

WELLESLEY CENTERS FOR WOMEN  
THE CLASS OF 1967 INTERNSHIP PROGRAM  
STUDENT RESEARCH INTERNSHIP/FELLOWSHIP OPPORTUNITIES  
2018-2019

POSSIBILITIES FOR THE SUMMER OF 2018
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**Project:**     *Work, Families and Children*  
**Mentor:**     *Wendy Wagner Robeson, Ed.D.*

**Subject of Intern's Project:** Any topic based on child development, child care, families, and/or policy. Prior students have explored the link between maternal depression and child development, the link between behavior problems and childhood obesity, preschoolers' behavior problems and child care, gender differences in language development, English Language Learners, representational literature for young children, science for middle and high school students in developing countries, and sex education offered to high school students.

**Intern's Responsibilities:**

- deciding upon an exact topic to explore
- completing a literature review
- developing hypotheses
- collecting data or using a present data set
- completing the work within the summer
- meeting with Dr. Robeson
- finishing a paper on the work studied
- applying to present at the Ruhlman conference

**Skills Required:** The intern must be able to work independently and have experience writing research papers. Prior coursework in psychology, education and statistics are a plus as well as any prior work with data bases and statistical analysis.

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**Project:** *Home and Work Environment: Impact on Gender Career Differences*

**Mentor:** *Sari Kerr, Ph.D.*

**Subject of Intern's Project:** How do events at home and in the workplace impact the careers of young men and women? Are family friendly company policies good for the worker and the firm? The research project evaluates the career dynamics of men and women following major life events, such as marriage, child birth and geographic move. We also whether firms that have family-friendly company policies (especially paid parental leave, flex-time and back-up child care) can more readily attract and retain high-skilled female employees, and whether their careers in those firms would seem to benefit from such policies. In addition, we evaluate whether the companies themselves do better in terms of lower worker turnover, productivity and other firm performance metrics.

**Intern's Responsibilities:** Tasks are related to conducting academic research, including literature search & review, data collection, collection of information via internet and company listings, telephone interviewing company HR representatives, building a database (Excel or Stata), statistical / econometric analysis (depending on skills), creating graphs, tables and presentations of preliminary results, assisting in writing an academic article / presentation / potential grant proposal.

**Skills Required:**

- Basic research skills (literature search, review and summary)
- Ability to use Excel and work with small data sets
- Ideally also some knowledge of Stata, SAS or SPSS (not required)

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**POSSIBILITIES FOR  
ACADEMIC YEAR INTERNSHIPS  
2018-2019**

**Project:** *How Teens and Their Families Talk About Sex and Relationships*

**Mentor:** *Jennifer Grossman, Ph.D.*

**Subject of Intern's Project:** Analyze and interpret and write up findings from interviews about how teens and their families talk about sex and relationships.

**Intern's Responsibilities:** The intern will work with the project director to code, analyze, interpret, and write up interview data for conference presentations and/or publication. The intern will have opportunities to learn about adolescent development, family relationships, and teen sexual health as well as how to conduct qualitative research.

**Skills Required:** Interest in adolescent development, teen sexuality, or teen-family relationships. Strong analytic and writing skills. Familiarity with or willingness to learn qualitative coding and data analysis.

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**Project:** *Depression Prevention Efforts for Adolescents and Families*

**Mentor:** *Tracy Gladstone, Ph.D.*

**Subject of Intern's Project:** Youth depression is a problem of major proportions, particularly for disadvantaged youth who often lack access to mental health resources. Depression is also a family illness, such that children of depressed parents are at increased risk of experiencing a depressive episode, family-related factors are associated with the development and maintenance of depressive symptoms, and parental depression may interfere with children's response to interventions targeting depression.

The CATCH-IT intervention is a self-guided resource that is based on a theoretical model of strengthening individual and family coping using an Internet-based learning model. The intervention incorporates character stories, peer videos, and design/picture elements to meet current social media standards, and also combines therapeutic modalities, such as cognitive-behavioral and interpersonal interventions. A unique feature of the CATCH-IT program is that it incorporates an on-line educational resource targeting parents of at-risk youth. Currently, we are evaluating the CATCH-IT intervention in a large, multi-site trial with adolescents and parents recruited through primary care practices in the Boston and Chicago areas.

Parental depression is one of the most significant risk factors for the development of youth depression during adolescence, and the risk for depression increases if parental depression is early-onset, recurrent, and in both parents. Moreover, there is some suggestion that parental depression interferes with children's ability to benefit from interventions targeting the prevention of depressive symptoms.

To explore the connection between parental depression and teen intervention use, response, and other emotional concerns, as well as parental outcomes and website use, we plan to conduct phone assessments with a subset of 50 parents using the Structured Clinical Interview for DSM-IV axis I Disorders (SCID-I). Data we gather will shed light on the connection between parental illness and a range of factors that will influence our next steps in intervention development and the sample of teens and parents to target for intervention use.

**Intern's Responsibilities:** An intern working on this project would be trained to administer structured clinical interviews with parents of at-risk teens, with clinical supervision from our staff. An intern also would help with general study activities, and would have the opportunity to learn about a large clinical trial of a depression prevention program for adolescents. In addition, an intern would be able to learn about and perhaps assist with a number of depression prevention programs underway in our research group.

**Skills Required:** Because clinical interviewing is a key part of this position, we require an intern who is a junior or senior student with strong interpersonal skills and comfort with phone work. We prefer a background in psychology.

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**Intern's Responsibilities:** Tasks are related to conducting academic research, including literature search & review, data collection, collection of information via internet and company listings, telephone interviewing company HR representatives, building a database (Excel or Stata), statistical / econometric analysis (depending on skills),

creating graphs, tables and presentations of preliminary results, assisting in writing an academic article / presentation / potential grant proposal.

**Skills Required:**

- Basic research skills (literature search, review and summary)
- Ability to use Excel and work with small data sets
- Ideally also some knowledge of Stata, SAS or SPSS (not required)

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**Project:** *Justice and Gender-Based Violence Research Initiative (JGBVR)*

**Mentor:** *Linda Williams, Ph.D.*

**Subject of Intern's Project:** Improving the Investigation and Adjudication of Reported Incidents of Sexual Assault in Local Communities and on College Campuses.

**Intern's Responsibilities:** The intern will work with the Justice and Gender Based Violence Research Initiative and will participate in many aspects of our quantitative and qualitative research on the topic of sexual assault on college campuses and responses of police and prosecutors to sexual assault in the community. The intern will assist with dissemination of findings to reach key policy-makers and practitioners in order to help inform their decision-making and ultimately lead to sustainable change – for women, girls, families, communities, and society-at-large.

The work of the intern will include:

- learning about the key projects of JGBVR
- working with JGBVR to develop policy briefs and to disseminate findings
- drafting summaries, blogs and other materials and assisting with dissemination
- preparing a report/ final paper on dissemination of social science research findings as a critical part of social change

**Skills Required:** The student should have an understanding of principles of research in the social sciences, strong writing skills, willingness to pay attention to detail, and a strong interest in learning about multi-method research. Students should be comfortable learning more about the topic of sexual violence and a desire to contribute to evidence-based research designed to improve response to rape and sexual assault. Prior research experience is a plus but not required.

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**Project:** *Social Media and Health*

**Mentor:** *Linda Charmaraman, Ph.D.*

**Subject of Intern's Project:** I am currently working on several research projects pertaining to the risks and benefits of using social media in early teens through

adulthood. We are collecting data on middle school youth about their social media use and parental monitoring of its use. We are also analyzing recent data collected on adults around the 2016 presidential election, including how it impacted racial/ethnic, gender, socioeconomic status, sexual orientation, and religious identity. I hope to incorporate my intern's research interests and goals in crafting a productive year-long immersion into mixed-methods (some quantitative, mostly qualitative) and interdisciplinary (education, human development, psychology, communications, sociology) research. In order to gain a full appreciation of the life of a researcher, I will invite the intern to become involved in one or two of my projects next year. These include but are not limited to the following: (a) the role of social media in resiliency (e.g., sense of community, reduced isolation) and risk (e.g., body image concerns, losing sleep), (a) online civic engagement, or (c) how to disseminate our research findings to parents, schools, medical professionals, and policymakers. There is a possibility that we will continue to be in data collection mode for the '18-19 academic year, which would involve administering online surveys in classrooms, conducting interviews or focus groups with middle school students and their parents about social media use, and/or analyzing the content of social media profiles. My hope is that I can mentor someone who is interested in a future career in either research or nonprofit work and that we will be able to co-write an academic article (or blog) together based on the project that most interests her. I have successfully published articles, blogs, and presented at conferences with past students/interns and hope to continue this lucky streak with the right dedicated and focused intern. I look forward to meeting you!

**Intern's Responsibilities:**

- Library work involving downloading articles or book chapters
- Assist with data entry, entering data into tables, and writing literature reviews
- Learn NVivo to analyze qualitative interview data
- [Dependent on funding] Collecting data off-site (transportation provided)
- [Dependent on funding] Possible assistance needed with interviews and focus groups
- Co-present work-in-progress at WCW brownbag lecture series
- Assist with writing blogs, website content, and/or research briefs about project findings
- Potential opportunity to co-publish findings, if interested and motivated

**Skills Required:**

- Experience and/or enthusiastic willingness to learn how to conduct, analyze, and report social science research
- Some coursework in at least one of the following fields is required: psychology, education, sociology, ethnic studies, women's studies, communications, social science methods (quantitative or qualitative). Desire to attend graduate school a plus
- Knowledge of library search engines and retrieving journal articles
- Racial-ethnic and sexual minorities especially encouraged to apply
- Ability to respond to work requests by email in a timely manner

- Ability to work independently, reliably, and cooperatively as part of a research team
- Ability to meet on a regular basis at Cheever House and arrange schedule to meet intern-related deadlines. . For instance, a typical schedule is to meet for 3-4 hours twice a week and the rest of the hours can be done independently from home.

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