Supporting evidence of graphs, stats, qualitative and quantitative data
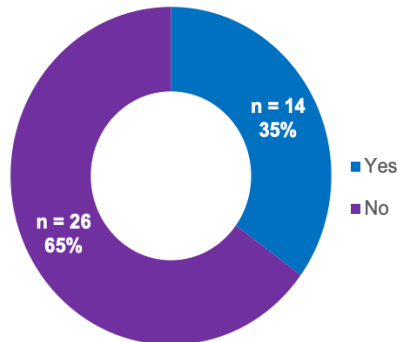
Points 1-5 from 'Website Infor for Hubs' supporting evidence

**1.Our research indicates that many employees, students, and educators are reluctant to seek help due to stigma, past negative experiences, and a desire to find their own solutions.**
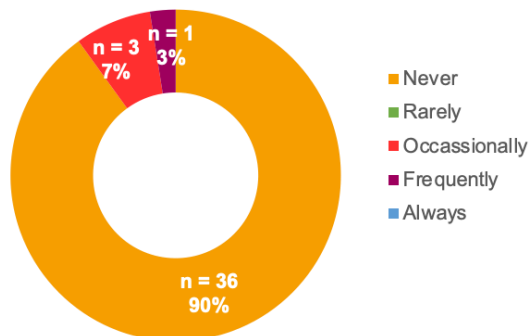
**Student experience:**

65% of participants have no coping strategies



Do students have any strategies to help cope with stress?

90% have chosen never to use these facilities



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

(https://www.j-psp.com/download/the-impact-of-the-self-empowerment-journey-in-supporting-students-transition-a-psychoeducational-13913.pdf)

75.6% have concealed their symptoms due to fears of stigma. (*University Student Mental Health Survey 2018)*

The number of students reporting mental health conditions remains low: 4.5 per cent of full-time students in England in 2021- 22 ([https://www.officeforstudents.org.uk/publications/meeting-the-mental-health-needs-of-students/](https://www.officeforstudents.org.uk/publications/meeting-the-mental-health-needs-of-students/))

The World Mental Health International College Student (WMH-ICS) initiative reports that the most commonly reported reasons not to seek treatment among students who failed to report that they would definitely seek help were the preference to handle the problem alone (56.4%)

Supporting evidence of graphs, stats, qualitative and quantitative data

and wanting to talk with friends or relatives instead
(48.0%).  (https://pmc.ncbi.nlm.nih.gov/articles/PMC6522323/#abstract1)

## Student's Past experiences

- "I've experienced personally that it can be really difficult to reach out and ask for help"

- "I don't even know the name of the welfare officer; their presence is limited"

- "I was scared of telling people how I felt… "

**Staff's experience:**

- Over half (53%) of those surveyed showed probable signs of depression

- Almost a third (29%) reported feeling emotionally drained from work every day.

(https://www.ucu.org.uk/media/11913/ES_Supporting_Staff_Wellbeing_in_HE_Report/pdf/ES_Supporting_Staff_Wellbeing_in_HE_Report.pdf)

## Staff's Voice: experiences

- "I don't know how to cope when students have mental health issues"

- "I am worried I may say something wrong that makes it worse"

- "I had no support at the time of experiencing student suicides"

**The SEJ Process facilitates enhanced communication providing the skills to know what to do, when, and how to do it.**

Supporting evidence of graphs, stats, qualitative and quantitative data

According to the Office for National Statistics, 75% of individuals report improved mental wellbeing when they feel in control of their own recovery[1].

1.  https://www.gov.uk/government/statistics/uk-measures-of-national-well-being-may-2024

**2.The SEJ Process is efficient, often resolving issues in a single session, addressing long waiting lists and the need for intervention. Research shows 90% of participants reached empowerment after one session. By Step 4 of the process the practitioner is at a state of physiological and psychological ease knowing what action to take to break limiting patterns of behaviour and reach their full potential.**

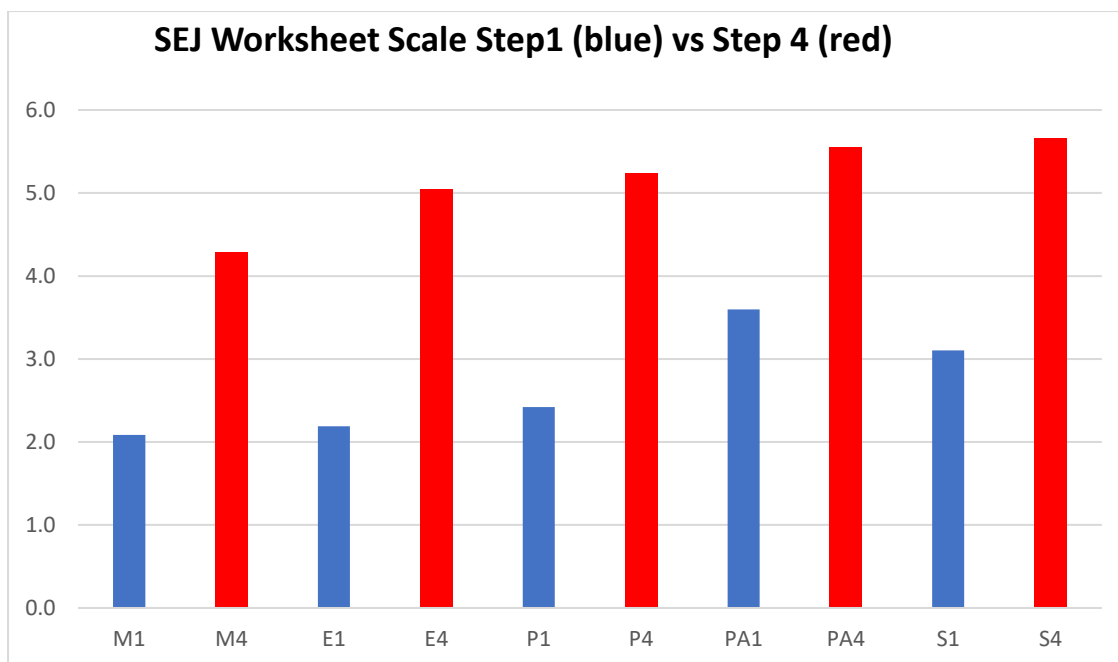## Students experiencing empowerment after SEJ process



Average 90.3% report reaching empowerment

98 students involved in this study

a.  **Psychological and physiological change: Student's self-observation after a single SEJ Process training.**

At Step 1, higher stress levels and negative emotions were reported. However, at Step 4, the students reported freedom from stress and emotional happiness. There was an improvement in all of the physiological states; they noted an emotional improvement of 127%, mental improvement of 105%, and physical improvement of 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.

Supporting evidence of graphs, stats, qualitative and quantitative data

**SEJ Worksheet Scale Step1 (blue) vs Step 4 (red)**

Chart showing paired bars (blue = Step 1, red = Step 4) across categories M1, M4, E1, E4, P1, P4, PA1, PA4, S1, S4 with vertical scale from 0.0 to 6.0:
- M1 ≈ 2.1 (blue), M4 ≈ 4.3 (red)
- E1 ≈ 2.2 (blue), E4 ≈ 5.05 (red)
- P1 ≈ 2.4 (blue), P4 ≈ 5.25 (red)
- PA1 ≈ 3.6 (blue), PA4 ≈ 5.55 (red)
- S1 ≈ 3.1 (blue), S4 ≈ 5.65 (red)

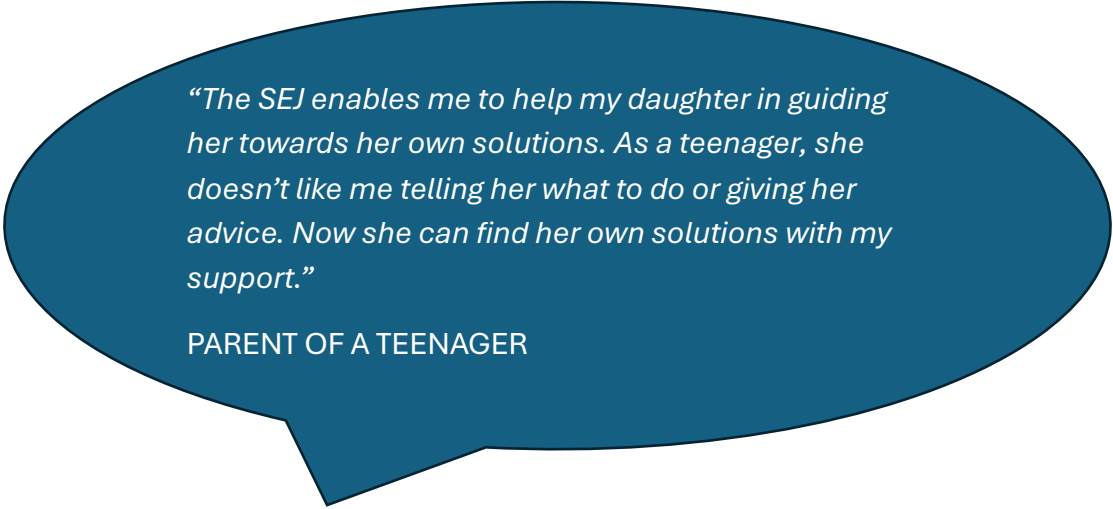**b.    Selection of Testimonials from students/educators and families.**

*"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

*"...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*

Supporting evidence of graphs, stats, qualitative and quantitative data

> "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

**3. The SMH Hub allows for self-referral, open to everyone thereby addressing the issue of not meeting criteria with services readily accessible on and offsite.**

Statistics indicate that self-referral systems increase service utilization by 40%[2].

2. https://www.transformationpartners.nhs.uk/wp-content/uploads/2021/01/Mental-Health-and-Wellbeing-Hubs-Guidance-Final.pdf

**4. The SMH Hub, often integrated (virtual Hubs available) within the workplace or educational environment create a supportive bridge to wellbeing services, ensuring individuals feel comfortable reaching out for help and 'bridging the gap.'**

"All participants explain they are uncomfortable discussing their anxieties to a health expert for fear of being judged. Due to this, they would prefer talking to their friends or to those they are familiar with. This maybe a lecturer or a personal tutor in the university." (https://www.j-psp.com/download/the-impact-of-the-self-empowerment-journey-in-supporting-students-transition-a-psychoeducational-13913.pdf)

*'The nagging gap between good recommendations and good practice in higher education institutions'*

Recent survey findings from **Wray and Kinman (2021)** revealed a pervading fear of stigma around work-related stress and mental health, with the majority of respondents admitting that they were worried about being perceived as weak or inadequate for seeking help, which could be detrimental to their career.
https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2022.929335/full

Studies show that integrated wellbeing services can reduce absenteeism by up to 30%[3]

Supporting evidence of graphs, stats, qualitative and quantitative data

3. https://whatworkswellbeing.org/resources/what-works-to-improve-mental-wellbeing-in-the-uk-insights-from-wemwbs/

1. **5. The SMH Hub provides a solution to inclusive wellbeing provision: We must begin to work and think collaboratively and holistically across families, businesses, and education; bringing all parts together.**

*'Universities UK's Step Change encourages universities to make mental health a strategic priority and adopt a whole-university approach to improve outcomes.'*

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

- 67% of parents or guardians of a current student said that their child had not felt supported by their university with their mental health

- 88% of parents or guardians of a current student said they would expect to be contacted if their child was suffering with poor mental health at university

## Families's Voice: experiences

- "And if they (their children) really, really are in a state of crisis you would want to be informed."

- "I wish I had known"

- "We had no idea about their mental health struggles, but they had been well-flagged to the University who could have done something about it"

Research indicates that family-inclusive wellbeing programs can improve overall family mental health by 25%.[4]

4. https://www.ons.gov.uk/releases/ukmeasuresofnationalwellbeingmay2024