The College Advisory Program (CAP) is a student-faculty learning community that strives to support students in foundational clinical skills training, academic and career advising, and the formation of their professional identities. This work is relationally anchored with longitudinal connections with faculty and peers both within and across class years. CAP offers students a unique opportunity to not only learn the fundamental skills of medicine, including professionalism and humanism, but to also reflect on the transformative experience of becoming a physician with a trusted advisor and small group of peers.

The program goals are to:

- Foster a welcoming learning community for students honoring diversity and unique interests
- Promote faculty advising and mentoring relationships with all students throughout medical school
- Foster social and supportive connections between students, particularly across levels of training
- Promote students’ personal well-being.
- Foster scientific inquiry, innovation, and leadership among students
- Assist students in building networks of connections within and outside of the Hopkins medical community to meet their emerging goals
- Provide clinician role models to foster excellence in humanism, professionalism, and the clinical skills of medicine

Students and faculty are organized into four colleges, each named after legendary Johns Hopkins faculty: Daniel Nathans, Florence Sabin, Helen Taussig, and Vivien Thomas. Each college is populated by 120 students (30 from each class) and 6 core faculty from a range of specialties. Incoming students meet their faculty advisors at Orientation and these advisors help students make the transition into medical school, support their learning “the roadmap” of medical education, and facilitate exploring interests in a variety of ways over the years of medical school.

In the first semester, CAP advisors serve as the students’ small group preceptor for the Clinical Foundations of Medicine course, working with them on a weekly basis for 16 weeks. CAP faculty do not provide summative evaluations of their own advisees to ensure a safe learning environment. In subsequent years, CAP advisors serve as periodic clinical skills teachers and longitudinal career counselors, helping each student to develop professionally, identifying specialty mentors to satisfy emerging interests, and facilitating meaningful dialog on students’ defining experiences in becoming health professionals.

Each college, under student leadership, organizes social and community service activities for its students to enhance vertical integration across classes and create a sense of home for each student. The second floor of the Armstrong Education Building is the geographic home of the Colleges, and each College has a dedicated multi-purpose suite for students on this floor.