

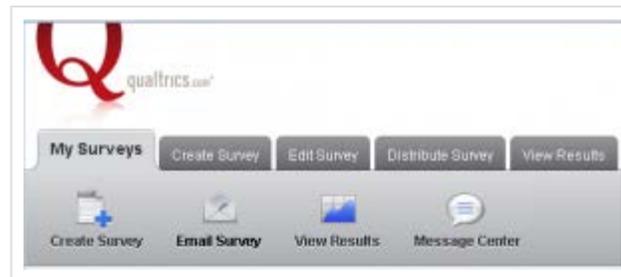


CATEGORY ARCHIVES: SEXUAL HEALTH EDUCATION IN THE DIGITAL AGE: ASSESSING PROFESSIONAL AND PARENTAL KNOWLEDGE AND NEEDS

## The past few weeks!

Posted on **August 5, 2015** by **Hanna Callie Silver**

The past few weeks here in the Bronfenbrenner Center have been really exciting! My main tasks have revolved around creating a working survey in Qualtrics, helping Janis and Jane write grants, and conducting phone interviews.



My first task, survey creation, has been exciting and fun, but at times, quite challenging. As mentioned in a previous post, we have three groups of adults that we are interested in hearing from: sexual health educators, youth serving professionals, and parents. We have made the decision to create one survey for all three of these groups. This means that within the survey, there is a lot more going on than what participants see. Based on the way a participant answers one question will influence the future questions he/she receives. Making sure that all of the proper tracks/skips/patterns are all set behind the scenes has been my main task. We have been in the process of piloting the survey, i.e. trying to find flaws in the patterns. But, within the next few days, we should be launching the survey to the public and we are all very excited for that!!



- This is an example of a skip pattern, indicating to only display this question if a previous question had been answered in a certain way.

My next main task has been helping to write/find sources for two grants: the Hatch Grant and an NIH Grant. For the Hatch Grant, I actually wrote the non-technical summary that (with some changes) was submitted. The point of this summary was to be able to provide anyone not in the field with a working knowledge of what we are trying to accomplish. For the NIH Grant, I have been helping to organize the sources that we have into subsections (Ex. legal, economics, intimacy, health) so it is easier for Janis to cite her sources within the writing itself.

Lastly, I have been conducting phone interviews with adult key informants from Orange County. The two people I have spoken to so far have been parents and educators that work with youth of varying ages. Both of them had extremely insightful responses to the questions and it was a really enjoyable experience getting to speak with them. I look forward to conducting more phone interviews with adults from Orange County and NYC!

Posted in [Sexual Health Education in the Digital Age: Assessing Professional and Parental Knowledge and Needs](#)

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## NYC Weekend: Cornell Cooperative Extension & Focus Group!

Posted on **July 14, 2015** by **Hanna Callie Silver**

Just got back from a great couple of days in New York City!! On Friday and Monday I was doing work-related things, and I spent the rest of the weekend spending time with friends and family!



I took the Campus to Campus bus early on Friday morning so that I would be in the city for a lunch meeting with Eduardo Gonzalez, a Diversity Specialist/Extension Associate and Michele Luc, an extension support specialist who works with ACT for Youth (Jane's program) from the NYC Cornell Cooperative Extension. We had a great discussion over Thai food, getting everything for the focus group squared away and sharing a bit about ourselves.



Another enjoyable part of Friday was getting to spend some time at the NYC Cooperative Extension office. I met a bunch of nice people who are doing really interesting work. A highlight was meeting another CCE intern, Jessica, who is working on the PASTA project. We got to talk about our experiences with the internship and Cornell in general, as we are both Human Development majors.

Before I knew it, Monday rolled around and it was time for my focus group with 14 youth at Dewitt Clinton High School in the Bronx. We teamed up with Robert Hill, who is part of the Spots and Arts in Schools Foundation. He runs a summer program that is going on at Dewitt Clinton in which high school students can earn academic credit over these months out of school. He organized this focus group in no time at all and we are extremely grateful for his assistance and support in regards to the project.



— Dewitt Clinton High School in Bronx, NY

We arrived at the high school with pizza in hand and got set up in a classroom where 14 students would join us. There were 5 girls, 9 boys and all but 2 were entering the 9th grade in the fall (the other 2 were entering 10th). The purpose of the focus group was to better understand what people at this particular age (young teens) were doing as it relates to technology mediated sexuality (using technology to learn about sex or to explore sexuality through websites, apps, social media, etc.). The questions are posed in a way that asks about their “friends” or “people they know,” as some of these questions are not the most comfortable to talk about. The youth that ended up participating in the focus group were very open and talkative for the most part, making my job much easier and more enjoyable. Due to the maturity of the children (13/14), some questions elicited laughter and apparent discomfort, but it was a valuable experience learning how to deal with this. We got a lot of interesting information and overall, facilitating my own focus group was an amazing opportunity.



— The set up of the focus group

To finish up, my weekend in NYC was one I will never forget and definitely enhanced my internship experience greatly. This week, I will be cleaning up the notes that Eduardo took from the focus group and transcribing the audio-recording of the group so that we have solid notes from that afternoon. I will also be focusing on transcribing more of the NSSI (non-suicidal self injury) interviews for Janis!

Thanks for reading 😊

Posted in **Sexual Health Education in the Digital Age: Assessing Professional and Parental Knowledge and Needs** |  
Tagged **cooperative extension, dewitt clinton high school, focus group, new york city**

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## **Weeks 4&5: IRB amendments**

Posted on **July 14, 2015** by **Hanna Callie Silver**

I decided to combine the past 2 weeks into one blog post because most of my daily tasks leading up to my trip to NYC were quite similar. The main goal of the past 2 weeks had been to complete, revise and submit all the necessary documents and forms needed for the IRB amendment. As I've mentioned before, it is extremely important that the Cornell IRB provides approval for each and everything we're doing related to the project. Since the project has developed since the original IRB approval, we had a handful of amendments to submit. These included things like the addition of adult key informant interviews, major changes to the original survey and revisions of our consent forms.



After working on these documents for many days with my supervisors, we were ready to fill out an IRB amendment form outlining the various changes and things that were being requested. Below are pictures of what the form looks like. I filled out the form to the best of my ability and then Janis edited it, resulting in a great learning experience for me.

 The image shows a screenshot of the Cornell University IRB amendment form. The top left corner has the Cornell University logo and the text "Cornell University Office of Research Integrity and Assurance". The top right corner provides contact information: "East IRB Office Building, Suite 210, 110 Park Drive Road, Ithaca, NY 14850, Phone: 607-255-3522, Fax: 607-255-2718". The main title is "Request to Amend A Currently-Approved Project" and "Cornell University Institutional Review Board - Human Participants". Below this is "Part 1 - Administrative Information". The form is divided into two columns. The left column contains sections for "1. Protocol Information" (with fields for Protocol # and Title) and "2. Contact Information" (with fields for Principal Investigator (PI), Net ID, Email address, College/Division, Department/Unit, and Status). The right column contains questions: "1. Please select ALL the categories of amendment(s) you are requesting." (with a list of checkboxes), "2. You selected the following categories of amendments. For each of the following, please describe the change you are proposing.", "3. Please state the reasons you are making amendments to the study.", "4. Are any of these changes the result of something that occurred during human participant interaction or an unexpected need?" (Yes/No), "5. Will the proposed changes have an impact on the risks or benefits to research participants? Please explain.", and "6. Do these changes involve information that might relate to a subject's willingness to continue to take part in the research?" (Yes/No). The bottom right corner says "Cornell University IRB Amendment Form" and "2".

Now, this amendment form and all related documents have been submitted to the IRB and we are awaiting approval before our survey can go live.

Posted in [Sexual Health Education in the Digital Age: Assessing Professional and Parental Knowledge and Needs](#) | Tagged [amendments](#), [ethics](#), [IRB](#), [research integrity](#), [surveys](#)

## Week 3: Getting organized and NSSI Transcription

Posted on **June 29, 2015** by **Hanna Callie Silver**

Week 3 has come to a close here at the Bronfenbrenner Center for Translational Research. My main tasks for this week were helping to organize the Sexual Health project and transcribing interviews that have already been completed for the NSSI (Non-Suicidal Self-Injury) Project.

It was exciting for me to have time this past week to really dive into transcribing the interviews for the NSSI project. Each interview is roughly 40-50 minutes and questions from one's history with self-injury to their recovery are discussed in great detail. Transcribing these interviews has been fascinating and eye-opening. The interviewees are all at different points in their recoveries, which is helpful for us as we try to create resources to help people through whatever stage they are at in recovery. I have really been enjoying this part of my internship and fortunately, with only a handful completed, I still have a ways to go.

For the sexual health project this week, I did a lot of work with the pilot survey that was done earlier this year and with the IRB amendments that we are going to need moving forward. IRB stands for the International Review Board and they are an ethical review board, with a chapter at every university, that gives us permission to conduct our research. As this project was created and submitted to the IRB months ago, many things have changed and I was responsible for going through what we have and what we need. Anytime you want to do something new or stray from your original IRB approval, you have to send something called an amendment. Therefore, for everything that we want to change, add, or delete, we have to create an amendment, letting the IRB board know.

Lastly, I had the interesting task of going through the qualitative responses from the pilot survey. A few months ago, about 100 youth serving professionals took a pilot survey containing a few open-ended questions. Anytime qualitative data is collected, it is important to go through the responses and create "themes" to better analyze the data. Therefore, I got to go through the data and basically divide the responses into different categories or themes. Though qualitative data analysis is not always as straight forward as numbers in data analysis software, I find it to be really interesting.

For this week, I will be continuing to transcribe the NSSI interviews, as well as hopefully finalizing the IRB amendments with Janis!

Thanks for reading 😊

P.S. Will try to take more pics for next week's post!

Posted in **Sexual Health Education in the Digital Age: Assessing Professional and Parental Knowledge and Needs**

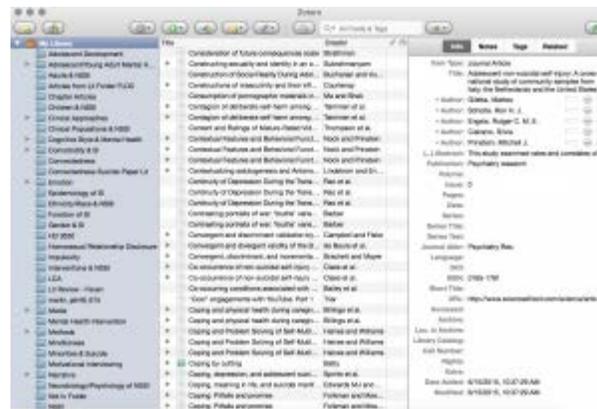
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## Week 2: Grant Writing and Source Citing

Posted on **June 22, 2015** by **Hanna Callie Silver**

It's hard to believe that another fantastic week at the Bronfenbrenner Center has flown by! My tasks this week mostly consisted of helping my supervisors submit a literature review for a grant proposal.

To start, I had to move all of Janis' Refworks sources to a new program that all of Cornell will be switching to in the coming months, called Zotero. Thanks to modern technology, this process was not nearly as tedious as it could have been – but transferring over 3,000 sources definitely took some time. Once all of our sources were in the new software, I linked it up to Microsoft Word. By doing this, I was able to very simply add proper APA citations and a bibliography to the text that Janis had previously written. Using Zotero made the citation/bibliography process so much easier and I'm looking forward to using this software for my own work next year.



— This is a snapshot of the Zotero app

Another task I had was to create a codebook for the data from the pilot survey that was administered before I started working on the project. About 100 adults were completed this in-person survey, and since not much will change from the pilot to the final, creating a codebook was necessary.

Writing a codebook consists of creating a document that includes each question in one column, followed by the possible responses and variable names in the following columns. When analyzing data in SPSS (the program we will be using), it makes much more sense to rename the variables to things that make sense. Unfortunately, something could make sense today, but in a few weeks not mean anything to you. This is the whole point of creating a codebook.

Question	Variable Name	Description	Values
1. What is your gender?	Gender	Respondent gender	0 = female
			1 = male
			88 = refused
			99 = missing value
2. Which of the following channels do you use to find information about your neighborhood (please select all that apply):	N-Paper	Newspapers	0 = not selected
	N-Mag	Magazines	1 = selected
	N-Radio	Radio	
	N-TV	Television	
	N-Net	Online sources	
	N-Talk	Talking to neighbors	

- Though not my actual codebook, this is an example of what one looks like

On tap for this week is finalizing the IRB amendments that we need to get going on this project. For instance, we need to add a few surveys to the original proposal, and we have to add adult in-person interviews (that I will be conducting). Additionally, I am going through the pilot survey data and creating themes for the qualitative responses, so we can later code these. Basically, this means going through people's written responses and picking up on general patterns and themes, so we can eventually say something like “\_\_ out of 100 adults felt that \_\_.”

Once again, thanks for reading!

P.S. This is a picture of my first cubicle 😊



Posted in **Sexual Health Education in the Digital Age: Assessing Professional and Parental Knowledge and Needs** | Tagged **bibliography, citation, codebook, grant, survey, Zotero**

**Here's to a great first week!**

Posted on **June 14, 2015** by **Hanna Callie Silver**

As the first week of my internship concludes, I couldn't be more excited about the projects I'm working on and what the rest of the summer has in store. While I was abroad in Tanzania, I got selected to be a 2015 Cornell Cooperative Extension intern, working as a research assistant here in Ithaca.

The first few days were full of introductions, namely to my supervisors, Janis Whitlock and Jane Powers, as well as an orientation to my work space and tasks for the summer. Everyone was so friendly, welcoming and eager to show me where the coffee was (which was greatly appreciated).



My office, the Bronfenbrenner Center for Translational Research, is in Beebe Hall, a pretty perfect location nestled in between Beebe Lake and the Cornell Plantations – I really cannot complain about my daily commute...



Now, a little bit about what I'm actually going to be doing this summer! Janis and Jane (my supervisors) are at the beginning stages of a project on Adolescent Sexual Health in the Digital Age: Assessing Professional and Parental Knowledge and Needs. Translation: how are young people using technology (i.e., Snapchat, Facebook, iMessage) to explore their sexuality, what benefits and risks do these activities pose, and how can the adults in our society better address these issues. There are a few different populations that the project is interested in, and that I will be working with directly over the next few weeks. These populations include parents, youth educators and workers, sexual health educators, and of course, adolescents. Through the use of surveys, interviews, and focus groups here in Tompkins County, Orange County and New York City, we hope to get a broad database from all over New York State regarding a topic that has yet to be explored.



Some of my duties, as it relates to this project, are analyzing data from pilot surveys to better understand necessary changes for the final surveys, reading up on and abstracting current related literature for an eventual lit review, and helping to create and organize IRB amendments. It's been very exciting to have such a large role in this project, and I am extremely eager to watch everything play out throughout the rest of the summer.

In addition to this main project, I am assisting Janis on another project in the Cornell Research Program on Self-Injury and Recovery. As I am also extremely interested in this field of research as well, I'm excited to have the opportunity to help out on this project. My current task is transcribing 45-minute interviews from audio to text files. These interviews are with recovering self-injurers, who have shared their experiences with self-injury, and most importantly, their recovery process. This information will eventually be used to better assist individuals, families, and mental health workers who deal with self-injury. Listening to people's experiences and hearing about their hardest times, as well as their triumphs, can definitely be emotional. But, overall, it is invaluable to have this information that can potentially help current and future self-injurers.



Check out the informative and very well-done website here: <http://www.selfinjury.bctr.cornell.edu/>

All in all, it's been a terrific week and I'm looking forward to what the rest of the summer holds.

Thanks for reading! 😊

Posted in **Sexual Health Education in the Digital Age: Assessing Professional and Parental Knowledge and Needs**



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