

Läkare som handledare i klinisk praktik för läkarstudenter

Kunskaper och erfarenheter

Akademisk avhandling

Som för avläggande av medicine doktorsexamen vid Sahlgrenska akademien, Göteborgs universitet kommer att offentlig försvaras i hörsal 2119, hus 2, Hälsovetarbacken, Arvid Wallgrens backe, Göteborg, den 7 juni 2017, klockan 13.00

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Avhandlingen baseras på följande delarbeten

- I. von Below B, Hellquist G, Rödger S, Gunnarsson R, Björkelund C, Wahlqvist M. Medical students' and facilitators' experiences of an Early Professional Contact course: Active and motivated students, strained facilitators.
BMC Medical Education 2008; 8:56.
- II. von Below B, Rödger S, Wahlqvist M, Billhult A. "I couldn't do this with opposition from my colleagues": A qualitative study of physicians' experiences as clinical tutors.
BMC Medical Education 2011; 11:79.
- III. von Below B, Haffling A-C, Brorsson A, Mattsson B, Wahlqvist, M. Student-centred GP ambassadors: Perceptions of experienced clinical tutors in general practice undergraduate training.
Scandinavian Journal of Primary Health Care 2015; 33:2, 142-149.
- IV. von Below B, Rödger S, Mattsson B, Hange D, Wahlqvist M. What encourages junior doctors to engage as clinical tutors? A qualitative study of written accounts. (Submitted)

**SAHLGRENKA AKADEMIN
INSTITUTIONEN FÖR MEDICIN**



Physicians' experiences as clinical tutors in undergraduate medical education

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Abstract

Background and aim. Clinical tutors and work place learning are essential resources in modern undergraduate medical education. The aim of this thesis is to increase the knowledge of physicians' perspective when serving as clinical tutors by studying and analysing their experiences of clinical tutorship. Aim of Study one was to evaluate and analyse the experiences of students and tutors at a new Early Professional Contact course and to illuminate tutors' working conditions. Aim of Study two: to seek a deeper understanding of the experiences of clinical tutors. Aim of Study three: to analyse experienced general practitioner tutors' perceptions of a skilled clinical tutor. Aim of Study four: to identify factors encouraging junior doctors to engage as long-term clinical tutors in undergraduate medical education.

Methods. The thesis is based on one quantitative and three qualitative studies. Study one: A questionnaire to students and tutors of the course, and a statistical analysis of the answers. Study two: Interviews with twelve experienced clinical tutors using the analytic method of systematic text condensation. Study three: Focus group interviews of twenty general practitioners using the analytic method of qualitative content analysis. Study four: Accounts written by twenty-seven junior doctors were analysed with a qualitative content analysis method.

Results. Study one: Both clinical tutors and students were satisfied with the course. Tutors found their task inspiring but experienced a greater workload, less reasonable demands and less support, than students. Study two: five main groups of clinical tutors' experiences emerged: Pleasure and stimulation, Disappointment and stagnation, Demands and duty, Impact of workplace relations and Multitasking difficulties. Study three: To describe a skilled clinical tutor in a primary health care setting, three main themes emerged: Professional as a general practitioner and ambassador to general practice, Committed and student-centred educator, and Coordinator of the learning environment. Study four: An overarching theme emerged: "Let me develop my skills in a supportive workplace, give me feedback and merits, and I will continue tutoring".

Findings of the thesis are that clinical tutorship is appreciated by the tutoring physicians and provides pleasure and stimulation. Tutors are motivated and have the ambition to give students their best but also a loyalty to their profession. Counteracting factors have been found: time pressure, heavy workload, and difficulties in combining the many duties as a physician with that of a tutor, especially combining meeting patients and students. Factors encouraging tutorship are acceptance and support from clinical management, colleagues and staff, adequate time, feedback, and merits, as well as preparatory and continuing tutor's training.

Conclusion. Clinical tutors play a crucial role in today's undergraduate medical education. Tutors' experiences were complex, providing both pleasure and stimulation, but also time pressure and conflicts when combining different roles as physicians. A sustainable tutorship and a satisfactory learning environment require a time frame, clear support from leaders, colleagues and workplace professionals along with feedback and merits. Clinical education and tutor's key role need to be acknowledged and integrated as essential parts of the health care system.

Keywords: Undergraduate medical education, clinical education, clinical tutor, clinical clerkship, preceptorship, workplace, workplace learning, Sweden