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Appendix 1: Systematic Literature Review, Inclusion and Exclusion Criteria

Inclusion	Exclusion	Total papers	Total papers excluded	Total papers included
Round 1: Determine the type of paper and remove duplicates				
Journal article papers	Non journal articles papers	179 hits appeared in the search. 97 duplicates were removed. Leaving 82 papers in total.	38 non journal articles	44
Round 2: Paper abstract read and rest of paper was scan read.				
Papers researching TEPs in doctoral training in the UK (including Wales, England and Northern Ireland)	-Papers were not researching TEPs. -Papers were not based on TEPs in doctoral training (For example, TEPs in Scotland)	44	29	15
Round 3: Paper abstract read and rest of paper was scan read.				
Paper was a research paper	Paper was not a research paper.	15	5	10
Round 4: Paper was thoroughly read and checked again against round 2 and 3 criteria.				

Paper still adhered to criteria for round 2 and 3	Paper did not adhere to round 2 and 3: -Paper was not based within Wales, England and Northern Ireland - Paper was not a research paper	10	1	9
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Appendix 2: Systematic Literature Review, Excluded Papers

Journal articles excluded

Literature Review Question Exclusion Key:

2: The focus of the paper was not on doctoral TEP experiences and TEP training.

3: The paper was not a research paper.

Number	Title	Author	Journal	Year of Publication	Reason for Exclusion
1	How do Educational Psychologists in the UK and Ireland assess the needs of autistic children and young people?	Sadreddini, S., Bond, C. C. B. ac. u., & Oldfield, J.	<i>Good Autism Practice</i>	2019	2
2	Precision teaching: does training by educational psychologist have an impact?	Sundhu, R., & Kittles, M.	<i>Educational Psychology in Practice</i>	2016	2
3	Leadership Supervision for Managers of Educational Psychology Services *appears twice in search results (duplicate manually removed)	Atkinson, C., & Posada, S.	<i>Educational Psychology in Practice</i>	2019	2
4	Identifying the costs and benefits of educational psychology: a preliminary exploration in two local authorities.	Gibbs, S., & Papps, I.	<i>Educational Psychology in Practice</i>	2017	2

5	Open Dialogue: Working with children: Psychologists at the boundaries of knowledge and experience	Billington, T.	<i>Psychology of Education Review</i>	2009	2
6	Quantitative research and the educational psychologist	Carroll, H. C. M.	<i>Educational & Child Psychology</i>	2016	3
7	Evaluating the use of a strengths-based development tool with head teachers	Cooper, L. E. C., & Woods, K.	<i>Educational Psychology in Practice</i>	2017	2
8	Halfway between Cyril Burt and the present day: A lone educational psychologist in the late 1950s	Cashdan, A.	<i>Educational & Child Psychology</i>	2013	2
9	An Evaluation of a Pre-Training Assistant Educational Psychologist Programme	Monsen, J. J., Brown, E., Akthar, Z., & Khan, S. Y.	<i>Educational Psychology in Practice</i>	2009	2
10	Improving Children's Behaviour and Attendance through the Use of Parenting Programmes: An Examination of Practice in Five Case Study Local Authorities	Hallam, S., Rogers, L., & Shaw, J.	<i>British Journal of Special Education</i>	2006	2
11	Pupil Absenteeism and the Educational Psychologist	Carroll, H. C. M.	<i>Educational Studies</i>	2015	2
12	Current trends in educational psychology supervision in the UK	Dunsmuir, S., Lang, J., & Leadbetter, J.	<i>Educational & Child Psychology</i>	2015	2

13	Understanding Teaching Assistant Self-Efficacy in Role and in Training: Its Susceptibility to Influence	Higgins, H., & Gulliford, A.	<i>Educational Psychology in Practice</i>	2014	2
14	Consolidation and development	Portwood, P.	<i>Educational & Child Psychology</i>	2018	2
15	Constructing a flexible model of integrated professional practice: Part 3 - the model in practice	Rhydderch, G., & Gameson, J.	<i>Educational Psychology in Practice</i>	2010	3
16	Online training to promote inclusion: A systems level intervention	Clench, H., & King, B. S.	<i>Educational and Child Psychology</i>	2015	2
17	Counterfactual thinking and educational psychology	Hill, J.	<i>Educational Psychology in Practice</i>	2017	2
18	Educational Psychologists as Researchers	Topping, K., & Lauchlan, F.	<i>Australian Educational & Developmental Psychologist</i>	2013	2
19	An Analysis of Assessment and Intervention Frameworks in Educational Psychology Services in Scotland: Past, Present and Possible Worlds.	Kennedy, H.	<i>School Psychology International</i>	2006	2
20	A Qualitative Comparison of Perceived Stress and Coping in Adolescents with and without Autistic Spectrum Disorders as They Approach Leaving School	Browning, J., Osborne, L. A., & Reed, P.	<i>British Journal of Special Education</i>	2009	2

21	The Effect of Social Skills Interventions in the Primary School	Denham, A., Hatfield, S., Smethurst, N., Tan, E., & Tribe, C.	<i>Educational Psychology in Practice</i>	2006	2
22	Professional Training for Both Competence and Capability	Kennedy, E.k., Monsen, J.	<i>School Psychology International</i>	2009	3
23	Identifying principles and practice for supervision in an Educational Psychology Service	Ayres, J., Clarke, A., & Large, J.	<i>Educational and Child Psychology</i>	2015	2
24	Review of Success with your education research project (second edition)	Maxwell, T.	<i>Educational Psychology in Practice</i>	2013	2
25	Review of Evidence-based interventions for children with challenging behaviour	Hounslow, R.	<i>Educational Psychology in Practice</i>	2014	2
26	Review of Research methods and methodologies in education	Shield, W.	<i>Educational Psychology in Practice</i>	2013	2
27	Review of Choosing a school for a child with special needs	Burgess, N.	<i>Educational Psychology in Practice</i>	2011	2
28	Developing post-school psychological services in Scotland: Fit for purpose?	Hellier, C.	<i>Educational and Child Psychology</i>	2009	2
29	Revolutionising applied training	Gersch, I. S.	<i>The Psychologist</i>	2006	3
30	Review of Dyslexia? Assessing and reporting The Patoss guide.	Rees, A.	<i>Educational Psychology in Practice</i>	2006	2

31	Notes from the Chair	Pemberton, R.	<i>Clinical Psychology Forum</i>	2015	3
32	Future models of supervision: supporting practice and promoting professional growth and well-being in educational psychology through Collaborative Peer Support (CPS)	Corlett, L.	<i>Educational and Child Psychology</i>	2015	2
33	Using Video Interaction Guidance to Develop Intrapersonal and Interpersonal Skills in Professional Training for Educational Psychologists	Hayes, B., Dewey, M., & Sancho, M.	<i>International Journal of Teaching and Learning in Higher Education</i>	2014	3
34	Children and young people who present with sleep deprivation: An initial exploratory study using the Delphi technique with reference to potential competencies required for the initial training of educational psychologists	Anderson, J., & Tyldesley, K.	<i>Educational and Child Psychology</i>	2019	2
35	Supporting parents through a narrative therapeutic group approach: A participatory research project	Rowley, J., Rajbans, T., Markland, B.	<i>Educational Psychology in Practice</i>	2020	2

Appendix 3: Systematic Literature Review, Original Critique Tools

Walsh and Downe (2006) Appraisal Tool for Qualitative Research

Table 4 Summary criteria for appraising qualitative research studies.

Stages	Essential criteria	Specific prompts
Scope and purpose	Clear statement of, and rationale for, research question/aims/purposes	<ul style="list-style-type: none"> • Clarity of focus demonstrated • Explicit purpose given, such as descriptive/explanatory intent, theory building, hypothesis testing • Link between research and existing knowledge demonstrated
	Study thoroughly contextualised by existing literature	<ul style="list-style-type: none"> • Evidence of systematic approach to literature review, location of literature to contextualise the findings, or both
Design	Method/design apparent, and consistent with research intent	<ul style="list-style-type: none"> • Rationale given for use of qualitative design • Discussion of epistemological/ontological grounding • Rationale explored for specific qualitative method (e.g. ethnography, grounded theory, phenomenology) • Discussion of why particular method chosen is most appropriate/sensitive/relevant for research question/aims • Setting appropriate
	Data collection strategy apparent and appropriate	<ul style="list-style-type: none"> • Were data collection methods appropriate for type of data required and for specific qualitative method? • Were they likely to capture the complexity/diversity of experience and illuminate context in sufficient detail? • Was triangulation of data sources used if appropriate?
Sampling strategy	Sample and sampling method appropriate	<ul style="list-style-type: none"> • Selection criteria detailed, and description of how sampling was undertaken • Justification for sampling strategy given • Thickness of description likely to be achieved from sampling • Any disparity between planned and actual sample explained
Analysis	Analytic approach appropriate	<ul style="list-style-type: none"> • Approach made explicit (e.g. Thematic distillation, constant comparative method, grounded theory) • Was it appropriate for the qualitative method chosen? • Was data managed by software package or by hand and why? • Discussion of how coding systems/conceptual frameworks evolved • How was context of data retained during analysis • Evidence that the subjective meanings of participants were portrayed • Evidence of more than one researcher involved in stages if appropriate to epistemological/theoretical stance • Did research participants have any involvement in analysis (e.g. member checking) • Evidence provided that data reached saturation or discussion/rationale if it did not • Evidence that deviant data was sought, or discussion/rationale if it was not
Interpretation	Context described and taken account of in interpretation	<ul style="list-style-type: none"> • Description of social/physical and interpersonal contexts of data collection • Evidence that researcher spent time 'dwelling with the data', interrogating it for competing/alternative explanations of phenomena
	Clear audit trail given	<ul style="list-style-type: none"> • Sufficient discussion of research processes such that others can follow 'decision trail'

Table 4 (continued)

Stages	Essential criteria	Specific prompts
	Data used to support interpretation	<ul style="list-style-type: none"> • Extensive use of field notes entries/verbatim interview quotes in discussion of findings • Clear exposition of how interpretation led to conclusions
Reflexivity	Researcher reflexivity demonstrated	<ul style="list-style-type: none"> • Discussion of relationship between researcher and participants during fieldwork • Demonstration of researcher's influence on stages of research process • Evidence of self-awareness/insight • Documentation of effects of the research on researcher • Evidence of how problems/complications met were dealt with
Ethical dimensions	Demonstration of sensitivity to ethical concerns	<ul style="list-style-type: none"> • Ethical committee approval granted • Clear commitment to integrity, honesty, transparency, equality and mutual respect in relationships with participants • Evidence of fair dealing with all research participants • Recording of dilemmas met and how resolved in relation to ethical issues • Documentation of how autonomy, consent, confidentiality, anonymity were managed
Relevance and transferability	Relevance and transferability evident	<ul style="list-style-type: none"> • Sufficient evidence for typicality specificity to be assessed • Analysis interwoven with existing theories and other relevant explanatory literature drawn from similar settings and studies • Discussion of how explanatory propositions/emergent theory may fit other contexts • Limitations/weaknesses of study clearly outlined • Clearly resonates with other knowledge and experience • Results/conclusions obviously supported by evidence • Interpretation plausible and 'makes sense' • Provides new insights and increases understanding • Significance for current policy and practice outlined • Assessment of value/empowerment for participants • Outlines further directions for investigation • Comment on whether aims/purposes of research were achieved

Long (2005) Evaluative Tool for Mixed Method Studies

Review Area	Key Questions
(1) STUDY EVALUATIVE OVERVIEW	
Bibliographic Details	<ul style="list-style-type: none"> • Author, title, source (publisher and place of publication), year
Purpose	<ul style="list-style-type: none"> • What are the aims of this paper? • If the paper is part of a wider study, what are its aims?
Key Findings	<ul style="list-style-type: none"> • What are the key findings?
Evaluative Summary	<ul style="list-style-type: none"> • What are the strengths and weaknesses of the study and theory, policy and practice implications?
(2) STUDY AND CONTEXT (SETTING, SAMPLE AND OUTCOME MEASUREMENT)	
The Study	<ul style="list-style-type: none"> • What type of study is this? • What was the intervention? • What was the comparison intervention? • Is there sufficient detail given of the nature of the intervention and the comparison intervention? • What is the relationship of the study to the area of the topic review?
Context: (1) Setting	<ul style="list-style-type: none"> • Within what geographical and care setting is the study carried out? • What is the rationale for choosing this setting? • Is the setting appropriate and/or sufficiently specific for examination of the research question? • Is sufficient detail given about the setting? • Over what time period is the study conducted?
Context II: Sample	<ul style="list-style-type: none"> • What was the source population? • What were the inclusion criteria? • What were the exclusion criteria? • How was the sample (events, persons, times and settings) selected? (For example, theoretically informed, purposive, convenience, chosen to explore contrasts) • Is the sample (informants, settings and events) appropriate to the aims of the study? • If there was more than one group of subjects, how many groups were there, and how many people were in each group? • Is the achieved sample size sufficient for the study aims and to warrant the conclusions drawn? • What are the key characteristics of the sample (events, persons, times and settings)?
Context III: Outcome Measurement	<ul style="list-style-type: none"> • What outcome criteria were used in the study? • Whose perspectives are addressed (professional, service, user, carer)? • Is there sufficient breadth (e.g. contrast of two or more perspective) and depth (e.g. insight into a single perspective)?

Review Area	Key Questions
(3) ETHICS	
Ethics	<ul style="list-style-type: none"> • Was Ethical Committee approval obtained? • Was informed consent obtained from participants of the study? • How have ethical issues been adequately addressed?
(4) GROUP COMPARABILITY	
Comparable Groups	<ul style="list-style-type: none"> • If there was more than one group was analysed, were the groups comparable before the intervention? In what respects were they comparable and in what were they not? • How were important confounding variables controlled (e.g. matching, randomisation, or in the analysis stage)? • Was this control adequate to justify the author's conclusions? • Were there other important confounding variables controlled for in the study design or analyses and what were they? • Did the authors take these into account in their interpretation of the findings?
(5) QUALITATIVE DATA COLLECTION AND ANALYSIS	
Data Collection Methods	<ul style="list-style-type: none"> • What data collection methods were used in the study? (Provide insight into: data collected, appropriateness and availability for independent analysis) • Is the process of fieldwork adequately described? (For example, account of how the data were elicited; type and range of questions; interview guide; length and timing of observation work; note taking)
Data Analysis	<ul style="list-style-type: none"> • How were the data analysed? • How adequate is the description of the data analysis? (For example, to allow reproduction; steps taken to guard against selectivity) • Is adequate evidence provided to support the analysis? (For example, includes original / raw data extracts; evidence of iterative analysis; representative evidence presented; efforts to establish validity - searching for negative evidence, use of multiple sources, data triangulation); reliability / consistency (over researchers, time and settings; checking back with informants over interpretation) • Are the findings interpreted within the context of other studies and theory?
Researcher's Potential Bias	<ul style="list-style-type: none"> • What was the researcher's role? (For example, interviewer, participant observer) • Are the researcher's own position, assumptions and possible biases outlined? (Indicate how these could affect the study, in particular, the analysis and interpretation of the data)

Review Area	Key Questions
(6) POLICY AND PRACTICE IMPLICATIONS	
Implications	<ul style="list-style-type: none"> • To what setting are the study findings generalisable? (For example, is the setting typical or representative of care settings and in what respects? If the setting is atypical, will this present a stronger or weaker test of the hypothesis?) • To what population are the study's findings generalisable? • Is the conclusion justified given the conduct of the study (For example, sampling procedure; measures of outcome used and results achieved?) • What are the implications for policy? • What are the implications for service practice?
(7) OTHER COMMENTS	
Other comments	<ul style="list-style-type: none"> • What was the total number of references used in the study? • Are there any other noteworthy features of the study? • List other study references
Reviewer	<ul style="list-style-type: none"> • Name of reviewer • Review date

Appendix 4: Systematic Literature Review, Critiqued Papers

Qualitative Research Appraisals adapted from The Original Appraisal Tool for

Qualitative Research (Walsh & Downe, 2006):

Article:	Practice Placement Experiences and Needs of Trainee Educational Psychologists in England (Woods, Atkinson, Bond, Gibbs, Hill, Howe & Morris, 2015)
Scope & Purpose:	-This research aimed to explore the placement supervision experiences of TEPs through answering two research questions: (1) what are TEPs' supervisory experiences and needs (2) what are the facilitators and barriers to TEPs accessing effective supervision.
Design:	-The design was of a qualitative nature and an in-depth exploratory study. It consisted of four training provider courses with participants from all three-year groups, resulting in twelve focus groups. Data from these groups was used to generate themes through thematic analysis.
Sampling Strategy:	-Four training providers invited their TEPs to participate in focus groups concerning their fieldwork supervision experiences. -A sample size of a hundred and six TEPs took part in total.
Analysis:	-The thematic analysis took an inductive- deductive approach and included participants checking themes and EP trainers giving a final review.
Interpretation:	-Interpretation of results were explained within the context of placement supervision
Reflexivity:	-Not explicitly discussed -Researcher sought cross review of themes from participants and tutors which suggests an element of reflexivity in reviewing the themes.
Ethical Considerations:	-University research ethics committee approval was discussed, and informed consent was sought.
Relevance & Transferability:	-Relevant information on fieldwork supervision experiences has been provided which can enable training and placement providers to further develop their structures in support of TEPs.

	-These findings may also fit in the context of other psychology doctoral courses.
Other Comments:	-Forty-three references included and published between 1993-2014
Relevance to Research Question:	None Moderate High

Article:	What can be gained through peer supervision? (Mills & Swift, 2015)
Scope & Purpose:	-The purpose was to share experiences of peer supervision explained through theory and to highlight the gains of peer supervision for TEPs.
Design:	-The design was of a qualitative nature. A peer supervision group with TEPs took place for 1.5 hours each work (or fortnightly). Through the discussion of two case studies, EBL and steps of enquiry, two broad outcomes of peer supervision were recognised.
Sampling Strategy:	-The two researchers were also the participants in their own research, they recruited other peers within their cohort to take part. The sample size varied given the time constraints put on TEPs, however a sample size of at least four took part each time.
Analysis:	-The TEPs accounts were analysed through EBL steps of enquiry. Experiences were analysed and explained through psychological theories in the field of learning and supervision.
Interpretation:	-Interpretation of results were explained within the context of peer supervision, through TEPs own perspectives.
Reflexivity:	Researchers discussed critical self-reflection and the use of EBL as a reflective tool.
Ethical Considerations:	-Not discussed.
Relevance & Transferability:	-Relevant experiences and exploration of theory into peer supervision has been offered from the perspective of TEPs, which may be useful information for training providers. -These findings may also fit in the context of other psychology doctoral courses.

Other Comments:	-Twenty-three references included and published between 1981-2014
Relevance to Research Question:	None Moderate High

Article:	Video Enhanced Reflective Practice (VERP): supporting the development of trainee educational psychologists' consultation and peer supervision skills (Murray & Leadbetter, 2018)
Scope & Purpose:	-This research aimed to elicit the views of TEPs about their experiences of using VERP to support their professional development, with a focus on consultation and peer supervision skills for the VERP guider.
Design:	-The design was of a qualitative nature. It took an action research approach and views from TEPs and VIG supervisors were sought. Hybrid thematic analysis was used to analyse the data. Participants were selected for a purpose and included: three TEPs and two VIG supervisors.
Sampling Strategy:	-TEPs within a specific LA were approached to take part, and participants were recruited through opportunistic sampling.
Analysis:	-A hybrid thematic analysis was conducted with a deductive-inductive approach.
Interpretation:	-Interpretation of results were explained within the context of VERP and its associated theories.
Reflexivity:	-Not discussed.
Ethical Considerations:	-None discussed.
Relevance & Transferability:	-Relevant information has been provided on the experiences of using VERP as a helpful tool for developing the confidence and practice of TEPs. -These findings may also fit in the context of other psychology doctoral courses.
Other Comments:	-Thirty-six references included and published between 1933-2017

Relevance to Research Question:	None Moderate High
Article:	Developing as a practitioner: How supervision supports the learning and development of trainee educational psychologists in three-year doctoral training (Hill, Bond, Atkinson, Woods, Gibbs, Howe & Morris, 2015)
Scope & Purpose:	-This research aimed to analyse supervision experiences of TEPs informed by developmental theories of supervision.
Design:	-The design was of a qualitative nature. The data set from Woods et al. (2015) was used in this study. -It consisted of four training provider courses with participants from all three-year groups, which results in twelve focus groups and data from these groups was then used to generate themes through thematic analysis.
Sampling Strategy:	-The sample from Woods et al., (2015) was used. -4 four training providers invite their TEPs to participate in focus groups concerning their fieldwork supervision experiences. -A sample size of a hundred and six TEPs took part in total.
Analysis:	-The thematic analysis took an inductive- deductive approach and themes were checked with the participants. -Two different researchers to those by Woods et al., (2015) analysed the data set.
Interpretation:	-Interpretation of results were explained within the context of developmental supervision theories.
Reflexivity:	Not discussed although researcher checked generated themes with participants suggesting an element of reflexivity.
Ethical Considerations:	-Not discussed, assuming the borrow from those steps taken by Woods et al. (2015) when collecting their data.
Relevance & Transferability:	-Relevant information has been provided on developing professional identity, developmental learning needs and sensitive management of emotional aspects of learning, etc. This information can enable training and placement providers to further develop their structures in support of TEPs, including models of supervision.

	-These findings may also fit in the context of other psychology doctoral courses.
Other Comments:	-Twenty-five references included and published between 1984-2015.
Relevance to Research Question:	None Moderate High

Article:	Embedding Cognitive Behavioural Therapy training in practice: facilitators and barriers for trainee educational psychologists (Squires & Dunsmuir, 2011)
Scope & Purpose:	-This research aimed to evaluate TEPs' experiences of undertaking CBT case work on their placements.
Design:	-The design was of a qualitative nature. It consisted of two training provider courses with two focus groups each. A common script was used in each focus group, the responses were transcribed and coded using ATLAS.it
Sampling Strategy:	-Two training providers invited their second year TEPs to participate in focus groups concerning their fieldwork CBT experiences. -A sample size of twenty-four TEPs took part in total.
Analysis:	-The analysis was done through Atlas.it, by creating a hermeneutic unit (a computer based reflective workspace which contained all of the transcribed focus group discussions). This method of coding led to the development of a conceptual framework for understanding CBT implementation in schools.
Interpretation:	-Results were explained within the context of TEP implementation of CBT interventions and the benefits of this to schools.
Reflexivity:	-Not discussed explicitly however the interpretation of codes was checked and fed back to the focus group TEPs to check validity.
Ethical Considerations:	-Consent for the TEPs CBT interventions was discussed, including informed consent from both parent and child and right to withdraw from intervention. -Ethical consent for the research of TEP CBT experiences were not detailed.

Relevance & Transferability:	-Relevant information on fieldwork CBT experiences has been provided which can enable training and placement providers to further develop their structures in support of TEPs. -These findings also have implications for TEPs themselves.
Other Comments:	-Thirty-five references included and published between 1977-2010
Relevance to Research Question:	None Moderate High

Mixed Methods Study Appraisals adapted from Long (2005) Evaluative Tool for

Mixed Method Studies:

Article:	A Model of Effective Fieldwork Supervision for Trainee Educational Psychologists (Atkinson & Wood, 2007)
Purpose:	-This research objective was to identify facilitators and barriers to the provision of effective fieldwork supervision for TEPs.
Key findings:	-“Supervision offers guidance, problem-solving and support appropriate to the needs of the trainee” was rated as the most important facilitator to successful supervision. -The most significantly ranked barrier to effective trainee supervision was “Difficulties with the supervisory relationship and with effective communication”.
Evaluation summary:	-Since the EP training changed to doctorate level, this 2007 study was the first of its kind to study TEP supervision and the implications the higher-level doctoral training may elicit. -The study included a qualitative dataset gathered from eight focus group meetings, which generated themes relating to ‘barriers’ and ‘facilitators’ for supervision. A quantitative questionnaire design was then created off the basis of the qualitative information. The strength of this study was: - It had a large sample size (n=93) of a range of EPs with different levels of experience of being a supervisee or supervisor. The limitations of this study were:

	<p>-The focus groups were conducted before the EP training became a doctorate. Thus, the researchers only spoke about their findings with possible implications for TEP doctorate training rather than direct experience of this.</p> <p>-The researchers interviewed EPs about TEP supervision, however, did not interview TEPs themselves about the experience.</p> <p>-The authors had created pre-set statements which participants were asked to rate in relation to TEP supervision, thus it could be argued that the findings of this study were somewhat controlled.</p> <p>- The incorporation of the qualitative notes from the focus groups could have offered a more in-depth understanding of why the chosen statements were facilitators and barriers.</p>
The study:	<p>- Study aimed to create model of effective supervision for TEPs.</p> <p>-Quantitative questionnaire study formed from focus group meetings.</p> <p>-The study is relevant to the TEP training experience and the development of EPs.</p>
Context 1: Setting	-Within the United Kingdom across different local authorities.
Context 2: Sample	-Educational Psychologists: Twelve in the focus groups and ninety-three questionnaire participants.
Context 3: Outcome measurement	<p>- A model for effective supervision was created from the generated responses from participant questionnaires.</p> <p>-This model is an appropriate for professional use and routine TEP supervision practice.</p> <p>-No measurement cost was included in the article.</p>
Ethics:	- None discussed
Comparable Groups:	-Participants were split into four comparable categories: ‘Supervisor EPs’, ‘non supervisor EPs’, ‘less experienced EPs’ and ‘more experienced EPs’.
Data Collection Methods:	-Notes from eight focus groups provided qualitative data

Data Analysis:	- 'open coding' used to generate themes from focus groups. - Statistical analysis of questionnaire responses.
Researcher's Potential Bias:	- None discussed. However, authors are academic tutors and there is a possibility of conflict of interest.
Implications:	- This researcher is generalisable to TEP supervision across the country and possibly other psychological doctorate courses. - This research holds implications for both local authorities offering placements to TEPs and doctoral training courses, as it may require them to develop their practice supervision further.
Other comments:	Twenty-six references included published and between 1987-2007.
Relevance to Research Question:	None Moderate High

Article:	Is the restructured initial professional training in educational psychology fit for purpose? (Evans, Grahamslaw, Henson & Prince, 2012)
Purpose:	- This research objective was to examine whether the new doctorate training was considered 'fit for purpose'.
Key findings:	- The findings suggest that the new training structure was fit for purpose and RQEPs were competent in both professional and interpersonal skills. - Some gaps were found in relation to therapeutic skills and preparation for the reality of the EP role once qualified.
Evaluation summary:	- This study had provided relevant information on EP training to governing bodies and training providers. The strengths of this study were: - A large sample size (n=79) - A mixed method approach was taken which offered an in-depth analysis. The limitations of this study were: - It did not aim to compare the new training model to the previous model.

	<p>-The participants were not required to state identifying information (impacting on the generalisability of the findings)</p> <p>-Information was gathered from a limited range of participants (RQEPs and PEPs).</p> <p>-The authors acknowledge their potential biases at RQEPs themselves.</p>
The study:	<p>-The study aimed to review the doctoral training course in relation to EP practice.</p> <p>-Two questionnaires were used, one quantitative (frequency counts were counted for quantitative) and one qualitative (analysed by thematic analysis for qualitative).</p> <p>-The study is relevant to the TEP training and the development of EPs in the UK.</p>
Context 1: Setting	<p>-Within the United Kingdom across different local authorities.</p> <p>-The doctorate training in the UK is specific to this demographic only.</p>
Context 2: Sample	-RQEPs and PEPs
Context 3: Outcome measurement	-Data of the different competencies and skills developed in training used and not used by RQEPs was generated.
Ethics:	-The BPS ethical guidance (2006) and Data Protection Act (1998) are mentioned.
Comparable Groups:	-2 groups: RQEPs and PEPs
Data Collection Methods:	-Questionnaires were distributed via the online forums EPNET and NAPEP and invitations were sent via initial training providers.
Data Analysis:	<p>-Questionnaire 1 was analysed by descriptive statistics</p> <p>-Questionnaire 2 was analysed by thematic analysis</p>
Researcher's Potential Bias:	-Researchers disclosed potential bias given their RQEP status.
Implications:	- This research holds implications for doctoral training courses, as it may require them to develop their training further. It also holds implications for employers of RQEPs as the research

	addresses RQEPs perceptions of their competence and potential gaps in learning.
Other comments:	-24 references included and published between 1994-2011
Relevance to Research Question:	None Moderate High

Article:	Objective structured professional assessments (OSPAs) for trainee educational psychologists: an evaluation (Dunsmuir, Atkinson, Lang, Warhurst & Wright, 2017)
Purpose:	-This research aimed to evaluate the use of OSPAs for TEPs professional competence.
Key findings:	<p>The findings showed:</p> <ul style="list-style-type: none"> -Tutor feedback felt the marking scheme was a good basis for TEP judgements, however needed some further calibration and standardisation. -Student TEPs also found the OSPA approach to be a valid assessment of communication and perspective taking skills, however found elements of the approach anxiety provoking.
Evaluation summary:	<p>This study was a mixed method qualitative and quantitative questionnaire approach. It provided an evaluation of an OSPA framework in the assessment of TEPs, which has had positive feedback from both tutors and TEPs. However, further adjustments are still needed for calibration and standardisation. The strengths of this study were:</p> <ul style="list-style-type: none"> -It successfully identified OSPA as a useful framework for evaluating TEPs. <p>The limitations of this study were:</p> <ul style="list-style-type: none"> -The questionnaire responses may have been bias given the possibility of social desirability. -Although the cases brought in OSPA felt relevant and applicable, it cannot replace the real-life cases TEPs encounter on their practice placements, therefore the authenticity of OSPA as an approach can be criticised.
The study:	-The study aimed to evaluate OSPA for TEPs.

	<p>-A surveyed approach of questionnaires was used to gather data from tutors and TEPs- using open ended questions to collect qualitative data and Linkert based rating scales to collect quantitative data.</p> <p>-The study is relevant to TEP training and the assessment of TEP competency in different areas such as interpersonal skills and communication.</p>
Context 1: Setting	<p>-Within the United Kingdom</p> <p>-The doctorate training in the UK is specific to this demographic only.</p>
Context 2: Sample	-Tutors (n=12) and TEPs (n=31) across different doctoral training providers.
Context 3: Outcome measurement	-Data was gathered which developed evidence for the use and the implication of an OSPA framework for TEPs.
Ethics:	Not explicitly mentioned. Potential bias of participants was discussed.
Comparable Groups:	Tutors and TEPs.
Data Collection Methods:	-Questionnaires were distributed via online or by paper to TEPs and Tutors within the selected training providers.
Data Analysis:	<p>- The open questions were subject to content analysis using ALTAS.ti 5.0 (2004)</p> <p>- Closed responses were counted and the results converted to percentages and displayed in numerical tables.</p>
Researcher's Potential Bias:	-None disclosed.
Implications:	- This research has highlighted a potential framework for assessment of TEPs for future training.
Other comments:	-Forty-nine references included and published between 1986-2015
Relevance to Research Question:	None Moderate High

Article:	Developing a competency framework for the initial training of educational psychologists working with young people aged 16-25 (Atkinson, Dunsmuir, Lang & Wright, 2015)
Purpose:	-This research objective was to establish a competency framework for TEPs in doctoral training and EPs in practice working with young people aged 16-25.
Key findings:	-The findings of the Delphi study created a competency framework for TEPs including 6 sections: Context, Legislation, Assessment, Interventions and Outcomes, Development and Transitions.
Evaluation summary:	This study had provided a competency framework for TEPs working with 16-25-year olds, this framework has implications for local authorities, governing bodies and training providers. The strengths of this study were: -A mixed method Delphi approach (quantitative phase one and two, and qualitative phase three) The limitations of this study were: -The participants deemed as 'experts' were self-identified, thus there was no specific criteria for 'expert'.
The study:	-The study aimed to establish a competency framework for TEPs in doctoral training and EPs in practice working with young people aged 16-25. -A three phase mixed method Delphi design was used with a range of differently experienced EPs all with over six years' experience. -The study is relevant to the TEP training and the development of EPs in the UK. It also has future implications for EP practice in line with the current legislation requirements.
Context 1: Setting	-Within the United Kingdom (not Scotland) across different local authorities. -The doctorate training in the UK is specific to this demographic only.
Context 2: Sample	-Qualified EPs
Context 3: Outcome measurement	-Data from the three phases of Delphi developed a competency framework for TEPs.

Ethics:	None mentioned
Comparable Groups:	Not applicable to Delphi
Data Collection Methods:	-Questionnaires were distributed via the online forums EPNET and at phase three participants were sent via initial training providers.
Data Analysis:	- 3 Delphi poll phases were conducted in order to analyse data from the 'experts'
Researcher's Potential Bias:	-None disclosed and no potential bias seemed apparent in this study.
Implications:	- This research holds implications for doctoral training providers as it may require them to develop their training structure further. -It also holds implications for local authorities and EPs working with 16 to 25-year olds.
Other comments:	-Forty-two references included and published between 1969-2013
Relevance to Research Question:	None Moderate High

Article:	Online problem-based and enquiry-based learning in the training of educational psychologists (Bozic & Williams, 2011)
Purpose:	-This research aimed to explain how PBL and EBL activities have been incorporated into the professional training of EPs at the University of Birmingham.
Key findings:	- Three examples evidenced explanation of the use of the PBL and EBL activities. - Some emergent themes were identified: Flexibility, having time to consider own views, can be less convenient than email.
Evaluation summary:	-This study has explained the use of EBL and PBL carried out by TEPs in Birmingham University. The strengths: -A significant sample size across different years of second year TEPs (n=33)

	<p>-A mixed method approach (system usage statistics and a closed and open-ended questionnaire was used to gather data)</p> <p>The limitations of this study are not discussed, however there is a potential for author/researcher bias within this study.</p>
The study:	<p>- EBL and PBL activities were researched across differing cohorts second year TEPs at Birmingham University.</p> <p>- Data was captured via two methods- system usage statistics and questionnaires.</p> <p>-The study is relevant to the TEP training programme and the development of EPs in the UK.</p>
Context 1: Setting	-Birmingham University
Context 2: Sample	-TEPs
Context 3: Outcome measurement	-An explanation has been offered as to why EBL and PBL activities are helpful.
Ethics:	-Participant anonymity is discussed.
Comparable Groups:	None.
Data Collection Methods:	-Questionnaires and system usage statistics
Data Analysis:	<p>-Statistics were generated from systems usage</p> <p>-Questionnaire closed questions were analysed by percentage</p> <p>-Questionnaire open questions were analysed by thematic analysis</p>
Researcher's Potential Bias:	-None discussed; however, the reader suggests there is potential bias in favour of EBL and PBL activities.
Implications:	- This research has evidenced the positive and some barriers to the usage of EBL and PBL activities in doctoral training which can be considered by all training providers across the UK.
Other comments:	-Thirty-two references included and published between 1980-2010

Relevance to Research Question:	None Moderate High
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Appendix 5: Methodology, EPNET Advert

Dear EPNET subscribers,

As part of conducting my thesis research, I'm interested in hearing from third year TEPs across the South East, East London (SEEL) consortium who would welcome the opportunity to share their experiences. As a fellow TEP, I have surveyed the literature which has demonstrated a gap for the development of the TEP voice and their experiences within the Educational Psychology literature base.

My research wishes to "Explore Trainee Educational Psychologists' experiences of personal and professional change over their doctorate training".

For pragmatic reasons, I am hoping to recruit 5 third year TEPs across the SEEL consortium which include:

- University College London (UCL)
- Institute of Education (IOE)
- The Tavistock and Portman NHS Foundation Trust
- University of East London (UEL)
- Southampton University

The research will consist of 2 interviews, an initial interview and then a follow up interview to discuss reflections and thoughts that arose from the first.

I will travel to your training provider location to conduct these interviews. The only request will be that you can book a quiet and private room. If you're interested, please get in touch and an information sheet and consent form will be sent to you.

Please take this opportunity to share this information with your fellow TEPs who are not on EPNET.

Kind regards,

Steph McLaughlin

Appendix 6: Methodology, Information Sheet



120 Belsize Lane

London

NW3 5BA

Information sheet

Study: *An Exploration of Trainee Educational Psychologists' (TEPs') Experiences of Personal and Professional Change Over the Doctorate Training Programme.*

The guiding research question: *How do TEPs' describe their experiences of personal and professional change over the course of their doctorate training?*

The above study is being conducted as a thesis project required for the completion of the Child, Community and Educational Psychology Doctorate and is sponsored by the Tavistock and Portman NHS Foundation Trust. The following information is aimed at ensuring that you have a clear understanding of why this research is being undertaken and what it would involve from your point of view. The reason for sharing this information is to ensure that you would be in a position to give informed consent, should you agree to participate.

Please be aware that the researcher is a fellow TEP, and there is a possibility you may recognise or know the researcher as a peer. In this instance, it is worth considering whether you are still interested and comfortable in taking part in this research. The researcher does not want to restrict the participant criteria to only 'unknown TEPs' as it is not possible to know who will be recognised in advance. But also, the researcher believes that all 3rd year TEPs undertaking the doctorate in SEEL should be given the opportunity to apply to take part if they wish. However, please be aware that this may hold implications for your anonymity if you do wish to take part.

What is the purpose of the research?

Currently, from the surveyed studies in the Educational Psychology literature base, little relevant literature was found which explores the voice of TEPs' experiences of personal and professional change (PPC) whilst training. Therefore, this study aims to:

- To provide an insight into TEP experiences of personal and professional change over their training.
- To provide new information which training providers could use to inform how they support TEPs in the future.
- To offer insight to potential applicants of the doctorate training programme.

- To add knowledge of the TEP training experience to the EP literature base.
- To offer insight to TEP experiences of personal and professional change by applying a psychosocial lens.

Why 3rd year TEPs? and how many will there be?

Third year TEPs are in a unique position of being able to offer insight into the experience in the present but, can also look back in retrospect given they are coming to the end of their training. Any third year TEP in the SEEL consortium can apply to take part. Given that there are 5 courses in the SEEL consortium, the aim is to recruit 5 participants. As the researcher, I wish to handle expectations appropriately and prevent disappointment where possible, therefore, please see the process of recruitment outlined below:

- Participants will be chosen depending on the demographic area. For example, if 2 TEPs apply from the same training provider, the 1st applicant will be accepted.
- The researcher will aim for a range across the training providers, however if this is not possible, the participants who applied first, will be chosen.
- If any TEP who is not taking part, wishes to be informed of the research findings once completed, please contact the researcher.

Do I have to take part?

No, you do not have to take part, participation is voluntary. This information is given to help you to make an informed decision and to provide informed consent. If you decide you would like to take part and then later decide to withdraw, you can do so without reason up until the point at which the data is analysed, which is 6 weeks from the first interview and 8 weeks from the follow up interview date.

What would happen if I take part?

Please be ensured that this research has been formally approved by the Tavistock and Portman Trust Research Ethics Committee (TREC). If you agree to take part, you will be asked to book a quiet and private room at your training provider facilities for the agreed time and date of the interviews. There will be a total of 2 interviews, the initial interview and then a follow up interview.

The interview dates will be agreed once I have received the consent form back from you by email. The second follow up interview will take place no later than two weeks from the first interview date. If you can no longer commit to the date of the follow up interview, I will try my best as the researcher to find another time to accommodate you within the two-week time frame. If this cannot be completed, the second interview will not take place. The researcher will still use the data from the first interview unless requested otherwise by you, no later than 6 weeks from the first interview. Similarly, if you take part in the first interview and wish to withdraw for the second follow up interview, your data will still be used from the first interview unless you contact the researcher and request for it to be removed within the 6 week's timeframe.

I will offer to meet with you 10 minutes before the initial interview begins for meeting and greeting and general questions. After this, the interview will be conducted, and will be recorded via audio tape. Within this time, we will discuss your experiences through a psychosocial lens, which involves open conversation and free association, predominately led by you. Once the interview is over, you will be debriefed and given the relevant contact details for any questions or concerns that may arise from the study. A follow up interview will take place to allow for discussion around the reflections from the first interview, from both the researcher and the participant. This will be followed by a second debrief, and going over and providing again, the relevant additional information should they have any concerns or questions from the interviews.

What happens to the data from my interview?

Once the data has been collected it will be transcribed and anonymised securely by myself. The data will be analysed by thematic analysis, which creates themes from the narratives. Once this has been done, psychoanalytic theories will be applied to the emergent themes. You will be provided a summary of the findings once the thesis has been completed and verified at marking.

What are the possible benefits and risks?

Taking part in this research will not have any influence towards your grades with your respective training provider. Training providers will only be made aware you are taking part in this study, if you wish to tell them yourself.

Possible benefits for TEPs taking part are:

- Opportunity of space for personal and professional reflections.
- You will be contributing to the development of the TEP voice and identity in the literature base.
- You could potentially be supporting the development of training programmes thinking towards TEP support.

In relation to risk given that the sample size (5) is small, this may have some distinct limitations for confidentiality and anonymity. However, pseudonym names will be used and training providers and places of work will not be disclosed within the research.

Regarding other areas within the research, the participant is at minimal risk and would be taking part in a discussion that may be of a similar nature to a discussion within a supervisory relationship, which TEPs should be familiar with. However, should for any reason any unexpected risk such as personal distress arises, that is beyond my own competence to support, I will use a graduated response model. Firstly, I will explore with you your current support network, for example peers or tutors you would feel comfortable speaking with, if this is not appropriate I will sign post you to a relevant support agency, and if this is still not suitable I will seek support from my supervisor.

What if I complain?

Should you have concerns about how you have been approached or treated during the research, these may be shared with myself or else you can share these, or any other aspects of this research project, with Simon Carrington; Head of Academic Governance and Quality Assurance, email: academicquality@tavi-port.nhs.uk.

What about confidentiality?

In accordance with the Code of Human Research Ethics (BPS, 2014) and the GDPR (2018) regulations, personal information will not be shared outside of the research unless subject to legal limitations, for example, the data may be subject to a subpoena, a freedom of information request, or where a disclosure of imminent harm to self or others has occurred. It is also important to highlight that the research involves a small sample (5), therefore, participants should be aware that there will be distinct limitations in the level of anonymity they can be afforded.

Participants who give informed consent, consent to their data being used only for the purposes of the research. Following the TREC data protection policy, all identifying information will be kept securely for between 6-10 years, then destroyed and put in confidential waste. In addition, all records of consent, including audio-recordings, will be stored in the same secure conditions as the research data. Confidentiality will be held with the highest priority.

What will happen to the findings of the research?

The research is conducted as part of a thesis project, once the thesis has been completed and marked, participants will be given the opportunity to read the findings.

Contact details for further information or discussion:

Please contact Steph McLaughlin at Smclaughlin@tavi-port.nhs.uk

Thank you for taking the time to read this information.

Appendix 7: Methodology, Consent Form

The Tavistock and Portman 
NHS Foundation Trust

120 Belsize Lane

London

NW3 5BA

CONSENT FORM

Title of research: An Exploration of Trainee Educational Psychologists' Experiences of Personal and Professional Change Over the Doctorate Training Programme.

Name of researcher: Stephanie McLaughlin

Please initial on the line below should you agree to the statement, and to take part in this Thesis research.

1. I confirm that I have read and understood the information sheet dated -----
---- for the research outlined above and have had the opportunity to ask
questions. _____

2. I understand that:

- The interviews will be audio-recorded.
- Anonymised quotes may be used in publications.
- Given the small sample size, this could hold potential implications for anonymity.
- Legal limitations are applied to data confidentiality.
- A summary of the findings will be made available to me once the thesis has been completed and verified at marking. _____

3. I understand that my participation is voluntary and that I am free to withdraw

up until the point the data will be analysed, which is 6 weeks from the first interview and 8 weeks from the follow up interview without giving any reason. _____

4. I agree to take part in the research. _____

Name of participant: _____

Signature: _____

Date: _____

Name of researcher: _____

Signature: _____

Date: _____

Appendix 8: Methodology, Participant Details

Name	Bianca
Age	28
Religion (if any)	none
Living status (i.e renting, own home, house share)	London, cohabiting with partner in house share
Relationship status	In a relationship
Gender	Female
Ethnicity	White British

Name	Sam
Age	28
Religion (if any)	Jewish
Living status (i.e renting, own home, house share)	London, own flat
Relationship status	Married
Gender	Female
Ethnicity	White British

Name	Leila
Age	28
Religion (if any)	none
Living status (i.e renting, own home, house share)	London, cohabiting with partner rented flat
Relationship status	Not married
Gender	Female
Ethnicity	White British

Name	Elle
Age	31
Religion (if any)	No religion
Living status (i.e renting, own home, house share)	London, cohabiting with partner rented flat
Relationship status	In a relationship
Gender	Female
Ethnicity	White British

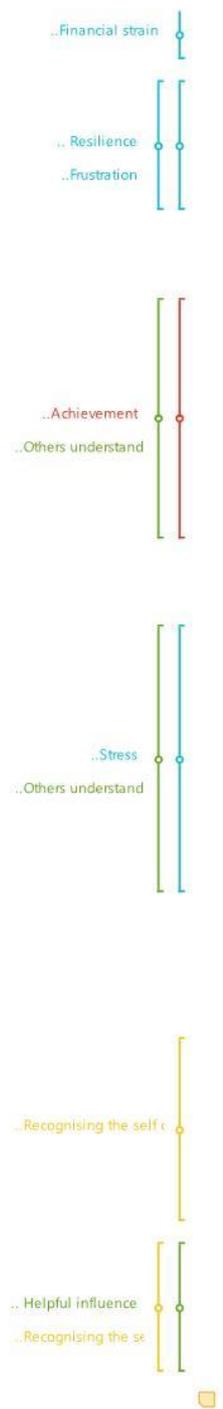
Name	Alex
Age	31
Religion (if any)	No religion
Living status (i.e renting, own home, house share)	London, renting
Relationship status	Not married
Gender	Male
Ethnicity	White British

Appendix 9: Methodology, Prompting Questions

Research Question	Interview Questions	Prompts
How do TEPs' describe their experiences of professional and personal change over the doctorate training programme?	Can you tell me about the first things that comes to mind when you think about your training so far?	Can you tell me more about what it was like to feel ...? How did you notice...? Can you tell me a bit more about that...?
	Can you tell me about the changes (personal and professional) you feel you've experienced over the training so far?	Do you still feel the same about it? What supported/ hindered that change? Can you tell me any emotions you feel thinking about it now? Why do you think that it?
	Can you tell me about what's different now to when you first began your training?	Can you tell me about anything that stands out that's surprised you? What do you think.... thinks about it?
	Can you tell me about any particularly turning points you had in your training?	How do you think that affected you? How does it feel now looking back at that experience?

Appendix 10: Methodology, Extract of Bianca's First Interview (Coded)

	1	Bianca: First Interview
	2	Researcher: Okay, so can you tell me the first thing that comes to mind when you think about the EP doctorate and then personal and professional change?
	3	Bianca: Okay, so first of all the EP doctorate...Um, first thing or first word?
	4	Researcher: Just the first thing that comes to your mind, doesn't matter if it's a word or a sentence or what it is.
	5	Bianca: Em extremely difficult, um...ok as rewarding as it is difficult, and I guess in terms of kind of change it's in terms of the actual doctorate- it has as much of an impact on your professional life as it does your personal life and in in more positive ways in your professional life (Laughter).... and perhaps more negatively on your personal life. And, but then also, that's probably not very fair, because a lot of the things you learn professionally, you suddenly find taking into your personal life. So, it does add things in terms of richness in that area.
	6	Researcher: Can you give me any examples of either or?... personal or professional?
	7	Bianca: Well, I think in terms of the.... (pause) the impact on personal life is that it...(sigh) you give up three years of your life for this course really, and I think especially the second and third year you're giving up your weekends, your holidays, the financial sacrifice. Em you are.....and... and life just generally sort of goes on hold because it's all about getting to the end of these three years. So even in terms of marriage, or if you want children or you know...one of those sorts of things, it feels like they would all have to wait. It's probably why so many people they qualify and then get married and have babies or whatever.
	8	Em...and then it has quite a bit of impact on your loved ones and those around you. So... my boyfriend's life has had to be on hold for three years in terms of what we might want to do next, or he hasn't able to go on holidays with me or we're living in a shared house because we can't afford a flat of our own because I'm not bringing in enough money.
	9	Researcher: mhm...
	10	Bianca: So I think there's a real... there is a really big impact there. Em... but you know that when you sign up, so it's not like... "Oh, that's a surprise that happened". And I think, you know what you're getting into. Well I think....Sometimes it feels like it's more than you em... thought it might (laughter). But em... but yeah and you ...your sold for so long before you're committed to doing this because you have to put so many years into getting to this point.
	11	Researcher: mhm...
	12	Bianca: So this has been 10 years of my life by the time I think about my first degree to the end.
	13	Researcher: So what are you thinking about, the degree and then the pre doctoral stage as well?
	14	Bianca: Yeah...Yeah, It's not just the course. It's kind of... And the way I did it, I wasn't a teacher. So I took low paying jobs to get to here being a learning support assistant or assistant psychologist- they're not really high paying jobs. And when you see friends are off in the city becoming



lawyers then going on skiing holidays and doing all this sort of thing. (laughter)

15 You're.... but you're.... not behind them because you're on a completely different path.... But you're, you're in a very different place, especially living in London, and people come to London for particular jobs, and coming to London to do the doctorate....maybe don't always add up. (laughter)

16 **Researcher:** How do you think your friends who are on a different path perceive what you're doing?

17 **Bianca:** I think they....(hesitation)...they see it as ... em a very respectable and worthwhile profession that I'm going into, that they're very excited about me becoming a 'doctor'. That's this... kind of this year and talking about what we are going to do to celebrate and they know what a long path it's been to go into. So I think evenit's not that they sort of see, "Oh, it's been she's had low paid jobs for a long time". They're not seeing it like that. They understand that it's part of a bigger journey and I think they'll be much more interested in what I do and they've got kids. (Laughter) ...than they are now.

18 **Researcher:** Mmm, I wonder if any other experiences with friends come to mind?

19 **Bianca:** I've been really lucky with my friends and I think they, and my partner (my boyfriend)...My boyfriend has been really understanding and my housemates because they have to put up with me not being very nice sometimes when I'm feeling really stressed and... but I know a lot of other people have spoken about their friends not understanding and saying, you know..."why aren't you coming to this? It's my birthday. Why wouldn't you turn up?" And... and I've been lucky, it hasn't had that effect. But people have spoken a lot about being criticized for not being as good a friend anymore. I felt like I haven't been as good a friend. But no one's actually sort ofactually said that to me. If they feel that...(laughter)

20 **Researcher:** That's good, and can you think about any qualities that you found might have changed or anything within you that you think is different?

21 **Bianca:** I think I... kind of... I've always thought of children's behaviour in terms of what are they communicating and I think the course has shifted me to think about adults like that a lot more. So kind of day to day, the grumpy bus driver. And rather than thinking god what an arsehole... I think right, actually what's happened in his day or I think about things on a much broader level, and about you know... kind of... we do lots about systems and thinking about Bronfrenbrenner (Systemic theorist). Like....I think about how the systems around us impacts upon something.

22 I think I am starting to think about that more generally in my life. And then...um in the way I talk to people my interaction style, and I think being much more empathic, and an active listener, rather than with friends, I'd always jumped to the solutions and I think I've taken that on board a lot more.

23 **Researcher:** Can you tell me a little bit more about what I'm hearing, is it the positioning of maybe moving out of where you are in the course and then bringing that out into other experiences?



- 24 **Bianca:** Yeah thoughts in terms of into my personal life?
- 25 **Researcher:** Both if you want...
- 26 **Bianca:** Yeah, I guess there's only professional or placement....I'm trying to think, So I've kind of kind of got my interaction style, the way I think about things. I think also (I'm not sure if this is a good example or not), but I think my.... approach to everyone I meet is maybe a bit more accepting, and I'm not saying I'm suddenly become some 'Holy', you know, I accept everyone. But you know...and just really trying to understand where people are coming from.
- 27 So, sometimes I'm walking with friends and I can see that they might be a bit disparaging of a homeless person on the street or you know, something like that. And actually I think about the importance of giving someone the time of day and thinking about where they might be and where they've come from. And I think you will have always had that I think people like that come into this profession. But it's just that extra level of understanding I think and taking time to think about it.
- 28 And feeling like you're a bit more informed to talk to people about stuff, to actually have not just "oh, this is just Bianca's personality", she's kind, actually she's going to be able to tell me why it's important.
- 29 **Researcher:** How do you think people respond to that?
- 30 **Bianca:** I think generally well, I try. I mean, I'm not really "let me tell you about this theory". But I think sometimes if it comes up in a conversation, and it helps to try and make sense of it in a particular way, then it can be really helpful or, you know, conversations about kids, they just have "bad behaviour", and those sorts of things andand I think that will become greater as friends have children. But I think sometimes it will cause a dilemma when your friends are doing things that you think maybe that's not what you might want to be doing, and how you address that. My sister's about to have a baby, She would hate it if I came in as an educational psychologist into her home, she'd literally be like "Get out!"
- 31 So, I think there's always going to be a little bit of a dilemma and I'm not quite there yet because my friends aren't having kids, but I imagine that must be quite hard. And then of course, you have your own kids, but I don't know what that's like (laughter).
- 32 **Researcher:** And can you think about maybe the factors involved to some of the changes experienced?
- 33 **Bianca:** In terms of my personal life for supporting me on the course?
- 34 **Researcher:** Yeah....
- 35 **Bianca:** Yeah... so, I think the importance of having understanding friends and family who are willing to give you a bit of leeway, whether that's in terms of the time that able to give them and in terms of the fact (laughter) that you're coming home normally quite stressed with work waiting at your desk for you to do and ...I'm someone who tries to seek control when I'm anxious, so if things in the house that are messy I suddenly might blow up about.
- 36 So... friends and family, that'll give you a bit of leeway, your cohort I think kind of ...your peers on your course I think are just such an invaluable source of support and advice. They know what you're going through, you

Appendix 11: Methodology, Stage 2 Screenshot of Analysis

C:\Users\Steph\Google Drive\Thesis\Data Analysis\Interviews 17.06.19.mx20 - MAXQDA 2020 Reader (Release 20.0.2)

Home Variables Analysis Reports

New Project Open Project Document System Code System Document Browser Retrieved Segments Logbook Teamwork Merge Projects Save Project As Save Anonymized Project As Project from Activated Documents External Files Archive Data

Code System

- Code System 503
 - Being assessed 1
 - Progression of change 1
 - Doctoral interview 1
 - Nurture 4
 - Course factors 0
 - Receiving feedback 1
 - Career 1
 - Fulfillment 2
 - Course tutors 12
 - Course acknowledgement of the experience 4
 - Course work 2
 - Importance of course open to feedback 2
 - Course taking responsibility 4
 - Differences in courses 5
 - Course structure 9
 - Confidence 0
 - Identity 0
 - Security 2
 - Confidence in role 21
 - Depth of personal change 6
 - Having enough time 1
 - Feeling different 4
 - Holding onto identity 4
 - Developing Identity 25
 - Juggling different identities 13
 - Personal confidence 4
 - New friendships 1
 - Learning experience 10
 - Safe place 2
 - Making a difference 3
 - Dilemma 3
 - Having space 5
 - Process 1
 - Relating to the researcher 1
 - Importance of support 4
 - Burden 3
 - Beginnings and endings 10
 - Placement 7
 - Gratitude 7
 - Positive experience 18

Document Browser: Alex transcript 1

1 Alex: First Interview

2 Researcher: Okay, so can you tell me the first thing that comes to mind when I say the EP doctorate and personal and professional change?

3 Alex: Just to be clear, are you asking what comes to mind for the whole phrase or for each separate...

4 Researcher: Whatever comes to your mind, whatever way you want to interpret that...

5 Alex: Okay I would say what comes to mind are the words challenge...em development, curiosity, enhancement...social justice, promoting autonomy, career.

6 Researcher: Ok loads! (laughter between Researcher and Alex) Which one do you think you want to talk about?

7 Alex: Oh am....

8 Researcher: Anything that really popped out to when you were speaking?

9 Alex: Maybe development?

10 Researcher: Okay, can you give me an example of that?

11 Alex: Yeah, I'm thinking about this journey to becoming an EP and thinking about myself and my own...thoughts, the way that I've seen the world has been different through developing in my training and learning more about psychology. I think it has helped me in my own development as a person as well, as I felt that I hope to make ... or hope I have and continue to help other people. So, it's been interesting and rewarding to help other people. And I feel I've been able to learn a lot about myself as well.

12 Researcher: Mhmm, can you give any examples?

13 Alex: Well, yeah, I think about my own relationship with my girlfriend. And I know that... it's not helpful to use psychological techniques in (laughter) romantic relationships (laughter) with your partner, and I don't ever actively use psychological models (laughter) when I'm having a discussion or disagreement or so supportive for my partner. But I feel that that kind of work is kind of the same, it's helpful to do that kind of work in your own relationship, because it makes you think about the way that you communicate and makes you think about other people and how they're feeling. And so yeah, it has kind of helped in my life. I'm also thinking that it's just pleasurable to learn a lot about things, being given time and space to learn things, and develop things and have supervision where you can reflect and enhance your learning not just by doing something, but by reflecting on what you've done is really valuable as well. And enjoyable for me. I'm aware that spoken a lot about myself, my own enjoyment. (laughter)

14 Researcher: That's ok, this is what it's all about.

15 Is there any particular changes that you can tell me about that come to mind straight away? It can be personal, professional, or both?

16 Alex: Yeah. (Pause)

17 I think...I think back to when I was an assistant psychologist, by comparison. I think I had, I guess I would describe it as...I kind of want to say this phrase, but I don't think it quite captures the sense of it, maybe it will, I'll say it anyway and then I'll explain...'Status Anxiety'.

18 Researcher: Ok (laughter)

19 Alex: I think because I felt like when I was an assistant, I was not quite sure- I wanted to be good at doing the work of an assistant of other educational psychologists, but I felt like I had a lot to learn. And at that point, I was kind of seeing the role of the EP through the expert model, you know, thinking that it is information which should be acquired and once I have passed the doctorate, I will, hopefully have acquired the knowledge which I need in order to do the role of the educational psychologist. So being so aware of this chasm of information, which could possibly exist out there that made me kind of feel that I had a long way to go, to

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Appendix 12: Methodology, Stage 3 Screenshot of Creating Themes

C:\Users\Steph\Google Drive\Thesis\Data Analysis\Interviews 21.07.19.mx20 - MAXQDA 2020 Reader (Release 20.0.2)

Home Variables Analysis Reports

New Project Open Project Document System Code System Document Browser Retrieved Segments Logbook Teamwork Merge Projects Save Project As Save Anonymized Project As Project from Activated Documents External Files Archive Data

Code System 1,732

- Code System
 - 1. Independence 1
 - 2. Positioning 9
 - 3. Relief 3
 - 4. Professional relationships (non supervisory) 12
 - 5. Importance of good supervision 34
 - 6. The supervisors workload 2
 - 7. Ability to problem solve together 6
 - 8. The EP practice of the supervisor 10
 - 9. The relational aspect 17
 - 10. The cohort 18
 - 11. Difference in placements 6
 - 12. Competition 4
 - 13. Fear of losing the group 8
 - 14. Challenges of having difference 16
 - 15. Sharing experiences 7
 - 16. Close bond and support 12
 - 17. Reflection 5
 - 18. Can't put it into words 1
 - 19. Growth through reflection 54
 - 20. Gaining perspective 53
 - 21. Managing uncertainty 17
 - 22. Flexibility of being a TEP 6
 - 23. Assessment 3
 - 27. Doctoral interview 1
 - 24. Portfolio 3
 - 25. Thesis 24
 - 26. Receiving feedback 6
 - 28. Nurture 21
 - 29. Showing compassion 5
 - Course factors 0
 - 30. Course tutors 13
 - 31. Course acknowledgement of the experience 2
 - 32. Importance of course open to feedback 2
 - 33. Course structure 19
 - 34. Differences in courses 6
 - 35. Course taking responsibility 5
 - 36. Having a safe place 21
 - 37. Self care 6
 - 38. Safety of being a student 24
 - 39. Career 1

Document Browser: Elle interview 1

23 Elle: Em... I felt like one of the training conferences was a big one. Em, the timing of it felt really strange so it was just before Christmas, I'm sure you've had your own experiences (laughter), and just the intensity of it just felt like everything was under a magnifying glass. But I feel like I learned a lot about myself and other people within it. Em and yeah, it was, I think because of the intensity kind of, for me anyway, I had to feel all of the feelings that maybe I'd been trying to avoid or just like, cope with. And actually, it was quite cathartic to be able to just let them out, to be like, "Oh, yeah, I feel really sad about that" or "yeah, I feel really worried about that" and it just like it was normal that everybody felt really intense emotions. Em... and then that not being a scary thing and also to say, Oh, yeah, everybody feels the strong emotions some of the time at different times for different reasons". Erm, learning about myself in, in groups and then being able to take that and obviously think about organisationally as well and thinking about how some of the things that I was feeling and experiencing weren't just about me necessarily.

24 Researcher: Mhm...

25 Elle: Actually some of them were like system based things that there was nothing that anyone could do about and I think the... definitely the first term, I felt, I don't know, I guess because there was so much change, I was kind of worrying that oh, maybe this is going on because I'm not doing enough. Or maybe this is about me or I should be doing that and constantly feeling that I should be doing more. I felt really unskilled, I don't know what I'm doing, it felt like, quite personal at that point. But I think things began to shift after the training conference. I also had Maria supervise me in first year who had quite a psychodynamic lens to her supervisory space, which was really helpful to be able to reflect and think about the learning that we were doing on the course and then what fitted with me or what maybe felt a bit different. What else? Starting at my placement so my year 2 and 3 placement. So I'm going to be working there when I finish as well, and it's somewhere that when I started felt like home for me.

26 Researcher: Ah that's really nice...

27 Elle: Yeh, so just yeah, I found some comfort in starting somewhere new after what felt like a really, really hard first year. (hesitation) Finding my feet again, feeling comfortable with supervisor on placement that I've got really positive relationship with and I felt very able take risks with, be really open and honest with, and I feel like I've developed a friendship with her alongside a professional supervisory relationship which we name and talk about together and but yeah, it has it feels like home as a placement. It's somewhere that I've loved being on placement. I've also felt really valued so they really value the trainees there.

28 Researcher: Mhm...

29 Elle: So any team decisions that have to be made or anything, I'm always invited for my perspective on things. I was given an amazing opportunity with the other trainee there to do a research project which we've now published. So yeah, the opportunity to publish before I finished, going to things like the DECP conference so really being like, valued and part of the team there, which again has shifted my identity to feeling like oh, this is, these are my people, this is my team, this is what I can add. And having like the University perspective kind of celebrated as well and listened to curiously rather than maybe, I don't know, it felt like at some points, some people kind of shot down a psychodynamic lens or a more curious or systemic way of thinking about things.

30 Researcher: Why do you think they would have shut it down?

31 Elle: Um, I think sometime is a bit of a defended response. So maybe not wanting to go there with their own things, not being curious and open about it, different methods of training that it may be an expert model or a particular way of practicing, I think it can be different reasons for different people. And it's definitely some people still even at once, let's say, one of the seniors I have a bit of a joke with where he's very like anti-University way of thinking, and, but in the same ilk is kind of curious about it (laughter). So he'll kind of playfully, ask a question, he'll be like "oh, what would someone from University say about this?". Which I think over time has become more of a curiosity and wanting to know more about it from a slightly defended position, rather than, "yeh I'm not interested in it..."

32 Researcher: Sounds like he was almost testing the waters...

33 Elle: Yeh he wanted to know more about it...

34 Researcher: And you said, something I thought was really interesting about making you feel valued. And that was a really big part of you feeling like this is home

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Appendix 13: Methodology, Stage 3 Screenshot Showing Outliers

C:\Users\Steph\Downloads\Outlier.mx20 - MAXQDA 2020 Reader (Release 20.0.2)

Home Variables Analysis Reports

New Project Open Project Document System Code System Document Browser Retrieved Segments Logbook Teamwork Merge Projects Save Project As Save Anonymized Project As Project from Activated Documents External Files Archive Data

Code System 1,531

- Code System
 - 96. Navigating the course impact on personal relationships 87
 - Outlier 0
 - 57. Noticing 12
 - 25. Assessment 3
 - 27. Doctoral interview 1
 - 24. Portfolio 3
 - 17. Reflection 2
 - 22. Flexibility of being a TEP 6
 - 39. Career 1
 - 18. Can't put it into words 1
 - 75. Relating to the researcher 2
 - 82. Curiosity in the research 1
 - 42. Security 4
 - 40. The race 1
 - 67. Journey 302
 - Doctoral Relationships 0
 - 32. Importance of course open to feedback 2
 - 30. Course tutors 13
 - 4. Professional relationships (non supervisory) 21
 - 28. Nurture 108
 - 5. Importance of good supervision 84
 - 10. The cohort 17
 - 62. New friendships 4
 - 11. Difference in placements 6
 - 14. Challenges of having difference 16
 - 12. Competition 4
 - 13. Fear of losing the group 8
 - 15. Sharing experiences 15
 - 16. Close bond and support 8
 - Identity 0
 - 50. Just part of who I am 8
 - 51. Recognising the self change 36
 - 49. Developing identity 68
 - 53. Juggling different identities 38
 - 52. Holding onto your TEP identity 15
 - Confidence 0
 - 48. Push for whats important 12
 - 47. Developing confidence 34
 - 46. Placement experience impact on self 38
 - 45. Feeling able to challenge 17

Document Browser: Leila interview 1

Doctoral Relationships

reflective time. Where ... kind of, yeah, still obviously coming across this journey. But it's kind of massive like how you come across ... like thesis. And kind of ...Yeah.

7 Researcher: Can you give me an example of ... maybe second year, when you're saying about kind of the learning and being immersed into it? Is there any particular case or day or experience that came to mind when you were thinking about that?

8 Leila: I think my first ever consultation was like a really big, a really big thing. But I remember just like ... really like planning for it, really like reading through regular consultation thinking about practical things that will come up. And very much like, yeah, completely over thinking it and like ... yeah, spending so long preparing for it, and then having it and then spending so long reflecting in supervision about how it had gone and what I could have done differently and what went well and my feeling about it.

9 Researcher: Mhm...

10 Leila: Yeah. The initial conversation with a teacher at a primary school about ... yeah, a child with autism, which now, kind of, I would never spend that long preparing or that long, kind of, really worried about what will come up. I'm much better ... kind of turning up and being a lot more confident in my skills. And yeah, I guess, not just consultation skills, but also, kind of, skills in terms of like individual child development, and like research and theories, I can draw a lot more freely, rather than going into, like, introduce the consultation, potential prompt questions like a follow up. But yeah... definitely. Yeah. I lot of feelings of anxiety at the beginning around something now I kind of would feel is relatively, not habitual, but a lot more kind of easy.

11 Researcher: What do you think influenced that ... change? I guess. Yeah.

12 Leila: I guess a lot of it is kind of knowledge and experience and actually like experience of having a lot of different consultations, building up that kind of knowledge around what is involved in consultation, how I can manage it maybe more effectively, or how I can kind of facilitate consultations in the best, the best way you possibly can. But also acknowledge the experience of learning, second placement, also learning kind of theories and research in Uni. So I guess it's like an accumulation of all those things, and then having space to reflect on it with your supervisor. So what I found, I think really helpful, is having like, my supervisor to observe consultations and pick out things that she thinks is going well, and picking out things that could be not developed, and then giving up feedback, like over time.

13 Researcher: And what about, I guess, the personal ... that sounds I guess like a professional person ... how do you experience the personal person behind that?

14 Leila: I think very much resilience, in terms of being okay, with maybe not knowing. I guess that's actually reflecting now, even about cases that maybe I have never worked with that kind of context or age of a child or particular concerns or worries. I'm definitely feeling much more okay with not knowing. So I think much more okay, with like, uncertainty, things changing, because working in schools can change all the time. You can turn up for something, and then it will change, oh like, "can you do this instead or?" Okay. I think the first time you experience it, kind of filled me with a lot more anxiety, a lot more stress around it. But it definitely, it definitely builds up my resilience in terms of coping with like uncertainty, change, I guess coping with workloads as well, because I've kind of been through it now so I feel like I can, I can work with long days, I can

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Appendix 14: Methodology, Stage 3-5 Examples of Theme Progression

Key: T theme, ST subtheme, C code

Stage 3 - With Outliers	Stage 4 - With Outliers Dissolved	Stage 5 - Defined Themes
T - Journey	T - Journey	T - Journey
ST - Gaining perspective C - Self care	ST - Gaining perspective C - Self care	ST - Gaining perspective C - Settling for 'good enough' C - Assessment C - Self care
ST - Beginnings and endings C - Achievement C - Life after the course	ST - Beginnings and endings C - Achievement C - Life after the course	ST - Beginnings and endings C - Achievement C - Life after the course
ST - Key learning experiences C - Understanding the role of the EP C - Receiving feedback	ST - Key learning experiences C - Understanding the role of the EP SC - Never ending learning C - Receiving feedback	ST - Key learning experiences C - Practice experiences C - TEPs professional relationships on placement SC - CYP and families SC - Schools C - Receiving feedback
ST - Emotional development C - Settling for 'good enough'		
ST - Growth through reflection	ST - Growth through reflection	ST - Growth through reflection C - Talking about the interview process
ST - Never ending learning		
ST - Gratitude C - Positive experience SC - Fulfillment SC - Making a difference		ST - Understanding the role of the EP C - Never ending learning

Stage 3 - With Outliers

T - Navigating the course impact on personal relationships

ST - Others understanding the experience

ST - Needing to be careful

C - Separating the self and professional

ST - Helpful influence

ST - Making time for personal relationships

C - When something happens in your personal life

Stage 4 - With Outliers Dissolved

T - Navigating the course impact on personal relationships

ST - Others understanding the experience

ST - Needing to be careful

C - Separating the self and professional

ST - Helpful influence

ST - Making time for personal relationships

C - When something happens in your personal life

Stage 5 - Defined Themes

T - Navigating the course impact on personal relationships

ST - Others understanding the experience

ST - Needing to be careful

C - Separating the self and professional

ST - Helpful influence

ST - Making time for personal relationships

C - When something happens in your personal life

Stage 3 - With Outliers

T - Doctoral Relationships

ST - Importance of course open to feedback

ST - The cohort
 C - New friendships
 C - Difference in placements
 SC - Challenges of having difference
 C - Competition
 C - Fear of loosing the group
 C - Sharing experiences
 SC - Close bond and support
 SC - Having a laugh

ST - Importance of good supervision
 C - Power imbalance
 C - The supervisors workload
 C - Ability to problem solve together
 C - The EP practice of the supervisor
 C - The relational aspect

ST - Course tutors

ST - Professional relationships (non supervisory)
 C - Positioning

ST - Nurture
 C - Having space
 C - Showing compassion
 C - Course acknowledgement of the experience
 C - Differences in courses
 C - Course structure
 C - Course taking responsibility
 C - Having a safe place
 C - Safety of being a student

Stage 4 - With Outliers Dissolved

T - Nurture

ST - Safety of being a TEP

ST - The cohort
 C - Experiences of having difference
 C - Sharing experiences
 SC - Close bond and support

ST - Supervision
 C - The practice of the supervisor
 C - The relational aspect

ST - Course structure

Stage 5 - Defined Themes

T - Nurture and containment

ST - Safety of being a TEP

ST - The cohort
 C - Experiences of having difference
 C - Sharing experiences
 SC - Close bond and support

ST - Supervision
 C - The practice of the supervisor
 C - The relational aspect

ST - Course structure
 C - Course tutors

Stage 3 - With Outliers

T - Challenges and painful learning

ST - Managing complexity

ST - Difficult Emotions

C - Sadness

C - Loneliness of training

C - Feeling exhausted

C - Burden

C - Frustration

C - Guilt

C - Feeling stuck

C - Anxiety

C - Stress

SC - financial strain

ST - Dilemma

ST - Commitment

C - Sacrifice

C - Expectations

C - Responsibility

C - Resilience

ST - Juggling

C - Workload

C - Managing time

C - Managing uncertainty

SC - Sitting with uncertainty

C - Managing differing views

Stage 4 - With Outliers Dissolved

T - Challenges and painful learning

ST - Power imbalance

ST - Difficult Emotions

C - Anxiety

C - Sadness

C - Loneliness of training

C - Feeling exhausted

C - Burden

C - Frustration

C - Guilt

C - Feeling stuck

C - Stress

SC - Financial strain

ST - Resilience

ST - Gratitude

C - Making a difference

ST - Thesis

ST - Juggling

C - Workload

C - Uncertainty

C - Managing differing views

Stage 5 - Defined Themes

T - Challenges and painful learning

ST - Power imbalance

ST - Difficult Emotions

C - Anxiety

C - Sadness

C - Loneliness of training

C - Feeling exhausted

C - Frustration

C - Guilt

C - Feeling stuck

C - Stress

SC - Sacrifice

SC - Financial strain

ST - Resilience

ST - Gratitude

C - Making a difference

ST - Thesis

ST - Juggling

C - Workload

C - Uncertainty

C - Managing differing views

Stage 3 - With Outliers

T - Identity

ST - Confidence
C - Push for whats important
C - Developing confidence
SC - Feeling valued
C - Placement experience impact on self
C - Feeling able to challenge
C - Personal confidence
C - Confidence in role

ST - Juggling different identities
C - Holding onto your TEP identity

ST - Recognising the self change

ST - Just part of who I am

ST - Developing identity
C - Independence
C - Having specific interests
C - Precourse experience

Outlier

Noticing
Assessment
Doctoral interview
Portfolio
Reflection
Flexibility of being a TEP
Career
Can't put it into words
Relating to the researcher
Curiosity in the research
Security
The race

Stage 4 - With Outliers Dissolved

T - Developing the EP Identity

ST - Confidence
C - Feeling valued
C - Feeling able to challenge

ST - Juggling different identities
C - Positioning

ST - Recognising the self change
C - Just part of who I am

Stage 5 - Defined Themes

T - Developing the EP Identity

ST - Confidence
C - Confidence in knowledge
C - Confidence in practice
C - Responsibility
SC - Expectations
C - Feeling valued
C - Feeling able to challenge

ST - Multiple identities
C - Positioning

ST - Recognising the self change
C - Just part of who I am
C - Professional view

Appendix 15: Methodology, Coded Segments for Navigating Course Impact on Personal Relationships

Interview	Theme/ subtheme/ code	Line	Coded segment
Sam interview 1	Navigating the course impact on personal relationships	10	And I guess, yeah, I'm finding in personal life, maybe thinking about like, in my different friendship groups, that kind of dynamics there and how, I'm different in those places. And yeah, so I guess it's not very specific, which is the question you asked, I know. But it is just a bit more general, I guess, more generally about the interaction between people and how that influences what's said and what's not said. That's the big thing that's changed, I think.
Elle Interview 2	Navigating the course impact on personal relationships	55	So really seeing the positive supportive side of relationships alongside the challenges, and how meshed all of that is.
Elle Interview 2	Navigating the course impact on personal relationships	57	Em... (pause)... I don't know everyone would be. It's something I had in mind, there was someone I used to work with in old my team, he was a social worker. He had said to me before I started that, most... like the majority of people on his training course separated from their partners during the time they were training because there's so much change that happens, you learn so much about yourself; about the profession; about other people that you, kind of have to take a real look at yourself and the other people in your life and then have all the other things to juggle that it really tests your personal relationships.

Elle interview 1	Navigating the course impact on personal relationships	13	<p>Erm so for example, with my boyfriend, whereas previously, we both had a similar income, and I guess, almost had the luxury of not needing to prioritise what we spend, what we spent our money on, erm things changing so that we, both myself and us as a couple were having to think about the choices we were making a lot more so erm the time that we spend together, when we would go... but also erm our friends so whereas previously with maybe we'd both go to things for my friends or his friends and our friends together I would kind of make choices around erm some things that. I might not go because I couldn't afford to contribute as much or, erm things like having to rely on him a bit more which I think I didn't need to do before erm which added a different dynamic to our relationship and I guess conflict around that as well on what does it feel okay to ask for support with, but also for him, what does he feel okay to support me with?</p>
Elle interview 1	Navigating the course impact on personal relationships	15	<p>So things like we've got a bit of a joke, but it's not really a joke around like ASOS parcels, so he's like you tell me you can't afford to do the food shop this week and yet, I've seen an ASOS parcel come through. Whereas in my mind, I'm like, Yeah, but I send everything back, not everything, but like some things back, erm, for him, those kind of things would be a problem because he's like, well, I'm paying more for this and yet you're still spending on things for you. And yeah, so things like that that wouldn't have come up before and because we didn't need to worry about it. I think yeah, having to juggle the financial side of things alongside then the like academic pressure and the emotional pressure of learning I think it</p>

			probably felt harder as well because I was more strained in other areas too.
Elle interview 1	Navigating the course impact on personal relationships	68	What would I tell myself? Hmm... You'll get through it (laughter). You and Finn* will still be together, that's my partner, I feel like that's been something at times that I've been like, oh my goodness is my relationship to sustain this? Em, you'll change but in a way, almost, yeah, to use a metaphor, it feels like you are a caterpillar, you like being a caterpillar, you'll go through a stage of like loads of change, and then like, yeah, I don't feel like I'm a butterfly so that maybe that's not so great. Maybe like a moth (laughter) You'll be a moth at the end and there'll be different adventures to go on. Yeah, so it's a period of change. It will be painful at times. But there's, like, joy and happiness along the way.
Bianca interview 2	Navigating the course impact on personal relationships	100	I guess that's something that will continue being a battle.
Bianca interview 1	Navigating the course impact on personal relationships	7	Em you are....and... and life just generally sort of goes on hold because it's all about getting to the end of these three years. So even in terms of marriage, or if you want children or you know...one of those sorts of things, it feels like they would all have to wait. It's probably why so many people they qualify and then get married and have babies or whatever.

Bianca interview 1	Navigating the course impact on personal relationships	8	Em...and then it has quite a bit of impact on your loved ones and those around you. So... my boyfriend's life has had to be on hold for three years in terms of what we might want to do next, or he hasn't able to go on holidays with me or we're living in a shared house because we can't afford a flat of our own because I'm not bringing in enough money.
Bianca interview 1	Navigating the course impact on personal relationships	10	Bianca: So I think there's a real... there is a really big impact there. Em... but you know that when you sign up, so it's not like... "Oh, that's a surprise that happened". And I think, you know what you're getting into. Well I think...Sometimes it feels like it's more than you em... thought it might (laughter). But em... but yeah and you ...your sold for so long before you're committed to doing this because you have to put so many years into getting to this point.
Elle Interview 2	Navigating the course impact on personal relationships\Others understanding the experience	53	And I think it's probably the first time that I really needed the other people in my life to kind of 'step up' and care for me and help me. And so, I think partly, it was probably quite nice for them to be able to take that role for a little bit and for it to be shared, but also helpful for me, its consolidated different friendships or relationships in my life, and in a way that I maybe haven't had those experiences before.
Elle Interview 2	Navigating the course impact on personal relationships\Others understanding the experience	59	Em... (pause) ... and so, I think for me that's something I held in mind - it was probably a bit of a worry for me actually - like, "oh, what if this is too much for our relationship to bear, for me and my partner?" Um ... maybe less so for friendship, although, yeah, I don't think I realised that for friendships. So, I think the

			<p>friendship side I've got really strong, stable relationships. But I think there's definitely been people who have stepped up in being supportive and people who maybe... you know, like, kind of... haven't really got it! Like their jobs, for example, are so different that actually they can't empathise with my experience of studying. So, for example, like being a student, they can understand that I'm a student and I don't have much money, but then they can't quite understand how I'm a student and don't have any time because I think most people's experiences of being student is undergrad, so you've got loads of time. Well, there's lots of time to nap, loads of time to watch Neighbours, like you're going out a lot; and the doctorate training course just isn't anything like that. If anything, it's harder than anything I've ever done before and so, I think, yeah for personal relationships, it's hard for people to relate.</p>
Elle Interview 2	Navigating the course impact on personal relationships\Others understanding the experience	61	<p>Also, I still don't feel that my family fully know what I'm doing! (laughter) ... Yeah, so they know I'm doing a doctorate; they'll know I'll be a doctor; they'll know it's something to do with child psychology, but If, if I asked them to give me a description of what my job will be then they still wouldn't really know and so, I think it's hard for people to relate to it, it's a very unique experience</p>

Bianca interview 2	Navigating the course impact on personal relationships\Others understanding the experience	7	I think the sense of ... at one point we spoke about...you know, people... that have helped get you through the course and that kind of sense of gratitude. I came home and my three housemates were sitting in here, and I had to thank them all. I said, "I've just been talking about, like, how much you've helped me" And that kind of sense of how great it is to realise how much people have got you through the course. And so that feeling of being supported and yeah, that was something that that stuck out for me I think..... yeah.
Bianca interview 1	Navigating the course impact on personal relationships\Others understanding the experience	17	I think they....(hesitation)...they see it as ... em a very respectable and worthwhile profession that I'm going into, that they're very excited about me becoming a 'doctor'. That's this... kind of this year and talking about what we are going to do to celebrate and they know what a long path it's been to go into. So I think evenit's not that they sort of see, "Oh, it's been she's had low paid jobs for a long time". They're not seeing it like that. They understand that it's part of a bigger journey and I think they'll be much more interested in what I do and they've got kids. (Laughter)than they are now.

Bianca interview 1	Navigating the course impact on personal relationships\Others understanding the experience	19	I've been really lucky with my friends and I think they, and my partner (my boyfriend)...My boyfriend has been really understanding and my housemates because they have to put up with me not being very nice sometimes when I'm feeling really stressed and... but I know a lot of other people have spoken about their friends not understanding and saying, you know..."why aren't you coming to this? It's my birthday. Why wouldn't you turn up?" And... and I've been lucky, it hasn't had that effect. But people have spoken a lot about being criticized for not being as good a friend anymore. I felt like I haven't been as good a friend. But no one's actually sort ofactually said that to me. If they feel that...(laughter)
Bianca interview 1	Navigating the course impact on personal relationships\Others understanding the experience	35	Yeah... so, I think the importance of having understanding friends and family who are willing to give you a bit of leeway, whether that's in terms of the time that able to give them and in terms of the fact (laughter) that you're coming home normally quite stressed with work waiting at your desk for you to do and ...I'm someone who tries to seek control when I'm anxious, so if things in the house that are messy I suddenly might blow up about.
Bianca interview 1	Navigating the course impact on personal relationships\Others understanding the experience	40	And another really important source of support being one of my best friends who's doing a PhD. So, it's different but similar in understanding the academic demands and talking about like... your philosophical positioning with like... your friend at dinner (laughing) is not something you usually do but having someone else that you can do that with is good.

Sam interview 1	Navigating the course impact on personal relationships\ Needing to be careful	24	Yeah, yeah. I think the thing about it is, it's not that I would mind a change, it's more that I think, I don't want my job to take over my life and I know that it isn't that, but like, obviously, psychology is very applicable to all situations. So it can really preoccupy your thoughts.
Sam interview 1	Navigating the course impact on personal relationships\ Needing to be careful	44	Yeah and I think also, you know, if you start thinking about, for me anyway, if you start thinking about the dynamics of your friendship group to such an extent, I think it can actually impact the relationships, which, you know, can be positive, but I think it could also be less positive (pause).
Leila interview 2	Navigating the course impact on personal relationships\ Needing to be careful	72	But yeah, since we kind of discussed that I've been noting myself doing it much more (over analysing situations) and I'm trying to stop myself doing it. Especially with just like ... I don't know like, especially with friends when they're talking about their boyfriends or difficulties sorting, you're kind of questioning in a way and you're like, okay, maybe I shouldn't be using this type of questioning. I should be like... yeah.
Leila interview 2	Navigating the course impact on personal relationships\ Needing to be careful	78	And especially with things like people talking about how they're really stressed out like "Oh, well, I've recently done loads of research on mindfulness". Like, I would really advocate that, like. I guess you would kind of do that anyway, but you've, maybe, you've used it and you didn't have this job when you found it helpful, but I guess I know coming from this I'm gonna be like .. "Oh yeah, like there's great research around mindfulness"...you know, whatever ... I'm like"what are you doing!" ... (Laughter)

Leila interview 2	Navigating the course impact on personal relationships\ Needing to be careful	80	Well, the other day someone was talking about how they just like can't switch off and they really stressed and having difficulty sleeping and I was like "have you tried mindfulness", I'm like "no, what are you doing!" (Laughter).. but yeah.
Leila interview 1	Navigating the course impact on personal relationships\ Needing to be careful	32	You kind of find, like sometimes you can be analysing everything like kind of ... my boyfriend always tells me off for like over thinking stuff or being like, "oh, do you maybe think they are doing that because ...". And he's like, "no!"
Bianca interview 2	Navigating the course impact on personal relationships\ Needing to be careful	95	You know as some of the stuff we've spoken about is so particular to the training and the journey, but that's something that's going to continue for, forever. Whether it's that you don't want to overstep the mark of being, kind of, stepping into the role of EP with your friends. But also, you don't want them to overstep the mark and expect you to "Can you come and assess my child" entitlement and "fix my child and tell me everything that's wrong with my child" or, you know, whatever!
Bianca interview 2	Navigating the course impact on personal relationships\ Needing to be careful	98	One of my friends sister said, " Oh, can you just come and watch him and just see if he's, you know, developing like he should be" , you know, that sort of "before we start school, I want to know how he's going to get on" and you sort of think oh well ethically that's bit a dirty. You know "not really". But also you want to be helpful.

Bianca interview 1	Navigating the course impact on personal relationships\ Needing to be careful	30	I think generally well, I try. I mean, I'm not really "let me tell you about this theory". But I think sometimes if it comes up in a conversation, and it helps to try and make sense of it in a particular way, then it can be really helpful or, you know, conversations about kids, they just have "bad behaviour", and those sorts of things andand I think that will become greater as friends have children. But I think sometimes it will cause a dilemma when your friends are doing things that you think maybe that's not what you might want to be doing, and how you address that. My sister's about to have a baby, She would hate it if I came in as an educational psychologist into her home, she'd literally be like "Get out!"
Bianca interview 1	Navigating the course impact on personal relationships\ Needing to be careful	31	So, I think there's always going to be a little bit of a dilemma and I'm not quite there yet because my friends aren't having kids, but I imagine that must be quite hard. And then of course, you have your own kids, but I don't know what that's like (laughter).
Sam interview 1	Navigating the course impact on personal relationships\ Needing to be careful\Separating the self and professional	18	But I think me...I try to kind of avoid these thoughts, because I think it just becomes... yeah, so if I, if I'm in a group, and I'm thinking about it I'll just try and not...distract myself or something.
Sam interview 1	Navigating the course impact on personal relationships\ Needing to be careful\Separating the self and professional	24-26	you can be thinking about, you know, splitting and projection amongst your friendship group, which to me, I know, some people might love that, great, and really want to think about that, and how that influences the way they interact. Researcher: Yeah

			Sam: For me, I'd quite like to separate and just, you know...
Sam interview 1	Navigating the course impact on personal relationships\ Needing to be careful\Separating the self and professional	34	I don't think I can do it. Researcher: Okay... Sam: Which is annoying and it's not that, yeah, I suppose I think this year, specifically. I'll be really interested to see what happens, like, after the course
Leila interview 1	Navigating the course impact on personal relationships\ Needing to be careful\Separating the self and professional	22	I think getting that perspective, I think, I mean, like booking in stuff, and sticking to it as being one thing, but also like, so for example, my sister got Lyme disease when I was in year one, year two. So that was kind of like a life threatening disease and that really kind of put into perspective... Yeah, this is a course, this is family. These are like separate things.
Leila interview 1	Navigating the course impact on personal relationships\ Needing to be careful\Separating the self and professional	28	I think I did. I think I have been able to like compartmentalize it all but I feel like, it's kind of just something that I've just had to do. So you just kind of do it and get used to it. But I guess it kind of works both ways. It's like switching on and off between kind of like, separate lives and things. Whereas I think maybe in year one it was a bit more, kind of fluid. Everything was a bit like "Oh I don't know" ... and it's year one of the doctorate as well and it's like, "Oh, my God, I'm so keen on this. Like, I don't know anything"

Leila interview 1	Navigating the course impact on personal relationships\ Needing to be careful\Separating the self and professional	32	Yeah I think maybe having to try and compartmentalise but I then...I think they do seep through completely because I feel like from the course and working with so many different kind of families, professionals, you've learned so much which you do take into your personal life. I feel like I understand much more about how people kind of think, how they behave, kind of motivations and you have to try and shut yourself off for like when friends are saying stuff or like, there's something going on in your life.
Alex interview 2	Navigating the course impact on personal relationships\ Needing to be careful\Separating the self and professional	6	Mmm...we talked about how I feel that this work... although you try and separate your work from your personal life still, you find yourself using a lot of the things you know about psychology in your everyday relationship, including your...you know, with your partner (laughter).

Sam interview 1	Navigating the course impact on personal relationships\ Helpful influence	46	<p>I think the only time when it does come in, and I do think is helpful. Say, for example, my husband works in like, a very 'non-work group' team for lack of sounding like, you know. (Implying a reference to systems theory).</p> <p>Researcher: Yeah.</p> <p>Sam: And, and they have a massively split team. But to the extent there's horrible comments made and it's actually quite problematic. Also, for him...he's an investor, and it's about pushing deals through and whatever. So when he's telling me about that, I would use psychology to say, 'Well, you know, if we understand the dynamic, how can you get that through without pissing off that person and whatever.' So I think in that context, it can be helpful and he would find that helpful. And like, whereas... Yeah, so if someone's talking about something like that, where it can be helpful, then yes, but if you're analysing them as like a person, then yeah, but I do think it does happen. Like, you know, if someone's behaving in a specific way or whatever.</p>
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Alex interview 1	Navigating the course impact on personal relationships\ Helpful influence	13	Well, yeah, I think about my own relationship with my girlfriend. And I know that... it's not helpful to use psychological techniques in (laughter) romantic relationships (laughter) with your partner, and I don't ever actively use psychological models (laughter) when I'm having a discussion or disagreement or so... with my partner. But I feel that that kind of work is kind of the same, it's helpful to do that kind of work in your own relationship, because it makes you think about the way that you communicate and makes you think about other people and how they're feeling. And so yeah, it has kind of helped in my life
Alex interview 1	Navigating the course impact on personal relationships\ Helpful influence	36	So inevitably it does, kind of like I was saying, at the beginning that, you know, it affects the type of conversation that you have in your own relationships with either partners or friends, family in a positive way.
Alex interview 1	Navigating the course impact on personal relationships\ Helpful influence	41	But it's, it's a... it's a great thing. And I feel like it has a positive effect on my life outside of work.
Bianca interview 1	Navigating the course impact on personal relationships\ Helpful influence	5	Em extremely difficult, um...ok as rewarding as it is difficult, and I guess in terms of kind of change it's in terms of the actual doctorate- it has as much of an impact on your professional life as it does your personal life and in in more positive ways in your professional life (Laughter)... and perhaps more negatively on your personal life. And, but then also, that's probably not very fair, because a lot of the things you learn professionally, you suddenly find taking into your personal life. So, it does add things in terms of richness in that area.

Bianca interview 1	Navigating the course impact on personal relationships\ Helpful influence	22	I think I am starting to think about that more generally in my life. And then...um in the way I talk to people my interaction style, and I think being much more empathic, and an active listener, rather than with friends, I'd always jumped to the solutions and I think I've taken that on board a lot more.
Bianca interview 1	Navigating the course impact on personal relationships\ Helpful influence	30	I think generally well, I try. I mean, I'm not really "let me tell you about this theory". But I think sometimes if it comes up in a conversation, and it helps to try and make sense of it in a particular way, then it can be really helpful or, you know, conversations about kids, they just have "bad behaviour", and those sorts of things and ...and I think that will become greater as friends have children. But I think sometimes it will cause a dilemma when your friends are doing things that you think maybe that's not what you might want to be doing, and how you address that. My sister's about to have a baby, She would hate it if I came in as an educational psychologist into her home, she'd literally be like "Get out!"
Elle interview 1	Navigating the course impact on personal relationships\ Making time for personal relationships	11	Erm I think lots of different pressures as well and juggling time and different demands. Erm, so I think something that I found quite tricky is managing the financial side of things. So again, linked to having a career before, when I think my wage kind of divided by a third and then continuing to live in London, and having to reduce what I was doing and all while it felt like all areas of my life and kind of struggling to manage financially. And then some of the challenges that come with that, both in terms of relationships with my friends, but also things like my family live far away, so being

			able to go home like, was harder. And doing things with my boyfriend became harder, that shifted the dynamic between us as well. But I think, although very challenging, it has also been helpful to think about what to prioritise, and also how to manage some of these pressures that I'm sure will come up at different times throughout my life.
Elle interview 1	Navigating the course impact on personal relationships\ Making time for personal relationships	17	I've got much better at just saying it just needs to be a pass and be good enough and not compromising the personal relationship side of things. So, actually, I could spend another weekend doing this and maybe get a distinction for this assignment or I could go and spend more time with people that are really important to me. I'm going to get much more out of it. And just get a pass and that's okay, and yeh so coming back to like values and prioritising things.
Elle interview 1	Navigating the course impact on personal relationships\ Making time for personal relationships	19	But also in my first year, I really didn't enjoy it and I think I found that starting the course affected all areas of my life in different ways. And some of the ways I've already mentioned and I think taking time over that first summer to think okay, what is actually important here, my family, friends, boyfriend, wellbeing are more important than a mark that actually doesn't matter but it takes a while to kind of shake some of that off I'd say.
Leila interview 1	Navigating the course impact on personal relationships\ Making time for personal relationships	20	So kind of like the personal aspect, I have a lot less work life balance, like I've still tried really hard to kind of still do stuff, like occasionally, on week night it's nice to see friends and keep up ... and have a tipples and stuff and

			trying to like, have that time. Yeah, it has completely engrossed some aspects.
Bianca interview 2	Navigating the course impact on personal relationships\ Making time for personal relationships	87	But other people have spoken about that, sort of that...and even when even when people say to me that “oh, I haven't seen you for ages” and they're not saying it out of malice, but it's just that “Oh, I know I'm sorry” , you know? Yeah, so that guilt didn't we speak... I remember we spoke about guilt, about not being there for friends as much as you would be, then the guilt about whether you take time off or whether you do work or whatever you do, you end up feeling guilty. So guilt is this huge emotion you carry the whole time.
Bianca interview 1	Navigating the course impact on personal relationships\ Making time for personal relationships	7	Well, I think in terms of the.... (pause) the impact on personal life is that it...(sigh) you give up three years of your life for this course really, and I think especially the second and third year you're giving up your weekends, your holidays, the financial sacrifice.

Bianca interview 1	Navigating the course impact on personal relationships\ Making time for personal relationships	54	<p>Okay, so Monday, Monday, Easter Monday I was...I was at home. I took the Easter Friday, Saturday, Sunday off and I was going to take the Monday off. And I was thinking about my workload and work schedule for next week. My parents were really happy to have me home and then I was thinking I can either feel really guilty that I'm not doing work on Monday, I'll probably be a lot more stressed for the rest of the week because I've missed the day of working. Or, I feel really guilty because I haven't spent time with mom and dad, and I'm only home for the first time this year. And so kind of navigating, which... which side do you let fall...do you go on the side of "I need to spend time with my family" or if "I need to spend time doing this work". (Pause)</p>
Bianca interview 1	Navigating the course impact on personal relationships\ Making time for personal relationships	55	<p>I'm sure that that is not unique to this job, and this training, but that's a big thing all the time. "Do I go to my friend's birthday drinks? Or do I stay and do this work" And so there's always an element of guilt, whatever you choose. And so you have to... you have to get to a point where you take time to permit yourself to take time for you. And that actually this course is very important, but it's not everything. And life does continue. And I think when things happen in your life, or in other people's life on the course, big things. You realise that this is a tiny part of life that consumes you for three years. But there's so many other things going on in everyone's lives.</p>

Leila interview 2	Navigating the course impact on personal relationships\ Making time for personal relationships\When something happens in your personal life	40	Yeah, I think ... I think kind of having something that gives you that perspective. Like... so for example, you're caught in a big bubble, you're like "Oh my god, case study one, it's just so stressful!" Like, this is the be all and end all or if I like, get it wrong. We are focusing all your time and energy on that and then something much bigger happens that makes you think, well, actually, this is really small in the grand scheme of things.
Leila interview 2	Navigating the course impact on personal relationships\ Making time for personal relationships\When something happens in your personal life	44	I think from just kind of discussions in my cohort, that's been quite a big thing in terms of like, so, for example, someone on the course had a baby that was like a massive kind of "this is my life, I want to spend as much time with my newborn as possible". Kind of really making that distinct "I'm going to do kind of just what I can, so that I can like have all my time I could have spare time with my child".
Leila interview 2	Navigating the course impact on personal relationships\ Making time for personal relationships\When something happens in your personal life	46	So I guess that's kind of a key wakeup call in terms of getting your priorities straight. Researcher: Yeah. Leila: And then yeah, other people in the course of kind of yeah had similar things, or the children or illnesses themselves, or just generally kind of doing things like travelling or ...

Leila interview 1	Navigating the course impact on personal relationships\ Making time for personal relationships\When something happens in your personal life	22	I think getting that perspective, I think, I mean, like booking in stuff, and sticking to it as being one thing, but also like, so for example, my sister got Lyme disease when I was in year one, year two. So that was kind of like a life threatening disease and that really kind of put into perspective... Yeah, this is a course, this is family. These are like separate things.
Bianca interview 1	Navigating the course impact on personal relationships\ Making time for personal relationships\When something happens in your personal life	57	Yeah, I guess.... There's things like um....I guess, positive experiences like people becoming pregnant on the course for example, and so it might end up that you might lose people from your cohort for that reason. Em...and sort of deaths in people's families and em...touch wood I haven't experienced that but that's happened to quite a few people on the course, and having ...and taking... and the importance of taking time out for family, and (pause) I didn't...I don't know if the guilt comes into play then, I don't know because that hasn't happened em.... for me.
Bianca interview 1	Navigating the course impact on personal relationships\ Making time for personal relationships\When something happens in your personal life	58	But my partner's granddad died and you know, we had to had to stop everything, drop everything and you realise it doesn't matter when you drop those things, because what's important is that you're there. So there's a personal example. (Laughter) Yeah, I tried not to use someone else's example. (Laughter)

Appendix 16: Methodology, All Codes with Coded Segments

Themes and Codes	Segment	Document name
Challenges and painful learning	do you know what ? I genuinely have learned a huge amount, a lot of it, though, has been from my own like mistakes. And, you know, it's been more practice-based learning if I'm honest.	Sam interview 1
Challenges and painful learning	And so there's issues, you know, wider issues. Yeah, higher level unsupportive management. Blah de blah. So there's so many complexities of the dynamics, but particularly, this year; last year, I was a lot more interested in trying to work out what was going on and trying to really consider how, even if my opinion was similar to the PEP. I didn't want to align myself too much. I wanted to kind of... I thought about a lot more this year, my response has been like "let's not go into the office that much" I go into the office when I need to engage in a team meeting when I need to, but I don't really engage in it at all.	Sam interview 1
Challenges and painful learning	I think the core structure about the individual, the group in the organisation is really helpful. Because I think if you started off by thinking about organisational stuff in first year, you'd be like, "What!". And so I think having it as much as I hated doing some bits, I do think they were quite helpful. And actually, as much as I hated writing portfolio, I do also find after it's finished, it is quite helpful, because it does make you think.	Sam interview 1
Challenges and painful learning	I think in a way that summarises my thinking about the course, it's not a coherent narrative, there's not a kind of linear description of how things happened, it's a bit bitty, and there's so much that overlaps that it is hard to describe or intellectualised. But actually, I think I left feeling like, "Oh, I don't know if I "(pause).... Well, I'm struggling, even now to coherently capture what my experience were; but, I think that's something in itself, that it's hard to really put it into ...	Elle Interview 2
Challenges and painful learning	Yeah, at the moment I would say it was definitely worth it. But there was definitely points throughout was I like "Oh my God, why did I choose this why couldn't I have been a yoga teacher or something?"	Leila interview 2
Challenges and painful learning	So I guess for me, the first thing that kind of springs to mind when you ask that is another word or like the kind of picture ... like journey. Just because it...it does very much feel like a journey. Uphill at times and like there's lots of like barriers and obstacles that you can come across, that you kind of have to overcome.	Leila interview 1
Challenges and painful learning	I think in terms of uphill, I feel like, year 2 was definitely, like a really kind of ... it was a steep part of the journey because you're kind of immersed in your placement.	Leila interview 1
Challenges and painful learning	I think, yeah, there have been times where I like maybe it hasn't been that helpful, I kind of felt my supervisors were quite overworked and really stress themselves. So they're kind of more, I guess, maybe trying to rush through the supervision, or I didn't know if it's not as kind of a nurturing space because of timescales.	Leila interview 1
Challenges and painful learning	But maybe disliked it as much as I've loved it! (Laughs)	Bianca interview 2

Challenges and painful learning\ Resilience	Yeah ...That was the time when... Yeah, December, Year 2, was when I... it was full on like. That was when I decided, I don't want to be doing assessment after assessment, when I realised, like, you know, you do a cognitive assessment, but I could predict the results based on what I'd been told in the room. And I was like, "Well, what was the purpose of that?" You know, there just wasn't one. I think December of Year 2 was when I was like, you know, I'm gonna work in a different, like, I'm really gonna really start to think about my approach. So I think that, and then when I like, brought the idea of not doing assessments to my supervisor that was like, for them, "what, what's the point of an EP?" She just didn't even get it. So I think from then I had to be ... at every decision I made, I had to be very, I would say...maybe as confident as you have to be when you qualify, because I had to defend it. You know, I had to defend why I didn't do a BAS, I had to defend why a dynamic assessment. We had so many debates about why, like, you know, her opinion was like, you know, "a teacher needs to know that they're on the first percentile" And I was like, "why, like, how is that going to be helpful?"	Sam interview 1
Challenges and painful learning\ Resilience	In fairness, I don't think I was massively I don't think I've been unprepared, and I don't feel like I was ... I wasn't expecting it. Like it was unexpected, I didn't realise, which is probably very ignorant of me that ... it can be quite a nine to five job, like if you manage your time, in terms of placement, and whatever. But you still take things home with you. And I don't think I thought about that before, which is probably quite stupid. But anyway, Just, you know I guess actually, maybe the fact that it will work out in the end, like even when you think "I have no idea how anyone does a consultation" because you've got to do everything in the room. And you can't go away and think about it and throw it all these extra recommendations that you think about at home. And then you know, you do it. And so I think, yeah, I guess just staying with it, and, and you'll get there in the end.	Sam interview 1
Challenges and painful learning\ Resilience	I also think, you know, like someone in my course said that no-one does research on their own. Like, if you look at papers, there's always like, multiple names. Yeah and I think that as well, that kind of having to do it on your own. And I know you've got supervision and my supervisor was great but there only there when they're there, they're not going to analyse all the data for you and put it in themes, whatever. So I think, yeah. Again, and it was that same thing of like, once you come out the other end, you'll realise that you can actually do it, but just believing that.	Sam interview 1
Challenges and painful learning\ Resilience	Yeah. Yeah, hundred percent its a lot about resilience. And, yeah, I actually didn't know I could do that much work in a day (pause) ... before. (laughter)	Sam interview 1
Challenges and painful learning\ Resilience	And also a bit of like reduction in fear in terms of, "Oh, you went through all of those really tricky things at the same time and it felt rubbish! but three years down the line, here you are" and either you're blocking it out cause your defened against it (laughter) or like, it's not a big deal in your life anymore, which it isn't, it's been more something that like I unfortunately had surgery but have been able to move on from.	Elle Interview 2
Challenges and painful learning\ Resilience	What would I tell myself? Hmm... You'll get through it (laughter). You and Finn* will still be together, that's my partner, I feel like that's been something at times that I've been like, oh my goodness is my relationship to sustain this? Em, you'll change but in a way, almost, yeah, to use a metaphor, it feels like you are a caterpillar, you like being a caterpillar, you'll go through a stage of like loads of change, and then like, yeah, I don't feel like I'm a butterfly so that maybe that's not so great. Maybe like a moth (laughter) You'll be a moth at the end and there'll be different adventures to go on. Yeah, so it's a period of change. It will be painful at times. But there's, like, joy and happiness along the way. There's lots to learn, lots of opportunities, take opportunities, actually, that's something I would say. Seek out your opportunities because there's lots of people that you will meet along the way that will be either have opportunities available that you can take up or the if you put your minds together you can create and I think the training course connects you with lots of colleagues from the EP profession, which feels like a small world.	Elle interview 1
Challenges and painful learning\ Resilience	I guess it would be more like, I'm just kind of thinking about the growth and development in like, my consultation skills or my knowledge to like, apply psychology and then I guess less so thinking about okay, my resilience has developed ...	Leila interview 2

Challenges and painful learning\ Resilience	I think very much resilience, in terms of being okay, with maybe not knowing. I guess that actually reflecting now, even about cases that maybe I have never worked with that kind of context or age of a child or particular concerns or worries. I'm definitely feeling much more okay with not knowing. So I think much more okay, with like, uncertainty, things changing, because working in schools can change all the time. You can turn up for something, and then it will change, oh like, "can you do this instead or?" Okay. I think the first time you experience it, kind of filled me with a lot more anxiety, a lot more stress around it. But it definitely, it definitely builds up my resilience in terms of coping with like uncertainty, change, I guess coping with workloads as well, because I've kind of been through it now so I feel like I can, I can work with long days, I can kind of cram a load work in.	Leila interview 1
Challenges and painful learning\ Resilience	And I have the ability to do it. So, I feel like if it was a particularly busy time coming up ... or like a really heavy workload coming up, I feel like I've got these skills to actually get through it. And actually, kind of ... yeah...	Leila interview 1
Challenges and painful learning\ Resilience	I think I did. I think I have been able to like compartmentalize it all but I feel like, it's kind of just something that I've just had to do. So you just kind of do it and get used to it. But I guess it kind of works both ways. It's like switching on and off between kind of like, separate lives and things. Whereas I think maybe in year one it was a bit more, kind of fluid. Everything was a bit like "Oh I don't know" ... and it's year one of the doctorate as well and it's like, "Oh, my God, I'm so keen on this. Like, I don't know anything"	Leila interview 1
Challenges and painful learning\ Resilience	So the variety, and then I guess ... just being able to kind of actually complete it or I haven't actually completed it yet! But touch wood! But actually get through and kind of stick to it has been quite surprising in terms of that like, I guess, how I've developed.	Leila interview 1
Challenges and painful learning\ Resilience	Yeah, it's just, I was actually just about to say, use that word resilient. I use it in my work to describe other people. But then I've rarely ever thought of myself as being resilient, I just kind of get on and do it which I guess (laughter) could be described as that. I was doing an intervention today actually and just talking about that.	Alex interview 1
Challenges and painful learning\ Resilience	But I don't know... it just it just seems like the way to... be. Well, I think it does help having resilience during this course and I think that is promoted by all the factors that I mentioned earlier, peer support, placement, cohort, tutors, supervisor.	Alex interview 1
Challenges and painful learning\ Resilience	But maybe that's part of the discipline of getting to the end of the course is that you can't immediately be like; "Help, I need it right now"!	Bianca interview 2
Challenges and painful learning\ Resilience	I think... Sometimes it feels like it's more than you em... thought it might (laughter). But em... but yeah and you ... your sold for so long before you're committed to doing this because you have to put so many years into getting to this point.	Bianca interview 1
Challenges and painful learning\ Resilience	So this has been 10 years of my life by the time I think about my first degree to the end.	Bianca interview 1
Challenges and painful learning\ Resilience	You're... but you're... not behind them because you're on a completely different path.... But you're, you're in a very different place, especially living in London, and people come to London for particular jobs, and coming to London to do the doctorate.... maybe don't always add up. (laughter)	Bianca interview 1
Challenges and painful learning\ Resilience	And it's such a journey that you come on. And at every point of the journey, you think you can't do it. And every point of the journey, you do it. So in terms of kind of personal surprise, there's a lot of surprises that actually you can get through it.	Bianca interview 1
Challenges and painful learning\ Resilience	And you can go to that meeting. And you can feel so nervous that you almost want to cry before you go in. And then you can come out and you've done it. I think the whole way through my second year, I spent thinking I can't wait for it to be three hours time, I can't wait for three hours time. And you always get to the end of three hours.	Bianca interview 1

Challenges and painful learning\ Resilience	And it's never as bad (smiling) actually there's probably been a couple of times it's been as bad as you think (laughing). But you know, it's always okay. And people are always really understanding. So yeah, your ability to get through it and your (pause)...ability to grow, I think is something. Obviously, you expect that but until you've experienced it, you can't understand what that is like or what it's going to look like. Yeah. And it's not just... it surprised me that the teaching isn't just about strategies and how you support children of particular groups, there's so much more about how you interact with people and developing your skills and in that area and em... facilitating helpful conversations.	Bianca interview 1
Challenges and painful learning\ Resilience	here are so many times through the course where you feel stuck and like you can't do stuff, it would constantly be seeing actually you have done this, and this is how far you, how far you've come.	Bianca interview 1
Challenges and painful learning\Difficult Emotions	Exactly! so I think individual nurture and spaces to learn (it was present at times), but as a group, It was a hard group to be part of...	Sam interview 2
Challenges and painful learning\Difficult Emotions	So yeah, I think it's that needing, kind of, yeah, needing just to relax and not...(pause)	Sam interview 1
Challenges and painful learning\Difficult Emotions	I think that number one, I also like... was emotionally feeling awful. Like, I felt awful all the time. And number two, yeah... So I'd had that experience and I... I'd come in being like, being able to separate me from me in that relationship through like supervision and discussing and whatever. And then, so I think I had that. And I felt more kind of back to myself and being an independent thinker. I think, if I'm totally honest. So I went into my planning meetings. And like, I'd tend to... it wasn't just one person's view ...	Sam interview 1
Challenges and painful learning\Difficult Emotions	And so one of them was I had surgery in the first year, which meant I had to have two weeks off from uni in my first term. And I also moved house in the same month. So I think those personal experiences hugely impacted on my beginning at uni. And, and they're kind of things that I've kind blocked out a little bit, because it was just a really, really difficult time and I think when I think of my first year, I always think it was the absolute worst year. Sometimes I forget about some of the personal things that fed into that as well and just hang it on the uni, but those things had a huge impact on me taking up the doctorate and made me have to, particularly with the surgery, really, really had to slow down. And as well as like professionally kind of relearning about myself, personally and also I just assumed being like a relatively fit and healthy person, I'd be like back on my feet quicker and I just wasn't. It like really, really wiped me out and so, yeah, I think that experience is something that really, really affected my first year development, particularly.	Elle Interview 2
Challenges and painful learning\Difficult Emotions	Yeah!. I think that's something that uni teaches you theoretically as well trying to understand your experience going through it. So, I think I remember reading somewhere that learning is painful and initially it made me ER!! It's quite hard but it's never really been, like, painful in my conscious mind. Em, whereas the academic side of learning on this course, and the like practical side of it has definitely been, what I would equate to as painful ... at times. And I don't know whether I'm just more conscious and aware of that now, so can attribute like certain feelings or experiences to "oh that felt painful", or whether the experience because it's heightened, is kind of magnified or intensified it bit more.	Elle Interview 2

Challenges and painful learning\Difficult Emotions	Em... I felt like one of the training conferences was a big one. Em, the timing of it felt really strange so it was just before Christmas, I'm sure you've had your own experiences (laughter), and just the intensity of it just felt like everything was under a magnifying glass. But I feel like I learned a lot about myself and other people within it. Em and yeah, it was, I think because of the intensity kind of, for me anyway, I had to feel all of the feelings that maybe I'd been trying to avoid or just like, cope with. And actually, it was quite cathartic to be able to just let them out, to be like, "Oh, yeah, I feel really sad about that" or "yeah, I feel really worried about that" and it just like it was normal that everybody felt really intense emotions. Em... and then that not being a scary thing and also to say, Oh, yeah, everybody feels the strong emotions some of the time at different times for different reasons". Erm, learning about myself in, in groups and then being able to take that and obviously think about organisationally as well and thinking about how some of the things that I was feeling and experiencing weren't just about me necessarily.	Elle interview 1
Challenges and painful learning\Difficult Emotions	It's becoming quite difficult. Well, in terms of that, you have really kind of difficult cases, really like horrible back stories, sometimes someone is really vulnerable. But I think that you need the safe place, need a space to kind of reflect on that and kind of not just offload that kind of, yeah, have that safe space to talk about things rather than just bottling them up.	Leila interview 1
Challenges and painful learning\Difficult Emotions	And there are times when, I think when I was being observed as well by my supervisor for observations. And, and when you're being observed it I felt a bit more shy and then less competent. And then you have to kind of sit and receive feedback, which you kind of already know because you... because I know it wasn't as good as I thought it could have been, in some ways	Alex interview 1
Challenges and painful learning\Difficult Emotions	So it's interesting when people say "So ah how's it going?". You know, and the response that you give is "it's going!". Like I say that all the time when people say that, ..."it's going!" I don't want to talk, I don't want to go into it. I don't want to ... you know, suddenly tell you how hard it all it all is.	Bianca interview 2
Challenges and painful learning\Difficult Emotions	Sometimes doing the opposite of what you think you should be doing is exactly what you need to be doing in this job.	Bianca interview 2
Challenges and painful learning\Difficult Emotions	Em extremely difficult, um...ok as rewarding as it is difficult, and I guess in terms of kind of change it's in terms of the actual doctorate- it has as much of an impact on your professional life as it does your personal life and in in more positive ways in your professional life (Laughter)... and perhaps more negatively on your personal life. And, but then also, that's probably not very fair, because a lot of the things you learn professionally, you suddenly find taking into your personal life. So, it does add things in terms of richness in that area.	Bianca interview 1
Challenges and painful learning\Difficult Emotions	think that's one of the big downfalls of the course and the doctorate in general, is that here we are being taught and the courses are designed by experts in the field of learning, teaching and mental health. And yet this learning experience, although there's so many positives and I feel like I made so much progress, and so much growth and everything we spoken about, but it's really hard and it is really demanding on your life.	Bianca interview 1
Challenges and painful learning\Difficult Emotions	I think it's both. I think it's explicit in that there is kind of an explicit message of this is just what the demands are. But I think it's implicit and it's probably implicit, because there's different training providers and you're all working towards a similar thing. So it kind of just maintains... and it's got to be rigorous it's a doctorate, I know it's got to be... and maybe that is part of the implicit is that it's, it's like this high level of academia. Em...Which people have different views on whether it needs to have that element to it. You know, actually, does it... need, do you need to have a doctorate in educational psychology? Do we need to do a thesis to be able to practice? I found the thesis really helpful in developing lots and lots of skills. Has it helped my practice? It has in terms of the implications of what I found, ... (thinking) Actually it probably has, I'm probably being unfair.	Bianca interview 1

Challenges and painful learning\Difficult Emotions\ Anxiety	I mean, I think that like taking kind of responsibility for my actions type thing. It is like my pattern in life. Like I'm a last minute person, I do well, working to the deadline I do while revising till four in the morning for my exam at nine. And I'm that... that is historically the way I work. So I think that to some extent, it probably always would have been that way. I think...em I think it was probably the first time though (doing an assessment piece (thesis)) I think I've been and like stayed really stressed about it, if that makes sense. Obviously, I've done you do exams like every year from GCSE, and I never really was that bothered by them. Whereas this was the first time where I was like, "This is like, genuinely really difficult, maybe I won't do it" And that kind of Yeah, fear and anxiety, which were not emotions I was particular over familiar with if I'm honest. Yeah, and I think that's kind of like, then stayed (the fear and anxiety). So me and a friend, like, keep talking about how those feelings have stayed and, and I'm like "Yeah, they're going to go and then in September, we're going to be different people" So yeah, I've gone a bit off topic.	Sam interview 2
Challenges and painful learning\Difficult Emotions\ Anxiety	Yeah. So I guess in terms of internal things I could have managed it differently, I guess, because it was a slightly unfamiliar feeling (laughter) I'm not very good at managing anxiety, because I don't like...you know everyone expresses a bit of nerves. But I would say that proper anxiety, which is like, impacting every part of your daily life is not something I've had before. So I guess, you know, the experience of having things that can calm you with that... I did a lot of pilates that helped (laughter). Em...externally, kind of university type thinking, something that we gave as feedback from our year was... we know that it's our responsibility to start on time. But I do think like some kind of rough guidelines would have been helpful. Like it is a lot more difficult if you haven't done this or that, you know, we have had experiences where ethics procedures have taken people X amount of time, and there is a chance it will get rejected. So I think that yeah, you know, yes, we could have thought about that ourselves. But I think a bit more of an advisory structure would have been helpful.	Sam interview 2
Challenges and painful learning\Difficult Emotions\ Anxiety	it was kind of it was like very unconfaining, because, number one, she's lovely, but she didn't know any other way of working. She didn't know any other tools, so that's all that she could offer. So it was, kind of like, everything, yeah, was different. But anyway, so I basically ended up doing like, you know, it was the university consultation model to an extent, but it essentially always ended up in a child being assessed. And yeah, it was always meet with parent in school; there will be a question, but that question will always be answered with an assessment, and then feedback and review, whatever	Sam interview 1
Challenges and painful learning\Difficult Emotions\ Anxiety	Whereas I like know that my knowledge of numeracy interventions is zero so because they're specific topics, and I do think that there's something quite anxiety provoking about not having that information, particularly earlier on in the training, when you want something, like you want frameworks and things.	Sam interview 1
Challenges and painful learning\Difficult Emotions\ Anxiety	Hmmm oh god, loads of it (laughter)	Elle interview 1
Challenges and painful learning\Difficult Emotions\ Anxiety	But also I think something else that really helped me to think about my things around like different coping strategies, I suppose for managing anxiety both for learning but the day to day life, and so things like transitional objects, I know that's a big thing for me. So err, the child that I observed, would use kind of his scooter as a transitional object (psychodynamic term), well, my perception was he used as a transitional object when he started at nursery and that helped me to think about things that I use as transitional objects as an adult. So things like buying jewellery or buying myself cup of tea as I've done today (laughter) erm, so things like that, that before I maybe wasn't consciously aware of, but it's kind of unearthed some of those subconscious things.	Elle interview 1
Challenges and painful learning\Difficult Emotions\ Anxiety	Actually some of them were like system based things that there was nothing that anyone could do about and I think the... definitely the first term, I felt, I don't know, I guess because there was so much change, I was kind of worrying that oh, maybe	Elle interview 1

	<p>this is going on because I'm not doing enough. Or maybe this is about me or I should be doing that and constantly feeling that I should be doing more.</p>	
<p>Challenges and painful learning\Difficult Emotions\ Anxiety</p>	<p>I think they've all been different in different ways. I think of the three years I enjoyed my second year the most. First year was the worst (laughter). And then this year, because of thesis, I think that's been an extra thing to be battling with. It felt like a very anxiety provoking large part of the course that I've had deadlines for that are kind of set in stone. And, yeah, secondly, I felt like space to grow and develop in a more manageable way. I feel like first year we had a 5,000 word assignment pretty much every month, final year thesis was pretty much 10,000 word chapter every two months. So like the academic pressure felt really, really high. So it felt harder to kind of immerse myself in the placement side of things than the learning. Whereas second year, the academic stuff felt more paced. So I was more able to immerse myself in and take some risks and yeah, learning that way.</p>	<p>Elle interview 1</p>
<p>Challenges and painful learning\Difficult Emotions\ Anxiety</p>	<p>, so today in our group discussion session it's the first day I felt any sadness about it. And I felt like the course kind of comes with intense emotions of like lots of anxiety for me all of the time about all of the different tasks and things like some anger and frustration about some of the different systems or some of the ways that university operates</p>	<p>Elle interview 1</p>
<p>Challenges and painful learning\Difficult Emotions\ Anxiety</p>	<p>Yeah, definitely having that space to contain all that kind of messiness and kind of anxiety...</p>	<p>Leila interview 2</p>
<p>Challenges and painful learning\Difficult Emotions\ Anxiety</p>	<p>But yeah... definitely a lot of feelings of anxiety at the beginning around something now I kind of would feel is relatively, not habitual, but a lot more kind of easy.</p>	<p>Leila interview 1</p>
<p>Challenges and painful learning\Difficult Emotions\ Anxiety</p>	<p>I think very much resilience, in terms of being okay, with maybe not knowing. I guess that actually reflecting now, even about cases that maybe I have never worked with that kind of context or age of a child or particular concerns or worries. I'm definitely feeling much more okay with not knowing. So I think much more okay, with like, uncertainty, things changing, because working in schools can change all the time. You can turn up for something, and then it will change, oh like, "can you do this instead or?" Okay. I think the first time you experience it, kind of filled me with a lot more anxiety, a lot more stress around it. But it definitely, it definitely builds up my resilience in terms of coping with like uncertainty, change, I guess coping with workloads as well, because I've kind of been through it now so I feel like I can, I can work with long days, I can kind of cram a load work in.</p>	<p>Leila interview 1</p>
<p>Challenges and painful learning\Difficult Emotions\ Anxiety</p>	<p>Think I said before I used to have somewhat... to some extent, kind of 'status anxiety' not knowing where I existed in the world and not knowing what to do with my life, etc, etc. But then this has given me a lot of a clear indication and kind of a structure for how my life will be in the future.</p>	<p>Alex interview 2</p>
<p>Challenges and painful learning\Difficult Emotions\ Anxiety</p>	<p>I could previously I could say, I could say to myself, at least while I'm a trainee, I'm still learning, and other people may adjust for that because I'm a trainee but now that is something that's being taken away and I have to therefore confront being a qualified psychologist</p>	<p>Alex interview 2</p>
<p>Challenges and painful learning\Difficult Emotions\ Anxiety</p>	<p>Status Anxiety'.</p>	<p>Alex interview 1</p>

Challenges and painful learning\Difficult Emotions\ Anxiety	: Yeah, well, I talked about status before, that phrase 'Status Anxiety'. But I didn't really explain it before, in as much detail perhaps as I could have, which I'm now thinking. But I think I've always wanted to do work that I feel is meaningful and makes a difference to other people, that interests, keeps me interested and keeps me feeling challenged and feeling like a job I can learn from throughout my whole career. So, it kind of ticks all of those boxes. And it's also a job that I kind of feel proud to be able to say, "Hey, I'm a psychologist" or at the moment I go on "I'm a TRAINEE psychologist" (laughter)	Alex interview 1
Challenges and painful learning\Difficult Emotions\ Anxiety	I've always been quite optimistic, but maybe a bit more anxious, but now I feel less anxious. Cause I know what I'm doing, where I'm going. Even if the work can be quite anxiety inducing	Alex interview 1
Challenges and painful learning\Difficult Emotions\ Anxiety	Well, on our course there is a definite acknowledgement of the journey that you go on. And a lot of time at the beginning is spent on building rapport in the cohort, and a lot of time spent on ...Yeah, one of the course directors is extremely nurturing. I think it was a deliberate plan from the university to spend a lot for us...to spend a lot of time with her at the beginning. She just makes us feel kind of warm, comfortable, happy and supported as a group. Because I think that a lot of people at the beginning have 'Imposter Syndrome', and feel kind of nervous and worried "what the hell are you doing during this course?" So, she's kind of good at kind of containing all of that at the beginning.	Alex interview 1
Challenges and painful learning\Difficult Emotions\ Anxiety	I think, I think now it is. The kind of the movement on to the next step and people talking about anxiety about you know..... although everyone's desperate for it to be finished, that anxiety about ..."Oh God, you know, we've only got three lectures left , I'm three lectures away from being a qualified EP!" Am I am I quite ready for that? So I think there is anxiety amongst the group there.	Bianca interview 2
Challenges and painful learning\Difficult Emotions\ Anxiety	I think managing anxiety is a big part of it, I think... and I think you become much better. I remember in year one you are just like, an anxious wreck all the time and you want to know everything and straight away and they used to say "no, just look in the hand book....look at the handbook" and you keep looking in the handbook to try and find the answers! As I think from the beginning, they could just give you the answer when you ask but they always would say look in the handbook.	Bianca interview 2
Challenges and painful learning\Difficult Emotions\ Anxiety	But while you're in it, you can't. Well, you just made it because it's a thing that you're frightened and anxious about. Yeah a	Bianca interview 2
Challenges and painful learning\Difficult Emotions\ Anxiety	ah. And I think especially, you know, some days you go into uni and if a few people are feeling rubbish, you can go in feeling fine and you come out, you're like, "oh god, I'm so anxious or so drained or so this or so that". So the cohort do have a big impact on how you feel, very positively, but also on a more negative side as well. And I know tutors have said particular cohorts, you know, can fall into particular patterns. And they say "don't be...don't be a cohort that falls into that". Yeah. And we've been lucky that we haven't, generally, but there's still always a bit of an impact people always rub off on you of course. So if they could bring out the positives all the way through, then time for reflection.	Bianca interview 2
Challenges and painful learning\Difficult Emotions\ Anxiety	Bianca: I think it would be incredibly lonely. I think if this was like a PhD where it's a bit more like a standard PhD or you're just researching one thing, which it kind of is...so I think my thesis is the loneliest part of this course because it's only you... (pause) and you've only got your supervisors, but in terms of knowing ...your...you are the only one who knows everything about that particular thing you're doing and working on at the time. And so yeah, I think it'd be very lonely, and I think... I think you'd feel so much more anxious about everything.	Bianca interview 1

Challenges and painful learning\Difficult Emotions\ Anxiety	think a big part has been learning to manage my anxiety. And not that I have had anxiety before (laughter) I just suddenly became very anxious on this course. And that only really happened this year that I've been able to put things properly in place and...(hesitation) that's really been a bit of a big focus that started when I spent the whole tutorial crying and a supervision with my placement supervisor and then a tutorial crying. Um...and then I was like I need to actually start trying to work out how you're going to manage this, because this was still a while to go before you finish this (the course).	Bianca interview 1
Challenges and painful learning\Difficult Emotions\ Anxiety	So that's been a big part is the anxiety and also learning what's good enough	Bianca interview 1
Challenges and painful learning\Difficult Emotions\ Anxiety	The.... It's normally anxiety that links to it. Kind of if I think a meeting hasn't gone well, I guess embarrassment maybe comes into it, sometimes if I think you didn't do a good job of that. And sometimes I find myself almost apologizing at the end of a meeting," Like I'm sorry we didn't quite get to where we wanted to", rather than just saying, actually, we changed our thinking a bit.	Bianca interview 1
Challenges and painful learning\Difficult Emotions\ Anxiety	o yeah, the feelings connected to I think, anxiety and embarrassment. In terms of self-talk I think that negative self-talk easily creeps in at those times. You can't do this, you know, this is... and at the minute, that's increased a bit. I think the anxiety of finishing the course the thought of "Maybe you're not good enough to become... become an EP" whereas I feel like I'm good enough trainee, but then it kind of is creeping back in and so it was just kind of keeping a check on that. Em...	Bianca interview 1
Challenges and painful learning\Difficult Emotions\ Anxiety	t makes me feel anxious, I can just like feel my stomach sort of twinge just thinking about the transition across because you... you know, your support blankets at work or the support network is kind of whipped out from under you.	Bianca interview 1
Challenges and painful learning\Difficult Emotions\ Anxiety	Em...so I think that's but it... and schools expecting more if you, I can't go "Oh I'm a trainee", I think I'll be going off "Just qualified". Or your reports you know, being checked. The first statutory report you send off without their [supervisor] signature on and that's, you know, that's you that can be brought back to- literally in court at you! You know, and that's... that feels like it's much more than, much more a bigger job- loads of responsibility	Bianca interview 1
Challenges and painful learning\Difficult Emotions\ Anxiety	And you can feel so nervous that you almost want to cry before you go in. And then you can come out and you've done it. I think the whole way through my second year, I spent thinking I can't wait for it to be three hours time, I can't wait for three hours time. And you always get to the end of three hours.	Bianca interview 1
Challenges and painful learning\Difficult Emotions\ Anxiety	And I think that is, that's what I would say to myself and... and that goes to trusting the university and all the things they put in place and the supervision and the times when you think what they're saying is absolute rubbish and that's not going to support you, "What the hell are they thinking?" And then six months later, you think they were right, because they've done it for years, of course they are.	Bianca interview 1
Challenges and painful learning\Difficult Emotions\ Feeling exhausted	I very much feel like "I'm done"... I'm still going... at very low capacity, but still going. Em...I think that was definitely a bit of, like, "I'm really excited to go" on the one hand. On the other hand "I'm like oh god, I've to create new relationships and schools, and I don't know how they worked with their EP before and I don't want to go doing lots of assessments again. There is a bit of a like... I do think it's like an apprehension. I think it's an ambivalence around... I'm really excited to go to a team where, you know, there's a lot more EPs, and different ways of working is really encouraged. Em, its a well established team and they trade really well. But then on the other hand, I think in a fully traded service, you know I think power dynamics can become more of a thing than in say a non traded service.	Sam interview 2

Challenges and painful learning\Difficult Emotions\ Feeling exhausted	I think I'm kind of exhausted.	Sam interview 1
Challenges and painful learning\Difficult Emotions\ Feeling exhausted	... but the first thing that comes to mind is like right now you feel so bogged down in your course. I think for me, I took it as a really honest answer. Because I'm not sure....I'm not sure I, I would think at any point that it wasn't difficult.	Bianca interview 2
Challenges and painful learning\Difficult Emotions\ Feeling exhausted	Actually, I rarely say to people, you know what, "It's amazing". And there is that part of it, there really is. You know, there is. I'm doing this job you're trying to do for so long...	Bianca interview 2
Challenges and painful learning\Difficult Emotions\ Feeling exhausted	I was thinking about my workload and work schedule for next week. My parents were really happy to have me home and then I was thinking I can either feel really guilty that I'm not doing work on Monday, I'll probably be a lot more stressed for the rest of the week because I've missed the day of working. Or, I feel really guilty because I haven't spent time with mom and dad, and I'm only home for the first time this year. And so kind of navigating, which... which side do you let fall...do you go on the side of "I need to spend time with my family" or if "I need to spend time doing this work".	Bianca interview 1
Challenges and painful learning\Difficult Emotions\ Feeling exhausted	So...So that's been a big part is the anxiety and also learning what's good enough. I've always been a perfectionist. I think most people that come on this course are a perfectionist and that's how they got on the course I don't know. But I'm learning that actually every report can't be the most in depth analysis of a child's life, or the essay that you write you don't need to get an A in it, that... that's fine. And that's quite a big thing for me because I've always tried to get the best every time and you can't do this on this course you can't manage every part of this course and be the best at every bit of it. And you can't do that in the job either because you just run yourself in the ground.	Bianca interview 1
Challenges and painful learning\Difficult Emotions\ Sadness	Exactly...Yeah, it kind of started happening from January. But the senior EP was still there till March. And then kind of yeah... by March, I was like, "Well, I'm doing my thesis" carry on as you like. And then I came back, and I was like "Oh well" I say that but it is actually really sad. Because the services moved in such positive direction and now it's just going to go 25 steps back and it had come on quite a lot. And all the people that have supported that change, have gone and yeah, so I think it's quite sad actually.	Sam interview 2
Challenges and painful learning\Difficult Emotions\ Sadness	Em... (pause) ... and so, I think for me that's something I held in mind - it was probably a bit of a worry for me actually - like, "oh, what if this is too much for our relationship to bear, for me and my partner?" Um ... maybe less so for friendship, although, yeah, I don't think I realised that for friendships. So, I think the friendship side I've got really strong, stable relationships. But I think there's definitely been people who have stepped up in being supportive and people who maybe... you know, like, kind of... haven't really got it! Like their jobs, for example, are so different that actually they can't empathise with my experience of studying. So, for example, like being a student, they can understand that I'm a student and I don't have much money, but then they can't quite understand how I'm a student and don't have any time because I think most people's experiences of being student is undergrad, so you've got loads of time. Well, there's lots of time to nap, loads of time to watch Neighbours, like you're going out a lot; and the doctorate training course just isn't anything like that. If anything, it's harder than anything I've ever done before and so, I think, yeah for personal relationships, it's hard for people to relate.	Elle Interview 2

Challenges and painful learning\Difficult Emotions\ Sadness	Yeah, I was actually ... I just had my last group discussion session before I came here. And we were talking about endings, and how people feel things at different times, and the different ways that people cope with endings, and like, bear the difficulty of ending., And I know, I'm someone who, who does things up-front, so I call it 'front-loading'. So, I'll like, feel the feeling really early on, like, say my goodbyes; do those bits early on, so that when I'm actually saying goodbye, I feel like I've given or said or... like it feels tied up. Yeah, but I know it means that, in the moment, I'm maybe a bit more distant from a feeling, where some people really feel it in the moment; some people completely avoid it ... and, and don't do that. But I was just reflecting on how, firstly, if everyone did the same thing, it would be really boring. So, although it can be really difficult owning your differences in a group, and initially, and I think there was lots of kind of apologising from lots of different people about how they were, and like fear of being different to others, and, kind of, wanting the group identity, Actually, yeah, first it'd be very boring, but all the same, it would bring some balance. So, if everybody did the same thing, it just wouldn't work, like it would just be too overwhelming. And so, yeah, there's a real strength in people having different perspectives, but also different ways of doing things; different pace; different times that they feel things. Yeah, I guess, owning ...well...partly learning your pace and what your perspective is, knowing that it's okay to feel different things at different times. But ... um	Elle Interview 2
Challenges and painful learning\Difficult Emotions\ Sadness	Erm I think lots of different pressures as well and juggling time and different demands. Erm, so I think something that I found quite tricky is managing the financial side of things. So again, linked to having a career before, when I think my wage kind of divided by a third and then continuing to live in London, and having to reduce what I was doing and all while it felt like all areas of my life and kind of struggling to manage financially. And then some of the challenges that come with that, both in terms of relationships with my friends, but also things like my family live up North so being able to go home, like, was harder and doing things with my boyfriend became harder that is shifted the dynamic between us as well. But I think, although very challenging, it has also been helpful to think about what to prioritise, and also how to manage some of these pressures that I'm sure will come up at different times throughout my life.	Elle interview 1
Challenges and painful learning\Difficult Emotions\ Sadness	, so today in our group discussion session it's the first day I felt any sadness about it. And I felt like the course kind of comes with intense emotions of like lots of anxiety for me all of the time about all of the different tasks and things like some anger and frustration about some of the different systems or some of the ways that university operates	Elle interview 1
Challenges and painful learning\Difficult Emotions\ Sadness	So actually, all of these things would be great to research but you just need to pick one, it needs to be manageable, that you can do it within this time frame with this many people, and you need to meet these deadlines. So actually, you need to cut that and really filter it down... and I'd say for my journey with the thesis, those losses, those initial losses were the hardest part for me kind of shaking off my hopes and dreams for what my thesis research might look like erm, and settling for something again that felt good enough.	Elle interview 1
Challenges and painful learning\Difficult Emotions\ Sadness	I guess that connection to universities was kind of like an end as well, like, we didn't get there as much in third year as we did in the second or first year. But I guess it will be quite sad, not being able to go back and kind of have that really like nurturing space as well	Leila interview 1
Challenges and painful learning\Difficult Emotions\ Sadness	I feel that maybe when I'm newly qualified, I might be working...I'll be I'll be working full time and maybe I will miss having the occasional day to be able to go off to university and wear different hats. Yeah.	Alex interview 1

Challenges and painful learning\Difficult Emotions\Feeling stuck	I think it's really easy to get stuck in the "Ugh my consultations rubbish". You know, and particularly when you when you don't always get feedback straight away, or like, I've been in a few schools this week, and it's like a review meeting, and then they've not actually put anything in place. And then they're just going on about the child being exactly the same and...and then it's just easy to think "I'm doing a rubbish job" or "This is really crap". So I guess it's good to sometimes think about the positives, which sometimes in this kind of context you don't, when you've got service users and all their projections and all their worries. And then you think, you know, it's crazy to take all that on board. Yeah.	Sam interview 2
Challenges and painful learning\Difficult Emotions\Feeling stuck	yeah, there's something about for our group being in a whole group... There's like a real sense of paralysis	Sam interview 1
Challenges and painful learning\Difficult Emotions\Feeling stuck	One particular service where a trainee in my cohort has been ... kind of gone through massive change. The PEP left and loads of the seniors had left, there was a massive kind of change and they had to cut lots (the service). And now they're just back to doing statutory work. And her as a trainee feels much less confident, because it's kind of her ability to kind of experience what she thinks other people are getting. So she's kind of just getting little bits of statutory work. Whereas other people may be getting a richer experience in terms of statutory alongside kind of consultation work, every time or intervention work or kind of inception, working at different levels. So just like the individual assessment. From what she was saying, she feels maybe not as confident as an EP in a school. She kind of was desperate to get more experience and maybe feel a bit constrained by her service.	Leila interview 1
Challenges and painful learning\Difficult Emotions\Feeling stuck	But maybe that's part of the discipline of getting to the end of the course is that you can't immediately be like; "Help, I need it right now"!	Bianca interview 2
Challenges and painful learning\Difficult Emotions\Feeling stuck	here are so many times through the course where you feel stuck and like you can't do stuff, it would constantly be seeing actually you have done this, and this is how far you, how far you've come.	Bianca interview 1
Challenges and painful learning\Difficult Emotions\Frustration	And I'd say placement wise...there weren't really any boundaries on my placement (laughter), there isn't really any structure and we don't have any management, no one actually cares what anyone's doing.	Sam interview 2
Challenges and painful learning\Difficult Emotions\Frustration	And there isn't necessarily people...well many people, like in maybe some other services, they'll be like, a really core group for you to go and shadow and get experience. Like, my first shadowing experience was somebody doing a BAS on a child who had no cognitive difficulties, and it was all emotional, it was just totally unethical. And yeah, so that was kind of learning	Sam interview 2
Challenges and painful learning\Difficult Emotions\Frustration	No one volunteers in our group and I just, like, can't...couldn't be bothered with the, you know, that way whatever.	Sam interview 1
Challenges and painful learning\Difficult Emotions\Frustration	so my supervision has been quite inconsistent this year. For example, you know at the end of the day, I sent an email, didn't get a response and didn't follow up, and then just decide whatever.	Sam interview 1

Challenges and painful learning\Difficult Emotions\Frustration	Yeah, around Kids and, and I suspected, as did my supervisor, to be fair, that I was kind of being swept up in that. So they didn't want to ... um... It felt like their demands were kind of, you know, over and above what might be for another topic. And so I wasn't allowed to speak to young people, which I was really disappointed by.	Sam interview 1
Challenges and painful learning\Difficult Emotions\Frustration	So I tried to speak to this population of young people, and I was told don't even apply for ethics, because I won't get it. Which I just feel as like, 'really!?', you know, it was around the idea of like, "how would you contain it afterwards?" But I mean, what is our job? Like if we can't contain it afterwards, then don't interview anybody. Because you could ... encounter one of these young people in a school, and you could be talking to them about their experiences.	Sam interview 1
Challenges and painful learning\Difficult Emotions\Frustration	Anyway, but I wanted to speak to just all children, because one of the main issues around for these young people is bullying in schools. But I was told you wouldn't ask white people about racism. And I thought, "well, why wouldn't you ask white people about racism?" Because what if they are the perpetrators, how are we going to change that behaviour? If we don't speak to that population of people?	Sam interview 1
Challenges and painful learning\Difficult Emotions\Frustration	You know, like a lot of people are in groups, and at times that can kind of Yeah, it can be a bit problematic, I guess. And ... (long pause) ... What was the question around how that's influenced my learning? I guess... I guess one thing in a kind of maybe a more negative sense. We're just not the group that can discuss things. So as somebody that really likes to discuss things, I'm just like, "Why is everyone always silent? It's very frustrating". And but then learning to deal with that, and thinking about why that's happening, and how to facilitate conversation. It's been a helpful learning point. And also, privately, people are super chatty, and super willing to reflect and think.	Sam interview 1
Challenges and painful learning\Difficult Emotions\Frustration	, so today in our group discussion session it's the first day I felt any sadness about it. And I felt like the course kind of comes with intense emotions of like lots of anxiety for me all of the time about all of the different tasks and things like some anger and frustration about some of the different systems or some of the ways that university operates	Elle interview 1
Challenges and painful learning\Difficult Emotions\Frustration	As you're kind of checking in with your supervisor, but then you're coming out of supervision then even more confused because you're like, unsure whether to kind of trust what they're saying. But then, at the same time in year one, you really didn't know what you were doing so like, you're like "I have to trust them!"	Leila interview 2
Challenges and painful learning\Difficult Emotions\Frustration	One particular service where a trainee in my cohort has been ... kind of gone through massive change. The PEP left and loads of the seniors had left, there was a massive kind of change and they had to cut lots (the service). And now they're just back to doing statutory work. And her as a trainee feels much less confident, because it's kind of her ability to kind of experience what she thinks other people are getting. So she's kind of just getting little bits of statutory work. Whereas other people may be getting a richer experience in terms of statutory alongside kind of consultation work, every time or intervention work or kind of inception, working at different levels. So just like the individual assessment. From what she was saying, she feels maybe not as confident as an EP in a school. She kind of was desperate to get more experience and maybe feel a bit constrained by her service.	Leila interview 1
Challenges and painful learning\Difficult Emotions\Frustration	my supervisor just sent me an email with a report that was just... And that was, you know, not, not the right time for it. And I was, yeah, I was, I had very little capacity to do anything else. So, I just pushed it away because I knew that's what I needed to do. And so that was an extremely frustrating moment.	Alex interview 1
Challenges and painful learning\Difficult Emotions\Frustration	So I get.... so that it might frustrate you early on it....it probably is something they're doing to deliberately to help prepare you for kind of the world moving on.	Bianca interview 2

Challenges and painful learning\Difficult Emotions\Frustration	. But also, you don't want them to overstep the mark and expect you to “Can you come and assess my child” entitlement and “fix my child and tell me everything that's wrong with my child” or, you know, whatever!	Bianca interview 2
Challenges and painful learning\Difficult Emotions\Frustration	Emm being within a school, having a meeting where we really didn't come up with very much because everything felt so stuck. But actually the couple of actions and the system was so stuck that we just couldn't get anywhere ... really frustrating meeting!	Bianca interview 2
Challenges and painful learning\Difficult Emotions\Frustration	You're.... but you're.... not behind them because you're on a completely different path.... But you're, you're in a very different place, especially living in London, and people come to London for particular jobs, and coming to London to do the doctorate....maybe don't always add up. (laughter)	Bianca interview 1
Challenges and painful learning\Difficult Emotions\Frustration	Yeah, I've loved doing my thesis. I'm just not always sure on whether I needed to do such a big thesis to be a good educational psychologist. Could I have done a research project that was smaller, and not quite so encompassing? (Thinking)But... having said that, I'm hopefully going to have a bit of valuable work that can be published in the future and will make a real difference to my participant group and isn't that all research should do? But I'm saying that because I've written my draft now, but if you asked me that before I'd finished my draft... I'd be like you know, this is infuriating. It's really difficult but now I think this is a really, hopefully good bit of work a good valuable piece of work.	Bianca interview 1
Challenges and painful learning\Difficult Emotions\Guilt	Em... I felt like that that's something that our group has really grappled with. It comes up in group discussion sessions a lot in terms of our own individual experiences, and then our group experience. I think something that I've really found is it's been quite hard to share, like the success and the positive stories. So I think, as with any group, there's kind of underlying competition and rivalry. And I think our groups got better over time about talking about the difficult feelings and naming some of those things and some of the shared feelings and some of the different feelings but that the happiness and the joy and the celebratory side of these opportunities or learning, I know I've definitely found harder to share for fear of someone else having not had that opportunity maybe and a guilt for me anyway, a guilt attached, to someone else maybe not having something that I experienced or been working on. And I know there's different things that I've kind of sought out but also have been offered that other people maybe haven't. And yeah, so the happiness and the joys of learning maybe feel harder to share, I would say.	Elle interview 1
Challenges and painful learning\Difficult Emotions\Guilt	I think something around like the guilt of it. I think it's probably a bit of something of me in that. Like feeling like I want things to be fair and feeling like I've maybe had more someone else. And not, for me deserving to have more just because the opportunity was there or I've asked at the right time.	Elle interview 1
Challenges and painful learning\Difficult Emotions\Guilt	you're always supported, but you're always aware of burdening other people, even though that's their job and they are willing to. You know, I have had a good experience of... of tutors generally, I have, but you just know they've got so much on.	Bianca interview 2
Challenges and painful learning\Difficult Emotions\Guilt	Burden	Bianca interview 2
Challenges and painful learning\Difficult Emotions\Guilt	I remember we spoke about guilt, about not being there for friends as much as you would be, then the guilt about whether you take time off or whether you do work or whatever you do, you end up feeling guilty. So guilt is this huge emotion you carry the whole time.	Bianca interview 2

Challenges and painful learning\Difficult Emotions\Guilt	Guilt about not doing a good enough job for the kids you've worked with. Because you don't you're not quite certain of what you're doing.	Bianca interview 2
Challenges and painful learning\Difficult Emotions\Guilt	Yeah, I think there's a lot of guilt if you're not working and I'm...It took me until the third year to realise that you need to rest to be able to work. And not that I was working all the time. I was quite, I was quite good at taking weekends off. But I think you can easily fall into the cycle of I need to be doing this all the time because there's so much to do. And it's like any job you have to get used to having a to do list that's as long as you're arm	Bianca interview 1
Challenges and painful learning\Difficult Emotions\Guilt	I feel really guilty because I haven't spent time with mom and dad, and I'm only home for the first time this year. And so kind of navigating, which... which side do you let fall...do you go on the side of "I need to spend time with my family" or if "I need to spend time doing this work". (Pause)	Bianca interview 1
Challenges and painful learning\Difficult Emotions\Guilt	so there's always an element of guilt, whatever you choose. And so you have to... you have to get to a point where you take time to permit yourself to take time for you. And that actually this course is very important, but it's not everything.	Bianca interview 1
Challenges and painful learning\Difficult Emotions\Loneliness of training	The thing is that's actually interesting, the PEPs left and the senior she told me today, she's leaving. And there's talk about the team being moved under to another team without a senior or a PEP. So already, we're currently being managed by a head teacher and we will be moving into management by I don't know, social care, or whoever's team they want to put us over. Yeah, so it's an interesting one, because I feel like I definitely did very much align (with the PEP and senior)... in my head, even though I tried to like maintain the balance more with their perspective and now those presents are both gone. So it's very much like just kind of being on your own (laughter)...which I think at this point, I'm kind of fine with, but if this would have happened, like last year, I think I'd be in major panic. Researcher:	Sam interview 2
Challenges and painful learning\Difficult Emotions\Loneliness of training	I also think, you know, like someone in my course said that no-one does research on their own. Like, if you look at papers, there's always like, multiple names. Yeah and I think that as well, that kind of having to do it on your own. And I know you've got supervision and my supervisor was great but there only there when they're there, they're not going to analyse all the data for you and put it in themes, whatever. So I think, yeah.	Sam interview 1
Challenges and painful learning\Difficult Emotions\Loneliness of training	Also, I still don't feel that my family fully know what I'm doing! (laughter) ... Yeah, so they know I'm doing a doctorate; they'll know I'll be a doctor; they'll know it's something to do with child psychology, but If, if I asked them to give me a description of what my job will be then they still wouldn't really know and so, I think it's hard for people to relate to it, it's a very unique experience. And I don't think that I thought that for my family and friends ... my 'relationship' because I'd heard this can happen. Yeah... I hadn't thought about it in a broader sense for all relationships.	Elle Interview 2
Challenges and painful learning\Difficult Emotions\Loneliness of training	I think it would be incredibly lonely. I think if this was like a PhD where it's a bit more like a standard PhD or you're just researching one thing, which it kind of is...so I think my thesis is the loneliest part of this course because it's only you... (pause) and you've only got your supervisors, but in terms of knowing ...your...you are the only one who knows everything about that particular thing you're doing and working on at the time. And so yeah, I think it'd be very lonely, and I think... I think you'd feel so much more anxious about everything	Bianca interview 1
Challenges and painful learning\Difficult Emotions\Stress	I'm just like, really busy. So I don't hugely remember that much. Yeah. Which is, like, arguably information in itself. And I guess it can get away from it. But I yeah, I think it's a bit like a really busy time.	Sam interview 2

Challenges and painful learning\Difficult Emotions\Stress	I mean, I think that like taking kind of responsibility for my actions type thing. It is like my pattern in life. Like I'm a last minute person, I do well, working to the deadline I do while revising till four in the morning for my exam at nine. And I'm that... that is historically the way I work. So I think that to some extent, it probably always would have been that way. I think...em I think it was probably the first time though (doing an assessment piece (thesis)) I think I've been and like stayed really stressed about it, if that makes sense. Obviously, I've done you do exams like every year from GCSE, and I never really was that bothered by them. Whereas this was the first time where I was like, "This is like, genuinely really difficult, maybe I won't do it" And that kind of Yeah, fear and anxiety, which were not emotions I was particular over familiar with if I'm honest. Yeah, and I think that's kind of like, then stayed (the fear and anxiety). So me and a friend, like, keep talking about how those feelings have stayed and, and I'm like "Yeah, they're going to go and then in September, we're going to be different people" So yeah, I've gone a bit off topic.	Sam interview 2
Challenges and painful learning\Difficult Emotions\Stress	Not, not a weekend, nothing like, because I had so much to do. And so, I think the times when I did go out, which was primarily like, a weekday evening dinner with friends or whatever...	Sam interview 1
Challenges and painful learning\Difficult Emotions\Stress	I just didn't like... I was sleeping my thesis and, I was dreaming about this, that and the other, just really it was a lot	Sam interview 1
Challenges and painful learning\Difficult Emotions\Stress	Just in brief. I don't, I don't actually think... I do feel like we were told a lot of this stuff by like course tutors, but I just was like "Yeah, cool". That won't happen. And you know, I don't actually think that there's anything I could have said to myself, that would have helped me in any way prepare for the thesis and workload. I just think I'm just such an experiential learner that I don't think ...	Sam interview 1
Challenges and painful learning\Difficult Emotions\Stress	: I wouldn't say so. I think they've all been different in different ways. I think of the three years I enjoyed my second year the most. First year was the worst (laughter). And then this year, because of thesis, I think that's been an extra thing to be battling with. It felt like a very anxiety provoking large part of the course that I've had deadlines for that are kind of set in stone. And, yeah, secondly, I felt like space to grow and develop in a more manageable way. I feel like first year we had a 5,000 word assignment pretty much every month, final year thesis was pretty much 10,000 word chapter every two months. So like the academic pressure felt really, really high. So it felt harder to kind of immerse myself in the placement side of things than the learning. Whereas second year, the academic stuff felt more paced. So I was more able to immerse myself in and take some risks and yeah, learning that way.	Elle interview 1
Challenges and painful learning\Difficult Emotions\Stress	But also maybe I was in more of like a negative mood when we had that in terms of thinking about like, hurdles and stuff. Researcher: Yeah, Leila: It's not just kind of, it's not just stressful. It was enjoyable as well.	Leila interview 2
Challenges and painful learning\Difficult Emotions\Stress	Yeah, I think ... I think kind of having something that gives you that perspective. Like... so for example, you're caught in a big bubble, you're like "Oh my god, case study one, it's just so stressful!" Like, this is the be all and end all or if I like, get it wrong. We are focusing all your time and energy on that and then something much bigger happens that makes you think, well, actually, this is really small in the grand scheme of things.	Leila interview 2
Challenges and painful learning\Difficult Emotions\Stress	o I just I kind of look at the other courses, I guess, kind of linking into the course being quite stressful, as well kind of continuing that as well as I guess, thinking about the journey, about all of the hurdles...it's kind of like your blanket for that opportunity, to have supervision and kind of either seek that support or guidance or just kind of, that space to.. I don't know (Laughter)	Leila interview 2

Challenges and painful learning\Difficult Emotions\Stress	Just more... I guess, I guess some of my comments were very much like stressful, hurdles, that sort of thing. I think it depends kind of when you reflect it.	Leila interview 2
Challenges and painful learning\Difficult Emotions\Stress	I don't know. Yeah, it may be that later on in the year would be much more negative in terms of like, coming towards a thesis and feeling really stressed and really overburdened , towards now I'm kind of feeling a bit more positive about the experience and thinking, It was really enjoyable, it was really exciting. But yeah, I guess it kind of is a balance between stress and deadlines and...	Leila interview 2
Challenges and painful learning\Difficult Emotions\Stress	I think very much resilience, in terms of being okay, with maybe not knowing. I guess that actually reflecting now, even about cases that maybe I have never worked with that kind of context or age of a child or particular concerns or worries. I'm definitely feeling much more okay with not knowing. So I think much more okay, with like, uncertainty, things changing, because working in schools can change all the time. You can turn up for something, and then it will change, oh like," can you do this instead or?" Okay. I think the first time you experience it, kind of filled me with a lot more anxiety, a lot more stress around it. But it definitely, it definitely builds up my resilience in terms of coping with like uncertainty, change, I guess coping with workloads as well, because I've kind of been through it now so I feel like I can, I can work with long days, I can kind of cram a load work in.	Leila interview 1
Challenges and painful learning\Difficult Emotions\Stress	Relief? (Laughter) Yeah, I know I haven't finished yet. I still got like the Viva , I've got lots of placement to finish. But I think just because it has been such an intense kind of like, busy and exciting. And like really enjoyable, but also really quite stressful as well. I think yeah. It's quite like a relief, really to like, get there. The end is insight now. It probably sounds quite bad but ... (laughter).	Leila interview 1
Challenges and painful learning\Difficult Emotions\Stress	I'm going to visit them in a couple of weeks, now I finished my thesis and my father, will probably just say, I've got stress lines on my face (laughter).	Alex interview 1
Challenges and painful learning\Difficult Emotions\Stress	I was able to kind of step away from it a bit and look back and think "okay, let's take stock of everything that's happened" and it makes me appreciate it a bit more than just being in this position of "wahaa I'm so stressed at the moment! ".	Bianca interview 2
Challenges and painful learning\Difficult Emotions\Stress	I've been really lucky with my friends and I think they, and my partner (my boyfriend)...My boyfriend has been really understanding and my housemates because they have to put up with me not being very nice sometimes when I'm feeling really stressed and... but I know a lot of other people have spoken about their friends not understanding and saying, you know..."why aren't you coming to this? It's my birthday. Why wouldn't you turn up?" And... and I've been lucky, it hasn't had that effect. But people have spoken a lot about being criticized for not being as good a friend anymore. I felt like I haven't been as good a friend. But no one's actually sort of ...actually said that to me. If they feel that...(laughter)	Bianca interview 1
Challenges and painful learning\Difficult Emotions\Stress	Yeah... so, I think the importance of having understanding friends and family who are willing to give you a bit of leeway, whether that's in terms of the time that able to give them and in terms of the fact (laughter) that you're coming home normally quite stressed with work waiting at your desk for you to do and ...I'm someone who tries to seek control when I'm anxious, so if things in the house that are messy I suddenly might blow up about.	Bianca interview 1

Challenges and painful learning\Difficult Emotions\Stress	Yeah, I think there's a lot of guilt if you're not working and I'm...It took me until the third year to realise that you need to rest to be able to work. And not that I was working all the time. I was quite, I was quite good at taking weekends off. But I think you can easily fall into the cycle of I need to be doing this all the time because there's so much to do. And it's like any job you have to get used to having a to do list that's as long as you're arm. Whereas I think before this, I always had the to do list but at the end of the day it was finished. And that's a really different mindset. So you constantly are like, "oh my god I've got so much do" and I wake up in the night and have to get up and write a list because it's all just floating around my head. Unfortunately, I think that's the reality of the job as well. I don't think it's just a doctorate and I think it is good preparation. And but yeah, there... there's a lot of pressure.	Bianca interview 1
Challenges and painful learning\Difficult Emotions\Stress	I delivered a training on staff well-being and the importance of looking after yourself. And I drove home from that training and I cried the whole way home because I was so stresse	Bianca interview 1
Challenges and painful learning\Difficult Emotions\Stress	Yeah. And I'd say (pause)...and I don't know if this would be possible with the demands of it [the doctorate] but not to let it get so on top of everything, and to keep perspective of this course is part of your life, and there's lots of other bits of your life and to keep that in mind the whole way through. Because three years is a long time, and to go through constantly feeling swamped is really hard.	Bianca interview 1
Challenges and painful learning\Difficult Emotions\Stress\Financial strain	Something that did stands out for me that I think has been a theme throughout has been the financial side of things, I think it just affects so much and on so many different layers, both with kind of the role; of the changes in your personal life, and I think, for me, that's probably the theme throughout that's been the hardest. Having to struggle financially, and then do all the other million things alongside that. I think if the course were better financially supported for the training, it would make a lot of the emotionally difficult experiences feel more bearable. And, yeah it's really hard to juggle that alongside all of the learning.	Elle Interview 2
Challenges and painful learning\Difficult Emotions\Stress\Financial strain	Erm I think lots of different pressures as well and juggling time and different demands. Erm, so I think something that I found quite tricky is managing the financial side of things. So again, linked to having a career before, when I think my wage kind of divided by a third and then continuing to live in London, and having to reduce what I was doing and all while it felt like all areas of my life and kind of struggling to manage financially. And then some of the challenges that come with that, both in terms of relationships with my friends, but also things like my family live up North so being able to go home, like, was harder and doing things with my boyfriend became harder that is shifted the dynamic between us as well. But I think, although very challenging, it has also been helpful to think about what to prioritise, and also how to manage some of these pressures that I'm sure will come up at different times throughout my life.	Elle interview 1
Challenges and painful learning\Difficult Emotions\Stress\Financial strain	Erm so for example, with my boyfriend, whereas previously, we both had a similar income, and I guess, almost had the luxury of not needing to prioritise what we spend, what we spent our money on, erm things changing so that we, both myself and us as a couple were having to think about the choices we were making a lot more so erm the time that we spend together, when we would go... but also erm our friends so whereas previously with maybe we'd both go to things for my friends or his friends and our friends together I would kind of make choices around erm some things that. I might not go because I couldn't afford to contribute as much or, erm things like having to rely on him a bit more which I think I didn't need to do before erm which added a different dynamic to our relationship and I guess conflict around that as well on what does it feel okay to ask for support with, but also for him, what does he feel okay to support me with?	Elle interview 1

Challenges and painful learning\Difficult Emotions\Stress\Financial strain	So things like we've got a bit of a joke, but it's not really a joke around like ASOS parcels, so he's like you tell me you can't afford to do the food shop this week and yet, I've seen an ASOS parcel come through. Whereas in my mind, I'm like, Yeah, but I send everything back, not everything, but like some things back, erm, for him, those kind of things would be a problem because he's like, well, I'm paying more for this and yet you're still spending on things for you. And yeah, so things like that that wouldn't have come up before and because we didn't need to worry about it. I think yeah, having to juggle the financial side of things alongside then the like academic pressure and the emotional pressure of learning I think it probably felt harder as well because I was more strained in other areas too.	Elle interview 1
Challenges and painful learning\Difficult Emotions\Stress\Financial strain	I was based outside London and that meant that it took me two hours to get there, and I had sold my car to start the course, like tried to save some money so then ended up having to borrow my friend's car.	Elle interview 1
Challenges and painful learning\Difficult Emotions\Stress\Financial strain	We're a team of thirty there so it's quite a big team, but because you're a trainee we don't ask you to contribute because we know that like things are financially harder for you. I think that being recognised is really nice but also that there's a way of connecting everyone in a team tea and coffee thing. I like drinking tea. And coffee!	Elle interview 1
Challenges and painful learning\Difficult Emotions\Stress\Financial strain	I suppose if I had not been doing the doctorate, maybe I would have had a different job, which would have paid more. So maybe it's kind of sacrifice in terms of that. I haven't really been saving any money over the last few years. Full disclaimer (Laughter). So, and now I'm 31. Now thinking about the future, and everything costs money, yeah.	Alex interview 1
Challenges and painful learning\Difficult Emotions\Stress\Financial strain	Well, I think in terms of the... (pause) the impact on personal life is that it...(sigh) you give up three years of your life for this course really, and I think especially the second and third year you're giving up your weekends, your holidays, the financial sacrifice.	Bianca interview 1
Challenges and painful learning\Difficult Emotions\Stress\Financial strain	Em...and then it has quite a bit of impact on your loved ones and those around you. So... my boyfriend's life has had to be on hold for three years in terms of what we might want to do next, or he hasn't able to go on holidays with me or we're living in a shared house because we can't afford a flat of our own because I'm not bringing in enough money.	Bianca interview 1
Challenges and painful learning\Difficult Emotions\Stress\Financial strain	And the way I did it, I wasn't a teacher. So I took low paying jobs to get to here being a learning support assistant or assistant psychologist- they're not really high paying jobs. And when you see friends are off in the city becoming lawyers then going on skiing holidays and doing all this sort of thing. (laughter)	Bianca interview 1
Challenges and painful learning\Difficult Emotions\Stress\Sacrifice	So I think there have been times where I felt like I needed to say yes and was like, "Oh, I'm a trainee that's an amazing opportunity, I should say yes" and I'll sacrifice these things to please that person or to do this, because it'll be good for my career. But actually, you can't do everything. And you need to look after yourself, like your personal care and wellbeing is so important. And yeah, so don't lose yourself to power imbalance, it's a tricky one to navigate I think it's something that's always there...	Elle Interview 2

Challenges and painful learning\Difficult Emotions\Stress\Sacrifice	Erm I think lots of different pressures as well and juggling time and different demands. Erm, so I think something that I found quite tricky is managing the financial side of things. So again, linked to having a career before, when I think my wage kind of divided by a third and then continuing to live in London, and having to reduce what I was doing and all while it felt like all areas of my life and kind of struggling to manage financially. And then some of the challenges that come with that, both in terms of relationships with my friends, but also things like my family live up North so being able to go home, like, was harder and doing things with my boyfriend became harder that is shifted the dynamic between us as well. But I think, although very challenging, it has also been helpful to think about what to prioritise, and also how to manage some of these pressures that I'm sure will come up at different times throughout my life.	Elle interview 1
Challenges and painful learning\Difficult Emotions\Stress\Sacrifice	Erm so for example, with my boyfriend, whereas previously, we both had a similar income, and I guess, almost had the luxury of not needing to prioritise what we spent, what we spent our money on, erm things changing so that we, both myself and us as a couple were having to think about the choices we were making a lot more so erm the time that we spend together, when we would go... but also erm our friends so whereas previously with maybe we'd both go to things for my friends or his friends and our friends together I would kind of make choices around erm some things that. I might not go because I couldn't afford to contribute as much or, erm things like having to rely on him a bit more which I think I didn't need to do before erm which added a different dynamic to our relationship and I guess conflict around that as well on what does it feel okay to ask for support with, but also for him, what does he feel okay to support me with?	Elle interview 1
Challenges and painful learning\Difficult Emotions\Stress\Sacrifice	I've got much better at just saying it just needs to be a pass and be good enough and not compromising the personal relationship side of things. So, actually, I could spend another weekend doing this and maybe get a distinction for this assignment or I could go and spend more time with people that are really important to me. I'm going to get much more out of it. And just get a pass and that's okay, and yeh so coming back to like values and prioritising things.	Elle interview 1
Challenges and painful learning\Difficult Emotions\Stress\Sacrifice	Good observation and good question. I suppose if I had not been doing the doctorate, maybe I would have had a different job, which would have paid more. So maybe it's kind of sacrifice in terms of that. I haven't really been saving any money over the last few years. Full disclaimer (Laughter). So, and now I'm 31. Now thinking about the future, and everything costs money, yeah.	Alex interview 1
Challenges and painful learning\Difficult Emotions\Stress\Sacrifice	Bianca: But through this process, you don't get enough time to really sit and go, "well, I'm doing..." you know, just to really appreciate it for what it is and everything you're doing. Which maybe is why it was so nice coming out of the interview last time because you have time to think. You know, you try so hard to get on this thing. And then you don't you're not grateful for it while you're doing it. You're kind of resentful of everything it's taken away from your life. But actually, you know by the end of it I know. I knew after doing this, I am grateful that I've done it, and I love doing it.	Bianca interview 2
Challenges and painful learning\Difficult Emotions\Stress\Sacrifice	Bianca: Well, I think in terms of the.... (pause) the impact on personal life is that it...(sigh) you give up three years of your life for this course really, and I think especially the second and third year you're giving up your weekends, your holidays, the financial sacrifice.	Bianca interview 1
Challenges and painful learning\Difficult Emotions\Stress\Sacrifice	Em you are....and... and life just generally sort of goes on hold because it's all about getting to the end of these three years. So even in terms of marriage, or if you want children or you know...one of those sorts of things, it feels like they would all have to wait. It's probably why so many people they qualify and then get married and have babies or whatever.	Bianca interview 1

Challenges and painful learning\Difficult Emotions\Stress\Sacrifice	Em...and then it has quite a bit of impact on your loved ones and those around you. So... my boyfriend's life has had to be on hold for three years in terms of what we might want to do next, or he hasn't able to go on holidays with me or we're living in a shared house because we can't afford a flat of our own because I'm not bringing in enough money. Researcher: mhm... Bianca: So I think there's a real... there is a really big impact there. Em.... but you know that when you sign up, so it's not like... "Oh, that's a surprise that happened". And I think, you know what you're getting into. Well I think....Sometimes it feels like it's more than you em... thought it might (laughter). But em... but yeah and you ...your sold for so long before you're committed to doing this because you have to put so many years into getting to this point.	Bianca interview 1
Challenges and painful learning\Gratitude	But also, I suppose, with some gratitude that the resources I had and the 'me' that I was at the beginning was able to overcome those things.	Elle Interview 2
Challenges and painful learning\Gratitude	Em...so, I think, actually, as a trainee, there's lots of little luxuries that it's important not to forget. So, things like having ...well in my training service, we had time that was TEP time - protected, that we were able to use for different training experiences. So, part of that was supervision and things like team meetings. I mean, a lot of my time was used travelling, so I didn't get a great deal of it. But there was some time where I could say I really want to visit that specialist provision and I could plan to do it, or I really want to be involved in that research project, or, you know, I want to do this piece of therapeutic work. And because I'm being paid in a different way, or like my time is less expensive. Yeah, that was the luxury of being supported to do that a bit more. And you get weekly supervision. I mean, you don't get that much qualified, I'll have 4th weekly supervision. And you get personal supervisor to speak to you about different things, have a moan to and actually have someone who really understands the role and be able to help you process that, without the complications of you working for them as an employer. (pause) ...	Elle Interview 2
Challenges and painful learning\Gratitude	So I think Yeah, it's a really enjoyable role, I think. Although it was really difficult	Leila interview 2
Challenges and painful learning\Gratitude	So a very steep learning curve that like, exciting and great opportunity, you're learning so much	Leila interview 1
Challenges and painful learning\Gratitude	I guess you kind of appreciate what you've had when you come to the end and you have a lot of reflection.	Leila interview 1
Challenges and painful learning\Gratitude	I think I feel that my identity is kind of linked with the work that I do, in that it encourages me to think and think about other people's thinking. So, I think it does inevitably affect the person that you are. And I think that's a nice thing. You know, I think it's a privilege actually to be able to spend time thinking about thinking, thinking about humans, and how they are (laughter).	Alex interview 1
Challenges and painful learning\Gratitude	I wouldn't believe it. But it's, it's a... it's a great thing. And I feel like it has a positive effect on my life outside of work.	Alex interview 1
Challenges and painful learning\Gratitude	I had my viva recently, and I was kind of telling myself that as well as being in an examination, because they're called examiners it's also kind of like an intense and interesting academic discussion, and no one's ever going to be with you to that level at any point in your life. So, it's again... I've used that word already, but it's a privilege to have people work with you to that level. So, it's something to be savoured and enjoyed. It's difficult, but... and challenging, but also interesting. So, it's okay.	Alex interview 1

Challenges and painful learning\Gratitude	I think the sense of ... at one point we spoke about ...you know, people... that have helped get you through the course and that kind of sense of gratitude. I came home and my three housemates were sitting in here, and I had to thank them all. I said "I've just been talking about, like, how much you've helped me" And that kind of sense of how great it is to realise how much people have got you through the course. And so that feeling of being supported and yeah, that was something that that stuck out for me I think..... yeah.	Bianca interview 2
Challenges and painful learning\Gratitude	I was able to kind of step away from it a bit and look back and think "okay, let's take stock of everything that's happened" and it makes me appreciate it a bit more than just being in this position of "wahaa I'm so stressed at the moment! ".	Bianca interview 2
Challenges and painful learning\Gratitude	: But through this process, you don't get enough time to really sit and go,"well, I'm doing..." you know, just to really appreciate it for what it is and everything you're doing. Which maybe is why it was so nice coming out of the interview last time because you have time to think. You know, you try so hard to get on this thing. And then you don't you're not grateful for it while you're doing it. You're kind of resentful of everything it's taken away from your life. But actually, you know by the end of it I know. I knew after doing this, I am grateful that I've done it, and I love doing it.	Bianca interview 2
Challenges and painful learning\Gratitude	nd my tutor said to me, "what do you appreciate about my supervisor?". Like it's a bit embarrassing to say, but actually to have the opportunity to say to her, you know, gosh, let her know that she really has been so instrumental in getting me through the process and creating a really safe space, but one where she's still challenging me and keeping it professional. We haven't crossed the professional personal boundary.	Bianca interview 2
Challenges and painful learning\Gratitude	Yeah.But I'm revisiting it and looking at what you thought you might achieve by the end of last year, and where are you now, and that's really nice. But maybe you need a bit more of it throughout the years, just ... again its pulling up that appreciation and gratitude for what you're doing more frequently when maybe you might go into more of theless grateful positioning on the course. Emm	Bianca interview 2
Challenges and painful learning\Gratitude	Although I'm going to be working a lot less and I'll have my weekends back, thank god. It will... I wouldn't quite have that same level of flexibility in that area of life. Yeah, so that will be, that was something that I'll miss about this lifestyle and having, when you have uni week and coming in and that those weeks always feel a bit more relaxed because you're coming in and you're seeing people and you sit there for a day and you're kind of... you're engaging and learning but you're not having to finish the day by writing the report or whatever it is, and there always really nice breaks. They break up the kind of... the school year as well. Yeah. So I will miss those days.	Bianca interview 1
Challenges and painful learning\Gratitude	I don't think so, I think it is really interesting thinking explicitly about the link between professional and personal development on the journey. I wonder if there's enough of that embedded in the courses in terms of the teaching, I don't know. I think you do a lot of reflection of the supervision, you write reflection logs that go into your portfolio. But it might be quite nice for more opportunities to do this as a cohort together. And I didn't know, I imagine some courses with... I know your course does, some are better at that than others, but kind of having, having.... its satisfying to reflect on how far you've come. And that needs to kind of be not just a written embedded part of the course and not just something maybe one to one with your supervisor. Gratitude as a cohort will be so beneficial.	Bianca interview 1
Challenges and painful learning\Gratitude\ Making a difference	And the course and like the job role. But I think that's quite hard because it is, like, I guess differing it from other jobs, not that I have any experience of kind of any other like thing. If it was something like sales or I don't know, something that may be, maybe to them, it would be all engrossing as well. But I guess for us, it's kind of ...you want to do your best so that you can kind of support , by making real change for children and young people and like their families. And you want to do ... you don't want to kind of make a mistake, or like maybe just put in like, minimum effort, because it kind of correlates to like the impact that you have.	Leila interview 2

Challenges and painful learning\Gratitude\ Making a difference	I think, yeah, throughout the course, it's definitely been times like, "Why am I doing this?" But I think so for example, I had like a really nice day in schools yesterday. I had quite a lot of consultations, and then like a whole school inset. And like, I really enjoy kind of that aspect of things, being in schools and actually kind of feeling like you're making a difference, especially when you do review consultations and you're like, Oh, actually, these strategies were used and like, we can kind of see some of the progress.	Leila interview 2
Challenges and painful learning\Gratitude\ Making a difference	I guess in one sense, the doctorate kind of takes up your time and you're kind of...really invested in that you want to do it, you want to like complete it. You've spent so long trying to get into it. And you want to be good at what you're doing. You want to provide the best kind of support you can to like, schools and children and families.	Leila interview 1
Challenges and painful learning\Gratitude\ Making a difference	Umm ... I think, I guess ... there's been lots of different surprises. Like, I guess, first of all, just what the hell an EP role is? It's like, it's so varied but not, it's not kind of what you think it is. The core role is I guess, in terms of promoting positive outcomes to children and young people. But the whole wealth and range has been so surprising and the different levels and just everything.	Leila interview 1
Challenges and painful learning\Gratitude\ Making a difference	So yeah, when I think ... when you've had like a really good consultation, or you feel it's going really well, or you got feedback from families or schools. That's really helped. Or review consultations, I think, are really nice when you're seeing the difference that your work has on the schools and your consultations have really helped. Or I really like seeing the kids I had last year. Because last year I actually had that really unique opportunity to work with someone over time. And I feel like you've actually really kind of making a difference and be able to review that and really kind of ... yeah, being the person who's actually kind of supporting with that change. Whereas a lot of time with the EHC assessment, and you're like, "Why am I doing the things I feel like the other professionals should be doing?". Which, yeah, has a place and it's really important, I think.	Leila interview 1
Challenges and painful learning\Gratitude\ Making a difference	think so many people will have jobs that they do because they need money. They probably find it quite boring, and they find ways of making it work for them. Whereas I feel quite lucky that I get to do this work. I mean, you know, there's maybe a bit too much admin from time to time and no job is perfect. But generally, it's very cool to be able to have a meeting with teachers or staff and if they're trying to find out how to support young person, and they're not sure, then, you know, being able to use psychology and kind of give a space for thinking and just reflect together about what's going on, is pretty cool to be able to do that as part of your job. Encouraging people to think is a privilege.	Alex interview 2
Challenges and painful learning\Gratitude\ Making a difference	But I think I've always wanted to do work that I feel is meaningful and makes a difference to other people, that interests, keeps me interested and keeps me feeling challenged and feeling like a job I can learn from throughout my whole career. So, it kind of ticks all of those boxes.	Alex interview 1
Challenges and painful learning\Gratitude\ Making a difference	You don't want to finish your thesis and be like "that was so hard, I'm never going to look at it again" You want to get it out there. Yeah, you want to make sure it's making a difference. Otherwise, what was the point? And you've got such a duty to the participants that take part in your research, especially vulnerable children, you know.	Bianca interview 2
Challenges and painful learning\Juggling	Something that did stand out for me that I think has been a theme throughout has been the financial side of things, I think it just affects so much and on so many different layers, both with kind of the role; of the changes in your personal life, and I think, for me, that's probably the theme throughout that's been the hardest. Having to struggle financially, and then do all the other million things alongside that. I think if the course were better financially supported for the training, it would make a lot of the emotionally difficult experiences feel more bearable. And, yeah it's really hard to juggle that alongside all of the learning.	Elle Interview 2

Challenges and painful learning\Juggling	So I think there have been times where I felt like I needed to say yes and was like, "Oh, I'm a trainee that's an amazing opportunity, I should say yes" and I'll sacrifice these things to please that person or to do this, because it'll be good for my career. But actually, you can't do everything. And you need to look after yourself, like your personal care and wellbeing is so important. And yeah, so don't lose yourself to power imbalance, it's a tricky one to navigate I think it's something that's always there...	Elle Interview 2
Challenges and painful learning\Juggling	And sometimes taking on another plate is a great opportunity. But it means you maybe have to put down another one. And so, working out, yeah, which plates you need to keep going.	Elle Interview 2
Challenges and painful learning\Juggling	Erm I think lots of different pressures as well and juggling time and different demands. Erm, so I think something that I found quite tricky is managing the financial side of things. So again, linked to having a career before, when I think my wage kind of divided by a third and then continuing to live in London, and having to reduce what I was doing and all while it felt like all areas of my life and kind of struggling to manage financially. And then some of the challenges that come with that, both in terms of relationships with my friends, but also things like my family live up North so being able to go home, like, was harder and doing things with my boyfriend became harder that is shifted the dynamic between us as well. But I think, although very challenging, it has also been helpful to think about what to prioritise, and also how to manage some of these pressures that I'm sure will come up at different times throughout my life.	Elle interview 1
Challenges and painful learning\Juggling	So things like we've got a bit of a joke, but it's not really a joke around like ASOS parcels, so he's like you tell me you can't afford to do the food shop this week and yet, I've seen an ASOS parcel come through. Whereas in my mind, I'm like, Yeah, but I send everything back, not everything, but like some things back, erm, for him, those kind of things would be a problem because he's like, well, I'm paying more for this and yet you're still spending on things for you. And yeah, so things like that that wouldn't have come up before and because we didn't need to worry about it. I think yeah, having to juggle the financial side of things alongside then the like academic pressure and the emotional pressure of learning I think it probably felt harder as well because I was more strained in other areas too.	Elle interview 1
Challenges and painful learning\Juggling	I've got much better at just saying it just needs to be a pass and be good enough and not compromising the personal relationship side of things. So, actually, I could spend another weekend doing this and maybe get a distinction for this assignment or I could go and spend more time with people that are really important to me. I'm going to get much more out of it. And just get a pass and that's okay, and yeh so coming back to like values and prioritising things.	Elle interview 1
Challenges and painful learning\Juggling	Em... I think a bit of both, so the change to everything was a big one. So that was challenging, a feeling like I was just compromising in all areas like it didn't feel good enough anywhere. Erm, but also other factors so kind of practicalities of so my first year placement I was based outside London and that meant that it took me two hours to get there, and I had sold my car to start the course, like tried to save some money so then ended up having to borrow my friend's car. And so like the commute really took out me, traveling to uni quite a lot, it takes an hour and a half for me to get here so that was, I was spending a lot of time traveling, which I think in itself was hard because I had less rest time whereas before I was working within the local authority that I was living in so I was coming home by quarter past five and didn't have work to do outside of work hours because I was flexitime. And yeah, a lot of reading so even the longer hours and the travel there was also a lot of reading to be doing in the evenings. And it just felt like there was no end point like you could, I still feel like it now and I've got better at putting boundaries in place. But I could endlessly research the EP role, all different parts of it, all the different types of SEN's, all the different types of approaches all the assessments and practice them to forever and there wouldn't be an end point and I think, yeah, part of that is a big shift in, in my practice personally and professionally is that I found a boundary of like, "Okay, that's enough, you can stop there" and these things matter more than maybe knowing all of those things.	Elle interview 1

Challenges and painful learning\Juggling	Yeah, I think balance has definitely been like a key kind of struggle.	Leila interview 2
Challenges and painful learning\Juggling	Like definitely like trying to balance...yeah demands of the course but also kind of balancing like other aspects of your life as well. Emm.. Yeah, I was doing an inset yesterday at a school kind of around staff wellbeing, coping with stress, and we were talking about balance, like their kind of healthy mind clutter. And yeah, that's definitely something I found quite helpful. Kind of looking at and thinking about... "Okay, I need to kind of bring all of these aspects to my day or a week or whatever, rather than just focusing on work".	Leila interview 2
Challenges and painful learning\Juggling	I don't know. Yeah, it may be that later on in the year would be much more negative in terms of like, coming towards a thesis and feeling really stressed and really overburdened , towards now I'm kind of feeling a bit more positive about the experience and thinking, It was really enjoyable, it was really exciting. But yeah, I guess it kind of is a balance between stress and deadlines and...	Leila interview 2
Challenges and painful learning\Juggling	I guess yeah, because of, maybe, having to spend more time doing other things and having to complete work in a specific amount of time, rather than being able to spend loads of time and really getting it done thoroughly. And yeah, like I said kind of interactive in a sense and so it's kind of ... they balance each other out. It kind of forced me to learn how to work a bit more kind of like boundaried and kind of stick to it a bit more.	Leila interview 1
Challenges and painful learning\Juggling	There is yeah so much, well, it's specially with like different ways of working in different like, kind of, practices and different stuff that you have, like, say, for example, of going to uni and having like a whole morning on neuropsychology, and assessment, and kind of that very much kind of test and tell with a child way of working and then you come back to a consultation service. That's where I was balancing kind of against what you take from stuff that you're exposed to, what you take from against each of them finding what sits with you, personally and professionally and for like, whatever situation you're working with. But yeah it is very balanced. (Laughter)	Leila interview 1
Challenges and painful learning\Juggling	I guess just so much juggling and so much balancing, which I understand the EP role will still be. But it's, I guess I'm more focused on the actual EP role. Rather than having ... having to balance research, alongside placement, alongside essays and alongside portfolios and everything else. I find that really difficult in terms of trying to like, manage all of those different competing demands. And so, yeah, I guess it's, it's an end, because you're still developing as an EP, you're still very much learning till you come to the course. Our course director said "We give you the training so that you know, what you don't know. You know enough but you still know there's so much that you don't know. And that is true. I'm very aware now, of what I do know and I don't know. And there's so much I still want to learn and develop. But I feel like that ending of kind of balancing all of those different plates will be good so you can have more focus.	Leila interview 1
Challenges and painful learning\Juggling	That was a moment that made me think you really have to do something about looking after yourself while you're on this course ... it's so.. just so ironic. It's kind of funny this in a way, but actually, it was ridiculous that that was happening. And that it could happen at any point in your career, I guess that you're so busy, you know, supporting others, you don't support yourself. And that's the thing that's always goes first, probably.	Bianca interview 2

Challenges and painful learning\Juggling \ Workload	Massively, Yeah. And actually thinking about that... I think that whilst my allocation is, like... if you look at it on paper its fair but I think having 11 schools or 10 schools is quite overwhelming, like in terms of just coordinating and holding the systems in mind. And if you go up if you go above and beyond, which I feel like most people end up doing for some schools. So if you do a bit extra, you know, that's fine. But when you do a bit extra for 10 schools, it's like, yeah... heavy.Researcher: Mhm...Sam: Yeah. So I think that actually, that would have been helpful to not...not have so many schools.	Sam interview 2
Challenges and painful learning\Juggling \ Workload	Yeah, it's a real range. And it's... it's just holding all of it in mind and trying to finish. Yeah, as I said, its the holding everything in mind. You've got all those things in mind. And then you've got your thesis in mind or your assignments in mind. It's just all about much.	Sam interview 2
Challenges and painful learning\Juggling \ Workload	yeah, I suppose I think this year, specifically. I'll be really interested to see what happens, like, after the course... but this year, I've probably because I left my thesis so much to the last minute, like I mean, I leave everything to the last minute. So I just had, like inordinate amounts of work. So, I basically didn't take a day off from January.	Sam interview 1
Challenges and painful learning\Juggling \ Workload	Not, not a weekend, nothing like, because I had so much to do. And so, I think the times when I did go out, which was primarily like, a weekday evening dinner with friends or whatever...	Sam interview 1
Challenges and painful learning\Juggling \ Workload	I just didn't like... I was sleeping my thesis and, I was dreaming about this, that and the other, just really it was a lot...I forgot your question!	Sam interview 1
Challenges and painful learning\Juggling \ Workload	So it's been really, really hard to handle a thesis, you know, I did three weeks of staying up till four in the morning, waking up at eight in the morning to get that thing done. And then you have to come back, and you've got to write a portfolio and on top of that, you've got to manage all of your schools, ten relationships, ten endings, it's just all, apart from the endings of the, it's just all quite overwhelming. So I think I'm yeah, overwhelmed, I guess. So at this particular point, I'm kind of just exhausted and I just want it to end like now.	Sam interview 1
Challenges and painful learning\Juggling \ Workload	Just in brief. I don't, I don't actually think... I do feel like we were told a lot of this stuff by like course tutors, but I just was like "Yeah, cool". That won't happen. And you know, I don't actually think that there's anything I could have said to myself, that would have helped me in any way prepare for the thesis and workload. I just think I'm just such an experiential learner that I don't think ...	Sam interview 1
Challenges and painful learning\Juggling \ Workload	In fairness, I don't think I was massively I don't think I've been unprepared and I don't feel like I was ... I wasn't expecting it. Like it was unexpected, I didn't realise, which is probably very ignorant of me that ... it can be quite a nine to five job, like if you manage your time, in terms of placement, and whatever. But you still take things home with you. And I don't think I thought about that before, which is probably quite stupid. But anyway, Just, you know I guess actually, maybe the fact that it will work out in the end, like even when you think "I have no idea how anyone does a consultation" because you've got to do everything in the room. And you can't go away and think about it and throw it all these extra recommendations that you think about at home. And then you know, you do it. And so I think, yeah, I guess just staying with it, and, and you'll get there in the end.	Sam interview 1
Challenges and painful learning\Juggling \ Workload	Yeah, interestingly, I've then thought don't take on too much (laughter), so I guess..yeah. Saying yes, but not too much! Like saying yes, in a way that feels okay. It's just a tricky balance. I felt like everything is a balancing act in the course. And It's really hard, like one of those plate spinners to keep them all going.	Elle Interview 2

Challenges and painful learning\Juggling \ Workload	I think they've all been different in different ways. I think of the three years I enjoyed my second year the most. First year was the worst (laughter). And then this year, because of thesis, I think that's been an extra thing to be battling with. It felt like a very anxiety provoking large part of the course that I've had deadlines for that are kind of set in stone. And, yeah, secondly, I felt like space to grow and develop in a more manageable way. I feel like first year we had a 5,000 word assignment pretty much every month, final year thesis was pretty much 10,000 word chapter every two months. So like the academic pressure felt really, really high. So it felt harder to kind of immerse myself in the placement side of things than the learning. Whereas second year, the academic stuff felt more paced. So I was more able to immerse myself in and take some risks and yeah, learning that way.	Elle interview 1
Challenges and painful learning\Juggling \ Workload	here's lots of you know, "oh well you will be a main grade EP in a couple of months" and I've kind of had to say to my supervisor, "please just let me be a trainee for the last few weeks like I've got my viva to get through, I've got quite a few other things to be doing as well"	Elle interview 1
Challenges and painful learning\Juggling \ Workload	So actually, all of these things would be great to research but you just need to pick one, it needs to be manageable, that you can do it within this time frame with this many people, and you need to meet these deadlines. So actually, you need to cut that and really filter it down... and I'd say for my journey with the thesis, those losses, those initial losses were the hardest part for me kind of shaking off my hopes and dreams for what my thesis research might look like erm, and settling for something again that felt good enough.	Elle interview 1
Challenges and painful learning\Juggling \ Workload	So taking time off from my placement was hard because we are a traded service. So I mean, they probably would have let me if I asked but to take off anytime before April and deliver my commission time that I was allocated, would have been impossible. So it meant that I was writing a lot of my thesis after April and the deadline was in mid May. So a lot of mine although I'd done a lot of thinking, was written in the last month. So the pressure felt quite high there. But I quite enjoyed it. I feel like that's a bit of a weird thing to say!	Elle interview 1
Challenges and painful learning\Juggling \ Workload	It's quite refreshing to kind of think about... I don't know how much you've learned, how much you have developed over the past three years. Because you don't have kind of a lot of time, you're really busy with the next deadline you need to like ... do this, do this, do this.	Leila interview 2
Challenges and painful learning\Juggling \ Workload	I don't know what the word is kind of taking over lots of your life compared to actually it just being kind of really interesting and exciting.	Leila interview 2
Challenges and painful learning\Juggling \ Workload	. But it definitely, it definitely builds up my resilience in terms of coping with like uncertainty, change, I guess coping with workloads as well, because I've kind of been through it now so I feel like I can, I can work with long days, I can kind of cram a load work in.	Leila interview 1
Challenges and painful learning\Juggling \ Workload	And I have the ability to do it. So, I feel like if it was a particularly busy time coming up ... or like a really heavy workload coming up, I feel like I've got these skills to actually get through it. And actually, kind of ... yeah...	Leila interview 1
Challenges and painful learning\Juggling \ Workload	So kind of like the personal aspect, I have a lot less work life balance, like I've still tried really hard to kind of still do stuff, like occasionally, on week night it's nice to see friends and keep up ... and have a tippie and stuff and trying to like, have that time. Yeah, it has completely engrossed some aspects.	Leila interview 1
Challenges and painful learning\Juggling \ Workload	think that it's easy to become overwhelmed when you have a large amount of expectations of things to do, places to go, activities to complete and research to complete, thesis to write and it all kind of happening simultaneously	Alex interview 1
Challenges and painful learning\Juggling \ Workload	my supervisor just sent me an email with a report that was just.... And that was, you know, not, not the right time for it. And I was, yeah, I was, I had very little capacity to do anything else. So, I just pushed it away because I knew that's what I needed to do. And so that was an extremely frustrating moment.	Alex interview 1

Challenges and painful learning\Juggling \ Workload	And you know, whilst the support from tutors and placement supervisors is great, it's not the same as that peer support and being able to have a laugh along with it. It's not just the times that things are hard it's having a laugh about things that are happening and talking about other things in your life and supporting each other to think what's realistic with the workload. So it might be you just go into a hole- if I've to be working all the time. When I hear my other classmates are taking the weekend off, it's like, okay, I can actually do that you can permit yourself.	Bianca interview 1
Challenges and painful learning\Juggling \ Workload	Yeah, I think there's a lot of guilt if you're not working and I'm...It took me until the third year to realise that you need to rest to be able to work. And not that I was working all the time. I was quite, I was quite good at taking weekends off. But I think you can easily fall into the cycle of I need to be doing this all the time because there's so much to do. And it's like any job you have to get used to having a to do list that's as long as your arm. Whereas I think before this, I always had the to do list but at the end of the day it was finished. And that's a really different mindset. So you constantly are like, "oh my god I've got so much to do" and I wake up in the night and have to get up and write a list because it's all just floating around my head. Unfortunately, I think that's the reality of the job as well. I don't think it's just a doctorate and I think it is good preparation. And but yeah, there... there's a lot of pressure.	Bianca interview 1
Challenges and painful learning\Juggling \ Workload	think a big part has been learning to manage my anxiety. And not that I have had anxiety before (laughter) I just suddenly became very anxious on this course. And that only really happened this year that I've been able to put things properly in place and...(hesitation) that's really been a bit of a big focus that started when I spent the whole tutorial crying and a supervision with my placement supervisor and then a tutorial crying. Um...and then I was like I need to actually start trying to work out how you're going to manage this, because this was still a while to go before you finish this (the course).	Bianca interview 1
Challenges and painful learning\Juggling \ Workload	So...So that's been a big part is the anxiety and also learning what's good enough. I've always been a perfectionist. I think most people that come on this course are a perfectionist and that's how they got on the course I don't know. But I'm learning that actually every report can't be the most in depth analysis of a child's life, or the essay that you write you don't need to get an A in it, that... that's fine. And that's quite a big thing for me because I've always tried to get the best every time and you can't do this on this course you can't manage every part of this course and be the best at every bit of it. And you can't do that in the job either because you just run yourself in the ground.	Bianca interview 1
Challenges and painful learning\Juggling \ Workload	Yeah. And I'd say (pause)...and I don't know if this would be possible with the demands of it [the doctorate] but not to let it get so on top of everything, and to keep perspective of this course is part of your life, and there's lots of other bits of your life and to keep that in mind the whole way through. Because three years is a long time, and to go through constantly feeling swamped is really hard	Bianca interview 1
Challenges and painful learning\Juggling \ Workload	But then, is that what... that's why you have different courses, you know, different, they're always gonna have a different ethos, a different approach to how they assess your work. So, part of me thinks they should all be the same, we should have the same number of words to produce by the end because that's fair on workload. But it's not as simple as that.	Bianca interview 1
Challenges and painful learning\Juggling \ Workload	"Oh shit, I've got five cases this week, I don't know what the hell I'm doing, can we quickly talk about each one?"	Bianca interview 1
Challenges and painful learning\Juggling \Managing differing views	Yeah, it's very much practice based learning, rather than, like, modelling or being nurtured. Well, I say that my supervisor, whilst we have categorically different views on psychology, as a person, she's lovely, and she's very motherly. So I do think the nurture is there. And actually, even though she probably disagrees with the way I practice, to be honest I don't even know that she does disagree with the way I practice, I think, actually, she's just anxious and couldn't consider changing. But anyway... I think that yeah, there is that nurture, and you know, I know that she would always stick up for me.	Sam interview 2

Challenges and painful learning\Juggling \Managing differing views	And then in second year, I got my own schools and I was given ten on day-one, so that... it was a real lot. I mean, it's still a lot, but now it feels less of a lot. But anyway, um, and I had no idea how to do a planning meeting. Like I had no idea what I was doing, essentially. And, and my supervisor's approach is like worlds apart from mine, like worlds apart! So she, regardless of the case, whatever happens, she goes into the school, this was the last year, she went into the school, first thing she did was a BAS on the child. And then she met with the parent and school essentially to feedback her results and get anything that they wanted to tell her basically. So that was like her way of working.	Sam interview 1
Challenges and painful learning\Juggling \Managing differing views	it was kind of it was like very unconfusing, because, number one, she's lovely, but she didn't know any other way of working. She didn't know any other tools, so that's all that she could offer. So it was, kind of like, everything, yeah, was different. But anyway, so I basically ended up doing like, you know, it was the university consultation model to an extent, but it essentially always ended up in a child being assessed. And yeah, it was always meet with parent in school; there will be a question, but that question will always be answered with an assessment, and then feedback and review, whatever	Sam interview 1
Challenges and painful learning\Juggling \Managing differing views	So first year was in one place. Yeah. Second year another. Where I've been for the last two years. Yeah. So I came in, and kind of saw the way people work and also attended a team meeting. And some of the opinions in the team meeting were like, to me outlandish. Like, someone thought that the BAS can diagnosed bipolar. Because if you've got an, like, you know, if you verbal scores are up here, and your perceptual ones down here, then that represents your mood.	Sam interview 1
Challenges and painful learning\Juggling \Managing differing views	And that's primarily because so when I first started the only person in the service apart from a fellow trainee that I was training with, the only person in the service who had ... so the PEP, even though we had different opinions, like in terms of the psychology, like she's a lot more like solution-focused or whatever. But I still, even though that's different, I still respect that as an evidence-based approach. And yeah, you know, and she was happy for me to use, whatever that's evidence based. So it's ... so apart from her, that was it, the rest of them kind of don't use anything evidence-based in my opinion. And, and then we got two more EPs, but then one of them went on long-term sick, one of them is gone maternity leave. Then the PEP then left, there's been there's a whole thing around like someone's accused someone else of bullying. So, like, the service is an absolute shambles	Sam interview 1
Challenges and painful learning\Juggling \Managing differing views	Yeah ...That was the time when... Yeah, December, Year 2, was when I... it was full on like. That was when I decided, I don't want to be doing assessment after assessment, when I realised, like, you know, you do a cognitive assessment, but I could predict the results based on what I'd been told in the room. And I was like, "Well, what was the purpose of that?" You know, there just wasn't one. I think December of Year 2 was when I was like, you know, I'm gonna work in a different, like, I'm really gonna really start to think about my approach. So I think that, and then when I like, brought the idea of not doing assessments to my supervisor that was like, for them, "what, what's the point of an EP?" She just didn't even get it. So I think from then I had to be ... at every decision I made, I had to be very, I would say...maybe as confident as you have to be when you qualify, because I had to defend it. You know, I had to defend why I didn't do a BAS, I had to defend why a dynamic assessment. We had so many debates about why, like, you know, her opinion was like, you know, "a teacher needs to know that they're on the first percentile" And I was like, "why, like, how is that going to be helpful?"	Sam interview 1
Challenges and painful learning\Juggling \Managing differing views	And actually having to defend your decisions. While sometimes you like, for heaven's sake, she's been pretty strong with that, so that's been helpful as well. Yeah.	Sam interview 1
Challenges and painful learning\Juggling \Managing differing views	Yeah I definitely know, the type of EP I want to be and I still have, you know, respect for other ways of working, provided they, you know...	Sam interview 1

Challenges and painful learning\Juggling \Managing differing views	I think as a trainee you feel that you're at the start of the race and like everyone ahead of you knows more than you. But also, I think that there's something that certain... not everybody in any way, but there's certain people that I've come across on my journey that... (pause) I don't know if 'enjoyed' is the right word, but there's something in being ahead in the race, and being able to give advice, be that good or bad, or say, you know, "my opinion's more valid than yours, because I'm thirteen kilometres into the marathon and you're right at the beginning", but actually everybody's got a different skill set. And just because you're earlier on in your career journey doesn't mean that someone who's further along or in a higher position of power necessarily knows better than you and certainly doesn't know you better than you know you... And So, yeah, so something around it being okay to challenge people and say, 'no'.	Elle Interview 2
Challenges and painful learning\Juggling \Managing differing views	Um, I think sometime is a bit of a defended response. So maybe not wanting to go there with their own things, not being curious and open about it, different methods of training that it may be an expert model or a particular way of practicing, I think it can be different reasons for different people. And it's definitely some people still even at once, let's say, one of the seniors I have a bit of a joke with where he's very like anti my University way of thinking, and, but in the same ilk is kind of curious about it (laughter). So he'll kind of playfully, ask a question, he'll be like "oh, what would someone from University say about this?". Which I think over time has become more of a curiosity and wanting to know more about it from a slightly defended position, rather than, "yeh I'm not interested in it..."	Elle interview 1
Challenges and painful learning\Juggling \Managing differing views	Also having a different perspectives is okay, so, I think so group discussion sessions is a key kind of space that I would say I've learnt that	Elle interview 1
Challenges and painful learning\Juggling \Managing differing views	In the sense of kind of, I don't know, maybe, kind of, not trusting a supervisor, maybe kind of; not getting ethical advice or advice that was very different to what I was kind of learning on my course. Researcher: Mhm... Leila: And that kind of makes you I think, feel really under confident about what you're doing.	Leila interview 2
Challenges and painful learning\Juggling \Managing differing views	I think coming to a consultation based service at first I was kind of, maybe more swayed towards kind of not doing any assessments and just doing consultation. Because that's what the kind of a service expected of you and that was kind of what was really pushed from the beginning. And then kind of balancing that with, okay, when in some situations, I feel it is appropriate to more assessment work and actually feeling more confident to kind of do that.	Leila interview 2
Challenges and painful learning\Juggling \Managing differing views	And being able to kind of just, kind of explain that a bit more, rather than feeling a bit more pressure to be like "oh I'll just do a consultation"	Leila interview 2
Challenges and painful learning\Juggling \Managing differing views	I think because it felt so wrong, that it didn't sit with me, I would have challenged that. But I do completely get there is a power imbalance in terms of having like, a supervisor, maybe the balance gets less so when you kind of move throughout the years. But when you said that I thought of my first supervisor when I was in year one. She did a cognitive assessment for like everything and it's like year one, so I was like "Oh, I'd like to formulate...my key hypothesis is this, I think I should do this, this and this" But your supervisor is saying that, "No I shouldn't do that!" Then I guess it's differences over a concern.	Leila interview 1

Challenges and painful learning\Juggling \Uncertainty	Em.. I (pause)in terms of being a trainee and having that it doesn't, like, scare me in any way. And I just yeah, I just felt really sad for the child because it was a really complicated situation. And yeah the fact that, that we really got into depth about the dad and his dad leaving him and what impact that had and, and the sperm donor and all the things that he does. Yeah, so I found it really, really interesting and was more kind of sad for them and it's a challenging situation. But in terms of being a trainee and the complexity, I think, that actually, most of my cases have been really quite complex. And I think it definitely used to overwhelm me in year two. I was like, "Oh, my God, like, this child's got schizophrenia" and I remember a specific example, and I doing an EHCP for this girl who had schizophrenia and she just come out of a residential type setting. She got up and asked me to dance with her around the room (laughter). I didn't but I was like is that the right thing to do? Should I dance around the room with you?	Sam interview 2
Challenges and painful learning\Juggling \Uncertainty	With the non traded service at the beginning, the PEP and the seniors were like we expect to get some complaints, like it's fine. Not complaints, but you know, like people questioning the consultation model and how will it work and whatever. So, like going somewhere new...and the PEP (from my new job) that interviewed me is has left and there's a new one. Yeah, I guess it's just like that uncertainty and the ambivalence of... yeah. And also, I just can't imagine starting a job right now I just need the summer holidays. (laughter)	Sam interview 2
Challenges and painful learning\Juggling \Uncertainty	, some of the not knowing is actually helpful because it allows you to be a normal curious	Sam interview 1
Challenges and painful learning\Juggling \Uncertainty	Em... (pause) ... and so, I think for me that's something I held in mind - it was probably a bit of a worry for me actually - like, "oh, what if this is too much for our relationship to bear, for me and my partner?" Um ... maybe less so for friendship, although, yeah, I don't think I realised that for friendships. So, I think the friendship side I've got really strong, stable relationships. But I think there's definitely been people who have stepped up in being supportive and people who maybe... you know, like, kind of... haven't really got it! Like their jobs, for example, are so different that actually they can't empathise with my experience of studying. So, for example, like being a student, they can understand that I'm a student and I don't have much money, but then they can't quite understand how I'm a student and don't have any time because I think most people's experiences of being student is undergrad, so you've got loads of time. Well, there's lots of time to nap, loads of time to watch Neighbours, like you're going out a lot; and the doctorate training course just isn't anything like that. If anything, it's harder than anything I've ever done before and so, I think, yeah for personal relationships, it's hard for people to relate.	Elle Interview 2
Challenges and painful learning\Juggling \Uncertainty	(Hesitation) I think I've got more confident with not knowing and just feeling okay to blag it a little bit. I feel that you can't prepare for every eventuality so, and with I'm definitely I call it front loading, so I definitely like to pre plan and pre-empt things and have time to think through things before I go into them. I've got much better at not overthinking that and not doing it to the tenth degree, maybe just like proofreading my last report and going in and just being present and listening rather than worrying about my notes that I'd written and I think that's a big one. I think I've got more, more confident in terms of contracting and negotiating work as well. And I feel like my placements enabled that in terms of how they work with schools.	Elle interview 1
Challenges and painful learning\Juggling \Uncertainty	I think very much resilience, in terms of being okay, with maybe not knowing. I guess that actually reflecting now, even about cases that maybe I have never worked with that kind of context or age of a child or particular concerns or worries. I'm definitely feeling much more okay with not knowing. So I think much more okay, with like, uncertainty, things changing, because working in schools can change all the time. You can turn up for something, and then it will change, oh like," can you do this instead or?" Okay. I think the first time you experience it, kind of filled me with a lot more anxiety, a lot more stress around it. But it definitely, it definitely builds up my resilience in terms of coping with like uncertainty, change, I guess coping with workloads as well, because I've kind of been through it now so I feel like I can, I can work with long days, I can kind of cram a load work in.	Leila interview 1

Challenges and painful learning\Juggling \Uncertainty	I guess the key thing is like, for example, if a safeguarding issue or something you're not sure of comes up. Like, last year, it was quite early on in my year two, when I was working in a unit, and there was like, some inappropriate restraints and kind of a lot of alarm bells are ringing out from an observation. So being able to kind of ... yeah ... so obviously, I kind of tentatively and trying to be kind of as respectful as possible, kind of talk to the teacher about it. And kind of had a tentative conversation there, but also being able to kind of come back and like, really see like what should I do. I kind of raised this as a slight concern, but I wasn't, maybe as overly critical because I try to balance the kind of relationship with that class teacher not undermine her, kind of keep that relationship and kind of more tentatively explore why, why that restraint happened or why this has kind of come about. But having that supervision to explore like, "is that okay, because with me that didn't sit right? This is what I saw, like, is this something that I definitely need to follow up? Because I feel like I should follow this?". I would say helped, but, yeah	Leila interview 1
Challenges and painful learning\Juggling \Uncertainty	I think this was my second time to ever been to that place, you know, I didn't know about what their policies were. I'd worked in a special school for children with challenging behaviour and I've had that restraint training. I was like, maybe this is very different to those units. It's like, "how do I approach this?" I'm trying to make a good impression and build a relationship with the school.	Leila interview 1
Challenges and painful learning\Juggling \Uncertainty	Leila: This is kind of what I said at the time. And now I'm thinking, "Oh, I should have done more? Maybe that wasn't appropriate. Should I have said that"? And I guess maybe a second opinion, but a more experienced opinion from someone who's worked for lots of years and has got some rich experience and working, and kind of knows the school context, and knows kind of a lot more about ... everything (Laughter).	Leila interview 1
Challenges and painful learning\Juggling \Uncertainty	Whereas, you know, the decisions that you make as a psychologist or the way that you present information has an implication-real implications on people's lives. And so that is the responsibility. And I know, based on the many mistakes that I've made in my life, about all sorts of things, (Laughter)... from trivial to greater, that I'm capable of making mistakes or not always having clear judgment. So, I'm kind of anticipating those times in the future when that may happen. I accept that's part of being human and getting things wrong is part of that but still, It's a change. Again, that change feels uncomfortable at times, but usually not as bad when you actually get into the thick of it.	Alex interview 2
Challenges and painful learning\Juggling \Uncertainty	That's true. Yeah, there are parallels there of transition, it kind of feels a bit like a new chapter. And I remember feeling at 16 unsure...I had some kind of structure, an idea about the future of what I wanted to do, but also not quite knowing where it would go and what would happen. So, having this there's definitely a parallel there in those two periods of time. But I'm probably not much more mature than I was when I was 16 (Laughter from Alex).	Alex interview 2
Challenges and painful learning\Juggling \Uncertainty	Even if the work can be quite anxiety inducing, like not knowing what to say, or do in relation to a complex case, still I feel that within myself that... You know I've has a few experiences of that, having that and going through that, and learning from that. So now, when that happens again, it's... it's okay, you know, I can find ways of finding the best way to navigate that.	Alex interview 1
Challenges and painful learning\Juggling \Uncertainty	A lot of kind of positive self-talk, I suppose, even though underlying that was feeling a little bit nervous and worried and "Oh God, so much to learn. How am I going to learn all this?". Three years is going to pass so quickly.	Alex interview 1
Challenges and painful learning\Juggling \Uncertainty	And to think about what do I need from a supervisory relationship moving forward? Because I'm going to lose this supervisory relationship. I have set up a professional relationship. She won't be my supervisor anymore so how do you carry through those elements to the next supervisory relationship? And how do you how do you communicate that to the new person that's going to be supervising you?	Bianca interview 2

Challenges and painful learning\Power imbalance	So I think I'm, um, in the first year, I had, the kind of way I kind of related to my supervisor was very much like, I found her to be very persecutory, which I do genuinely think is very relational. And I was sure I was failing and blah, blah, blah, like, even once I spoke to my course tutor about it. And then she spoke to the supervisor, the supervisor was like, "No, she's doing absolutely fine" which was so different from the way I'd experienced her. So I think, in that situation, I was basically, like, just like a, you know, like a puppy dog. It was like, you know, I've had this consultation and had said this, like, what should I do? And then she would be like, do the schedule of growing skills or whatever. And I'd be like, Okay, cool I'll do that. I mean, you know, so it was very like that. So I think I'd had that experience, I'd really reflected on that relationship and how it just didn't work for me.	Sam interview 1
Challenges and painful learning\Power imbalance	I think as a trainee you feel that you're at the start of the race and like everyone ahead of you knows more than you. But also, I think that there's something that certain... not everybody in any way, but there's certain people that I've come across on my journey that... (pause) I don't know if 'enjoyed' is the right word, but there's something in being ahead in the race, and being able to give advice, be that good or bad, or say, you know, "my opinion's more valid than yours, because I'm thirteen kilometres into the marathon and you're right at the beginning", but actually everybody's got a different skill set. And just because you're earlier on in your career journey doesn't mean that someone who's further along or in a higher position of power necessarily knows better than you and certainly doesn't know you better than you know you... And So, yeah, so something around it being okay to challenge people and say, 'no'.	Elle Interview 2
Challenges and painful learning\Power imbalance	So I think there have been times where I felt like I needed to say yes and was like, "Oh, I'm a trainee that's an amazing opportunity, I should say yes" and I'll sacrifice these things to please that person or to do this, because it'll be good for my career. But actually, you can't do everything. And you need to look after yourself, like your personal care and wellbeing is so important. And yeah, so don't lose yourself to power imbalance, it's a tricky one to navigate I think it's something that's always there...	Elle Interview 2
Challenges and painful learning\Power imbalance	Like it affects things at lots of different layers. Like, for example, meeting a parent, I always have this worried like "Oh, when I tell them I'm a trainee, how are they going to react?" with schools who commission time and pay the same for me as a trainee as they would for a main grade EP within our service. I mean, my service is very good, and they do really listen and value the views of trainees. I think cause they actually conceptualise that we've had the freshest training and are the most up-to-date with lots of things, so they really, really welcome the views of trainees. But I know there's other people in the team who maybe don't share that perspective ... (pause)... Yes, something around the value of the trainee's contributions...	Elle Interview 2
Challenges and painful learning\Power imbalance	Maybe something like power dynamics? So I feel like as a trainee, partly internal, partly external. There's lots of power dynamics that play out in different ways with supervisors, with the training provision, with your local authority, and sometimes in an unhelpful way. But not everybody thinks like that. And I think it's sometimes things, so for example in my first year, and I understand I was at a different point in the training at that point, But I think I allowed that to be played out maybe more in my first year than I would now. And actually, if, if you feel like you're being treated in a way that doesn't feel fair it's okay to say that doesn't feel fair or to give feedback around your experiences. I think sometimes it's hard to give feedback to people who are in positions of power but actually unless you do, things don't change. Yeah. And even if the person directly in front of you doesn't want to hear it, there's other people that do. So, yeah, don't just take one person's word for it.	Elle interview 1
Challenges and painful learning\Power imbalance	Yeah, and that's kind of exciting, I mean, we kind of mentioned the other point about kind of the power imbalance from your supervisor as well. I think coming to a consultation based service at first I was kind of, maybe more swayed towards kind of not doing any assessments and just doing consultation. Because that's what the kind of a service expected of you and that was kind of what was really pushed from the beginning. And then kind of balancing that with, okay, when in some situations, I feel it is appropriate to more assessment work	Leila interview 2

Challenges and painful learning\Power imbalance	I think because it felt so wrong, that it didn't sit with me, I would have challenged that. But I do completely get there is a power imbalance in terms of having like, a supervisor, maybe the balance gets less so when you kind of move throughout the years. But when you said that I thought of my first supervisor when I was in year one. She did a cognitive assessment for like everything and it's like year one, so I was like "Oh, I'd like to formulate...my key hypothesis is this, I think I should do this, this and this" But your supervisor is saying that, "No I shouldn't do that!" Then I guess it's differences over a concern.	Leila interview 1
Challenges and painful learning\Power imbalance	So, being treated as an equal from the beginning, in all ways, not just in the content of what is said, but also in the kind of the way that they present themselves in their body language and how they say things. Yeah, it's made me feel that I've been, yeah, treated as an equal from the beginning.	Alex interview 2
Challenges and painful learning\Power imbalance	Also, as a trainee I've never had to pull up any problems but something you could almost refer to and say, "well hang on a minute, this seems like we're being asked to do something that doesn't quite fit within what we're supposed to be doing". Yeah, maybe that would be something that would be helpful. You know what your course expects of you, I think they're very good at giving you handbooks and all this, and they're judged on all that. I know what my course expects of me. But that kind of wider thing across courses, I've got no idea.	Bianca interview 1
Challenges and painful learning\Power imbalance	Yeah (sigh) and I think making it a bit of a two-way street. Sometimes, there's this, you know, we are...we're students, but we're also training to be professionals. And there can be times where you feel very much like a professional and like an equal colleague to your tutors, but there's also a lot of times we feel very much like a student and that probably has to exist that exists for a reason, because you are a student. But I don't know... then when most people do PhDs and they seem to be much more of a colleague with some of their... I don't know. I don't know if that's a fair judgment or not, but it would (pause) you having some sort of expectation, you just know where you stand, and it's good to know where you stand.	Bianca interview 1
Challenges and painful learning\Power imbalance	I think it's quite good at the moment because you can use your student status within your professional life as a caveat (laughter). (Pause) And I think sometimes... I think generally on our course, they are pretty good at respecting the expertise you have, the experience you have before you come to the course and what you bring. But sometimes there can be an element of, you know, this is, this is "my student". But you know, then that kind of... that undermines this professional status you're working towards, but then you're not there yet. So you are still a student, but maybe... I don't think it bothers me that much. Because I think I quite like being the student, the bubble, it's like a bubble of protection being a student.	Bianca interview 1
Challenges and painful learning\Power imbalance	Yeah, I think it's probably...it's only happened once. So I've been introduced as, as "my student", but I don't know if that was more the loss of identity of my name (from the tutor) (laughter). Rather than the fact that I wasn't a professional. Yeah, and I think it was in quiet a unique context of, you know, an event outside the university and you know, I don't think it was...And it wasn't meant in any way so that, yes. And maybe it just reminds you, oh yeah I am just a student. I'm not... I'm not yet where I want to be. So I think there is probably more positives to being a student than there are negatives. And almost, I don't mind being undermined a bit because at this stage I find that a nice little comfy place to be in (laughter)	Bianca interview 1

Challenges and painful learning\Thesis	I mean, I think that like taking kind of responsibility for my actions type thing. It is like my pattern in life. Like I'm a last minute person, I do well, working to the deadline I do while revising till four in the morning for my exam at nine. And I'm that... that is historically the way I work. So I think that to some extent, it probably always would have been that way. I think...em I think it was probably the first time though (doing an assessment piece (thesis)) I think I've been and like stayed really stressed about it, if that makes sense. Obviously, I've done you do exams like every year from GCSE, and I never really was that bothered by them. Whereas this was the first time where I was like, "This is like, genuinely really difficult, maybe I won't do it" And that kind of Yeah, fear and anxiety, which were not emotions I was particular over familiar with if I'm honest. Yeah, and I think that's kind of like, then stayed (the fear and anxiety).	Sam interview 2
Challenges and painful learning\Thesis	eah. And I guess, you know when I'm doing exams, I know what I can get away with and I know what deadline I can get to. And I know that if you don't revise that last bit its fine because you just won't get that question right (referring to like GSCE or undergraduate exams). Whereas with this (thesis), it was kind of like, its expected to be a certain standard. And yeah, I didn't realise...particularly data analysis, like I never analysed anything before in my life, I never realised...I had no idea how long that was going to take and how difficult it would be. So yeah, I think a bit more of a structure from the university would have been helpful. I think in terms of supervision, I really valued the supervision and it was a really great space, but my supervisor maybe has a similar kind of attitude to me in terms of not really structured, not great at deadlines. Like, we're very different but there's that similarity. So I think that was the one bit where our supervision didn't work. Also he didn't hold me to account ever em...but having said that, he was really open and exploratory and I think I really needed that, theres pros and cons.	Sam interview 2
Challenges and painful learning\Thesis	Yeah, it's a real range. And it's... it's just holding all of it in mind and trying to finish. Yeah, as I said, its the holding everything in mind. You've got all those things in mind. And then you've got your thesis in mind or your assignments in mind. It's just all about much.	Sam interview 2
Challenges and painful learning\Thesis	yeah, I suppose I think this year, specifically. I'll be really interested to see what happens, like, after the course... but this year, I've probably because I left my thesis so much to the last minute, like I mean, I leave everything to the last minute. So I just had, like inordinate amounts of work. So, I basically didn't take a day off from January.	Sam interview 1
Challenges and painful learning\Thesis	Not, not a weekend, nothing like, because I had so much to do. And so, I think the times when I did go out, which was primarily like, a weekday evening dinner with friends or whatever...	Sam interview 1
Challenges and painful learning\Thesis	I just didn't like... I was sleeping my thesis and, I was dreaming about this, that and the other, just really it was a lot...I forgot your question!	Sam interview 1
Challenges and painful learning\Thesis	I think, like, you know, typically, you kind of hand in your thesis, you do it, you know, it's like, May, you do your exams, and then you got a really good summer, or you hand in whatever, like, you've hand in your dissertation at Uni then you've got rid of it. So it's been really, really hard to handle a thesis, you know, I did three weeks of staying up till four in the morning, waking up at eight in the morning to get that thing done. And then you have to come back, and you've got to write a portfolio and on top of that, you've got to manage all of your schools, ten relationships, ten endings, it's just all, apart from the endings of the, it's just all quite overwhelming. So I think I'm yeah, overwhelmed, I guess. So at this particular point, I'm kind of just exhausted and I just want it to end like now.	Sam interview 1
Challenges and painful learning\Thesis	I do feel like we were told a lot of this stuff by like course tutors, but I just was like "Yeah, cool". That won't happen. And you know, I don't actually think that there's anything I could have said to myself, that would have helped me in any way prepare for the thesis and workload. I just think I'm just such an experiential learner that I don't think ...	Sam interview 1

Challenges and painful learning\Thesis	So I tried to speak to this population of young people, and I was told don't even apply for ethics, because I won't get it. Which I just feel as like, 'really!?', you know, it was around the idea of like, "how would you contain it afterwards?" But I mean, what is our job? Like if we can't contain it afterwards, then don't interview anybody. Because you could ... encounter one of these young people in a school, and you could be talking to them about their experiences. That is the job, you know?	Sam interview 1
Challenges and painful learning\Thesis	And, yeah, and then, yeah, I don't, I don't really like research, to be honest. (laughter) but I do think that I learned quite a lot from the process.	Sam interview 1
Challenges and painful learning\Thesis	Yeah. And in terms of like, not necessarily about the logistics of research, although I didn't know that either. But more around, you know, it was another, it was a, it was a real in-depth opportunity. It was a really in-depth theory to practice opportunity, because you, you've got your data there, and you can sit with it for days and weeks, which is just painfully awful. And I analysed it fifty-four times and realised it, but actually ...	Sam interview 1
Challenges and painful learning\Thesis	I used a thematic analysis. Yeah, that was another ethical thing about method. Yeah. But then I was able to apply... I applied the theory in my discussion, in a much more general manner. But I was able to think about, you know, like psychodynamic ideas. And yeah, so it was really interesting. And yeah, I also think, you know, like someone in my course said that no-one does research on their own. Like, if you look at papers, there's always like, multiple names. Yeah and I think that as well, that kind of having to do it on your own. And I know you've got supervision and my supervisor was great but there only there when they're there, they're not going to analyse all the data for you and put it in themes, whatever. So I think, yeah. Again, and it was that same thing of like, once you come out the other end, you'll realise that you can actually do it, but just believing that.	Sam interview 1
Challenges and painful learning\Thesis	I think of the three years I enjoyed my second year the most. First year was the worst (laughter). And then this year, because of thesis, I think that's been an extra thing to be battling with. It felt like a very anxiety provoking large part of the course that I've had deadlines for that are kind of set in stone. And, yeah, secondly, I felt like space to grow and develop in a more manageable way. I feel like first year we had a 5,000 word assignment pretty much every month, final year thesis was pretty much 10,000 word chapter every two months. So like the academic pressure felt really, really high. So it felt harder to kind of immerse myself in the placement side of things than the learning.	Elle interview 1
Challenges and painful learning\Thesis	I did my thesis looking at EPs using a specific systems theory tool. So it links to my training before I started the course, and I had received some training from a University lecture on it and recognised that there was very little research in the area, combining any systemic techniques in EP practice.	Elle interview 1
Challenges and painful learning\Thesis	So actually, all of these things would be great to research but you just need to pick one, it needs to be manageable, that you can do it within this time frame with this many people, and you need to meet these deadlines. So actually, you need to cut that and really filter it down... and I'd say for my journey with the thesis, those losses, those initial losses were the hardest part for me kind of shaking off my hopes and dreams for what my thesis research might look like erm, and settling for something again that felt good enough.	Elle interview 1
Challenges and painful learning\Thesis	And then yeah, the workload. I mean, actually I really quite enjoyed writing my thesis. It was something I was interested in. So the deadlines were firm and taking time off. Actually, that was a big thing. So taking time off from my placement was hard because we are a traded service. So I mean, they probably would have let me if I asked but to take off anytime before April and deliver my commission time that I was allocated, would have been impossible. So it meant that I was writing a lot of my thesis after April and the deadline was in mid May. So a lot of mine although I'd done a lot of thinking, was written in the last month. So the pressure felt quite high there. But I quite enjoyed it. I feel like that's a bit of a weird thing to say!	Elle interview 1
Challenges and painful learning\Thesis	I think yeah, there are definitely massive hurdles in terms of like thesis and just like, kind of constant deadlines and just like really steep learning curves.	Leila interview 2

Challenges and painful learning\Thesis	Yeah, it may be that later on in the year would be much more negative in terms of like, coming towards a thesis and feeling really stressed and really overburdened , towards now I'm kind of feeling a bit more positive about the experience and thinking, It was really enjoyable, it was really exciting. But yeah, I guess it kind of is a balance between stress and deadlines and...	Leila interview 2
Challenges and painful learning\Thesis	Yeah, I feel like this is very much a more reflective time. Where ... kind of, yeah, still obviously coming across this journey. But it's kind of massive like how you come across ... like thesis.	Leila interview 1
Challenges and painful learning\Thesis	It's nice to be able to reflect back and consider how things have changed me throughout the three years and kind of putting that in the context of my own personal relationships and professional ones as well. So, yeah, especially at this particular point, it feels like a nice thing... being able to celebrate, I suppose, considering I've met all of my main deadlines (laughter) passing a thesis and viva and placement file report. So yeah, it's a nice thing to be able to celebrate that and see in context of my life beyond my career.	Alex interview 2
Challenges and painful learning\Thesis	But I feel very different. Yeah, that's quite interesting. I can't quite reconcile that. I'm going to visit them in a couple of weeks, now I finished my thesis and my father, will probably just say, I've got stress lines on my face (laughter).	Alex interview 1
Challenges and painful learning\Thesis	Yeah, I think that it's easy to become overwhelmed when you have a large amount of expectations of things to do, places to go, activities to complete and research to complete, thesis to write and it all kind of happening simultaneously. But at the same time, you know, I had my viva recently, and I was kind of telling myself that as well as being in an examination, because they're called examiners it's also kind of like an intense and interesting academic discussion, and no one's ever going to be with you to that level at any point in your life.	Alex interview 1
Challenges and painful learning\Thesis	Yeah, I think maybe because the way the courses are or the way the demands are, maybe the trainee can be quite reactive in the support they need. So you've had a really difficult meeting or you're finding something on your thesis very hard and you want the support then and there.	Bianca interview 2
Challenges and painful learning\Thesis	It's interesting, because I would have never thought that that would have been how I was, given the timing of the interviewing. But ... I know that I am so passionate about the topic I'm doing my thesis on, so it doesn't...it doesn't surprise me that I come across passionate about it, but it may be does at this time that I did that? Em and yeah, maybe, maybe it's partly because I know I've written it now. But I guess it's that's good to hear. Because you don't want to lose..... you don't want the process to make you lose the passion about the thing that you really want to make a difference in, you know.	Bianca interview 2
Challenges and painful learning\Thesis	You don't want to finish your thesis and be like "that was so hard, I'm never going to look at it again" You want to get it out there. Yeah, you want to make sure it's making a difference. Otherwise, what was the point? And you've got such a duty to the participants that take part in your research, especially vulnerable children, you know.	Bianca interview 2
Challenges and painful learning\Thesis	Yeah, (laughs) I switched a bit but still, I guess I still stand by, do I? Yeah, I do stand by. I'm not sure exactly how transferable the thesis is to ... no it is transferable! But I don't know that it makes ... would it make you a much better EP	Bianca interview 2
Challenges and painful learning\Thesis	I think it would be incredibly lonely. I think if this was like a PhD where it's a bit more like a standard PhD or you're just researching one thing, which it kind of is...so I think my thesis is the loneliest part of this course because it's only you... (pause) and you've only got your supervisors, but in terms of knowing ...your...you are the only one who knows everything about that particular thing you're doing and working on at the time. And so yeah, I think it'd be very lonely, and I think... I think you'd feel so much more anxious about everything.	Bianca interview 1
Challenges and painful learning\Thesis	Em...Which people have different views on whether it needs to have that element to it. You know, actually, does it... need, do you need to have a doctorate in educational psychology? Do we need to do a thesis to be able to practice? I found the thesis really helpful in developing lots and lots of skills. Has it helped my practice? It has in terms of the implications of what I found, ... (thinking) Actually it probably has, I'm probably being unfair.	Bianca interview 1

Challenges and painful learning\Thesis	<p>Yeah, I've loved doing my thesis. I'm just not always sure on whether I needed to do such a big thesis to be a good educational psychologist. Could I have done a research project that was smaller, and not quite so encompassing? (Thinking)</p> <p>But... having said that, I'm hopefully going to have a bit of valuable work that can be published in the future and will make a real difference to my participant group and isn't that all research should do? But I'm saying that because I've written my draft now, but if you asked me that before I'd finished my draft... I'd be like you know, this is infuriating. It's really difficult but now I think this is a really, hopefully good bit of work a good valuable piece of work.</p> <p>Yeah, so I'm in... I'm in two minds about whether the thesis needs to be part of the qualification. I'll probably think that it does need to be once I've got it out of the way, and it's all finished and I'm kind of on the exciting bit of disseminating the findings (laughter).</p>	Bianca interview 1
Challenges and painful learning\Thesis	<p>But then that brings the question about what is it that the thesis is trying to bring out and kind of actually is it the courses that put the thesis as being this really important thing. Some of the things that they're[trainees] hoping to get from it are covered in other areas of other courses, which I'm sure is right. But there doesn't seem to be much an alignment between the different courses.</p>	Bianca interview 1
Challenges and painful learning\Thesis	<p>know that I spoke to someone of a different course, and they have a much shorter thesis than us and, you know, didn't have to interview as many people and blah, blah, blah</p>	Bianca interview 1
Journey	<p>And I was also thinking about the friendships that I've made along the way. So they just feel like such an important part that's so integrated across both sides. So personally, the friends I've made from my course I spend time with outside of the course ... now I plan to keep, I feel like they'll be forever friends. But also in terms of my professional development, It's just been so helpful having people that are doing the same thing; that I can share experience with; and ask questions to share the journey with.</p>	Elle Interview 2
Journey	<p>I think as a trainee you feel that you're at the start of the race and like everyone ahead of you knows more than you. But also, I think that there's something that certain... not everybody in any way, but there's certain people that I've come across on my journey that... (pause) ... I don't know if 'enjoyed' is the right word, but there's something in being ahead in the race, and being able to give advice, be that good or bad, or say, you know, "my opinion's more valid than yours, because I'm thirteen kilometres into the marathon and you're right at the beginning", but actually everybody's got a different skill set. And just because you're earlier on in your career journey doesn't mean that someone who's further along or in a higher position of power necessarily knows better than you and certainly doesn't know you better than you know you... And So, yeah, so something around it being okay to challenge people and say, 'no'.</p>	Elle Interview 2
Journey	<p>A little bit, people like dipped their toes in it, but I think every time as a group we've learned to accept that it is kind of part of a group process and that's okay. It is tricky but our groups quite big as well, there's a lot of us. Yeah, I always forget, but there's a lot and it's been quite transient. I think throughout this year, not everybody's being present. Yeah, any of our sessions. So for everybody to have a voice and know everyone well and share all of the positives and all of the difficult times together can be tricky, and people particularly over the three years, I'd say move more towards their own individual journeys, and then kind of subgroups within the big group, rather than the whole group thinking space, which might be felt more prevalent in year one because we were here more.</p>	Elle interview 1
Journey	<p>So I just I kind of look at the other courses, I guess, kind of linking into the course being quite stressful, as well kind of continuing that as well as I guess, thinking about the journey, about all of the hurdles...it's kind of like your blanket for that opportunity, to have supervision and kind of either seek that support or guidance or just kind of, that space to.. I don't know (Laughter)</p>	Leila interview 2

Journey	So I guess for me, the first thing that kind of springs to mind when you ask that is another word or like the kind of picture ... like journey. Just because it...it does very much feel like a journey. Uphill at times and like there's lots of like barriers and obstacles that you can come across, that you kind of have to overcome. But I feel like, yeah, you learn so much on the way and you kind of developed so much	Leila interview 1
Journey	Yeah, I feel like this is very much a more reflective time. Where ... kind of, yeah, still obviously coming across this journey. But it's kind of massive like how you come across ... like thesis. And kind of ... Yeah.	Leila interview 1
Journey	So, I think University course tutors responding to feedback and ideas about the course is helpful, because it is quite a journey of learning and emotions and lot of things kind of mixed in together	Alex interview 1
Journey	And it's such a journey that you come on. And at every point of the journey, you think you can't do it. And every point of the journey, you do it. So in terms of kind of personal surprise, there's a lot of surprises that actually you can get through it.	Bianca interview 1
Journey	And you can go to that meeting. And you can feel so nervous that you almost want to cry before you go in. And then you can come out and you've done it. I think the whole way through my second year, I spent thinking I can't wait for it to be three hours time, I can't wait for three hours time. And you always get to the end of three hours.	Bianca interview 1
Journey\ Growth through reflection	I think my friend who's on the course. We speak like pretty much every night. After a placement day, we'll do like an hour's debrief. Like I'll tell her about my cases that day. And we'll ... we'll reflect together and she'll do the same. So I think that, that albeit it's a lot of time, but no, they've really, really helped those conversations. I think she has been like my supervisor, essentially.	Sam interview 1
Journey\ Growth through reflection	I also had Maria supervise me in first year who had quite a psychodynamic lens to her supervisory space, which was really helpful to be able to reflect and think about the learning that we were doing on the course and then what fitted with me or what maybe felt a bit different.	Elle interview 1
Journey\ Growth through reflection	Now I think over the years, the learning becomes much more practical and placement based and the theoretical side of stuff becomes more light touch. But that said, over time I have also found the assignments more interesting and helpful to write because it's pulled me back to the theory of why I'm doing things. So kind of the requirement to slow down and think about the choices and why I'm choosing to do this or what it is about me that's made me do that or what that person has triggered in me. Yeah, so a bit of a pause and reflective space.	Elle interview 1
Journey\ Growth through reflection	I guess that actually reflecting now, even about cases that maybe I have never worked with that kind of context or age of a child or particular concerns or worries. I'm definitely feeling much more okay with not knowing. So I think much more okay, with like, uncertainty, things changing, because working in schools can change all the time.	Leila interview 1
Journey\ Growth through reflection	I'm thinking about this journey to becoming an EP and thinking about myself and my own...thoughts, the way that I've seen the world has been different through developing in my training and learning more about psychology. I think it has helped me in my own development as a person as well	Alex interview 1
Journey\ Growth through reflection	being given time and space to learn things, and develop things and have supervision where you can reflect and enhance your learning not just by doing something, but by reflecting on what you've done is really valuable as well.	Alex interview 1
Journey\ Growth through reflection	Let me think, if I were not to have the university cohort, maybe I guess, then yeah, if it was more of a placement, if I was, say, for example, and assistant psychologist, and just continue to experience that work, and was to learn through experience for myself, em...I feel that I wouldn't get the opportunity to learn very quickly cover, it wouldn't give me the space for reflection and thinking. And I think that's valuable.	Alex interview 1

Journey\ Growth through reflection	I think being given enough time to reflect on activities is extremely helpful. But also having a clear core structure has been very helpful for that, because my university, we tend to focus on the individual in the first year, and then on groups, and then organisations in the third year.	Alex interview 1
Journey\ Growth through reflection	I was able to kind of step away from it a bit and look back and think "okay, let's take stock of everything that's happened" and it makes me appreciate it a bit more than just being in this position of "wahaa I'm so stressed at the moment! ".	Bianca interview 2
Journey\ Growth through reflection	Yeah. So that was a really positive outcome, I guess, of taking part and being reflective and taking it back to my supervisor and sort of telling her about some of the conversations we'd had, and linking it to kind of ... (pause) ...my journey through and what she's noticed a little bit.	Bianca interview 2
Journey\ Growth through reflection	ow do you cope with the emotional demands of the work?"; I have an hour and a half with a psychologist every week! I can... you know, you, you do, you have that amazing time with someone to talk about whatever it is and looking at, looking back at your life. Me and my supervisor spent time looking back at why I am, like I am now and kind of that reflective space, and I know you get supervision, but you don't get it every week (when qualified). And you might not get it with someone that you've developed...you go an real journey with your supervisor (when your training), and it stays obviously as a professional relationship. But I imagine, I will always hold my supervisor, you know, in a different place in my head and heart, because she's been so instrumental to that growth. So I, yeah, that's a huge part of the training experience. I think if you don't have a supervisor that you gel with or that you may have a tricky relationship with...Well, I would have found that the whole training such a different experience.	Bianca interview 1
Journey\ Growth through reflection	And then this year, and this has been a conscious as well as an unconscious thing. We've said that we wanted to deepen our reflections and that's happened because we're not taking up so much time. You know, we've been doing things like 'the idea of self', but for the ideal EP and thinking about who I want to be and where I'm going. That's been really helpful for preparing for job applications of, actually, well, what sort of service do I want to make me be this ideal EP?	Bianca interview 1
Journey\ Growth through reflection	Or we've spent time sort of looking at or talking, having deeper discussions about kind of my wanting to be a perfectionist. And where does that come from? And taking me back to actually well, you know, there was times when I wanted to go home and tell my parents I had done really well because things weren't great there. Or... and, and maybe that's why now I'm feeding a need from earlier on or, so you kind of you...start to kind of consider like that psychological stuff, and kind of unpacking things a lot more and about yourself.	Bianca interview 1
Journey\ Growth through reflection\Talking about the interview process	I've just done loads in between. Because I'm just like, really busy. So I don't hugely remember that much. Yeah. Which is, like, arguably information in itself. And I guess it can get away from it. But I yeah, I think it's a bit like a really busy time. And I'm trying to remember... I remember afterwards thinking, like, "Oh, I've never really spoke about that" And it was, it was more kind of helpful than I thought it was, kind of thinking about the change over the three years. Yeah. And, yeah, it was definitely another space to reflect and think about things that you don't always have time to	Sam interview 2
Journey\ Growth through reflection\Talking about the interview process	think it was a bit of... I was like "Oh, I like really have learned stuff" And like, you know, I do think I remember we mentioned about like developing your own identity as an EP. And, you know, there's many things that I think I could improve on. But I think that that's something that I really have solidified. So I was kind of like, "Oh" I was quite impressed with myself on that one"	Sam interview 2
Journey\ Growth through reflection\Talking about the interview process	I think because I am someone who likes to have some time to reflect and think about things. And there were definitely things that came up for me that I'd maybe forgotten about. I haven't had time to bring to my, my consciousness. And Yeah, it's really helpful to me again, and helpful to have you reflect back and summarise the things that we talked about, as well.	Elle Interview 2

Journey\ Growth through reflection\Talking about the interview process	I think really this interview really, is really nicely timed with the ending. And it's been helpful for me to process it and ... yeah, it's helped me formulate a bit of a narrative in my mind. Almost like you know, when you leave a job and like an exit interview. I feel like this is my exit! (laughter)	Elle Interview 2
Journey\ Growth through reflection\Talking about the interview process	Yeah, it was very containing and yeah, it was a positive experience. Thank you	Elle Interview 2
Journey\ Growth through reflection\Talking about the interview process	Umm.. I guess I thought it was quite nice to kind of step back and just have a bit of space to just reflect on kind of what I've learned and think about that in different ways, and not just thinking about it... I guess in terms of what I've learned in terms of being an educational psychologist. I think a lot of the time, we're doing like reflective commentaries for like your portfolio and sometimes very much kind of fixed on ... this applies to my practice this way. But it was quite nice to reflect on maybe how I've changed as a person as well and kind of what I've learned, personally.	Leila interview 2
Journey\ Growth through reflection\Talking about the interview process	really quite refreshing! Yeah, just kind of like, I guess reflect on how much I've learned and kind of like thinking about ... I guess it makes you think about where you were when you were in year one when you started. It's quite refreshing to kind of think about... I don't know how much you've learned, how much you have developed over the past three years. Because you don't have kind of a lot of time, you're really busy with the next deadline you need to like ... do this, do this, do this. You don't really ... I don't know step back and think this is how much I've learned. I've managed to do all of this!	Leila interview 2
Journey\ Growth through reflection\Talking about the interview process	I think just because I was thinking about maybe how I have changed in terms of ... yeah, just my general life, which I haven't had the kind of time or space to think about before.	Leila interview 2
Journey\ Growth through reflection\Talking about the interview process	Whereas I haven't often discussed the relationship between being on the course and my own personal life. That was the kind of the first thing that I ended up talking about. Researcher: Mhm... Alex: So yeah, I suppose just thinking about that link... it's not something that I have spent a great amount of time thinking about, I suppose. Often, I would go out and go to the pub with some of my cohort and we would talk a little bit about that maybe a bit more broadly, but not as directly as we did during our interview last week.	Alex interview 2
Journey\ Growth through reflection\Talking about the interview process	Yeah, I think I think it's, it's interesting to be able to see that and especially at this point in my kind of career or journey, as going from being a trainee to nearly being a newly qualified EP. It's nice to be able to reflect back and consider how things have changed me throughout the three years and kind of putting that in the context of my own personal relationships and professional ones as well. So, yeah, especially at this particular point, it feels like a nice thing... being able to celebrate, I suppose, considering I've met all of my main deadlines (laughter) passing a thesis and viva and placement file report. So yeah, it's a nice thing to be able to celebrate that and see in context of my life beyond my career.	Alex interview 2
Journey\ Growth through reflection\Talking about the interview process	And also, it was quite a nice process. I think last time looking back and thinking about the growth and development at a time when things feel quite overwhelming, and you may be feeling a bit more negative about the course.....to actually just take stock of it be like... "well it has been a good, you know, a really good journey". And so how far you've come on. So it was a nice (hesitation)... a nice process to be involved in, I guess.	Bianca interview 2

Journey\ Growth through reflection\Talking about the interview process	I think the sense of ... at one point we spoke about...you know, people... that have helped get you through the course and that kind of sense of gratitude. I came home and my three housemates were sitting in here, and I had to thank them all. I said "I've just been talking about, like, how much you've helped me" And that kind of sense of how great it is to realise how much people have got you through the course. And so that feeling of being supported and yeah, that was something that that stuck out for me I think..... yeah.	Bianca interview 2
Journey\ Growth through reflection\Talking about the interview process	Maybe anything that you shared, that you were surprised that you shared? Bianca: I think (pause) In terms of the interview process itself, it was very easy to kind of talk with you as a researcher, and that idea of you being a fellow trainee, and, you know, knowing that you kind of know what I'm talking about, and that kind of you straddling that role.... Researcher: Yeah Bianca: ... probably makes it quite easy just to talk to you and your kind of nature and, you know, and being open to what I'm saying. And so kind of that's a reflection on the process itself, I guess. And then just (Pause) I guess it would be a good opportunity for a lot of trainees to have, to be able to do this, to be able to reflect on the stuff that they've ... they've learned, because even though this interviews happened, it was like a really penultimate time ... not the right word	Bianca interview 2
Journey\ Growth through reflection\Talking about the interview process	Bianca: But through this process, you don't get enough time to really sit and go,"well, I'm doing..." you know, just to really appreciate it for what it is and everything you're doing. Which maybe is why it was so nice coming out of the interview last time because you have time to think. You know, you try so hard to get on this thing. And then you don't you're not grateful for it while you're doing it. You're kind of resentful of everything it's taken away from your life. But actually, you know by the end of it I know. I knew after doing this, I am grateful that I've done it, and I love doing it.	Bianca interview 2
Journey\ Growth through reflection\Talking about the interview process	It's interesting, because I would have never thought that that would have been how I was, given the timing of the interviewing.	Bianca interview 2
Journey\ Growth through reflection\Talking about the interview process	I guess it comes back to what I was saying about it felt like a really positive process. Doing the interview last time...	Bianca interview 2
Journey\ Growth through reflection\Talking about the interview process	I think it is really interesting thinking explicitly about the link between professional and personal development on the journey	Bianca interview 1
Journey\Endings and beginnings	Yeah but also very different experiences. But yeah I guess groups are always a challenge. Interestingly, so we had our last group discussion session and our last work discussion group and finally people were like, airing that honest opinions and it was so refreshing!	Sam interview 2
Journey\Endings and beginnings	With the non traded service at the beginning, the PEP and the seniors were like we expect to get some complaints, like it's fine. Not complaints, but you know, like people questioning the consultation model and how will it work and whatever. So, like going somewhere new...and the PEP (from my new job) that interviewed me is has left and there's a new one. Yeah, I guess it's just like that uncertainty and the ambivalence of... yeah. And also, I just can't imagine starting a job right now I just need the summer holidays. (laughter)	Sam interview 2
Journey\Endings and beginnings	I feel like this team (current placement) specifically is on the extreme end of issues that I just, I'm happy to leave.	Sam interview 1

Journey\Endings and beginnings	But also, I suppose, with some gratitude that the resources I had and the 'me' that I was at the beginning was able to overcome those things.	Elle Interview 2
Journey\Endings and beginnings	Yeah, I was actually ... I just had my last group discussion session before I came here. And we were talking about endings, and how people feel things at different times, and the different ways that people cope with endings, and like, bear the difficulty of ending., And I know, I'm someone who, who does things up-front, so I call it 'front-loading'. So, I'll like, feel the feeling really early on, like, say my goodbyes; do those bits early on, so that when I'm actually saying goodbye, I feel like I've given or said or... like it feels tied up. Yeah, but I know it means that, in the moment, I'm maybe a bit more distant from a feeling, where some people really feel it in the moment; some people completely avoid it ... and, and don't do that. But I was just reflecting on how, firstly, if everyone did the same thing, it would be really boring. So, although it can be really difficult owning your differences in a group, and initially, and I think there was lots of kind of apologising from lots of different people about how they were, and like fear of being different to others, and, kind of, wanting the group identity, Actually, yeah, first it'd be very boring, but all the same, it would bring some balance. So, if everybody did the same thing, it just wouldn't work, like it would just be too overwhelming. And so, yeah, there's a real strength in people having different perspectives, but also different ways of doing things; different pace; different times that they feel things. Yeah, I guess, owning ...well...partly learning your pace and what your perspective is, knowing that it's okay to feel different things at different times. But ... um	Elle Interview 2
Journey\Endings and beginnings	Or, I always think, like, perfection isn't good enough ... Researcher: Yeah ... (laughter) Elle: You've got your wings, you can fly, people ... you'll be a bit annoying to some people, put dust on their clothes, you might eat some people's clothes, but you're flying and your free. Yeah (laughter)	Elle Interview 2
Journey\Endings and beginnings	I think really this interview really, is really nicely timed with the ending. And it's been helpful for me to process it and ... yeah, it's helped me formulate a bit of a narrative in my mind. Almost like you know, when you leave a job and like an exit interview. I feel like this is my exit! (laughter)	Elle Interview 2
Journey\Endings and beginnings	eally quite refreshing! Yeah, just kind of like, I guess reflect on how much I've learned and kind of like thinking about ... I guess it makes you think about where you were when you were in year one when you started. It's quite refreshing to kind of think about... I don't know how much you've learned, how much you have developed over the past three years. Because you don't have kind of a lot of time, you're really busy with the next deadline you need to like ... do this, do this, do this. You don't really ... I don't know step back and think this is how much I've learned. I've managed to do all of this!	Leila interview 2
Journey\Endings and beginnings	But yeah... definitely alot of feelings of anxiety at the beginning around something now I kind of would feel is relatively, not habitual, but a lot more kind of easy.	Leila interview 1
Journey\Endings and beginnings	yeah, you kind of have this bond, this kind of all thinking, all knowing and how many more times we get to see each other. We need to book in like, more events, or we can kind of go out for dinner or whatever, more like opportunities to like see each other	Leila interview 1
Journey\Endings and beginnings	I guess you kind of appreciate what you've had when you come to the end and you have a lot of reflection.	Leila interview 1
Journey\Endings and beginnings	I'm removing my title from trainee which has kind of become part of my identity really, I think I would often introduce myself as a trainee EP. I've gotten used to and enjoyed the routine of dividing my week up between being on placement and doing uni work to then suddenly not doing that anymore and working a job... being a person with a job (Laughter).	Alex interview 2
Journey\Endings and beginnings	I could previously I could say, I could say to myself, at least while I'm a trainee, I'm still learning, and other people may adjust for that because I'm a trainee but now that is something that's being taken away and I have to therefore confront being a qualified psychologist.	Alex interview 2

Journey\Endings and beginnings	Responsibility is a very good way of describing it in a word. Yeah, the responsibility increases once you stop being a trainee and move to being newly qualified. Yeah, there is the... you know, you don't have "newly qualified EP" as your title on reports or in your email signature, whereas you do have "trainee". So yeah, so having that shift does increase your responsibility and workload as well. So, managing increased workload and increased responsibility simultaneously is a change and change can often be uncomfortable.	Alex interview 2
Journey\Endings and beginnings	Thinking about it now... there does seem to be quite a difference between me when I was an assistant psychologist before I started my training, and now being a third-year trainee, who's a few weeks away from finishing. Definitely, yeah.	Alex interview 1
Journey\Endings and beginnings	Well, on our course there is a definite acknowledgement of the journey that you go on. And a lot of time at the beginning is spent on building rapport in the cohort, and a lot of time spent on ... Yeah, one of the course directors is extremely nurturing. I think it was a deliberate plan from the university to spend a lot for us...to spend a lot of time with her at the beginning. She just makes us feel kind of warm, comfortable, happy and supported as a group.	Alex interview 1
Journey\Endings and beginnings	But it kind of just feels very comfortable and familiar being a trainee. And having that removed, where you can go to university and discuss the ideas with your cohort and having that kind of otherness, I think that's a really nice thing to be able to have. So that's the thing that I miss the most.	Alex interview 1
Journey\Endings and beginnings	Alex: I will miss not being a student because I like being able to learn, and having the ability to go elsewhere, and come back to the workplace, and then go away and learn and think, and then come back and then work and think. Just... just having a few different contexts is enjoyable. Yeah.	Alex interview 1
Journey\Endings and beginnings	I think the whole course is a bit of endings and beginnings the kind of ... when you move between placements across the different years or you're ending year one and then you've gone to year two and things.... your placement really steps up. So every year the protection in that bubble, we talked about like a blanket, I think didn't we? kind of slowly is getting pulled out. So every year is a bit of a cycle of ending and starting.	Bianca interview 2
Journey\Endings and beginnings	So at the beginning, it might be that it's exciting and daunting! Then kind of, yeah, where you are now. It would be interesting to see other people, if that's their kind of immediate like," Oh, it's quite difficult right now" or people who finished Researcher: Yeah. Bianca: ... might say," Oh, you know, it's been this amazing journey". Which I feel as well Researcher: Yeah. Bianca: ... but the first thing that comes to mind is like right now you feel so bogged down in your course. I think for me, I took it as a really honest answer. Because I'm not sure....I'm not sure I, I would think at any point that it wasn't difficult.	Bianca interview 2
Journey\Endings and beginnings	Bianca: But through this process, you don't get enough time to really sit and go,"well, I'm doing..." you know, just to really appreciate it for what it is and everything you're doing. Which maybe is why it was so nice coming out of the interview last time because you have time to think. You know, you try so hard to get on this thing. And then you don't you're not grateful for it while you're doing it. You're kind of resentful of everything it's taken away from your life. But actually, you know by the end of it I know. I knew after doing this, I am grateful that I've done it, and I love doing it.	Bianca interview 2
Journey\Endings and beginnings	Em and yeah, it was really nice to have that time to reflect with her and tell her that. And I'm sure I would have it at the end anyway ... a nice card and present but absolutely.	Bianca interview 2
Journey\Endings and beginnings	nd to think about what do I need from a supervisory relationship moving forward? Because I'm going to lose this supervisory relationship. I have set up a professional relationship. She won't be my supervisor anymore so how do you carry through those elements to the next supervisory relationship? And how do you how do you communicate that to the new person that's going to be supervising you?	Bianca interview 2

Journey\Endings and beginnings	And again today. And so how nice would it be if everyone had the chance to do that together? And we kind of to be fair we had, we've set at the end of each year on our course, you do like a poster of all the things you're hoping for the next year. So we've looked back we've reviewed it, you kind of do have that at the end of the year.	Bianca interview 2
Journey\Endings and beginnings	Yeah. But I'm revisiting it and looking at what you thought you might achieve by the end of last year, and where are you now, and that's really nice. But maybe you need a bit more of it throughout the years, just ... again its pulling up that appreciation and gratitude for what you're doing more frequently when maybe you might go into more of theless grateful positioning on the course. Emm	Bianca interview 2
Journey\Endings and beginnings	I can't go "Oh I'm a trainee", I think I'll be going off "Just qualified". Or your reports you know, being checked. The first statutory report you send off without their [supervisor] signature on and that's, you know, that's you that can be brought back to- literally in court at you! You know, and that's... that feels like it's much more than, much more a bigger job- loads of responsibility	Bianca interview 1
Journey\Endings and beginnings	Although I'm going to be working a lot less and I'll have my weekends back, thank god. It will... I wouldn't quite have that same level of flexibility in that area of life. Yeah, so that will be, that was something that I'll miss about this lifestyle and having, when you have uni week and coming in and that those weeks always feel a bit more relaxed because you're coming in and you're seeing people and you sit there for a day and you're kind of... you're engaging and learning but you're not having to finish the day by writing the report or whatever it is, and there always really nice breaks. They break up the kind of... the school year as well. Yeah. So I will miss those days.	Bianca interview 1
Journey\Endings and beginnings\Achievement	Yeah, I think that was a tricky one to navigate. However, now I'm at the end, it's totally meant that I can avoid having an ending with them (laughter). So, although they're now talking to me like I'm fully qualified and there full-time, which is a bit annoying. So, I'm like "Let me be a trainee a bit longer!" And I kind of want it to slow down a little bit now, but it has meant I haven't had the ending of everything. So, then my uni training experience will end my placement experience is going to extend, but in some ways, it feels like it's just the beginning now. I've got the qualification to be able to start the next step	Elle Interview 2
Journey\Endings and beginnings\Achievement	really quite refreshing! Yeah, just kind of like, I guess reflect on how much I've learned and kind of like thinking about ... I guess it makes you think about where you were when you were in year one when you started. It's quite refreshing to kind of think about... I don't know how much you've learned, how much you have developed over the past three years. Because you don't have kind of a lot of time, you're really busy with the next deadline you need to like ... do this, do this, do this. You don't really ... I don't know step back and think this is how much I've learned. I've managed to do all of this!	Leila interview 2
Journey\Endings and beginnings\Achievement	Relief? (Laughter) Yeah, I know I haven't finished yet. I still got like the Viva , I've got lots of placement to finish. But I think just because it has been such an intense kind of like, busy and exciting. And like really enjoyable, but also really quite stressful as well. I think yeah. It's quite like a relief, really to like, get there. The end is insight now. It probably sounds quite bad but ... (laughter).	Leila interview 1
Journey\Endings and beginnings\Achievement	But I think I've always wanted to do work that I feel is meaningful and makes a difference to other people, that interests, keeps me interested and keeps me feeling challenged and feeling like a job I can learn from throughout my whole career. So, it kind of ticks all of those boxes. And it's also a job that I kind of feel proud to be able to say, "Hey, I'm a psychologist" or at the moment I go on "I'm a TRAINEE psychologist" (laughter).	Alex interview 1
Journey\Endings and beginnings\Achievement	But yeah, it's... it's a cool thing to be able to say you are. And when I am thinking of telling my 16-year-old self, when you're older, you're going to be a psychologist, I would have been like, whoa! (Laughter between researcher and Alex).	Alex interview 1

Journey\Endings and beginnings\Achievement	t it really does feel like coming towards the end of the training it's such, I guess a momentous milestone in what you've been aiming to do.	Bianca interview 2
Journey\Endings and beginnings\Achievement	Yeah. But I'm revisiting it and looking at what you thought you might achieve by the end of last year, and where are you now, and that's really nice. But maybe you need a bit more of it throughout the years, just ... again its pulling up that appreciation and gratitude for what you're doing more frequently when maybe you might go into more of theless grateful positioning on the course. Emm	Bianca interview 2
Journey\Endings and beginnings\Achievement	Bianca: I think they....(hesitation)...they see it as ... em a very respectable and worthwhile profession that I'm going into, that they're very excited about me becoming a 'doctor'. That's this... kind of this year and talking about what we are going to do to celebrate and they know what a long path it's been to go into. So I think evenit's not that they sort of see, "Oh, it's been she's had low paid jobs for a long time". They're not seeing it like that. They understand that it's part of a bigger journey and I think they'll be much more interested in what I do and they've got kids. (Laughter) ...than they are now.	Bianca interview 1
Journey\Endings and beginnings\Life after the course	I very much feel like "I'm done"... I'm still going... at very low capacity, but still going. Em...I think that was definitely a bit of, like, "I'm really excited to go" on the one hand. On the other hand "I'm like oh god, I've to create new relationships and schools, and I don't know how they worked with their EP before and I don't want to go doing lots of assessments again. There is a bit of a like... I do think it's like an apprehension. I think it's an ambivalence around... I'm really excited to go to a team where, you know, there's a lot more EPs, and different ways of working is really encouraged. Em, its a well established team and they trade really well. But then on the other hand, I think in a fully traded service, you know I think power dynamics can become more of a thing than in say a non traded service.	Sam interview 2
Journey\Endings and beginnings\Life after the course	So I'm going to a service that's much more... So this team, now we've got no PEP, and we're being managed by an ex-headteacher, who, you know, has skills, don't get me wrong, doesn't understand psychology or know what a PEP's role is.. So that's very problematic. The seniors on long term sick, and no-one in the team's getting supervision apart from the TEPs. So there's just so many issues, and I just, and I've learned loads from them, and the people are genuinely really nice, but I just want something different. And I, whilst, you know, as I said, this has been helpful in terms of raising my confidence, to be honest I now feel I kind of really want to go into service with people that, you know, are working more in another way and start to learn more off other people. Um, and so yeah, I'm moving to a kind of much more established service, much bigger team, fully-traded and actually trade well with schools. So obviously, they're respected by schools, respected by the local authority. So it's just a very different place. Which I think Yeah, so it'll be a kind of different type of learning. I just want to ... I know that every team will have complexities and issues.	Sam interview 1
Journey\Endings and beginnings\Life after the course	I'm quite excited for September I think, but you know, there is that kind of sense of responsibility like that. Yeah, you know, no one's going to come sign your reports, no one's going to check your grammar. But I do think, also that, because of the issues mentioned, and my personality as well, and how I've dealt with that particular issue, that very kind of separated approach, I have probably had a lot more independence than many other Teps.	Sam interview 1
Journey\Endings and beginnings\Life after the course	. I mean, you don't get that much qualified, I'll have 4th weekly supervision. And you get personal supervisor to speak to you about different things, have a moan to and actually have someone who really understands the role and be able to help you process that, without the complications of you working for them as an employer. (pause) ...	Elle Interview 2

Journey\Endings and beginnings\Life after the course	The peer side of things around, with like, university training and that group supervision side of it. There's lots of things that actually do counterbalance. Some of them are the things that I felt like, now I'm nearing the end, I'm feeling the loss of those things. And I think as a, as a main grade, full-time EP in the Local Authority, from what I've seen, it's tough, like you're churning away, got loads of time allocated to you, don't have those extra luxuries of safe time, necessarily, and if you do, it's rare. Alongside that you've got a lot more kind of judgement in terms of how you're performing, although I felt, like, I was being judged in terms of my performance as a trainee, I felt like as a trainee, it's almost supportive that you're going to find things difficult, and it's always celebrated when you make a mistake, because it's something that you can learn from! Yeah, It's good. Yeah, I'll have different challenges.	Elle Interview 2
Journey\Endings and beginnings\Life after the course	And knowing that the outcome of that would affect how I felt in the placement for the remainder of the year, so I interviewed in November and I had this fear of "oh what if I'm not offered the job like it could be okay, I could go for it again", or you know, it's the first interview I've ever done as a potential EP, I haven't interviewed for a while so I tried to self talk myself and but yeah, just this fear I suppose if what if I'm not offered the job and I still have to go to placement three days a week, and, you know, they don't feel how I feel about being here. But also, and I've been reflecting on this with my supervisor recently, how differently I was treated in a, in a positive way, but it's always had consequences after being offered the job. So I felt particularly, I mean, since I was offered the job, but particularly for this last term, that I'd be treated like a main grade EP who's already working there full time in terms of opportunities I'm being given, which is amazing. Some of them I'm so, so grateful for but also some of the tasks and responsibilities that may be I don't know, I don't know whether they would have given them to me if I wasn't going to start working there.	Elle interview 1
Journey\Endings and beginnings\Life after the course	So mostly I can't wait (laughter). So yeah, excitement, joy. Yeah, starting the job, being able to be full time is weirdly quite exciting as well, being able to like fully invest all of my time into something again. And I feel like because it's quite a broad job, I find it quite hard to do part time like if school or something gets cancelled I find it quite hard to then refit everything into a part time week so I'm looking forward to having more flexibility in terms of the role there. And then I feel like, so today in our group discussion session it's the first day I felt any sadness about it. And I felt like the course kind of comes with intense emotions of like lots of anxiety for me all of the time about all of the different tasks and things like some anger and frustration about some of the different systems or some of the ways that university operates, all of the organization and admin side of things, for example, but sadness kind of just crept up on me today. In like, actually the people that I've trained here with and the experiences, although at times have been painful, I've actually loved lots of it. And there's people on my course that I don't know if I would continue to see or like how those relationships will go. And I think because we are big group, it's going to be hard to all stay in touch. So moving on, I guess like any ending and beginning there's excitement, but also sadness of what your leaving behind.	Elle interview 1
Journey\Endings and beginnings\Life after the course	Because, yeah, I guess when you're qualified, you can get CPD, but that's like nowhere near as much as what you would be getting at the moment. You can have to seek out those learning opportunities quite a lot more.	Leila interview 2
Journey\Endings and beginnings\Life after the course	I guess that connection to universities was kind of like an end as well, like, we didn't get there as much in third year as we did in the second or first year. But I guess it will be quite sad, not being able to go back and kind of have that really like nurturing space as well. Like, it comes with deadlines and everything like that but actually, when you do have that space, it's just for development, you're learning new stuff, sharing experiences with people who are in a very similar situation to you. So yeah, kind of not having that, involvement and that kind of additional support and lots of CPD.	Leila interview 1

Journey\Endings and beginnings\Life after the course	. Yeah, I think I think it's, it's interesting to be able to see that and especially at this point in my kind of career or journey, as going from being a trainee to nearly being a newly qualified EP. It's nice to be able to reflect back and consider how things have changed me throughout the three years and kind of putting that in the context of my own personal relationships and professional ones as well. So, yeah, especially at this particular point, it feels like a nice thing... being able to celebrate, I suppose, considering I've met all of my main deadlines (laughter) passing a thesis and viva and placement file report. So yeah, it's a nice thing to be able to celebrate that and see in context of my life beyond my career.	Alex interview 2
Journey\Endings and beginnings\Life after the course	Yeah, I suppose it's, it's a change, isn't it? To go from the structure, the structure of my week, often being three days on placement and having two days or one day related to research or study or both. Having the week broken up like that, having the support network and the 'otherness' of being at university doing my own work to then becoming newly qualified and an employee.	Alex interview 2
Journey\Endings and beginnings\Life after the course	So, I think... I think the "arghhh!" was in response to change and, and because the change will involve working a job being paid a salary to do a job, not just be a student. And I'll be working in a new local authority as well. So that's a change, perhaps a change in the way that people expect me to be in terms of, you know, being able to deliver high quality psychological advice and perhaps having ...fewer explanations for if that is not always high quality.	Alex interview 2
Journey\Endings and beginnings\Life after the course	I'm happy that even though you don't make loads of money, and I'll never be extremely rich if I remain an EP throughout my life, that that, you know, I think I will enjoy the work and value everything about the job that you get to do and be secure financially probably.	Alex interview 2
Journey\Endings and beginnings\Life after the course	but also in terms of having a clear idea about what kind of career I'm going to have as well. Being kind of set because the job prospects for being an EP are quite good and there's loads of jobs around	Alex interview 1
Journey\Endings and beginnings\Life after the course	I feel that maybe when I'm newly qualified, I might be working...I'll be I'll be working full time and maybe I will miss having the occasional day to be able to go off to university and wear different hats. Yeah.	Alex interview 1
Journey\Endings and beginnings\Life after the course	I think the thing I've thought about most since we spoke was about, the kind of ... the three parts of being a trainee; you've got your student part, your trainee part and then kind of the next part, which is going to be your newly qualified kind of part.... sort of thinking about when you're moving up into kind of getting a job	Bianca interview 2
Journey\Endings and beginnings\Life after the course	, I spoke to my supervisor actually on placement about it. And we were sort of thinking about ... a bit about how ... you know, how you're expected to transition quite quickly between two different statuses, and then you go on to a whole new thing. (Pause)	Bianca interview 2
Journey\Endings and beginnings\Life after the course	d ... and you're so ready to end it! But also (laughs) I'm not really ready to begin the next bit So it's sort of a bit of hesitation between jumping between the two things.	Bianca interview 2
Journey\Endings and beginnings\Life after the course	I think, I think now it is. The kind of the movement on to the next step and people talking about anxiety about you know.... although everyone's desperate for it to be finished, that anxiety about ... "Oh God, you know, we've only got three lectures left , I'm three lectures away from being a qualified EP!" Am I am I quite ready for that? So I think there is anxiety amongst the group there.	Bianca interview 2
Journey\Endings and beginnings\Life after the course	And I guess part of that is getting you used to that whole thing of when you are qualified as an EP you can't constantly have someone. You're going to have difficult meetings maybe more than three times a week probably and you know, emotional things that are emotional within meetings that you might want to reflect on with someone.	Bianca interview 2

Journey\Gaining perspective	I think it's really easy to get stuck in the "Ugh my consultations rubbish". You know, and particularly when you when you don't always get feedback straight away, or like, I've been in a few schools this week, and it's like a review meeting, and then they've not actually put anything in place. And then they're just going on about the child being exactly the same and...and then it's just easy to think "I'm doing a rubbish job" or "This is really crap". So I guess it's good to sometimes think about the positives, which sometimes in this kind of context you don't, when you've got service users and all their projections and all their worries. And then you think, you know, it's crazy to take all that on board. Yeah.	Sam interview 2
Journey\Gaining perspective	do you know what ? I genuinely have learned a huge amount, a lot of it, though, has been from my own like mistakes. And, you know, it's been more practice-based learning if I'm honest.	Sam interview 1
Journey\Gaining perspective	But anyway, Just, you know I guess actually, maybe the fact that it will work out in the end, like even when you think "I have no idea how anyone does a consultation" because you've got to do everything in the room. And you can't go away and think about it and throw it all these extra recommendations that you think about at home. And then you know, you do it. And so I think, yeah, I guess just staying with it, and, and you'll get there in the end.	Sam interview 1
Journey\Gaining perspective	Again, and it was that same thing of like, once you come out the other end, you'll realise that you can actually do it, but just believing that.	Sam interview 1
Journey\Gaining perspective	So, although it can be really difficult owning your differences in a group, and initially, and I think there was lots of kind of apologising from lots of different people about how they were, and like fear of being different to others, and, kind of, wanting the group identity, Actually, yeah, first it'd be very boring, but all the same, it would bring some balance. So, if everybody did the same thing, it just wouldn't work, like it would just be too overwhelming. And so, yeah, there's a real strength in people having different perspectives, but also different ways of doing things; different pace; different times that they feel things. Yeah, I guess, owning ...well...partly learning your pace and what your perspective is, knowing that it's okay to feel different things at different times.	Elle Interview 2
Journey\Gaining perspective	Em... I think personal supervision was really helpful (hesitation)... proving to myself that I could do it when I didn't feel like I... so I felt like I, because I had achieved for example, a distinction assignment. I knew I could do it. So it didn't feel like something that was unobtainable any more and more a matter of what I chose to prioritize rather than my ability. So shifting 'what a mark means?' mainly. But also in my first year, I really didn't enjoy it and I think I found that starting the course affected all areas of my life in different ways. And some of the ways I've already mentioned and I think taking time over that first summer to think okay, what is actually important here, my family, friends, boyfriend, wellbeing are more important than a mark that actually doesn't matter but it takes a while to kind of shake some of that off I'd say.	Elle interview 1
Journey\Gaining perspective	Emm.. Yeah, I was doing an inset yesterday at a school kind of around staff wellbeing, coping with stress, and we were talking about balance, like their kind of healthy mind clutter. And yeah, that's definitely something I found quite helpful. Kind of looking at and thinking about... "Okay, I need to kind of bring all of these aspects to my day or a week or whatever, rather than just focusing on work".	Leila interview 2
Journey\Gaining perspective	Yeah, I think ... I think kind of having something that gives you that perspective. Like... so for example, you're caught in a big bubble, you're like "Oh my god, case study one, it's just so stressful!" Like, this is the be all and end all or if I like, get it wrong. We are focusing all your time and energy on that and then something much bigger happens that makes you think, well, actually, this is really small in the grand scheme of things.	Leila interview 2
Journey\Gaining perspective	So, yeah, so things like that make you realise it, but kind of having to regularly kind of, I guess, check your priorities in the sense that ...life is much more than just kind of, completing deadlines and that sort of thing.	Leila interview 2

Journey\Gaining perspective	I think from just kind of discussions in my cohort, that's been quite a big thing in terms of like, so, for example, someone on the course had a baby that was like a massive kind of "this is my life, I want to spend as much time with my newborn as possible". Kind of really making that distinct "I'm going to do kind of just what I can, so that I can like have all my time I could have spare time with my child".	Leila interview 2
Journey\Gaining perspective	So I guess that's kind of a key wakeup call in terms of getting your priorities straight. Researcher: Yeah. Leila: And then yeah, other people in the course of kind of yeah had similar things, or the children or illnesses themselves, or just generally kind of doing things like travelling or ...	Leila interview 2
Journey\Gaining perspective	I don't know. Yeah, it may be that later on in the year would be much more negative in terms of like, coming towards a thesis and feeling really stressed and really overburdened , towards now I'm kind of feeling a bit more positive about the experience and thinking, It was really enjoyable, it was really exciting. But yeah, I guess it kind of is a balance between stress and deadlines and...	Leila interview 2
Journey\Gaining perspective	Yeah, at the moment I would say it was definitely worth it. But there was definitely points throughout was I like "Oh my God, why did I choose this why couldn't I have been a yoga teacher or something?"	Leila interview 2
Journey\Gaining perspective	I think getting that perspective, I think, I mean, like booking in stuff, and sticking to it as being one thing, but also like, so for example, my sister got Lyme disease when I was in year one, year two. So that was kind of like a life threatening disease and that really kind of put into perspective... Yeah, this is a course, this is family. These are like separate things.	Leila interview 1
Journey\Gaining perspective	So I think ... I guess maybe through the course of kind I've got more perspective around what's important, the course is important, but it's not ... it's not as important as like, family or like health, or anything like that.	Leila interview 1
Journey\Gaining perspective	I think I did. I think I have been able to like compartmentalize it all but I feel like, it's kind of just something that I've just had to do. So you just kind of do it and get used to it. But I guess it kind of works both ways. It's like switching on and off between kind of like, separate lives and things. Whereas I think maybe in year one it was a bit more, kind of fluid. Everything was a bit like "Oh I don't know" ... and it's year one of the doctorate as well and it's like, "Oh, my God, I'm so keen on this. Like, I don't know anything"	Leila interview 1
Journey\Gaining perspective	So, I always tell myself that money is not that important and I always try to make sure that my behaviour matches my beliefs, with everything but that in particular (money). So I think having that as my belief beforehand, meant that I felt comfortable about not making as much money for a number of years while doing the course.	Alex interview 2
Journey\Gaining perspective	Even if the work can be quite anxiety inducing, like not knowing what to say, or do in relation to a complex case, still I feel that within myself that... You know I've has a few experiences of that, having that and going through that, and learning from that. So now, when that happens again, it's... it's okay, you know, I can find ways of finding the best way to navigate that.	Alex interview 1
Journey\Gaining perspective	There was, there was just a kind of a series of events along the way that that led to that kind of... more like steps rather than turning points. Like I can kind of trace back through time, like when I was in my first year, doing our first presentation as a group and then as an individual, they were both quite nerve wracking, but also quite nice milestones	Alex interview 1

Journey\Gaining perspective	I had my viva recently, and I was kind of telling myself that as well as being in an examination, because they're called examiners it's also kind of like an intense and interesting academic discussion, and no one's ever going to be with you to that level at any point in your life. So, it's again... I've used that word already, but it's a privilege to have people work with you to that level. So, it's something to be savoured and enjoyed. It's difficult, but... and challenging, but also interesting. So, it's okay.	Alex interview 1
Journey\Gaining perspective	nd also, it was quite a nice process. I think last time looking back and thinking about the growth and development at a time when things feel quite overwhelming, and you may be feeling a bit more negative about the course.....to actually just take stock of it be like... "well it has been a good, you know, a really good journey". And so how far you've come on. So it was a nice (hesitation).... a nice process to be involved in, I guess.	Bianca interview 2
Journey\Gaining perspective	But maybe that's part of the discipline of getting to the end of the course is that you can't immediately be like; "Help, I need it right now"!	Bianca interview 2
Journey\Gaining perspective	As I think from the beginning, they could just give you the answer when you ask but they always would say look in the handbook. Researcher: Mhm Bianca: And I guess part of that is getting you used to that whole thing of when you are qualified as an EP you can't constantly have someone. You're going to have difficult meetings maybe more than three times a week probably and you know, emotional things that are emotional within meetings that you might want to reflect on with someone. Researcher: Mhm Bianca: So I get.... so that it might frustrate you early on it....it probably is something they're doing to deliberately to help prepare you for kind of the world moving on.	Bianca interview 2
Journey\Gaining perspective	It's interesting that I said difficult first that probably shows my state of mind at the time of like, I wonder how ... if you asked people at different stages through the process, what they would say.	Bianca interview 2
Journey\Gaining perspective	: But through this process, you don't get enough time to really sit and go,"well, I'm doing..." you know, just to really appreciate it for what it is and everything you're doing. Which maybe is why it was so nice coming out of the interview last time because you have time to think. You know, you try so hard to get on this thing. And then you don't you're not grateful for it while you're doing it. You're kind of resentful of everything it's taken away from your life. But actually, you know by the end of it I know. I knew after doing this, I am grateful that I've done it, and I love doing it.	Bianca interview 2
Journey\Gaining perspective	Sometimes doing the opposite of what you think you should be doing is exactly what you need to be doing in this job.	Bianca interview 2
Journey\Gaining perspective	So ...I guess that does make sense. I feel like sometimes you... that when you're on this courseyou criticise things that they're making you do the whole way through and then you always think well yeah, I can see why they make me do that. But while you're in it, you can't. Well, you just made it because it's a thing that you're frightened and anxious about. Yeah and then at the end of that... yeah.	Bianca interview 2
Journey\Gaining perspective	But maybe you need a bit more of it throughout the years, just ... again its pulling up that appreciation and gratitude for what you're doing more frequently when maybe you might go into more of theless grateful positioning on the course.	Bianca interview 2
Journey\Gaining perspective	so you have to... you have to get to a point where you take time to permit yourself to take time for you. And that actually this course is very important, but it's not everything. And life does continue. And I think when things happen in your life, or in other people's life on the course, big things. You realise that this is a tiny part of life that consumes you for three years.	Bianca interview 1

Journey\Gaining perspective	Yeah, I guess.... There's things like um....I guess, positive experiences like people becoming pregnant on the course for example, and so it might end up that you might lose people from your cohort for that reason. Em...and sort of deaths in people's families and em...touch wood I haven't experienced that but that's happened to quite a few people on the course, and having ...and taking... and the importance of taking time out for family, and (pause) I didn't...I don't know if the guilt comes into play then, I don't know because that hasn't happened em.... for me.	Bianca interview 1
Journey\Gaining perspective	But my partner's granddad died and you know, we had to had to stop everything, drop everything and you realise it doesn't matter when you drop those things, because what's important is that you're there. So there's a personal example. (Laughter) Yeah, I tried not to use someone else's example. (Laughter)	Bianca interview 1
Journey\Gaining perspective	and so putting things in, like, you know... I do yoga, I make sure I do yoga at least once, maybe twice a week or going for a walking and exercise, because sometimes I can get in the car, drive to work, sit in the school, sit in the office and not do anything. Em... I'm putting time in to see my friends and also using things like practice what you preach. I started doing "Hot Cross Buns" (CBT formulation template) and crossing out my own unrealistic thoughts for realistic ones and... and trying to be a bit more solution focused and not being so black and white. And thinking about... about, you know, even if you don't get the statutory report done on time, is it going to be that bad? No, you've just got a red mark by your name, that sort of thing	Bianca interview 1
Journey\Gaining perspective	And it's never as bad (smiling) actually there's probably been a couple of times it's been as bad as you think (laughing). But you know, it's always okay. And people are always really understanding. So yeah, your ability to get through it and your (pause)...ability to grow, I think is something. Obviously, you expect that but until you've experienced it, you can't understand what that is like or what it's going to look like. Yeah. And it's not just... it surprised me that the teaching isn't just about strategies and how you support children of particular groups, there's so much more about how you interact with people and developing your skills and in that area and em... facilitating helpful conversations.And a lot of the stuff actually to do with strategies and all that sort of stuff, You almost learn on the job and, and from the other EPs in your service. But the training itself is looking at much deeper skills, I think.	Bianca interview 1
Journey\Gaining perspective	It will come, whatever is it will come. I think you want... you want to know everything and to be able to do everything very early on. I think it's just trust the process and trust that it will get you to where you need to be.	Bianca interview 1
Journey\Gaining perspective	And I think that is, that's what I would say to myself and... and that goes to trusting the university and all the things they put in place and the supervision and the times when you think what they're saying is absolute rubbish and that's not going to support you, "What the hell are they thinking?" And then six months later, you think they were right, because they've done it for years, of course they are.	Bianca interview 1
Journey\Gaining perspective	Yeah. And I'd say (pause)...and I don't know if this would be possible with the demands of it [the doctorate] but not to let it get so on top of everything, and to keep perspective of this course is part of your life, and there's lots of other bits of your life and to keep that in mind the whole way through. Because three years is a long time, and to go through constantly feeling swamped is really hard	Bianca interview 1
Journey\Gaining perspective	Even if it's ...because even if professionally you don't feel like something has shifted something personally probably has or vice versa. And so to kind of have a chance to, to think about that and have other people acknowledge and validate it. I'm sure is always a nice experience for everyone.	Bianca interview 1
Journey\Gaining perspective)\ Self care	I think it's really easy to get stuck in the "Ugh my consultations rubbish". You know, and particularly when you when you don't always get feedback straight away, or like, I've been in a few schools this week, and it's like a review meeting, and then they've not actually put anything in place. And then they're just going on about the child being exactly the same and...and then it's just easy to think "I'm doing a rubbish job" or "This is really crap". So I guess it's good to sometimes think about the positives, which sometimes in this kind of context you don't, when you've got service users and all their projections and all their worries. And then you think, you know, it's crazy to take all that on board. Yeah.	Sam interview 2

Journey\Gaining perspective\ Self care	So yeah, I think it's that needing, kind of, yeah, needing just to relax and not...(pause)	Sam interview 1
Journey\Gaining perspective\ Self care	"Oh, I'm a trainee that's an amazing opportunity, I should say yes" and I'll sacrifice these things to please that person or to do this, because it'll be good for my career. But actually, you can't do everything. And you need to look after yourself, like your personal care and wellbeing is so important. And yeah, so don't lose yourself to power imbalance, it's a tricky one to navigate I think it's something that's always there...	Elle Interview 2
Journey\Gaining perspective\ Self care	I think the contentious perfection side in me always wanted to be like working at distinction level or like high merit level but then actually getting to the point where over time, I've got much better at just saying it just needs to be a pass and be good enough and not compromising the personal relationship side of things. So, actually, I could spend another weekend doing this and maybe get a distinction for this assignment or I could go and spend more time with people that are really important to me. I'm going to get much more out of it. And just get a pass and that's okay, and yeh so coming back to like values and prioritising things.	Elle interview 1
Journey\Gaining perspective\ Self care	. I think personal supervision was really helpful (hesitation)... proving to myself that I could do it when I didn't feel like I... so I felt like I, because I had achieved for example, a distinction assignment. I knew I could do it. So it didn't feel like something that was unobtainable any more and more a matter of what I chose to prioritize rather than my ability. So shifting 'what a mark means?' mainly. But also in my first year, I really didn't enjoy it and I think I found that starting the course affected all areas of my life in different ways. And some of the ways I've already mentioned and I think taking time over that first summer to think okay, what is actually important here, my family, friends, boyfriend, wellbeing are more important than a mark that actually doesn't matter but it takes a while to kind of shake some of that off I'd say.	Elle interview 1
Journey\Gaining perspective\ Self care	Emm.. Yeah, I was doing an inset yesterday at a school kind of around staff wellbeing, coping with stress, and we were talking about balance, like their kind of healthy mind clutter. And yeah, that's definitely something I found quite helpful. Kind of looking at and thinking about... "Okay, I need to kind of bring all of these aspects to my day or a week or whatever, rather than just focusing on work".	Leila interview 2
Journey\Gaining perspective\ Self care	But I think that you need the safe place, need a space to kind of reflect on that and kind of not just offload that kind of, yeah, have that safe space to talk about things rather than just bottling them up	Leila interview 1
Journey\Gaining perspective\ Self care	A lot of kind of positive self-talk, I suppose, even though underlying that was feeling a little bit nervous and worried and "Oh God, so much to learn. How am I going to learn all this?". Three years is going to pass so quickly.	Alex interview 1
Journey\Gaining perspective\ Self care	That was a moment that made me think you really have to do something about looking after yourself while you're on this course ... it's so.. just so ironic. It's kind of funny this in a way, but actually, it was ridiculous that that was happening. And that it could happen at any point in your career, I guess that you're so busy, you know, supporting others, you don't support yourself. And that's the thing that's always goes first, probably.	Bianca interview 2
Journey\Gaining perspective\ Self care	And so, you've always got to remember, and that's been a big learning curve for me, I guess is that you've got to spend the time on self care for yourself, to be able to look after others.	Bianca interview 2
Journey\Gaining perspective\ Self care	It was a bit like, you've got to rest to be able to work.	Bianca interview 2
Journey\Gaining perspective\ Self care	And that only really happened this year that I've been able to put things properly in place and...(hesitation) that's really been a bit of a big focus that started when I spent the whole tutorial crying and a supervision with my placement supervisor and then a tutorial crying. Um...and then I was like I need to actually start trying to work out how you're going to manage this, because this was still a while to go before you finish this (the course).	Bianca interview 1

Journey\Gaining perspective\ Self care	<p>nd so there I think... I was... I delivered a training on staff well-being and the importance of looking after yourself. And I drove home from that training and I cried the whole way home because I was so stressed. (Laughter) How ironic is that, that that's what happened.</p> <p>And so putting things in, like, you know... I do yoga, I make sure I do yoga at least once, maybe twice a week or going for a walking and exercise, because sometimes I can get in the car, drive to work, sit in the school, sit in the office and not do anything. Em... I'm putting time in to see my friends and also using things like practice what you preach. I started doing "Hot Cross Buns" (CBT formulation template) and crossing out my own unrealistic thoughts for realistic ones and... and trying to be a bit more solution focused and not being so black and white. And thinking about... about, you know, even if you don't get the statutory report done on time, is it going to be that bad? No, you've just got a red mark by your name, that sort of thing.</p>	Bianca interview 1
Journey\Gaining perspective\Assessment	<p>I think the core structure about the individual, the group in the organisation is really helpful. Because I think if you started off by thinking about organisational stuff in first year, you'd be like, "What!". And so I think having it as much as I hated doing some bits, I do think they were quite helpful. And actually, as much as I hated writing portfolio, I do also find after it's finished, it is quite helpful, because it does make you think.</p>	Sam interview 1
Journey\Gaining perspective\Assessment	<p>I think the contentious perfection side in me always wanted to be like working at distinction level or like high merit level but then actually getting to the point where over time, I've got much better at just saying it just needs to be a pass and be good enough and not compromising the personal relationship side of things. So, actually, I could spend another weekend doing this and maybe get a distinction for this assignment or I could go and spend more time with people that are really important to me. I'm going to get much more out of it. And just get a pass and that's okay, and yeh so coming back to like values and prioritising things.</p>	Elle interview 1
Journey\Gaining perspective\Assessment	<p>Em... I think personal supervision was really helpful (hesitation)... proving to myself that I could do it when I didn't feel like I... so I felt like I, because I had achieved for example, a distinction assignment. I knew I could do it. So it didn't feel like something that was unobtainable any more and more a matter of what I chose to prioritize rather than my ability. So shifting 'what a mark means?' mainly. But also in my first year, I really didn't enjoy it and I think I found that starting the course affected all areas of my life in different ways. And some of the ways I've already mentioned and I think taking time over that first summer to think okay, what is actually important here, my family, friends, boyfriend, wellbeing are more important than a mark that actually doesn't matter but it takes a while to kind of shake some of that off I'd say.</p>	Elle interview 1
Journey\Gaining perspective\Assessment	<p>Now I think over the years, the learning becomes much more practical and placement based and the theoretical side of stuff becomes more light touch. But that said, over time I have also found the assignments more interesting and helpful to write because it's pulled me back to the theory of why I'm doing things.</p>	Elle interview 1
Journey\Gaining perspective\Assessment	<p>I think they've all been different in different ways. I think of the three years I enjoyed my second year the most. First year was the worst (laughter). And then this year, because of thesis, I think that's been an extra thing to be battling with. It felt like a very anxiety provoking large part of the course that I've had deadlines for that are kind of set in stone. And, yeah, secondly, I felt like space to grow and develop in a more manageable way. I feel like first year we had a 5,000 word assignment pretty much every month, final year thesis was pretty much 10,000 word chapter every two months. So like the academic pressure felt really, really high. So it felt harder to kind of immerse myself in the placement side of things than the learning. Whereas second year, the academic stuff felt more paced. So I was more able to immerse myself in and take some risks and yeah, learning that way.</p>	Elle interview 1

Journey\Gaining perspective\Assessment	It's nice to be able to reflect back and consider how things have changed me throughout the three years and kind of putting that in the context of my own personal relationships and professional ones as well. So, yeah, especially at this particular point, it feels like a nice thing... being able to celebrate, I suppose, considering I've met all of my main deadlines (laughter) passing a thesis and viva and placement file report. So yeah, it's a nice thing to be able to celebrate that and see in context of my life beyond my career.	Alex interview 2
Journey\Gaining perspective\Assessment	nd given that every time you write an essay, you say that there isn't enough research in this area. I find that that's what you write! But you have to be contributing to that research base. So ...I guess that does make sense. I feel like sometimes you... that when you're on this courseyou criticise things that they're making you do the whole way through and then you always think well yeah, I can see why they make me do that	Bianca interview 2
Journey\Gaining perspective\Assessment	So...So that's been a big part is the anxiety and also learning what's good enough. I've always been a perfectionist. I think most people that come on this course are a perfectionist and that's how they got on the course I don't know. But I'm learning that actually every report can't be the most in depth analysis of a child's life, or the essay that you write you don't need to get an A in it, that... that's fine. And that's quite a big thing for me because I've always tried to get the best every time and you can't do this on this course you can't manage every part of this course and be the best at every bit of it. And you can't do that in the job either because you just run yourself in the ground.	Bianca interview 1
Journey\Gaining perspective\Assessment	But then, is that what... that's why you have different courses, you know, different, they're always gonna have a different ethos, a different approach to how they assess your work. So, part of me thinks they should all be the same, we should have the same number of words to produce by the end because that's fair on workload. But it's not as simple as that.	Bianca interview 1
Journey\Gaining perspective\Settling for 'good enough'	Or, I always think, like, perfection isn't good enough ... Researcher: Yeah ... (laughter) Elle: You've got your wings, you can fly, people ... you'll be a bit annoying to some people, put dust on their clothes, you might eat some people's clothes, but you're flying and your free. Yeah (laughter)	Elle Interview 2
Journey\Gaining perspective\Settling for 'good enough'	Em... so I think working to a doctoral level is something that I grappled with to start with. I think I've been quite fortunate that my writing has been okay but I felt like I kind of guessed my way through a lot of it. And yeah, I guess kind of had to grapple with what, what was doctorate standard, but also what was good enough.	Elle interview 1
Journey\Gaining perspective\Settling for 'good enough'	I think the contentious perfection side in me always wanted to be like working at distinction level or like high merit level but then actually getting to the point where over time, I've got much better at just saying it just needs to be a pass and be good enough and not compromising the personal relationship side of things.	Elle interview 1
Journey\Gaining perspective\Settling for 'good enough'	Em.... I think personal supervision was really helpful (hesitation)... proving to myself that I could do it when I didn't feel like I... so I felt like I, because I had achieved for example, a distinction assignment. I knew I could do it. So it didn't feel like something that was unobtainable any more and more a matter of what I chose to prioritize rather than my ability. So shifting 'what a mark means?' mainly. But also in my first year, I really didn't enjoy it and I think I found that starting the course affected all areas of my life in different ways. And some of the ways I've already mentioned and I think taking time over that first summer to think okay, what is actually important here, my family, friends, boyfriend, wellbeing are more important than a mark that actually doesn't matter but it takes a while to kind of shake some of that off I'd say.	Elle interview 1

Journey\Gaining perspective\Settling for 'good enough'	But I could endlessly research the EP role, all different parts of it, all the different types of SEN's, all the different types of approaches all the assessments and practice them to forever and and there wouldn't be an end point and I think, yeah, part of that is a big shift in, in my practice personally and professionally is that I found a boundary of like, "Okay, that's enough, you can stop there" and these things matter more than maybe knowing all of those things.	Elle interview 1
Journey\Gaining perspective\Settling for 'good enough'	So actually, all of these things would be great to research but you just need to pick one, it needs to be manageable, that you can do it within this time frame with this many people, and you need to meet these deadlines. So actually, you need to cut that and really filter it down... and I'd say for my journey with the thesis, those losses, those initial losses were the hardest part for me kind of shaking off my hopes and dreams for what my thesis research might look like erm, and settling for something again that felt good enough.	Elle interview 1
Journey\Gaining perspective\Settling for 'good enough'	I guess yeah, because of, maybe, having to spend more time doing other things and having to complete work in a specific amount of time, rather than being able to spend loads of time and really getting it done thoroughly.	Leila interview 1
Journey\Gaining perspective\Settling for 'good enough'	So...So that's been a big part is the anxiety and also learning what's good enough. I've always been a perfectionist. I think most people that come on this course are a perfectionist and that's how they got on the course I don't know. But I'm learning that actually every report can't be the most in depth analysis of a child's life, or the essay that you write you don't need to get an A in it, that... that's fine. And that's quite a big thing for me because I've always tried to get the best every time and you can't do this on this course you can't manage every part of this course and be the best at every bit of it. And you can't do that in the job either because you just run yourself in the ground.	Bianca interview 1
Journey\Key learning experiences	Yeah. I think linking it back to the course and what have you, and your questions I guess, having the experience of doing a task, I think is really important to be able to think about when it's relevant. Like we just had training on the tree of life and its important to try that out yourself. I didn't want to write (implying personal stuff) in a group full of EPs , and then yeah but other people were happy to write that. But yeah, I think there's something around that.	Sam interview 2
Journey\Key learning experiences	I think the teaching absolutely. I think my university does prepare you quite well for that kind of thing. And I think my previous experience before the course and also my interests, like I'm much more interested in SEMH, always have been. I don't have very much interest in phonics	Sam interview 2
Journey\Key learning experiences	And I also think that for me, where the university teaching is less strong, is those kind of, you know, how do we learn to read? What are the developmental norms and reading different approaches that you can use to teach reading? And I mean, we did have one actually really good lecture about reading, but yeah, I think it's a reflection of me, and my training and and my interest.	Sam interview 2
Journey\Key learning experiences	So we did ... this systemic level lectures in Year Two, we had this lady, I can't remember her name, she had pink hair, but I literally can't remember her name, and I actually can't remember the theory that she used but she basically had this theory. It was like a spiral thing of like, the way you can question people. And she asked for a volunteer for her to practice it. And I'm like whatever, fine, I'll do it. No one volunteers in our group and I just, like, can't...couldn't be bothered with the, you know, that way whatever. So I just thought, "I'll do it" and I didn't really think about it.	Sam interview 1
Journey\Key learning experiences	And then she started questioning and it became very personal very quickly. So I think experiences like that gave me maybe more confidence in the theories, if that makes sense, when you can apply it to yourself. So I think at the beginning coming into the course, I was probably very sceptical about maybe some psychodynamic ideas. And particularly given like, you know, what you learn at Uni about the very basic understanding of Freud, which is just essentially around the Oedipus complex. And you know...	Sam interview 1

Journey\Key learning experiences	Yeah, so I would say for me, placement has been important and then it may be consolidated or chipped in through lectures. So it'll be like, "You know that Sam! Oh, I remember that" And what have you or you've got a case where there's something around literacy and what have you. Having said that, now, I think about it... Sorry, I'm going in different directions.	Sam interview 1
Journey\Key learning experiences	I'll talk about placement experience, then I'll talk about how it links to the lectures. Yeah, so I think in my first year, I essentially just did what my supervisor told me to. And then in second year, I got my own schools and I was given ten on day-one, so that... it was a real lot. I mean, it's still a lot, but now it feels less of a lot. But anyway, um, and I had no idea how to do a planning meeting. Like I had no idea what I was doing, essentially. And, and my supervisor's approach is like worlds apart from mine, like worlds apart! So she, regardless of the case, whatever happens, she goes into the school, this was the last year, she went into the school, first thing she did was a BAS on the child. And then she met with the parent and school essentially to feedback her results and get anything that they wanted to tell her basically. So that was like her way of working.	Sam interview 1
Journey\Key learning experiences	And there's different lectures that have brought into, I think, the CAPs one that definitely really brought out a practice, particularly cognition and learning, because that was my definite, not my strength. And I think the seminars on groups	Sam interview 1
Journey\Key learning experiences	But also I think something else that really helped me to think about my things around like different coping strategies, I suppose for managing anxiety both for learning but the day to day life, and so things like transitional objects, I know that's a big thing for me. So err, the child that I observed, would use kind of his scooter as a transitional object (psychodynamic term), well, my perception was he used as a transitional object when he started at nursery and that helped me to think about things that I use as transitional objects as an adult. So things like buying jewellery or buying myself cup of tea as I've done today (laughter) erm, so things like that, that before I maybe wasn't consciously aware of, but it's kind of unearthed some of those subconscious things.	Elle interview 1
Journey\Key learning experiences	Em... I felt like one of the training conferences was a big one. Em, the timing of it felt really strange so it was just before Christmas, I'm sure you've had your own experiences (laughter), and just the intensity of it just felt like everything was under a magnifying glass. But I feel like I learned a lot about myself and other people within it. Em and yeah, it was, I think because of the intensity kind of, for me anyway, I had to feel all of the feelings that maybe I'd been trying to avoid or just like, cope with. And actually, it was quite cathartic to be able to just let them out, to be like, "Oh, yeah, I feel really sad about that" or "yeah, I feel really worried about that" and it just like it was normal that everybody felt really intense emotions. Em... and then that not being a scary thing and also to say, Oh, yeah, everybody feels the strong emotions some of the time at different times for different reasons". Erm, learning about myself in, in groups and then being able to take that and obviously think about organisationally as well and thinking about how some of the things that I was feeling and experiencing weren't just about me necessarily.	Elle interview 1
Journey\Key learning experiences	But I think things began to shift after the training conference. I also had Maria supervise me in first year who had quite a psychodynamic lens to her supervisory space, which was really helpful to be able to reflect and think about the learning that we were doing on the course and then what fitted with me or what maybe felt a bit different. What else? Starting at my placement so my year 2 and 3 placement. So I'm going to be working there when I finish as well, and it's somewhere that when I started felt like home for me.	Elle interview 1
Journey\Key learning experiences	Leila: Being immersed in placement, that was definitely like, "Okay, this is what an EP does" Because yeah, I feel like in the first year, we kind of had a lot of teaching sessions around, hypothetically, this is what an EPs does, this is like best practice. This is kind of the frameworks, the theory, the research, and then we have one really protected day where we are on placement but it wasn't a realistic placement. It was kind of like, we had so much time to work with one person, which was amazing. You learn so much about them and you kind of, go back and have more consultations, more observations, more kind of, individual work.	Leila interview 1

Journey\Key learning experiences	There was, there was just a kind of a series of events along the way that that led to that kind of... more like steps rather than turning points. Like I can kind of trace back through time, like when I was in my first year, doing our first presentation as a group and then as an individual, they were both quite nerve wracking, but also quite nice milestones	Alex interview 1
Journey\Key learning experiences\Practice experiences	Yeah, I think in year two I didn't hugely know what I was doing, like it was kind of just not... not the whole way through, but like the beginning, if we look back September to December. Yeah, I was just like, I've got 12 schools, and they want me to do this assessment. And, you know, I'm...I'm doing it and actually, even though it isn't the way I would've wanted to work, and I don't personally think it's the most effective time efficient way to work. I do think that it was helpful as in I did gain confidence in really formulating about children, because I didn't just do the BAS even then I was challenging to some extent (the practice I was expected to follow), and I was trying to do the full cycle of the consultation cycle, rather than kind of stopping at one point. It was more that there was going to be an assessment, what that assessment was, was thought about, but I think I did gain a lot of skills around formulating and understanding children.	Sam interview 2
Journey\Key learning experiences\Practice experiences	And I actually think that really helped me in my consultation, because then I could say, for example, having done a few dynamic assessments and using, you know, the CAP model to formulate them. Yeah, then I really had the CAP model in mind. So then when a teacher is talking about "Oh they've got difficulty with attention" I'll be thinking, "Right, there's different types of attention which one, are they having difficulty with?" and be asking these questions about time and context. And then yeah, being able to unpick, yeah, so I think that those assessments actually put frameworks in my mind. So when I could go away and take the data and think about it, I then didn't need to as much for my consultation.	Sam interview 2
Journey\Key learning experiences\Practice experiences	I started doing a lot more pure consultation that I guess was kind of changed over time. And then I think then certain lectures really helped me with that. So, for example, the Dynamic Assessment lectures, forgetting the actual Dynamic Assessment, but the introduction of like that, you know, the CAP? (Cognitive Ability Profile for Dynamic assessment)	Sam interview 1
Journey\Key learning experiences\Practice experiences	so that model... Researcher: Yeah. Sam: that really helped me in consultation, because I could be thinking, 'Okay, and if they're talking about, you know ...', I had all the skills in my mind, and I had, I didn't use the actual CAP, although I did try once. That was awful!. But I had those kind of ideas... Researcher: Yeah. Sam: ... in mind. And so I think that that will then influence my consultation practice; then our service delivery model changed to consultation in September, then everyone has to start working like that. And I mean, this year, I've, I remember doing my portfolio last year, I had something like twenty-eight assessments; this year, I've done two.	Sam interview 1
Journey\Key learning experiences\Practice experiences	And I've become much more confident of being able to, kind of maybe, name dynamics and name those kind of ideas. And I think another thing is, I've done a, this year, I've done a therapeutic case, with a care leaver. She's 21 (pause) and, and I've it's kind of ongoing, so we meet, like, weekly, so we've done something like have 21 or 22 sessions. It's through that that I've really learned how to, like, actually what transference and counter transference actually are, and because I kind of maybe knew them in theory, in theory, but I find, maybe for me, it's sometimes difficult to unpick that in a one-off meeting when you meet someone once. Yeah. Whereas when you get to know someone, you can really unpick those things better. So I think that experience again, and yeah, so I think those I think the two that stand out are the group seminars and the CAP lecture, but that's not to say that there haven't been other.....	Sam interview 1

Journey\Key learning experiences\Practice experiences	Yeah, I feel like all of ... you know, there's definitely things that I can criticise about the construction and whatever. And I do think that one thing that I find is, maybe more, I think that I have... I feel that it sounds like a cliché, but I have definitely learned that my I am the kind of tool in the way I work. But I do think that there is something about knowing, for example, evidence-based interventions around English as a second language, or, you know, what the developmental norms are in terms of, when somebody should have acquired language coming from another country. Yeah, so I think that that stuff, and we may be lacking a little bitbut the lectures we had, we're not hugely up-to-date, they were not with 2019 -2018 research. Yeah, they were just ... I think that that is my area of, you know, knowing the basics of ... I'm not saying that, you know, I don't go into schools and say, "Do these interventions" absolutely not. But when you're kind of thinking, it can sometimes be helpful to say, "you've already got that and that, but actually, maybe this is what you should try" ... you know, or so I think that that is where my learning has maybe been slightly lost.	Sam interview 1
Journey\Key learning experiences\Practice experiences	But I do think that the skills I have gained are maybe more valuable, most things, because technically, I'm not so lazy, like, I can find these things out myself. It's just obviously great to have a file of facts , if they even exist, it's great to have a document or whatever, where you've got all that information you can just pull from. So I think it's only now where I can start maybe going forward, start to collate that information, and create my ... and but yeah, I think it's helped me grow; understand, like, myself as a practitioner; and how to apply psychology to any situation	Sam interview 1
Journey\Key learning experiences\Practice experiences	Okay. Erm.. so like identity, I would say is a big one. And I think I, so I'm 31 but I started the doctorate later than lots of people on my cohort so comparatively, I think erm I'd had quite a lot of years in my previous career. And I think some of that was really helpful in starting the doctorate, but I kind of had to shake off some of my previous identity around my career and then work out what fits with the EP role, how to kind of take up my skill set within an EP role. Erm I think another one is like the psychodynamic lens so for the tasks, err, like, the university set observation comes to mind, so thinking about another person, child, through the psychodynamic lens, and that was all new learning for me, which I loved and really enjoyed.	Elle interview 1
Journey\Key learning experiences\Practice experiences	But I could endlessly research the EP role, all different parts of it, all the different types of SEN's, all the different types of approaches all the assessments and practice them to forever and and there wouldn't be an end point and I think, yeah, part of that is a big shift in, in my practice personally and professionally is that I found a boundary of like, "Okay, that's enough, you can stop there" and these things matter more than maybe knowing all of those things.	Elle interview 1
Journey\Key learning experiences\Practice experiences	So I think whereas in my first year, I was kind of, I felt an internal pressure but also a bit of an external pressure to shake off my previous career. It's okay to hold on to your passion, so things like working in Camhs, I loved that placement. And when I started at my current placement I'd said I'd really like an opportunity to be involved in the CAMHS team here. Erm and it wasn't available immediately. But then later down the line, I've had opportunities to work there for a day and a half a week. And so, yeah, say what you're interested in.	Elle interview 1
Journey\Key learning experiences\Practice experiences	I guess I thought it was quite nice to kind of step back and just have a bit of space to just reflect on kind of what I've learned and think about that in different ways, and not just thinking about it... I guess in terms of what I've learned in terms of being an educational psychologist. I think a lot of the time, we're doing like reflective commentaries for like your portfolio and sometimes very much kind of fixed on ... this applies to my practice this way. But it was quite nice to reflect on maybe how I've changed as a person as well and kind of what I've learned, personally.	Leila interview 2
Journey\Key learning experiences\Practice experiences	I think in terms of uphill, I feel like, year 2 was definitely, like a really kind of ... it was a steep part of the journey because you're kind of immersed in your placement. Like, so you go from year one where we just have one day a week and placement, you're very much protected by the university. There's a lot more kind of, gathering information. Where as in year two, kind of, fully immersed, three days a week in authority, and working schools and really kind of, I guess, feeling more like an educational psychologist, confirming that you're actually doing it.	Leila interview 1

Journey\Key learning experiences\Practice experiences	I think my first ever consultation was like a really big, a really big thing. But I remember just like ... really like planning for it, really like reading through regular consultation thinking about practical things that will come up. And very much like, yeah, completely over thinking it and like ... yeah, spending so long preparing for it, and then having it and then spending so long reflecting in supervision about how it had gone and what I could have done differently and what went well and my feeling about it.	Leila interview 1
Journey\Key learning experiences\Practice experiences	The initial conversation with a teacher at a primary school about ... yeah, a child with autism, which now, kind of, I would never spend that long preparing or that long, kind of, really worried about what will come up. I'm much better ... kind of turning up and being a lot more confident in my skills. And yeah, I guess, not just consultation skills, but also, kind of, skills in terms of like individual child development, and like research and theories, I can draw a lot more freely, rather than going into, like, introduce the consultation, potential prompt questions like a follow up. But yeah... definitely a lot of feelings of anxiety at the beginning around something now I kind of would feel is relatively, not habitual, but a lot more kind of easy.	Leila interview 1
Journey\Key learning experiences\Practice experiences	I guess a lot of it is kind of knowledge and experience and actually like experience of having a lot of different consultations, building up that kind of knowledge around what is involved in consultation, how I can manage it maybe more effectively, or how I can kind of facilitate consultations in the best, the best way you possibly can.	Leila interview 1
Journey\Key learning experiences\Practice experiences	But yeah, really immersing into placement and being able to observe a wider range of EPs and being able to kind of actually put into practice a lot of the stuff that you've learned and then yeah, just reflect on the reality of being an EP	Leila interview 1
Journey\Key learning experiences\Practice experiences	One particular service where a trainee in my cohort has been ... kind of gone through massive change. The PEP left and loads of the seniors had left, there was a massive kind of change and they had to cut lots (the service). And now they're just back to doing statutory work. And her as a trainee feels much less confident, because it's kind of her ability to kind of experience what she thinks other people are getting. So she's kind of just getting little bits of statutory work. Whereas other people may be getting a richer experience in terms of statutory alongside kind of consultation work, every time or intervention work or kind of inception, working at different levels. So just like the individual assessment. From what she was saying, she feels maybe not as confident as an EP in a school. She kind of was desperate to get more experience and maybe feel a bit constrained by her service.	Leila interview 1
Journey\Key learning experiences\Practice experiences	, well, it's specially with like different ways of working in different like, kind of, practices and different stuff that you have, like, say, for example, of going to uni and having like a whole morning on neuropsychology, and assessment, and kind of that very much kind of test and tell with a child way of working and then you come back to a consultation service. That's where I was balancing kind of against what you take from stuff that you're exposed to, what you take from against each of them finding what sits with you, personally and professionally and for like, whatever situation you're working with. But yeah it is very balanced. (Laughter)	Leila interview 1
Journey\Key learning experiences\Practice experiences	I think I feel that my identity is kind of linked with the work that I do, in that it encourages me to think and think about other people's thinking. So, I think it does inevitably affect the person that you are. And I think that's a nice thing. You know, I think it's a privilege actually to be able to spend time thinking about thinking, thinking about humans, and how they are (laughter).	Alex interview 1
Journey\Key learning experiences\Practice experiences	I'd been kind of using some psychology to help them think about it in a new way. And that was so much more valuable than any suggestions, strategies that we could have developed together. And they're the times when I think this is the role of the EP, because actually other professionals can go in and give strategies and do that sort of thing. It's that shift in thinking.	Bianca interview 1
Journey\Key learning experiences\Practice experiences	and it's not just... it surprised me that the teaching isn't just about strategies and how you support children of particular groups, there's so much more about how you interact with people and developing your skills and in that area and em... facilitating helpful conversations.	Bianca interview 1

Journey\Key learning experiences\Practice experiences	Yeah. The same person. Yeah. So, I think it was much more about SEND processes and quite boring stuff, procedural questions. It was at the start of second year, and it was a lot more about taking cases, what assessments do I use? And what would I be exploring and what might I suggest in my report, but then you sort of you get used to doing your... you're much more used to going in knowing what assessments you need to select, what you're, what you're going to write about, your reports are so much better. So you're not speaking about your reports as much, whereas you might bring them more to supervision and talk about them, whereas it's a bit more of a, you've done a couple of typos, that's fine.	Bianca interview 1
Journey\Key learning experiences\Receiving feedback	Yeah, exactly. I think, you know, even when it's positive feedback from schools, I think it's the same. Like it's... it's a relational dynamic, isn't it? And I guess its about to what extent did you facilitate their thinking or would they have done that anyway? You know, because they're just great practitioners. So I guess, yeah, it can be difficult in that context. And also, I always think, like social desirability with feedback and the you do your end of review, and they talk about how fantastic you are and I'm just wondering is that just because im here (that you're saying that). Like, would you same that with someone else.	Sam interview 2
Journey\Key learning experiences\Receiving feedback	I think it's over time, and applying things and seeing them work. Researcher: Mhm Sam: Whether that might be in primarily in schools, but also, in getting feedback from schools around this being helpful and that being helpful. So I think it's more gradual over time, but that specifically stands out as a ... as a "Oh, I didn't realise that, you know, this very simple thing would, you know, bring out all these ideas"	Sam interview 1
Journey\Key learning experiences\Receiving feedback	And then yeah, and then I guess, after every piece of work I did I always asked for feedback. "Was this helpful? What would you like to be different?" So I think being led by that, and I think that that gives you more, more confidence, and more and more. And I think when you go to review meetings, and you see it has been an actual change.	Sam interview 1
Journey\Key learning experiences\Receiving feedback	You know, and so I think that feedback is important, because I don't always get it from my supervisor. Not in a...like, for example, on my reports, she only ever would correct my spelling, punctuation and grammar, which was really bad, don't get me wrong. But like, she doesn't give me feedback on what I've written or you know... so I find that I get that from schools and service users a lot more to help. And then the fact that we got new people coming into the service and a new PEP, who then left, and a new senior and another senior EP, and their approaches were much more similar to mine. Okay, so I aligned a lot more with them, which actually had issues, but, and I kind of knew that even though ...my supervisor was not unsupportive, like I think that's the other thing, she's really nice and like, kind of, you can do what you want type thing.	Sam interview 1
Journey\Key learning experiences\Receiving feedback	So I guess it's like an accumulation of all those things, and then having space to reflect on it with your supervisor. So what I found, I think really helpful, is having like, my supervisor to observe consultations and pick out things that she thinks is going well, and picking out things that could be not developed, and then giving up feedback, like over time.	Leila interview 1
Journey\Key learning experiences\Receiving feedback	So yeah, when I think ... when you've had like a really good consultation, or you feel it's going really well, or you got feedback from families or schools. That's really helped. Or review consultations, I think, are really nice when you're seeing the difference that your work has on the schools and your consultations have really helped. Or I really like seeing the kids I had last year. Because last year I actually had that really unique opportunity to work with someone over time. And I feel like you've actually really kind of making a difference and be able to review that and really kind of ... yeah, being the person who's actually kind of supporting with that change. Whereas a lot of time with the EHC assessment, and you're like, "Why am I doing the things I feel like the other professionals should be doing?". Which, yeah, has a place and it's really important, I think.	Leila interview 1

Journey\Key learning experiences\Receiving feedback	the feedback of being accepted onto the doctorate and making it onto the list and passing the interview and feeling like it went well, that in itself was a big step.	Alex interview 1
Journey\Key learning experiences\Receiving feedback	But I knew that I would get the work done eventually. And there are times when, I think when I was being observed as well by my supervisor for observations. And, and when you're being observed it I felt a bit more shy and then less competent. And then you have to kind of sit and receive feedback, which you kind of already know because you... because I know it wasn't as good as I thought it could have been, in some ways. So those were kind of more lower points. But then there have been some observations from my supervisor went really well which was the opposite. Yeah, it was good. Yeah...	Alex interview 1
Journey\Key learning experiences\TEPs professional relationships on placement	And I'd say placement wise...there weren't really any boundaries on my placement (laughter), there isn't really any structure and we don't have any management, no one actually cares what anyone's doing.	Sam interview 2
Journey\Key learning experiences\TEPs professional relationships on placement	The thing is that's actually interesting, the PEPs left and the senior she told me today, she's leaving. And there's talk about the team being moved under to another team without a senior or a PEP. So already, we're currently being managed by a head teacher and we will be moving into management by I don't know, social care, or whoever's team they want to put us over. Yeah, so it's an interesting one, because I feel like I definitely did very much align (with the PEP and senior)... in my head, even though I tried to like maintain the balance more with their perspective and now those presents are both gone. So it's very much like just kind of being on your own (laughter)...which I think at this point, I'm kind of fine with, but if this would have happened, like last year, I think I'd be in major panic.	Sam interview 2
Journey\Key learning experiences\TEPs professional relationships on placement	Yeah, it kind of started happening from January. But the senior EP was still there till March. And then kind of yeah... by March, I was like, "Well, I'm doing my thesis" carry on as you like. And then I came back, and I was like "Oh well" I say that but it is actually really sad. Because the services moved in such positive direction and now it's just going to go 25 steps back and it had come on quite a lot. And all the people that have supported that change, have gone and yeah, so I think it's quite sad actually.	Sam interview 2
Journey\Key learning experiences\TEPs professional relationships on placement	And there isn't necessarily people...well many people, like in maybe some other services, they'll be like, a really core group for you to go and shadow and get experience. Like, my first shadowing experience was somebody doing a BAS on a child who had no cognitive difficulties, and it was all emotional, it was just totally unethical. And yeah, so that was kind of learning	Sam interview 2
Journey\Key learning experiences\TEPs professional relationships on placement	And even though there was nurture there from individuals, as a team, it was quite the opposite of nurture. And I think we were seen, the trainees were seen as a threat because there was this very much like the old and the new split. So TEPs, we were very much part of the new and I think that us having more perspective in line with the senior impact and the direction they wanted to go. So we were part of that problem. So I think we got some of that, yeah.	Sam interview 2
Journey\Key learning experiences\TEPs professional relationships on placement	Exactly! so I think individual nurture and spaces to learn (it was present at times), but as a group, It was a hard group to be part of...	Sam interview 2

Journey\Key learning experiences\TEPs professional relationships on placement	So then.... (pause) ... I, so I guess this is maybe ...I observed one EP, who did kind of a pure consultation model, she was new to ... but everyone in our service did that BAS thing. And apart from, like, the PEP or whatever, anyway, so I observed, this new EP who came and used consultation, and I observed her and when she had a much more, you know...the majority of her work was simply a parent-teacher meeting. And that it was only if it was a very clear question, which didn't happen particularly often, would she go on to do an assessment, or maybe someone in school would do it, whatever. So I observed that, and I think, then I kind of started to try to work that way, and so then I started doing a lot more pure consultation that I guess was kind of changed over time. And then I think then certain lectures really helped me with that. So, for example, the Dynamic Assessment lectures, forgetting the actual Dynamic Assessment, but the introduction of like that, you know, the CAP? (Cognitive Ability Profile for Dynamic assessment)	Sam interview 1
Journey\Key learning experiences\TEPs professional relationships on placement	So first year was was in one place. Yeah. Second year another. Where I've been for the last two years. Yeah. So I came in, and kind of saw the way people work and also attended a team meeting. And some of the opinions in the team meeting were like, to me outlandish. Like, someone thought that the BAS can diagnosed bipolar. Because if you've got an, like, you know, if you verbal scores are up here, and your perceptual ones down here, then that represents your mood.	Sam interview 1
Journey\Key learning experiences\TEPs professional relationships on placement	For me, it wasn't that hard to think this is how I don't want to be, because it was so far away from my beliefs, which was so far away from anything evidence-based. So I think their outlandishness allowed me to separate it quite easily and be like, absolutely not. That wasn't my supervisor, that was so one else. But but that wasn't even like, massively challenged and I just thought why not!	Sam interview 1
Journey\Key learning experiences\TEPs professional relationships on placement	then we got two more EPs, but then one of them went on long-term sick, one of them is gone maternity leave. Then the PEP then left, there's been there's a whole thing around like someone's accused someone else of bullying. So, like, the service is an absolute shambles.	Sam interview 1
Journey\Key learning experiences\TEPs professional relationships on placement	And so there's issues, you know, wider issues. Yeah, higher level unsupportive management. Blah de blah. So there's so many complexities of the dynamics, but particularly, this year; last year, I was a lot more interested in trying to work out what was going on and trying to really consider how, even if my opinion was similar to the PEP. I didn't want to align myself too much. I wanted to kind of... I thought about a lot more this year, my response has been like "let's not go into the office that much" I go into the office when I need to engage in a team meeting when I need to, but I don't really engage in it at all.	Sam interview 1
Journey\Key learning experiences\TEPs professional relationships on placement	I kind of separated myself. I still have the personal relationships, but I don't, yeah... I don't really try and engage in that (implying the systemic issues) I carry on.	Sam interview 1
Journey\Key learning experiences\TEPs professional relationships on placement	Yeah, exactly. So I'm going to a service that's much more... So this team, now we've got no PEP, and we're being managed by an ex-headteacher, who, you know, has skills, don't get me wrong, doesn't understand psychology or know what a PEP's role is.. So that's very problematic. The seniors on long term sick, and no-one in the team's getting supervision apart from the TEPs. So there's just so many issues, and I just, and I've learned loads from them, and the people are genuinely really nice, but I just want something different. And I, whilst, you know, as I said, this has been helpful in terms of raising my confidence, to be honest I now feel I kind of really want to go into service with people that, you know, are working more in another way and start to learn more off other people	Sam interview 1

Journey\Key learning experiences\TEPs professional relationships on placement	I did last year, have the PEP and the Senior, who were both really pretty supportive. And so I'd like, for example, when I first did Dynamic assessment and might have had no idea what I was doing, I would take it to the Senior. But they became less and less available this year and then left or went on leave! And because of you know, they were being accused of bullying, and it was a challenge.	Sam interview 1
Journey\Key learning experiences\TEPs professional relationships on placement	Anyway, so didn't get that, so I ended up talking to EPs, which was super interesting. Um... actually in my service, the EPs has some very interesting opinions! Um... I think, it did impact on my relationships with people in the service actually - a lot in a positive way, like kind of building ... and I, and I got more of an understanding. So a lot of people spoke about maybe their background and where their opinions come from, and that actually gave me a lot more understanding.	Sam interview 1
Journey\Key learning experiences\TEPs professional relationships on placement	Yeah, in terms of my, my position in the team. I think it was something about being considered so as well as yeah, I guess like holding the trainee in mind. It felt like people in my team still were in touch with what it felt like to be a trainee.	Elle Interview 2
Journey\Key learning experiences\TEPs professional relationships on placement	It's somewhere that I've loved being on placement. I've also felt really valued so they really value the trainees there.	Elle interview 1
Journey\Key learning experiences\TEPs professional relationships on placement	was given an amazing opportunity with the other trainee there to do a research project which we've now published. So yeah, the opportunity to publish before I finished, going to things like the DECP conference so really being like, valued and part of the team there, which again has shifted my identity to feeling like oh, this is, these are my people, this is my team, this is what I can add.	Elle interview 1
Journey\Key learning experiences\TEPs professional relationships on placement	Um, I think sometime is a bit of a defended response. So maybe not wanting to go there with their own things, not being curious and open about it, different methods of training that it may be an expert model or a particular way of practicing, I think it can be different reasons for different people. And it's definitely some people still even at once, let's say, one of the seniors I have a bit of a joke with where he's very like anti my University way of thinking, and, but in the same ilk is kind of curious about it (laughter). So he'll kind of playfully, ask a question, he'll be like "oh, what would someone from University say about this?". Which I think over time has become more of a curiosity and wanting to know more about it from a slightly defended position, rather than, "yeh I'm not interested in it..."	Elle interview 1
Journey\Key learning experiences\TEPs professional relationships on placement	I really value, things like they don't ask TEPS to put money into the tea and coffee fund. So everyone else puts in like a pound a week or something and they make it really clear from the beginning like oh we'll ask you to help out with a tea and coffee rota. We're a team of thirty there so it's quite a big team, but because you're a trainee we don't ask you to contribute because we know that like things are financially harder for you. I think that being recognised is really nice but also that there's a way of connecting everyone in a team tea and coffee thing. I like drinking tea. And coffee!	Elle interview 1
Journey\Key learning experiences\TEPs professional relationships on placement	Also having a different perspectives is okay, so, I think so group discussion sessions is a key kind of space that I would say I've learnt that, but also in our team meeting because it's 30 people in the team, not everybody has a voice and I think over time I've found my confidence in being able to have a voice and having a different perspective and that being okay and actually welcomed rather than a dominant narrative that people aren't really listening to or people feeling like they can't speak. Yeah, so say I'd say something around confidence.	Elle interview 1

Journey\Key learning experiences\TEPs professional relationships on placement	I would be like, trust your instincts and kind of stick to my ... not stick, like, obviously be open, because you're still learning a lot. But you know, I think I was way too influenced by what, kind of, other EPs would kind of say.	Leila interview 1
Journey\Key learning experiences\TEPs professional relationships on placement	I think often in professional relationships, there can be the emphasis on the professional side of the relationship and you don't spend too much time talking with people in a kind of friendly, well, not unfriendly, but in a kind of more casual way.	Alex interview 2
Journey\Key learning experiences\TEPs professional relationships on placement	being on placement and having supervision weekly has been extremely helpful to reflect on the work that I've been doing. And also, being part of a supportive EP team on placement in years 2 and 3 has been great, I made some nice friends. And that's kind of another peer support group, that I have but in a different context. (Pause)	Alex interview 1
Journey\Key learning experiences\TEPs professional relationships on placement	And a lot of the stuff actually to do with strategies and all that sort of stuff, You almost learn on the job and, and from the other EPs in your service. But the training itself is looking at much deeper skills, I think.	Bianca interview 1
Journey\Key learning experiences\TEPs professional relationships on placement\CYP and families	I think it's actually always an interesting one, in terms of, like, joint family school consultation, I think its really important in terms of getting the systems together and thinking. But actually, specifically then thinking today when I did parent drop ins, and it was parents only, and the depth of conversation (implying a rich conversation)...	Sam interview 2
Journey\Key learning experiences\TEPs professional relationships on placement\CYP and families	There was a lot about and one today was speaking about the marital relationship. And, and, you know, the fact that they couldn't conceive and how that had influenced the child, which was very poignant because his main issue (the child) was around anxiety and bedwetting and their relationship dynamics (the parents) were quite yeah, challenging and how that was influencing the child. But I'm not sure that we would have got to that level of depth in a joint school family consultation, and then maybe I would have understood less, or we would of had less of a collective understanding.	Sam interview 2
Journey\Key learning experiences\TEPs professional relationships on placement\CYP and families	nd I just yeah, I just felt really sad for the child because it was a really complicated situation. And yeah the fact that, that we really got into depth about the dad and his dad leaving him and what impact that had and, and the sperm donor and all the things that he does. Yeah, so I found it really, really interesting and was more kind of sad for them and it's a challenging situation.	Sam interview 2

Journey\Key learning experiences\TEPs professional relationships on placement\CYP and families	And I've become much more confident of being able to, kind of maybe, name dynamics and name those kind of ideas. And I think another thing is, I've done a, this year, I've done a therapeutic case, with a care leaver. She's 21 (pause) and, and I've ... it's kind of ongoing, so we meet, like, weekly, so we've done something like have 21 or 22 sessions. It's through that that I've really learned how to, like, actually what transference and counter transference actually are, and because I kind of maybe knew them in theory, in theory, but I find, maybe for me, it's sometimes difficult to unpick that in a one-off meeting when you meet someone once. Yeah. Whereas when you get to know someone, you can really unpick those things better.	Sam interview 1
Journey\Key learning experiences\TEPs professional relationships on placement\CYP and families	. Like, for example, meeting a parent, I always have this worried like "Oh, when I tell them I'm a trainee, how are they going to react?" with schools who commission time and pay the same for me as a trainee as they would for a main grade EP within our service. I mean, my service is very good, and they do really listen and value the views of trainees. I think cause they actually conceptualise that we've had the freshest training and are the most up-to-date with lots of things, so they really, really welcome the views of trainees. But I know there's other people in the team who maybe don't share that perspective ... (pause)... Yes, something around the value of the trainee's contributions...	Elle Interview 2
Journey\Key learning experiences\TEPs professional relationships on placement\CYP and families	, so thinking about another person, child, through the psychodynamic lens, and that was all new learning for me, which I loved and really enjoyed.	Elle interview 1
Journey\Key learning experiences\TEPs professional relationships on placement\CYP and families	. So err, the child that I observed, would use kind of his scooter as a transitional object (psychodynamic term), well, my perception was he used as a transitional object when he started at nursery and that helped me to think about things that I use as transitional objects as an adult. So things like buying jewellery or buying myself cup of tea as I've done today (laughter) erm, so things like that, that before I maybe wasn't consciously aware of, but it's kind of unearthed some of those subconscious things.	Elle interview 1
Journey\Key learning experiences\TEPs professional relationships on placement\CYP and families	And the course and like the job role. But I think that's quite hard because it is, like, I guess differing it from other jobs, not that I have any experience of kind of any other like thing. If it was something like sales or I don't know, something that may be, maybe to them, it would be all engrossing as well. But I guess for us, it's kind of ...you want to do your best so that you can kind of support , by making real change for children and young people and like their families. And you want to do ... you don't want to kind of make a mistake, or like maybe just put in like, minimum effort, because it kind of correlates to like the impact that you have.	Leila interview 2
Journey\Key learning experiences\TEPs professional relationships on placement\CYP and families	Umm ... I think, I guess ... there's been lots of different surprises. Like, I guess, first of all, just what the hell an EP role is? It's like, it's so varied but not, it's not kind of what you think it is. The core role is I guess, in terms of promoting positive outcomes to children and young people. But the whole wealth and range has been so surprising and the different levels and just everything.	Leila interview 1

Journey\Key learning experiences\TEPs professional relationships on placement\CYP and families	So yeah, when I think ... when you've had like a really good consultation, or you feel it's going really well, or you got feedback from families or schools. That's really helped. Or review consultations, I think, are really nice when you're seeing the difference that your work has on the schools and your consultations have really helped. Or I really like seeing the kids I had last year. Because last year I actually had that really unique opportunity to work with someone over time. And I feel like you've actually really kind of making a difference and be able to review that and really kind of ... yeah, being the person who's actually kind of supporting with that change.	Leila interview 1
Journey\Key learning experiences\TEPs professional relationships on placement\CYP and families	ou know, if a parent of a child doesn't have that kind of secure attachment, then being in kind of, quote unquote professional mode might not really help them to reflect you might put your barriers up a little bit because you're focusing more on you and coming across as professional and then you don't always perhaps meet people as in any real meaningful way. Whereas you know, being able to relate things to perhaps fewer threatening topics or simpler or more enjoyable topics means that you are addressing that there is some kind of shared reality. Yeah, so and that you're not just, you know, following...you're not just doing the work because you have to, you're doing it because you enjoy it. And I think if you position yourself in that way, you do enjoy it more as well. It can be reciprocal, like that.	Alex interview 2
Journey\Key learning experiences\TEPs professional relationships on placement\CYP and families	Whereas you're often talking to someone who's not going to be necessarily the person that puts in the changes. You'll either be talking to the person who sees the child once or twice a week as a key worker that knows them really well and understands them. And... or you'll be speaking to a manager who can put in the big changes, but isn't there to do those little bits of work. It certainly limits what you can do. So you're better off to make four really good things that can be cascaded to all the staff working with that child that are realistic and that is valuable.	Bianca interview 2
Journey\Key learning experiences\TEPs professional relationships on placement\CYP and families	. But I'm learning that actually every report can't be the most in depth analysis of a child's life, or the essay that you write you don't need to get an A in it, that... that's fine. And that's quite a big thing for me because I've always tried to get the best every time and you can't do this on this course you can't manage every part of this course and be the best at every bit of it. And you can't do that in the job either because you just run yourself in the ground.	Bianca interview 1
Journey\Key learning experiences\TEPs professional relationships on placement\CYP and families	. And it's not just... it surprised me that the teaching isn't just about strategies and how you support children of particular groups, there's so much more about how you interact with people and developing your skills and in that area and em... facilitating helpful conversations.	Bianca interview 1
Journey\Key learning experiences\TEPs professional relationships on placement\Schools	Yeah, exactly. I think, you know, even when it's positive feedback from schools, I think it's the same. Like it's... it's a relational dynamic, isn't it? And I guess its about to what extent did you facilitate their thinking or would they have done that anyway? You know, because they're just great practitioners. So I guess, yeah, it can be difficult in that context. And also, I always think, like social desirability with feedback and the you do your end of review, and they talk about how fantastic you are and I'm just wondering is that just because im here (that you're saying that). Like, would you same that with someone else.	Sam interview 2
Journey\Key learning experiences\TEPs professional relationships on placement\Schools	I think having 11 schools or 10 schools is quite overwhelming, like in terms of just coordinating and holding the systems in mind. And if you go up if you go above and beyond, which I feel like most people end up doing for some schools. So if you do a bit extra, you know, that's fine. But when you do a bit extra for 10 schools, it's like, yeah... heavy.	Sam interview 2

Journey\Key learning experiences\TEPs professional relationships on placement\Schools	I think it's actually always an interesting one, in terms of, like, joint family school consultation, I think its really important in terms of getting the systems together and thinking. But actually, specifically then thinking today when I did parent drop ins, and it was parents only, and the depth of conversation (implying a rich conversation)...	Sam interview 2
Journey\Key learning experiences\TEPs professional relationships on placement\Schools	I very much feel like "I'm done"... I'm still going... at very low capacity, but still going. Em...I think that was definitely a bit of, like, "I'm really excited to go" on the one hand. On the other hand "I'm like oh god, I've to create new relationships and schools, and I don't know how they worked with their EP before and I don't want to go doing lots of assessments again. There is a bit of a like... I do think it's like an apprehension. I think it's an ambivalence around... I'm really excited to go to a team where, you know, there's a lot more EPs, and different ways of working is really encouraged. Em, its a well established team and they trade really well. But then on the other hand, I think in a fully traded service, you know I think power dynamics can become more of a thing than in say a non traded service.	Sam interview 2
Journey\Key learning experiences\TEPs professional relationships on placement\Schools	I was kind of thinking a bit about a school meeting, and how like, massively different it was from the beginning. And whereas before, I would have thought "Oh, yeah, no, just maybe different people or whatever"... but I was thinking a lot more about the change of head and the kind of organisational stuff, and maybe what was going on in the room and how people interacted. Whereas before, I would have probably just thought about, you know, the topic that we were discussing, and I wouldn't have thought about these kinds of things.	Sam interview 1
Journey\Key learning experiences\TEPs professional relationships on placement\Schools	I think it's over time, and applying things and seeing them work. Researcher: Mhm Sam: Whether that might be in primarily in schools, but also, in getting feedback from schools around this being helpful and that being helpful. So I think it's more gradual over time, but that specifically stands out as a ... as a "Oh, I didn't realise that, you know, this very simple thing would, you know, bring out all these ideas"	Sam interview 1
Journey\Key learning experiences\TEPs professional relationships on placement\Schools	And I think also going into my schools, one of the questions I asked was "how did you find your last EP? How did they work? Was it helpful?" And the generic responses were...not every school, but seven out of ten,said it had been really unhelpful, you know, obviously people say it in different ways, but the general feeling from many of my schools was that they were really unhappy with the service and they hadn't really seen the point.	Sam interview 1
Journey\Key learning experiences\TEPs professional relationships on placement\Schools	And then yeah, and then I guess, after every piece of work I did I always asked for feedback. "Was this helpful? What would you like to be different?" So I think being led by that, and I think that that gives you more, more confidence, and more and more. And I think when you go to review meetings, and you see it has been an actual change.	Sam interview 1
Journey\Key learning experiences\TEPs professional relationships on placement\Schools	You know, and so I think that feedback is important, because I don't always get it from my supervisor. Not in a...like, for example, on my reports, she only ever would correct my spelling, punctuation and grammar, which was really bad, don't get me wrong. But like, she doesn't give me feedback on what I've written or you know... so I find that I get that from schools and service users a lot more to help. And then the fact that we got new people coming into the service and a new PEP, who then left, and a new senior and another senior EP, and their approaches were much more similar to mine. Okay, so I aligned a lot more with them, which actually had issues, but, and I kind of knew that even though ...my supervisor was not unsupportive, like I think that's the other thing, she's really nice and like, kind of, you can do what you want type thing.	Sam interview 1

Journey\Key learning experiences\TEPs professional relationships on placement\Schools	I think, like, you know, typically, you kind of hand in your thesis, you do it, you know, it's like, May, you do your exams, and then you got a really good summer, or you hand in whatever, like, you've hand in your dissertation at Uni then you've got rid of it. So it's been really, really hard to handle a thesis, you know, I did three weeks of staying up till four in the morning, waking up at eight in the morning to get that thing done. And then you have to come back, and you've got to write a portfolio and on top of that, you've got to manage all of your schools, ten relationships, ten endings, it's just all, apart from the endings of the, it's just all quite overwhelming. So I think I'm yeah, overwhelmed, I guess. So at this particular point, I'm kind of just exhausted and I just want it to end like now.	Sam interview 1
Journey\Key learning experiences\TEPs professional relationships on placement\Schools	. Like, for example, meeting a parent, I always have this worried like "Oh, when I tell them I'm a trainee, how are they going to react?" with schools who commission time and pay the same for me as a trainee as they would for a main grade EP within our service. I mean, my service is very good, and they do really listen and value the views of trainees. I think cause they actually conceptualise that we've had the freshest training and are the most up-to-date with lots of things, so they really, really welcome the views of trainees. But I know there's other people in the team who maybe don't share that perspective ... (pause)... Yes, something around the value of the trainee's contributions...	Elle Interview 2
Journey\Key learning experiences\TEPs professional relationships on placement\Schools	I think, yeah, throughout the course, it's definitely been times like, "Why am I doing this?" But I think so for example, I had like a really nice day in schools yesterday. I had quite a lot of consultations, and then like a whole school inset. And like, I really enjoy kind of that aspect of things, being in schools and actually kind of feeling like you're making a difference, especially when you do review consultations and you're like, Oh, actually, these strategies were used and like, we can kind of see some of the progress.	Leila interview 2
Journey\Key learning experiences\TEPs professional relationships on placement\Schools	I'm definitely feeling much more okay with not knowing. So I think much more okay, with like, uncertainty, things changing, because working in schools can change all the time. You can turn up for something, and then it will change, oh like, "can you do this instead or?" Okay. I think the first time you experience it, kind of filled me with a lot more anxiety, a lot more stress around it. But it definitely, it definitely builds up my resilience in terms of coping with like uncertainty	Leila interview 1
Journey\Key learning experiences\TEPs professional relationships on placement\Schools	Having to really, really, push for it and schools being like "oh you know, we need to use that time for something else". So we have to argue for and then yeah, maybe getting like a quick kind of "How's it going?" and teachers are like "Yeah, fine". You're like... "well has it worked or ...?".	Leila interview 1
Journey\Key learning experiences\TEPs professional relationships on placement\Schools	I think as a trainee, like at first it's quite difficult because, like, I guess you can look under confident in what you're doing, and whether it's through practice, or like observing of a piece of scripts and doing it in school and being like, "how helpful was that to review that case?" And they were like "yeah, yeah, we found it really helpful". Like one of my schools, he was really, really against it initially, and he actually said at the end of term, in feedback, like, one of the plus points was reviewing every time and I was like, "ha, yes it is good". (Laughter).	Leila interview 1
Journey\Key learning experiences\TEPs professional relationships on placement\Schools	So yeah, I was just developing a kind of confidence in kind of selling it (the consultation model), but also kind of experience of doing it with teachers and kind of reflecting on what they found helpful about it. And I guess, yeah... I've had such different experiences to other trainees on my cohort, when we meet up when they are back for like, uni lectures, I mean, obviously, we've got a lot of similarities but there is a lot of differences in terms of some just being satisfied. And maybe not having those relationships with schools. Yeah, there's a few that are in the middle of kind of going from statutory to a traded service. But it isn't quite there yet.	Leila interview 1

Journey\Key learning experiences\TEPs professional relationships on placement\Schools	So theres kind of confusion around negotiating work and where that comes from. Yeah, really like varying experiences, depending on what placement you're in and maybe not having those relationships with schools. Yeah, really like varying experiences, depending on what placement you're in.	Leila interview 1
Journey\Key learning experiences\TEPs professional relationships on placement\Schools	I guess the key thing is like, for example, if a safeguarding issue or something you're not sure of comes up. Like, last year, it was quite early on in my year two, when I was working in a unit, and there was like, some inappropriate restraints and kind of a lot of alarm bells are ringing out from an observation. So being able to kind of ... yeah ... so obviously, I kind of tentatively and trying to be kind of as respectful as possible, kind of talk to the teacher about it. And kind of had a tentative conversation there, but also being able to kind of come back and like, really see like what should I do. I kind of raised this as a slight concern, but I wasn't, maybe as overly critical because I try to balance the kind of relationship with that class teacher not undermine her, kind of keep that relationship and kind of more tentatively explore why, why that restraint happened or why this has kind of come abou	Leila interview 1
Journey\Key learning experiences\TEPs professional relationships on placement\Schools	: I think this was my second time to ever been to that place, you know, I didn't know about what their policies were. I'd worked in a special school for children with challenging behaviour and I've had that restraint training. I was like, maybe this is very different to those units. It's like, "how do I approach this?" I'm trying to make a good impression and build a relationship with the school.	Leila interview 1
Journey\Key learning experiences\TEPs professional relationships on placement\Schools	This is kind of what I said at the time. And now I'm thinking, "Oh, I should have done more? Maybe that wasn't appropriate. Should I have said that"? And I guess maybe a second opinion, but a more experienced opinion from someone who's worked for lots of years and has got some rich experience and working, and kind of knows the school context, and knows kind of a lot more about ... everything (Laughter).	Leila interview 1
Journey\Key learning experiences\TEPs professional relationships on placement\Schools	So yeah, when I think ... when you've had like a really good consultation, or you feel it's going really well, or you got feedback from families or schools. That's really helped. Or review consultations, I think, are really nice when you're seeing the difference that your work has on the schools and your consultations have really helped. Or I really like seeing the kids I had last year. Because last year I actually had that really unique opportunity to work with someone over time. And I feel like you've actually really kind of making a difference and be able to review that and really kind of ... yeah, being the person who's actually kind of supporting with that change.	Leila interview 1
Journey\Key learning experiences\TEPs professional relationships on placement\Schools	I think, in a way, that's kind of what the role of the EP is able to do, to have that sense of otherness. You can go to a school and be a bit of an outsider, that in itself is helpful.	Alex interview 1
Journey\Key learning experiences\TEPs professional relationships on placement\Schools	I've noticed that this week actually. Emm being within a school, having a meeting where we really didn't come up with very much because everything felt so stuck. But actually the couple of actions and the system was so stuck that we just couldn't get anywhere ... really frustrating meeting! But actually, the couple of things we did come up with were quite big, like changing the child's timetable so it's less academically demanding, looking to ensure there's consistency of staff. Like there are only two things that came out of the meeting but actually they could be really big things. Whereas yeah, that dilemma of ... there's loads of things, there's loads of outcomes or loads of strategies mean that it's a good meeting, not necessarily.	Bianca interview 2

Journey\Key learning experiences\TEPs professional relationships on placement\Schools	I spoke about it here and in supervision about, you might make a lot less recommendations for secondary schools, than you might for primary schools, because actually, the system is so different than within a secondary school as you're working with the teacher who's going to be implementing all the changes.	Bianca interview 2
Journey\Key learning experiences\TEPs professional relationships on placement\Schools	Whereas you're often talking to someone who's not going to be necessarily the person that puts in the changes. You'll either be talking to the person who sees the child once or twice a week as a key worker that knows them really well and understands them. And... or you'll be speaking to a manager who can put in the big changes, but isn't there to do those little bits of work. It certainly limits what you can do. So you're better off to make four really good things that can be cascaded to all the staff working with that child that are realistic and that is valuable.	Bianca interview 2
Journey\Key learning experiences\TEPs professional relationships on placement\Schools	m...so I think that's but it... and schools expecting more if you, I can't go "Oh I'm a trainee", I think I'll be going off "Just qualified". Or your reports you know, being checked. The first statutory report you send off without their [supervisor] signature on and that's, you know, that's you that can be brought back to- literally in court at you! You know, and that's... that feels like it's much more than, much more a bigger job- loads of responsibility.	Bianca interview 1
Journey\Key learning experiences\TEPs professional relationships on placement\Schools	eah, I think there's gonna be specific bits of casework that you think I've really had an impact there. I mean, I think interestingly at the end of the consultation, I always want to come up with and have loads of strategies (that I would of thought about with my supervisor) that they [school] can go away and try. But when I think back on my best bits of case work, they [school staff] were always changing their thinking. That's always been where the most important change has been and I need to keep that in mind.	Bianca interview 1
Journey\Key learning experiences\TEPs professional relationships on placement\Schools	So an example would be bit of work that I did with an unaccompanied asylum seeker, and kind of school coming and saying "You know, they, they've probably got ADHD and their behaviour is really awful. They're deliberately manipulating situations, they can't get on with their peers. And, you know, we're really struggling with them". I went into the meeting with a trauma informed lens and kind of thinking about hyper vigilance and attachment and previous schooling experiences ... "Oh he's got a learning difficulty" they said, and actually he hadn't been to school apart from for one year in his whole life and he was 14,15.	Bianca interview 1
Journey\Key learning experiences\TEPs professional relationships on placement\Schools	And actually, you start to realise that you've got the people skills and the interaction skills and the ability to bring the psychology to move them along. And the ability to take a meta perspective and try and look at everything that's going on and think about the different systems and that's where we are really different. But whether school explicitly realise that, I don't know. I don't know if were seen as the last port of call before they do statutory assessment a lot of the time. And so, a lot of your role has to be showing schools what you do and what you're about. And that takes time and it takes building the relationship with them.	Bianca interview 1
Journey\Key learning experiences\TEPs professional relationships on placement\Schools	Because if you started working in a school and didn't give them any strategies they'd probably think you're useless (laughter)	Bianca interview 1

Journey\Key learning experiences\TEPs professional relationships on placement\Schools	: Yeah (laughter) you're going to ask me "How do you do that?" (smiling, laughter) And you know, I think, yeah, the importance, and I guess, the importance and that is listening to what they're saying, first of all, and I think helping schools realise when they're stuck, and people realise when they're stuck, because I don't think they always do. And actually, sometimes it can be as simple as saying, "well is it working?" [an intervention for example] And they say, "Actually, no, it's not." It doesn't have to be some deep, you know, philosophical questioning.	Bianca interview 1
Journey\Key learning experiences\TEPs professional relationships on placement\Schools	September if you're actually working as a qualified EP. And you know, if I keep the same schools for example, do they still think of me as a trainee. But then my school sometimes say, "Oh, I forget you're a trainee". So to them, maybe they don't even see that disparity at all, but I am so reliant of holding on to while I'm still in this student bubble. So yeah, I'd say I feel like a competent trainee (laughter) moving into the professional world (laughter). So, where that puts me on the professional scale when I get into that world is probably quite low (laughter). But, but you bring that you know, you you're fresh, you've got new ideas, there are benefits to being a trainee and being ...having access to lots of new information and not being stuck yet. Hopefully, never but you know being stuck in a particular way of practice- because you're always trying to do new things.	Bianca interview 1
Journey\Understanding the role of the EP	But I also think it's interesting in terms of the applicability of some of that to our job, in terms of the fact that things become quite personal quickly	Sam interview 2
Journey\Understanding the role of the EP	Yeah ...That was the time when... Yeah, December, Year 2, was when I... it was full on like. That was when I decided, I don't want to be doing assessment after assessment, when I realised, like, you know, you do a cognitive assessment, but I could predict the results based on what I'd been told in the room. And I was like, "Well, what was the purpose of that?" You know, there just wasn't one. I think December of Year 2 was when I was like, you know, I'm gonna work in a different, like, I'm really gonna really start to think about my approach. So I think that, and then when I like, brought the idea of not doing assessments to my supervisor that was like, for them, "what, what's the point of an EP?" She just didn't even get it. So I think from then I had to be ... at every decision I made, I had to be very, I would say...maybe as confident as you have to be when you qualify, because I had to defend it. You know, I had to defend why I didn't do a BAS, I had to defend why a dynamic assessment. We had so many debates about why, like, you know, her opinion was like, you know, "a teacher needs to know that they're on the first percentile" And I was like, "why, like, how is that going to be helpful?"	Sam interview 1
Journey\Understanding the role of the EP	Leila: Being immersed in placement, that was definitely like, "Okay, this is what an EP does" Because yeah, I feel like in the first year, we kind of had a lot of teaching sessions around, hypothetically, this is what a EPs does, this is like best practice. This is kind of the frameworks, the theory, the research, and then we have one really protected day where we are on placement but it wasn't a realistic placement. It was kind of like, we had so much time to work with one person, which was amazing. You learn so much about them and you kind of, go back and have more consultations, more observations, more kind of, individual work.	Leila interview 1
Journey\Understanding the role of the EP	Then in year 2 we are kind of immersed into in a more like a, realistic EP world. So I think that was a big turning point terms of kind of understanding, this is how EPs work in a particular service. I understand that it is different in other services. But yeah, really immersing into placement and being able to observe a wider range of EPs and being able to kind of actually put into practice a lot of the stuff that you've learned and then yeah, just reflect on the reality of being an EP. What you kind of learn, which is like great and amazing, but then also time restraints and you know.	Leila interview 1
Journey\Understanding the role of the EP	Umm ... I think, I guess ... there's been lots of different surprises. Like, I guess, first of all, just what the hell an EP role is? It's like, it's so varied but not, it's not kind of what you think it is. The core role is I guess, in terms of promoting positive outcomes to children and young people. But the whole wealth and range has been so surprising and the different levels and just everything.	Leila interview 1

Journey\Understanding the role of the EP	I guess just so much juggling and so much balancing, which I understand the EP role will still be. But it's, I guess I'm more focused on the actual EP role. Rather than having ... having to balance research, alongside placement, alongside essays and alongside portfolios and everything else. I find that really difficult in terms of trying to like, manage all of those different competing demands. And so, yeah, I guess it's, it's an end, because you're still developing as an EP, you're still very much learning till you come to the course. Our course director said "We give you the training so that you know, what you don't know. You know enough but you still know there's so much that you don't know. And that is true. I'm very aware now, of what I do know and I don't know. And there's so much I still want to learn and develop. But I feel like that ending of kind of balancing all of those different plates will be good so you can have more focus.	Leila interview 1
Journey\Understanding the role of the EP	I seem to remember talking about a number of things, talking about the journey of kind of becoming or feeling more competent and changing my understanding of the EP role from the expert role to more consultative and sensitive, and talked about the effect that it's had on my personal life as well about my own identity.	Alex interview 2
Journey\Understanding the role of the EP	So, I also thought about psychology and decided to go for that because I thought it was a blend of science and people. I thought that was interesting to see that relationship between people how they work, and how we are and how we can think about it in and study people in a kind of scientific way. And so now being able to work in a way that is using that as your job. It's just quite cool.	Alex interview 2
Journey\Understanding the role of the EP	I think being an assistant psychologist already meant I had some awareness of the profession whereas some others may have had more to learn.	Alex interview 2
Journey\Understanding the role of the EP	I was kind of seeing the role of the EP through the expert model, you know, thinking that it is information which should be acquired and once I have passed the doctorate, I will, hopefully have acquired the knowledge which I need in order to do the role of the educational psychologist. So being so aware of this chasm of information, which could possibly exist out there that made me kind of feel that I had a long way to go, to become(laughter) ...to become the so called 'expert'.	Alex interview 1
Journey\Understanding the role of the EP	But since going through my training, I've learned about the importance of putting, making people, the experts of their own experience, and giving people time and space to think, promoting thinking in other people to be able to help young people or promoting thinking for young people when meeting with them, is extremely valuable, and I don't need to offer them knowledge... Always.	Alex interview 1
Journey\Understanding the role of the EP	And actually, the conversations around changing up what their theories where. I'd been kind of using some psychology to help them think about it in a new way. And that was so much more valuable than any suggestions, strategies that we could have developed together. And they're the times when I think this is the role of the EP, because actually other professionals can go in and give strategies and do that sort of thing. It's that shift in thinking.	Bianca interview 1
Journey\Understanding the role of the EP	Yeah, I think we always have this...there's a quote from somewhere isn't there that the EP is always navel gazing about what the hell we do and ...and I think that's a bit unfair. I think it's more people don't always understand what we do. But you spend... so I think sometimes you go into especially very complex cases, and you think what, what do I add here, they've, they've got speech, language difficulties they've got the speech and language therapist, they've got sensory needs, they've got an OT involved. And actually, you start to realise that you've got the people skills and the interaction skills and the ability to bring the psychology to move them along. And the ability to take a meta perspective and try and look at everything that's going on and think about the different systems and that's where we are really different.	Bianca interview 1
Journey\Understanding the role of the EP	nd it's not just... it surprised me that the teaching isn't just about strategies and how you support children of particular groups, there's so much more about how you interact with people and developing your skills and in that area and em... facilitating helpful conversations.	Bianca interview 1

Journey\Understanding the role of the EP	So sort of your interpersonal skills, your em abilities, sort of your questioning ability. The power of the psychologist is in the question you ask, right? so how you can em...say quite bold things through questioning to change people's mind.	Bianca interview 1
Journey\Understanding the role of the EP	Yeah (laughter) you're going to ask me "How do you do that?" (smiling, laughter) And you know, I think, yeah, the importance, and I guess, the importance and that is listening to what they're saying, first of all, and I think helping schools realise when they're stuck, and people realise when they're stuck, because I don't think they always do. And actually, sometimes it can be as simple as saying, "well is it working?" [an intervention for example] And they say, "Actually, no, it's not." It doesn't have to be some deep, you know, philosophical questioning. But yes, I think... and the ability to draw ideas out of other people, and the, because your tendency is to go in and you want to throw lots of things at them. Like I was saying, that's what makes you feel valuable, but, that's not the best fit. You need to have to skills to help people come to their own conclusion. So that's consultation skills and that sort of thing and with a range of people, young people and how you facilitate that with different tools, whether you're using picture cards or symbols or questionnaires how you structure conversations that you have.	Bianca interview 1
Journey\Understanding the role of the EP\ Never ending learning	Yeah, it felt like there's no boundary to what you could learn or do with the job.	Elle Interview 2
Journey\Understanding the role of the EP\ Never ending learning	Yeah, Yeah. And I think that's actually a real strength of the role, that you are always learning, there's always something else to learn. I don't know, for myself as a curious-minded person who loves learning ... even when it's painful ... that's something really novel about this role that I love, and like, it's hard but I know I'll never get bored of it. But there's always going to be something else that I could do; or try; or an area to specialise in, or, yeah, you can apply yourself with so many different people, in so many different things	Elle Interview 2
Journey\Understanding the role of the EP\ Never ending learning	But I could endlessly research the EP role, all different parts of it, all the different types of SEN's, all the different types of approaches all the assessments and practice them to forever and and there wouldn't be an end point and I think, yeah, part of that is a big shift in, in my practice personally and professionally is that I found a boundary of like, "Okay, that's enough, you can stop there" and these things matter more than maybe knowing all of those things.	Elle interview 1
Journey\Understanding the role of the EP\ Never ending learning	Because I think we'll be talking about kind of when you get through the training course, you know, kind of enough, but enough to know what you don't know, to still kind of having that kind of core basic skills, but also being very aware of like, other things that you want to develop.	Leila interview 2
Journey\Understanding the role of the EP\ Never ending learning	Yeah, which is exciting in a way because you're kind of continuously learning, but then also quite like, I don't know, I guess part of me is like, "oh, maybe I'd like to specialise because then you would know to get area and quite a lot of detail"	Leila interview 2
Journey\Understanding the role of the EP\ Never ending learning	But then, I guess there would always be more to learn, even if you like, specialised.	Leila interview 2
Journey\Understanding the role of the EP\ Never ending learning	But I guess like kind of the opportunity to like, continue to like, kind of have that input and that learning like all the time, and that space just designated to like learning more.	Leila interview 2
Journey\Understanding the role of the EP\ Never ending learning	And I guess now, I feel just because I'm at the end of year three, and I'm not finished, so very much in the journey. And I feel like it's ... this isn't something that ends when you finish the course. It's kind of like, you continue to develop to like an educational psychologist.	Leila interview 1

Journey\Understanding the role of the EP\ Never ending learning	But yeah, because there is no expectation to have full expertise in all areas of psychology, I feel that I will continue to learn throughout my career	Alex interview 2
Journey\Understanding the role of the EP\ Never ending learning	But I think I've always wanted to do work that I feel is meaningful and makes a difference to other people, that interests, keeps me interested and keeps me feeling challenged and feeling like a job I can learn from throughout my whole career. So, it kind of ticks all of those boxes.	Alex interview 1
Developing the EP Identity	And I also think that for me, where the university teaching is less strong, is those kind of, you know, how do we learn to read? What are the developmental norms and reading different approaches that you can use to teach reading? And I mean, we did have one actually really good lecture about reading, but yeah, I think it's a reflection of me, and my training and and my interest.	Sam interview 2
Developing the EP Identity	But then I think that... it's ridiculous for me to think that way, because it's based on my experiences and me having ... Yeah, but I think you're, you're right. Yeah I definitely know, the type of EP I want to be and I still have, you know, respect for other ways of working, provided they, you know...	Sam interview 1
Developing the EP Identity	Emm yeah and then trusting your instincts versus your values, but then also being open to learning something. And then ... balancing and that was interlinked with something about balancing what you take from seminars with what you believe in.	Leila interview 2
Developing the EP Identity	Yeah, as a person, but also, mostly kind of professionally as well, in terms of developing understanding of educational psychology and child development and how you can actually apply this in settings	Leila interview 1
Developing the EP Identity	So a very steep learning curve that like, exciting and great opportunity, you're learning so much. But challenging, in the respect that it's, kind of, quite new. And this is the first time really, fully immersed in the authority, and really kind of having link schools and trying to kind of, find your way, as an education psychologist.	Leila interview 1
Developing the EP Identity	And I feel like it's ... this isn't something that ends when you finish the course. It's kind of like, you continue to develop to like an educational psychologist	Leila interview 1
Developing the EP Identity	Yeah. Yeah, I think I think it's, it's interesting to be able to see that and especially at this point in my kind of career or journey, as going from being a trainee to nearly being a newly qualified EP.	Alex interview 2
Developing the EP Identity	it's very cool to be able to have a meeting with teachers or staff and if they're trying to find out how to support young person, and they're not sure, then, you know, being able to use psychology and kind of give a space for thinking and just reflect together about what's going on, is pretty cool to be able to do that as part of your job	Alex interview 2
Developing the EP Identity	Time moving fast and slow at the same time. Yeah, it depends, If you've got a university assignment, then it feels like the deadlines creeping up pretty quickly. But yeah, I guess it's... it's funny, I can't imagine myself almost being... a qualified psychologist.	Alex interview 1
Developing the EP Identity	Yeah, I spoke to my supervisor actually on placement about it. And we were sort of thinking about ... a bit about how ... you know, how you're expected to transition quite quickly between two different statuses, and then you go on to a whole new thing. (Pause)	Bianca interview 2
Developing the EP Identity\Confidence	And I, whilst, you know, as I said, this has been helpful in terms of raising my confidence, to be honest I now feel I kind of really want to go into service with people that, you know, are working more in another way and start to learn more off other people.	Sam interview 1

Developing the EP Identity\Confidence	Em... so I think working to a doctoral level is something that I grappled with to start with. I think I've been quite fortunate that my writing has been okay but I felt like I kind of guessed my way through a lot of it. And yeah, I guess kind of had to grapple with what, what was doctorate standard, but also what was good enough.	Elle interview 1
Developing the EP Identity\Confidence	Em.... I think personal supervision was really helpful (hesitation)... proving to myself that I could do it when I didn't feel like I... so I felt like I, because I had achieved for example, a distinction assignment. I knew I could do it.	Elle interview 1
Developing the EP Identity\Confidence	So that was challenging, a feeling like I was just compromising in all areas like it didn't feel good enough anywhere.	Elle interview 1
Developing the EP Identity\Confidence	(Hesitation) I think I've got more confident with not knowing and just feeling okay to blag it a little bit. I feel that you can't prepare for every eventuality so, and with I'm definitely I call it front loading, so I definitely like to pre plan and pre-empt things and have time to think through things before I go into them. I've got much better at not overthinking that and not doing it to the tenth degree, maybe just like proofreading my last report and going in and just being present and listening rather than worrying about my notes that I'd written and I think that's a big one. I think I've got more, more confident in terms of contracting and negotiating work as well. And I feel like my placements enabled that in terms of how they work with schools.	Elle interview 1
Developing the EP Identity\Confidence	. Em but in my first year if that would have come up I'd have been like "Oh, I could never do that" And even when I applied for it, I didn't expect it to go anywhere, and, and then got voted in for the role. So yeah, stuff like that, that maybe I wouldn't have gone for or wouldn't have taken a risk for.	Elle interview 1
Developing the EP Identity\Confidence	that actually was quite near the beginning of second year, so I was still kind of very unconfident.	Leila interview 2
Developing the EP Identity\Confidence	I think having what I would kind of consider is quite good supervision in years two and three has definitely kind of help build my confidence and helped, yeah, nurturing, but also like extending skill	Leila interview 2
Developing the EP Identity\Confidence	I very much used to be very, like, I need to have everything done way in advance. I need to be organised, I need to like, do that like now. I've never been this kind of person, ever, to leave things to the last minute. But now, Yeah, I'm such a last minute person. But I'm okay with it. Trusting myself that I can, I do have those skills.	Leila interview 1
Developing the EP Identity\Confidence	Think I said before I used to have somewhat... to some extent, kind of 'status anxiety' not knowing where I existed in the world and not knowing what to do with my life, etc, etc. But then this has given me a lot of a clear indication and kind of a structure for how my life will be in the future.	Alex interview 2
Developing the EP Identity\Confidence	I think I always feel...as compared to some other courses, I don't feel insecure about passing the course. It's generally expected that if you start on the course then you will finish it and complete it. There are exceptions, but the way the things have gone so far I would be extremely surprised if suddenly I didn't qualify. So, I feel secure with that and there isn't more significance to it other than completing it and it will be fine.	Alex interview 2
Developing the EP Identity\Confidence	So, I felt less like an imposter. Whereas if everyone had been more confident about their abilities, then perhaps I would have been less confident as a result. I think a lot of the time children do that as well in class, depending on what grades they get in the tests.	Alex interview 2
Developing the EP Identity\Confidence	Guilt about not doing a good enough job for the kids you've worked with. Because you don't you're not quite certain of what you're doing.	Bianca interview 2

Developing the EP Identity\Confidence	So yeah, the feelings connected to I think, anxiety and embarrassment. In terms of self-talk I think that negative self-talk easily creeps in at those times. You can't do this, you know, this is... and at the minute, that's increased a bit. I think the anxiety of finishing the course the thought of "Maybe you're not good enough to become... become an EP" whereas I feel like I'm good enough trainee, but then it kind of is creeping back in and so it was just kind of keeping a check on that. Em...	Bianca interview 1
Developing the EP Identity\Confidence	It will come, whatever is it will come. I think you want... you want to know everything and to be able to do everything very early on. I think it's just trust the process and trust that it will get you to where you need to be.	Bianca interview 1
Developing the EP Identity\Confidence\ Feeling valued	I think it's really easy to get stuck in the "Ugh my consultations rubbish". You know, and particularly when you when you don't always get feedback straight away, or like, I've been in a few schools this week, and it's like a review meeting, and then they've not actually put anything in place. And then they're just going on about the child being exactly the same and...and then it's just easy to think "I'm doing a rubbish job" or "This is really crap". So I guess it's good to sometimes think about the positives, which sometimes in this kind of context you don't, when you've got service users and all their projections and all their worries. And then you think, you know, it's crazy to take all that on board. Yeah.	Sam interview 2
Developing the EP Identity\Confidence\ Feeling valued	Yeah, exactly. I think, you know, even when it's positive feedback from schools, I think it's the same. Like it's... it's a relational dynamic, isn't it? And I guess its about to what extent did you facilitate their thinking or would they have done that anyway? You know, because they're just great practitioners. So I guess, yeah, it can be difficult in that context. And also, I always think, like social desirability with feedback and the you do your end of review, and they talk about how fantastic you are and I'm just wondering is that just because im here (that you're saying that). Like, would you same that with someone else.	Sam interview 2
Developing the EP Identity\Confidence\ Feeling valued	I mean, my service is very good, and they do really listen and value the views of trainees. I think cause they actually conceptualise that we've had the freshest training and are the most up-to-date with lots of things, so they really, really welcome the views of trainees. But I know there's other people in the team who maybe don't share that perspective ... (pause)... Yes, something around the value of the trainee's contributions...	Elle Interview 2
Developing the EP Identity\Confidence\ Feeling valued	Yeh, so just yeah, I found some comfort in starting somewhere new after what felt like a really, really hard first year. (hesitation) Finding my feet again, feeling comfortable with supervisor on placement that I've got really positive relationship with and I felt very able take risks with, be really open and honest with, and I feel like I've developed a friendship with her alongside a professional supervisory relationship which we name and talk about together and but yeah, it has it feels like home as a placement. It's somewhere that I've loved being on placement. I've also felt really valued so they really value the trainees there.	Elle interview 1
Developing the EP Identity\Confidence\ Feeling valued	So any team decisions that have to be made or anything, I'm always invited for my perspective on things. I was given an amazing opportunity with the other trainee there to do a research project which we've now published. So yeah, the opportunity to publish before I finished, going to things like the DECP conference so really being like, valued and part of the team there, which again has shifted my identity to feeling like oh, this is, these are my people, this is my team, this is what I can add. And having like the University perspective kind of celebrated as well and listened to curiously rather than maybe, I don't know, it felt like at some points, some people kind of shot down a psychodynamic lens or a more curious or systemic way of thinking about things.	Elle interview 1
Developing the EP Identity\Confidence\ Feeling valued	t's not one I'd choose (laughter). So coming back to kind of feeling valued and like sense of belonging, it really unsettled me. So I... obviously I've described my placement feels like home for me I said right from the beginning it's somewhere I'd love to work and so when the interview came, there with an internal pressure for me of this is somewhere I've said from day dot I want to be and this is you (the placement) judging whether I'm good enough to be in your team which I think is something that's around on the course but also something for me as well.	Elle interview 1

Developing the EP Identity\Confidence\ Feeling valued	I think, yeah, throughout the course, it's definitely been times like, "Why am I doing this?" But I think so for example, I had like a really nice day in schools yesterday. I had quite a lot of consultations, and then like a whole school inset. And like, I really enjoy kind of that aspect of things, being in schools and actually kind of feeling like you're making a difference, especially when you do review consultations and you're like, Oh, actually, these strategies were used and like, we can kind of see some of the progress.	Leila interview 2
Developing the EP Identity\Confidence\ Feeling valued	But since going through my training, I've learned about the importance of putting, making people, the experts of their own experience, and giving people time and space to think, promoting thinking in other people to be able to help young people or promoting thinking for young people when meeting with them, is extremely valuable, and I don't need to offer them knowledge... Always.	Alex interview 1
Developing the EP Identity\Confidence\ Feeling valued	h that was, that was a nice moment. And also, I did training for the EP service as well, which was pretty cool. It was it was about a 20 minute presentation about an assessment that they'd asked me to talk about. But it was, it was pretty cool that I was able to talk to a roomful of EPs, who are interested and ask a lot of questions about it. And, you know, it gave me a sense of what I have to offer was valuable, which is always nice. So that was a good point as well.	Alex interview 1
Developing the EP Identity\Confidence\ Feeling valued	I think it's really nice when the tutors are very open to feedback about University. The tutors are very open, and they do change the course according to the feedback that they get. And sometimes it's the case that one cohort says this, and the other one says do this. And then the other cohort says the opposite, so they change it back, so that must be frustrating for them. But to show that the course changes and listens closely to feedback, I think, is quite empowering. And I think it's important because in essence, you know, the trainees are the service users (if you want to think about it in local authority, kind of paradigms). So, it makes sense to go through that evaluation protocols, listen to what they say, and be responsive to it. Yeah, so... so it's nice to, to be asked for feedback and for it to be received... genuinely.	Alex interview 1
Developing the EP Identity\Confidence\ Feeling valued	But I think it takes the time to get there and feel like you still made a difference. Or no strategies, and then you change their thinking, that's probably the most valuable.	Bianca interview 2
Developing the EP Identity\Confidence\ Feeling valued	Yeah, I think we always have this...there's a quote from somewhere isn't there that the EP is always navel gazing about what the hell we do and ...and I think that's a bit unfair. I think it's more people don't always understand what we do. But you spend... so I think sometimes you go into especially very complex cases, and you think what, what do I add here, they've, they've got speech, language difficulties they've got the speech and language therapist, they've got sensory needs, they've got an OT involved. And actually, you start to realise that you've got the people skills and the interaction skills and the ability to bring the psychology to move them along. And the ability to take a meta perspective and try and look at everything that's going on and think about the different systems and that's where we are really different.	Bianca interview 1
Developing the EP Identity\Confidence\ Feeling valued	the ability to draw ideas out of other people, and the, because your tendency is to go in and you want to throw lots of things at them. Like I was saying, that's what makes you feel valuable, but, that's not the best fit. You need to have to skills to help people come to their own conclusion	Bianca interview 1
Developing the EP Identity\Confidence\ Confidence in knowledge	"Oh, I like really have learned stuff" And like, you know, I do think I remember we mentioned about like developing your own identity as an EP. And, you know, there's many things that I think I could improve on. But I think that that's something that I really have solidified. So I was kind of like, "Oh" I was quite impressed with myself on that one"	Sam interview 2

Developing the EP Identity\Confidence\Confidence in knowledge	I actually get more fazed by like, "this child's confusing there B's and D's". Yeah, so I would get more fazed around specific literacy difficulties than other things like systemic family issues or whatever. Yeah, it's, I'd say I'm more comfortable there. I'm more comfortable with ...with the complexity than the child that's struggling with their handwriting.	Sam interview 2
Developing the EP Identity\Confidence\Confidence in knowledge	And I've become much more confident of being able to, kind of maybe, name dynamics and name those kind of ideas. And I think another thing is, I've done a, this year, I've done a therapeutic case, with a care leaver. She's 21 (pause) and, and I've it's kind of ongoing, so we meet, like, weekly, so we've done something like have 21 or 22 sessions. It's through that that I've really learned how to, like, actually what transference and counter transference actually are, and because I kind of maybe knew them in theory, in theory, but I find, maybe for me, it's sometimes difficult to unpick that in a one-off meeting when you meet someone once. Yeah. Whereas when you get to know someone, you can really unpick those things better. So I think that experience again, and yeah, so I think those I think the two that stand out are the group seminars and the CAP lecture, but that's not to say that there haven't been other.....	Sam interview 1
Developing the EP Identity\Confidence\Confidence in knowledge	Yeah, I feel like all of ... you know, there's definitely things that I can criticise about the construction and whatever. And I do think that one thing that I find is, maybe more, I think that I have... I feel that it sounds like a cliché, but I have definitely learned that my I am the kind of tool in the way I work. But I do think that there is something about knowing, for example, evidence-based interventions around English as a second language, or, you know, what the developmental norms are in terms of, when somebody should have acquired language coming from another country. Yeah, so I think that that stuff, and we may be lacking a little bitbut the lectures we had, we're not hugely up-to-date, they were not with 2019 -2018 research. Yeah, they were just ... I think that that is my area of, you know, knowing the basics of ... I'm not saying that, you know, I don't go into schools and say, "Do these interventions" absolutely not. But when you're kind of thinking, it can sometimes be helpful to say, "you've already got that and that, but actually, maybe this is what you should try" ... you know, or so I think that that is where my learning has maybe been slightly lost.	Sam interview 1
Developing the EP Identity\Confidence\Confidence in knowledge	But I do think that the skills I have gained are maybe more valuable, most things, because technically, I'm not so lazy, like, I can find these things out myself. It's just obviously great to have a file of facts , if they even exist, it's great to have a document or whatever, where you've got all that information you can just pull from. So I think it's only now where I can start maybe going forward, start to collate that information, and create my ... and but yeah, I think it's helped me grow; understand, like, myself as a practitioner; and how to apply psychology to any situation. But yeah, that information is maybe slightly missing in certain areas.	Sam interview 1
Developing the EP Identity\Confidence\Confidence in knowledge	Whereas I like know that my knowledge of numeracy interventions is zero so because they're specific topics, and I do think that there's something quite anxiety provoking about not having that information, particularly earlier on in the training, when you want something, like you want frameworks and things.	Sam interview 1
Developing the EP Identity\Confidence\Confidence in knowledge	Yeah, and but now I feel like I've got the confidence in my kind of curiosity and that thinking I would quite like to have a bit more of a bank of knowledge so that when schools do say "Actually we don't have any newish interventions, do you know any? We're happy to buy or whatever " then I can be like, Yes, actually ..."	Sam interview 1
Developing the EP Identity\Confidence\Confidence in knowledge	I think the... definitely the first term, I felt, I don't know, I guess because there was so much change, I was kind of worrying that oh, maybe this is going on because I'm not doing enough. Or maybe this is about me or I should be doing that and constantly feeling that I should be doing more. I felt really unskilled, I don't know what I'm doing, it felt like, quite personal at that point	Elle interview 1

Developing the EP Identity\Confidence\Confidence in knowledge	Where as now, if someone told me what assessment to do, I kind would have a much stronger argument in terms of “well, actually, these are my hypotheses, these are key things I want to explore. I think this assessment will be appropriate because of x, y & z” and sort of the context in which they’re in and the childhood factors because of well I’d kind of have a lot more confidence and experience. And your own kind of, I guess, your professional identity as well. And now knowing that EPs do practice in completely different ways. But I think when you’re in year one you’re a lot more naïve and think there must be a certain way of doings things and that’s so not true.	Leila interview 1
Developing the EP Identity\Confidence\Confidence in knowledge	I would be like, trust your instincts and kind of stick to my ... not stick, like, obviously be open, because you're still learning a lot. But you know, I think I was way too influenced by what, kind of, other EPs would kind of say. So maybe like, being a bit more confident and kind of, exploring or going with what your gut instinct or like, your ... your values around maybe different assessments and their appropriate fit to different children. But then it's kind of balancing. You want to be open to learning as much as you can.	Leila interview 1
Developing the EP Identity\Confidence\Confidence in knowledge	I seem to remember talking about a number of things, talking about the journey of kind of becoming or feeling more competent and changing my understanding of the EP role from the expert role to more consultative and sensitive, and talked about the effect that it's had on my personal life as well about my own identity.	Alex interview 2
Developing the EP Identity\Confidence\Confidence in knowledge	I guess maybe... I feel I feel different, I feel more kind of confident and comfortable within myself, as a result of doing this, and in the way of learning things about psychology that I can feel I can utilize for myself, but also in terms of having a clear idea about what kind of career I'm going to have as well	Alex interview 1
Developing the EP Identity\Confidence\Confidence in knowledge	when I was an assistant psychologist, I felt a bit like “Oh god, what am I doing? Is this right for me?”, all those questions were present. And then when I got onto the doctorate, the feedback of being accepted onto the doctorate and making it onto the list and passing the interview and feeling like it went well, that in itself was a big step.	Alex interview 1
Developing the EP Identity\Confidence\Confidence in knowledge	I felt going into that job and having had work experience as an assistant, I suddenly had a flip almost, and I thought "Oh, okay, well, I've actually kind of got a lot of knowledge here already, about this kind of about work in this profession. And yeah, I can do that". Whereas other people seemingly were a little bit more self-conscious or expressed ‘Imposter Syndrome’ more readily. Yeah. So I think in relative terms, I didn't feel that so much.	Alex interview 1
Developing the EP Identity\Confidence\Confidence in knowledge	So, where that puts me on the professional scale when I get into that world is probably quite low (laughter). But, but you bring that you know, you you're fresh, you've got new ideas, there are benefits to being a trainee and being ...having access to lots of new information and not being stuck yet. Hopefully, never but you know being stuck in a particular way of practice- because you're always trying to do new things.	Bianca interview 1
Developing the EP Identity\Confidence\Confidence in practice	But in terms of being a trainee and the complexity, I think, that actually, most of my cases have been really quite complex. And I think it definitely used to overwhelm me in year two. I was like, "Oh, my God, like, this child's got schizophrenia" and I remember a specific example, and I doing an EHCP for this girl who had schizophrenia and she just come out of a residential type setting. She got up and asked me to dance with her around the room (laughter). I didn't but I was like is that the right thing to do? Should I dance around the room with you? And yeah, so that, yeah. Whereas now, I think that would faze me a lot less.	Sam interview 2

Developing the EP Identity\Confidence\Confidence in practice	And I've become much more confident of being able to, kind of maybe, name dynamics and name those kind of ideas. And I think another thing is, I've done a, this year, I've done a therapeutic case, with a care leaver. She's 21 (pause) and, and I've it's kind of ongoing, so we meet, like, weekly, so we've done something like have 21 or 22 sessions. It's through that that I've really learned how to, like, actually what transference and counter transference actually are, and because I kind of maybe knew them in theory, in theory, but I find, maybe for me, it's sometimes difficult to unpick that in a one-off meeting when you meet someone once. Yeah. Whereas when you get to know someone, you can really unpick those things better. So I think that experience again, and yeah, so I think those I think the two that stand out are the group seminars and the CAP lecture, but that's not to say that there haven't been other.....	Sam interview 1
Developing the EP Identity\Confidence\Confidence in practice	And when they said that, so I was thinking, actually, you know, being totally honest, well, I can't be worse than that. Whatever I do, has to be better than that. So I think, then I did have more confidence, because number one, I was like, Yeah, I think I think actually...	Sam interview 1
Developing the EP Identity\Confidence\Confidence in practice	Yeah, I, it wasn't like a thought it was just a natural kind of, you know, I guess it comes from like, the idea of competition or whatever. But I just, I just thought, Well, I can definitely be better than that, like, you know, whereas in maybe my last service or any other service, like, they'll be people that are way better than me, for sure. But in this specific case, that wasn't really going on. So I think that was kind of part of it. And yes, it was more around that	Sam interview 1
Developing the EP Identity\Confidence\Confidence in practice	And then yeah, and then I guess, after every piece of work I did I always asked for feedback. "Was this helpful? What would you like to be different?" So I think being led by that, and I think that that gives you more, more confidence, and more and more. And I think when you go to review meetings, and you see it has been an actual change.	Sam interview 1
Developing the EP Identity\Confidence\Confidence in practice	Yeah, I feel like all of ... you know, there's definitely things that I can criticise about the construction and whatever. And I do think that one thing that I find is, maybe more, I think that I have... I feel that it sounds like a cliché, but I have definitely learned that my I am the kind of tool in the way I work. But I do think that there is something about knowing, for example, evidence-based interventions around English as a second language, or, you know, what the developmental norms are in terms of, when somebody should have acquired language coming from another country. Yeah, so I think that that stuff, and we may be lacking a little bitbut the lectures we had, we're not hugely up-to-date, they were not with 2019 -2018 research. Yeah, they were just ... I think that that is my area of, you know, knowing the basics of ... I'm not saying that, you know, I don't go into schools and say, "Do these interventions" absolutely not. But when you're kind of thinking, it can sometimes be helpful to say, "you've already got that and that, but actually, maybe this is what you should try" ... you know, or so I think that that is where my learning has maybe been slightly lost.	Sam interview 1
Developing the EP Identity\Confidence\Confidence in practice	But I do think that the skills I have gained are maybe more valuable, most things, because technically, I'm not so lazy, like, I can find these things out myself. It's just obviously great to have a file of facts , if they even exist, it's great to have a document or whatever, where you've got all that information you can just pull from. So I think it's only now where I can start maybe going forward, start to collate that information, and create my ... and but yeah, I think it's helped me grow; understand, like, myself as a practitioner; and how to apply psychology to any situation. But yeah, that information is maybe slightly missing in certain areas.	Sam interview 1
Developing the EP Identity\Confidence\Confidence in practice	I felt more confident in being able to mainly in planning meetings, for example say "oh, I'm able to offer some short term therapeutic input, or I can deliver a group on that". Whereas maybe initially, I'd have just gone with what they'd asked me to do, which might have been probably a cognitive assessment or something but thinking creatively and offering different perspectives.	Elle interview 1

Developing the EP Identity\Confidence\Confidence in practice	In the sense of kind of, I don't know, maybe, kind of, not trusting a supervisor, maybe kind of; not getting ethical advice or advice that was very different to what I was kind of learning on my course. Researcher: Mhm... Leila: And that kind of makes you I think, feel really under confident about what you're doing.	Leila interview 2
Developing the EP Identity\Confidence\Confidence in practice	Yeah, and that's kind of exciting, I mean, we kind of mentioned the other point about kind of the power imbalance from your supervisor as well. I think coming to a consultation based service at first I was kind of, maybe more swayed towards kind of not doing any assessments and just doing consultation. Because that's what the kind of a service expected of you and that was kind of what was really pushed from the beginning. And then kind of balancing that with, okay, when in some situations, I feel it is appropriate to more assessment work and actually feeling more confident to kind of do that.	Leila interview 2
Developing the EP Identity\Confidence\Confidence in practice	Because I think we'll be talking about kind of when you get through the training course, you know, kind of enough, but enough to know what you don't know, to still kind of having that kind of core basic skills, but also being very aware of like, other things that you want to develop.	Leila interview 2
Developing the EP Identity\Confidence\Confidence in practice	I think my first ever consultation was like a really big, a really big thing. But I remember just like ... really like planning for it, really like reading through regular consultation thinking about practical things that will come up. And very much like, yeah, completely over thinking it and like ... yeah, spending so long preparing for it	Leila interview 1
Developing the EP Identity\Confidence\Confidence in practice	The initial conversation with a teacher at a primary school about ... yeah, a child with autism, which now, kind of, I would never spend that long preparing or that long, kind of, really worried about what will come up. I'm much better ... kind of turning up and being a lot more confident in my skills. And yeah, I guess, not just consultation skills, but also, kind of, skills in terms of like individual child development, and like research and theories, I can draw a lot more freely, rather than going into, like, introduce the consultation, potential prompt questions like a follow up. But yeah... definitely a lot of feelings of anxiety at the beginning around something now I kind of would feel is relatively, not habitual, but a lot more kind of easy.	Leila interview 1
Developing the EP Identity\Confidence\Confidence in practice	And I have the ability to do it. So, I feel like if it was a particularly busy time coming up ... or like a really heavy workload coming up, I feel like I've got these skills to actually get through it. And actually, kind of ... yeah...	Leila interview 1
Developing the EP Identity\Confidence\Confidence in practice	I think as a trainee, like at first it's quite difficult because, like, I guess you can look under confident in what you're doing, and whether it's through practice, or like observing of a piece of scripts and doing it in school and being like, "how helpful was that to review that case?" And they were like "yeah, yeah, we found it really helpful". Like one of my schools, he was really, really against it initially, and he actually said at the end of term, in feedback, like, one of the plus points was reviewing every time and I was like, "ha, yes it is good". (Laughter).	Leila interview 1
Developing the EP Identity\Confidence\Confidence in practice	So yeah, I was just developing a kind of confidence in kind of selling it (the consultation model), but also kind of experience of doing it with teachers and kind of reflecting on what they found helpful about it.	Leila interview 1

Developing the EP Identity\Confidence\Confidence in practice	One particular service where a trainee in my cohort has been ... kind of gone through massive change. The PEP left and loads of the seniors had left, there was a massive kind of change and they had to cut lots (the service). And now they're just back to doing statutory work. And her as a trainee feels much less confident, because it's kind of her ability to kind of experience what she thinks other people are getting. So she's kind of just getting little bits of statutory work. Whereas other people may be getting a richer experience in terms of statutory alongside kind of consultation work, every time or intervention work or kind of inception, working at different levels. So just like the individual assessment. From what she was saying, she feels maybe not as confident as an EP in a school. She kind of was desperate to get more experience and maybe feel a bit constrained by her service.	Leila interview 1
Developing the EP Identity\Confidence\Confidence in practice	I've already had a couple of supervisors, so my view of supervision might be completely different to what other people kind of value. But I think, for me, what I value is kind of having that kind of join in safe space to like problem solve particular difficulties. With my supervisor, I have to talk through and reflect on cases and really kind of, I guess, develop my thinking on why I broach it in particular way or why I'm kind of "who's asking these questions", or whether you're trying to come to the kind of shared understanding. Reflect on different ways of working or reflect on what has worked well and what you carry through. So I think as a trainee, I've kind of quite liked having the reflective space, but also have the strength based approach, just because you are kind of so unsure at the beginning. So having like, focus on strengths, and then yeah, also kind of development more points, but having more of a strength based approach has supported me to develop confidence.	Leila interview 1
Developing the EP Identity\Confidence\Confidence in practice	Leila: This is kind of what I said at the time. And now I'm thinking, "Oh, I should have done more? Maybe that wasn't appropriate. Should I have said that"? And I guess maybe a second opinion, but a more experienced opinion from someone who's worked for lots of years and has got some rich experience and working, and kind of knows the school context, and knows kind of a lot more about ... everything (Laughter).	Leila interview 1
Developing the EP Identity\Confidence\Confidence in practice	So yeah, when I think ... when you've had like a really good consultation, or you feel it's going really well, or you got feedback from families or schools. That's really helped. Or review consultations, I think, are really nice when you're seeing the difference that your work has on the schools and your consultations have really helped. Or I really like seeing the kids I had last year. Because last year I actually had that really unique opportunity to work with someone over time. And I feel like you've actually really kind of making a difference and be able to review that and really kind of ... yeah, being the person who's actually kind of supporting with that change. Whereas a lot of time with the EHC assessment, and you're like, "Why am I doing the things I feel like the other professionals should be doing?". Which, yeah, has a place and it's really important, I think.	Leila interview 1
Developing the EP Identity\Confidence\Confidence in practice	I've gone on to do training for like, a parent carer forum for about 100 people. And yeah, just seeing those...I wouldn't have been able to do the latter, without the former. So yeah, but I guess that something like that the training and for a group of 100 people is kind of like a turning point in a way or as much or more of a summation I guess, you kind of notice, you've got to that point and you've had all of the stepping stones along the way to get to that point	Alex interview 1
Developing the EP Identity\Confidence\Confidence in practice	But I knew that I would get the work done eventually. And there are times when, I think when I was being observed as well by my supervisor for observations. And, and when you're being observed it I felt a bit more shy and then less competent. And then you have to kind of sit and receive feedback, which you kind of already know because you... because I know it wasn't as good as I thought it could have been, in some ways. So those were kind of more lower points. But then there have been some observations from my supervisor went really well which was the opposite. Yeah, it was good. Yeah...	Alex interview 1

Developing the EP Identity\Confidence\Confidence in practice	I've noticed that this week actually. Emm being within a school, having a meeting where we really didn't come up with very much because everything felt so stuck. But actually the couple of actions and the system was so stuck that we just couldn't get anywhere ... really frustrating meeting! But actually, the couple of things we did come up with were quite big, like changing the child's timetable so it's less academically demanding, looking to ensure there's consistency of staff. Like there are only two things that came out of the meeting but actually they could be really big things. Whereas yeah, that dilemma of ... there's loads of things, there's loads of outcomes or loads of strategies mean that it's a good meeting, not necessarily.	Bianca interview 2
Developing the EP Identity\Confidence\Confidence in practice	he.... It's normally anxiety that links to it. Kind of if I think a meeting hasn't gone well, I guess embarrassment maybe comes into it, sometimes if I think you didn't do a good job of that. And sometimes I find myself almost apologizing at the end of a meeting," Like I'm sorry we didn't quite get to where we wanted to", rather than just saying, actually, we changed our thinking a bit.	Bianca interview 1
Developing the EP Identity\Confidence\Confidence in practice	But then my school sometimes say, "Oh, I forget you're a trainee". So to them, maybe they don't even see that disparity at all, but I am so reliant of holding on to while I'm still in this student bubble. So yeah, I'd say I feel like a competent trainee (laughter) moving into the professional world (laughter).	Bianca interview 1
Developing the EP Identity\Confidence\Confidence in practice	So, where that puts me on the professional scale when I get into that world is probably quite low (laughter). But, but you bring that you know, you you're fresh, you've got new ideas, there are benefits to being a trainee and being ...having access to lots of new information and not being stuck yet. Hopefully, never but you know being stuck in a particular way of practice- because you're always trying to do new things.	Bianca interview 1
Developing the EP Identity\Confidence\Fee ling able to challenge	Yeah, I think in year two I didn't hugely know what I was doing, like it was kind of just not... not the whole way through, but like the beginning, if we look back September to December. Yeah, I was just like, I've got 12 schools, and they want me to do this assessment. And, you know, I'm...I'm doing it and actually, even though it isn't the way I would've wanted to work, and I don't personally think it's the most effective time efficient way to work. I do think that it was helpful as in I did gain confidence in really formulating about children, because I didn't just do the BAS even then I was challenging to some extent (the practice I was expected to follow), and I was trying to do the full cycle of the consultation cycle, rather than kind of stopping at one point. It was more that there was going to be an assessment, what that assessment was, was thought about, but I think I did gain a lot of skills around formulating and understanding children.	Sam interview 2
Developing the EP Identity\Confidence\Fee ling able to challenge	So I came in, and I was like, I don't know what I'm doing, but that's definitely not what I'm going to do.	Sam interview 1
Developing the EP Identity\Confidence\Fee ling able to challenge	So I feel like it's not that hard. I mean, I shouldn't say that. For me, it wasn't that hard to think this is how I don't want to be, because it was so far away from my beliefs, which was so far away from anything evidence-based. So I think their outlandishness allowed me to separate it quite easily and be like, absolutely not.	Sam interview 1

Developing the EP Identity\Confidence\Fee ling able to challenge	Yeah ...That was the time when... Yeah, December, Year 2, was when I... it was full on like. That was when I decided, I don't want to be doing assessment after assessment, when I realised, like, you know, you do a cognitive assessment, but I could predict the results based on what I'd been told in the room. And I was like, "Well, what was the purpose of that?" You know, there just wasn't one. I think December of Year 2 was when I was like, you know, I'm gonna work in a different, like, I'm really gonna really start to think about my approach. So I think that, and then when I like, brought the idea of not doing assessments to my supervisor that was like, for them, "what, what's the point of an EP?" She just didn't even get it. So I think from then I had to be ... at every decision I made, I had to be very, I would say...maybe as confident as you have to be when you qualify, because I had to defend it. You know, I had to defend why I didn't do a BAS, I had to defend why a dynamic assessment. We had so many debates about why, like, you know, her opinion was like, you know, "a teacher needs to know that they're on the first percentile" And I was like, "why, like, how is that going to be helpful?"	Sam interview 1
Developing the EP Identity\Confidence\Fee ling able to challenge	so we had so many debates about the differences and whatever. So I felt like I really had to hold my decisions as mine.	Sam interview 1
Developing the EP Identity\Confidence\Fee ling able to challenge	And actually having to defend your decisions. While sometimes you like, for heaven's sake, she's been pretty strong with that, so that's been helpful as well. Yeah.	Sam interview 1
Developing the EP Identity\Confidence\Fee ling able to challenge	I think as a trainee you feel that you're at the start of the race and like everyone ahead of you knows more than you. But also, I think that there's something that certain... not everybody in any way, but there's certain people that I've come across on my journey that... (pause) I don't know if 'enjoyed' is the right word, but there's something in being ahead in the race, and being able to give advice, be that good or bad, or say, you know, "my opinion's more valid than yours, because I'm thirteen kilometres into the marathon and you're right at the beginning", but actually everybody's got a different skill set. And just because you're earlier on in your career journey doesn't mean that someone who's further along or in a higher position of power necessarily knows better than you and certainly doesn't know you better than you know you... And So, yeah, so something around it being okay to challenge people and say, 'no'.	Elle Interview 2
Developing the EP Identity\Confidence\Fee ling able to challenge	Also having a different perspectives is okay, so, I think so group discussion sessions is a key kind of space that I would say I've learnt that, but also in our team meeting because it's 30 people in the team, not everybody has a voice and I think over time I've found my confidence in being able to have a voice and having a different perspective and that being okay and actually welcomed rather than a dominant narrative that people aren't really listening to or people feeling like they cant speak. Yeah, so say I'd say something around confidence.	Elle interview 1
Developing the EP Identity\Confidence\Fee ling able to challenge	aybe something like power dynamics? So I feel like as a trainee, partly internal, partly external. There's lots of power dynamics that play out in different ways with supervisors, with the training provision, with your local authority, and sometimes in an unhelpful way. But not everybody thinks like that. And I think it's sometimes things, so for example in my first year, and I understand I was at a different point in the training at that point, But I think I allowed that to be played out maybe more in my first year than I would now. And actually, if, if you feel like you're being treated in a way that doesn't feel fair it's okay to say that doesn't feel fair or to give feedback around your experiences. I think sometimes it's hard to give feedback to people who are in positions of power but actually unless you do, things don't change. Yeah. And even if the person directly in front of you doesn't want to hear it, there's other people that do. So, yeah, don't just take one person's word for it.	Elle interview 1

Developing the EP Identity\Confidence\Fee ling able to challenge	yeah, I kind of really tentatively challenged it but was really kind of aware that I didn't want to like overstep boundaries or like yeah, I didn't I guess I wasn't as clear of what to do. And I really wanted to keep that good relationship.	Leila interview 2
Developing the EP Identity\Confidence\Fee ling able to challenge	But I guess yeah, as we kind of move on, I think I'd be a bit more confident in challenging that because I think I know a lot more about kind of, expectations, and maybe more, kind of, sensitive ways of challenging it in like a sensitive way, but actually kind of continuing and taking that next step or kind of maybe not challenge... you're challenging it, but like in a more constructive way.	Leila interview 2
Developing the EP Identity\Confidence\Fee ling able to challenge	And being able to kind of just, kind of explain that a bit more, rather than feeling a bit more pressure to be like "oh I'll just do a consultation". And then that's kind of in the middle of when you get back to uni, you have a neuro psych session and you think "Oh, my God, I should be doing every assessment" and I'm thinking like, no, that's not necessarily gonna be helpful for the majority of the cases that I'm doing. But I think maybe if I had that the Neuro psych session in year one I'd be much more influenced by it.	Leila interview 2
Developing the EP Identity\Confidence\Fee ling able to challenge	I guess, just in terms of like a training model as well, that having that kind of time pressure, like you learn about all these things, or you want to explore or spend time picking, like, I guess key strengths, key concerns, the context and how they are interacting, and like really kind of have the follow up and really, kind of, review it over time. Which I guess like within a consultation service, you can, but you really have to push for it, and reviewing over time might just be like a half hour consultation with the teacher, if you can get the parent there as well, great. But it's kind of in between ... I don't know ... and then, we have to push for it as well, especially for the follow up.	Leila interview 1
Developing the EP Identity\Confidence\Fee ling able to challenge	Having to really, really, push for it and schools being like "oh you know, we need to use that time for something else". So we have to argue for and then yeah, maybe getting like a quick kind of "How's it going?" and teachers are like "Yeah, fine". You're like... "well has it worked or ...?".	Leila interview 1
Developing the EP Identity\Confidence\Fee ling able to challenge	I guess the key thing is like, for example, if a safeguarding issue or something you're not sure of comes up. Like, last year, it was quite early on in my year two, when I was working in a unit, and there was like, some inappropriate restraints and kind of a lot of alarm bells are ringing out from an observation. So being able to kind of ... yeah ... so obviously, I kind of tentatively and trying to be kind of as respectful as possible, kind of talk to the teacher about it. And kind of had a tentative conversation there, but also being able to kind of come back and like, really see like what should I do. I kind of raised this as a slight concern, but I wasn't, maybe as overly critical because I try to balance the kind of relationship with that class teacher not undermine her, kind of keep that relationship and kind of more tentatively explore why, why that restraint happened or why this has kind of come about. But having that supervision to explore like, "is that okay, because with me that didn't sit right? This is what I saw, like, is this something that I definitely need to follow up? Because I feel like I should follow this?". I would say helped, but, yeah	Leila interview 1
Developing the EP Identity\Confidence\Fee ling able to challenge	I think because it felt so wrong, that it didn't sit with me, I would have challenged that. But I do completely get there is a power imbalance in terms of having like, a supervisor, maybe the balance gets less so when you kind of move throughout the years. But when you said that I thought of my first supervisor when I was in year one. She did a cognitive assessment for like everything and it's like year one, so I was like "Oh, I'd like to formulate...my key hypothesis is this, I think I should do this, this and this" But your supervisor is saying that, "No I shouldn't do that!" Then I guess it's differences over a concern.	Leila interview 1

Developing the EP Identity\Confidence\Fee ling able to challenge	Where as now, if someone told me what assessment to do, I kind would have a much stronger argument in terms of “well, actually, these are my hypotheses, these are key things I want to explore. I think this assessment will be appropriate because of x, y & z” and sort of the context in which they’re in and the childhood factors because of well I’d kind of have a lot more confidence and experience. And your own kind of, I guess, your professional identity as well. And now knowing that EPs do practice in completely different ways. But I think when you’re in year one you’re a lot more naïve and think there must be a certain way of doings things and that’s so not true.	Leila interview 1
Developing the EP Identity\Confidence\Fee ling able to challenge	So an example would be bit of work that I did with an unaccompanied asylum seeker, and kind of school coming and saying “You know, they, they’ve probably got ADHD and their behaviour is really awful. They’re deliberately manipulating situations, they can’t get on with their peers. And, you know, we’re really struggling with them”. I went into the meeting with a trauma informed lens and kind of thinking about hyper vigilance and attachment and previous schooling experiences ... “Oh he’s got a learning difficulty” they said, and actually he hadn’t been to school apart from for one year in his whole life and he was 14,15.	Bianca interview 1
Developing the EP Identity\Confidence\Res ponsibility	I mean, I think that like taking kind of responsibility for my actions type thing. It is like my pattern in life. Like I’m a last minute person, I do well, working to the deadline I do while revising till four in the morning for my exam at nine. And I’m that... that is historically the way I work. So I think that to some extent, it probably always would have been that way. I think...em I think it was probably the first time though (doing an assessment piece (thesis)) I think I’ve been and like stayed really stressed about it, if that makes sense. Obviously, I’ve done you do exams like every year from GCSE, and I never really was that bothered by them. Whereas this was the first time where I was like, “This is like, genuinely really difficult, maybe I won’t do it” And that kind of Yeah, fear and anxiety, which were not emotions I was particular over familiar with if I’m honest. Yeah, and I think that’s kind of like, then stayed (the fear and anxiety). So me and a friend, like, keep talking about how those feelings have stayed and, and I’m like “Yeah, they’re going to go and then in September, we’re going to be different people” So yeah, I’ve gone a bit off topic.	Sam interview 2
Developing the EP Identity\Confidence\Res ponsibility	I’m quite excited for September I think, but you know, there is that kind of sense of responsibility like that. Yeah, you know, no one’s going to come sign your reports, no one’s going to check your grammar. But I do think, also that, because of the issues mentioned, and my personality as well, and how I’ve dealt with that particular issue, that very kind of separated approach, I have probably had a lot more independence than many other Teps.	Sam interview 1
Developing the EP Identity\Confidence\Res ponsibility	So maybe it’s kind of tempting to be a bit more engrossed in it, because you’re working with people, you’re kind of having that direct impact on other people, rather than that kind of impacting on yourself.	Leila interview 2
Developing the EP Identity\Confidence\Res ponsibility	So maybe with other roles or something, you kind of have a bit more of distinction. Cos you’re like, oh, that is kind of just going to impact me rather than impact lives of other people.	Leila interview 2
Developing the EP Identity\Confidence\Res ponsibility	I could previously I could say, I could say to myself, at least while I’m a trainee, I’m still learning, and other people may adjust for that because I’m a trainee but now that is something that’s being taken away and I have to therefore confront being a qualified psychologist.	Alex interview 2

Developing the EP Identity\Confidence\Responsibility	Responsibility is a very good way of describing it in a word. Yeah, the responsibility increases once you stop being a trainee and move to being newly qualified. Yeah, there is the... you know, you don't have "newly qualified EP" as your title on reports or in your email signature, whereas you do have "trainee". So yeah, so having that shift does increase your responsibility and workload as well. So, managing increased workload and increased responsibility simultaneously is a change and change can often be uncomfortable.	Alex interview 2
Developing the EP Identity\Confidence\Responsibility	Whereas, you know, the decisions that you make as a psychologist or the way that you present information has an implication-real implications on people's lives. And so that is the responsibility. And I know, based on the many mistakes that I've made in my life, about all sorts of things, (Laughter)... from trivial to greater, that I'm capable of making mistakes or not always having clear judgment.	Alex interview 2
Developing the EP Identity\Confidence\Responsibility	Em...so I think that's but it... and schools expecting more if you, I can't go "Oh I'm a trainee", I think I'll be going off "Just qualified". Or your reports you know, being checked. The first statutory report you send off without their [supervisor] signature on and that's, you know, that's you that can be brought back to- literally in court at you! You know, and that's... that feels like it's much more than, much more a bigger job- loads of responsibility	Bianca interview 1
Developing the EP Identity\Confidence\Responsibility\Expectations	Whereas with this (thesis), it was kind of like, its expected to be a certain standard. And yeah, I didn't realise...particularly data analysis, like I never analysed anything before in my life, I never realised...I had no idea how long that was going to take and how difficult it would be. So yeah, I think a bit more of a structure from the university would have been helpful.	Sam interview 2
Developing the EP Identity\Confidence\Responsibility\Expectations	I guess just so much juggling and so much balancing, which I understand the EP role will still be. But it's, I guess I'm more focused on the actual EP role. Rather than having ... having to balance research, alongside placement, alongside essays and alongside portfolios and everything else. I find that really difficult in terms of trying to like, manage all of those different competing demands. And so, yeah, I guess it's, it's an end, because you're still developing as an EP, you're still very much learning till you come to the course. Our course director said "We give you the training so that you know, what you don't know. You know enough but you still know there's so much that you don't know. And that is true. I'm very aware now, of what I do know and I don't know. And there's so much I still want to learn and develop. But I feel like that ending of kind of balancing all of those different plates will be good so you can have more focus.	Leila interview 1
Developing the EP Identity\Confidence\Responsibility\Expectations	So, I think... I think the "arghhh!" was in response to change and, and because the change will involve working a job being paid a salary to do a job, not just be a student. And I'll be working in a new local authority as well. So that's a change, perhaps a change in the way that people expect me to be in terms of, you know, being able to deliver high quality psychological advice and perhaps having ...fewer explanations for if that is not always high quality.	Alex interview 2
Developing the EP Identity\Confidence\Responsibility\Expectations	So, I do believe that if the course had expected us to be experts by the end of the three years in all areas of psychology and have to practice with that in mind, then I would still feel like there were things that I didn't know, holes in my knowledge and therefore not quite prepared to be a professional, qualified professional. But yeah, because there is no expectation to have full expertise in all areas of psychology, I feel that I will continue to learn throughout my career, and that there is no expectation to always be completely perfect.	Alex interview 2
Developing the EP Identity\Confidence\Responsibility\Expectations	Yeah, I think that it's easy to become overwhelmed when you have a large amount of expectations of things to do, places to go, activities to complete and research to complete, thesis to write and it all kind of happening simultaneously.	Alex interview 1

Developing the EP Identity\Confidence\Responsibility\Expectations	Yeah, I think maybe because the way the courses are or the way the demands are, maybe the trainee can be quite reactive in the support they need. So you've had a really difficult meeting or you're finding something on your thesis very hard and you want the support then and there. Researcher: Mhm Bianca: And so maybe there's a conflict between kind of when your needs might arise. And then by the time you get to your tutorial, which is once every six weeks that things actually died down quite a lot. And you might not even remember it was an issue. (Pause) But at that time, it was a huge issue	Bianca interview 2
Developing the EP Identity\Confidence\Responsibility\Expectations	Because if you started working in a school and didn't give them any strategies they'd probably think you're useless (laughter)	Bianca interview 1
Developing the EP Identity\Confidence\Responsibility\Expectations	And actually, if we think about the messages we're trying to get to schools about kids and what we need to be doing and making sure that it's not all about their school work, and you know, we have to be holistically developing them blah, blah, blah. Sometimes it makes me laugh on a good day and angry on a bad day, that the courses aren't designed with that same philosophy in mind. And there's sometimes with sense of "this is just how it is".	Bianca interview 1
Developing the EP Identity\Confidence\Responsibility\Expectations	I think it's both. I think it's explicit in that there is kind of an explicit message of this is just what the demands are. But I think it's implicit and it's probably implicit, because there's different training providers and you're all working towards a similar thing. So it kind of just maintains... and it's got to be rigorous it's a doctorate, I know it's got to be... and maybe that is part of the implicit is that it's, it's like this high level of academia. Em... Which people have different views on whether it needs to have that element to it. You know, actually, does it... need, do you need to have a doctorate in educational psychology? Do we need to do a thesis to be able to practice? I found the thesis really helpful in developing lots and lots of skills. Has it helped my practice? It has in terms of the implications of what I found, ... (thinking) Actually it probably has, I'm probably being unfair.	Bianca interview 1
Developing the EP Identity\Confidence\Responsibility\Expectations	: Yeah, and how do you, how do you know what the expectations are across the courses If you don't have them? or yeah, I think it'd be really invaluable to have something that's an agreement between trainees and course providers and who's above, I don't even know who sets that, that you could kind of... you all know that you're working towards the same thing. Also, as a trainee I've never had to pull up any problems but something you could almost refer to and say, "well hang on a minute, this seems like we're being asked to do something that doesn't quite fit within what we're supposed to be doing". Yeah, maybe that would be something that would be helpful. You know what your course expects of you, I think they're very good at giving you handbooks and all this, and they're judged on all that. I know what my course expects of me. But that kind of wider thing across courses, I've got no idea.	Bianca interview 1
Developing the EP Identity\Confidence\Responsibility\Expectations	what you should expect of them and also what they expected you. Researcher: So I guess, is that something about upholding your, your part of it? Would that be right or? Bianca: Yeah (sigh) and I think making it a bit of a two-way street. Sometimes, there's this, you know, we are... we're students, but we're also training to be professionals. And there can be times where you feel very much like a professional and like an equal colleague to your tutors, but there's also a lot of times we feel very much like a student and that probably has to exist that exists for a reason, because you are a student. But I don't know... then when most people do PhDs and they seem to be much more of a colleague with some of their... I don't know. I don't know if that's a fair judgment or not, but it would (pause) you having some sort of expectation, you just know where you stand, and it's good to know where you stand.	Bianca interview 1

Developing the EP Identity\Multiple identities	And I guess, yeah, I'm finding in personal life, maybe thinking about like, in my different friendship groups, that kind of dynamics there and how, I'm different in those places	Sam interview 1
Developing the EP Identity\Multiple identities	Exactly. Yeah, yeah. I think the thing about it is, it's not that I would mind a change, it's more that I think, I don't want my job to take over my life and I know that it isn't that, but like, obviously, psychology is very applicable to all situations. So it can really preoccupy your thoughts. And you can be thinking about, you know, splitting and projection amongst your friendship group, which to me, I know, some people might love that, great, and really want to think about that, and how that influences the way they interact. Researcher: Yeah Sam: For me, I'd quite like to separate and just, you know...	Sam interview 1
Developing the EP Identity\Multiple identities	Em... (pause)... I don't know everyone would be. It's something I had in mind, there was someone I used to work with in old my team, he was a social worker. He had said to me before I started that, most... like the majority of people on his training course separated from their partners during the time they were training because there's so much change that happens, you learn so much about yourself; about the profession; about other people that you, kind of have to take a real look at yourself and the other people in your life and then have all the other things to juggle that it really tests your personal relationships.	Elle Interview 2
Developing the EP Identity\Multiple identities	Yeah. And also, like, the pressures take up different roles. So, so knowing what's yours and what's, like, 'group-think.'	Elle Interview 2
Developing the EP Identity\Multiple identities	Yeah, I think that was a tricky one to navigate. However, now I'm at the end, it's totally meant that I can avoid having an ending with them (laughter). So, although they're now talking to me like I'm fully qualified and there full-time, which is a bit annoying. So, I'm like "Let me be a trainee a bit longer!" And I kind of want it to slow down a little bit now, but it has meant I haven't had the ending of everything. So, then my uni training experience will end my placement experience is going to extend, but in some ways, it feels like it's just the beginning now. I've got the qualification to be able to start the next step	Elle Interview 2
Developing the EP Identity\Multiple identities	Okay. Erm.. so like identity, I would say is a big one. And I think I, so I'm 31 but I started the doctorate later than lots of people on my cohort so comparatively, I think erm I'd had quite a lot of years in my previous career. And I think some of that was really helpful in starting the doctorate, but I kind of had to shake off some of my previous identity around my career and then work out what fits with the EP role, how to kind of take up my skill set within an EP role. Erm I think another one is like the psychodynamic lens so for the tasks, errr, like, the university set observation comes to mind, so thinking about another person, child, through the psychodynamic lens, and that was all new learning for me, which I loved and really enjoyed.	Elle interview 1
Developing the EP Identity\Multiple identities	Em... I felt like that that's something that our group has really grappled with. It comes up in group discussion sessions a lot in terms of our own individual experiences, and then our group experience. I think something that I've really found is it's been quite hard to share, like the success and the positive stories. So I think, as with any group, there's kind of underlying competition and rivalry. And I think our groups got better over time about talking about the difficult feelings and naming some of those things and some of the shared feelings and some of the different feelings but that the happiness and the joy and the celebratory side of these opportunities or learning, I know I've definitely found harder to share for fear of someone else having not had that opportunity maybe and a guilt for me anyway, a guilt attached, to someone else maybe not having something that I experienced or been working on. And I know there's different things that I've kind of sought out but also have been offered that other people maybe haven't. And yeah, so the happiness and the joys of learning maybe feel harder to share, I would say.	Elle interview 1

Developing the EP Identity\Multiple identities	There's lots of you know, "oh well you will be a main grade EP in a couple of months" and I've kind of had to say to my supervisor, "please just let me be a trainee for the last few weeks like I've got my viva to get through, I've got quite a few other things to be doing as well" and but it was really strange thinking when I yeah was only at that stage in my final year of having to think that far ahead already.	Elle interview 1
Developing the EP Identity\Multiple identities	So coming up with the idea in itself was quite interesting in terms of my identity shift or kind of where I'd come from, the bits that I loved and maybe wanted to keep on working out what I could keep me and what I'm able to let go.	Elle interview 1
Developing the EP Identity\Multiple identities	What would I tell myself? Hmm... You'll get through it (laughter). You and Finn* will still be together, that's my partner, I feel like that's been something at times that I've been like, oh my goodness is my relationship to sustain this? Em, you'll change but in a way, almost, yeah, to use a metaphor, it feels like you are a caterpillar, you like being a caterpillar, you'll go through a stage of like loads of change, and then like, yeah, I don't feel like I'm a butterfly so that maybe that's not so great. Maybe like a moth (laughter) You'll be a moth at the end and there'll be different adventures to go on. Yeah, so it's a period of change. It will be painful at times. But there's, like, joy and happiness along the way. There's lots to learn, lots of opportunities, take opportunities, actually, that's something I would say. Seek out your opportunities because there's lots of people that you will meet along the way that will be either have opportunities available that you can take up or the if you put your minds together you can create and I think the training course connects you with lots of colleagues from the EP profession, which feels like a small world.	Elle interview 1
Developing the EP Identity\Multiple identities	Yeah. And especially with things like people talking about how they're really stressed out like "Oh, well, I've recently done loads of research on mindfulness". Like, I would really advocate that, like. I guess you would kind of do that anyway, but you've, maybe, you've used it and you didn't have this job when you found it helpful, but I guess I know coming from this I'm gonna be like .. "Oh yeah, like there's great research around mindfulness"...you know, whatever ... I'm like"what are you doing!" ... (Laughter)	Leila interview 2
Developing the EP Identity\Multiple identities	Well, the other day someone was talking about how they just like can't switch off and they really stressed and having difficulty sleeping and I was like "have you tried mindfulness", I'm like "no, what are you doing!" (Laughter).. but yeah.	Leila interview 2
Developing the EP Identity\Multiple identities	I'm removing my title from trainee which has kind of become part of my identity really, I think I would often introduce myself as a trainee EP. I've gotten used to and enjoyed the routine of dividing my week up between being on placement and doing uni work to then suddenly not doing that anymore and working a job... being a person with a job (Laughter).	Alex interview 2
Developing the EP Identity\Multiple identities	I think it's important to be able to talk about what is fun and interesting to you and find common ground before moving on to other professional issues because I think often in professional relationships, there can be the emphasis on the professional side of the relationship and you don't spend too much time talking with people in a kind of friendly, well, not unfriendly, but in a kind of more casual way.	Alex interview 2
Developing the EP Identity\Multiple identities	: That's because it's your reality, that the things that you enjoy and are interesting to you, it's part of your life. But also, being a professional is part of your life as well and also, being a psychologist it kind of tows that strange line between being a professional but also kind of just being real.	Alex interview 2
Developing the EP Identity\Multiple identities	I don't, by the way, I don't consider myself now to have be an expert I've kind of changed my thinking along the way and don't see that as being always helpful. You wear different hats, I guess, depending on the circumstances. But I think what's helped me to get to a point where I'm finishing the doctorate now in four weeks (ughhhh!) (laughter)	Alex interview 1

Developing the EP Identity\Multiple identities	Uh no let me think... yeah, I used that term different hats before and you kind of are wearing different hats. When you get to when you're a trainee and you're on placement, and then when you're doing research, as well. And when you are attending university lectures, and being with the cohort, you get, you kind of get to experience different roles. And it's quite enjoyable to work in different ways. Whereas I feel that maybe when I'm newly qualified, I might be working...I'll be I'll be working full time and maybe I will miss having the occasional day to be able to go off to university and wear different hats. Yeah.	Alex interview 1
Developing the EP Identity\Multiple identities	I think the thing I've thought about most since we spoke was about, the kind of ... the three parts of being a trainee; you've got your student part, your trainee part and then kind of the next part, which is going to be your newly qualified kind of part.... sort of thinking about when you're moving up into kind of getting a job. Now, I've thought about that a lot....And I never had before considered that there were kind of two separate dimensions, especially the student and the trainee, and how you view yourself quite differently across that. (Pause).	Bianca interview 2
Developing the EP Identity\Multiple identities	guess it's something... that's something that I'll always be, you know... (pause) You know as some of the stuff we've spoken about is so particular to the training and the journey, but that's something that's going to continue for, forever. Whether it's that you don't want to overstep the mark of being, kind of, stepping into the role of EP with your friends. But also, you don't want them to overstep the mark and expect you to "Can you come and assess my child" entitlement and "fix my child and tell me everything that's wrong with my child" or, you know, whatever!	Bianca interview 2
Developing the EP Identity\Multiple identities	One of my friends sister said, " Oh, can you just come and watch him and just see if he's, you know, developing like he should be" , you know, that sort of "before we start school, I want to know how he's going to get on" and you sort of think oh well ethically that's bit a dirty. You know "not really". But also you want to be helpful.	Bianca interview 2
Developing the EP Identity\Multiple identities	Em...so I think that's but it... and schools expecting more if you, I can't go "Oh I'm a trainee", I think I'll be going off "Just qualified". Or your reports you know, being checked. The first statutory report you send off without their [supervisor] signature on and that's, you know, that's you that can be brought back to- literally in court at you! You know, and that's... that feels like it's much more than, much more a bigger job- loads of responsibility.	Bianca interview 1
Developing the EP Identity\Multiple identities	I think it's quite good at the moment because you can use your student status within your professional life as a caveat (laughter). (Pause) And I think sometimes... I think generally on our course, they are pretty good at respecting the expertise you have, the experience you have before you come to the course and what you bring. But sometimes there can be an element of, you know, this is, this is "my student". But you know, then that kind of... that undermines this professional status you're working towards, but then you're not there yet. So you are still a student, but maybe... I don't think it bothers me that much. Because I think I quite like being the student, the bubble, it's like a bubble of protection being a student.	Bianca interview 1
Developing the EP Identity\Multiple identities	Yeah, I think it's probably...it's only happened once. So I've been introduced as, as "my student", but I don't know if that was more the loss of identity of my name (from the tutor) (laughter). Rather than the fact that I wasn't a professional. Yeah, and I think it was in quiet a unique context of, you know, an event outside the university and you know, I don't think it was...	Bianca interview 1
Developing the EP Identity\Multiple identities	And it wasn't meant in any way so that, yes. And maybe it just reminds you, oh yeah I am just a student. I'm not... I'm not yet where I want to be. So I think there is probably more positives to being a student than there are negatives.	Bianca interview 1

Developing the EP Identity\Multiple identities	k, although I said about the workload of being a trainee, I'm trying to think of things that aren't within that comfort blanket of supervision and the cohort and meeting at uni. That's the comfort blanket is all the extra input from senior supervisors, cohort, coming into uni, extra teaching sessions- that's all that comfort. But one thing I will miss is the flexibility of being a trainee, so like this afternoon I just didn't do placement, I did a research afternoon because I had a spare afternoon. Or, actually on Thursday and Friday, I can work in my pyjamas because it's the thesis day and go to a yoga class in the middle of the day. And so, some of that working full time in September is going to be very different to now.	Bianca interview 1
Developing the EP Identity\Multiple identities	So it might be that actually you're finding something difficult, difficult professionally, because something personally, it's so personally salient to you, that you have to think about it professionally or actually something personally, might lead the way.	Bianca interview 1
Developing the EP Identity\Multiple identities\Positioning	The thing is that's actually interesting, the PEPs left and the senior she told me today, she's leaving. And there's talk about the team being moved under to another team without a senior or a PEP. So already, we're currently being managed by a head teacher and we will be moving into management by I don't know, social care, or whoever's team they want to put us over. Yeah, so it's an interesting one, because I feel like I definitely did very much align (with the PEP and senior)... in my head, even though I tried to like maintain the balance more with their perspective and now those presents are both gone. So it's very much like just kind of being on your own (laughter)...which I think at this point, I'm kind of fine with, but if this would have happened, like last year, I think I'd be in major panic.	Sam interview 2
Developing the EP Identity\Multiple identities\Positioning	And even though there was nurture there from individuals, as a team, it was quite the opposite of nurture. And I think we were seen, the trainees were seen as a threat because there was this very much like the old and the new split. So TEPs, we were very much part of the new and I think that us having more perspective in line with the senior impact and the direction they wanted to go. So we were part of that problem. So I think we got some of that, yeah.	Sam interview 2
Developing the EP Identity\Multiple identities\Positioning	And then the fact that we got new people coming into the service and a new PEP, who then left, and a new senior and another senior EP, and their approaches were much more similar to mine. Okay, so I aligned a lot more with them, which actually had issues, but, and I kind of knew that even though ...my supervisor was not unsupportive, like I think that's the other thing, she's really nice and like, kind of, you can do what you want type thing.	Sam interview 1
Developing the EP Identity\Multiple identities\Positioning	And but I think the fact that I knew that my opinion aligned with the senior management also, was another, like, massive containing fact. Yeah, yeah.	Sam interview 1
Developing the EP Identity\Multiple identities\Positioning	So there's so many complexities of the dynamics, but particularly, this year; last year, I was a lot more interested in trying to work out what was going on and trying to really consider how, even if my opinion was similar to the PEP. I didn't want to align myself too much. I wanted to kind of... I thought about a lot more this year, my response has been like "let's not go into the office that much" I go into the office when I need to engage in a team meeting when I need to, but I don't really engage in it at all.	Sam interview 1
Developing the EP Identity\Multiple identities\Positioning	Yeah, in terms of my, my position in the team. I think it was something about being considered so as well as yeah, I guess like holding the trainee in mind. It felt like people in my team still were in touch with what it felt like to be a trainee.	Elle Interview 2
Developing the EP Identity\Multiple identities\Positioning	I think the way that we're positioned in our course is to...Yeah, is not to try to be an expert. It's to be... the kind of the unofficial slogan for our university is "You can be the best EP that you want to be" so every approach idea is respected. And reflection is encouraged us as is with many courses, but we're not positioned. We're not considered that we're trying to be experts.	Alex interview 2

Developing the EP Identity\Multiple identities\Positioning	You know, if a parent of a child doesn't have that kind of secure attachment, then being in kind of, quote unquote professional mode might not really help them to reflect you might put your barriers up a little bit because you're focusing more on you and coming across as professional and then you don't always perhaps meet people as in any real meaningful way. Whereas you know, being able to relate things to perhaps fewer threatening topics or simpler or more enjoyable topics means that you are addressing that there is some kind of shared reality.	Alex interview 2
Developing the EP Identity\Multiple identities\Positioning	I think everyone is in this constant state of kind of formulating about the social environment. They're trying to figure out where they are in relation to others and often hierarchies come naturally for me, if not in behaviour, which you can observe but in mind. And you and you kind of adjust your behaviour according to what you see. It can be helpful to see that in terms of some perceived hierarchy	Alex interview 2
Developing the EP Identity\Multiple identities\Positioning	Yeah (sigh) and I think making it a bit of a two-way street. Sometimes, there's this, you know, we are... we're students, but we're also training to be professionals. And there can be times where you feel very much like a professional and like an equal colleague to your tutors, but there's also a lot of times we feel very much like a student and that probably has to exist that exists for a reason, because you are a student. But I don't know... then when most people do PhDs and they seem to be much more of a colleague with some of their... I don't know. I don't know if that's a fair judgment or not, but it would (pause) you having some sort of expectation, you just know where you stand, and it's good to know where you stand.	Bianca interview 1
Developing the EP Identity\Multiple identities\Positioning	I don't know. I think... I think I... I think what's the difference between student, trainee and professional, I almost associate the student side of it more with the research and the coming into uni and that sort of thing, because that's the student you've been in your undergrad. Then there's the trainee which is like your professional student life and then there's when you're qualified professional life, and so maybe the trainee is that kind of the bridge between the two, and I still very much feel like a trainee and I don't know if it'll just be the removal of the title will help that or people say and I'm staying in the same authority, and people say the risk of doing that is that you're... you maintain that status of trainee because they've known you as a trainee. So it'll be interesting to see in September if you're actually working as a qualified EP. And you know, if I keep the same schools for example, do they still think of me as a trainee.	Bianca interview 1
Developing the EP Identity\Multiple identities\Positioning	But then my school sometimes say, "Oh, I forget you're a trainee". So to them, maybe they don't even see that disparity at all, but I am so reliant of holding on to while I'm still in this student bubble. So yeah, I'd say I feel like a competent trainee (laughter) moving into the professional world (laughter).	Bianca interview 1
Developing the EP Identity\Multiple identities\Positioning	So, where that puts me on the professional scale when I get into that world is probably quite low (laughter). But, but you bring that you know, you you're fresh, you've got new ideas, there are benefits to being a trainee and being ...having access to lots of new information and not being stuck yet. Hopefully, never but you know being stuck in a particular way of practice- because you're always trying to do new things.	Bianca interview 1
Developing the EP Identity\Recognising the self change	I was kind of thinking a bit about a school meeting, and how like, massively different it was from the beginning. And whereas before, I would have thought "Oh, yeah, no, just maybe different people or whatever".... but I was thinking a lot more about the change of head and the kind of organisational stuff, and maybe what was going on in the room and how people interacted. Whereas before, I would have probably just thought about, you know, the topic that we were discussing, and I wouldn't have thought about these kinds of things. And I guess, yeah, I'm finding in personal life, maybe thinking about like, in my different friendship groups, that kind of dynamics there and how, I'm different in those place	Sam interview 1

Developing the EP Identity\Recognising the self change	Well ... my best friend, actually said that she did think I'd changed ... not change, I think changed is a bit extreme. But definitely there was something different. But I'm just not...I was never one for kind of like talking about emotions type thing. Researcher: Yeah. Sam: Or, you know, being keen to engage in these kinds of discussions. And I think I'm a lot more comfortable with that. So I think that that would maybe be a change. I'm not sure. I don't know if other people have noticed the change. No one's ever said it to me.	Sam interview 1
Developing the EP Identity\Recognising the self change	I think it's more maybe about internal thought. And, and maybe, yeah, than external... Behaviour.	Sam interview 1
Developing the EP Identity\Recognising the self change	And maybe therefore, it doesn't influence my behaviour. But I mean, it probably does. But yeah. Researcher: Yeah. Sam: But it might not be a bad thing can just be like ... um ... I guess change can be just something different rather than ...	Sam interview 1
Developing the EP Identity\Recognising the self change	Em ... It's funny, it almost feels like I'm a different person. I feel like I've changed loads looking back. And it's subtle, subtle changes.	Elle Interview 2
Developing the EP Identity\Recognising the self change	ke any kind of stage in life, you kind of start thinking like, "Oh, this is me!" ... and then things happen and things change, and you learn more, your preferences change, your view of the world changes.	Elle Interview 2
Developing the EP Identity\Recognising the self change	Or, I always think, like, perfection isn't good enough ... Researcher: Yeah ... (laughter) Elle: You've got your wings, you can fly, people ... you'll be a bit annoying to some people, put dust on their clothes, you might eat some people's clothes, but you're flying and your free. Yeah (laughter)	Elle Interview 2
Developing the EP Identity\Recognising the self change	m... I think a bit of both, so the change to everything was a big one. So that was challenging, a feeling like I was just compromising in all areas like it didn't feel good enough anywhere.	Elle interview 1
Developing the EP Identity\Recognising the self change	So I think asking about your previous experiences and what you'll bring, so getting to know you as a person, obviously, everyone has a different career before they start, which I think was a shift in my identity as well.	Elle interview 1
Developing the EP Identity\Recognising the self change	What would I tell myself? Hmm... You'll get through it (laughter). You and Finn* will still be together, that's my partner, I feel like that's been something at times that I've been like, oh my goodness is my relationship to sustain this? Em, you'll change but in a way, almost, yeah, to use a metaphor, it feels like you are a caterpillar, you like being a caterpillar, you'll go through a stage of like loads of change, and then like, yeah, I don't feel like I'm a butterfly so that maybe that's not so great. Maybe like a moth (laughter) You'll be a moth at the end and there'll be different adventures to go on. Yeah, so it's a period of change. It will be painful at times. But there's, like, joy and happiness along the way.	Elle interview 1

Developing the EP Identity\Recognising the self change	I think a lot of the time, we're doing like reflective commentaries for like your portfolio and sometimes very much kind of fixed on ... this applies to my practice this way. But it was quite nice to reflect on maybe how I've changed as a person as well and kind of what I've learned, personally.	Leila interview 2
Developing the EP Identity\Recognising the self change	really quite refreshing! Yeah, just kind of like, I guess reflect on how much I've learned and kind of like thinking about ... I guess it makes you think about where you were when you were in year one when you started. It's quite refreshing to kind of think about... I don't know how much you've learned, how much you have developed over the past three years. Because you don't have kind of a lot of time, you're really busy with the next deadline you need to like ... do this, do this, do this. You don't really ... I don't know step back and think this is how much I've learned. I've managed to do all of this!	Leila interview 2
Developing the EP Identity\Recognising the self change	I very much used to be very, like, I need to have everything done way in advance. I need to be organised, I need to like, do that like now. I've never been this kind of person, ever, to leave things to the last minute. But now, Yeah, I'm such a last minute person. But I'm okay with it. Trusting myself that I can, I do have those skills.	Leila interview 1
Developing the EP Identity\Recognising the self change	So I think yeah, you do develop much more as a person in terms of definitely, like, empathising, and really understanding. Yeah, how people behave and why. Definitely.	Leila interview 1
Developing the EP Identity\Recognising the self change	So the variety, and then I guess ... just being able to kind of actually complete it or I haven't actually completed it yet! But touch wood! But actually get through and kind of stick to it has been quite surprising in terms of that like, I guess, how I've developed.	Leila interview 1
Developing the EP Identity\Recognising the self change	I seem to remember talking about a number of things, talking about the journey of kind of becoming or feeling more competent and changing my understanding of the EP role from the expert role to more consultative and sensitive, and talked about the effect that it's had on my personal life as well about my own identity.	Alex interview 2
Developing the EP Identity\Recognising the self change	I suppose that was a time of change and transition where you're kind of, in a sense forced to make decisions about your future. So it's...that's always going to be a turning point in your life. Well, not always, but it was me. And, and I did, I think I was... I tend to be quite nostalgic and remember the past in a positive way. So, I just kind of... just think fondly of that particular time I guess, being naive, and carefree and probably quite immature (Laughter from Alex).	Alex interview 2
Developing the EP Identity\Recognising the self change	That's true. Yeah, there are parallels there of transition, it kind of feels a bit like a new chapter. And I remember feeling at 16 unsure...I had some kind of structure, an idea about the future of what I wanted to do, but also not quite knowing where it would go and what would happen. So, having this there's definitely a parallel there in those two periods of time. But I'm probably not much more mature than I was when I was 16 (Laughter from Alex).	Alex interview 2
Developing the EP Identity\Recognising the self change	I don't consider myself now to have be an expert I've kind of changed my thinking along the way and don't see that as being always helpful. You wear different hats, I guess, depending on the circumstances.	Alex interview 1
Developing the EP Identity\Recognising the self change	, I asked my family, if they felt I was different as a result of doing this doctorate. And they said, not really. They didn't, they didn't really see me as being that different. But I feel very different. Yeah, that's quite interesting. I can't quite reconcile that. I'm going to visit them in a couple of weeks, now I finished my thesis and my father, will probably just say, I've got stress lines on my face (laughter).	Alex interview 1

Developing the EP Identity\Recognising the self change	I guess maybe... I feel I feel different, I feel more kind of confident and comfortable within myself, as a result of doing this, a	Alex interview 1
Developing the EP Identity\Recognising the self change	But now I'm thinking about it, there does seem to be a huge difference between how I feel about myself, and how I feel just in general about life. I've always been quite optimistic, but maybe a bit more anxious, but now I feel less anxious.	Alex interview 1
Developing the EP Identity\Recognising the self change	the kind of ...the trajectory of change is quite, it's almost like how can you say, almost like a reverse exponential reality. Like, it seems that you learn a lot very quickly at the beginning. And so therefore, a lot of changes are happening very early at the beginning. And then over time, as you get to the end of the third year, there's fewer changes that are being made, because you have kind of already got to that point where you've, you've made a lot of changes in your thinking, and you're learning that you are still going through changes, but just at a slower rate	Alex interview 1
Developing the EP Identity\Recognising the self change	I think the course has shifted me to think about adults like that a lot more. So kind of day to day, the grumpy bus driver. And rather than thinking god what an arsehole... I think right, actually what's happened in his day or I think about things on a much broader level, and about you know... kind of... we do lots about systems and thinking about Bronfrenbrenner (Systemic theorist). Like...I think about how the systems around us impacts upon something.	Bianca interview 1
Developing the EP Identity\Recognising the self change	I think I am starting to think about that more generally in my life. And then...um in the way I talk to people my interaction style, and I think being much more empathic, and an active listener, rather than with friends, I'd always jumped to the solutions and I think I've taken that on board a lot more.	Bianca interview 1
Developing the EP Identity\Recognising the self change	Obviously expect to change but how much your outlook shifts on everything. This is why I was so interested in this project, looking at kind of a bit of the crossover because actually there is such a crossover	Bianca interview 1
Developing the EP Identity\Recognising the self change\ Just part of who I am	I think for me...I think I'm somebody that, that learns over time or things come with time, like, I don't I can't, apart from that specific one. I mentioned, I can't remember, or think about a specific kind of time. But what I do... One of the main things like...thinking about which is more related to placement, and I think that that relates to me as a learner, like I'm a hands-on learner, I'm not a sit and read or, like, I'll read but for a function. I'm not a, you know, that that's reading. I just don't like reading. I don't ... or a seminar fine. If it's kind of Yeah...	Sam interview 1
Developing the EP Identity\Recognising the self change\ Just part of who I am) No, I feel that I've been quite open and honest. I'm quite an open and honest heart on my sleeve person anyway ... (laughter) I'd probably say this in a pub as much as I would in a confidential interview! But um ... yeah (laughter)	Elle Interview 2
Developing the EP Identity\Recognising the self change\ Just part of who I am	I'd say as well, alongside that, the ... learning about the positives of those relationships as well. So, I think, I'm sure this affects lots of people on our course. We come to this profession because we're interested in caring and helping roles and typically people kind of ... certainly for myself, I carry that role within my family, and my friendship groups. And I think it's probably the first time that I really needed the other people in my life to kind of 'step up' and care for me and help me. And so, I think partly, it was probably quite nice for them to be able to take that role for a little bit and for it to be shared, but also helpful for me, its consolidated different friendships or relationships in my life, and in a way that I maybe haven't had those experiences before.	Elle Interview 2

Developing the EP Identity\Recognising the self change\ Just part of who I am	I'm not really sure. I think I've kind of always have been like, the nice one or someone who maybe is a bit more empathetic than others, I guess, in my family and friend groups. But maybe that's just like ... it's kind of developed in people. Yeah, I guess I have always kind of been the person that people will find to help or like, for example, like with boyfriend dramas or anything. I think I'm kind of like somebody who's better at listening than other people out there.	Leila interview 1
Developing the EP Identity\Recognising the self change\ Just part of who I am	Leila: I think I've definitely developed this skill in terms of like...well actually I've always maybe thought that I was empathetic, hopefully (laughter) and listened to people, but I think, definitely more so now. But I don't know if that's because of the course or but just because of generally, like maturing, like a lot of people, probably all of my friends and family, like as people get older, you generally do become a bit more kind of understanding, you've got more like life experience and kind of develop this skill naturally anyway.	Leila interview 1
Developing the EP Identity\Recognising the self change\ Just part of who I am	But I think I've always wanted to do work that I feel is meaningful and makes a difference to other people, t	Alex interview 1
Developing the EP Identity\Recognising the self change\ Just part of who I am	I think...I think I'm still fundamentally the same person that makes terrible jokes, and very immature in many ways.	Alex interview 1
Developing the EP Identity\Recognising the self change\ Just part of who I am	Especially as we're people who probably come to a profession wanting to help others because that's why we're in this profession.	Bianca interview 2
Developing the EP Identity\Recognising the self change\Professional view	But in terms of being a trainee and the complexity, I think, that actually, most of my cases have been really quite complex. And I think it definitely used to overwhelm me in year two. I was like, "Oh, my God, like, this child's got schizophrenia" and I remember a specific example, and I doing an EHCP for this girl who had schizophrenia and she just come out of a residential type setting. She got up and asked me to dance with her around the room (laughter). I didn't but I was like is that the right thing to do? Should I dance around the room with you? And yeah, so that, yeah. Whereas now, I think that would faze me a lot less.	Sam interview 2
Developing the EP Identity\Recognising the self change\Professional view	Oh god ... first thing that comes to my mind (long pause) um ... personal professional change probably... observance, maybe	Sam interview 1
Developing the EP Identity\Recognising the self change\Professional view	So, I think just in any situation, whether it's a work situation in a school or in a kind of friendship situation or whatever, I think what I notice about maybe the group dynamics or what's going on, is different. Researcher: Yeah Sam: and maybe I wouldn't have even considered that before.	Sam interview 1

Developing the EP Identity\Recognising the self change\Professional view	I don't think... I think that I did. For me, I feel like I changed. Maybe I could your thinking changes, and that definitely influences my behaviour and professional context. I think that's a change. Like, I'm sure if you asked people how I was in the beginning of Year 2 to how I conduct meetings now, I'm sure that would be very different. But I think me...I try to kind of avoid these thoughts, because I think it just becomes... yeah, so if I, if I'm in a group, and I'm thinking about it I'll just try and not...distract myself or something.	Sam interview 1
Developing the EP Identity\Recognising the self change\Professional view	o I think at the beginning coming into the course, I was probably very sceptical about maybe some psychodynamic ideas. And particularly given like, you know, what you learn at Uni about the very basic understanding of Freud, which is just essentially around the Oedipus complex. And you know...Researcher: Yes. Sam: And so I think that that is an example. I don't know, if it would be a turning point, I think more in terms of change, I think it's over time, and applying things and seeing them work.	Sam interview 1
Developing the EP Identity\Recognising the self change\Professional view	This year I've only done two and it was one with a very clear question. And not even one was... like one was a projective and one was a dynamic. So I think that's massively changed. And there's different lectures that have brought into, I think, the CAPs one that definitely really brought out a practice, particularly cognition and learning, because that was my definite, not my strength. And I think the seminars on groups	Sam interview 1
Developing the EP Identity\Recognising the self change\Professional view	I felt more confident in being able to mainly in planning meetings, for example say "oh, I'm able to offer some short term therapeutic input, or I can deliver a group on that". Whereas maybe initially, I'd have just gone with what they'd asked me to do, which might have been probably a cognitive assessment or something but thinking creatively and offering different perspectives.	Elle interview 1
Developing the EP Identity\Recognising the self change\Professional view	. Em but in my first year if that would have come up I'd have been like "Oh, I could never do that" And even when I applied for it, I didn't expect it to go anywhere, and, and then got voted in for the role. So yeah, stuff like that, that maybe I wouldn't have gone for or wouldn't have taken a risk for.	Elle interview 1
Developing the EP Identity\Recognising the self change\Professional view	It's nice to be able to reflect back and consider how things have changed me throughout the three years and kind of putting that in the context of my own personal relationships and professional ones as well	Alex interview 2
Developing the EP Identity\Recognising the self change\Professional view	is journey to becoming an EP and thinking about myself and my own...thoughts, the way that I've seen the world has been different through developing in my training and learning more about psychology. I think it has helped me in my own development as a person as well, as I felt that I hope to make ... or hope I have and continue to help other people. So, it's been interesting and rewarding to help other people. And I feel I've been able to learn a lot about myself as well.	Alex interview 1
Developing the EP Identity\Recognising the self change\Professional view	Thinking about it now... there does seem to be quite a difference between me when I was an assistant psychologist before I started my training, and now being a third-year trainee, who's a few weeks away from finishing. Definitely, yeah.	Alex interview 1

Developing the EP Identity\Recognising the self change\Professional view	I've gone on to do training for like, a parent carer forum for about 100 people. And yeah, just seeing those...I wouldn't have been able to do the latter, without the former. So yeah, but I guess that something like that the training and for a group of 100 people is kind of like a turning point in a way or as much or more of a summation I guess, you kind of notice, you've got to that point and you've had all of the stepping stones along the way to get to that point	Alex interview 1
Developing the EP Identity\Recognising the self change\Professional view	Yeah, I think that's true. And vice versa. If something personally hasn't then something professionally probably has and you probably don't always link the significance of the two together automatically	Bianca interview 2
Developing the EP Identity\Recognising the self change\Professional view	Or you're not always consciously aware of how much of it, the professional stuff you're learning professionally, impacts upon you personal and vice versa.	Bianca interview 2
Developing the EP Identity\Recognising the self change\Professional view	Em extremely difficult, um...ok as rewarding as it is difficult, and I guess in terms of kind of change it's in terms of the actual doctorate- it has as much of an impact on your professional life as it does your personal life and in in more positive ways in your professional life (Laughter)... and perhaps more negatively on your personal life. And, but then also, that's probably not very fair, because a lot of the things you learn professionally, you suddenly find taking into your personal life. So, it does add things in terms of richness in that area.	Bianca interview 1
Developing the EP Identity\Recognising the self change\Professional view	Yeah, I guess there's only professional or placement....I'm trying to think, So I've kind of kind of got my interaction style, the way I think about things. I think also (I'm not sure if this is a good example or not), but I think my.... approach to everyone I meet is maybe a bit more accepting, and I'm not saying I'm suddenly become some 'Holy', you know, I accept everyone. But you know...and just really trying to understand where people are coming from.	Bianca interview 1
Developing the EP Identity\Recognising the self change\Professional view	And I think you will have always had that I think people like that come into this profession. But it's just that extra level of understanding I think and taking time to think about it. And feeling like you're a bit more informed to talk to people about stuff	Bianca interview 1
Developing the EP Identity\Recognising the self change\Professional view	we tend to pick a case that we can really unpick and think about in real detail, rather than me saying "Oh shit, I've got five cases this week, I don't know what the hell I'm doing, can we quickly talk about each one?" You know, that was a lot more second year supervision, and just kind of fewer items often now and they are discussed and lots more depth.	Bianca interview 1
Developing the EP Identity\Recognising the self change\Professional view	I don't think I expected it to be such a personal developmental journey as well as professional, and that was maybe naïve because its psychology. But I think you can't develop professionally without growing personally and so It has to be a big part of the whole course. And you can't separate them. And sometimes it can feel, and you have to be careful with boundaries within that supervisory relationship of, you can't get too personal you have to always have things in place. And you're always aware of the nature of that relationship. But I think the two are hand in hand and one will always lead the other.	Bianca interview 1

Developing the EP Identity\Recognising the self change\Professional view	Even if it's ...because even if professionally you don't feel like something has shifted something personally probably has or vice versa. And so to kind of have a chance to, to think about that and have other people acknowledge and validate it. I'm sure is always a nice experience for everyone.	Bianca interview 1
Navigating the course impact on personal relationships	And I guess, yeah, I'm finding in personal life, maybe thinking about like, in my different friendship groups, that kind of dynamics there and how, I'm different in those places. And yeah, so I guess it's not very specific, which is the question you asked, I know. But it is just a bit more general, I guess, more generally about the interaction between people and how that influences what's said and what's not said. That's the big thing that's changed, I think.	Sam interview 1
Navigating the course impact on personal relationships	So really seeing the positive supportive side of relationships alongside the challenges, and how meshed all of that is.	Elle Interview 2
Navigating the course impact on personal relationships	Em... (pause)... I don't know everyone would be. It's something I had in mind, there was someone I used to work with in old my team, he was a social worker. He had said to me before I started that, most... like the majority of people on his training course separated from their partners during the time they were training because there's so much change that happens, you learn so much about yourself; about the profession; about other people that you, kind of have to take a real look at yourself and the other people in your life and then have all the other things to juggle that it really tests your personal relationships.	Elle Interview 2
Navigating the course impact on personal relationships	Erm so for example, with my boyfriend, whereas previously, we both had a similar income, and I guess, almost had the luxury of not needing to prioritise what we spent, what we spent our money on, erm things changing so that we, both myself and us as a couple were having to think about the choices we were making a lot more so erm the time that we spend together, when we would go... but also erm our friends so whereas previously with maybe we'd both go to things for my friends or his friends and our friends together I would kind of make choices around erm some things that. I might not go because I couldn't afford to contribute as much or, erm things like having to rely on him a bit more which I think I didn't need to do before erm which added a different dynamic to our relationship and I guess conflict around that as well on what does it feel okay to ask for support with, but also for him, what does he feel okay to support me with?	Elle interview 1
Navigating the course impact on personal relationships	So things like we've got a bit of a joke, but it's not really a joke around like ASOS parcels, so he's like you tell me you can't afford to do the food shop this week and yet, I've seen an ASOS parcel come through. Whereas in my mind, I'm like, Yeah, but I send everything back, not everything, but like some things back, erm, for him, those kind of things would be a problem because he's like, well, I'm paying more for this and yet you're still spending on things for you. And yeah, so things like that that wouldn't have come up before and because we didn't need to worry about it. I think yeah, having to juggle the financial side of things alongside then the like academic pressure and the emotional pressure of learning I think it probably felt harder as well because I was more strained in other areas too.	Elle interview 1
Navigating the course impact on personal relationships	What would I tell myself? Hmm... You'll get through it (laughter). You and Finn* will still be together, that's my partner, I feel like that's been something at times that I've been like, oh my goodness is my relationship to sustain this? Em, you'll change but in a way, almost, yeah, to use a metaphor, it feels like you are a caterpillar, you like being a caterpillar, you'll go through a stage of like loads of change, and then like, yeah, I don't feel like I'm a butterfly so that maybe that's not so great. Maybe like a moth (laughter) You'll be a moth at the end and there'll be different adventures to go on. Yeah, so it's a period of change. It will be painful at times. But there's, like, joy and happiness along the way.	Elle interview 1

Navigating the course impact on personal relationships	uess that's something that will continue being a battle.	Bianca interview 2
Navigating the course impact on personal relationships	Em you are.....and... and life just generally sort of goes on hold because it's all about getting to the end of these three years. So even in terms of marriage, or if you want children or you know...one of those sorts of things, it feels like they would all have to wait. It's probably why so many people they qualify and then get married and have babies or whatever.	Bianca interview 1
Navigating the course impact on personal relationships	Em...and then it has quite a bit of impact on your loved ones and those around you. So... my boyfriend's life has had to be on hold for three years in terms of what we might want to do next, or he hasn't able to go on holidays with me or we're living in a shared house because we can't afford a flat of our own because I'm not bringing in enough money.	Bianca interview 1
Navigating the course impact on personal relationships	Bianca: So I think there's a real... there is a really big impact there. Em... but you know that when you sign up, so it's not like... "Oh, that's a surprise that happened". And I think, you know what you're getting into. Well I think...Sometimes it feels like it's more than you em... thought it might (laughter). But em... but yeah and you ...your sold for so long before you're committed to doing this because you have to put so many years into getting to this point.	Bianca interview 1
Navigating the course impact on personal relationships\ Helpful influence	I think the only time when it does come in, and I do think is helpful. Say, for example, my husband works in like, a very 'non-work group' team for lack of sounding like, you know. (Implying a reference to systems theory).Researcher: Yeah. Sam: And, and they have a massively split team. But to the extent there's horrible comments made and its actually quite problematic. Also, for him...he's an investor, and it's about pushing deals through and whatever. So when he's telling me about that, I would use psychology to say, 'Well, you know, if we understand the dynamic, how can you get that through without pissing off that person and whatever.' So I think in that context, it can be helpful and he would find that helpful. And like, whereas... Yeah, so if someone's talking about something like that, where it can be helpful, then yes, but if you're analysing them as like a person, then yeah, but I do think it does happen. Like, you know, if someone's behaving in a specific way or whatever.	Sam interview 1
Navigating the course impact on personal relationships\ Helpful influence	Well, yeah, I think about my own relationship with my girlfriend. And I know that... it's not helpful to use psychological techniques in (laughter) romantic relationships (laughter) with your partner, and I don't ever actively use psychological models (laughter) when I'm having a discussion or disagreement or so... with my partner. But I feel that that kind of work is kind of the same, it's helpful to do that kind of work in your own relationship, because it makes you think about the way that you communicate and makes you think about other people and how they're feeling. And so yeah, it has kind of helped in my life	Alex interview 1
Navigating the course impact on personal relationships\ Helpful influence	So inevitably it does, kind of like I was saying, at the beginning that, you know, it affects the type of conversation that you have in your own relationships with either partners or friends, family in a positive way.	Alex interview 1
Navigating the course impact on personal relationships\ Helpful influence	But it's, it's a... it's a great thing. And I feel like it has a positive effect on my life outside of work.	Alex interview 1

Navigating the course impact on personal relationships\ Helpful influence	Em extremely difficult, um...ok as rewarding as it is difficult, and I guess in terms of kind of change it's in terms of the actual doctorate- it has as much of an impact on your professional life as it does your personal life and in in more positive ways in your professional life (Laughter)... and perhaps more negatively on your personal life. And, but then also, that's probably not very fair, because a lot of the things you learn professionally, you suddenly find taking into your personal life. So, it does add things in terms of richness in that area.	Bianca interview 1
Navigating the course impact on personal relationships\ Helpful influence	I think I am starting to think about that more generally in my life. And then...um in the way I talk to people my interaction style, and I think being much more empathic, and an active listener, rather than with friends, I'd always jumped to the solutions and I think I've taken that on board a lot more.	Bianca interview 1
Navigating the course impact on personal relationships\ Helpful influence	I think generally well, I try. I mean, I'm not really "let me tell you about this theory". But I think sometimes if it comes up in a conversation, and it helps to try and make sense of it in a particular way, then it can be really helpful or, you know, conversations about kids, they just have "bad behaviour", and those sorts of things and ...and I think that will become greater as friends have children. But I think sometimes it will cause a dilemma when your friends are doing things that you think maybe that's not what you might want to be doing, and how you address that. My sister's about to have a baby, She would hate it if I came in as an educational psychologist into her home, she'd literally be like "Get out!"	Bianca interview 1
Navigating the course impact on personal relationships\ Making time for personal relationships	Erm I think lots of different pressures as well and juggling time and different demands. Erm, so I think something that I found quite tricky is managing the financial side of things. So again, linked to having a career before, when I think my wage kind of divided by a third and then continuing to live in London, and having to reduce what I was doing and all while it felt like all areas of my life and kind of struggling to manage financially. And then some of the challenges that come with that, both in terms of relationships with my friends, but also things like my family live up North so being able to go home, like, was harder and doing things with my boyfriend became harder that is shifted the dynamic between us as well. But I think, although very challenging, it has also been helpful to think about what to prioritise, and also how to manage some of these pressures that I'm sure will come up at different times throughout my life.	Elle interview 1
Navigating the course impact on personal relationships\ Making time for personal relationships	I've got much better at just saying it just needs to be a pass and be good enough and not compromising the personal relationship side of things. So, actually, I could spend another weekend doing this and maybe get a distinction for this assignment or I could go and spend more time with people that are really important to me. I'm going to get much more out of it. And just get a pass and that's okay, and yeh so coming back to like values and prioritising things.	Elle interview 1
Navigating the course impact on personal relationships\ Making time for personal relationships	But also in my first year, I really didn't enjoy it and I think I found that starting the course affected all areas of my life in different ways. And some of the ways I've already mentioned and I think taking time over that first summer to think okay, what is actually important here, my family, friends, boyfriend, wellbeing are more important than a mark that actually doesn't matter but it takes a while to kind of shake some of that off I'd say.	Elle interview 1
Navigating the course impact on personal relationships\ Making time for personal relationships	So kind of like the personal aspect, I have a lot less work life balance, like I've still tried really hard to kind of still do stuff, like occasionally, on week night it's nice to see friends and keep up ... and have a tippie and stuff and trying to like, have that time. Yeah, it has completely engrossed some aspects.	Leila interview 1

Navigating the course impact on personal relationships\ Making time for personal relationships	ut other people have spoken about that, sort of that...and even when even when people say to me that “oh, I haven't seen you for ages” and they're not saying it out of malice, but it's just that “Oh, I know I'm sorry” , you know? Yeah, so that guilt didn't we speak... I remember we spoke about guilt, about not being there for friends as much as you would be, then the guilt about whether you take time off or whether you do work or whatever you do, you end up feeling guilty. So guilt is this huge emotion you carry the whole time.	Bianca interview 2
Navigating the course impact on personal relationships\ Making time for personal relationships	Well, I think in terms of the.... (pause) the impact on personal life is that it...(sigh) you give up three years of your life for this course really, and I think especially the second and third year you're giving up your weekends, your holidays, the financial sacrifice.	Bianca interview 1
Navigating the course impact on personal relationships\ Making time for personal relationships	: Okay, so Monday, Monday, Easter Monday I was...I was at home. I took the Easter Friday, Saturday, Sunday off and I was going to take the Monday off. And I was thinking about my workload and work schedule for next week. My parents were really happy to have me home and then I was thinking I can either feel really guilty that I'm not doing work on Monday, I'll probably be a lot more stressed for the rest of the week because I've missed the day of working. Or, I feel really guilty because I haven't spent time with mom and dad, and I'm only home for the first time this year. And so kind of navigating, which... which side do you let fall...do you go on the side of “I need to spend time with my family” or if “I need to spend time doing this work”. (Pause)	Bianca interview 1
Navigating the course impact on personal relationships\ Making time for personal relationships	I'm sure that that is not unique to this job, and this training, but that's a big thing all the time. "Do I go to my friend's birthday drinks? Or do I stay and do this work" And so there's always an element of guilt, whatever you choose. And so you have to... you have to get to a point where you take time to permit yourself to take time for you. And that actually this course is very important, but it's not everything. And life does continue. And I think when things happen in your life, or in other people's life on the course, big things. You realise that this is a tiny part of life that consumes you for three years. But there's so many other things going on in everyone's lives.	Bianca interview 1
Navigating the course impact on personal relationships\ Making time for personal relationships\When something happens in your personal life	Yeah, I think ... I think kind of having something that gives you that perspective. Like... so for example, you're caught in a big bubble, you're like "Oh my god, case study one, it's just so stressful!" Like, this is the be all and end all or if I like, get it wrong. We are focusing all your time and energy on that and then something much bigger happens that makes you think, well, actually, this is really small in the grand scheme of things.	Leila interview 2
Navigating the course impact on personal relationships\ Making time for personal relationships\When something happens in your personal life	I think from just kind of discussions in my cohort, that's been quite a big thing in terms of like, so, for example, someone on the course had a baby that was like a massive kind of "this is my life, I want to spend as much time with my newborn as possible". Kind of really making that distinct "I'm going to do kind of just what I can, so that I can like have all my time I could have spare time with my child".	Leila interview 2

Navigating the course impact on personal relationships\ Making time for personal relationships\When something happens in your personal life	<p>So I guess that's kind of a key wakeup call in terms of getting your priorities straight.</p> <p>Researcher: Yeah.</p> <p>Leila: And then yeah, other people in the course of kind of yeah had similar things, or the children or illnesses themselves, or just generally kind of doing things like travelling or ...</p>	Leila interview 2
Navigating the course impact on personal relationships\ Making time for personal relationships\When something happens in your personal life	<p>I think getting that perspective, I think, I mean, like booking in stuff, and sticking to it as being one thing, but also like, so for example, my sister got Lyme disease when I was in year one, year two. So that was kind of like a life threatening disease and that really kind of put into perspective... Yeah, this is a course, this is family. These are like separate things.</p>	Leila interview 1
Navigating the course impact on personal relationships\ Making time for personal relationships\When something happens in your personal life	<p>Yeah, I guess.... There's things like um...I guess, positive experiences like people becoming pregnant on the course for example, and so it might end up that you might lose people from your cohort for that reason. Em...and sort of deaths in people's families and em...touch wood I haven't experienced that but that's happened to quite a few people on the course, and having ...and taking... and the importance of taking time out for family, and (pause) I didn't...I don't know if the guilt comes into play then, I don't know because that hasn't happened em.... for me.</p>	Bianca interview 1
Navigating the course impact on personal relationships\ Making time for personal relationships\When something happens in your personal life	<p>But my partner's granddad died and you know, we had to had to stop everything, drop everything and you realise it doesn't matter when you drop those things, because what's important is that you're there. So there's a personal example. (Laughter)</p> <p>Yeah, I tried not to use someone else's example. (Laughter)</p>	Bianca interview 1
Navigating the course impact on personal relationships\ Needing to be careful	<p>Yeah, yeah. I think the thing about it is, it's not that I would mind a change, it's more that I think, I don't want my job to take over my life and I know that it isn't that, but like, obviously, psychology is very applicable to all situations. So it can really preoccupy your thoughts.</p>	Sam interview 1
Navigating the course impact on personal relationships\ Needing to be careful	<p>Yeah and I think also, you know, if you start thinking about, for me anyway, if you start thinking about the dynamics of your friendship group to such an extent, I think it can actually impact the relationships, which, you know, can be positive, but I think it could also be less positive (pause).</p>	Sam interview 1
Navigating the course impact on personal relationships\ Needing to be careful	<p>But yeah, since we kind of discussed that I've been noting myself doing it much more (over analysing situations) and I'm trying to stop myself doing it. Especially with just like ... I don't know like, especially with friends when they're talking about their boyfriends or difficulties sorting, you're kind of questioning in a way and you're like, okay, maybe I shouldn't be using this type of questioning. I should be like... yeah.</p>	Leila interview 2

Navigating the course impact on personal relationships\ Needing to be careful	And especially with things like people talking about how they're really stressed out like "Oh, well, I've recently done loads of research on mindfulness". Like, I would really advocate that, like. I guess you would kind of do that anyway, but you've, maybe, you've used it and you didn't have this job when you found it helpful, but I guess I know coming from this I'm gonna be like .. "Oh yeah, like there's great research around mindfulness"...you know, whatever ... I'm like"what are you doing!" ... (Laughter)	Leila interview 2
Navigating the course impact on personal relationships\ Needing to be careful	Well, the other day someone was talking about how they just like can't switch off and they really stressed and having difficulty sleeping and I was like "have you tried mindfulness", I'm like "no, what are you doing!" (Laughter).. but yeah.	Leila interview 2
Navigating the course impact on personal relationships\ Needing to be careful	You kind of find, like sometimes you can be analysing everything like kind of ... my boyfriend always tells me off for like over thinking stuff or being like, "oh, do you maybe think they are doing that because ..." And he's like, "no!"	Leila interview 1
Navigating the course impact on personal relationships\ Needing to be careful	You know as some of the stuff we've spoken about is so particular to the training and the journey, but that's something that's going to continue for, forever. Whether it's that you don't want to overstep the mark of being, kind of, stepping into the role of EP with your friends. But also, you don't want them to overstep the mark and expect you to "Can you come and assess my child" entitlement and "fix my child and tell me everything that's wrong with my child" or, you know, whatever!	Bianca interview 2
Navigating the course impact on personal relationships\ Needing to be careful	One of my friends sister said, " Oh, can you just come and watch him and just see if he's, you know, developing like he should be" , you know, that sort of "before we start school, I want to know how he's going to get on" and you sort of think oh well ethically that's bit a dirty. You know "not really". But also you want to be helpful.	Bianca interview 2
Navigating the course impact on personal relationships\ Needing to be careful	I think generally well, I try. I mean, I'm not really "let me tell you about this theory". But I think sometimes if it comes up in a conversation, and it helps to try and make sense of it in a particular way, then it can be really helpful or, you know, conversations about kids, they just have "bad behaviour", and those sorts of things andand I think that will become greater as friends have children. But I think sometimes it will cause a dilemma when your friends are doing things that you think maybe that's not what you might want to be doing, and how you address that. My sister's about to have a baby, She would hate it if I came in as an educational psychologist into her home, she'd literally be like "Get out!"	Bianca interview 1
Navigating the course impact on personal relationships\ Needing to be careful	So, I think there's always going to be a little bit of a dilemma and I'm not quite there yet because my friends aren't having kids, but I imagine that must be quite hard. And then of course, you have your own kids, but I don't know what that's like (laughter).	Bianca interview 1
Navigating the course impact on personal relationships\ Needing to be careful\Separating the self and professional	But I think me...I try to kind of avoid these thoughts, because I think it just becomes... yeah, so if I, if I'm in a group, and I'm thinking about it I'll just try and not...distract myself or something.	Sam interview 1
Navigating the course impact on personal relationships\ Needing to be careful\Separating the self and professional	you can be thinking about, you know, splitting and projection amongst your friendship group, which to me, I know, some people might love that, great, and really want to think about that, and how that influences the way they interact. Researcher: Yeah Sam: For me, I'd quite like to separate and just, you know...	Sam interview 1

Navigating the course impact on personal relationships\ Needing to be careful\ Separating the self and professional	I don't think I can do it. Researcher: Okay...Sam: Which is annoying and it's not that, yeah, I suppose I think this year, specifically. I'll be really interested to see what happens, like, after the course	Sam interview 1
Navigating the course impact on personal relationships\ Needing to be careful\ Separating the self and professional	I think getting that perspective, I think, I mean, like booking in stuff, and sticking to it as being one thing, but also like, so for example, my sister got Lyme disease when I was in year one, year two. So that was kind of like a life threatening disease and that really kind of put into perspective... Yeah, this is a course, this is family. These are like separate things.	Leila interview 1
Navigating the course impact on personal relationships\ Needing to be careful\ Separating the self and professional	I think I did. I think I have been able to like compartmentalize it all but I feel like, it's kind of just something that I've just had to do. So you just kind of do it and get used to it. But I guess it kind of works both ways. It's like switching on and off between kind of like, separate lives and things. Whereas I think maybe in year one it was a bit more, kind of fluid. Everything was a bit like "Oh I don't know" ... and it's year one of the doctorate as well and it's like, "Oh, my God, I'm so keen on this. Like, I don't know anything"	Leila interview 1
Navigating the course impact on personal relationships\ Needing to be careful\ Separating the self and professional	Yeah I think maybe having to try and compartmentalise but I then...I think they do seep through completely because I feel like from the course and working with so many different kind of families, professionals, you've learned so much which you do take into your personal life. I feel like I understand much more about how people kind of think, how they behave, kind of motivations and you have to try and shut yourself off for like when friends are saying stuff or like, there's something going on in your life.	Leila interview 1
Navigating the course impact on personal relationships\ Needing to be careful\ Separating the self and professional	Mmm...we talked about how I feel that this work... although you try and separate your work from your personal life still, you find yourself using a lot of the things you know about psychology in your everyday relationship, including your...you know, with your partner (laughter).	Alex interview 2
Navigating the course impact on personal relationships\ Others understanding the experience	And I think it's probably the first time that I really needed the other people in my life to kind of 'step up' and care for me and help me. And so, I think partly, it was probably quite nice for them to be able to take that role for a little bit and for it to be shared, but also helpful for me, its consolidated different friendships or relationships in my life, and in a way that I maybe haven't had those experiences before.	Elle Interview 2
Navigating the course impact on personal relationships\ Others understanding the experience	Em... (pause) ... and so, I think for me that's something I held in mind - it was probably a bit of a worry for me actually - like, "oh, what if this is too much for our relationship to bear, for me and my partner?" Um ... maybe less so for friendship, although, yeah, I don't think I realised that for friendships. So, I think the friendship side I've got really strong, stable relationships. But I think there's definitely been people who have stepped up in being supportive and people who maybe... you know, like, kind of... haven't really got it! Like their jobs, for example, are so different that actually they can't empathise with my experience of studying. So, for example, like being a student, they can understand that I'm a student and I don't have much money, but then they can't quite understand how I'm a student and don't have any time because I think most people's experiences of being student is undergrad, so you've got loads of time. Well, there's lots of time to nap, loads of time to watch Neighbours, like you're going out a lot; and the doctorate training course just isn't anything like that. If anything, it's harder than anything I've ever done before and so, I think, yeah for personal relationships, it's hard for people to relate.	Elle Interview 2

Navigating the course impact on personal relationships\Others understanding the experience	: Also, I still don't feel that my family fully know what I'm doing! (laughter) ... Yeah, so they know I'm doing a doctorate; they'll know I'll be a doctor; they'll know it's something to do with child psychology, but ... If, if I asked them to give me a description of what my job will be then they still wouldn't really know and so, I think it's hard for people to relate to it, it's a very unique experience	Elle Interview 2
Navigating the course impact on personal relationships\Others understanding the experience	I think the sense of ... at one point we spoke about...you know, people... that have helped get you through the course and that kind of sense of gratitude. I came home and my three housemates were sitting in here, and I had to thank them all. I said "I've just been talking about, like, how much you've helped me" And that kind of sense of how great it is to realise how much people have got you through the course. And so that feeling of being supported and yeah, that was something that that stuck out for me I think..... yeah.	Bianca interview 2
Navigating the course impact on personal relationships\Others understanding the experience	I think they...(hesitation)...they see it as ... em a very respectable and worthwhile profession that I'm going into, that they're very excited about me becoming a 'doctor'. That's this... kind of this year and talking about what we are going to do to celebrate and they know what a long path it's been to go into. So I think evenit's not that they sort of see, "Oh, it's been she's had low paid jobs for a long time". They're not seeing it like that. They understand that it's part of a bigger journey and I think they'll be much more interested in what I do and they've got kids. (Laughter) ...than they are now.	Bianca interview 1
Navigating the course impact on personal relationships\Others understanding the experience	I've been really lucky with my friends and I think they, and my partner (my boyfriend)...My boyfriend has been really understanding and my housemates because they have to put up with me not being very nice sometimes when I'm feeling really stressed and... but I know a lot of other people have spoken about their friends not understanding and saying, you know..."why aren't you coming to this? It's my birthday. Why wouldn't you turn up?" And... and I've been lucky, it hasn't had that effect. But people have spoken a lot about being criticized for not being as good a friend anymore. I felt like I haven't been as good a friend. But no one's actually sort of ...actually said that to me. If they feel that...(laughter)	Bianca interview 1
Navigating the course impact on personal relationships\Others understanding the experience	Yeah... so, I think the importance of having understanding friends and family who are willing to give you a bit of leeway, whether that's in terms of the time that able to give them and in terms of the fact (laughter) that you're coming home normally quite stressed with work waiting at your desk for you to do and ...I'm someone who tries to seek control when I'm anxious, so if things in the house that are messy I suddenly might blow up about.	Bianca interview 1
Navigating the course impact on personal relationships\Others understanding the experience	And another really important source of support being one of my best friends who's doing a PhD. So, it's different but similar in understanding the academic demands and talking about like... your philosophical positioning with like... your friend at dinner (laughing) is not something you usually do but having someone else that you can do that with is good.	Bianca interview 1
Nurture and containment	And I'd say placement wise...there weren't really any boundaries on my placement (laughter), there isn't really any structure and we don't have any management, no one actually cares what anyone's doing.	Sam interview 2
Nurture and containment	The thing is that's actually interesting, the PEPs left and the senior she told me today, she's leaving. And there's talk about the team being moved under to another team without a senior or a PEP. So already, we're currently being managed by a head teacher and we will be moving into management by I don't know, social care, or whoever's team they want to put us over. Yeah, so it's an interesting one, because I feel like I definitely did very much align (with the PEP and senior)... in my head, even though I tried to like maintain the balance more with their perspective and now those presents are both gone. So it's very much like just kind of being on your own (laughter)...which I think at this point, I'm kind of fine with, but if this would have happened, like last year, I think I'd be in major panic. Researcher:	Sam interview 2

Nurture and containment	And even though there was nurture there from individuals, as a team, it was quite the opposite of nurture. And I think we were seen, the trainees were seen as a threat because there was this very much like the old and the new split. So TEPs, we were very much part of the new and I think that us having more perspective in line with the senior impact and the direction they wanted to go. So we were part of that problem. So I think we got some of that, yeah.	Sam interview 2
Nurture and containment	And but I think the fact that I knew that my opinion aligned with the senior management also, was another, like, massive containing fact. Yeah, yeah.	Sam interview 1
Nurture and containment	Yeah, in terms of my, my position in the team. I think it was something about being considered so as well as yeah, I guess like holding the trainee in mind. It felt like people in my team still were in touch with what it felt like to be a trainee.	Elle Interview 2
Nurture and containment	I really value, things like they don't ask TEPs to put money into the tea and coffee fund. So everyone else puts in like a pound a week or something and they make it really clear from the beginning like oh we'll ask you to help out with a tea and coffee rota. We're a team of thirty there so it's quite a big team, but because you're a trainee we don't ask you to contribute because we know that like things are financially harder for you. I think that being recognised is really nice but also that there's a way of connecting everyone in a team tea and coffee thing. I like drinking tea. And coffee!	Elle interview 1
Nurture and containment	I guess in terms of like, nurturing the development, like supporting the... it's not just, you don't just learn the skills and apply them, you kind of ... there's a lot of support for you emotionally and socially, in terms of like developing. It's becoming quite difficult. Well, in terms of that, you have really kind of difficult cases, really like horrible back stories, sometimes someone is really vulnerable. But I think that you need the safe place, need a space to kind of reflect on that and kind of not just offload that kind of, yeah, have that safe space to talk about things rather than just bottling them up. It not a tick box job. Life is messy, schools are really messy. And yeah, I guess in terms of having that nurturing space, it's kind of supporting holistically for you as a person, rather than just kind of as a workload ticking things off.	Leila interview 1
Nurture and containment\Course structure	Yeah. So I guess in terms of internal things I could have managed it differently, I guess, because it was a slightly unfamiliar feeling (laughter) I'm not very good at managing anxiety, because I don't like...you know everyone expresses a bit of nerves. But I would say that proper anxiety, which is like, impacting every part of your daily life is not something I've had before. So I guess, you know, the experience of having things that can calm you with that... I did a lot of pilates that helped (laughter). Em...externally, kind of university type thinking, something that we gave as feedback from our year was... we know that it's our responsibility to start on time. But I do think like some kind of rough guidelines would have been helpful. Like it is a lot more difficult if you haven't done this or that, you know, we have had experiences where ethics procedures have taken people X amount of time, and there is a chance it will get rejected. So I think that yeah, you know, yes, we could have thought about that ourselves. But I think a bit more of an advisory structure would have been helpful.	Sam interview 2
Nurture and containment\Course structure	I think the teaching absolutely. I think my university does prepare you quite well for that kind of thing. And I think my previous experience before the course and also my interests, like I'm much more interested in SEMH, always have been. I don't have very much interest in phonics	Sam interview 2
Nurture and containment\Course structure	And I also think that for me, where the university teaching is less strong, is those kind of, you know, how do we learn to read? What are the developmental norms and reading different approaches that you can use to teach reading? And I mean, we did have one actually really good lecture about reading	Sam interview 2
Nurture and containment\Course structure	This year I've only done two and it was one with a very clear question. And not even one was... like one was a projective and one was a dynamic. So I think that's massively changed. And there's different lectures that have brought into, I think, the CAPs one that definitely really brought out a practice, particularly cognition and learning, because that was my definite, not my strength. And I think the seminars on groups	Sam interview 1

Nurture and containment\Course structure	I think the core structure about the individual, the group in the organisation is really helpful. Because I think if you started off by thinking about organisational stuff in first year, you'd be like, "What!". And so I think having it as much as I hated doing some bits, I do think they were quite helpful. And actually, as much as I hated writing portfolio, I do also find after it's finished, it is quite helpful, because it does make you think.	Sam interview 1
Nurture and containment\Course structure	Yeah, I feel like all of ... you know, there's definitely things that I can criticise about the construction and whatever. And I do think that one thing that I find is, maybe more, I think that I have... I feel that it sounds like a cliché, but I have definitely learned that my I am the kind of tool in the way I work. But I do think that there is something about knowing, for example, evidence-based interventions around English as a second language, or, you know, what the developmental norms are in terms of, when somebody should have acquired language coming from another country. Yeah, so I think that that stuff, and we may be lacking a little bitbut the lectures we had, we're not hugely up-to-date, they were not with 2019 -2018 research. Yeah, they were just ... I think that that is my area of, you know, knowing the basics of ... I'm not saying that, you know, I don't go into schools and say, "Do these interventions" absolutely not. But when you're kind of thinking, it can sometimes be helpful to say, "you've already got that and that, but actually, maybe this is what you should try" ... you know, or so I think that that is where my learning has maybe been slightly lost.	Sam interview 1
Nurture and containment\Course structure	Em, whereas the academic side of learning on this course, and the like practical side of it has definitely been, what I would equate to as painful ... at times.	Elle Interview 2
Nurture and containment\Course structure	with like, university training and that group supervision side of it. There's lots of things that actually do counterbalance. Some of them are the things that I felt like, now I'm nearing the end, I'm feeling the loss of those things.	Elle Interview 2
Nurture and containment\Course structure	I feel like first year we had a 5,000 word assignment pretty much every month, final year thesis was pretty much 10,000 word chapter every two months. So like the academic pressure felt really, really high. So it felt harder to kind of immerse myself in the placement side of things than the learning. Whereas second year, the academic stuff felt more paced. So I was more able to immerse myself in and take some risks and yeah, learning that way.	Elle interview 1
Nurture and containment\Course structure	And I felt like the course kind of comes with intense emotions of like lots of anxiety for me all of the time about all of the different tasks and things like some anger and frustration about some of the different systems or some of the ways that university operates, all of the organization and admin side of things	Elle interview 1
Nurture and containment\Course structure	I think maybe because for your portfolio you're doing it a lot against kind of like specific competencies, you have to kind of prove a particular competency and you're kind of doing a much more structured reflection...just on meeting those particular competencies. Researcher: Yeah. Leila: And they seem much more kind of I guess... direct application to your role as an EP... Researcher: Yeah. Leila: ...rather than kind of reflecting on other things that might change in terms of like, more personal development, but the two kind of overlap quite a lot	Leila interview 2
Nurture and containment\Course structure	I guess it would be more like, I'm just kind of thinking about the growth and development in like, my consultation skills or my knowledge to like, apply psychology and then I guess less so thinking about okay, my resilience has developed ... Researcher: Yeah Leila: I know there is kind of obviously some competencies around kind of personal development and kind of, but they are more based around kind of coping with stress and organisational skills and kind of maybe more kind of the surface level rather than thinking about other skills	Leila interview 2

Nurture and containment\Course structure	But also acknowledge the experience of learning, placement, also learning kind of theories and research in Uni. So I guess it's like an accumulation of all those things, and then having space to reflect on it with your supervisor. So what I found, I think really helpful	Leila interview 1
Nurture and containment\Course structure	I feel like in the first year, we kind of had a lot of teaching sessions around, hypothetically, this is what a EPs does, this is like best practice. This is kind of the frameworks, the theory, the research, and then we have one really protected day where we are on placement but it wasn't a realistic placement	Leila interview 1
Nurture and containment\Course structure	I guess, just in terms of like a training model as well, that having that kind of time pressure, like you learn about all these things, or you want to explore or spend time picking, like, I guess key strengths, key concerns, the context and how they are interacting, and like really kind of have the follow up and really, kind of, review it over time.	Leila interview 1
Nurture and containment\Course structure	And yeah, I think generally saying that I was quite happy with choosing this career path and feeling very supported along the way, including from peers and from supervisors and the structure of the course being clear and nurturing.	Alex interview 2
Nurture and containment\Course structure	So, I do believe that if the course had expected us to be experts by the end of the three years in all areas of psychology and have to practice with that in mind, then I would still feel like there were things that I didn't know, holes in my knowledge and therefore not quite prepared to be a professional, qualified professional. But yeah, because there is no expectation to have full expertise in all areas of psychology, I feel that I will continue to learn throughout my career, and that there is no expectation to always be completely perfect.	Alex interview 2
Nurture and containment\Course structure	And also, the university has mostly provided very...mmm...(pause) often provide clear instructions on the activities to complete. They've been very flexible, kind, understanding supportive, and given a push in the right direction when needed. So mostly it's been around having peer support and supervision...supervisory support. You know, again, to, I think I've gone out and done a lot of the activities for myself, found opportunities for myself. Sometimes my supervisor would have arranged for different things for me to do in order to have those experiences. But mostly, I've gone out and done them myself, and then other people have helped me to reflect on them	Alex interview 1
Nurture and containment\Course structure	But also having a clear core structure has been very helpful for that, because my university, we tend to focus on the individual in the first year, and then on groups, and then organisations in the third year. So, having a structure clear structure like that, and making sure that you have activities relating to those in each year means that you do feel like you're developing, being given those... you seek out those opportunities at the appropriate time. Whereas if I was doing it just by myself, without support at the university, and just working at a school to do that role, it would feel... Yeah.... be like there wouldn't be enough time, in the day, in the weeks in the months (laughter).	Alex interview 1
Nurture and containment\Course structure	the University provides the structure, but the thinking that you do on the structure, which they provide, in tandem, makes it ...what it is	Alex interview 1
Nurture and containment\Course structure	I mean the university does do a good job of recognising that it is hard work. And there's time with your individual supervisor to talk about that, there's time in business meetings where there is acknowledgement that if the viva is coming up, then it's hard. But you know, you guys can do it we believe in you, which is always nice	Alex interview 1
Nurture and containment\Course structure	Yeah, I think maybe because the way the courses are or the way the demands are, maybe the trainee can be quite reactive in the support they need. So you've had a really difficult meeting or you're finding something on your thesis very hard and you want the support then and there.	Bianca interview 2

Nurture and containment\Course structure	And so maybe there's a conflict between kind of when your needs might arise. And then by the time you get to your tutorial, which is once every six weeks that things actually died down quite a lot. And you might not even remember it was an issue. (Pause)	Bianca interview 2
Nurture and containment\Course structure	nd given that every time you write an essay, you say that there isn't enough research in this area. I find that that's what you write! But you have to be contributing to that research base. So ...I guess that does make sense. I feel like sometimes you... that when you're on this courseyou criticise things that they're making you do the whole way through and then you always think well yeah, I can see why they make me do that	Bianca interview 2
Nurture and containment\Course structure	I think that's one of the big downfalls of the course and the doctorate in general, is that here we are being taught and the courses are designed by experts in the field of learning, teaching and mental health. And yet this learning experience, although there's so many positives and I feel like I made so much progress, and so much growth and everything we spoken about, but it's really hard and it is really demanding on your life.	Bianca interview 1
Nurture and containment\Course structure	And actually, if we think about the messages we're trying to get to schools about kids and what we need to be doing and making sure that it's not all about their school work, and you know, we have to be holistically developing them blah, blah, blah. Sometimes it makes me laugh on a good day and angry on a bad day, that the courses aren't designed with that same philosophy in mind. And there's sometimes with sense of "this is just how it is".	Bianca interview 1
Nurture and containment\Course structure	hink (sigh)... I think in terms of... there's quite a lot of variability, I think with the thesis across the different courses, and that's fine, I think. (laughter)	Bianca interview 1
Nurture and containment\Course structure	ut then that brings the question about what is it that the thesis is trying to bring out and kind of actually is it the courses that put the thesis as being this really important thing. Some of the things that they're[trainees] hoping to get from it are covered in other areas of other courses, which I'm sure is right. But there doesn't seem to be much an alignment between the different courses.	Bianca interview 1
Nurture and containment\Course structure	don't know. I don't think I know enough about the courses. I know that I spoke to someone of a different course, and they have a much shorter thesis than us and, you know, didn't have to interview as many people and blah, blah, blah but I don't know what... like their portfolio might be way heavier than ours. So then, you know, I know at xxxx your days are like nine to five really intense and quite emotionally intense and we didn't have that so much with our lectures. So can you compare the two? Maybe not. And I guess it's important we have different types of psychologists out in the field that we can learn from. Whereas if we were all coming out as a 'blanket thing', then that	Bianca interview 1
Nurture and containment\Course structure	Yeah (pause) I guess that could be.... I've never seen, I guess this could be my own ignorance, like a document from... would it be the DECP or the AEP? That says these are the standards of training of all the courses and what they should all be doing. You always have your competencies for placement, but kind of the wider thing of this is what the training providers should be doing.	Bianca interview 1
Nurture and containment\Course structure	: Yeah, and how do you, how do you know what the expectations are across the courses If you don't have them? or yeah, I think it'd be really invaluable to have something that's an agreement between trainees and course providers and who's above, I don't even know who sets that, that you could kind of...you all know that you're working towards the same thing. Also, as a trainee I've never had to pull up any problems but something you could almost refer to and say, "well hang on a minute, this seems like we're being asked to do something that doesn't quite fit within what we're supposed to be doing". Yeah, maybe that would be something that would be helpful. You know what your course expects of you, I think they're very good at giving you handbooks and all this, and they're judged on all that. I know what my course expects of me. But that kind of wider thing across courses, I've got no idea.	Bianca interview 1

Nurture and containment\Course structure	don't think so, I think it is really interesting thinking explicitly about the link between professional and personal development on the journey. I wonder if there's enough of that embedded in the courses in terms of the teaching, I don't know. I think you do a lot of reflection of the supervision, you write reflection logs that go into your portfolio. But it might be quite nice for more opportunities to do this as a cohort together. And I didn't know, I imagine some courses with... I know your course does, some are better at that than others, but kind of having, having... its satisfying to reflect on how far you've come. And that needs to kind of be not just a written embedded part of the course and not just something maybe one to one with your supervisor. Gratitude as a cohort will be so beneficial.	Bianca interview 1
Nurture and containment\Course structure\Course tutors	I do feel like we were told a lot of this stuff by like course tutors, but I just was like "Yeah, cool". That won't happen. And you know, I don't actually think that there's anything I could have said to myself, that would have helped me in any way prepare for the thesis and workload. I just think I'm just such an experiential learner that I don't think ...	Sam interview 1
Nurture and containment\Course structure\Course tutors	Em...I think it's having a cohort that's extremely supportive, and kind and friendly, and is able to share good ideas at university and also go for a few beers afterwards (laughter). You know having the peer support is very valuable at university, having my tutor at university and having a good rapport with them... good relationship with them, and being able to kind of being able to 'shoot the shit'	Alex interview 1
Nurture and containment\Course structure\Course tutors	n our course there is a definite acknowledgement of the journey that you go on. And a lot of time at the beginning is spent on building rapport in the cohort, and a lot of time spent on ...Yeah, one of the course directors is extremely nurturing. I think it was a deliberate plan from the university to spend a lot for us...to spend a lot of time with her at the beginning. She just makes us feel kind of warm, comfortable, happy and supported as a group. Because I think that a lot of people at the beginning have 'Imposter Syndrome', and feel kind of nervous and worried "what the hell are you doing during this course?" So, she's kind of good at kind of containing all of that at the beginning.	Alex interview 1
Nurture and containment\Course structure\Course tutors	So that's the thing that I miss the most. Not, not the kind of the security of university, but just the kind of comfort of being there with familiar people and nurturing supportive tutors, and also having a bit of time to get away from your familiar place and have that openness.	Alex interview 1
Nurture and containment\Course structure\Course tutors	I think it's really nice when the tutors are very open to feedback about University. The tutors are very open, and they do change the course according to the feedback that they get. And sometimes it's the case that one cohort says this, and the other one says do this. And then the other cohort says the opposite, so they change it back, so that must be frustrating for them. But to show that the course changes and listens closely to feedback, I think, is quite empowering. And I think it's important because in essence, you know, the trainees are the service users (if you want to think about it in local authority, kind of paradigms). So, it makes sense to go through that evaluation protocols, listen to what they say, and be responsive to it. Yeah, so... so it's nice to, to be asked for feedback and for it to be received... genuinely.	Alex interview 1
Nurture and containment\Course structure\Course tutors	So, I think University course tutors responding to feedback and ideas about the course is helpful, because it is quite a journey of learning and emotions and lot of things kind of mixed in together	Alex interview 1
Nurture and containment\Course structure\Course tutors	But I don't know... it just it just seems like the way to... be. Well, I think it does help having resilience during this course and I think that is promoted by all the factors that I mentioned earlier, peer support, placement, cohort, tutors, supervisor.	Alex interview 1
Nurture and containment\Course structure\Course tutors	Bianca: Yeah, I think... I think it's always a theme throughout the training of the people that are there to support you through it are so heavily loaded with their own stuff.	Bianca interview 2

Nurture and containment\Course structure\Course tutors	nd all right, so they need to be open with you about how much they've got on. You know, that they might be looking at one of your course mates essays as well, in the time frame they're going to look at yours, and so I think there is always a bit of a sense of you're always supported, but you're always aware of burdening other people, even though that's their job and they are willing to. You know, I have had a good experience of... of tutors generally, I have, but you just know they've got so much on.	Bianca interview 2
Nurture and containment\Course structure\Course tutors	the other kind of your.... your tutor. So your academic work, that's when it feels like you've got these issues that ... that you don't want to constantly be pinging all these emails.	Bianca interview 2
Nurture and containment\Course structure\Course tutors	And you know, whilst the support from tutors and placement supervisors is great, it's not the same as that peer support and being able to have a laugh along with it. It's not just the times that things are hard it's having a laugh about things that are happening and talking about other things in your life and supporting each other to think what's realistic with the workload.	Bianca interview 1
Nurture and containment\Course structure\Course tutors	And I think that is, that's what I would say to myself and... and that goes to trusting the university and all the things they put in place and the supervision and the times when you think what they're saying is absolute rubbish and that's not going to support you, "What the hell are they thinking?" And then six months later, you think they were right, because they've done it for years, of course they are.	Bianca interview 1
Nurture and containment\Course structure\Course tutors	ca: Yeah (sigh) and I think making it a bit of a two-way street. Sometimes, there's this, you know, we are... we're students, but we're also training to be professionals. And there can be times where you feel very much like a professional and like an equal colleague to your tutors, but there's also a lot of times we feel very much like a student and that probably has to exist that exists for a reason, because you are a student. But I don't know... then when most people do PhDs and they seem to be much more of a colleague with some of their... I don't know. I don't know if that's a fair judgment or not, but it would (pause) you having some sort of expectation, you just know where you stand, and it's good to know where you stand.	Bianca interview 1
Nurture and containment\Course structure\Course tutors	(Pause) And I think sometimes... I think generally on our course, they are pretty good at respecting the expertise you have, the experience you have before you come to the course and what you bring. But sometimes there can be an element of, you know, this is, this is "my student". But you know, then that kind of... that undermines this professional status you're working towards, but then you're not there yet. So you are still a student, but maybe... I don't think it bothers me that much. Because I think I quite like being the student, the bubble, it's like a bubble of protection being a student.	Bianca interview 1
Nurture and containment\Course structure\Course tutors	Yeah, I think it's probably...it's only happened once. So I've been introduced as, as "my student", but I don't know if that was more the loss of identity of my name (from the tutor) (laughter). Rather than the fact that I wasn't a professional. Yeah, and I think it was in quiet a unique context of, you know, an event outside the university and you know, I don't think it was...	Bianca interview 1
Nurture and containment\Course structure\Course tutors	I think (sigh, pause)... the university staff are brilliant when you can...and they can make time for you. It's great when you get their time. But their workloads insane and that's something that needs to be addressed and that is separate for you from your research project. But how the hell the academics are so busy and are supposed to provide support to you and do everything they need to do. So I see them as very much being a distance to you and you can call upon them	Bianca interview 1
Nurture and containment\Safety of being a TEP	Yeah, I think that was a tricky one to navigate. However, now I'm at the end, it's totally meant that I can avoid having an ending with them (laughter). So, although they're now talking to me like I'm fully qualified and there full-time, which is a bit annoying. So, I'm like "Let me be a trainee a bit longer!" And I kind of want it to slow down a little bit now, but it has meant I haven't had the ending of everything. So, then my uni training experience will end my placement experience is going to extend, but in some ways, it feels like it's just the beginning now. I've got the qualification to be able to start the next step	Elle Interview 2

Nurture and containment\Safety of being a TEP	Em...so, I think, actually, as a trainee, there's lots of little luxuries that it's important not to forget. So, things like having ...well in my training service, we had time that was TEP time - protected, that we were able to use for different training experiences. So, part of that was supervision and things like team meetings. I mean, a lot of my time was used travelling, so I didn't get a great deal of it. But there was some time where I could say I really want to visit that specialist provision and I could plan to do it, or I really want to be involved in that research project, or, you know, I want to do this piece of therapeutic work. And because I'm being paid in a different way, or like my time is less expensive. Yeah, that was the luxury of being supported to do that a bit more. And you get weekly supervision. I mean, you don't get that much qualified, I'll have 4th weekly supervision. And you get personal supervisor to speak to you about different things, have a moan to and actually have someone who really understands the role and be able to help you process that, without the complications of you working for them as an employer. (pause) ...	Elle Interview 2
Nurture and containment\Safety of being a TEP	The peer side of things around, with like, university training and that group supervision side of it. There's lots of things that actually do counterbalance. Some of them are the things that I felt like, now I'm nearing the end, I'm feeling the loss of those things. And I think as a, as a main grade, full-time EP in the Local Authority, from what I've seen, it's tough, like you're churning away, got loads of time allocated to you, don't have those extra luxuries of safe time, necessarily, and if you do, it's rare. Alongside that you've got a lot more kind of judgement in terms of how you're performing, although I felt, like, I was being judged in terms of my performance as a trainee, I felt like as a trainee, it's almost supportive that you're going to find things difficult, and it's always celebrated when you make a mistake, because it's something that you can learn from! Yeah, It's good. Yeah, I'll have different challenges.	Elle Interview 2
Nurture and containment\Safety of being a TEP	There's lots of you know, "oh well you will be a main grade EP in a couple of months" and I've kind of had to say to my supervisor, "please just let me be a trainee for the last few weeks like I've got my viva to get through, I've got quite a few other things to be doing as well" and but it was really strange thinking when I yeah was only at that stage in my final year of having to think that far ahead already.	Elle interview 1
Nurture and containment\Safety of being a TEP	Emm and then I guess having as a trainee EP much more supervision, so I had supervision that day, I think so I could go and like seek it, that I knew that I would have someone to be like, Okay, well, maybe you should follow this up by doing this, this and this.	Leila interview 2
Nurture and containment\Safety of being a TEP	I think in terms of uphill, I feel like, year 2 was definitely, like a really kind of ... it was a steep part of the journey because you're kind of immersed in your placement. Like, so you go from year one where we just have one day a week and placement, you're very much protected by the university.	Leila interview 1
Nurture and containment\Safety of being a TEP	I guess that connection to universities was kind of like an end as well, like, we didn't get there as much in third year as we did in the second or first year. But I guess it will be quite sad, not being able to go back and kind of have that really like nurturing space as well. Like, it comes with deadlines and everything like that but actually, when you do have that space, it's just for development, you're learning new stuff, sharing experiences with people who are in a very similar situation to you. So yeah, kind of not having that, involvement and that kind of additional support and lots of CPD.	Leila interview 1
Nurture and containment\Safety of being a TEP	Okay, yeah. Yeah, I suppose it's, it's a change, isn't it? To go from the structure, the structure of my week, often being three days on placement and having two days or one day related to research or study or both. Having the week broken up like that, having the support network and the 'otherness' of being at university doing my own work to then becoming newly qualified and an employee.	Alex interview 2
Nurture and containment\Safety of being a TEP	I could previously I could say, I could say to myself, at least while I'm a trainee, I'm still learning, and other people may adjust for that because I'm a trainee but now that is something that's being taken away and I have to therefore confront being a qualified psychologist	Alex interview 2

Nurture and containment\Safety of being a TEP	Yeah, there is the... you know, you don't have “newly qualified EP” as your title on reports or in your email signature, whereas you do have “trainee”. So yeah, so having that shift does increase your responsibility and workload as well. So, managing increased workload and increased responsibility simultaneously is a change and change can often be uncomfortable.	Alex interview 2
Nurture and containment\Safety of being a TEP	Yeah, no, I definitely state the ‘training’ part, I'm still learning.	Alex interview 1
Nurture and containment\Safety of being a TEP	I know you have supervision time (when qualified). But it kind of just feels very comfortable and familiar being a trainee. And having that removed, where you can go to university and discuss the ideas with your cohort and having that kind of otherness, I think that's a really nice thing to be able to have. So that's the thing that I miss the most. Not, not the kind of the security of university, but just the kind of comfort of being there with familiar people and nurturing supportive tutors, and also having a bit of time to get away from your familiar place and have that openness. I think, in a way, that's kind of what the role of the EP is able to do, to have that sense of otherness. You can go to a school and be a bit of an outsider, that in itself is helpful.	Alex interview 1
Nurture and containment\Safety of being a TEP	Alex: I will miss not being a student because I like being able to learn, and having the ability to go elsewhere, and come back to the workplace, and then go away and learn and think, and then come back and then work and think. Just... just having a few different contexts is enjoyable. Yeah.	Alex interview 1
Nurture and containment\Safety of being a TEP	I think the whole course is a bit of endings and beginnings the kind of ... when you move between placements across the different years or you're ending year one and then you've gone to year two and things.... your placement really steps up. So every year the protection in that bubble, we talked about like a blanket, I think didn't we? kind of slowly is getting pulled out. So every year is a bit of a cycle of ending and starting.	Bianca interview 2
Nurture and containment\Safety of being a TEP	And ... and you're so ready to end it! But also (laughs) I'm not really ready to begin the next bit So it's sort of a bit of hesitation between jumping between the two things.	Bianca interview 2
Nurture and containment\Safety of being a TEP	I think, I think now it is. The kind of the movement on to the next step and people talking about anxiety about you know.... although everyone's desperate for it to be finished, that anxiety about ... "Oh God, you know, we've only got three lectures left , I'm three lectures away from being a qualified EP!" Am I am I quite ready for that? So I think there is anxiety amongst the group there.	Bianca interview 2
Nurture and containment\Safety of being a TEP	Which does conflict or contradict, I guess, your sense of just wanting the course to be done.... you almost want a bit of time. And I guess you are slightly protected as a newly qualified but you almost want another year of being a trainee without any of the academic work so that you can then transition in.	Bianca interview 2
Nurture and containment\Safety of being a TEP	So yeah, the feelings connected to I think, anxiety and embarrassment. In terms of self-talk I think that negative self-talk easily creeps in at those times. You can't do this, you know, this is... and at the minute, that's increased a bit. I think the anxiety of finishing the course the thought of "Maybe you're not good enough to become... become an EP" whereas I feel like I'm good enough trainee, but then it kind of is creeping back in and so it was just kind of keeping a check on that. Em...	Bianca interview 1
Nurture and containment\Safety of being a TEP	It makes me feel anxious, I can just like feel my stomach sort of twinge just thinking about the transition across because you... you know, your support blankets at work or the support network is kind of whipped out from under you.	Bianca interview 1

Nurture and containment\Safety of being a TEP	So I have an amazing relationship with my placement supervisor who I should have mentioned when we talk about things that get you through, has been... she's been a really big influence and she won't be my supervisor anymore. That's a big change or you don't have the support... at the minute I have my tutor, my research supervisors, there's a team of supervisory people around you.... and you won't have as much supervision. And will I feel stupid asking some of the questions I ask now in supervision?... say to a senior EP who's also in more of a management role and kind of just... how it works, as soon as there's things like... So do you want to go to that person and say I don't really know much about Dyslexia, which is something I really should know loads about, or you know, whatever the example might be, because I think well you [Senior EP] have to do my performance management, you know.	Bianca interview 1
Nurture and containment\Safety of being a TEP	Em...so I think that's but it... and schools expecting more if you, I can't go "Oh I'm a trainee", I think I'll be going off "Just qualified". Or your reports you know, being checked. The first statutory report you send off without their [supervisor] signature on and that's, you know, that's you that can be brought back to- literally in court at you! You know, and that's... that feels like it's much more than, much more a bigger job- loads of responsibility.	Bianca interview 1
Nurture and containment\Safety of being a TEP	Also, as a trainee I've never had to pull up any problems but something you could almost refer to and say, "well hang on a minute, this seems like we're being asked to do something that doesn't quite fit within what we're supposed to be doing". Yeah, maybe that would be something that would be helpful. You know what your course expects of you, I think they're very good at giving you handbooks and all this, and they're judged on all that. I know what my course expects of me. But that kind of wider thing across courses, I've got no idea.	Bianca interview 1
Nurture and containment\Safety of being a TEP	I think it's quite good at the moment because you can use your student status within your professional life as a caveat (laughter). (Pause) And I think sometimes... I think generally on our course, they are pretty good at respecting the expertise you have, the experience you have before you come to the course and what you bring. But sometimes there can be an element of, you know, this is, this is "my student". But you know, then that kind of... that undermines this professional status you're working towards, but then you're not there yet. So you are still a student, but maybe... I don't think it bothers me that much. Because I think I quite like being the student, the bubble, it's like a bubble of protection being a student.	Bianca interview 1
Nurture and containment\Safety of being a TEP	And it wasn't meant in any way so that, yes. And maybe it just reminds you, oh yeah I am just a student. I'm not... I'm not yet where I want to be. So I think there is probably more positives to being a student than there are negatives.	Bianca interview 1
Nurture and containment\Safety of being a TEP	k, although I said about the workload of being a trainee, I'm trying to think of things that aren't within that comfort blanket of supervision and the cohort and meeting at uni. That's the comfort blanket is all the extra input from senior supervisors, cohort, coming into uni, extra teaching sessions- that's all that comfort. But one thing I will miss is the flexibility of being a trainee, so like this afternoon I just didn't do placement, I did a research afternoon because I had a spare afternoon. Or, actually on Thursday and Friday, I can work in my pyjamas because it's the thesis day and go to a yoga class in the middle of the day. And so, some of that working full time in September is going to be very different to now.	Bianca interview 1
Nurture and containment\Supervision	And like, if I say I'm not doing anymore EHCP's because I've done too much like she will help me. So I do think that there is some of that nurture there.	Sam interview 2
Nurture and containment\Supervision	I think that number one, I also like... was emotionally feeling awful. Like, I felt awful all the time. And number two, yeah... So I'd had that experience and I... I'd come in being like, being able to separate me from me in that relationship through like supervision and discussing and whatever. And then, so I think I had that. And I felt more kind of back to myself and being an independent thinker. I think, if I'm totally honest. So I went into my planning meetings. And like, I'd tend to... it wasn't just one person's view ...	Sam interview 1

Nurture and containment\Supervision	You know, and so I think that feedback is important, because I don't always get it from my supervisor. Not in a...like, for example, on my reports, she only ever would correct my spelling, punctuation and grammar, which was really bad, don't get me wrong. But like, she doesn't give me feedback on what I've written or you know... so I find that I get that from schools and service users a lot more to help.	Sam interview 1
Nurture and containment\Supervision	I did last year, have the PEP and the Senior, who were both really pretty supportive. And so I'd like, for example, when I first did Dynamic assessment and might have had no idea what I was doing, I would take it to the Senior. But they became less and less available this year and then left or went on leave! And because of you know, they were being accused of bullying, and it was a challenge. They have their own stuff and had very much an aura of, 'leave me alone'. Like, even though they wouldn't say, that was my experience of them. And so I think, that I had that in the second year, which was helpful. I think... I kind of lost it this year a bit, and (pause) definitely likeso my supervision has been quite inconsistent this year. For example, you know at the end of the day, I sent an email, didn't get a response and didn't follow up, and then just decide whatever. So I think but the sessions I have had, I've brought casework every time and they've been helpful. We have a discussion work group as well. So that things like that.	Sam interview 1
Nurture and containment\Supervision	And actually having to defend your decisions. While sometimes you like, for heaven's sake, she's been pretty strong with that, so that's been helpful as well. Yeah.	Sam interview 1
Nurture and containment\Supervision	I think, actually, as a trainee, there's lots of little luxuries that it's important not to forget. So, things like having ...well in my training service, we had time that was TEP time - protected, that we were able to use for different training experiences. So, part of that was supervision	Elle Interview 2
Nurture and containment\Supervision	Em.... I think personal supervision was really helpful	Elle interview 1
Nurture and containment\Supervision	here's lots of power dynamics that play out in different ways with supervisors, with the training provision, with your local authority, and sometimes in an unhelpful way	Elle interview 1
Nurture and containment\Supervision	Emm and then I guess having as a trainee EP much more supervision, so I had supervision that day, I think so I could go and like seek it, that I knew that I would have someone to be like, Okay, well, maybe you should follow this up by doing this, this and this.	Leila interview 2
Nurture and containment\Supervision	Yeah, I think supervision is definitely like a really key thing in terms of shaping my kind of training experience. In first year I think I had quite a negative experience of supervision.	Leila interview 2
Nurture and containment\Supervision	Yeah, because they're going to have quite a huge impact. Especially in Year one. But yeah, I think having what I would kind of consider is quite good supervision in years two and three has definitely kind of help build my confidence and helped, yeah, nurturing, but also like extending skills.	Leila interview 2
Nurture and containment\Supervision	Yeah, definitely having that space to contain all that kind of messiness and kind of anxiety...	Leila interview 2
Nurture and containment\Supervision	So I just I kind of look at the other courses, I guess, kind of linking into the course being quite stressful, as well kind of continuing that as well as I guess, thinking about the journey, about all of the hurdles...it's kind of like your blanket for that opportunity, to have supervision and kind of either seek that support or guidance or just kind of, that space to.. I don't know (Laughter)	Leila interview 2

Nurture and containment\Supervision	And very much like, yeah, completely over thinking it and like ... yeah, spending so long preparing for it, and then having it and then spending so long reflecting in supervision about how it had gone and what I could have done differently and what went well and my feeling about it	Leila interview 1
Nurture and containment\Supervision	But having that supervision to explore like, "is that okay, because with me that didn't sit right? This is what I saw, like, is this something that I definitely need to follow up? Because I feel like I should follow this?". I would say helped, but, yeah.	Leila interview 1
Nurture and containment\Supervision	I mean, to have that safe space of supervision to share like this is how I'm feeling.	Leila interview 1
Nurture and containment\Supervision	Yeah we have supervision when we go in for Uni blocks, so I guess thinking about how helpful that has been. And then we don't want to let go of it.	Leila interview 1
Nurture and containment\Supervision	I think we probably I think, yeah, supervision and having a peer support has been really important. Emm. I can't think , there's probably something else that I really want to share but I can't think... (laughter)	Leila interview 1
Nurture and containment\Supervision	I'm also thinking that it's just pleasurable to learn a lot about things, being given time and space to learn things, and develop things and have supervision where you can reflect and enhance your learning not just by doing something, but by reflecting on what you've done is really valuable as well. And enjoyable for me. I'm aware that spoken a lot about myself, my own enjoyment. (laughter)	Alex interview 1
Nurture and containment\Supervision	They've been very flexible, kind, understanding supportive, and given a push in the right direction when needed. So mostly it's been around having peer support and supervision...supervisory support.	Alex interview 1
Nurture and containment\Supervision	But I don't know... it just it just seems like the way to... be. Well, I think it does help having resilience during this course and I think that is promoted by all the factors that I mentioned earlier, peer support, placement, cohort, tutors, supervisor.	Alex interview 1
Nurture and containment\Supervision	, I spoke to my supervisor actually on placement about it. And we were sort of thinking about ... a bit about how ... you know, how you're expected to transition quite quickly between two different statuses, and then you go on to a whole new thing. (Pause)	Bianca interview 2
Nurture and containment\Supervision	Yeah. So that was a really positive outcome, I guess, of taking part and being reflective and taking it back to my supervisor and sort of telling her about some of the conversations we'd had, and linking it to kind of ... (pause) ...my journey through and what she's noticed a little bit.	Bianca interview 2
Nurture and containment\Supervision	And then this year, and this has been a conscious as well as an unconscious thing. We've said that we wanted to deepen our reflections and that's happened because we're not taking up so much time. You know, we've been doing things like 'the idea of self', but for the ideal EP and thinking about who I want to be and where I'm going. That's been really helpful for preparing for job applications of, actually, well, what sort of service do I want to make me be this ideal EP?	Bianca interview 1
Nurture and containment\Supervision	I think you do a lot of reflection of the supervision, you write reflection logs that go into your portfolio.	Bianca interview 1

Nurture and containment\Supervision\The practice of the supervisor	. I think in terms of supervision, I really valued the supervision and it was a really great space, but my supervisor maybe has a similar kind of attitude to me in terms of not really structured, not great at deadlines. Like, we're very different but there's that similarity. So I think that was the one bit where our supervision didn't work. Also he didn't hold me to account ever em...but having said that, he was really open and exploratory and I think I really needed that, theres pros and cons.	Sam interview 2
Nurture and containment\Supervision\The practice of the supervisor	Yeah, it's very much practice based learning, rather than, like, modelling or being nurtured. Well, I say that my supervisor, whilst we have categorically different views on psychology, as a person, she's lovely, and she's very motherly. So I do think the nurture is there. And actually, even though she probably disagrees with the way I practice, to be honest I don't even know that she does disagree with the way I practice, I think, actually, she's just anxious and couldn't consider changing. But anyway... I think that yeah, there is that nurture, and you know, I know that she would always stick up for me.	Sam interview 2
Nurture and containment\Supervision\The practice of the supervisor	I'll talk about yeah...I'll talk about placement experience, then I'll talk about how it links to the lectures. Yeah, so I think in my first year, I essentially just did what my supervisor told me to. And then in second year, I got my own schools and I was given ten on day-one, so that... it was a real lot. I mean, it's still a lot, but now it feels less of a lot. But anyway, um, and I had no idea how to do a planning meeting. Like I had no idea what I was doing, essentially. And, and my supervisor's approach is like worlds apart from mine, like worlds apart! So she, regardless of the case, whatever happens, she goes into the school, this was the last year, she went into the school, first thing she did was a BAS on the child. And then she met with the parent and school essentially to feedback her results and get anything that they wanted to tell her basically. So that was like her way of working.	Sam interview 1
Nurture and containment\Supervision\The practice of the supervisor	And, but I did, it was kind of it was like very uncontainment, because, number one, she's lovely, but she didn't know any other way of working. She didn't know any other tools, so that's all that she could offer. So it was, kind of like, everything, yeah, was different. But anyway, so I basically ended up doing like, you know, it was the university consultation model to an extent, but it essentially always ended up in a child being assessed.	Sam interview 1
Nurture and containment\Supervision\The practice of the supervisor	Yeah ...That was the time when... Yeah, December, Year 2, was when I... it was full on like. That was when I decided, I don't want to be doing assessment after assessment, when I realised, like, you know, you do a cognitive assessment, but I could predict the results based on what I'd been told in the room. And I was like, "Well, what was the purpose of that?" You know, there just wasn't one. I think December of Year 2 was when I was like, you know, I'm gonna work in a different, like, I'm really gonna really start to think about my approach. So I think that, and then when I like, brought the idea of not doing assessments to my supervisor that was like, for them, "what, what's the point of an EP?" She just didn't even get it. So I think from then I had to be ... at every decision I made, I had to be very, I would say...maybe as confident as you have to be when you qualify, because I had to defend it. You know, I had to defend why I didn't do a BAS, I had to defend why a dynamic assessment. We had so many debates about why, like, you know, her opinion was like, you know, "a teacher needs to know that they're on the first percentile" And I was like, "why, like, how is that going to be helpful?"	Sam interview 1
Nurture and containment\Supervision\The practice of the supervisor	So supervisory space is often quite peer-related. Researcher: Okay. Sam: And yeah, not to say that other ones haven't been helpful. And my supervisor on placement, she's helpful as she's just like, nice. Like, you know, and she is actually.... I'll tell you what she is good at. And like, if you get too many EHCP's, like she'll hold that boundary, so she holds the boundary about workflow, which is important.	Sam interview 1
Nurture and containment\Supervision\The practice of the supervisor	I also had Maria supervise me in first year who had quite a psychodynamic lens to her supervisory space, which was really helpful to be able to reflect and think about the learning that we were doing on the course and then what fitted with me or what maybe felt a bit different. What else? Starting at my placement so my year 2 and 3 placement.	Elle interview 1

Nurture and containment\Supervision\The practice of the supervisor	In the sense of kind of, I don't know, maybe, kind of, not trusting a supervisor, maybe kind of; not getting ethical advice or advice that was very different to what I was kind of learning on my course. Researcher: Mhm... Leila: And that kind of makes you I think, feel really under confident about what you're doing.	Leila interview 2
Nurture and containment\Supervision\The practice of the supervisor	As you're kind of checking in with your supervisor, but then you're coming out of supervision then even more confused because you're like, unsure whether to kind of trust what they're saying. But then, at the same time in year one, you really didn't know what you were doing so like, you're like "I have to trust them!"	Leila interview 2
Nurture and containment\Supervision\The practice of the supervisor	So I guess it's like an accumulation of all those things, and then having space to reflect on it with your supervisor. So what I found, I think really helpful, is having like, my supervisor to observe consultations and pick out things that she thinks is going well, and picking out things that could be not developed, and then giving up feedback, like over time.	Leila interview 1
Nurture and containment\Supervision\The practice of the supervisor	Leila: Yeah. I mean, you can get into like, whether you feel supported. Have you got a supervisor that you can actually learn from them and respect their practice, and you really kind of have a good relationship with them? You feel a lot more supported if you've got that. Or other trainees may feel a bit more isolated if they don't feel like they are getting, not necessarily the quantity of supervision, but not the quality of supervision?	Leila interview 1
Nurture and containment\Supervision\The practice of the supervisor	I've already had a couple of supervisors, so my view of supervision might be completely different to what other people kind of value. But I think, for me, what I value is kind of having that kind of join in safe space to like problem solve particular difficulties. With my supervisor, I have to talk through and reflect on cases and really kind of, I guess, develop my thinking on why I broach it in particular way or why I'm kind of "who's asking these questions", or whether you're trying to come to the kind of shared understanding. Reflect on different ways of working or reflect on what has worked well and what you carry through. So I think as a trainee, I've kind of quite liked having the reflective space, but also have the strength based approach, just because you are kind of so unsure at the beginning. So having like, focus on strengths, and then yeah, also kind of development more points, but having more of a strength based approach has supported me to develop confidence.	Leila interview 1
Nurture and containment\Supervision\The practice of the supervisor	I think, yeah, there have been times where I like maybe it hasn't been that helpful, I kind of felt my supervisors were quite overworked and really stress themselves. So they're kind of more, I guess, maybe trying to rush through the supervision, or I didn't know if it's not as kind of a nurturing space because of timescales.	Leila interview 1
Nurture and containment\Supervision\The practice of the supervisor	But I do completely get there is a power imbalance in terms of having like, a supervisor, maybe the balance gets less so when you kind of move throughout the years. But when you said that I thought of my first supervisor when I was in year one. She did a cognitive assessment for like everything and it's like year one, so I was like "Oh, I'd like to formulate...my key hypothesis is this, I think I should do this, this and this" But your supervisor is saying that, "No I shouldn't do that!" Then I guess it's differences over a concern.	Leila interview 1
Nurture and containment\Supervision\The practice of the supervisor	And my tutor said to me, "what do you appreciate about my supervisor?". Like it's a bit embarrassing to say, but actually to have the opportunity to say to her, you know, gosh, let her know that she really has been so instrumental in getting me through the process and creating a really safe space, but one where she's still challenging me and keeping it professional.	Bianca interview 2

Nurture and containment\Supervision\The relational aspect	Yeah, it's very much practice based learning, rather than, like, modelling or being nurtured. Well, I say that my supervisor, whilst we have categorically different views on psychology, as a person, she's lovely, and she's very motherly. So I do think the nurture is there. And actually, even though she probably disagrees with the way I practice, to be honest I don't even know that she does disagree with the way I practice, I think, actually, she's just anxious and couldn't consider changing. But anyway... I think that yeah, there is that nurture, and you know, I know that she would always stick up for me.	Sam interview 2
Nurture and containment\Supervision\The relational aspect	So I think I'm, um, in the first year, I had, the kind of way I kind of related to my supervisor was very much like, I found her to be very persecutory, which I do genuinely think is very relational. And I was sure I was failing and blah, blah, blah, like, even once I spoke to my course tutor about it. And then she spoke to the supervisor, the supervisor was like, "No, she's doing absolutely fine" which was so different from the way I'd experienced her. So I think, in that situation, I was basically, like, just like a, you know, like a puppy dog. It was like, you know, I've had this consultation and had said this, like, what should I do? And then she would be like, do the schedule of growing skills or whatever. And I'd be like, Okay, cool I'll do that. I mean, you know, so it was very like that. So I think I'd had that experience, I'd really reflected on that relationship and how it just didn't work for me.	Sam interview 1
Nurture and containment\Supervision\The relational aspect	eh, so just yeah, I found some comfort in starting somewhere new after what felt like a really, really hard first year. (hesitation) Finding my feet again, feeling comfortable with supervisor on placement that I've got really positive relationship with and I felt very able take risks with, be really open and honest with, and I feel like I've developed a friendship with her alongside a professional supervisory relationship	Elle interview 1
Nurture and containment\Supervision\The relational aspect	As you're kind of checking in with your supervisor, but then you're coming out of supervision then even more confused because you're like, unsure whether to kind of trust what they're saying. But then, at the same time in year one, you really didn't know what you were doing so like, you're like "I have to trust them!"	Leila interview 2
Nurture and containment\Supervision\The relational aspect	Yeah. I mean, you can get into like, whether you feel supported. Have you got a supervisor that you can actually learn from them and respect their practice, and you really kind of have a good relationship with them? You feel a lot more supported if you've got that. Or other trainees may feel a bit more isolated if they don't feel like they are getting, not necessarily the quantity of supervision, but not the quality of supervision?	Leila interview 1
Nurture and containment\Supervision\The relational aspect	(Laughter) Sure. Well, yeah I think that the two of us (my tutor and I) have similar tastes in culture, in films, books and music. So, we talked about that quite a lot. And I think it's quite refreshing to have a dynamic with your supervisor where you are kind of first able to talk about things that are not related to the course, and are able to you know, meet each other on equal terms and talk about things that are, you know, important for your lives and are just fun or interesting.	Alex interview 2
Nurture and containment\Supervision\The relational aspect	And, I think for me, that has been a good way of being able to talk about more difficult topics and being able to feel comfortable with being challenged. I feel that it's really given us a good rapport. And so I feel I can be direct, and even make jokes or insult in a joking way with my supervisor which is a really special thing to be able to do	Alex interview 2
Nurture and containment\Supervision\The relational aspect	So, being treated as an equal from the beginning, in all ways, not just in the content of what is said, but also in the kind of the way that they present themselves in their body language and how they say things. Yeah, it's made me feel that I've been, yeah, treated as an equal from the beginning.	Alex interview 2
Nurture and containment\Supervision\The relational aspect	I still feel like you can create that separation between, you don't have to be friends, but you can still meet someone as a profession at a personal level, especially if you're going to work with them for a number of years. So, I really appreciated that my supervisor was able to do that they positioned themselves as someone who could meet me on a personal level so that we could talk in more depth and complexity and also feel comfortable to be challenged on a professional level.	Alex interview 2

Nurture and containment\Supervision\The relational aspect	Whereas with your placement supervisor, I feel it's a bit different and their demands, you're...you're really scheduled into part of their ... their timetable. So I think they are given like half a day of the week to, to work with you. So.....yeah, I feel like maybe. (Pause) Or maybe it's just because you see them more often. So it just feels like a more natural relationship where you can just quickly email them and that flows more naturally.	Bianca interview 2
Nurture and containment\Supervision\The relational aspect	And my tutor said to me, "what do you appreciate about my supervisor?". Like it's a bit embarrassing to say, but actually to have the opportunity to say to her, you know, gosh, let her know that she really has been so instrumental in getting me through the process and creating a really safe space, but one where she's still challenging me and keeping it professional.	Bianca interview 2
Nurture and containment\Supervision\The relational aspect	And to think about what do I need from a supervisory relationship moving forward? Because I'm going to lose this supervisory relationship. I have set up a professional relationship. She won't be my supervisor anymore so how do you carry through those elements to the next supervisory relationship? And how do you how do you communicate that to the new person that's going to be supervising you?	Bianca interview 2
Nurture and containment\Supervision\The relational aspect	Yeah. And part of it is personality, isn't it. If you get on with her well, and we can, you know, we can, but which is always going to be hard to replicate the next person if there's two personalities, but there are particular things within that relationship I'm sure you can create.	Bianca interview 2
Nurture and containment\Supervision\The relational aspect	So I have an amazing relationship with my placement supervisor who I should have mentioned when we talk about things that get you through, has been... she's been a really big influence and she won't be my supervisor anymore. That's a big change or you don't have the support... at the minute I have my tutor, my research supervisors, there's a team of supervisory people around you.... and you won't have as much supervision. And will I feel stupid asking some of the questions I ask now in supervision?... say to a senior EP who's also in more of a management role and kind of just... how it works, as soon as there's things like... So do you want to go to that person and say I don't really know much about Dyslexia, which is something I really should know loads about, or you know, whatever the example might be, because I think well you [Senior EP] have to do my performance management, you know.	Bianca interview 1
Nurture and containment\Supervision\The relational aspect	: I think I mentioned it briefly about the supervision you get, on placement is really important. I think (sigh, pause)... the university staff are brilliant when you can...and they can make time for you. It's great when you get their time. But their workloads insane and that's something that needs to be addressed and that is separate for you from your research project. But how the hell the academics are so busy and are supposed to provide support to you and do everything they need to do. So I see them as very much being a distance to you and you can call upon them. But actually, the real support that you have every week is your hour and a half supervision with your placement supervisor. I think the professional support you get, I think at the start of year 2 it's a lot of questions about processes and procedures. But now in year 3, you know my friend say, "How do you cope with the emotional demands of the work?", I have an hour and a half with a psychologist every week! I can... you know, you, you do, you have that amazing time with someone to talk about whatever it is and looking at, looking back at your life. Me and my supervisor spent time looking back at why I am, like I am now and kind of that reflective space, and I know you get supervision, but you don't get it every week (when qualified). And you might not get it with someone that you've developed...you go on a real journey with your supervisor (when your training), and it stays obviously as a professional relationship. But I imagine, I will always hold my supervisor, you know, in a different place in my head and heart, because she's been so instrumental to that growth. So I, yeah, that's a huge part of the training experience. I think if you don't have a supervisor that you gel with or that you may have a tricky relationship with...Well, I would have found that the whole training such a different experience.	Bianca interview 1

Nurture and containment\Supervision\The relational aspect	I don't think I expected it to be such a personal developmental journey as well as professional, and that was maybe naïve because its psychology. But I think you can't develop professionally without growing personally and so It has to be a big part of the whole course. And you can't separate them. And sometimes it can feel, and you have to be careful with boundaries within that supervisory relationship of, you can't get too personal you have to always have things in place. And you're always aware of the nature of that relationship. But I think the two are hand in hand and one will always lead the other.	Bianca interview 1
Nurture and containment\The cohort	Exactly! so I think individual nurture and spaces to learn (it was present at times), but as a group, It was a hard group to be part of...	Sam interview 2
Nurture and containment\The cohort	Yeah. And also, like, the pressures take up different roles. So, so knowing what's yours and what's, like, 'group-think.' Yeah. (pause)	Elle Interview 2
Nurture and containment\The cohort	Something around the competition and rivalry between people. Ultimately, we are all finishing the course and going out into a career where we are competing for different jobs, I know at the moment, there's lots of jobs around but we are all ultimately competing for the same jobs so different experiences that maybe trump one another are tricky to think about. I think particularly around when we were interviewing for jobs, maybe midway through this year, that felt like it was around more.	Elle interview 1
Nurture and containment\The cohort	And there's people on my course that I don't know if I would continue to see or like how those relationships will go. And I think because we are big group, it's going to be hard to all stay in touch. So moving on, I guess like any ending and beginning there's excitement, but also sadness of what your leaving behind.	Elle interview 1
Nurture and containment\The cohort	Yeah. And I think especially, you know, some days you go into uni and if a few people are feeling rubbish, you can go in feeling fine and you come out, you're like, "oh god, I'm so anxious or so drained or so this or so that". So the cohort do have a big impact on how you feel, very positively, but also on a more negative side as well. And I know tutors have said particular cohorts, you know, can fall into particular patterns. And they say "don't be...don't be a cohort that falls into that". Yeah. And we've been lucky that we haven't, generally, but there's still always a bit of an impact people always rub off on you of course. So if they could bring out the positives all the way through, then time for reflection.	Bianca interview 2
Nurture and containment\The cohort\ Sharing experiences	But also in terms of my professional development, It's just been so helpful having people that are doing the same thing; that I can share experience with; and ask questions to share the journey with.	Elle Interview 2
Nurture and containment\The cohort\ Sharing experiences	I guess that connection to universities was kind of like an end as well, like, we didn't get there as much in third year as we did in the second or first year. But I guess it will be quite sad, not being able to go back and kind of have that really like nurturing space as well. Like, it comes with deadlines and everything like that but actually, when you do have that space, it's just for development, you're learning new stuff, sharing experiences with people who are in a very similar situation to you. So yeah, kind of not having that, involvement and that kind of additional support and lots of CPD.	Leila interview 1
Nurture and containment\The cohort\ Sharing experiences	Often, I would go out and go to the pub with some of my cohort and we would talk a little bit about that maybe a bit more broadly, but not as directly as we did during our interview last week.	Alex interview 2
Nurture and containment\The cohort\ Sharing experiences	And a lot of time at the beginning is spent on building rapport in the cohort, and a lot of time spent on ...Yeah, one of the course directors is extremely nurturing. I think it was a deliberate plan from the university to spend a lot for us...to spend a lot of time with her at the beginning. She just makes us feel kind of warm, comfortable, happy and supported as a group.	Alex interview 1

Nurture and containment\The cohort\ Sharing experiences	So I think there is anxiety amongst the group there.	Bianca interview 2
Nurture and containment\The cohort\ Sharing experiences	nd you only ever know what you and the people on your course are thinking about so it would be interesting to see what other people are kind of thinking	Bianca interview 2
Nurture and containment\The cohort\ Sharing experiences\Close bond and support	I think my friend who's on the course. We speak like pretty much every night. After a placement day, we'll do like an hour's debrief. Like I'll tell her about my cases that day. And we'll ... we'll reflect together and she'll do the same. So I think that, that albeit it's a lot of time, but no, they've really, really helped those conversations. I think she has been like my supervisor, essentially.	Sam interview 1
Nurture and containment\The cohort\ Sharing experiences\Close bond and support	So supervisory space is often quite peer-related.	Sam interview 1
Nurture and containment\The cohort\ Sharing experiences\Close bond and support	I was also thinking about the friendships that I've made along the way. So they just feel like such an important part that's so integrated across both sides. So personally, the friends I've made from my course I spend time with outside of the course ... now I plan to keep, I feel like they'll be forever friends.	Elle Interview 2
Nurture and containment\The cohort\ Sharing experiences\Close bond and support	And I feel like the support of friendships and peers within the training cohort has just been so integral across both my personal and professional development.	Elle Interview 2
Nurture and containment\The cohort\ Sharing experiences\Close bond and support	I think, because of the nature of how intense it is you probably do form quite a close bond with the people in your course. Even if they've had quite different experiences, even if they're from very different... we've got a really, really diverse group, which is like amazing, and you learn so much. But I think that, yeah, you kind of have this bond, this kind of all thinking, all knowing and how many more times we get to see each other. We need to book in like, more events, or we can kind of go out for dinner or whatever, more like opportunities to like see each other and thinking about going to supervision and how we can keep that link going.	Leila interview 1
Nurture and containment\The cohort\ Sharing experiences\Close bond and support	Yeah, so I think yeah, we're all kind of thinking we're coming towards an end maybe like, yeah, we've done way more social things now than we have, like, a little bit throughout the year... Researcher: Mhm Leila: Yeah, I guess it kind of like to like keep that connection and keep that support system	Leila interview 1

Nurture and containment\The cohort\ Sharing experiences\Close bond and support	I think we probably I think, yeah, supervision and having a peer support has been really important. Emm. I can't think , there's probably something else that I really want to share but I can't think... (laughter)	Leila interview 1
Nurture and containment\The cohort\ Sharing experiences\Close bond and support	And yeah, I think generally saying that I was quite happy with choosing this career path and feeling very supported along the way, including from peers and from supervisors and the structure of the course being clear and nurturing.	Alex interview 2
Nurture and containment\The cohort\ Sharing experiences\Close bond and support	Em...I think it's having a cohort that's extremely supportive, and kind and friendly, and is able to share good ideas at university and also go for a few beers afterwards (laughter). You know having the peer support is very valuable at university, having my tutor at university and having a good rapport with them... good relationship with them, and being able to kind of being able to 'shoot the shit'	Alex interview 1
Nurture and containment\The cohort\ Sharing experiences\Close bond and support	And also, the university has mostly provided very...mmm...(pause) often provide clear instructions on the activities to complete. They've been very flexible, kind, understanding supportive, and given a push in the right direction when needed. So mostly it's been around having peer support and supervision...supervisory support. You know, again, to, I think I've gone out and done a lot of the activities for myself, found opportunities for myself. Sometimes my supervisor would have arranged for different things for me to do in order to have those experiences. But mostly, I've gone out and done them myself, and then other people have helped me to reflect on them.	Alex interview 1
Nurture and containment\The cohort\ Sharing experiences\Close bond and support	Let me think, if I were not to have the university cohort, maybe I guess, then yeah, if it was more of a placement, if I was, say, for example, and assistant psychologist, and just continue to experience that work, and was to learn through experience for myself, em...I feel that I wouldn't get the opportunity to learn very quickly cover, it wouldn't give me the space for reflection and thinking. And I think that's valuable.	Alex interview 1
Nurture and containment\The cohort\ Sharing experiences\Close bond and support	But I don't know... it just it just seems like the way to... be. Well, I think it does help having resilience during this course and I think that is promoted by all the factors that I mentioned earlier, peer support, placement, cohort, tutors, supervisor.	Alex interview 1
Nurture and containment\The cohort\ Sharing experiences\Close bond and support	And again today. And so how nice would it be if everyone had the chance to do that together? And we kind of to be fair we had, we've set at the end of each year on our course, you do like a poster of all the things you're hoping for the next year. So we've looked back we've reviewed it, you kind of do have that at the end of the year.	Bianca interview 2
Nurture and containment\The cohort\ Sharing experiences\Close bond and support	your cohort I think kind of ...your peers on your course I think are just such an invaluable source of support and advice. They know what you're going through, you can reflect on that, you know no question is a stupid question. And you know people always good and also they share resources and tools.	Bianca interview 1

Nurture and containment\The cohort\ Sharing experiences\Close bond and support	<p>eah, so I think in terms of the course, so silly things like we've got a WhatsApp group, I'm sure every course does and just being able to put things on there. You know like I need this resource, or I've got this question, and it could be about your thesis, it could be about something in practice.</p> <p>About twice a week on the way to school, probably once a week now, it used to be much more. There's one particular friend and we'd have a 'hands free' conversation for the whole hour. Just for like some peer supervision and kind of thinking about what didn't go well and why and...and just having some time to kind of vent and I think that's important before you get home... because people not on the course don't understand it.</p>	Bianca interview 1
Nurture and containment\The cohort\ Sharing experiences\Close bond and support	<p>Yeah... I think we're really fortunate that were a cohort that get on really well, we're all very different with very different skill sets, and it all gels together. I think a lot of courses are like that. I think it will be much more difficult if it was competitive or if there was any kind of that sort of nature to it – whereas, were very much like share what you've got and just all kind of clubbing together.</p>	Bianca interview 1
Nurture and containment\The cohort\ Sharing experiences\Close bond and support	<p>And you know, whilst the support from tutors and placement supervisors is great, it's not the same as that peer support and being able to have a laugh along with it. It's not just the times that things are hard it's having a laugh about things that are happening and talking about other things in your life and supporting each other to think what's realistic with the workload.</p>	Bianca interview 1
Nurture and containment\The cohort\ Sharing experiences\Close bond and support	<p>I think, although I said about the workload of being a trainee, I'm trying to think of things that aren't within that comfort blanket of supervision and the cohort and meeting at uni. That's the comfort blanket is all the extra input from senior supervisors, cohort, coming into uni, extra teaching sessions- that's all that comfort. But one thing I will miss is the flexibility of being a trainee, so like this afternoon I just didn't do placement, I did a research afternoon because I had a spare afternoon. Or, actually on Thursday and Friday, I can work in my pyjamas because it's the thesis day and go to a yoga class in the middle of the day. And so, some of that working full time in September is going to be very different to now.</p>	Bianca interview 1
Nurture and containment\The cohort\Experiences of having difference	<p>Yeah but also very different experiences. But yeah I guess groups are always a challenge. Interestingly, so we had our last group discussion session and our last work discussion group and finally people were like, airing that honest opinions and it was so refreshing! And it was just like, "Why couldn't we have done this friggin two years ago?" But I guess...my meaning or my take on it was, you know, we've handed everything in now. There's nothing more you can do. There's no more judgement and I think people just for whatever reason, thought it was the last time. And there was talk about, you know, people were like, "well, this is why I never thought I could say anything..." or one girl who I always thought...not on a one to one level but in the group discussions I always thought she was like very much acting, and she acknowledged that. And she was talking about how she always felt that she needed to say something really profound and I was like, "Oh, you realise as well, it's not only me" Yeah, so it was nice to kind of see people acknowledging some of the stuff that I've always kind of thought.</p>	Sam interview 2
Nurture and containment\The cohort\Experiences of having difference	<p>That was one of the main themes of our work discussion group and we've always spoken about the fact that no one talks about their placement, because that was two different talk about (for the group). And for the first time in our discussion group, people are actually saying "Oh, do you know on my placement..." Like it wasn't being comparative people were willing to say "Oh, you know, I might not have that experience but I have this experience" And we could have that conversation without the idea that someone's placement has to be better than each other's. It was just about, you know the differences.</p>	Sam interview 2
Nurture and containment\The cohort\Experiences of having difference	<p>No one volunteers in our group and I just, like, can't...couldn't be bothered with the, you know, that way whatever.</p>	Sam interview 1

Nurture and containment\The cohort\Experiences of having difference	Yes, 100% and I actually noticed that. So we have work discussion groups and people talk about, like, you know, whatever work they're doing. And I do often sit there and think that there are still a lot of us, still like, you know, we are trainees, but people doing ... so number one, not everyone in our group has their own schools. So some people are, you know, are not near a contract if they are in work, and now I don't know how I could do a piece of work that I didn't contract, because I just... but that's, you know, based on my experience, and you know, there's still a lot of people that just do assessments all the time. And I just think like, that is not how we were trained.	Sam interview 1
Nurture and containment\The cohort\Experiences of having difference	Hmm, I think the peer experience has been really interesting. I've been really thinking about like, our discussion groups, for example. And my experience of the discussion group has been like... maybe, it was the way it was facilitated, but it was kind of, quite like 'stirring up drama'. And we kind of had, you know, some quite dramatic 'showdowns' of people like arguing and shouting, or whatever. Whereas the second year was kind of much calmer. And a bit (pause) ... I don't know, I just felt like it was flat. And then in third year, I find I've really, really liked the facilitator that we have. And she's really like, balanced. So, you know, she helps you, really helps us discuss things. And we get to depth, but it's also a lot more containing so I think... And, yeah, I think the peer group, and our peer group reminds me quite a lot of like a secondary school, which probably back it's very, like, 'groupy'.	Sam interview 1
Nurture and containment\The cohort\Experiences of having difference	You know, like a lot of people are in groups, and at times that can kind of Yeah, it can be a bit problematic, I guess. And ... (long pause) ... What was the question around how that's influenced my learning? I guess... I guess one thing in a kind of maybe a more negative sense. We're just not the group that can discuss things. So as somebody that really likes to discuss things, I'm just like, "Why is everyone always silent? It's very frustrating". And but then learning to deal with that, and thinking about why that's happening, and how to facilitate conversation. It's been a helpful learning point. And also, privately, people are super chatty, and super willing to reflect and think.	Sam interview 1
Nurture and containment\The cohort\Experiences of having difference	yeah, there's something about for our group being in a whole group... There's like a real sense of paralysis, whereas you could probably speak to anybody on a one-to-one and they're really insightful and really great and very nice people. So I think that that has been a definite part of the learning experience, not only about learning about like myself in groups, and what have you, but also, learning from them, in general.	Sam interview 1
Nurture and containment\The cohort\Experiences of having difference	Yeah, I was actually ... I just had my last group discussion session before I came here. And we were talking about endings, and how people feel things at different times, and the different ways that people cope with endings, and like, bear the difficulty of ending.. And I know, I'm someone who, who does things up-front, so I call it 'front-loading'. So, I'll like, feel the feeling really early on, like, say my goodbyes; do those bits early on, so that when I'm actually saying goodbye, I feel like I've given or said or... like it feels tied up. Yeah, but I know it means that, in the moment, I'm maybe a bit more distant from a feeling, where some people really feel it in the moment; some people completely avoid it ... and, and don't do that. But I was just reflecting on how, firstly, if everyone did the same thing, it would be really boring. So, although it can be really difficult owning your differences in a group, and initially, and I think there was lots of kind of apologising from lots of different people about how they were, and like fear of being different to others, and, kind of, wanting the group identity, Actually, yeah, first it'd be very boring, but all the same, it would bring some balance. So, if everybody did the same thing, it just wouldn't work, like it would just be too overwhelming. And so, yeah, there's a real strength in people having different perspectives, but also different ways of doing things; different pace; different times that they feel things. Yeah, I guess, owning ...well...partly learning your pace and what your perspective is, knowing that it's okay to feel different things at different times. But ... um	Elle Interview 2

Nurture and containment\The cohort\Experiences of having difference	Em... I felt like that that's something that our group has really grappled with. It comes up in group discussion sessions a lot in terms of our own individual experiences, and then our group experience. I think something that I've really found is it's been quite hard to share, like the success and the positive stories. So I think, as with any group, there's kind of underlying competition and rivalry. And I think our groups got better over time about talking about the difficult feelings and naming some of those things and some of the shared feelings and some of the different feelings but that the happiness and the joy and the celebratory side of these opportunities or learning, I know I've definitely found harder to share for fear of someone else having not had that opportunity maybe and a guilt for me anyway, a guilt attached, to someone else maybe not having something that I experienced or been working on. And I know there's different things that I've kind of sought out but also have been offered that other people maybe haven't. And yeah, so the happiness and the joys of learning maybe feel harder to share, I would say.	Elle interview 1
Nurture and containment\The cohort\Experiences of having difference	A little bit, people like dipped their toes in it, but I think every time as a group we've learned to accept that it is kind of part of a group process and that's okay. It is tricky but our groups quite big as well, there's a lot of us. Yeah, I always forget, but there's a lot and it's been quite transient. I think throughout this year, not everybody's being present. Yeah, any of our sessions. So for everybody to have a voice and know everyone well and share all of the positives and all of the difficult times together can be can be tricky, and people particularly over the three years, I'd say move more towards their own individual journeys, and then kind of subgroups within the big group, rather than the whole group thinking space, which might be felt more prevalent in year one because we were here more.	Elle interview 1
Nurture and containment\The cohort\Experiences of having difference	yeah... I've had such different experiences to other trainees on my cohort, when we meet up when they are back for like, uni lectures, I mean, obviously, we've got a lot of similarities but there is a lot of differences in terms of some just being satisfied. And maybe not having those relationships with schools. Yeah, there's a few that are in the middle of kind of going from statutory to a traded service. But it isn't quite there yet.	Leila interview 1
Nurture and containment\The cohort\Experiences of having difference	Yeah, really like varying experiences, depending on what placement you're in and maybe not having those relationships with schools. Yeah, really like varying experiences, depending on what placement you're in.	Leila interview 1
Nurture and containment\The cohort\Experiences of having difference	I think, because of the nature of how intense it is you probably do form quite a close bond with the people in your course. Even if they've had quite different experiences, even if they're from very different... we've got a really, really diverse group, which is like amazing, and you learn so much. But I think that, yeah, you kind of have this bond, this kind of all thinking, all knowing and how many more times we get to see each other. We need to book in like, more events, or we can kind of go out for dinner or whatever, more like opportunities to like see each other and thinking about going to supervision and how we can keep that link going.	Leila interview 1
Nurture and containment\The cohort\Experiences of having difference	'Imposter Syndrome'. I think... I wonder whether a lot of people feel that in their jobs. And but yeah, essentially, not quite believing that you are able to or should be doing the job that you're doing. And ...yeah, a lot of people talk about it on the course. But actually, it's kind of a funny thing now I think about it. I think I didn't really ever feel imposter syndrome myself	Alex interview 1

Appendix 17: Methodology, Stage 6 Screenshot of Fieldnotes on MAXQDA

C:\Users\Steph\Google Drive\Thesis\Data Analysis\23.320.mx20 - MAXQDA Plus 2020 (Release 20.0.7)

Home Import Codes Memos Variables Analysis Mixed Methods Visual Tools Reports MAXDictio

New free memo Free Memos Code Memos In-Document Memos In-Media Memos Document Memos Document Group & Document Set Memos Code Set Memos Overview of Memos Project Memo Search in Memos

Document System

Documents	Size
Sam interview 2	1,079
Sam interview 1	72
Elle interview 2	152
Elle interview 1	70
Elle interview 1	110

Document Browser: Sam interview 1

Researcher: Yeah.

Sam: Yeah, I feel like all of ... you know, there's definitely things that I can criticize about the construction and whatever. And I do think that one thing that I find is, maybe more, I think that I have... I feel that it sounds like a cliché, but I have definitely learned that my I am the kind of tool in the way I work. But I do think that there is something about knowing, for example, evidence-based interventions around English as a second language, or, you know, what the developmental norms are in terms of when somebody should have acquired language coming from another country. Yeah, so I think that that stuff, and we may be lacking a little bitbut the lectures we

Code System

- Nurture and containment
 - Supervision
 - The practice of the supervisor
 - The relational aspect
 - Safety of being a TEP
 - The cohort
 - Experiences of having difference
 - Sharing experiences
 - Close bond and support
 - Course structure
 - Course tutors
 - Challenges and painful learning
 - Power imbalance
 - Resilience
 - Gratitude
 - Making a difference
 - Thesis
 - Difficult Emotions
 - Anxiety
 - Sadness
 - Loneliness of training
 - Feeling exhausted
 - Frustration
 - Guilt
 - Feeling stuck
 - Stress
 - Sacrifice
 - Financial strain
 - Juggling
 - Workload
 - Uncertainty
 - Managing differing views

Memo Manager

Start Format

New free memo Free Memos (70) Code Memos (70) In-Document Memos (150) In-Media Memos (0) Document Memos (0) Document Group & Document Set Memos (0) Code Set Memos (0) Search in Memos

Origin Open in tabs

In-document memos

- Sam interview 2
 - Pos. 3 Memo 214
 - Pos. 5 Memo 215
 - Pos. 7 Memo 238
 - Pos. 10-23 Memo 216
 - Pos. 27 Memo 217
 - Pos. 29 Memo 218
 - Pos. 31-36 Memo 219
 - Pos. 43 Memo 230
 - Pos. 94 Memo 220
 - Pos. 100-101 Memo 221
- Sam interview 1
 - Pos. 1 Memo 198
 - Pos. 12 Memo 199
 - Pos. 24-36 Memo 200
 - Pos. 40-43 Memo 201
 - Pos. 63 Memo 202
 - Pos. 79 Memo 203
 - Pos. 83 Memo 204
 - Pos. 91-99 Memo 205
 - Pos. 129 Memo 206
 - Pos. 139 Memo 207
 - Pos. 155 Memo 210
 - Pos. 175 Memo 211

Memo 122

Links back to what she said in the first interview, and again the feeling arose around...desperate for it to be over and at times it feels unbearable, yet there is a need to stay here because it is known position and the known position is more comfortable than the unknown position.

Bianca interview 2 (Pos. 13) Steph, 29/07/2019 11:33

Memo 123

Caveat, Bianca speaks about the tutors workload and hints at times shes felt unsupported but then contradicts this and says shes had a good experience and they just have so much on.

Bianca interview 2 (Pos. 22) Steph, 29/07/2019 11:35

Memo 124

I feel a sense of stress, anxiety and urgency as Bianca tells me this. I feel two stories are being told here, the surface explanation which Bianca is relaying in a rational and thoughtful manner, but there is a underlining story which feels emotionally charged. I notice this in the moment and take a second to process this.

However, quickly Bianca gives the example of "Help I need it right now!" and links the need to manage anxiety. I feel in this extract the emotions are present within us both and I feel the urgency and need for support Bianca describes. My own position as a TEP also comes to mind, and I wonder does this 'status' allow for my attunement with Bianca to become more

Bianca interview 2 (Pos. 31-32) Steph, 29/07/2019 11:48

Memo 125

I wonder about this...it seems that Bianca found comfort in the idea that I might understand her pain and hints that she indeed picked on the fact that I was present with her when she was talking through some difficult experiences.

Researcher: Yeah. Okay So ... is there anything else that you feel that you want to bring?

Sam: Not that I can think of.

Simple Coding Query (OR combination of codes)

Appendix 18: Methodology, PEN Portrait for Alex

Created using document portrait from MAXQDA colour codes.



Reflexive overview account:

Alex was a white English man in his early thirties and was living with his girlfriend in London. He was the only male participant in the study, and I wondered if this would somehow influence how I interpreted the data or how he chose to tell his experiences.

Alex and I knew each other, we were both assistant psychologists before our doctorate training and had crossed paths at some training events. I wondered to what extent our relational dynamic would influence the interview. I noticed how Alex wanted to make sure he understood some of the initial

questions correctly, to perhaps give me the answer that he thought I was looking for. I wondered if this was related to wanting to please me given our pre-existing acquaintance with each other.

Alex was friendly and 'full of chat', I noticed how before the interviews, he was interested in my own training experiences and what my own placement experience was like. He seemed to want to find common ground with me before the interviews began and I wonder if these discussions helped him to feel more at ease about sharing his own experiences.

Alex was witty, he reminded me of the 'class clown' character, eager to make others laugh and not to be taken too seriously. I sensed this 'class clown' character he played throughout the interviews made him feel comfortable and put him at ease. However, I felt aware that laughing and joking can also be interpreted as a defence mechanism against more uncomfortable feelings.

Alex's identity seemed to play an important role for him, and as he spoke it felt he often juggled many different versions of himself, which he described as 'wearing different hats.' Throughout the interviews Alex alluded to feeling he is someone who sometimes misinterprets situations. He spoke about making mistakes and that he will most likely make mistakes again in the future because he's human, this felt like he was perhaps recalling painful experiences. This in some way may illuminate his comfort in playing the funny 'class clown' character whose humour puts himself and others at ease and possibly defends against the painful, less positive aspects of life. With each painful experience Alex spoke of, he would add a caveat at the end to rationalise what he was

saying and add a 'positive spin'. It felt throughout the interviews that adding a 'positive spin' was Alex's way of dealing and coping with difficulty.

It was felt that Alex had a genuine appreciation for how his psychological knowledge and training supported him in his thinking and in his personal relationships, including with his girlfriend. As he described this, I felt a real sense of sincerity and found his honesty refreshing. However, during the interviews, it was felt that Alex found it hard to leave his position of positivity and it felt that some of this 'positivity' was also a defence. I found myself encouraging him to 'dig deeper', for some reason it began to feel hard to fully believe how appreciative he *really* felt. I wondered on reflection, if a feeling of guilt was linked to this, for perhaps if Alex believed his training had helped to shape him in a positive sense and positively influenced his personal relationships, he may have felt ungrateful or disloyal if he were to acknowledge the less positive experiences.

Alex hinted at times of challenge and would give brief examples, like having too much work or receiving critical feedback. But these were felt to be sweeping descriptions that were touched upon lightly and quickly put down again through a rationalisation or caveat. I also noticed Alex would think before he spoke, at times I found this to be frustrating. I felt he was being led by his head and more rational 'correct' responses rather than his emotional experiences of how he felt and would therefore, sometimes describe a censored version of his experiences. However, after the interviews I felt reminded that this was perhaps Alex's way to avoid making mistakes, connected with wanting to stay loyal to his experience which added a lot of positivity to his life.

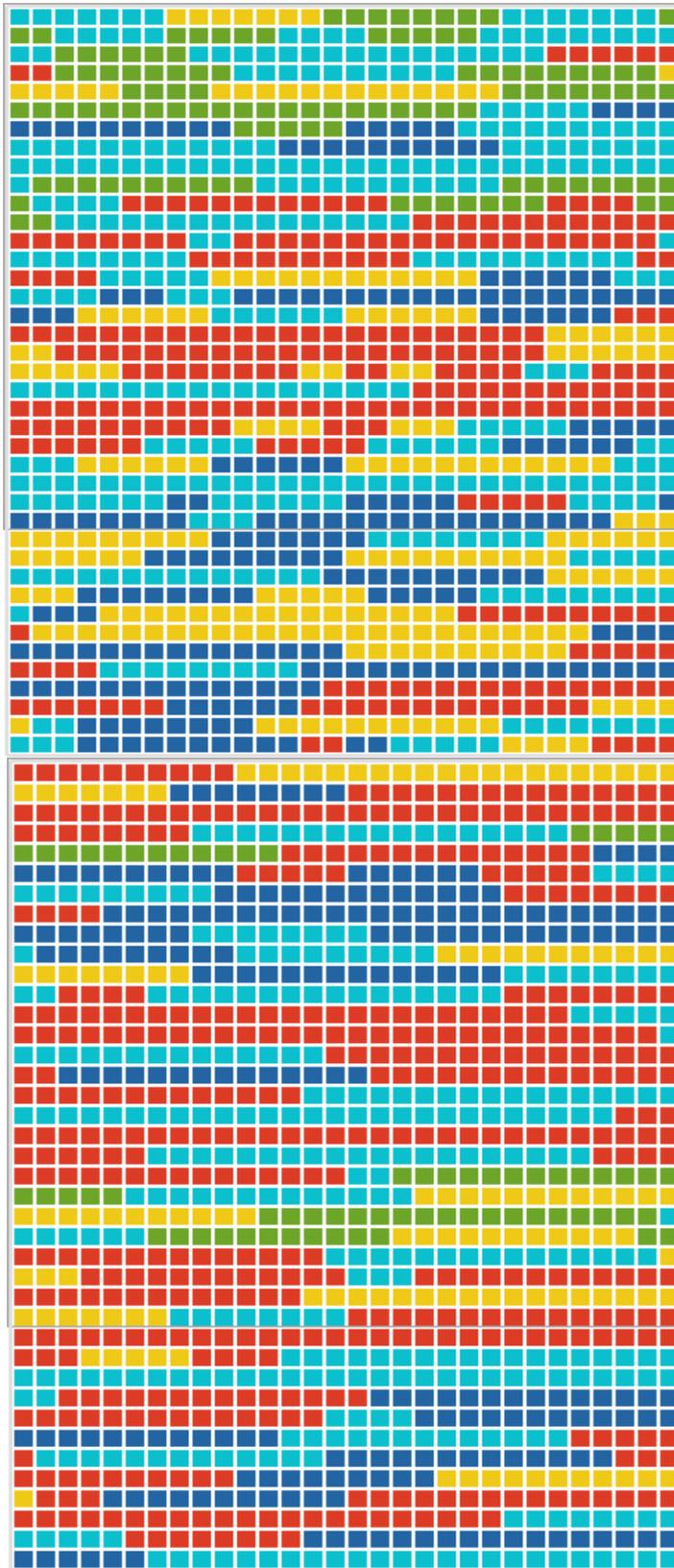
I noticed a continuous internal battle during Alex's interviews, firstly I felt somewhat ashamed that I had not been as grateful as Alex for my own experiences of training. Although I felt I was appreciative generally, I felt Alex's experiences of gratitude was so much more, and in a sense, felt guilty for not having shared this. But having had time to reflect on the interviews with Alex, I wonder if some of the shame and guilt I felt was something that Alex passed on to me as it felt perhaps 'too dangerous' for him to hold. Thus, his recall of a greatly positive training experience and description of 'feeling privileged'.

My own position in the interview, frequently felt like a juggling act and I often felt split. On one hand I wanted to elicit Alex's psychosocial raw experience of training however on the other hand I was cautious of trying to elicit my own experience from his, therefore, I felt in a constant state of 'hyper reflexivity'.

Reflecting on Alex, it seemed his way of recalling and describing his training experience with such positivity seemed to feel helpful for Alex and appears to have satisfied him. He chose to remember his training in a nostalgic way, and I admire his ability to do so and his resilience. Alex's account made me think about how I reflect on my own experiences of training.

Appendix 19: Methodology, PEN Portrait for Bianca

Created using document portrait from MAXQDA colour codes.



Reflexive overview account:

When I met Bianca, I was aware of our apparent similarities. We were of the same age in our late twenties, both white women with blonde hair, who were living with our boyfriends in our London homes.

I met with Bianca at her university, I arrived late from being stuck on the train and was feeling unwell with hay fever and therefore, arrived feeling somewhat unsettled.

Bianca clearly picked up on this and was empathetic and accommodating. After a few minutes of getting myself sorted and ready, I felt

embarrassed and reminded myself that it was ought to be the other way around, the researcher accommodating the participant.

I found Bianca to be relatable and instantly likeable and I wonder to what degree our apparent similarities influenced this. Bianca too, seemed to relate to me as a fellow TEP and the idea of this seemed to comfort her when sharing her experiences in the interview. There was a sense of ‘you know what I mean’ from Bianca, assuming that I would understand how she felt and her experiences. However, I was cautious of falling into this impossible role of an ‘all knowing and all understanding’ researcher. But I did at times feel that perhaps I did know what she meant, and this was a particularly pertinent feeling when Bianca spoke about her experience of guilt with her family.

From the beginning, Bianca was willing to ‘share all’ and at times her own honesty seemed threatening to her. Bianca seemed to go between expressing her emotions and ‘delving deep’ to trying to be rational, as if the emotions she expressed weren’t perhaps justified. I felt Bianca made attempts to minimise her painful emotions with rationality several times throughout her interviews.

Safety and nurture seemed to feel important for Bianca as she recalled experiences of feeling safe and unsafe. Supervision was one place that Bianca seemed to always feel safe, Bianca admired her supervisor on placement a great deal and spoke about her sadness that their relationship would come to an end. She reminded me on a few occasions that their relationship was professional, and it was important to maintain that boundary. I wondered if this was Bianca’s way of again trying to minimise her feelings of sadness and possible regret that their relationship was purely professional. Bianca

seemed to speak about this supervisor as someone who took a nurturing mother or older sister role, and I wondered if perhaps the term ‘supervisor’ did not hold enough status for how much Bianca really valued this woman.

I noticed that Bianca spoke about people getting married, her friends having children and her sister being pregnant. I wondered if these life events perhaps represented in some way what Bianca felt she had to put on hold during her training. Bianca’s interviews stirred a lot of emotions in the room, especially as she wondered out loud about the course needing such a large thesis and if the workload was *really* justifiable. I was aware when she said this that I was only at the beginning of my thesis journey, I felt myself become anxious and felt a sense of dread during these descriptions. Reflecting back, I wonder if my anxiety of what was to come for my own experience of third year became entwined with the emotion of what Bianca had experienced.

At times, I felt almost uncomfortable that I was a stranger eliciting Bianca’s experiences which felt quite ‘raw’ and showed her vulnerability. I noticed myself wanting to show compassion and offer her nurture and comfort. When Bianca spoke about the financial challenges she faced as a result of the training, I recognised my own similar experiences and had to sit with this feeling, trying hard to fight the ‘me too’ urge and to stay with Bianca in creating the space for her experience rather than my own.

After the interviews with Bianca, there was a sense of gratitude towards her. Bianca had allowed me to join her on an emotional ‘whirlwind’ as she described her three years of training, and intense emotions of anxiety, happiness, relief, stress, anger and sadness.

Bianca seemed to come through her experience having learned a lot about herself and looking forward to her future.

Appendix 20: Methodology, PEN Portrait for Elle

Created using document portrait from MAXQDA colour codes.



on her personal life simultaneously.

Elle spoke about transitional objects and unconscious group dynamics, showing her knowledge and interest in psychoanalytic and psychodynamic theories. Reflecting on the interviews with Elle, there was a sense of a silent, but shared appreciation between us for these theories. At times I reminded myself of my researcher position as it felt like talking to a friend given the flow and natural conversation.

Elle shared her fear for her relationship with her partner during her training, and I remember having a strong sense of needing to protect this information and look after it given its sensitivity. Now looking back, I wonder if I was putting my own unconscious fears for my own relationships with loved ones into Elle's, hence the strong feeling to protect and be sensitive to the information she had shared.

Elle spoke openly about how at times she didn't feel good enough in any area, implying both her personal and professional life and this saddened me, I felt a rawness as she described this and felt an urge to reassure her of her worth. It seemed apparent throughout the interviews that Elle was someone who wanted to give her all, be liked by others and to be trusted, however when she explained the experience of not feeling good enough, I felt this perhaps impacted her sense of identity and who she wanted to be.

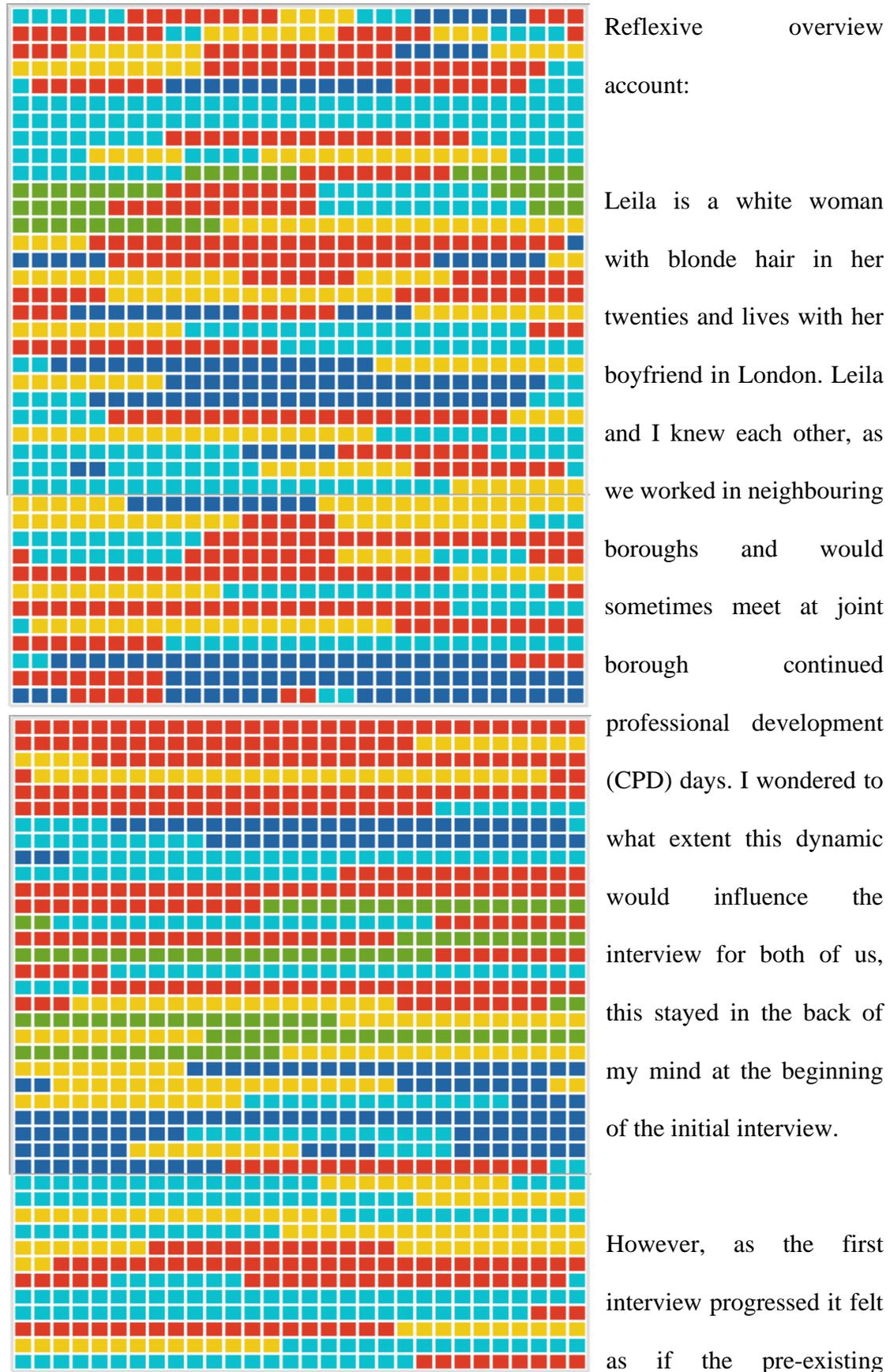
In Elle's second interview, I was surprised to learn about her personal experience of surgery that she had managed to 'block out' and forget which impacted her first year of training. Elle had not recalled this significant experience in the first interview.

Looking back, I felt a slight embarrassment, in the first interview I was so engaged in the experiences that she was sharing, that it seems I may have overlooked some of her potential unknown defensive mechanisms. Thus, in the second interview she reminded me that she too, like us all, has mechanisms at play which influence how we recall and tell our experiences. Even so, I felt relieved that she highlighted this to me, and it felt like a learning point for myself as the researcher to remember not all is what it seems.

Elle offered the metaphor of the moth as a way of describing her resilience and how her identity changed. I found myself smiling as she described her experiences, as there was a sense of happiness and gratitude in the interview space. I also felt reminded of my own experiences of transformation and change and appreciated how she captured her own. Elle felt strongly about believing in yourself as a TEP and spoke meaningfully about power imbalance and the struggles this can create for TEPs. There was an underlying drive of 'TEP empowerment' as she discussed her experiences and what she felt was important. Given the importance she held towards 'the TEP voice', I remember hoping my research was 'what she had hoped it to be' and that it allowed her to share her experiences of change over training in the way she wished.

Appendix 21: Methodology, PEN Portrait for Leila

Created using document portrait from MAXQDA colour codes.



dynamic between us had potentially offered an extra layer of trust between us as researcher and participant, and as Leila shared her experiences, I felt she knew that I respected and valued her story. Yet, I had to juggle this with a felt a sense of caution, although I may have been a familiar friendly face, I was also the researcher.

Leila presented as relaxed and friendly. Leila began with describing her experiences on the course as a journey and used the word 'picture'. At the beginning of the interview Leila described her experiences in a professional manner and explained how she learned through experiences with schools and hinted that she had to learn quick and fast in her second year of training.

Leila spoke well and eloquently, and when she spoke of the "steep learning curves" and challenges, it was spoken with calmness. The emotions I would have anticipated with challenges were not felt to be present in the room. I wondered if the imagined picture of the training experience, Leila briefly touched off, held these emotions for her.

Leila spoke in a matter of fact and calm way about stress, workload, and learning to cram work into short periods of time. I remember feeling curious to her calm manner, it felt to me that the emotion did not quite fit the narrative being described. I wanted to ask her directly about this, but I refrained to see where the interview would take us instead.

Leila talked about her developing skills, learning to trust herself, resilience and maintaining her personal friendships together within close proximity of each other and

it felt hard to pinpoint where one started and one ended, it felt all these different components of her life were connected. Leila emphasised the importance of gaining perspective and discussed her sister becoming unwell, and with this, it seemed my earlier question of where the challenging emotions were, felt in some respects answered.

Leila described the disease as life threatening, I was reminded of my own sister who had experienced critical illness and I remembered how frightening that was. Suddenly, the training did not seem as enormous as it did before, and I wonder if I was picking up on Leila's experience too. Although Leila described the challenging feelings the course presented, it felt like these emotions were on a much smaller level to some more frightening real-life experiences.

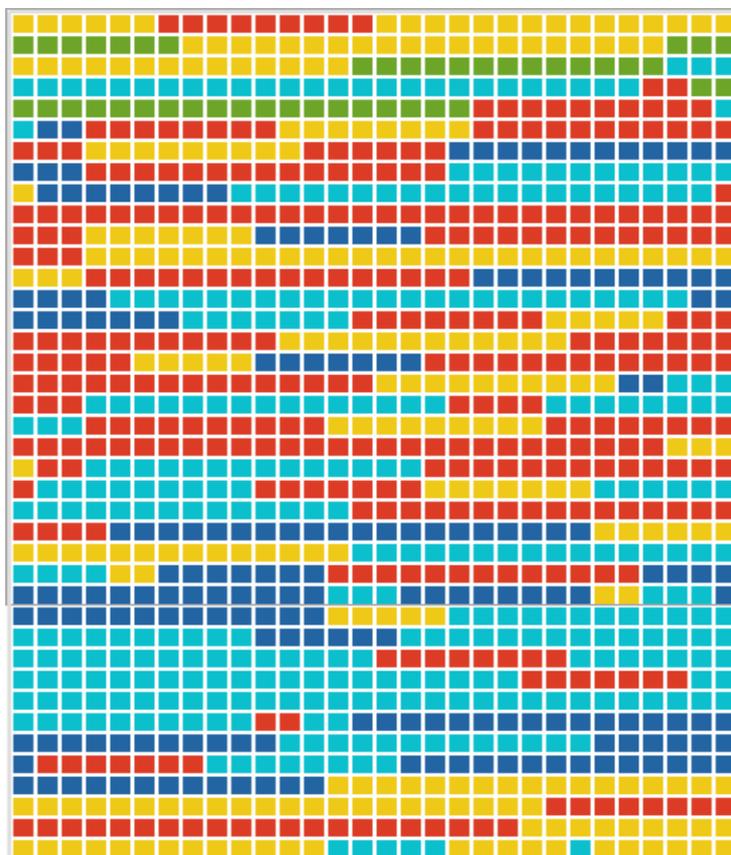
Leila also spoke about levels, compartmentalising and trying to separate herself from her training and the course. Throughout the interviews it felt important to Leila that the course did not consume her, and she held her social life with high regard, it felt perhaps that being social with friends was her escape. I noticed that Leila spoke about her positive experiences of training and the opportunities she received that other TEPs had not. I wonder if it felt important to Leila to offer their experiences in the interview, so that in some regards she felt they were heard and not forgotten. I also wondered if an element of guilt of having had better experience to her peer also contributed to this.

Leila held the role of the EP and the idea of continuous learning in high regard, she seemed to appreciate the fact that she would continue to learn and spoke about her journey to understanding just what on earth the EP role *really* is. As she spoke about

this, I remember thinking that Leila was a ‘born EP’, this was linked to *how* she spoke about the role with such good intentions. Leila’s interviews were a learning experience for me and reading back over her transcripts I remember her apparent sense of calmness and love for her friends and social events.

Appendix 22: Methodology, PEN Portrait for Sam

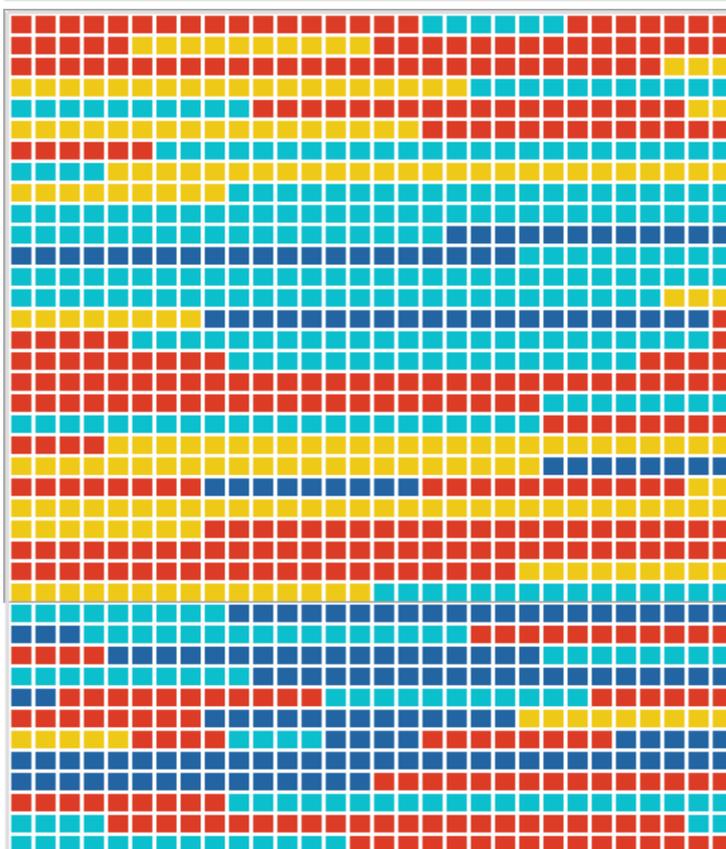
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Reflexive overview

account:

Sam is English, in her late twenties and lives in London with her husband. She is white and has dark brown hair. When I think of Sam, I instantly remember the confidence she portrayed in the first interview.



Initially, meeting Sam I felt a slight nervousness. She was direct, confident and to the point. I found it hard to attune myself with her and felt some sort of barrier or block between us. I stayed with this and listened to Sam intently, I knew this was not how I felt towards

Sam, rather it was something manifesting in the room.

Sam began the interview speaking about observance and how she had learned to view relational dynamics differently. I wondered if she had any observations or thoughts of the dynamics of our interview as it began. I noticed a desire to make Sam feel at ease and wanted this sense of a barrier to go away. I remember almost coaching myself to stay with the emotion and not to try and 'fix' anything.

Sam spoke about her relationships with friends and how she tried hard to separate her professional training and psychological insight from these relationships. However, she found this separation almost impossible. I felt frustrated on her behalf and felt almost a sense of intrusiveness for her. The barrier I felt between us began to lift and it became apparent that Sam had experienced many barriers in her training. I wondered if this barrier I experienced, was what Sam experienced almost daily in her placement, and if she brought this feeling with her to share in the interview.

Sam was knowledgeable in psychoanalytic and psychodynamic theory and was able to explain the dynamics of her work placement through these theories. As Sam spoke about the challenges she faced with her supervisor and the practice of the EPs around her, I felt a strong urge to want to protect Sam. I wanted to ask so many questions about her sense of safety. I was intrigued that my desire was to offer protection and nurture when Sam actually portrayed quite a strong, confident, almost brazen individual.

I remember writing the word 'warrior' down as Sam described her challenging experiences, her workload and the difficult working dynamics on her placement. I felt

truly admirable of how she was able to portray herself in the way she did. However, I kept being brought back to my thought of wanting to know, who is looking out for Sam? and wanting to offer her some sort of comfort. I felt like if I was in Sam's position, I may not have coped and almost idolised her strength. What was I picking up on?

In the second interview the dynamics felt lighter, yet I also saw a less confident Sam who described questioning her value to schools and the painful experience of doing her thesis. The strong 'warrior' persona I picked up on in the first interview, was less present. I wonder if perhaps the space between us in the first interview had created a security for her to be able to show a less confident more vulnerable side. Sam's experience of training felt like attempting to walk across a minefield, and after both her interviews I was exhausted, perhaps picking up on Sam's emotional experience. I felt thankful Sam had shared these experiences with me and it reminded me of just how much each TEP's experiences of change and growth is different.

Appendix 23: Methodology, TREC Ethics Approved Documents

TREC Ethics Approval Letter

The Tavistock and Portman 
NHS Foundation Trust

Quality Assurance & Enhancement
Directorate of Education & Training
Tavistock Centre
120 Belsize Lane
London
NW3 5BA

Tel: 020 8938 2699
<https://tavistockandportman.nhs.uk/>

Stephanie McLaughlin

By Email

4 March 2019

Re: Trust Research Ethics Application

Title: An Exploration of Trainee Educational Psychologists' Experiences of Personal and Professional Change Over the Doctorate Training Programme.

Thank you for submitting your updated Research Ethics documentation. I am pleased to inform you that subject to formal ratification by the Trust Research Ethics Committee your application has been approved. This means you can proceed with your research.

If you have any further questions or require any clarification do not hesitate to contact me.

I am copying this communication to your supervisor.

May I take this opportunity of wishing you every success with your research.

Yours sincerely,

Best regards,



Paru Jeram

Secretary to the Trust Research Degrees Subcommittee
T: 020 938 2699
E: academicquality@tavi-Port.nhs.uk

cc. Course Lead, Supervisor

TREC Ethics Application

The Tavistock and Portman 
NHS Foundation Trust

Tavistock and Portman Trust Research Ethics Committee (TREC)**APPLICATION FOR ETHICAL REVIEW OF RESEARCH INVOLVING HUMAN PARTICIPANTS**

This application should be submitted alongside copies of any supporting documentation which will be handed to participants, including a participant information sheet, consent form, self-completion survey or questionnaire.

Where a form is submitted and sections are incomplete, the form will not be considered by TREC and will be returned to the applicant for completion.

For further guidance please contact Paru Jeram (academicquality@tavi-port.nhs.uk)

PROJECT DETAILS

Current project title	An Exploration of Trainee Educational Psychologists' Experiences of Personal and Professional Change Over the Doctorate Training Programme.		
Proposed project start date	April 2019	Anticipated project end date	May 2020

APPLICANT DETAILS

Name of Researcher	Stephanie McLaughlin
Email address	smclaughlin@tavi-port.nhs.uk

Contact telephone number	07585661576
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CONFLICTS OF INTEREST

Will any of the researchers or their institutions receive any other benefits or incentives for taking part in this research over and above their normal salary package or the costs of undertaking the research?

YES NO

If YES, please detail below:

Is there any further possibility for conflict of interest? YES NO

If YES, please detail below:

Is your research being conducted externally* to the Trust? (for example; within a Local Authority, Schools, Care Homes, other NHS Trusts or other organisations).

*Please note that 'external' is defined as an organisation which is external to the Tavistock and Portman NHS Foundation Trust (Trust)

YES NO

If YES, please supply details below:

This research may be conducted across a range of training provider sites such as University College London (UCL), Institute of Education (IOE), The Tavistock and Portman NHS Foundation Trust, University of East London (UEL) and Southampton University.

<p>Has external* ethics approval been sought for this research?</p> <p>(i.e. submission via Integrated Research Application System (IRAS) to the Health Research Authority (HRA) or other external research ethics committee)</p> <p>*Please note that ‘external’ is defined as an organisation/body which is external to the Tavistock and Portman Trust Research Ethics Committee (TREC)</p> <p>If YES, please supply details of the ethical approval bodies below AND include any letters of approval from the ethical approval bodies:</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
<p>If your research is being undertaken externally to the Trust, please provide details of the sponsor of your research?</p> <p>The Tavistock and Portman NHS Foundation Trust is the sponsor of this research.</p>	
<p>Do you have local approval (this includes R&D approval)?</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>

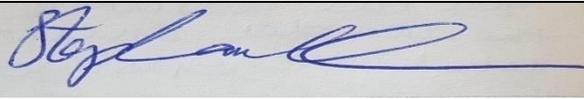
FOR ALL APPLICANTS

<p>COURSE ORGANISING TUTOR</p> <ul style="list-style-type: none"> Does the proposed research as detailed herein have your support to proceed? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> 	
<p>Signed</p>	
<p>Date</p>	<p>15th March 2019</p>

APPLICANT DECLARATION

I confirm that:

- The information contained in this application is, to the best of my knowledge, correct and up to date.
- I have attempted to identify all risks related to the research.
- I acknowledge my obligations and commitment to upholding our University's Code of Practice for ethical research and observing the rights of the participants.
- I am aware that cases of proven misconduct, in line with our University's policies, may result in formal disciplinary proceedings and/or the cancellation of the proposed research.

Applicant (print name)	Stephanie McLaughlin
Signed	
Date	15/3/19

FOR RESEARCH DEGREE STUDENT APPLICANTS ONLY

Name and School of Supervisor/Director of Studies	Dr Dale Bartle
Qualification for which research is being undertaken	Doctorate of Child, Educational and Community Psychology.

Supervisor/Director of Studies –

- Does the student have the necessary skills to carry out the research?
YES
- Is the participant information sheet, consent form and any other documentation appropriate?
YES
- Are the procedures for recruitment of participants and obtaining informed consent suitable and sufficient?
YES
- Where required, does the researcher have current Disclosure and Barring Service (DBS) clearance?
YES

Signed	
Date	15.3.19

DETAILS OF THE PROPOSED RESEARCH

- 1. Provide a brief description of the proposed research, including the requirements of participants. This must be in lay terms and free from technical or discipline specific terminology or jargon. If such terms are required, please ensure they are adequately explained (Do not exceed 500 words)**

The proposed research aims to explore Trainee Educational Psychologists' (TEPs') experiences of personal and professional change during their training. The participants will be third year TEPs studying with training providers of the South East, East and London (SEEL) consortium. This includes University College London (UCL), Institute of Education (IOE), The Tavistock and Portman NHS Foundation Trust, University of East London (UEL) and Southampton University.

An advert will be posted on the nationwide educational psychology forum, called EPNET. The participants will be sent an information sheet (IS) and a consent form (CF) before the study and will be required to return the CF electronically before the interview dates can be agreed. The participants will also be offered the opportunity to meet with me 10 minutes before the initial interview begins for meeting and greeting and general questions.

After this, the first of two interviews will be conducted and will be recorded via audio tape. Within approximately one hour, we will discuss the participant's experiences through a psychosocial lens, which involves open conversation and free association, predominately led by them. A follow up interview will be carried out no later than two weeks from the first interview day to discuss both the participant and researcher's reflections from the first interview, again this will be audio recorded.

After both interviews, the participant will be debriefed and given the relevant contact details for any questions or concerns that may arise from the study. The collected data will be analysed by Thematic Analysis, which creates themes from the narratives. Once this has been done, psychoanalytic theories will be applied to the emergent themes.

2. Provide a statement on the aims and significance of the proposed research, including potential impact to knowledge and understanding in the field (where appropriate, indicate the associated hypothesis which will be tested). This should be a clear justification of the proposed research, why it should proceed and a statement on any anticipated benefits to the community. (Do not exceed 700 words)

Justification

Compared to the other fields of psychology, educational psychology does not hold the same volume of research into its training process, this was evident after conducting a broad search using the following terms:

‘Trainee Educational Psychologist views and perceptions’ AND ‘professional and personal change or growth and development’ AND ‘doctorate training’ AND ‘United Kingdom or UK or England or Britain’. Limiters: ‘full text’, ‘peer reviewed’, date: 2009-2018, source: academic journals, subject: educational psychology. This search produced 11 papers, none of which looked at TEPs views and experiences, most papers focused on TEP supervision and training implications for TEPs through the research of TEP trainers, or else were not relevant to educational psychology at all. Thus, with no found relevant papers, a significant gap in the literature base became apparent.

Therefore, this research would be adding new knowledge to the Educational Psychology literature base and strengthening the voice of TEPs within it. Its significance is also found in the information it could potentially provide to training providers, new insight into TEP experiences which could inform how they offer support in training and practice.

The guiding research question is *“How do TEPs’ describe their experiences of personal and professional change over the course of their doctorate training?”*

The aims

- To provide an insight into TEP experiences of personal and professional change over their training.
- To provide new information which training providers could use to inform how they support TEPs in the future.
- To offer insight to potential applicants of the doctorate training programme.
- To add knowledge of the TEP training experience to the EP literature base.
- To offer insight to TEP experiences of personal and professional change by applying a psychosocial lens.

3. Provide an outline of the methodology for the proposed research, including proposed method of data collection, *tasks* assigned to participants of the research and the proposed method and duration of data analysis. If the proposed research makes use of pre-established and generally accepted techniques, please make this clear. (Do not exceed 500 words)

Proposed methodology of data collection

I intend to use the Free Association Narrative Interview (FANI) as the proposed method of data collection; it is underpinned in psychoanalytic theory and involves open ended questions and free association. It also allows me to think about the unconscious processes of both myself and the participant. In this type of interview, the researcher is led by participant and their experience. Participants are asked to speak of their own interpretation of their experiences of personal professional change over training. The interview will take approximately one hour and will be audio recorded. Hand written field notes will also be used to collect non-verbal data, such as sighs, facial expressions, emotions and to reflect on the experiences of the researcher.

A follow up interview of approximately one hour will take place no later than two weeks from the first interview date to allow for discussion of reflections from the first interview.

Participants will be made aware on the IS that the follow up interview will be two weeks from the first interview. The IS will also state that the data collected from the first interview will still be used even if the participant does not take part in the follow up interview. If the participant wishes to withdraw their data from the first interview, they should contact the researcher no later than 6 weeks from the first interview date.

If the participant needs to change the date of the follow up interview within the two-week time frame the researcher will try their best to accommodate this. If the second interview cannot be arranged within this time frame, it will not proceed, this will also be stated on the IS. If the participant cannot complete the second interview or if they choose to withdraw, the researcher will keep the first interview data, unless requested otherwise by the participant no later than 6 weeks from the first interview date.

Proposed methodology of data analysis

The data will be analysed using Thematic Analysis (TA), which identifies themes and patterns. An inductive approach of TA will be taken to code the data because of its exploratory orientation. TA will be applied to each individual experience, thus generating themes for each participant. Following this, a deductive approach will be taken, allowing for the application of a psychosocial lens to the emergent themes.

PARTICIPANT DETAILS

- 4. Provide an explanation detailing how you will identify, approach and recruit the participants for the proposed research, including clarification on sample size and location. Please provide justification for the exclusion/inclusion criteria for this study (i.e. who will be allowed to / not allowed to participate) and explain briefly, in lay terms, why this criteria is in place. (Do not exceed 500 words)**

Justification of Participant Criteria

The participants will be third year TEPs in their final year of study. Third year TEPs are well placed to fit the criteria for they are in a unique position of being able to offer insight into the experience in the present but, can also look back in retrospect given they are coming to the end of their training.

Recruitment, Sample Size and Location

I aim to recruit participants by advertising my study on EPNET, a nationwide online forum used by TEPs and EPs across the UK. EPNET is an 'opt in' forum, which means professionals and students are consenting to receiving emails about upcoming research projects and events. An advertisement email will be sent via EPNET, detailing my research topic. Once a potential participant gets in contact to show they are interested in the study, the IS and CF will be sent to them. This process could also potentially lead to 'word of mouth' amongst TEPs, and they will have all the relevant information and my contact details, if they wish to take part.

I do not want to exclude any participants I may know, as this is almost impossible to avoid given the small population of TEPs in England. Furthermore, I cannot anticipate that I may recognise a participant's face from a training event we may have both attended. Also, I am of the belief that all 3rd year TEPs undertaking a doctorate in SEEL should have the opportunity to take part if they wish to do so. TEPs will be made aware on the information sheet that they may know who I am or recognise me and may need to think about whether they still wish to consider taking part in the research or not.

I aim to interview 5 participants. The reason for 5 participants is to allow for an in-depth Thematic Analysis of each participant experience within the given time constraints. Furthermore, there are 5 courses in the South East, East and London (SEEL) consortium. As the researcher, I wish to handle expectations appropriately and prevent disappointment where possible. Therefore, the recruitment process will be shown on the IS. Please see the process of recruitment outlined below:

- Participants will be chosen depending on the demographic area. For example, if 2 TEPs apply from the same training provider, the 1st applicant will be accepted.
- The researcher will aim for a range across the training providers, however if this is not possible, the participants who applied first, will be chosen.
- If any TEP who is not taking part, wishes to be informed of the research findings once completed, please contact the researcher.

The participant will be requested to return the CF by email to the researcher before dates for the interviews will be organised. Prior to collecting the data, the participants will have the opportunity to meet with me 10 minutes before the interview to allow for introductions and any questions. Lastly, to provide safety of both the participant and researcher, a safe place where private rooms are available will be sought for the interviews to take place. The participant will be asked to book a room at their own training provider facilities for both the initial and follow up interview.

5. Will the participants be from any of the following groups?(Tick as appropriate)

Students or staff of the Trust or the University.

Adults (over the age of 18 years with mental capacity to give consent to participate in the research).

Children or legal minors (anyone under the age of 16 years)¹

Adults who are unconscious, severely ill or have a terminal illness.

Adults who may lose mental capacity to consent during the course of the research.

Adults in emergency situations.

Adults² with mental illness - particularly those detained under the Mental Health Act (1983 & 2007).

Participants who may lack capacity to consent to participate in the research under the research requirements of the Mental Capacity Act (2005).

Prisoners, where ethical approval may be required from the **National Offender Management Service (NOMS)**.

Young Offenders, where ethical approval may be required from the National Offender Management Service (NOMS).

Healthy volunteers (in high risk intervention studies).

Participants who may be considered to have a pre-existing and potentially dependent³ relationship with the investigator (e.g. those in care homes, students, colleagues, service-users, patients).

Other vulnerable groups (see Question 6).

Adults who are in custody, custodial care, or for whom a court has assumed responsibility.

Participants who are members of the Armed Forces.

¹If the proposed research involves children or adults who meet the Police Act (1997) definition of vulnerability³, any researchers who will have contact with participants must have current Disclosure and Barring Service (DBS) clearance.

² ‘Adults with a learning or physical disability, a physical or mental illness, or a reduction in physical or mental capacity, and living in a care home or home for people with learning difficulties or receiving care in their own home, or receiving hospital or social care services.’ (Police Act, 1997)

³ Proposed research involving participants with whom the investigator or researcher(s) shares a dependent or unequal relationships (e.g. teacher/student, clinical therapist/service-user) may compromise the ability to give informed consent which is free from any form of pressure (real or implied) arising from this relationship. TREC recommends that, wherever practicable, investigators choose participants with whom they have no dependent relationship. Following due scrutiny, if the investigator is confident that the research involving participants in dependent relationships is vital and defensible, TREC will require additional information setting out the case and detailing how risks inherent in the dependent relationship will be managed. TREC will also need to be reassured that refusal to participate will not result in any discrimination or penalty.

6. Will the study involve participants who are vulnerable? YES NO

For the purposes of research, ‘vulnerable’ participants may be adults whose ability to protect their own interests are impaired or reduced in comparison to that of the broader population. Vulnerability may arise from the participant’s personal characteristics (e.g. mental or physical impairment) or from their social environment, context and/or disadvantage (e.g. socio-economic mobility, educational attainment, resources, substance dependence, displacement or homelessness). Where prospective participants are at high risk of consenting under duress, or as a result of manipulation or coercion, they must also be considered as vulnerable.

Adults lacking mental capacity to consent to participate in research and children are automatically presumed to be vulnerable. Studies involving adults (over the age of 16) who lack mental capacity to consent in research must be submitted to a REC approved for that purpose.

6.1. If YES, what special arrangements are in place to protect vulnerable participants’ interests?

If **YES**, the research activity proposed will require a DBS check. (NOTE: information concerning activities which require DBS checks can be found via <https://www.gov.uk/government/publications/dbs-check-eligible-positions-guidance>)

7. Do you propose to make any form of payment or incentive available to participants of the research? YES NO

If **YES**, please provide details taking into account that any payment or incentive should be representative of reasonable remuneration for participation and may not be of a value that could be coercive or exerting undue influence on potential participants’ decision to take part in the research. Wherever possible, remuneration in a monetary form should be avoided and substituted with vouchers, coupons or equivalent. Any payment made

to research participants may have benefit or HMRC implications and participants should be alerted to this in the participant information sheet as they may wish to choose to decline payment.

8. What special arrangements are in place for eliciting informed consent from participants who may not adequately understand verbal explanations or written information provided in English; where participants have special communication needs; where participants have limited literacy; or where children are involved in the research? (Do not exceed 200 words)

Given that the participants will be doctoral students who are trainee psychologists and have met the academic and competence standards in English to be accepted on to course in the first instance, this area is not an area of concern for this study.

RISK ASSESSMENT AND RISK MANAGEMENT**9. Does the proposed research involve any of the following? (Tick as appropriate)**

use of a questionnaire, self-completion survey or data-collection instrument (attach copy)

use of emails or the internet as a means of data collection

use of written or computerised tests

interviews (attach interview questions)

diaries Field notes will be kept.

participant observation

participant observation (in a non-public place) without their knowledge / covert research

audio-recording interviewees or events

video-recording interviewees or events

access to personal and/or sensitive data (i.e. student, patient, client or service-user data) without the participant's informed consent for use of these data for research purposes

administration of any questions, tasks, investigations, procedures or stimuli which may be experienced by participants as physically or mentally painful, stressful or unpleasant during or after the research process

performance of any acts which might diminish the self-esteem of participants or cause them to experience discomfiture, regret or any other adverse emotional or psychological reaction

investigation of participants involved in illegal or illicit activities (e.g. use of illegal drugs)

procedures that involve the deception of participants

administration of any substance or agent

use of non-treatment of placebo control conditions

participation in a clinical trial

research undertaken at an off-campus location (risk assessment attached)

research overseas (copy of VCG overseas travel approval attached)

10. Does the proposed research involve any specific or anticipated risks (e.g. physical, psychological, social, legal or economic) to participants that are greater than those encountered in everyday life? YES X NO

If YES, please describe below including details of precautionary measures.

There is a possibility that if a TEP has had a particularly difficult experience training they may become upset when recalling their experience. Given this possibility, if I feel I am beyond my competence to sensitively manage and support the situation, I will use a graduated response model. Firstly, I will explore with the participant their current support network, for example peers or tutors they would feel comfortable speaking with, if this is not appropriate I will sign post them to relevant a support agency (detailed in debrief section), and if this is still not suitable I will seek support from my supervisor. The participants will also be debriefed and provided with information of a relevant helpline. Please see debrief form below.

11. Where the procedures involve potential hazards and/or discomfort or distress for participants, please state what previous experience the investigator or researcher(s) have had in conducting this type of research.

In my previous research at undergraduate level, I explored the well-being and spiritual beliefs of individuals who were part of the Quaker society. Each participant was debriefed after I met with them to minimise any potential risk of discomfort or distress. They were also given an information list of organisations they could reach out to, if they felt they suffered any discomfort from the research. There was no known harm that was caused as consequence of the research.

12. Provide an explanation of any potential benefits to participants. Please ensure this is framed within the overall contribution of the proposed research to knowledge or practice. (Do not exceed 400 words)

NOTE: Where the proposed research involves students of our University, they should be assured that accepting the offer to participate or choosing to decline will have no impact on their assessments or learning experience. Similarly, it should be made clear to participants who are patients, service-users and/or receiving any form of treatment or medication that they are not invited to participate in the belief that participation in the research will result in some relief or improvement in their condition.

The benefits to participants taking part are:

- They will be contributing to the development of the TEP voice in literature.
- They will be contributing to the information offered to training providers which could in turn, benefit future TEPs in training.
- They will be given a platform to reflect on their experiences.

Until participants have been recruited it is unknown if they will be a Tavistock participant, however if there is, the individual will be made aware that by offering to participate, withdraw or choosing to decline will have no impact on their assessments or learning experience.

13. Provide an outline of any measures you have in place in the event of adverse or unexpected outcomes and the potential impact this may have on participants involved in the proposed research. (Do not exceed 300 words)

It is important to note that within psychosocial research *“The research encounter can be conceptualised as a co-created space such that the researcher and the research activity are seen as part of the production of knowledge”* (Elliott, Ryan & Hollway (2012) cited Frosh (2010)). Therefore, it will not be possible to completely ‘split’ my own experiences from that of the participants. Given this, to ensure I conduct the research ethically with the well-being of the participant central to the study, I will receive additional supervision for the psycho social elements of my research. This supervision will support my reflections on the emotions and experiences arising in the research and help me explore what I feel may be my own experiences and which may be the participants. In addition, I will conform to the psychosocial ethical practice principles of practicing reflexively with honesty, sympathy and respect towards the participants throughout my research (Jefferson & Hollway, 2013).

Before the interview, the participant will be sent by email the IS, providing all the necessary information inclusive of the right to withdraw consent, contact details for myself, and what to do if there is concern. They will also be made aware on the IS that confidentiality will be kept within legal remits, and any disclosure of significant risk may

mean that confidentiality will be broken. This will serve the purpose of minimizing any potential adverse effects.

In the event of any adverse outcome, I will use a graduated response model. Firstly, I will explore with the participant their current support network, for example peers or tutors they would feel comfortable speaking with, if this is not appropriate I will sign post them to relevant a support agency (detailed in debrief section), and if this is still not suitable I will seek support from my supervisor. The participants will also be debriefed and provided with information of a relevant helpline.

14. Provide an outline of your debriefing, support and feedback protocol for participants involved in the proposed research. This should include, for example, where participants may feel the need to discuss thoughts or feelings brought about following their participation in the research. This may involve referral to an external support or counseling service, where participation in the research has caused specific issues for participants. Where medical aftercare may be necessary, this should include details of the treatment available to participants. Debriefing may involve the disclosure of further information on the aims of the research, the participant's performance and/or the results of the research. (Do not exceed 500 words)

Dear participant

Thank you for taking part in this research study, your contribution is much appreciated. This document attempts to provide a comprehensive response to any questions you may have. As the researcher, it is important to me that you felt informed of the research aims and safe throughout the interview process. If you feel you have any questions or concerns, please read the following questions and answers. If this does not satisfy your queries, please contact me on the details below.

What is the purpose of the study?

To explore Trainee Educational Psychologists' (TEPs') experiences of personal and professional change over the doctorate training programme.

What if I have questions about the study that I would like to ask now or later?

Please contact the researcher, using the contact details below.

What if I wish to withdraw my data once I have left?

You can withdraw data without reason up to the point of analysis, which will be 6 weeks from the first interview, and 8 weeks from the follow up interview. If you wish to withdraw, please contact the researcher on the details below.

Can I obtain the results of the study?

Yes, once the thesis has been completed and verified after marking, a summary of the findings will be sent to you.

This study has raised personal issues that I wish to discuss with someone separate to the research– what should I do?

If you feel you have been adversely affected by taking part in this study and wish to speak to someone separate to the research, it is recommended that you speak to someone within your support network (for example, peer or tutor). If this is not appropriate, you can contact an independent support service such as:

Support Line-Emotional support and information on counsellors and support groups throughout UK.

Telephone Helpline: 01708 765200

Email info@supportline.org.uk

I have concerns about this study, or the way in which it was conducted – who should I contact?

In the first instance you can contact myself on the details below, or if that is not appropriate, please contact Simon Carrington, Head of Academic Governance and Quality Assurance, email: academicquality@tavi-port.nhs.uk.

Researcher contact details: smclaughlin@tavi-port.nhs.uk

PARTICIPANT CONSENT AND WITHDRAWAL

15. Have you attached a copy of your participant information sheet (this should be in *plain English*)? Where the research involves non-English speaking participants, please include translated materials. YES X NO

If NO, please indicate what alternative arrangements are in place below:

16. Have you attached a copy of your participant consent form (this should be in *plain English*)? Where the research involves non-English speaking participants, please include translated materials. YES X NO

If NO, please indicate what alternative arrangements are in place below:

17. The following is a participant information sheet checklist covering the various points that should be included in this document.

X Clear identification of the sponsor for the research, the project title, the Researcher or Principal Investigator and other researchers along with relevant contact details.

X Details of what involvement in the proposed research will require (e.g., participation in interviews, completion of questionnaire, audio/video-recording of events), estimated time commitment and any risks involved.

X A statement confirming that the research has received formal approval from TREC.

X If the sample size is small, advice to participants that this may have implications for confidentiality / anonymity.

X A clear statement that where participants are in a dependent relationship with any of the researchers that participation in the research will have no impact on assessment / treatment / service-use or support.

X Assurance that involvement in the project is voluntary and that participants are free to withdraw consent at any time, and to withdraw any unprocessed data previously supplied.

X Advice as to arrangements to be made to protect confidentiality of data, including that confidentiality of information provided is subject to legal limitations.

X A statement that the data generated in the course of the research will be retained in accordance with the University's Data Protection Policy.

X Advice that if participants have any concerns about the conduct of the investigator, researcher(s) or any other aspect of this research project, they should contact Simon Carrington, Head of Academic Governance and Quality Assurance (academicquality@tavi-port.nhs.uk)

X Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

18. The following is a consent form checklist covering the various points that should be included in this document.

X University or Trust letterhead or logo.

X Title of the project (with research degree projects this need not necessarily be the title of the thesis) and names of investigators.

X Confirmation that the project is research.

X Confirmation that involvement in the project is voluntary and that participants are free to withdraw at any time, or to withdraw any unprocessed data previously supplied.

X Confirmation of particular requirements of participants, including for example whether interviews are to be audio-/video-recorded, whether anonymised quotes will be used in publications advice of legal limitations to data confidentiality.

X If the sample size is small, confirmation that this may have implications for anonymity any other relevant information.

X The proposed method of publication or dissemination of the research findings.

X Details of any external contractors or partner institutions involved in the research.

X Details of any funding bodies or research councils supporting the research.

X Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

CONFIDENTIALITY AND ANONYMITY

19. Below is a checklist covering key points relating to the confidentiality and anonymity of participants. Please indicate where relevant to the proposed research.

Participants will be completely anonymised and their identity will not be known by the investigator or researcher(s) (i.e. the participants are part of an anonymous randomised sample and return responses with no form of personal identification)?

The responses are anonymised or are an anonymised sample (i.e. a permanent process of coding has been carried out whereby direct and indirect identifiers have been removed from data and replaced by a code, with no record retained of how the code relates to the identifiers).

X The samples and data are de-identified (i.e. direct and indirect identifiers have been removed and replaced by a code. The investigator or researchers are able to link the code to the original identifiers and isolate the participant to whom the sample or data relates).

Participants have the option of being identified in a publication that will arise from the research.

Participants will be pseudo-anonymised in a publication that will arise from the research. (I.e. the researcher will endeavour to remove or alter details that would identify the participant.)

The proposed research will make use of personal sensitive data.

Participants consent to be identified in the study and subsequent dissemination of research findings and/or publication.

20. Participants must be made aware that the confidentiality of the information they provide is subject to legal limitations in data confidentiality (i.e. the data may be subject to a subpoena, a freedom of information request or mandated reporting by some professions). This only applies to named or de-identified data. If your participants are named or de-identified, please confirm that you will specifically state these limitations.

YES NO

If NO, please indicate why this is the case below:

NOTE: WHERE THE PROPOSED RESEARCH INVOLVES A SMALL SAMPLE OR FOCUS GROUP, PARTICIPANTS SHOULD BE ADVISED THAT THERE WILL BE DISTINCT LIMITATIONS IN THE LEVEL OF ANONYMITY THEY CAN BE AFFORDED.

DATA ACCESS, SECURITY AND MANAGEMENT

21. Will the Researcher/Principal Investigator be responsible for the security of all data collected in connection with the proposed research? YES NO

If NO, please indicate what alternative arrangements are in place below:

22. In line with the 5th principle of the Data Protection Act (1998), which states that personal data shall not be kept for longer than is necessary for that purpose or those purposes for which it was collected; please state how long data will be retained for.

1-2 years 3-5 years 6-10 years 10> years

NOTE: Research Councils UK (RCUK) guidance currently states that data should normally be preserved and accessible for 10 years, but for projects of clinical or major social, environmental or heritage importance, for 20 years or longer.
<http://www.rcuk.ac.uk/documents/reviews/grc/grcpoldraft.pdf>

23. Below is a checklist which relates to the management, storage and secure destruction of data for the purposes of the proposed research. Please indicate where relevant to your proposed arrangements.

Research data, codes and all identifying information to be kept in separate locked filing cabinets.

Access to computer files to be available to research team by password only.

Access to computer files to be available to individuals outside the research team by password only (See **23.1**).

Research data will be encrypted and transferred electronically within the European Economic Area (EEA).

Research data will be encrypted and transferred electronically outside of the European Economic Area (EEA). (See **23.2**).

NOTE: Transfer of research data via third party commercial file sharing services, such as Google Docs and YouSendIt are not necessarily secure or permanent. These systems may also be located overseas and not covered by UK law. If the system is located outside the European Economic Area (EEA) or territories deemed to have sufficient standards of data protection, transfer may also breach the Data Protection Act (1998).

Use of personal addresses, postcodes, faxes, e-mails or telephone numbers.

Use of personal data in the form of audio or video recordings.

Primary data gathered on encrypted mobile devices (i.e. laptops). **NOTE:** This should be transferred to secure UEL servers at the first opportunity.

All electronic data will undergo secure disposal.

NOTE: For hard drives and magnetic storage devices (HDD or SSD), deleting files does not permanently erase the data on most systems, but only deletes the reference to the file. Files can be restored when deleted in this way. Research files must be overwritten to ensure they are completely irretrievable. Software is available for the secure erasing of files from hard drives which meet recognised standards to securely scramble sensitive data. Examples of this software are BC Wipe, Wipe File, DeleteOnClick and Eraser for Windows platforms. Mac users can use the standard 'secure empty trash' option; an alternative is Permanent eraser software.

<p>X All hardcopy data will undergo <u>secure disposal</u>.</p> <p>NOTE: For shredding research data stored in hardcopy (i.e. paper), adopting DIN 3 ensures files are cut into 2mm strips or confetti like cross-cut particles of 4x40mm. The UK government requires a minimum standard of DIN 4 for its material, which ensures cross cut particles of at least 2x15mm.</p>
<p>23.1. Please provide details of individuals outside the research team who will be given password protected access to encrypted data for the proposed research.</p>
<p>None</p>
<p>23.2. Please provide details on the regions and territories where research data will be electronically transferred that are external to the European Economic Area (EEA).</p>
<p>None</p>

OVERSEAS TRAVEL FOR RESEARCH

<p>24. Does the proposed research involve travel outside of the UK? YES <input type="checkbox"/> NO X</p> <p>24.1. Have you consulted the Foreign and Commonwealth Office website for guidance/travel advice? http://www.fco.gov.uk/en/travel-and-living-abroad/ YES <input type="checkbox"/> NO <input type="checkbox"/></p> <p>24.2. If you are a non-UK national, have you sought travel advice/guidance from the Foreign Office (or equivalent body) of your country? YES <input type="checkbox"/> NO <input type="checkbox"/> NOT APPLICABLE <input type="checkbox"/></p> <p>24.3. Have you completed the overseas travel approval process and enclosed a copy of the document with this application? (For UEL students and staff only) YES <input type="checkbox"/> NO <input type="checkbox"/> Details on this process are available here http://www.uel.ac.uk/qa/research/fieldwork.htm</p>
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24.4. Is the research covered by your University's insurance and indemnity provision?

YES NO

NOTE: Where research is undertaken **by UEL students and staff** at an off-campus location within the UK or overseas, the Risk Assessment policy must be consulted:

http://dl-cfs-01.uel.ac.uk/hrservices/documents/hshandbook/risk_assess_policy.pdf.

For UEL students and staff conducting research where UEL is the sponsor, the Dean of School or Director of Service has overall responsibility for risk assessment regarding their health and safety.

24.5. Please evidence how compliance with all local research ethics and research governance requirements have been assessed for the country(ies) in which the research is taking place.

24.6. Will this research be financially supported by the United States Department of Health and Human Services or any of its divisions, agencies or programs? YES

NO **X**

PUBLICATION AND DISSEMINATION OF RESEARCH FINDINGS

25. **How will the results of the research be reported and disseminated?** (*Select all that apply*)

X Peer reviewed journal

X Conference presentation

Internal report

X Dissertation/Thesis

Other publication

X Written feedback to research participants

X Presentation to participants or relevant community groups

Other (Please specify below)

OTHER ETHICAL ISSUES

26. Are there any other ethical issues that have not been addressed which you would wish to bring to the attention of Tavistock Research Ethics Committee (TREC)?

There is a chance that the researcher may know some of the participants. This is because the TEP population is relatively small and TEPs across all courses attend networking events, such as conferences. Therefore, there is a chance I may recognise some participants. In addition, the TEPs will also be made aware on the IS that they may potentially recognise me or know me, and participation is entirely optional. In the event I do know a participant, and they wish to take part, I will ensure I practice reflexively, and discuss this reflexive aspect with my supervisor in supervision.

CHECKLIST FOR ATTACHED DOCUMENTS

27. Please check that the following documents are attached to your application.

- Letters of approval from ethical approval bodies (where relevant)
- Recruitment advertisement
- Participant information sheets (including easy-read where relevant)
- Consent forms (including easy-read where relevant)
- Assent form for children (where relevant)
- Evidence of any external approvals needed
- Questionnaire
- Interview Schedule or topic guide
- Risk Assessment (where applicable)
- Overseas travel approval (where applicable)

27.1. Where it is not possible to attach the above materials, please provide an explanation below.

Explanations:**Has external* ethics approval been sought for this research? No.**

No was answered, for to seek approval from TEPs training providers would be potentially denying them the opportunity of taking part in the research.

Furthermore, the participants will book a room at their training provider facilities, these are university rooms, not other NHS trusts or clinical settings.

Will the participants be from any of the following groups?

Students or staff of the Trust or the University.

My participants may consist of one fellow student at the Tavistock and Portman Trust, this depends on who applies to take part. If this does occur, and the student and I know each other, the student will be reminded of the confidentiality agreement, and the possible barriers, such as possible bias to the research by having a pre-existing relationship with the researcher. In addition, as the researcher, I will need to ensure that I act reflexively and discuss this reflexive aspect with my supervisor in psycho social supervision.

Does the proposed research involve any of the following?

interviews (attach interview questions) Interview questions cannot be attached prior to the study, they will be formed by what the participant brings as their experience.

However, each question that arises will be linked to the aims and topic of the research.

diaries Field notes will be used.

REFERENCES

Elliott, H., Ryan, J., & Hollway, W. (2012). *Research encounters, reflexivity and supervision. International Journal of Social Research Methodology, 15(5)*, pp. 433–333.

Frosh, S. (2010). *Psychoanalysis outside the Clinic: Interventions in Psychosocial Studies*. Palgrave: Macmillan.

Jefferson, T., & Hollway, W. (2013). *Doing Qualitative Research Differently: A Psychosocial Approach*. SAGE.

Appendix 24: Methodology, Debrief Document

Dear participant

Thank you for taking part in this research study, your contribution is much appreciated. This document attempts to provide a comprehensive response to any questions you may have. As the researcher, it is important to me that you felt informed of the research aims and safe throughout the interview process. If you feel you have any questions or concerns, please read the following questions and answers. If this does not satisfy your queries, please contact me on the details below.

What is the purpose of the study?

To explore Trainee Educational Psychologists' (TEPs') experiences of personal and professional change over the doctorate training programme.

What if I have questions about the study that I would like to ask now or later?

Please contact the researcher, using the contact details below.

What if I wish to withdraw my data once I have left?

You can withdraw data without reason up to the point of analysis, which will be 6 weeks from the first interview, and 8 weeks from the follow up interview. If you wish to withdraw, please contact the researcher on the details below.

Can I obtain the results of the study?

Yes, once the thesis has been completed and verified after marking, a summary of the findings will be sent to you.

This study has raised personal issues that I wish to discuss with someone separate to the research– what should I do?

If you feel you have been adversely affected by taking part in this study and wish to speak to someone separate to the research, it is recommended that you speak to someone within your support network (for example, peer or tutor). If this is not appropriate, you can contact an independent support service such as:

Support Line-Emotional support and information on counsellors and support groups throughout UK.

Telephone Helpline: 01708 765200

Email info@supportline.org.uk

I have concerns about this study, or the way in which it was conducted – who should I contact?

In the first instance you can contact myself on the details below, or if that is not appropriate, please contact Simon Carrington, Head of Academic Governance and Quality Assurance, email: academicquality@tavi-port.nhs.uk.

Researcher contact details: smclaughlin@tavi-port.nhs.uk

Appendix 25: Findings, Code Book and Code Definitions

Code Book of Generated Codes

1 Nurture and containment
1.1 Supervision
1.1.1 The practice of the supervisor
1.1.2 The relational aspect
1.2 Safety of being a TEP
1.3 The cohort
1.3.1 Experiences of having difference
1.3.2 Sharing experiences
1.3.2.1 Close bond and support
1.4 Course structure
1.4.1 Course tutors
2 Challenges and painful learning
2.1 Power imbalance
2.2 Resilience
2.3 Gratitude
2.3.1 Making a difference
2.4 Thesis
2.5 Difficult Emotions
2.5.1 Anxiety
2.5.2 Sadness
2.5.3 Loneliness of training
2.5.4 Feeling exhausted

2.5.5 Frustration
2.5.6 Guilt
2.5.7 Feeling stuck
2.5.8 Stress
2.5.8.1 Sacrifice
2.5.8.2 Financial strain
2.6 Juggling
2.6.1 Workload
2.6.2 Uncertainty
2.6.3 Managing differing views
3 Navigating the course impact on personal relationships
3.1 Others understanding the experience
3.2 Needing to be careful
3.2.1 Separating the self and professional
3.3 Helpful influence
3.4 Making time for personal relationships
3.4.1 When something happens in your personal life
4 Journey
4.1 Understanding the role of the EP
4.1.1 Never ending learning
4.2 Gaining perspective
4.2.1 Settling for 'good enough'

4.2.2 Assessment

4.2.3 Self care

4.3 Key learning experiences

4.3.1 Practice experiences

4.3.2 TEPs professional relationships on placement

4.3.2.1 CYP and families

4.3.2.2 Schools

4.3.3 Receiving feedback

4.4 Growth through reflection

4.4.1 Talking about the interview process

4.5 Beginnings and endings

4.5.1 Achievement

4.5.2 Life after the course

5 Developing the EP Identity

5.1 Recognising the self-change

5.1.1 Just part of who I am

5.1.2 Professional view

5.2 Confidence

5.2.1 Responsibility

5.2.1.1 Expectations

5.2.2 Feeling valued

5.2.3 Feeling able to challenge

5.2.4 Confidence in practice

5.2.5 Confidence in knowledge
5.3 Multiple identities
5.3.1 Positioning

Code book: Code definitions

1 Nurture and containment

Important aspects and experiences of feeling nurtured and cared for while training.

1.1 Supervision

TEPs describing the importance of supervision and their experiences of supervision.

1.1.1 The practice of the supervisor

TEPs describing the practice of their supervisor and their views on it.

1.1.2 The relational aspect

TEPs discussing their relationship with their supervisor.

1.2 Safety of being a TEP

TEPs' experiences and description of safety and comfort within the TEP role.

1.3 The cohort

TEPs describing their experiences of being in their cohort.

1.3.1 Experiences of having difference

Experiences of having difference within the cohort (in views, experiences and needs).

1.3.2 Sharing experiences

TEPs talking about their cohort having the same or similar experience to them.

1.3.2.1 Close bond and support

TEPs' experiences of closeness with their cohort and how it influenced their learning.

1.4 Course structure

TEPs' experiences of the course structure in relation to feeling supported and satisfied with their learning and development.

1.4.1 Course tutors

TEPs' experiences and relationships with tutors (course tutors are individuals who work on the course and are not placement supervisors).

2 Challenges and painful learning

TEPs' descriptions of challenge and difficulties that come with the training and have been part of the learning process.

2.1 Power imbalance

TEPs' experiences, descriptions and feelings towards unequal power and being in a position of 'less than' with others professionally.

2.2 Resilience

TEPs' experiences of persistence- Keep going, the ability to persevere and think pragmatically about what's important and sticking with it.

2.3 Gratitude

TEPs' descriptions of feeling grateful for their training, learning and support network.

2.3.1 Making a difference

TEPs' experiences of feeling they made a difference or wanting to make a difference.

2.4 Thesis

TEPs discussing and describing experiences with their thesis.

2.5 Difficult Emotions

The difficult emotions the TEPs felt over the course of their training.

2.5.1 Anxiety

TEPs' experiences and descriptions of anxiety.

2.5.2 Sadness

TEPs' experiences and descriptions of sadness.

2.5.3 Loneliness of training

TEPs' experiences and descriptions of loneliness in terms of the thesis and their training experience.

2.5.4 Feeling exhausted

TEPs' experiences and descriptions of feeling exhausted.

2.5.5 Frustration

TEPs' experiences and descriptions of feeling frustrated and annoyed.

2.5.6 Guilt

TEPs' experiences and descriptions of feeling guilty.

2.5.7 Feeling stuck

TEPs' experiences and descriptions of feeling stuck.

2.5.8 Stress

TEPs' experiences and descriptions of the academic pressure and stress attributed from the training.

2.5.8.1 Sacrifice

TEPs' experiences and descriptions of sacrifice whilst training.

2.5.8.2 Financial strain

The financial difficulties the TEPs discuss linked to the training.

2.6 Juggling

TEPs' experiences of juggling and prioritising different demands.

2.6.1 Workload

The TEPs' descriptions and experiences of managing their workload.

2.6.2 Uncertainty

TEPs' experiences and descriptions of managing not knowing or feeling unsure.

2.6.3 Managing differing views

TEPs' experiences of managing different views from other EPs.

3 Navigating the course impact on personal relationships

TEPs' descriptions of how they feel the course influences personal relationships with friends, partners and family.

3.1 Others understanding the experience

Loved ones understanding of the TEP training experience both in terms of the 'job' and in terms of the emotional experience.

3.2 Needing to be careful

TEPs' descriptions of needing to be careful with their psychological knowledge in personal relationships

3.2.1 Separating the self and professional

TEPs' experiences of keeping or trying to keep the 'self' and the professional separate.

3.3 Helpful influence

TEPs' experiences of the training being a helpful influence on their personal relationships.

3.4 Making time for personal relationships

TEPs describing their experiences of making time for their personal relationships whilst training.

3.4.1 When something happens in your personal life

TEPs describing when something happens in their personal life with loved ones while doing the doctorate.

4 Journey

TEPs' descriptions of the journey or process they go through over the doctorate training.

4.1 Understanding the role of the EP

TEPs describing their understanding of the role of the EP, what it entails.

4.1.1 Never ending learning

TEPs discussing the continuous learning within the EP role.

4.2 Gaining perspective

TEPs' descriptions of looking back and changing or re-evaluating their thinking prompted through experience of difficulty/challenge.

4.2.1 Settling for 'good enough'

TEPs' experiences of learning to settle for good enough.

4.2.2 Assessment

TEPs discussing their experiences of being assessed. For example, assignments, portfolio, written documents (not thesis).

4.2.3 Self care

TEPs' experiences of realising its important to look after yourself, no matter how busy you are or what's going on.

4.3 Key learning experiences

TEPs' descriptions of key examples of learning.

4.3.1 Practice experiences

Descriptions of different TEP practices that supported learning and development.

4.3.2 TEPs professional relationships on placement

TEPs' relationships and experiences of other EPs on placement including their placement team.

4.3.2.1 CYP and families

TEPs' experiences and relationships with CYP and families.

4.3.2.2 Schools

TEPs' relationships and experiences working with schools.

4.3.3 Receiving feedback

Importance of TEPs receiving feedback, trusting what they receive and how they feel about it.

4.4 Growth through reflection

The importance of reflection for the TEPs' experiences of growth or development.

4.4.1 Talking about the interview process

TEPs talking about how they experienced the interview process.

4.5 Endings and beginnings

TEPs describing and discussing experiences of endings and beginnings within their training and how it influenced them.

4.5.1 Achievement

TEPs sense of achievement for all their efforts, finally making it.

4.5.2 Life after the course

Life beyond the course, when the TEP is qualified and not studying.

5 Developing the EP Identity

TEPs discussing and describing their developing EP identity.

5.1 Recognising the self-change

TEPs describing and discussing the change within themselves.

5.1.1 Just part of who I am

TEPs describing characteristics that they feel were always just part of who they were as a person.

5.1.2 Professional view

Recognising the change in their professional self and views.

5.2 Confidence

TEPs describing their confidence in relation to themselves in training.

5.2.1 Confidence in practice

TEPs describing their confidence in their professional practice on placement.

5.2.2 Confidence in knowledge

TEPs describing their confidence in their professional knowledge.

5.2.3 Responsibility

TEPs describing how they feel about responsibility and their experiences of this.

5.2.3.1 Expectations

TEPs describing the expectations put upon them by themselves, the course or places of work. Also, includes TEPs' expectations of the course.

5.2.4 Feeling valued

TEPs' descriptions of feeling valuable or valued by others.

5.2.5 Feeling able to challenge

TEPs' experiences of feeling confident enough to challenge and push for what matters.

5.3 Multiple identities

TEPs' experiences of managing multiple identities, such as a student, professional, personal identity etc.

5.3.1 Positioning

TEPs discussing how they position themselves alongside others or how they feel others position them. Others being other EPs, schools, families, individuals associated with their training.

Appendix 26: Discussion, Themes Relationships

The Themes' Relationships

Several links between themes were recognised in relation to the TEPs' experiences of personal and professional change. Thus, to identify some of the most meaningful connections, the researcher took the approach of rechecking the coded transcripts using the code relations browser on MAXQDA and revisited the reflexive fieldnotes using the researcher's own psychosocial experience of the interviews. This helped to identify several meaningful relationships across the collective themes. These relationships will now be discussed. See Figure. 42 for visual representation of the theme links.

Nurture and Containment and Challenges and Painful Learning

It was the researcher's psychosocial experience within the interview process and the analysis that brought to life the important relationship between the themes nurture and containment and challenges and painful learning. Figure. 42 shows a line between both themes, there are no subthemes used to identify this link as this was felt to minimise the significant relationship between these two large themes in their entirety.

TEPs' discussed the subthemes supervision, safety of being a TEP, course structure and the cohort as mechanisms and experiences that supported their development. These seemed to be critically important to their protection against challenging and painful experiences, such as dealing with difficult emotions, juggling workload, thesis and the ability to be resilient.

It seemed when nurture and containment was not accessible or not enough, challenges and painful learning was experienced. For example, Sam's challenging experiences with her supervisor caused her several difficult emotions and experiences. Yet, Sam and the other TEPs seemed to understand the importance of learning from difficulties to get through their training journey and in a way become better as a professional.

Nurture and Containment, Challenges and Painful Learning and Journey

There was also a specific link that seemed to hold importance for the TEPs between the subtheme endings and beginnings, in the theme journey, with the theme challenges and painful learning (in particular to its subthemes difficult emotions and gratitude) and with safety of being a TEP, within the theme nurture and containment. Within the interviews, most TEPs discussed coming to the end of their training with a sense of gratefulness for having had the opportunity to train.

The gratitude seemed to be linked to a sense of disbelief that the ending was coming and the TEPs were excited, yet also apprehensive. For example, Elle, Bianca and Alex were excited to finish training, yet seemed very aware of what they were leaving behind under the safety of their TEP title and described feelings of sadness and anxiety. But for Sam, she did not describe this same level of safety as a TEP and seemed to have to 'battle' her way through a lot of her experiences, thus when it came to the end of her journey, she felt ready to let go of her TEP title.

Journey and Challenges and Painful Learning

Links between the themes journey and challenges and painful learning have been made above. However, they also hold another link to each other, as TEPs discussed the difficult emotions and the juggling of uncertainty and different demands they had to manage, under the theme challenges and painful learning. It was through these challenges they were able to begin gaining perspective on their journeys, which seemed for all TEPs to show them how strong they were as individuals. The relationship between the themes journey and challenges and painful learning is also recognised in 5.2.4.2, through the discussion of resilience in times of challenge.

Journey and Developing the EP Identity

During the TEPs interviews they all discussed their experiences of change, they each discussed how these changes happened over time and described latent experiences. The TEPs recognising their self-change seemed to come alive when they had time to reflect on their experiences of training, thus the development of the subtheme growth through reflection within the theme journey. For the TEPs, the process of reflecting in the interview seemed to illuminate these changes in a more explicit light which was met with positivity.

Also, within the theme developing EP identity, for the TEPs, recognising the self-change in their professional view was linked with their key learning experiences in the theme journey, and their confidence in knowledge and in practice. These key learning experiences included opportunities to receive feedback and were linked with TEPs'

professional relationships on placement and practice experiences. It felt apparent to the researcher, the lived experience of 'practising the EP role' may have held more weight in determining how 'good' the TEPs were as professionals, over perhaps written work, and this may have influenced this sense of 'settling for good enough' in their assessments.

Challenges and Painful Learning and Navigating Course Impact on Personal Relationships

It seemed there were strong connections with the subtheme difficult emotions in the theme challenges and painful learning, with the theme navigating the course impact on personal relationships. For some TEPs, the stress and the financial strain of the course seemed to impact their personal relationships. For Bianca and Elle this felt like a very important experience they wanted to voice and to be heard.

Both felt the financial strain restricted opportunities with their loved ones and added more stress. Moreover, making time for personal relationships was also a significant factor for the TEPs and most TEPs felt they were managing a feeling of guilt in relation to this, which again led to further stress. However, TEPs described their resilience despite these challenges and Leila gave the example of trying to make sure she saw her friends once a week for a 'tipple'.

Navigating the Course Impact on Personal Relationships and Developing EP Identity

All TEPs discussed how they felt they changed as a person and how this influenced their personal relationships and their identity. The relationship between the themes navigating the course impact on personal relationships and developing EP identity, was met with mixed responses from the TEPs, as some like Alex felt these changes had a positive impact on ‘the self’ and therefore on his relationships.

However, others like Leila, Sam and Bianca seemed to describe this new psychological way of thinking as somewhat intrusive in their daily lives. This subsequently seemed to lead to the feeling of the TEPs holding multiple identities, the professional and personal, which at times appeared at conflict. Leila described her experiences of needing to be careful with her psychological thinking, she shared an example of ‘over thinking’ in a personal situation with friends and her boyfriend became frustrated. Similarly, Sam described undesired thoughts about a psychological group theory and how she interpreted the dynamics within her friendship group.

It felt as if this new way of psychological thinking was now embedded into many aspects of the TEPs psyche and could not be split off. Hence, the apparent desire of separating the self from the professional, and, upholding more than one identity. Some TEPs discussed their attempts of trying to compartmentalise this professional part of themselves, as if, trying to stop it from influencing another part of the self that they wanted to protect, and ‘keep safe’ for their personal relationships. Within these themes’ relationship, it seemed the personal and professional change the TEPs underwent

within themselves and in their identity, were in some respects, completely out of their locus of control.



Figure 42. Visual representation of theme links

Appendix 27: Discussion, Researcher Reflections

Reflections as the Researcher

This research journey left the researcher with many reflections, not just within the researcher role but also as a TEP. Within this study, the researcher kept in mind her position as the defended researcher, thus, by attuning herself to the narratives of the TEPs and noticing how she felt in response to these narratives, the researcher hoped this would give a further insight into the possible unconscious defences she may have held, and this was supported by taking fieldnotes and psychosocial supervision. Although times arose where the researcher felt anxious and intense emotions of stress, sadness and frustration within the interview space, there were no conscious points at which the researcher wanted to avert from the discussion, or the experiences brought by the TEPs.

The TEPs' experiences were felt to broaden the researcher's mind to the many potential experiences and emotions of training she had not consciously considered before. The shared experiences offered the researcher a sense of reassurance and prepared her for her own final year of training. For example, she held in mind the experiences of challenge but also gratitude and appreciation of TEPs like Alex and Ellie, who felt they would miss elements of their training like their cohort and the flexibility of going between different organisations (placement and training provider facilities).

Hosking (2000) explained the concept of *"both/and considers a view of learning which accepts conflicting or partial factors of an experience as equal and connected"* (p.147).

For the researcher, she held onto these experiences in an attempt to fully appreciate her

final year in training. Even with the most challenging elements of writing a thesis and feeling overwhelmed with workload, she reflected on the experiences of appreciation and gratitude shared by the TEPs and this helped to develop a sense of resilience.

Moreover, taking a psychosocial approach whilst also sharing the TEP training experience with the participants arguably allowed the researcher to get closer to the participants' stories. However, this simultaneously led the researcher to feel a heightened need for reflexive practice and requirement of psychosocial supervision to discuss this dynamic as it felt important the researcher did not search for her own experience within those of the participants.

Elliot, Ryan and Hollway (2012) maintained that psychosocial supervision helps the researcher to consider their subjectivity and address the emotional load of research including the dynamics of countertransference. It also facilitates the noticing of oneself and helps the researcher to create a reflective distance (Elliot, Ryan & Hollway, 2012), and this was particularly necessary for this research.

In addition, the researcher wanted to 'honour' the experiences of the TEPs and continuously felt a need to practice with sensitivity and caution when analysing the data and applying theory to discuss the findings. The researcher found analysing the data to be one of the most challenging aspects of the research due to its subjectivity and felt an overwhelming need to get the themes 'right' to reflect what was felt, said and experienced within the interviews. The researcher found herself often revisiting the themes and codes throughout the research process to ensure it still 'felt right', out of fear of letting down the participants.

In addition, when reviewing and reflecting upon the theme challenges and painful learning, the researcher felt strong emotions of stress, frustration and anxiety. From reflecting on these emotions within psychosocial supervision, it was suggested the researcher had attuned herself to the difficult experiences brought by the participants. Moreover, the researcher's own difficult emotions were perhaps projected into the experiences of the TEPs in the form of projective identification, which Odgen (1979) explained acts as a defence mechanism whereby one can distance oneself from an internally threatening part of the self. However, the researcher felt equipped in managing this through her reflexive practice, reflecting on her fieldnotes and through discussing her experiences of the data in psychosocial supervision.

In addition, when Sam and Ellie spoke emotively about their experiences when faced with power imbalance, the researcher wondered if the research had perhaps taken an emancipatory undertone. Oliver (1997) explained that emancipatory research aims to facilitate the voice of a socially oppressed group. However, through reflection and discussion in supervision, the researcher felt that in comparison to other groups in society, the TEP role is position of privilege. Also, the TEPs had overcome their challenging dynamics and were now at the end of their training and felt a sense of accomplishment.

Overall, the researcher felt grateful to the TEPs who took part in the research for having opened her eyes to the depth and richness of the experience of training, it also helped the researcher to feel more connected to her own development.

