**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
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| **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
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| **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
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