

Systematic mapping of research on voluntary mentoring programs for adults

Memorandum (notat)
Norwegian Knowledge Centre
for the Health Services
Systematic literature list
August 2012

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Norwegian Knowledge Centre for the Health Services assumes final responsibility for the content of this report.

Norwegian Knowledge Centre for the Health Services
Oslo, August 2012.

Key messages

The Directorate of Integration and Diversity commissioned a systematic literature search and mapping of studies examining voluntary mentoring programmes for adults. This systematic mapping will be used as the basis for examining the possibility of conducting a systematic review on the same topic area. In the voluntary sector, mentoring programs are often aimed at target groups which, for various reasons, are at the margins of society. Mentoring is thus used as a strategy to support people who are unemployed, are immigrants or lack social capital.

- Systematic searches were performed in PsychInfo, OvidMedline, EMBASE, ISI Web of Science, ProQuestdatabasene (ERIC, Sociological Abstracts, Social Work Abstracts, Pilots), Bibsys, Libris, Social Care Online, Campbell Library, and the Cochrane Library.
- Searches for grey (unpublished) literature were performed in OpenGrey, SsRN, relevant websites and using Google and Google Scholar
- A total of 3352 unique references were identified
- 87 references were considered relevant following the screening of titles and abstracts
- References were coded according to keywords on study design, target population, intervention and reported outcomes

In this report we have mapped and listed the included references, but we have not read the articles in full, critically appraised their methodological quality, or synthesised their conclusions.

Title:
Systematic mapping of research on voluntary mentoring programs for adults

Type of publication:
Systematic reference list

Doesn't answer everything:

- No critical evaluation of study quality
- No analysis or synthesis of the studies
- No recommendations

Publisher:
Norwegian Knowledge Centre for the Health Services

Updated:
Last search for studies: February 2012.

Hovedfunn (norsk)

Integrerings- og mangfoldsdirektoratet har bestilt et systematisk literatursøk med sortering av studier som omhandler frivillige mentorprogram for voksne. Søket skal brukes til å undersøke muligheten for å gjennomføre en systematisk oversikt på det samme tematiske området. Innen frivillighetssektoren er mentorordninger ofte rettet mot målgrupper som av ulike grunner har falt utenfor samfunnets fellesskap. Mentorordninger brukes derfor som en strategi for å hjelpe mennesker som for eksempel er arbeidsledige, innvandrere eller mangler sosial kapital.

- Systematiske søk ble gjennomført i databasene PsychInfo, OvidMedline, EMBASE, ISI Web of Science, ProQuestdatabasene (ERIC, Sociological Abstracts, Social Work Abstracts, Pilots), Bibsys, Libris, Social Care Online, Campbell Library, og Cochrane Library.
- Søk etter "grå litteratur" ble gjennomført på OpenGrey, SSRN, relevante websider og ved bruk av Google og Google Scholar
- Totalt ble 3352 referanser identifisert
- 87 referanser var relevante utfra sortering av titler og sammendrag
- Referansene ble kodet med nøkkelord i henhold til studie, målgruppe, intervensjon og utfall

I dette notatet har vi listet opp de inkluderte artiklene, men vi har hverken lest dem i fulltekst, vurdert den metodiske kvaliteten eller sammenstilt funn og konklusjoner.

Tittel:

Kartlegging av studier om frivillige mentorordninger for voksne

Publikasjonstype:

Systematisk litteraturliste

Svarer ikke på alt:

- Ingen kritisk vurdering av studienes kvalitet
- Ingen analyse eller sammenfatning av studiene
- Ingen anbefalinger

Hvem står bak denne rapporten?

Kunnskapssenteret har skrevet rapporten på oppdrag fra Integrerings- og mangfoldsdirektoratet.

Når ble litteratursøket utført?

Søk etter studier ble avsluttet Februar 2012.

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Preface

The Directorate of Integration and Diversity commissioned a systematic literature search and classification of studies examining mentoring programmes. The systematic mapping of the literature includes all studies which look at mentoring programs for low-skilled adults (limited education, etc) or immigrants over 18, which are offered by non-governmental organisations (NGOs) or volunteer organisations, and which measure the effect on social inclusion, integration and/or psycho-social outcomes, regardless of the study design.

This systematic mapping of the literature is part of a project which IMDI, together with the Danish, Finnish and Swedish Integration Ministries, has submitted for funding from *EU Progress*. The intention is to conduct the project, "Measuring the effects of voluntary mentoring on social inclusion among low-skilled migrant women: A quasi-experimental study in Denmark, Finland, Norway and Sweden." In addition to the systematic mapping, the project team assessed the methodology of the EU project proposal before it was submitted on 15 December 2011.

This note is intended as a foundation for further research on the same theme.

The project group consisted of:

- Project coordinator: researcher, Heather Menzies Munthe-Kaas, Kunnskapssenteret (The Norwegian Knowledge Centre for the Health Services)
- Academic advisor, Karianne Thune Hammerstrøm, Kunnskapssenteret (The Norwegian Knowledge Centre for the Health Services)
- Senior Researcher, Nanna Kurtze (The Norwegian Knowledge Centre for the Health Services)

Gro Jamtvedt
Department director

Eamonn Noonan
Unit director

Heather Menzies Munthe-Kaas
Project coordinator

Objective

The goal of this project is to describe the character and scope of research related to non-career oriented mentoring programs for immigrant or adults with limited education, offered by volunteers, NGOs or the public sector. It also aims to inform potential systematic reviews by highlighting gaps in the research literature and possible questions for a systematic review on the same theme. A secondary goal of this project is to provide a searchable database for a wide range of audiences interested in the topic.

This systematic literature search provides an overview of research on the following topics:

1. Studies which examine mentoring programs for immigrants and/or low-skilled adults and which measure psychosocial outcomes and/or social inclusion and integration
2. Studies which examine mentoring programs provided by non-profit, voluntary organisations and/or non-governmental organisations (NGOs) or programs which employ volunteer mentors and which measure psychosocial outcomes and/or social inclusion and integration

Background

Mentors and mentoring programs

Numerous definitions exist for the term "mentor". In their discussion on theories of mentoring, Bozeman et al (2007) present a number of mentoring definitions, and mention the following as especially current:

Mentoring is an intense developmental relationship whereby advice, counseling, and developmental opportunities are provided to a protégé by a mentor, which, in turn, shapes the protégé's career experiences. . . . This occurs through two types of support to protégés: (1) instrumental or career support and (2) psychological support. (p. 126 in Eby 1997)

Most definitions of "mentoring" relate to a professional context, specifically career development. The classic model of a mentoring relationship emphasizes: achievement, such as in the encouragement and facilitation of the development of a career or vocation; nurturance, which typically conveys caring and support while imparting elements of positive character development, and; generativity, which reflects the concept of intergenerational responsibility and the idea that elders/mentors transmit knowledge, values, and culture to the younger generation (Freedman 1993 in Bozeman 2007). However, mentoring programs are employed in a variety of other situations. In the case of the voluntary sector, mentoring programs are often aimed at target groups which, for various reasons, are at the margins of society. Mentoring is thus used as a strategy to support people who are unemployed, are immigrants or who lack social capital. One example of this is mentoring programs for immigrants who experience barriers to entry into the workforce.

Types of mentoring programs

Mentoring programs exist in many different forms, both within the professional context and in voluntary and public sectors. Mentoring programs can employ any one of the following methods: *peer mentor* (Bozionelos 2004 in (1)), *formal mentoring* (meetings are planned by an organization/company), *informal mentoring* (develop spontaneously) (2) and *multicultural mentoring* (individuals with different ethnic backgrounds engage in a mentoring relationship) (Ragins 1997a, 1997b in Buckley 2003).

Diverse goals and methods

Many mentoring programs are centered on promoting career development and giving psychosocial support. Kram (1985) suggests that a mentor has five functions regarding career development: *sponsorship; coaching; protection; challenging assignments; exposure* (2). Psychosocial support implies that the mentoring relationship has an interpersonal element and that the protégé gains an increased feeling of competence, increased self-efficacy in addition to professional and personal development (2). Research literature has shown that a mentor can contribute with psychosocial support or career related support, and can act as a role model for one or more protégés (3;4).

Elements of successful mentoring relationships

How, under which circumstances, and for which groups mentoring works is still relatively unknown, and under-researched. Pawson's 2004 systematic review (Pawson 2004) attempts to identify the intervention characteristics of successful mentoring programs. However, this review is focused on mentoring programs for youth (5;5). Pawson concludes that there are three key concepts which are often used to describe differences in mentoring relationships and to explain why one relationship is more successful than another: *status differences; reference group position; and the mentoring mechanism* (5).

Method

Literature search

We systematically searched for literature in the following databases:

- PsycINFO
- Ovid MEDLINE(R)
- The Cochrane Collaboration Library
- Embase
- ISI Web of Science
- ProQuestdatabasene (ERIC, Sociological Abstracts, Social Work Abstracts, Pilots)
- Open GREY (OpenSIGLE) – System for Information on Grey Literature in Europe
- SSRN – Social Science Research Network e-library
- Bibsys
- Libris (Sverige)
- Social Care Online
- The Campbell Collaboration Library

In addition, we searched in the following websites:

Google.no

Scholar.google.no

American Psychological Association's PsychNET

Solutionsforamerica.org

Iza.org – IZA:Database for Migration Literature

European Migration Network

National Criminal Justice Reference Service Abstracts

SFI.dk

SBU.se

SCIE – Social Care Institute for Excellence

Cities of Migration

Mentor: National Mentoring Partnership

http://www.mentoring.org/news_and_research/research_and_studies/

Institute for the Study of Labour: www.iza.org

Norwegian Knowledge Centre for the Health Services

European Migration Network

European Commission Research & Innovation: <http://ec.europa.eu/research>
European Web Site on Integration
Centre National de la Recherche Scientifique: <http://ceraps.univ-lille2.fr>
National Criminal Justice Reference Service Abstracts

The research librarian, KTH, planned and executed the database searches. HMK planned and executed the grey literature search (ie. Google searches and search of relevant websites). The complete search strategy is published in appendix 1. Studies published up until February 2012 are included in this report. Last search for studies was carried out February 2012, with the exception of the search in SSRN which was carried out in June 2012. Results from the SSRN search were only included if they were published before February 2012.

Inclusion criteria

Study design (in order of priority):

1. Primary studies with empirical data
2. Systematic reviews

Population: Everyone

Intervention: Mentoring programs offered by NGOs, voluntary organizations, public sector, or where mentors are volunteers
OR

Population: Immigrants and/or adults who are low-skilled

Intervention: Mentoring programs
AND

Comparison: Any/no intervention

Outcome: Psychosocial outcomes, outcomes related to social inclusion and integration; entry into workforce or education

Language: Any

Exclusion criteria

Study design: Non-empirical (e.g. manuals, editorials) and not a systematic review

Population: Mentoring participants under 18

Intervention: Mentoring programs within a professional context, aimed at academic achievement in higher education, or programs targeting people under 18

Outcome: Academic achievement

Article selection

Three researchers independently assessed and compared the first 100 titles and abstracts in order to ascertain inter-rater reliability. Two researchers independently assessed the remaining titles and abstracts for relevance according to the inclusion criteria and compared afterwards. When disagreement arose, the study was included or excluded after discussion and consensus. In the case that consensus could not be reached the study was assessed by a third researcher. Relevant websites and a Google search were searched and assessed for relevance by the project leader. Relevant references from these searches were included for assessment by a second researcher.

It is important to note that references that examined either the population group specified above *or* the intervention specified above were included. This differs from most systematic literature searches where the studies are included only if they examine both the specified population group *and* the specified intervention.

Keyword coding

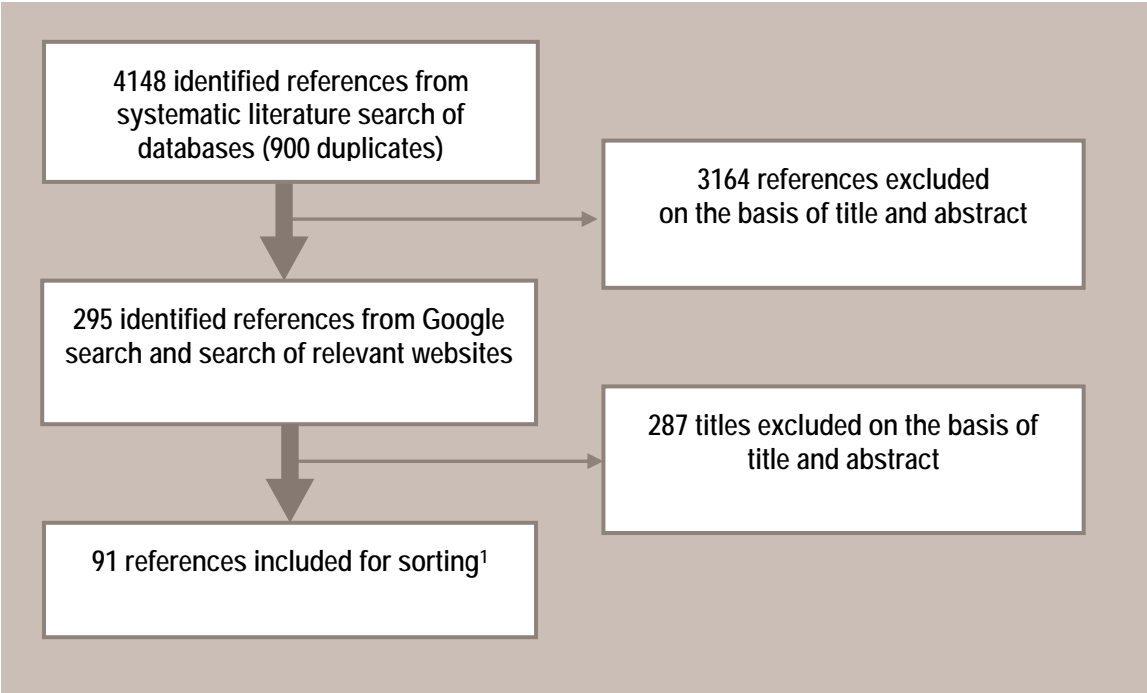
A coding form (Appendix 2) was based on keywording tools developed by the Social Care Institute for Excellence (Clapton 2009). The first part of the form is a number of general categories and possible keywords related to publication, study design and the population. The second part of the form was developed to code categories specifically related to research on mentoring programs. The keywords were developed in consultation with representatives from the Norwegian Directorate for Integration and Diversity, in order to ensure that the results were sorted under useful and relevant categories. The methodological quality of the references was not coded since the researchers only read the titles, abstracts and keywords for each reference. Two researchers independently coded each included reference using the coding form and compared afterwards. When disagreement arose, the reference was read second time and consensus was reached.

Results

The systematic literature search of resulted in 3229 unique identified references from the databases PsychInfo, OvidMedline, EMBASE, ISI Web of Science, ProQuestdatabasene (ERIC, Sociological Abstracts, Social Work Abstracts, Pilots), Bibsys, Libris, Social Care Online, Campbell Library, SSRN, Open GREY (OpenSIGLE), and the Cochrane Library. The search for grey literature resulted in 295 references.

Identification of relevant references

This mapping includes 91 identified relevant references, on the basis of the inclusion/exclusion criteria mentioned above.¹



¹ There are 92 references in the reference list because of the studies is published twice with different organizations.

Sorting and mapping of relevant identified references

HMK and NK independently coded the references, on the basis of title, abstract and keywords, according to a coding form (see Appendix 2). HMK and NK reached agreement on the relevant key words for each reference.

Each reference was sorted according to the keywords under the following categories:

- Type of publication
- Country study conducted in
- Purpose of research study
- Study design
 - Participant group
 - Age
 - Gender
 - Target group characteristics
- Intervention
 - Provider
 - Goal of intervention
 - Reported outcomes

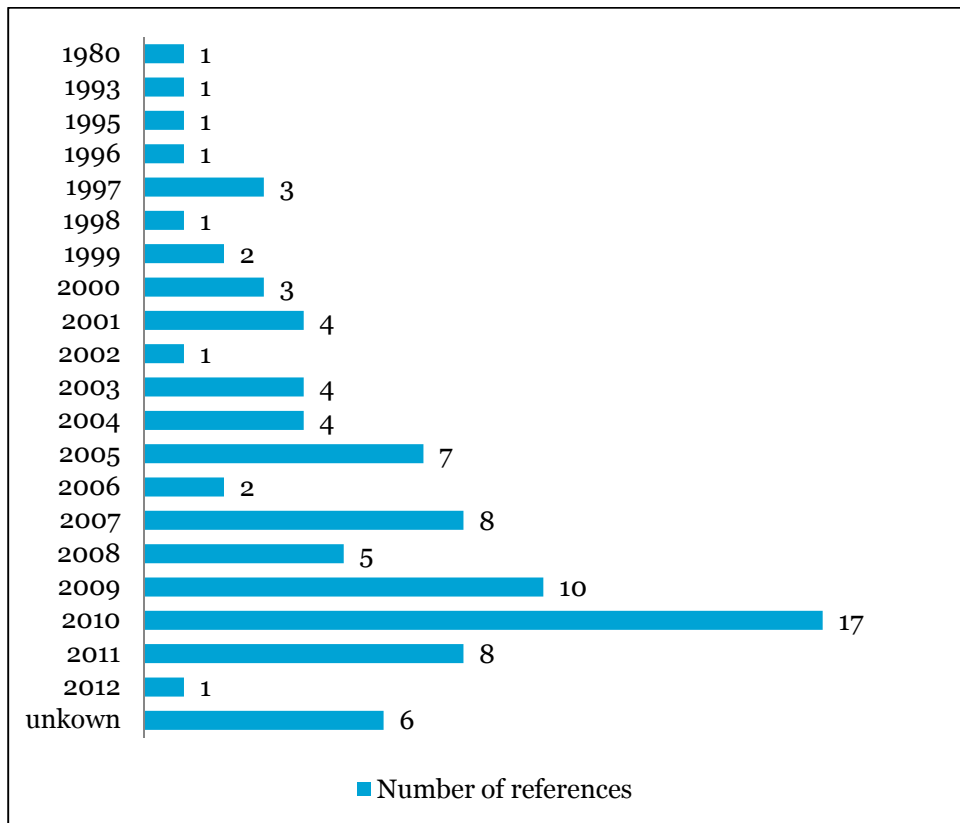
References may be coded more than once for each category in the case that it, for example, employs more than one research methodology, assesses numerous outcomes on target groups who fit in under a number of keywords.

General reference characteristics

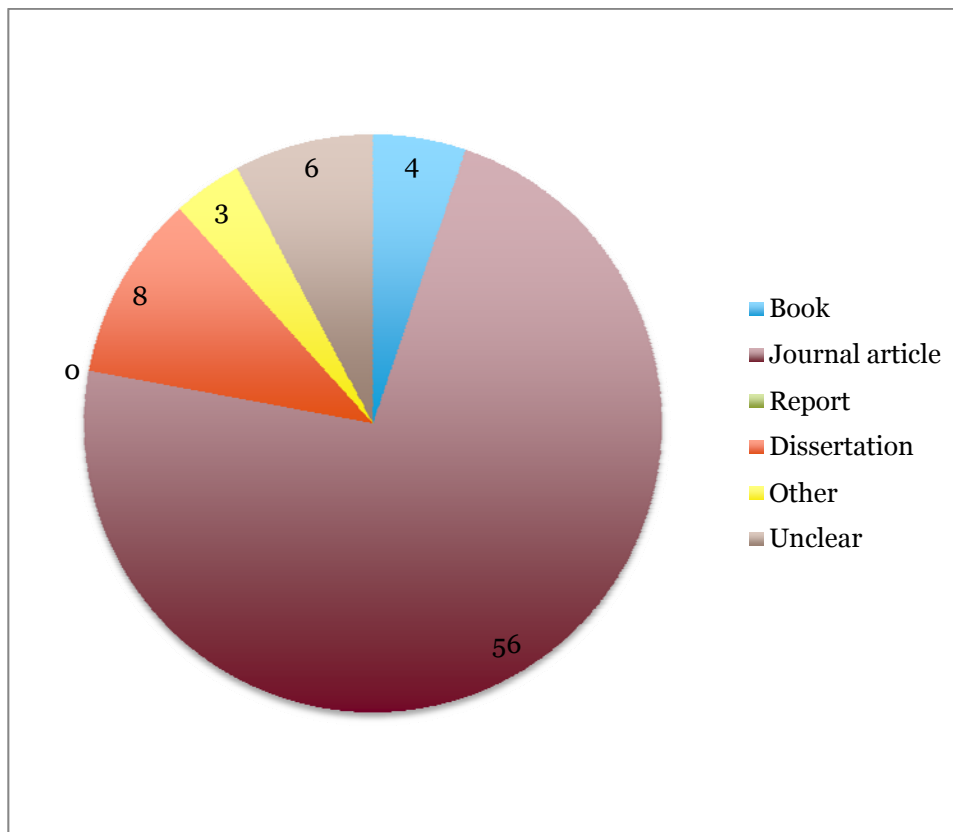
The following section presents visual representations of the general characteristics of the included references. The references have been sorted according to:

- Publication year
- Publication type
- Country study was conducted in
- Purpose of study
- Study design
- Age and gender of participants

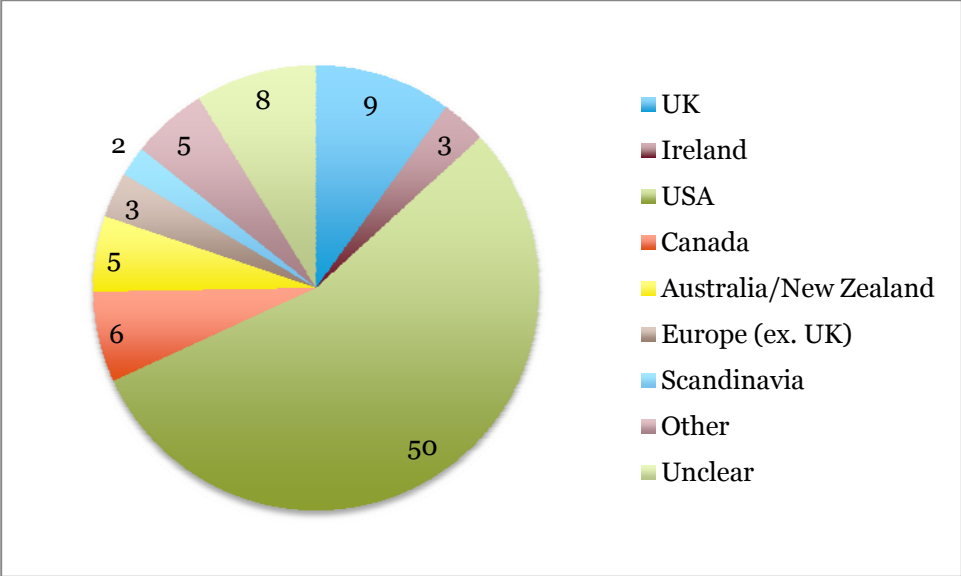
Year of publication (number of references per year, n=91)



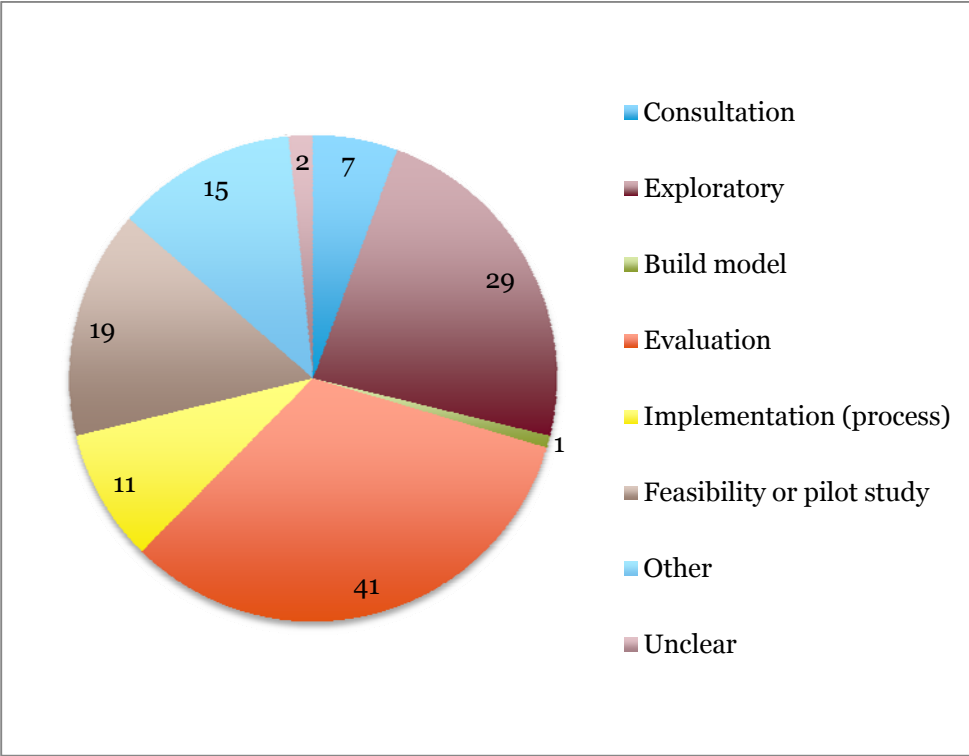
Publication type (number of references per category, n=91)



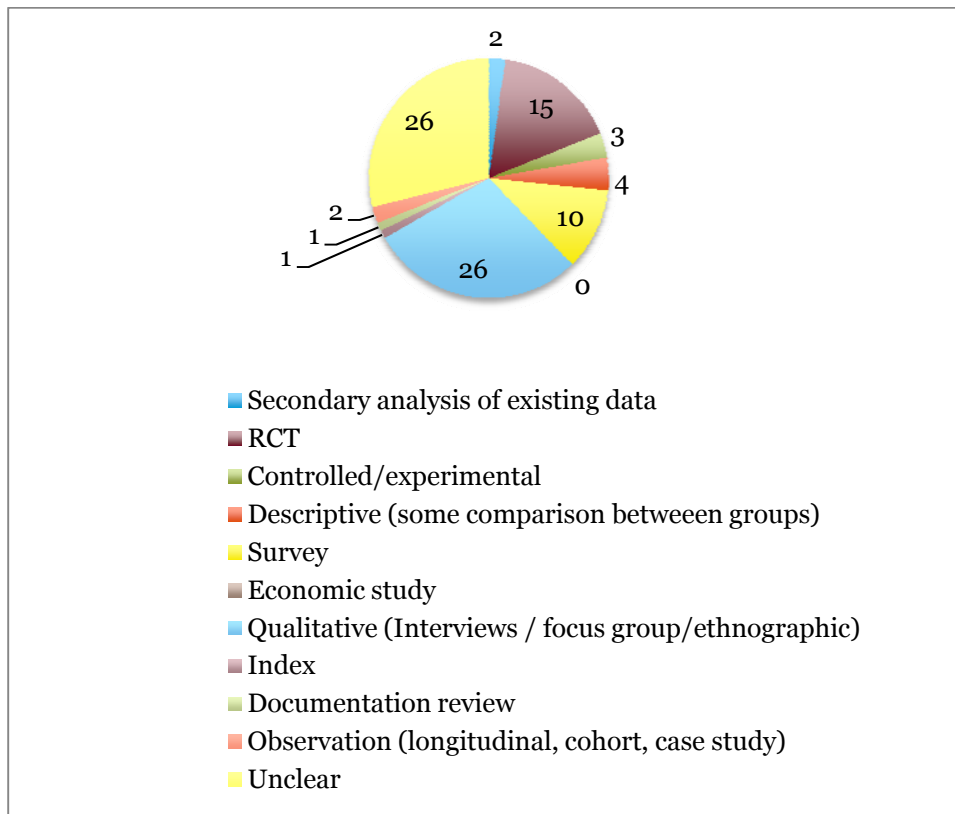
Country of origin (number of references per country, n=91)



Purpose of study (number of references per category, n=125)



Study design (number of references per study design, n=109)



References categorized by study design:

Secondary Analysis

Brown, Mark and Ross, Stuart. Mentoring, social capital and desistance: A study of women released from prison. Australian and New Zealand Journal of Criminology 2010; 43(1): 31-50.

Harrington, Charles C. and Boardman, Susan K. Paths to success: Beating the odds in American society 1997: x+238. Harvard U Press.

Randomized Controlled Trial

Buman MP, Giacobbi PR, Dzierzewski JM, Morgan AA, McCrae CS, Roberts BL, et al. Peer Volunteers Improve Long-Term Maintenance of Physical Activity With Older Adults: A Randomized Controlled Trial. Journal of Physical Activity & Health 2011;8:S257-S266.

Castro CM, Pruitt LA, Buman MP, King AC. Physical activity program delivery by professionals versus volunteers: the TEAM randomized trial. Health psychology : official journal of the Division of Health Psychology, American Psychological Association 2011;30(3):285-94.

Cupples ME, Stewart MC, Percy A, Hepper P, Murphy C, Halliday HL. A RCT of peer-mentoring for first-time mothers in socially disadvantaged areas (The MOMENTS Study). Archives of disease in childhood 2011;96(3):252-U67.

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Taft, A. J., Small, R., Hegarty, K. L., Lumley, J., Watson, L. F., and Gold, L. MOSAIC (MOTHERS' Advocates In the Community): protocol and sample description of a cluster randomised trial of mentor mother support to reduce intimate partner violence among pregnant or recent mothers. *BMC Public Health* 2009; 9:159.

Warren G, Heisler M, Perry E, Ferriter M, Piette J, Magee J. Telephone peer mentoring: A new approach to improving access to kidney transplantation. 2009.

Zajicek-Farber ML. Building practice evidence for parent mentoring home visiting in early childhood. *Research on Social Work Practice*, 20(1), January 2010, pp 46-64.

Controlled/Experimental

McGowan, Marilyn W., Smith, Leann E., Noria, Christine W., Culpepper, Christi, Langhinrichsen-Rohling, Jennifer, Borkowski, John G., and Turner, Lisa A. Intervening with at-risk mothers: Supporting infant language development. *Child & Adolescent Social Work Journal* 2008; 25(4), 245-254.

Sangyub R. Mentoring Billy No-Mates: Strengthening Network Ties through Mentoring. 2010.

Zajicek-Farber, ML. Building practice evidence for parent mentoring home visiting in early childhood. *Research on Social Work Practice* 2010; 20(1): 46-64.

Descriptive (with and without comparison between groups)

Balfanz-Vertiz K, Taylor K. Increasing health & wellness through peer mentor support. 2010;

Boddy J, Agllias K, Gray M, Gibbons J. Athena's legacy: Preparing women for a mentoring program. *Social Work with Groups: A Journal of Community and Clinical Practice* 2008; 31(3-4):203-22.

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Survey

Bryan V, Flaherty C, Saunders C. Supporting adoptive families: participant perceptions of a statewide peer mentoring and support program. Journal of Public Child Welfare, 4(1), January-March 2010, pp 91-112 2010;

Connelly M. The Catch-22 of Reinventing Corrections: Training Volunteers to Offset Costs. Journal of Volunteer Administration 1996;14(4):21-7.

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Taft AJ, Small R, Hegarty KL, Lumley J, Watson LF, Gold L. MOSAIC (MOthers' Advocates In the Community): protocol and sample description of a cluster randomised trial of mentor mother support to reduce intimate partner violence among pregnant or recent mothers. 2009.

Warren G, Heisler M, Perry E, Ferriter M, Piette J, Magee J. Telephone peer mentoring: A new approach to improving access to kidney transplantation. 2009.

Qualitative (interview, focus group, ethnographic, phenomenological)

Bejan R. Smoke and Mirrors: How an allegedly inclusionary program perpetuates an exclusionary discourse. 2012. [Available:

<http://thelivingdiversity.files.wordpress.com/2012/02/bejan1.pdf>]

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Characteristics of population, intervention and reported outcomes

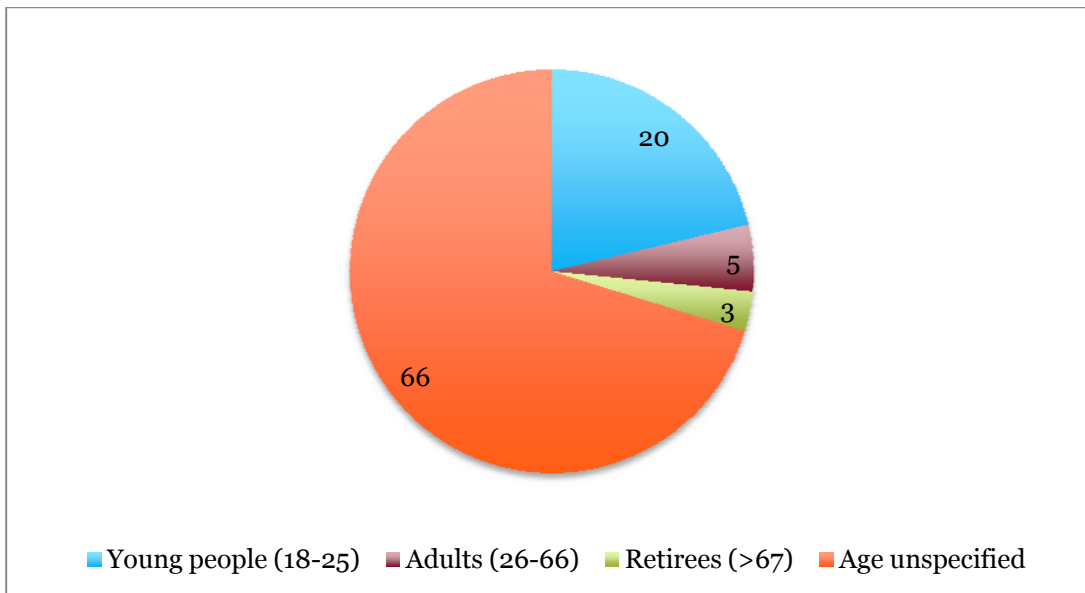
The included references were coded according to a number of keywords regarding population characteristics; characteristics of the intervention, including intervention delivery and the goal of the intervention, and; relevant reported outcomes. These categories include:

Target population keywords

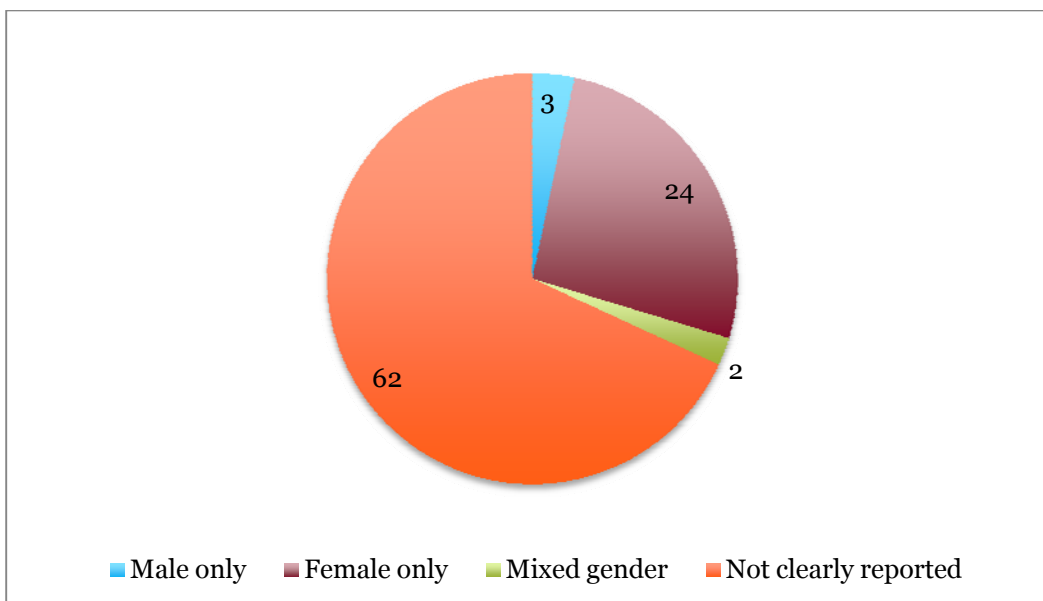
- Target group
- Intervention providers
- Goal of intervention
- Reported outcomes

We first present a visual representation of the distribution of included references according to keywords for each category. Each chart is then followed by a list of references under each keyword. References were coded for all relevant keywords and may therefore be coded under more than one heading.

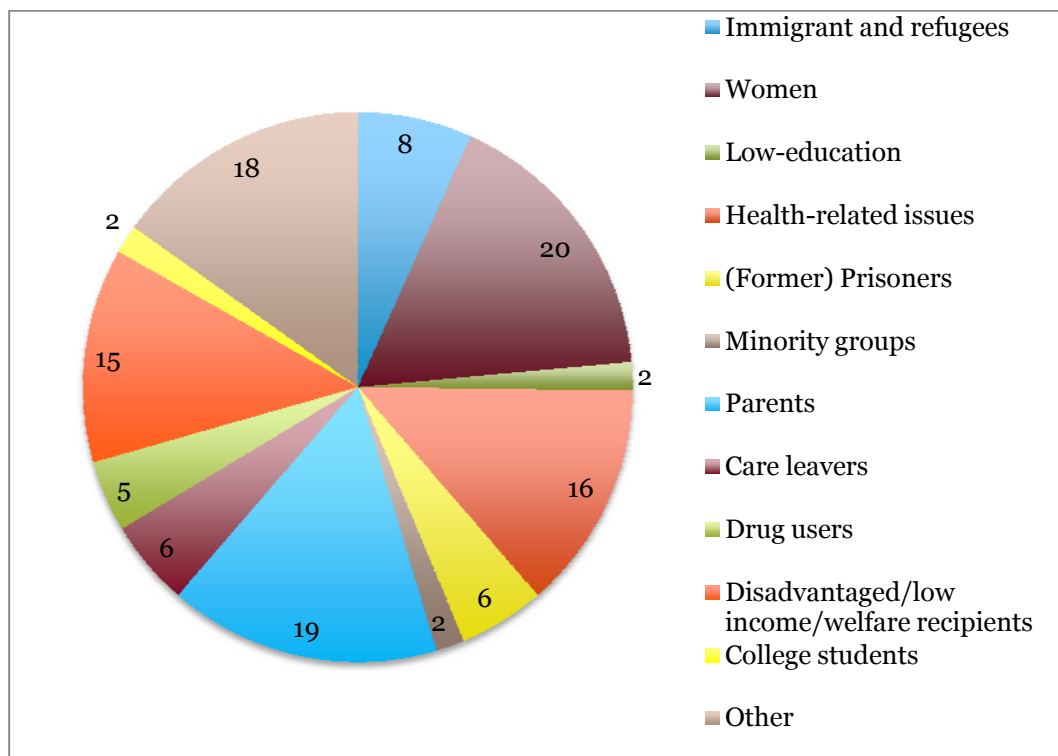
Average age of target populations (number of references per age group, n=94)



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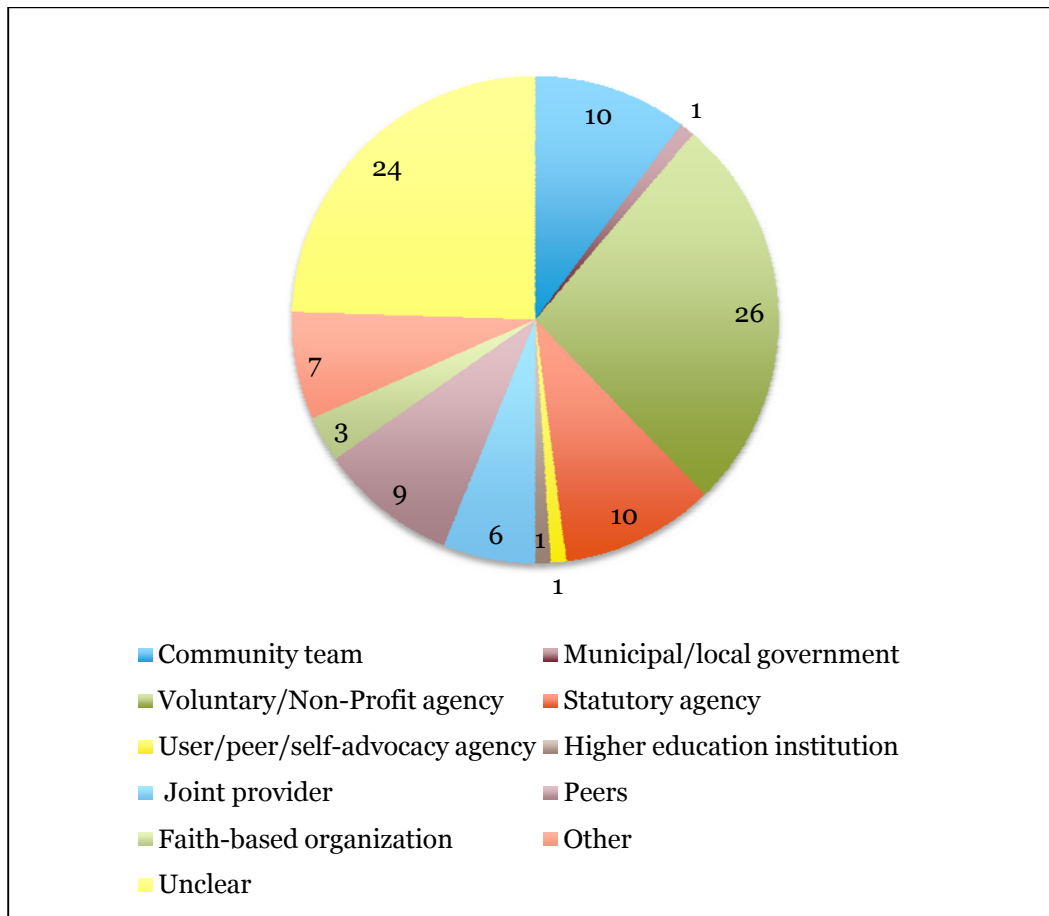
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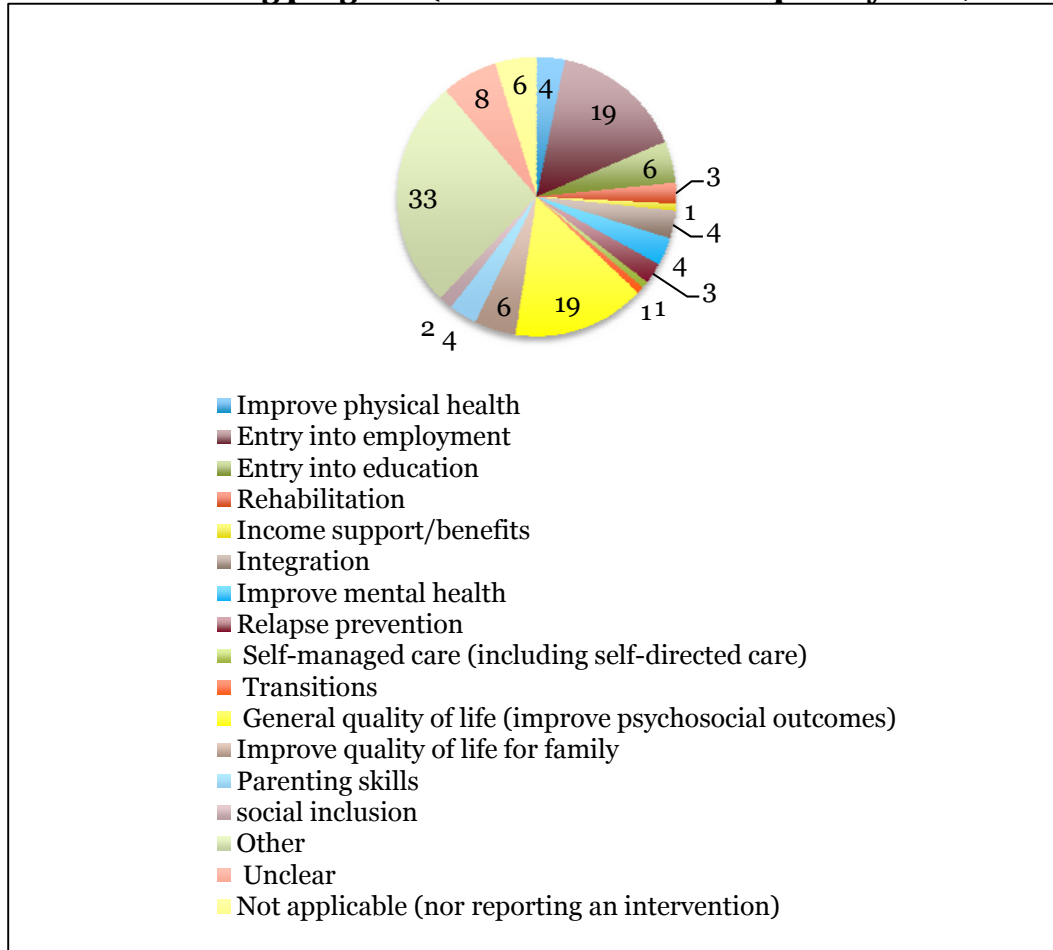
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General quality of life (improve psychosocial outcomes)

Balfanz-Vertiz K, Taylor K. Increasing health & wellness through peer mentor support. 2010.

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Improve quality of life for family

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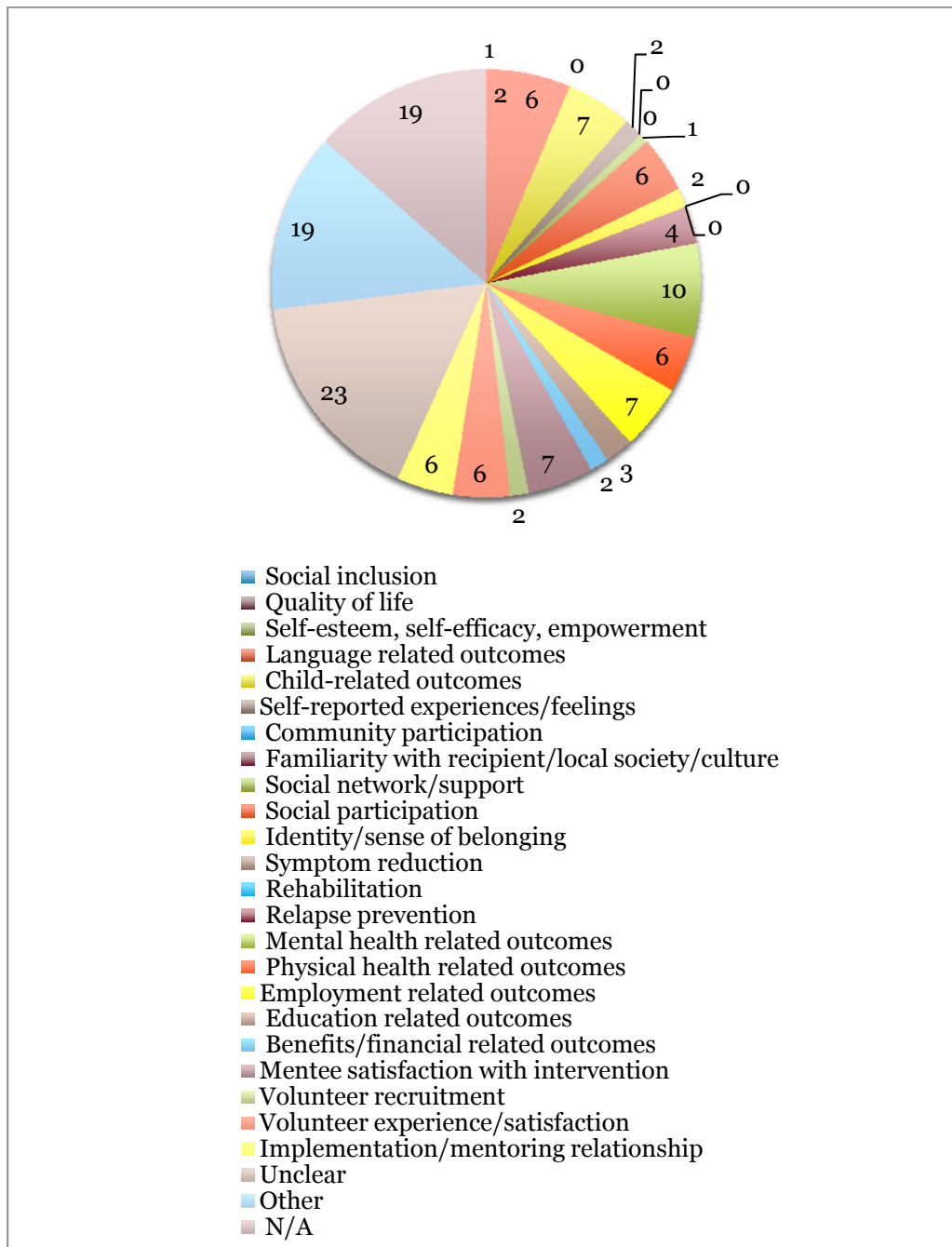
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Social inclusion

Hafner, Dedra. Inclusion in postsecondary education: Phenomenological study on identifying and addressing barriers to inclusion of individuals with significant disabilities at a four-year liberal arts college. 2008.

Reported outcomes keywords (number of references per keyword, n=170)



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Discussion

Strengths and weaknesses of a systematic literature search and mapping

In this report, the results of a systematic literature search were mapped according to key words related to the study, population, intervention, comparison group and outcomes (PICO) which were decided in advance and in consultation with IMDI. Identified references were included on the basis of their relevance to the literature search which was carried out using key words related to the population and/or the intervention of interest.

The search was based on relevant databases, as well as on Google and relevant websites in order to identify unpublished literature (from non-profit organizations, for example). On completion of the search, we screened the results and assessed them for inclusion/exclusion in the mapping based on the title and abstracts. After the relevant studies were identified, two people went through each reference with a coding tool specifically adapted to the topic area. They then met to come to agreement on how the references should be coded.

Coding and mapping the references is useful as it gives a general overview of research related to the topic area – in this case research related to voluntary mentoring programs for adults. Sorting the relevant identified references according to pre-established key words allows the end user to identify where research has been done and what kind of research it is. Furthermore, it points to research gaps and areas where more research is needed.

A weakness of a systematic search with classification is that articles are not read in full-text. This means that the study is coded based on information from the title and abstract. In some cases, limited information is available and the study is coded as unclear. Furthermore, no quality assessment of the included references took place. If the findings are to be used, it is advisable to appraise the quality of the relevant studies.

A challenge in conducting this particular systematic search with classification is that evaluations of voluntary mentoring programs are not always published either in the relevant institution's website or in databases. It must be emphasized that what is

presented here is a mapping of the research that was found during the systematic search. It is possible that other research exists which could not be located. Gaps in this map may represent a real gap in practice (for example mentoring programs for immigrants), a gap in evaluation of practice, or a gap in publication of evaluation of practice.

Keyword coding

Due to a lack of information in the title and abstracts of the included references, or in some cases, the complete absence of an abstract, there were limitations in how much information could be sorted and coded. The researchers, however, coded each study to as many relevant keywords as appropriate given the information available. Although most of the keywords were developed in consultation with IMDI beforehand, a number of keywords emerged during the coding process. The researchers mediated this potential problem by adding “other: please specify” under most categories. Where an ad hoc key word appeared under this code numerous times, and was considered relevant to the mapping, that keyword/theme was represented as a separate keyword in the report.

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Appendix

Appendix 1: Search strategy

Ovid MEDLINE(R) 1946 to February Week 1 2012

13.02.2012

Number of hits: 528

- 1
- 2 Mentors/
- 3 mentor*.tw.
- 4 (advis* adj relationship*).tw.
- 5 2 or 3 or 4
- 6 Socioeconomic Factors/
- 7 Educational Status/
- 8 exp Poverty/
- 9 Social Change/
- 10 Social Conditions/
- 11 exp Social Class/
- 12 (low adj skill*).tw.
- 13 unskilled*.tw.
- 14 ((low or little) adj2 educat*).tw.
(((socioeconomic or socio-economic) adj (status or level*)) or ((low adj2 (so-
- 15 cioeconomic or socio-economic)) or ((socioeconomic* or socio-economic*) adj
challenge*))).tw.
- 16 ((social adj equit*) or (social adj capital)).tw.
- 17 "Emigrants and Immigrants"/
- 18 refugees/
- 19 (refugee* or (asylum adj seeker*)).tw.
- 20 "Emigration and Immigration"/
- 21 "Transients and Migrants"/
- 22 (immigrat* or immigrant*).tw.
- 23 (emigrat* or emigrant*).tw.

- 24 (migrat* or migrant*).tw.
- 25 Vulnerable Populations/
- 26 disadvantaged.tw.
- 27 (neet or "not in education, employment, or training").tw.
- 28 exp Organizations, Nonprofit/
- 29 charit*.tw.
- 30 (ngo* or non-governmental or nongovernmental).tw.
- 31 Charities/
- 32 (volunteer* or voluntar*).tw.
- 33 (unpaid or un-paid or non-profit or nonprofit or "not for profit").tw.
- 34 or/6-33
- 35 5 and 34

PsycINFO 1806 to February Week 6 2012

13.02.2012

Number of hits: 634

- 1 exp Mentor/
- 2 mentor*.tw.
- 3 (advis* adj relationship*).tw.
- 4 1 or 2 or 3
- 5 exp Ability Level/
- 6 (low adj skill*).tw.
- 7 unskilled*.tw.
- 8 ((low or little) adj2 educat*).tw.
- 9 socioeconomic status/ or family socioeconomic level/ or lower class/
- 10 income level/ or lower income level/ or financial strain/
- 11 social class/ or lower class/
- 12 (((socioeconomic or socio-economic) adj (status or level*)) or ((low adj2 (socioeconomic or socio-economic)) or ((socioeconomic* or socio-economic*) adj challenge*))).tw.
- 13 ((social adj equit*) or (social adj capital)).tw.
- 14 "equity (social)"/
- 15 social capital/
- 16 exp Immigration/
- 17 exp refugees/

- 18 (refugee* or (asylum adj seeker*)).tw.
- 19 immigrat*.tw.
- 20 emigrat*.tw.
- 21 migrat*.tw.
- 22 exp Disadvantaged/
- 23 disadvantaged.tw.
- 24 (neet or "not in education, employment, or training").tw.
- 25 nonprofit organizations/ or faith based organizations/
- 26 ngos/
- 27 charit*.tw.
- 28 (ngo* or non-governmental or nongovernmental).tw.
- 29 volunteers/ or charitable behavior/
- 30 (volunteer* or voluntar*).tw.
- 31 (unpaid or un-paid or non-profit or nonprofit or "not for profit").tw.
- 32 or/5-31
- 33 4 and 32

Embbase 1974 to February Week 6 2012
10.02.2012

Number of hits: 504

- 1 mentor*.tw.
- 2 (advis* adj relationship*).tw.
- 3 or/1-2
- 4 exp socioeconomics/
- 5 exp Social status/
- 6 (low adj skill*).tw.
- 7 unskilled*.tw.
- 8 ((low or little) adj2 educat*).tw.
 (((socioeconomic or socio-economic) adj (status or level*)) or ((low adj2 (socioeconomic or socio-economic)) or ((socioeconomic* or socio-economic*) adj challenge*))).tw.
- 10 ((social adj equit*) or (social adj capital)).tw.
- 11 exp migration/
- 12 refugee/

- 13 (refugee* or (asylum adj seeker*)).tw.
- 14 (immigrat* or immigrant*).tw.
- 15 (emigrat* or emigrant*).tw.
- 16 (migrat* or migrant*).tw.
- 17 Vulnerable Population/
- 18 disadvantaged.tw.
- 19 (neet or "not in education, employment, or training").tw.
- 20 non profit organization/
- 21 charit*.tw.
- 22 (ngo* or non-governmental or nongovernmental).tw.
- 23 social welfare/
- 24 (volunteer* or voluntar*).tw.
- 25 (unpaid or un-paid or non-profit or nonprofit or "not for profit").tw.
- 26 or/4-25
- 27 3 and 26

The Cochrane Library (CENTRAL)

13.02.2012

Number of hits: 36

- #1 MeSH descriptor Mentors explode all trees
- #2 mentor*:ti,ab
- #3 advis* next relationship*:ti,ab
- #4 (#1 OR #2 OR #3)
- #5 MeSH descriptor Socioeconomic Factors, this term only
- #6 MeSH descriptor Educational Status explode all trees
- #7 MeSH descriptor Poverty explode all trees
- #8 MeSH descriptor Social Change, this term only
- #9 MeSH descriptor Social Conditions, this term only
- #10 MeSH descriptor Social Class explode all trees
- #11 (low next skill*):ti,ab
- #12 unskilled*:ti,ab
- #13 ((low or little) near/2 educat*):ti,ab
- #14 (((socioeconomic or socio-economic) next (status or le-vel*)) or ((low near/2 (socioeconomic or socio-economic)) or ((socioeconomic* or socio-economic*) next challenge*)):ti,ab
- #15 ((social next equit*) or (social next capital)):ti,ab

#16 MeSH descriptor Emigrants and Immigrants explode all trees
#17 MeSH descriptor Refugees explode all trees
#18 (refugee* or (asylum next seeker*)):ti,ab
#19 MeSH descriptor Emigration and Immigration explode all trees
#20 MeSH descriptor Transients and Migrants explode all trees
#21 (emigrat* or imigrat* or migrat* or emigrant* or immigrant* or migrant*):ti,ab
#22 MeSH descriptor Vulnerable Populations explode all trees
#23 disadvantaged:ti,ab
#24 (neet or "not in education, employment, or training"):ti,ab
#25 MeSH descriptor Organizations, Nonprofit explode all trees
#26 charit*:ti,ab
#27 (ngo* or non-governmental or nongovernmental):ti,ab
#28 MeSH descriptor Charities explode all trees
#29 (volunteer* or voluntar*):ti,ab
#30 (unpaid or un-paid or non-profit or nonprofit or "not for profit"):ti,ab
#31 (#5 OR #6 OR #7 OR #8 OR #9 OR #10 OR #11 OR #12 OR #13 OR #14 OR #15
OR #16 OR #17 OR #18 OR #19 OR #20 OR #21 OR #22 OR #23 OR #24 OR #25
OR #26 OR #27 OR #28 OR #29 OR #30)
#32 (#4 AND #31)

Searches were conducted in the following databases using modifications of the search strategies above between 13 February and 22 February 2012:

ISI Web of Science

Number of hits: 332

ProQuestdatabasene (ERIC, Sociological Abstracts, Social Work Abstracts, Pilots)

Number of hits: 1286

Bibsys

Number of hits: 156

Libris

Number of hits: 267

Social Care Online

Number of hits: 211

Campbell Library

Number of hits: 3

The following sources were searched for grey literature:

Google

09.03.2012

Hits only entered if unique to this search (i.e. not retrieved in other databases)

We went through the first 100 hits.

Search terms: Mentor AND inclusion immigrant OR immigrants OR immigration

Google Scholar

14.03.2012

Hits only entered if unique to this search (i.e. not retrieved in other databases)

We went through the first 100 hits.

Search terms: Mentor AND inclusion immigrant OR immigrants OR immigration

Cities of Migration

14.03.2012

Hits only entered if unique to this search (i.e. not retrieved in other databases)

Searched in e-library: "mentoring"

Number of hits: 10

Mentor: National Mentoring Partnership

14.03.2012

Hits only entered if unique to this search (i.e. not retrieved in other databases)

http://www.mentoring.org/news_and_research/research_and_studies/

No search terms used. Browsed website.

Number of hits: 52

IZA Database on migration literature

15.03.2012

Hits only entered if unique to this search (i.e. not retrieved in other databases)

Search terms: mentoring

Number of hits: 3

APA Psychnet

15.03.2012

Hits only entered if unique to this search (i.e. not retrieved in other databases)

Search terms: mentoring, Adulthood (18 yrs & older)

Number of hits: 54

SFI Denmark

16.03.2012

Search terms: mentor

Number of hits: 6

SBU – Statens beredning för medicinsk utvärdering (sbu.se)

16.03.12

Search terms: mentor

Number of hits: 0

Nasjonalt Kunnskapssenteret for helsetjenester

16.03.12

Search terms: mentor (under publications)

Number of hits: 0

European Migration Network

16.03.12

Browsed under "EMN Studies"

European Web Site on Integration

<http://ec.europa.eu/ewsi/>

16.03.12

Search terms: mentor

Number of hits: 52

European Commission Research & Innovation

16.03.12

Search terms: mentor voluntary social inclusion

9 results

CERAPS (ceraps.univ-lille2.fr)

16.03.12

Search terms: mentor

Number of hits: 0

National Criminal Justice Reference Service Abstracts

16.03.12

Search terms: mentor inclusion

Number of hits: 4

Social Care Online

16.03.12

Search terms: "mentor" "social inclusion"

Number of hits: 2

Appendix 2: Coding form

Mentor Coding Tool

First author/Year:	
Ref ID:	
Name of reviewer:	

Section A: Background, design & methods

A.1 What kind of printed material does it concern?	A.1.1 Book A.1.2 Journal article A.1.3 Other (specify) _____ A.1.4 Unclear
A.2 What is the status of the report?	A.2.1 Published A.2.2 In press A.2.3 Unpublished (including ongoing project, communication) A.2.4 Unclear
A.3 In what country/countries was the study undertaken? (Select maximum of 2. For a review or systematic review which includes studies from more than two countries, code on the basis of which country the lead reviewer was based in.)	A.3.1 UK A.3.2 Republic of Ireland A.3.3 USA A.3.4 Canada A.3.5 Australia or New Zealand A.3.6 Europe ex-UK (please specify) _____ A.3.7 Scandinavia (please specify) _____ A.3.8 Other (specify) _____ A.3.9 Unclear
A.4 How are the keywords allocated?	A.4.1 Title A.4.2 Abstract A.4.3. Keywords
A.5 What is the purpose of this research study? (Select all that apply)	A.5.1 Report of consultation with general or specific population A.5.2 Exploratory (<i>inc. exploring relationships/correlations of factors; views/experiences of stakeholders, processes</i>) A.5.3 Epidemiological (<i>establishes or discusses prevalence, frequency of problem & new cases in a population</i>) A.5.4 To build a model to predict relationships & outcomes A.5.5 Evaluation seeking to establish outcomes (<i>impact/effectiveness of policy</i>)

	<p>A.5.6 Implementation study (<i>focus on process rather than outcomes</i>)</p> <p>A.5.7 Economic evaluation</p> <p>A.5.8 Feasibility or pilot study</p> <p>A.5.9 Other (specify)</p>
<p>A.6 What is the design of this research study? (<i>Select one option only. Systematic reviews apply secondary analyses to existing data; RCTs are controlled/experimental: but select the one option that first occurs in the table</i>)</p>	<p>A.6.1 Systematic Review</p> <p>A.6.2 Secondary analysis of existing data (<i>eg national surveys; patient casenotes</i>)</p> <p>A.6.3 RCT (<i>Randomised Controlled Trial</i>)</p> <p>A.6.4 Controlled/ Experimental (<i>inc. case controls, before/after designs</i>)</p> <p>A.6.5 Longitudinal &/or cohort study (<i>systematic follow-ups</i>)</p> <p>A.6.6 Descriptive, SOME comparison between different groups or processes (<i>could inc. comparative case studies, factor analysis, instrument development</i>)</p> <p>A.6.7 Descriptive, NO comparison between different groups or processes (<i>could inc. case studies, interventions described but not evaluated, & factor analysis</i>)</p> <p>A.6.8 Survey</p> <p>A.6.9 Economic study</p> <p>A.6.10 Interviews or focus groups</p> <p>A.6.11 Other</p>
Section B: Participants, samples & scope	
<p>B.1 Age of the study population</p>	<p>B.1.1 young people (18-25)</p> <p>B.1.2 adults (26-66)</p> <p>B.1.3 retirees (67+ or according to country)</p> <p>B.1.4 age unspecified</p>
<p>B.2 Gender of the study population</p>	<p>B.2.1 male only</p> <p>B.2.2 female only</p> <p>B.2.3 mixed gender</p> <p>B.2.4 Transsexual and/or transgender (<i>inc. only where specifically reported</i>)</p> <p>B.2.5 Not clearly reported</p>
MENTORING SPECIFIC CODING (PICO)	
<p>A.1 Target population</p>	<p>A.1.1 Immigrant</p> <p>A.1.2 Women</p> <p>A.1.3 Low-education</p> <p>A.1.4 People with health-related problems</p> <p>A.1.5 Former prisoners</p>

	<p>A.1.6 Minority groups</p> <p>A.1.7 Parents</p> <p>A.1.8 Others _____</p>
B.1 Intervention – who is responsible for delivery	<p>B.1.1 Community team</p> <p>B.1.2 Municipal/local government</p> <p>B.1.3 Voluntary/Not-for-Profit agency</p> <p>B.1.4 Independent/Private agency</p> <p>B.1.5 Statutory agency (i.e. national gov: directorate/department)</p> <p>B.1.6 User/peer/self-advocacy agency</p> <p>B.1.7 Further education/higher education institution</p> <p>B.1.8 Commercial business</p> <p>B.1.9 Social firm/Cooperative</p> <p>B.1.10 Occupational health</p> <p>B.1.11 Employment agency</p> <p>B.1.11 Joint provider (please describe) _____</p> <p>B.1.13 Other (please specify) _____</p> <p>B.1.14 Unclear</p>
B.2 Detail of intervention delivery	<p>B.2.1 Not applicable, not a study reporting an intervention(s)</p> <p>B.2.2 Individual intervention</p> <p>B.2.3 Group based intervention</p> <p>B.2.4 Mixed intervention (please describe)</p> <p>B.2.5 Delivery not specified</p> <p>B.2.6 Unclear</p>
B.3 Goal of intervention	<p>B.3.1 Not applicable, not a study reporting an intervention(s)</p> <p>B.3.2 Improve physical health</p> <p>B.3.3 Entry into employment</p> <p>B.3.4 Entry into education</p> <p>B.3.5 Rehabilitation</p> <p>B.3.6 Income support/benefits</p> <p>B.3.7 Integration</p> <p>B.3.8 Improve mental health</p> <p>B.3.9 Relapse prevention</p> <p>B.3.10 Self-managed care (including self-directed care)</p> <p>B.3.11 Transitions</p> <p>B.3.12 General quality of life (improve psychosocial outcomes)</p> <p>B.3.13 Improve quality of life for family</p> <p>B.3.14 Other (please describe)</p> <p>B.3.15 Unclear</p>
B.4 If possible, other de-	

<p>tails around characteristics and implementation of mentoring programmes (FREETEXT)</p>	
<p>C.1 Outcomes</p>	<p>C.1.1 Not applicable, not a study reporting effect of an intervention(s) C.1.2 Social inclusion C.1.3 Quality of life C.1.4 Self-esteem, self-efficacy, feelings of empowerment C.1.5 Language related outcomes C.1.6 Child-related outcomes (for parents receiving mentoring) C.1.7 Self-reported experiences/feelings C.1.8 Community participation C.1.9 Familiarity with recipient/local society/culture C.1.10 Friends and social network C.1.11 Social participation C.1.12 Identity/sense of belonging C.1.13 Symptom reduction C.1.14 Rehabilitation C.1.15 Relapse prevention C.1.16 Mental health related outcomes C.1.17 Physical health related outcomes C.1.18 Employment related outcomes C.1.19 Education related outcomes C.1.20 Benefits/financial related outcomes C.1.21 Satisfaction with intervention C.1.22 Volunteer recruitment C.1.23 Volunteer satisfaction C.1.24 Unclear C.1.25 Other _____</p>
<p>C.2 Perspective</p>	<p>C.2.1 User views C.2.3 Staff/professional views C.2.4 Carer/family views C.2.5 Mentor views C.2.6 Unclear</p>

C.3 Sources for outcomes	C.3.1 Not applicable, not a study reporting outcomes C.3.2 Self report C.3.3 Observed C.3.4 Agency records C.3.5 Practitioner C.3.6 Scales and Instruments C.3.7 Other (please specify) C.3.8 Unclear
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Appendix 3: Titles and abstracts of included references

1. Intergenerational Family Literacy: A Head Start/Older Adult Partnership. Final Report.

Abstract: A demonstration project was conducted in three diverse, multiethnic Western Pennsylvania communities to use older adult tutors to improve Head Start parents' literacy skills so that these parents could aid and encourage the development of their own children's literacy. During the project, the partnerships in two Pennsylvania counties developed and set into operation procedures for recruiting, training, and matching older adult mentors with their client families. In addition, strong follow-up and inservice and support procedures were implemented. The training curriculum including an introduction to family literacy, a discussion of intergenerational relationships, and preparation for making home visits. The follow-up strategy consisted primarily of monthly group workshops, along with frequent telephone contact among the project coordinator, the mentors, and the parents. Many of the mentors extended their commitment past the Head Start semester and helped the parents and children in the transition from Head Start to kindergarten. The project had many successes in developing relationships between five Western Pennsylvania human service agencies, developing a well-received curriculum for training older adults in family literacy concepts, and developing effective methods for communicating these concepts to at-risk families. Recommendations for modifications to future such projects included realizing the need and increasing efforts to recruit volunteers continuously, keeping training times realistic, and remaining flexible with project implementation. (KC)

2. Enhanced Language Training Initiative: Formative Evaluation. Citizenship & Immigration Canada; 2007.

Abstract: ELT funds two different kinds of projects: development and delivery projects. Development projects support the delivery of labour market levels of language training, but do not include the delivery component. For example, projects can include the development of assessment tools, software tools, research, study guides and other learner supports, and curriculum. Delivery projects include two components: language training and bridge-to-work. In most cases, language training is delivered to attain Canadian Language Benchmarks (CLB) levels 7 to 10 (English/French), including job-specific language training. In smaller centres (e.g., where there is currently no language instruction infra-

structure for newcomers such as LINC), the program funds language training at CLB levels 1 to 10, including job-specific language training. The second component, bridge-to-work, comprises a variety of employment-related activities that can include, for example, orientation to the local labour market, assistance in finding employment in the immigrant's field of specialty, mentoring, work placements, cultural orientation in the workplace and preparation for licensure exams and internships.

Introduction: This report reflects the results of a formative evaluation of the Enhanced Language Training (ELT) Initiative (referred to as the "program") carried out between November 2006 and July 2007 by Goss Gilroy Inc., on behalf of Citizenship and Immigration Canada (CIC). The report is structured as follows:

Section 1.0 - an overview of the ELT and the evaluation methodology, including a discussion of the limitations of this methodology;

Section 2.0 - a profile of ELT projects and participants;

Section 3.0 - the evaluation findings;

Section 4.0 - the implications for the summative evaluation; and

Section 5.0 - the conclusions.

3. Arenas MB, Hitos A, Perchiazzi M, Ugolini S; Journal Article. People's Empowerment through Blended Mentoring: The EMPIRE Project Experimentation in Spain and Italy. *European Journal of Open, Distance and E-Learning* 2010;(1):6.

Abstract: Mentoring works as a strategy for helping people and particularly disadvantaged groups of population such as the unemployed, young people or immigrants improve their professional opportunities and succeed in life. It helps give people the confidence, access to valuable resources, and skills they need to reach their potential. The article presents two out of four blended mentoring pilots conducted in the framework of the Lifelong Learning Project EMPIRE. The first considerations resulting from the pilot projects are: (1) The right mix of face-to-face and e-mentoring elements in addition to indirect communication varies from target group to target group; (2) The use of ICT tools appropriate to the goals of the pilot and its target groups increases the potential of mentoring; (3) the organisational structure needed to continuously support, motivate and follow the "blended mentoring couples" is key to promoting a fully successful Lifelong Guidance and learning experience; and (4) Blended mentoring is particularly effective in career development when combined with other professional development activities and tools such as internships or work placements. (Contains 3 figures.)

4. Balfanz-Vertiz K, Taylor K. Increasing health & wellness through peer mentor support. 2010;

Abstract: Objective This presentation describes the Bridging Resources through PeerMentor Support program at Schwab Rehabilitation Hospital in Chicago, Illinois. We will present a successful peer mentor model, share first-hand experiences, and discuss outcomes. Process or Concept In this program, people with newly acquired brain injuries meet with mentors who also have brain injuries. Two mentors, who themselves are making positive gains in education, employment, or independent living, receive ongoing training and supervision in providing support to mentees. Actual or Intended Effect Both research and experience have demonstrated that peer mentors fill an essential role on the rehabilitation team. Mentors are often able to better communicate with a patient than a person without a similar injury. Individuals with new disabilities face extreme physical

and psychological challenges. They must also renegotiate prior social roles, including roles within families, workplaces, educational settings, and social networks. These barriers to community reintegration and personal independence are worsened by social factors such as poverty and racial discrimination. A participatory action research framework was used to develop Bridging Resources. It was originally developed in 2000 as a collaborative effort between Schwab and the University of Illinois at Chicago, and it targeted people with spinal cord injury. In 2007, we received funding to expand the program to people with brain injury and again used participatory research to determine how to modify the program to meet the needs of this new audience. We will discuss the positive impact of this program on both mentors and mentees

5. Bejan R. *Smoke and Mirrors: How an allegedly inclusionary program perpetuates an exclusionary discourse.* 2012.

Abstract: Introduction: This paper aims to critically explore the theoretical assumptions that guide the creation and the development of a Canadian public mentoring program for immigrants, allegedly aimed at advancing their economic and labour market inclusion.

Background: While Toronto, Canada's largest urban area, remains the primary destination for newly arrived immigrants, newcomers often find themselves being unemployed or performing in underemployed positions, if compared with their Canadian born counterparts.

Theoretical framework: This paper rejects the application of social capital and social inclusion/exclusion theories, which have been traditionally used as explanatory for newcomers' inability to participate in the Canadian labour market, and proposes a structural theoretical standpoint, by advancing the premise of an existent power over the economic gains, of those who are Canada, at the expense of newcomers.

Methodology: Focus group consultations have been conducted with newcomers participating in a public mentoring program (n=14). By making use of textual discourse analysis

is and by moving an interpretative approach of inductive and theoretically driven coding, participants' experiences with various components of the mentoring program have been explored.

Results: The program failed to address participants' challenges of securing related employment, or the systemic barriers perpetuating their exclusionary economic positionality. Participants' voices revealed the program's structure as being conceivably guided by social capital theories, placing the onus on newcomers' individual skills for determining their economic performance, or by justifiatory inclusionary/Exclusionary theories.

Conclusion: Disguised as an inclusionary strategy, the referred mentoring program reproduces and maintains an exclusionary status quo, given that its materialization is rooted in theoretical perspectives that justify exclusion. Recommendations for challenging existent power imbalances between Canadian born citizens and newcomers as they relate to labour market participation are provided.

6. Bell M, Veinot P, Embuldeniya G, Cho R, Diamandis P, Das L, et al. *Peer to peer mentoring: Facilitating individuals with early inflammatory arthritis to manage their arthritis.* 2009;

Abstract: Purpose: Inflammatory arthritis (IA) is a major cause of long-term disability. Peer support has been used in various chronic conditions and may assist individuals with early IA (EIA) to make informed decisions and better manage

their disease. Existing peer support programs may not meet the needs of persons newly diagnosed with IA. The purpose of this study is to identify educational preferences as well as informational, emotional and appraisal support needs of individuals with EIA from the perspectives of patients, family and friends, and health care providers (HCPs). Methods: Semi-structured, one-on-one interviews with individuals were performed with a purposive sample. Themes were identified through constant comparative analysis. Results: Interviews were conducted with patients with EIA (n=11), family and friends (n=6), and HCPs (n=9). Individuals with EIA reported using a variety of information sources (books, Internet, physicians) with informational needs evolving over time. Peer support was thought to be a viable option for support. Disease stage, personal qualities and one-on-one vs. group format were important considerations. Data from family and friends suggested that the general public lacks awareness of EIA. HCPs, the Internet and colleagues who are HCPs were important informational sources. A network of emotional support was reported to be valuable to cope with and learn about EIA. Peer support was a much-lauded approach for informational and emotional support. From the HCP perspective, findings support an arthritis care model that begins with a focus on therapy initiation through improved education from HCPs and a later transition to medication adherence aided through peer support. Peers were thought to play an important role in helping new patients make lifestyle modification choices and to cope once therapy had begun. Across the three categories of participants, there was a desire for peer support (learning preferences, delivery method) to be context-driven (e.g., importance of sharing similar socioeconomic status, disease status), and for having choice as to whether or not to participate. Interviews are ongoing to examine whether culture may have an impact on learning needs. Conclusion: Peers may be considered an instrumental part of decision support and stress management and an adjunct to clinical care for persons with EIA

7. Berrick JD. ~I am the face of success™: peer mentors in child welfare. *Child and Family Social Work* 2011 May; 16(2): 179-191.

Abstract: Peer mentoring is designed to be a culturally sensitive programme to address the many barriers that exist in engaging child welfare parent clients in their service plans. In this study, focus groups with 25 parents and interviews with 6 peer mentors were conducted to identify the features of peer mentoring programmes that were helpful to parents, as well as the mechanisms that allow peer mentors to be effective in their work. Qualitative analysis revealed three themes to which both parents and peer mentors often referred to in interviews: the value of shared experiences; communication; and support. The study also found that peer mentorship has positive effects not only on parents, but also on the mentors themselves. The inclusion of peer mentors in child welfare practice has proven to be an effective model in improving outcomes, and should cause a shift within child welfare leading to change in the future of family reunification

8. Boddy J, Agllias K, Gray M, Gibbons J. Athena's legacy: Preparing women for a mentoring program. *Social Work with Groups: A Journal of Community and Clinical Practice* 2008;31(3-4):203-22.

Abstract: A community-based research study conducted in 2004 identified a number of women from disadvantaged communities who sought mentoring in personal, educational, and vocational aspects of their lives. Informed by this earlier research, a program titled Map Your Future was developed, and a pilot mentoring program commenced in 2005. This article describes the group program

that was developed to prepare the women for a mentoring relationship, and the research methodology underpinning its development. It concludes with an exploration of the women's experiences of the program. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)

9. Boddy J. Challenging gender role stereotypes and creating pathways for goal achievement: A study of a group mentoring programme for women from disadvantaged communities. *Qualitative Social Work: Research and Practice* 2009;8(4):489-508.

Abstract: This article critically examines the success of the Map Your Future women's mentoring programme (MYF) in challenging gender role norms with a group of women from four socio-economically disadvantaged communities of a large Australian provincial city. MYF was underpinned by a 'feminist-strengths' perspective and used a social intervention research framework to guide programme development, implementation and evaluation. Participants, who were predominantly of Anglo-Celtic ethnicity, came from communities where there was a persistent cultural expectation that women work within the home. Unemployment was significantly higher, one-parent families more common, the median weekly household income lower and completion of secondary education well below the state average in all communities (Australian Bureau of Statistics [ABS], 2006). The findings suggest that group mentoring with women, from cultures where caregiving is valued over education and career opportunities, can assist women to broaden their educational and career interests and enable them to explore their hopes and goals for the future unconstrained by gender role norms. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)

10. Brown M, Ross S. Mentoring, social capital and desistance: A study of women released from prison. *Australian and New Zealand Journal of Criminology* 2010;43(1):31-50.

Abstract: Mentoring ex-prisoners is an increasingly popular tool in the burgeoning field of offender reintegration and resettlement. Yet surprisingly little is known about what makes mentoring effective and indeed even whether it can be effective within the domain of criminal justice. This article proceeds in two parts. First, drawing upon desistance theory it attempts to develop a theoretical underpinning for mentoring practice with ex-offenders that would identify appropriate targets for mentoring practice, including the development of social capital or connectedness. Part two of the article utilises data from research on a women's mentoring program in Victoria, Australia, to understand how one key dimension of desistance--social capital--is recognised by women as a domain of need and those women's perceptions of the way mentoring may deliver gains in social connectedness and capital. The article concludes with a discussion of the distinctly gendered nature of women's postprison experiences and the way in which these factors shape both the process of desistance and the nature of mentoring interventions. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)

11. Bryan V, Flaherty C, Saunders C. Supporting adoptive families: participant perceptions of a statewide peer mentoring and support program. *Journal of Public Child Welfare* 2010 Jan-Mar; 4(1): 91-112.

Abstract: Recently, state child welfare systems have begun to acknowledge the challenges faced by adoptive families, and have responded with specialised programmes to support and stabilise these families and prevent placement disruption and adoption dissolution. Adoption Support for Kentucky (ASK) is a consortium of parent-led adoption support groups. The goals of ASK are to establish and maintain adoption support throughout the state utilising adoptive parent liaisons, and to provide ongoing support and training to foster and adoptive families. The purpose of this study was to assess the perceived programme effectiveness and to identify targets for improvement. The study comprised focus groups at 6 of the 32 support group sites with 42 participants, and a statewide survey sent to all ASK participants at the 32 support group sites which was completed by 251 participants. The study findings indicated that participants attended meetings primarily for emotional support and information exchange. They reported high levels of satisfaction with ASK, and many believed the programme had stabilised their families and prevented an adoption disruption

12. Buman MP, Giacobbi PR, Dzierzewski JM, Morgan AA, McCrae CS, Roberts BL, et al. Peer Volunteers Improve Long-Term Maintenance of Physical Activity With Older Adults: A Randomized Controlled Trial. *Journal of Physical Activity & Health* 2011;8:S257-S266.

Abstract: Background: Using peer volunteers as delivery agents may improve translation of evidence-based physical activity promotion programs for older adults. This study examined whether tailored support from older peer volunteers could improve initiation and long-term maintenance of physical activity behavior. Methods: Participants were randomized to 2 16-week, group-based programs: (1) peer-delivered, theory-based support for physical activity behavior change; or (2) an intervention typically available in community settings (basic education, gym membership, and pedometer for self-monitoring), attention-matched with health education. Moderate-to-vigorous physical activity (MVPA) was assessed via daily self-report logs at baseline, at the end of the intervention (16 weeks), and at follow-up (18 months), with accelerometry validation (RT3) in a random subsample. Results: Seven peer volunteers and 81 sedentary adults were recruited. Retention at the end of the trial was 85% and follow-up at 18 months was 61%. Using intent-to-treat analyses, at 16 weeks, both groups had similar significant improvements in MVPA. At 18 months, the group supplemented with peer support had significantly more MVPA. Conclusions: Trained peer volunteers may enhance long-term maintenance of physical activity gains from a community-based intervention. This approach has great potential to be adapted and delivered inexpensively in community settings

13. Burger CM, Teets JM. Can volunteer mentors help chronically ill clients remain at home? 2004;
14. Butcher MK, Gilman J, Meszaros JF, Bjorsness D, Madison M, McDowall JM, et al. Improving access to quality diabetes education in a rural state - The Montana quality diabetes education initiative. *Diabetes Educator* 2006;32(6):963-7.

Abstract: PURPOSE Diabetes self-management education (DSME) is an integral component of diabetes care; however, skilled educators and recognized programs are not uniformly available in rural communities. METHODS To increase access to quality DSME, the Montana Diabetes Control Program and the Montana chapter of the American Association of Diabetes Educators developed a mentoring program with 3 levels: basic, intermediate, and advanced. All partici-

pants were assisted by a volunteer certified diabetes educator (CDE) mentor. In addition, the program provided technical support for recognition through the American Diabetes Association and the Indian Health Service. RESULTS From 2000 to 2005, 90 individuals participated; 76% were nurses and 21% dietitians. Twenty-seven of the 90 enrollees (30%) completed their structured option, and 13 achieved CDE certification. Most provided services in frontier counties (66%). Statewide, the number of CDEs in Montana increased 46% from 52 in 2000 to 76 in 2005. Twenty-five of the 30 facilities that received technical assistance achieved recognition. Statewide, the number of recognized education programs increased from 2 in 2000 to 22 in 2005. Twelve (55%) of these programs were located in frontier counties. CONCLUSIONS Mentoring and technical support is an effective method to increase personnel skills for DSME and to increase access to quality education programs in rural areas

15. Castro CM, Pruitt LA, Buman MP, King AC. Physical activity program delivery by professionals versus volunteers: the TEAM randomized trial. *Health psychology : official journal of the Division of Health Psychology, American Psychological Association* 2011;30(3):285-94.

Abstract: OBJECTIVE: Older adults have low rates of physical activity participation, but respond positively to telephone-mediated support programs. Programs are often limited by reliance on professional staff. This study tested telephone-based physical activity advice delivered by professional staff versus trained volunteer peer mentors. DESIGN: A 12-month, randomized, controlled clinical trial was executed from 2003-2008. Twelve volunteer peer mentors and 181 initially inactive adults ages 50 years and older were recruited from the San Francisco Bay Area. Participants were randomized to: (1) telephone-based physical activity advice delivered by professional staff, (2) telephone-based physical activity advice delivered by trained volunteer peers, or (3) an attention-control arm of staff-delivered telephone support for nutrition. MAIN OUTCOME MEASURES: Moderate-intensity or more vigorous physical activity (MVPA) was assessed at baseline, 6, and 12 months with the Community Healthy Activities Model Program for Seniors (CHAMPS) Questionnaire, with accelerometry validation (Actigraph) in a randomly selected subsample. Treatment fidelity was examined through analysis of quantity and quality of intervention delivery. RESULTS: At 6 and 12 months, both physical activity arms significantly increased MVPA relative to the control arm. Both physical activity arms were comparable in quantity of intervention delivery, but peers demonstrated more versatility and comprehensiveness in quality of intervention content. CONCLUSIONS: This study demonstrates that trained peer volunteers can effectively promote physical activity increases through telephone-based advice. The results support a program delivery model with good dissemination potential for a variety of community settings

16. Chaffin M, Bonner BL, Hill RF. Family preservation and family support programs: child maltreatment outcomes across client risk levels and program types. 2001;

Abstract: OBJECTIVES: This study evaluated client-level outcomes among an entire statewide group of Family Preservation and Family Support (FPFS) programs funded under PL 103-66. METHOD: A total of 1,601 clients (primarily low income, moderate to high risk with no current involvement in the child protection system) were assessed and followed over time for future child maltreatment events reported to Child Protective Services. The study compared program completers with program dropouts, compared recipients of more lengthy full-service

programs with recipients of one-time services, and examined the effects of program duration, intensity, service site (center-based vs. home based) and service model/content. Effects were modeled using survival analysis and variable-exposure Poisson hierarchical models, controlling for initial client risk levels and removing failure events because of surveillance bias. Changes in lifestyle, economic and risk factors were also examined. **RESULTS:** A total of 198 (12.2%) participants had at least one defined failure event over a median follow-up period of 1.6 years. Controlling for risk and receipt of outside services, program completers did not differ from program dropouts or from recipients of one-time services, and there was no relationship between program intensity or duration and outcomes. Program types designed to help families meet basic concrete needs and programs using mentoring approaches were found to be more effective than parenting and child development oriented programming, and center-based services were found to be more effective than home-based services, especially among higher risk parents. **CONCLUSIONS:** The findings did not support the effectiveness of these services in preventing future maltreatment cases, and raised questions about a number of common family support assumptions regarding the superiority of home-visiting based and parent training services. A number of possible reasons for this are explored

17. Chigudu H; Journal Article. Establishing a Feminist Culture: The Experience of Zimbabwe Women's Resource Centre and Network. *Gender and Development* 1997;5(1):35-42.

Abstract: Draws on personal experience to describe how the Zimbabwe Women's Resource Center & Network has been trying to implement a feminist culture, which entails strengthening interorganizational networking activities related to gender & development; promoting greater gender awareness; adopting gender-sensitive information systems; disseminating pertinent information to rural women, nongovernmental organizations, & relevant government ministries; & filling information gaps through research projects. The organization has had to challenge accepted ways of doing business by establishing nonpatriarchal structures & new kinds of staff development, gender training, & mentoring & role-model programs. Power issues & organizational expansion within the feminist culture are discussed, along with self-regulation & professionalization trends that suggest & less-politicized structure than envisioned in a feminist culture. 3 References. Adapted from the source document

18. Chow R, Yuen FKO. From Cambodians to Bosnians: Interventions for refugee families suffering from war trauma. *Early Child Development and Care* 2000;165:95-104.

Abstract: This article is an impressionistic reflection of how human service agencies in San Jose, California have helped refugee families from war-torn Cambodia and Bosnia. It is also a synopsis of some of the lessons learned from working with these refugee families. It is maintained that these experiences have influenced the capacity-building, empowering, and mentoring aspects of a new collaborative project that aims to assist Bosnian refugees as they adjust to American life. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

19. Connelly M; Journal Article. The Catch-22 of Reinventing Corrections: Training Volunteers to Offset Costs. *Journal of Volunteer Administration* 1996;14(4):21-7.

Abstract: A survey of volunteers, offenders, and prison personnel in a volunteer mentoring program in Oklahoma prisons uncovered problems caused by inadequate mentor training due to lack of resources. Lack of funds forces correctional agencies to use volunteers, but it also prevents them from using them effectively. (SK)

20. Cravens J. Online mentoring: Programs and suggested practices as of February 2001. *Journal of Technology in Human Services* 2003;21(1-2):85-109.

Abstract: Online mentoring--creating a supportive, caring, online friendship between an adult volunteer and a protegee--is one of the most popular forms of online volunteering, and new programs are launched regularly, usually involving adult mentors and youth proteges. From December 1996 through February 2001, the Virtual Volunteering Project sought to create an index and summary of all known online mentoring programs, to research existing programs' effective practices and program results, to research how effective practices for traditional, face-to-face mentoring could be applied to online programs, and to share these practices and other information relating to online mentoring via the project's Web site. This article summarizes the findings and provides a listing and description of all known online mentoring programs. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

21. Cupples ME, Stewart MC, Percy A, Hepper P, Murphy C, Halliday HL. A RCT of peer-mentoring for first-time mothers in socially disadvantaged areas (The MOMENTS Study). *Archives of disease in childhood* 2011;96(3):252-U67.

Abstract: Objective Interventions to reduce health inequalities for young children and their mothers are important: involving peers is recommended, but evidence of value for this approach is limited. The authors aimed to examine the effect of an innovative tailored peer-mentoring programme, based on perceived needs, for first-time mothers in socio-economically deprived communities. Design Randomised controlled trial; parallel qualitative study with purposive samples using semistructured interviews. Setting Socio-economically disadvantaged areas, Belfast. Participants Primigravidae, aged 16-30 years, without significant co-morbidity. Intervention Peer-mentoring by a lay-worker fortnightly during pregnancy and monthly for the following year, tailored to participants' wishes (home visits/telephone contacts), additional to usual care. Main outcome measures Infant psychomotor and mental development (Bayley Scales of Infant Development (BSID-II)) at 1 year, assessed by an observer blinded to group allocation. Mothers' health at 1 year postnatal (SF-36). Results Of 534 women invited, 343(64%) participated; 85%, with their children, completed outcome assessments (140 of 172 intervention; 152 of 171 controls). Intervention and control groups did not differ in BSID-II psychomotor (mean difference 1.64, 95% CI -0.94 to 4.21) or mental (-0.81, -2.78 to 1.16) scores, nor SF-36 physical functioning (-5.4, -11.6 to 0.7) or mental health (-1.8, -6.1 to 2.6). Women valued advice given in context of personal experience of child-rearing. Mentors gained health-related knowledge, personal skills and new employment opportunities. Conclusions Despite possible longer-term social advantage, this peer-mentoring programme showed no benefit for infant development or maternal health at 1 year. Further rigorous evaluation of important outcomes of complex interventions promoting health for children in socially disadvantaged communities is warranted. Trial registration no ISRCTN 55055030

22. Currie S, Foley K, Schwartz S, Taylor-Lewis M. BladeRunners and Picasso Cafe: A Case Study Evaluation of Two Work-Based Training Programs for Disadvantaged Youth.: Social Research and Demonstration Corporation

Abstract: In 1998, Canada's Social Research and Demonstration Corporation (SRDC) conducted case studies of two work-based training and skill development programs for street youth in Vancouver, British Columbia. The BladeRunners program places youth on construction sites while encouraging them to work toward an apprenticeship in the building trades. The Picasso Cafe program provides a place for young people to train and earn college credits in food preparation or food service. Because of its limited resources, the case study was qualitative and focused on lessons learned rather than on long-term tracking of participants' outcomes. Data were collected through focus groups and interviews with participants; observations of intake interviews; observation of meetings and training sessions; observations of participants' on-the-job activities; individual interviews with program staff, employers, and community supports; and reviews of program records and files. The study documented that BladeRunners provides an important second chance for some carefully selected disadvantaged young people, helping many participants start down the path to steady employment and earnings. Despite the promising characteristics that led SRDC to choose Picasso Cafe as a case study site, the cafe underwent several destabilizing changes that made evaluating it difficult. (The case study methodology and data sources are appended. The bibliography lists 43 references.) (MN)

23. Devinney DJ. The effects of peer-mentoring on the social participation and psychological adjustment of individuals with spinal cord injury. David Jackson: U Wisconsin - Madison, US: Devinney; 2000.

Abstract: The purpose of this study was to investigate the effects of peer mentoring on the social participation and psychological adjustment of individuals with acquired spinal cord injury (SCI). Two research questions were posited: (1) Is participation in peer mentoring associated with enhanced social participation, including, (a) physical independence, (b) mobility, (c) occupation, (d) social integration, and (e) economic self-sufficiency? (2) Is participation in peer mentoring associated with enhanced psychological adjustment as measured by general mental health and emotional well being? Participants were 63 individuals with SCI who volunteered to participate in a one-time mail survey. A total of 33 (52.8%) participants had participated in peer mentoring, and 30 (47.6%) participants had not participated in peer mentoring. An ex-post facto nonequivalent research design was employed to examine the differences between the peer mentor group and no peer mentor group on the dependent variables of social participation and psychological adjustment. Five subtests of the Craig Handicap Assessment and Reporting Technique (CHART), and the Mental Health Inventory-5 (MHI-5), were used to measure the dependent variables, social participation and psychological adjustment, respectively. The results of statistical analyses suggested that individuals with SCI who participated in peer mentoring obtained a significantly higher score ($p < .05$) on the CHART Occupation subtest. However, no significant differences were found on the remaining four CHART subtests, nor on the MHI-5. Although the statistical findings of the present study regarding the outcome of peer mentoring were limited, the participants who received peer mentoring provided strong anecdotal evidence as to the perceived functional and psychosocial benefits of peer mentoring. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

24. Esterhuizen L, Murphy T. CHANGING LIVES: A Longitudinal Study into the Impact of Time Together Mentoring on Refugee Integration. 2007 Jun.

25. Ferguson M. Mentoring as a strategy for welfare reform. *Journal of Human Behavior in the Social Environment*, 12(2/3), 2005, pp 165-183 2005.

Abstract: Mentoring has most often been used as a tool to assist children in developing their potential or as a means for professionals to advance in the workplace. Mentoring is also gaining in popularity as a component of welfare reform. This article surveys a mentoring program designed to help women avoid or leave the Temporary Assistance for Needy Families program in the United States. The results found although the majority of mentees who responded to the survey were satisfied with their mentoring experience, a smaller number believed the mentoring relationship helped them leave welfare or get a job. In contrast, mentors were less satisfied with their experience, but most thought they had helped their mentee prepare for employment or find work. The authors conclude that mentoring can be beneficial for some women when provided as part of a package that offers more concrete services. (Copies of this article are available from: Haworth Document Delivery Centre, Haworth Press Inc., 10 Alice Street, Binghamton, NY 13904-1580)

26. Goldie I, Grant S. Brighter futures: supporting mental health in later life: project overview, learning and recommendations. 2011.

Abstract: Scotland has an ageing population where the proportion of older people is increasing due to low birth rates and increased longevity. This will have a major impact on society not only in terms of family structure and roles but also on economic issues related to wealth production and the costs of care. The Brighter Futures project worked with older volunteers to deliver a peer mentoring service for isolated older people aimed at improving their wellbeing and quality of life through enhancing their social networks and enabling meaningful community engagement. This report reveals how having a peer every step of the way was one of the most valuable aspects of the project. Many participants were able to move on from the project within a short timescale. Some participants considered becoming volunteers themselves and the mentor role was highly valued by volunteers. Participant and volunteer case studies and experiences are included. The report recommends that services should be developed that focus on the needs of those most isolated within our communities, and service models should be developed that provide support built

27. Goldstein EH, Warner-Robbins C, McClean C, Macatula L, Conklin R. A peer-driven mentoring case management community reentry model: An application for jails and prisons. *Family & Community Health: The Journal of Health Promotion & Maintenance* 2009;32(4):309-13.

Abstract: Welcome Home Ministries (WHM) is a peer-driven reentry program for women reentering the community from jail and prison. One of the major contributing factors to a high recidivism rate is the presenting issue of co-occurring disorders stemming from early childhood abuse and trauma found in 85% of the women seeking the assistance of WHM. The peers within WHM, having experienced mental health issues, substance abuse, and incarceration themselves, identified and developed a specific reentry program for this population. This ar-

ticle presents the results of a yearlong study that addresses the following: (1) the issue of co-occurring disorders; (2) the impact of early childhood trauma and abuse on the rate of incarceration; (3) the outcomes for restoration and recovery; and (4) the desire of the women to give back to the community. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)

28. Gunderson JM, Hotchkiss JL. Job Separation Behavior of Welfare Recipients: Results from a Unique Case Study.: Federal Reserve Bank of Atlanta; 2004. (Working Paper No. 2004-12).

Abstract: This paper uses a unique personnel data set to explore job separation behavior among welfare hires. Our results indicate that welfare hires are no less stable than similar nonwelfare hires; however, time until separation does differ across welfare status by reason for separation. We also found that the presence of a mentoring program will increase time until separation for both welfare and nonwelfare hires.

29. Hafner D. Inclusion in postsecondary education: Phenomenological study on identifying and addressing barriers to inclusion of individuals with significant disabilities at a four-year liberal arts college 2008.

Abstract: This qualitative research reveals how the implementation of a model of full-inclusion of individuals with significant disabilities, into a liberal arts college, can achieve positive outcomes for students with and without disabilities, faculty, and administrators. The phenomenological study identifies the barriers to inclusion and describes how 7 students with significant disabilities transformed the campus community through academic participation, peer mentor relationships, and socially age-appropriate engagement. Through this demonstration project, titled the Cutting-Edge, these 7 students were able to expand their social networks, increase their experiential knowledge, gain a better understanding of their identity, and increase their level of independence. Based on best practices, this research provides a model of full-inclusion that can be replicated by other colleges and universities.

30. Harrington CC, Boardman SK. Paths to success: Beating the odds in American society. Harvard U Press; 1997.

Abstract: Data collected during in-depth life-history interviews from a purposive US snowball sample are drawn on to describe how black & white men & women from low-income backgrounds were able to overcome their early disadvantages & achieve social & career success in high-status occupations. These 60 "pathfinders," all from households where neither parent had graduated from high school & currently held low-status jobs, were compared with 40 controls from middle-class, educated family backgrounds. Ways that the pathfinders coped with constraints posed by the educational system, home environment, poverty, & their racial/gender status are discussed, noting the opportunities & resources they utilized or created, their resilience in the face of adversity, & their self-perceptions as inner-directed & achievement-motivated. Their patterns of educational achievement & occupational attainment/mobility are described, emphasizing the use of mentors & support systems. Psychological factors underlying their unusual successes are identified, comparing pathfinders & controls in terms of personality traits, including needs for power & affiliation, locus of control, achievement motivation, long-term planning abilities, reward & future orientation, use of mature defense mechanisms, & coping styles/abilities. The

book contains 9 Chpts with Notes. 27 Tables, 2 Appendixes, 259 References. K. Hyatt Stewart

31. Healy G. ICI Mentoring Programme: An Independent Evaluation Final Report.: The Immigrant Council of Ireland (ICI); 2010 Mar.

32. Hernandez A. Intergenerational mentoring program for Hispanic women: A grant writing project.

Abstract: The purpose of this project was to develop a proposal for an intergenerational mentoring program involving older Hispanic women as mentors and younger Hispanic women who are new mothers as mentees. Potential funding sources were identified and a grant application to W. K. Kellogg Foundation to fund the program was completed. Share Our Selves, a nonprofit agency in California, was selected as the target funder, based on demographics, geographic location, and its ability to provide free services. A literature review revealed the need for this innovative program. Population trends, Hispanic cultural values, contributions of similar mentoring programs, and program design were addressed. The proposed program aims to alleviate loneliness and promote self-worth in older women and provide opportunities for young Hispanic mothers to increase their parenting skills and their informal support systems. Copies of dissertations may be obtained by addressing your request to ProQuest, 789 E. Eisenhower Parkway, P.O. Box 1346, Ann Arbor, MI 48106-1346. Telephone 1-800-521-3042; email: disspub@umi.com

33. Hough S. Carry on caring- mentoring young care leavers. University of Chichester.

Abstract: From as far back as the early 1970s research has shown how young people leaving care are poorly equipped to cope with independence; practically, emotionally and educationally. In recognition of this, the Department of Health launched the Quality Protects Programme (QPP), which aimed to enhance the life chances of young people leaving care by improving the support they receive during the transition to economic independence. The suggested support included mentoring for young care leavers. This independent project explores what mentors themselves think about their role when working with young care leavers, it also asks young care leavers what their experiences have been with mentors and to what extent it has helped them with their transition into independent living. Quantitative postal questionnaires were sent out to young care leavers who were using a specialist mentoring service. Qualitative interviews also took place with two young care leavers, two mentors and the manager of a mentoring service. The research found that the majority of young care leavers were aided by mentoring and that it did indeed help them through their transition, many young people however felt that they were not given enough support and preparation before they actually had left care. This research has pointed to a gap in support for young care leavers where they are no longer children under social services care but are young people still in need of help and support by professional adults. Potentially this gap may be lessened by earlier intervention from well trained mentors

34. Jessup MM, Cameron-Tucker H, Cummings E, Hauser J, Joseph L, Saddington H, et al. 'Someone to talk to': Adolescent and adult CF patients' feedback on their

experience of a mentoring and IT intervention. 2010;

Abstract: Background: Equipping those affected by chronic disease with the skills needed to self-manage has been shown to improve both health-related outcomes and quality of life, but there has been little work in CF in this area. Adolescents and adults with CF participated in a randomised controlled pilot study that aimed to assist them to achieve increased levels of self-efficacy through interactions with volunteer mentors coupled with technology supported self-monitoring. Method: Semi structured interviews (N=26) were used to complement the quality of life and clinical outcome measures utilised in this study, by giving participants the opportunity to feedback on all aspects of the intervention: the process, including the mentor relationship. Results: Participants revealed general satisfaction, with an enhanced sense of personal accountability and symptom awareness being reported by those who had engaged successfully with the mentoring experience. Others offered constructive insight into factors affecting research participation, including the decision to do so, and 'working' the intervention. The appropriate deliverer of the mentoring - professional or volunteer - was also discussed. Further candid unsolicited comments regarding usual care from clinic and carers provide invaluable feedback that is not always captured by questionnaire, but certainly warrants a hearing

35. Johnson Z, Howell F, Molloy B. Community mothers' programme: randomised controlled trial of non-professional intervention in parenting. *BMJ (Clinical research ed)* 1993;306(6890):1449-52.

Abstract: OBJECTIVE: To see whether non-professional volunteer community mothers could deliver a child development programme to disadvantaged first time mothers for children aged up to 1 year. DESIGN: Randomised controlled trial. SETTING: A regional health authority in Dublin. SUBJECTS: 262 first time mothers who were delivered during six months in 1989 and who lived in a deprived area of Dublin; 30 experienced mothers from the same community recruited as community mothers. INTERVENTIONS: All the first time mothers received standard support from the public health nurse. In addition, those in the intervention group received the services of a community mother, who was scheduled to visit monthly during the first year of the child's life. RESULTS: 232 (89%) first time mothers completed the study--127 in the intervention group, 105 controls. At the end of the study children in the intervention group were more likely to have received all of their primary immunisations, to be read to, and to be read to daily, played more cognitive games; and were exposed to more nursery rhymes. They were less likely to begin cows' milk before 26 weeks and to receive an inappropriate energy intake and inappropriate amounts of animal protein, non-animal protein, wholefoods, vegetables, fruit, and milk. Mothers in the intervention group also had a better diet than controls. At the end of the study they were less likely to be tired, feel miserable, and want to stay indoors; had more positive feelings; and were less likely to display negative feelings. CONCLUSION: Non-professionals can deliver a health promotion programme on child development effectively. Whether they can do so as effectively as professionals requires further study

36. Jonker PH, Koopman DL; Journal Article. Volunteer Mentors in Social Welfare: Who They Are and What Happens When They Mentor. *Social Work & Christianity* 2000;27(2):168-87.

Abstract: Since 1996, MI's Family Independence Agency (FIA) has conducted pilot welfare reform projects built on newly emphasized themes of personal responsibility & community involvement. These projects are generically defined as "Project Zero" pilot projects because the state's goal is to reduce to zero the number of targeted AFDC households without earned income. In some pilots, the county FIA has turned to faith-based organizations to create mentor groups & make them available to clients. Faith-based mentoring may more effectively meet the complex range of client needs in gaining independence from welfare. Recruiting & motivating mentors through faith-based organizations may be more efficient because persons of faith have high motivation & commitment & a wide range of resources, including spiritual, to provide clients. However, troubling constitutional questions of church-state relations arise in the program itself. Mentors may change their religious, social & political views in ways that impede future mentoring efforts. This study presents results from two questionnaires sent to all Kent County mentors, investigating a range of demographic, behavioral, & attitudinal factors & the effects of the mentoring experience upon some of those factors. 3 Tables, 30 References. Adapted from the source document

37. Joseph Rowntree Foundation. Mentoring for young people leaving care. 2005;

Abstract: Mentoring for care leavers is a relatively recent development in the United Kingdom. This research builds on earlier mentoring research by the team from York University and was carried out in 14 mentoring projects supported by the Prince's Trust. The researchers looked at the impact of mentoring from the viewpoints of young people and their mentors, as well as outcomes for these young people

38. Kapadia F, Latka MH, Hagan H, Golub ET, Campbell JV, Coady MH, et al. Design and feasibility of a randomized behavioral intervention to reduce distributive injection risk and improve health-care access among hepatitis C virus positive injection drug users: the Study to Reduce Intravenous Exposures (STRIVE). *Journal of urban health : bulletin of the New York Academy of Medicine* 2007;84(1):99-115.

Abstract: Hepatitis C virus (HCV) is hyperendemic among injection drug users (IDUs). However, few scientifically proven interventions to prevent secondary transmission of HCV from infected IDUs to others exist. This report describes the design, feasibility, and baseline characteristics of participants enrolled in the Study to Reduce Intravenous Exposure (STRIVE). STRIVE was a multisite, randomized-control trial to test a behavioral intervention developed to reduce distribution of used injection equipment (needles, cookers, cottons, and rinse water) and increase health-care utilization among antibody HCV (anti-HCV) positive IDUs. STRIVE enrolled anti-HCV positive IDU in Baltimore, New York City, and Seattle; participants completed behavioral assessments and venipuncture for HIV, HCV-RNA, and liver function tests (LFTs) and were randomized to attend either a six-session, small-group, peer-mentoring intervention workshop or a time-matched, attention-control condition. Follow-up visits were conducted at 3 and 6 months. At baseline, of the 630 HCV-positive IDUs enrolled (mean age of 26 years, 60% white, 76% male), 55% reported distributive needle sharing, whereas 74, 69, and 69% reported sharing cookers, cottons, and rinse water, respectively. Health-care access was low, with 41% reporting an emergency room as their main source of medical care. Among those enrolled, 66% (418/630) were randomized: 53% (222/418) and 47% (196/418) to the intervention and control conditions, respectively. Follow-up rates were 70 and 73% for the 3- and 6-

month visits, respectively. As distributive sharing of used injection equipment was common while reports of receiving HCV care were low, these findings indicate an urgent need for HCV-related interventions with IDUs and demonstrate the acceptability and feasibility to do so

39. Kim S; Journal Article. Faith-Based Service Delivery: A Case Study at Ground Zero. *Journal of City and State Public Affairs* 2001;2(1):41-52.

Abstract: Provides an evaluation model centered on Coleman's (1988) notion of social capital to assess the impact of mentoring programs on community & welfare recipients as well as to examine the structure of mentoring programs in MI. The 1996 Personal Responsibility & Work Opportunity Reconciliation Act is described, noting the shift in the extent & nature of the government-faith-based organizations relationship that the legislation engendered in the Charitable Choice provision & the rise in welfare-to-work mentoring programs among churches. How community-based welfare reform affects social capital is considered before turning to two case studies of Mentoring Partnerships in Ottawa (GSM, LOVE) & Kent (GRACE) counties, MI, drawing on interview & participatory observation data to analyze partnership structure, mentor recruitment & training, & mentoring process. Findings indicate advantages to contracting out mentoring programs to faith-based organizations (eg, diverse resources from churches & volunteers) & that the primary process is team mentoring. Several organizational factors are deemed necessary to any evaluation model of mentoring programs (eg, positive client-volunteer relations). The Bush administration's desire to expand the role of faith-based organizations in welfare provision is cited. Research limitations are observed. 2 Tables, 3 Figures, 50 References. J. Zendejas

40. Kogan SM, Brody GH. Linking parenting and informal mentor processes to depressive symptoms among rural African American young adult men. *Cultural Diversity and Ethnic Minority Psychology* 2010;16(3):299-306.

Abstract: Little is known about the rates of depressive symptoms among rural African American men during young adulthood or the processes that predict those rates. Many rural African American men in the deep South confront difficult environments that provide minimal resources and diminishing social support to help them embark on beneficial life paths. A model of protective processes hypothesized to deter depression among this population was tested that included autonomy-promoting parenting, informal mentoring, and protective self-regulatory processes. Data from a Respondent-Driven Sampling study with 116 rural African American men age 18-21 were used to test study hypotheses. The unadjusted prevalence of clinically significant depression was 37.9%. As predicted, self-regulatory processes mediated the influence of autonomy-promoting parenting on depressive symptoms. Leaving the family home was associated negatively and educational attainment was associated positively with self-regulatory processes. Support from an informal mentor moderated the link between autonomy-promoting parenting and self-regulatory processes. Findings suggest malleable targets for intervention development with this population. (PsycINFO Database Record (c) 2010 APA, all rights reserved) KW - African American KW - Respondent-Driven Sampling KW - depression KW - men KW - young adulthood KW - parenting KW - informal mentoring KW - rural environments KW - self-regulatory processes M3 - doi:10.1037/a0018672 DO - 10.1037/a0018672 ER - TY - JOUR ID - 2010-04488-011 T1 - The role of mentor trust and protégé internal locus of control in formal mentoring relationships. JF

- Journal of Applied Psychology A1 - Wang, Sheng A1 - Tomlinson, Edward C. A1 - Noe, Raymond A. VL - 95 IS - 2 SP - 358 EP - 367 Y1 - 2010 AD - Wang Sheng: Department of Management, College of Business, University of Nevada, Las Vegas, NV, US, 89154, sheng.wang@unlv.edu PB - US: American Psychological Association SN - 1939-1854(Electronic);0021-9010(Print) N2 - This study examined the relationship between mentor trust, protégé internal locus of control, and the mentoring functions reported by protégés. The matched mentor-protégé sample came from a formal mentoring program in China. We found a positive relationship between protégés' internal locus of control and the extent of mentoring functions they reported receiving. Mentors' affect-based trust was positively related to the extent of mentoring functions protégés reported receiving regardless of their internal locus of control. However, mentors' cognition-based trust was positively related to protégés' report of the extent of mentoring functions only for protégés who were lower in internal locus of control. The theoretical and practical implications of these results are discussed.

41. Kossak SN. Exploring the elements of culturally relevant service delivery. *Families in Society*, 86(2), April-June 2005, pp 189-195 2005;

Abstract: This qualitative study included demographic questionnaires, focus groups, and in-depth interviews to gain an understanding of what groups of African American and Caucasian consumers of the Head Start and Fatherhood programs in Virginia, USA perceived as valued and culturally relevant elements of service delivery. Findings include that support, mentorship - role modeling, education, and structure were of particular merit. Implications for culturally congruent service delivery and the need to use this information to inform curriculum development are discussed

42. Kramer L, Houston D; Journal Article. Hope for the Children: A Community-Based Approach to Supporting Families Who Adopt Children with Special Needs. *Child Welfare* 1999;78(5):611-35.

Abstract: Explores the need for & use of support by preadoptive families of children with special needs in the Hope for the Children program in Rantoul, IL. The families live in a community alongside other foster & adoptive parents, senior citizen volunteers, tutors, therapists, mentors, & family advocates, & receive extensive community supports. Questionnaire data from such families (N = 17 parents) provide a basis for recommendations about the use of coordinated service delivery systems to promote adoption success. 3 Tables, 21 References. Adapted from the source document

43. Lang M; Journal Article. Can mentoring assist in the school-to-work transition? *Education & Training* 2010;52(5):359-67.

Abstract: Purpose - Due to recent bottlenecks in the apprenticeship market the transition from general schooling into the German employment system has become more and more problematic for many pupils over the past years. In particular, young persons with migrant backgrounds, low academic achievement or missing school graduations need special help from 'Managing transition' projects. The purpose of this paper is to present some findings from a formative evaluation of a mentoring project. Design/methodology/approach - The evaluation of the mentoring programme was done in a case study manner. A formative evaluation design with a three-part survey was chosen. The survey also used

standardised questionnaires as oral interviews. Findings - In the survey, it could be found that the mentoring programme had many problems to overcome. For example, it did not succeed in building a continuous and trustworthy communication between mentors and pupils. Moreover, the pupils were unsuccessful in getting an apprenticeship training position despite overcoming lethargy in order to start applying. Furthermore, the mentors felt insufficiently prepared with regards to content and methodological design of the mentoring. Research limitations/implications - Considering the small sample (six students and eight mentors), it was quite clear that the evaluation study could not generate a representative analysis. The research should be regarded as an explorative case study only. Practical implications - As a result of the formative evaluation, some recommendations are given that should optimise the continuation and extension of the mentoring programme. Originality/value - The findings of this mentoring programme are useful for people planning to start similar projects because practical problems and possible solutions are mentioned

44. Leach S, Badman C, Alger T, Burrill K, Varela J, Wilson L, et al. Mentoring and befriending: a case study approach to illustrate its relevance to cohesion and cross cultural issues. Manchester: Mentoring and Befriending Foundation; 2008 Apr.

Abstract: We have endeavoured to examine all the aspects of community cohesion that affect our everyday lives and influence the way in which we interact with each other. Whilst the case studies and research draw from a range of experience from intergenerational work, young offenders, education, there is a considerable amount of work around new immigration that cannot be ignored. Mentoring and befriending happens, in the main, at a time of transition for the recipient and the most obvious and major time of transition is when a new immigrant arrives in the country. However, the experiences and practices involved hold true for all sectors and these should be used as an illustration for how mentoring and befriending can support community work in all its aspects.

We offer a short introduction to the concepts of integration and cohesion and believe that they are not just abstract concepts but are, first and foremost, about people. We agree with the guidance on community cohesion (2002) that suggests there are certain indicators evident in cohesive communities:-

- There is a common vision and a sense of belonging for all communities;
- The diversity of people's different backgrounds and circumstances are appreciated and positively valued;
- Those from different backgrounds have similar life opportunities;
- Strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.

'Draft Guidance on Community Cohesion' (2002) (ref.18) -refers to the reference list at end of this report - format used throughout the report)

We examined the approach taken in the Commission on Integration and Cohesion (COIC) report (ref.8) and believe that it provides an accurate picture of life in our society. We, therefore, present the work of mentoring and befriending programmes using the definition of integration and cohesion developed by the COIC report. We have also used the key factors in understanding the level of cohesion and integration in our local communities as identified in the COIC report to provide a range of evidence to illustrate the broad reach of mentoring and befriending in all sectors. These are detailed later in the report. We have offered many examples of research and case studies that support this view and we make a number of recommendations that will help develop a more consistent and widespread use of mentoring and befriending across all communities.

45. Leventhal JM, Walls TA, Cohen RC, Johnson L, Bonilla A, Bryant E, et al. Do volunteer mentors improve the parenting of young inner-city mothers?: A randomized A trial. *Pediatric Research* 2003;53(4):581A.
46. Lewis S, Maguire M, Raynor P, Vanstone M, Vennard J. What works in resettlement?: Findings from seven Pathfinders for short-term prisoners in England and Wales. *Criminology & Criminal Justice: An International Journal* 2007;7(1):33-53.

Abstract: This article presents findings from the evaluation of Phase One of the resettlement 'Pathfinder', which was funded under the Home Office Crime Reduction Programme. Seven projects (four probation-led and three run by voluntary agencies) targeted the resettlement needs and/or offending behaviour of adults sentenced to prison for under 12 months, who are currently not subject to post-release supervision. All participants received help with welfare needs, and some attended a short cognitive motivational programme. The results suggest that such interventions can significantly reduce the problems faced by this frequently neglected group, as well as having a positive effect on their attitudes to crime. There was also some evidence of reductions in reconviction, especially among those who maintained contact with mentors after release. The findings have implications for the Government's resettlement agenda, as set out in the Reducing Re-offending National Action Plan, as well as for NOMS policy and practice. The shelving of plans for the introduction of 'Custody Plus', it is argued, creates a risk that potentially effective 'through the gate' work with short-termers will not come to fruition. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)

47. Loewenberg S. Mitch Besser--Helping mothers with HIV become mentors. *The Lancet* 2011;377(9772):1145.

Abstract: Mitch Besser first came face to face with the struggle against HIV/AIDS back in 1992, when he was working in a midwifery program for underprivileged women in San Diego, CA, USA, and one of his friends, a fellow doctor, died from the disease. Building on this work, Besser founded mothers2mothers in 2001 with a grant of US\$7000. The non-governmental organization aims to prevent mother-to-child transmission of HIV and to help support mothers infected with HIV and their children. mothers2mothers now operates in nine countries with 704 program sites and has 1747 women with HIV working as Mentor Mothers to help other women infected with HIV. It was for this innovation that Besser and his organization received the 2010 Global Health Council's Best Practices in Global Health Award. Today mothers2mothers has 230 000 patient contacts a month in its peer-mentoring program. The women working as Mentor Mothers are treated as staff, receive pay, and additional weeks of training. In 2010, mothers2mothers enrolled 300 000 new HIV positive mothers in peer-mentoring programs. Besser, who stepped away from his part-time clinical practice in 2006 to devote his full time to the organization, says that he realized that the solution to truly scaling up the program lay in enlisting women who had already been successfully treated and trained. (PsycINFO Database Record (c) 2011 APA, all rights reserved)

48. Loomis C, Brodsky AE, Arteaga SS, Benhorin R, Rogers-Senuta K, Marx CM, et al.; Journal Article. What Works in Adult Educational and Employment Training? Case Study of a Community-Based Program for Women. *Journal of Com-*

Abstract: The controversial state level block grant system Temporary Assistance to Needy Families (TANF) increased our need to understand what works in adult educational & employment training. Critical considerations for the design & implementation of an effective program were identified through a case study of a career & learning resource center for women: fostering relationships; appropriate physical environment; career-focused curriculum; psychosocial resources; a program culture with rules, rewards, & rituals; constancy of vision; mentors & role models; evaluating & valuing multiple outcomes; & caring about people. These program characteristics facilitated women's transition to living-wage jobs, as well as other meaningful successes. 41 References. Adapted from the source document. COPIES ARE AVAILABLE FROM: HAWORTH DOCUMENT DELIVERY CENTER, The Haworth Press, Inc., 10 Alice Street, Binghamton, NY 13904-1580

49. Loos R. Integration of low skilled into lifelong learning and the labour market - a comparison of initiatives in Austria, Denmark and Spain. *Sws-Rundschau* 2007;47(4):406-23.

Abstract: The article presents innovative learning concepts that enable low skilled persons access to lifelong learning. These projects are only successful, when they can motivate the individual to learn. This is achieved in good-practice-initiatives with work-based learning and different forms of mentoring. To teach and to train job-related qualifications proved to be successful. Key are efficient measures for assuring, to the extent possible, integration into the labour market and the work life. Coaching, forms of cooperation and arrangements with companies offer opportunities for supporting integration into the labour market

50. McDonald M, Castleton G. *Mentoring in Adult Learning Contexts: Partners in Dialogue.*: Language Australia, Publications, 2001.

Abstract: This document critiques various discourses about mentoring within the context of adult learning environments in general and adult literacy programs in particular. Mentoring is defined as an enabling or developmental relationship that occurs in partnerships wherein experienced individuals kindle knowledge and offer support to protgs in joint ventures to experiment and learn within the context of encouragement and reinforcement. The booklet's first two sections examine the traditional discourses of formal, informal, and "marginal" mentoring and alternative discourses of dialogic, monologic, and dialogic/monologic mentoring that are said to have more in common with conceptualizations of literacy as social practice. Next, key principles of the discourse on mentoring are illustrated through the case study of a "self-help" city. In the case study, human service providers working in a major Australian capital city and serving disadvantaged, low-skilled clients function as literacy "brokers." The case study is followed by a discussion that and offers insights into perceptions of literacy and mentoring by focusing on the following issues: competing and conflicting discourses; approaches to mentoring literacy practice; "social" literacy as mentoring practice; responding to local literacy need by building bridges through "social" literacy; "public" and "private" literacy in local practice; meeting need through mentoring; and policies promoting mentoring. The bibliography lists 33 references. (MN)

51. McGowan MW, Smith LE, Noria CW, Culpepper C, Langhinrichsen-Rohling J, Borkowski JG, et al. Intervening with at-risk mothers: Supporting infant language development. *Child & Adolescent Social Work Journal* 2008;25(4):245-54.

Abstract: At-risk young mothers and their infants (4-7 months of age) participated in an evaluation of a parenting intervention that focused largely on language stimulation. Participants assigned to the intervention group were matched with a volunteer mentor and were encouraged to attend eleven parenting sessions (five to seven participants per group) across approximately 8 months. Participants in the control group received referrals as needed and were followed across time. Results indicated that babies of the participants in the intervention group experienced more improvement in expressive language from pretest to posttest than did babies of the mothers in the control group. (PsycINFO Database Record (c) 2010 APA, all rights reserved) (journal abstract)

52. Medley BC, Edelhoch M, Liu Q, Martin LS; Journal Article. Success after Welfare: What Makes the Difference? An Ethnographic Study of Welfare Leavers in South Carolina. *Journal of Poverty* 2005;9(1):45-63.

Abstract: The success of state welfare-to-work programs has been closely scrutinized as the 1996 TANF legislation underwent extensive review prior to renewal in 2003. Although most states' caseloads have been reduced by more than half, the poverty rates have not proportionately declined, & obtaining jobs that offer economic security remains a persistent problem for post-welfare women. The goal of this ethnographic study was to discern the factors that distinguished women with greater success after welfare from those who were less successful. Factors related to levels of assistance received, resource utilization, mentorship, & self-help attitudes differentiated the experiences of more successful women from those less successful. Public policy implications of these findings are discussed. 2 Tables, 26 References. Adapted from the source document. COPIES ARE AVAILABLE FROM: HAWORTH DOCUMENT DELIVERY CENTER, The Haworth Press, Inc., 10 Alice Street, Binghamton, NY 13904-1580

53. Munson MR, McMillen JC. Natural mentoring and psychosocial outcomes among older youth transitioning from foster care. *Children and Youth Services Review* 2009 Jan; 31(1):104-111.

Abstract: This study explores the non-kin natural mentoring relationships among a group of older youth in foster care (n = 339), particularly whether or not their relationships last over time. The study also examines the associations between non-kin natural mentoring relationships and psychosocial outcomes among these older youth. Results of simultaneous and hierarchical regression analyses reveal that the presence of a mentor and the duration of the relationship at age 18 are associated with better psychological outcomes, such as fewer depression symptoms, less stress and more satisfaction with life at 18 1/2. Longitudinal data collected at age 18 and 19 on mentoring revealed that of the 339 youth, 25% (n = 85) reported no mentor at either data point, 41% (n = 139) reported a short term mentor, and 34% (n = 115) reported a long term mentoring relationship. After controlling for potential covariates, multivariate analyses revealed that compared to those youth that did not nominate a mentor, youth in long term natural mentoring relationships reported less stress and were less likely to have been arrested at age 19. Further, being in long term natural mentoring

relationships was not related to current employment, or past year alcohol and marijuana use. Implications for transitioning foster care youth are discussed

54. Munson MR. A steady presence in the midst of change: non-kin natural mentors in the lives of older youth exiting foster care. *Children and Youth Services Review*, 32(4), April 2010, pp 527-535 2010;

Abstract: This study, using data from the final interview of a longitudinal study of young adults exiting the foster care system in Missouri, explores the nature of the non-kin natural mentoring relationships among one hundred and eighty nine 19-year-old youths in the process of "aging out" of the foster care system. The participants that reported a natural mentoring relationship at age 19 were asked a series of questions about their reported relationship. Thematic analysis, informed by relational-cultural theory, was used to explore the nature of the relationships from the young adults' perspective. These young adults reported having natural mentors who served in a range of roles in their lives, including youth service professionals and friends of their families. They also described: that the qualities of their natural mentors that were important to them; that the specific features of their natural mentoring relationships that they perceived to be especially helpful; the various kinds of support these relationships had offered to them. Implications for social work policy, practice, and research are discussed. In conclusion, the authors suggest that this study supports the notion that non-kin natural mentors are perceived as providing an authentic, caring connection for many young adults in the process of transitioning out of the foster care system

55. Murphy CA, Cupples ME, Percy A, Halliday HL, Stewart MC. Peer-mentoring for first-time mothers from areas of socio-economic disadvantage: A qualitative study within a randomised controlled trial. *BMC health services research* 2008;8:46.

Abstract: **Background:** Non-professional involvement in delivering health and social care support in areas of socioeconomic deprivation is considered important in attempting to reduce health inequalities. However, trials of peer mentoring programmes have yielded inconsistent evidence of benefit: difficulties in implementation have contributed to uncertainty regarding their efficacy. We aimed to explore difficulties encountered in conducting a randomised controlled trial of a peer-mentoring programme for first-time mothers in socially disadvantaged areas, in order to provide information relevant to future research and practice. This paper describes the experiences of lay-workers, women and health professionals involved in the trial. **Methods:** Thematic analysis of semi-structured interviews with women (n = 11) who were offered peer mentor support, lay-workers (n = 11) who provided mentoring and midwives (n = 2) who supervised the programme, which provided support, from first hospital antenatal visit to one year postnatal. Planned frequency of contact was two-weekly (telephone or home visit) but was tailored to individuals' needs. **Results:** Despite lay-workers living in the same locality, they experienced difficulty initiating contact with women and this affected their morale adversely. Despite researchers' attempts to ensure that the role of the mentor was understood clearly it appeared that this was not achieved for all participants. Mentors attempted to develop peer-mentor relationships by offering friendship and sharing personal experiences, which was appreciated by women. Mentors reported difficulties developing relationships with those who lacked interest in the programme. External influences, including family and friends, could prevent or facilitate mentoring. Time constraints in re-

conciling flexible mentoring arrangements with demands of other commitments posed major personal difficulties for lay-workers. Conclusion: Difficulties in initiating contact, developing peer-mentor relationships and time constraints pose challenges to delivering lay-worker peer support. In developing such programmes, awareness of potential difficulties and of how professional support may help resolve these should improve uptake and optimise evaluation of their effectiveness. Trial Registration Number: ISRCTN55055030

56. Newberger J. Mentoring by Modem. Connect for Kids: Guidance for Grown-Ups. 2002.

Abstract: This article describes the use of an eMentoring program by the Orphan Foundation of America, a nonprofit organization dedicated to helping young people move out of foster care and into adult life. The eMentoring program, which allows youth and their mentors to communicate via e-mail, helps foster youth prepare for work life by matching them with mentors based on their professional interests. The article includes highlights of the eMentoring process and a discussion of the benefits and risks of mentoring through e-mail. (GCP)

57. Neumark D, Rothstein D. Do School-to-Work Programs Help the Forgotten Half?: Institute for the Study of Labor; 2005. (Discussion Paper No. 1740).^{7**}

Abstract: This paper tests whether school-to-work (STW) programs are particularly beneficial for those less likely to go to college in their absence - often termed the forgotten half in the STW literature. The empirical analysis is based on the NLSY97, which allows us to study six types of STW programs, including job shadowing, mentoring, coop, school enterprises, tech prep, and internships/apprenticeships. For men there is quite a bit of evidence that STW program participation is particularly advantageous for those in the forgotten half. For these men, specifically, mentoring and coop programs increase post-secondary education, and coop, school enterprise, and internship/apprenticeship programs boost employment and decrease idleness after leaving high school. There is less evidence that STW programs are particularly beneficial for women in the forgotten half, although internship/apprenticeship programs do lead to positive earnings effects concentrated among these women.

58. Neumark D, Rothstein D. Do School-to-Work Programs Help the "Forgotten Half"?: National Bureau of Economic Research; 2005b. (Working Paper Series.) (Working Paper No. w11636).^{**}

Abstract: This paper tests whether school-to-work (STW) programs are particularly beneficial for those less likely to go to college in their absence, often termed the "forgotten half" in the STW literature. The empirical analysis is based on the NLSY97, which allows us to study six types of STW programs, including job shadowing, mentoring, coop, school enterprises, tech prep, and internships/apprenticeships. For men there is quite a bit of evidence that STW program participation is particularly advantageous for those in the forgotten half. For these men, specifically, mentoring and coop programs increase post-secondary education, and coop, school enterprise, and internship/apprenticeship programs boost employment and decrease idleness after leaving high school. There is less evidence that STW programs are particularly

^{7 **}Same study – duplicate publication

beneficial for women in the forgotten half, although internship/apprenticeship programs do lead to positive earnings effects concentrated among these women.

59. O'Keefe CA. Mentoring sexual orientation and gender identity minorities in a university setting. Carolyn Anne: Pepperdine U., US: O'Keefe; 2007.

Abstract: While it can be difficult to be a member of any oppressed minority, some of the difficulties faced by sexual orientation and gender identity minorities are unique. Most individuals from other minorities are born into a family and greater community that shares their experience of being oppressed. These individuals grow up in an environment that validates and normalizes their experiences. This is rarely the experience of sexual orientation and gender identity minorities. The psychological literature illustrates several issues for which sexual orientation and gender identity minorities may be at increased risk, including emotional distress and certain mental disorders, suicide, substance abuse, and violence and hate crimes. It has also been suggested that individuals who are committed to their sexual orientation or gender identity minority status and do not attempt to hide that identity have the highest levels of psychological adjustment in the LGBT community. The UCLA LGBT Mentoring Program strives to help individuals negotiate the questioning and coming out process in attempt to facilitate this type of psychological adjustment. The purpose of the current study was to conduct a process evaluation study of this program using an emancipatory qualitative research approach. Eight mentees volunteered to participate in an audio recorded interview. Thematic analysis of the data revealed that students join the program to alleviate psychological discomfort or distress, to become more comfortable with their identity, to become more familiar with the LGBT community, and to find validation for their sexual orientation identity. The mentees respect and admire their mentors, gain from their mentors' experiences, and feel supported in their identity development. The program instills trust because it is confidential, and it serves as a vehicle for exposure to the LGBT community. Participating in the program results in improvements in mental wellbeing and emotional status, and an increase in self-esteem. The participants also suggested ways in which the program might be improved. Finally, analysis of the data illustrated how the mentees' sexual orientation identity development is influenced by factors outside of the mentoring program, including cultural context, family environment, social support networks, and professional mental health services. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

60. Ottermo M. "Fribillett til himmelporten, eller?": en kvalitativ studie om bruk av mentor for s fremme rusfriaktivitet hos pasienter med rusproblematikk. Oslo: M. Ottermo; 2010.
61. Paris R, Gemborys MK, Kaufman PH, Whitehill D. Reaching isolated new mothers: Insights from a home visiting program using paraprofessionals. *Families in Society-the Journal of Contemporary Social Services* 2007;88(4):616-26.

Abstract: The Visiting Moms Program delivers a relationship-based home visiting intervention in which volunteers address challenges faced by at-risk new mothers and families. For new mothers experiencing isolation, anxiety about parenting, lack of support, or limited resources, this program offers a volunteer, who is a mother herself, in the role of a mentor mother to connect the new

mother to resources, listen without judgment, and strengthen parenting abilities. Less stress for the mother and improved care for the infant are major program goals. Relational theories and studies on home visiting interventions are used as lenses for viewing this type of intervention. Vignettes are included to deepen our understanding of the mechanisms through which the new mothers change. Clinicians, program planners, and administrators are likely to find this article helpful in its coverage of the literature on volunteers and home-based services, its description of the relational intervention provided by one home visiting program using volunteers, and its recommendations for ways in which others can design such programs

62. Perry E, Swartz J, Kelly G, Brown SL, Swartz RD. Palliative care in chronic kidney disease: peer mentoring program personalizes advance directives discussions. 2003;

Abstract: Medical professionals in nephrology are trained to think about improving quality and quantity of life with their patients, but only recently are they being urged to consider ways to improve end-of-life care. For many staff, this still feels contradictory. One nephrologist recently told these authors, "I was trained to help people live, not to help them die." The RWJF Promoting Excellence in End-of-Life Care work group has investigated, accumulated, and designed resources to help renal teams improve in this challenging arena. Peer mentoring is one such powerful resource, and, once in operation, is cost free. In conjunction with renal social work and the renal team, peer mentoring is a wonderful program that can decrease anxiety and preserve caring relationships in our burgeoning dialysis communities

63. Pfister VR. Effects of faculty and peer mentoring on perceived stress and social support of college student athletes. Valerie R.: U South Florida, US: Pfister; 2006.

Abstract: Mentoring programs often focus on assisting students with the transition to college life and encouraging academic success. This study consisted of a quantitative examination of faculty and peer mentoring and freshmen student athletes' perceived transitional stress and social support. Surveys that provided a numerical value to perceived stress and social support supplied a basis for comparison. In addition, a qualitative element, consisting of personal interviews, was used to assess the quality of the mentoring relationships that developed. Volunteer mentors were trained on mentoring strategies by the researcher. Sixty-one student-athlete volunteers from the sports of baseball, basketball, cheerleading, cross country, competitive dance, football, golf, rowing, soccer, track and field, and volleyball were divided into two groups with similar high school grade point averages. Thirty-one of these student athletes were then randomly assigned to peer mentors and 30 were assigned to faculty mentors. Stress and social support were measured three times during a 16-week semester and the data were analyzed using repeated measures analysis of variance. No significant differences were found in the perceived stress levels of student athletes mentored by faculty versus peers. However, stress levels were found to significantly increase between the beginning and the end of the semester. Regarding social support derived from friends, no significant difference was found in the perceived level of social support received from friends. However, students mentored by faculty perceived significantly more social support from their mentor than that perceived in the peer-mentored group. No effects for race or gender were found with either perceived stress or social support levels. This research suggests the need to investi-

gate specific stress sources and what assistance may be provided through mentoring. Academic advisors may wish to consider alternative ways to assuage the stresses experienced by first-semester student athletes, such as reduced course loads or reduced athletic demands. The results of this study provide additional insights regarding mentoring and its effects on perceived levels of stress and social support. In addition, this research provides the building blocks for a mentoring program to assist student athletes transitioning to college. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

64. Purcell DW, Metsch LR, Latka M, Santibanez S, Gómez CA, Eldred L, et al. Interventions for seropositive injectors-research and evaluation: an integrated behavioral intervention with HIV-positive injection drug users to address medical care, adherence, and risk reduction. *Journal of acquired immune deficiency syndromes (1999)* 2004;37 Suppl 2:S110-S118.

Abstract: **BACKGROUND:** Behavioral interventions to address the complex medical and HIV risk reduction needs of HIV-seropositive (HIV-positive) injection drug users (IDUs) are urgently needed. We describe the development of Interventions for Seropositive Injectors-Research and Evaluation (INSPIRE), a randomized controlled trial of an integrated intervention for HIV-positive IDUs, and the characteristics of the baseline sample. **METHODS:** HIV-positive IDUs were recruited from community settings in 4 US cities. After completing a baseline assessment, participants who attended the first session were randomly assigned to (1) a 10-session peer mentoring intervention designed to improve utilization of HIV care, to improve adherence to HIV medications, and to reduce sexual and injection risk or (2) an 8-session videotape control. Periodic follow-up for 12 months is ongoing. **RESULTS:** A total of 1161 HIV-positive IDUs completed the baseline assessment, and 966 (83%) were randomized. Retention rates are greater than 80% for all follow-up periods. Approximately 79% of baseline participants reported a recent medical visit, 49% were taking highly active antiretroviral therapy, and 19% had an undetectable viral load. Use of injection and noninjection substances was prevalent, and sexual and injection risks were each reported by more than 25% of participants. **CONCLUSION:** There is a need for an integrated intervention for HIV-positive IDUs, and these data show the acceptability of such an approach

65. Rhoden-Trader JM. *Social Policy and the Public and Private Sectors: An Exploratory Research Study on the Contributions of One to One/The National Mentoring Partnership, Inc. to the Mentoring Movement.*
66. Robison L. *The effect of one-to-one mentoring on discipline referrals of a sample of African-American males.* Tampa, Fla.: University of South Florida; 1997.
67. Roker D, Coleman J. *Working with parents of young people : research, policy, and practice.* Philadelphia: J. Kingsley Publishers; 2007.
68. Sangyub R. *Mentoring Billy No-Mates: Strengthening Network Ties through Mentoring.* 2010.

Abstract: Since Kram (1980) first gave attention to the important role of mentoring, many scholars have explored mentoring and its positive impacts on individuals and organizations. However, few mentoring studies were conducted in the public sector where alienated public employees are relatively protected under

civil service protections. This study aims to examine social network aspects of mentoring in order to manage alienated public employees. In this regard, social network technique is employed to identify alienated employees. Furthermore, this paper explores the impact of mentoring that requires closer relationships between mentors and mentees to develop network ties. Using data from four barracks (two experimental groups and two control groups) of the Republic of Korea Army, soldiers' networks of trust, respect, and friendship in each barracks were observed. Then, the soldiers relatively alienated from networks in experimental groups were mentored by those with strong ties, while no mentoring was conducted for alienated soldiers in control groups. After three months of mentoring, evident changes in network strengths were found among alienated soldiers in experiment groups while no changes were found among alienated soldiers in control groups. This study is expected to contribute to human resource management by strengthening network ties of Billy no-mates through mentoring.

69. Schnur E, Koffler R, Wimpenny N, Giller H. Family child care and new immigrants: Cultural bridge and support. *Child Welfare: Journal of Policy, Practice, and Program* 1995;74(6):1237-48.

Abstract: Describes a family child day care program for low-income immigrant families from the former Soviet Union designed to buffer some of the stressors confronting the new immigrant, to act as a bridge between cultures, and to facilitate employment or vocational training of immigrant parents. Providers who are able to manage effectively in both cultures serve as models and mentors to immigrant parents. Client descriptors from the past 3 yrs of the program are presented, and the experiences of 4 randomly selected mothers are profiled. Interviews revealed the pressure the mothers are under, whether illness or economics, and how the program helped them cope with the stress. General implications for family child care for immigrant families are discussed. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

70. Schram SF, Houser L, Soss J, Fording R, Winterbottom T, Rosenstein P. The Recovery Model Comes to Welfare: Oblates, Advanced Marginalization, and Neoliberal Paternalism. 2009. (APSA 2009 Toronto Meeting Paper).

Abstract: U.S. welfare reform reflects a "neoliberal paternalist" approach to poverty governance in an age of globalization. This shift is facilitated by the simultaneous medicalization and moralization of welfare dependency, treatable analogous to a drug dependency. This redefinition of welfare dependency leads to the importation of what we call the "recovery model" into welfare reform, one aspect of which is the staffing of welfare-to-work contract agencies with "recovered" former welfare recipients. We analyze field interviews from over sixty case workers at contract agencies in four purposively selected workforce regions that administer the welfare-to-work program in the state of Florida. We explore the different ways former recipients can function as "oblates," who, like "recovered" addicts, can model successful changes in behavior, in this case switching from welfare reliance to paid employment. The field interviews enable us to examine the anxieties associated with occupying a liminal status in transition from recipient to case manager. Our findings point to the tensions between mentoring and people-processing roles. In particular, we find that relationships between former recipient case managers and their clients produce forms of what Cathy

Cohen (1999) has called "advanced marginalization," where some members of a marginalized group gain access to upward mobility by taking on positions responsible for monitoring and disciplining other members of that marginalized group. We conclude by discussing what our findings imply about the neoliberal paternalist regime of poverty governance and its potential to help current recipients achieve self-sufficiency.

71. Seitz V, Leventhal JM, Apfel NH, Johnson L, Bonilla A, Walls TA, et al. Post-treatment effects of a volunteer mentoring program on the parenting practices of young, inner-city mothers: a randomized trial [abstract]. Pediatric Academic Societies Annual Meeting; 2004 May 14; Washington DC, USA 2004;Abstract.
72. Semien DS. Re-entry partners: Employees and volunteers helping men who have been incarcerated to transition to society. Demetrius Solon: U North Carolina at Chapel Hill, US: Semien; 2009.

Abstract: This study documents and examines efforts made by community members, known as Re-Entry Partners, in a region of North Carolina who volunteer or are employed in occupations where they assist formerly and currently incarcerated men during their transition back into society. It provides insights into why this social group becomes involved in reentry work as it captures what members report about their motivations. Religion emerges from the interview data as a primary motivation factor and as the cultural dimension of transition efforts as community members discuss how religion impacts and shapes their experiences as they serve this population. Additionally, the study documents three models of re-entry work operating in the region: Community Mentorships, Faith Teams, and Round Tables. These models represent the structural dimensions of transition efforts, indicating where efforts to assist this population take place inside and outside of prison. Finally, it highlights three major social consequences of re-entry work: (a) the benefits, costs, and health impacts on Re-Entry Partners who perform this type of work; (b) the social stratification demarcations which are traversed as men and women from different social locations come together to assist a population of predominantly low-income African American men who have been incarcerated; and (c) the impacts on the social networks of Re-Entry Partners as they socially engage with former and current residents of the criminal justice system. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

73. Senturias YN, Muehlenbein CH, Leventhal JM, Seitz VR, Walls TA, Apfel N, et al. Effect of a volunteer-based mentoring program on the health-seeking behaviors of young, inner-city mothers. *Pediatric Research* 2004;55(4):71A.
74. Shem K, Medel R, Wright J, Kolakowsky-Hayner SA, Duong T. Return to work and school: A model mentoring program for youth and young adults with spinal cord injury. 2011;

Abstract: Study design: This is a prospective study. Objectives: Young individuals with spinal cord injury (SCI) need support to actively participate in the community after their injuries. The 'Back on Track' mentoring program was developed to match mentees with SCI with mentors to assist with post-injury adjustment. The objectives of this study were to improve the percentage of youth and young adults with SCI, who access post-secondary education or employment opportunities and to improve quality of life. Setting: This study had a community-based setting. Methods: Each mentee with SCI was matched with a community-

based mentor, with or without a disability. The mentoring relationship was planned for 2 years. Participants were evaluated with standardized questionnaires at intake, at the time of post-secondary education or employment entry and 4 months post entry. Results: In total, 39 individuals with SCI, age 16-26 years, were enrolled. Average age of mentees was 19.8 years (s.d.=3.0). In total, 29 participants were matched with mentors, and 10 participants (34%) completed the program, with seven (24%) returning to school, two (6.9%) returning to work and one individual (3.4%) attending school part time. Conclusion: Although multiple barriers to success occurred, this program demonstrated that it could assist the youth and young adults with SCI to obtain post-secondary education and employment. This type of support system should be encouraged in order to improve the quality and satisfaction of life for young adults with disabilities. 2011 International Spinal Cord Society All rights reserved

75. Silver T, Bricker D, Schuster P, Pancoe T, Pesta Z. Outcomes of teaching mental health recovery processes to persons in recovery through an education and mentoring program. *Best Practices in Mental Health: An International Journal* 2011;7(2):72-83.

Abstract: This article evaluates the impact of a recovery education and mentoring program that was implemented in one community. The study design utilized both quantitative methods of exploratory non-experimental surveys and qualitative methods of focus groups and ethnographic interviews. Participants were persons in recovery (N = 22) and community volunteers (N = 10), who were given pre-tests and post-tests at the beginning and end of the nine month program. Variables included personal empowerment, self-esteem, attitudes towards recovery, and psychiatric hospitalization. The results indicated that both persons in recovery and community volunteers showed increased understanding of recovery. This is a promising model that requires further study with larger and more diverse samples. (PsycINFO Database Record (c) 2011 APA, all rights reserved) (journal abstract)

76. Snyder LL. Women's Employment Initiatives as a Means Addressing Poverty: A Comparative Study of Canadian and Chilean Examples.

Abstract: The well-being of economically marginalized women and their families is increasingly threatened in the current context of precarious employment and diminishing state intervention. In advanced welfare states, global competition and neo-liberal economic thinking have prompted the dismantling of social programs. In other countries, political and economic crises have led to the uncontested application of neo-liberal economic policies. These transformations create severe economic hardship as well as social exclusion and political disempowerment. Women's employment initiatives have shown some ability to address economic needs at the individual family level. However, given a theoretical framework that emphasizes the importance of addressing underlying socio-political factors, important questions remained. This international, comparative study examines women's employment initiatives as a means of addressing poverty -- discovering the particular practices that make programs effective, exploring the potential within the initiatives for social mobilization to challenge broader issues, and comparing the features across different settings and contexts. A multiple, holistic case study design was used, working within the constructivist paradigm and taking a blended standpoint and orientational qualitative approach, to look at a government and a non-governmental program in both Canada and Chile. Field research methods included observation, participant-observation, in-

terviews, focus groups, and examination of program materials. Tentative findings were checked with participants prior to providing a formative evaluation to each program. Evidence was found of effective practices in each of the programs. A comparative analysis revealed similarities in the government and non-government settings and substantial contrasts between the Canadian and Chilean contexts. Interesting themes emerged in relation to individual, family, and collective outcomes. Participants benefited from having instructors or mentors with similar characteristics and backgrounds to their own. Couple relationships were affected by the women's participation in the employment initiatives -- negatively in Canada and positively in Chile. Collective outcomes and social mobilization activities were more evident in the group enterprises fostered through the Chilean initiatives than in Canada's more individualistic context; and the importance of the intentionality of social mobilization within the program objectives was clear. Recommendations are provided regarding effective program practices, increased social mobilization, the essential role of the state, and further research

77. Spaulding AC, Sumbry AR, Brzozowski AK, Ramos KL, Perez SD, Maggio DM, et al.; Journal Article. Pairing HIV-Positive Prisoners With Volunteer Life Coaches To Maintain Health-Promoting Behavior Upon Release: A Mixed-Methods Needs Analysis And Pilot Study. *AIDS Education and Prevention* 2009;21(6):552-69.

Abstract: Drawing on individuals who volunteer in US prisons to mentor HIV-infected inmates returning to the community may promote successful transitions. Evaluations published in the scientific literature of such community linkage programs are scant. Our quantitative and qualitative methods needs analysis and pilot study entailed interviewing convenience samples of 24 HIV-positive persons recently released from Georgia correctional facilities and 12 potential volunteer mentors. Both releasees and potential mentors were open to the establishment of a mentoring program. Releasees wanted nonjudgmental mentors. Releasees and volunteers had statistically significant differences in marital status, education, current employment, and possession of a driver's license but not in degree of religious involvement and attitudes toward condom use. A volunteer-staffed program, perhaps more aptly named "life coaching" than mentoring, to help HIV-infected persons to transition from prison to the community may be feasible. Success will require adequately trained volunteers and a straightforward program. Adapted from the source document

78. Stahler GJ, Shipley J, Kirby KC, Godboldte C, Kerwin ME, Shandler I, et al. Development and initial demonstration of a community-based intervention for homeless, cocaine-using, African-American Women. 2005;

Abstract: Drug abstinence is difficult to achieve and maintain, especially when clients return to their pretreatment environment. Forging ties with the natural helping networks in the community, such as religious organizations, may reinforce abstinent behaviors established during treatment. This study evaluated Bridges to the Community, a supplemental component to an intensive residential treatment program. Bridges uses members of African-American churches as mentors for recovering women. This demonstration project included 118 female participants with primary cocaine dependence who received either standard treatment or Bridges plus standard treatment. Participants in both groups reduced substance use, risk-taking behaviors, depression, and increased self-esteem. Participants who received Bridges had greater treatment retention, re-

ported 100% cocaine abstinence at follow-up, and were more satisfied with their treatment. 2005 Elsevier Inc. All rights reserved

79. Stahler GJ, Kirby KC, Kerwin ME. A faith-based intervention for cocaine-dependent black women. *Journal of Psychoactive Drugs* 2007;39(2):183-90.

Abstract: The purpose of the present study was to obtain preliminary data on the effectiveness of a faith-based treatment adjunct for cocaine-using homeless mothers in residential treatment. The Bridges intervention utilizes various Black church communities to provide culturally-relevant group activities and individual mentoring from volunteers. Eighteen women who were recent treatment admissions were randomly assigned to receive Standard Treatment plus Bridges or Standard Treatment with an Attention Control. Participants were assessed at intake and three and six months after intake. Bridges treatment resulted in significantly better treatment retention (75% vs. 20% at six months) than standard residential treatment alone. In addition, Bridges produced superior outcomes at the six month follow-up assessment on a secondary measure of cocaine abstinence. Creating a community of social support through Black churches appears feasible and promising, and may be a cost-effective means of providing longer-term post-treatment support for cocaine-addicted women

80. Stone T. The Brightside Trust. In: Clutterbuck D, Hussain Z, editors. *Virtual coach, virtual mentor*. Greenwich, CT, US: IAP Information Age Publishing; US; 2010. p. 189-98.

Abstract: (create) The Brightside Trust (www.thebrightsidetrust.org) is a educational charity which provides online resources and tools to help individuals make informed choices and overcome barriers to education and employment. The charity focuses on providing e-mentoring support to individuals who need information, skills and confidence to overcome social disadvantage. This chapter opens with an overview of The Brightside Trust. It then describes Brightside's approach to e-mentoring. Three e-mentoring relationship case studies are presented. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

81. Stovall CE. "Good help" in St. Petersburg. 2005;

Abstract: Founded in 2001 by representatives of seven local organizations, the Refugee Healthcare Partnership (RHP) provides necessary health services and meaningful employment opportunities for refugees in the Tampa Bay, FL, area. Spearheaded by Catholic health care organizations and Catholic Charities of the Diocese of St. Petersburg, the RHP was made possible initially by funding from the Bon Secours Mission Fund of Bon Secours Health System, Marriottsville, MD. Florida leads the nation in granting lawful permanent resident status to refugees and asylum seekers. Like the rest of the country, Florida has a shortage of long-term care nursing personnel. RHP leaders believed that by training refugees to become certified nursing assistants (CNAs) they could ease the local CNA shortage and provide refugees jobs with health insurance. Soon thereafter, RHP leaders recognized that to be successful they would have to provide services to teach refugees English. The RHP worked with the Pinellas Technical Education Centers (PTEC) to form the Pinellas Refugee Education Program (PREP). Funded by the Florida Department of Children and Families and the U.S. Department of Health & Human Services, PREP assists refugees to learn English and to train for jobs, including careers outside of health care. To help RHP

clients prepare for CNA classes at PTEC, a "medical orientation" course was developed to give refugees familiarity with medical terms and with long-term care practices in the U.S. In less than four years, the RHP has served more than 260 clients. The RHP continues to offer its clients needs assessment; placement in health-care related, entry-level training programs; mentoring programs; and referrals to medical services. The original seed funding from Bon Secours has now been superseded by a substantial grant from the state

82. Swan-Merrison J, Hassall L, Carr J, Lynch J, Manchanda R, Norman R. The Establishment of a first-episode psychosis volunteer peer mentoring and education program. 2010;

Abstract: Objectives: To describe the process of establishing and managing an evolving volunteer peer mentoring program utilizing clients within a first-episode psychosis (FEP) program in London, Ontario. Methods: The involvement of peer support in first-episode psychosis (FEP) has been gaining increasing notice. This poster will describe the process of implementing a volunteer group co-facilitation and education program utilizing clients in recovery. Benefits and challenges in addition to lessons learned will be shared. Results from volunteer participant focus groups and feedback questionnaires for volunteers and program staff will be reported. Results: Responding to a desire expressed by clients to help others new in the journey with psychosis, the PEPP program facilitated their registration within the hospital's volunteer services department. Placement opportunities including group co-facilitation with experienced clinicians and co-presentations at local high schools, health care training sessions and community events were developed. A working group of interprofessional clinicians within the program established ongoing group training and individual support structures for participants. Feedback from 17 peer volunteers indicates increased self esteem, confidence and motivation, the opportunity to re-establish meaningful routines and the attainment of skills and qualifications leading to competitive employment. Personal challenges and concerns include need for clarity of roles, issues related to boundaries and perceived pressure to remain well. System challenges include stigma within hospital volunteer and inpatient services and wariness of some FEP staff toward this new initiative. Conclusions: Despite some challenges, both participants and staff identified practical and psychosocial benefits to a FEP peer volunteer program

83. Taft AJ, Small R, Hegarty KL, Lumley J, Watson LF, Gold L. MOSAIC (MOTHERS' Advocates In the Community): protocol and sample description of a cluster randomised trial of mentor mother support to reduce intimate partner violence among pregnant or recent mothers. 2009;

Abstract: BACKGROUND: Intimate partner violence (IPV) is prevalent globally, experienced by a significant minority of women in the early childbearing years and is harmful to the mental and physical health of women and children. There are very few studies with rigorous designs which have tested the effectiveness of IPV interventions to improve the health and wellbeing of abused women. Evidence for the separate benefit to victims of social support, advocacy and non-professional mentoring suggested that a combined model may reduce the levels of violence, the associated mental health damage and may increase a woman's health, safety and connection with her children. This paper describes the development, design and implementation of a trial of mentor mother support set in primary care, including baseline characteristics of participating women. METHODS/DESIGN: MOSAIC (MOTHERS' Advocates In the Community) was a clus-

ter randomised trial embedded in general practice and maternal and child health (MCH) nursing services in disadvantaged suburbs of Melbourne, Australia. Women who were pregnant or with infants, identified as abused or symptomatic of abuse, were referred by IPV-trained GPs and MCH nurses from 24 general practices and eight nurse teams from January 2006 to December 2007. Women in the intervention arm received up to 12 months support from trained and supported non-professional mentor mothers. Vietnamese health professionals also referred Vietnamese women to bilingual mentors in a sub-study. Baseline and follow-up surveys at 12 months measured IPV (CAS), depression (EPDS), general health (SF-36), social support (MOS-SF) and attachment to children (PSI-SF). Significant development and piloting occurred prior to trial commencement. Implementation interviews with MCH nurses, GPs and mentors assisted further refinement of the intervention. In-depth interviews with participants and mentors, and follow-up surveys of MCH nurses and GPs at trial conclusion will shed further light on MOSAIC's impact. DISCUSSION: Despite significant challenges, MOSAIC will make an important contribution to the need for evidence of effective partner violence interventions, the role of non-professional mentors in partner violence support services and the need for more evaluation of effective health professional training and support in caring for abused women and children among their populations. TRIAL REGISTRATION: ACTRN12607000010493

84. Trygg C. Mentorskap som ett medel for kvinnlig utveckling : en studie av kvinnors upplevelser av mentorskap. Uppsala: Pedagogiska institutionen, Univ.; 1998. (C-uppsatser fr+Ñn Pedagogiska institutionen / Uppsala universitet, 99-2491859-2 ; 1998:33.)
85. Van Eerden T, Johnson J. Immigrant Employment Related Mentoring Programs in BC: A Scan of Current Services .: Peers Employment and Education Resources Inc. (PEERS) Prepared for: The Immigrant Employment Council of British Columbia ; 2010.

Abstract: Introduction and Objectives: At the Metro Vancouver Leader's Summit on Immigrant Employment mentorship of immigrants was identified as a key employer priority and a means to improve workforce integration and support employers to attract, hire and retain skilled immigrants. Throughout the development and implementation of the Immigrant Employment Council of BC (IEC JBC) and its Working Groups this priority on immigrant mentorship has remained intact. Based on the interests and priorities identified at the Summit and the request for current information on immigrant mentorship in BC, brought forward by the Programs and Services Working Group, a research plan was established in consultation with the IEC JBC Executive Director, Kelly Pollock. The following objectives briefly outline the direction and intent of the research plan.

Identify existing mentorship programs and create a "snapshot" of current mentoring programs in BC; Assess the numbers and types of clients served by existing immigrant mentorship programs in BC; Assess the outcomes / contractual results of existing immigrant mentorship programs in BC; and Explore and identify common themes for what is working well and the challenges that exist for immigrant mentorship programs in BC.

Recognizing that completion of the full scope of this research will require considerable time and resources to fulfill, the Immigrant Employment Council commissioned a consulting team to research and identify currently available immigrant mentorship programs within BC, examine their, outcomes, identified key elements of successes and challenges and to provide a summary of these findings. Jody Johnson and Trevor Van Eerden (Peers Employment and Educations

Resources Inc.) conducted the research and the development of this report between January 3rd and February 25th 2010.

This report will be used to inform next steps for the IEC]BC Programs and Services Working Group.

86. Wagner S. Using a group approach to improve brain tumor survivors' abilities to obtain employment. 2009;

Abstract: **PURPOSE:** Survivors of pediatric brain tumors may have appearance changes, physical challenges, changes in behavior, and/or cognitive challenges which effect establishing and maintaining employment. Despite their education or training level, these differences prevent them from obtaining jobs at the rate of their peers. Although there are many employment programs designed for people with disabilities, the survivors' unique needs are not addressed within these programs. This program combines our volunteer young professionals group with a group of young adult survivors who are facing employment challenges. The series provides education on employment rights, accommodations, basic resume building skills, tips on interviewing for different situations, and mock interviews. **METHODS:** Quality of life needs were evaluated using previous assessments and interviews with parents of young adult survivors of pediatric brain tumors, survivors, and professionals. In interviews, over 70 percent of respondents indicated concerns about employment. They ranked employment and social issues as their two biggest challenges. By utilizing trained volunteer young professionals this program was able to focus on both social issues and employment. Each series provided survivors with written information, expert speakers, and, if needed, access to legal representation about employment issues. Evaluation was based on employment rate. **RESULTS:** Interviewing skills and appropriate disability disclosure improved. Survivors verbalized improved self-esteem and a feeling of being part of a peer community. The employment rate has yet to be determined. The next program phase needs to provide education for employers about brain tumor survivors' abilities. Further research on measured improvement of self-esteem and self-advocacy must be conducted. **CONCLUSIONS:** The program offers a way to combine socialization opportunities with advocacy building skills. Current programs do not address issues such as disclosure and effectively dealing with a disability in an interview or once employment is obtained. APOS members will gain tools to build programs addressing these issues. **RESEARCH IMPLICATIONS:** This program will offer researchers a new tool to improve selfadvocacy in survivors. Future research will utilize assessment tools to demonstrate improved selfesteem and self-advocacy. **CLINICAL IMPLICATIONS:** Finding ways to engage young adult survivors is difficult. This program offered a non-traditional way to provide social skills mentoring, community building and employment obtaining skills

87. Wang S, Tomlinson EC, Noe RA. The role of mentor trust and protégé internal locus of control in formal mentoring relationships. *Journal of Applied Psychology* 2010;95(2):358-67.

Abstract: This study examined the relationship between mentor trust, protégé internal locus of control, and the mentoring functions reported by protégés. The matched mentor-protégé sample came from a formal mentoring program in China. We found a positive relationship between protégés' internal locus of control and the extent of mentoring functions they reported receiving. Mentors' affect-based trust was positively related to the extent of mentoring functions protégés reported receiving regardless of their internal locus of control. Howev-

er, mentors' cognition-based trust was positively related to protégés' report of the extent of mentoring functions only for protégés who were lower in internal locus of control. The theoretical and practical implications of these results are discussed. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

88. Warren G, Heisler M, Perry E, Ferriter M, Piette J, Magee J. Telephone peer mentoring: A new approach to improving access to kidney transplantation. 2009;

Abstract: Disparities in access to kidney transplantation exist by race, gender, socioeconomic status, and geography. The kidney transplant process is complex, especially completion of the pre-transplant medical evaluation, which is a potential barrier to transplant. Improving social support networks for patients with chronic disease is beneficial in improving patient-centered outcomes. Therefore, the objective of this study is to evaluate if peer mentoring facilitated by an Interactive Voice Response (IVR) telephone system will increase pre-transplant medical evaluation rates for patients with end-stage renal disease (ESRD). This mixed methods randomized controlled intervention study is being conducted in collaboration with the University of Michigan Kidney Transplant Program and the National Kidney Foundation of Michigan (NKFM). Transplant candidates will be recruited and randomized to an intervention or control group. The intervention group will be paired with a transplant recipient trained through the NKFM Peer Mentoring Training Program. Peer Partners will communicate for a six month period using the IVR telephone system. Surveys, semi-structured telephone interviews, and medical record extraction will be utilized to evaluate feasibility, acceptability, and time to completion of the pre-transplant medical evaluation. To date, the IVR telephone system has been developed and tested. Transplant recipients (n=15) have been recruited for peer mentoring training. Recruitment of transplant candidates is underway. This peer support study for transplant patients provides a novel approach in expediting completion of the medical evaluation process, and may ultimately improve access to transplant, medication adherence, and long-term graft survival

89. Wilson NJ, Stancliffe RJ, Bigby C, Balandin S, Craig D. The potential for active mentoring to support the transition into retirement for older adults with a life-long disability. *Journal of Intellectual and Developmental Disability* 2010;35(3):211-4.

Abstract: Active support and co-worker training represent two empirically tested models of support that can enhance both engagement and participation. Potentially, an adaptation of these models will help create the foundation training for a cost-effective access and linkage program between disability services and generic community groups that will promote active ageing and a successful transition into retirement. Based on the well-researched technologies of active support and co-worker training, this mechanism is innovative in that it is based in an entirely different social context from previous applications of these approaches; and develops the skills of mentors from community/volunteer groups to support the participation of older people with a lifelong disability in that group. The next step is to trial these ideas in practice to evaluate their feasibility and benefits. (PsycINFO Database Record (c) 2010 APA, all rights reserved)

90. Withey V, Anderson R, Lauderdale M; Journal Article. Volunteers as Mentors for Abusing Parents: A Natural Helping Relationship. *Child Welfare* 1980;59(10):637-44.

Abstract: Recent programs intended to deal with child abuse & neglect have revealed the value of volunteers who act as mentors to abusive parents. Such parents tend to have strong dependency needs & to lack models of good parenting; mentors can help with both problems. Mentoring relationships also serve developmental needs of the mentor. Mentors offer teaching, sponsorship, guidance, counsel, & models. Middle-aged adults can benefit greatly from performing this role. For mentoring to succeed, mentors must be a few years older than clients, have appropriate skills to encourage clients to like & trust them, & have resolved developmental tasks up to the generativity stage. W. H. Stoddard

91. Zajicek-Farber ML. Building practice evidence for parent mentoring home visiting in early childhood. *Research on Social Work Practice*, 20(1), January 2010, pp 46-64 2010;

Abstract: This research look at a multidisciplinary preventive parent mentoring intervention programme that was applied through home visiting with high-risk families receiving well-baby health care. Two separate implementation of study were employed - a quasi-experimental non-equivalent group design, and a randomised control group experiment. A multivariate repeated-measures design compared intervention and control families from both implementations on parenting outcomes, and logistic regressions were used to examine children's outcomes. The authors noted that compared to controls, intervention families significantly improved their family resources, parental skills, parental practices, and maternal resilience, and that intervention status significantly predicted children's immunisation and early language skills. This paper suggests that parent mentoring anchored in multidisciplinary approach with empirically informed practices may be a desirable intervention addressing the multifaceted developmental needs of very young children. Finally, implications for social work practice are addressed, including examining the organisational characteristics of intervention implementations and comparing other relevant outcome, their measurement process, and short and long-term impacts can further build practice evidence

92. Zecharias L. A mentoring program for transitional age youth in foster care: A grant proposal project.

Abstract: Transitional age youth are faced with countless obstacles and poor outcomes. They do not have the continuing source of emotional and social support needed for self-sufficiency, due to the lack of continuity. The purpose of this project was to develop a mentoring program for transitional age youth in foster care (ages 18-25), identify potential funding sources, and to complete a grant application to fund this program for youth served by a non-profit agency called Pathways to Your Future in Los Angeles, California. The grant writer selected the Dwight Stuart Youth Foundation for funding the proposed program. The program is designed to provide enduring emotional support and guidance towards youth successfully transitioning into adulthood. Actual submission and/or funding of this grant was not a requirement for the successful completion of the project.