



Award-winning
Student Wellbeing
Program

• Australia Wide •



PROSPECTUS

2022 Healthy Minds Program

Evidence-based psychological skills training for mental health,
wellbeing & resilience in your school.



Based in Science

We have conducted world-leading peer-reviewed research published in international scientific journals.



The 3 Golden Keys

- ✓ Students
- ✓ Parents
- ✓ Teachers



Whole-school approach

We support your school's wellbeing and prevention strategies at all levels, with an emphasis on Year 8.

Welcome to Healthy Minds

We work with school communities to prevent and reduce risk for depression, anxiety and disordered eating, while building resilience and wellbeing to *thrive!*

What an incredible few years it has been! When I first set out in 2009 to develop a psychological skills training program that would help prevent the onset of symptoms of depression, anxiety and eating disorders, I could never have imagined the impact we would have in such a short time.

Schools and school communities are transitioning to become more focused on prevention, resilience, and wellbeing enhancement than simply remediating problems. They are increasingly looking for an approach grounded in cutting-edge theory and thoroughly evaluated using stringent scientific criteria.

We are very proud of our successes so far, having spent years developing the world-leading approach of the Healthy Minds Program at Flinders University. Published in the prestigious international peer-reviewed journal Behaviour Research and Therapy, Healthy Minds teaches the skills of effective emotion regulation, helpful decision making and balanced thinking. We arm students with the ability to be critical consumers of the media, to challenge unhelpful thinking habits, and to become effective self-managers of their personal wellbeing. By challenging perfectionism and building self-compassion we are also targeting two of the most prominent and powerful risk and protective factors (respectively) in adolescent mental health.

Healthy Minds has been awarded the Flinders University Vice-Chancellor's Prize and is developing an international reputation throughout health and education circles as the most comprehensive way to proactively address student wellbeing in schools.

Now with accredited Healthy Minds Schools across Australia, we have worked with more than 15,500 students along with their parents and teachers. In this prospectus, we provide **three options** for how your school can partner with us and outline the detail of how it all works.

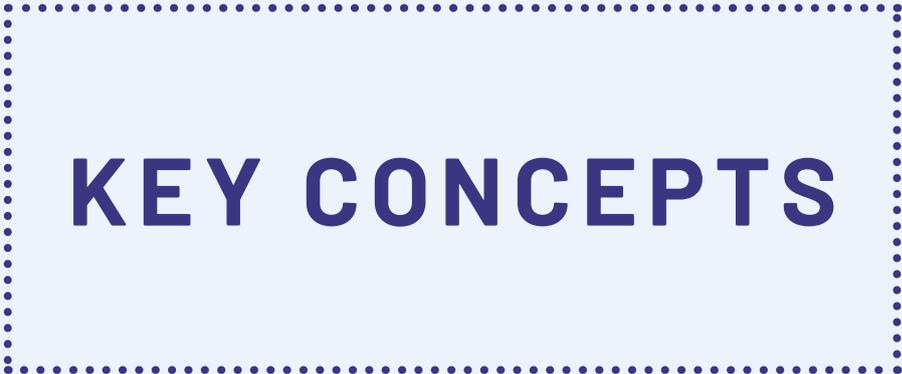
We look forward to working with you.



Dr Tom Nehmy

BPsych(Hons) MPsych(Clin) PhD MAPS FCCLP
Founder & Director, Healthy Minds





KEY CONCEPTS



Our vision

To eliminate preventable psychological disorders in Australia, and to provide all Australians with the knowledge, resources and opportunities necessary to maintain an optimal level of mental health and wellbeing.

What we teach

The latest theory and research tells us specifically what kids needs to learn to make it less likely they will experience mental health difficulties, and more likely they will thrive.

The Healthy Minds Program is a multi-level wellbeing program for schools. It encompasses psychological skills training – an approach best described as ‘preventive psychology’ while also including some elements of positive psychology – to provide psychological immunization against risk for problems such as anxiety, depression and eating disorders.

Students learn:

- A framework for thinking about, and managing, their personal wellbeing. We teach in integrated, holistic, and evidence-based model called the Wellbeing Wheel (see page 5).
- That wellbeing is linked with performance. Being mentally healthy and maintaining high levels of personal wellbeing results in more focus, motivation and energy for optimal performance.
- The purpose and function of emotions, and how to manage them including with specific cognitive skills (The Helpful Thinking Process).
- How perfectionism can impede our achievement, and what to do about it.
- How to be critical consumers of the media (including social media).
- Self-compassion – a powerful practice that is vastly more important than self-esteem.
- The power of gratitude as a means to increase wellbeing.
- That stress is neither good nor bad – it is about having the right amount of stress, and what you do about it.
- Personal values and learning from the wisdom of others.

“

“The program has helped me a lot at understanding my emotional health.”

– Student



Wellbeing Wheel



The Healthy Minds Program is underpinned by The Wellbeing Wheel, an evidence-based, multi-factor model of mental health and wellbeing incorporating biological, psychological and social components (a ‘bio-psycho-social’ model).

School factors

Psychological skills in isolation can go a long way to help protect individuals to a certain extent, but schools that aspire to implement best practice will also ensure:

- A determination to prioritise student wellbeing alongside academic achievement, and a recognition that the two go hand-in-hand.
- School staff see supporting the mental health of their students as a vital part of their pastoral care responsibilities.
- A high level of ‘school connectedness’: a broad protective factor reflected in students’ feelings of being valued, included, and understood.
- A school culture in which staff actively espouse agreed school values and expectations for student behaviour; and are prepared to intervene when student behaviour does not reflect those values.

“

Found the course really helpful for not only my teaching role but also my family life with my children.”

– Teacher





OPTION ONE



Become a Healthy Minds Accredited School

“

“I wish we had
this when I went
to school.”

—Parent

Becoming an Accredited Healthy Minds Schools requires implementing the full term-long Healthy Minds Program, and meeting specific criteria. While the main component of the program is focused on Year 8 students, we aim to provide a whole-school approach to wellbeing through educating the parents of Junior School / Primary age children, and including sessions for older students, as well as staff development opportunities for staff at all levels of a school.

What's included?

- 10 visits to the school
- A teacher training workshop to prepare teachers who will deliver the classroom lessons (this is usually a 1-day training).
- A Year 8 Parent Night at the commencement of the term, called *Seven Secrets to a Healthy Mind*.
- The Year 8 term-long program which involves 8 group presentations by a Healthy Minds psychologist-facilitator and 8 corresponding classroom lessons. See Term Planner on page 8.
- A Teachers' Guide with detailed lesson plans, links and worksheets.
- Student Workbooks which can be used in either hard copy or digital format.
- Weekly Parent Modules so parents can follow along with the core content.
- Junior School / ELC Parent Night *Pathways to a Healthy Mind*.
- An extra flexible day for working with other student groups and staff. We can work with you to customise this flexible day.
- Leads to Accreditation as a Healthy Minds™ School (accreditation is renewed annually)



Schools often choose to implement Healthy Minds as part of the PDHPE Curriculum, or in dedicated pastoral care time, or a combination of both. Contact us to learn more about how Healthy Minds maps onto the ACARA Guidelines and IB Learner Profile.



Term Planner

Each school implementing the Healthy Minds Program is asked to nominate their internal Healthy Minds Co-ordinator. This could be (for example) a Director of Student Wellbeing, Head of Middle School, Deputy Principal, Head of House, Head of Year 8, or a particular staff member with an interest in wellbeing who has a track record as an effective co-ordinator and planner. This person is the key liaison with us, and is responsible for school-side administration of the program.

Before the program

- Comprehensive **Staff Training Day** for those staff teaching Healthy Minds classroom lessons. Other staff welcome. Covers the latest research, theory, lesson plans and key concepts.
- **Year 8 Parent Evening:** *Seven Secrets to a Healthy Mind*

Week 1/8

An Introduction to the Wellbeing Wheel and Challenging Perfectionism.

- Group presentation to whole of Year 8 by a Healthy Minds facilitator.
- Year 8 classroom lesson with internal trained teachers during the following week as timetabled.
- Teachers receive a coaching email at the beginning of each week.
- Parent Module for Week 1 sent to Year 8 parents.

Note: The weekly group presentations require the whole year level in one place at the same time. The classroom lessons do not.

Week 2/8

Where do feelings come from? Cognitive skills, healthy vs unhealthy thinking, and thinking errors.

- Group presentation to whole of Year 8 by a Healthy Minds facilitator.
- Year 8 classroom lesson with internal trained teachers during the following week as timetabled.
- Teachers receive the coaching email for this week.
- Parent Module for Week 2 sent to Year 8 parents.



Week 3/8



The weekly group presentations 'frontload' students with key concepts. Classroom lessons involve discussion, exercises and further teaching.

Media Literacy: Becoming critical consumers of media messages (including social media). Finding a balanced way of evaluating our self-worth.

- Group presentation to whole of Year 8 by a Healthy Minds facilitator.
- Year 8 classroom lesson with internal trained teachers during the following week as timetabled.
- Teachers receive the coaching email for this week.
- Parent Module for Week 3 sent to Year 8 parents.

Week 4/8

Understanding emotions. What's their purpose? How can we manage emotions well? Reaction urges and psychological muscle. Making good decisions.

- Group presentation to whole of Year 8 by a Healthy Minds facilitator.
- Year 8 classroom lesson with internal trained teachers during the following week as timetabled.
- Teachers receive the coaching email for this week.
- Parent Module for Week 4 sent to Year 8 parents.

Week 5/8

Learning Helpful Thinking. The Helpful Thinking Process + The Debating Method of thought challenging.

- Group presentation to whole of Year 8 by a Healthy Minds facilitator.
- Year 8 classroom lesson with internal trained teachers during the following week as timetabled.
- Teachers receive the coaching email for this week.
- Parent Module for Week 5 sent to Year 8 parents.



Week 6/8

Gratitude as a key wellbeing factor.

- Group presentation to whole of Year 8 by a Healthy Minds facilitator.
- Year 8 classroom lesson with internal trained teachers during the following week as timetabled.
- Teachers receive a coaching email
- Parent Module for Week 6 sent to Year 8 parents.

Week 7/8

Understanding stress and self-compassion.

- Group presentation to whole of Year 8 by a Healthy Minds facilitator.
- Year 8 classroom lesson with internal trained teachers during the following week as timetabled.
- Teachers receive a coaching email.
- Parent Module for Week 7 sent to Year 8 parents.

Week 8/8

Exploring our values; learning from the wisdom of others. Summary and review.

- Group presentation to whole of Year 8 by a Healthy Minds facilitator.
- Year 8 classroom lesson with internal trained teachers during the following week as timetabled.
- Teachers receive a coaching email.
- Parent Module for Week 8 sent to Year 8 parents.

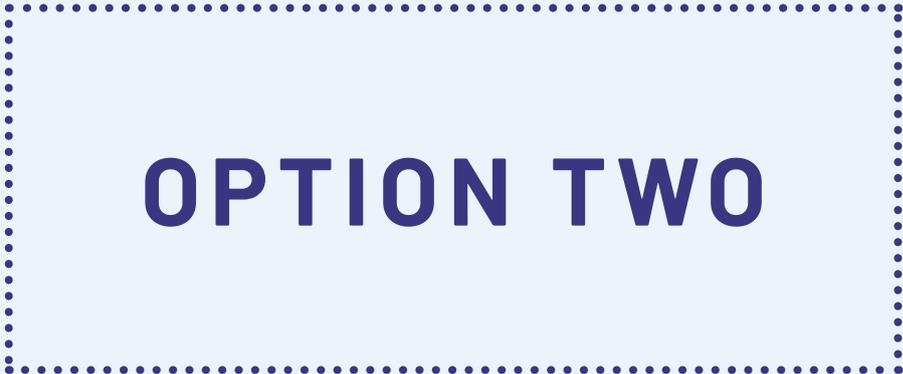
Extra visit: Choose your booster

Option 1 includes a minimum of 1 and a maximum of 3 additional components we call 'Boosters'. They are designed to be delivered in a single extra visit to your school, or, you may choose the digital booster option in lieu of an in-person visit.

Contact us for more information on booster sessions.

 Visit page 17
for pricing





OPTION TWO



1-Day Wellbeing Intensive

 Visit page 17 for pricing

1-Day Healthy Minds 'Wellbeing Intensive'

Accredited Healthy Minds schools implement the full term-long Healthy Minds Program, and meet specific criteria. However, if your school is unable to implement the full program, and is still looking for something brief, but intensive the Healthy Minds 1-Day Intensive could be the way to go.

Morning Session – Double Lesson for Year 8 cohort

- The function of emotions
- The Helpful Thinking Process
- Building Psychological Muscle
- What's normal and what's not?

Middle Session – Double Lesson for Year 9 cohort

- Self-compassion
- Media literacy
- Optimism
- Gratitude

Afternoon Session – Double Lesson for Year 10 cohort

- Overview of key Healthy Minds concepts, including research and theory; plus how to apply teacher strategies in 'coaching conversations'.

After School – Staff PD Session

- Integrated presentation featuring multiple Healthy Minds concepts at this year level.

Evening – Parent Seminar

- *Seven Secrets to a Healthy Mind* – the essentials for your child's mental health, resilience and wellbeing.

“

Thinking like an *optimalist* related the most for me. It helped me develop a more balanced view of the things in life.”

—Student





OPTION THREE



Specific Workshops & Seminars

We can provide a selection of one-off seminars and workshops for teachers, students and parents.

Contact us for more information.



What do students say?

"I feel like this will really help me in the future."

"I used to be a terrible perfectionist, now I feel balanced."

"Through your program I have learnt a lot about myself, and for this I am grateful."

"I always thought I procrastinated because I was lazy. Now I know there's much more to it than I thought."



What do parents say?

“Brilliant program.”

“My child REALLY found the program helpful. Often led to meaningful peer discussions.”

“I think the content of the course was excellent.”

“The material sent home was brilliant and allowed the whole family to be educated and to discuss the concepts taught.”

“I am very pleased that this course has been run at my children's school.”

What do teachers say?

“I just wanted to thank you again for the second parent workshop. It was outstanding, the parents really appreciated your engaging presentation and helpful hints. I can't wait for you to return to our school again.”

“Awesome. I was engaged the whole time and can walk away genuinely enthused.”

“The course was quite thought-provoking to discuss perfectionism and where our feelings come from. I found the Wellbeing Wheel a really useful tool and will use it with students.”

“Wow. As good as any PD I have been involved in over the duration of my career (30 years). This would be extremely valuable for colleagues / staff. In fact, this workshop would help my/our school move forward.”



Go to page 19
for Frequently Asked
Questions





PRICING



Pricing

Healthy Minds Program (Term-long)

\$19,049.52 + GST

\$16,978.92 + GST for Adelaide-based schools

1-Day Wellbeing Intensive*

\$5900 + GST (excl travel & accommodation costs)

Individual Seminars & Workshops*

POA - A presentation 'Menu' for single sessions is available on request.

*NB - does not lead to accreditation.



“I found this a very efficient and well-detailed training program. The psychology behind it as well as the teacher resources distributed were excellent and very useful. Highly recommended to any educators looking to improve the wellbeing of their students.”

—Teacher





**FAQ &
CONTACT**



Frequently Asked Questions

Why don't schools simply get the lesson plans and teach it themselves?

There are several reasons why a Healthy Minds facilitator is required:

1. A large part of the program's success is dependent upon the attention that students pay, and the credibility they attribute to lesson content that differs somewhat from traditional Health lesson content. Having an expert psychologist facilitator, with whom the students are not familiar (as with regular teaching staff or the school psychologist) mean that presentations are considered novel and tend to command the attention of students.
2. Quality Control. The annual involvement of a Healthy Minds facilitator ensures that the latest content updates from theory and research can be applied, thus ensuring it is up-to-date. Facilitators can monitor and coach school staff as required to ensure fidelity to the lesson plans' psychological content and protocols.
3. Research into school-based adolescent wellbeing programs consistently finds stronger effects when the program has significant involvement of an external 'expert' facilitator.

Reference

Wahl, M. S., Adelson, J. L., Patak, M.A., Passel, P., & Hautzinger, M. (2014). Teachers or psychologists: who should facilitate depression prevention programs in schools? *International journal of environmental research and public health*, 11(5), 5294- 5316.

How is it different from what's already being done in schools?

School-based prevention programs to date have focused on single issues: either depression, anxiety, or eating disorders/body image. The Healthy Minds Program was developed from the outset to be transdiagnostic, meaning it aims to target a broad range of problems including all three mentioned above. A transdiagnostic approach to psychological wellbeing is the cutting-edge theory for prevention. It is a more efficient way to prevent problems and build skills that adolescents can use for life, without focusing on individual disorders *per se*.



Frequently Asked Questions

Many other so-called 'prevention' programs take students who are high risk or already symptomatic and then provide an intervention. They then evaluate whether the students' mental health has improved by way of reduced symptoms. This is not in fact prevention, but treatment, and is a major criticism of the existing prevention literature. Only a very small minority of programs to date have been able to demonstrate a true prevention effect in adolescent school populations – Healthy Minds is one of them.

Some other schools are very focused *only* on positive psychology interventions that aim to increase the experience of positive emotion and cultivating strengths in the individual. A sole focus on positive psychology – without the sophisticated psychological skills of understanding and regulating *negative* affect – is inadequate.

The Healthy Minds Program is very focused on setting a new standard for preventive psychology in schools, as well as cultivating evidence-based positive psychology skills. *Both* are required.

How was it evaluated?

We conducted a large, multi-site controlled evaluation trial of the program. Three independent schools and one Catholic school from metropolitan Adelaide participated, with more than 1000 students involved. Rigorous assessment before the program was implemented, immediately after, and at 6 - and 12-month follow-up provided a large database from which to thoroughly evaluate the program's efficacy.

What were the results?

Results from our data analysis revealed a significant prevention effect for a combined measure of depression and anxiety over a six-month period. The program also significantly reduced student levels of unhelpful perfectionism, which reduces risk for depression, anxiety and disordered eating.

We believe this to be a world first.



Frequently Asked Questions

What did the students say?

On anonymous feedback forms, we asked students to honestly evaluate the program, rating it on how helpful, interesting and challenging they found it; and the concepts they thought they would find most useful in their daily lives.

More than 80% of students in our trial said they would recommend the program to their peers.

Some student comments:

"You don't have to be perfect."

"Emotions are natural."

"I thought learning about optimalism was helpful."

"You don't have to be happy 24/7."

"Stress can be a good thing."

"Self-compassion is the most beneficial thing to learn."

"I used to be a terrible perfectionist, now I feel balanced."

"The program was enjoyable and changed my way of thinking."

Has the Healthy Minds evaluation trial been reviewed by other experts?

The evaluation trial resulted in a PhD thesis, which was assessed by two expert examiners. They described the work as "an outstanding study representing an enormous amount of work, very impressive in the rigorous methodology, sample size, statistical analyses, and programme content", and said "This thesis makes a significant and original contribution to the field".

The research was subsequently awarded the 2015 Flinders University Vice Chancellor's Award for Doctoral Thesis Excellence.

The evaluation trial of Healthy Minds was also published in one of the world's leading peer-reviewed journals, *Behaviour Research and Therapy* in 2015. This represents a significant contribution to the science of prevention and resilience building around the world.



Frequently Asked Questions

Who are the Healthy Minds facilitators?

Healthy Minds facilitators are specifically selected for their psychological expertise as well as both clinical and group training experience. The current list of Healthy Minds facilitators can be found on our website:

<https://healthymindsprogram.com/about-us/our-people>

Where has the program been featured?

Healthy Minds is now integrated in leading schools Australia-wide, and is being featured at various schools and conferences in Asia.

It has been the subject of more than 30 conference presentations and invited addresses in Australia, the UK, Thailand, and Singapore.

Healthy Minds has also been featured on Triple J, ABC Radio, 7 News, Power FM, Radio Adelaide, in the *Sydney Morning Herald*, *The Age*, *The Advertiser*, and beyond.

Contact us

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