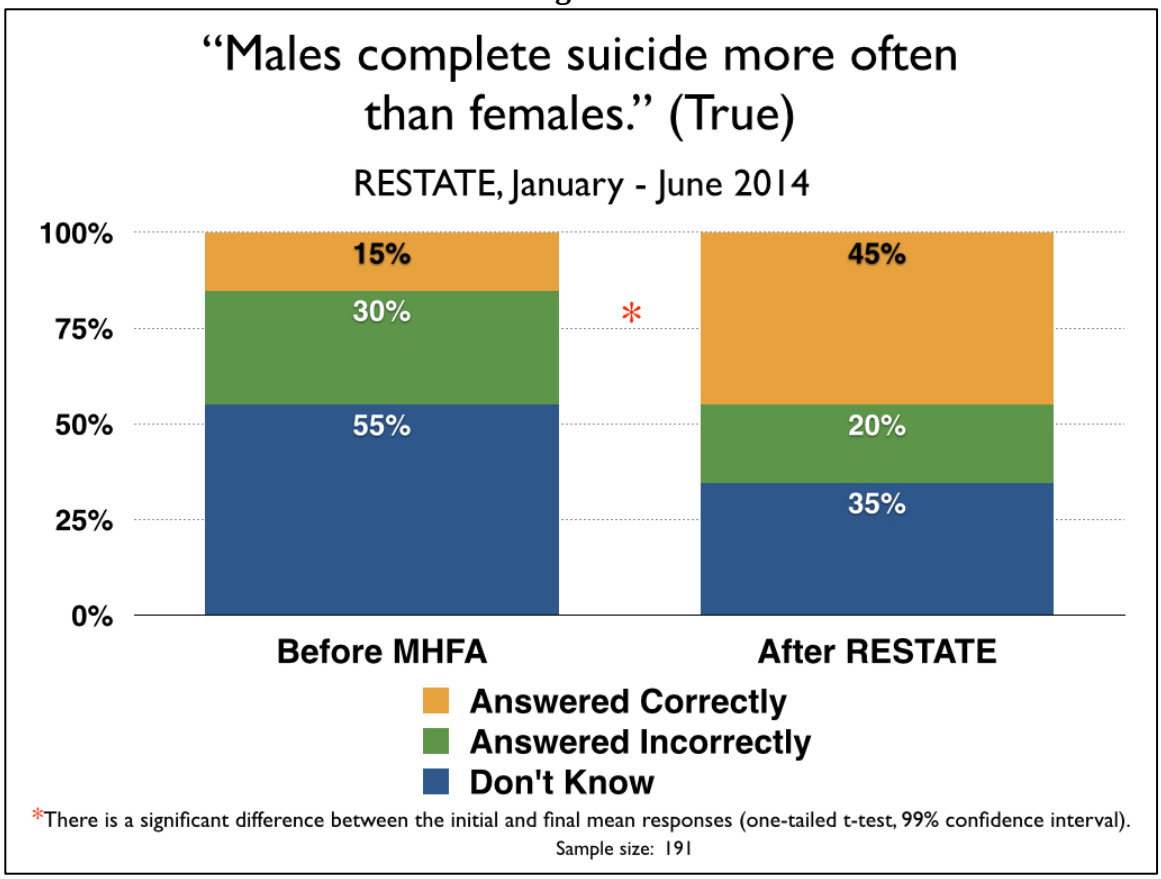

"Males complete suicide more often than females." (True)
RESTATE, January - June 2014
100%
75%
50%
25%
0%
15%
30%
55%
*
45%
20%
35%
Before MHFA
After RESTATE
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 191

Figure 7-44

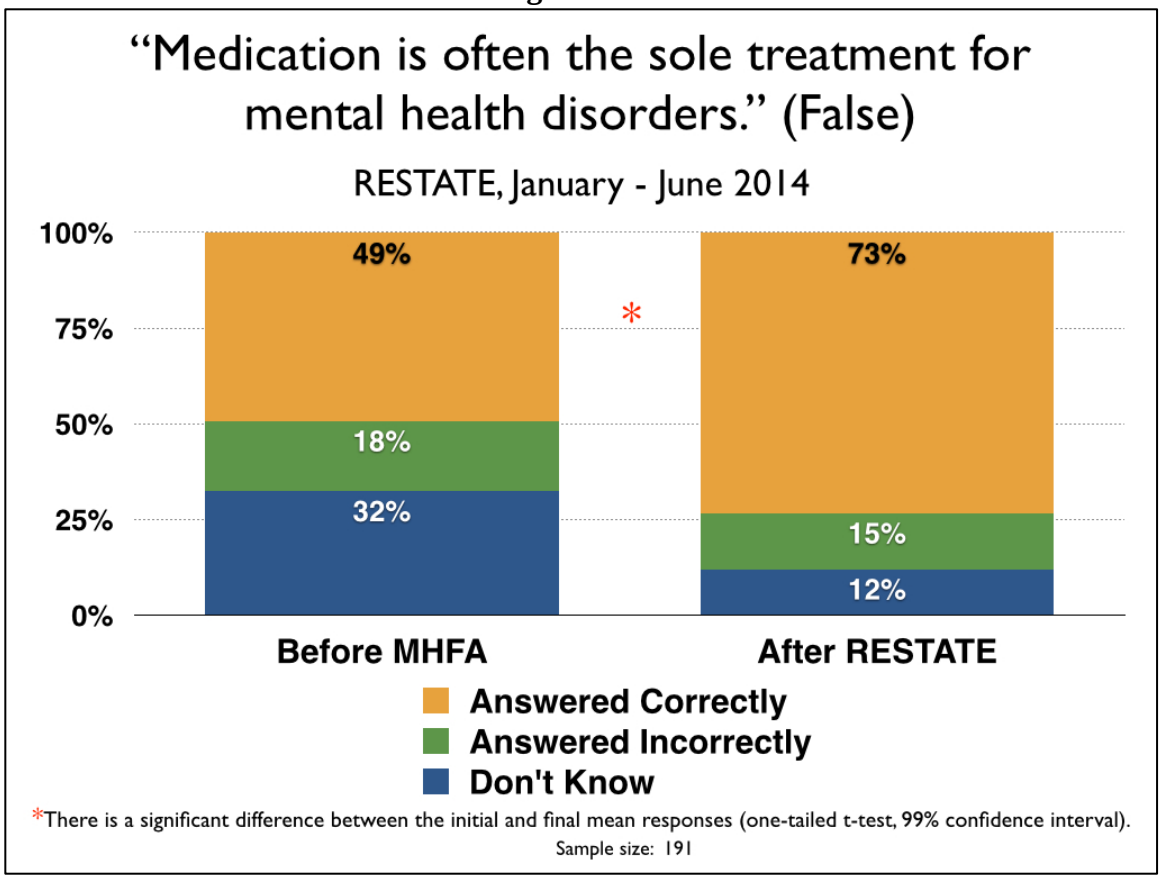

"Medication is often the sole treatment for mental health disorders." (False)
RESTATE, January - June 2014
100%
75%
50%
25%
0%
49%
18%
32%
73%
15%
12%
*
Before MHFA
After RESTATE
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 191

Figure 7-45

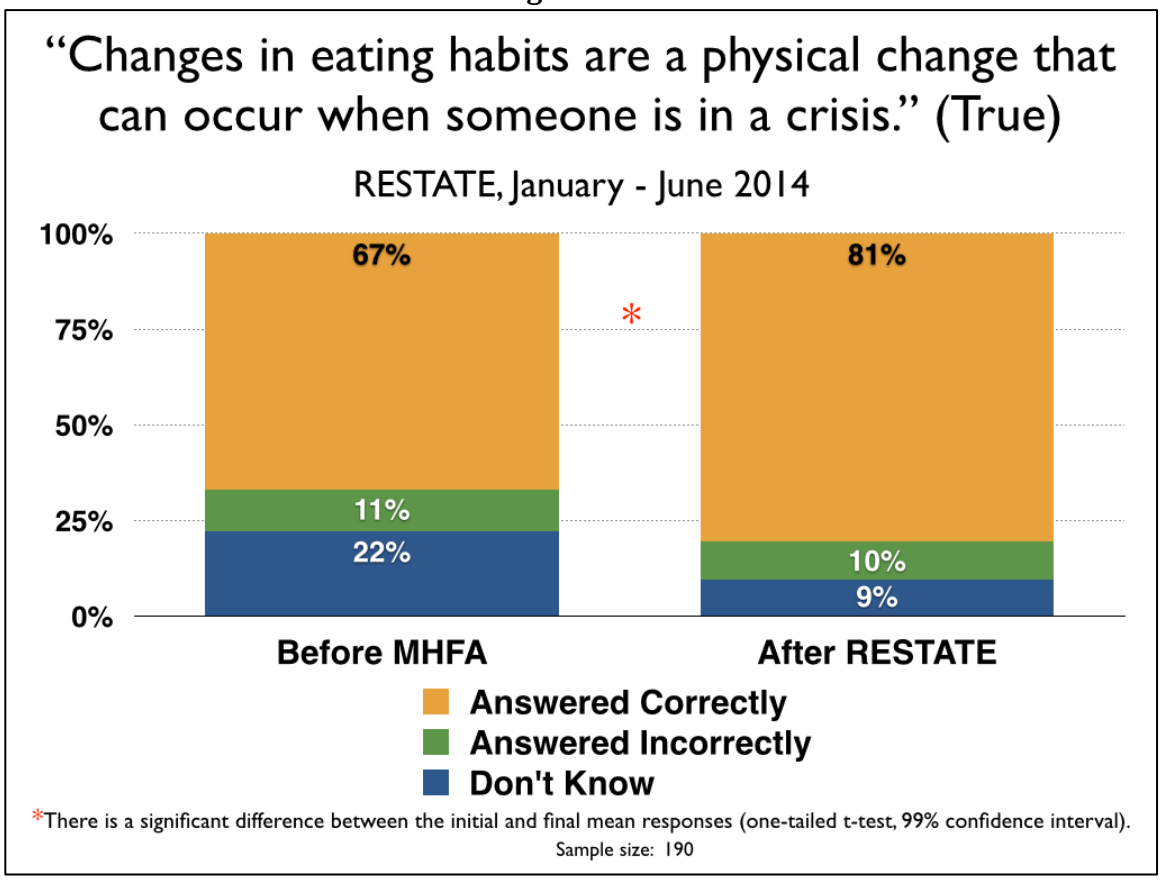

"Changes in eating habits are a physical change that can occur when someone is in a crisis." (True)
RESTATE, January - June 2014
100%
75%
50%
25%
0%
67%
11%
22%
81%
10%
9%
*
Before MHFA
After RESTATE
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 190

Figure 7-46

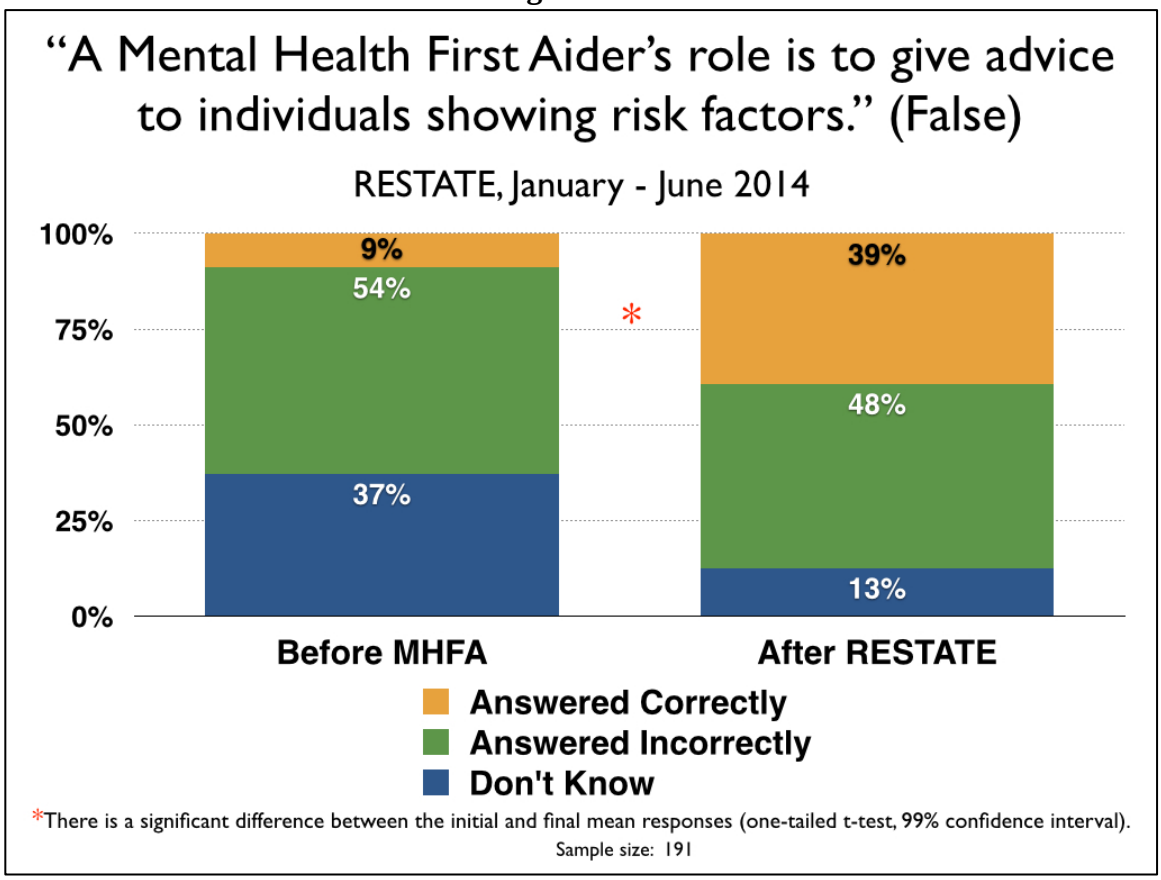

"A Mental Health First Aider's role is to give advice to individuals showing risk factors." (False)
RESTATE, January - June 2014
100%
75%
50%
25%
0%
9%
54%
37%
39%
48%
13%
*
Before MHFA
After RESTATE
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 191

Figure 7-47

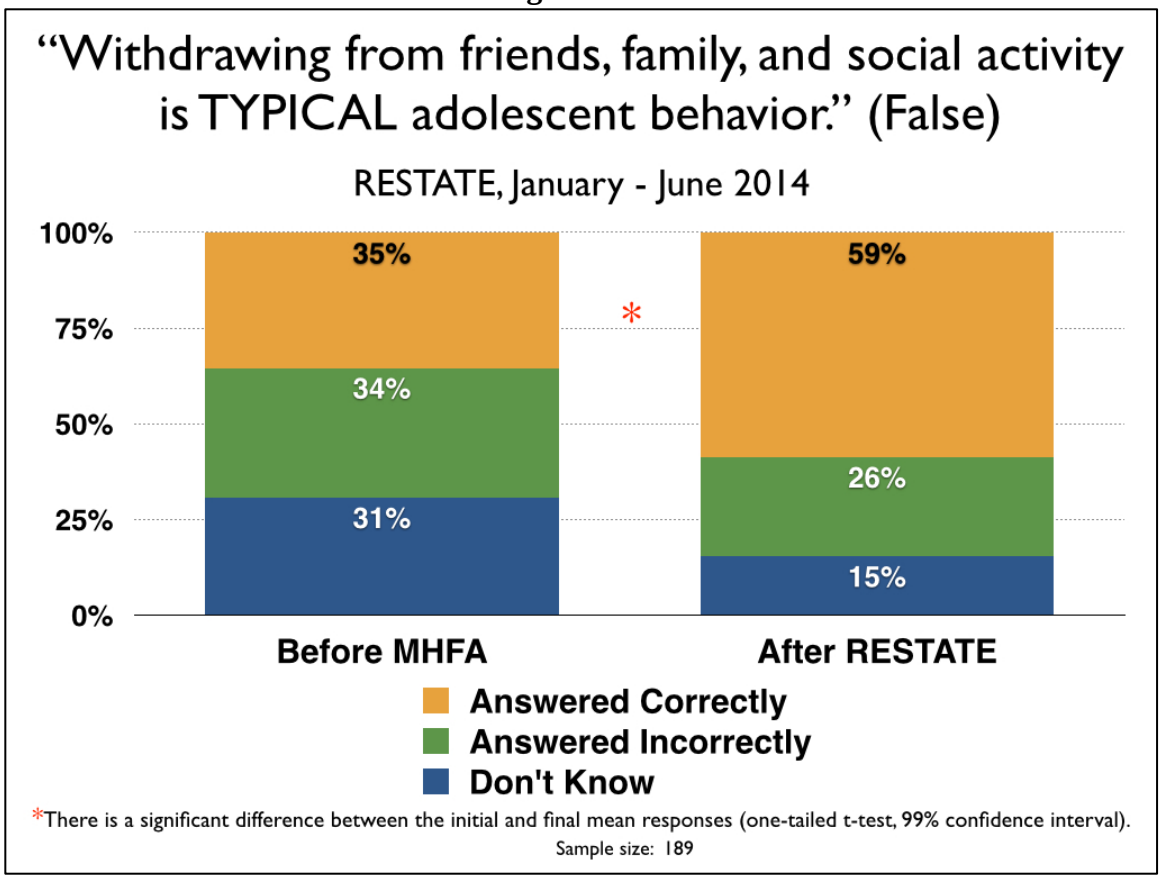

"Withdrawing from friends, family, and social activity is TYPICAL adolescent behavior." (False)
RESTATE, January - June 2014
100%
75%
50%
25%
0%
35%
34%
31%
59%
26%
15%
*
Before MHFA
After RESTATE
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 189

Figure 7-48

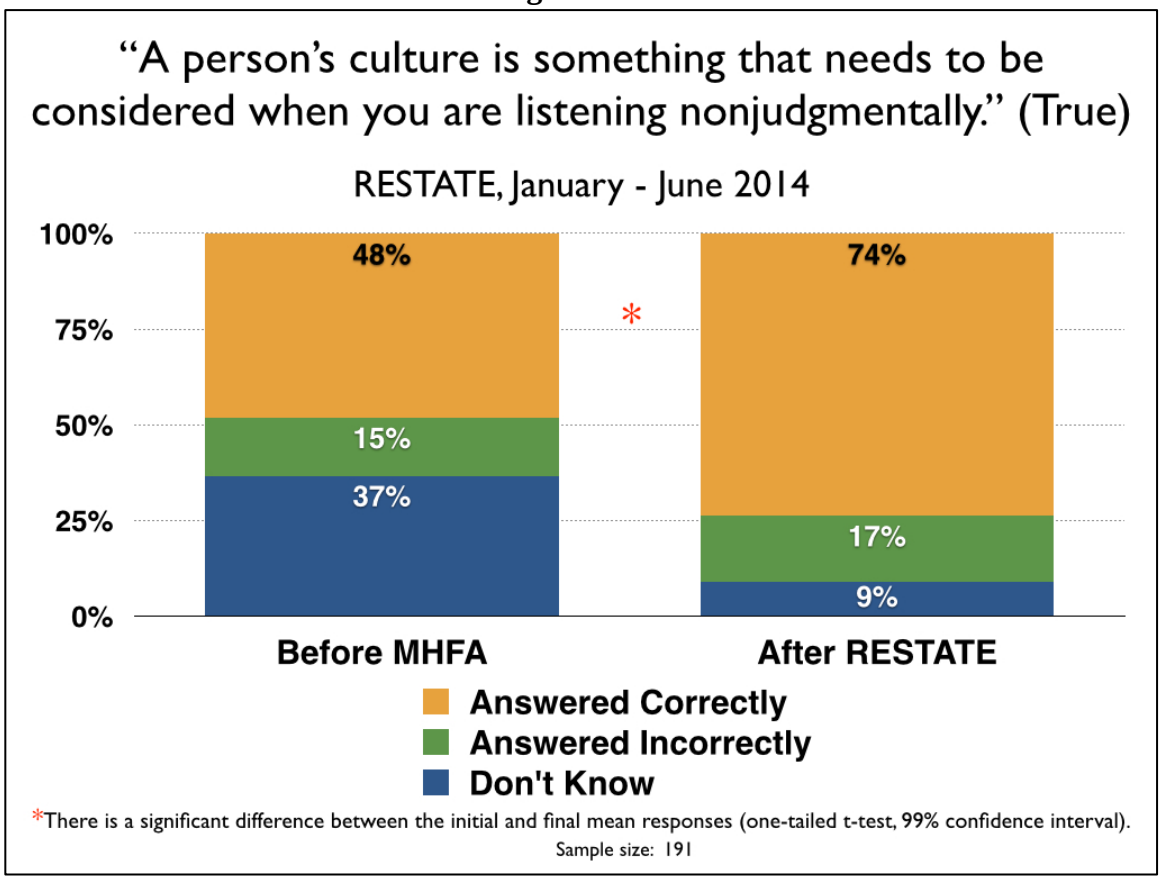

"A person's culture is something that needs to be considered when you are listening nonjudgmentally." (True)
RESTATE, January - June 2014
100%
75%
50%
25%
0%
48%
15%
37%
74%
17%
9%
*
Before MHFA
After RESTATE
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 191

Figure 7-49

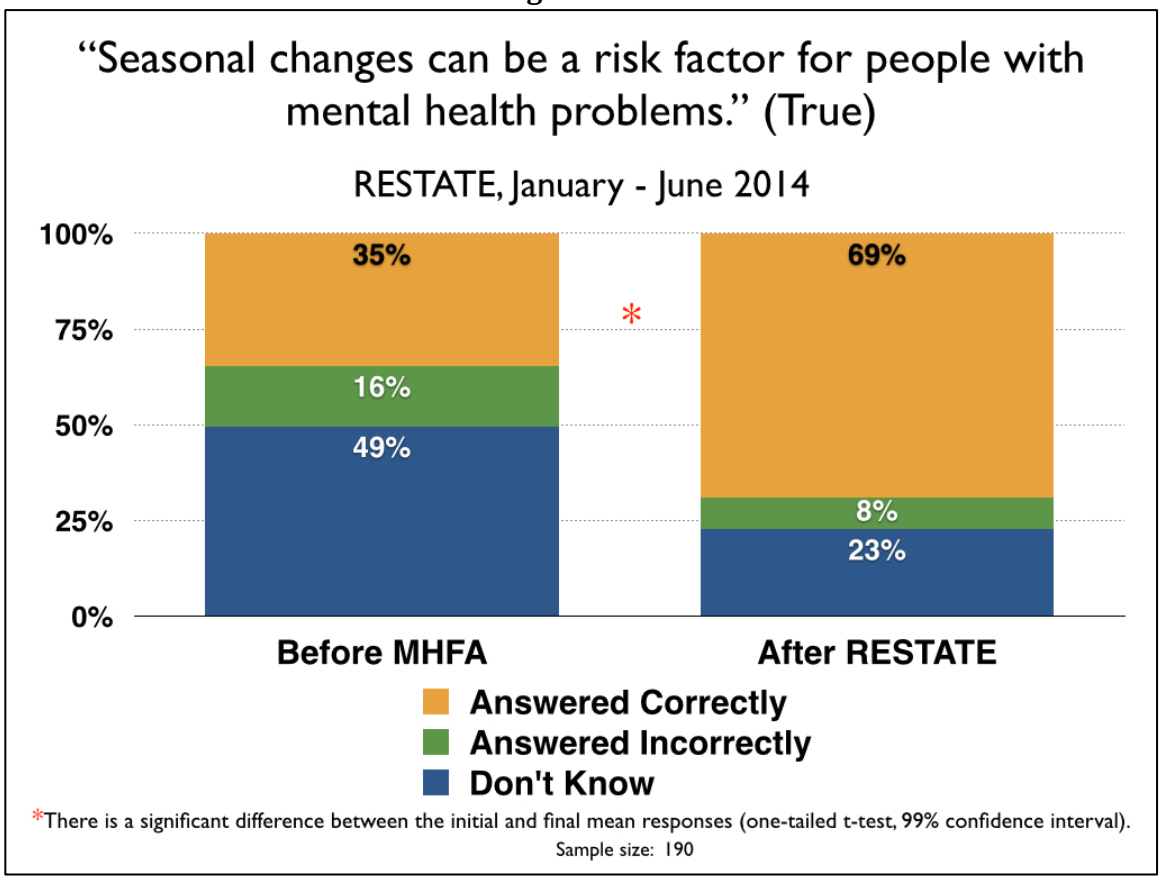
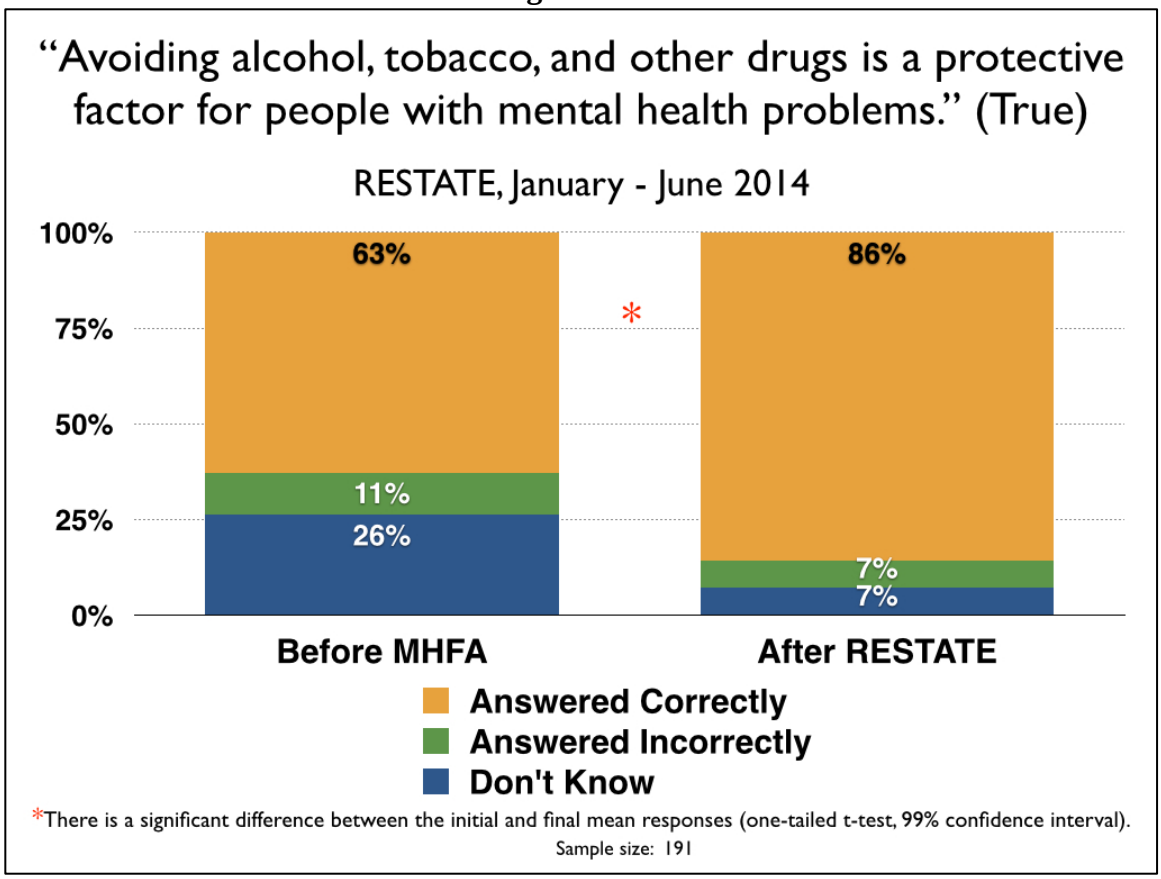

"Seasonal changes can be a risk factor for people with mental health problems." (True)
RESTATE, January - June 2014
100%
75%
50%
25%
0%
35%
16%
49%
*
69%
8%
23%
Before MHFA
After RESTATE
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 190

Figure 7-50


"Avoiding alcohol, tobacco, and other drugs is a protective factor for people with mental health problems." (True)
RESTATE, January - June 2014
100%
75%
50%
25%
0%
63%
11%
26%
*
86%
7%
7%
Before MHFA
After RESTATE
Answered Correctly
Answered Incorrectly
Don't Know
*There is a significant difference between the initial and final mean responses (one-tailed t-test, 99% confidence interval).
Sample size: 191

VIII. Appendix 2: Participant Open-Ended Responses

This section lists all of the participants' responses to the open-ended questions, sorted by category.

A. How RESTATE Helped or Benefitted the Participants

In the final survey in the spring semester of 2013, we asked the students, "How did RESTATE help or benefit you?" The following are their responses, sorted by category:

Increased Awareness and Understanding of Mental Illnesses, the Importance of Getting Help, and How to Help Mentally Ill People (193 responses)

- "RESTATE helped me by learning how to deal with some of my family."
- "It helped me by realizing that this world is filled with people who need help."
- "RESTATE helped me realize how important mental health is and how we should help people who are mentally ill."
- "It helped me learn how to take care of someone who has an illness."
- "It made me think about all these problems people may have."
- "It helped me learn about people and their lives."
- "I learned many things that could help people."
- "It helped me to understand more about the program and to learn more about and add new info to what I had currently known."
- "To see how much I can do to help someone out that needs it."
- "It helped me because I didn't know some things I learned."
- "RESTATE helped me understand more of mental illness."
- "Being able to talk to people I feel might be in trouble. And for myself personally it helped now I'm able to deal with my problems the right way."
- "It helped me prepare in case anyone had any disorders or disabilities."
- "Makes me realize that it is important to get help."
- "It helped me learn about many different situations."
- "RESTATE helped me understand the emotions that others may feel and that people may look okay but they're really not."
- "RESTATE helped me and prepared me for anybody who needs help."
- "I learned how to help people with mental illness."
- "RESTATE is beneficial because it furthered my knowledge and understanding of mental health."
- "It helped me learn about a lot of things I didn't know about."
- "Now that I took mental health first aid I'll be able to notice risk factors on people around me and if I noticed risk factors on someone I know I would try my best to prevent it from happening."
- "Definitely very informative. Made me realize the deeper level to struggles that people encounter or deal with that I wasn't really aware of"

- “It benefit me by learning more about it.”
- “It taught me some stuff about the human mind that I did not know.”
- “It helped me by warning me about the mental illnesses there are and if I see anyone with one I could get them the help they need.”
- “I much appreciated the elements of RESTATE such as learning what I can do to help someone who is going through a rough time. Something that I hope will come in handy in my future.”
- “It helped me gain knowledge about all of this, and now that I know about this I can talk about it”
- “It benefited me very well I learned things about mental illnesses I didn't know before.”
- “I kind of did help me learn more stuff that I didn't know.”
- “It helped me in looking out for people with mental disorder.”
- “The RESTATE helped me understand what my topic was about and how people start to develop the mental illness. I t benefitted me in the way that I will be aware if any person I know is suffering that illness or not.”
- “It showed how to help deal with mental health.”
- “It helps me by learning all the stuff for mental health problems.”
- “It helped me by recognizing the symptoms in people.”
- “It helped me because now I know how to help a person and try to see what that person has.”
- “I know more about mental illness.”
- “I have a better understanding of mental health.”
- “The RESTATE program benefitted me because I learn a lot of things including how to help other in case they are at risk.”
- “I learned more about the mental health than what I use to know.”
- “I learned much more about mental health symptoms and how to help people with these illnesses.”
- “By learning ways to get rid of depression.”
- “It helped me gain knowledge about all of this and now that I know.”
- “It helped me feel like a better person because I now know what to do if I'm ever in a situation involving someone with a mental disorder.”
- “It help me by learning by helping other people.”
- “To know some mental illnesses”
- “RESTATE benefitted me because now I know how to help people deal with some of their problems.”
- “RESTATE helped me know what to say to people with problems even if they don't have a mental disorder.”
- “It helped me learn what I can do to help people that are at risk or have a mental illness.”
- “It help me knows the first signs of someone who might not be alright.”
- “It helped me because now I know more about problems people could be going through.”
- “It helped me understand people with mental illnesses.”

- "It made me want to help you."
- "I learned a lot of things during this course. I learned the meaning of ALGEE and how to help others with disabilities. How I can help them get the professional help they need."
- "Now I can help people who could have a very serious problem."
- "It showed me not only how to help people in plenty more ways than I already do, but also how to get people out of depression and or the chance of killing themselves."
- "Learn how to help people with mental illness."
- "It helped me learn a lot for example; it taught me how to act on a situation I wouldn't know how to act before."
- "RESTATE benefitted me by teaching me how to help and deal with others who are belligerent or in a state of panic. It has helped me help others as well as educate others about Mental Health First Aid."
- "It benefitted me by giving me the knowledge to know when someone may have a mental illness.
- "To help others when they need it."
- "It gave me more awareness of certain things that occur."
- "Just helped me understand more about mental illness."
- "It helped me understand people with illnesses a lot more than before."
- "It helped me learn signs other people might have and how to help them."
- "It helped me understand about people with mental illness."
- "Made me more aware about dysfunctional people."
- "Gave me so much more to help me understand others around me better."
- "Taught me stuff I didn't know."
- "To know more about mental illness"
- "It helped me learn about mental illnesses and how to help people with them."
- "It helped me to help others that are suffering or in need of assistance."
- "It helped me understand different symptoms of mental health and how I can help others."
- "It showed me about a problem that not a lot of people talk about."
- "It helped me to understand ore about what other illnesses are out there. To know how you can help people to go along with it in their life."
- "RESTATE helped me be a little more confident with helping people with tough times."
- "Helped me help people with mental illnesses."
- "It helped me how to understand people with problems."
- "RESTATE helped me learn and understand mental illnesses more accurately. I now feel more comfortable helping people through stressful situations."
- "I feel more confident about helping people with metal health disorders."
- "It gave me a keener insight as to what people with mental illnesses go through and it raised my awareness."

- “It helped me become more aware of mental disorders and mental health, mine as well as others.”
- “RESTATE helped me a lot it made me think what’s going on in the world and in other peoples lives.”
- “Taught me a lot about mental health”
- “It taught how important it is to learn the signs and to be helpful to the ones in need.”
- “The RESTATE program helped me learn about the signs of mental illness and helped me recognize some symptoms.”
- “I learned how to help and understand people with mental health issues.”
- “It helped me be aware of signs and to know the steps to take to get that person help.”
- “It helped me by teaching me more about mental illnesses and how to prevent them.”
- “It helped me learn more about mental illness.”
- “It helped me learn about some of the illnesses and see the warning signs.”
- “It gave me information I will be able to use well!”
- “I know how I can help someone having issues.”
- “It taught me how to properly identify a mental illness.”
- “It helped me know the signs and help the people get help from a professional.”
- “I know how to help someone when they need someone.”
- “It helped me become more aware of the people and their actions around me. I feel like I am able to help someone who might be in need.”
- “I feel more qualified to identify a mental illness.”
- “It helped me to understand mental health issues and also helped me figure out ways to deal with problems.”
- “Gave me more awareness on how to notice the signs of a mental illness”
- “It taught me how to detect mental first aid.”
- “It helped me learn about signs I should watch for and how I could help them if they're in trouble.”
- “You helped me understand the topic more and how to help people.”
- “It helped me help people and understand them more.”
- “I became more aware of mental illness and how to approach it. I am not as uncomfortable and unprepared.”
- “It made me more aware of my surroundings and what people can actually go through.”
- “It made me more aware of the problems that others face every day.”
- “RESTATE supplied me with lots of informational and interesting knowledge on how to be a better citizen/person, how to be more understanding, and how to lend out a helping hand.”
- “I tend to observe people more.”
- “It gave me knowledge that I hadn't gained before.”

- “This helped me by knowing and understanding the difference with certain situations. I understand how to help and listen to other people.”
- “It helped teach me symptoms to look for to help others get help.”
- “Help understand how to help others”
- “The RESTATE benefited me by showing me how to handle bad situations.”
- “To know about mental illness”
- “It helped me help people with mental disorders.”
- “Helped me be more aware of mental illnesses and identify them.”
- “It helped me to help MHFA aided people.”
- “I think it helped a lot because of how I see everything differently.”
- “Help understand and help other people”
- “It taught me how to deal with people mentally. I am aware of the signs of mental health.”
- “It showed me how to deal with people with a mental illness.”
- “It benefited me because it taught me how to help people with mental problems like depression or things like that.”
- “It helped because I can now pick up on signs better.”
- “I now how to get help from when someone needs it.”
- “It helped me understand the topic more and what to look out for.”
- “It taught me what to look for in people who might need help.”
- “It filled me in on more information about the mental illness I picked and I learned what I could do to help someone I know.”
- “It helped me learn about the different types of illnesses.”
- “I know how to deal with certain situations.”
- “It helped me to better understand people with a mental illness. It also helped to be aware of them and how we can help.”
- “It helped me realize symptoms of mental illness.”
- “It taught about disorders and attacks.”
- “Many others are going through something hard, and you can get better as long as you have family support.”
- “Taught me things I didn’t know.”
- “It helped me by knowing more about mental illnesses.”
- “It helped me to notice people with mental illness.”
- “I learned many types of mental illnesses.”
- “It helped me recognize the different types of mental illnesses.”
- “It helped me be aware of how to look for signs of someone who is mentally ill and help them.”
- “From learning when someone needs help.”
- “It helped me to be more aware even though sometimes there are not signs.”
- “It benefitted me by being aware of signs and symptoms learning and having this opportunity to help ones who are in danger.”
- “It helped me realize that there are many mental illnesses.”

- “It showed me different mental illnesses and what they do and now the people that have them act.”
- “It helped with knowing what you've been through.”
- “Well it helps you to know at least some what so you kinda know what to do if you get in a situation like that”
- “It helped me by teaching me how to deal with people who might have a mental disorder.”
- “I learned what to do if I notice someone has mental health problems. I don't just leave it alone, I get help for them.”
- “It helped me notice symptoms of a mental disorder in someone.”
- “RESTATE helped me because I know stuff I didn't know before.”
- “It helped by teaching everything about health and whatnot.”
- “It would RESTATE me by talking to a trusted adult. It can benefit me by feeling less lonely.”
- “It benefitted and helped me by talking to a teacher and feeling less lonely.”
- “I learned the warning signs of some and also what and how people go through may of the stages.”
- “It taught me a lot of new things.”
- “It helped me by showing me how to help people with mental health problems.”
- “It helped me learn more about mental health problems.”
- “RESTATE helped benefit me of not doing bad things or help people know where are kinds of stuff that could happen to me.”
- “It helped us to know symptoms and other things so that we are aware of what's going on in our life and others'.”
- “Now I'll be able to tell when somebody needs help.”
- “It got me to really see how people are and act around me.”
- “It helped me know and recognize ways to help others.”
- “It helped because when I need to help someone I know what to [do] already.”
- “It helped me learn so many things.”
- “RESTATE benefitted me in many ways. For example, I can tell if someone might have a mental disorder or type of illness. Also, I know some symptoms and how to watch out for them and know what to do.”
- “Taught me about mental disorders and how many people are affected.”
- “RESTATE helped me figure more things out about mental illness. Like how to react and better things to say to people with an illness.”
- “It taught me the influences of mental disorders”
- “To learn more things I didn't know at first”
- “RESTATE helped me [know] what to do and [know] how I should handle things in some occasions.”
- “RESTATE helped me lot at learning about mental health and how to help people.”
- “It helped me by teaching me more on mental health and illnesses.”

- “By teaching me things I didn't know”
- “Gave me an idea of what to do in certain situations”
- “It helped me learn.”
- “It helped me open my eyes.”
- “It helped me know more than I already know.”
- “To learn more”
- “Just in case I know someone with an illness I can help them because of RESTATE.”
- “To have an idea of what to do in certain situations”
- “It helped me understand mental illnesses.”
- “It taught me many helpful things.”
- “By giving me a better knowledge of mental health”
- “I learned how to help people suffering from depression get the help they need.”
- “It allowed me to be cautious and help the people around me, save a life.”
- “It was very helpful in giving me the skills to appropriately help those with a mental illness seek help.”
- “It helped me understand things I didn't before.”
- “I learned a lot.”
- “I now have a better knowledge of how to help the people I care about that suffer from mental health problems.”
- “It helped me learn to help others.”
- “It benefited me by knowing how to act with a person with a mental illness. Also how it helped me if I have a problem.”
- “They help me learn to help kids.”
- “I learned a lot of stuff I didn't know before.”
- “It helped because that way I will notice symptoms of some illnesses.”
- “RESTATE helped me by knowing certain mental illnesses.”

<u>Stigma Reduction (16 responses)</u>

- “Yes it did because you never know what people are going through in life.”
- “I learned that many people have mental health issues and that they are as normal as anyone else.”
- “It helped me realize many people have mental health issues.”
- “It helped me by learning that there are lots of people that have problems.”
- “RESTATE showed me that just because someone has a mental disorder, it doesn't mean that they're any different than the rest of us.”
- “RESTATE gave me a deeper insight of how much people suffer while living with a mental disorder. It inspired me to always be kind to people.”
- “It helped me because I see people different now and I know not to make fun of anyone.”
- “I learned a lot about mental health. So I don't judge other people and help them [instead].”
- “It showed me not to judge people.”

- "It helped me to be more open to those who need someone."
- "It helped me become ten times closer to the fact that people do need help and deserve to be treated equal."
- "It showed me that I shouldn't treat people with mental disorders as dumb and that I shouldn't try to avoid them."
- "Helped me realize mental health problems are a lot more common than I thought."
- "I look at other people in a more understanding way."
- "It helped me by being more open-minded. It also helped [me] be aware of people in need."
- "It benefited me by making me more open-minded."

Don't Know / No Comment / N/A / Not sure (12 responses)

- "I don't know." (6)
- "Not sure" (2)
- "I don't really know."
- "I don't know if it did."
- "Not at all"
- "N/A"

More Caring and Helping (6 responses)

- "It made me think that people do care."
- "It helped us realize that we should be here for others."
- "It got me thinking more about other people."
- "Made me realize how important it is to be there for someone when someone needs help."
- "It helped me better understand what people with mental illnesses are experiencing and how to handle and help people with mental illnesses."
- "It helped me want to help people who have mental health issues."

Suicide Prevention (7 responses)

- "It helped me a lot when we talked about suicide and it made me stop thinking about it."
- "It showed me what to do in cases where a friend or family member would want to suicide themselves."
- "It benefitted me by teaching me signs of suicide."
- "I feel like I learned a lot about depression and the risk of suicide."
- "It helped me understand what people who are depressed or suicidal have to go through and it helps me understand how to detect it."
- "Getting help or being satisfied"
- "It helped us also by making us aware about the way people act to be aware of their danger."

Art and Self-Expression (6 responses)

- "It truly helped me open up and share my story with others through a painting and not feel as if I'd be judged."
- "I think it let me talk about my brother's death which I feel relieved saying that he is in a better place now."
- "I helped by allowing me to share my experience."
- "RESTATE benefitted me because I was able to express how I felt through a shirt."
- "RESTATE helped be or benefit me because I was able to create something I've never created."
- "It helped me by combining the colors."

No or Little Benefit (6 responses)

- "Honestly, I do not think it helped me or benefited me."
- "RESTATE did not help of benefit me in any way."
- "It didn't help me."
- "I didn't."
- "Did not affect me much"
- "What is RESTATE? Explain please."

Future Career (1 response)

- "Wanting to go to college to study for psychology, it can help because I have back knowledge from RESTATE."

Miscellaneous (24 responses)

- "It helped me by knowing I am not alone."
- "It's made me a stronger person."
- "It made me a better person."
- "It made me feel good, like I was doing a good thing."
- "Because I have an aunt that suffers from Down syndrome that lives with us. I was able to develop skills in order to better communicate with her. I was also able to look on the brighter side of life because I don't have to fight daily battles like those with mental disorders."
- "It made me feel relieved."
- "I'm a little more careful with the way I speak to my girlfriends and a few friends I've made online."
- "I understand the program better."
- "Showed me different aspects of the program."
- "It helped me get a better understanding of the purpose of MHFA."
- "RESTATE benefitted me in many different ways."
- "The way it helped me was in everything."
- "It helped with a lot."
- "It helped me a lot."
- "It helped me benefit in many ways."

- “Very much”
- “It answered some unanswered questions I had.”
- “It helps a lot.”
- “It helped a lot.”
- “I have friends with issues.”
- “It benefitted my school's program by funding. It helped our program because we don't have much money. That will benefit my learning.”
- “It helped me benefit in a lot of things. It helped me be more open to the ideas. Learned skills that would be helpful throughout life.”
- “Helps learn more”
- “It helped me learn more things.”

B. How RESTATE Helped Participants' Schools or Communities

In the final survey in all three semesters, we asked the students, "How did RESTATE help or benefit your school or community?"

Increased Awareness of Mental Illnesses and How to Help Mentally Ill People + Increased Desire to Help People with Mental Illness (398 responses)

- "It saves people's lives and we have had a lot of kids' lives saved."
- "I have and my friends have helped many people."
- "A lot of kids have been helped by our first aiders and I know a few."
- "I have helped someone in a tough situation by remembering ALGEE."
- "It benefitted my school and community because now I know the correct way to ask people about their problems. And if they need help I know who to send them to."
- "It helped the school because we were able to notice the students who were having problems and we could help them."
- "RESTATE helped my school because now we know the signs of the sickness and we could actually help people."
- "Helped us to understand and how to help the people who are going through mental illness or having symptoms"
- "It helped by showing the school how to react to a sign of mental health, how to help someone."
- "It helped me because now I can tell when somebody is in need of help."
- "It helped my school by letting students know about these mental health problems."
- "RESTATE helped my school by helping the mental health illness on people."
- "People in our school would consider helping people out knowing the risk people are in."
- "It helped by preparing me to help a person that could be in danger."
- "The RESTATE program benefitted my school by giving great information that others can use if they or someone they know are having a bad time."
- "It helped by helping others if they need anyone to be there for them."
- "By teaching us to help people"
- "It benefitted my school because it taught me and others to see symptoms in others life."
- "They teach us how to notice if someone have a mental problem."
- "It helped my school because we are more aware of how the way you say things can affect someone's decisions and that we should show our love towards people who have a mental illness."
- "It helped us because now we know what the people with illness are going through."
- "It benefitted us because it taught us mental issue signs and awareness when people have it."

- “It benefited it by getting young people to be aware of risk factors.”
- “Because it shows us how to treat people when they have illnesses”
- “It helped us see when someone has a problem.”
- “It taught people how to help people with difficulties.”
- “It helped by showing us how to assist and help.”
- “It teaches other students what to do when they get into a difficult position and how to act.”
- “It spoke the truth about what we should do with people like this.”
- “RESTATE benefited our school and community by enlightening us with the knowledge and skills to know how to assist people with a mental health issue. It also benefitted our school by helping out our art program expand its utensils which allows students to use a large variety of paints and other painting materials in order to create magnificent art.”
- “The students in our class are better prepared for mental illness.”
- “A lot because we can help other people who have mental illness”
- “It helped me out because if I see someone, I could help them and talk to them.”
- “It gave me the skills to help someone in need of a mental disorder.”
- “RESTATE benefits our school by giving us on mental illness, and preventing something tragic to happen.”
- “It helped it be more better and more able to communicate.”
- “RESTATE helped our school because it helps us save lives.”
- “By showing me how to make a difference”
- “The lessons learned by students at RESTATE can help other people at school and in the community, because now we are aware and are less scared to show we care.”
- “It helped my school in many different ways, I think it helped by opening up new options and teaching us different skills to deal with different situations.”
- “It strengthened our knowledge and awareness of what could be going on beneath the surface of our school.”
- “This program has help inform me as well as my fellow classmates in seeing the warning signs when someone needs help.”
- “More of us know what to do and we could help people with it.”
- “It helped me to be more aware of peoples actions and to recognize any signs of mental health. It also taught me how to help suggest help to a person if I met a person with mental health.”
- “School, make sure to keep people safe.”
- “Help kids.”
- “Gave more kids the opportunity to help others”
- “Help the people in need”
- “I think RESTATE helped our school because we needed help in how to help our classmates when they were in problems.”
- “It benefitted our school by showing us how to encourage self help.”

- “It has benefitted our school because we have learned how to detect it. So whenever a student seems to be going through this we know when to act and help.”
- “It helped us because it taught me something new and this is very important information that can be used to help others and support them.”
- “It helped me understand how a mental health problem can be solved and the steps that should be taken.”
- “I get to see who needs help.”
- “I can and will help prevention of suicide or harm.”
- “RESTATE helps the school by teaching everybody that you should be able to talk about mental illness and suicide.”
- “It helps out my school and community cause now I know the steps to do when some one is depressed or upset.”
- “We shared the information with others so just in case they have friends with some of the signs.”
- “We shared the information with other students.”
- “It put a lot of knowledge in us.”
- “I think that it educated us and alerted us to the danger of mental illness.”
- “RESTATE has helped or benefitted my school and community by people talking and getting help noticing the problem.”
- “This made me aware of the signs and gave me the skills to help them.”
- “We have seen how people act around us and notice if they have a mental illness so we could help them in any way.”
- “It helped by informing people that there is other types of mental illness.”
- “I can help people more because of what I've learned.”
- “I believed it helped because it has allowed people in the RESTATE Program to be able for others to talk to them and help them with their situations.”
- “It helps because now people have a place to go if they need help.”
- “People can help out others during a situation.”
- “It helped us be more aware.”
- “Teaches us to help and prevent the risk of suicide”
- “It gave people a better understanding and also showed that we care.”
- “It made me more aware of signs or someone with a mental illness, makes me be more cautious.”
- “We made plaques with phone numbers for places for getting help.”
- “It helped me take time to look at myself and listen to other people.”
- “It benefited us, we made plaques with hotline numbers.”
- “By allowing students with crisis an outlet”
- “I know that my peers and I have helped/benefited others at the school and within the community, and by helping others it allows us to help the community and our school.”
- “RESTATE helps my community, school, by making sure that there is help everywhere.”
- “We made plaques w/phone #'s for getting help.”

- “Plaques and cards have been placed throughout the school, people have come to me with questions and issues, I've been able to help to my abilities.”
- “RESTATE has helped our school because now the select few know how to help others, let's people to care about each other.”
- “It opened people's eyes to the fact that people do go through these things and do need help.”
- “RESTATE helped our school because now there's people who can help or see that people are crying out for help.”
- “It's made people really think before they say or do something.”
- “I've learned to listen to others more.”
- “It helped by being aware of all the diagnosis.”
- “It's benefitted me because I can help my community that is in need.”
- “Signs on people”
- “My people needing help”
- “It makes us more aware.”
- “Awareness”
- “Signs of behavior”
- “It helped my school because I believe it opened kids' eyes up a bit.”
- “More people are aware. It was a good class, darling,”
- “By raising awareness about these illnesses”
- “It made people aware.”
- “It would help by if the kid had mental health you will be able to give them guidance.”
- “RESTATE benefits our school because students could help other students that have mental illness and also spot students with risk factors of mental illness.”
- “It helped us know what to do when someone needs help and what we can say,”
- “I recognized what mental illnesses were.”
- “To help students and/or adults who are at risk of any mental illnesses they have. To encourage the individual to seek help before any serious situations happen.”
- “It benefitted our school because students will know the symptoms and might be able to help.”
- “RESTATE helped benefit my school by showing people what it is. Now it can branch off and go to other schools.”
- “It taught more teenagers and adults how to help and reach out to people who struggle with a mental illness.”
- “It benefitted because now students will know what the signs and symptoms are if someone had a disorder and can help them out.”
- “It helped my school because it helped open some kids eyes about mental health.”
- “I know the problems the people who go through this have to deal with and it has helped me to help others.”

- “We made an impact in the community by showing that we all truly care about mental health.”
- “RESTATE gave us knowledge of different mental illnesses and now we can share with others what we learned.”
- “Now when someone needs help or is thinking about harming themselves I can help.”
- “When someone needs help or guidance I can give that to them.”
- “I believe RESTATE helped our school because it helped the students open their eyes.”
- “We are all more aware now.”
- “Now when someone needs help or is thinking about suicide, we can help.”
- “I know the effects and how to help.”
- “To help someone being bullied or someone having a problem”
- “I think it helped inform many people how delicate this specific situation is.”
- “It also taught my school and community the same as what I learned like learning how to help others when they need help.”
- “Many students know how to detect the signs of someone having a problem.”
- “It helped by teaching students what to do if they see an illness take place.”
- “I think by teaching students how to act one a mental health problem happens.”
- “Now our school is more safe because people are trained to solve people problems.”
- “If anyone needs help I might be able to help them.”
- “Also helped others prepare for these that need help.”
- “It helped because it made more students understand what a serious thing one can go through.”
- “Made our community look out more for each other.”
- “With many more educated people in Lemoore we have a higher chance of helping those around us.”
- “It helped others and made them want to help those with a mental illness.”
- “It taught students how to help those with a mental illness and created a more compassionate environment.”
- “It allowed me a chance of helping others.”
- “It gave our school a better understanding of the people we're surrounded by on a daily basis.”
- “It helped our community now that we have the skills that other communities don't have the opportunity to receive.”
- “People have a better feeling on how to approach certain situations.”
- “RESTATE helped Corcoran High because how more people know how to deal with people that have a mental illness or are going through stressful things.”
- “It prepared people in case anybody asked them for help.
- “Helped a lot of people that have disabilities.”

- “RESTATE helped my school or community by educating various students on a certain subject matter.”
- “Gave the school more understanding on mental illnesses.
- “My school and community both benefit from RESTATE because it allows people to have an educated point of view.
- “It helped me to know what to do when I come across someone who needs help.”
- “RESTATE helped my school and community by educating us concerning people who need assistance.”
- “I think my teaching several students on my community mental health first aid far more people are going to be able to notice risk factors on people and learn that it is very important to prevent them if they happened to notice them.”
- “Create awareness and maybe interest more than anything”
- “It helped by informing everyone the signs of mental illnesses and that there is help for those people.
- “I believe more students in my community are now more aware of the situation many students around the world are going through. With such elements I believe students in Avenal High will be prepared to face and help people with such problems.”
- “My school has learned a lot from this, we have done a good job on the projects.”
- “They know more about it.”
- “There will be more helpful student to those with disorder.”
- “The RESTATE helped our school or community in the way that we now have more people aware of many things we did not know about and now we can help the ones in need appropriately.”
- “I now know how to deal with mental illness.”
- “Our school and community got benefitted with the program because we could help people with those same problems.”
- “It helped them see what type of illnesses there can be.”
- “It helped school and community because we could let them know who has problems and need help.”
- “Made me have more knowledge”
- “The most memorable thing was watching videos of teens and the things they have to deal with which is very sad because due to bad experiences they think about self harm.”
- “It made other students realize how important it is learning about a person's mental health.”
- “Teaching us how to deal with these things.”
- “I think that a lot of kids learned to not judge anyone with a mental disorder and they know how to help them.”

- “It benefit my school and community because now I know the correct way to ask people about their problems. And if they need help I know who to send them to.”
- “It helped our school by letting us students know how to handle a situation.”
- “Showed us different topics and how to help people out”
- “It helped by showing what might to do if someone is having trouble.”
- “It helps train kids to find people who need help.”
- “I think it made people at the school more aware.”
- “It taught us how to help others in need.”
- “I don't know if it helped others but it helped me with seeing if people may have problems.”
- “Now that I know the symptoms I can see many people with problems.”
- “It gave students more knowledge about mental illnesses.”
- “They taught us how to diagnose a mental illness.”
- “By taking this seriously”
- “Helps me help people.”
- “It helped benefit because we can tell some symptoms and try to help others.
- “It helped the school because we were able to notice the students who were having problems and we could help them.”
- “It helped me learn what to do with a person who has mental health problems.”
- “Because that way we would help out people with illnesses.”
- “To help students know what are the certain illnesses”
- “Brought notice that there are some people needing the help.”
- “By helping people with mental illness”
- “I believe it taught many the signs of depression and the effects that society has on many out there.”
- “It teaches us to be prepared for an event.”
- “It made more people aware of mental health /disorders.”
- “School is the same as it has always been, but I do seem a little bit more confident in my ability to help people.”
- “It helped me learn all of the signs.”
- “Knowing the signs.”
- “It helps by giving useful info and guidelines.”
- “It made me want to help people around it.”
- “It helped kids learn the warning signs of mental illness and what to do to help.”
- “It explains that mental sickness is not easy to target unlike physical illness.”
- “I think it helps other people know mental illnesses and make them know how to help other people.
- “Look out for people in need.”
- “It benefitted our school because students can help others at our school.”

- “This benefits everyone especially the people that took this course because they now know what the right thing to do.”
- “I think it helps my school and community by making people more understanding towards those with mental illnesses and how to help them best.”
- “We are experienced with real life problems.”
- “It has not only changed some peoples lives, but also my own life and the way I act or react around people that show symptoms of a disorder or of needing help.”
- “RESTATE engaged a good group of students to become more aware about issues with depression.”
- “I'm able to come up to people I would usually just pass by. I am able to help those in need of an anchor and am able to provide different relationships throughout my school.”
- “RESTATE helped my school and community because we learned how to deal with people with mental illness.”
- “Talk to people to get help.”
- “We know a little more about mental illnesses.”
- “It helped us learn about it easier.”
- “I think it will help people to be more helpful to people
- “It benefitted by spreading awareness around the community.”
- “It helped make people (the class) aware of mental health illness.”
- “Spreading awareness”
- “It teaches everybody valuable lessons about mental health.”
- “It benefitted a lot it made people aware of multiple disorders.”
- “It helped inform of the differences between mental health and how to help someone in need.”
- “It informed us on mental illnesses.”
- “It taught us how to work with mental illness.”
- “It benefitted me by learning all about the mental health issues and how to spot them.”
- “It informed me with important information.”
- “It helped us learn about mental health.”
- “It has helped educate us as students.”
- “I don't know, but maybe being educated on mental health.”
- “It let people know what to do or where to turn in a crisis.”
- “It prepared me to deal with these situations.”
- “Promoted ways to help people with mental disorders”
- “With a call to action”
- “It just helped me to know that there are different people and they have problems but just to try and help them.”
- “It helps me help or change people's life.
- “It is wonderful to know all of the different signs, and how to give advice.”
- “It has not helped me help someone but in a situation I would help someone.”

- “RESTATE benefitted my school by helping people around know how to help others around our school.
- “It helped many know that this is a true problem in today’s society.”
- “RESTATE benefits our school by making us more aware of mental health issues.”
- “It shows kids what you should or shouldn't know.”
- “We can help others around our school and community.”
- “It has brought a lot of people together, and cleared many things up.”
- “How to help other in a mental health illness situation”
- “The way it benefitted my school is by letting them what’s wrong.”
- “It will help me help my community.”
- “It gave us an understanding of mental health.”
- “It helped me understand more.”
- “I think it helped by informing people about mental illness.”
- “It has the school more aware of mental health.”
- “More and more people are learning what mental illness really is, and how prevalent it is in life today.”
- “I would stay or help with people with disabilities.
- “Help our generation youth help save life and spot people or other kids with mental health”
- “If educated a handful of students who may have not known the facts that they do now.”
- “It helps our community because it provides help to these who need it within the community.”
- “It helped us be more concerned what is the illnesses of people.”
- “It helped benefit my community by understanding everyone’s situation.”
- “It made us all aware of the things that can go on in people's heads.”
- “It helped by informing people of mental illnesses.”
- “To be aware of kids that are mentally challenged with psychosis.”
- “It benefitted in how everyone that's in our community learned certain things in how to help others when they need help.”
- “We all have better understandings of the program.”
- “Could help others.”
- “RESTATE help and benefitted my school to be aware of people who have mental illness.”
- “RESTATE helped my school and community because it brought us awareness about mental illnesses, to know that there are people out there who need our help.”
- “It helped educate student to better benefit the community and students in the school.”
- “Brought more awareness to mental health”
- “This program helped my school because my project is going to be shown to the school making people aware of mental health issues.”
- “It helped educate people in order to help.”

- “Helped me understand stressors my classmates may go through”
- “The RESTATE program helped and benefitted my school because I am able to help people who have mental problems and know when to stop.”
- “RESTATE benefitted our school because students were informed.”
- “Try and help many people to realized that mental illness is a common factor but people should learn to help than to criticize.”
- “RESTATE helped our students be aware of mental illness and how crucial it is to help them and seek a teacher to talk to the student with the illness”
- “I felt that RESTATE was very beneficial to me and my friend and I believe that what I learned in RESTATE I can use to better my community and school.”
- “It helped because I can no make a difference.”
- “Yes because now we have a better understanding towards everything. Someone who has a mental health problem can be anyone.”
- “It made people more aware of certain issues - there's not as much bullying related to it anymore.”
- “It helped us learn more things about mental health.”
- “It helped raise awareness.”
- “It helped because I can now help.”
- “I can help people.”
- “Expressed the importance of mental health”
- “It made our school more aware of mental disorders.”
- “To be aware of people who may look sad or angry and go up to them and see if they’re okay”
- “It's helped me to beware with people with problems or mental illnesses and that help is everywhere”
- “RESTATE helps teach the students at my school about mental health and help out people with the symptoms of someone who is going through a hard time.”
- “It helped by making people aware of mental health.”
- “It benefitted our community especially our school before it someone was upset or sad by passers would not notice much how more do I think the level of caring and concern has increased at my school.”
- “It benefitted my school by getting an entire class to be aware of somebody who needs helps.”
- “RESTATE benefitted our school because students can come to any of the other students that took the class to talk about their problems.”
- “RESTATE will help my school by more kids knowing about mental illness-es, feeling comfortable with it, and helping out.”
- “I can help others.”
- “RESTATE helped or benefitted our school and community because we can now help others that have mental health.”
- “It helped students understand mental health problems.”

- “It has shown us the basics of helping out people with mental health problems.”
- “Helps us understand people with mental illnesses”
- “I think it helped people be comfortable with the topic.”
- “Helped others become more aware.”
- “It helped by allowing people with mental illnesses to know that there are people who care and want help.”
- “Taught lots of people at this school or just the people who took it how to be better people.”
- “Helping other people.”
- “By bringing more awareness to their problems.”
- “It helped benefit in my school by having other students learn about mental health.”
- “It helped people learn about mental health.”
- “It brought awareness to some of our students.”
- “It helped the school by furthering their education about mental health. It can also prepare them for real life situations if they come into contact with mental health people.”
- “Helped me help people with mental illnesses.”
- “I think that the people who took this program are now better informed about mental health than they were before.”
- “That many people will know how to deal with persons like this”
- “I've been able to tell people about my experience and encourage them to learn more, as well as help them with any of their problems.”
- “I think our student body would be more prepared to handle a metal health issue.”
- “It raised awareness throughout my school community.”
- “It helped my school by raising awareness and bringing up mental health instead of ignoring it.”
- “By showing us what we need to do”
- “Made us all more aware of mental health problems.”
- “It benefits the community by letting parents and teachers know how important to help mental kids in our community.”
- “RESTATE helped my schoolmates recognize mental illnesses and their signs.”
- “We learned more on how to touch the hard topics to some with mental health problems.”
- “We spread awareness in our school.”
- “We can help people who might be going through these things.”
- “It helped me on wanting to help people out more.”
- “It helped me by wanting to help people that I saw had some of these signs that I learned about and it helped me understand how some people with these illnesses felt like.”
- “It gave my class a better understanding.”

- “RESTATE brought awareness to mental health problems in the United States, specifically high schools.”
- “I took the course with other students, so now the community is equipped with several people who are trained in MHFA.”
- “It helped by letting people in school or community be able to help everyone else out.”
- “It brought awareness to mental health to the school.”
- “It made our school much more aware of mental illnesses and how to help that person.”
- “With this qualification, I plan on assisting those who need help dealing with their mental illness.”
- “It helped by putting more people with knowledge of RESTATE into the community and more people out their hope.”
- “By teaching us leaders how to detect other students how to look around and see.”
- “It will benefit us by allowing participants to help others that are too afraid to talk about any mental health problems they have. We will serve as a comfort to them.”
- “We can help students sooner since we reach them socially before any other group in the community.”
- “By allowing more kids (peers) to become first aiders when addressing mental illness.”
- “Benefit tremendously by us being able to help students in need.”
- “It could help it in the future for the underclass who were involved that could spread the word next year.”
- “I believe that RESTATE helped by giving people the knowledge to help others.”
- “Know how to help others and/or talk to a trusted adult easier”
- “RESTATE benefits my school and community by training us students and setting out trained and certified”
- “Informed a lot of people”
- “It filled it with a good handful of mental first-aiders.”
- “Our RESTATE Grant helps our students teach and give more kids know how to make a difference.”
- “Our RESTATE grant allows us to further our knowledge.”
- “It gave us a grant and informed them.”
- “It helped the classes get a better understanding of the severity of MHFA and how important it is to help.”
- “That we can help more people understand mental health issues and be able to help them understand.”
- “Prevented unnecessary deaths, educated the youth.”
- “It helped me by learning how to help my community when they need it.”
- “The RESTATE benefited the school by providing us with information.”
- “To know if someone is at risk”

- “When someone has a disorder I will know what to do.”
- “Now I would know how to help people.”
- “It benefited me by me learning how to help others in need.”
- “It helped to help people.”
- “I think it benefitted our school and community because now we're going to be able to help all those who are in need of it.”
- “It taught me to be more aware of my surroundings.”
- “It helped my school because I'm not the only one who learned from this class so a lot of people know how to help people out.”
- “Help us notice about mental health”
- “It helped students learn the signs and be more visionary.”
- “By letting us learn and understand.”
- “It helped the students learn about experiences.”
- “People will know how to deal with certain situations.”
- “It helped the staff see if people have an illness.”
- “I believe all gained a new or greater understanding of mental states.”
- “Help people become aware of mental illness.”
- “It made people care together. I know what to do now.”
- “Showed how to help others with problems”
- “We are now more aware of mental illnesses.”
- “It helped our school with less people who have problems.”
- “We can help people that have a mental illness.”
- “I think it helps people to know that they're not alone and there are others who went through it as well.”
- “It made everyone aware that they're not alone and that there's nothing wrong with them.”
- “It helped bring awareness.”
- “It helped the school because it educated us on this topic.”
- “It helped us by letting us know when someone needs.”
- “It helped because it's making people aware.”
- “We can learn how to help people with mental illness.”
- “It helped people understand what people go through.”
- “It taught us many different types of diseases.”
- “My class is now well informed about different mental health problems and we can help someone who we see has them.”
- “We gained knowledge in the aspect of mental health disorders in young adults.”
- “RESTATE helped our community because people know them.”
- “It opened more people's eyes for everything.”
- “Just in case I need help I can find it or if I need to help others.”
- “Students around campus are now informed.”
- “It helped by just in case I need help I can find it of if I need to help others.”
- “By helping us understand!”

- “I think RESTATE benefitted our school by showing us signs to look out for and how to help.”
- “By helping us be aware”
- “I saw how many people have problems here at my school. Not just by looking at a person you can see what they are going through.”
- “It helped benefit because we now know skills we didn't know before.”
- “RESTATE helped our school and community because now mostly all of us know what are some symptoms of certain types of mental illnesses, also where to get help so they can be treated.”
- “It helped us by showing that we can help some people who have mental illnesses.”
- “Now a lot of people know what to do in a situation of a mental illness. Also it brought us closer to each other.”
- “It helped me to help people if they are down or depressed.”
- “It helped students to open their eyes and realize what happened in people's lives.”
- “It helped a lot, now we know what to do if we see a person who has a mental disorder.”
- “It taught everyone the importance of this topic to be more helpful to those with mental disorders.”
- “RESTATE helped our school by dealing with classmates with illnesses.”
- “It helped for school because what IF someone has something like that at school.”
- “It helped by putting the school into a more knowledgeable state.”
- “It teaches many of us who don't know how to deal with people that have mental issues.”
- “It spread the word on how common mental illnesses are.”
- “Let us know more about people's illnesses”
- “We learned about illness.”
- “RESTATE helped and benefitted me and my school and community by me being able to talk to someone in case there is a risky situation.”
- “Let us know more about people's illnesses”
- “To help kids in our school”
- “To help others”
- “I learned how to help some people and where to tell them to go for help.”
- “I think it helped us understand what we didn't understand before about mental health.”
- “Everybody passing the school will see the project we have.”

<u>Stigma Reduction (47 responses)</u>

- “It taught the class to respect and accept others.”
- “It made everyone aware that they’re not alone and that there’s nothing wrong with them. It’s an <u>illness</u> and you can get help.”
- “It helped my school treat people better.”

- “RESTATE helped our school by showing kids to be more thoughtful to kids with mental illness and be careful with what you say.”
- “It helped people stand up for others with mental disorders.”
- “I believe students in my class may have had their stigma on people with mental disorders reduced.”
- “Now we will be less judgmental and more helpful to people with mental illnesses.”
- “By everyone not bullying each other and just help each other.”
- “It took away the stigma of mental illness.”
- “No problem to speak to people with mental illness.”
- “I felt like the other participants of RESTATE have had a positive impact on campus, with less of a condescending attitude towards people with mental illnesses.”
- “I can't say the school or community but me, it just made me think and not to judge people.”
- “I think it is a good to know about mental health issues, and that people will be more comfortable with being around people with mental health issues.”
- “I’ve seen an improvement with people associating with those suffering from a mental illness.”
- “I think it is a good to know about mental health issues, and that people will be more comfortable with being around people with mental health issues.”
- “I’ve seen an improvement with people associating with those suffering from a mental illness.”
- “I can tell if someone has mental health and feel more comfortable.”
- “I think you showed the people how to understand.”
- “It taught the class to respect and accept others.”
- “It helped the school by teaching certain students to have knowledge of the way people act and how to understand them.”
- “It helped people and students be more realistic and informed.”
- “People got to understand one another.”
- “The more the school knows about mental health, the less the people with [mental illness] will be teased.”
- “It showed us how to be respectful to others.”
- “I think students would know what to do if someone tried to kill themselves.”
- “It's an illness and you can get help.”
- “It made us realize that many others suffer as well as we do.”
- “It benefitted me because there are some with mental illness and [it helped them] not feel like they're not welcome here in our school.”
- “It helped me understand not to tease or say mean things to people because you don't know what they're going through.”
- “It helped us because now we don't tend to judge one another.”
- “The student body can now recognize mental health illnesses and not criticize them as they used to.”

- "It helped the school because the school now knows not to mess around with others who suffer from this."
- "It helps people work and get along with people who have mental illnesses."
- "It helped by letting them learn that it's not ok to make fun of people with disabilities."
- "It probably raised awareness and lowered prejudice/fear."
- "I can now aid friends or other fellow students also identify those who may have mental issues and understand them some more."
- "It helps in creating a level of respect and concern for those affected."
- "It benefits my community because now we know how to treat the people in my community who have problems"
- "RESTATE helped benefit our community by thinking different to the people that have mental illness."
- "I know that anyone and everyone can have a mental illness and I must treat everyone nicely."
- "It made us view people with mental illnesses in positive ways."
- "I think it can benefit the community by helping people learn about mental illness and tolerate other people with fun."
- "This benefits us by showing us they are just as normal as we are and don't want to be judged."
- "It taught us not to judge a book by its cover." (3)
- "I don't judge as much."
- "It made us, the people, view the mental illnesses with a positive view."
- "It's making people more comfortable with the topic."

<u>Suicide Prevention (22 responses)</u>

- "RESTATE helped me a lot because I had a friend and she had the symptoms of suicide and I remembered all the things I learned in class. I remembered ALGEE."
- "It helped us by knowing the signs of people thinking of doing suicide so we can help them."
- "It showed me to help others when they are thinking about committing harm to themselves."
- "It showed me to help others when they are thinking about committing harm to themselves. It showed me how to approach them and how to handle the situation."
- "It helped me because I could help people who might need help in case of self harm or suicide."
- "That there's lots of signs in kids that want to commit suicide."
- "They teaching us to look for signs or some when your sad or thinking about kill himself."
- "If there's anyone that is thinking of killing themselves they can have someone to talk to here in school."

- “Helped us work together to make a change when it comes to suicide prevention.”
- “Other people knowing when someone is thinking of killing themselves”
- “The whole school barely or most know about suicide warning and other topics.”
- “Students learned how to deal with people that have mental illnesses or that want to commit suicide.”
- “It showed us all the signs of suicide and depression and other mental health problems people go through.”
- “It helped us by knowing the signs of people thinking of doing suicide so we can help them.”
- “It helped our school by teaching the students the signs of any suicidal teens.”
- “It made students and staff members aware of warning signs of mental health problems or signs of suicide.”
- “Teach the students about suicide”
- “It helped the school by being more aware of suicidal people.”
- “To prevent people of suicide”
- “By letting the young people of our community know the warning signs if someone wants to commit suicide”
- “Prevent suicide”
- “It benefitted our community by helping us save people's lives in the future.”

<u>I Don’t Know, N/A, and Similar (21 responses)</u>

- “I don’t know.” (14)
- “N/A” (4)
- “I don't know how RESTATE helped my school or community.”
- “I really don't know how I didn't do any to help that.”
- “Honestly I ain't even sure.”
- “I wouldn’t know how to answer this question.”

<u>It Did Not Help At All (20 responses)</u>

- “It didn’t help at all.”
- “It didn't help.”
- “It probably helped other people in my school or community but not really me.”
- “No benefit for our school”
- “I think RESTATE didn't benefit my school or community at all.”
- “I haven't seen any differences with RESTATE.”
- “It really did not change anything.”
- “It did not help.”
- “It didn't help.”
- “It didn’t.”
- “Didn’t”

- “Nothing” (1+1)
- “In nothing”
- “Not yet, but I hope to use it.”
- “I did not see any improvements.”
- “It hasn't yet.”
- “It didn't really help cause I haven't seen people like that.” (2)
- “I'm not sure if it did, but I just don't pay attention to things like that.”
- “I don't think it helped my community much because not all schools didn't take this class, maybe the outcome would have been different in a good way.”

It Helped in General (17 responses)

- “It helped.”
- “I guess it helped all the people or changed them.”
- “It helped the school good.”
- “Yes”
- “It helped with stuff, yeah.”
- “I'm pretty sure all the people in my class will benefit the school.”
- “It helped a lot.”
- “It would help a lot of people.”
- “In many ways.”
- “It helped everything.”
- “It helped it a lot in many ways.”
- “The program taught many good things and it gave good advice.”
- “It helped my school because it taught them something.”
- “By giving me some experience”
- “By giving me experience”
- “I benefitted the community in many ways.”
- “A lot”

The School/Community is Better, in General (10 responses)

- “People have changed the way they act with others.”
- “Our school is a better and nicer place to be.”
- “I think that it makes it a better place to be in”
- “Being nicer and giving nice compliments to everyone.”
- “Be better people”
- “It shows we care for people.”
- “People are nicer to each other.”
- “I brought us together. Teachers, students, parents, administration.”
- “It helped me a lot in my community.”
- “It helped me a lot in my community and grew a benefit from it.”

It Helped Only a Little (7 responses)

- “Not too much because not too many people know about it”

- "If it did maybe just a little and it made me notice a few things."
- "It helped a little."
- "Not much that I can see"
- "Not much"
- "Not enough"
- "I really haven't changed much."

Art Projects (7 responses)

- "It help our school by doing projects."
- "It gave the art class a chance for more freedom in art expression."
- "It allowed us to make a nice project with meaning."
- "It made our school prettier."
- "It helps us on how to deal with these type of projects."
- "RESTATE helped us express our feelings."
- "RESTATE gave the art class money for art supplies and other stuff like that."

Gave Funds to the School (5 responses)

- "It gave us many funds."
- "RESTATE helped and benefitted my community because they were able to get money for our art class."
- "The RESTATE helped benefit our school by giving a grant."
- "It will ensure the continuation of my school's program and fund plays and props."
- "More money for projects."

Participants Became Closer, Get Along Better (6 responses)

- "We became closer."
- "People get along with each other and don't think about that as much. They also are more happy and have a great time with family and friends."
- "It helped people get closer."
- "It made the school closer."
- "By having everyone together and everybody get along"
- "So we can become more united"

Increased Desire to Help the Community, in General (4 responses)

- "It makes people look into what's going on around them and see how they can change it."
- "It gave the campus a better sense of help."
- "It's a good thing to help others."
- "Helping people"

More People Available Who Can Help People with Mental Illness (2 responses)

- "Having more people out there that can help."

- "More people (students) will get help."

People with Mental Illness Now Know They Are Not Alone (2 responses)

- "It helped kids let others in need know they're not alone.
- "It helped people see that they're not alone."

More Knowledge of Programs That Help Mentally Ill People (1 response)

- "It helped by giving us more knowledge about the programs."

Now There Are Peers to Talk to About Mental Illness (1 response)

- "It allows to have some peers to talk to."

Student Already Used His or Her Knowledge to Help Others (1 response)

- "I helped my friends with issues."

Don't Know (2 responses)

- "I don't know."
- "I really don't know because I have never experience this in school."

Miscellaneous (21 responses)

- "I think it really helped people find each other in a safe place with each other."
- "To get along."
- "Helps me see that not everyone's life is perfect."
- "It helps everyone work together."
- "It gave everybody a better outlook on life."
- "Encourage classmates"
- "It's good to have something that other schools don't have."
- "The way it benefitted our school is that they give us the privilege to do this."
- "I would try to make something different for my school. For example: like stop bullying."
- "It helped by gathering us and how I don't feel/make feel anyone left out."
- "That we shouldn't do bad things or else there's never going back."
- "Many people see the community in a more healthy way."
- "It could get better."
- "To see the truth"
- "See the truth"
- "Learning how and what things are"
- "Taught us something different"
- "It taught us a valuable lesson."
- "I see way differently now it helped a lot."
- "Being able to talk about other things more."
- "I don't know how to talk about this."

C. The Most Valuable/Memorable Thing Participants Learned in RESTATE

In the final survey in the spring semester of 2013 we asked the students, "What is the most memorable thing you learned in RESTATE?" In the fall semester of 2013 and the spring semester of 2014 we changed the wording slightly to, "What is the most valuable thing you learned in RESTATE?"

The following are their responses, sorted by category:

<u>Increased Awareness and Understanding of Mental Illnesses, the Importance of Getting Help, and How to Help People with Mental Illness (160 responses)</u>

- "It helped me when a person I knew had a hard time, and because of RESTATE I knew what to tell her."
- "It helped me be aware of how to look for signs of someone who is mentally ill and help them."
- "I learned how to spot symptoms of a mental health issues"
- "How to help someone that is showing signs of mental health and how to see those signs"
- "RESTATE helped me by showing me that all disorders are dealt with in different ways and there are different ways of approaching them."
- "It helped me be aware of how to look for signs of someone who is mentally ill and help them."
- "I got to learn about the different kind of mental illnesses in deep."
- "I learned how to talk to people with mental illnesses."
- "I learned different types of illnesses and signs."
- "Learning a bunch of new things that I didn't know before."
- "Skills of illness"
- "I think the most valuable thing was the [illegible] notice if someone has a problem."
- "About all the illnesses and disorders"
- "Warning signs"
- "The most valuable thing I learned was that many people have mental disorders and sometimes you should help them."
- "To look for signals"
- "To see signs of mental illness"
- "That there are a lot of people with depression, and there are many ways to help them."
- "Learning to notice signs."
- "I learned to be aware of signs pertaining to depression."
- "How to help people in need."
- "How to tell if people are not doing good or how they feel by body language."
- "How to handle a situation."

- “The most valuable thing I learned was that I can now tell when a person has a mental illness.”
- “I learned how to help someone with a mental illness, and how to lead them to the right direction.”
- “We need to help mental health.”
- “I can help others even though I’m not a psychiatrist or professional. Although I hate medication, they're calling you sick, that you need pills to take them!”
- “The most valuable thing I learned from RESTATE was that now I know more about mental illness.”
- “The most valuable thing that I learn in RESTATE was to help other if the need it.”
- “The most valuable thing I learned is to help people with mental illness.”
- “Some of the symptoms of mental illnesses”
- “How to suspect if anyone has an illness and how to help it”
- “That it taught me how to do mental health work”
- “Disorder”
- “I learned more about mental health that I haven't before. It also spreads awareness.”
- “Awareness”
- “I learned that people with mental health don't mean everything they do.”
- “I learned how to communicate better since I would not know what to do in a situation dealing with someone with a mental health disorder.”
- “How to learn if a person has an illness”
- “I learned about how to deal with mental illness and who to contact.”
- “Telling us the signs of these mental illness”
- “Seek for help as soon as possible”
- “It helped me to understand more.”
- “To know not to fight/argue with someone who is showing signs of health issues.”
- “That it is always best to try to help people and if you see anyone lonely because they think their weird you try to be friendly with them and help. Just mainly help people when they need it.”
- “It helped me understand more about people with mental illness.”
- “It helped me truly understand what the meaning of the program is and help me understand what people say.”
- “What ALGEE meant.”
- “RESTATE has helped me confront people who may have a mental issue.”
- “How to react with someone who has a mental health issue.”
- “It showed me how to assess the situation right.”
- “It helped me by knowing how to tell mental illness.”
- “How to help others in need”
- “How to help in any way I can.”
- “How to act and help others in a mental health illness”

- “Learning about mental illness”
- “The information and knowledge to be able to help others with mental illness”
- “How to identify mental illness”
- “I learned mental health first aid how to deal with mental health.”
- “The warning signs of depression”
- “I didn't really know the way to deal with people who have mental illness till this class.”
- “The most valuable thing that I learned in the RESTATE program were the major amount of mental illnesses. Also, knowing and being able to identify the different symptoms of mental illness. Most importantly knowing how to help others with a mental problem.”
- “How to determine the different signs of someone with a mental illness”
- “I learned how to identify mental illnesses and that is greatly valued.”
- “I learned how to help people with possible mental health disorder.”
- “It helped me learn a lot for example; it taught me how to act on a situation I wouldn't know how to act before.”
- “The most valuable thing that I learned in RESTATE was the symptoms of mental illnesses. How to tell the difference between illnesses, and the symptoms”
- “The most valuable thing that I learned in RESTATE was the signs of mental aid.”
- “I would say that the most valuable thing that I learned in RESTATE was the ALGEE and I found acting out situations much beneficial.”
- “I learned how to approach people who might have a mental illness.”
- “The most valuable thing is RESTATE is to talk about your problems.”
- “How to help people who have a mental health [problem]”
- “The most valuable thing I learned was that it is important to help & support people with mental health illnesses”
- “How to help others”
- “I learned how to identify people with mental health challenges.”
- “Learning the signs of mental health”
- “Learning more about mental disorders”
- “To help people with mental illness and talk to them and make sure there okay. And give them comfort and care.”
- “I learned that the littlest things that you do for people can make a huge difference.”
- “The most valuable thing that I learned through RESTATE was to reach out and help people and never judge someone. You never know what people are going through and we should always be willing to reach out and help them.”
- “Helping and recognizing people that need help”
- “Help people”
- “It helped me learn more about mental health.”

- “The most valuable thing I learned in RESTATE was that even though you don't know someone it is good to ask how they feel, if you see them down.”
- “The most valuable thing I learned is to talk to people and help them through their issues.”
- “I learned how to deal with mental issues.”
- “The most valuable thing I learned in RESTATE is to help people and ask questions”
- “I've learned how to handle different types of situations. I also learned how to help a person with mental issues.”
- “How to calm someone down that having a panic attack”
- “I learned how to deal with people that have mental health issues.”
- “The most valuable thing is to help people and learn how to tell is someone has risk factors.”
- “It helped me become more aware of what to expect when someone is going through depression.”
- “The most valuable thing I learned was to show comfort when needed.”
- “The most valuable thing that I learned was to help others in need.”
- “It helped me help people with mental disorders.”
- “It helped me learn more about mental health problems.”
- “People who [have] problems and learn how to fix them”
- “It is valuable to learn to help someone who has a problem.”
- “Protective factors, risk factors, and symptoms”
- “I learned that information about signs and symptoms of mental health that I never knew before. I also learned what to do if a person is having a panic attack in front of me. I actually really liked learning about mental health.”
- “The most valuable thing I've learned in RESTATE is to not give advice just listen. Listen and not judging them and give them help if you feel like they really need it.”
- “Getting help is the best thing you can do for someone you suspect of having a mental illness.”
- “That you can help people with mental problems”
- “To make sure a person is okay”
- “About how to spot people and help them with a mental illness”
- “I learned to be aware of my surroundings and people.”
- “The most valuable thing that I learned in RESTATE is that every people is different and how they are they need help”
- “That we must be patient when talking to a person with a potential mental illness”
- “The most valuable thing that I learned in RESTATE is that if we know the signs we can help many people and save a life.”
- “The most valuable thing I learned was I can now help people with their problems”
- “The most valuable thing that I learned was to help other people that are in trouble without them even knowing it.”

- “Learning the different symptoms and different mental illnesses there are and how we can help”
- “The most valuable thing I learned is that now I would know how to help someone out when they look that they're in trouble.”
- “I learned that it is important to notice mental health risk factors in order to help someone.”
- “The most valuable thing that I learned in RESTATE is to help people and ask if anything is wrong and how can I help.”
- “How to get someone to get help and help them go through with it”
- “I learned how to help people that have a mental problem or ask if they’re okay with their life.”
- “I learned how to deal with someone who might have a disability and what to say to them.”
- “It helped me because it showed me how to help people that have mental illness.”
- “That to every illness or problem someone has there is help”
- “People who have problems and learn how to fix them”
- “The most valuable thing I learned in RESTATE is that when assisting someone with a mental health problem you cannot give them false hopes that everything is going to be alright and that you are always going to be there for them, sometimes things may get worse for all we know, also, although we are willing to help our friends and family, we cannot always be there for them because there are times we have problems of our own to worry about.”
- “I feel that this program is very helpful to get more people aware of mental illness because it may be all around some who could make a difference but doesn't know how and this program could show them.”
- “The most valuable think I learned in RESTATE was when people hide their mental illness because they don't want the attention to get help.”
- “I learned that this is a serious matter and it could affect someone's life.”
- “About all the illnesses and what they do to you”
- “People having mental problems and having someone help you out”
- “Never advise to people's mental health”
- “The most valuable thing I learned was that you can not give advice but you can help them out so that person can get help.”
- “The most valuable thing that I have learned in RESTATE is being able to help someone gets through something they are going through.”
- “One of the most valuable things that I learned from this program is not only how to help others but also how to help understand emotions that I have and if I should seek treatment or not.”
- “That how you approach teaches who do have problems and your job is just to listen”
- “ALGEE” (2)
- “I learned about the ALGEE and the signs of mental illness.”
- “The most important thing I learned was ALGEE”

- “The best and most valuable thing I learned was ALGEE.”
- “ALGEE, it taught me to be more considerate and how to help”
- “ALGEE, and that it takes time and effort to understand and see the people in need”
- “All of ALGEE and how I should respond/act”
- “ALGEE -- Listening”
- “The most valuable thing I learned in RESTATE is on how to approach and understand someone with a mental illness.”
- “The most valuable thing that I learned in RESTATE was learning about mental disorders and signs of them.”
- “I learned that mental illnesses have different symptoms.”
- “All the types of illnesses”
- “Signs and symptoms of mental health” (2)
- “Different types of mental health”
- “I learned how to identify people with mental illnesses”
- “When helping someone you think is self harming, the best thing to do for them is tell an older person”
- “I feel that have learned a lot in RESTATE. Because I learned a lot about schizophrenia. I also learned that there is many ways to solve and help out with schizophrenia.”
- “I learned to help my friends properly when I found out they were de-pressed.”
- “Depression isn't always a side effect.”
- “Learning about the projects in mental health”
- “The most valuable thing I learned was how people got their sickness.”
- “That it's good to put others needs before you and to be there for people in a time of need and to let them know they aren't alone.”
- “That the person's feeling (one with a mental illness or not) do matter. Those are their true feelings in that moment. They are real.”
- “It helped me out how to talk to people explain what I did.”
- “I learned that I could help or at least try to help someone who needs help”
- “How to help someone in crisis”
- “The most valuable thing I learned from RESTATE is how to help, I wish I knew this years ago”
- “How to help people to really need it”
- “How to help others”
- “How to approach people”

Stigma Reduction (51 responses)

- "Anybody can have a mental illness. You just have to help them out."
- "The most valuable thing I learned in RESTATE is not to judge others with a mental illness."
- "The most valuable thing that I learned was that people with mental problems are not much different from us."
- "The most valuable thing I learned is that everyone could have an mental illness even if they are not mentally disabled."
- "I learned that it's important to treat people with special illnesses like any other person."
- "That not everyone is the same, and we have to learn to accept others, even when they are different"
- "That mental illnesses do not necessarily mean that you are 'mental' but that there is just something wrong with the way you think."
- "The most valuable thing I learned was how to treat people who have mental illness and people who have problems that are personal"
- "The most valuable thing I learned from this, is to help others who need help and be there, also not judge them because we shouldn't judge anybody for being born with a disease."
- "Just know that there are a lot of people out there in the world who have disabilities and who need help and who are not the same as us but are still people"
- "Is that there are many people who have mental problems not just a few."
- "The most valuable thin I learned in RESTATE was that people with mental illnesses are not crazy, all they want or seek is someone's help and someone to be there for them."
- "I have learned how hard it really is for people with mental health problems."
- "This can be your friends, your family, or even your neighbor"
- "People are the same."
- "People with mental illnesses are to be treated as if they were normal."
- "I learned that no one is alone in their situations because there are other people going through the same situations and there is help everywhere for people who need it."
- "The most valuable thing I learned in RESTATE is to not judge people with mental illness problems."
- "Treat others the way you want to be treated."
- "Having respect for others and treat them equally."
- "To help and not judge others"
- "Learning how to listen non-judgmentally and how to help someone in the midst of crisis"
- "That you should help others without questioning it and listen or act non-judgmentally"
- "I learned to help others by approaching them without judgment."
- "Don't judge people because they might have mental health problems."

- “To listen non-judgmentally” (2)
- “Never give advice and listen non-judgmentally” (2)
- “Do not look down upon or try to give advice to someone with mental illness.”
- “To ask if people are ok, try to help and don't judge”
- “I have learned to not judge people.”
- “To not judge people before knowing their story”
- “Not to judge” (2)
- “Never judge.” (3)
- “Not to judge other people”
- “Never judge, help mental people”
- “To learn well don't judge people.”
- “I learned to not judge as fast.”
- “I learned never judge before you know people.”
- “Never judge, help people”
- “The most valuable thing that I've learned is to listen non-judgmentally.”
- “I learned to listen non-judgmentally.”
- “The most valuable thing I have learned was to show that when you see someone in need to always help. Never judge by looks but what you see is going on.”
- “I learned what to do and not to do to a person who has mental health problems.”
- “I learned to accept those with illnesses.”
- “I learned that we should listen and be there for the person not criticize them.”
- “That its not people's fault they have disorders and that I should listen.”
- “Don't be mean to no one.”
- “Everyone has their issues.”
- “The most valuable thing is to understand all people are different”
- “The most valuable thing I learned in RESTATE is everyone is equal.”

<u>Suicide Prevention (35 responses)</u>

- “The most valuable thing I have learned was to know when someone is having suicidal thoughts. Also to not tell them what to do but stay with them at all times till we get professional help.”
- “The most valuable thing that I learned was that there can be many people with different thoughts, maybe suicidal thoughts and I can help.”
- “I learned how to spot signs of depression and suicide.”
- “To take death thoughts very seriously”
- “I learned how to deal with people contemplating suicide.”
- “If people are willing to kill themselves we have to help them”
- “People who commit suicide talk about it.”

- "I learned that it is very bad to be thinking about killing yourself because it's not good at all. Also I learned that there's help from people like Ms. Camacho to help you."
- "How people kill themselves"
- "Suicide is preventable."
- "All of the warning signs people give you if they are thinking of suicide."
- "How to deal with suicidal people."
- "That letting a suicide person know you suspect it, that if they can save their life. I always figured that it would just give them the idea, not let them know you care and think about them."
- "How to deal with people who have suicide or suicidal thoughts"
- "I learned how to look for the signs of suicide."
- "The most valuable thing that I learned in the RESTATE program was that I was able to understand when a person feels bad from someone who might kill himself."
- "To help people from suicide"
- "That sometimes the signs aren't always visible"
- "Suicide symptoms"
- "What the signs are. I think the signs of suicide are the most valuable."
- "To learn and help people who truly need it that are going to harm themselves or others"
- "To check up on anyone or someone looks like needs help and talk to them"
- "Asking people if they're ok could save their life."
- "That I learned a lot about suicide"
- "That you shouldn't think about suicide"
- "It would have to be people who talk about killing themselves but don't."
- "I learned how to see if a friend or relative are at risk of suicide or depression."
- "What to say when I know or feel someone is in risk"
- "How to save lives"
- "Knowing signs can help save people."
- "How to detect risk of suicide or harm"
- "RESPECT! And to talk to someone and never give up! Giving up isn't the best answer for life
- "That anything could be a calling for help like giving away personal things."
- "How to relate physical attributes to suicide"
- "I learned that in RESTATE, yes, it is difficult for people but that there will be help."

<u>More Caring and Helping (14 responses)</u>

- "The most valuable thing I learned is to help others." (2)
- "Helping others" (2)
- "Helping and looking out for people."

- "The most valuable thing that I learned in RESTATE is to always try to help if you can."
- "The most valuable thing that I learn is that I could help others."
- "To help people"
- "The most valuable thing I learned was to be there for someone If they need a friend."
- "Help people"
- "I am not a helpful person and need to help more."
- "Helping people is good and important."
- "To be kind and help people"
- "That helping others can make a difference"

Art and Self-Expression (4 responses)

- "RESTATE allowed me to not only understand and become more aware of mental illness but the program allowed me to express mental health conditions through art."
- "It helped me get the frustration and pain out that I've built up over the years."
- "It encouraged me to make mental health art for other people to understand mental health better."
- "Learning the artistic or technical skills"

No or Little Benefit (4 responses)

- "Nothing" (3+1)
- "I didn't learn anything that would be valuable to me."

Don't Know / No Comment / N/A / Not sure (5 responses)

- "I don't know." (2)
- "N/A" (2)
- "No comment"

Miscellaneous (27 responses)

- "Everything" (3)
- "I knew pretty much nothing, so everything was interesting and valuable."
- "I learned a lot in RESTATE."
- "It has made me more confident in helping other people succeed."
- "To communicate with people"
- "It will help me to become a better person."
- "Working together and seeing how others think about different things"
- "About learning about the program."
- "The most valuable thing I learned in RESTATE was the amount of information that was provided."
- "I think everything is valuable."
- "I think everything is important."

- “I think everything!”
- “This is a complicated questions since I knew most of the material before the course.”
- “That mental illnesses are not cool”
- “Just about health and that's about it.”
- “It helps you learn new things.”
- “It helped me realize lots of things.”
- “To don't tell people what to do and give them idea in their heads”
- “That it is about researching”
- “This part of the program with monthly check”
- “How to complete projects on time and the proper way to present each piece”
- “The most valuable thing is to remember all this stuff.”
- “I learned to listen more.”
- “The true meaning of life itself and what good/bad can go on but continue to move forward”
- “It answered a lot of questions that I had that 'couldn't be answered' and I had to learn on my own.”

D. How Participants Will Use Mental Health First Aid in Their Lives

In the final survey in the fall semester of 2013 and the spring semester of 2014, we asked the participating students, "How will you use Mental Health First Aid in your life?" The following are their responses, sorted by category:

<u>To Help People with Mental Illness (208 responses)</u>

- "To help people" (6)
- "Helping people" (2)
- "To help"
- "When someone is in need of help" (2)
- "To help people" (2)
- "By helping people" (2)
- "For helping people"
- "I will try to help people."
- "I will help people."
- "To help people when they need help"
- "To help people who need my help"
- "Helping others" (2)
- "Help others"
- "To help others" (2)
- "To help those around me"
- "To help others who need it"
- "I will help people in need."
- "I will use it to help people that need it."
- "By helping people with it"
- "To help out people who show those signs"
- "By helping someone that needs help"
- "I would use mental health in my life to help others who need it."
- "To help people when they need help."
- "When someone is in need of help."
- "To help others that need it"
- "By helping others" (2)
- "Use it to help people."
- "Helping people in need"
- "I will use it to help people who need it."
- "By helping those in need"
- "To help someone in need"
- "I will be able to help someone in need."
- "Help people if they need help"
- "I would use it if someone is in need of it."
- "To help others"
- "I will help assist people."

- “I will use Mental Health First Aid in my life by helping those around me who need help.”
- “To help others or get them the help they need”
- “To help others with a mental illness”
- “I will use it to help people who need help.”
- “I will read the book and help people.”
- “Can help myself and maybe other people”
- “By helping other humans”
- “Helping a lot of people”
- “I will use it to save humanity.”
- “If I ever see anyone who needs help in their life”
- “I would because I want to try and help people.”
- “To help family and friends”
- “I will help friends and family in need of it.”
- “I will use what I learned in MHFA by helping friends and family.”
- “I think that I will use the MHFA lessons with friends, family, and people close to me and hopefully to strangers as well.”
- “Helping my family”
- “To help family”
- “Personally I will use MHFA by helping those in my family to find help and being supportive of them.”
- “See if my family has any of these and try to help them.”
- “With my kids/family in order to help them if they have problems”
- “If my kids or family members or even friends have a mental illness.”
- “I will probably use it way better in life when I have kids and I would know if they have a mental illness.”
- “When a family member is at risk and can tell them where to get appropriate help”
- “I will use mental health for help my family and other people that need it.”
- “If I see one of my friends or family hurting or needing help I could use it to help them.”
- “When my friends or family are going through a rough time”
- “Dealing with friends and even my kids in the future if need be”
- “I will use it because if I ever have problem with either my friends, family or loved ones because I don't want everyone to get hurt.”
- “I'd use it if I saw a friend or a family member if they were upset or acting not like themselves.”
- “I will help family and friends with a risk of mental illness.”
- “When my friends or family are using the signs of being ill, I will be able to help them go through what they are doing or feeling.”
- “I think I will use Mental Health First Aid in my life by assisting family and friends that I suspect may need appropriate professional help.”
- “If I ever have a family member or friend have a mental disorder then I can help.”

- “[Help] my dad and friends.”
- “Helping a friend”
- “It will help me help a friend.”
- “To help close friends if needed”
- “To help friends fighting depression”
- “Helping one of my friends or acquaintances.”
- “I will help out other people in need of it.”
- “I will use it in college to try and prevent and help someone in need.”
- “I could use these skills in college maybe if I see my fellow classmate who needs help I could use my skills and listen or provide her with professional health.”
- “With my friends & co-workers”
- “If a co-worker is in need of help”
- “In case I am ever at a job and I can identify a factor of a mental illness in a coworker and I may be able to help him if he is going through a phase at work”
- “I know and have many people in my life that have mental health problems that I would like to be there for.”
- “To help people I know that were in trouble.”
- “To help others maybe as simple or more severe as my condition I am happy now.”
- “It will help with people I go to school with, work with, my family and friends and even just strangers.”
- “I will be able to use it to help a life.”
- “In emergency if any person needs help”
- “Someday I will help someone going through a crisis.”
- “If I saw someone who I feel is at risk”
- “I would use it around people I know or meet.”
- “To probably help out the people in my environment”
- “By helping other people with this”
- “I would use Mental Health First Aid in my life to help others.” (2)
- “I would use [Mental Health First Aid] in my life to help everyone around me.”
- “I can help people who have mental illnesses.”
- “I can help people who have mental illnesses find help.”
- “To help mental health people”
- “By helping other people with their problems”
- “If someone ever needs help I can identify and help them if needed.”
- “Helping people with their challenges”
- “When people have symptoms I will help them.”
- “I would try helping someone if I noticed any signs.”
- “I would help someone if I notice any signs.”
- “To help people if I see they have an illness”
- “I'll use it when I see someone going through it.”
- “I will use this to help anyone that shows any signs of being at risk.”
- “I will use it to help others with whatever is going on.”

- “I will use it in my life to know when a person is in danger.”
- “I think I will use it by helping others using ALGEE.”
- “I will use ALGEE.”
- “Talk to people and make sure they're okay.”
- “If I ever come across a person with signs of mental health I will know how to approach it and how to help them get help.”
- “To help other people and to support them if they need help”
- “To allow people to vent all their problems by talking to me and by determining who needs help and sending them to the appropriate direction”
- “By being there for someone when they're feeling blue. Never ignore someone who's trying to talk to me because they might be trying to ask for help but may be don't know how to approach”
- “I think I would use Mental Health First Aid in my life by helping someone with mental illness”
- “I will use Mental Health First Aid in my life to help other people in need.”
- “I will be able to help friends and family that have a mental illness and I could help them.”
- “The first thing I will look for in people is if anything is wrong so I could help.”
- “By being there to support my friends and peers and allowing them to talk to me and recommend them to talk to others”
- “I'll help out others who I feel may have a mental illness.”
- “I will do my best to help others.”
- “Anyone I see upset or with ‘scars’ I can sit down and help.”
- “People come to me now and I can talk to them and help them.”
- “I can help people, people need help that we are here for.”
- “Be open with people and do the best to prepare myself to help others.”
- “I think I would use this training throughout my life to help others. I have already helped my friends and I certainly will in the future.”
- “How to listen to others”
- “To know how to help others”
- “I know to help others.”
- “I would use the strategy on other people that need help.”
- “I think I will use it when it comes to getting to know people.”
- “Trying to stop people from feeling bad”
- “I will use this by being more informed about the illnesses and potentially help the people who need it based on my training.”
- “I will use it by helping people who need help.”
- “I will use it in situation where I'm dealing with a person with a mental illness”
- “To understand what mental illnesses are and help others who may need professional help”
- “It would help me in better understanding ways to help people facing difficult problems like a mental illness.”
- “Talking to people who need someone to talk to”

- “It would help me understanding people better.”
- “I think I will use it by helping out friends or family. Maybe even a stranger on the streets that needs guidance”
- “I use it when I talk to others about their problems.”
- “I will be able to notice if someone needs it and help them before it's too late.”
- “I think I will use MHFA if someone in my family needs help.”
- “Helping people that have mental health and giving them guidance and where to go for help”
- “I believe I will use it to help my peers and notice what's going on in their lives.”
- “I will understand why some people are the way they are and not judge.”
- “I know that I will use Mental Health First Aid when I come across someone who is having trouble and needs someone to talk to, thought I've always been one to listen to what people have to say.”
- “I would use Mental Health First Aid one day in my life is that if I see a person with several problems I would know how to help right away.”
- “To help and assist others and be aware of when people are going through things.”
- “When someone going through a hard time and they don't have anyone to talk to”
- “I will use Mental Health First Aid in my life to try to help those in need that deserve to live a happy life.”
- “I will begin to use it as if I see people have it try to help them the best as I can.”
- “To help others who need it”
- “I think it's good to know First Aid because you never know if you came across a person that needs your help.”
- “I think I will use MHFA in my life when a friend or family member has symptoms of a mental health disorder.”
- “Being aware can help each of us in life because we know that there is help and there are solutions for many of life's difficult moments.”
- “I will use this in life by knowing what signs someone has and if they mean anything.”
- “I'll use it with someone going through the problem.”
- “I will try to help anyone who has a problem.”
- “I think I would use it when I see people with problems and I would be able to help them and recognize possible signs of mental illness.”
- “I will be able to distinguish the symptoms and be able to get help for the people who demonstrate symptoms of a mental illness.”
- “I'll probably use it when I notice signs within close people to me and try and listen to them and help them out in any way that I could.”
- “I think I will use it when I see a person in a very bad stage and talk to them about their or anybody's situation.”
- “To help people that are going through a hard time”
- “I will use it by identifying a mental health problem and helping them out.”

- “I think I will use Mental Health First Aid in my life by noticing if someone has a mental illness and giving them advice and helping them go through their problems.”
- “I think I would use Mental Health First Aid in my life by coming across a situation on the street with someone with mental health problems.”
- “I will go anywhere and be able to assist someone with what I have learned.”
- “I think I will use Mental Health First Aid in my life to help out people in my job or something.”
- “It would help me help someone get professional help when they are in need of it.”
- “I will be able to help out people whenever they seem to be having a problem and encourage them to get professional help.”
- “To help people that have these problems and not be messed up to them”
- “I can use it to read signs in people and show them where to get help.”
- “It will be helpful for my life and others surrounding me.”
- “When I meet a person that I would know who has a mental health problem”
- “To acknowledge and care for other people's health. Help them out when there's an emergency.”
- “I will tell people to talk to someone like a counselor.”
- “It will help me be aware in a crisis or I will know when there is someone with mental illness and I would know how to help them.”
- “If I ever encounter someone who needs help I would try to help them.”
- “If someone comes up to me I can help with getting them professional help.”
- “Communicating with those going through a mental disorder and helping them reason/feel better and providing all the help needed”
- “If someone was having trouble I would have the knowledge to know what to do.”
- “I will use it every day and keep aware of those around me and if they are in need of help.”
- “By talking to someone and give them the help they need”
- “I can use it in real life events where Mental Health First Aid is required.”
- “I will probably will use it if ever I come across someone who I notice needs help in one way or another.”
- “I will help them by sending them to an adult it it’s a big issue, but overall I will be a friend who will listen and be there for them.”
- “To use Mental Health First Aid in my life will be difficult since my career path leads to something more business but whenever I can it will be to help.”
- “I will use MHFA every day of my life because I have to start before I can help others.”
- “Like psychology; and in the situation try to help if it's out of my reach there look for other factors of help.”
- “Learn how to control certain mental aid disorders”
- “Helping people from doing bad choices”

- "Be aware of things and make sure I give them comfort and be warning of how other people feel."
- "Mental health will help me in my life because I will be more aware of symptoms people have and figure out help for them."
- "I will probably help people in need some day."
- "I will use it by giving advice and trying to determine what's wrong."
- "I will give people advice."

Suicide and Self-Harm Prevention (18 responses)

- "I can help someone when they are thinking about self harm." (2)
- "I think that I will use it to prevent myself, my friends and my family from committing suicide or self harm."
- "Helping all the people I know to stop from harming themselves and to find help"
- "I think that if I knew friends who were thinking of killing themselves, I would know what to do."
- "If one of my friends was having a panic attack or if they were going to commit suicide."
- "Like if I see someone that is trying to kill them self I can try and help them not do it."
- "If I ever need to save someone's life"
- "I can possibly save a life."
- "Help prevent suicide"
- "When people are suicidal"
- "Not leaving a person alone, ensure he/she has a safety contact of all times, no guilt threats to prevent suicide"
- "To help people not commit suicide"
- "By helping people who have thoughts of suicide"
- "Helping friends and family prevent losing loved ones to suicide or harm"
- "I will help people/friends who show the signs of self harm."
- "To help people who may harm themselves"
- "If any of my friends or people that I know show symptoms of self harm, I will use ALGEE."
- "If a friend/family member is thinking like that"

How Often / How Much They Will Use Mental Health First Aid (16 responses)

- "24/7"
- "A lot of times"
- "I would use it as much as possible."
- "I will use it in every aspect of my life."
- "A few times."
- "We can use [it] when we need it. Like when in an emergency."
- "When a situation like it will occur."
- "I will use it whenever it is absolutely needed."
- "When it comes to me"

- "I think that I would use it now in everyday life because I learned things I didn't know before."
- "Possibly yes in the near future"
- "I will most likely use it with friends in the future."
- "When learning with family members."
- "When it comes to that I'll know."
- "When I get older."
- "Probably I'll use MHFA later in my life."
- "I will use it throughout my life when needed."

I Don't Know (14 responses)

- "I don't know." (11)
- "I don't know yet."
- "I really don't know."
- "I don't know how I will use it."

To Notice Signs of Mental Illness (11 responses)

- "I think I will use Mental Health First Aid in my life by knowing the signs and symptoms of a mental illness."
- "I will use it in my life to see if anyone in my life goes through these problems."
- "It can help see symptoms."
- "I can learn and help others learn about the signs."
- "To start by noticing the signs before they get worse"
- "To determine if someone has mental problems"
- "To notice signs of mental illness"
- "To see if people have mental health"
- "To know when someone has it"
- "I will know who needs help."
- "To identify things in motion?"

To Be More Aware and Sensitive When Interacting with People with Mental Illness (9 responses)

- "I will use this in my life by not being quick to judge people."
- "I will use it when interacting with a mentally ill person."
- "I'll be more aware of how other people are feeling."
- "I will be more sensitive toward people."
- "Mental aid will help me understand people with mental health."
- "To know everyone's different."
- "I will use mental health by becoming a better friend to others."
- "To understand people with illness"
- "I think I will use Mental Health First Aid in life by being more aware of situations."

Nothing / None / No (7 responses)

- "Nothing" (4)
- "None"
- "Nope"
- "No"

Future Career (6 responses)

- "Maybe I would try to go to college for it because it is very interesting and I like it."
- "Being a child's pastor or being a nurse"
- "By making it a profession"
- "It will help me later in life with the career pathway I want to go in."
- "I think it'll help me on the career pathway I am going to take."
- "Since I want to be a doctor, I will see lots of people. No one is the same so I will be able to help everyone."

To Help Myself (2 responses)

- "It will help me in the future and in my life."
- "It will help myself evaluate my mental health as I get older."

Will (Probably) Never Use It (2 responses)

- "I will probably never use it."
- "I wouldn't use Mental Health First Aid in my life because it isn't anything I am going to need at all."

Know Where to Turn To (1 response)

- "Know where to turn to"

Miscellaneous (26 responses)

- "When a friend feels lonely and comes to you." (3)
- "Yes." (2)
- "I will use it when necessary."
- "I will use it whenever necessary."
- "I would use."
- "Well, I think I can give resources to people now."
- "Talking to people with mental illness"
- "As a very big thing in my life it taught me something in life."
- "It helped quite a bit with me knowing what to expect from others."
- "I think I will use it in a good cause."
- "Everywhere"
- "In school"
- "I would use it if someone has a medical issue."
- "I think I will use it when it comes to know people."
- "To talk when my friend about it, we all like it."

- “I would use what I've been taught.”
- “It helps you notice more about the things that surround you.”
- “I would use Mental Health First Aid by telling people to not be afraid to let things out because you would feel more awesome in life and you wouldn't have to worry about everything.”
- “It is a good program.”
- “It helps a lot to know the percent of people that have disorder.”
- “When you need to know not everything is perfect in the world.”
- “It can help me see the difference between things.”
- “Awareness”
- “Use it effectively.”
- “Showing them how to cure it”
- “That we didn't have enough time to really talk about it and more one on one time with some students.”
- “I was a bit uncomfortable learning about mental illness because it is sad, sometimes.”

E. Student Project Ideas and Visions

In the final survey, we asked the students, "If you already chose a project for RESTATE and have started working on it, what is the main idea or vision behind your project and why did you choose that main idea or vision?" We asked this question of students in the fall of 2013 and the spring of 2014.

The following are the responses of students who indicated that they selected or completed a project, sorted by category:

Depression (39 responses)

- "Depression" (4)
- "Depression - I chose it because I am, well was, depressed at one point in my life."
- "Depression - I chose it because I went through depression at one point."
- "For my project I chose to do it on depression. I chose depression because a lot of people in school could be feeling depressed inside but no one would notice. On one side of my project I put a very dark and sad side for the way the person may be feeling inside. On the other side I put a more pretty and cheerful side with compliments because I think that is the side people try to make you feel good with compliments but you're so focused on the negative comments that make you feel depressed."
- "I chose to do my project about depression and the main idea of this drawing is that for everything is hope. And could people see the difference between depression and hope. I choose that one because I had a member in my family that used to have depression issues."
- "Depression could be a dark place for some people and my project shows a dark road leading up to the light, the sun, which means there's hope at the end."
- "Because a lot of people live from depression and sometimes they can do so many things they will regret."
- "I did mine on depression. The idea was to draw a dark scenery and then in the middle I drew a bright and colorful scenery which represents the hope you have even though everything else looks bleak and gloomy."
- "I chose depression and just want to let people know that there's still hope even in the hardest times."
- "I started working on my project weeks ago, and I'm finished with it, also I chose depression because it's very common on teens"
- "Depression - I had an idea for an art project that went with it."
- "My project would be based on depression, I choose this idea because I seen a few people going through depression."
- "I have started and finished my project, my project is supposed to be based on depression. It's an apple. One side is bitten off and other side is healthy. The bitten side has a worm on it."
- "My project was depression. It was basically giving hope for people."

- “I chose it because I wanted to explain how a person felt when they were going through depression.”
- “The vision is of a kid who falls into depression because he is made fun of by other team members.”
- “The main idea was to let people who are depressed know that there is always hope.”
- “I did a depressing face and it represents depression.”
- “Making a picture of a forest and put sad words on it because I wanted to show people how depressed people are.”
- “Yes, the main idea was depression we chose that idea because a lot of kids struggle with it and put a brave face on when they really aren't happy on the inside.”
- “I chose depression because that's one of the main things I've seen in my life.”
- “My main idea about my project is that depression is something rough to get and of sometimes you just got to talk to people and let out all your anger like that! Never regret something that made you smile.”
- “Depression and how it can be overcome with positivity. I chose this because many people suffer from depression and feeling alone.”
- “The main idea was depression from all the stress. Weight of the world or a person's situation.”
- “Our project was about depression and how someone can be weighed down by so many things they are going through.”
- “A girl helping a depressed dude over the internet”
- “It is the escape from depression.”
- “Our main idea was to talk about depression and mental illness and help those who need help.”
- “Ways to reduce depression because people need to know.”
- “To show the signs or depression, and how to cope with it.”
- “My project was on depression.”
- “Depression because I have seen a lot of people with it”
- “I chose depression because I wanted to learn more about it.”
- “Depression: main idea is to let those going through depression know that they're not alone and there is help available”
- “PSA I choose depression because this generation seems to be the biggest problem in our youth”
- “Well I did like 3 and they were about depression.”

<u>Awareness and Acceptance of Mental Illness and Stigma Reduction (29 responses)</u>

- “To help society understand that we should accept people for who they are and help those who are in need.”
- “Psychosis awareness and seeking help”
- “Informing other people”
- “The awareness.”
- “I chose the video to bring awareness to mental health and how it can affect individuals.”

- “To make people aware of mental health problems”
- “Our project was a public service announcement. I chose mental health my main idea was that talking about mental health shouldn't be hard.”
- “Main idea is to try and understand a person with a mental illness. I chose this because many people or kids when the are 7 or 10 and under they think like that they like is they imaging things when it's not there.”
- “I have already worked on the project and the main idea is people actually live like that.”
- “To help people notice what mental health is.”
- “Getting to know more about it and on how people feel about it.”
- “The main idea was to show the feelings of people with and without mental illnesses”
- “It was words of mental health and I chose it because it gave description ideas of vocabulary.”
- “Yes, we finished it and the main ideas was to express the what people go through.”
- “The main idea for my project was to express the fact that a person with any type of mental illness may not be able to control their words or actions as though someone else were speaking for them.”
- “Having a mental illness does not make you crazy”
- “The main idea of our project is to make people aware of mental illness and for them to recognize it is not something to make fun of. We chose this because we have seen how mental illness is not seen seriously.”
- “My main idea was understanding those who have a mental illnesses. We often hear the phrase 'Walk mile in their shoes' but few really attempt to put themselves there.”
- “My project was about turning negative stigma into positive adjectives. I got the idea when Jeff Alexander demonstrated that you could turn autistic into artistic. Unfortunately my project was not displayed at the exhibit.”
- “Start a mural for a campus to leave a legacy of this beautiful outreach of mental health and just have great energy in the mural.”
- “My main idea for the program would be to show that people with a mental health problem are not any different from any people.”
- “It was chosen as a problem with us humans that should not be frowned on but enlightened.”
- “The main idea was that why you would judge someone by looking at them social stereotype.”
- “My project was coping with different stereotypes of mental illness. I chose this main idea to see different illnesses a person could get.”
- “I chose the project to inform others on possible symptoms.”
- “I've done a video project on my peers to see the different answers that they may have on mental health and how some people can be clueless on what it really means to have one.”

- “My main idea was cell phones, teenagers often pay more attention to their phones than they do to the real world, I think that's why we don't see signs until it's too late.”
- “My main idea was that people and especially teens don't notice what is around them because they pay way much more attention to their phones.”
- “My main idea was cell phones, teenagers often pay more attention to their phones than they do to the real world, I think that's why we don't see signs until it's too late.”

Helping People with Mental Illness (24 responses)

- “Help people.” (2)
- “Show how to help an illness”
- “The main idea is that you have to get the message out there to the people so they can help others.”
- “I want everybody to know there is help.”
- “To talk to others who need help and give professional help.”
- “I chose holding hands because people in stress need a helping hand.”
- “I wanted to show how RESTATE can help the whole world.” (2)
- “I already finished my project. To help people who are in need of help.”
- “The main idea of my project is to let the people know that some people need help.”
- “My vision is make more people aware of the mental health. I chose that because I can help people for a mental illness.”
- “The main idea of the project is a girl who is struggling and wants help. She is saying what she is feeling and doing, she is also saying how it would be like if she got help.”
- “The main idea for our project is to inform, inform others of helping people and how to help others with the proper care. Helpfully this keeps going and keeps giving others the skills that me and my classmates got the privilege to get.”
- “Our vision behind RESTATE was to allow to see that we are here to help and they aren't alone in their situations.”
- “The main idea is that anyone with a mental illness has a way out and someone helping them.”
- “My project main idea would be, 'It's okay to ask for help.'”
- “That people are running out of time and they need help”
- “To help those in need.”
- “To reach out to people to make sure they got help.”
- “To help people and let them know how to deal with situations”
- “To give scenarios and out comes to get people to realize what happens and get them to do something”
- “The main idea behind my work is to help people out, take them by the hand and lead them in the right way.”
- “To help kids”
- “Help kids”

Suicide and Suicide Prevention (18 responses)

- "Mine was suicide because I have had many thoughts of suicide while at home, school, etc."
- "Suicide is my topic and I chose it because I have a cousin do that and it made me want to learn more."
- "I would help people who want to kill themselves."
- "By preventing suicide and helping them prevent suicide"
- "My project was about unhealthy relationships. The reason I chose it was because many girls/ladies are in unhealthy relationships that make them get to the point of killing themselves or their partners."
- "My project was a hand figure made out of clay I carved 'reach out' on it so people could learn to lend a hand and help someone who is showing symptoms of depression or suicide."
- "My project was an acrostic for hope that said help overcomes powerful emotions which meant getting help can prevent any harm to oneself."
- "It's a painting. It's a girl with orange hair blue/turquoise eye shadow, blue and yellow tears. She is depressed and tells herself she has nothing to offer. The cars and eye shadow are all the potential she has and her hair is all the life she has, all of the sunshine in her heart. The quotes are telling her not to commit suicide (bottom) (top) is her saying that no one understands."
- "The main idea in my project was suicide. I don't know why I chose this to be the main idea."
- "I started a tree to see a person have a thought of killing themselves. We need someone to talk to because he thinks no there for him, there's to sides a side of him think of hanging himself."
- "I chose my project for RESTATE and it's a boy hanging himself on a tree and the background where the boy is at is dark and the other side is a brighter prettier side. There is always hope in everything like in the painting, there was a brighter side but he chose the easy side."
- "My main idea for my project was suicide. I painted a tree with a noose on it, the noose represented suicide or death. The tree represented life and new beginnings."
- "When people are committing suicide for problems that can be resolved"
- "The main idea of my project is to inform people that a person may look okay or happy but it's not always what it seems, they might be suicidal. I choose this because there are many suicidal people out there."
- "The project I chose involved suicide and its effects on the people closest to the victim. I chose this project in order to represent the pain of something like suicide or any other mental illnesses of people."
- "Two sided art, one shows what ends a life and other saves a life."
- "My project is the thoughts going through a person's mind when they want to kill themselves."
- "Suicide prevention."

Hope (16 responses)

- "The main idea of my project is to show people that not all has been lost. There is still hope and help."
- "The main idea of my project is to show that there is still hope and that a mental illness should not stop you from living your life with joy."
- "The main idea is to let other people know how you're supposed to be and encourage others."
- "The main idea for our project is H.E.L.P. and Hold On Pain Ends."
- "I chose it because I want 'light' to shine out of my project as a beacon of hope and show by handprints that everyone is included. I chose that idea because it makes it easier to deal with mental illness."
- "I chose a bridge to represent and tell someone with problems that there is always a better side."
- "I chose to do a mermaid but she is not a happy mermaid, she was laying down with white around her - hope and getting rid of the other darkness around her."
- "My main idea is that those who have mental illness can overcome it."
- "There is always help."
- "There is a light at the end of the tunnel. Me and my friends cut up our depressing poetry and glued the pieces into a new hopeful poem signifying new hope and a better tomorrow. If it got better for me it can be better for anyone."
- "The main idea was to let people know there is hope."
- "I have finished it to show people there is hope."
- "My partner and I chose to make an Instagram page of quotes of hope and we put an email address so they can email us to talk about their problems. What encouraged me was that I saw a girl's Instagram profile and she posted a lot of depressing quotes."
- "A cage holding in hope"
- "The theme was Hope. Everyone used that theme."
- "To create a sense that everybody can get support"

Bipolar Disorder (15 responses)

- "My main idea for my project was to let people know that bipolar disorder is something very serious to me and it should be to everyone else. I chose what I chose because in my household bipolar disorder is common. People tend to have two characters: one where they're seeming happy and another where they're trapped in their own head. Depression."
- "I drew a man with two faces showing a bad and happy side this was showing bipolar."
- "My main idea was to show how bipolar can switch someone's mood."
- "In my project I was trying to show bipolar disorder. I drew a face that is different colors to show the different feelings and thoughts of someone with bipolar disorder would have."
- "I choose to due a project based on bipolar disorder because I feel that many teens deal with that problem."

- “I created a tree, half was full of life and showed someone happy, but on the other side it's gray and dark showing someone is sad. The main idea behind all of this was to show bipolarity.”
- “I made a flower one half in bright colorful colors and the other half in darkish, boring colors to show how someone can change in a flash.”
- “My project was two masks. One mask was happy and the other was sad. This represented bipolar. How people have their up and downs, and how being happy is better and more powerful.”
- “That SpongeBob is bipolar and he doesn't want to be with anyone else outside, because everyone is happy outside, and he is really sad inside.”
- “The main idea is SpongeBob is bipolar and he is in a dark room and everything is negative in his vision.”
- “Bipolarity - it will show how feelings moods can dramatically change.”
- “I choose bipolar. They often can smile or be sad.”
- “My vision was about bipolar people.” (2)
- “It's about bipolar people.”

Bullying/Cyberbullying (10 responses)

- “The main idea in my project is to stop bullying because it can lead people to depression.”
- “To stop bullying”
- “I have not started the RESTATE project but the PSA project had an anti-bully idea.”
- “I chose to do an anti-bullying project.”
- “There’s a lot of mental health illness in bullying.”
- “The main idea of my project was anti bullying. I did it because I seen a lot of bullying and bullying is not good. So my project was to show how bullying shouldn't happen.”
- “How bad bullying has gotten and how bad it should not be”
- “Anti-bullying because there is a lot of bullying going on.”
- “I chose cyberbullying because it's a big issue in the teen world and starting to grow due to technological increase.”
- “We chose cyberbullying.”
- “Cyberbullying”

Schizophrenia (7 responses)

- “I chose schizophrenia because a family member of mine has that disorder and I think it was a good idea to draw about that. I drew ugly looking dolls and to the side a skull that said 'get out of my head.'”
- “I chose schizophrenia because I know what it means and I understand the meaning of it.”
- “The reason why I chose schizophrenia is because I know it was an interesting mental illness people have.”

- "My project's topic is on schizophrenia. It shows that if you are dealing with these problems it is best to get help immediately."
- "Schizophrenia, we are done. I don't know why I choose this idea, I did but I am really happy I did."
- "Schizophrenia. Because it is an interesting subject"
- "Yes, it is that people who have schizophrenia are not by themselves. They have the resources around them to get help. I found it interesting how people can live normally hearing things having to see them."

Alcohol and Other Drug Use (6 responses)

- "Teen drug abuse"
- "I've had experience with people who drink a lot and abuse drugs."
- "My project is about drug abuse and I chose it because there's a lot of people who smoke and they should learn about it."
- "To not overdo alcohol. It has a very negative outcome."
- "The main idea is drug abuse."
- "We did Red Ribbon Week shows."
- "Red Ribbon show"

Anxiety (5 responses)

- "Anxiety because my sister suffers from it"
- "It's a PSA targeting stress and anxiety showing, by one example that is can effect your life tremendously."
- "My project is based on anxiety. I chose anxiety as the topic because I know people with anxiety."
- "The main idea was separation anxiety, I chose this main idea because it looked like a touchy topic."
- "I did a yin-yang cut in half, I choose this to represent the fear and anxiety in some people's everyday life that have to deal with this issue."

Encouraging others (5 responses)

- "To encourage other people."
- "To encourage other students in the community."
- "Encourage other people to do good"
- "To encourage other students in the community"
- "To encourage other people that pass by"

Self-Harm (5 responses)

- "Depression leading to cutting" (2)
- "I choose self harm because many people think that by hurting themselves they can feel less hurtful from what the actual pain is. They think it's a relief but it's a problem and there is help."
- "Self harm: people who do self harm sometimes do it to make sure that they are alive in a sense and that they aren't just pieces of stone."

- "I did a monologue on cutting, I wanted to make it so people would know how a cutter feels, I have struggled with cutting and the monologue really helped."

Cultural Awareness (4 responses)

- "To promote cultural awareness in the mental health area. It was a group decision."
- "To promote cultural awareness"
- "Culture (ours)"
- "Tachi culture-Indian Country"
- "Yes, my people"

Eating Disorders (3 responses)

- "My main idea is eating disorder. I chose this vision because that's what a lot of girls do when they're not proud of the way they look."
- "My project deals with anorexia and I chose to do a journal that has the schedule of an anorexic. I chose it because it seemed interesting."
- "I did, eating disorder."

The Power of Positivity (3 responses)

- "The main idea of my speech was to encourage people to be more positive and to basically convince them that it could always be worse."
- "Positive things and making sure to think positive better than negative."
- "My main idea for my project was to encourage people to find the good in bad situations to brighten people's day. Just a picture with meaningful words can help"

Friendship as a Protective Factor (2 responses)

- "The main idea for my project was to have a friend by your side. There is always a fact that family can't really be there for you every minute to understand your problem, but a friend can always understand you better."
- "The main idea or vision of my project was that people with a mental illness need a friend who will be there for them, and will help them back on their feet. I chose this because I went through depression in my preteen years and all I needed was someone to be there for me even if I pushed them away at times."

Loneliness (2 responses)

- "Loneliness was the main idea, and I chose because I was once lonely."
- "My project for RESTATE is finished, the main idea I had behind my project is by talking/showing the viewer that, they're never alone. That there is people that are professionals that can help. Why I chose this main idea, is so no one ever feels lonely."

ADHD (1 response)

- "ADHD because it sounded interesting to me"

Stress (1 response)

- "The vision behind my project was to show stress. I choose this topic because my project showed how this can have a good morning then not such a good night."

Anorexia (1 response)

- "My project was anorexia I chose it because I wanted to know more about it. My main idea was beauty is from within not your appearance."

Compulsive Lying (1 response)

- "My project was of a young man who entered the military as a compulsive liar which is a mental illness we just think that a lot of teens these days lie about a lot of unnecessary and inappropriate reasons"

Multiple Mental Illnesses (1 response)

- "I did the picture project. We put words on these pictures to mean something. Like depression and schizophrenia and the mental health issues."

Multiple Personality Disorder (1 response)

- "Well I've done 3, one is about depression, water color face, the trapped within the sea is uncovering the different layer of people like multiple personality/depression and the t-shirt, 'tainted' water is about multi-personal trying to take over."

Psychosis Brought on by Head Trauma (1 response)

- "Psychosis and how children who suffer head trauma have the chance of developing it. Most parents don't think that it has to do with it, which I find them to be grossly misinformed."

Miscellaneous (42 responses)

- "That people are the way they are but it does not mean they are ill and there are always ways to help those in need"
- "There are some people with a mental health problem and it says in the middle 'you may know my name but not my story'."
- "My project was a globe and it say 'You are worth it, you are the world.' It was basically motivation in words, and show the importance of each person as an individual."
- "My project showed a girl that wasn't confident about herself because people called her names."
- "I chose a child taking off a sea man like mask, it's as if he is taking off his [mask] and regaining his humanity."
- "For my RESTATE project I created a painting of a man walking his dog and there is a big dove right above them, the dog symbolizes a loyal companion that is there for the man and listens non-judgmentally, the dove symbolizes that the man is now free of all stress and he has found peace in his life."

- “Our minds are divided into 2 hemispheres, in very general terms, the left side of the brain is logical, the right side is creative, I represented that with mechanical gears on the left and spontaneous colors on the right.”
- “The main idea was to show how some people play roles in front of others, the meaning was to show their expression.”
- “My project is based on what is happening inside a person with a mental problem.”
- “I chose a child who is sad inside but, outside he shows that he is happy when he is not.”
- “No one should be judged on past situations.”
- “The main idea for mine is rebirth are many people who have recovered from mental illnesses and want to forget the past.”
- “The sad and happy sides”
- “Something that shows how to destroy all ties with the people who make you suffer and try to force you to be something you're not”
- “Letting people know they're not alone”
- “Keeping an open mind”
- “My project was on illusions - many people see things other people don't see. Well someone would be seeing things.”
- “My silence is another word for my pain.”
- “I made a PSA on the effects of society. I wanted to change many minds when pertaining to the actual effects.”
- “They taught me how to handle situations.”
- “To do a ‘what would you do situation’”
- “The way they taught us the information.”
- “It was very informational.”
- “It's just a bunch of problems”
- “My class works on an amount of skits that approach the problems that many people face today.”
- “The main idea behind my project was to show the basic knowledge that relevant and could easily display to any who saw any project”
- “The main idea would be happy and sad.”
- “To say people aren't the same.”
- “My whole explanation I typed on the computer was 3 pages long in a nutshell it was about the cruelty of life and you can find inside yourself the courage to live in.”
- “My whole class has been doing a project and we chose to help because a lot of kids at school are in danger or at risk.”
- “No matter how many people break you, you can always come back as one again.”
- “The main idea was that a man who has so many things going there his head and his head is going to explode.”

- “The main idea behind my project is that as humans we are more capable of doing more than we think. Youth Lagoon, Trevor Powers, is a song writer & producer. He is a young man with anxiety, but is living the dream.”
- “I would choose a person being held under water because that would signify they have so much pressure they can't breathe.”
- “Eat healthy.”
- “The project we are going to do in put encouraging words on the marquee so everyone knows what we are doing. But also wanted to do a moral so that the school has something to look at and make them feel good about themselves.”
- “Going to design a mural, develop different sayings every week in the marquee.”
- “A saying will be posted on the marque out in front of the school”
- “I can't summarize it easily.”
- “My team didn't care about the project so it isn't a project that was work hard for. I wish I could do something else by myself.”
- “I chose the topic because I felt comfortable with it.”
- “I didn't choose a project. One was assigned for us.”

F. What the Participants Liked About RESTATE

In the final survey, we asked the students, "What did you like about RESTATE?" We asked this question of students in the spring of 2013.

The following are the students' responses, sorted by category:

Learning About Mental Illness (62 responses)

- "Learning new things." (2)
- "All the facts I learned."
- "The fact that we learned more and get some more information than the first time."
- "I like how it clearly stated the mental illnesses and its signs. I also liked that it informed about the sites or hotlines."
- "That they taught us about risk factors"
- "I like that I got to learn the signs of the illnesses."
- "Learning the problems and issues people had"
- "What I liked about RESTATE was the whole process of learning the meaning of ALGEE."
- "I liked when our teacher acted out the illnesses because it helped me understand how people would act."
- "The conversations we had about families or people that we know that have a mental disorder or any disorder in need of help."
- "I liked the legitimate information they gave us and made us understand in a manner that is comfortable and relaxed despite the heavy subject."
- "I liked how much information it provides."
- "I like being informed by the RESTATE Program."
- "What I like is that they showed us how to help others"
- "I liked the new things we learned."
- "The information it provided"
- "The activities we had and everything I learned"
- "I liked everything they taught us about mental illnesses."
- "It described every topic well."
- "I like it showed what to say and do in situations."
- "It was interesting to find out about the different illnesses."
- "Learning things I didn't know."
- "How it discussed lots of mental health topics and helped us learn how to deal with them."
- "We learned about stuff we didn't know."
- "I felt like I learned a lot and had a fun time."
- "The ideas that it teaches"
- "It hit most of the hard topics on mental health."
- "I liked how I learned more about mental illness."

- “I liked that it taught me about new illnesses that I have never heard about and some of the symptoms to look out for.”
- “What I liked about RESTATE is the event allowed me to learn new and helpful things.”
- “I liked how I got to learn these things.”
- “I liked learning about a subject that is so easily dismissed or ignored within society.”
- “It was very informative.”
- “For a short time, the participants learned a lot of beneficial information.”
- “It was very informative.”
- “The new information about mental health conditions.”
- “I learned to recognize things better.”
- “I liked that it taught me a lot throughout this process.”
- “Learning and the art”
- “Learn mental health”
- “I liked learning about different types of situations.”
- “I liked learning about mental illnesses.”
- “I liked all of it because I learned new things.”
- “Learning about the illnesses and other people's experiences”
- “I liked that I learned about how mental states that I didn't even know of.”
- “The information”
- “Just learning about the mental illnesses.”
- “I liked learning about all these things.”
- “That there are many illnesses.”
- “That we learned different things”
- “I liked how it was very informative.”
- “I liked the topics it gave us. It helped me learn more.”
- “That I can know what the symptoms are if I or someone needs help”
- “I liked the robust array of information it had.”
- “That it taught me something”
- “What I learned”
- “What people go through when they have an illness. It sucks because you can't live that normally.”
- “It helped me open my eyes and I like that.”
- “What I liked about this program was that it covered most of what I need to know.”
- “The things I learned”
- “Learning what the instructor is discussing about illnesses”

<u>Helping Others (35 responses)</u>

- “I learned to be there for someone.”

- “During RESTATE I enjoyed creating my project for the fact that my drawings purpose might some day reach the heart of a human being and benefit their health in a positive way.”
- “Learning how to get them help”
- “Learning methods to help people with mental illness.”
- “I liked many different things about RESTATE but what I liked most was that the program, as a general whole, is about helping others.”
- “How people learned how to help people with mental illnesses.”
- “That I can help others with mental illness”
- “It helped me know how to help people.”
- “The fact that I'm learning how to help others.”
- “It opened me up to help others.”
- “I liked learning how to help people.”
- “Learning to help others that may be in need.”
- “I liked how we got to learn about the way in which you can encourage others to help people with mental health.”
- “I liked the fact that it taught us the do's and don'ts of approaching someone going through something traumatic.”
- “Getting to learn new things, and feeling like I can help people more efficiently now.”
- “How helpful it can be to the children or the people in mental health issues”
- “What I liked about RESTATE was how we were able to make projects to help spread the word about mental illnesses.”
- “How I got to learn more about helping someone with a mental illness and what I can do for them”
- “I liked that I learned to help others.”
- “How it showed how to act with people who have mental problems and how there are different guidelines to help.”
- “Learning different ways to help people”
- “Learning how to deal and help with people with mental illnesses the right way.”
- “Something I liked about RESTATE was that I can be able to help people out.”
- “Learning different ways to help people.”
- “Learning how to deal and help people with mental illnesses.”
- “I like that you get to learn how to help people.”
- “It helps you become a better friend, and it makes you smarter when it comes to helping people.”
- “I really help other students who don't know how to do it.”
- “I like it because it helps.”
- “It showed us how to help people with problems.”
- “Just the way the whole intention was programmed. I like being informed about what is out there and what you can do to help.”
- “What I liked about it is that it showed me how to help others.”
- “I liked that it showed me how to help other people.”

- "Of how we could help people in more than way"
- "We liked the program because it keeps us focused on how we can help someone who struggles with an illness."

Projects and Self-Expression (30 responses)

- "Expressing my feeling about the disorders in my artwork"
- "That we can express our feelings."
- "That it gave me inspiration in my projects."
- "That you can express your thoughts and feelings"
- "It got to let out the feelings."
- "I could express how I feel through the t-shirt and see that I wasn't alone."
- "Getting the opportunity to choose what subject to base my artwork on"
- "I got to really show how I used to be."
- "What I liked about RESTATE is getting to do a painting."
- "Painting my painting about mental health."
- "The part I liked was to do a project and I did a photograph."
- "What I liked about the program was that we made our shirts to represent people who died or ended their lives."
- "The projects."
- "We had to paint."
- "Not to much stuff maybe the projects only"
- "The project"
- "Doing the project"
- "The drawings we did"
- "The project"
- "The art"
- "The art and the utilities"
- "What I liked about RESTATE program was that we got to create our own illness that we picked and put it out there."
- "The painting."
- "The art work"
- "I liked making the shirt."
- "We made shirts."
- "Doing the t-shirt program"
- "The t-shirt project"
- "I think the drawing and info we shared."
- "I like that we were able to share some of our stories."

Everything/Liked in General (28 responses)

- "Everything" (9)
- "Everything!!"
- "I like everything, it is very helpful."
- "Everything! Teachers, activities, games. Everything was enjoyable."

- “Everything. Videos, lessons, activities, instructors, breaks.”
- “I like everything from RESTATE.”
- “I like everything about it because it was very interesting and helpful.”
- “I liked everything about RESTATE.”
- “I liked everything we did.”
- “I like the whole thing in general”
- “I appreciate everything I learned and did with the elements of RESTATE. In my opinion it is something great what I did for the past few weeks.”
- “All of it”
- “The whole training in general”
- “I pretty much liked everything.”
- “I didn't dislike anything, I enjoyed the class, and project we worked on.”
- “I honestly liked everything.”
- “I like it a lot.”
- “I like many things.”
- “I liked many things from it.”
- “There were many things I liked from RESTATE. I couldn't choose one.”

<u>Activities/Interaction in Class (22 responses)</u>

- “The activities.”
- “Activities”
- “I liked that we all talked as a group and that we did scenarios to help us better understand the different concepts.”
- “The games/activities they helped me learn.”
- “The team work exercises. That we got the book so we look in there, if we forgot something we learned.”
- “Interacting with others in the group.”
- “The workshops.”
- “I liked the activities.”
- “The activities.”
- “I liked how we had exercises and played out real situations to the class.”
- “I liked interacting with friends.”
- “The conversations.”
- “The interaction with everyone and understanding the presentation”
- “Interacting with everyone and learning”
- “That we were all very involved with what was going on (activities)”
- “I liked the group involvement.”
- “I also like how we all share ideas and talk.”
- “What I liked the most about RESTATE was the activities we did.”
- “I liked talking to my peers about mental illness and discussing it all together as a class.”
- “I liked that we talked to each other.”
- “The discussion”

- "We all discussed."

Did Not Like Anything, N/A (15 responses)

- "Nothing" (7)
- "Nothing really." (2)
- "Nothing at all."
- "I don't have any likes or dislikes about the RESTATE Program."
- "I didn't really like anything because I wasn't interested in this class in the first place."
- "I didn't like anything."
- "That mental health program didn't benefit me. I don't think I will be using it."
- "I didn't really like it."

Instructors (8 responses)

- "The teacher" (2)
- "The instructor was really interactive, always answered questions."
- "I like the teacher, the way she provided examples and ideas, to help me understand and the class."
- "I liked everything, especially how Ms. Camacho taught. She gave detailed explanations and made us understand the different mental health problems that are out there."
- "How they explained it very well"
- "I liked how her big wide smile would change the mood of the room."
- "How friendly she was"

Applicability to Life (7 responses)

- "I like how it teaches you helpful things you can use in actual life."
- "The fact I can use this in the long run."
- "How we all got together and we are actually learning about something we could interpret into our lives."
- "What I liked about RESTATE is that none is left be behind and everyone is treated alike no matter what's wrong with you."
- "It taught me things that will possibly help me in the future."
- "I liked how it told us that there's a lot of kids in danger. So we need to watch out."
- "How it prepares you for life ahead."

Did Not Like RESTATE Very Much (6 responses)

- "I didn't like much, it was just okay."
- "I really did not like that many things about RESTATE."
- "I didn't really"
- "I am neutral about it."
- "Nothing really stood out. All I can say is that I didn't DISLIKE any of it."
- "Almost nothing"

I Don't Know / N/A (6 responses)

- "I don't know." (5)
- "N/A"

Openness of Classmates, Mutual Respect, and Being Non-Judgmental (5 responses)

- "That many people let others know what's going on with their life"
- "The fact that people were open about their lives"
- "I liked that all the students respected other people and didn't laugh at anything someone said."
- "The way we could be open"
- "I really liked how they don't judge they always seem to listen. Which is what many people need."

Suicide Prevention (4 responses)

- "What I like about RESTATE is that we learned things about suicidal thoughts can be removed if you talk it out of them and people are there if your in need."
- "I came to the class not knowing anything but I feel like I've learned so much. Such as ALGEE and what to do when you feel like someone is going to commit suicide."
- "It taught me how I could help someone planning to kill themselves."
- "I liked RESTATE because it gave us an example and showed us how we can help a person who's thinking about suicide."

Collaborative Process (3 responses)

- "I like how our class collaborated and created images based on mental health issues."
- "They help us work with everyone."
- "What I liked about RESTATE was that we helped each other and collaborated.

Increasing Awareness of Mental Illness (3 responses)

- "What I liked about RESTATE was how we were able to make projects to help spread the word about mental illnesses."
- "It makes people aware of the struggle that people face every day."
- "I liked how it made me realize that I'm not the only person with problems."

Stigma Reduction (3 responses)

- "What I liked about RESTATE is I got to learn about people with mental illness and how to treat people and be thoughtful."
- "The way they treat everyone equally."
- "It made me understand people with disorders."

Bonding with Classmates (2 responses)

- "I like how the program helped bring the class together and bond with one another."
- "How close we all got"

Examples Provided (2 responses)

- "The examples, stories that were given"
- "All the examples"

The Mental Health First Aid Book (2 responses)

- "I liked the book, the book was really helpful."
- "I enjoyed the book."

Miscellaneous (37 responses)

- "Gave good points at times" (2)
- "How it helped students know that we sometimes go through some of the things mentioned."
- "I like RESTATE."
- "It took too long."
- "I learned how to speak to a person who can't handle their problems."
- "I liked how we all got along and helped each other."
- "I liked our 'First aiders, not crusaders' memo."
- "It was interesting."
- "The videos"
- "I liked how comprehensive the program was."
- "I enjoyed the material because it was easy to understand."
- "I liked RESTATE in that I've always wanted to learn about this topic."
- "The videos"
- "The way the information was presented"
- "I liked the little stories that were told."
- "That it was with a group of my peers"
- "The message it's trying to send."
- "Experience"
- "I liked how it communicated to me and helped common situations."
- "It was fun and educational."
- "To be in contact with people."
- "That it was fast"
- "It's helpful."
- "I liked the worksheets we would get."
- "It was a good program for advice."
- "The PowerPoint presentations because they were easy to follow and clear"
- "That nobody tells anything that we said indoors."
- "I liked letting go and just saying what I needed to."

- “How it emphasized that you are not alone because of the support you can receive”
- “That the whole class actually took this program seriously!!”
- “Didn't find it interesting.”
- “That they told me that it has lots of similar on doing bad things and don't get help.”
- “Presentations”
- “The quizzes”
- “It's boring, but it's a good class.”
- “What's RESTATE?”

G. What the Participants Disliked About RESTATE

In the final survey, we asked the students, "What did you dislike about RESTATE?" We asked this question of students in the spring of 2013.

The following are the students' responses, sorted by category:

Nothing (152 responses)

- "Nothing" (65)
- "Nothing really" (3)
- "I didn't dislike anything." (2)
- "I liked everything." (2)
- "Nothing at all."
- "To be honest nothing"
- "Nothing, to be honest."
- "Nothing at all, I liked every part of it."
- "I didn't find anything wrong with this program."
- "There wasn't really something that I disliked, it all really was a great experience."
- "I didn't dislike anything."
- "I really love this program."
- "There is nothing I did not like, I like everything."
- "I didn't dislike anything from RESTATE."
- "In my opinion, RESTATE was good to me so nothing bad I can comment about."
- "I did not dislike anything about RESTATE."
- "I cannot think of anything I disliked about RESTATE off the top of my head."
- "Nothing in particular about the RESTATE."
- "I didn't really dislike anything."
- "I didn't dislike anything about RESTATE."
- "I didn't dislike nothing about RESTATE."
- "There is nothing I disliked."
- "Nothing it was all something that was worth learning"
- "I liked everything we learned."
- "I disliked nothing."
- "I didn't dislike anything about RESTATE."
- "I didn't dislike but I wouldn't have took it if I had a choice."
- "I don't really dislike anything."
- "Nothing, or maybe the slideshow and learning what everything meant but it was kinda helpful"
- "I think its good the way it is."
- "There was nothing to dislike"
- "There was nothing that I didn't like about it."

- “I think it was good.”
- “I liked everything.”
- “I didn't really dislike anything.”
- “There was nothing I really disliked about RESTATE.”
- “Nothing that I can remember.”
- “Nothing, I believe this is a great program.”
- “I did not dislike anything about RESTATE.”
- “I disliked nothing about RESTATE.”
- “Nothing, I really liked everything I learned.”
- “I didn't dislike anything. I thought it was a very good course.”
- “To be honest, none of it”
- “I didn't dislike anything. I enjoyed the program in all aspects.”
- “I like it all.”
- “Nothing really.”
- “Not really anything.”
- “Nothing really.”
- “I did not dislike anything.”
- “There's nothing I disliked.”
- “I didn't dislike anything.”
- “I think everything was fine.”
- “What I did not like about RESTATE was nothing.”
- “Nothing, I liked it all.”
- “I didn't dislike anything.”
- “Nothing. It's all okay!”
- “Nothing it was just interesting.”
- “I don't think there was something that I didn't like.”
- “Not really any”
- “I like it, but there's nothing that I don't like about it.”
- “No”
- “I didn't really dislike anything.”
- “Nothing at all.”
- “I don't dislike it.”
- “I don't really think I disliked anything. It was very helpful.”
- “I didn't dislike anything about it. It was a very good experience.”
- “Nothing. This was great.”
- “I liked everything about it.”
- “I don't think there is a thing that I disliked about it.”
- “I guess nothing?”
- “No dislikes”
- “Nothing. I think all of it's good.”
- “I didn't dislike anything.”
- “I didn't have any dislikes.”
- “Nothing much really. It was actually pretty good.”

- "I didn't dislike anything about RESTATE."
- "I really did not dislike anything about this program. It's very helpful."
- "I don't think I had anything to dislike from it."
- "N/A" (5)
- "N/A Very good!"

Too Few Activities and Too Little Interaction and Movement (10 responses)

- "What I disliked about RESTATE was that we had a small amount of activities during the whole program."
- "That we should have done big activities"
- "Need more physical activities. Not much participation."
- "I disliked that we didn't move around more."
- "Should do more involvement that requires movement"
- "Not playing enough games"
- "Lack of involvement and setting down in chairs."
- "I believe we should've interacted more with one another."
- "That we never got into class discussions about what we thought about something"
- "There were some days we didn't talk."

RESTATE / Mental Health First Aid Was Too Short (9 responses)

- "Didn't have enough time."
- "I disliked how short the program was. It was so enjoyable that it felt like only a few hours passed instead of a whole day."
- "It felt a little rushed to learn everything we needed to know."
- "I feel like it was really short."
- "It was short."
- "The short amount of actual training time"
- "It was rushed."
- "I would like more days to learn more about mental health."
- "I disliked not having too many days and how they were separated to learn about."

Surveys (8 responses)

- "Too much surveys"
- "The surveys."
- "There were so many surveys. It brought up a little depressed feelings, has gotten rid of."
- "I disliked nothing, except the surveys."
- "I disliked that we had to do lots of survey questions that were always the same."
- "What I dislike about it are the surveys because they ask the same thing over and over."
- "All of the surveys"
- "All the repetitive surveys"

The class Was Too Long (6 responses)

- "It was too long."
- "It took a long time."
- "How long it took."
- "Took too long"
- "The time it took"
- "It took a lot of my time."

Everything, Disliked it Generally (6 responses)

- "I disliked everything."
- "I disliked the length of it."
- "I didn't like how we just focused more on 'acting skits' than videos about people's experiences with mental health."
- "I didn't like it at all I guess you can say."
- "Didn't care for it."
- "Everything. It was boring."

Too Much Work, Too Much To Cover (5 responses)

- "It is a lot of work."
- "All the work"
- "All the reading"
- "I disliked that there was too much to cover."
- "There's lots of reading."

Offer RESTATE to More Students (4 responses)

- "RESTATE can be improved by giving information to all students not only two classes because someone that might not be here may need help."
- "I think the program was great however it would be nice if more people were involved."
- "Introduce it to way more people."
- "I think that not a lot of people did it."

I Don't Know (3 responses)

- "I don't know." (2)
- "I really don't know."

It Was Boring (3 responses)

- "It was boring."
- "Sitting through slides."
- "It was kind of boring at first."

RESTATE Took Time Away from the Art Class, School (3 responses)

- "The time it took out of my art class."

- "To be honest the time it took from learning driver's ed."
- "That we had to take time out of school"

It Wasn't a Choice to Take RESTATE (2 responses)

- "That it wasn't something I chose to do."
- "That we had to do it"

More Videos Needed (2 responses)

- "It should have had more movies."
- "I didn't like that we didn't watch video."

Neutral About RESTATE (2 responses)

- "I am neutral about it."
- "Everything was okay."

No Class Field Trips (2 responses)

- "No class field trips" (2)

Students Were Not Able to Do Art (2 responses)

- "We didn't get to do art."
- "That we didn't get to do art."

Too Little Time to Work on Projects (2 responses)

- "I disliked having a short amount of time to work on the project."
- "Not having time to paint, when assistant arrives"

Miscellaneous (46 responses)

- "It was good because it helped us work together."
- "I dislike how the program was so divided; I would have like it to be all at once and not so separated."
- "It can be improved by showing more videos about problems we the people struggle with everyday, and how we can learn to deal with it."
- "Sometimes medication doesn't always help."
- "Too much talking not much doing"
- "The explaining"
- "The fact that they should spread the word more and go other schools they should be warned"
- "We have to make our own shirts."
- "I like the fact that students were exposed to a program that gave them knowledge about mental disorders."
- Maybe just the length and the time it began at.
- "It was a long time before the groups not up again."
- "I missed some meetings."
- "Some discussions."

- “I disliked the long speeches.”
- “I didn't like the way we had to role play in different scenarios because then it might put thoughts into people's heads.”
- “Suicide isn't a very nice topic, but I thought it was still presented well.”
- “I disliked the small size and the fact there was only one instructor.”
- “Antidepressants”
- “I disliked that not too many people showed or could stay.”
- “Don't have up-to-date videos”
- “I'm not really good at drawing and my art is not good.”
- “Helping Carlos and Karina”
- “Something I disliked about RESTATE was that I have to ask questions that I don't feel comfortable asking.”
- “Only got to make one shirt”
- “Repeating the work”
- “Less videos”
- “Having one-on-on talks with the participants”
- “I also disliked many things as well as liked so I couldn't choose.”
- “Having to picture what a different life would be like knowing all the information”
- “She wasn't really convincing.”
- “I didn't like those people killing themselves for suicide doesn't work.”
- “I don't see any way.”
- “I disliked that no one had respect for me.”
- “By not making it fun”
- “People acting foolish”
- “I didn't like that it didn't focus on the other illnesses as much as suicide.”
- “I dislike it because there are so many nonsense questions.”
- “Too much info and talking”
- “I disliked that we weren't informed on how to help someone with a certain disorder.”
- “How people shared their stories. I think some should've told Mrs. Camacho.”
- “All what if questions”
- “Less details”
- “There weren't enough projects.”
- “That I had to learn about it; but it was cool.”
- “Need more real life experiences”
- “I disliked when ever we got off topic.”

H. How RESTATE Could Be Improved

In the final survey in all three semesters of the program, we asked the students, "How could RESTATE be improved?"

The following are the students' responses, sorted by category:

No Improvement Needed (154 responses)

- "It's perfect." (3)
- "It's perfect as is."
- "Nothing, I think it's perfect."
- "It couldn't, it's perfect!!!!"
- "I honestly don't feel like RESTATE could be improved at all. It is perfect."
- "Can't, it's perfect."
- "I think it is perfect."
- "It's perfect how it is."
- "N/A, it's perfect."
- "I don't think it needs improvement." (2)
- "I don't think RESTATE needs an improvement."
- "It can't, it was awesome!" (2)
- "No way! It's awesome."
- "It's amazing, two thumbs up."
- "It's already amazing!"
- "It's already great!"
- "It's great how it is."
- "At our school it was great!"
- "I think RESTATE doesn't need to be improved because it is a great program and gives a lot of detail."
- "I really enjoyed it there wasn't really anything I think they need to be improved."
- "I wouldn't improve it, I really like how everything was put together and organized."
- "RESTATE can not be improved because it's perfect the way it is and that's that."
- "RESTATE doesn't need to be improved."
- "It shouldn't." (4)
- "It can't."
- "It couldn't." (2)
- "It couldn't!"
- "It cannot be improved."
- "It can't be improved."
- "It doesn't need improvement."
- "It doesn't need improvement in my opinion."
- "How do you fix something that is not broken?"
- "No need for improvement, everything was good"

- “I don't think RESTATE needs any more improvement.”
- “I do not think it needs improvement.”
- “There's really nothing that should change.”
- “I feel like it is going good the way it is.”
- “I don't think anything should be improved. I really enjoyed the program.”
- “I think there is nothing to improved it was a great program and would recommend it to anyone.”
- “This whole program itself is good. I don't believe nothing really has to improve.”
- “I don't know, I think RESTATE is great no need for changes.”
- “I think it's fine the way it is, doesn't need improvement.”
- “I don't think it needs improvement.”
- “RESTATE doesn't need to be improved.”
- “I don't think anything needs to be improved.”
- “I am not aware of how the RESTATE can be improved.”
- “I could not improve nothing.”
- “It doesn't need to be improved.”
- “Doesn't need improvement.”
- “No improvements”
- “I believe it doesn't need any improvement.”
- “Nothing needs to be improved.”
- “I don't really think it can be improved.”
- “It really does not need improvement.”
- “I do not know how RESTATE could be improved.”
- “I think it should stay the way it is.”
- “I don't see how it could.”
- “Doesn't need to improve.”
- “It shouldn't be improved because it doesn't need to.”
- “Nothing, I really understood the program.”
- “Nothing really, it was an amazing program!”
- “Not needed.”
- “I don't think it could really be improved, just maybe to be more prepared with the tech stuff.”
- “It was good, wouldn't change it.”
- “No need to”
- “I think it is perfectly okay.”
- “I think RESTATE can't be improved because it's already improved and good ideas to help people with mental health illness.”
- “I think RESTATE is a good way for kids to learn about different illnesses and doesn't need to be improved.”
- “It's very good.”
- “It's good the way it is.” (4)
- “I think it's good just the way it is.”
- “I think RESTATE is good the way it is.”

- “Nothing it’s good as it is.”
- “Everything was good.”
- “It's good how it is.”
- “It's good like that.”
- “It's good the way it is.”
- “I think it's already good.”
- “It's good.”
- “It was good all around.”
- “It’s already good.”
- “It was good!”
- “It is good how it is.”
- “It is pretty good as it is.”
- “I think its good just the way it is.”
- “I think it's good how it is.”
- “I think it is good like that.”
- “It's good enough.”
- “I believe it's good how it is.”
- “Nothing, it's good.”
- “The whole program itself is good and I believe everyone should hear about it.”
- “I honestly think it was a very good program for students to learn.”
- “RESTATE is just good I learned a lot that I never knew.”
- “I think its fine the way it is.” (2)
- “I don't think this program should be improved, I've learned so much throughout this program.”
- “I don't think this program needs any improvements.”
- “It's fine how it is.” (2)
- “I think it’s just fine.”
- “I think it's fine.”
- “I think it is fine just the way it is.”
- “I think it is fine the way it is.”
- “It is a fine lesson.”
- “It is fine the way it is.”
- “I think RESTATE is just fine the way it is.”
- “I think RESTATE is fine how it is.”
- “I don't think the RESTATE could improve, it's fine the way it is.”
- “I believe RESTATE is fine.”
- “I think RESTATE is fine the way it is.”
- “It is fine the way it is.”
- “I'm not sure I think it is fine the way it is.”
- “It’s fine.”
- “I thought it was fine.”
- “I think it fine as is.”
- “It was just fine to me.”

- "RESTATE is doing great and improvement would make it even better, but I think it's great how to it is."
- "I honestly like it the way it was!"
- "I like it the way it is."
- "I liked it the way it was."
- "I think it's okay the way it is."
- "I think it is OK how it is."
- "I like it the way it is right now but many don't agree."
- "I have no complaints."
- "I am not sure. It seems pretty legit to me."
- "No suggestions"
- "No ideas for improvements."
- "I can't think of any improvement."
- "No downsides come to mind."
- "I did not dislike anything about RESTATE"
- "I have no idea how it can be improved."
- "I can't think of any improvements that need to be made."
- "N/A" (10)
- "Nothing" (7)
- "Nothing comes to mind."
- "No"
- "Not."

<u>Have More People Take RESTATE & MHFA, Learn About Mental Health (54 responses)</u>

- "RESTATE could be improved in being spread to other schools because this project is an excellent experience."
- "By teaching more students and let them know about it"
- "Something simple that could be done to improve the program is making it available for more schools and classes."
- "It can be improved by assigning more students to participate on it."
- "Spread the word about the program."
- "I think they could get more stuff to participate, to benefit themselves and the students."
- "Bringing more people and join"
- "Allowing more schools to connect."
- "RESTATE can be improved by continuing to reach out to and educate people."
- "To include more people"
- "By simply having more kids and schools get involved in RESTATE."
- "By bringing in more people!"
- "By spreading more"
- "Give more info in handling situation like that."
- "RESTATE could be improved in give more class about it."

- “If more people were able to join.”
- “By promoting mental health first aid in many other areas where people might need it”
- “RESTATE could improve by visiting our school more often.”
- “Have a program for every school”
- “Get more people to do things like that.”
- “Offering to other schools. Then they can know.”
- “Make the program more aware to people.”
- “Expanding it so that others get a chance to learn about the dangers of mental health.”
- “More people in it”
- “If more people could do it.”
- “It could broaden itself to more schools and get more instructors and people willing to help.”
- “By recommending all students from everywhere even people with problems to take this course.”
- “By having more people go in it.”
- “Get more people into it.”
- “By giving more”
- “Give more classes”
- “Maybe it should be offered in more schools and help us apply what we learned in our life.”
- “By going to more schools”
- “RESTATE could be improved by letting everyone know about this.”
- “It could be improved by offering it to more schools.”
- “To have more participants”
- “It should be in all the schools and be required as a class.”
- “By giving more classes to the school about mental health.”
- “Have an advanced course so I could do it again. :)”
- “By including classes for the community”
- “By expanding it to after school and cities”
- “By reaching out to more people.”
- “RESTATE could try to reach out to more students.”
- “It could be more improved if more people learn it.”
- “By expanding it to other schools and cities.”
- “By expanding it nationwide”
- “To expand it nationwide”
- “Spreading the program throughout USA”
- “Spreading it out more.”
- “If it would teach every student.”
- “Wide scale, make it available to everyone.”
- “I believe RESTATE is a good program but it could show a bigger amount of students.”

- "Tell more people about it."
- "More people have to know about it."

I Don't Know / Not Sure (48 responses)

- "I don't know." (32)
- "Not sure." (4)
- "I'm not sure." (3)
- "I really don't know."
- "I wouldn't know."
- "No idea"
- "I don't know. I think it's okay for now."
- "I have no idea how RESTATE can be improved."
- "I honestly don't know."
- "I learned a lot so I don't know."
- "Don't know? Pretty good info!"
- "Not sure, it made sense to me."

More Speakers with Lived Experience and Real-Life Examples (46 responses)

- "I think RESTATE can be improved if we experience a guest that is willing to come and share their experience on the illness they had or have. It will make it a little more interesting and students can take it a bit more seriously."
- "RESTATE can be improved by having kids come and share their stories."
- "RESTATE probably can be improved by giving an actual victims story and make it into a presentation so that we have examples of what actual people are going through and went through."
- "Show more teenagers that are involved and had issues before but handled them."
- "Bring in more people with mental problems."
- "Maybe give more examples but overall I think it is fine."
- "Have available speakers."
- "Have speakers."
- "It could be improved by having more guest speakers."
- "Having people come in with first hand experiences with mental health and explain about it"
- "Nothing I can really think of, maybe offer real life interviews with people who have dealt with a mental illness."
- "Have people who have been affected by mental illnesses and give their own first hand experiences and say how it can be treated."
- "I think it would be good if they had someone who has a mental illness or who has been through something that we learned about talk to us about their experiences."
- "I believe we should be able to share and talk more about our own experiences in order to get a more emotional impact."
- "Give real life examples, so people can know from the point of view of a person dealing with these problems."

- “Get a guest speaker that has dealt with a mental illness to talk to the class.”
- “Have real life presentations.”
- “Add more speakers.”
- “It can improve by choosing students that actually show signs to be on the program.”
- “It could have more real life examples.”
- “Give examples, more life stories.”
- “More realistic examples”
- “More presentations and examples.”
- “Giving more examples”
- “More examples should be given.”
- “Giving the students more real life situations people have gone through and how they coped through it.”
- “With more examples someone went through with the problem”
- “To show more examples”
- “By using more examples”
- “By giving more examples of mental illness”
- “By showing more examples.”
- “It could talk about experiences.”
- “It can be improved by giving more specific examples on types of mental health.”
- “Having pictures and videos with people that have mental illness”
- “Interview mental illness people and examples of how we can treat them if they are friends.”
- “Don't talk too much and more examples.”
- “Give more examples and stories.”
- “By showing the biography of a person's life”
- “By getting some real people and them telling your students about what they have been through.”
- “RESTATE can use students as examples - for them to explain their experience with their illness.”
- “Show people with real problems.”
- “More accounts or ‘plays’”
- “Maybe deepen the problems in the examples.”
- “By taking more time to show more examples and explain it more”
- “Giving more examples of illnesses and mental health.”
- “It can be improved by show this program to more students, and have more examples of what to do when come across with these issues.”

<u>More Interaction and Activities (35 responses)</u>

- “More activities” (3)
- “Have more activities in which they show us how to talk to the person who has an illness.”
- “More hands on assignments”

- “Having more activities involving interactions between students”
- “RESTATE could be improved by having an actual assignment to approach someone and help them out.”
- “More activities or something”
- “By more activities”
- “Nothing. Maybe a bit more activities.”
- “Have more activities to understand more the subject of mental health.”
- “More hands on activities.”
- “More hands on scenario practice, getting used to dealing with it and staying in the mental health first aid mind set”
- “It can be improved with less talking and more activities.”
- “Add more physical activities.”
- “Study on ALGEE more, make a song of it!”
- “It could be improved by more activities.”
- “More hands-on activities. Have us re-teach the lesson to check for understanding.”
- “Maybe have more activities.”
- “Having kids interact instead of sitting most of the training.”
- “Adding more interactive activities.”
- “More interaction.”
- “It can be more interactive.”
- “More involvement” (2)
- “It could improve by having more activities.”
- “Having more partner discussions”
- “I would have liked to have more class discussions or problems acted out.”
- “Putting more activities to let them know they're not alone”
- “She could talk to us more.”
- “RESTATE can be improved by doing more activities and projects.”
- “By doing more activities not just worksheets”
- “Just use a little more questions.”
- “By creating and environment where Mental Health First Aiders are more involved in the lectures.”
- “Be more engaging.”

<u>More Education About Mental Health in RESTATE (31 responses)</u>

- “RESTATE could be improved by studying the illnesses more.”
- “I think it can be improved by showing us more videos of risk factors.”
- “Maybe show/explain a lot of different mental problems to teach.”
- “The program could provide more information and go more into depth of disorders. Also it could have provided more strategies on how to deal with people.”
- “Give more information.”
- “Teaching more warning signs.”
- “By giving us more time to understand the topic”

- “More technical support and longer case studies”
- “More information”
- “Be informed more.”
- “Showing a little more information about finding how to fix mental illness”
- “Teach us more and talk more about it.”
- “More detail about specific illnesses”
- “I think giving more information about the topic”
- “They can also go further into the illnesses than just talking about the basics.”
- “By elaborating more on the different disorders that are talked about in the program.”
- “They should be more specific and give more details on some of the metal illnesses.”
- “Probably by giving more info about the topic.”
- “It can be improved by discussing more about it and getting into the subject (more details).”
- “RESTATE can be improved by teaching us more about suicidal stuff.”
- “Go into depth of each mental illnesses and how you go about it carefully.”
- “Go into depth of each mental illness and how to go about it.”
- “It can be improved by teaching more about ALGEE.”
- “I think it could give more information.”
- “It could be improved if they teach more from the Mental Health First Aid book.”
- “It could be improved by giving people more information about Mental Health First Aid.”
- “More information about the different types of mental health problems”
- “It could be improved by making and putting stuff out there more information.”
- “More information on the mental illness signs”
- “Give more info.”
- “It could get more information and know better situations.”

<u>Longer Class (28 responses)</u>

- “RESTATE could be improved by making the program a bit longer and going more in depth.”
- “It could have been longer.”
- “Having more time for students to learn more.”
- “Taking more time.”
- “I think a longer stay would help.”
- “More days to learn in a class & make sure people in the class actually care about the subject. It sucks to care about the project when the rest of your group doesn't.”
- “Could be more improved if it was a longer learning process.”
- “It should be expanded and more important.”
- “Maybe lengthening the program time, to spread things out more”
- “Make it bigger”
- “More time to learn curriculum”

- "Make the RESTATE longer."
- "It should be longer next time and reviewed more often; therefore, students can have a better memory of it."
- "Extend the program time."
- "More time" (2)
- "Over a longer course of time"
- "I wish I had more time to learn."
- "By spending more time on it"
- "They could have improved [it] by being longer so we can learn more signs."
- "That we should have more time doing it"
- "The way RESTATE can be improved is by maybe longer learning period."
- "It can be improved by spending more time on each topic."
- "More time and a more in depth"
- "Expand and broaden this program."
- "I think RESTATE could be improved by more meetings and get togethers."
- "Not really - more class time"

<u>Suggestions About the Videos (17 responses)</u>

- "More videos" (2)
- "It could be improved by showing videos."
- "RESTATE can be improved by having more videos shown to the class to get a better understanding."
- "It could be improved by putting more videos in."
- "More updated movies"
- "To show more documentaries about people who have helped others or people that do have a mental health illness."
- "Get up-to-date videos and videos of people with mental health problems not just depression."
- "It can be improved by watching more videos."
- "More pictures/videos"
- "With videos to use as examples of situations"
- "Many more clips about almost all the mental illness program. That way students will understand."
- "It can have updated examples of clips."
- "Showing more videos on mental health and suicide"
- "Being able to watch the movie."
- "Fewer, better educational videos"
- "It can be improved by doing videos, experiments and etc."

More Fun, Excitement (15 responses)

- "Make it more fun."
- "Making it more fun"
- "More exciting"
- "It should have more fun and interesting activity."
- "Add games and make the learning fun."
- "Add games and take out sitting."
- "Not make it boring"
- "It should be less boring."
- "Make activities more exciting."
- "Being more fun"
- "I don't know. Make it more interesting because sometimes it makes you sleepy and stuff."
- "Be more entertaining."
- "It could be made more fun."
- "Be more entertaining. It's very dry and boring."
- "Make it more interesting."

More Education on How to Help People with Mental Illness (10 responses)

- "For us to learn how to fix problems." (2)
- "Showing the students how to improve with some are having a mental illness."
- "It could go more in depth on how to help others to see signs of mental illness."
- "By giving us more techniques on how to talk to someone"
- "Talk more about how to help."
- "Teaching us more on how to help people who have suicidal thoughts."
- "It can talk about how to help people with a certain disorder."
- "It could go more into depth or how to assist others and how to see signs of mental illness."
- "Self help"

More Information on Other Mental Illnesses (9 responses)

- "You could talk more about mental illnesses besides depression."
- "Try to cover more mental illnesses."
- "I wish it touch on more on other mental health problems."
- "Maybe it can cover more topics or go over more information."
- "ADD projects"
- "RESTATE could improve by having more examples of the other mental disorders."
- "Learning more about other situations."
- "Emphasize more about eating disorders and bullying not only suicide"
- "I think it is perfect as it is, maybe continue to learn more about how to help a variety of illnesses."

Surveys (9 responses)

- "Less surveys" (4)
- "Less surveys!!!!!!"
- "Less surveys, more showing/statistics"
- "No surveys."
- "Not make us take the same survey a million times"
- "More surveys"

More, Better Projects (8 responses)

- "It could be improved by adding more projects to it. This program can have more projects and students will be interested."
- "Add more projects."
- "More projects"
- "It could offer more hands-on types of projects"
- "If I can do a better project"
- "RESTATE can be improved by involving more projects to make it fun."
- "Include more projects."
- "It can be improved by doing more art."

More Explanation or Clarity (8 responses)

- "Explain more."
- "Better teaching, more explaining"
- "They should take more time in explaining more methods and not rush through it."
- "By explaining it more"
- "Explain topics more."
- "Explain a little bit more."
- "It could be improved by giving better explanations on some topics."
- "More clearly explained."
- "More clarity"

More Help in Class (3 responses)

- "More people to help us"
- "More people to help going around."
- "More help."

Better Examples (2 responses)

- "Better examples"
- "More pictures to show examples"

Class Sessions Less Spread Out (2 responses)

- "Meeting again sooner instead of months later."
- "RESTATE did a great job at teaching my Art2 Class the basics of mental health, though the program could be improved by having the visits closer in dates."

Field Trips (2 responses)

- "Field trips"
- "Field trips!"

Less Work (2 responses)

- "Less work" (2)

Students Should Be Able to Choose to Participate (4 responses)

- "It should be a class for kids who would like to take it and chose to, kids shouldn't be thrown in here as a normal elective."
- "It should be a class for kids who would like to take it and choose to. Kids shouldn't be thrown in here as a normal elective."
- "It could be improved by having kids that want to be in this class and not have it as a class where kids are just thrown in."
- "It should be a chosen course to people who want to take the class rather than place in the class."

Longer Class Sessions (1 response)

- "Longer more thought provoking sessions would be nice."

More Connection to and Education of Students' Families (1 response)

- "Relate more to the kids and their families if they are willing to be open about it, give a better connection."

More Helping People with Problems (1 response)

- "By people being involved and helping others with the problems they have"

Scheduling of RESTATE (1 response)

- "It's good how it was but maybe they should change it into a class instead of interrupting with another class. Or they should make it into a summer class or just a semester class in school."

Shorter Class (1 response)

- "Could be shorter/simpler and cover same materials"

Miscellaneous (71 responses)

- "Be enforced more" (2)
- "Show more clips of adults, children recover from mental illness."
- "By teaming up with students (not friends) and understanding each other some more, like stories if we were bullied or saw some one get bullied and give them advice."
- "In my opinion I think they should take teenagers out to the world and show them so they can know what to do when an occasion like that happens in front or to them."

- “RESTATE can be improved by having more events at school to get people more involved in these things.”
- “To help adults that have problems with the mental health”
- “Maybe it can be more involved for instance; the help can come more often to the school to be more involved.”
- “It can only be improved if people in the program try harder.”
- “By bringing more ideas to the program.”
- “By letting us keep a copy of our drawings.”
- “By studying more”
- “By adding more detail”
- “It can improve more by talking to people more so they can let their bad situations out of the way and be happy and by persuading people that is not good of suiciding themselves.”
- “To help the people that need help and not the others that didn't.”
- “Use it all the time”
- “By getting better”
- “If you're gonna dig, dig to the heavens.”
- “Less repetitive information.”
- “Be more understanding”
- “More creativity”
- “Ask more students during the program throughout it how they feel about it and how they like it.”
- “More about situations of pictures; nudes getting out into the public or sending inappropriate pictures.”
- “Have it become more well known.”
- “It could be improved by paying attention.”
- “I don't think I'm qualified to give myself the power to change it.”
- “Projects”
- “Keep trying to help those who are in need of help!”
- “I feel that they could put more pressure on the projects being created for RESTATE.”
- “You're asking the wrong person.”
- “Better budget management”
- “More PowerPoints”
- “By more people getting help”
- “Helping others when they need it”
- “By changing methods”
- “Make it a workshop rather than take up a specific class.”
- “It can not ask people to ask others whether they are going to kill themselves. It just does not seem right.”
- “More teaching methods.”
- “By learning more about the program”
- “It could use smoother segues from one bigger subject to another.”

- “More awareness”
- “By putting a lot more thought into it”
- “More specific more details about certain things.”
- “It was lengthy but I understand the length was necessary to learn the needed information.”
- “Involve students that have an interest so instructor doesn't lose patience.”
- “Being kind”
- “The speaker could work on her skills with talking to us. She's either too quiet or sort of demanding, no offence.”
- “Don't do it.”
- “To be more stuff.”
- “Could offer more types of RESTATE shirts, for example, different styles, more colors.”
- “Maybe by having one on one talks with students”
- “Less PowerPoints and reading”
- “RESTATE could be improved by showing a whole community.”
- “If I study more about this program”
- “RESTATE could be improved in many ways not just one because I do not like it.”
- “That they should get someone for help about your problem.”
- “More details”
- “Need to improve the communication style”
- “With more communications”
- “Talk about more”
- “A way to spread the word and help one another be more civil”
- “To learn more about RESTATE”
- “By putting a lot of the most important info only and leaving out some of the not important ones.”
- “Honestly they shouldn't teach this to high school student or any college or lower grades. This should be taught to adults.”
- “Talk to more kids not just half.”
- “Everybody should give their ideas.”
- “RESTATE could be improved by putting like more programs that talks about the situation.”
- “I really don't know but maybe they could have their own hotline.”
- “Expand all the drama kids at Lemoore High School into it but not really anyone else.”
- “Buffet, movies and update mental health.”
- “More candy”