Considering the reciprocal relationship with our EBE’s

How do we care for our carers?

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• Setting the scene
• Group work discussions
• EBE at Teesside
• Clare’s story
• Moving forward together
Setting the scene

- EBE involvement has grown with create force over the last 2 decades and is well documented in research, legislation, government policy and education training programmes (BPS, 2019)
- HCPC (2013) stated in its standards that EBE involvement was a requirement for all training in health professionals
- Research – benefits & challenges
- **Benefits for trainees**
  - Increased empathy and improved communication skills (Repper & Breeze, 2007)
  - Increased self-efficacy (McCusker, Macintyre, Stewart and Jackson, 2012)
  - Greater empathic understanding, collaborative language and a more personal approach (Wood & Wilson-Varnett, 1999)
  - Increased enthusiasm (Harper, Goodbody and Steen, 2003)
- **Benefits to the EBE?**
  - New skills, sense of empowerment, increased confidence (Masters, Forest, Harley et.al. 2002)
  - Promoting personal development and psychological well-being (Townsend, Tew, Grant & Repper, 2008).
Group Task - EBE Involvement

In small groups reflect on the similarities & differences of EBE involvement on your respective courses.

Feedback to the wider group
Group Task - The programme and EBE relationships

What has worked well and have there been any challenges along the way?

Feedback to the wider group
Group Task - EBE Support

In groups draw a visual representation of what you envisage to be the ideal relationship between a training programme and their EBE.

BE CREATIVE!!
EBE at Teesside

- BPS Accreditation 2017
- SU Working Group
- Involvement of EBE’s across the course strands
- Working collaboratively with Clare
- Shared discussions – our worries for our EBE’s
- Co-authoring an article
Possible challenges....

• Research is growing concerning the positive aspects of the role of EBE, but what about the possible challenges they face? Are difficult emotions evoked for them and if so how is this recognised and managed?

• Lea and Goodbody (2015)

  • Complex power dynamics
  • dynamics played out between professionals, trainees and EBE
  • Is a genuine EBE voice heard when professionalism needs to be maintained?
  • What happens when different view points occur or when narratives are particularly negative of services or professionals?
  • Does this lead to a confusing and emotional experience for trainees?
  • What impact does this have on the EBE?
Clare’s Story
Group Task

• How do we work towards our ideal?
• Are there ways in which we can take care of our carers?
• Do they need taking care of?
• How do we move forward?
EBE support at Teesside

- **Working collaboratively**
  - Departmental EBE involvement

- **Future plans**
  - Induction day for EBE’s
  - Supervision
  - Person centered support package
  - Forging stronger relationships between trainees and the EBE over the 3 years of training
Thank you