



Reducing Stigma and Discrimination Targeted Consultations: Review of existing Australian stigma and discrimination initiatives and evidence

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EXECUTIVE SUMMARY

BACKGROUND AND AIMS

The Fifth National Mental Health and Suicide Prevention Plan outlines the need for a nationally coordinated strategy to address stigma and discrimination, particularly towards people with mental illness that is poorly understood in the community. Specifically, Action 18 requires that the government build on existing initiatives, including the evidence base of what works in relation to reducing stigma and discrimination. The Department of Health engaged the University of Melbourne to conduct national consultations on effective options for a national stigma and discrimination reduction strategy. To inform these consultations, we reviewed existing Australian stigma and discrimination reduction initiatives and their evidence of effectiveness.

This review aimed to (1) identify existing programs or initiatives run by Australian lived experience groups and other key non-government organisations that aim to reduce stigma and discrimination and promote positive behaviours towards people with mental illness that is poorly understood in the community; and (2) examine the evidence of effectiveness for these programs.

METHOD

Programs were identified via three ways: (1) a search of academic databases PubMed and PsycINFO for studies published since 2009, (2) a grey literature search of Google.com.au and websites of lived experience advocacy and support groups and other key non-government organisations (NGOs); and (3) an online survey of lived experience groups and key NGOs conducted in December-January 2019-20. Programs were eligible if they aimed to reduce stigma towards mental illness poorly understood in the community, defined as schizophrenia, psychosis, personality disorder, or bipolar disorder; or they focused on nonspecific 'mental illness' but were conducted in settings relevant to individuals with the above diagnoses, or they included the above diagnoses in program content. Key relevant data from programs identified from the literature search and survey were extracted and synthesized descriptively and thematically.

FINDINGS

We identified 59 programs or initiatives currently available in Australia that had a focus on reducing stigma. There was a variety of approaches taken to reduce stigma, across face-to-face programs (n=28), online resources (n=19), awareness campaigns (n=7), and advocacy work (n=5). The primary target audience for these initiatives could be categorized as professionals (health or emergency), people with mental illness, family or carers of people with mental illness, and members of the general population. Most commonly, programs tended to focus on stigma towards people with non-specific mental illness rather than on particular diagnostic labels, particularly for programs with a general public audience.

Evidence for whether programs are effective in reducing stigma was generally lacking. Face-to-face programs were the most well-evaluated, but only half of these had been tested as to whether they had an impact on stigma, and only two were evaluated with a 'gold standard' randomized controlled trial design.

STRENGTHS AND WEAKNESSES

The most well-developed area is Australian face-to-face programs involving education and contact with a person with mental illness. A strength is that most programs or initiatives have significant input from people with lived experience into program design or delivery. There are several programs that are examples of best practice in Australia, due to being well-established or sustainable and showing reasonable evidence of effectiveness. For the general population, these are Mental Illness Education ACT's *Mental Health 101* programs and *Mental Health First Aid* training. Other best-practice programs are *Recovery Camp* and the *Remind Training and Education* program for health professional students, and the *Journey to Recovery* program for family members of people with mental illness.

Several weaknesses were identified in current Australian practice. We identified very few programs that targeted culturally and linguistically diverse communities, Aboriginal and Torres Strait Islander communities and LGBTIQ people. Programs for people with mental illness and their carers or family members are not widespread and are generally only available in certain locations. While there are some examples of best-practice stigma reduction for health professional students (particularly nursing and pharmacy students), these are not widespread in all education programs. There are also few programs focusing on stigma for health professionals once they are practicing.

RECOMMENDATIONS

- Programs for the general population tend to focus on non-specific mental illness, rather than specifically on mental illnesses that are poorly understood in the community. During the consultations, we will explore participant views on whether existing programs targeted to mental illness should have a greater focus on mental illness that is poorly understood in the community or whether specific programs should be developed (or existing programs implemented more widely).
- Our review found that effective anti-stigma programs for nursing and pharmacy students exist but are not widespread. We did not identify any effective programs for medical students. However, it is possible that anti-stigma interventions that are routinely incorporated into education and training are not separately identified and evaluated. During the consultations, we will verify these findings and explore the options for development of new programs or sustainable expansion of existing programs with evidence of effectiveness.
- Group psychoeducation for carers of people with early psychosis may reduce stigma, particularly around prognosis and recovery. During the consultations, we will explore views on how these programs should be more widely implemented in mental health services .
- Very few identified programs target culturally and linguistically diverse or Indigenous communities. During the consultations, we will aim to identify communities in which anti-stigma initiatives are a priority, as well as how to support these communities in designing the most culturally appropriate sustainable interventions.
- During our consultations we will explore opinions on the policy and funding mechanisms required to expand the reach of programs that focus on reducing self-stigma in people with mental illness.

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BACKGROUND

Stigma against people with mental illness is prevalent in Australia. Reducing stigma and discrimination is critical to improving the wellbeing of people with mental illness and their carers. It will take a sustained and collective effort to dispel the myths associated with mental illness, change ingrained negative attitudes and behaviours, and ultimately support social inclusion and recovery. While there have been some improvements in community understanding of common mental illnesses (particularly depression and anxiety), there is still widespread misunderstanding and ignorance. In particular, lower prevalence disorders, such as schizophrenia and bipolar disorder, tend to be poorly understood and attitudes towards people who have a diagnosis of these illnesses are less positive.

Recognising this, the Fifth National Mental Health and Suicide Prevention Plan (the Fifth Plan) outlines the need for a nationally coordinated strategy to address stigma and discrimination. Specifically, Action 18 requires that the government build on existing initiatives, including the evidence base of what works in relation to reducing stigma and discrimination. The Department of Health engaged the University of Melbourne to conduct national consultations on effective options for a national stigma and discrimination reduction strategy. To inform these consultations, we reviewed existing Australian stigma and discrimination reduction initiatives and their evidence of effectiveness.

METHOD

This review had two aims:

1. To identify existing programs or initiatives run by Australian lived experience groups and other key non-government organisations that aim to reduce stigma and discrimination and promote positive behaviours towards people with mental illness that is poorly understood in the community.
2. To examine the evidence of effectiveness for these programs.

To achieve these aims we conducted literature searches and surveyed lived experience groups and key non-government organisations (NGOs).

Program inclusion/exclusion criteria

Programs were eligible if they (1) aimed to reduce stigma towards mental illness poorly understood in the community, defined as schizophrenia, psychosis, personality disorder, or bipolar disorder; (2) they focused on nonspecific 'mental illness' but were conducted in settings relevant to individuals with the above diagnoses (e.g., public mental health services, with mental health nurses); (3) they included the above diagnoses in program content; (4) stigma reduction was explicitly mentioned as a focus, or was implied (e.g. by including a stigma measure as an outcome or by focusing on improving understanding or knowledge of severe mental illness). All kinds of stigma were eligible, including personal or public stigma, perceived stigma, desire for social distance, discrimination, self/internalized stigma, and beliefs about recovery or prognosis.

Programs were ineligible if they (1) focused on common mental disorders (depression or anxiety), suicide, eating disorders, dementia, intellectual disability, PTSD, OCD, substance misuse or dual

diagnoses; (2) aimed to improve mental health literacy or promote help-seeking without a specific focus on reducing stigma and discrimination; (3) were not conducted in Australia.

LITERATURE SEARCH

A systematic search of the 'grey' and academic literature was conducted to identify Australian programs that aim to reduce stigma and discrimination.

Academic databases

For the academic databases we searched PubMed and PsycINFO, limited to studies published since 2009 to ensure that they were relevant to current practice. Literature search strategies were developed using medical subject headings (MeSH) and text words related to stigma and discrimination. All study designs were eligible including quantitative (e.g. uncontrolled trials) and qualitative (e.g. participant interviews). A total of 649 studies were screened for eligibility.

These searches were supplemented by screening our results from a previous literature review¹⁰⁸ to identify any reports that did not meet the inclusion criteria for that review (e.g. due to lack of a control group) but met the inclusion criteria for this review.

'Grey' literature

The 'grey' literature search was conducted using Google Australia. The purpose of the 'grey' literature search was to identify eligible programs and to identify organizations with potential programs to be invited to participate in the survey.

Separate searches were conducted using the following key search terms: bipolar, personality disorder, (schizophrenia OR psychosis), (mental illness OR mental health), (stigma OR discrimination), and Australia. For each search, the first 50 websites were retrieved, and duplicates were excluded. The remaining websites were reviewed for relevant information and any links from these websites were followed when they were thought to contain useful information.

We also systematically searched websites of lived experience advocacy and support groups and other key NGOs to identify programs and evaluation reports. These organisations were provided by the Department of Health in the Request for Tender as possible organizations to consult. Overall, a total of 242 websites were searched for eligible programs.

SURVEY OF LIVED EXPERIENCE GROUPS AND KEY NGOS

We conducted an online survey of lived experience advocacy and support groups and key NGOs, inviting them to provide details of their programs and associated evaluation or evidence of effectiveness.

Survey participants

Survey participants comprised key informants in Australian organisations of any type that have programs that aim to reduce stigma and discrimination and promote positive behaviours. These were reached in 4 key ways: (1) An email sent to organisations identified in web searches (see above). (2) Information about the study with a link to the survey included in the following organisations' newsletters: Mental Health Australia, Mental Health Victoria, and Mental Health Coordinating Council. (3) An email sent to all voting and non-voting members of Mental Health Australia. Mental Health Australia is the peak, national non-government organisation representing the interests of the Australian

mental health sector. Its members include national organisations representing consumers, carers, special needs groups, clinical service providers, public and private mental health service providers, researchers and state/territory community mental health peak bodies. (4) Snowball sampling - survey respondents were encouraged to pass on details of the project to other organisations with programs that met the inclusion criteria. In total we invited 177 organisations to participate in the survey.

Survey content

Survey data were collected online using Qualtrics software with both multiple choice and open-ended questions. The survey included information such as location, target audience, type of program, program delivery mechanisms, program reach and source of funding. A copy of the survey is provided in Appendix A. Organisations were able to provide information about multiple stigma-reduction programs, if relevant. Organisations were asked to provide any available evaluation or evidence of effectiveness. Participants provided informed consent before completing the survey. The survey opened 9th of December, 2019 and closed on 31st of January, 2020.

A concerted effort was made to obtain missing information about programs from those identified in our searches and from completed surveys. Authors of academic papers were emailed to enquire about whether programs were still operating and to obtain information not reported in the scientific literature. Organisations were also sent reminder emails to undertake or finish completing the survey before it was closed.

DATA ANALYSIS

Key relevant data from programs identified from the literature search and survey were extracted and synthesized descriptively and thematically. Level of evidence for each program was classified on a scale from 1-5, with 1 = no evaluation evidence, 2 = post survey feedback or qualitative interviews, 3 = one or more uncontrolled trials or repeated cross-sectional surveys, 4 = one or more controlled trials, 5 = one or more randomised controlled trials.

RESULTS

Results from our survey of organisations in the mental health sector, grey literature search, and search of academic literature, identified 77 Australian programs or initiatives. These 77 programs were described or evaluated in 109 resources (as some programs were included in multiple academic papers).

However, some of the identified programs did not appear to be currently available, based on information from program authors or a web search for further information. Programs that were one-offs conducted in the past, had ceased operating, or were experimental research studies not designed to be ongoing, are included in Tables 9-10. Excluding these programs left 59 programs currently operating in Australia. These were further broken down into face-to-face programs (n=28), community awareness campaigns (n=7), programs or organisations undertaking advocacy for the rights of people with mental illness (advocacy programs, n=5), and publicly-available online resources (n=19).

In addition, we found 37 organisations with additional online resources on mental illness that did not appear to be eligible, as they did not have a clear focus on reducing stigma. For comprehensiveness they are included in Appendix B.

FACE-TO-FACE PROGRAMS

Face-to-face programs were primarily targeted to four types of audiences: (1) Health professionals and health professional students; (2) People with a mental illness; (3) Family of people with a mental illness; (4) Members of the general population (particularly at school, university, or workplaces). See Tables 1-4 for characteristics of each included program.

About half (54%) of the face-to-face programs focused on stigma towards people with a non-specific mental illness, six (21%) targeted a range of disorders including psychosis, schizophrenia, bipolar disorder or personality disorders, three (11%) specifically focused on psychosis or schizophrenia, two (7%) on 'severe' mental illness, and two (7%) specifically on Borderline Personality Disorder.

Three-quarters of organisations providing anti-stigma programs were classified as not-for-profit or community sector, and the remainder were government (11%), university/tertiary education (11%), or private/for-profit (4%). A majority of organisations (64%) provided a range of services, including some anti-stigma programs, rather than only running anti-stigma programs (36%), and a majority reported running multiple anti-stigma programs (61%). A minority of programs were run in all Australian states and territories (25%), with the largest number run in NSW (32%), followed by Victoria (29%), the ACT (18%), Queensland (11%), South Australia (11%), Tasmania (11%), Western Australia (4%) and the Northern Territory (4%). Programs were also delivered across metropolitan (71%), regional and/or rural areas (64%) and remote communities (32%) with half delivered across multiple geographic areas.

Programs were delivered in a variety of settings, most commonly community health centres (43%) or community settings (e.g. sports or arts organisations, 43%). Also common were workplaces (39%), university or tertiary education settings (36%), primary healthcare (18%), and high school (14%). Only 2 were run in primary schools (7%). Programs tended to target adults (57%) or 'all ages' (14%). Adolescents were the target age group in four programs (14%) and young adults in 2 (8%). In addition, one program targeted children 8-18 years old (4%).

Most programs involved people with lived experience in their design (57%) or delivery (75%). Programs often included multiple types of components, but the most common was an education component (64%) followed by face to face contact (61%) or online/video contact (25%). Protest or advocacy was reported in 21% of programs. Only one program included an (optional) hallucination simulation component (4%).

Seven programs did not report a funding mechanism. Of the remainder, there was a variety of funding sources. Funding was sourced most frequently from the Commonwealth government (23% of reported) or from earned income (23%), followed by state government (19%), donations or volunteers (13%), philanthropic (6%), corporate sponsorship (6%), and other means (10%).

Most of the programs were well-established, with half running for more than 10 years (50%), 29% running for 5-10 years, and only one was 2-5 years old (4%). This information was not reported or available for nearly a fifth of programs, however. Information about program reach was not available for seven programs. Of the remainder, nine (43%) had reached up to 1,000 people, five (24%) 1,000 – 10,000, 4 (19%) reached 10,000 – 100,000, and three programs (14%) had reached over 100,000 people.

The level of evidence for most programs was low. Seven programs (25%) reported no evaluation evidence and a further seven (25%) were evaluated with post program surveys or qualitative interviews

only. These surveys tended to focus on satisfaction outcomes rather than impact on stigma. Only two programs (7%) were evaluated with one or more randomised controlled trials, the highest level of evidence. Six programs (21%) had one or more controlled trials, four (14%) were evaluated with one or more uncontrolled trials or repeated cross-sectional surveys, and for two programs the type of evaluation was unclear. Information about program evaluations is available in Table 5.

Program characteristics will now be described by target audience.

Health professionals, health professional students, emergency workers

Our search identified seven programs that target health professionals, health professional students, or emergency workers. These varied in their approach but often included a focus on the potential for recovery, to counterbalance health professionals' frequent contact with people when they are most unwell. Two programs target nursing students with contact interventions. One of these, *Recovery Camp*, is a nursing placement designed to facilitate contact between nursing students and people with lived experience outside an acute setting, where recovery is a focus. The program has run since 2013 and is funded by universities who pay for the placement by students. Two controlled trials found reduced anxiety about mental illness, negative stereotyping, and desire for social distance after the placement compared with traditional nursing placements. A second program, *Recovery for Mental Health Nursing Practice*, is taught by an academic with lived experience and also focuses on recovery concepts. Two controlled trials found improvements in some attitudes compared to a traditional mental health nursing subject. Pharmacy students are targeted by the *Remind Training and Education program*, which involves trained mental health consumers participating in pharmacy tutorials as educators. This program has run since 2010 and has reached 2,500 students at the University of Sydney. Evaluations in a controlled trial and an uncontrolled trial found reductions in stigma after the program and up to 12 months later. Of note, we identified one other program targeted to health students in a research study, but it is no longer running. This was a contact intervention for final year medical students to reduce stigma against people with schizophrenia as part of six-week psychiatry rotation (see Table 10).

Two programs target health professionals with education interventions. The *Collaborative Recovery Training Program* trains professionals in recovery concepts and is offered by the University of Wollongong. An uncontrolled trial found improved attitudes to consumers' recovery possibilities after the training. The *Managing Mental Health Emergencies* short course trains rural and remote generalists how to respectfully and effectively manage mental health emergency care. An evaluation found better skills identifying psychosis and improved attitudes towards mental health clients. A third program, no longer running, focused on improving employment outcomes for consumers by funding Vocation, Education, Training and Employment (VETE) Coordinators within mental health services (see Table 9). An evaluation found an improvement in clinicians' attitudes towards consumer capability of full-time, open employment.

Finally, *Mental Health Intervention Team training* is delivered to police officers and emergency service communication officers. The training is offered across an intensive 4-day program or 1-day training course. It teaches how to respond effectively during mental health emergencies with education and contact components. It has operated for more than 10 years in the NSW Police Force and Queensland Police Service. While an evaluation of a brief 2-hour version for communications officers found no impact on stigma, a second controlled trial evaluating the full training package showed positive effects.

Police officers reported increased confidence and understanding of how to deal with jobs involving individuals with a mental health problem or a drug induced psychosis.

People with mental illness

Seven programs target people with a mental illness (see Table 2). Most of these focus on reducing self-stigma, but some programs additionally aim to reduce public stigma through consumer participation in the community (i.e. contact). For example, *The Station* and *TasRec* both offer recreation programs where consumers engage with community members in a variety of activities. *The Station* aims to increase social connections and skills for living in people with a mental illness. It has operated since 1998 in South Australia and receives funding from a variety of sources. Interviews with participants found it increased feelings of empowerment and led to a greater belief in oneself. Similarly, *TasRec* provides recreation activities to help build skills, increase confidence, and reduce isolation. It has operated for more than 5 years in Tasmania by the Richmond Fellowship Tasmania and receives Commonwealth government funding. The Richmond Fellowship Tasmania also runs another program – *Residential Accommodation*, for people with mental illness. The service provides support to tackle stigma, access services, build social networks, and reach greater independence.

Two programs provide the opportunity for people with a mental illness to meet and support each other. The *Hearing Voices* group is a monthly/fortnightly peer support group for people with schizophrenia, who share stories and coping strategies on living with voices. It is offered in Victoria by Uniting Prahlan. The *BPD Community Information Nights* are a forum for sharing information and support for people with Borderline Personality Disorder. They aim to replace stigma and discrimination with the hope and optimism that recovery is a realistic goal. They are held three times a year in Victoria, supported by volunteers.

A different sort of contact intervention is offered by *Compeer (The Friendship Program)*. Community volunteers and people with a mental illness are matched and meet regularly to develop friendships. The ACT branch of this international program has operated since 2009 with 253 participants. An evaluation found lower levels of stigma in volunteers with stronger relationships with their matches and that stigma was not related to the length of the relationship/contact.

Finally, *Being Herd* by batyr is a workshop for young people with mental illness who are trained how to share their stories to reduce stigma. This 2-day workshop has trained more than 700 people but has not been evaluated for its impact on stigma.

Family of people with mental illness

Three programs target family of people with mental illness (see Table 3). These include psychoeducation elements to increase understanding of mental illness and how to cope, and as such, may reduce self-stigma and stigma towards their family member, even though this may not be an explicit aim. *The BPD Community Family and Friends Group* provides support and psychoeducation. The group meets monthly and has operated in Victoria since 2015 on a volunteer basis. The *Journey to Recovery* is offered by St Vincent's Mental Health Service in Victoria and has run since 2009. It is a group psychoeducation program for families and friends of people experiencing early psychosis to assist coping and reduce isolation. An outpatient version runs for 5 x 2-hour sessions and an inpatient version is a single session. Two uncontrolled trials found improved knowledge of psychosis and recovery and reduced feelings of isolation in participants. A third program, *Kookaburra Kids Camps and Activity Days*, targets children of

people with a mental illness. The program offers therapeutic recreation camps and activities in most states of Australia. Operating for more than 10 years, it has reached more than 3,000 people. Funding is from government, donations and corporate sponsorships.

Members of the general population

The most frequent target of anti-stigma programs was the general population, as we identified 11 programs of this type (see Table 4). Eight of these were training programs delivered in organisations such as schools, universities or workplaces. All programs focus on non-specific mental illness or mental illness including schizophrenia, psychosis, personality disorder, or bipolar disorder, rather than these disorders specifically. These programs are typically quite short, such as around 60 minutes in length. The exception is *Mental Health First Aid* training, which is at least 12 hours in length. Six programs include both contact and education elements, one includes only contact and one includes only education.

Three programs have been established for more than ten years and have had a wide reach: *Mental Health 101*, *Mental Health First Aid* training, and SANE Australia's *Peer Ambassador Program*. Mental Illness Education ACT (MIEACT) has run *Mental Health 101* courses for youth and adults in the ACT since 1993 with 8,000 people trained each year. These are 60-minute workshops delivering contact and education to schools or workplaces. Consumer educators are guided by the DoNOHarm safe story-telling framework. A controlled trial of *Mental Health 101* Youth found increased knowledge about mental illness and reduced stigma after the training. Interviews with the consumer educators showed that participating in the program had an effect on self-stigma but there was also a fear of being stigmatised as a result of presenting.

Mental Health First Aid (MHFA) training was established in 2000 and has trained 800,000 people across Australia. Training focuses on how to support a person developing a mental health problem or crisis and includes contact, education, and (optionally) a hallucination simulation activity. Training is delivered by accredited instructors who choose where to offer the course, such as workplaces, universities, and other organisations. MHFA has been rigorously evaluated in Australia and internationally with 3 meta-analyses, 16 RCTs, 7 controlled trials, and a number of uncontrolled trials. Meta-analyses show the program leads to a reduction in stigmatising attitudes after training and up to six months later.¹⁰⁷ Of note, the course has been evaluated in several culturally and linguistic diverse populations in Australia, including Vietnamese, Chinese, 'multicultural' communities, and Chinese international students, with positive effects on stigma. It has also been evaluated with health professional students, including nursing students and pharmacy students.

SANE Australia's *Peer Ambassador Program* also involves presentations in workplaces and community settings across Australia by people with lived experience. Ambassadors receive training and support to share their personal experiences and also contribute to advocacy projects. This is a long-running program which currently supports 110 Peer Ambassadors, with more than 1,000 trained since 1986.

Although only operating for 5-10 years, *batyr* has had already had a significant reach. *Batyr* run three programs - for schools (*batyr@school*), universities (*batyr@uni*) and workplaces (*batyr@work*). Sessions last 60-90 minutes and include contact from two people with lived experience as well as education about mental illness. Lived experience speakers are trained in the *Being Herd* workshop described above. *Batyr* programs have been delivered to more than 220,000 people and the *batyr@school* program has been evaluated with an RCT. This evaluation has not been published but the authors report

that the program reduced stigma towards mental health issues and this lasted for at least 3 months after the program.

Other similar awareness training programs delivered in organisations around Australia include *SPEAK UP! Stay ChaTY*, *LIVINGWell*, *Mental Health Awareness* by Mental Health Partners, and *Staff Wellbeing Workshop* by Chess Connect (delivered to workplaces in NSW only). *SPEAK UP! Stay ChaTY* has been evaluated and found participants reported being more comfortable in talking about mental health after the training. The other programs provided no information about evaluations.

Australian Rotary Health and Rotary Clubs hold *Mental Health Awareness Forums* in communities around Australia. These usually involve a consumer, a carer, and a mental health professional as speakers on mental health. Since 2000, about 5,000 people have participated in these forums. The program was evaluated with post feedback surveys and found improvements in perceptions of knowledge and what can be done to reduce stigma.

The Dax Centre in Victoria offers two complementary anti-stigma initiatives that are different to the programs described above – the *Exhibition Program* and the *Education Program (Mindfields)*. These are based around the exhibition of art by people with mental illness. The Exhibition Program educates the general public via the biographies of the artists. It has operated for more than 10 years and has received more than 24,000 visitors. Feedback forms from visitors show that most agree the exhibitions increase sympathy, understanding of mental illness, and appreciation of the creative ability of people with mental illness. The Education program is delivered to secondary and tertiary students and is a structured program including a tour of the exhibition, education and contact with people with lived experience. Another one-off program has also used art by people with lived experience to reduce self-stigma and stigma in the community (see Table 9). Art created by young people attending Headspace in regional NSW was exhibited in commercial retail outlets and local community centres. Interviews with retail staff involved in the exhibition reported that the program had brought mental illness out into the open and increased empathic understanding of others' emotional experiences.

Also of note is a one-off program that was run in Sydney's Macedonian community to reduce stigma towards people with schizophrenia (see Table 9). *Fear and Shame* was a theatre play about a Macedonian family with a son with schizophrenia. This was a culturally appropriate approach that reached about 1,600 people in the community over six months of staging. An uncontrolled trial of its impact found improved attitudes towards mental illness and a greater willingness to disclose and seek help from health services.

ONLINE RESOURCES ACCESSIBLE TO THE PUBLIC

The search identified 19 online resources with a focus on reducing stigma towards mental illness that were designed and delivered by Australian organisations (see Table 6). These organisations provided a range of services and were not exclusively focused on running anti-stigma programs. Most organisations were not-for-profit or community sector (73%), with the remainder government (13%) and private (7%). Online resources were publicly and freely available by organisations via their websites or their content was uploaded to popular online streaming services such as Apple, Facebook and YouTube.

Most online resources focused on reducing stigma towards non-specific mental illness (26%) and psychosis or schizophrenia (26%), with the remainder focused on 'complex' mental illness (16%), bipolar

disorder (16%) and personality disorders, primarily borderline personality disorder (16%). The majority of online resources (63%) took a whole population approach and used text, audio and video content to reduce self-stigma and public stigma. A minority of online resources identified additional targets to the general public; notably, 'Let's Talk', a podcast series that also targets rural and remote populations and the #WeSpeakUp campaign, which features a diverse cross-section people with lived experience, including members of the Aboriginal, LGBTIQ, and CALD communities. The remainder of online resources targeted specific groups such as health professionals (16%) and people with lived experiences (21%). The search identified three online resources for health professionals. These were primarily education based and focused on upskilling clinicians through online training modules and webinars.

Most online resources (84%) were contact-based or involved an element of contact, such as via online videos. Contact involved people with lived experience sharing their insight and stories, except for two that involved people with lived experience as experts in online training for health professionals (e.g., BPD Webinar, Consumer and Carers as Educators), and one that involved peer-to-peer support (e.g., SANE Forums). The remaining online resources were education-based or included an educational component.

People with lived experience were usually involved in delivering the content of online resources (89%). Most online resources did not report whether people with lived experience were involved in the design of the resources.

Online resources with notable reach were *SANE Forums* and specific episodes from television programs produced by national broadcasters - *The Feed* (SBS) and *You Can't Ask That* (ABC). *SANE Forums* are an online peer-support community used by people living with mental illness and by family and other carers from around Australia. The forums provide a safe, supportive and stigma-free environment for users to build stronger connections with others affected by complex mental illnesses. Seventy-five partner organisations syndicate the Forums on their own websites. In the past 12 months the *SANE* forums were accessed by 35,000 Australians and gained 4,400 new members. Two episodes of *The Feed* feature interviews of people sharing their experiences of psychosis, treatment and recovery. These episodes have amassed more than one million views of Facebook. One episode of *You Can't Ask That* features eight Australians providing insight into living with schizophrenia and addressing misconceptions in the public. This episode has amassed 65,750 views on Facebook.

The level of evidence for most online resources was low. No evaluation evidence was reported for the majority (79%). Of the remaining, evaluations were in the form of usage data, post-feedback surveys, or qualitative interviews only, and did not report on effects on stigma. Notably, an evaluation conducted on users of *SANE Forums* identified its value as a supportive online environment free of stigma, where people felt understood by others who had shared similar experiences.

AWARENESS CAMPAIGNS

We identified seven community campaigns in Australia with a focus on reducing stigma towards mental illness (see Table 7). These are mainly campaigns held annually that last for one day, one week, or one month. Apart from BPD Awareness Week and Schizophrenia Awareness Week, all campaigns focus on non-specific mental illness. All but two are conducted Australia-wide. Three campaigns have existed for more than ten years, two for 5-10 years, one for 2-5 years, and one was unclear. Five campaigns comprise multiple events, activities, promotional material and online/social media activity. There is a

strong lived experience involvement in these campaigns, across their design, organisation, and delivery. Many of the events held as part of these campaigns include some form of contact between the public and people with a mental illness, whether that is via face-to-face stories or online video stories. Where reported, these campaigns have a wide reach from tens of thousands to hundreds of thousands each year. Only one campaign, World Mental Health Day, provided information from an evaluation. This was a feedback survey assessing satisfaction with campaign materials and willingness to participate in future, rather than assessing impact on stigma.

Two campaigns take a different approach to those above – Grow’s *Odd Socks Day* and batyr’s *One Sock One Goal*. Both involve wearing socks as a way of raising awareness about mental illness and showing support. *Odd Socks Day* occurs annually on the Friday before World Mental Health Day and *One Sock One Goal* is ongoing.

Although no longer running, the Napranum Social and Emotional Wellbeing Week was a week-long campaign run in the Cape York community of Napranum (see Table 9). This was led by a local steering committee with support from Townsville mental health services. The week comprised a variety of activities to reduce the stigma of mental illness, including MHFA courses, live radio shows and concerts, community breakfasts, and consultations with school and community organisations. Campaign feedback was positive and that perceptions of mental illness as frightening had reduced.

ADVOCACY PROGRAMS

Five programs were classified as advocacy initiatives (see Table 8). All programs focus on non-specific mental illness or mental illness including schizophrenia, psychosis, personality disorder, or bipolar disorder. Being’s *Mental Health and Wellbeing Consumer Advisory Group*, and *Lived Experience Australia*, both broadly advocate for improved acceptance of people with mental illness through activities such as participation in committees and media releases. Two programs advocated for change in specific areas – insurance coverage (*Beyond Blue’s Insurance Discrimination Project*), and media reporting (*SANE’s StigmaWatch*). The Stop Mental Illness Stigma Charter advocates for organisations to reduce stigma by committing to 7 principles. To date, 72 organisations have signed and committed to the charter. This program has existed for 2-5 years and a feedback survey from participating organisations showed 84% said adopting the Charter had made a difference in their organisation.

TABLE 1. PROGRAMS TARGETED TO HEALTH PROFESSIONALS, HEALTH PROFESSIONAL STUDENTS, EMERGENCY WORKERS

Program name	Organisation	Type of mental illness	Target audience	Program description	Anti-stigma component	Lived experience involvement	Session length, facilitated by	Where provided	Duration and reach	Funding	Level of evidence ^a
Recovery Camp ¹⁻⁴	Recovery Camp	Mental illness (non-specific)	Nursing students	A non-traditional placement for nursing students. Health students and people with a lived experience of mental illness attend a recreation camp, participating in an adventure activities program in the Australian bush.	<i>Contact:</i> Lived experience attendees are encouraged to share their stories related to mental health and recovery with students. Everyone at camp is of equal status and contact is outside an acute setting (recovery focused).	LE person was involved in program development and delivery. Previous attendees with LE are involved in designing future camps and choosing camp activities.	5 days, 4 nights. Facilitated by registered nurses. Camps of 40-130 people, including 40 students, 40 people with lived experience, 5 nurse facilitators, several other staff.	NSW, metropolitan	Since 2013. 800 students lived experience	Earned income from universities	4
Recovery for mental health nursing practice ⁵⁻⁸	School of Nursing and Midwifery, Central Queensland University	Mental illness (non-specific)	Nursing students	A nursing subject 'Recovery for mental health nursing practice' introduces students to a recovery approach to mental health care.	<i>Contact:</i> Subject is taught by an academic with lived experience.	LE person was responsible for all aspects of the subject (e.g. development of content and appropriate resources, writing and examining the assessment tasks).	N/R. Subject taught by nurse with lived experience	QLD, regional/rural	N/R	N/R	2
Remind Training and Education ⁹⁻¹¹	Faculty of Pharmacy, University of Sydney	Schizophrenia, depression	Pharmacy students	Pharmacy students attend a tutorial with trained mental health consumer educators, receive a series of mental health lectures and undertake supervised weekly placements in the community pharmacy setting	<i>Contact:</i> Consumer educators discuss their history with mental illness, the medications they take, ways of coping with their illness, the important role that pharmacists need to play in supporting people with mental illnesses, and how they were real people who led normal lives despite	Trained mental health consumer educators from the Schizophrenia Fellowship of NSW participate in each session.	Contact session is 2 hours. Facilitated by pharmacy tutors.	NSW, metropolitan	Since 2010, approx. 2,500 students	N/R	3

					their illness. Students given opportunity to interview the educators during the tutorial.						
Collaborative Recovery Training Program (CRTP) ^{12,13}	Illawarra Institute for Mental Health, University of Wollongong	Severe and persistent mental illnesses, such as schizophrenia	Health professionals	Involves training in recovery concepts and skills supporting consumers' abilities to set, pursue and attain personal goals.	<i>Education:</i> Aims to improve mental health workers' attitudes towards prospect of recovery	N/R	2-day training, facilitator not reported	NSW, regional/rural	N/R	N/R	3
Managing Mental Health Emergencies short course ¹⁴	Australian Rural Nurses and Midwives	Range of disorders including psychosis, schizophrenia, or bipolar disorder	Rural and remote health professionals	Management of mental health emergencies including differentiating between substance intoxication and psychosis.	<i>Education:</i> To upskill generalists in rural and remote areas to respectfully and effectively manage mental health emergency care	N/R	2-day training, facilitator not reported	Australia-wide, regional/rural, remote	Since 2003. As of 2007, 745	Commonwealth Department of Health	3
Mental Health Intervention Team training ^{15,16}	NSW Police Force, Queensland Police Service	Mental illness (non-specific)	Police officers	Training to become accredited specialist Mental Health Intervention Officers. Provides a practical skillset to assist them with managing persons within the community who are experiencing a mental health crisis event or suicidal ideation.	<i>Education:</i> Training to identify signs and symptoms of mental illness, provide tools for communication strategies, risk assessment, de-escalation and crisis intervention techniques, and gain an understanding of the current Mental Health Act. <i>Contact:</i> Lived experience component presented by panel of mental health consumers and a carer.	N/R	4-day training (intensive), 1-day training, facilitator not reported	NSW, ACT, WA, QLD	In NSW since 2007 (4-day program). As of 2015, 2,600 officers trained. Since 2014 (1-day program). As of Dec 2015, 16,141 officers trained. In QLD since 2006.	State government	4

Mental Health Intervention Team training (brief)¹⁷	Oak Flats VKG Call Centre	Mental illness (non-specific)	Emergency service communication officers	A brief version of the MHIT training which teaches how to respond effectively during mental health emergencies with the aim of diversion from jail to mental health treatment.	<i>Education:</i> Training to increase the likelihood of call takers identifying mental health calls in order to prepare the responding officers before arriving at the scene.	N/R	1.5-2 hours, facilitator not reported	NSW, metro, regional/rural	Since 2011, N/R	N/R	4
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a. 1 = No evaluation evidence, 2 = Post survey feedback or qualitative interviews, 3 = One or more uncontrolled trials or repeated cross-sectional surveys, 4 = One or more controlled trials, 5 = One or more randomised controlled trials

LE = Lived Experience, N/R = Not Reported.

TABLE 2. PROGRAMS TARGETED TO PEOPLE WITH MENTAL ILLNESS

Program name	Organisation	Type of mental illness	Description	Anti-stigma component	Lived experience involvement	Number of program attendees	Where provided	Duration and reach	Funding	Level of evidence ^a
The Station¹⁸	The Station	Mental illness (non-specific)	Consumer-driven mental health service provides a safe and supportive environment, social connections, and activities for its members (those with a lived experience of mental illness). Aims to increase knowledge and skills for living.	<i>Contact:</i> People recovering from a mental illness, their carers, and community members meet and conduct activities. Targets public stigma and self-stigma (self-worth).	People with LE involved in all aspects of service delivery and are part of the management committee.	50 people	SA, regional/rural	Since 1998, N/R	State gov, earned income from members, donations	2
TasRec	Richmond Fellowship Tasmania	Mental illness (non-specific)	Recreation program provides a broad range of creative, social and skills building activities to help support mental wellbeing, build confidence and self-esteem, reduce isolation.	<i>Contact:</i> The recreation program uses community events and art shows to convey experiences of mental illness and their capacity to lead meaningful lives whilst living with illness. Consumers are also provided the opportunity to increase their community engagement through participation in a wide variety of recreation activities, including physical, health, art, and so on. Targets public stigma and self-stigma (self-worth).	Recreation program is a process of co-design and collaboration between people with LE and staff within the programs. LE provide suggestions for activities and tasks they would like to participate in.	Depends, small groups generally	TAS, metro, regional/rural	5-10 years, 140 people	Commonwealth gov	1
Residential Accommodation	Richmond Fellowship Tasmania	Mental illness (non-specific), Bipolar disorder, Personality disorders, Psychosis,	Residential accommodation for consumers living with mental health issues. RFT provide supports to consumers enabling them to reach greater independence, combat stigma, increase their	<i>Other:</i> Consumers are encouraged to envision the lives they wish to lead, and are provided examples of others leading meaningful lives, in the presence of mental illness. They are supported to access	People with LE participate in consumer advisory council and co-design and collaboration of service building.	25 people	TAS, metro, regional/rural, remote	More than 10 years, hundreds of participants	State gov, earned income from residents	2

		Schizophrenia	personal advocacy, and live meaningful lives.	services, build social networks and lead meaningful lives despite stigma associated with mental ill-health. <i>Protest/Advocacy:</i> Consumers are supported to build resilience and learn to advocate for themselves, as individuals navigating complex systems and situations.						
Compeer (The Friendship Program)¹⁹	St Vincent de Paul Society Canberra	Mental illness (severe)	Friendship between a volunteer and person with lived experience who are matched based on age, gender, interests, hobbies and availability.	<i>Contact:</i> Matches meet weekly for one year in safe environments using natural supports, sharing decision-making around activities, place, and time.	Volunteer members of the public meet people with LE to develop friendships	20-25 participants in 2020	NSW, ACT, metro, regional/rural	Since 2009, 253 participants (ACT branch)	State gov (ACT)	2
Hearing Voices group²⁰	Uniting Prahnan	Schizophrenia	Monthly/fortnightly peer support group provides a welcoming space for voice hearers to share what it's like to hear voices, learn new coping strategies and explore ways to make sense of voices and to change the relationship with voices.	<i>Other:</i> The focus of the group is on support. Individuals are provided with the chance to share their experience of hearing voices and ideas of living with the voices.	Facilitators are a person with LE and a 'worker'	N/R	VIC, metro	N/R	N/R	1
Information Nights	Borderline Personality Disorder Community	Borderline Personality Disorder	Information Nights are held three times a year to the BPD Community to provide information, a forum for discussion, and a sense of community.	<i>Contact:</i> Some information nights feature people with LE sharing their stories to reinforce the core techniques that build relationships and recovery. <i>Education:</i> Information nights aim to replace stigma and discrimination with the hope and optimism that recovery is a realistic goal. Speakers present on topics of interest to the BPD Community.	Facilitators are a person with LE, carer	Average of 28 over the last 5 events	VIC, metro	Since 2014, at least 167 people	Volunteer	1

Protest/Advocacy: Aim to increase capacity for advocacy through information and relationships with individuals in the community.

Being Herd²¹	Batyr	Mental illness (non-specific)	A workshop where young people are trained to share their stories to help breakdown the stigma associated with mental health.	<i>Other:</i> 2-day workshop aims to enable people with lived experiences to tell their story in a constructive and empowering way. Highlights steps the person took to get support, what has helped in their recovery and how they can share their story in a safe and effective way for themselves and other young people.	Facilitators are not reported.	N/R	N/R	700+ young people	N/R	1
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a. 1 = No evaluation evidence, 2 = Post survey feedback or qualitative interviews, 3 = One or more uncontrolled trials or repeated cross-sectional surveys, 4 = One or more controlled trials, 5 = One or more randomised controlled trials

LE = Lived Experience, N/R = Not Reported.

TABLE 3. PROGRAMS TARGETED TO FAMILY OF PEOPLE WITH MENTAL ILLNESS

Program name	Organisation	Type of mental illness	Description	Anti-stigma component	Lived experience involvement	Session length, facilitated by	Where provided	Duration and reach	Funding	Level of evidence ^a
Family and friends group	BPD Community	Borderline Personality Disorder	A group for carers to provide support and psychoeducation. Groups aim to share and learn how to support each other; to actively seek education and training to improve our relationships with our loved ones; to help ourselves and others; to create a safe environment; to reduce our sense of isolation; to accept our individual and joint responsibility to this purpose.	<i>Contact:</i> Groups are spent sharing stories over the month. <i>Education:</i> One hour of the meeting is devoted to learning about relevant topics. <i>Protest/advocacy:</i> The group provides the opportunity for individuals to build their own advocacy. It also provides the organisation with the capacity to speak on the behalf of participants.	Program is designed and developed by carers with LE.	2.5 hours once a month, facilitated two carers	VIC, metro	Since 2015, 167	Volunteers	Unclear
Journey to Recovery²²⁻²⁵	St Vincent's Mental Health Service	Psychosis	Psychoeducation group program in a public adult mental health service for the families and friends of people experiencing early psychosis.	<i>Education:</i> Provide support and information to assist coping and reduce isolation. Topics include What is psychosis, Recovering from psychosis, Medications, Early warning signs (relapse prevention), Community resources.	None reported.	5 x 2-hour sessions. Inpatient version is a single session. Facilitated by early psychosis senior clinicians	VIC, metro	Since 2009, N/R	State gov	3
Kookaburra Kids Camps and Activity Days	Australian Kookaburra Kids Foundation	Mental illness (non-specific)	Therapeutic recreation camps and activities for children who are living with a family member affected by mental illness.	<i>Education:</i> Psychoeducation and basic coping skill-building is embedded into programs in a supported peer-group format to promote mental health literacy (including addressing misconceptions and myths about mental illness) and appropriate help-seeking.	Designed by person with LE, co-design committee initiated in 2019. Delivery includes volunteers with LE	2 x 1-hour groups at camps; 15 min psycho-ed and activity at Activity Day. Facilitated by trained staff	ACT, NSW, NT, QLD, SA, VIC. Metro, regional/rural	More than 10 years, 3,000+	Govt, donations and corporate / other sponsorships	Unclear

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LE = Lived Experience, N/R = Not Reported.

TABLE 4. PROGRAMS TARGETED TO THE GENERAL POPULATION

Program name	Organisation	Type of mental illness	Target audience	Program description	Anti-stigma component	Lived experience involvement	Session length, facilitated by	Where provided	Duration and reach	Funding	Level of evidence ^a
Mental Health 101 (Youth/Adult) ²⁶⁻²⁹	Mental Illness Education ACT (MIEACT)	Mental illness (non-specific)	Youth program targets high school students (years 7-10). Adult program targets workplaces.	Workshop providing an introduction to mental health. Stigma-based learning outcomes include an understanding of what stigma is, being able to identify negative consequences of stigma, and an ability to contribute to the collective impact to reduce stigma in relation to mental illness.	<i>Contact:</i> Two volunteer educators with lived experience share stories of living with a mental illness. <i>Education:</i> an understanding of myths and facts about mental health and examples of help-seeking behaviours.	Programs are delivered by people with LE. Programs are co-designed with mental health professionals and people with LE.	1 60-minute session, facilitated by person with lived experience	ACT, metro, regional/rural	Since 1993, 8,000 people per year	Commonwealth gov, state gov, and private funding	4
Mental Health First Aid ³⁰⁻⁴⁰	Mental Health First Aid Australia	Mental illness (non-specific), Bipolar disorder, Psychosis, Schizophrenia, Depression, Anxiety, Substance Misuse, Non Suicidal Self Injury	General population	A program which teaches members of the public how to provide mental health first aid to others and enhances mental health literacy. A variety of courses exist: Standard MHFA (for adults), Youth MHFA (for adults assisting young people), Older Person MHFA, Aboriginal and Torres Strait Islander MHFA.	<i>Contact:</i> Two videos involve people with lived experience of mental illness talking about their experiences (one psychosis, one anxiety). Majority of instructors share their own experiences in their teaching. <i>Education:</i> Provides accurate information about mental illness to bust myths (e.g. that people with psychotic illnesses are dangerous and unpredictable). <i>Hallucination simulation:</i> Optional activity where two volunteers have a discussion whilst the	Founder has lived experience of mental illness. Curriculum based on consensus studies involving people with lived experience (consumers and carers). Courses are delivered by instructors, most of whom have lived experience as consumers or carers.	Standard MHFA is 12 hours, Youth MHFA is 14 hours. Training is facilitated by an instructor who is accredited by MHFA Australia. Instructors	Australia -wide, metro, regional/rural, remote	Since 2000, 800,000 people	Varies according to Instructor. MHFA Australia receives earned income, intermittent funding from government and philanthropic sources.	5

instructor reads from a scripted 'voice'.

Peer Ambassador Program	SANE Australia	Mental illness (non-specific), Bipolar disorder, Personality disorders, Psychosis, Schizophrenia, Eating Disorders, Suicide, other low prevalence disorders including complex trauma	General population	SANE Peer Ambassadors are a group of people who work with SANE Australia to raise awareness, reduce stigma and provide hope to Australians affected by complex mental illness. They also help develop, deliver and evaluate SANE's programs and services. All Peer Ambassadors receive training and support, guiding them through the process of sharing their story in ways that align with their reason for becoming an ambassador.	<i>Contact:</i> Presentations in workplaces and community settings to share their personal experience of living with, or supporting someone with a complex mental illness. Online stories via SANE website. <i>Protest/Advocacy:</i> Participants are regularly invited to contribute to advocacy and research projects, review resources and provide their insights through co-design or research projects.	People with LE are paid staff on the program. Program was relaunched in 2018 following extensive consultation with people with LE.	1 45-minute session, facilitated by person with LE.	Australia -wide, metro, regional/rural, remote	Since 1986 in various forms, 1,000+ (currently 110 Peer Ambassadors)	Corporate partnerships	1
Batyr (@school, @uni, @work) <small>41,42</small>	Batyr	Mental illness (non-specific)	High schools, universities, workplaces	Programs delivered to schools (batyr@school), universities (batyr@uni), and workplaces (batyr@work).	<i>Contact:</i> Two people with lived experience share their stories, focusing on help-seeking journey (10 mins each). Video stories are in development and only used in rural communities. <i>Education:</i> Signs of mental illness, how to support a peer, seek help, role of language in perpetrating stigmatising attitudes. <i>Protest/Advocacy:</i> An addition to the School program, school chapters empower 20 passionate students to	Lived Experience speakers form part of the governance of batyr, and are instrumental in any decision made within the organisation.	1 session 60-90 minutes, facilitated by person with lived experience and other trained person	ACT,NSW,QLD,S A,VIC, metro, regional/rural, remote	5-10 years, 229,934 people	Earned income	5

lead mental health events on their own school campus throughout the year.

SPEAK UP! Stay ChaTY ^{43,44}	SPEAK UP! Stay ChaTY	Mental illness (non-specific)	High schools, sports/arts organisations, workplaces	Education and awareness programs. Stay ChatTY Schools Program to grades 9-12, Stay ChatTY Sports Program to sporting clubs, Community Presentation to workplaces and community groups.	<i>Contact:</i> Founder Mitch McPherson shares his personal story of losing his brother to suicide through his lived experience story. Lived experience videos of community members sharing their stories of mental ill-health and suicide are used in the Sports Program, the Schools Program and online. <i>Education:</i> Programs teach information on mental health vs mental illness, stigma, signs and symptoms of mental illness, resilience, where to access support, helping a friend/team mate/. <i>Other:</i> Delivers online anti-stigma and awareness campaigns via social media, engages with community partners for wellbeing and awareness events, attends community expos and events to promote anti-stigma messages.	Founder with LE supports program development. A Youth Reference Group includes a number of young people with lived experience informs the development of youth-focused program content.	1 45-90 minute session. Facilitated by person with lived experience, nurse, exercise physiologist, lawyer, researcher	Australia -wide, metro, regional/rural, remote	Since 2013, ~25,000	State gov, donations, community grants	3
LIVINGWELL ⁴⁵	LIVINGWELL	Mental illness (non-specific)	Organisations (e.g. workplaces, universities,	Introductory mental health awareness program to educate people on a range of	<i>Contact:</i> In-person stories of facilitators' lived experience with mental illness. Video	Programs are co-delivered by people with LE	1 45-minute session, facilitated by mental	Australia -wide, metro, regional/	5-10 years, N/R	N/R	1

			schools, sports/arts organisations)	issues related to mental health, with an emphasis on breaking the stigma of mental health, enhancing self-efficacy and encouraging help-seeking behaviour.	stories of co-founders and how/why LIVIN originated and what their mission is. <i>Education:</i> Accurate alarming statistics on mental illness and suicide in Australia.		health professionals and person with lived experience	rural, remote			
Mental Health Awareness	Mental Health Partners	Mental illness (non-specific)	Organisations (e.g. workplaces, universities, sports/arts organisations)	Short courses delivered to private organisations to reduce stigma, give information, offer resources and improve mental health	<i>Contact:</i> Courses include at least one person with LE who shares their story to inform participants. Most courses include video of people with LE explaining their journeys. <i>Education:</i> Myths and facts sessions to improve knowledge.	Programs are designed and co-delivered by people with LE.	1 3-hour session, facilitated by social worker, person with lived experience	Australia-wide, metro, regional/rural, remote	2-5 years old, 1,200 participants	Earned income from private organisations	2
Staff Wellbeing Workshop <small>47,48</small>	Chess Connect	Mental illness (non-specific)	Workplaces	A workshop that helps employers collaborate with their staff to educate and promote a positive mental wellness workplace culture.	<i>Education:</i> Program covers understanding stress, active stress management, reducing stigma, understanding the link between life events, the brain and behaviour, building resilience practices, understanding the impact of workplace habits, and recognising when a person is unwell or struggling.	N/R	1 2-hour session, facilitated by 'Workplace Wellness specialist'	NSW, regional/rural	N/R, Over 750 people	N/R	1
Exhibition Program ^{49, 50}	The Dax Centre	Mental illness (non-specific)	General population	Exhibition Program of art by people with lived experience open to the general public.	<i>Education:</i> The exhibition may include bios written by the artists which allow the artist to share aspects of their lived experience that break down myths and provide accurate information about	All artists that exhibit have a lived experience and are involved in the process of exhibition development.	People visit for between 10-20 minutes. Guided tours last between 30-60 minutes.	VIC, metro	More than 10 years, ~24,000	Commonwealth gov, philanthropic, earned income	2

					mental illness for visitors.		Facilitated by staff at the Dax Centre.				
Education Program (Mindfields)^{51,52}	The Dax Centre	Mental illness (non-specific)	Universities, schools	A range of education programs specifically tailored to secondary and tertiary students who are studying mental health or arts-related subjects, encompassing presentations from advocates with LE and tour of current exhibitions.	<i>Contact:</i> Advocates present to the students sharing their lived experience of mental health issues, including a discussion of symptoms, their journey relating to diagnosis, treatment and other recovery factors. Some programs include video stories. Exhibition tours also include information on the artists' personal stories. <i>Education:</i> Myth-busting is woven into the guided tour of exhibitions. Information is given about the history of psychiatric care in Victoria and how stigma has impacted community understanding over time.	Programs delivered by people with LE. Advocates provide feedback on the program and how it can be designed to be more effective.	1 2-hour session, facilitated by people with LE, neuroscientists	VIC, metro	More than 10 years, 22,000 people	Commonwealth gov, philanthropic, earned income	1
Mental health awareness forums	Australian Rotary Health	Mental illness (non-specific), Bipolar disorder, Personality disorders, Psychosis, Schizophrenia	General population	Community forums, organised by Australian Rotary Health and Rotary Clubs, to discuss all aspects of mental health. Speakers usually a mental health professional, a consumer and a carer. Members of the general public are invited to attend.	<i>Contact:</i> Members of the community who have a mental illness are invited to attend and speak. <i>Protest/Advocacy:</i> Holding a public forum provides advocacy for mental health awareness and acceptance. No specific activity is undertaken except openness and	People with LE are invited to speak when the program is arranged.	1 2-hour session, facilitated by various people, e.g. health professional, Rotarian, MP	Australia-wide, metro, regional/remote	Since 2000, ~5000 people	Commonwealth gov (now ceased), some private	2

general discussion on
mental health.

- a. 1 = No evaluation evidence, 2 = Post survey feedback or qualitative interviews, 3 = One or more uncontrolled trials or repeated cross-sectional surveys, 4 = One or more controlled trials, 5 = One or more randomised controlled trials

LE = Lived Experience, N/R = Not Reported.

TABLE 5. EVALUATION DATA FROM FACE-TO-FACE PROGRAMS

Program name	Experimental design	Study sample	Sample size	Measures	Outcomes
Batyr ⁴²	RCT	N/R	N/R	N/R	In 2017, Macquarie University conducted a study into the effectiveness of the batyr@school program, looking at stigma reduction and help-seeking. The biggest two findings were: 1. The program was successful in reducing stigma that young people had towards others experiencing mental health issues 2. The program lead to an increase in attitudes and intentions towards seeking help from professional sources for mental health issues and suicidal thoughts. The findings were maintained for at least 3 months after the program.
BPD Community Information Nights	Post feedback	N/R	N/R	N/R	Usefulness of the event and information: 99% find them useful Personal confidence and understanding: 83% said its better Feeling more supported: 80% said yes Help personal ability to build relationships: 92% yes Do you expect to use knowledge gained: 97% said yes
BPD Community Family & Friends Group	N/R	N/R	N/R	N/R	From program authors: "A 'formal' evaluation occurred in 2017 which lead to the evolution of the program of today. Monthly evaluations of the program are conducted."
Collaborative Recovery Training Program (CRTP) ¹²	Uncontrolled trial (pre/post)	Mental health workers from government and NGO organisations in eastern Australia	75 with data to analyse out of 103	Staff Attitudes to Recovery Scale (STARS; Crowe et al., 2006) assesses hopeful attitudes regarding consumers' recovery possibilities. Therapeutic Optimism Scale assesses treatment expectancies.	There was an improvement in STARS pre-post (d=0.87) and therapeutic optimism scores pre-post (d=0.78). MANOVA p=.02.
Compeer (The Friendship Program) ¹⁹	Survey only	Volunteers from the Compeer program	72 analysed	Social Distance Scale, Affect Scale, Dangerousness Scale, Match Bond (measures friendship strength)	A stronger relationship between the Compeer volunteer and friend was associated with lower levels of stigma: social distance (p=.001), Affect (p=.015), Dangerousness (p=.028). No relationship between time spent in relationship and stigma, suggesting it is quality of contact rather than length of contact that reduces stigma.
Journey to Recovery ²⁵	Uncontrolled trial (pre/post)	Carers of person with psychosis	15	6 questions on perceived knowledge: understanding of psychosis, understanding of recovery, knowledge of medication, relapse prevention, understanding of links between	Significant improvements in perceived knowledge of psychosis (p=.001) and recovery (p=.008) pre to post. Qualitative feedback was that participants valued support, felt a reduced sense of isolation, felt a sense of collective experience, and appreciated the opportunity to ventilate and feel heard by peers.

				substance use and psychosis, plus qualitative feedback	
Journey to Recovery²³	Qualitative interviews	(1) carers who continually attended; (2) carers who attended once only; (3) carers who never attended; (4) case managers and (5) early psychosis clinicians.	10 carers, 8 clinicians	7 qualitative questions designed to illicit positive and critical information and suggestions for the future direction of the group.	Carers reported Reduced isolation, sense of Collective Experience, Opportunity to vent and feel heard, Reduced stigma and shame, Increased knowledge about mental illness, Enhanced skills in supporting the person experiencing mental illness. The group enabled “helping us to communicate as a family again,” “learning how to communicate and describe what mental illness is to our children,” and “passing it on into the community to help others” (reduced stigma and shame)
Journey to Recovery (inpatient version)²⁴	Qualitative interviews 6 months later	Carers of person with psychosis	27	14-item interview questionnaire on timeliness, correct people invited, sufficient time, useful information (written, oral, DVD, booklet, fact sheets), support offered, family use of information, follow-up in community, and improvement suggestions.	The session and materials were perceived as helpful. Findings in the present study suggest that early psychosis carers are open to receiving psychoeducation at first contact with psychiatric services.
Journey to Recovery²²	Uncontrolled trial (pre/post)	Families of people with early psychosis	17	6 questions on perceived knowledge: understanding of psychosis, understanding of recovery, knowledge of medication, relapse prevention, understanding of links between substance use and psychosis, plus qualitative feedback	Significant improvements in perceived knowledge of psychosis and recovery pre to post ($p < .001$). Qualitative feedback was that participants valued peer support and support from session facilitators, felt a reduction in a sense of isolation, felt a sense of collective or similar experiences and there was an appreciation of the opportunity to ventilate feelings and be heard by peers who understood the challenges faced.
Kookaburra Kids camps and Activity Days	N/R	N/R	N/R	N/R	From program authors: “Evidence of impact; (changes in MHL and help seeking) currently continuing with published research to follow 2020.”
Managing Mental Health Emergencies short course¹⁴	Repeated cross-sectional surveys (pre/post with some follow-up interviews 3-6mth)	Rural and remote healthcare providers (nurses, Aboriginal health workers, other allied health)	N=456 at pre, N=163 post workshop, N=44 interviews	Survey: 7 questions ranking perceived skills. No information about interview guide.	Perceived skills improved in differentiating between psychosis and substance intoxication ($p < .001$), assessing psychotic symptoms ($p < .001$), communicating effectively with people with mental health problem ($p < .001$), assessing suicide risk ($p < .001$). Almost all interview participants felt they had changed their attitude towards mental health clients as a result of the course, as many recognised that had been stereotyping and stigmatizing clients. Participants talked about their increased patience when listening to acutely unwell clients.

Mental Health 101²⁹	Controlled trial (pre/post). Comparison condition was non-participating schools.	High school students	457	Two vignettes on stigma which were followed by four questions about their attitudes towards the person described in the vignette and four social distance questions. Multiple-choice questions and open-ended questions on knowledge of mental health and mental illness, and the General Intentions to Seek Help Questionnaire.	The intervention group had lower mean stigma scores (p=.000) and greater knowledge on each of the knowledge questions (all p<.001), and increased help-seeking intentions (p=.000) compared to the control group at post-test. Further analysis revealed a significant effect of the intervention on reducing stigma after the effect of knowledge was removed (p < .001). Qualitative responses revealed many students were deeply touched by the personal stories of presenters, that they were a powerful medium, and made the impact of mental illness tangible and encouraged the realisation that people with mental illness were just 'ordinary people with extraordinary stories'.
Mental Health 101²⁸	Qualitative interviews	Volunteer consumer educators	10	Semi-structured interview focused on the benefits and costs related to being in an advocacy/educator role and its impact on recovery from the experience of mental illness and treatment.	Reports on the benefits and costs of being a lived experience educator in the MIE-ACT program. Benefits identified were the value of peer support where educators felt a unique sense of acceptance and understanding from their peers, gaining a sense of purpose and personal meaning from the personal satisfaction of educating others, and the impact and therapeutic effect broadcasting had in reducing self-stigma and assisting in positive identify development. Costs reported were feeling 'raw' or vulnerable during or after presenting and a fear of being stigmatized as a result of presenting.
Mental Health 101²⁹	Post surveys	High school students (93.3%)	N/R, 90.7% of learners are surveyed after the program	Satisfaction ratings, perceived knowledge	89.7% of learners rated the program as either extremely or significantly informative. 97.2% of learners state that the programs had increased their understanding of mental health.
Mental Health Awareness	Post course evaluations of all programs	N/R	N/R	N/R	N/R
Mental Health First Aid³⁰	RCT. Comparison condition was waitlist.	Nursing students	181 (int=92, control=89)	Social Distance Scale, Personal Stigma Scale, Perceived Stigma Scale (all for depression vignette)	Outcomes are not relevant as not for schizophrenia/psychosis/bipolar disorder/personality disorder.
Mental Health First Aid³¹	RCT. Comparison condition was waitlist.	Adult members of community	178 (int=90, con=88)	Social Distance Scale, Personal Stigma Scale (depression and schizophrenia)	For schizophrenia, improvements pre-post in personal stigma (p<.001) and social distance (p<.001). Sig improvements at 6-mth FU: personal stigma (p<.001) and social distance (p<.01).
Mental Health First Aid³²	RCT. Comparison condition was waitlist.	High school teachers	423 (int=283, con=140)	Personal Stigma Scale for depression only	Outcomes are not relevant as not for schizophrenia/psychosis/bipolar disorder/personality disorder.

Mental Health First Aid³³	Uncontrolled trial (pre/post/6mth FU)	Adult members of community	246	Personal Stigma Scale and Perceived Stigma Scale (for depression and schizophrenia)	Improvements in beliefs about dangerousness (p=.005), unpredictability (p<.001), and willingness to disclose (p=.005) pre to post for schizophrenia. Changes in stigmatizing attitudes about schizophrenia from pre-test to follow-up were only significant for disagreement about dangerousness (from 33.1% to 48.5%, p=0.008). No significant change in perceived stigma.
Mental Health First Aid³⁴	Uncontrolled trial (pre/post)	Members of the Chinese community in Melbourne	108 (84 analysed)	Social Distance Scale (towards depression and schizophrenia vignettes)	Social distance for schizophrenia sig improved pre-post (p=.005)
Mental Health First Aid³⁵	Uncontrolled trial (pre/post)	Members of the Vietnamese community in Melbourne	114	Personal Stigma Scale and Perceived Stigma Scale (for depression and schizophrenia)	Significant improvement in some personal stigma items for early schizophrenia (4 of 9) and chronic schizophrenia (3 of 9).
Mental Health First Aid³⁶	Uncontrolled trial (pre/post/6mth FU)	Workers and volunteers of organisations working in multicultural communities	458	Social Distance Scale, Personal Stigma Scale, Perceived Stigma Scale (towards depression and schizophrenia vignettes)	Pre-post sig improvements in social distance (p<.001), personal stigma (p<.001) and perceived stigma (p<.001) for schizophrenia. Stigma data not collected at follow-up.
Mental Health First Aid³⁷	RCT. Comparison condition was Red Cross First Aid training.	Australian parents of teenagers	384 (int=201, con=183)	Social Distance Scale, Personal Stigma Scale (Weak not sick, Dangerous/unpredictable) towards psychosis vignette	No significant changes in stigma outcomes in parents at 1-year and 2-year follow-up.
Mental Health First Aid³⁸	Controlled trial	Pharmacy students	272 (int=60, con=212)	Social Distance Scale for schizophrenia	Reduced social distance over time compared to control, p<.001.
Mental Health First Aid³⁹	RCT	Public servants	608 (int elearning=199, int blended=199, con=210)	Social Distance Scale and Personal Stigma Scale (both for depression and PTSD)	Outcomes are not relevant as not for schizophrenia/psychosis/bipolar disorder/personality disorder.
Mental Health First Aid⁴⁰	Controlled trial (pre/post/3mth FU)	Chinese international students studying in Melbourne	202 (int=102, con=100)	Personal Attributes Scale, Social Distance Scale (both for depression and schizophrenia)	Significant improvements over time for social distance towards schizophrenia (p=.021). No sig change in perceived dangerousness or perceived dependency.
Mental Health Intervention Team (MHIT) training¹⁵	Controlled trial (pre/post/18 month FU). Comparison condition was officers who	NSW police officers, NSW health staff	260 (trained=186, not trained=74). Presurvey=11	Levels of confidence, self-reported behaviour change,	The MHIT training led to an increase in confidence in dealing with jobs involving individuals with a mental health problem, or a drug induced psychosis at post and follow-up (ps<.001). Qualitative data supports the notion that the MHIT training led to an increase use of de-escalation techniques, with officers reporting that an increased understanding of mental

	were not trained.		2, post=32, FU=42)		health meant they were better able to deal with the situation. Qualitative data from NSW Health staff working specifically in mental health were uniform in their perception of an improved understanding about mental health amongst the police officers they engaged with when a scheduled consumer was delivered to their care, and noted the flow-on effect that officers' increased understanding of mental health had on their engagement with consumers
Mental Health Intervention Team (MHIT) training (brief version)¹⁷	Controlled trial (post only). Comparison condition was those who have not completed the training.	Emergency call operators (communications officers)	91 (trained=18, not trained=73)	Community Attitudes Towards Mental Illness (CAMI); Social Distance Scale	Findings showed no difference in stigma between those who had undergone CIT training and those who had not.
Recovery Camp²	Controlled trial (pre/post). Comparison condition was traditional nursing placements (inpatient and community mental health)	3 rd year nursing students	50 (Recovery Camp=23, comparison=27)	Preplacement Survey, includes items on Negative stereotypes and Anxiety surrounding mental illness	Sig greater reduction in anxiety ($p=.001$) and negative stereotyping (.015) in intervention group compared to control. In particular, decreased endorsement of statements that describe mental illness sufferers as unpredictable, incapable and dangerous in the Recovery Camp group.
Recovery Camp³	Controlled trial (pre/post). Comparison condition was traditional nursing placements (inpatient and community mental health)	3 rd year nursing students	79 (Recovery Camp=40, comparison=39)	Social Distance Scale	Sig reductions in social distance in the Recovery Camp group pre to post, and pre to follow-up. No sig reduction in social distance in comparison group.
Recovery Camp¹	Qualitative analysis of written reflections	3 rd year nursing students	20	4 critical reflections during their time at Recovery Camp	Students reported the placement was a unique, positive and educational mental health nursing placement. It allowed for the application of knowledge, consolidation of skills, experience of recovery-orientated care, development of therapeutic relationships and learning from people with a lived experience of mental illness about mental illness and related treatments. Recovery Camp was transformative in terms of learning the strengths of people with a lived

					experience of mental illness, acknowledging previously held fears and anxieties, and establishing future plans for practice. Reflective quotes of students' experiences showed their understanding and empathy towards people with a mental illness increased, they developed practical skills, appreciated and learnt how to establish and maintain therapeutic relationships, and discovered the importance of lived experience.
Recovery Camp⁴	Qualitative analysis of written reflections	3 rd year nursing students	56 (28 students, 27 LE)	Content analysis of student reflective quotes	
Recovery for mental health nursing practice⁶	Qualitative interviews	Nursing students	12	Asked to describe their views and experiences being taught by a person with LE, positives, negatives, and how their nursing practice would be influenced.	Students were positive and reported an enhanced self-awareness and greater understanding of the person behind the diagnostic label and their experience. It encouraged them to question their attitudes and prejudices.
Recovery for mental health nursing practice⁵	Controlled trial (pre/post). Comparison condition was traditional mental health nursing subject taught by nurse academic.	Nursing students	171 (intervention=110, comparison=61)	Mental Health Consumer Participation Questionnaire	Both courses improved some aspects of attitudes towards consumer participation in mental health care.
Recovery for mental health nursing practice⁷	Controlled trial (pre/post). Comparison condition was traditional mental health nursing subject taught by nurse academic.	Nursing students	201 (intervention=131, comparison=70)	Scale measuring Anxiety surrounding mental illness and Negative stereotypes	The lived experience-led course showed sig decrease in negative stereotypes ($p < .001$). Reduction in anxiety was not sig ($p = .04 - p = .01$ set as significance level). Reductions in comparison group were not significant ($p = .02$ for anxiety and $p = .06$ for stereotypes).
Recovery for mental health nursing practice⁸	Qualitative interviews	Lived experience educators	12	Not clear	Reports on the experience of being a lived experience educator in nursing programs. Themes identified were facing fear, demystifying mental illness and issues of power.
Remind Training and Education (O'Reilly 2010)	Uncontrolled trial (pre/post/12 mth FU)	Pharmacy students	178	Questionnaire with 8 items on stigma towards schizophrenia, reported as individual items. Also focus groups with 11 participants.	Significant decreases in stigma at 6-week post and follow-up for 5 out of 8 items relating to schizophrenia ($p < .05$) (unpredictable; have different feelings; are difficult to talk to; should pull themselves together; are not a danger to others; have themselves to blame). Focus groups showed that the intervention made mental illness more real to them and increased insight, enabled them to see consumers are able to lead a normal life despite their illness, removed some pre-

					conceived ideas they had about consumers, realised that pharmacists need to be non-judgemental in their interactions with consumers.
Remind Training and Education ¹⁰	Separate focus groups with students and consumers	Pharmacy students and consumer educators	23 (11 students, 12 consumer educators)	Impact of the training on students and goals, challenges and benefits of mental health consumer educators providing education to health professional students.	All consumers nominated reducing stigma as a primary reason for becoming an educator. The contact the students had with the MHCE provided them with a greater insight into what it is like to suffer from psychotic symptoms and the challenges people face in managing their mental illness. Students reported a change in how they interacted with patients (pharmacy practice) and that their confidence had improved. Consumer educators felt empowered by their participation, reported improved confidence and public speaking skills, and enjoyed the social contact with other consumers. Some reported that fear of social situations was a challenge to fulfil their role.
Remind Training and Education ⁹	Controlled trial (pre/post). Comparison condition was film-based contact.	Pharmacy students	244 (direct contact=122, indirect contact=122) were analysed	Social Distance Scale for mental illness (7 items); Attribution Questionnaire (6 items); 8 items on specific stigmatising beliefs towards schizophrenia.	Both interventions showed similar reductions in Social Distance scores. The training had greater effect for 5 of 6 Attribution Questionnaire items and 5 of 8 stigma items. Both interventions showed reductions in stigma though.
Richmond Fellowship Residential Accommodation	N/R	N/R	N/R	N/R	From program authors: "Ongoing evaluation including DREEM, feedback through the consumer advisory council, and ongoing feedback provided by consumers, families and friends."
Rotary mental health awareness forums ⁵³	Post program feedback forms	Attendees at the forums	6548	N/R	Perceptions of good understanding of mental illness increased from 63% to 76% following the forums 64% of attendees had a good to very good awareness of what can be done to reduce the stigma of mental illness following the forums.
SPEAK UP! Stay ChatTY ^{43,44}	Post-session feedback is collected from participants from the Schools Program, Sports Program, Community Presentation and Mitch's lived experience	Athletes from sporting clubs in Tasmania (Sports program). Students, teachers, parents from participating schools (Schools Program)	1239 (Sports program). Approx 1750 students (Schools Program)	Perceived knowledge and attitudes	Sports Program: Before the session, 818 (66%) athletes reported they knew 'a bit' about mental health, whereas after the session, 896 (72%) athletes stated they now know 'a lot'. Likewise, before the session 673 (54%) athletes reported they knew 'a bit' about stigmatising signs of mental illness, however, after the session 869 (70%) athletes knew 'a lot' about stigmatising signs of mental illness. Schools Program: Following the session, a majority (91.5%) felt more comfortable talking about mental health. There were also increases in perceived knowledge about mental health pre to post (A bit or a lot 81.6% to 97.0%) and

story. Pre-post data (not linked) is also available for Schools Program

perceived recognition of the signs of mental illness (A bit or a lot 63.0% to 96.6%).

The Dax Centre – Exhibition Program ⁴⁹	Post-feedback only	Exhibition visitors (86.4% were 16–17 year-old school students).	10,000	Response card with three statements with Likert scale response (Agree to Disagree) and brief written comments on any aspect of the person’s visit.	Over 90% of respondents agreed that the exhibition helped them (1) gain a better understanding of mental illness, (2) gain a more sympathetic understanding of the suffering of people with mental illness; and (3) appreciate the ability and creativity of people with mental illness. These results were supported by the written feedback.
The Station ¹⁸	Qualitative interviews	Staff and members of a consumer-driven community mental health service	25	Interviews focused on The Station’s role in assisting recovery from mental illness, the limitations and strengths of the program, and relationships with the mental health system.	Consumers reported feeling accepted and nurtured which increased feelings of empowerment and led to a greater belief in oneself from participating in the Station’s activities. Carers, consumers and volunteers all reported similarly of the positive impact of The Station on their lives. People who volunteer at The Station gain a sense of community and family, ‘time out’ and an opportunity to learn new skills and meet new people.

N/R = Not Reported.

TABLE 6. ONLINE RESOURCES ACCESSIBLE TO THE PUBLIC

Online resource name	Organisation	Type of mental illness	Year	Target audience	Online resource description	Anti-stigma component	Lived experience involvement	Reach	Funding	Level of evidence
All in the Mind with Lynne Malcolm ⁵³⁻⁵⁹	ABC	Range of disorders including bipolar disorder, borderline personality disorder, psychosis, and schizophrenia	2006	General population	A radio program that uses stories to explore the mind, brain, and behaviour. Several episodes have focused on mental illness and featured stories from people with lived experiences, as well as information from experts about treatments and recovery.	<i>Contact:</i> Features stories from consumers and carers about their lived experiences and recovery. <i>Education:</i> Featured guests include health educators and professionals who provide expert information and opinions about presentation, treatment and recovery.	Consumers and carers with lived experiences are featured guests.	N/R	Commonwealth gov	1
Bipolar Caregivers ⁶⁰	Private (Lesley Berk)	Bipolar disorder	2010	Carers of people with a mental illness	A website with online information for caregivers of people with bipolar disorder.	<i>Education:</i> Evidence-based information and suggestions for caregivers about bipolar, its treatment and management, helping someone with bipolar, carer self-care, dealing with stigma or discrimination, and assisting someone dealing with stigma.	Expert caregivers and people with bipolar disorder were consulted and informed evidence-based information featured on the website.	N/R	NHMRC PhD scholarship funded	1
BPD Webinar Series ⁶¹	Australian BPD Foundation, Spectrum, MHPN	Borderline personality disorder	2017	Health professionals	A six-part webinar series that features an expert panel of consumers, carers, and health professionals discussing their knowledge and experiences of borderline personality disorder and related topics.	<i>Contact:</i> Panel members with lived experience provides knowledge and insight. <i>Education:</i> Topics discussed by expert panel include information about BPD, treatment principles, evidence-based treatments and access, BPD in youth and early intervention, management of self-injury and suicidality, and management of BPD in Mental Health Services in Primary, Public, and Private Sectors.	Consumers and carers with lived experiences are featured on expert panel.	N/R	Commonwealth gov	2

Consumers and Carers as Educators ⁶²	Lived Experience Australia	Mental illness (non-specific)	2015	Health professionals	Several online training modules to inform and support health professionals.	<i>Contact:</i> Features videos of interviews with consumers and carers. <i>Education:</i> Features modules provide practical guidance on how to involve consumers and carers in meaningful ways into patient centred care models.	Organisation comprises of people with lived experience as consumers and carers	N/R	Some funding from Mind Australia and RANZCP SA Trainees	1
Earshot ⁶³	ABC	Bipolar disorder	2015	General population	A radio program that presents a diverse selection of documentaries from intimate portraits to contemporary issues.	<i>Contact.</i> One episode in the program features three people share their personal stories of bipolar disorder and bipolar mania to raise awareness.	People with LE share their stories	N/R	Commonwealth gov	1
The Feed ^{64,65}	SBS	Psychosis	2018	General population	A news, current affairs, and satire television series featuring two episodes interviewing people with lived experiences.	<i>Contact:</i> One episode features a woman sharing her experience of post-natal psychosis to raises awareness of the stigma mothers with mental illness experience. Another episode features Osher Günsberg sharing his mental health experiences.	People with LE share their stories.	1,719,000+ views on Facebook 25,639 views on Youtube	Commonwealth gov	1
'Let's Talk' podcast series ⁶⁶	Centre for Rural & Remote Mental Health	Severe mental illness including bipolar disorder, borderline personality disorder, and schizophrenia.	2017	General population, people with lived experiences, rural and remote populations	A podcast series about mental health in rural and regional Australia.	<i>Contact and education:</i> One episode has a focus on low prevalence mental illnesses featuring input from a person with lived experience and two professionals. It specifically addresses misconceptions, service provision in rural and remote Australia, treatment, and community engagement.	The podcast was produced by a person with LE.	N/R	University of Newcastle's Centre for Rural and Remote Mental Health.	1
Postnatal psychosis recovery stories ⁶⁷	PANDA	Postnatal psychosis	N/R	General population	A website featuring people's stories about their lived experience of mental illness.	<i>Contact:</i> Features online stories of mother's lived experiences of postnatal psychosis including onset, treatment, management and recovery. Stories encourage knowledge and awareness of the potential for recovery.	People with LE share their personal stories.	N/R	N/R	1

Project Air Strategy website ^{68,69}	Project Air Strategy	Personality disorders	N/R	Health professionals and people with lived experiences	A website with text and video stories of people's lived experiences of personality disorders.	<i>Contact</i> . Online text entries and videos featuring people's stories of living with personality disorders including their day-to-day including parenting, diagnosis, self-help, treatment and recovery journeys. <i>Education</i> : Features videos of health professionals and educators discussing treatment and stigma.	People with LE share their stories.	Personal stories amassed 2881 views on Youtube	N/R		1
Recovery stories ⁷⁰	Neami National	Mental illness (non-specific)	N/R	General population	A website featuring people's stories about their mental health journeys, including help-seeking and recovery.	<i>Contact</i> : Features six people's stories of recovery, including their positive experiences of support and formal service use.	People with LE share their personal stories.	N/R	N/R		1
SANE Forums ⁷¹⁻⁷³	SANE Australia	Complex mental illness including bipolar disorder, psychotic illness, and bipolar disorder.	2014	People with lived experiences (e.g., consumers, families, and carers)	Online peer-to-peer support for people living with mental illness and for carers.	<i>Contact</i> : Provides a supportive online environment free of stigma for people to exchange personal stories, seek opinions and similar experiences, discuss information and advice.	People with LE respond to posts by others, provide active, helpful peer support to one another. Videos promoting SANE forums delivered by people with LE.	N/R	Commonwealth gov		2
Say no to stigma! ⁷⁴⁻⁷⁸	SANE Australia	Mental illness (non-specific)	2013	General population	A Youtube video campaign featuring people with lived experiences share their insight to tackle stigma in the general population.	<i>Contact</i> : Videos feature people with lived experiences explain the impact of stigma and prejudice on their lives.	People with LE share their insight.	65, 294 views on Youtube	Australian government, Department of Health and Ageing's National Suicide Prevention Program		1
Social anxiety, stigma and early psychosis webinar ⁷⁹	Orygen	Psychosis, social anxiety	2017	Health professionals	An online training resource that informs clinicians, who work with young people, about social anxiety, stigma and early psychosis.	<i>Education</i> : Features research evidence on service users' perspectives of stigma, and explores the relationship between social anxiety, paranoid symptoms, negative beliefs about the self and the experience of shame. It also	N/R	N/R	N/R		1

						features research on treatment approaches for young people with social anxiety and early psychosis.				
Thriving Communities⁸⁰	SANE Australia	Mental illness (non-specific)	2016	General population, people with lived experiences and rural and remote populations	A 14-week television, radio and online campaign to raise awareness of the benefits of online peer support and social connection for people affected by complex mental illness.	<i>Contact:</i> Campaign features nine real-life stories of people affected by complex mental illness, including stories of living with bipolar, schizophrenia, and borderline personality disorder.	People with LE share their personal stories.	Reached 155 locations nationally, online stories amassed 66,938 views on Youtube	Commonwealth gov	2
Voices Vic Unplugged⁸¹	Uniting Prahran	Schizophrenia	2014	General population, people with lived experiences	A series of short films produced to reduce the extreme stigma experienced by people who hear voices.	<i>Contact:</i> Videos feature real and personal stories from people about their experiences of hearing voices, and support, management and recovery.	Peer-run campaign, videos directed by people with LE.	7317 views on Youtube	N/R	1
Website⁸²	Australian Genetics of Bipolar Disorder Study	Bipolar disorder	2018	People with a mental illness	A website featuring people's stories about their experiences of bipolar disorder.	<i>Contact:</i> Features people's stories of living with bipolar disorder, including treatment, management and recovery.	People with LE share their personal stories	N/R	N/R	1
Website⁸³	Borderline in the ACT	Borderline personality disorder	2017	General population, people with lived experiences, professionals (social service and welfare, health and emergency service), health professional students.	A website to assist people with lived experiences and services providers find local services in the ACT and surrounding area. It also features evidence-based information.	<i>Contact:</i> Features videos of people sharing their experiences of living with and managing BPD symptoms in their daily lives. Such videos highlight the complexities of BPD and stigma of BPD in the general population. <i>Education:</i> Features support and local services information to help people assist those with BPD, and myth-busting to reduce stigma and foster empathy towards people with BPD.	People with lived experiences were consulted on the design of the website, provide feedback on content and suggestions on supports and resources.	10,000+ website visits	ACT health fund	2

#WeSpeak Up Campaign⁸⁴	Consumers of Mental Health WA and Neami National collaboration	Mental illness (non-specific)	2019	General population	A series of videos featuring 13 West Australians with a lived experience of challenges with mental health and suicide.	<i>Contact:</i> Videos feature people with LE share their stories of recognition, recovery and wellbeing to increase awareness of mental health issues and reduce stigma.	People with LE share their stories.	2252 views on Youtube	Neami National	1
You Can't Ask That⁸⁵	ABC	Schizophrenia	2018	General population	A documentary program in which each episode asks controversial questions, sourced from the public, to a minority Australian population.	<i>Contact:</i> One episode features eight Australians offer insight and break down stereotypes about living with schizophrenia.	People with LE share their insight.	65,750 views on Facebook	Commonwealth gov	1

a. 1 = No evaluation evidence, 2 = Post survey feedback or qualitative interviews, 3 = One or more uncontrolled trials or repeated cross-sectional surveys, 4 = One or more controlled trials, 5 = One or more randomised controlled trials

LE = Lived Experience, N/R = Not Reported.

TABLE 7. AWARENESS CAMPAIGNS

Campaign name	Organisation	Type of mental illness	Campaign activities	Anti-stigma messages/component	Lived experience involvement	Campaign duration	Where provided	Duration and reach	Funding	Level of evidence ^a
Mental Health Month	WayAhead – Mental Health Association NSW	Mental illness (non-specific)	Aims to raise awareness of the importance of mental health and wellbeing. Activities include Mental Health Matters Awards, Campaign theme, Collateral, Small grants to organisations to undertake activity, Community engagement, Advertising, Social media, website.	<ul style="list-style-type: none"> The grant program supports organisations to undertake activity – some of which is contact interventions Campaign includes online stories of people with LE Key messages include ensuring the variety of causes of mental ill health are communicated and not reliant on medical model descriptors, violence is rare, majority of people recover etc 	Led by a person with LE, some reference committee members have LE. Grant recipients must involve people with LE in activities.	1 month	NSW, metro, regional/rural, remote	More than 10 years, hundreds of thousands	State gov	Unclear
World Mental Health Day (Australia)	Mental Health Australia	Mental illness (non-specific)	Aims to raise public awareness of mental health issues. 54 partners promoted the 2019 WMHD Campaign including the provision of partner specific posters and collateral, as well as partner specific events. Campaign participants were asked to make a mental health promise on the virtual promise wall at www.1010.org.au as a pledge of support, as well as share this promise via social media channels.	<ul style="list-style-type: none"> Do You See What I See? Challenges perceptions about mental and encourages everyone to look at mental health in a more positive light, in an effort to reduce stigma and make way for more people to seek help and support. There was consumer engagement and storytelling at the major event for the 2019 WMHD campaign in Townsville 	18 consumers and carers were involved in helping inform the 2019 WMHD campaign. LE involvement in the design of photos and imagery of campaign.	1 day (October 10)	Australia-wide. Metro, regional/rural, remote	More than 10 years, 100,000 + annually	Commonwealth gov	2
Mental Health Week 2019	Mental Health Council of Tasmania	Mental illness (non-specific)	A statewide campaign with the aim of reducing stigma around mental illness in the Tasmanian community. A number of health promotion events and activities held around the	<ul style="list-style-type: none"> Several events included personal stories via talks or recorded interviews from people with lived experience. Most were around building resilience and community compassion – talking around 	Many people with LE deliver, organise or facilitate MHW events. Steering committee has people with LE and carers.	1 week	TAS, metro, regional/rural	5-10 years, ~13,000 per year	State gov	1

			state all united under the one theme which last year was: We All Have a Role to Play	what interventions/supports have helped people.						
Schizophrenia Awareness Week⁸⁶	Mental Illness Fellowship of Australia	Psychosis, schizophrenia	A seven-day awareness campaign that runs during Mental Health Awareness month. Government, citizens, media, and NGOs provide activities and events.	<ul style="list-style-type: none"> Designed to raise awareness about schizophrenia and psychosis. 	N/R	1 week	Australia-wide. Metro, regional/rural, remote	More than 10 years, N/R	N/R	1
BPD Awareness Week	Australian BPD Foundation	Borderline Personality Disorder	Presentations by people with lived experience, online videos, postcards, posters and social media messages.	<ul style="list-style-type: none"> The campaign highlights facts taken directly from The Clinical Practice Guideline for the management of Borderline Personality Disorder, in an accessible way. The campaign also uses the strong voice of lived experience – promoting recovery, positivity and hope. 	People with lived experience are involved in the design of the campaign and collateral, providing quotes and video clips as well as presenting at events	1 week	Australia-wide, metro, online	2-5 years, some online posts reached 189,433 with 18,959 engagements	Commonwealth gov, volunteer	2
Odd Socks Day⁸⁷	Grow	Mental illness (non-specific)	An annual national mental health anti-stigma campaign that encourages all Australians to wear odd socks on the Friday before Mental Health Week and World Mental Health Day.	<ul style="list-style-type: none"> To support and show people struggling with their mental health that they are not alone. 	N/R	1 day	Australia-wide. Metro, regional/rural, remote	5-10 years, ~500,000 in 2018	N/R	1
One Sock One Goal⁸⁸	batyr	Mental illness (non-specific)	Encourages teams and individuals to wear bright coloured batyr socks	<ul style="list-style-type: none"> To start positive conversations around mental health, whilst visually promoting their willingness to smash the stigma. 	N/R	N/R	N/R	N/R	N/R	1

a. 1 = No evaluation evidence, 2 = Post survey feedback or qualitative interviews, 3 = One or more uncontrolled trials or repeated cross-sectional surveys, 4 = One or more controlled trials, 5 = One or more randomised controlled trials

LE = Lived Experience, N/R = Not Reported.

TABLE 8. ADVOCACY PROGRAMS

Program name	Organisation	Type of mental illness	Advocacy description	Anti-stigma component	Lived experience involvement	Where provided	Duration	Funding	Level of evidence^a
-	Lived Experience Australia	Mental illness (non-specific)	Active participation in multiple high-level steering committees/working groups/submissions in the capacity as recognised people with a lived experience of mental illness	Aim to reduce stigma making us the face of mental illness so people can see that mental illness is a diagnosis not who we are. No different from any other diagnosis, and that we can lead normal lives and contribute to society in a meaningful way.	Organisation comprises people with lived experience as consumers and carers	Australia-wide	2-5 years	Volunteer, some funding from Mind Aust and RANZCP SA Trainees fund	1
Mental Health and Wellbeing Consumer Advisory Group	Being	Mental illness (non-specific)	Being promotes consumer issues widely within the mental health sector as well as within the public arena. Uses media releases that are responses to current community interests that promote understanding and acceptance of people with mental health issues.	Being seeks understandings from consumers regarding their experiences of care, treatment and recovery, and seeks these opportunities to acknowledge the impact of stigma and discrimination as a personal experience as well as at a systemic state-wide level.	100% of employees have LE. Consultation sessions are also conducted with consumers.	NSW	More than 10 years	State gov	1
StigmaWatch	SANE Australia	Mental illness (non-specific), Bipolar disorder, Personality disorders, Psychosis, Schizophrenia, suicide, Eating Disorders	Ensures media outlets report safely and accurately on mental ill-health and suicide. If media coverage is found to breach Mindframe media reporting guidelines, StigmaWatch will contact the media outlet involved with constructive feedback and advice. StigmaWatch also highlights good, quality media stories that feature positive media portrayals. If the media do not remedy problematic reporting, we may report to the Press Council or take public action (e.g.	Aims to reduce the frequency and impact of stigmatising reporting in the Australian media	StigmaWatch has a long history of involving people with lived experience in thinking about how to design and deliver the program.	Australia-wide	More than 10 years	Commonwealth gov	1

			media statements, letters to the editor etc).						
Stop Mental Illness Stigma Charter ⁸⁹	Murray PHN	Mental illness (non-specific)	The Charter aims to encourage organisations to adopt the right behaviours and practices and build an environment where employees and customers feel supported and understood. Organisations sign a pledge certificate and are supported with resources to implement the Charter.	The Charter contains 7 commitments to reduce stigma: We will be informed; We will listen; We will be mindful of our language; We will be inclusive; We will challenge the stereotypes; We will be supportive; We will promote recovery.	The concept was developed by a person with a lived experience. It was co-designed with people who have severe and persistent mental illness with complex needs.	Australia-wide	2-5 years	Murray PHN (Commonwealth gov)	2
Insurance discrimination project ⁹⁰	Beyond Blue	Mental illness (non-specific)	Aims to improve access to insurance products such as travel, life, income protection and total and permanent disability insurance for people who have experience or are currently living with a mental illness.	Reduction of discrimination from the insurance industry due to mental illness	N/R	Australia-wide	N/R	N/R	1

a. 1 = No evaluation evidence, 2 = Post survey feedback or qualitative interviews, 3 = One or more uncontrolled trials or repeated cross-sectional surveys, 4 = One or more controlled trials, 5 = One or more randomised controlled trials

LE = Lived Experience, N/R = Not Reported.

TABLE 9. ONE-OFF OR CEASED PROGRAMS

Program name	Organisation	Type of mental illness	Target audience	Program description	Anti-stigma component	Facilitated by	Where provided	Duration and reach	Funding	Level of evidence
Art-making and exhibition program ^{91,92}	Headspace	Mental illness (non-specific)	Young people, general population	Art created by young consumers as part of an art group was exhibited in commercial retail outlets and local community centres.	<i>Other:</i> Art-making process to reduce self-stigma indirectly through improving agency, empowerment, and social connectedness in artists. Public display of art to reduce stigma and social marginalization of young artists with mental illnesses by promoting positive views, understanding and acceptance in exhibition visitors.	Artists, Headspace and various commercial retail outlets	NSW, Regional	Art displayed for 2 months for one study, N/R for the other, N/R	Private funding from artist facilitators, Australian College of Mental Health Nursing, Headspace	2
Bipolar Education Program (BEP) ⁹³	University of NSW	Bipolar disorder	People with lived experiences	An online eight module psychoeducation program for people with bipolar disorder.	<i>Educational:</i> Information on causes of bipolar disorder, support networks, diagnosis, treatments, and wellbeing plans. Included personal testimonies and advice from well-known people with the disorder and interviews with experts.	N/A	Online	Eight weeks, 273	N/R.	5
Fear and Shame ⁹⁴	St. George Mental Health Service	Mental illness (non-specific) with a specific focus on schizophrenia	Australian Macedonian community	A theatre play creatively exploring mental illness and stigma in the Macedonian community.	A culturally appropriate strategy to reduce the stigma of mental illness and promote mental health in the Macedonian community. Uses key scenes to highlight the challenges experienced by a Macedonian family whose	Australian Macedonian Theatre of Sydney	NSW, metro	Staged over six months, 1,600 people	South Eastern Sydney and Illawarra Health (SESIH) Mental Health	3

					family member has schizophrenia, including help-seeking and negative reactions from friends and neighbours.				Service and Multicultural Health Unit, Australian Council, Hurstville City Council, Community Relations Commission.	
N/R⁹⁵	Ballan District Health and Care	Borderline personality disorder	Health professionals	Lectures delivered during staff developed at a health service to change clinicians' attitudes toward deliberate self-harm behaviours in borderline personality disorder.	Both lectures included components on research-based information and clinical guidelines. One component differed lectures, with either a presentation on three case studies illustrating the use of self-harm as a coping mechanism from a cognitive behavioural or psychoanalytic perspective.	Psychologist	VIC	N/R, 43	N/R	4
N/R⁹⁶	St George Mental Health Service	Mental illness (non-specific)	Macedonian community, Macedonian-speaking hospital staff.	A multifaceted community education intervention to reduce stigma, improve health literacy and access to mental health care in the Macedonian community.	<i>Educational:</i> The community education session included specific key messages to address negative perceptions of mental illness and consequences of stigma.	N/R	NSW	N/R	Two Diversity Health Grants from the South Eastern Sydney Area Multicultural Health Unit	2

Napranum Social and Emotional Wellbeing Week ⁹⁷	Community Forensic Outreach Service (CFOS) and the Adolescent Forensic Mental Health Service (AFMHS)	Mental illness (non-specific)	Napranum community	A week-long outreach project aimed to reduce the stigma of mental illness and improve understanding of mental health and illness from a holistic 'wellbeing' perspective. In the Napranum community, and strengthen partnerships among service providers and government agencies through various community events.	<i>Education:</i> Two MHFA courses provided to community members and community health workers. <i>Community campaign:</i> Professional consultation of project team members with staff at a school and various community-based centres (e.g., youth club, women's shelter), and extensive networking between health agencies. Variety of community events (e.g. live radio show, concert, community breakfasts).	Variety of local agencies and Napranum Council.	QLD, Remote (Cape York community of Napranum)	One week, N/R	A range of sources (not specified)	2
SIGNS campaign ⁹⁰	SANE	Mental illness (non-specific)	General population, friends and family members	A media campaign targeted towards friends or family as people being in the best position to recognise the early signs of mental illness in another person.	Encompassed various media sources (e.g., radio, TV, and press ads) designed to create further acceptance of mental illnesses as real, increase awareness of the possible symptoms, and encourage families of people with suspected mental illness to contact SANE for help.	N/A	Online, Australia wide	N/R	N/R	1
SMILE (Simple, Mental health, Initiative in Learning and Education) ⁹⁸	Southern Cross University	Mental illness (non-specific)	Health professional students	A program providing further training and support for student learning in mental healthcare. Some topics covered in the program included psychosis, suicide prevention, families and carers in mental health, and the Mental Health Act.	<i>Educational:</i> Presentation of case study scenarios designed to stimulate discussion related to social stigma and mental illness, psychiatric practice and the future of mental healthcare.	Clinical educator	N/R	Started in 2010, N/R		3
There is Hope: Schizophrenia Awareness Program ⁹⁹	SANE Australia, Home and Away	Schizophrenia	General population with a focus on young people	A collaboration between SANE Australia and the television show Home and Away, to develop and produce a story line on schizophrenia.	<i>Contact:</i> One of the regular characters develops schizophrenia in a story run over 4 months reflecting an accurate and sympathetic portrayal of schizophrenia.	Home and Away	Australia wide	Episodes ran over a 4-month period in early 1999, N/R	Friends of SANE Australia and pharmaceutical	1

					<i>Campaign:</i> Character's image was used as a springboard national campaign on educational posters and pamphlets distributed via GPs, schools and clinics to raise additional awareness.				company Eli Lilly and Company	
Vocation, Education, Training and Employment (VETE) Coordinators	Formerly South East Sydney Illawarra Area Health Service (SESI)	Bipolar disorder, Schizophrenia, Depression	Health professionals	Establishment of VETE Coordination positions in mental health services to improve employment outcomes for consumers by providing specialist, evidence-based VETE interventions as a routine part of rehabilitation service provision.	VETE Coordinators provide specialist consultation to the mental health service and establish links with organisations providing direct job seeking assistance. They also provide guidance, support, education and information to mental health service teams and local employment and educational organisations with the aim of establishing successful VETE pathways and partnerships.	Mental health professionals acting as VETE Coordinators	NSW	Started in 2007.	N/R	3

100

- a. 1 = No evaluation evidence, 2 = Post survey feedback or qualitative interviews, 3 = One or more uncontrolled trials or repeated cross-sectional surveys, 4 = One or more controlled trials, 5 = One or more randomised controlled trials

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TABLE 10. RESEARCH STUDIES

Study authors (year)	Type of mental illness	Program description	Anti-stigma component(s)	Experimental design	Study sample and size	Measures	Outcomes
Galletly, (2011) ¹⁰¹	Schizophrenia	An intervention for final year medical students to reduce stigma against people with schizophrenia as part of six-week psychiatry rotation.	<p><i>Contact:</i> A 40-minute DVD narrative about a young university student who develops schizophrenia. Describes his illness well and ability to continue working and maintain a strong social network. He is engaging and likeable.</p> <p><i>Simulating hallucination symptoms:</i> Participants watch a 10-minute segment of a TV show in which a well-known presenter participated in a simulated hallucination workshop at a mental health conference. Then they listened to 45-minute simulated hallucinations via mp3 player (Australian voices) and completed tasks with another student. Voices did not include derogatory, suicidal or homicidal content.</p>	Uncontrolled trial (pre/post)	Medical students (N=87)	Attitudes to Mental Illness Questionnaire	Stigmatising attitudes reduced pre-to-post ($p < .001$), particularly in students with more negative attitudes at baseline (bottom half). Those with average or better attitudes at baseline did not improve. Qualitative feedback showed that Students found the workshop useful and described a better understanding of the everyday difficulties of living with chronic psychotic symptoms.
Giacobbe, Stukas, & Farhall (2013) ¹⁰²	Schizophrenia	Two contact-based interventions to reduce stigma against people with schizophrenia.	<i>Contact:</i> Participants asked to imagine an interaction with an adult diagnosed with schizophrenia that was positive, relaxed and comfortable. Imagined interaction followed a script provided by researchers that involved an informal chat. Or, participants interacted with a confederate who said he had schizophrenia.	RCT (pre/post)	General university students (psychology). 97 (48, 49)	Dangerousness Scale (Link et al., 1987), Affect Scale (Penn et al., 1994), Social Distance Scale (Link et al., 1987, Penn et al., 1994)	Stigmatising attitudes and social distance reduced pre-to-post ($p < .01$) for face-to-face and imagined contact. Negative affect reduced over time, but there was no difference between contact and control conditions.
Kenny (2016) ¹⁰³	Mental illness (non-specific)	One intervention was based on Acceptance and Commitment Therapy (ACT) and one was an education intervention.	Education intervention provided information about prevalence of mental illness, stigma and its impact. Interactive activities involving group discussion were included.	RCT (2 active conditions) (pre/post)	University psychology students (n = 152 (ACT = 71, education = 81)	Prejudice towards People with Mental Illness. Comprises total score and 4 dimensions of	Overall prejudice reduced in both conditions, but the reduction was stronger in the ACT group ($p < .001$) than the education group ($p = .023$). All subscales improved except for malevolence, which worsened in both conditions.

			ACT intervention emphasised the way that language can create and maintain stigmatizing attitudes. Activities demonstrated link between stigmatizing attitudes and cognitive processes and the role of acceptance and nonjudgement.			fear/avoidance, malevolence, authoritarianism, and unpredictability	
Morrison (2009) ¹⁰⁴	Mental illness (non-specific)	Classroom activity to explore nursing students' understandings of mental illness and mentally ill people. Involves a narrative approach to understand lived experience via an emphasis on talents, competencies and achievements, rather than problems.	<i>Education:</i> Students completed an assignment on how mental illness is represented in the popular media. Students shared their work in tutorials and reflected on the stories presented.	Qualitative	Nursing students, N/R	Discussion from tutorials on what they learned about mental illness	Students reported understanding more about how stigma is influenced by the media from a young age; that it was possible to reduce stigma as an individual; what it might be like for people with mental illness and their struggles to belong; that their assumptions about mental illness had been challenged; better understanding of what life might be like for a person with mental illness and their families, some of the causes of stigma and the public's perceptions of mental illness.
Thorsteinsson (2019) ¹⁰⁵	Schizophrenia	An online educational video sourced from YouTube.	Educational video explained the symptoms and possible causes of schizophrenia, including both psychosocial and biological, and the stigma about schizophrenia, selected from YouTube.	RCT (pre/post)	General public (online, 66% from Australia), n = 260 (Intervention n = 129, control = 131)	Personal stigma, perceived stigma, social distance and perceived discrimination.	Significant small reduction in personal stigma in the education condition for participants with a health background, but no change for those without a health background. There was a reduction in personal stigma in the no health background group in the control condition.
Ventieri, Clarke & Hay (2011) ¹⁰⁶	Mental illness (non-specific)	An educational intervention on mental illness delivered to Australian primary school children.	Interactive in nature, uses role-plays, games and activities. Curriculum divided into four parts: (1) general introduction to mental illness, (2) causes of mental illness, (3) possible treatments for people with mental illness, and (4) stigma and mental illness. General themes addressed in the fourth part were that the adverse impact of stigmatizing attitudes, negative language perpetuating mental illness stigma, and awareness around the words	Controlled trial (pre/post, four month follow up)	Primary school students, n = 195 (Intervention n = 69, control = 126)	Attitudes towards mental illness; Social distance scale	Significant increase in attitudes ('Unkindliness' (p<.001), 'Benevolence' (p=.001)) and knowledge (p<001), and reduction in desire for social distance (p<.001) for the intervention group compared with the control group at one-week follow up. This effect was maintained at four-month follow up (attitudes ('Unkindliness' (p<.001), 'Benevolence' (p=.012)), knowledge (p<.001), and social distance (p=.005)).

used to describe people with mental illness.

- b. 1 = No evaluation evidence, 2 = Post survey feedback or qualitative interviews, 3 = One or more uncontrolled trials or repeated cross-sectional surveys, 4 = One or more controlled trials, 5 = One or more randomised controlled trials

LE = Lived Experience, N/R = Not Reported.

DISCUSSION

This review aimed to identify and examine the effectiveness of existing Australian programs or initiatives that aim to reduce stigma and discrimination towards people with mental illness that is poorly understood in the community. The broader aim was to inform national consultations with stakeholders on options for a national approach to stigma reduction in Australia.

Our review found 59 programs or initiatives currently available in Australia that had a focus on reducing stigma. These took a variety of stigma-reduction approaches across face-to-face programs, online resources, awareness campaigns, and advocacy work. The primary target audience for these initiatives could be categorized as professionals (health or emergency), people with mental illness, family or carers of people with mental illness, and members of the general population. Most commonly, particularly for programs with a general public audience, programs tended to focus on stigma towards people with non-specific mental illness rather than on particular diagnostic labels. For some programs there may only have been a small component on poorly understood mental illnesses (i.e. schizophrenia, psychosis, personality disorder, bipolar disorder) and it is unclear whether anti-stigma messaging is diluted for these illnesses.

Evidence for whether programs are effective in reducing stigma is generally lacking. Only half of the face-to-face programs had been evaluated to test whether they had an impact on stigma, with only two programs evaluated with a 'gold standard' randomized controlled trial design. Nevertheless, most evaluations suggested positive effects on stigmatizing attitudes. We did not find strong evidence of effectiveness for the other types of programs or online resources, noting that some of these are difficult to evaluate effectively.

There was little overlap of the programs identified in this review with those found in our meta-analysis of randomized controlled trials of international anti-stigma programs.¹⁰⁸ Only two programs were conducted in Australia, Mental Health First Aid training and a research-only program.¹⁰² Although international programs have not been adopted into the Australian context, it is worth highlighting that most of the international studies did not evaluate 'named' programs that could be easily implemented elsewhere.

STRENGTHS

The most well-developed area is Australian face-to-face programs involving education and contact with a person with mental illness. This reflects the findings of our previous review of the evidence to inform the Fifth National Mental Health Plan¹⁰⁸ which showed both education and contact interventions were effective in reducing stigma. It would appear that both approaches are complementary, as education can correct myths and misunderstandings that underpin stereotypes, and lived experience stories about recovery have an emotional resonance that make the impact of mental illness more tangible.

Additionally, consumers who share their story of lived experience often receive a benefit of reduced self-stigma related to increased confidence, sense of meaning and connection to similar consumer peers. Consumers who take on this role usually receive training and support, and this is fairly extensive in some programs (e.g. a 2-day workshop).

Another strength is that most programs or initiatives have significant input from people with lived experience. This input is into program design (e.g. through co-design or acting as project advisors) and program delivery, often covering facilitation or co-facilitation, not just in presenting lived experience stories.

There are several programs that are examples of best practice in Australia, due to being well-established or sustainable and showing reasonable evidence of effectiveness. For the general population these are Mental Illness Education ACT's *Mental Health 101* programs and *Mental Health First Aid* training. Other best-practice programs are *Recovery Camp* and *Remind Training and Education* program for health professional students, and the *Journey to Recovery* program for family members of people with mental illness. See Appendices C-E for best-practice case examples showcasing these programs.

WEAKNESSES

Several weaknesses were identified in current Australian practice. It should be noted that these weaknesses should be considered in light of some potential review limitations. Despite every attempt to reach relevant Australian organisations with our survey, we may have missed some programs as the survey was only open in the busy December/January holiday season. Further caveats are described below where relevant. Notwithstanding these potential limitations, there were very few programs that targeted culturally and linguistically diverse communities, Aboriginal and Torres Strait Islander communities and LGBTIQ people. Two programs that were identified, a culturally-appropriate theatre show for the Macedonian community, and a Social and Emotional Wellbeing campaign for the community of Napranum, were one-off programs that did not appear to be currently available.

Programs for people with mental illness and their carers or family members are not widespread and are generally only available in certain locations, such as particular mental health services or recreation programs provided by not-for-profits. However, it is possible that we did not identify some relevant psychoeducation programs for carers if they did not allude to reducing stigma as a focus. Nevertheless, we could not identify any programs that explicitly focus on reducing self-stigma, such as via psychoeducation, cognitive restructuring or disclosure approaches (e.g. *Coming Out Proud*¹⁰⁹).

While there are some examples of best-practice stigma reduction for health professional students (particularly nursing and pharmacy students), these are not widespread in all education programs. There are also few programs focusing on stigma for health professionals once they are practicing, with the caveat that there may be some continuing professional development resources on stigma that we could not access. The one initiative for mental health professionals that showed improvements in attitudes related to people with mental illness's capacity to work was not systematically implemented after being defunded.

Finally, we only identified one available program for primary school students, which was a program for children of parents with a mental illness.

RECOMMENDATIONS

Based on our review of existing Australian programs or initiatives that aim to reduce stigma and discrimination, we make the following recommendations for stakeholders to consider as part of national consultations on options for a national approach to stigma reduction in Australia:

- Programs for the general population tend to focus on non-specific mental illness, rather than specifically on mental illnesses that are poorly understood in the community. During the consultations, we will explore participant views on whether existing programs targeted to mental illness should have a greater focus on mental illness that is poorly understood in the community or whether specific programs should be developed (or existing programs implemented more widely).
- Our review found that effective anti-stigma programs for nursing and pharmacy students exist but are not widespread. We did not identify any effective programs for medical students. However, it is possible that anti-stigma interventions that are routinely incorporated into education and training are not separately identified and evaluated. During the consultations, we will verify these findings and explore the options for development of new programs or sustainable expansion of existing programs with evidence of effectiveness.
- Group psychoeducation for carers of people with early psychosis may reduce stigma, particularly around prognosis and recovery. During the consultations, we will explore views on how these programs should be more widely implemented in mental health services .
- Very few identified programs target culturally and linguistically diverse or Indigenous communities. During the consultations, we will aim to identify communities in which anti-stigma initiatives are a priority, as well as how to support these communities in designing the most culturally appropriate sustainable interventions.
- During our consultations we will explore opinions on the policy and funding mechanisms required to expand the reach of programs that focus on reducing self-stigma in people with mental illness.

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APPENDIX A - SURVEY

Review of Australian programs that aim to reduce stigma and discrimination towards people with mental illness that is poorly understood in the community.

Participant Information Sheet

Thank you for your interest in participating in this research project. The following page provides you with further information about the project, so that you can decide if you would like to take part. Please take the time to read this information carefully.

Who we are. We are a team of researchers from the Centre for Mental Health, Melbourne School of Population and Global Health, University of Melbourne. The project team is led by Associate Professor Nicola Reavley. Other team members include Dr Amy Morgan, Dr Angela Nicholas and Ms Judith Wright. The project is funded by the Commonwealth Department of Health.

Project aim. The aim of the project is to identify, review and analyse available data on programs run by Australian organisations that focus on reducing stigma towards people with mental illness that is poorly understood in the community (such as schizophrenia, bipolar disorder, psychosis, and personality disorders) and to make recommendations to inform national policy on the reduction of stigma and discrimination.

Why we're doing it. Stigma and discrimination towards people with mental illness are prevalent in Australia. While there have been some improvements in community understanding of common mental health conditions (particularly depression and anxiety), there is still widespread misunderstanding and ignorance. In particular, lower prevalence disorders, such as schizophrenia and bipolar disorder, tend to be poorly understood and attitudes towards people who have these diagnoses are less positive. Recognising this, the Fifth National Mental Health and Suicide Prevention Plan outlines the need for a nationally coordinated strategy to address stigma and discrimination. The Department of Health have contracted us to conduct a survey of existing Australian anti-stigma initiatives as part of a larger project to conduct national consultations on effective options for a national stigma and discrimination reduction strategy.

How we're doing it. We are asking Australian organisations that run programs aiming to reduce stigma towards people with mental illness that is poorly understood in the community to complete a survey about these programs.

What will I be asked to do? You will be asked to complete an online questionnaire about the anti-stigma programs run by your organisation. This will include information such as location, target audience, type of program, number of sessions delivered etc and is estimated to take about 20 minutes. You will also have an opportunity to provide any available evaluation or evidence of effectiveness.

Are there any risks? The risks associated with this project are low. While your organisation's programs will be named in the report, only aggregated data on programs will be provided to the Department of Health. We will not include information about individuals in our analysis.

If you change your mind? Participation in this project is voluntary. You do not have to provide any information you do not wish to and if you change your mind about participating, you are free to withdraw from the project at any time and you may also withdraw your data if you wish, simply by contacting the project coordinator Judith Wright (contact details provided below).

Your privacy. Any data we collect from you will be held under password protection. We will protect the confidentiality of your data, subject to any legal requirements. Due to research code requirements, we will be storing the information collected for 5 years after the study, but none of your information will be identifiable or be able to be traced back to you. If you require further information Please contact Ms Judith Wright at wright.j@unimelb.edu.au or phone: 03 9035 7543.

If you have concerns about the project. If you have concerns about the scientific aspects of the study, please contact the coordinator of the project, A/Prof Nicola Reavley on nreavley@unimelb.edu.au or phone: 03 9035 7628. This research project has been approved by the Human Research Ethics Committee of The University of Melbourne. If you have any concerns or complaints about the conduct of this research project, which do not wish to discuss with the research team, you should contact:

Manager, Human Research Ethics,
Office for Research Ethics and Integrity, University of Melbourne, VIC 3010.
email: humanethics-complaints@unimelb.edu.au
phone: 03 8344 2073
fax: 03 9347 6739

All complaints will be treated confidentially. In any correspondence please provide the name of the research team or the name or **ethics ID number (HREC#: 1955944.1)** of the research project.

Consent Form

Thank you for your interest in participating in this survey, the purpose of which is to identify, review and analyse available data on programs run by Australian organisations that focus on reducing stigma towards people with mental illness that is poorly understood in the community (such as schizophrenia, bipolar disorder, psychosis, and personality disorders). By clicking on the 'I consent' button below, you acknowledge the following:

1. I consent to participate in this project, the details of which have been explained to me.
2. I understand that my participation in this project is for research purposes only.
3. I acknowledge that the possible effects of participating in this research project have been explained to my satisfaction.
4. In this project I will be required to participate in a 20-minute online survey and that I will have the opportunity to provide any available evaluation or evidence of effectiveness.
5. I understand that the data from this research will be stored at the University of Melbourne and will be destroyed 5 years after the last publication.
6. I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal requirements; my data will be password protected and accessible only by the named researchers.
7. I understand that, while my organisation may be named in the report, information about individuals will not be reported.

I consent to each of the above and would like to begin the survey.

Section 1: Organisation Information

Q1. Please complete the following details on your organisation.

Organisation name: _____

Phone number: _____

Email: _____

Website: _____

Address - line 1: _____

Address - line 2: _____

Suburb: _____

State: _____

Postcode: _____

Q2. Type of organisation

- Private / for profit
- Not-for-profit or community sector
- Social enterprise
- Government (including local government)
- Sole practitioner
- University / tertiary education
- Other - please specify: _____

Q3. Please indicate whether your organisation is dedicated to anti-stigma programs.

- Yes, we only run anti-stigma programs.
- No, we provide a range of services, including some anti-stigma programs.
- Unsure

Q4. Where do you provide anti-stigma programs?

- ALL Australian states and territories
- SOME Australian states and territories

Q5. Does your organisation run multiple anti-stigma programs?

If yes is selected, Section 2 will repeat to enable the data entry for multiple programs.

If no is selected, Section 2 will only appear once.

- Yes
- No

Section 2: Program Information

Q6. What is the name of the anti-stigma program?

Q7. Please provide a short description of the program.

Q8. What are the aims of the program?

Q9. What types of mental illness does the program focus on? Please select all that apply.

Mental illness (non-specific)

Bipolar disorder

Personality disorders

Psychosis

Schizophrenia

Other - please specify: _____

Q10. Does the program include any of the following activities? Please select all that apply.

Contact interventions (face-to-face/in-person stories of people with lived experience)

Contact interventions (online/video stories of people with lived experience)

Education interventions (myth busting or providing accurate information about mental illness)

Simulating hallucination symptoms

Protest or advocacy

Other - please specify: _____

Q11. Please provide a short description of the contact intervention(s) (face-to-face/in-person stories of people with lived experience) used in the program.

This question will only be displayed if the corresponding activity in Q10 is selected.

Q12. Please provide a short description of the contact intervention(s) (online/video stories of people with lived experience) used in the program.

This question will only be displayed if the corresponding activity in Q10 is selected.

Q13. Please provide a short description of the education intervention(s) (myth busting or providing accurate information about mental illness) used in the program.

This question will only be displayed if the corresponding activity in Q10 is selected.

Q14. Please provide a short description of the simulating hallucination symptoms activity used in the program.

This question will only be displayed if the corresponding activity in Q10 is selected.

Q15. Please provide a short description of the protest or advocacy activity(s) used in the program.

This question will only be displayed if the corresponding activity in Q10 is selected.

Q16. Please provide a short description of the other activity(s) used in the program.

This question will only be displayed if the corresponding activity in Q10 is selected.

Q17. Who facilitates the program? Please select all that apply.

- Person with lived experience
- Carer
- Nurse
- Doctor
- Psychologist
- Occupational therapist
- Other health professional, please specify: _____
- Other, please specify: _____

Q18. Are the facilitators trained in cultural awareness and competency with?

Aboriginal and Torres Strait Islander peoples

Yes No

Culturally and Linguistically Diverse (CALD) communities

Yes No

People who identify as lesbian, gay, bisexual, queer, intersex, or transgender

Yes No

Q19. How is the program delivered? Please select all that apply.

- Face-to-face
- Telephone
- Online information only
- Online with interaction / moderation (e.g., email, live chat, forums)
- Other - please specify: _____

Q20. How many sessions does the program include?

- Single session
- Other - please specify: _____
- N/A

Q21. How long does a typical session last for?

This question will be displayed if either single session or other were selected in Q20.

Q22. If applicable, how many people take part in the program or activities?

Q23. In which states / territories is this program provided? Please select all that apply.

- Australia wide
- ACT
- NSW
- NT
- QLD
- SA
- TAS
- VIC
- WA

Q24. In which area(s) do you provide the program? Please select the locations that apply.

- Metropolitan area
- Regional and/or rural area
- Remote community
- N/A (programs are online)

Q25. In which setting(s) do you provide the program? Please select all that apply.

- Primary school
- High school
- University/tertiary education institutions
- Workplaces
- Community settings (e.g., sports or arts organisations)
- Primary healthcare settings
- Community health centres
- Online
- Other - please specify: _____

Q26. Which of the following population groups does the program target? Please select all that apply.

- | | |
|--|---|
| <input type="checkbox"/> General population | <input type="checkbox"/> Employers |
| <input type="checkbox"/> Males only | <input type="checkbox"/> School staff |
| <input type="checkbox"/> Females only | <input type="checkbox"/> Higher education staff |
| <input type="checkbox"/> Aboriginal and/or Torres Strait Islander peoples | <input type="checkbox"/> School students |
| <input type="checkbox"/> Cultural and Linguistically Diverse (CALD) communities | <input type="checkbox"/> Higher education students |
| <input type="checkbox"/> People who identify as lesbian, gay, bisexual, queer, intersex or transgender | <input type="checkbox"/> Health professional students |
| <input type="checkbox"/> People with mental illness | <input type="checkbox"/> Social service and welfare professionals |
| <input type="checkbox"/> People with a disability | <input type="checkbox"/> Emergency service professionals (police, firefighters, paramedics) |
| <input type="checkbox"/> Family of people with a mental illness | <input type="checkbox"/> Health professionals |
| <input type="checkbox"/> Friends of people with a mental illness | <input type="checkbox"/> Rural or remote populations |
| <input type="checkbox"/> Carers of people with a mental illness | <input type="checkbox"/> Other - please specify:
_____ |

Q27. What age group(s) does your program target? Please select all that apply.

- All ages
- Children 0-12 years
- Adolescents 13-17 years
- Young adults 18 - 25 years
- Adults 26 - 59 years
- Adults 60 years and over
- Specific range (e.g., 35 - 50) - please specify: _____

Q28. Are people with lived experience involved in the delivery of the program?

- Yes
- No

Q29. Could you please describe this in further detail?

This question will be displayed if yes is selected in Q28.

Q30. Were people with lived experience involved in the design of the program?

- Yes
- No

Q31. Could you please describe this in further detail?

This question will be displayed if yes is selected in Q30.

Q32. Is the program free of charge to participants?

- Yes
 No
 Other - please specify: _____

Q33. How is the program funded?

Q34. How long has the program been running?

- Less than six months
 Six months to one year
 One to two years
 Two to five years
 Five to ten years
 More than ten years

Q35. To date, approximately how many people have taken part in the program overall?

Q36. Is there any other information about the program that you would like us to consider?

Q37. Has any evaluation been conducted on the program?

If yes is selected, Q38 and Q39 will be displayed.

- Yes No

Q38. Please provide a short description of the evaluation(s).

Q39. Are you willing to provide any evaluation reports to the research team?

If yes is selected, Q40 will be displayed.

- Yes No

Q40. Are you able to provide documentation now?

If yes is selected, Q41 will be displayed.

- Yes No

Q41 Please upload the file(s) below.

If you would like to discuss this or to provide documentation at a later date, please contact Judith Wright on 03 9035 7543 or wright.j@unimelb.edu.au. If no is selected in Q40, this will appear.

Section 3: Follow up

For the next stage of the project, we will be conducting in-depth interviews with some anti-stigma program providers.

Q42. Are you willing to be contacted by the research team about the possibility of taking part in an interview?

If yes is selected, Q43 will be displayed.

Yes

No

Q43. Please enter your contact details so that we can contact you at a later date

Name _____

Email _____

Phone number _____

Q44. Would you like to receive a copy of the report outlining the results of the survey?

If yes is selected, Q45 will be displayed.

Yes

No

Q45. Please enter your email address so that we can send you the report on the survey results.

APPENDIX B - ADDITIONAL ONLINE RESOURCES THAT DID NOT APPEAR TO BE ELIGIBLE

Organisation	Website
General information including fact sheets	
Australian College of Mental Health Nurses (ACMHN)	http://www.acmhn.org/images/stories/Resources/schizophreniafactsheet.pdf
	http://www.acmhn.org/images/stories/Resources/LGBTImentalhealthFINAL.pdf
	http://www.acmhn.org/images/stories/Resources/factsfromfictionfactsheet.pdf
	http://www.acmhn.org/images/stories/Resources/factsfromfictionfactsheet.pdf
	http://www.acmhn.org/images/stories/Resources/schizophreniafactsheet.pdf
	http://www.acmhn.org/images/stories/Resources/bipolarisorderfactsheet.pdf
Australian Medical Association (AMA)	https://ama.com.au/ausmed/mental-health-stigma
Australian Psychological Society (APS)	https://www.psychology.org.au/for-the-public/Psychology-topics/Bipolar-disorder
beyondblue	https://www.beyondblue.org.au/the-facts/bipolar-disorder
Black Dog	https://www.blackdoginstitute.org.au/clinical-resources/bipolar-disorder
	https://www.blackdoginstitute.org.au/docs/default-source/factsheets/bipolarisorderinyoungpeople.pdf?sfvrsn=4
	https://www.blackdoginstitute.org.au/docs/default-source/factsheets/symptoms-of-bipolar-disorder.pdf?sfvrsn=6
BPD Community	https://www.bpdcommunity.com.au/bpd-information1/what-is-bpd
BPD Foundation	https://bpdfoundation.org.au/what-is-bpd.php
Everymind	https://everymind.org.au/mental-health/understanding-mental-health/language-and-stigma
Government of Western Australia	http://www.health.wa.gov.au/docreg/Education/Population/Health_Problems/Mental_Illness/Mentalhealth_stigma_fact.pdf
Head to Health	https://headtohealth.gov.au/mental-health-difficulties/mental-health-conditions/bipolar-and-related-disorders
	https://headtohealth.gov.au/mental-health-difficulties/mental-health-conditions/personality-disorders
	https://headtohealth.gov.au/mental-health-difficulties/mental-health-conditions/schizophrenia-and-psychotic-disorders
Headspace	https://headspace.org.au/assets/download-cards/13-Psychosis-headspace-fact-sheet-WEB.pdf
	https://headspace.org.au/assets/download-cards/04-Bipolar-headspace-fact-sheet-WEB.pdf
	https://headspace.org.au/assets/download-cards/04-Bipolar-headspace-fact-sheet-WEB.pdf
	https://headspace.org.au/friends-and-family/what-is-bipolar-disorder-in-children/?stage=Live

	https://headspace.org.au/our-services/earlypsychosis/supporting-someone-with-psychosis/?stage=Live
	https://headspace.org.au/our-services/earlypsychosis/learning-about-psychosis-young-people/?stage=Live
Healthy WA	https://healthywa.wa.gov.au/Articles/S_T/Stigma
Life In Mind Australia	https://www.lifeinmindaustralia.com.au/the-charter/national-communications-charter-language-guide
LIVIN	https://livin.org/pages/bipolar-disorder
Mental Illness Fellowship of Australia (MIFA)	https://www.mifa.org.au/images/Documents/MiNetworks/Schizophrenia%20Oct%202012.pdf
	https://www.mifa.org.au/images/Documents/MiNetworks/Bipolar%20DisorderOct%202012.pdf
National Drug and Alcohol Research Centre (NDARC)	https://ndarc.med.unsw.edu.au/sites/default/files/ndarc/resources/ICE%20PSYCHOSIS.pdf
One Door Mental Health	https://www.onedoor.org.au/advocacy/about-mental-illness/bipolar-disorder
	https://www.onedoor.org.au/advocacy/about-mental-illness/borderline-personality-disorder
	https://www.onedoor.org.au/advocacy/about-mental-illness/schizophrenia
Orygen	https://www.orygen.org.au/Training/Resources/Borderline-personality-disorder/Fact-sheets/Borderline-Personality-Disorder-and-young-people
	https://www.orygen.org.au/Training/Resources/Psychosis/Fact-sheets
Perinatal Anxiety & Depression Australia (PANDA)	https://www.panda.org.au/info-support/postnatal-psychosis
	https://www.panda.org.au/info-support/postnatal-psychosis/signs-symptoms
	https://www.panda.org.au/info-support/postnatal-psychosis/getting-help/planning-another-baby-after-experiencing-postnatal-psychosis
Project Air Strategy	https://www.projectairstrategy.org/mpafactsheets/index.html
Psychosis Australia Trust	https://www.psychosisaustralia.com.au/about-psychosis/bi-polar/
	https://www.psychosisaustralia.com.au/about-psychosis/schizophrenia/
	https://www.psychosisaustralia.com.au/about-psychosis/
	https://www.psychosisaustralia.com.au/wp-content/uploads/2013/02/PAT-insights-1-MH.pdf
	https://www.psychosisaustralia.com.au/wp-content/uploads/2013/02/PAT-insights-2-PH.pdf
	https://www.psychosisaustralia.com.au/wp-content/uploads/2013/02/PAT-insights-3-SS.pdf
	https://www.psychosisaustralia.com.au/wp-content/uploads/2013/02/PAT-insights-4-EMPL.pdf
Queensland Government	https://www.qld.gov.au/health/mental-health/understanding
Queensland Brain Institute	https://qbi.uq.edu.au/brain/brain-diseases/schizophrenia
Reach Out	https://au.reachout.com/articles/what-is-schizophrenia
	https://au.reachout.com/mental-health-issues/psychotic-disorders

	https://au.reachout.com/articles/what-is-psychosis
	https://au.reachout.com/mental-health-issues/bipolar-disorder
	https://schools.au.reachout.com/articles/personality-disorders
SANE Australia	https://www.sane.org/information-stories/facts-and-guides/schizophrenia
	https://www.sane.org/spotlight-on/bipolar
	https://www.sane.org/spotlight-on/schizophrenia
	https://www.sane.org/spotlight-on/bpd
	https://www.sane.org/information-stories/facts-and-guides/bpd-what-does-recovery-look-like
	https://www.sane.org/information-stories/facts-and-guides/bipolar-disorder
	https://www.sane.org/information-stories/facts-and-guides/borderline-personality-disorder
	https://www.sane.org/information-stories/facts-and-guides/psychosis
Spectrum BPD	https://www.spectrumbpd.com.au/resources-and-support/personality-disorder-definition
Voices Vic	https://www.unitingprahran.org.au/ourservices/voices-vic/#page_9
	https://www.unitingprahran.org.au/ourservices/voices-vic/#page_5
Way Ahead	https://wayahead.org.au/get-the-facts/bipolar-disorder/
	https://wayahead.org.au/get-the-facts/antisocial-personality-disorder/
	https://wayahead.org.au/get-the-facts/borderline-personality-disorder/
	https://wayahead.org.au/get-the-facts/drug-induced-psychosis/
	https://wayahead.org.au/get-the-facts/paranoia/
	https://wayahead.org.au/get-the-facts/psychosis/
	https://wayahead.org.au/get-the-facts/schizophrenia/
Well Ways	http://bpdsa.com.au/wordpress/wp-content/uploads/2016/12/WELLWAYS-FACT-SHEET.pdf
Language guides, reports, and resource booklets	
Department of Health	https://www1.health.gov.au/internet/main/publishing.nsf/Content/724D498F68ABCOACCA257BF0001939A7/\$File/Stigma.pdf
Life in Mind Australia	https://www.lifeinmindaustralia.com.au/the-charter/national-communications-charter-language-guide
Mental Health Council of Australia	https://mhaustralia.org/sites/default/files/imported/component/rsfiles/stigma/Consumer_and_Carer_Experiences_of_Stigma_from_Mental_Health_and_Other_Health_Professionals.pdf
MINDFRAME	https://mindframe.org.au/mental-health/communicating-about-mental-ill-health/language
MINDFRAME	https://s3-ap-southeast-2.amazonaws.com/mindframemedia/assets/src/uploads/Stage_and_Screen_Resource_Book.pdf
Our Community	https://www.ourcommunity.com.au/files/ConsumersAtlas-Volume3a.pdf

South Australia Government	https://www.sahealth.sa.gov.au/wps/wcm/connect/da6ca341-e42c-415b-a950-355047584c6b/BPD+Co+Model+of+Care-ONLINE.pdf?MOD=AJPERES&CACHEID=ROOTWORKSPACE-da6ca341-e42c-415b-a950-355047584c6b-mN5PsFf
Position papers and advocacy briefs	
BPD Community	https://www.pc.gov.au/_data/assets/pdf_file/0008/239354/sub074-mental-health-attachment2.pdf
National Mental Health Consumer and Carer Forum (NMHCCF)	https://nmhccf.org.au/sites/default/files/docs/final_version_stigma_discrimination.pdf
South Australia Mental Health Commission	https://samentalhealthcommission.com.au/wp-content/uploads/ActionPlanPeopleLivingBPD.pdf
Practitioner information and resources	
Australian Association of Social Workers (AASW)	https://www.aasw.asn.au/events/event/youth-mental-health
Australian College of Rural and Remote Medicine (ACRRM)	https://www.acrrm.org.au/search/find-college-event/details?id=18975&title=Schizophrenia+and+Psychotic+Illness+-+13%2F01%2F2020+-+30%2F12%2F2022
Black Dog Institute	https://www.blackdoginstitute.org.au/clinical-resources/health-professional-resources/podcasts-for-health-professionals/expert-insights-podcast
	https://www.blackdoginstitute.org.au/clinical-resources/health-professional-resources/podcasts-for-health-professionals/expert-insights-podcast
	https://www.blackdoginstitute.org.au/docs/default-source/default-document-library/edu-managing-bipolar-disorder-in-young-people-2015-2016.pdf?sfvrsn=0
Headspace	https://headspace.org.au/assets/download-cards/coe3461-es-bpdtreatment-v2.pdf
	https://headspace.org.au/health-professionals/information-and-guidelines/psychotic-disorder-assessment-and-treatment/?stage=Live
	https://headspace.org.au/young-people/what-is-bipolar-disorder-and-the-effects-on-mental-health/?stage=Live
Lived Experience Australia	https://livedexperienceaustralia.blob.core.windows.net/assets/PracticalGuideForWorkingWithPeopleWithAMentalIllness.pdf
Mental Health Professionals' Network (MHPN)	https://www.mhpn.org.au/resources/webinars
	https://www.mhpn.org.au/WebinarRecording/149/Better-outcomes-in-schizophrenia---a-patient-centred-approach#.Xjogz3duKUK
	https://www.mhpn.org.au/WebinarRecording/20/Supporting-families-living-with-maternal-bipolar-mood-disorder#.Xjoie3duKUK
	https://www.mhpn.org.au/WebinarRecording/38/Bipolar-mood-disorder#.XjoiHduKUK
	https://www.mhpn.org.au/WebinarRecording/43/Psychosis#.XjoiEnduKUK
	https://www.mhpn.org.au/WebinarRecording/78/Understanding-first-episode-psychosis#.XjoiFnduKUK
	https://www.mhpn.org.au/WebinarRecording/82/Supporting-people-living-with-borderline-personality-disorder-#.XjohyHduKUK
	https://www.mhpn.org.au/WebinarRecording/91/Collaborative-Mental-Health-Care-and-the-Narcissistic-Personality#.XjoiZHduKUK

National Health and Medical Research Council (NHMRC)	https://www.nhmrc.gov.au/about-us/publications/clinical-practice-guideline-borderline-personality-disorder
One Door Mental Health	https://www.onedoor.org.au/services/education-training/our-courses/effective-communication
	https://www.onedoor.org.au/services/education-training/our-courses/supporting-people-living-with-a-personality-disorder
Orygen	https://www.orygen.org.au/Training/Resources/Borderline-personality-disorder
	https://www.orygen.org.au/Training/Resources/Borderline-personality-disorder/Webinars/The-Rationale-for-Early-Intervention-for-Borderlin
	https://www.orygen.org.au/Training/Resources/Borderline-personality-disorder/Webinars/What-is-Good-Clinical-Care-for-young-people-with-B
	https://www.orygen.org.au/Training/Resources/Psychosis/Clinical-practice-points
	https://www.orygen.org.au/Training/Resources/Psychosis/Guidelines
	https://www.orygen.org.au/Training/Resources/Psychosis/Manuals
Project Air Strategy	https://projectairstrategy.org/content/groups/public/@web/@ihmri/documents/doc/uow195303.pdf
The Royal Australian College of General Practitioners (RACGP)	https://www.racgp.org.au/afp/200603/200603keks.pdf
	https://www.racgp.org.au/afp/2013/september/bipolar-disorder/
	https://www.racgp.org.au/afpbackissues/2002/200209/20020901raftos.pdf
	https://www.racgp.org.au/afpbackissues/2004/200404/20040413blashki.pdf
	https://www.racgp.org.au/afpbackissues/2006/200603/200603charles.pdf
	https://www.racgp.org.au/afpbackissues/2007/200704/200704parker.pdf
	https://www.racgp.org.au/education/courses/activitylist/activity/?id=60538
https://www.racgp.org.au/education/courses/activitylist/activity/?id=90294	
The Royal Australian and New Zealand College of Psychiatrists (RANZCP)	https://www.ranzcp.org/files/resources/college_statements/clinician/cpg/cpg_clinician_full_schizophrenia-pdf.aspx
	https://www.ranzcp.org/files/resources/college_statements/clinician/cpg/mood-disorders-cpg.aspx

APPENDIX C – BEST PRACTICE CASE EXAMPLES: HEALTH PROFESSIONAL STUDENTS

RECOVERY CAMP

What is it?

A non-traditional placement for nursing students. Health students and people with a lived experience of mental illness attend a recreation camp, participating in an adventure activities program in the Australian bush.

Where is it available?

Metropolitan NSW since 2013. It has been attended by 800 students and 690 people with lived experience.

What does the program cover?

The Camp is for 5 days and 4 nights. Camps comprise 40-130 people, including 40 students, 40 people with lived experience, 5 nurse facilitators, several other staff.

Lived experience attendees are encouraged to share their stories related to mental health and recovery with students. Everyone at camp is of equal status and contact is outside an acute setting (recovery focused).

How is the program funded?

Recovery Camp is a not-for-profit organisation and is funded by earned income from universities, who pay for their students to attend.

What does the research say?

Two controlled trials found reduced anxiety about mental illness, negative stereotyping, and social distance after the placement compared with traditional nursing placements. In particular, there was decreased endorsement of statements that describe people with mental illness as unpredictable, incapable and dangerous.

Patterson C, Perlman D, Taylor EK, Moxham L, Brighton R, Rath J. Mental health nursing placement: A comparative study of non-traditional and traditional placement. *Nurse Education in Practice*. 2018;33:4-9.

Moxham L, Taylor E, Patterson C, Perlman D, Brighton R, Sumskis S, et al. Can a clinical placement influence stigma? An analysis of measures of social distance. *Nurse Education Today*. 2016;44:170-4.

REMIND TRAINING AND EDUCATION PROGRAM

What is it?

Pharmacy students attend a tutorial with trained mental health consumer educators, receive a series of mental health lectures and undertake supervised weekly placements in the community pharmacy setting.

Where is it available?

Faculty of Pharmacy, the University of Sydney, NSW. Since 2010 approx. 2,500 students have taken part.

What does the program cover?

During the 2-hour contact tutorial, consumer educators discuss their history with mental illness, the medications they take, ways of coping with their illness, the important role that pharmacists need to play in supporting people with mental illnesses, and how they were real people who led normal lives despite their illness. Students are given opportunity to interview the educators during the tutorial. Consumer educators are trained by the Schizophrenia Fellowship of NSW.

How is the program funded?

The program is provided to students within the Pharmacy course; no specific funding source is described.

What does the research say?

Evaluations in a controlled trial and an uncontrolled trial found reductions in stigma after the program and up to 12 months later. Consumer educators felt empowered by their participation, reported improved confidence and public speaking skills, and enjoyed the social contact with other consumers.

O'Reilly CL, Bell JS, Chen TF. Consumer-led mental health education for pharmacy students. *American Journal of Pharmaceutical Education*. 2010;74(9):167.

Nguyen E, Chen TF, O'Reilly CL. Evaluating the impact of direct and indirect contact on the mental health stigma of pharmacy students. *Social Psychiatry and Psychiatric Epidemiology*. 2012;47(7):1087-98.

O'Reilly CL, Bell JS, Chen TF. Mental health consumers and caregivers as instructors for health professional students: a qualitative study. *Social Psychiatry and Psychiatric Epidemiology*. 2012;47(4):607-13.

APPENDIX D – BEST PRACTICE CASE EXAMPLE: FAMILY MEMBERS OF PEOPLE WITH MENTAL ILLNESS

JOURNEY TO RECOVERY

What is it?

Psychoeducation program in a public adult mental health service for the families and friends of people experiencing early psychosis.

Where is it available?

Offered by St Vincent's Mental Health Service in Melbourne, Victoria since 2009

What does the program cover?

The program is offered in two versions. There is an outpatient version of 5 x 2-hour group sessions and an inpatient version of a single session. Both versions are facilitated by an early psychosis senior clinician.

The program provides support and information to assist coping and reduce isolation. Topics include What is psychosis, Recovering from psychosis, Medications, Early warning signs (relapse prevention), Community resources.

Each session comprises a presentation and a group discussion, including distribution of handouts for participants to take home the material presented. A break in the middle allows for informal peer support and networking to occur over coffee.

How is the program funded?

It is offered as part of the public mental health service, so is indirectly funded by State government funding.

What does the research say?

Two uncontrolled trials with 32 participants have evaluated the program with outcomes assessed pre and post. Results showed improved knowledge of psychosis and recovery and reduced feelings of isolation in participants.

Day K, Starbuck R, Petrakis M. Family group interventions in an early psychosis program: A re-evaluation of practice after 10 years of service delivery. *The International Journal of Social Psychiatry*. 2017;63(5):433-8.

Petrakis M, Oxley J, Bloom H. Carer psychoeducation in first-episode psychosis: evaluation outcomes from a structured group programme. *The International Journal of Social Psychiatry*. 2013;59(4):391-7.

APPENDIX E – BEST PRACTICE CASE EXAMPLES: GENERAL POPULATION

MENTAL ILLNESS EDUCATION ACT'S MENTAL HEALTH 101

What is it?

A workshop giving an introduction to mental health provided to Year 7-10 school students (Mental Health 101 Youth) and workplaces (Mental Health 101 Adult).

Where is it available?

ACT. Established in 1993. 8,000 people attend workshops each year.

What does the program cover?

A 60-minute workshop provides contact with two volunteer educators with lived experience who share stories of living with a mental illness and education on myths and facts about mental health and examples of help-seeking behaviours. Stigma-based learning outcomes include an understanding of what stigma is, being able to identify negative consequences of stigma, and an ability to contribute to the collective impact to reduce stigma in relation to mental illness.

Programs are co-designed with mental health professionals and people with lived experience and are delivered by people with lived experience. Consumer educators are guided by the DoNOHarm safe story-telling framework.

How is the program funded?

A range of sources including Commonwealth and state/territory funding and private funding.

What does the research say?

A controlled trial of Mental Health 101 Youth found increased knowledge about mental illness and reduced stigma after the training. Interviews with the consumer educators showed that participating in the program had an effect on self-stigma but there was also a fear of being stigmatised as a result of presenting.

Rickwood D, Cavanagh S, Curtis L, Sakrouge R. Educating Young People about Mental Health and Mental Illness: Evaluating a School-Based Programme. *International Journal of Mental Health Promotion*. 2004;6(4):23-32.

Read S, Rickwood DJ. Volunteering as a community mental health educator: Positives and negatives for recovery. *AeJAMH (Australian e-Journal for the Advancement of Mental Health)*. 2009;8(2):1-10.

MENTAL HEALTH FIRST AID (MHFA) TRAINING

What is it?

A program which teaches members of the public how to support a person developing a mental health problem or crisis until professional help is received. A variety of courses exist: Standard MHFA (for adults), Youth MHFA (for adults assisting young people), Older Person MHFA, Aboriginal and Torres Strait Islander MHFA.

Where is it available?

MHFA Instructors are available Australia-wide. Established in 2000, 800,000 people have been trained in MHFA. The program has also spread internationally to more than 25 countries.

What does the program cover?

The standard adult course is 12-hours long and teaches mental health first aid for a variety of mental health problems, including bipolar disorder, psychosis, and schizophrenia. Anti-stigma content includes two videos of people with lived experience of mental illness talking about their experiences (one psychosis, one anxiety). Additionally the majority of instructors share their own lived experiences in their teaching. Education is provide on accurate information about mental illness to bust myths (e.g. that people with psychotic illnesses are dangerous and unpredictable). There is an optional hallucination simulation activity where two volunteers have a discussion whilst the instructor reads from a scripted 'voice'.

Training is facilitated by an instructor who is accredited by MHFA Australia and receives 5-days worth of training. People with lived experience are involved in the design of the program as the founder has lived experience of mental illness and course curriculum is based on consensus studies involving people with lived experience (consumers and carers). Courses are delivered by instructors, most of whom have lived experience as consumers or carers.

How is the program funded?

Varies according to Instructor. MHFA Australia receives earned income, and intermittent funding from government and philanthropic sources to develop and evaluate courses.

What does the research say?

MHFA has been rigorously evaluated in Australia and internationally with 3 meta-analyses, 16 RCTs, 7 controlled trials, and a number of uncontrolled trials. Meta-analyses show the program leads to a reduction in stigmatising attitudes after training and up to six months later.

Morgan AJ, Ross A, Reavley NJ. Systematic review and meta-analysis of Mental Health First Aid training: Effects on knowledge, stigma, and helping behaviour. PLoS ONE. 2018;13(5):e0197102.