**Table 1 - Revised Themes**

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| **Theme: Perceptions within the Professional Identity**  **Sub-theme: Acceptance**   * Normalising lived experience * You can be a therapist and have difficulties * Student willingness to share * Prevalence of mental health * Normalising self-disclosure within CBT * Lived experience is valuable * Experts by experience * Reducing stigma of mental health * Perfectionism   **Sub-theme: Uncertainty**   * Reluctance to acknowledge one’s own mental health experiences as CBT therapists * Emotions about sharing lived experiences * Personal therapy is not compulsory * Students’ reaction to disclosure   **Sub-theme: Cynicism**   * Not having a place for lived experience in the workplace * Lived experience viewed as a negative in the workplace * Therapists should be strong * Lived experience as a weakness * Liaison with employers * Ability to work alongside the experience * Trainee resilience | **Theme: Pedagogical Relationship**  **Sub-theme: Power and Dynamics**   * Power imbalance * Power relations * Lessens the power dynamic * Change in the academic relationship   **Sub-theme: Perception of Educators**   * Admiration for lecturers * Students comparing themselves to educators * Humanises educators * Makes educators more relatable * Credibility * Students’ willingness to seek support from University staff * Building rapport with students   **Sub-theme: Isolating Students**   * Alienating students * Diversity in the educator team |
| **Theme: Benefitting Clinical Work**  **Sub-theme: Increasing Reflection**   * Explore own beliefs and how this may impact clinical work * Recognising how clinician lived experience can impact the therapeutic relationship * Vicarious trauma   **Sub-theme: Therapeutic Skills**   * Authenticity with clients and being more connected to them * Impact on students’ clinical work * Boundaries * Modelling | **Theme: Enhancing Teaching**  **Codes**   * More passionate teaching * Greater knowledge * More accessible teaching * Putting theory into practice * Enhances teaching * Comfortable teaching environment * Brings life to teaching * Student feedback |
| **Theme: Implementation**  **Sub-theme: Why Self-Disclose**   * Rationale for disclosure * Appropriateness of disclosure * Frequency of lived experience shared in teaching * Educator choice of whether to disclose * Vicarious trauma   **Sub-theme: Preparation for Self-Disclosure**   * Educators sharing what they feel comfortable with * Preparing for self-disclosure * Being reductionist * Co-teaching * Being cautious with self-disclosure * Readiness to share lived experience   **Sub-theme: Managing Student Response**   * Students probing too much about educator lived experience * Students’ reaction to disclosure * Too much discussion of lived experience * Guidelines   **Sub-theme: Post-Disclosure Considerations**   * Reflection after sharing * Debrief for educators after sharing lived experience |  |