


Clinical Teaching Fellow^{1,2} & Honorary Clinical Teaching Fellow³


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Results


A word cloud of positive adjectives. The words are arranged in a circular pattern, with 'content' and 'confident' being the largest. Other words include 'happy', 'good', 'encouraged', 'empowered', 'motivated', 'positive', 'excited', 'energetic', 'accomplished', 'informed', 'knowledgeable', 'calm', 'thoughtful', 'reflective', 'optimistic', 'fulfilled', 'validated', 'upbeat', 'prepared', 'satisfied', and 'lighter'. The colors are various shades of blue, green, and purple.

 **95%**
of students felt more confident applying the principles of emotional intelligence to their professional life after attending this teaching

 **92%**
of students felt more
confident applying the
principles of leadership
to their professional life
after attending this
teaching

Word Cloud 1: visualises students' self-reported feelings immediately after the teaching sessions, capturing the emotional impact of the learning experience.

A word cloud featuring various concepts related to the journey of life. The most prominent words are 'inspirations', 'failure', 'success', and 'unwinding', all in large blue font. Other words include 'strengths', 'uncertainty', 'hobbies', 'health', 'reflections', 'motivations', 'time', 'qualities', 'challenges', 'experiences', 'emotions', 'values', 'goals', and 'conflict', each in different colors and sizes.

 **100%**
of students were able to
identify leadership
characteristics within
themselves after this
teaching

Word Cloud 2: highlights the topics and subject matter students most enjoyed discussing during the sessions, offering insight into what resonated with learners.

Student Feedback

"It was a nice change from just death by PowerPoint."

“Answering all the questions, I unconsciously reflected and discovered some answers I thought I didn’t know”

"Engaging. Nice to have a session which encourages thought-provoking discussion."

"A fun way to incorporate leadership teaching."

“Loved the idea of having a walk around the garden, the setting definitely meant we were more honest with each other and led to a more meaningful experience.”

“Getting to learn about what emotional intelligence is. How it is not just about others but also about ourselves. A nice fresh breath of air”

"I enjoyed the conversational style of teaching and felt comfortable contributing."

Conclusions

Student feedback has been overwhelmingly positive, with participants highlighting increased self-awareness, confidence in leadership roles, and appreciation for non-traditional learning methods. Many reported that the nature-based session allowed for deeper reflection, while the pop culture discussion provided engaging, relatable insights into leadership dynamics. The EI session was particularly well received because it facilitated a psychologically safe place to discuss personal issues, promoting a workplace culture that allows space for honest discussions surrounding important topics (e.g. patient safety). By embedding leadership and EI into the formal curriculum, we equip future doctors with essential skills that extend beyond clinical knowledge. This innovative approach demonstrates that leadership can be effectively taught through creative and engaging learning; offering a model for future curriculum development in medical education.

This session consists of an interactive tutorial that enables students to analyse leadership qualities by presenting their favourite characters from popular culture (e.g., Mufasa, Black Panther, Hermione Granger). This shared appreciation for well-known heroes creates an engaging platform for discussing a range of leadership styles. Students then reflect on the relevance of these qualities to clinical practice and evaluate whether similar leadership traits are observed in senior clinicians during their placements.

References

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