

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 Maine Track 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 December of the second year of medical school

Time Commitment:

- A total of 14 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 1 evidence-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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