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**MEDICAL ANTHROPOLOGY & CROSS-CULTURAL PRACTICE**  
**FIRST-YEAR SERVICE-LEARNING INTERNSHIP PROGRAM REQUIREMENTS**

First-year MACCP students must complete a year-long (October through the following summer) service learning internship, under approved supervision at both the internship site and by the MACCP Service-Learning Internship Director. The primary purpose of this service learning internship is to allow full-or-part-time students from our Graduate Medical Sciences program at the Boston University School of Medicine (institutionally affiliated with the Department of Family Medicine at Boston Medical Center): 1) to obtain practical experience and training within a supervised environment, 2) to satisfy a program requirement, and 3) to build relationships and understanding of the setting preparatory to conducting IRB-approved fieldwork during the summer between the first and second years of the program.

This will occur through our program requirement that students identify a service-learning internship placement that will:

- 1) Involve students in a service-learning experience to afford them a chance to learn about and give back to, the larger community/ies surrounding the medical campus and Boston University.
- 2) Create opportunities to identify, explore, and establish potential field-sites and/or community-based partnership(s) for later data collection and ongoing participant-observation.

Students should plan to have established and begun a regular internship schedule by mid-October of their first year. The internship will consist on average of one day/8 hours per week during semesters, and more intensive fieldwork during the summer between the first and second years of the program if the internship becomes the formal field-site, for a total of 250 hours of service in an approved setting<sup>1</sup> by the beginning of the second year of the program. Placement should enable students to evaluate potential fieldwork site(s), begin establishing rapport with potential participants and/or community partners, and refine a research question.

During the summer prior to starting our program, the Service-Learning Internship Director, in consultation with each student's assigned faculty adviser, other MACCP faculty, and/or affiliated staff at BUMC/BMC will provide and discuss with each student a list of resources and ideas for setting up their internship. We recommend that students identify core research interests and/or populations they hope to do research with; and begin to explore possibilities, well before starting the program. Students will be expected to identify, reach out to, and confirm an internship, with a designated internship supervisor at the site(s) who agrees, resulting in a personalized draft of the attached Learning Agreement to be approved by the faculty adviser.

Internships may be based at, or be affiliated with, Boston Medical Center (pending approval by a

physician or other clinical staff sponsor) or another health center, a local community health center,

non-profit organization, or a public agency or group. While evaluating potential sites, students will need to consider the research focus, preliminary research question(s), intended sample population(s), and study feasibility. The ideal placement should allow students to build a collaborative relationship with, and gain a deeper understanding of, the community or population with whom they hope to conduct research. The setting should be one where they might refine a proposed research question, and eventually collect data that will allow them to address it in, collaboration with the site supervisor, faculty adviser, and focal population.

Each student will develop a Learning Agreement in consultation with a site supervisor and the faculty adviser, to define the tasks related to the placement. During the placement, students will perform agreed-upon tasks that may include interacting with staff, supporters, clients, patients, etc. Students will report directly to a site supervisor, as well as checking in frequently with the MACCP Service-Learning Internship Director and faculty adviser about all activities.

While students will initiate and continue the internship largely prior to obtaining approval from the BUMC Institutional Review Board for their original master's research, students will conduct no formal research until they have received IRB approval. They will, however, take de-identified field-notes and other reflective observations, in preparation for writing an IRB proposal and for later data collection. A field-notes journal based on the internship will be a required component of the year-long required first-year Methods course. Various assignments in the MACCP first-year Methods and Theory courses will intersect and overlap with internship requirements.

### Responsibilities

#### **Students Will:**

- 1) Take an active role in identifying and establishing an appropriate placement;
- 2) Work with site staff and faculty to write internship objectives;
- 3) Coordinate communication between the site supervisor and faculty adviser(s);
- 4) Complete all work agreed upon by all parties, in ways that include explicitly defined service to the site;
- 5) Maintain a field-notes journal (expectations for this will be made clear in the Methods course);
- 6) Track placement hours (with site supervisor confirmation each semester);
- 7) Submit a final report of the internship experience at the end of the first year.

#### **Faculty Advisers Will:**

- 1) Actively support and assist students in finding placement opportunities;
- 2) Help in formulating reasonable objectives and finalizing the learning agreement;
- 3) Meet regularly with the student for consultation and to provide advice;
- 4) Serve as the program liaison with the site supervisor;
- 5) Coordinate the evaluation of the student's progress.

#### **Supervisors and Their Organizations Will:**

- 1) Be expected to work with students to coordinate their service to the organization or group;
- 2) To identify, direct, and facilitate specific tasks and roles that will ensure interaction with clients/patients/members, encouraging the student's contribution to the work of the organization and supporting ongoing interaction; and
- 3) Provide a worthwhile learning/fieldwork experience.
- 4) The field supervisor will work with the student to develop a formal learning agreement which will function as an internship contract, and will provide regular supervision and feedback.
- 5) The field supervisor will acknowledge the intern/volunteer is a student still in the process of learning to meet professional standards and expectations.

## **Evaluation**

The Service-Learning Internship Director will:

- 1) Each semester, contact site supervisors to request an evaluation of the student's work, including its quality and quantity, enthusiasm and engagement, and specific contributions to the organization.
- 2) Will ask site supervisors to use the co-negotiated learning agreement as a basis for evaluations.
- 3) Site supervisors' evaluations, student reports, fieldnotes, and documentation of hours will be used to determine satisfactory completion of the internship requirement for graduation.

<sup>1</sup> *On a case-by-case basis, a paid internship may be approved by MACCP advisers if the student is already working on a paid basis in a relevant setting, or otherwise identifies an internship that meets all other criteria and happens to include paid work. Finding a paid internship should not, however, be a main consideration in identifying possible sites to establish connections for future data collection.*

**MACCP SERVICE-LEARNING INTERNSHIP LEARNING AGREEMENT**

**ATTACH FINAL VERSION TO SIGNATURE PAGE (BELOW) AND RETURN HARD COPY OR ELECTRONIC VERSION WITH SCAN OF SIGNATURE PAGE TO BOTH YOUR PRIMARY ADVISER AND THE METHODS COURSE INSTRUCTOR BY OCTOBER 15TH OF THE FIRST YEAR.**

**Internship Responsibilities:** Provide an overview description of the role you will fulfill during the year-long internship.

**Learning Goals:** Indicate in a few sentences or a short paragraph your overall expectations for this learning experience in light of your research/vocational/professional goals. For example: What has led you to choose this setting as your internship site? What do you hope to accomplish?

**Tasks:** Considering the research issues and areas you intend to address, describe each task you have agreed to do in this placement. Discuss the connection between each task and your objectives. Describe each type of task as specifically as possible.

**Skills to be Developed:** For each of the tasks you have indicated you intend to develop in this placement please describe, using as precise objectives as possible, the issues you wish to explore, the skills you wish to cultivate, and the areas of intellectual, professional, and personal growth you hope to address.

**Projected Weekly Schedule:** Detail how you anticipate spending your hours each week. You will be expected to keep a record of your hours.

**Resources:** For each task, outline the resources available to support and educate you. Resources may be people in the placement, courses you have taken or will take, reading assigned in the placement, or your professional or personal experience.

**Supervision:** Specify the ways in which you will present and reflect upon your work in supervision both with your site supervisor and your adviser.

**INTERNSHIP SIGNATURE PAGE – *SUBMIT WITH INDIVIDUAL LEARNING AGREEMENT***

**Student:** \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

X \_\_\_\_\_

**Internship Site/Group**

Organization: \_\_\_\_\_

Address/Location: \_\_\_\_\_

Phone: \_\_\_\_\_

**Site Supervisor:** \_\_\_\_\_

Site Supervisor's Title: \_\_\_\_\_

Email: \_\_\_\_\_

X \_\_\_\_\_