

The Stories We Tell

Supporting and Empowering Young Adults
with Mental Health Disorders

Maggie Bertram
Associate Director of Training & Education
Active Minds, Inc.

Overview

- Introduction to Active Minds
- How Stories Heal
- Storytelling & Recovery
- Identity Development
- Our Stories, Ourselves

Ground Rules

- Confidentiality
- Participate
- Mutual Respect
- Safety

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Active Minds, Inc.

- Our primary messages:
 - Everyone has a story
 - We are the voice
 - You can make a difference

Active Minds, Inc.

- What are chapters?
- What are programs?
- Where might you see us?

Active Minds, Inc.

- My roles at Active Minds
 - Associate Director of Training & Education
 - Speaker, Active Minds Speakers Bureau

Questions about Active Minds?

Let's move.

AN ICEBREAKER

How Stories Heal

Make a list of characteristics of Generation Y
and Generation Z clients.

How Stories Heal

Have clients changed significantly since you began your career?

If so, how?

How Stories Heal

How has the client/therapist relationship changed over time?

- What have been the benefits of that change?
- What have been the drawbacks?

How Stories Heal

What strategies have you found or been taught that enable you to engage more meaningfully with clients?

BREAK

Lessons I Learned from Anxiety, Depression, and Eating Disorders

STORYTELLING & RECOVERY

Questions?

Themes?

BREAK

IDENTITY DEVELOPMENT

Young Adult/College Student Development

- Identity Development
 - Who am I?
 - What is my role?
 - What does it mean to be in relationship with others?
 - Can I be who I want to be?

Invisible Identities

- Students with invisible disabilities
- Avoidance / Pre-encounter
 - First internal awareness of distress
 - Desire to “just be normal”
 - Tendency to perform “normal”

Corrigan, P.W. & Matthews, A.K. (2003). Stigma and disclosure: Implications for coming out of the closet. *Journal of Mental Health, 12* (3), 235-248.

Invisible Identities

- Confusion/Comparison
 - Questioning sanity
 - Alienation
 - What is normal?
- Acceptance
 - Disclose distress or diagnosis to others

Corrigan, P.W. & Matthews, A.K. (2003). Stigma and disclosure: Implications for coming out of the closet. *Journal of Mental Health*, 12 (3), 235-248.

Invisible Identities

- Immersion
 - Become immersed in cultures of consumer / survivor
 - Rejection of dominant culture

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Invisible Identities

- Empowerment/Synthesis
 - Fully committed to and engaging in treatment
 - Begin to think beyond their treatment
 - Learning skills for their recovery
 - Making choices about their future path
 - May begin to consider advocacy or mentoring
 - May choose to never revisit this experience

Corrigan, P.W. & Matthews, A.K. (2003). Stigma and disclosure: Implications for coming out of the closet. *Journal of Mental Health, 12* (3), 235-248.

The development of one's identity is a never ending story.

INCORPORATING PERSONAL NARRATIVE

Coming Out

- What are the different reasons a client may want to tell someone about their diagnosis?
- In what environments or via what modalities might clients share their stories?
- What is your preferred method of disclosing personal information?

Transition from Treatment to Recovery

- The Power of Reflection
- The Truth is in the Telling
- Sharing Stories to Empower

OUR STORIES, OURSELVES

Our Stories, Ourselves

Perception:

- A story must have a defined beginning, middle and end.

Perception:

- Stories have to meet a set of standards to be told.

Overview

- Ground Rules
- Using Stories Effectively
- Developing Stories
- Overcoming Challenges
- Storytelling
- Wrap-up & Next Steps

The Most Important Things to Know

YOU have a story worth telling

because

EVERYONE has a story worth telling.

How We Use Stories

- Have you heard great mental health stories?
 - What made them great?
 - Why were they being told? What was the motivation?

How We Use Stories

- What makes a mental health story unsuccessful?
- Common Pitfalls

The First Five Minutes

- Find a buddy.
- Jot a few notes (2 minutes).
- Your five minutes starts...NOW!

BREAK

Debrief

- Which of these came out organically?
 - Background information
 - The “Oh, WOW!” or “Whoa, what?” moment
 - Other characters (than yourself)
 - Educational messages
 - Explanation of what was at stake

Getting Informative

- Messages to incorporate
 - Consider your purpose
 - Don't force it
 - What do you want others to learn?

Tips and Guidelines

- Establish your “Oh, wow.” moment
- What significant events led to this moment?
- What significant events followed this moment?

Tips and Guidelines

- What was at stake?
- What educational messages are significant?
- What is the takeaway?

WRITING TIME

The Next Five Minutes

- Re-group.
- Your five minutes starts...NOW!

How was it?

- How did your story evolve?
- How might you use your story in the future?
- How might your clients use this method as they progress through their recovery?

Maggie Bertram
maggie@activeminds.org