



Stay Mentally Healthy (SMH) Training Information Pack

“We need a paradigm shift in how we support and enable all within the educational community to stay mentally healthy and reach their full potential.”

Dr Mariko Kishi (BSc, MSc, PhD)

enquiries@thesej.co.uk

www.staymentallyhealthy.org.uk www.thesejeducation.org.uk

Executive Summary

Jacqueline Mary Phillips is the founder of the Stay Mentally Healthy organisation, a lived experience trainer and creator of the SEJ Process. Dr Mariko Howard-Kishi is the co-founder of the Stay Mentally Healthy organisation, an experienced HEI educator and the Head of Research for the SEJ. Together we have created a campaign calling for everyone to access a simple yet effective tool to 'stay mentally healthy'. To move away from reactive mental health provision to prevention.

Our 'Stay Mentally Healthy' Campaign calls for a change in thinking in how we support the whole educational community to stay mentally healthy and reach their full potential. We need to be more proactive and less reactive when it comes to mental health provision. Having listened to our students, educators, staff, and families we have formulated a Stay Mentally Healthy training programme to ensure everyone within the educational community has the opportunity to learn how to stay mentally healthy and reach their highest potential.

With a focus on prevention, using just one self-help tool, the accredited, tried and tested Self Empowerment Journey (SEJ) Process, everyone can work collaboratively towards one goal of staying mentally healthy. Although our focus is on prevention, the same SEJ Process lends itself as a powerful tool for intervention, and postvention training and services. The Self Empowerment Journey (SEJ) is an innovative, psychoeducational, evidence-based, solution-focused, self-enquiry process empowering users to find their own answers to their stressful thoughts and challenging life situations.

The Stay Mentally Healthy (SMH) is a fully comprehensive training programme designed to meet the needs of the whole educational community. Offering a whole-setting approach as suggested by the Universities UK⁴.

With a focus on a whole setting approach to wellbeing it is essential that we understand and acknowledge the interconnectedness of stress and mental health issues in the educational setting between students, educators, staff, and families:

Students:

NHS data tells us that in the prevalence of a probable mental disorder in children aged 7 to 16 years rose between 2017 and 2020, from 12.1% in 2017 to 16.7% in 2020. In young people aged 17 to 19 years, rates of a probable mental disorder rose from 10.1% in 2017 to 17.7% in 2020. In 2022, 18.0% of children aged 7 to 16 years and 22.0% of young people aged 17 to 24 years had a probable mental disorder, compared to, in 2021 17.8% of children in this age group had a probable mental disorder.

Families:

68% of women and 57% of men with a mental illness are parents. In addition, many children live with a parent who has long-term mental health problems, as well as alcohol or drug problems and personality disorders².

Staff:

59% of staff have considered leaving the sector in the past academic year due to pressures on their mental health and wellbeing³.

Current services, which are notably institutionally led, often address mental health problems far too late, are overstretched, and, for various reasons, are inaccessible for many, which can tragically lead to loss of life. We provide a programme that is student-centred, where we listen to the students', educators, staff and families, voices on what they feel their needs are and meet these in support of their mental health and wellbeing.

The efficacy of the SEJ Process as an intervention to support students' mental health was investigated as an integrated curriculum-based course, using a variety of standard psychological assessments and bespoke self-assessment scales. An improvement in all physiological states was observed; in particular, an emotional improvement of 127%, mental improvement of 105%, and physical improvement of 117%. In a recent publication the data showed a 100% success rate (from those who have participated in the study) in improving student's experience of transitioning into university.

For the educational settings, the result of integrating the SEJ Process training is improved academic success with happy, engaged students, educators/staff, and families. All reaching their highest potential, staying mentally healthy and creating a vibrant and inclusive learning environment.

1. <https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2022-follow-up-to-the-2017-survey/part-1---mental-health>
2. <https://www.mentalhealth.org.uk/explore-mental-health/statistics/family-parenting-statistics>
3. <https://www.the-educator.org/teacher-wellbeing-index-2022-record-numbers-plan-to-leave-profession-as-mental-health-suffers/>
4. <https://www.universitiesuk.ac.uk/sites/default/files/uploads/Reports/guidance-for-universities-on-preventing-student-suicides.pdf>

Contents Page

‘Stay Mentally Healthy’ Training Programme (SMH) Opening Statement	6
Welcome to your Stay Mentally Healthy (SMH) Information Pack	8
‘SMH’ Campaign and Training Programme: A Collaboration	8
About Jacqueline Mary Phillips	8
About Dr Mariko Kishi	10
About the Students	11
The Self Empowerment Journey (SEJ) Process	13
The Organic Growth and Student-Driven SMH Training Programme	15
Introduction	15
The SEJ Process Training	16
Onsite SEJ Consultant	16
‘Named Person’ – Stay Mentally Healthy Advisor	17
A Whole Setting Approach	18
Share the Good News	18
Conclusion	19
Why do we need a Stay Mentally Healthy Training Programme?	20
‘Stay Mentally Healthy’ (SMH) Training Programme Structure	26
Prevention	27
Intervention	27
Postvention	28
Benefits of the 5 SMH Steps	29
Teaching the students how to ‘stay mentally healthy’	29
Facilitating a whole setting community approach	30
Providing more immediate and ongoing support through an SEJ Consultant	31
Providing an onsite ‘Named Person’ as the Stay Mentally Healthy Advisor	32
Sharing the good news	34
Introducing the SMH Training Programme into your Setting	36

Conclusion	37
-------------------	----

Stay Mentally Healthy Interactive Guide

Stay Mentally Healthy Interactive Guide	38
Who in the setting would benefit from integrating the SMH training programme?	40
Testimonials	42
What is the SEJ Process?	45
Who is the SMH Training Programme for?	46
What can the SEJ do for your setting and individuals?	47
SEJ Process Training Lessons	50
How is the SEJ integrated into the setting?	52
How is the SEJ delivered?	54
Mental Health & Wellbeing SEJ Student Certificate for Curriculum-based SEJ Training	55
Training opportunities for educators and staff	56
SEJ Process training and memberships plans	57
Stay Mentally Healthy Suicide Prevention Programme	59
Introduce the SMH training programme into your setting	61
Conclusion	63
Next Steps	64
References	65
Appendix	67
I. Articles by Dr Howard-Kishi	68
II. The SEJ and the Mental Health in Curriculum Statutory Guidance	80
III. Research on the impact of the SEJ	86
IV. Form:	
a. Stay Mentally Healthy Newsletter Request Form	92

‘Stay Mentally Healthy’ Training Programme (SMH) Opening Statement

Opening statement by Mariko Howard-Kishi (BSc, MSc, and PhD), Senior Lecturer/Personal Tutor

We need an urgent paradigm shift in how we support students’, educators, staff and families wellbeing and mental health in our educational settings. Current services, which are notably institutionally led; often address problems far too late, are overstretched and for many inaccessible for various reasons, tragically, this can lead to loss of life. What is needed is a program that is centred around the individuals, where we listen not only to the students’ voice but also to educators, staff and families on what they feel their needs are and meet these in support of their mental health and wellbeing. This is exactly how the Stay Mentally Healthy campaign and training programme came into being.

The collective students, educators, staff and families' voice cries out for a paradigm shift towards prevention and early intervention where ultimately postvention becomes unnecessary. In the same way, we teach children to brush their teeth to prevent tooth decay, rather than waiting for their teeth to fall out in adult life, requiring extensive reconstruction. We must prevent the decay and equip everyone to stay mentally healthy.

Our own research indicates that over 65% of students simply do not have any coping strategies at the point of transitioning into Higher Education (1). This coupled with the fact that despite universities and HEIs providing a plethora of mental health and wellbeing services, a staggering 90% of students surveyed have chosen never to use these facilities due to stigma (1). These statistics alone demonstrate that the current institutionally led strategies do not work as

1. students do not know how to take care of their own wellbeing and
2. at the same time are reluctant to access the wellbeing services offered by the setting. Services that predominantly offer remedies to address issues where the decay has already set in.

But we must also consider the mental health and wellbeing of staff and educators. *‘59% of staff have considered leaving the sector in the past academic year due to pressures on their mental health and wellbeing’.* (2)

What about the impact of mental health issues in families on the students?

68% of women and 57% of men with a mental illness are parents. In addition, many children live with a parent who has long-term mental health problems, as well as alcohol or drug problems and personality disorders. (3)

This comprehensive campaign ensures that not just students but also staff and families are given the opportunity to access the SEJ Process to stay mentally healthy, offering a whole-setting approach as suggested by the Universities UK.(4)

A real effective prevention must be in the form of early intervention through personal empowerment; to equip individuals with the necessary tools to stay mentally healthy from a young age. The SMH a campaign for personal empowerment provides these tools, preventing mental health from deteriorating whilst at the same time learning how to stay mentally healthy.

A London coroner warned the Health Secretary that “...preventable child suicides are likely to increase unless the government provides more funding for mental health services ... In my opinion there is a risk that future deaths could occur unless action is taken.” (5)

We are providing an innovative, collaborative, and effective solution for students, educators, staff, and families, enabling all to stay mentally healthy in this SMH campaign as a three-strand strategy outlined in the Suicide Safer Universities:

Prevention: teach the skills to stay mentally healthy for the whole educational community.

Intervention: regular support and intervention by a specially trained consultant to develop the learnt skill. Make specialist/expert service referrals if needed.

Postvention: The same training used for prevention forms part of the postvention plan. Ensuring and sharing good practice.

(1) <https://www.staymentallyhealthy.org.uk/reports-and-impact>

(2) <https://www.the-educator.org/teacher-wellbeing-index-2022-record-numbers-plan-to-leave-profession-as-mental-health-suffers/>

(3) <https://www.mentalhealth.org.uk/explore-mental-health/statistics/family-parenting-statistics>

(4) <https://www.universitiesuk.ac.uk/sites/default/files/uploads/Reports/guidance-for-universities-on-preventing-student-suicides.pdf>

(5) https://www.theguardian.com/society/2023/sep/14/improve-nhs-mental-health-funding-or-more-children-will-die-by-suicide-says-coroner?CMP=oth_b-aplnews_d-5

...

Welcome to your 'Stay Mentally Healthy' (SMH) Information Pack

Hello, and thank you for taking time to read our 'Stay Mentally Healthy' Information Pack. Here you will find detailed information about the comprehensive 'Stay Mentally Healthy' training programme designed to meet the whole educational community's needs, alongside our easy-to-use interactive guide. This guide is designed to help you to reflect, analyse, and question your setting's requirements in relation to your current mental health and wellbeing provision.

'Stay Mentally Healthy' (SMH) Campaign and Training Programme: A Collaboration

The SMH campaign began as a collaboration between Jacqueline Mary Phillips the originator of the SEJ Process, Dr Mariko Howard-Kishi Senior Lecturer, Personal Tutor and Course Leader at Kingston University, and her students.

About Jacqueline Mary Phillips

The SEJ Process, which provides the foundation to the 'Stay Mentally Healthy' (SMH) training programme was born out of my own personal mental health challenges. The following statistic gives an insight into my own experience:

50% of mental health problems are established by age 14 and 75% by age 24. 10% of children and young people (aged 5 to 16 years) have a clinically diagnosable mental problem, yet 70% of children and adolescents who experience mental health problems have not had appropriate interventions at a sufficiently early age. (3)

Although my experiences were over twenty-six years ago, and during this time mental health awareness has grown, there is still much that needs to be done and even more to be learnt.

I began to suffer with depression from the age of fourteen, and although I was in the system and receiving help by my early twenties; recurring bouts of depression had already become an established pattern due to no appropriate early intervention. I spent the next few years in and out of psychiatric hospitals, given various medications and treatments, all of which only served to manage my depression, I was never truly free of it. By my late twenties, I was in hospital again, and after over fourteen years of suffering recurring bouts of depression, to which I could see no end, my experiences culminated in my attempted suicide in my late twenties.

After this time, I came to see the answer to being depression free was in my ability to 'stay mentally healthy' despite being told by my psychiatrist I would most likely suffer with recurring bouts of depression for the rest of my life, and the best I could hope for was to learn how to manage it. When I realised exactly how to stay mentally healthy, I was able to free myself of depression and, as a consequence, a future where suicide would have always been an option.

I have now been depression free with no recurring bouts of depression for over twenty-six years, during which time I have experienced the challenges of life, but still, I have maintained the ability to stay mentally healthy. I have changed myself in such a way that no matter what life brings my way, I can manage myself; this self-management equally empowers me to know when and how to ask for help if needed. My awareness and understanding of how we all have the power within us to stay mentally healthy has now been formulated into the SEJ Process and is the cornerstone of the SMH training programme.

As I said previously, my experiences escalated to the point of suicide due to a lack of early intervention, and unfortunately, even though this was over twenty-six years ago, it is still a common experience for many today. Effective early intervention, as we know, works to prevent problems from re-occurring which stop patterns of behaviour from establishing and becoming more rigid with age, as they did for me. Through early intervention, we can tackle problems head-on, which helps to foster a whole set of personal strengths and skills.

We must, therefore, surely ask ourselves what is appropriate early intervention? Is it enough to put a young person or adult on a waiting list? No, not in my experience, for me early intervention provides an opportunity to share the skills required to enable prevention, we must empower our students with the skills to help themselves. I believe that knowledge is power and have often contemplated that if someone had taught me the SEJ Process when I was at school my life might have taken a very different path. Indeed, one university student, having just learnt the SEJ, said, *'This is amazing; why were we never taught this in school?'*

My hope is that every educational setting will answer this student with the response, 'it is now'.

Testimonial from a School SENCo

"...an amazing, valuable, and essential resource in supporting us with vulnerable pupils and enabling us to provide early intervention..., has enabled pupils to develop strategies and resilience to cope with issues that are causing anxiety in their emotional lives."

About Dr Mariko Howard-Kishi

I have the experience of being an academic in a HEI, meeting many young people for the past thirty-six years as a senior lecturer, course leader, and personal tutor. During that time, I have practised the SEJ process personally. Because of the effectiveness and immediacy this process has provided, I have also used it in my professional capacity with remarkable success.

I have shared with the SEJ organisation my experience of two student suicides and how the SEJ supported me in my pastoral role and as an educator during this time. I have said how I wished I could have helped those students and that it was quite simply 'two suicides too many'.

After this time, I started using the SEJ with more students/tutees; their reasons for asking me for support were many and varied, from exam stress and relationship concerns to money worries. Our own research shows that 90% of students do not seek any professional support due to stigma. (1) Before long, I was being approached by those who had either attempted suicide or had suicidal thoughts. However, some students would not, or could not, get the appropriate support from the university. I had no training in this area; I informed the students of the independent SEJ Consultants they could speak to and that the originator of the SEJ had personal experience in this area.

At that time, there was no SEJ Consultant onsite at the university, nor had the SMH training programme been developed, so these students were referred to the SEJ organisation, and they paid privately for an SEJ consultation. Since that time, I have become a qualified onsite SEJ Consultant for Kingston University, and the SEJ Process training is integrated into the curriculum where both students and staff are able to access the training. I continue to work collaboratively with the SEJ organisation on the SMH campaign.

I am fortunate to have had the experience of being a personal tutor to many young people for the past thirty-six years. In my role as a personal tutor, I have supported students with a wide range of concerns of which the most concerning are those on suicide watch.

Losing a student to suicide is devastating for everyone close to the student, including the educators who taught them. There was no support system known or available at the time that staff were aware of, when they were in need. For example, I heard of a colleague who lost a tutee to suicide, and they left the university, unable to live with the thought that they could have done something to prevent the death. I, too, had no support from the setting at the time of experiencing student suicides.

The impact of suicide of adolescents is devastating, yet little is known about the distressing impact on teachers. Following the most recent suicide of a student, 27.1% of teachers exposed to suicide felt that they needed more support. (4)

Learning the SEJ process has enabled me to not only live through the experience but also understand the value of equipping the students and staff with the tools to stay mentally healthy.

Equally, having a mental health prevention tool kit and life-saving strategy in the SEJ Suicide Prevention Programme (SSPP) which is an aspect of the SMH campaign and training, as part of students' study skills makes sense for all concerned. We can no longer rely on external services, whether within the HEI or through central government legislation. It is no longer fit for purpose because it is not working, and although educational settings teach PSHE and academic and professional skills, students still lack the knowledge or skills to support themselves when issues arise. Indeed, this was shown through our own research. Our own data indicated that over 65% of students do not have any coping strategy (1). The educational settings must provide the tools and skills for students to learn how to stay mentally healthy as the only long-term effective prevention strategy.

Mary shared her experience saying: *"When I realised exactly how to stay mentally healthy, I was able to free myself of depression and, as a consequence, a future where suicide would have always been an option."*

Suicide prevention is about staying mentally healthy. Therefore, our focus must be on how we support the student in staying mentally healthy, as a prevention, as well as providing comprehensive intervention and postvention. Throughout this pack, we will share with you how this can be achieved as we change the focus from institutionally led mental health provision and suicide prevention to a student-centred focus on staying mentally healthy.

About the Students

A significant number of students ask for help from personal tutors and educators, rather than seeking support provided by wellbeing/student services. The reasons given were many and varied, the most significant being they wished to speak to someone they are familiar with and have already established a trusting relationship. They showed and expressed how they wanted to be in control of their own mental health and find their own solutions, often disillusioned by the services sought.

As the SEJ was integrated into the curriculum the students brought their own friends, who were struggling with their mental health, to learn the SEJ. These students often not known

by the setting were seeking the tools to empower themselves. These same students often would not seek services offered by the setting for various reasons. Below we are sharing with you students' voices about the current services on offer and the SEJ.

Statement from a Postgraduate Masters Student

"...Spoke with Wellbeing today... went horribly.Found out that my mental health/disabilities advisor no longer works at the university, and was told instead of being contacted by the disabilities and mental health team, if I wanted to find out who I had been assigned I would have to contact them. Got 0 support. Wasn't listened to and got cut off by them....The support provided is worse than useless and is frankly dangerous. The information they provide can be found in a better format on the Mind website. Even as I write this I am still shaking and have spent the whole time after the meeting just breaking down and crying."

Universally heard statements given by students in relation to current services:

'Found out that my mental health/disabilities advisor no longer works at the university'

'I've been told to sort it out myself, contact new providers'

'I got no support'

'I wasn't listened to' – This is one of the most common statements given by students

'The support is not fit for purpose'

'The support is useless'

'They didn't help me'

'There is better help online'

'I am so upset I will not go back again'

A testimonial from an Undergraduate first-year student having learnt the SEJ Process

"This is my first year and honestly, I am very impressed that Kingston University offers this module. I have watched the video, and it was very helpful as I believe we really need this! Mental health is so important especially in these new circumstances!"

Testimonials from foundation year level 3 student having learnt the SEJ Process

"It was helpful and helped relieve me of some pent-up stress and things were not going so well, so this helped ease my mind. Thank you for doing this."

"This session is very important and resourceful in every area of my life. As it has changed my view on life situations, knowing that our thoughts are the limiting factor towards great possibilities".

The Self Empowerment Journey (SEJ) Process

The Self Empowerment Journey (SEJ) is an innovative, psychoeducational, evidence-based, solution-focused, self-enquiry process. Taught in PSHE from Key Stage 4 and in Academic and Professional Skills at HEI. It is designed to ensure everyone within the educational community develops the skills to 'stay mentally healthy' and reach their full potential.

We have created a PSHE Association informed Stay Mentally Healthy Process for education based on our own research, the DfE's Statutory RHE guidance, the PSHE Association Programme of Study for PSHE Education for secondary education; University Mental Health Charter, proposed Student Mental Health Bill and Stepchange: Mentally Healthy Universities for HEI.

The SEJ is a simple four-step process of personal empowerment, which once learnt and practised, will empower the user to find their own answers to their stressful thoughts and challenging life situations. Offering instant results in the moment the individual applies the process, thus enabling them to live joyfully. It has been proven to support educators, staff, families, and students shown to be effective for children from the age of seven upwards.

In the educational setting, this simple process allows educators and members of staff to manage their own wellbeing and mental health. Working from a place of inclusion and authenticity enabling them to respond in an appropriate and timely manner when students seek support. Therefore, they are better able to manage their own time and workload, focusing their attention on core activities and individual responsibilities as well as meeting both their own and their students' needs.

Testimonials from educators

"The SEJ boosted my ability to handle stress. I am a multitask person, but I usually get stressed. Using the SEJ techniques enabled me to develop emotional awareness and reduced the burden of stress, hence pursue all tasks effectively. It enhanced my awareness of self-responsibility, which ultimately reduced stress and boosted my self-worth, and I became more comfortable dealing with many tasks."

"At first, I wasn't sure about the SEJ program, upon practicing its tools with a colleague, it helped me understand the real problem, find solutions within myself, set clear boundaries with my students, and get the best use of my time and their time."

"It is fun, engaging and takes you into a higher level of consciousness."

As for the students who practice the SEJ Process, they too can manage their own wellbeing and mental health, as well as self-manage any difficulties without solely relying on support from staff or overstretched services. As they have learnt the core life skill of self-management, they have a strong sense of empowerment, enabling them to self-regulate and therefore maintain positive mental health. This leads to a focus on studies, achieving desired results and seeking career aspirations beyond their education. The SEJ Process has been used with students as young as seven with special educational or additional needs with outstanding results.

A testimonial from an Undergraduate third-year student

“By the end of the SEJ worksheet I was smiling, and laughing at myself for my own thoughts, and I saw how this worksheet had changed my opinion on something so troubling to myself. It helped me get closure with the situation and motivated me to work at my goals.”

Parents/carers and their families find the process of the SEJ to be invaluable, not only for their wellbeing but also in supporting their child/ren in maintaining a positive outlook on life. They see the value in having a solution-focused process when their child/ren are finding life a challenge, empowered with the skills to help and support their child/ren with a range of concerns from friendships through to exam stress, offering continuity of care at home.

A testimonial from the parent of a teenager

“The SEJ enables me to help my daughter in guiding her towards her own solutions. As a teenager she doesn’t like me telling her what to do or giving her advice. Now she can find her own solutions with my support.”

The SEJ Process - One Process for the Whole Setting Community

A variety of SEJ training options are offered and referenced throughout this pack, using just one process for all audiences. Providing for the whole setting community ensures everyone can stay mentally healthy, reach their highest potential, and work collaboratively through this ‘one process’ approach in support of our students.

The Organic Growth and Student-Driven ‘Stay Mentally Healthy’ (SMH) Training Programme

It is vitally important to understand that a decision was never made to develop a Stay Mentally Healthy training programme. As two collaborating organisations, our interest was solely in supporting students' mental health and wellbeing through teaching them the SEJ Process.

The idea of the SMH training programme grew organically over the years and is very much student-driven rather than an institutionally led. It is a product of us listening to the students' authentic voice through their requests and actions and, at times, desperate cries for help as they sought to empower themselves. We therefore felt we had a responsibility to respond effectively to these students as well as educators/staff and families, becoming more inclusive with our training programme.

Below we have shared with you the journey we went on which led to the 5 Step SMH Training Programme.

Introduction

The introduction of the SEJ into education began initially through Dr Howard-Kishi, who had learnt the SEJ for herself to support in her personal and professional life. Seeing that students wanted and needed more immediate help and support than they could access through the university, she told her students about the SEJ. She assisted them in seeking external intervention through the SEJ organisation, initially through one-to-one SEJ Consultations with the aim of dealing efficiently and effectively with their mental health concerns.

In particular, Mariko referred those who were feeling suicidal or who had already attempted suicide, where time was of the essence and students would not or could not access the setting's services for various reasons. The outcomes were remarkable, with an average student referral lasting between one to three one-hour sessions, after which students returned to their studies and lives feeling confident, happy, and empowered.

University Student Testimonial after Three Private SEJ Consultations

“Jacqueline Mary and the Process have undoubtedly helped me feel the most in control of my mind and mental health in my life. Her sessions were full of joy and really helped me cut straight to the core of why I carried out certain patterns of behaviour and thought. I feel completely renewed and ready to take on life again!”

1. The SEJ Process Training

During this time, Mariko felt it would be of great benefit to the students if they were able to learn the SEJ for themselves, as not everyone could afford to see an SEJ Consultant privately. As a result, the SEJ Training was introduced into the setting, and after a couple of years it was integrated into the curriculum. Mariko facilitated the student's learning through both pre-recorded and live SEJ lessons.

Once the SEJ training was integrated into the curriculum, the students themselves were becoming advocates. Students not registered to attend were turning up to the SEJ lessons on the recommendation of those learning the SEJ. We observed that these additional students were clearly struggling with their mental health to lesser or greater degrees, and yet were not necessarily known by the setting's wellbeing service. However, their fellow students appeared to be aware of their mental health worries and supported by inviting them along to learn the SEJ classes to empower themselves.

Students voluntarily turning up to a class when it wasn't even their class to attend is undoubtedly something to be admired and understood. So, what does this tell us? Students want to feel empowered, to be able to find their own solutions to problems and to be equipped with the tools to stay mentally healthy. It is widely recognised that the preference for solving one's own problems is a significant reason for individuals not seeking mental health support and is backed by our own research.

2. Onsite SEJ Consultant

After each of the live training events, there was always at least one or two students who wanted to stay behind to seek more immediate help. One such student had previously requested assistance from an educator because they were feeling suicidal. It was noted that educators often did not feel equipped to deal with students struggling with their mental health. Knowing services were overstretched, seeing that students wanted more immediate support and were unwilling to go to the settings wellbeing services, this particular educator therefore recommended the SEJ. However, the student felt the training was not an appropriate response to their request. They, of course, were right.

If a student is feeling suicidal, they might not be in a place to take on board the training at that moment and may require extra, more immediate one-to-one support. We quickly realised what was needed was an onsite SEJ Consultant, one where students were able to receive support with their use of the SEJ and more immediate help if required. Someone who could bridge the gap between the students and the setting's wellbeing services.

Although some students could afford to pay for a one-to-one consultation away from the setting, many couldn't; having an onsite SEJ Consultant where no payment was required was indeed the answer. After discussions with Dr Howard-Kishi, we agreed that no payment would be made to the SEJ Consultant by the students, and neither would the SEJ organisation expect there to be any payment made in any educational setting now or in the future; this service would be offered for free to all students. Dr Howard-Kishi set about qualifying as an SEJ Consultant, and this service continues to work very successfully in her setting.

Undergraduate Final Year Student Testimonial after a 1-1 Onsite SEJ Consultation

“Doing the SEJ worksheet made me address all the stress I had that I didn't even realise were there and helped me cope and make peace with them. I felt like I was ready to revise again and when it came to doing my exam on Monday, I didn't feel the horrible sense of anxiety that I normally do. It was truly a beneficial experience that will help me through Uni and even work life.”

3. ‘Named Person’ - Stay Mentally Healthy Advisor

The ‘Named Person’ - Stay Mentally Healthy Advisor is essential to the ‘Stay Mentally Healthy’ Suicide Prevention Programme (SSPP).

Dr Howard-Kishi continued to support students with their mental health and use of the SEJ. Having previously referred suicidal students to the SEJ organisation, she found that students were often apprehensive or even afraid of speaking with any of the services offered by the university in connection to any mental health issue, but in particular, feeling suicidal. The more Dr Howard-Kishi engages with the students and speaks to staff seeking her help, and in her experience as a tutor, the more she sees that students won't approach the setting's on-site services and wellbeing advisors. They are more likely to talk to a tutor as they have developed a relationship with them.

As we have previously stated, the educators themselves do not know what to say and have, in the past, simply referred students back to the setting's services creating a cycle of suffering. Since the introduction of the SEJ, both educators and students have been contacting Mariko for help. She, in turn, has become an advocate for the students, bridging the gap between the student, staff, and wellbeing services, providing a safe place to speak about their mental health concerns.

We came to see that to fulfil this role effectively, the SEJ Consultant needs to be known by everyone in the setting as the onsite ‘Named Person’ - Stay Mentally Healthy Advisor for those who are looking for mental health support and, in particular, for those who are feeling

suicidal. The need for a 'Named Person', preferably a tutor qualified as an SEJ Consultant, that the students could go to without fear to express their suicidal thoughts became an obvious and necessary next step.

"This is a complex issue, made more so by the fact that many students who experience mental illness or go on to take their own life, do not contact support services" (5).

4. A Whole Setting Approach

With students seeking support from tutors and tutors unsure of what to say, and even how to manage their own mental health, it became clear that the SEJ was needed by everyone in the setting, including family members. As we read news articles and connected with families of those students who were suffering with their mental health or had lost their child to suicide, the importance of families being included in their child's wellbeing was a clear and obvious next step.

"68% of women and 57% of men with a mental illness are parents. In addition, many children live with a parent who has long-term mental health problems, as well as alcohol or drug problems and personality disorders." (6)

Parents/guardians often spoke of not knowing how to help their child or even themselves, feeling inadequate, ill-equipped, ill-prepared and equally unable to afford private intervention. We saw no reason why families could not access the same training as the students. The SEJ training for families can now be accessed through an online portal through the settings membership plan externally or internally via the setting's course management system.

With regards to the educators and staff it was not long before CPDs were offered to the setting's educators and staff to learn the SEJ Process to empower themselves and become qualified SEJ Consultants. There are no limits to the number of consultants a setting can have; the more there are, the better the setting is equipping the whole setting community to stay mentally healthy.

5. Share the Good News

Dr Howard-Kishi shared with her setting the services offered by the SEJ organisation and as such saved lives. So, this simple step can now be taken by any setting, sharing the good news that families, educators/staff, and students, indeed the whole setting community, can access the SEJ training for themselves external to or in conjunction with the setting.

The SEJ organisation has set up a 'stay mentally healthy' website for everyone to access the SEJ services; these include not only the SEJ training but continuing post-training support. The website is used equally by settings who are active members working directly with the SEJ organisation to access the SMH and SSPP programmes.

All the setting has to do is share this 'good news' on their intranet portals for staff, setting-based intranet information portal for students and external portals or websites for families so everyone can find detailed information about the SMH training programme.

Conclusion

Before we knew it, the SMH training programme was already up and running, guided by students, families, and educators alike, all asking for help and support, but primarily by students with a desire to be self-empowered. Bringing all these experiences together, we now have a 5-step 'Stay Mentally Healthy' Training Programme that has already saved lives. To summarise, for the educational setting, the result of integrating the SMH Training Programme is improved academic success with happy, engaged students, educators/staff, and families. All reaching their full potential, staying mentally healthy and creating a vibrant and inclusive learning environment.

Why do we need a ‘Stay Mentally Healthy’ Training Programme?

As explained in the executive summary:

We need urgent paradigm shifts in how we support students’ wellbeing and mental health in our educational settings. NHS data tells us that in 2022, 18.0% of children aged 7 to 16 years and 22.0% of young people aged 17 to 24 years had a probable mental disorder, compared to, in 2021, 17.8% of children in this age group had a probable mental disorder¹.

Current services, which are notably institutionally led, often address mental health problems far too late, are overstretched, and, for various reasons, are inaccessible for many, which can tragically lead to loss of life. We provide a program that is student-centred, where we listen to the students’ voices on what they feel their needs are and meet these in support of their mental health and wellbeing.

Below we have looked at questions which we ourselves have either asked or been asked. Alongside this we have collated information from other sources as well as our own research to fully understand why the SMH Programme is needed.

1. ‘Why is stress in the workplace, particularly in education, alarmingly high?’

The Headspace 2023 Workforce Attitudes Toward Mental Health report finds that the British population overwhelmingly deems education to be the most stressful career path, with a staggering 93 per cent of those in the profession feeling stressed at least once a week. (7)

2. ‘Why aren’t settings doing more?’ A question that is asked not only by families but by educators too.

59% of staff have considered leaving the sector in the past academic year due to pressures on their mental health and wellbeing. (8)

3. ‘Why are we not addressing the impact of mental health issues in families on the students?’

Around one in four adults in England will have at least one common mental health condition, with women more likely to experience common conditions than men. Only around a quarter of those with a common mental health condition receive treatment for their condition. It is thought about one-third of all children and young people live with a parent with mental ill-health, around 7% of which live in lone-parent households. (9)

68% of women and 57% of men with a mental illness are parents. In addition, many children live with a parent who has long-term mental health problems, as well as alcohol or drug problems and personality disorders. (6)

4. 'Why are we not working effectively together with families?' We only need to look at regular news reports to see how families feel:

- ['I did not send my child to university to die'](#) (10)

A student died in April 2020, more than a year after she communicated with the university about her struggles by requesting a "special circumstances" application to re-sit her exams without penalty. Their mother said, "You want to know that if your child is suffering from any mental health issues or is overwhelmed by university life, there are people there who are trained and skilled to help deal with it."

- ['Universities must do more to protect students from harm' 'Each student deserves the same level of care'](#) (11)

The petition said: "A duty of care already exists for staff and for students under the age of 18 in higher education. There should be parity in the duty of care for all members of the higher education community. This is not a petition for 'in loco parents or for duplication of the NHS. We only seek parity and legislative clarity on the duty of care for all students."

Once we have truly and honestly looked at the 'why', we are naturally led to the 'how'.

1. How are settings currently working to support their students?

In the 'I did not send my child to university to die' report in response to the petition, the Scottish government said: *"We are determined to support the mental health of all students. Over the last three years, we have invested £11.5m to introduce additional counsellors in colleges and universities"*.

The question is, is this the answer, counsellors predominately offer intervention and postvention treatment, should we not be looking more at prevention?

"A London coroner has warned the health secretary that preventable child suicides are likely to increase unless the government provides more funding for mental health services." "In my opinion there is risk that future deaths could occur unless action is taken." (2)

2. How do we tackle such a devastating, continually escalating complex problem?

The prevalence of a probable mental disorder in children aged 7 to 16 years rose between 2017 and 2020, from 12.1% in 2017 to 16.7% in 2020. In young people aged 17 to 19 years, rates of a probable mental disorder rose from 10.1% in 2017 to 17.7% in 2020. In 2022, 18.0% of children aged 7 to 16 years and 22.0% of young people aged 17 to 24 years had a probable mental disorder, compared to, in 2021 17.8% of children in this age group had a probable mental disorder. (12)

3. How can we do things differently?

“This is a complex issue, made more so by the fact that many students who experience mental illness or go on to take their own life, do not contact support services” (5)

“Universities can help save lives when they adopt a proactive response to suicide prevention, and an important part of that proactive response is making proportionate, risk-based decisions around involving trusted contacts”.

UUK president Professor Steve West (13)

4. How do we address the issue that students want to find their own solutions to problems, and are reluctant for various reasons to use the setting's wellbeing services?

In a Young Minds commissioned survey by Census wide, two-thirds (67%) of young people said they would prefer to be able to access mental health support without going to see their GP, but half (53%) said they didn't know how else to access this help (14).

Despite universities and HEIs providing a plethora of mental health and wellbeing services, a staggering 90% of students surveyed have chosen never to use these facilities due to stigma (1).

5. How do we address the issue that students still don't have coping mechanisms in place despite being taught PSHE/academic and professional skills at the point of entry into HEIs?

Most students (65%) had no stress-related coping mechanisms at the point of transitioning into Higher Education, highlighting the skills gap within schools, further education, and the home environment. (1)

6. How do we address the issue that students are not getting immediate intervention when needed?

Just over one in three children and young people with a diagnosable mental health condition can access NHS care and treatment (14).

In a Young Minds survey, three-quarters (76%) of parents said that their child's mental health had deteriorated while waiting for support from Child and Adolescent Mental Health Services (CAMHS) (14)

Here are just a sample of questions educators and those on the frontline asked.

7. How do the staff/educators cope with a student's mental health crisis and potential suicide concerns?

"There is currently very little guidance for schools and colleges on how to prevent suicide and support those affected by it...we know that many teachers and school staff do not feel equipped to support at-risk students." (15)

8. How do staff/educators manage themselves during and after potential crisis issues shared by students?

Some HEIs have occupational health, or staff may be able to access the Wellbeing services internally; however, many settings would assume staff seek external wellbeing providers through the local NHS or online support available commercially. In other words, for the postvention, it is left to the individuals to manage the impact of student suicide by themselves.

The impact of suicide of adolescents is devastating, yet little is known about the distressing implications for teachers. Following the most recent suicide of a student, 27.1% of teachers exposed to suicide felt that they needed more support. (4)

9. How can we be sure that students are accessing the support provided and that it is truly making a difference?

Having listened to the students' voice and with our own research the findings state that 90% of students surveyed have chosen never to use these facilities" (1)

Let's revisit the universally heard statements given by students in relation to current services:

'Found out that my mental health/disabilities advisor no longer works at the university'

'I've been told to sort it out myself, contact new providers'

'I got no support'

'I wasn't listened to' – This is one of the most common statements given by students

'The support is not fit for purpose'

'The support is useless'

'They didn't help me'

'There is better help online'
'I am so upset I will not go back again'

10. How can we make a positive, impactful change?

Universities UK's StepChange encourages universities to make mental health a strategic priority and adopt a whole-university approach to improve outcomes. (16)

With the introduction of the SMH training programme, we have addressed all of these questions by firstly moving away from an institutionally led strategy to a student-centred and driven solution. As we can see from the above examples of statistics and quotes, the fact remains there needs to be an effective prevention-intervention-postvention program that addresses all of the issues, with a collaborative and inclusive approach to wellbeing. Mary's experience directly told us that effective early intervention taught as a skill to help individuals to stay mentally healthy is THE solution, preventing mental health issues from escalating and making prevention a priority.

Secondly taking the onus off the student to act and putting it back into the setting's hands to provide suitable prevention training. Currently it is up to the student to ask for help with their mental health if they feel it is needed, at which point the setting intervenes often far too late. Expecting the students to ask for help means we are assuming they know when they need help. Mental illness, although widespread, is often overlooked due to a lack of awareness.

It is easy for mental health symptoms such as anxiety, depression, and other conditions to go unnoticed or unaddressed. Equally, it's considered a 'silent disease,' as many people do not ask for help and often struggle alone, sometimes for many years. If we couple this with the fact that many students will not readily seek support from the services as they want to find their own solutions, and students who do contact the setting are too often put on long waiting lists (if they meet the criteria) shows us a system that is broken and no longer fit for purpose.

Dr Howard-Kishi states: *"We need an urgent paradigm shift in how we support students' wellbeing in our educational settings. Current services available to students supporting their mental health address problems far too late, tragically sometimes after a student has taken their own life. The services provided are institutionally led; what is needed is a student-centred programme."*

Let's assume students do know they are struggling with their mental health; when a student is trying to self-manage their mental health with or without support, they're already vulnerable. They may not be able to make the best decisions, and asking for help might be

the hardest decision for them to make or action to take for many reasons: time, stigma, unsure if professional service will work, or difficult experiences in the past with seeking support to name just a few. The consequence of this is a communication breakdown as such the lack of communication between the student and the setting means many settings don't know when a student is struggling with their mental health, and unfortunately, in far too many cases, the setting finds out when it's too late, and lives have been lost, lives that potentially could have been saved.

The SMH training programme puts the responsibility for 'student welfare' firmly back in the hands of the educational setting. Rather than asking for the student to 'turn up' to the settings Student Wellbeing Services/Hub when they need support, through the SEJ Process Training (a key component of the SMH campaign integrated into the curriculum), the setting is instead 'turning up' to the student and hopefully before they need help. Firstly, equipping them with the tools to become self-aware so they can spot early on the signs of mental distress; secondly, to stay mentally healthy with the SEJ; and thirdly, to be able to discern whether they need external support, knowing when and how to ask for it.

With the emphasis on self-awareness, personal responsibility and prevention, students are fully equipped with the tools to manage themselves and equally seek intervention earlier if needed, all of which supports in taking the pressure off already overstretched services.

'Stay Mentally Healthy' Training Programme (SMH)

Structure

The SMH is a self-empowerment 5-step training programme that provides a truly collaborative and holistic approach to stay mentally healthy. 'Suicide-safer Universities' guidance provided by Universities UK and Papyrus outlines Prevention-Intervention-Postvention as the critical strategy that each HEI should seek to implement. This SMH training programme also aligns with the strategy provided in the Suicide-Safer Universities guidance, particularly with the 'Stay Mentally Healthy' Suicide Prevention Programme (SSPP).

The five steps in SMH training programme include:

- 1. Teaching the students how to 'stay mentally healthy':** Integrating the SEJ into the curriculum ensures all students can learn the SEJ process, enabling them to develop the skills required to 'stay mentally healthy' and reach their full potential.
- 2. Facilitating a whole setting community approach:** Ensuring the SEJ is available for all of the setting's community, including staff, educators, and families. Enabling them to learn the SEJ in support of their own mental health and that of our students.
- 3. Providing more immediate and ongoing support through an SEJ Consultant:** Training key people (preferably tutors), in the setting to become SEJ Consultants offers immediate assistance to students in need whilst equally supporting those who have learnt the SEJ to empower themselves.
- 4. Provide an onsite 'Named Person'- Stay Mentally Healthy Advisor:** The onsite qualified SEJ Consultant is an independent advocate giving the students a 'Named Person' known as the 'Stay Mentally Healthy Advisor' to go to without fear of stigma and repercussions, where they can share their mental health concerns and, in particular, if they are having suicidal thoughts. To make it easier for students to say 'I feel suicidal' to remove the taboo and fear of sharing how they feel whilst bridging the gap between the student and the setting's wellbeing services. This is a specific and essential component in the 'Stay Mentally Healthy' Suicide Prevention Programme (SSPP). It can also be an option to support students in crisis.
- 5. Sharing the good news:** A setting can kick-start their SMH training programme by informing students, educators/staff, and families about the SEJ. Each one can empower themselves as they access the SEJ services independent of the setting, giving them the opportunity to learn the skills required to 'stay mentally healthy' and

reach their highest potential. External services offered by the SEJ organisation work in conjunction with the settings SEJ training and services.

PREVENTION

A real prevention is to prevent any mental health issues from occurring. Most types of mental health intervention focus on treating the problem rather than keeping it from happening. Prevention as we know can keep a person mentally healthy, so mental health issues do not arise. The SMH offers prevention in three modes of action:

1. **Teaching the students how to 'stay mentally healthy'**: Integrating the SEJ into the curriculum ensures all students can learn the SEJ process, enabling them to develop the skills required to 'stay mentally healthy' and reach their full potential.
2. **Facilitating a whole setting community approach**: Ensuring the SEJ is available for all of the setting's community, including staff, educators, and families. Enabling them to learn the SEJ in support of their own mental health and that of our students.
3. **Sharing the good news**: A setting can kick-start their SMH campaign by informing students, educators/staff, and families about the SEJ. Each one can empower themselves as they access the SEJ services independent of the setting, giving them the opportunity to learn the skills required to 'stay mentally healthy' and reach their highest potential. External services offered by the SEJ organisation work in conjunction with the settings SEJ training and services.

INTERVENTION

Mary's experience highlighted the need for early intervention, timely and effective support to stay mentally healthy, and to be free of difficulties faced by an individual in a crisis. With our intervention the SEJ Consultant uses the SEJ Process to support those in need, and although this begins in this instance with intervention, the fact that the SEJ Process is being used with the individual introduces them to the SEJ Process as a tool for prevention. The SEJ Consultant also supports those who have learnt the SEJ guiding them in their practice of it.

1. **Providing more immediate and ongoing support through an SEJ Consultant**: Training key people (preferably tutors), in the setting to become SEJ Consultants offers immediate assistance to students in need whilst equally supporting those who have learnt the SEJ to empower themselves.

2. **Provide an onsite ‘Named Person’ - Stay Mentally Healthy Advisor:** The onsite qualified SEJ Consultant is an independent advocate giving the students a ‘Named Person’ known as the ‘Stay Mentally Healthy Advisor’ to go to without fear of stigma and repercussions, where they can share their mental health concerns and, in particular, if they are having suicidal thoughts. To make it easier for students to say 'I feel suicidal' to remove the taboo and fear of sharing how they feel whilst bridging the gap between the student and the setting’s wellbeing services. This is a specific and essential component in the ‘Stay Mentally Healthy’ Suicide Prevention Programme (SSPP). It can also be an option to support students in crisis.

POSTVENTION

Postvention is not separate from prevention, when the prevention is truly effective postvention would no longer be required. Equally steps 1, 2, 3 and 5 of the SMH act as postvention activities to assist those who have been bereaved, bringing us full circle back to prevention whilst breaking patterns of behaviour and stopping cycles of suffering as was the case with Mary’s story.

1. **Teaching the students how to ‘stay mentally healthy’:** Integrating the SEJ into the curriculum ensures all students can learn the SEJ process, enabling them to develop the skills required to 'stay mentally healthy' and reach their full potential.
2. **Facilitating a whole setting community approach:** Ensuring the SEJ is available for all of the setting's community, including staff, educators, and families. Enabling them to learn the SEJ in support of their own mental health and that of our students.
3. **Providing more immediate and ongoing support through an SEJ Consultant:** Training key people (preferably tutors), in the setting to become SEJ Consultants offers immediate assistance to students in need whilst equally supporting those who have learnt the SEJ to empower themselves.
4. **Sharing the good news:** A setting can kick-start their SMH campaign by informing students, educators/staff, and families about the SEJ. Each one can empower themselves as they access the SEJ services independent of the setting, giving them the opportunity to learn the skills required to ‘stay mentally healthy’ and reach their highest potential. External services offered by the SEJ organisation work in conjunction with the settings SEJ training and services.

Benefits of the 5 SMH Steps

The benefits of teaching the students how to 'stay mentally healthy' with the SEJ Process.

1. The preference for solving one's own problems is one of the most common reasons given for not seeking support. Yet students are lacking in the skills to solve their own problems. Through the SMH campaign, we offer the curriculum-based professional and personal development programme, the Self Empowerment Journey (SEJ) Process training where they learn how to solve their own problems and are equipped with the tools and knowledge to empower themselves.
2. The SEJ Process teaches students how to become self-aware, to notice the changes in their mental, emotional, and physical health, and how each impact upon the other. They can therefore recognise and spot earlier the signs that may lead to mental health issues, in many cases stopping mental health issues from developing or escalating further; once learnt, the SEJ also aids with recovery.
3. Students do not necessarily have any skills to build their resilience, confidence, or self-awareness (which are often quoted as skills gained as the Graduates' Attributes), as the focus at HEIs is on building knowledge. The SEJ is a training course that focuses on these qualities and skills, enabling students to develop these essential attributes for life.
4. Students who are aware of their mental health are often more resilient, happier, and better able to focus on their studies than those without the awareness or skills to maintain their mental health.
5. Instead of waiting for problems to arise, the SEJ training provides a preventative approach to mental health, which will mean fewer referrals to the setting's already overstretched services.
6. As the SEJ training is integrated into the curriculum, the choice of whether or not to learn about their mental health is taken away from the student. It is instead seen as an integral part of their learning opportunity provided by the setting, complementing their other studies. This puts the emphasis on student welfare firmly back in the hands of the educational setting whilst at the same time empowering our students.
7. The SEJ once learnt not only provides students with the tools to address their own mental health but also enables them to freely ask for help without any fears should

they need external intervention. The basis of the SEJ is self-enquiry, enabling them to question any thoughts that might limit their choices and actions.

8. The SEJ Process can be used in combination with any therapy or wellbeing service as it is a psychoeducational process of personal responsibility.
9. Students will gain the awareness and skills needed to self-manage and empower themselves in such a way that they are not looking to change life, for they will have transformed themselves in such a way that they can manage themselves no matter what life brings their way.
10. Integrating the SEJ into the curriculum shows evidence of clear and decisive action taken by the setting to ensure duty of care to protect their students' safety, health, and welfare.
11. The SEJ is a student-driven and student-centred approach to student welfare.
12. The SEJ organisation is keen to recognise the journey of Self Empowerment undertaken and the achievements realised by those students who have completed the SEJ training. To this end, we can provide your setting with the SEJ training certificate to distribute to the students.
 - i. The 'Mental Health & Wellbeing Awareness' certificate will provide evidence to any future employers that the student has completed SEJ training as a life skill in readiness for the world of employment. This certificate could also be seen as proof of their commitment to continued personal and professional development and the development of soft skills, alongside the university's commitment to ensuring students' development of graduates' attributes.
13. The setting is supported by the SEJ organisation, which provides a fully comprehensive training guide with lesson plans that have been mapped against the University Mental Health Charter, proposed Student Mental Health Bill and Stepchange: Mentally Healthy Universities for HEI. Ongoing support and resources are also available via a dedicated members area for each setting to access materials. In addition, each setting is allocated a trained SEJ Facilitator as their named point of contact to provide support and guidance.

The benefits of facilitating a whole setting community approach:

1. The same SEJ training that is integrated into the curriculum for students is made available to educators, staff, and families. Providing them with the opportunity to

learn the SEJ in support of their own mental health and that of our students. Thus, providing a truly collaborative approach in ensuring our students 'stay mentally healthy'.

2. Allows the whole setting to support students from a place of inclusion and authenticity, enabling them to respond in an appropriate and timely manner when students seek support.
3. Educators/staff and families often feel ill-equipped to know what to say or how to help when students present with mental health concerns. The SEJ enables them to build resilience and communicate with awareness and compassion, knowing what to say, when and how to say it.
4. The SEJ gives educators and families the skills to manage themselves so they do not feel overwhelmed should students present with mental health concerns. Thereby addressing any impact on their mental health.
5. The following statistic states: 'approximately 68% of women and 57% of men with mental health problems are parents' (3). It is, therefore, essential when we look at the mental health of students that we consider the impact parents have on the mental health of their child both in the past and now, and also if their child is currently suffering how this, in turn, impacts the parents/family's mental health. Introducing the SEJ to the whole setting community breaks cycles and empowers everyone.

The benefits of providing more immediate and ongoing support through an SEJ Consultant

1. The SEJ Consultant is a contact point and advocate for students who are looking for someone familiar to speak to with whom they trust, they are therefore more likely to contact the consultant faster addressing issues sooner.
2. Accessing the SEJ, a process of self-empowerment through the SEJ Consultant means the student will feel more in control of their wellbeing whilst addressing the issue of students not seeking support because they wish to find their own solutions. The SEJ Consultant works through the SEJ Process with the student during an individual meeting. It is not a therapy or substitute for psychological treatment; it is a Self Empowerment process that enables the client to find their own answers with the support of the SEJ Consultant.

3. Provides more immediate solutions to those students looking to empower themselves when overstretched services are often difficult to access, with long waiting lists and unattainable criteria to meet.
4. We know that regular practice of the SEJ Process helps to prevent mental health issues from arising, maintain, and aid in the recovery of mental health. With an SEJ Consultant onsite, the students are more likely to ask for support with their practice of the SEJ; in turn, the SEJ Consultant is able to maintain contact with students, reminding them of the ongoing support on offer.
5. The SEJ Consultant is fully trained and equipped to make appropriate referrals adhering to the setting's safeguarding procedures, including referrals to central/professional student services. Thereby working effortlessly alongside the setting's current practices and procedures.
6. The SEJ organisation works closely with the setting, ensuring each consultant creates a referral procedure linking the work of the SEJ Consultant to the setting's procedures and services, confirming that the onsite consultant/s and the setting fully understand when and how a referral should be made. This creates boundaries between the work of the SEJ Consultant and settings services, ensuring they are clearly defined.
7. With an onsite SEJ Consultant present in the setting, they can guide the students in their practice of the SEJ. This ensures continuity of care and continued use of the SEJ Process as a life skill.
8. Anyone within the setting can train to be an SEJ Consultant, and there are no limits to the number of consultants you can have in the setting. Being a consultant can provide the necessary skills needed by tutors on the front line, those working as Pastoral Tutors and can complement the work of Counsellors.
9. The Consultant and setting are supported by the SEJ organisation with ongoing training, CPDs, resources and members area, which can be accessed via the website, ensuring the SEJ Consultant is fully equipped to fulfil their role effectively.

The benefits of providing an onsite 'Named Person' as the Stay Mentally Healthy Advisor:

This is specific and essential component in the 'Stay Mentally Healthy' Suicide Prevention Programme (SSPP). It can also be an option to support students in crisis.

1. The setting will be able to make a clear statement that there is a 'Named Person' who is also a trained SEJ Consultant. That students can go to with their mental health concerns, especially if they are feeling suicidal. That this person is not a therapist but their advocate, providing a clear point of contact if a student wants information, advice, or help.
2. Students will not always seek the help of the setting's services for various reasons, as given previously. Because the SEJ Consultant is their advocate and not directly linked to the setting, the students will feel less apprehensive about seeking support; at the same time, the consultant is able to make the appropriate referrals and provide information and advice as guided by the setting's safeguarding procedures.
3. The SEJ Consultant whose work is solely in the practice of the SEJ Process, will make appropriate referrals (e.g., safeguarding procedures and referrals to central/professional student services), bridging the gap between the student and the setting's wellbeing services.
4. The SEJ Consultant as the Named Person, will create a safe place for students to express how they are feeling, especially if they are having suicidal or life-threatening thoughts, giving them the space to have this difficult conversation with someone they know and are familiar with.
5. The SEJ Consultant is equipped with the skills to support students with suicidal or life-threatening thoughts, enabling them to ask the student if they have ever thought of taking their own life. Sometimes, we need to ask the question to encourage the student to talk rather than just wait and hope that they will talk about it.
6. Having an advocate who is not part of the wellbeing team, but an initial point of contact can be a more accessible steppingstone in voicing suicidal thoughts and mental health concerns.
7. Students who have felt suicidal and in crisis have expressed what a huge relief it is to be able to talk about their feelings. Having a Named Person quite simply gives students more opportunity to talk.
8. The SEJ Consultant is skilled in allowing space for the student to share their thoughts and feelings as well as question them through the SEJ Process. Once a conversation starts, the student has a better chance of seeing and exploring other options to suicide.

9. The SEJ Consultant can guide the student in exploring other options for their mental health concerns through the SEJ Process. While at the same time being fully aware of their role and the student's needs, knowing how and when to refer to the settings services.
10. The SEJ Consultant is fully trained to be able to provide an opportunity for a different perspective to be gained, as many feeling suicidal or with a negative mindset perceive the future as hopeless.
11. Thoughts such as 'my life isn't worth living', 'I don't see the point in carrying on', 'I have no reason to live' or 'I don't want to live' are often expressed and can be frightening to hear. The SEJ Consultant is trained and able to remain professional, open, and compassionate when hearing these thoughts; as such, they can support the student effectively and in a timely manner.
12. Telling someone you're feel suicidal or struggling to cope with life can feel daunting, even frightening; fear of being judged and what will happen after you tell them are common thoughts. Students are encouraged to go to a person they feel safe with. Still, often, this is not necessarily the wellbeing counsellors but an educator with whom they have built a relationship. However, with, educators often feeling ill-equipped to manage themselves in these situations (as they are not therapists), learning the SEJ for themselves (See Part 2 and 3.) alongside having access to the onsite SEJ Consultant as the 'Named Person' supports all parties concerned.

Dr Howard-Kishi, in her experience shared, *"Other staff who have found it difficult to respond to a student in need or crisis have sought my help because they have lacked the skills and knowledge to know what to do. The reasons given were two-fold: they felt I could manage myself with the stressful situation, and because I had learnt the SEJ, I could respond to the students in an appropriate and timely manner."*

The benefits of sharing the good news are:

1. You can kick-start your SMH training programme by informing your setting's staff, students, and families about the SEJ external services at no cost to the setting.
2. The whole setting community can access the SEJ services immediately and independent to the setting, allowing them to learn the skills required to 'stay mentally healthy' and reach their highest potential.

3. SEJ training and services offered externally work in conjunction with those offered at the setting.
4. Sharing the news of the SEJ can be done with minimal effort and time.
 - a. We are happy to provide information about the SEJ and how your community can connect with us directly. You then simply share it on your setting's communication platforms.
5. Sharing the good news about the SEJ can save lives. Remember, Mariko simply shared the SEJ services with her students before she became a qualified SEJ Consultant, and the SEJ was integrated into the curriculum. As such, she enabled students who were asking for help to receive vital lifesaving support when it was needed most. The more people in your setting who know about the SEJ, the more likely we are to save lives.

Introducing the SMH Training Programme into your Setting

The beauty of the SMH training programme is that you can begin with any step of the programme to start with and with the support of a designated SEJ Facilitator it couldn't be easier. It may be that your preference is to start with an onsite SEJ Consultant or to integrate the SEJ training into the curriculum for students and CPD's for educators/staff. You can simply start by telling your setting's staff/students/families about the SEJ, where students and staff can access the SEJ external to the setting. Of course, you may feel ready to run with the whole programme, which would provide the best resources and services to support your students.

Whether you start with one or two steps of the SMH or all of them, beginning is the first and most important step. Once you begin, your setting will be recognised for having joined the 'Stay Mentally Healthy Training Programme' and if working with the SSPP your setting will be recognised for pro-actively challenging student suicide through the integration of the 'Stay Mentally Healthy Suicide Prevention Programme' into your setting.

Your setting will receive recognition through the following certificates stating:

This certificate is given in recognition of
'setting (name)'
proactively enabling students to 'stay mentally healthy' through the
Stay Mentally Healthy Training Programme (SMH)

This certificate is given in recognition of
'setting (name)'
pro-actively challenging student suicide through the integration of the
Stay Mentally Healthy Suicide Prevention Programme (SSPP)

In addition, your setting will receive our 'Stay Mentally Healthy Training Programme (SMH)' and 'Stay Mentally Healthy Suicide Prevention Programme (SSPP)' logos to place on your website.



Conclusion

Currently, support services are geared towards students asking for help rather than helping themselves, trusting that they will always know when and how to ask for help, and that indeed they will ask. The SEJ Process as part of the SMH and SSPP empowers students to know when to ask for help and when and how to help themselves. The SEJ Process enables them to answer every question, indeed as Mary says, “they are both the question and the answer”.

Students want to be heard, to find their own solutions, and to take ownership and responsibility for their own mental, emotional, and physical wellbeing, which is empowering and life-enhancing for them. Equally educators, staff and families also want to be heard as well as to know how to support and encourage students to stay mentally healthy and reach their full potential: this is also true for themselves.

Educational settings, be it schools/colleges or universities, want to have a robust and effective strategy that supports and encourages everyone to manage themselves and become empowered. This is easily achievable with our comprehensive programme that focuses on staying mentally healthy, complementing the processes and procedures that are already in place.

The SMH and SSPP is based on having listened to students, educators/staff, and families. The training programmes are innovative, proactive, and comprehensive, equally encompassing fully through the SSPP the Prevention-Intervention-Postvention strategy suggested by the Suicide Safer Universities. It is based on the years of successful collaboration between two independent organisations. As well as our own and independent research, focusing on providing an effective preventative strategy and early intervention through personal empowerment, at the same time it is applicable to any postvention plan.

The SMH and SSPP are not only student-centred, originating from what students themselves asked and needed, preventative in nature, but equally offers a wholistic unified program for the entire educational community. With a tried and tested mental health and wellbeing process that supports each person to stay mentally healthy and reach their full potential.



Stay Mentally Healthy (SMH) Interactive Guide

“We need a paradigm shift in how we support and enable all within the educational community to stay mentally healthy and reach their full potential.”

Dr Mariko Kishi (BSc, MSc, PhD)

enquiries@thesej.co.uk

www.staymentallyhealthy.org.uk www.thesejeducation.org.uk

Stay Mentally Healthy Interactive Guide

Having read about the Stay Mentally Healthy Training Programme in the SMH Information Pack, this easy-to-use interactive guide is designed to show you how the SEJ training can now be integrated into your setting. Alongside helping you to reflect, analyse, and question your setting's current provision and understanding how the SMH training can enhance this provision.

You can request a separate copy of this Interactive Guide to distribute to members of your team, providing them with the opportunity to share their views and opinions. Doing so will enable you to get a fuller picture of how your educators, staff, students, and families feel about the current provision available and their thoughts about the SMH training programme.

Who in the setting would benefit from integrating the SMH training programme?

Currently offered to educational settings from secondary Key Stage 4 through to Higher Education, the SEJ Process is designed to ensure everyone in the educational community develops the skills to 'stay mentally healthy' and reach their full potential. It has been proven to support educators, staff, families, and students; it has been shown to be effective for children from the age of 7 upwards.

Educators and Staff

In the setting, this simple process allows educators and members of staff to manage their own wellbeing and mental health. To work from a place of inclusion and authenticity, enabling them to respond in an appropriate and timely manner when students seek support. Therefore, they are better able to manage their own time and workload, focusing their attention on core activities and individual responsibilities as well as meeting the needs of the students.

The SEJ Process is a popular BAME event addressing issues around a 'glass ceiling', giving the opportunity to explore promotion and leadership beliefs.

Students

As for the students who practice the SEJ Process, they too can manage their own wellbeing and mental health, as well as self-manage any difficulties without solely relying on support from staff or overstretched services. As they have learnt the core life skill of self-management, they have a strong sense of empowerment, enabling them to self-regulate and, therefore, maintain positive mental health. This leads to a focus on their studies, achieving desired results and seeking career aspirations beyond their education. The SEJ Process has been used with students as young as 7 with special educational or additional needs with outstanding results.

Parents/carers/families

Parents/carers find the process of the SEJ to be invaluable, not only for their own wellbeing but also in supporting their child/ren in maintaining a positive outlook on life, offering continuity of care at home. Parents/carers also see the value in having a solution-focused process when their child/ren is finding life a challenge. As parents/carers, it empowers them in giving them the skills to help and support their child/ren with a range of concerns from friendships through to exam stress.

Testimonial from a Primary School SENCo

“...an amazing, valuable, and essential resource in supporting us with vulnerable pupils and enabling us to provide early intervention..., has enabled pupils to develop strategies and resilience to cope with issues that are causing anxiety in their emotional lives.” –

PRIMARY SCHOOL SENCO. See Testimonials.

To summarise, for the educational setting, the result of integrating the SEJ is improved academic success with engaged educators, staff and students, alongside empowered parents/carers/families. All reaching their full potential, creating a vibrant and inclusive learning environment.

Testimonials

The selection of testimonials below is from educators, staff, students, and parents/carers at different educational settings who have integrated the SEJ Process into their settings. Testimonials were given as feedback during or after the SEJ was integrated, and their permissions were obtained.

Students

“Doing the SEJ worksheet made me address all the stress I had that I didn't even realise was there and helped me cope and make peace with them. I felt like I was ready to revise again, and when it came to doing my exam on Monday, I didn't feel the horrible sense of anxiety that I normally do. It was truly a beneficial experience that will help me through uni and even work life.”

UNDERGRADUATE FINAL YEAR STUDENT

“This is my first year, and honestly, I am very impressed that Kingston University offers this module. I have watched the video, and it was very helpful, as I believe we really need this! Mental health is so important, especially in these new circumstances!”

UNDERGRADUATE FIRST-YEAR STUDENT

“Jacqueline and the Process have undoubtedly helped me feel the most in control of my mind and mental health in my life. Her sessions were full of joy and really helped me cut straight to the core of why I carried out certain patterns of behaviour and thought. I feel completely renewed and ready to take on life again!”

UNDERGRADUATE 2ND YEAR UNIVERSITY STUDENT

“By the end of the SEJ worksheet, I was smiling, and laughing at myself for my own thoughts, and I saw how this worksheet had changed my opinion on something so troubling to myself. It helped me get closure with the situation and motivated me to work at my goals.”

UNDERGRADUATE THIRD YEAR STUDENT

Educational Staff

A Senior Lecturer shares with you her experience as one who has just started the SEJ training:

<https://www.youtube.com/watch?v=HoQ34QtCRCK>

SENIOR LECTURER

PERSONAL TUTOR LEAD

*“Children learn to manage their own feelings and reactions and to communicate in a way that is healthy. The transformation in children has, in many cases - been remarkable!”-
DEPUTY HEADTEACHER.*

*“...A simple, easy-to-use process that enabled me to support all my students in reaching their full potential...; over the last 15 years, I have had considerable success with the SEJ, including recently working with students suffering from the effects of exam stress.”
PASTORAL TUTOR AT A UNIVERSITY*

*“...an amazing, valuable, and essential resource in supporting us with vulnerable pupils and enabling us to provide early intervention..., has enabled pupils to develop strategies and resilience to cope with issues that are causing anxiety in their emotional lives.”
PRIMARY SCHOOL SENCO*

*"I can access my own solutions to my own 'problems' immediately. This was a truly empowering realisation since I am not dependent on the availability of 'expert' assistance, and I did not need to wait to end my 'suffering'."
SENIOR LECTURER AND COURSE LEADER*

*"I have applied the SEJ in all sorts of life situations, including physical pain and financial worries; it healed relationships, particularly with my immediate family. The SEJ has fundamentally changed the way I experience life."
SENIOR LECTURER AND COURSE LEADER*

Parents/Carers

*“The SEJ enables me to help my daughter in guiding her towards her own solutions. As a teenager, she doesn’t like me telling her what to do or giving her advice. Now she can find her own solutions with my support.”
PARENT OF A TEENAGER*

*“Applying the SEJ process to my own experience has freed me from repeating the same patterns of behaviour. It has allowed me to heal family relationships to see my children for who they are, not who I wanted them to be. This experience has given us, as a family, a truly open and loving relationship.”
A PARENT*

Additional Testimonials

Further personal testimonials are given from individuals who have benefitted from the SEJ:

“The SEJ takes you away from fear and drama into a place of simple, straightforward, personal problem-solving. The only scary/difficult thing is that it is so simple. From a world of negativity, repeating bad behaviours and pain, you can and will change your life forever.”

BUSINESS CUSTOMER

"I have been using the SEJ process for a health issue that caused immense pain and stiffness in my muscles. I became tired and depressed whilst taking steroids. With the SEJ process in no time, I had stopped taking the steroids and have been free of them for over two years. Using the SEJ process has made a profound change in my life. I have never felt better."

C. BLAKEMORE

What is the SEJ Process?

"Students can apply the SEJ, a psychoeducational solution-focused process, in the moment, adaptable in all situations, unique to the individual, without external intervention. This helps to remove the stigma or reliance on overburdened services with delayed waiting times. The SEJ helps the practitioner to 'stay mentally healthy' as they move from a state of stress, fear, and worry to a place of empowerment. This easy-to-use process not only proactively prevents mental health issues from developing, or increasing in severity, but moreover can restore positive mental health, thereby enabling the individual to reach their full potential".

Dr Mariko Howard-Howard-Kishi (BSc, MSc, PhD)

The Self Empowerment Journey (SEJ) is an innovative, psychoeducational, evidence-based, solution-focused, self-enquiry process. Taught in PSHE from Key Stage 4 and in Academic and Professional Skills at HEI. It is designed to ensure everyone within the educational community develops the skills to 'stay mentally healthy' and reach their full potential.

We have created a PSHE Association informed Stay Mentally Healthy Process for education based on our own research, the DfE's Statutory RHE guidance, the PSHE Association Programme of Study for PSHE Education for secondary education, University Mental Health Charter, proposed Student Mental Health Bill and Stepchange: Mentally Healthy Universities for HEI.

The SEJ is a simple four-step process of personal empowerment, which, once learnt and practised, will empower the user to find their own answers to their stressful thoughts and challenging life situations. Offering instant results in the moment the individual applies the process, thus enabling them to live joyfully. It has been proven to support educators, staff, families, and students and has shown to be effective for children from the age of seven upwards.

The SEJ is also, as the name suggests, empowering for the user as they are fully equipped to manage not only life but themselves. No matter what life brings their way, they understand fully that life is perceived through their own beliefs, which they have the power to change through the SEJ. They can remain in a balanced state of mind, body, and emotion, whatever the life experience. They are also completely in charge of their own mental and emotional wellbeing, not only having an awareness of their mental health, but more importantly, they know how to empower their mental health.

Who is the SMH training programme for?

As seen previously our SMH training programme is available to everyone in the setting, from educators, staff, students, and families.

‘Why aren’t settings doing more?’

A question that we have heard endlessly asked not only by families but by educators and students too. We at the SEJ organisation know how difficult it can be to address such an overwhelming problem; what is the solution? One tool to stay mentally healthy for the whole setting community in easy-to-access training formats (see **SEJ Process Training, how is the SEJ integrated into the Setting** and **SEJ Process Training and Membership Plans**).

Please see the list below and tick those you feel would benefit from the SEJ in your setting.

- Students/pupils
- Parents/Carers/Families
- Teachers
- Lecturers
- BAME Community
- Teaching Assistants
- Pastoral Care
- Support Staff
 - Office staff
 - Catering
 - Cleaning
 - Security
 - Caretakers
 - SENCo’s
 - Counsellor
 - Library/Information staff
 - Other

Notes: Add additional information here. E.g., specific year groups, families, or staff members' names you feel would benefit from the SEJ Process Training.

What can the SMH training programme do for your setting and for individuals?

Whether a student, educator, parent/carer/family member or other staff member, the SEJ supports everyone in developing healthy behaviour. Enabling them to make life enhancing choices, with the ability to work cohesively, to become self-reliant, self-motivated, and resilient. All of this allows an individual to move from a limited version of themselves to being limitless. The SEJ Process also maintains positive mental health and enables the practitioner to take personal responsibility.

You can expect to experience the following outcomes. Tick which of these outcomes your setting is looking to achieve.

Student Benefits

- Happy and engaged Students/Pupils
- Improvement in academic achievement/attainment
- Preventing mental health issues from developing
- Addressing ongoing mental health issues
- Improved physical health
- Changes in perception
- Healthy behaviour
- Positive changes in emotional wellbeing
- Reaching student's full potential
- Having the ability to become self-reliant, self-motivated, and resilient
- Improved self-awareness and confidence
- Emotional intelligence
- Self-responsibility
- Enquiry-based learning /reflection
- Reducing barriers to seeking support
- Employability / soft skills/adaptability
- Collaborative learning
- Successful student transition and progression to higher levels
- Improved attendance and engagement
- Self-care and self-management for all students
- Reducing attainment gap
- Immediate support for the student when needed with no referral issues
- Prevention of escalation of the student's concerns
- Support available to all students, with no discrimination based on funding or the seriousness of the presented issue.

- Providing a productive and life-enhancing environment for students/pupils
- Other

Staff/Educators Benefits

- Prevention of mental health issues from developing
- Addressing ongoing mental health issues
- Improved physical health
- Changes in perception
- Healthy behaviour
- Positive changes in emotional wellbeing
- Reaching staff/educator's full potential
- Ability to work cohesively
- Ability to become self-reliant, self-motivated, and resilient
- Improved self-awareness and confidence
- Emotional intelligence
- Self-responsibility
- Address issues around a 'glass ceiling'
- Enquiry-based reflection and evaluation
- Reducing barriers to seeking support
- Development of soft skills/adaptability
- Collaborative learning and teaching
- Self-care and self-management for all staff
- Preventing escalation of staff's concerns
- Equal support available to all staff, no discrimination based on funding or seriousness of the presented issue
- Immediate support for the staff when needed with no referral issues
- Developing use of appropriate language and communication skills
- Other

Education Setting Benefits

- Support for early intervention
- Addressing staff turnover
- Reduction of external referrals
- Addressing the financial burdens of the setting or individual
- Cohesion and inclusion at all levels of the setting
- Alignment to government guidelines and legislation
- A productive and life-enhancing environment for educators
- A student-centred collaborative tool which can be offered to families
- Other

Parents/Carers/Families Benefits

- Improved communication with setting
- Improved communication with child/ren
- Engagement with student learning
- Working cohesively with a student-centred approach
- Creating a supportive community network
- Changes in perception
- Prompting healthy behaviour
- Having the ability to become self-reliant, self-motivated, and resilient
- Improving self-awareness and confidence
- Developing emotional intelligence
- Promoting self-responsibility
- Developing confidence and skills in supporting child/ren
- Developing use of appropriate language and communication skills

Notes: Add additional information here. E.g., elaborate on the areas you would like to improve. Contact us to find out if the SEJ can support you in other ways.

SEJ Process training lessons

The SEJ Process training is taught by Jacqueline Mary Phillips, a lived experience trainer and founder of 'Stay Mentally Healthy' organisation. The training is presented through a total of 7 lessons. Lessons 1 -3 are optional, lessons 4-7 are essential to attend. It is advisable to speak to a SEJ Facilitator to better understand the flexible nature of the lessons. However, equally, we do advise integrating all 7 lessons into the curriculum: All 7 lessons cover the theory and practice of the SEJ in a manageable format.

Please tick which lessons are of interest to you (for more in-depth information on each lesson, please request to see 'SEJ Process Training Guide for Education').

- Lesson 1 – Theory.** Content: Looking at personal empowerment as the participant gains awareness of areas of their life where they have yet to reach their full potential. Showing how thoughts are linked to failure and success.
- Lesson 2 – Theory.** Content: Understanding how thoughts and emotions determine the choices we make and how we experience life, self, and others. Developing self-awareness. Exploring Einstein's quote, *"We cannot solve our problems with the same thinking we used when we created them."*
- Lesson 3 – Theory.** Content: Looking at Einstein (and other key influential people) as a role model in reaching full potential and living an extraordinary life. Exploring Einstein's quote, *"I think 99 times and find nothing. I stop thinking, swim in the silence, and the truth comes to me."* Practising the art of becoming still to begin the process of self-enquiry.
- Lesson 4 – Theory.** Content: The SEJ model the 'Mechanics of your Being' understanding the link between thoughts, emotions, body (physical and actions) and Einstein's 'Truth'. Gaining awareness of psychological and physiological changes within and the subconscious triggers.

Each of the above theory lessons are optional and run for between 45 minutes to 1 hour. They include accompanying exercises with audience/student participation, ensuring the lessons are both an enlightening and interactive experience. Lessons can be combined, e.g., lessons 1 and 2 are taught together.

Pre-recorded, live online, or in-person training options are available.

- **Lessons 5 and 6 – Theory.** Content: Learn how to complete the SEJ Worksheet as a framework to support with self-enquiry and understanding the ‘Mechanics of your Being’. Breaking down the identification with mind/thoughts to the realisation of Einstein’s ‘Truth’ enabling personal empowerment and the realisation of one’s full potential as both an internal and external experience.

Lessons 5 and 6 can be run over 1 or 2 lessons. Duration 45 minutes to 1 hour if taught separately, a minimum of 2 hours is required if taught together.

Pre-recorded options are available if taught in conjunction with lesson 7. Live training only event if there is no lesson 7.

- **Lesson 7 SEJ Practice Workshop** – 1 hour event. If lessons 5 and 6 are taught live online or in person, this event is incorporated into the lessons, although it is definitely beneficial to hold an additional SEJ Practice Workshop.

Live online or in-person training options are available. There is no pre-recorded option.

- Key Stage 5, HE, and adults can attend all lessons as a pre-recorded option to watch in their own time and, on completion, attend Lesson 7 SEJ Practice Workshop as a live event at the setting.

Notes: Add additional information here. E.g., would you like to speak to a SEJ Facilitator to better understand lesson content and to see the full lesson plans? When choosing your lesson options, our SEJ Facilitators are on hand to support you as they offer guidance on and consider your preferred delivery, timings, budget, audience, and funding requirements.

How is the SEJ Process integrated into the setting?

As the first step in the SMH training programme teaching the students how to 'stay mentally healthy', the SEJ Process training can be integrated into the curriculum for students, offered as CPDs for educators and staff, and online training for families. More advanced and bespoke training events are also available for the whole setting community.

Please tick the training opportunities most appropriate for your setting:

Students

If you wish to offer the SEJ Process in PSHE / Life Skills lessons, we will supply you with a SEJ Training Guide for educators, which includes lesson plans and additional materials.

- SEJ Process Training PSHE lessons
- SEJ Process Training Professional/Academic skills at HEI for students
- SEJ Process Training Extended Studies
- SEJ Process Training Personal Development Studies
- SEJ Process Training After School Club/Activity
- SEJ Process Training Extra-Curricular
- SEJ Process Training Event pre-recorded on-demand training

Educators/Staff

- SEJ Process Training Event CPD live in-person
- SEJ Process Training Event CPD live online
- SEJ Process Training Event CPD pre-recorded on-demand training
- Bespoke Wellbeing Event – Keynote Speakers Jacqueline Mary Phillips, Dr Mariko Howard-Kishi
- Bespoke CPD Event - e.g., BAME audience, Student Transition.
Because of the nature of the SEJ Process based in self-enquiry, we are able to adapt the process to suit any audience and any need.
- SEJ Consultant training (ideal for educators, pastoral, counsellor, mental health lead/team; see 'Training opportunities for educators and staff')
- SEJ Trainer training (ideal for educators, pastoral, counsellor, mental health lead/team; see 'Training opportunities for educators and staff')

Parents/carers/families

- Online access to pre-recorded, on-demand training
- Bespoke Wellbeing Event – speaker Jacqueline Mary Phillips, Dr Mariko Howard-Kishi

Notes: Add additional information here. E.g. do you have questions about integrating the SEJ into your setting? Not sure of the best way to integrate the SEJ to suit your audience, ask to speak to one of our SEJ Facilitators. Put your initial thoughts here:

How is the SEJ Process training delivered?

The SEJ Process training can be delivered in different ways to support your setting's requirements, including live in-person, online, pre-recorded, or a combination of both. The length and delivery of training varies depending on the audience and requirements. E.g., integrated into the curriculum for students, as a CPD for educators/staff, or as an after-school event for all audiences.

Online, the SEJ can be delivered through a course management delivery tool such as MS Teams or Zoom. We can also provide you with access to our SEJ collaboration platform if you do not have any specific application of your own; this can be discussed if you choose this option.

Which option best suits your settings requirements?

- Live onsite event at your setting.
- Live event offsite
- Live online event using your preferred meeting platform
- Live online event using the SEJ meeting platform
- Pre-recorded training available through your Course Management System
- A combination of the above
- Other (please specify)

Notes: Add additional information here. E.g. do you have questions about delivery options? Might a combination work better for different audiences?

Mental Health & Wellbeing SEJ student certificate for curriculum based SEJ training

At the SEJ organisation, we are keen to recognise the journey of Self Empowerment undertaken and the achievements realised by those students who have completed the SEJ training. To this end, we can provide you with a SEJ training certificate template, which can be copied and distributed to the students.

The 'Mental Health & Wellbeing Awareness' certificate will provide evidence to any future employers that the student has completed SEJ training as a life skill in readiness for the world of employment. This certificate could also be seen as proof of their commitment to continued personal and professional development and development of soft skills.

The same certificate is also available for educators and staff attending SEJ training as a CPD.

All training is recognised and certified by CPD UK.

In addition, your setting will receive our 'Stay Mentally Healthy' logos to place on your website. (please see section '**Introducing the SMH Training Programme into your Setting**').

Notes: Add additional information here. E.g. which members of your educational community might benefit from reading this information? How would this fit in as part of the student's qualification portfolio? Are staff asking for more support with their mental health?

Training opportunities for educators and staff

Professional qualifications are available for members of the education staff to train as a SEJ Consultant and/or SEJ Trainer.

- **A SEJ Consultant** is someone based in your educational setting who can consult with anyone (staff, educator, student, or parents/carers/families) in support of their SEJ practice. Or to guide them through the SEJ Process on a one-to-one basis to address any stressful life situations. Becoming a SEJ Consultant is a progression for those who wish to take their personal use of the SEJ a step further whilst supporting anyone and everyone around them. Although this training may be best suited to those whose role involves a pastoral/counselling duty, it is also beneficial for educators in enhancing their communication skills and self-management in the setting.

- **A SEJ Trainer** based in your educational setting will ensure the SEJ Process can be taught to multiple audiences, including students, staff, educators, and/or parents/carers/families. At the same time, having an onsite SEJ Trainer allows the whole setting community to enhance their practice of the SEJ Process through internal events and teach the SEJ Process to all new educators, staff, families, and students. It is a cost-effective long-term option to integrating the SEJ Process into the setting.

For more information on the benefits of having an onsite SEJ Consultant and SEJ Trainer at the setting, please visit the website www.thesejeducation.org.uk

Notes: Add additional information here. E.g., consider which members of the staff's wider community would best benefit from these opportunities in your setting. Consider asking your staff /educators if they would like to train in these areas.

SEJ Process training and membership plans

Training and membership plans are the most cost-effective way of ensuring your setting's needs are met, as we provide ongoing support for the duration of your plan and access to all resources via a member's area. You will also be assigned a SEJ Facilitator as a point of contact specific to your setting, supporting you every step of the way.

SEJ Process Training and Membership Plans Available:

1. Stay Mentally Healthy SEJ Standard Plan
2. Stay Mentally Healthy SEJ Bespoke Plan
3. Stay Mentally Healthy SEJ External - Student, Educator/Staff, Families
(Share the good news)

1. Stay Mentally Healthy SEJ Standard Plan for Settings

The Standard Plan is available to educators and staff only (for families and students, see Bespoke Plan) and is accessed online via a combined training and membership plan. This combined training and membership plan provides immediate access to SEJ training and resources through our on-demand training, with weekly live SEJ Practice Workshops included.

Designed to enable participants to study in their own time and space with ongoing support for the duration of the plan. This cost-effective entry-level package provides everything an educator or staff member would need to learn and practice the SEJ. This Standard Plan can also be used in conjunction with a Bespoke Plan.

Fees are dependent on how many people in your setting will require access to this online training.

2. Stay Mentally Healthy SEJ Bespoke Plan for Settings

The Bespoke Plan is available for Key Stage 4, 5, and HEI students and can be targeted towards specific members of the educational community, including families, educators/staff, or the whole setting community. The beauty of the bespoke plan is you get to decide what is most appropriate for your setting. You can also add or remove features from your plan to suit your setting's requirements. Training can be offered in various formats: instructor-led, virtual, or blended.

A bespoke plan is required if:

- a) You wish to offer the SEJ to students
- b) You wish to offer the SEJ to families
- c) The SEJ is integrated into the curriculum through PSHE lessons Secondary or Professional and Academic Skills HE
- d) You require tailored CPD events for educators/staff
- e) You wish to add other SEJ services and products to your plan to include:
 - i) SEJ Process Handbook
 - ii) SEJ Consultant Training
 - iii) SEJ Trainer Training
- f) You wish to have a tailored plan to meet your setting's unique requirements.

3. Stay Mentally Healthy SEJ External to the Setting for Student, Educators, Families

Available via the SEJ education website <https://www.thesejeducation.org.uk/>, students, educators, and families can access the SEJ Process training independent of the setting. Therefore, as a setting, you can simply inform your educational community of this service 'share the good news'. Equally, this option can be incorporated into a bespoke plan. It is especially useful if your plan does not include families, as they can access the training for themselves via our website or your website/course management system without any direct involvement; you simply pay for access.

Free Consultation

A free consultation is available on request, where one of our SEJ Facilitators will discuss your setting's requirements and the training and membership plans available, what they include, and how we can best serve your setting. If you require more information or wish to request your free consultation to discuss your needs, please email enquiries@thesej.co.uk

Notes: Add additional information here. E.g., Which membership plan best meets your setting's needs? Would you like a free consultation? Consider what your budget and requirements are. Do they match? If not, please discuss this with a SEJ Facilitator, as our aim is to enable everyone within the setting to stay mentally healthy; therefore, if you require funding, please contact us. Equally, a funding application form is available via the website <https://www.thesejeducation.org.uk/educational-settings>

‘Stay Mentally Healthy’ Suicide Prevention Programme

‘Stay Mentally Healthy’ Suicide Prevention Programme (SSPP) is part of the Stay Mentally Healthy campaign and training programme. Our mission is to stop suicide within the educational community by equipping everyone; students, educators, staff, and families with the tools to 'stay mentally healthy' and reach their full potential. Within the SMH 5 step training programme, the step: **Provide an onsite ‘Named Person’- Stay Mentally Healthy Advisor** is specific and essential to the Stay Mentally Healthy’ Suicide Prevention Programme (SSPP).

Suicide prevention must be about learning the skills to stay mentally healthy. Therefore, our focus through the 'Stay Mentally Healthy' Suicide Prevention Programme (SSPP) is on how we support the whole setting community in staying mentally healthy, as a prevention, as well as providing comprehensive intervention and postvention. This can be achieved as we change the focus from institutionally led suicide prevention to a student-centred focus on staying mentally healthy.

So why would your setting consider integrating the Stay Mentally Healthy Suicide Prevention Programme into your setting? You may find the following questions helpful in making your decision; equally, you can download our Stay Mentally Healthy Suicide Prevention Programme on our website for more information on how this programme can support your setting.

<https://www.thesejeducation.org.uk/suicidepreventionprogramme>

Students

- Are your Students/Pupils happy and engaged with their studies?
- Are there issues in academic achievement/attainment/progression?
- Do you have any students with concerns with, e.g., self-harming/ eating disorders?
- Do you have any students/pupils who have disclosed their suicidal thoughts?
- Do you find that students are reluctant to use the setting's wellbeing services?
- Do you find that students still don't have coping mechanisms in place despite being taught PSHE/academic and professional skills?
- Do you have concerns that students are not getting immediate intervention when needed?
- Has your setting experienced student suicide?
- If yes to the previous question, has your setting experienced a suicide cluster?
- Do your students feel enough is being done at your setting to prevent student suicide?
- Do your students feel any prevention, intervention, or postvention procedures meet their needs?

- Do your students feel mental health training in the setting meets their needs?

Staff/Educators

- Is stress in the workplace high?
- How do staff/educators manage themselves during and after a potential crisis issue shared by students?
- Do you have any support strategies for your staff/educators to manage themselves during and after potential crisis issues shared by students?
- Is there an increase in absenteeism due to stress-related illness?
- Do you have any procedures to support staff/educators in coping with a student in crisis, and are these working?
- Do your setting's educators and staff feel these procedures are working? What are their thoughts?
- Do your educators/staff feel any prevention, intervention, or postvention procedures meet their needs?
- Do your educators/staff feel mental health training in the setting meets their needs?

Families

- Do you have any procedures to support families to cope with a student in crisis?
- Do you have any support for families to manage themselves during and after potential crisis issues shared by students?
- Do you have any support for families in addressing the impact of mental health issues in families on the students?
- Do you have any processes in place to work collaboratively for the whole educational community, including the families as well as educators/staff and students?
- Do your families feel any prevention, intervention, or postvention procedures meet their needs?
- Do your families feel mental health training in the setting meets their needs and the needs of their children?

For the educational setting, the result of integrating the SEJ Process training is improved academic success with happy, engaged students, educators/staff, and families. All are reaching their full potential, staying mentally healthy and creating a vibrant and inclusive learning environment.

Notes: Add additional information here. E.g., would you like a copy of the 'Stay Mentally Healthy' Suicide Prevention Programme (SMH) Information Pack to see how the SEJ Process fits into any prevention, intervention, or postvention procedures? Would you like a free consultation with a SEJ Facilitator to discuss your requirements?

Introducing the SMH training programme into your setting

The beauty of the SMH training programme is that you can begin with any step of the programme to start with and with the support of a designated SEJ Facilitator it couldn't be easier. It may be that your preference is to start with an onsite SEJ Consultant or to integrate the SEJ training into the curriculum for students and CPD's for educators/staff. You can simply start by telling your setting's staff/students/families about the SEJ, where students and staff can access the SEJ external to the setting. Of course, you may feel ready to run with the whole programme, which would provide the best resources and services to support your students.

Whether you start with one or two steps of the SMH or all of them, beginning is the first and most important step. Once you begin, your setting will be recognised for having joined the 'Stay Mentally Healthy Training Programme' and if working with the SSPP your setting will be recognised for pro-actively challenging student suicide through the integration of the 'Stay Mentally Healthy Suicide Prevention Programme' into your setting.

Your setting will receive recognition through the following certificates stating:

This certificate is given in recognition of
'setting (name)'
proactively enabling students to 'stay mentally healthy' through the
Stay Mentally Healthy Training Programme (SMH)

This certificate is given in recognition of
'setting (name)'
pro-actively challenging student suicide through the integration of the
Stay Mentally Healthy Suicide Prevention Programme (SSPP)

In addition, your setting will receive our 'Stay Mentally Healthy Training Programme (SMH)' and 'Stay Mentally Healthy Suicide Prevention Programme (SSPP)' logos to place on your website.



How can I access the SMH training programme?

Initial contact should be made via email to enquiries@thesej.co.uk after which a member of our team will contact you to discuss your requirements. Equally, the following options are available:

Book a free consultation with one of our SEJ Facilitators to help you decide how best to integrate the SMH and SSPP into your setting. We are eager to help and advise you on your best next steps. Contact us via email to enquiries@thesej.co.uk and [request your free education consultation.](#)

For more in-depth information on how to integrate the SEJ into the curriculum with lesson plans, teaching materials, resources, etc., please ask for a copy of our Education SEJ Training Guide. This guide is only available to educational settings via an SEJ Facilitator or the member's area on the website.

Conclusion

Currently, support services are geared towards students asking for help rather than helping themselves, trusting that they will always know when and how to ask for help, and that indeed they will ask. The SEJ Process as part of the SMH and SSPP empowers students to know when to ask for help and when and how to help themselves. The SEJ Process enables them to answer every question, indeed as Mary says, “they are both the question and the answer”.

Students want to be heard, to find their own solutions, and to take ownership and responsibility for their own mental, emotional, and physical wellbeing, which is empowering and life-enhancing for them. Equally educators, staff and families also want to be heard as well as to know how to support and encourage students to stay mentally healthy and reach their full potential: this is also true for themselves.

Educational settings, be it schools/colleges or universities, want to have a robust and effective strategy that supports and encourages everyone to manage themselves and become empowered. This is easily achievable with our comprehensive programme that focuses on staying mentally healthy, complementing the processes and procedures that are already in place.

The SMH and SSPP is based on having listened to students, educators/staff, and families. The training programmes are innovative, proactive, and comprehensive, equally encompassing fully through the SSPP the Prevention-Intervention-Postvention strategy suggested by the Suicide Safer Universities. It is based on the years of successful collaboration between two independent organisations. As well as our own and independent research, focusing on providing an effective preventative strategy and early intervention through personal empowerment, at the same time it is applicable to any postvention plan.

The SMH and SSPP are not only student-centred, originating from what students themselves asked and needed, preventative in nature, but equally offers a wholistic unified program for the entire educational community. With a tried and tested mental health and wellbeing process that supports each person to stay mentally healthy and reach their full potential.

Next steps:

1. Consider sharing this document with your team to get their thoughts and ideas.
2. Email the completed SMH Interactive Guide, and we will pass it on to one of our experienced SEJ Facilitators, who will contact you to discuss your requirements.
3. You can request a free consultation to discuss your requirements or to seek further guidance.
4. Stay in touch with us to receive regular articles, newsletters, and updates. Please complete the Stay Mentally Healthy Newsletter Request Form in the appendix or sign up via the website www.thesejeducation.org.uk
5. Email all enquiries to enquiries@thesej.co.uk

References:

- (1) <https://www.staymentallyhealthy.org.uk/reports-and-impact>
- (2) (https://www.theguardian.com/society/2023/sep/14/improve-nhs-mental-health-funding-or-more-children-will-die-by-suicide-says-coroner?CMP=oth_b-aplnews_d-5)
- (3) <https://www.mentalhealth.org.uk/explore-mental-health/statistics/children-young-people-statistics>
- (4) The impact of a student's suicide: Teachers' perspectives
<https://pubmed.ncbi.nlm.nih.gov/27736739/>
- (5) McLafferty M, Lapsley CR, Ennis E, Armour C, Murphy S, et al. (2017) Mental health, behavioural problems and treatment seeking among students commencing university in Northern Ireland. PLOS ONE 12(12): e0188785.
<https://doi.org/10.1371/journal.pone.0188785>
- (6) <https://www.mentalhealth.org.uk/explore-mental-health/statistics/family-parenting-statistics>
- (7) 'How stressed are the teachers compared to other professions?'
<https://schoolsweek.co.uk/how-stressed-are-teachers-compared-with-other-professions/#:~:text=The%20Headspace%202023%20Workforce%20Attitudes,at%20least%20Once%20a%20week.>
- (8) <https://www.the-educator.org/teacher-wellbeing-index-2022-record-numbers-plan-to-leave-profession-as-mental-health-suffers/>
- (9) (<https://safeguarding.network/content/safeguarding-resources/parental-issues/parental-mental-ill-health/>)
- (10) 'I did not send my child to university to die' <https://www.bbc.co.uk/news/uk-scotland-edinburgh-east-fife-65007151>
- (11) 'Universities must do more to protect students from harm' **'Each student deserves the same level of care'** <https://www.bbc.co.uk/news/uk-england-bristol-65390017>
- (12) <https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2022-follow-up-to-the-2017-survey/part-1---mental-health>

(13) <https://www.universitiesuk.ac.uk/what-we-do/creating-voice-our-members/media-releases/universities-involve-trusted-contacts>

(14) 'Young people need more support' <https://www.youngminds.org.uk/about-us/media-centre/mental-health-statistics/>

(15) 'Save the class' <https://www.papyrus-uk.org/save-the-class/>

(16) <https://www.universitiesuk.ac.uk/sites/default/files/uploads/Reports/guidance-for-universities-on-preventing-student-suicides.pdf>

Appendix

- I. Articles by Dr Howard-Kishi
 - a. How the SEJ Supported Me as a Personal Tutor
 - b. The SEJ Process offers Mental Health Prevention
 - c. Improving mental health for students on a limited budget
 - d. How do we enable resilience in education?
 - e. Why use the SEJ in education? - preventing student suicide
 - f. How a successful collaborative approach can prevent student suicide
 - g. How can we support parents/carers during the transition?

- II. The SEJ and the Mental Health in Curriculum Statutory Guidance

- III. Research on the impact of the SEJ

- IV. Form:
 - a. Stay Mentally Healthy Newsletter Request Form

I. Articles by Dr Mariko Howard-Howard-Kishi

Below, you will find a selection of articles written by Dr Mariko Howard-Kishi, an advocate of the SEJ, Parent, Senior Lecturer, Course Leader, and Personal Tutor. All are written to support you in integrating the SEJ into your setting whilst demonstrating the impact the SEJ Process has on the whole of the educational community.

If you would like a copy of any of these articles or to see more of our articles, please visit the website www.thesejeducation.org.uk

- **Title:** How the SEJ Supported Me as a Personal Tutor

Author: Dr M Howard-Kishi

Content: In this article, Dr Howard-Howard-Kishi gives a deeply personal insight into why she learnt the SEJ Process and then went on to become a SEJ Consultant in her setting.

- **Title:** The SEJ Process offers Mental Health Prevention

Author: Dr M Howard-Kishi

Content: In this article, Dr Howard-Howard-Kishi discusses how prevention is the key to staying mentally healthy and how the SEJ Process provides this life-enhancing skill.

- **Title:** Improving mental health for students on a limited budget

Author: Dr M Howard-Kishi

Content: This article discusses the issues of Mental Health in educational settings and how the SEJ is a cost-effective prevention and intervention programme for students.

- **Title:** How do we enable resilience in education?

Author: Dr M Howard-Kishi

Content: This article discusses how teaching the SEJ to undergraduate students enabled them to build resilience.

- **Title:** Why use the SEJ in education? - preventing student suicide

Author: Dr M Howard-Kishi

Content: This article discusses the concerns of increasing student suicide and suggests that the solution is to teach the SEJ Process to prevent escalation into mental illness or attempts to end their life.

- **Title:** How a successful collaborative approach can prevent student suicide

Author: Dr M Howard-Kishi

Content: This article shares how the SEJ organisation can support the educational setting in working collaboratively to prevent student suicide.

- **Title:** How can we support parents/carers during the transition?

Author: Dr M Howard-Kishi

Content: This article shares how the SEJ Process can support parents/carers during times of transition.

Notes: *Add additional information here. E.g. which articles would interest members of your setting's community? Would you like to discuss any of the articles with Dr Howard-Kishi?*

How the SEJ supported me as a personal tutor

I would like to share with you why I paid for my own training in the SEJ as part of my role as a tutor.

In the beginning, I embarked on the practice of the SEJ to deal with my life situations and circumstances, mainly to do with my relationships, not just with my family or work colleagues but also with students. This is because I am also a personal tutor to about 35 students and a course leader as an educator. The tutor's role is to help students throughout their course with academic and general support. Within the educational setting where I work, we have access to resources to reference in our role as tutors should we need them.

Usually, we have group tutoring sessions with specific themes, such as starting a new academic year, preparing for examinations, and reflecting on performance. Students can make an appointment to see their tutor individually if they wish to discuss any other matters that concern them. I would ask about their concerns and offer guidance and referrals if needed. During these sessions, I realised how much I tell them what they should do, generally giving them advice that I felt they needed. I also realised that I had no training to be an effective and 'appropriate' tutor; I was more preoccupied with telling them what I imagined to be of use based on my own academic and life experiences, which at the time I felt was good enough, but it was limited in scope and relevance.

Over the years, I have met many outstanding students from different backgrounds and circumstances, some with challenging personal situations. In some severe cases, I had no idea how to support them, especially if they expressed thoughts about suicide or self-harm. Often, I was more concerned about my ability to fix their issues, busy in my head working them out. Also, I felt inadequate in the right thing to say or do. I wanted to support them in a way that was meaningful to them. But how would I do that?

So, I paid for my own training to be a practitioner of the SEJ and also paid for the CPD courses myself because I saw the value of the SEJ, not just for me but in the ways that I can genuinely support the students not just in tutoring sessions but as an educator in everyday encounters, be it in formal classes or informal chats in corridors or canteens. I wanted to enable the students to find their voices and solutions during the tutor sessions instead of telling them what to do or how to do it. It would be far more empowering, long-lasting, and relevant than my limited perspective based on my experiences. I do not have experience of suicidal thoughts or self-harm. Still, I appreciate how difficult it must be for them to vocalise that and how important it is for a tutor to respond quickly and compassionately.

Applying the SEJ has enabled me to be an honest, sincere, and authentic tutor, allowing me to understand how to be a personal tutor. Unique to each one of them as individuals, not

the off-the-shelf generic responses I used to give. It has allowed me to be humble, open, and compassionate without judgements or prejudices in supporting each student with what is best for them, seeing and hearing from their perspective, not my own. It has enabled me to respond to their individual needs instead of reacting to the situation they are encountering. Sometimes, I don't know what is best, but we can work together to enable them to achieve their goal. Studying the SEJ has allowed me to be a genuinely student-centred tutor. It has given me the tools to walk beside them instead of leading them. Being their tutor is a real privilege and a gift, and I am grateful to the SEJ for showing me how to do that.

Dr M Howard-Kishi

The SEJ Process offers mental health prevention.

There is currently another pandemic in the world, affecting the mental health of many people of all ages. The charity MIND claims that 1 in 6 people report experiencing a common mental health problem (like anxiety and depression) in any given week in England. I have heard school-age children saying they are stressed; it has almost become the norm that we get stressed...

The key is to provide education and empowerment to everyone before mental ill health becomes an issue. We teach children to take care of physical aspects such as nutrition and exercise. We visit dentists and opticians to maintain healthy teeth and eyesight. When I see my dentist, they show me how to care for my teeth and maintain a healthy oral environment. Therefore, I only need a check-up every six months, and rarely do I need further intervention. It is the same with our mental health and the SEJ; teaching and assisting with mental health is important. However, just like the dentist, showing students how to take care of their own mental health will surely mean fewer visits to external agencies and the need for intervention. Giving them the tools to maintain their wellbeing without needing to rely on others is surely more empowering and long-lasting.

The success of integrating the SEJ Process as a professional and academic skill in university courses is invaluable not only because of the need to address their state of mental health and provide successful prevention training but also because it enables the student to acquire a lifelong transferrable skill, which they can take beyond their university life into employment.

The time to just talk about mental health is over; now is the time to empower and equip our young people, providing prevention through this life-enhancing tool. The SEJ Process is a simple, easy-to-learn process anyone can learn easily and apply immediately after they have learnt it. It helps an individual spot the signs of mental distress and illness and addresses the problems before they become overwhelming to the individual and the need for external help arises. I invite you to join me in providing the SEJ as a powerful, empowering tool to keep our mental health in tip-top condition so this pandemic will become a thing of the past.

Dr M Howard-Kishi

Improving mental health for students on a limited budget

Waiting, waiting, waiting on a waiting list - a story heard far too often.

Whilst many children and young people are waiting to be seen by counsellors or trained school staff, there is an imminent need for suitable and effective intervention and prevention to be in place. Having an awareness of mental health as covered in PSHE or Life Skills lessons is important, but do students actually know how to take care of their state of mental health? Because in serious cases, weeks/months of waiting may be too late...

I have discussed in another blog, 'How can we support students with mental health problems?', how easy intervention and prevention of the SEJ is and how important and necessary it is before mental health issues become too difficult for them. The SEJ is a simple, timely, and effective prevention tool that anyone can learn to apply in every situation in any area of life, and with an SEJ Consultant onsite, it is a tool for intervention. You learn it once and apply it straight away, and the result is a life-enhancing change for the individual who is using the process.

Most 'therapies' such as Cognitive Behavioural Therapy offered to students and pupils address one specific situation, and it takes 8-12 weeks with repeated sessions with a counsellor. The SEJ is a transferrable lifelong skill that, once learned, can be applied immediately in any area of the person's life without reliance on external support. The cost to the educational setting in offering the SEJ is insignificant compared to the benefits in the long term.

In previous blogs, I have shared with you the success of embedding the SEJ into the HEI Skills curriculum. The cost was minimal as it was offered as a mandatory life skill for their transition into university to enable them to stay mentally healthy. It was applicable in every area of their life, from their personal wellbeing to university careers. Not only that, but the skill they have learnt in addressing their own mental health is a lifelong skill they can take with them even after leaving the university. In terms of the cost of the benefits per student, it is priceless since the question is not about how much the prevention and intervention costs to the educational setting but the value of a student's life. When we consider this, there is only one answer, isn't there?

Dr M Howard-Howard-Kishi

How do we enable resilience in education?

On their website, the charity organisation **Mind** tells us that *'Resilience is not just your ability to bounce back, but also your capacity to adapt in the face of challenging circumstances, whilst maintaining a stable mental wellbeing. Resilience isn't a personality trait – it's something that we can all take steps to achieve.'*

How does the SEJ process support those in educational settings to achieve this ability?

We all have the capacity to *bounce back* to adapt and respond in a positive life-enhancing manner, whatever circumstances there may be. We know this to be true if we observe young children in playgroups; if another child takes a toy from a child playing with it, they may move on to another toy or do something very different; they may even share. Left to their own devices, they will have resolved the 'issue' themselves without 'adults' interfering, which they often do... I wonder that sometimes we do this because we don't like feeling miserable or projecting our fearful thoughts onto the children... Can we not let children regulate themselves before we interfere?

The SEJ process is easy to learn and practice from a child at primary school age all the way to a young person in university and into adulthood. It fosters self-awareness and taking responsibility in the face of life's challenges at different stages of a child's growth.

Integrating the SEJ process into the academic skills curriculum at the University where I work enabled students to 'bounce back' in moments by taking personal responsibility, giving them in-depth insight, knowledge and skills to question thoughts that trigger fearful and limiting emotions and actions. It enabled them to be aware of emotions, causing them to respond with discernment and awareness. It was timely and responsive when the situation occurred, stimulating resilience within to be activated so they could respond in a life-enhancing manner. It is a truly powerful life skill that must indeed be taught if we wish to raise resilient and responsible adults.

Dr M Howard-Kishi

Why use the SEJ in education? - preventing student suicide

As an educator, I have seen first-hand how young people can suffer from mental and emotional distress but do not have the necessary skills to cope or manage themselves. It does not matter what the issue is; they feel unable to take appropriate action. They wait a long time for support services to help them, and sadly, it may be too late, and for those who have taken their own lives, it has been.

Last year, I received the devastating news of the loss of a young person I knew who graduated not long ago. They had struggled with mental health challenges throughout the course of their study. But they are not an exception; more and more, we hear of young lives cut short. In an article in 'Top Universities' the headline writes: 'One UK Student Dies by Suicide Every Four Days'

There has been longstanding concern over the mental health and suicide risk of university students in the UK and internationally. According to the Office of National Statistics (ONS) in the UK, suicide is the most common cause of death for boys aged between 5 and 19 and the second most common for girls of that age. Data from the ONS indicates that the rate of suicide among university students in England and Wales has increased in recent years.

Sir Anthony Seldon, vice-chancellor of the University of Buckingham and a campaigner on student well-being, said: "Student suicide rates and emotional distress levels could be reduced at university if we acted differently."

A Guardian newspaper article commented, "...Suicides among children and young adults peak at the beginning of exam season. It has emerged and added to fears that pressure to get good results is harming their mental health. Exams are sometimes the final straw that leads to someone under 25 taking their own life, according to a major inquiry. While experts pointed out that the causes of suicide are always complex, they said academic problems could play a significant role..."

The UK government published a Green Paper in December 2017 to tackle the Mental Health challenges facing children and young people. A recent NUT survey found that 84% of teachers agreed that 'the focus on academic targets means that social and emotional aspects of education tended to be neglected'. These are all well and good intentions, but that alone will not save lives.

It is not just up to the government to make changes. With every comment we make to these young people, such as 'Oh, why didn't you study harder? You should have got an A*' 'If you don't get an A*, you won't get any decent jobs,' 'you are not trying hard enough.' etc...

I asked myself, 'Why not equip and enable them to manage their lives? Why not teach them how easy it is to handle life as and when it presents itself so that they can thrive during their studies instead of just surviving?' The answer is to teach them the SEJ Process so they can reach their full potential and prevent further escalation into mental illness or attempt to end their life.

The SEJ works for them because it's simple, effective, and immediate. They do not need to wait to see a counsellor or support services (which, since they feel stigmatised, they often do not seek), which is a powerful reason why the SEJ works for these young people. They learn it once and apply it straight away to the issues that concern them; it works every time in every situation. The simplicity and universal application of the SEJ can be easily taught and is applicable in Education; it can be taught to a 5-year-old and 25-year-old, as it is limitless in every sense.

We, as educators/parents/carers, have a moral and social responsibility to make this happen as a matter of urgency. I am a passionate advocate of the SEJ because I know it can and will support educators and young people to make changes in their lives so these devastating statistics will become a thing of the past.

Dr M Howard-Kishi

How a successful collaborative approach can prevent student suicide

I read an article on the BBC News website 'Universities told to contact students' loved ones to stop suicides' (<https://www.bbc.co.uk/news/education-63075852>) "...Universities UK (UUK) say universities need to be proactive when it comes to preventing student suicides". The article rang close to home in more ways than one; as a Course Tutor, I was alerted by a current student who has declared that they have a history of attempted suicide and self-harm. While I am encouraged that many HEIs have safeguarding policies and training in place, other measures and support must be put in place as a matter of urgency.

The article continues, "...Official estimates suggest 64 students killed themselves in England and Wales in the 2019-20 academic year. But the student rates are only estimates, leading some parents to call for legislation for universities to report the annual number of student suicides...". A concerned colleague who knows a young person in such a crisis mentioned that a local CAMHS would only be involved after three suicide attempts... surely that is three times too many? How many more young lives do we need to lose before collectively taking action?

In the BBC article, the British Association for Counselling and Psychotherapy said "...What is really needed is more investment in support services," it said. The Department for Education said it expected all universities to "engage actively with suicide prevention" and had asked for £15m to be allocated for student mental health.

I have written another blog on 'Why use the SEJ in Education? Preventing Student Suicide' discusses how the SEJ Process works for the students because it's simple, effective, and immediate. They do not need to wait to see a counsellor or support services. The SEJ is a simple 4-step structured framework of self-enquiry to support the individual to address stressful thoughts and painful emotions, in so doing empowering them to maintain positive mental health and reach their full potential. Crucially, the SEJ Process is not just for those with mental health concerns. It is an essential life skill for everyone to live in a mentally healthy manner and achieve peak performance in every area of their lives.

With an educational setting on a collaborative basis, the SEJ organisation has been proactive in supporting HEI settings to integrate the SEJ Process training easily and effortlessly, providing detailed lesson plans and associated exercises to fit into the existing course structure as part of the academic/professional/life skills modules. Together, we have already prepared the SEJ Process in a format that has been carefully mapped against the University Mental Health Charter and 'StepChange' legislations. So, really, all you have to do to put in place a powerful and simple process that can support students in every situation is to get in touch with the SEJ organisation. Together, we can truly prevent and delete the

devastating issue of student suicide from every university campus and any educational setting. Please get in touch via enquiries@thesej.co.uk or <https://www.staymentallyhealthy.org.uk/contact>. The time to act is NOW; let's help young people live in joy and empowerment.

Dr M Howard-Kishi

How can we support parents/carers during the transition?

September heralds the beginning of the school term and a new start not just for children but for parents/carers. I recall when my children started at nursery and reception, shedding a tear or two as I realised, they were transitioning into the next phase of growing up. I have heard of countless parents/carers having similar experiences at the school gates or after dropping them off at the university digs.

Many children and young people also struggle with transitioning from one set of schooling to another. I recently wrote a blog about student transition to HEI and employment. I mentioned how the SEJ Process has been introduced to foundation-level university students to support them during this important phase of their lives as a practical and valuable transferrable skill.

As parents/carers, we also struggle to manage this transition phase and let our offspring fly the nest. Last week, our daughter went off for a 12-month study trip abroad and as I was saying goodbye, I did shed a tear. Afterwards, I sat with the SEJ Process and questioned my role as a parent/carer. I never really questioned this deeply enough before. In practising the SEJ Process, I realised my wants and needs to 'control' their lives have often limited and disempowered them. I came to realise that my role as a parent/carer is to nurture and support my children to become empowered, independent individuals who can live from their own Truth. In this realisation, I was able to let go and see her as a capable and empowered young woman who no doubt will have the time of her life.

This SEJ Process has been such an important and valuable key skill for me as a parent/carer (as well as an educator) that I have been able to experience my children's journey with love, openness, and gratitude. I am able to experience and share this new phase of my daughter's transition to independent living abroad; without the SEJ Process at my disposal, this would not have been possible.

If you would like to know more and experience how you, too, can have an open and genuinely empowering relationship as parents/carers, please take a look at www.staymentallyhealthy.org.uk

Dr M Howard Kishi

II. The SEJ and the Mental Health in Curriculum Statutory Guidance: ‘Promoting and supporting mental health and wellbeing in schools and colleges.’

A whole school or college approach to mental health and wellbeing

Taking a coordinated and evidence-informed approach to mental health in schools and colleges leads to improved pupil and student wellbeing, which, in turn, can improve learning.

The SEJ Process - One Process for the Whole Setting Community

The Self Empowerment Journey (SEJ) is an innovative, psychoeducational, evidence-based, solution-focused meditative process of self-enquiry that follows a structured framework. This framework allows the mind to naturally settle as the individual works through the process of questioning their stressful thoughts, enabling them to reach their full potential with improved focus and academic success.

*A variety of SEJ training programmes are offered and referenced throughout this introduction pack, each using just **one process** for all audiences. Providing for the whole-setting community ensures everyone can stay mentally healthy, reach their full potential, and work collaboratively through this one ‘process’ approach in support of our pupils/students.*

The SEJ Process is delivered as a holistic and inclusive tool across all areas of educational life, providing the framework for the whole educational community to embed wellbeing not just in subject-specific areas but as a part of the daily practice for everyone in the educational setting.

Relationships, health, and sex education (RSHE): mental wellbeing training module

Through the new mandatory health education curriculum, pupils are taught:

- how to recognise the early signs of mental wellbeing concerns, including common types of mental ill-health
- where and how to seek support
- whom they should speak to in school if they’re worried about their own or someone else’s mental wellbeing

Statutory guidance

Physical health and mental wellbeing (Primary and secondary) Updated 13 September 2021

[Physical health and mental wellbeing \(Primary and secondary\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others, and when problems arise, they should know how to seek support as early as possible from appropriate sources.

It is important for schools to promote pupils' self-control and ability to self-regulate, as well as strategies for doing so. This will enable them to become confident in their ability to achieve well, persevere even when they encounter setbacks or when their goals are distant, and respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to teaching and promoting health and wellbeing has a potentially positive impact on behaviour and attainment.

How does the SEJ Process benefit the pupils/students?

The pupils/students who practice the SEJ Process can manage their own wellbeing and mental health and self-manage any difficulties without solely relying on support from staff or overstretched services. As they have learnt the core life skill of self-management, they have a strong sense of empowerment, enabling them to question their thoughts and choices, self-regulate, and maintain positive mental health. This leads to a focus on their studies, achieving desired results and seeking career aspirations beyond their education. The SEJ Process has been used with students as young as 7 with special educational or additional needs with outstanding results.

The SEJ Process is a four-step process:

- 1. Self-awareness*
- 2. Self-regulation*
- 3. Self-confidence*
- 4. Self-empowerment.*

The process teaches pupils/students how to become self-aware, notice the changes in their mental, emotional, and physical health, and how each impacts the other. They can, therefore, recognise and spot earlier the signs that may lead to mental health issues, in many cases stopping mental health issues from developing or escalating further; once learnt, the SEJ also aids with recovery.

Physical health and mental wellbeing: Primary

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

To provide an indication of what is included under the specific mental health aspects of the curriculum, at the **primary** level, pupils would be expected to learn about the following:

- Mental wellbeing
 - Including importance of mental well-being alongside physical health; understanding and discussing emotions; benefits of physical exercise; loneliness; where to seek support; that it is common to have mental health problems and that these can be resolved with support.

Physical health and mental wellbeing: Primary and the SEJ Process

The SEJ is a simple and easy process that can be taught to a young child. It has been proven that once learnt and practised, the SEJ will build resilience in children to learn to manage their feelings and reactions and communicate healthily. The first step of the SEJ Process is self-awareness, during which they are taught how mental health is equal to physical health, learning and understanding the signs of what it is to be mentally healthy and mentally unhealthy.

The SEJ training is centred on a child's wellbeing in the belief that happy children learn easily; thus, their attainment and wellbeing go hand in hand. The SEJ process teaches that there is no judgement in how someone feels so that they feel safe and supported. Pupils will get the help they need in the moment that the need arises before it escalates, preventing emotional distress and gaining an understanding of what a mental health problem is.

Testimonial from a Primary School SENCO

*"...an amazing, valuable, and essential resource in supporting us with vulnerable pupils and enabling us to provide early intervention..., has enabled pupils to develop strategies and resilience to cope with issues that are causing anxiety in their emotional lives." –
PRIMARY SCHOOL SENCO.*

Physical health and mental wellbeing: Secondary

It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves. This should enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable pupils to understand where normal variations in emotions and physical complaints end, and health and wellbeing issues begin.

Pupils should be taught how to judge when they, or someone they know, needs support and where they can seek help if they have concerns. This should include details on which adults in school (e.g. school nurses), and externally can help.

At **secondary** level, pupils would be taught about:

- Mental wellbeing
 - Including how to talk about emotions, that happiness is linked to being connected to others, how to recognise the early signs of mental wellbeing problems, common types of mental ill health, and the positive and negative impact of various activities on mental health.

Physical health and mental wellbeing: Secondary and the SEJ Process

As in the case of the primary level, the SEJ is a simple and easy-to-use process that can be taught to all ages. Step 1 of the process enables a person to gain awareness of their thoughts, emotions, and physical reactions, creating opportunities to understand the difference between positive and negative mental and physical health.

The SEJ process enables the pupil/student to regulate behaviours, thoughts, and emotions at the moment they arise, offering immediate benefits and instant results. The SEJ process is easy to learn and practice from a child at primary school age all the way to a young person in university and into adulthood. It fosters self-awareness and taking responsibility in the face of life's challenges at different stages of a child's growth.

The SEJ training, once learnt, will ensure that the pupil/student will be able to address and maintain positive mental health themselves by building self-awareness and self-confidence. A vital aspect of the training supports awareness of a person's emotional understanding, how to talk about emotions, what emotions are and why relationships with others and life impact their emotions. The training also includes a worksheet where students can monitor their own psychological and physiological changes, empowering them to be ever aware of

any fluctuations in their emotions and able with the SEJ Process to understand why there are changes leading to positive life choices.

The SEJ, once learnt, not only provides pupils/students with the tools to address their own mental health but also enables them to freely ask for help without any fears should they need external intervention. The basis of the SEJ is self-enquiry, enabling them to question any thoughts that might limit their choices and actions.

The SEJ offers a holistic approach that can be provided for teachers, other staff, families, and anyone within the pupils' learning environment, using just one tool to support not only their mental health but that of the whole setting community. This supportive environment will show the pupil that it is safe to question their beliefs in all areas of life and explore other possibilities in the expression of self.

Mental Health Support Teams (MHSTs)

Mental Health Support Teams (MHSTs) is a new service designed to help meet the mental health needs of children and young people in primary, secondary and further education (primarily for ages 5 to 18) by providing mental health support in schools, colleges and other education settings such as alternative provision.

By 2023, nearly 400 MHSTs will be working with and in schools and colleges attended by almost 3 million pupils in England. MHSTs are designed to support all types of education settings, but support is being targeted in the areas where there is the greatest need and the ability to establish teams effectively.

Mental Health Support Teams (MHSTs) and the SEJ Consultant

One option for your setting, either in addition to integrating the SEJ or independent of this, is the opportunity for one or more members of the staff to train as a SEJ Consultant. Training key people in the setting to become SEJ Consultants offers immediate assistance to pupils/students in need whilst equally supporting those who have learnt the SEJ to empower themselves.

A SEJ Consultant is someone based in your educational setting who can consult with anyone (staff, educator, pupil/student, or parents/carers/families) in support of their SEJ practice or to guide them through the SEJ Process on a one-to-one basis to address any stressful life situations. They can provide more immediate solutions to pupils/students when overstretched services are often difficult to access, with long waiting lists and unattainable criteria to meet. The SEJ Process can be used in combination with any therapy or wellbeing service as it is a psychoeducational process of personal responsibility.

We know that regular practice of the SEJ Process helps to prevent mental health issues from arising and maintain and aid in the recovery of mental health. With an SEJ Consultant onsite, the pupils/students are more likely to ask for support with their practice of the SEJ; in turn, the SEJ Consultant is able to maintain contact with pupils/students, reminding them of the ongoing support on offer.

The SEJ Consultant is fully trained and equipped to make appropriate referrals adhering to the setting's safeguarding procedures, including referrals to central/professional student services. Thereby working effortlessly alongside the setting's current practices and procedures. They can address the problem of waiting lists for referrals to external agencies, at the same time as supporting prevention and minimising the escalation of mental health issues. An onsite SEJ Consultant ensures a consistent and unified framework enabling continuity of care, resulting in a healthy and thriving educational community. Furthermore, the SEJ organisation works closely with the setting, ensuring each consultant creates a referral procedure linking the work of the SEJ Consultant to the setting's procedures and services, confirming that the onsite consultant/s and the setting fully understand when and how a referral should be made. This creates boundaries between the work of the SEJ Consultant and settings services, ensuring they are clearly defined. Having a SEJ Consultant onsite supports pupils/students to access intervention, whether from a pastoral or academic member of staff or indeed any staff from all departments. They would be qualified to address pupils/students' immediate needs in an appropriate manner without escalation or referral to overburdened external services.

III. Research on the impact of the SEJ

We aim to measure the impact of the SEJ through more in-depth study and research as we gather more data to further confirm the success of integrating the SEJ into educational settings.

The information that we collect

- The psychological and physiological impact of the SEJ.
- The needs of the students, educators/staff, and families.
- Student background information such as demographics and year of study.
- Student feedback collected through questionnaires and surveys that have received ethical approval.

With this information, we look at the impact of the SEJ in improving the overall wellbeing and mental health of everyone within the educational community, enabling them to 'stay mentally healthy'. All of which supports improving our training and services, including the delivery and timescale of training.

Our research partners

External validation is essential in showing the success of the SEJ through research, impact, data, and evaluation. We are therefore grateful to Dr Howard-Kishi, who has been an advocate of the SEJ for 15 years, and her fellow academics for their continued support.

In this study, we aimed to evaluate the effectiveness and impact of the SEJ process in supporting students with their mental health and wellbeing during their transition into Higher Education.

Methodology of the research:

Pilot study

A final year project student pilot study was conducted in 2019 with the Foundation Year Pharmacy students (n=72) by conducting a survey, and a smaller focus group was interviewed where they shared their experience in more detail. This pilot study aimed to investigate the impact of the SEJ as an intervention tool to support Foundation Year Pharmacy students with regard to their wellbeing, student engagement and attainment.

In this pilot study conducted in 2019, students were asked if they had strategies to cope with stress. Examples of strategies include yoga, exercise, meditation, and counselling.

Do students have any strategies to help cope with stress?

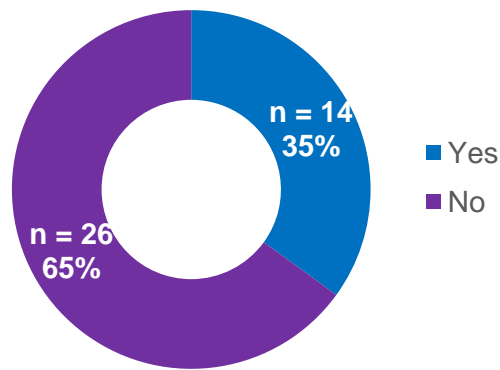


Figure 1 Percentage of students who do not have coping strategies.

As shown in Figure 1, the majority of students (65%, n=26) had no stress-related coping mechanisms at the point of transitioning into Higher Education. This highlights the skills gap within schools, further education, and the home environment.

When you are feeling overwhelmed, do you use the services that are provided by the university?

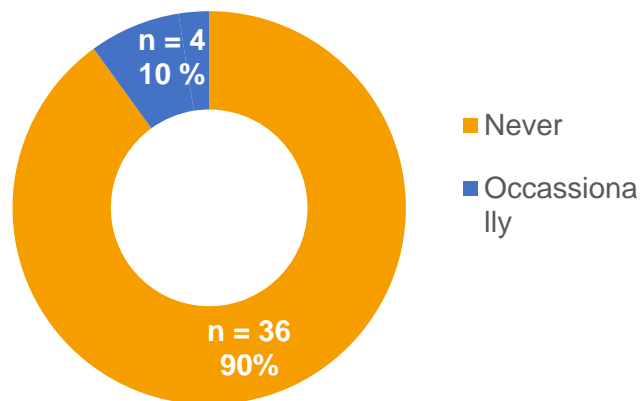


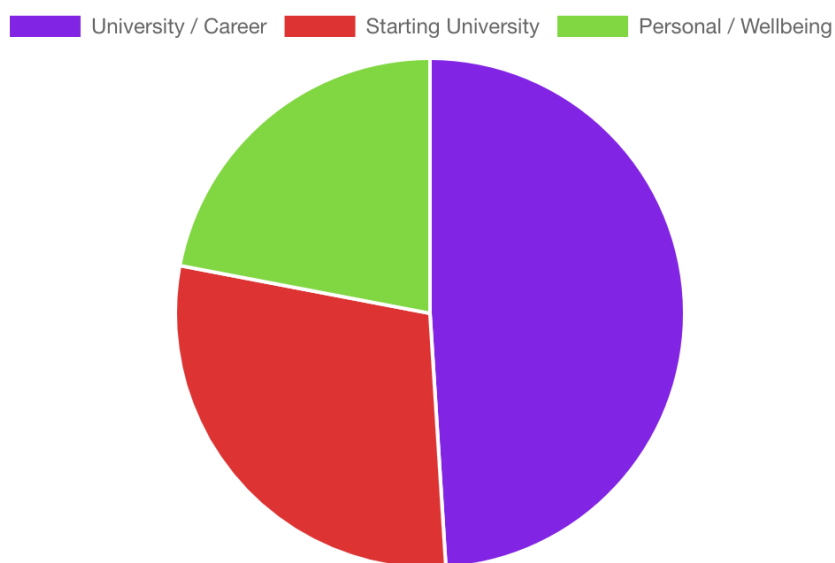
Figure 2 Percentage of responses of students that have accessed mental health services provided by the university.

The university provides a plethora of mental health and wellbeing services; however, a staggering 90% (n=36) have chosen never to use these facilities (see Figure 2). These statistics are reflective of other more extensive university mental health surveys.

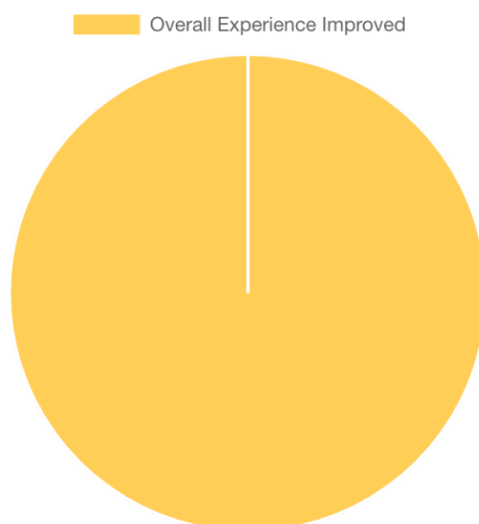
Phase 1: Main Research Study: Results

The research was conducted as a bigger scale (400+ students) project in 2020 to investigate the impact of the SEJ for all Level 3 Foundation Year students in SEC and Pharmacy. Attendance at the SEJ training was mandatory, but participation in this research study was optional. Over two years, data was collected to prove the effectiveness of the SEJ Process, enabling students to reach their full potential, show resilience, and become self-empowered.

The pie chart below shows the feedback from the most recent cohort, indicating the three most significant areas of concern for students in which the SEJ gave 100% improvement.



The research data shows a **100% success** rate in improving students' experiences of student life. Addressing successfully stressful thoughts and areas of concern after learning and practising the SEJ Process, shown as a pie chart below. This is based on students who fully partook in the survey.



Conclusion

As shown in Fig.1, the majority of students (65%) expressed their concerns they had no 'useful coping mechanisms' at the average age of 18. It shows that although primary and secondary schools and parents/carers may be teaching about mental health, they are failing the majority of students to provide them with the appropriate life skills to empower them effectively. It is for this reason that we can see the value of teaching the SEJ as a transferrable life skill starting at secondary schools through to university, with a whole-setting approach to include all staff, students, and parents/carers/families in the setting.

Extract: see *Research and Impact* information, which can be found on our website:

<https://www.staymentallyhealthy.org.uk/reports-and-impact>.

Research Article

1. References and citations are available in the full research article and are available upon request.
2. Article published: Educational Pedagogic: <https://doi.org/10.33902/jpsp.202317514>

Phase 2.: Aim: To find out the impact of integrating the SEJ process for Foundation Year and Undergraduate courses

As a part of the continuing research project, the SEJ Process was offered to Kingston University Pharmacy Foundation Year, First-year Chemistry and Pharmaceutical Science and Third-year Pharmacy students as part of the Professional and Academic/Scientific skills module as a mandatory component.

The SEJ Training was integrated into the skills modules as an innovative, simple, and valuable transferrable life skill to support students during their transition and during their continued degree program to stay mentally healthy and to reach their full potential whilst at university.

SEJ delivery

The SEJ training consisted of two stages: stage 1 training consisting of a pre-recorded video and associated exercises spread over 6 lessons. Stage 2 was an online interactive live SEJ Practice Workshop (*Please see the SEJ Practice Workshop-SEJ for Education*) delivered by an SEJ expert. The two-hour online workshops were delivered with up to 35 students in each session.

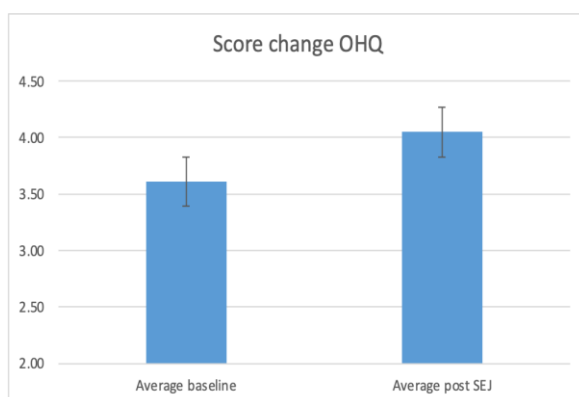
‘How effective is the SEJ Process in supporting students’ mental health?’

We investigated the efficacy of the SEJ Process as an intervention to support students’ mental health using a variety of standard psychological assessments and bespoke self-assessment scales.

We utilised the Oxford Happiness Questionnaire developed by psychologists Michael Argyle and Peter Hills at Oxford University. Individuals recorded on the Likert scale by noting several statements about happiness to indicate how much they agree or disagree with each statement.

Oxford Happiness Questionnaire (OHQ) results

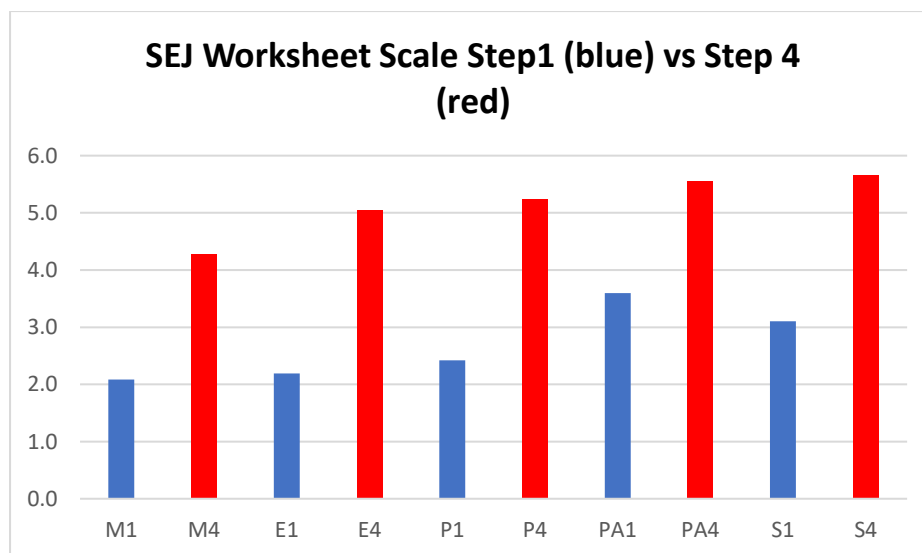
There was a significant difference between pre-SEJ (mean 3.6: Not particularly happy or unhappy) to post-SEJ (mean 4.05: pretty happy) scores following the SEJ intervention.



SEJ Worksheet Scale:

We investigated the psychological and physiological changes in the students using the SEJ Process to ascertain the efficacy of the process. As the SEJ is a process of self-enquiry we asked students to note for themselves on the Likert scale (1-6) their degree of stressful thoughts, painful emotions, and any physical stress they were experiencing throughout the process. As such, they compared the before (Step 1) and after (Step 4) while going through the SEJ process as a self-assessment.

At Step 1, students have noted higher stress levels and unhappy emotions. At Step 4, the students reported freedom from stress and emotional happiness. There was an improvement in all of the physiological states; of particular note, an emotional improvement by 127%, mental improvement by 105% and physical improvement by 117%. The diagram below compares the average Likert score between Step 1 (in blue) and Step 4 (in red), where the improvement is very clearly observed.



Notes: Add additional information here. E.g. which members of your educational community might benefit from reading this information? Would you like to know more about our research or speak to Dr Howard-Kishi?

IV. Stay Mentally Healthy Newsletter Request Form

If you wish to register for our newsletter, please complete this form and send it to enquiries@thesej.co.uk or register via the website pop-up www.thesejeducation.org.uk

Educational setting contact name:		Role (optional)
Educational setting contact email:		
Permission:	I give permission to receive newsletters via email from the Stay Mentally Healthy organisation. Yes / No	
Email to send newsletter:		
Signature:		
Print name:		
Date:		

By filling out this form, you agree that you are authorising the SEJ to send you updates on the Stay Mentally Healthy and SEJ Products, Services, and Events.

All data is treated securely in accordance with GDPR guidelines.

Terms and Conditions and our Privacy Policy can be found at

<https://www.staymentallyhealthy.org.uk/>

Need more information?

If you have any questions or require further assistance, you can email us at enquiries@thesej.co.uk, and one of our SEJ Facilitators will contact you. Alternatively, if you already have a SEJ Facilitator at your setting, you can contact them directly.