

THE PEER NEWS

ISSN 1708-9034

September 23, 2008

The Peer News is a publication of [Peer Resources](http://www.peer.ca), and is distributed at no cost to subscribers every 45-60 days. Back issues of The Peer News are available at (<http://www.peer.ca/thepeernews.html>). All articles are written by Rey Carr unless otherwise indicated. Anyone who would like to contribute an article or information for an upcoming issue of the newsletter can contact Rey Carr at rcarr@peer.ca

TOPICS

Finding a Successor for Peer Resources

Outstanding Peer Training Begins Before the First Session Starts

Attend Peer Assistance or Peer Mentoring Conferences or Seminars

Use the Latest Peer Assistance Resources to Guide Practice

Examples of Top Level Peer Programs and Services

CD-ROM Includes Top-Rated Peer Publications

Copy, Subscribe, Unsubscribe

PEER RESOURCES SEEKS A SUCCESSOR

Peer Resources is seeking a person or organization to take over their debt-free, profitable, highly regarded corporation that specializes in mentoring, peer assistance, and coaching.

Their corporate mission since starting in 1982 has been and continues to be to demonstrate leadership through service in mentoring, coaching and peer assistance.

Peer Resources has established:

- consultation and project contracts with national and provincial governments, businesses, schools, colleges, universities and community agencies;
- a paid, service-oriented membership base from around the world;
- a reputation for excellence in print and Internet-based newsletters and other publications;
- a significant Internet presence and ranking;
- a clearinghouse and repository for accurate, high-quality, unbiased information and resources for experts, practitioners, and the general public about peer assistance, mentoring and coaching; and
- a variety of highly-acclaimed professional training seminars.

Peer Resources is committed to helping people use their external learning and internal wisdom to make the world a better place. We have focused on peer assistance, mentoring and coaching because of the common power these three areas have for engaging children, adolescents and adults to help each other fulfill their life dreams, overcome barriers to success, and learn life-long skills.

The current leadership of Peer Resources wants to find the right person or organization to take over the services they provide, including the expansion of their publication catalogue and seminar offerings; the addition of new features to their website; and the strengthening of value-added services to their members, subscribers, and website visitors. It's time to take this organization to the next level.

The current CEO and founder of the company, Dr. Rey Carr, wants to retire and move on to the next phase life. He has had to turn down attractive business offers and contracts in order to meet his retirement goals. The corporation needs a new voice with the energy and enthusiasm to take it to the next level, including the possibility of employing additional staff to manage the demands for services and products.

Peer Resources currently has steady sales worldwide of products; steady cash flow; high retention rate of members and subscribers; extensive number of website visitors; an international membership base; registered corporate status; all shares held by the CEO; no debts; no employees; corporate operations can be easily relocated to anywhere in the world; all trademarks and copyrights associated with our intellectual property are available for full and simple transfer; 26 year track record; and significant expansion potential based on projected worldwide trends in peer assistance, mentoring and coaching.

The current leader of Peer Resources is willing to provide the mentoring, coaching, and consulting, if desired, to aid whoever takes over the corporation to assist with making a successful and productive transition. They don't want to be involved in the day-to-day operations, but they can provide the guidance for someone else to run the corporation effectively, continue to build the revenue streams, and maintain the loyalty of the existing client base.

Your Result or Benefit and Next Steps

If you're ready to have your own successful business and you want to expand the revenue of an already profitable corporation; or if you want to add the already established capabilities to an existing business, we'd be delighted talk with you about this opportunity.

The details about Peer Resources can be reviewed on their website at (<http://www.peer.ca>). Some specific information about the offering for take over by

an individual or organization is available in an article that appears at (<http://www.peer.ca/Bulletin164.html>).

Anyone who would like to consider taking over the leadership of this organization is encouraged to contact: Mike Lenz of Sunbelt Business Brokers by calling 1.250.361.3003; Toll-free: 1.877.361.3003 or email: mikelenz@sunbeltnetwork.com

"Great things are accomplished by talented people who believe they will accomplish them."

~ [Who Said This?](#) ~

OUTSTANDING PEER TRAINING BEGINS BEFORE THE FIRST SESSION

David de Rosenroll

When we first started in the training business at Peer Resources, we would research the need for a particular peer program development topic, advertise and promote the event widely, manage the registration process, and deliver the session. We always included an end-of-session evaluation, and the results showed that participants uniformly praised and valued the training.

Surprisingly, post-session assessments (typically between three and six months later), found mixed results regarding the use of the ideas, skills, or principles associated with the training. Participants still rated the training session highly, but they often indicated they neither had the time nor the support for implementation. In addition, their connection with us seemed weak, and they seldom took advantage of the post-session consultation and service that we included as part of the training event.

In this article I will describe one of the three strategies that we developed at Peer Resources to remedy this learning and practice drop-off. We integrated these ideas easily and immediately in our trainings, and we found a significant difference in both the quality of participation during the trainings and the post-session practices of our workshop participants. We also use these ideas in our online training or telecourse offerings with similar improved results.

The essence of this remarkable and relatively simple strategy is to focus on the quality of interactions with potential training participants PRIOR to the the actual training session. In addition to the common sense nature of this suggestion, it is also bolstered by research from neurobiology. If we can stimulate learners to think about, read, or discuss the content of the training prior to their actual involvement in the session, we create connections in the brain that improve both learning engagement and retention.

In addition, if we can enter into the context of work or practice experienced by the training participants PRIOR to the seminar, then we are more likely to influence factors that determine use of their learning AFTER the seminar.

Many training organizations send out pre-reading materials to seminar participants and some even ask learners to submit their objectives for the session. These are useful techniques to approximate the quality strategy we developed, but they typically result in vague responses or minimal reading. Participants may feel threatened by these pre-session requests, or feel ill-equipped to know what they want to know.

The variation we designed that has proven to be much more effective is to send a welcoming letter with (1) details about the training; (2) a request for one to three things that would have to occur during the training that would result in an "outstanding" rating by them; and (3) to bring with them one or all of the following:

One to three questions colleagues would like answered about the content;
One to three things the participant's boss, manager or supervisor would want from the workshop if he or she were taking part (or three things the manager hopes will happen at work as a result of the attendee's participation in the training); and
One to three ways a colleague is already using the content of the workshop.

Typically, we devote some time at the beginning of the training seminar to participants sharing the data they have collected. We generally have teams of participants list their findings on charts. In this way, we have a record of the data that we can refer to at the end of the training session as part of our review and closure.

We've developed a number of variations of the questions we ask ahead of time depending on the purpose and content of the training. But in all cases the principle is to create a practical, non-threatening dialogue with each participant about elements that are key to the participant's success in implementing what they learn when the training has completed.

In future essays, I will detail the additional two strategies (pre-reading material that is more likely to be read ahead of time and creating a contract for action upon

session completion) developed by Peer Resources that have led to the improved effectiveness of our training programs. For those who can't wait, the details are available in an article listed in the reference section.

Reference

Carr, R.A. (1986). Peer career counselling training for trainers: An evaluation study. *Guidance & Counselling*, **1** (3), 72-86.

About the author

Dr. David deRosenroll was one of the founders of Peer Resources and served for many years as the Director of Training. He has retired from Peer Resources and has become a leading trainer and practitioner in Somatic Experiencing, a naturalistic approach in healing trauma. He can still be contacted at david@peer.ca

"We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly affects all indirectly."

~ [Who said this?](#) ~

PEER ASSISTANCE CONFERENCES and EVENTS

National College Learning Center Association Tutoring Conference

October 1-4, 2008

Memphis, Tennessee

Call for papers until April 30, 2008 to kranft@jointcommission.org

www.nclca.org/

(952) 405-7300

Facilitating Grassroots Peer Support Groups

October 3-4, 2008

Vancouver, British Columbia

www.selfhelpresource.bc.ca/

(604) 733-6186

shra@telus.net

Peer Helping/Peer Counseling/Peer Education Train-the Trainer Workshop

October 23-24, 2008

Candlewood Suites, 4034 Paradise Road, Las Vegas, Nevada

www.peerresourcestraining.com

(415) 282-5298 or (888) 238-6048

peersira@aol.com

Evaluation of a Peer Program: Evidence for Success

November 20, 2008

St. Charles, Missouri

www.peerprograms.org

(877) 314-7337

napp@peerprograms.org

Become a Trainer of Peer Helpers

November 20-21, 2008

St. Charles, Missouri

www.peerprograms.org

(877) 314-7337

napp@peerprograms.org

Establish a Peer Helping Program

November 20-22, 2008

St. Charles, Missouri

www.peerprograms.org

(877) 314-7337

napp@peerprograms.org

Peer Leaders as Partners in Crisis Prevention and Support

November 21, 2008

St. Charles, Missouri

www.peerprograms.org

(877) 314-7337

napp@peerprograms.org

Tips for Peer Trainings & Using Energizers/Ice Breakers

November 21, 2008

St. Charles, Missouri

www.peerprograms.org

(877) 314-7337

napp@peerprograms.org

NAPP Programmatic Standards and Ethics Tool Kit

November 22, 2008 (Half-Day)

St. Charles, Missouri
www.peerprograms.org
(877) 314-7337
napp@peerprograms.org

Peer Delivered Services Through 9th Grade Academic Lab: Character Education and Peer Tutoring

November 22, 2008
St. Charles, Missouri
www.peerprograms.org
(877) 314-7337
napp@peerprograms.org

Zero Tolerance for Underage Drinking and Driving Peer Training

November 22, 2008
St. Charles, Missouri
www.peerprograms.org
(877) 314-7337
napp@peerprograms.org

Peer Helping/Peer Counseling/Peer Education Train-the Trainer Workshop

December 11-12, 2008
461 6th Avenue, San Francisco, California
www.peerresourcetraining.com
(415) 282-5298 or (888) 238-6048
peersira@aol.com

Pomona Peer Resources Leadership Conference

February 19, 2009
Pomona First Baptist Church, 601 Garey Avenue, Pomona, California
www.pusd.org/education/dept/dept.php?sectionid=99
(909) 865-5017
mike.russo@pusd.org

For additional peer conferences, training workshops or events as well as to learn about what you missed, go to <http://www.peer.ca/peerevents.html>.

"My mother drew a distinction between success and achievement. She said that achievement is the knowledge that you have studied and worked hard and done the best that is in you. Success is being praised by others, and that's nice too, but not as important or satisfying. Always aim for achievement and forget about success."

~ [Who said this?](#) ~

USE PEER LITERATURE TO GUIDE PROFESSIONAL PRACTICE

Peer Resources continually scans the professional and popular literature for articles, books, videos and other useful reference materials. They provide a brief synopsis of the work as well as citation details and summaries in a searchable format on their site at <http://www.peer.ca/articles>. Each issue of the *Peer News* includes some of the many citations added every week.

Cambell, R., Starkey, F., Holliday, J., Audrey, S., Bloor, M., Parry-Langdon, N., Hughes, R., and Moore, L. (2008). An informal school-based peer-led intervention for smoking prevention in adolescence (ASSIST): A cluster randomised trial. *Lancet*, **371**, 1595-1602. Students trained as peer supporters had a significant impact on smoking prevention. The impact was still visible at both one-year and two-year follow-ups. (The full report is available to members of the Peer Resources Network. Email rey@peer.ca for a copy.)

Dube, R. (May 5, 2008). The dark side of mentoring: When the protege backstabs or the mentor steals ideas, you know the feel-good process has gone awry. *Globe and Mail*. (Retrieved May 5, 2008 from <http://tinyurl.com/5x5vrk>). Increased attention is being directed at problems that can occur in mentoring relationships including value conflicts, favouritism, emotional dependence, not crediting the source of ideas, gossiping, and the "black halo phenomenon" where a mentor falls out of favor with the powers that be and the partner is tarnished by association.

Powell Stanard, R., & Hughes, J.T. (Spring, 2008). Using peer supervisors in counselor education training: Research findings. *Perspectives in Peer Programs: The Official Journal of the National Association of Peer Programs*, **21**, 1, 1-11. This study examined the satisfaction with supervision and development of a

working alliance in a peer group supervision model. Thirteen peer supervisors provided feedback to 31 trainees in the laboratory component of counseling skills classes. Trainees completed a number of inventories, and peer supervisors completed a supervisory version of one of the inventories. Results from both groups indicated satisfaction with the quality of supervision and development of a working alliance. Benefits of peer supervision included immediate feedback, multiple sources of feedback, display of supervisory models, reinforcement of the importance of supervision for the trainees, the economy of using peers as supervisors for the graduate program, and the increased skill impact on the peer supervisors.

Roszkowski, M.J., and Ceraso, T.L. (2008). Leading horses to water: Male reluctance to participate in a peer mentorship program. *The Mentor: An Academic Advising Journal [Online]*. (Retrieved May 16, 2008 from <http://www.psu.edu/dus/mentor/>). Peer mentorship has been promoted as an alternative or an adjunct to traditional mentoring. One suggested advantage of peer mentorship is that students may be more willing to participate in this type of relationship, because mentor and partner have similar backgrounds, concerns, and statuses. Research indicates that relative to females, males are generally less willing to seek help in a variety of situations. The purpose of this study was to determine if similar sex differences exist in willingness to participate in a peer mentorship program. Compared to females, males expressed less interest in both receiving peer mentoring as well as serving as a peer mentor, although the magnitude of the sex difference was larger regarding interest in being a partner than in being a mentor.

Schwartz, K.D., Bukowski, W.M., & Aoki, W.T. (2006). Mentors, friends, and gurus: Peer and nonparent influences on spiritual development. In E.C. Roehlkepartain, P.E. King, L. Wagener, & P.L. Benson (Eds.), *The handbook of spiritual development in childhood and adolescence* (pp. 310-323). Thousand Oaks, CA: Sage Publications. The authors examine how spiritual development (discovering universal meaning) is influenced by mentors, friends and gurus, including youth ministry. They conclude that while this area has too little empirical evidence, the roles are crucial for spiritual growth. The call for more research to determine why some mentors, for example, are better than others at bringing about spiritual enquiry. Given the evidence that exists to date, the authors believe there is a transformational relationship between spiritual development and friends, mentors, and gurus. That is, not only do these relationships change one's spiritual development, but one's spiritual development also has an impact on the health and success of one's relationships with these same persons.

Verhaeghe, M., Bracke, P., and Bruynooghe, K. (2008). Stigmatization and self-esteem of persons in recovery from mental illness: The role of peer support. *International Journal of Social Psychiatry*, 54, 3, 206-218. Persons with mental health problems often experience stigmatization which can have detrimental

consequences for their objective and subjective quality of life. Previous research seeking for elements buffering this negative association focused on coping strategies and revealed that none of the most often used strategies is successful. The authors examined whether peer support among clients can moderate this negative link, and to what extent. Following the buffering hypothesis on stress and social support, it was expected that the association between stigmatization and self-esteem would be less among persons experiencing greater peer support. This research problem was studied using quantitative data from structured questionnaires completed by 595 clients of rehabilitation centres. The results confirm that stigmatization is negatively related to self-esteem, while peer support is positively linked with it. Furthermore, they show that peer support moderates the negative association between stigmatization and self-esteem, but not in the expected way. These findings suggest that peer support can only have positive outcomes among clients with few stigma experiences, and that stigmatization itself could impede the formation and beneficial consequences of constructive peer relationships among persons receiving professional mental healthcare.

Vijayakumar, L., & Suresh Kumar, M. (2008). Trained volunteer-delivered mental health support to those bereaved by Asian tsunami -- An evaluation. *International Journal of Social Psychiatry*, *54*, 4, 293-302. The mental health consequences following the Asian December 2004 tsunami for the survivors who lost family members has received little attention. This study examined the usefulness of trained peer volunteers providing mental health support to bereaved persons. Results showed that participants receiving volunteer support were less likely to report depressive symptoms and general psychological distress compared to those who did not receive the intervention. Suicidal attempts were also significantly less in the intervention group. (The full report of this study is available to Peer Resources Network members. Email rey@peer.ca)

"It began to dawn on me that almost everyone--even the self-help experts who try to teach us how to live (including me)--don't have a clue what they are doing. They are still missing a piece of the puzzle. They get to a point where they think what worked in the past for them will work at all times in the future, and for everyone else. But life isn't like that. We're all different and life is always changing. Just when you think you have it figured out, along comes a new wrench and your life looks out of hand once again."

~ [Who said this?](#) ~

EXAMPLES OF TOP LEVEL PEER PROGRAMS AND SERVICES

Every week new descriptions of peer programs and services are added to the Peer Resources website list at <http://www.peer.ca/peerprograms.html>

Because of the common use of the term "mentoring" as in "peer mentoring" program descriptions of additional new programs can also be found on the Peer Resources website at <http://www.peer.ca/peerprograms.html>

Here are four of the recent additions:

Peer Support Services for Abused Women provides support, resources and referrals to women and children affected by domestic abuse. Trained volunteers facilitate community-based peer support and act as peer mentors in cooperation with the participants. Since 1993 this organization has served thousands of women and children and helped them to embark on new, violence-free lives. They are funded by donations. Contact: 301 - 501 - 18th Avenue SW, Calgary, Alberta T2S 0C7; Tel: (403) 234-7337; email: info@pssaw.org

Teens for Humanity supports peer programs, youth violence prevention, campus wide prevention education campaigns, mediation, and youth recovery outreach. They train peace leaders, peer helpers, and peer mediators. Contact: Dr. Jennica

Jenkins, 2350 Sunset Blvd., Rocklin, California 95765; Tel: (916) 747-3799; email: jennica@teensforhumanity.org

LifeRing is a non-religious, peer-based pathway to abstinence from alcohol and other drugs of abuse. Group meetings typically occur one hour per week and begin with "how was your week?" then move to topic discussions. Members are encouraged to design their own personal recovery programs, and a 300-page workbook ("Recovery by Choice") is available to build the recovery program in a structured way. Participants are encouraged to engage in conversation ("cross-talk") with each other, but personal drinking/drugging stories ("drunkalogues") are discouraged. Meetings are available in various cities throughout North America. There is no cost, but a donation basket is passed at each meeting. Contact: LifeRing Service Center, 1440 Broadway, Suite 312, Oakland, California 94612; Tel: (800) 811-4142; (510) 763-1513; email: service@lifering.org

The Westside Senior Peer Support Program is a part of the Kitsilano Neighbourhood House in Vancouver, British Columbia, and offers confidential, no-cost peer counselling and support services to older adults. Trained seniors play key roles in the community as advocates, resource people, and leaders. They assist other seniors who are feeling lost or isolated, depressed, or lonely as a result of their living situation, family circumstances, bereavement, or health concerns. For more information contact Claudine Claridge, Kitsilano Neighbourhood House, 2325 West 7th Avenue, Vancouver, British Columbia V6K 1Y4; Tel: (604) 736-3588, ext. 46; email: claudinekitshouse@gmail.com

Mississippi State University Peer Counseling Program is housed in the university's Holmes Cultural Diversity Center and is directed towards increasing student retention by assisting students of color and international students in their transition to the university setting. Begun in 1986, the program now recruits upper-class students of all colors, and selection is based on grade point average, campus involvement, leadership skills and expressed interest in peer assistance. Students must submit three letters of reference and participate in an interview. Training and orientation typically takes three days, and the student participants develop their own guidelines and govern themselves as an organization within the MSU Student Association.

Trained peer counselors work with anywhere between 40-45 students per year. Peer counselors sponsor social and academic success programs, and typically base these programs on university surveys of student needs and concerns. Peer counselors receive stipends and submit reports about the use of their time. Typically, the peer counselors are required to meet at least five times per month with any of their "counselees," and they meet weekly as a group. Peer counselors also engage in community service projects and attend professional development events. Former peer counselors, who have graduated continue to support current

peer counselors. Contact: Holmes Cultural Diversity Center, Mississippi State University, PO Box 9503, Mississippi State, Mississippi 39762; Tel: (662) 325-2033.

"Turbulence is a life force. It is opportunity. Let's love turbulence and use it for change."

~ [Who said this?](#) ~

CD-ROM WITH COMPASS AND THE PEER BULLETIN

If you are involved with starting, building or re-vitalizing a peer assistance, peer coaching, or peer mentoring program, you may want to tap into expert advice, have a sounding board, brainstorm ideas, or learn about the best resources. Normally access to such consulting, coaching or support would cost hundreds, if not, thousands of dollars. But you can receive unlimited, top level assistance as part of being a member of the Peer Resources Network.

No other organization offers this type of personalized support and immediate responsiveness. You can speak with experienced practitioners who can provide a way to help solve even the toughest of peer program dilemmas or circumstances. And using our toll-free number or contacting us via email or Internet telephone software makes even the cost of your contact minimal.

In addition, as a member of the Peer Resources Network you will receive a monthly newsletter, the *Peer Bulletin*, loaded with information, practical tips, announcements, peer program descriptions, funding opportunities, job openings, and research summaries every month.

Members can also receive at no cost some of the latest books or videos on peer work in exchange for writing a review of that resource. Here are some of the current books available to members at no cost:

Peer Programs: An In-Depth Look at Peer Programs: Planning, Implementation, and Administration (Second Edition) by Judith A Tindall and David R. Black

Reconnecting Youth: A Peer Group Approach to Building Life Skills by Leona Eggert, Leila Nicholas, and Linda Owen

Positive Psychology Coaching: Putting the Science of Happiness to Work for Your Clients

Boys HIP (Health in Perspective): Facilitator's Guide detailing how secondary students act as peer mentors to elementary students by building relationships and focusing on key health areas

Coaching and Mentoring in Health and Social Care: The Essentials of Practice for Professionals and Organisations

Mentoring for Meaningful Results: Asset-Building Tips, Tools, and Activities for Youth and Adults

Mentoring Answer Book from Big Brothers Big Sisters

Mentoring Handbook for Parents from Big Brothers and Big Sisters

Do the quotes placed in this newsletter intrigue you? Would you like to know more about the people quoted or read more of what they have to say? Members of the Peer Resources Network receive links and more details regarding each quote when they receive the monthly Peer Bulletin.

Peer Resources Network members have access to a variety of resources in the password protected area of www.peer.ca, and many of these documents are without cost or arrangements have been made with authors and publishers to provide them to members at reduced costs or deep discounts.

The Peer Resources Network is a non-profit organization and is sustained through memberships. The low fee for a one-year individual membership is \$99.00 and the fee for an institutional membership, which allows up to five people to share a full membership, is \$185.00 for a year. We even have a student rate of \$50.00/year. For more details on the benefits as well as a secure online form to sign-up, go to <http://www.peer.ca/PRN.html>.

As a bonus for readers of The Peer News who become members of the Peer Resources Network in October 2008, we will send you at no additional cost a CD that contains the three past issues and the current issue of *Compass: A Magazine for Peer Assistance, Mentorship and Coaching* as well as the past 24 months of the *Peer Bulletin*. In addition we will include the Who Mentored Who Quiz slide-show, which features dozens of famous mentoring connections. The slide show is in a quiz format, showing the photo of a famous mentor, his or her equally famous partner (mentee) and then reveals the name and the relationship. This CD is free to PRN members and will be sent by postal mail at no cost to any individual category member or the group leader of any institutional membership.

"To succeed in life you need three things: a wishbone, a backbone, and a funny bone."

~ [Who said this?](#) ~

The Peer News is a complimentary publication of Peer Resources, 1052 Davie Street, Victoria, British Columbia V8S 4E3 Canada. All articles are written by Rey Carr unless otherwise indicated. Back issues are available online at <http://www.peer.ca/thepeernews.html>.

To subscribe or unsubscribe send an email to info@peer.ca. If you know of anyone who might benefit from receiving this newsletter, please pass it on. (All items in this newsletter have been selected or adapted from ***The Peer Bulletin***, a paid subscriber publication for members of the Peer Resources Network. Copyright is held by Peer Resources.)