**Tufts University School of Medicine-Maine Medical Center (Maine Track) Competency-Based Apprenticeship in Primary Care (CAP)**

**Brief Description:**

CAP is a course designed to provide MaineTrack students with an initial exposure to the clinical setting. During the first year of school, the students complete patient-based courses in Medical Interviewing and Physical Diagnosis, but have little direct patient contact. During CAP, second-year students will travel within a two-hour radius of Portland to work longitudinally with assigned faculty members at their practices.

The focus of CAP is on developing physical examination and communication skills through workshops and a competency-based curriculum. CAP aims to provide an early exposure to primary care, build mentoring relationships with Maine faculty and support a student comfort level with practicing medicine throughout the state of Maine.

**What is the timeline for CAP?**

* CAP runs from late August to January of the second year of medical school

**Time Commitment:**

* A total of 15 Mondays and/or Tuesdays spread over 5 months
* Faculty may take a student themselves for both the Monday and Tuesday sessions
* Or 2 faculty members may split the duties (i.e. have a “Monday” preceptor and a “Tuesday” preceptor)
* Shared faculty do not need to be at the same clinical site

**Faculty Requirements:**

* Practice in a longitudinal outpatient primary care setting
* Arrange back-up coverage or reschedule dates when necessary
* Possess or acquire a Tufts faculty appointment
* Possess or acquire an Educational Site Agreement

**Faculty Responsibilities:**

* Provide student teaching specifically directed toward the goals and objectives of the course
* Directly observe student in at least one clinical encounter per session
* Ensure specific student clinical competencies are attained and sign them off on the electronic competency tracker
* Allow student progressive independence as competency is demonstrated (move beyond a purely shadowing experience)
* Provide the student mentoring and guidance
* Review student assignments (2 reflections and 1evidence-based medicine), complete mid-course evaluation and final evaluation.
* Communicate any concerns about student progress to course director

**Faculty Benefits:**

* AMA Category I CME credit for all faculty --two hours per half-day of having a student
* Access to the TUSM Faculty Development Program
* Faculty appointment with Tufts University School of Medicine
* Access to Tufts library resources
* Personal and professional satisfaction gained from mentoring tomorrow’s physicians

**Goals:**

* Students attain basic clinical competence
* Students help with physician duties by applying skills acquired through CAP workshops
* Students take a progressively more responsible and active role in patient care
* Students become a useful and valued team member, allowing and encouraging more faculty teaching time and interaction

**Objectives:**

* Students demonstrate focused and complete history and physical exams
* Students deliver effective oral case presentations
* Students practice writing patient notes
* Students develop familiarity and comfort with an electronic health record
* Students describe reactions to compelling patient encounters and how their practice of medicine will be influenced
* Students complete an evidence-based medicine assignment

**Please contact for more information:**

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