

Balint Leadership for resident doctors: an evaluation

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The Bristol Trainee-Led Medical Student Balint Group Scheme

- Year 3 and 4 medical student participants
- Resident doctor leaders: GP, psychiatry, foundation, specialists
- 6x 1 hour Balint sessions
- Near-peer teaching
- Leader training and supervision from Balint-accredited facilitators

Aim: To evaluate the impact on resident doctors of leading medical student Balint groups

Background: Reflective practice is increasingly emphasised in medical education, as noted in the GMC's *The Reflective Practitioner* (2021). The Bristol Trainee-Led Medical Student Balint Group Scheme, established in 2012, is now part of the undergraduate curriculum. While student benefits are well documented, little is known about the experience of group leaders, particularly resident doctors. This evaluation addresses that gap.

Methods: A mixed-methods approach was used. Trainee leaders completed pre- and post-group questionnaires combining Likert-scale items and free-text responses. Quantitative scores were compared, and qualitative data underwent thematic analysis.

Results: Eight of the thirty 2024–2025 leaders completed both questionnaires.

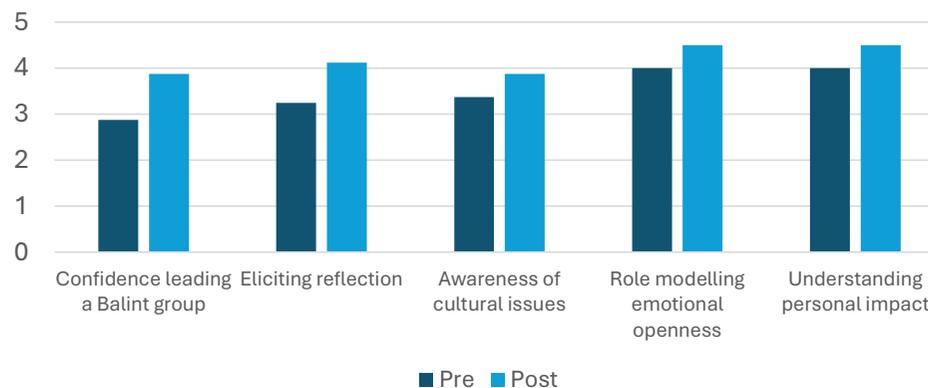
Increase in self-rating score were seen in the following categories:

- Confidence in leading Balint groups (+1)
- Ability to elicit reflections (+0.86)
- Awareness of cultural issues (+0.5)
- Role modelling emotional openness (+0.5)
- Understanding personal impact (+0.5)

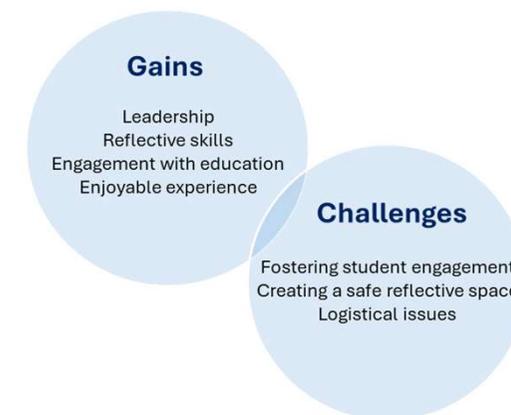
Thematic analysis of qualitative data revealed clear gains and challenges related to the leadership experience.

Conclusions: Balint group leadership strengthens resident doctors' leadership and reflective skills, supporting recruitment and trainee release. Further research is needed to explore these experiences more fully.

Quantitative Results: Pre and Post Group Likert Questionnaires



Qualitative Results: Thematic Analysis



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