



*Empowering the  
whole school  
community with  
the SEJ Process to  
'stay mentally healthy'*

# SEJ Process Training Information Pack For Education

You can use the SEJ process anytime, anywhere...

*You can use the SELF Empowerment Journey (SEJ) Process anytime, anywhere with any situation to bring forth your empowerment, to take charge of your life no matter what the current situation, enabling you to reach your full potential in every moment.*

[hello@staymentallyhealthy.org.uk](mailto:hello@staymentallyhealthy.org.uk)

[www.staymentallyhealthy.org.uk](http://www.staymentallyhealthy.org.uk)

[enquiries@thesej.co.uk](mailto:enquiries@thesej.co.uk)

[www.thesejeducation.org.uk](http://www.thesejeducation.org.uk)

# Introduction

## Executive Summary

*"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 a 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".*

**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, secondary schools, and parents/carers may be teaching about mental health, they are failing in the majority of students to provide them with the appropriate life skills to empower them effectively. It is for this reason we can see the value of teaching the SEJ as a transferrable life skill starting at secondary schools through to university, with a whole school approach to include all staff, students, and parents/carers at the setting. Extract see *Research and Impact* information which can be found on [www.thesejeducation.org.uk](http://www.thesejeducation.org.uk) or [www.staymentallyhealthy.org.uk](http://www.staymentallyhealthy.org.uk)**

## Welcome to your SEJ Process Training Information Pack

Here at the SEJ organisation all aspects of training are geared towards a whole school community approach, we therefore offer a range of Self Empowerment Journey (SEJ) training opportunities for everyone working in partnership with the students. This guide provides comprehensive information about the training opportunities and support services we can offer to everyone in your educational setting, including all staff, educators, students, and parents/carers.

This interactive guide will enable you to understand more about the SEJ, alongside keeping notes of your questions or requirements. You can then share with your team or SEJ Facilitator.

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

# Content

What is the SEJ?	4
Testimonials	5
SEJ Training Options	7
Who is the SEJ for?	8
What can the SEJ do for you?	9
How is the SEJ integrated into the setting?	12
Integrating the SEJ into the curriculum	13
Mental Health & Wellbeing Student Certificate	16
How is the SEJ delivered?	17
SEJ Training and Memberships Plans	18
What ongoing support is available?	20
What is the SEJ handbook?	22
Training opportunities for staff	23
Next Step	26
Appendix	27
I.    Articles	28
II.   The SEJ and Education / Government Legislation	30
III.  Research on the impact of the SEJ	33
IV.   Forms	
a.  SEJ Training Request Form	43
b.  SEJ Membership Form	46
c.  SEJ Newsletter Form	47

## What is the SEJ?

The Self Empowerment Journey (the SEJ) is an innovative, psychoeducational evidence-based solution focused process. Currently offered to educational settings from secondary Key Stage 4 through to Higher Education, it is designed to ensure everyone in the educational community develops the skills to 'stay mentally healthy' and reach their full potential.

The SEJ Process is a simple 4 step meditative process of self-enquiry which follows a structured framework in 4 easy steps. Which once learnt and practiced will enable the individual to live life joyfully, empowering them to find their own answers to their stressful thoughts and limiting life situations. It offers instant results in the moment that the person applies the process. It has been proven to support educators, staff, parents/carers, and students; shown to be effective for children from the age of 7 upwards.

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, individual responsibilities as well as meeting the needs of the 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 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 are 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 puberty.

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 end results of integrating the SEJ is improved academic success with engaged staff and students, alongside empowered parents. All reaching their full potential, creating a vibrant and inclusive learning environment.

## Testimonials

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

### Students

*"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."*

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 2<sup>ND</sup> 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 HEAD TEACHER

*"...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 with 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 straight forward 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 2 years. Using the SEJ process has made a profound change in my life. I have never felt better."*

C. BLAKEMORE

## SEJ Training Options

The SEJ Process training is offered over 7 lessons including a practice workshop, covering the theory and practice of the SEJ in a manageable format. Accompanying exercises with audience/student participation makes it an enlightening and interactive experience.

The SEJ Process training can be offered to the setting in various ways, this information pack will help you to determine if the SEJ is for and if so in what way to integrate it into your setting.

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

We also offer Self Empowerment wellbeing events, team building, and CPD's. Simply state what you are looking for on the *SEJ Training Request Form* enclosed.

### Fees

Fees vary depending upon your settings requirements, please contact us for a free consultation, see *SEJ Training Request Form*. You may also wish to look at our all-in-one *Training and Membership Plans* with both cost-effective and bespoke options available. Finally, we run an Education Sponsorship Programme where local businesses sponsor educational settings to receive SEJ Training. If you would like to know more about our Sponsorship Programme, please contact us on [enquiries@thesej.co.uk](mailto:enquiries@thesej.co.uk)

***Notes: Add additional information here. E.g., consider your settings requirements. Is bespoke training a better option for parents/carers, or as a CPD for staff? Do you need to see a lesson plan to understand how the SEJ can be taught through PSHE/Life Skills lessons? A free consultation may help you to decide. Put your initial thoughts here.***

## Who is the SEJ for?

The SEJ Process is available to everyone in the setting from educators, staff, students, through to parents/carers. Please see the list below and tick those you feel would benefit from the SEJ in your setting.

- Students/pupils
- Parents/Carers
- Teachers
- Lecturers
- Teaching Assistants
- Pastoral Care
- Support Staff
  - Office staff
  - Catering
  - Cleaning
  - Security
  - Caretakers
  - SENCo's
  - Counsellor
  - Other

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



## What can the SEJ do for you?

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 of 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 in 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, no discrimination based on funding or seriousness of presented issue.
- Providing a productive and life-enhancing environment for students/pupils
- Other

### **Staff/Educators Benefits**

- Prevention of mental health issues from developing
- Addressing of ongoing mental health issues
- Improved physical health
- Changes in perception
- Healthy behaviour
- Positive changes in emotional wellbeing
- Reaching of 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
- Enquiry-based reflection and evaluation
- Reducing barriers in 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 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 of staff turnover
- Reduction of external referrals
- Addressing of 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 parents/carers
- Other

### **Parents/Carers 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 your us to find out if the SEJ can support you in other ways.***

## How is the SEJ integrated into the setting?

The SEJ can be integrated in the following ways, tick those most appropriate for your setting:

### Students

- PSHE lessons
- Professional/Academic skills at HEI for students
- Extended Studies
- Personal Development Studies
- After School Club/Activity
- Extra-Curricular

### Educators/Staff

- CPD
- Bespoke Training Event
- Bespoke Wellbeing Event
- Mental Health Package
- SEJ Consultant (ideal for educators, pastoral, counsellor, mental health lead / team)
- SEJ Trainer (ideal for educators, pastoral, counsellor, mental health lead / team)

### Parents/Carers

- Online access to pre-recorded on-demand training
- Bespoke Training Event

**Notes: Add additional information here. E.g., do you have questions about integrating the SEJ into your setting? Do you wish to elaborate on other options?**

# Integrating the SEJ Process into the curriculum

## Psychoeducational Wellbeing Process – The SEJ

The SEJ organisation provides a Psychoeducational Wellbeing Process which is used in educational settings in support of empowering students and their mental health. We have been developing mental health and wellbeing support in primary, secondary and Higher Educational settings throughout the UK.

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

Research undertaken at Kingston University brought awareness of the impact of poor mental health provision throughout a pupil's educational career. Using the data collated we continue to develop our services and SEJ training, now offering a series of lessons based upon a journey of Self Empowerment. The process is called the Self Empowerment Journey (SEJ) and is mapped against, and directly relates to the Mental Health and Wellbeing strand of the statutory guidance outlined in the Department for Education's statutory Relationships, Sex and Health Education guidance (2019) for Key Stages 1-5. However, the SEJ Process equally indirectly touches upon all aspects of the statutory guidance and principles of good practice for universities.

Developing resilience through self-awareness and self-regulation is a key component of the wellbeing process, whilst at the same time building confidence. The Process aims to educate students of their own ability to empower themselves, which automatically leads them to practice the '5 Steps to Mental Wellbeing' as developed by the New Economics Foundation and given as guidance by the NHS.

This process is designed to enhance the wellbeing of students by giving them the skills needed to 'stay mentally healthy', look after their own wellbeing, including problem solving skills, developing emotional awareness and dealing with stressful thoughts and situations.

## Lesson Plans

There are 5 core SEJ modules taught over 7 lessons. The Worksheet module is run over 2 consecutive lessons, and a final lesson is a workshop to practice the SEJ Process and ask questions about their practice. Lesson plans are provided relevant to each Key Stage and University level.

The 7 lessons are:

**Lesson 1.** An Introduction to the SEJ Process

**Lesson 2.** Breaking the Cycle of Suffering - Happiness is the key to life

**Lesson 3.** Empowered by the Truth

**Lesson 4.** Mechanics of your Being

**Lesson 5.** The SEJ Worksheet Part 1

**Lesson 6.** The SEJ Worksheet Part 2

**Lesson 7.** The SEJ Practice Lesson

Lessons 1-6 are designed for 50 minutes to 1 hour duration which includes introduction and plenary. Lesson 7 is a 2-hour lesson.

Lessons 1-6 are delivered via a pre-recorded video with accompanying exercises / group work. Everything is provided for the teacher/lecturer to deliver the lesson independent of the SEJ organisation. Lesson 7 is delivered by a SEJ Trainer or Facilitator.

Lesson plans are provided to structure all 7 lessons, incorporating learning objectives and learning outcomes mapped against statutory and non-statutory guidelines (details of the links and mapping of each guideline can be made available upon request). They also include detailed instructions for the associated exercises and resources teachers / lecturers need to deliver the lessons relevant to the student's age. Copies of sample lesson plans can be made available upon request.

A full training guide 'SEJ Process Training Guide for Education' is available. The guide contains all the lesson plans, statutory guidance, evaluation forms and links to resources. It is made available in order for you to integrate the SEJ into your setting's PSHE lessons for Secondary, or Professional and Academic Skills for Higher Education. Please request a copy, see *Next Steps*.

### **Evaluation of the integrations of the SEJ in your setting**

As well as lessons plans, we also provide a framework for evaluation covering the following points in evaluating the success of the SEJ in your educational setting.

1. The importance of the evaluation
2. What is Self-evaluation?
3. The model of evaluation process conducted at Kingston University

We will provide 2 initial self-evaluation documents: one for the lecturer/teacher (Educator's Self Evaluation) and another for students (Student Evaluation after the SEJ Process). More self-evaluation documents are available for your use in line with further research and impact studies undertaken.

Student feedback in the way of self-evaluation is a valuable skill to foster and develop for them as a learner but also gives you the opportunity to reflect from the learner's perspective. You can print these out to give out to students when the SEJ training is

completed, for staff typically these documents are kept as documentation in the settings monitoring environment such as Quality Assurance/Enhancement and these are completed when the SEJ training is finished.

When Kingston University integrated the SEJ into their curriculum, they used their own evaluation methodology and associated evaluation forms. Templates modelled on Kingston evaluation forms are available upon request.

***Notes: Add additional information here. E.g., who in your setting might benefit from reading this? What actions do you need to take next? Do you need further information regarding Kingston University's evaluation process?***

## Mental Health & Wellbeing SEJ Student Certificate

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

Sample certificate is available on request.

***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? Do you know of local employers looking for the SEJ as a business/life skill, maybe employers who use the SEJ in their business?***



## How is the SEJ delivered?

The SEJ Process can be delivered in different ways to support your setting's requirements, including live in person, online, or via your own course management system.

Live in person events can be arranged at your setting or offsite to suit your requirements.

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.

You can have access to the SEJ training to upload to your course management system for an agreed period of time for students to view.

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 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?**

# SEJ Training and Membership Plans

We offer various training options:

1. Setting Standard Plan
2. Setting Bespoke Plan
3. SEJ Plan - Student, Educator/Staff, Families

## SEJ Training and Membership Plans

The Standard Plan is for students (Key Stage 5 and HE only), educators, staff, and families, and provides 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 live SEJ Practice Workshops included. This cost-effective entry-level package provides everything a student, educator, team member or family would need to learn and practice the SEJ. This plan can also be used in conjunction with a bespoke plan. A bespoke plan is necessary if the SEJ is integrated into the curriculum and for students (Key Stage 4).

### 1. Setting Standard Plan

**Audience:** The setting can allocate spaces to students (Key Stage 5 and HE only), educators, staff, and families.

#### Training includes:

- 5 On-demand SEJ training modules run over 7 lessons
- 12 months live support for up to 5 people per week via our live on-line SEJ Practice Workshops

#### Membership Plan includes:

- 12 months unlimited access for up to 25 people within the school community
- 12 months unlimited access to training modules
- 12 months unlimited access to online resources
- FREE newsletters, and updates
- Private Facebook SEJ Practice Support group available

**Fees:** £50 per month.

### 2. Setting Bespoke Plan

A Setting Bespoke Plan is available for Key Stage 4, 5 and HEI. This bespoke plan can be targeted towards specific members of the school community e.g., students or educators, or for the whole school 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 delivered online or in person, or we can train a member of your team to deliver the training.

**A bespoke plan is required if:**

- Students are under the age of 16 Key Stage 4
- The SEJ is integrated into the curriculum through PSHE lessons or Professional and Academic Skills
- You wish to have a tailored plan to meet your settings unique requirements
- You require more than 5 individuals per week to access ongoing support through SEJ Practice Workshops
- If you require more than 25 people within the school community to access the SEJ training

**Fees:**

- Fees for Setting Bespoke Plan varies depending upon your setting's needs. Fees are given as part of your free consultation.

### **3. SEJ Plan - Student, Educators, Families**

Available via the SEJ education website [www.thesejeducation.org.uk](http://www.thesejeducation.org.uk) or [www.staymentallyhealthy.org.uk](http://www.staymentallyhealthy.org.uk) students, educators and families can access the SEJ training and membership independent of the setting. Therefore, as a setting you can inform your school community of this service. It is especially useful if you have a bespoke package that does not include for example families, as they can access the training for themselves.

**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 contact us via the SEJ website [www.thesejeducation.org.uk](http://www.thesejeducation.org.uk) Or complete the SEJ Membership Form.

***Notes: Add additional information here. E.g., Which membership plan best meets your setting's needs? Would you like a free consultation?***

## What ongoing support is available?

We offer a variety of ongoing support to help you maintain a state of empowerment and to 'stay mentally healthy', as well as motivating you with your SEJ practice. The following support options are available to everyone at your educational setting.

### a. SEJ Practice Workshop

This workshop can be offered as a bespoke event where you can bring your worksheet or ask questions relating to your own SEJ Practice. It is also included as the 7<sup>th</sup> lesson in all training and membership plans.

These events can also be accessed by any member of the school community directly through the SEJ organisation via the websites [www.thesejeducation.org.uk](http://www.thesejeducation.org.uk) or [www.staymentallyhealthy.org.uk](http://www.staymentallyhealthy.org.uk). This requires a fee; a student discount is available.

Why it is important to attend SEJ Practice workshops?

We actively encourage those who have learnt the SEJ to attend SEJ Practice Workshops to enhance their practice of the process. The SEJ training covers the *theory* of the SEJ in great detail, but the real change and benefit comes from the *practice* of the SEJ.

This workshop also provides a great opportunity to watch and learn from others' examples and sharing in their SEJ practice to keep the user motivated and connected with each other's successes.

### b. Facebook SEJ Practice Support Group

There are 2 SEJ Facebook pages, one for general interest and one specific to those who have learnt the SEJ Process. The closed SEJ Practice Support Group provides an immediate space to ask questions about your SEJ practice and receive advice from our Group Experts, as well as receive daily inspirational quotes.

This forum is also used to update practitioners with news items to keep you informed and engaged, alongside interacting with others who have recently learnt the SEJ Process. Join all our social media via the website. The Facebook Support Group is by invite only, please contact us.

### c. Newsletters

Regular SEJ Newsletters are emailed giving all the latest information on the SEJ, including upcoming events, information on how the SEJ has supported educational settings, how your SEJ practice can support you with meeting government and education legislation and more.

Families and Students can sign up for the Newsletter independent of the setting to access free information and updates via the website.

If you are interested in staying updated it's really easy to sign up, please just complete the SEJ Newsletter Form and send it to [enquiries@thesej.co.uk](mailto:enquiries@thesej.co.uk) and one of our Facilitators will contact you, alternatively if you already have a SEJ Facilitator you can email this form to them directly. Alternatively, you can register via our website pop up.

***Notes: Add additional information here. E.g., consider which of the above services would best suit your setting.***

- Membership
  - Setting Standard Plan
  - Setting Bespoke Plan
  - SEJ Plan – independent access for students, educators/staff, families.
  
- SEJ Practice Workshop
  
- Facebook SEJ Practice Support Group
  
- Newsletters
  - Setting Sign Up
  - Families Sign Up (let your Parents/Carers know)

## What is the SEJ handbook?

The SEJ offer a handbook to support in understanding and learning the SEJ. Titled “Who am I” the handbook is a great way of gaining an understanding of what the SEJ is. It provides a great starting point for anyone interested in the origin of the SEJ.

The SEJ handbook can support those who have learnt the SEJ or encourage participants who have attended a wellbeing event to empower themselves. It also contains examples of completed SEJ worksheets from those in different walks of life, sharing how it has changed their experience of life and themselves.

This handbook is available to anyone on Amazon but could also be provided by us at a reduced cost as part of any training or events package. Please state on the SEJ Training Request form how many copies you would like to purchase to compliment your training event. Discounts are available for 40 or more books, purchase cost £5. Single item or below 40 books purchase cost is £6.99.

Amazon link to purchase direct.

[https://www.amazon.co.uk/Who-Am-Empowerment-Journey-Handbook/dp/B09JV9NFSG/ref=sr\\_1\\_1?crid=GS6C0W4PPQC1&keywords=the+SEJ+Self+empowerment+journey+book+jacqueline&qid=1675684730&srefix=the+sej+self+empowerment+journey+book+jacqueline+%2Caps%2C326&sr=8-1](https://www.amazon.co.uk/Who-Am-Empowerment-Journey-Handbook/dp/B09JV9NFSG/ref=sr_1_1?crid=GS6C0W4PPQC1&keywords=the+SEJ+Self+empowerment+journey+book+jacqueline&qid=1675684730&srefix=the+sej+self+empowerment+journey+book+jacqueline+%2Caps%2C326&sr=8-1)

***Notes: Add additional information here. E.g., consider how the SEJ Handbook might help those learning the SEJ in your setting. Could the book go into the library? Could it benefit your students, staff, educators, parents/carers in practicing the SEJ?***

## Training opportunities for staff

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 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) to guide them through the SEJ Process on a one-to-one basis.

It is suited for those who wish to take their personal use of the SEJ a step further whilst supporting anyone and everyone around them. This training although may be best suited to those whose role involves a pastoral/counselling duty, it is however also beneficial for educators in enhancing their communication skills and self-management in the setting.

This training is ideal for parents/carers who wish to further develop their understanding and application of the SEJ in the students' home environment. Whilst also enhancing their ability to communicate effectively with all members of the family and setting staff.

A SEJ Trainer is someone who wishes to take their understanding of the SEJ to a deeper level. The SEJ Trainer is fully qualified to teach the SEJ Process at their educational setting to multiple audiences be it students, staff, educators, and/or parents/carers giving the opportunity for everyone at the setting to receive the SEJ training.

At the same time having an onsite SEJ Trainer allows the setting students, staff, educators, and parents/carers to enhance their practice of the SEJ Process.

The benefits of having an onsite SEJ Consultant and SEJ Trainer are numerous:

### **Onsite Consultant Benefits are:**

- The setting will have individuals who are SEJ subject experts in-house rather than referring to external agencies, including the SEJ organisation.
- Collaborative educational setting approach: Having an onsite SEJ Consultant enables a collaborative approach to wellbeing which promotes and supports students', staff and family's wellbeing and mental health, enabling all to thrive and succeed to reach their full potential.
- An onsite SEJ Consultant ensures a consistent and unified framework enabling continuity of care resulting in a healthy and thriving educational community.
- Addresses the problem of waiting lists for referrals to external agencies, at the same time as supporting with prevention and minimising the escalation of mental health issues.

- SEJ Consultants can offer support to staff developing positive mental health on a one-to-one basis, or in groups thereby empowering staff to take responsibility for their own wellbeing.
- Having a SEJ Consultant onsite supports 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 students' immediate needs in an appropriate manner without escalation or referral to overburdened external services.
- There are CPD's for qualified SEJ Consultants to ensure their continued personal and professional development in supporting the setting.

#### **Onsite Trainer Benefits are:**

- The setting will have individuals who are SEJ subject experts in-house rather than referring to external agencies, including the SEJ organisation.
- Collaborative educational setting approach: Having an onsite SEJ Trainer enables a collaborative approach to wellbeing which promotes and supports students', staff and family's wellbeing and mental health, enabling all to thrive and succeed to reach their full potential.
- If a member of staff is a qualified SEJ Trainer, they can run school clubs for students to empower them in their SEJ practice and development of key life skills.
- SEJ Trainers can offer training to parents/carers to teach them the SEJ and run SEJ Practice Workshops to offer continued development and support in their practice.
- SEJ Trainers can offer training to staff, developing positive mental health one to one or in groups thereby empowering staff to take responsibility for their own wellbeing.
- There are CPD's for qualified SEJ Trainers to ensure their continued personal and professional development in supporting the setting.

Below is a brief description of what you might expect from training as a SEJ Consultant and SEJ Trainer.

#### **SEJ Consultant:**

During the training you will be:

- Empowered through your own SEJ Practice.
- Taught the skills required to guide others through the SEJ Process on a one-to-one basis.



- Shown how to empower everyone in the setting from educators, students, through to parents/carers with the SEJ Process.
- Shown that the SEJ is not a therapy, nor is it a substitute for psychological treatment. As an SEJ Consultant you are simply guiding the individual seeking support into their own journey of self-enquiry. They do the work you simply show them how.
- Able to see the importance of your role in the setting. Becoming an instrumental key member of staff in the holistic approach to bringing forth empowerment to all those at your educational setting.

### **SEJ Trainer:**

During the training you will be:

- Empowered through your own SEJ Practice.
- Taught the skills required to teach the SEJ Process to everyone at the setting.
- Able to support all those who have studied and are learning the SEJ Process whether they are students, staff, or parents/carers.
- Able to gain an understanding of the deeper teachings of the SEJ Process building a solid foundation as a trainer.
- Taught that your role will involve the use of videos and materials to help your audience understand the SEJ Process so they can begin to use it in their daily lives.
- Shown the importance of your role in the setting. Becoming an instrumental key member of staff in the holistic approach to bringing forth empowerment to all those at your educational setting.

***Notes: Add additional information here. E.g., consider which members of staff, wider community would best benefit from these opportunities in your setting.***

## Next Steps:

1. If you wish to view lesson plans, evaluation forms and further resources to enable you to integrate the SEJ into your setting please request a copy of the SEJ Process Training Guide for Education.
2. You can ask for a free consultation to discuss your requirements, email [enquiries@thesej.co.uk](mailto:enquiries@thesej.co.uk)
3. You can contact us for further information on [enquiries@thesej.co.uk](mailto:enquiries@thesej.co.uk).
4. If you have a SEJ Facilitator, you can contact them directly.
5. You can complete the enclosed forms to begin your settings Self Empowerment Journey or email us and we will send you a copy of this document to download the forms. Email [enquiries@thesej.co.uk](mailto:enquiries@thesej.co.uk)

## Appendix

- I. Articles
- II. The SEJ and Education / Government Legislation
- III. Research on the impact of the SEJ
- IV. Forms
  - d. SEJ Training Request Form
  - e. SEJ Membership Form
  - f. SEJ Newsletter Form

## Articles by Dr. Mariko Howard-Kishi

Below you will find a selection of news articles written by Dr Mariko Howard Kishi advocate of the SEJ, Senior Lecturer, Course Leader and Personal Tutor. All articles 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 education community.

If you would like a copy of any of these articles, please contact Dr. Kishi via [enquiries@thesej.co.uk](mailto:enquiries@thesej.co.uk)

**Title:** How can we support students with mental health problems?

**Author:** Dr M Howard-Kishi

**Content:** This article discusses the increasing number of students with mental health concerns and how you can support these students with mental health issues with simple tips.

**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 suggest that the solution is to teach the SEJ Process to prevent escalation into mental illness or attempt in ending their life.

**Title:** Workload in Education: How do we achieve a work-life balance?

**Author:** Dr M Howard-Kishi

**Content:** This article discusses the issue of teacher's workload and how an educator had addressed her concerns by applying the SEJ to empower herself.

**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 intervention program in supporting the settings to help the students.

**Title:** Mental Health Prevention and Early Intervention

**Author:** Dr M Howard-Kishi

**Content:** This article discusses the issues of Mental Health prevention and early intervention as the key to mental wellbeing, and how the SEJ is providing this life enhancing intervention.

**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.

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

## The SEJ and Education / Government Legislation

Below you will find guidance on how the SEJ links and supports with the Curriculum 2020 Reform, implementing guidelines into your setting. Written by Dr Mariko Howard Kishi PhD advocate of the SEJ, Senior Lecturer, Course Leader, and Personal Tutor.

### The SEJ and the Curriculum 2020 Reform

This article explains how the SEJ supports the educational setting in addressing the findings from the report on the Children and Young People's Mental Health policy, Funding and Education: Curriculum 2020 reforms published in August 2018.

<https://cdn.website-editor.net/30f11123991548a0af708722d458e476/files/uploaded/CBP-7196.pdf>

NB Gov.UK states on 13 Sept 2021: Updates to the page text to make it clear this guidance is now statutory. Updated the drugs and alcohol section of annex B to include a link to the teacher training module on drugs, alcohol, and tobacco and to remove the link to the research and briefing papers. We have not made changes to any of the other guidance documents.

#### 4.2 Mental health education on the curriculum: 2020 reforms

Alongside changes to Relationships and Sex Education, the Government announced the introduction of statutory health education in July 2018. Draft statutory guidance on RSE and health education was published, with a consultation on the guidance open until 7 November 2018. The statutory guidance is intended to come into force in September 2020, with schools able to implement the changes from September 2019 if they wish.

The draft guidance sets out proposed requirements for health education. The requirements cover physical health and mental wellbeing and makes clear that the two are interlinked.

*The very basis of the SEJ training teaches that the emotions cannot be separated from the mind, the body, nor the essence of the child/person. Once learnt and practiced the SEJ will assist the pupils and the staff to study/work and live a full and productive life.*

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

- 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.

*The SEJ is a simple and easy process that can be taught to a young child. It has been proven that once learnt and practiced the SEJ will build resilience in children so that they learn to*

*manage their own feelings and reactions and to communicate in a healthy manner. The SEJ training is centred on a child's wellbeing in the belief that happy children learn easily and thus their attainment and wellbeing goes hand in hand. The SEJ process teaches through the training, 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, so preventing emotional distress, gaining an understanding of what a mental health problem is.*

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; the positive and negative impact of various activities on mental health.

*As in the case of the primary level, the SEJ being a simple and easy to use process which 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, as it is a known fact that over half of all mental ill health starts before the age of fifteen.*

**<https://publications.parliament.uk/pa/cm201617/cmselect/cmhealth/849/849.pdf>**

*The SEJ process enables the pupil/staff to regulate behaviours, thoughts and emotions in the moment that arises offering immediate benefit and instant results.*

*The SEJ training once learnt will ensure that the pupil will be able to address and maintain positive mental health themselves by building self-awareness and self-confidence. A key aspect of the training supports awareness in a person's emotional understanding, how to talk about emotions, what emotions are and why relationships with others and life impact their emotions.*

Existing position: What is PSHE?

The PSHE Association defines personal, social, health and economic education (PSHE) as: a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future.

What provision do schools have to make?

PSHE is a non-statutory subject, but the Government expects all schools in England to make provision for it.

In September 2013, following an internal review, the Department for Education issued new guidance on PSHE, which makes clear that it is largely up to schools to determine what is taught; it also states that the then Government did not intend to publish new non-statutory programmes of study for PSHE. The Government provides funding to various bodies, principally the PSHE Association, to support the teaching of PSHE.

*The SEJ process is delivered as a holistic and inclusive tool across all areas of the school life, providing the framework for the whole school in embedding wellbeing not just in subject specific areas but as a part of the daily practice for everyone in the educational setting. The SEJ training is delivered so that it enhances the current ongoing teaching practice of the staff*

*which can easily be integrated into their teaching style. The membership package with the comprehensive supporting material is designed to support the educational setting to fit within their budgets.*

PSHE Association programme of study

The PSHE Association has published its own programme of study for PSHE, covering Key Stages 1-5.

The programme includes focus on a variety of areas, including diversity and equality, relationships of different kinds, personal financial choices, drugs education, the importance of respecting and protecting the environment, and people's rights and responsibilities as members of families and other groups, and as citizens.

- Mental health is part of the PSHE Association programme of study at Key Stages 4 and 5 (ages 14-18), covering issues such as the maintenance of personal wellbeing, and supporting others with mental health problems.

*The SEJ will build resilience in pupils as they learn to address and maintain positive mental health through the practice of the SEJ. The SEJ offers a holistic approach that can be offered to teachers, other staff, parents, and anyone within the pupils' learning environment. This supportive environment will show to the pupil that it is a safe and supportive environment so that they can question their beliefs in all areas of life and explore other possibilities in the expression of self.*

- Social media is also part of the programme, during Key Stages 2-5 (ages 7-18), with relevant topics including bullying via social media, the potential distorting effect of social media on information, and the impact of sex in social media, such as from the sharing of explicit images.

*Since the SEJ has taught the pupils to build resilience and maintain positive mental attitude they will naturally regulate what they choose to see or hear. The SEJ will enable the pupils to develop strategies and resilience to cope with issues that are causing anxiety in their emotional lives.*

*The SEJ process is simple and easy to use, can be applied to all areas of life and all life situations. Once learnt a person will remain open, enthusiastic, and eager to explore their own beliefs and perceptions.*

Notes: Add additional information here. E.g., how might the guidance given with the SEJ work in my setting? Which members of your educational community might benefit from reading the articles?

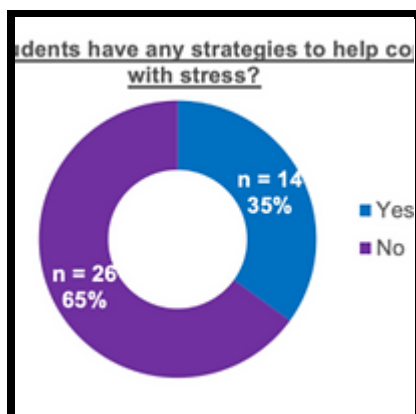


## Research on the impact of the SEJ

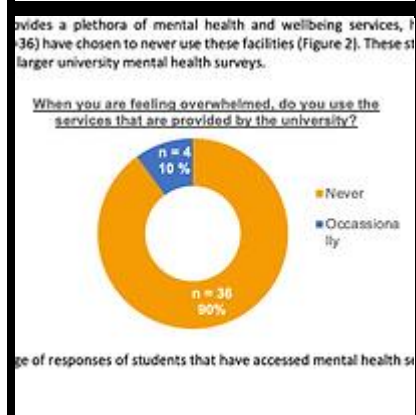
Measuring the impact of the SEJ through more in-depth study and research is our aim for this year, as we gather more data to further confirm the success of integrating the SEJ into educational settings.

You can request a copy of the following research and impact of the SEJ. Some information can be found in this document.

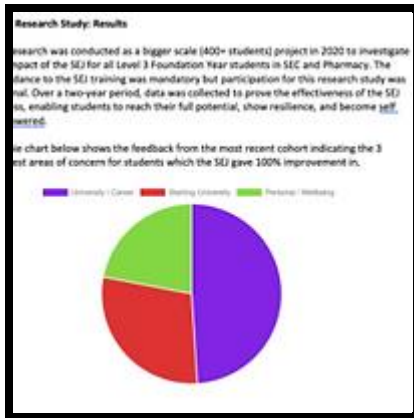
<https://www.thesejeducation.org.uk/reports-and-impact>



Data showing that 65% of students do not have a coping mechanism for dealing with stress.



Data showing that a staggering 90% of students surveyed have chosen to never use mental health and wellbeing services due to stigma.



See the main finding of the report, including the evidence that confirms that 100% of students who responded felt better able to cope with aspects of university life after learning the SEJ.

### 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 overall wellbeing and mental health, of everyone within the educational community, with their ability to 'stay mentally healthy'. All of which supports in 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.

### Introduction to the research paper:

According to the World Health Organisation (WHO), mental health has become a main cause of the overall disease burden worldwide and is a priority for public health prevention. Mental illness is particularly prevalent in young people aged 16 - 24 years old, with several studies reporting, that university students often face new challenges for the first time, and over the last decade there has been a steady increase in mental illnesses and increased reports of suicides, due to long waiting lists for access to wellbeing services. As of 2018, the UK government have called upon universities to improve their mental health services for students.

Studies have also been carried out to understand how significant the transition into higher education, the change in lifestyle and responsibility affects student's mental health. It has

been reported that the transition into university, can induce stress, caused by a variety of factors, including moving away from home, financial strains, social change and increasing workloads. The study conducted by Gallagher and Mehta argues that the stress perceived by students in an undergraduate pharmacy program is comparable to that of a similar sample of US students at the same progression point, in a graduate professional degree. Although female students appear to suffer from higher stress levels in general, the overall degree of stress remains relatively unchanged as students' progress through the program of study.

### **Background to the research:**

Many universities are now working towards providing more mental health and wellbeing services such as counselling, drop-in sessions, and stress management. More universities are collaborating with the NHS to manage the demand of mental health promotion and prevention. Additionally, teaching coping mechanisms/self-supporting tools for stress and anxiety or providing mental health services during these crucial times can significantly decrease these preventable deaths, avoid the consequential emotional effects it would have on the community and improve academic success.

Mindfulness training is an example of such an intervention. Such interventions are increasingly popular among higher education students and reported to be an effective component of a wider student mental health strategy to increase resilience and reduce stress in university students. Additionally, meditation workshops are becoming readily available for students in academic institutions.

Some academic institutions have also started to invest in moving counselling and mental health support online and meditation mobile applications such as 'Togetherall@' and 'Fika@'. A study on the use of the meditation mobile app 'Calm' similarly suggests regular meditation, around 40 minutes a week for 11 weeks, can reduce stress in university students and improve self-compassion. Interestingly, Zollars, Poirier and Pailden reported the use of the meditation app 'Headspace™' to improve participants overall mental health uniformly and independently. However, these mobile strategies are relatively new, therefore more longitudinal research is still required to assess its effectiveness. Nonetheless, research has shown a large population of students, despite being aware of these services, will still hesitate to take advantage of this support due to their fear of stigma.

Studies have demonstrated that Black and Asian students tend to report greater stigma about mental health and help-seeking. A higher rate of negative help-seeking attitudes has been associated with individuals from minority ethnic groups such as Black and Asian communities who report lower rates of professional help-seeking

Most of the support available for students suffering mental health conditions are based on treating the symptoms i.e., it is only offered if students declare that they are suffering from mental health issues. Rather than offering post-stress treatment, it would seem more effective to have preventative and individualised tool that students can use before the

symptoms become unmanageable or life threatening. This would also alleviate students who feel unable to address their mental health wellbeing due to the perceived stigma.

The Self Empowerment Journey (the SEJ) is a meditative process of self-enquiry which follows a structured framework, supporting both experienced and non-experienced meditators. This framework allows the mind to naturally settle as the student works through the process of questioning their stressful and fearful thoughts. The outcome of which creates an openness within the student enabling them to see life situations from a new and truthful perspective. Responding rather than reacting to the present moment, re-balancing the emotions, and addressing any limiting actions. It fosters an openness and willingness to develop Self-awareness, accessing a deeper dimension within beyond thought, breaking the belief that transition is stressful, so students are better able to respond to change appropriately and cease new opportunities.

Having the SEJ as a life skill gives students the ability to respond positively to perceived difficult situations as they arise, they can therefore adapt quickly and easily to whatever is presented in the moment. What once might have been perceived as a 'difficult situation' is received in a higher state of awareness as the SEJ is practiced. The SEJ process enables a student to 'bounce back' in moments. As the SEJ is a process of taking personal responsibility, giving students in-depth insight, knowledge and skills to question thoughts which trigger fearful and limiting emotions and actions. It enables them to be aware of emotions but not react to them causing them to respond with discernment and awareness.

The SEJ is also as the name suggests, empowering for the student as they are fully equipped to manage not life, but themselves. No matter what life brings their way they understand fully that life is perceived through their own unique filters of 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 the awareness of their mental health, but more importantly they know how to empower their mental health.

Various research was conducted after implementing a life skills training program in schools show the effect of these trainings on different aspects of mental health. The results of this research on the effect of life skills training on mental health are closely matched by other studies in this or similar field. This indicates the confirmation and consistency of the results of the first hypothesis with other research results.

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 had shared their experience in more detail. The aim of this pilot study was to investigate the impact of the SEJ as an intervention tool to support Foundation Year Pharmacy students with regards 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. The majority of participants had no coping strategies (65%, n=26).

**Do students have any strategies to help cope with stress?**

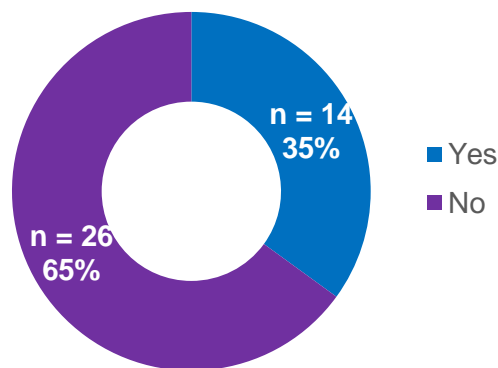


Figure 1 Percentage of students who do not have coping strategies.

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

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

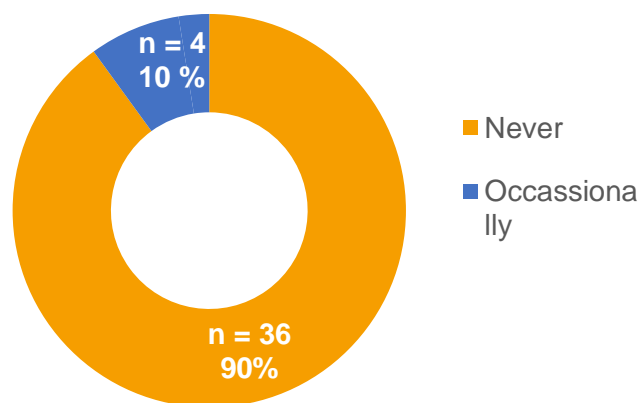


Figure 2 Percentage of responses of students that have accessed mental health services provided by the university.

When asked about whether the SEJ has improved their mental health awareness, 35% (n=14) agree, 25% (n=10) were neutral, 20% (n=8) strongly agree, 15% (n=6) disagree and 5% (n=2) strongly disagree.

These statistics are summarised in Figure 3 below.

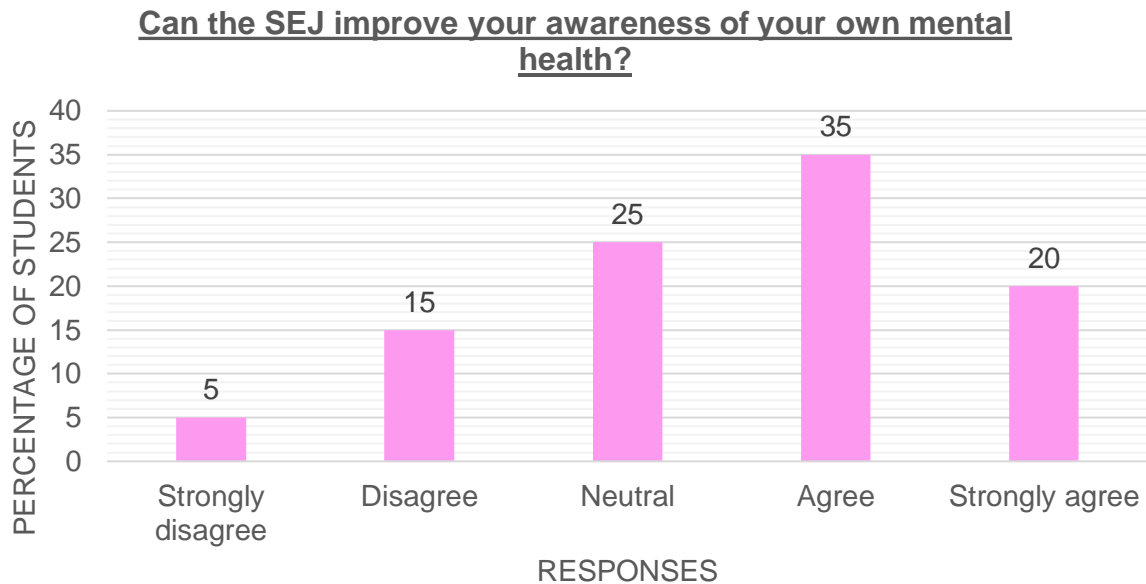


Figure 3 Percentage of student on the effectiveness of the SEJ for improving students' mental health awareness.

### **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. The attendance to the SEJ training was mandatory but participation for this research study was optional. Over a two-year period, data was collected to prove the effectiveness of the SEJ Process, enabling students to reach their full potential, show resilience, and become self-empowered.

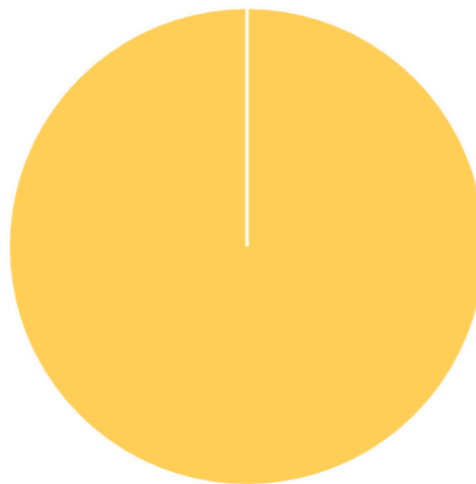
The pie chart below shows the feedback from the most recent cohort indicating the 3 greatest areas of concern for students which the SEJ gave 100% improvement in.

University / Career Starting University Personal / Wellbeing



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 practicing the SEJ Process, shown as a pie chart below. This is based upon students who fully partook in the survey.

Overall Experience Improved



In this study the SEJ has shown to improve students' wellbeing in all the 10 questions being investigated. In figure 4 the blue outer line indicates the area of concerns at the baseline, the orange inner line shows the area of concern post the SEJ training. The smaller the overall area the better the score and indicates improvement in their answer. The question regarding leaving home or living independently elicited lowest score out of the 10 questions asked. This is due to over 50 % of the student population are commuters according to the Kingston University student academic records. In the SEC Foundation year 56.4% of students are described as commuters and 17.2 % are non-commuters.

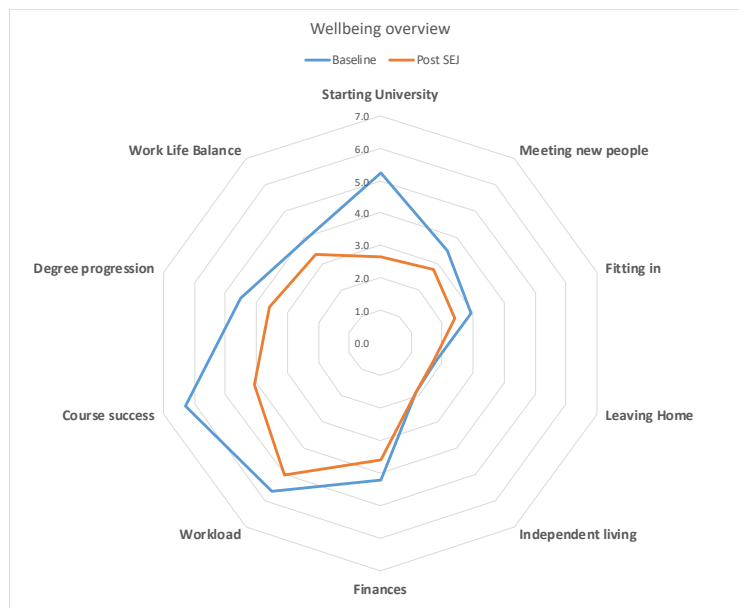


Figure 4 Area profile of wellbeing overview for all 10 questions

Workload, course success and progression were of the most concern amongst the Level 3 SEC students. This supports the research previously published by O’Driscoll and Gallagher. <sup>(3, 7)</sup> In this study our data suggests that the SEJ has made positive impact in the students fears regarding university career (n= 9, 64 %), starting university (n= 12, 86%), and personal wellbeing (n= 7, 50%).

Overall, an improved score was observed from the students, after attending one practical workshop. (*Please see the SEJ Practice Workshop-SEJ for Education*), which suggests the importance and significance of completing the full training, in particular the practical aspect, in achieving the effectiveness of the whole of the SEJ training. These results indicate the significant impact of the SEJ for these students at their most vulnerable and anxious periods at the start of their university journey from just a single 90- minutes training and 2-hour practice session.

**Conclusion:**

In this study, the need for cost-effective and preventative mental health provisions to address the increased mental health crisis university students are facing, has been highlighted in many previous studies. The SEJ is the only program that has been found to be an effective, easily accessible, and adaptable skill-based program for Foundation Year students in their preliminary year of study. This study found that the SEJ was highly effective particularly in addressing students’ stressful thoughts and fears regarding starting university and progression to further study. What is of interest to students is that this process does not detract from their studies, but rather enhances them and all aspects of student life as the process is done in real-time.

The SEJ has shown to be a core transferable skill to learn in empowering students during their transition. 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 a reliance on overburdened services with delayed waiting times. The SEJ helps the practitioner 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 is proven to completely restore positive mental health, thereby enabling the individual to reach their full potential.

**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, secondary schools, and parents/carers may be teaching about mental health, they are failing in the majority of students to provide them with the appropriate life skills to empower them effectively. It is for this reason we can see the value of teaching the SEJ as a transferrable life skill starting at secondary schools through to university, with a holistic approach to include all staff, students, and parents/carers at the setting.**

### **Research Article**

1. References and citations are available in the full Research Article available on request.
2. Journals under review: Psychology Journal and Educational Pedagogic

***Notes: Add additional information here. E.g., which members of your educational community might benefit from reading this information?***

## SEJ Training Request Form

Please complete this form so we at the SEJ have a full understanding of your training needs. Once we have received the form you will be contacted by a SEJ Facilitator to finalise your training plan and schedule. Please see **SEJ Process Training Guide for Education** to support you in completing this form. If you need any further assistance, you can email us at [enquiries@thesej.co.uk](mailto:enquiries@thesej.co.uk) and one of our Facilitators will contact you, alternatively if you already have a SEJ Facilitator you can contact them directly. Thank you.

**Contact Name:**

**Setting Name:**

**Address:**

**Email:**

**Website:**

**Telephone:**

**Mobile:**

**Your training requirements:**

### SEJ Bespoke Training

See Education Information Guide: **SEJ Training Options**

Please indicate by ticking the boxes which of the following best meet your needs.

- A bespoke Self Empowerment event e.g., wellbeing event, team building, or CPD.

If yes, please answer the following:

- Training duration time from \_\_\_\_\_ to \_\_\_\_\_ duration \_\_\_\_\_
- Breaks required length of time \_\_\_\_\_ amount \_\_\_\_\_
- Schedule e.g., one off event or recurring \_\_\_\_\_

Please give as much information as possible of your exact requirements, expectations, objectives, and outcomes. Please attach any literature or supporting documents and use additional paper if required.

**OR**

## SEJ Process Training

- Are you looking to learn the SEJ Process? See **SEJ Process Training Information Guide** **What is the SEJ? Who is the SEJ for?** and **What can the SEJ do for you?** If yes, please tick this box.
- SEJ training for students PSHE, Life Skills lesson or equivalent?
- SEJ training for staff/educators
- SEJ training for parents/carers

### AND/OR

## **SEJ Training and Membership plan:** See **SEJ Process Training Information Guide: Membership Plans**

### **Standard Plan**

To begin using the SEJ in your setting we offer a combined training and membership plan providing immediate access to SEJ training and resources, with SEJ Practice Workshops included with ongoing support. This cost-effective entry-level package provides everything an educator, team member, or parent/carer would need to learn and practice the SEJ with ongoing support through SEJ Practice Workshops.

- Yes (we will contact you to discuss this package)
- No

### **Bespoke Plan**

A bespoke plan is required if you wish students below Key Stage 5 at the setting to learn the SEJ process, and/or integrated into the curriculum through PSHE lessons or Professional and Academic Skills. Or you wish to have a tailored plan to meet your settings requirements. You can integrate the Standard Plan into the Bespoke Plan.

- Yes (we will contact you to discuss this package)
- No

### **Would you like a free consultation to discuss your requirements?**

- Yes
- No

### **How would you like the event delivered?**

- Live onsite event at your setting
- Live event offsite (please provide address and parking details)

- Live online event using your preferred meeting platform (please supply link at least 48 hours prior to start of event)
- Live online event using SEJ meeting platform
- Pre-recorded training available to access for an agreed period of time. *See Course Management Agreement*. Please give details of your Course Management System and how long you would like access to training for.
  
- Other (please specify)

**The SEJ Handbook:**

Buy the SEJ handbook to support those who have learnt the SEJ, or encourage participants who have attended a wellbeing or SEJ Training event to empower themselves.

Discounts are available for 40 or more books purchase cost £5.

Single item or below 40 books purchase cost is £6.99.

- Yes Quantity required is \_\_\_\_\_\*
- No

\*Purchase Order or payment is required in advance to secure delivery.

**SEJ Newsletter:**

Would you like to sign up for our newsletter to receive further support, guidance, offers, event updates and SEJ news?

- Yes. Please confirm email, thank you. \_\_\_\_\_
- No

**Additional Ongoing Support Available.** See Information Guide: **What ongoing support is available?**

Please tick if you would like more information.

- SEJ Practice Workshops
- Facebook SEJ Practice Support Group
- Membership Plans

Please email your completed form to enquiries@thesej.co.uk as well as copying in any other contact or Facilitator. Thank you.

## SEJ Membership Form

Please complete the following SEJ Membership Form to join as a member and send it to [enquiries@thesej.co.uk](mailto:enquiries@thesej.co.uk)

<b>Name:</b>
<b>Contact email:</b>
<b>Telephone Number:</b>
<b>Educational Setting Name:</b>
Please tick the option that best meets your requirements:  <input type="checkbox"/> I don't have a Membership Plan set up yet  <input type="checkbox"/> I would like more information about Standard Membership  <input type="checkbox"/> I would like more information about Bespoke Membership  <input type="checkbox"/> I would like more information about the SEJ Plan
<b>Date:</b>
<b>Signature:</b>

## SEJ Newsletter Form

If you wish to register for the SEJ Newsletter please just complete the SEJ Newsletter Form and send it to [enquiries@thesej.co.uk](mailto:enquiries@thesej.co.uk), or register via the website pop up.

<b>Educational setting contact name</b>		<b>Role (optional)</b>
<b>Educational setting contact email</b>		
<b>Signature:</b>  <b>Print Name:</b>  <b>Date:</b>		

By filling in this form you agree that you are authorising the SEJ to send you updates on the 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 [www.thesejeducation.org.uk](http://www.thesejeducation.org.uk) or [www.staymentallyhealthy.org.uk](http://www.staymentallyhealthy.org.uk)