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### **A trainee in the office for a month: what are the challenges for the new clinical teacher?**

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**Background & Aim:** The predictable shortage of primary care physicians emphasizes the need to increase workforce in family medicine. Therefore, Swiss universities develop clerkships in primary care private practice. The aim of our study was to identify difficulties met by clinical teachers who supervised final year students from Geneva Medical School in their private practice during a one-month pilot rotation in primary care.

**Method:** We used a purposeful sampling strategy to recruit our participants. Data was collected in January 2015 via a focus group using a semi-structured interview guide based on literature and developed by the researchers of our Primary Care Unit. Participants were asked about their role as a supervisor, their difficulties and positive experiences. The focus group was transcribed and analyzed qualitatively using content analysis, with a deductive and inductive approach.

**Results:** Our results show the nature of pressures felt by clinical teachers who are torn between conflicting demands. First, the participants realized they had two different roles to play at the same time: the more familiar role of clinician in charge of the patient, and the new challenging role of teacher in charge of a trainee. Second, they felt compelled to fill the gap between the trainees' almost exclusively academic training and the specific knowledge and skills needed in the ambulatory setting. The clinical teachers also claimed that cognitive, but also emotional and organizational loads were at play, much more than they suspected.

**Conclusions:** These findings show that future training programs will have to address the specific needs of clinical teachers who feel pressurized to accomplish different roles as well as bridge the gap between students' academic training and skills needed for outpatient care. Professionalizing the role of clinical teachers will contribute to avoid work overload.