

DR SĀGARADEVĪ BARRATT

SENIOR LECTURER IN HEATH AND SOCIAL CARE

CONTACT

PROFILE

Experienced Senior Lecturer, Programme Director for MSc Medical and Clinical Education and Research Lead for the Doctorate in Clinical Psychology programme at the University of Essex. Committed to developing pedagogy in higher education to facilitate transformative learning and supportive educational contexts. Specialist in contemplative education and experienced meditation teacher. Advance HE Senior Fellow since 2020 and National Teaching Fellowship Scheme Nominee for 2026.

EMPLOYMENT EXPERIENCE

SENIOR LECTURER • OCTOBER 2020 - PRESENT

University of Essex, School of Health and Social Care

Programme Director for MSc in Medical and Clinical Education reflecting demonstrated commitment to education practice and theory and excellent past performance in CPD delivery. Responsible for oversight, quality assurance, **Advance HE reaccreditation**, personal tutor responsibilities for 70 students and delivery and assessment of three key modules: Teaching, Learning and Assessment (30 credits); Learning Organisations and Quality Assurance (30 credits); Curriculum Development (15 credits).

Research Lead for Doctorate in Clinical Psychology (since September 2025), overseeing approximately 100 thesis projects (approx. 31 in each year group). Responsible for ensuring appropriate supervision arrangements across the university and external partners, appointment of supervisory panel chairs, internal examiners and supporting students and supervisors. Module Lead for two research modules.

2020-2021 Deputy Director of Education for Excellence and Innovation supporting colleagues during COVID to deliver high quality teaching in online environments.

Consultancy projects delivered on wellbeing and mindfulness meditation for Kings College Dental Hospital and Health Education England. This included several seminar presentations and two 6 week mindfulness courses delivered online in 2020 and 2021.

Member of **Professional Suitability Committee**, representing the school in Fitness to Practice proceedings

Doctoral student research supervision - currently 1 PhD, 2 Prof Docs and 4 DClinPsych and **Examiner** Internal (6 students) and External (3 Students).

Delivery of staff **meditation classes** and courses.

Academic Advisor supporting colleagues with the University of Essex Pathway to Permanency process.

Invited to **Mind and Life Europe, Summer Research Institute Organising Committee** in 2024 and 2025

LECTURER • OCTOBER 2012 – OCTOBER 2020

University of Essex, School of Health and Social Care

Programme Lead for MRes in Health Care Research for six years.

Module Lead for range of undergraduate and postgraduate modules: Understanding Research; Research Methods and Data analysis; Critical Appraisal for Healthcare Practice;

Extenuating Circumstances Committee Chair

Designed and delivered '**Developing as a compassionate practitioner**' an innovative postgraduate module which integrated contemplative pedagogy and reflective practice.

Worked closely with Organisational Development to offer training on contemplative education to staff and innovative course to support learning and well-being for PhD students.

Founded Contemplative Pedagogy Network in 2014, an international, interdisciplinary community for those interest in contemplative methods in teaching and learning.

Awarded an early career **Excellence in Teaching Award** and a Motivating, Empowering, Inspirational Woman (MEI) award in 2016.

Trained as a **Schwartz Round Facilitator** and delivered Schwartz rounds for colleagues and students.

KNOWLEDGE TRANSFER PARTNERSHIP ASSOCIATE • JULY 2010 – SEPT 2012

University of Essex, School of Health and Social Care

Designed and carried out research on **mental health and houses in multiple occupation** using life history interviews and participant photography. Resulting in two conference papers and three publications.

Recruited and interviewed 20 bedsit residents accessed through third sector support agencies. Established relationships with landlords of houses in multiple occupation resulting in two property case studies.

Established **strong relationships** with statutory services including environmental health, local health and support providers, including commissioners of mental health services.

EDUCATION

PHD INTERNATIONAL DEVELOPMENT • 2006 - 2010

University of East Anglia, Norwich

Supervised by Professor Janet Seeley and Dr Edward Allison. Submitted in three years. Minor corrections.

MRES INTERNATIONAL DEVELOPMENT • 2005 - 2006 • DISTINCTION

University of East Anglia, Norwich

Modules studied: Research Skills for Social Analysis; Research Skills Workshop; Research Techniques and Analysis; Democracy and Governance; Epistemology.

BSC INTERNATIONAL DEVELOPMENT • 2005 - 2006 • FIRST

University of East Anglia, Norwich

Modules studied: Natural resource management; Social analysis; Anthropology; Health, population and development; Key skills; Statistics; Conservation, environment and development.

RECENT PUBLICATIONS AND CONFERENCE PAPERS

Please note that I changed my forename following my Ordination in 2023. Work before this time has the initial C.

JOURNAL ARTICLES

- Dolen, T. and Barratt, S., (2026). Complex collateral consequences: Understanding women's experiences of partner imprisonment for violent crime in the UK. *Justice, Opportunities, and Rehabilitation*. 65 (3), 149-169 <https://doi.org/10.1080/2997965X.2026.2633147>
- Barratt, S., (2025). Enaction, relevance realisation and wisdom: establishing a theoretical framework for contemplative education. *Frontiers in Education*. 10 <https://doi.org/10.3389/educ.2025.1613780>
- Appleton, P., Hung, I. and Barratt, C., (2021). Internal conversations, self-reliance and social support in emerging adults transitioning from out-of-home care: An interpretative phenomenological study. *Clinical Child Psychology and Psychiatry*. 26 (3): 882-893 <https://doi.org/10.1177/13591045211005827>
- Barratt, C., Appleton, P. and Pearson, M., (2020). Exploring internal conversations to understand the experience of young adults transitioning out of care. *Journal of Youth Studies*. 23 (7), 869-885 <https://doi.org/10.1080/13676261.2019.1645310>
- Barratt, C., (2020). The Contemplative and Critical in Community. *The Journal Of Contemplative Inquiry*. 6 (1). Retrieved from <https://journal.contemplativeinquiry.org/index.php/joci/article/view/208>
- Barratt, C., (2018). Developing resilience: the role of nurses, healthcare teams and organisations. *Nursing Standard*. 33 (7): 43-49 <https://doi.org/10.7748/ns.2018.e11231>

INVITED SPEAKER AND INTERVIEWS

- Barratt, S. with G. Sengstock. (2026). You Can't Force Contemplation — Sāgaradevī Barratt on Wisdom and Mystery. 6th May 2026 <https://www.youtube.com/watch?v=CYZaeOoB3fw>
- Barratt, S., (2025). Education, enaction and the development of wisdom. Mind & Life Europe, European Summer Research Institute, Rangjung Yeshe Gomde, Scharnstein, Austria, 31st July 2025.
- Barratt, S., (2025). Telling people to be kind isn't enough: exploring contemplation, wisdom and compassion in health care education. University of Reading, 27th November 2025.
- Barratt, S., (2024). Contemplative Education and the Development of Ethics. Mind & Life Europe, European Summer Research Institute, Pomaia, Italy, 8th August 2024.
- Barratt, S. with G. Sengstock. (2024). Contemplative Pedagogy with Sāgaradevī Barratt. 3rd July 2024 <https://www.youtube.com/watch?v=d2v9oaZvI-8>
- Barratt, S., (2024). Enaction, relevance realisation and the development of wisdom-informed approaches to contemplative education. Mind & Life Europe Friends Talk, 27th June 2024.
- Barratt, C., (2019). Resilience in nursing: beyond the individual. Nurse Wellbeing Conference, Amsterdam UMC, 21st November 2019.
- Barratt, C., (2019). Using silence in teaching and learning. Winchester University Teaching and Learning Day, Winchester University, 6th June 2019.
- Barratt, C., (2018). Contemplative pedagogy and the quest for meaning and transformation in higher education. Symposium on Pedagogies of Mindfulness, University of Vienna, Center for Teacher Education, 25th January 2018.
- Barratt, C., (2016). Exploring the potential of contemplative pedagogy in higher education. Mindfulness in Education, Catholic University Eichstätt-Ingolstadt, 15th July 2016.

Barratt, C., (2016) Telling students to be compassionate isn't enough: exploring the role of mindfulness, contemplation and compassion in higher education. Warwick Medical School, Warwick Medical School Mindfulness Society Seminar Series. 14th January 2016.

CONFERENCE PAPERS

Barratt, S., (2026). The ethical imperative of sense-making and contemplative education in health and social care. Power and Care: Enactive approaches and Critical Social Theory, Mind and Life Europe, Universitat Pompeu Fabra, Barcelona, May 27-30th 2026.

Barratt, C., (2017). Transforming students, changing the world: The role of contemplative pedagogy in creating and supporting the change makers of the future. Higher Education Authority Conference, Manchester, 5th July 2017.

CONFERENCE POSTERS

Barratt, S., Beykoylu, H., Meling, D. and Stap, T., (2025). Transformative Learning theory from an Enactive perspective. Mind and Life Europe, Summer Research Institute, Rangjung Yeshe Gomde, Scharnstein, Austria, 31st July 2025.

Barratt, C. and L. Andrews., (2016) Evaluating the Impact of 'Developing as a Compassionate Practitioner' an Innovative Course for Health Professionals. Royal College of Nursing Education Forum National Conference and Exhibition, Telford. March 15th 2016.

ADDITIONAL TRAINING

- Microphenomenological Interviewing, September 2025
- Mindfulness Based Stress Reduction Teacher Training, September- November 2016
- Zenways Mindfulness and Meditation Teacher Training, May 2015
- Post Graduate Certificate in Higher Education Practice, April 2015
- Level 5 Diploma in Project Management and Leadership, April 2012

MEMBERSHIPS

- 2022: Mind and Life Europe
- 2018: Advance HE Senior Fellowship
- 2014-2021: Founder and Lead for Contemplative Pedagogy Research Network
- 2013-2020: Co-Founder and Co-Lead Environmental Health Research Network

FUNDING

- 2016: Impact Acceleration Award, £9500 Internal conversations, social networks and mental health of care leavers in Suffolk
- 2015: Excellence in Teaching Award, £1000
- 2015: Course Development Grant, University of Essex, £2020
- 2006: Economic and Social Research Council CASE PhD Studentship, £65 000

CURRENT DOCTORAL SUPERVISION

PRIMARY SUPERVISOR

Muzaffar Hussain, Applied Psychology PhD *“Exploring the lived experience of Asian International PhD students studying in the UK: An Interpretative Phenomenological Analysis”*

Sarika Sharma, Clinical Psychology (D Clin Psych) *“Reflections on Life & End of Life After a Diagnosis of Prostate Cancer: Qualitative Study of Narratives”*

Muhabatu Deen, Clinical Psychology (D Clin Psych) *“An Exploration of Integrative Community Therapy Experiences Among Carers Supporting Individuals with Acquired Brain Injury”*

Heidi Paine, Clinical Psychology (D Clin Psych) *“A multi-perspective IPA study of transformative learning in the context of Doctorate in Clinical Psychology thesis supervision”*

Courtney Donovan, Clinical Psychology (D Clin Psych) *“How is Internal Family Systems (IFS) therapy experienced by individuals with past trauma: an IPA study”*

COMPLETED DOCTORAL SUPERVISION

PRIMARY SUPERVISOR

Melanie Dupin, Clinical Psychology (D Clin Psych) Professional Doctorate, Awarded 26/11/2025 *“How does participation in clinical mental health services and community arts programmes for mental health influence the expression of Mental Illness Identity (MII) among individuals with chronic and serious mental health difficulties?”*

Sadjia Nasseur, Clinical Psychology (D Clin Psych) Professional Doctorate, Awarded 1/11/2023 *“Mindfulness and Blackth-30th Asian and Minority Ethnic (Bame) Muslims: Exploring the Intersection of Culture, Religion and Mental Health”*

Phoebe Wheeler, Clinical Psychology (D Clin Psych) Professional Doctorate, Awarded 9/11/2022 *“Multiple Modes of Being: Exploring the Complex Role of a Foster Carer”*

Tugce Dolen, Clinical Psychology (D Clin Psych) Professional Doctorate, Awarded 9/11/2022 *“It’s Like Someone Dying But They’re Still Alive’: Exploring Women’s Experiences of Having a Partner Imprisoned for a Violent Crime in the UK”*

Nancie Prud'Homme, Clinical Psychology (D Clin Psych) Professional Doctorate, Awarded 9/11/2020 *“A Grounded Theory Study of Mindfulness Training with Police Officers”*

SECOND SUPERVISOR

Hollie Hadwen, Health Care Education Professional Doctorate, Awarded 13/8/2024 *“Supporting the Pastoral Needs of Undergraduate Diagnostic Radiography Students: A Phenomenological Exploration of the Educator’s Experience”*

Dimitra Theodoropoulou, Health Care Education Professional Doctorate, Awarded 13/8/2024 *“Demystifying Art Therapy with Children and Young People in a UK Mental Health Charity: How Art Therapists Make the Tacit Tangible in Conceptualising Change”*

Sarah Pirmohamed, Clinical Psychology (D Clin Psych) Professional Doctorate, Awarded 9/1/2024 *“If I Wasn’t as Sensitive as I Am, Maybe I’d Just Take It for Granted’ – Exploring Parenting Experiences in New Mothers with Sensory Processing Sensitivity (SPS)”*

Rebecca Tweedy, Clinical Psychology (D Clin Psych) Professional Doctorate, Awarded 2/12/2020 “The Impact of a Mindfulness Based Intervention Group on Stress, Burnout and Coping in a UK Police Force: A Controlled Study”

Nathan Parnell, Clinical Psychology (D Clin Psych) Professional Doctorate, Awarded 9/11/2020 “Barriers and Facilitators to Screening, Assessment and Mental Health Care of Looked After Children”

Louise Wright, Applied Psychology PhD, Awarded 27/04/2020 “An Evaluation of a School-Based Intervention to Reduce Risk Behaviour in Adolescents”

Stacy Earl, Clinical Psychology (D Clin Psych) Professional Doctorate, Awarded 31/3/2016 “An Exploration of How Mental Health Service Users' Construct Meaning From the Work Capability Assessment Process - Using Foucauldian Discourse Analysis”

PUBLICATIONS (BEFORE 2020)

- Barratt, C., (2018). Contemplative Pedagogy. In: Mindful Evolution: Conference proceedings Eichstätt 2016 & Thessaloniki 2017. Editors: Bottger, H., Jensen, K. and Jensen, T.
- Barratt, C. and Tess, W., (2018). Nursing and Mindfulness. In: Coping and Thriving in Nursing An Essential Guide to Practice. Editors: Martin, P., pp. 62-80 SAGE Publications <https://doi.org/10.4135/9781526461537.n6>
- Barratt, C. and Green, G., (2017) Making a House in Multiple Occupation a Home: Using Visual Ethnography to Explore Issues of Identity and Well-Being in the Experience of Creating a Home Amongst HMO Tenants. Sociological Research Online 22 (1), 95-112 <https://doi.org/10.5153/sro.4219>
- Cox, P., Barratt, C. et al., (2017). Reducing recurrent care proceedings: initial evidence from new interventions. Journal of Social Welfare and Family Law. 39 (3), 1-18 <https://doi.org/10.1080/09649069.2017.1345083>
- Barratt, C., (2016) Exploring the potential of contemplative pedagogy in health professional education. Focus on Health Professional Education: a Multidisciplinary Journal. <https://fohpe.org/FoHPE/article/download/135/53/0>
- Couch, R., Barratt, C., Dhese, S., Stewart, J. and Page, A., (2016). Research and Evidence Based Environmental Health. In: Clay's Handbook of Environmental Health (21st Edition). Editors: Battersby, S., pp. 102- 127. Routledge
- Barratt, C., Seeley, J. and Allison, EH., (2015). Lacking the Means or the Motivation? Exploring the Experience of Community-Based Resource Management Among Fisherfolk on Lake Victoria, Uganda. The European Journal of Development Research. 27 (2), 257-272 <https://doi.org/10.1057/ejdr.2014.33>
- Barratt, C., Green, G. and Speed, E., (2015). Mental health and houses in multiple occupation. Journal of Public Mental Health. 14 (2), 107-117 <https://doi.org/10.1108/JPMH-11-2013-0070>
- Barratt, C. and Allison, EH., (2014). Vulnerable people, vulnerable resources? Exploring the relationship between people's vulnerability and the sustainability of community-managed natural resources. Development Studies Research. 1 (1), 16-27 <https://doi.org/10.1080/21665095.2014.904079>
- Pearson, G., Barratt, C., Seeley, J., Ssetaala, A., Nabbagala, G. and Asiki, G., (2013). Making a livelihood at the fish-landing site: exploring the pursuit of economic independence amongst Ugandan women. Journal of Eastern African Studies. 7 (4), 751-765 <https://doi.org/10.1080/17531055.2013.841026>
- Barratt, C., Kitcher, C. and Stewart, J., (2012). Beyond safety to wellbeing: How local authorities can mitigate the mental health risks of living in houses in multiple occupation. Journal of Environmental Health Research. 12 (1), 39-51 <https://scispace.com/pdf/beyond-safety-to-wellbeing-how-local-authorities-can-2pb9m43evg.pdf>

Barratt, C., Mbonye, M. and Seeley, J., (2012). Between town and country: shifting identity and migrant youth in Uganda. *The Journal of Modern African Studies*. 50 (2), 201-223
<https://doi.org/10.1017/S0022278X1200002X>

Westway, E., Barratt, C. and Seeley, J., (2009). Educational attainment and literacy in Ugandan fishing communities: Access for All?. *Maritime Studies*. 8 (2), 73-97
https://www.marecentre.nl/mast/documents/Mast82_westaway_barratt_seeley.pdf