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Subject: The Peer News (September 18, 2007)

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Attachments:

THE PEER NEWS

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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

- Helping You Helps Me: The Benefits of Being a Peer Assistant, Mentor or Coach
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- Attend any of 18 Peer Assistance or Peer Mentoring Conferences or Seminars
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HELPING YOU HELPS ME

A recruiting poster to gain volunteer peer mentors from within a large corporation stated that becoming a peer mentor was a "way to give back to others" and would provide "many benefits to the peer mentor." Those of us in peer assistance have known for some time that we often gain as much from our work as the people we call our "clients" or peer partners. Engaging in this kind of work is often described by practitioners as fulfilling, satisfying, rewarding, and therapeutic.

But new research suggests that providing this kind of help does more than make a person feel good, it may actually also contribute to living longer and a healthier life. In a new book by Steven Post and Jill Neimark called "Why Good Things Happen to Good People," the authors provide a summary of the new scientific data on the life-enhancing benefits of caring, compassion and kindness. When we give ourselves, according to the authors, "Everything from life-satisfaction to self-realization to physical health is affected." We live longer. We are unlikely to be depressed. Our general well-being is enhanced, and we are more likely to experience good fortune.

A fifty-year study showed that high school students, who were considered giving, had better physical and mental health in later life. According to Dr. Post, the president of Case Western Reserve University Institute for Research on Unlimited Love (<http://www.unlimitedloveinstitute.org/>), "Charity in high school leads to better physical and mental health in late adulthood. We've known about the impact on mental health, but the data on physical health is relatively new and could only have been produced from these long-term or longitudinal studies. Helping others aids in relaxation and stress reduction."

Robert Emmons, a psychologist and professor at the University of California, Davis, directed a study

called "The Gift of One's Self," the results of which revealed that organ transplant recipients who expressed gratitude following their operations had less physical problems when recovering. The study, conducted at the University of California, Davis, and funded by The Institute for Research on Unlimited Love, surveyed almost 75 recipients of transplanted hearts, livers, lungs, kidneys or pancreas. "Participants who wrote that they had expressed gratitude in some way, either directly or indirectly, had less problems with physical roles – carrying groceries, walking, exercising," according to Dr. Emmons. Many organ recipients said they felt they had received the "gift of life," said research associate Stefanie Gray Greiner, now of the Mississippi University for Women. "People who felt gratitude felt physically better and were able to function physically at a higher level than those who didn't express gratitude." "This is the first study to suggest that gratitude could be important for physical recovery following transplantation," Dr. Emmons concluded.

In his remarkable book that places the heart as the seat of the mind and altruistic soul, Dr. Paul Pearsall, himself a recipient of a life-saving transplant, makes a strong case through personal stories and research that the mind is not in the brain, and how love and health are intimately related. Dr. Pearsall believes that we are all healers, but some of us have been transformed by serious illness or life crisis, and have become more sensitive ("[cardio-sensitives](#)") than those "who have not yet had their turn at confronting their own mortality." This heart sensitivity through life experience enables healers to care for themselves by caring for others. His book provides a "Heart Energy Amplitude Recognition Test" to assist people to learn about and be aware of the quality of energy they are sending out in the world, and to "help them recognize by which code they are primarily living their life -- the brain's or the heart's."

Dr. Post describes this type of giving as "vitamins for the soul" and "Karma for the brain." His research demonstrates that our bodies reward us for acts of kindness and generosity and forgiveness. "Giving," Dr. Post believes, "is more protective for our bodies than aspirin." The authors provide an online quiz, adapted from The Love and Longevity Scale, to rate yourself on ten different giving behaviours. You can use it as a benchmark to determine whether you need to weave more generous behaviour into your life and become a happier, healthier person. To take the quiz, go to (<http://www.whygoodthingshappen.com/main.php?section=quiz>).

The impact of giving on long-term health is receiving greater attention from researchers. Philip Watkins and associates found that "gratitude was associated with lower symptoms of post-traumatic stress disorder." Peterson and Seligman have created what they call the science of human strengths, and have developed a taxonomy of 24 character strengths. And while research has been providing a more scientific foundation for the impact of giving, it's effects have long been known to practitioners. Dr. Karl Menninger, MD, who co-founded the Menninger Clinic in 1925, was asked what a person should do if he felt a "nervous breakdown" coming on. Dr. Menninger replied, "Lock up your house, go across the railroad tracks, find someone in need, and do something for them."

The results of giving have also been demonstrated outside of the academic or research arenas. A recent article in the Globe and Mail reported that a Canadian health sciences company charitable partnership led to soaring productivity for employees. According to coach Peggy Pelosi, the employees saw a relationship between where they worked and a meaningful connection with people in need. Contributions to the charity tripled and the health sciences company share value went up 3000%. They called their company an "emotional profit center." (The article was accompanied by a "Karma Meter" survey so that readers could rate themselves on their attitude towards giving. To take the Karma Meter survey go to <http://tinyurl.com/2o9fvb>)

Giving to others has had a long and honorable history. Some people have become well-known as a result of their generosity. Barbara Metzler recently documented in her book, *Passionaries*, how 35 social entrepreneurs, ages 6 to 89, turned their passion into action. Millions of people around the world are, quietly and with little publicity, actively involved in improving the health and well-being of humankind. New evidence shows that for mentors, the phrase, "helping you helps me," goes beyond what we typically thought we gained. The act of helping others contributes much more to our health than previously suspected. Who would have thought a few years ago that establishing trust

and rapport, listening deeply, and asking powerful questions would extend our own lives, heal our wounds, and increase our resiliency.

References

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American Association of Kidney Patients. (September, 2005). California study suggests gratitude positively impacts transplant recovery time. *Kidney Transplant Today*. (Retrieved May 10, 2007 from <http://tinyurl.com/2r7mw8>)

Metzler, B. (2006). *Passionaries: Turning compassion into action*. Philadelphia: Templeton Foundation Press. (Available from Amazon.com)

Pearsall, P. (1998). *The heart's code: Tapping the wisdom and power of our heart energy; The new findings about cellular memories and their role in the mind/body/spirit connection*. New York, New York: Broadway Books. (Available from Amazon.com)

Pelosi, P. (2007). *Corporate Karma: How business can move forward by giving back*. Toronto, Ontario: [Orenda](http://Orenda.com). (One hundred percent of the proceeds from the sale of this book go to charitable projects, so by buying this book you'll live longer.)

Post, S. and Neimark, J. (2007). *Why good things happen to good people: The exciting new research that proves the link between doing good and living a longer, healthier, happier life*. New York: Broadway Books/Random House, Inc. (Available from Amazon.com)

Peterson, C. & Seligman, A. (2004). *Character strengths and virtues: A handbook and classification*. (Co-published by the American Psychological Association and Oxford University Press) (Available from Amazon.com)

Watkins, P.C., Scheer, J., Ovnicek, M., & Kolts, R. (2006). The debt of gratitude: Dissociating gratitude and indebtedness. *Cognition and Emotion*, 20, 2, 217-241.

"Deep listening is miraculous for both listener and speaker. When someone receives us with open-hearted, non-judging, intensely interested listening, our spirits expand."

~ Sue Patton Thoele ~

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. (Four of the most recent works: *The Mentoring Legacy Kit: How to Find the Business Mentor Who is Right for You: A Guide for the African-American Entrepreneur*; *The Mentoring Legacy Kit: How to Find the Business Mentor Who is Right for You: A Guide for the Business Owner*; *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; and *Coaching and Mentoring in Health and Social Care: The Essentials of Practice for Professionals and Organisations*.)

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 \$75.00 and the fee for an institutional membership, which allows up to five people to share a full membership, is \$140.00 for a year. We even have a student rate of \$32.10/year. For more details on the benefits as well as a secure online form to sign-up, go to <<http://www.mentors.ca/PRN.html>>.

As a bonus for readers of The Peer News who become members of the Peer Resources Network in September, 2007, 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.

"We are not human beings on a spiritual journey. We are spiritual beings on a human journey."

~ Stephen R. Covey ~

PEER ASSISTANCE CONFERENCES and EVENTS

Peer Programs Training Institute

with Elizabeth Foster, Thom Hughart, and Laurie Jo Wallace
September 27-29, 2007

Sheraton Providence Airport Hotel, Warwick, Rhode Island
www.youthworkcentral.org/nappconference.html
(617) 451-0049

Working Side by Side for Recovery Peer Specialist Conference

September 28, 2007

Best Western Royal Plaza Hotel, Marlborough, Massachusetts
www.mamhtransformation.org
(508) 856-8423

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

October 15-16, 2007

Candlewood Suites, 4034 Paradise Road, Las Vegas, Nevada
www.peerresourcestraining.com
(415) 282-5298 or (888) 238-6048
peersira@aol.com

How to Set Up and Facilitate Your Own Corporate Executive Circle (Peer Mentoring)

October 18-19, 2007

Vancouver, British Columbia
www.CenterPointInc.com
(604) 228-8900
info@centerpointinc.com

Mentor Michigan 2nd Annual Statewide Mentoring Conference

October 24, 2007

Holiday Inn West, Lansing, Michigan
www.michigan.gov
(517) 373-4200
vasilionk@michigan.gov

People Power: Building Capacity Through Mentorship

October 24, 2007

Simon Fraser University Harbour Centre, 515 West Hastings Street, Vancouver, British Columbia
www.ywcamentorship.org/conference.htm
(604) 895-5846
tnasu@ywcavan.org

2nd Annual National Mentoring Conference

The Association of Professional Engineers, Geologists and Geophysicists of Alberta

October 25-26, 2007

Radisson Hotel, Calgary, Alberta
www.apegga.org
(780) 426-3990 ext 2820 or (800) 661-7020
alack@apegga.org

Peer Programs Training Institute

with Marilyn Bader, Linda Rosenblum, Elizabeth Foster, and Barbara Varenhorst

October 25-27, 2007

Clarion Riverside Hotel, Rochester, New York
www.nycounseling.org
(877) 692-2462

Peer Ministry Adult Facilitator Certified Training

November 3-6, 2007

Zumbro Lutheran, Rochester, Minnesota

www.peerministry.org
(952) 405-7306
peermin@peerministry.org

Managing Mentoring Processes for Measured Results with Margo Murray

November 6-7, 2007
New Orleans, Louisiana
www.ispi.org/[proseries/register.htm](http://www.ispi.org/proseries/register.htm)
Tel: (301) 587-8570

Network for Mentoring System Involved Youth Conference

November 8-9, 2007
Education Development Center, Inc., 55 Chapel Street, Newton, Massachusetts
www.promoteprevent.org/MSIY/[registerNetworkMSIY_NE.asp](http://www.promoteprevent.org/MSIY/registerNetworkMSIY_NE.asp)
(617) 618-2334 or (866) 308-4332

How to Set Up and Facilitate Your Own Corporate Executive Circle (Peer Mentoring)

November 15-16, 2007
Toronto, Ontario
www.CenterPointInc.com
(604) 228-8900
info@centerpointinc.com

Tutor/Mentor Leadership Conference

November 15-16, 2007
Olympia Fields Country Club, Chicago, Illinois
www.tutormentorconference.org
tutormentor2@earthlink.net
(312) 492-9614

Establishing a Peer Coaching System

December 3, 2007
Peer Resources, Victoria, British Columbia
www.peer.ca/trng.html
(800) 567-3700 or (250) 595-3503
info@peer.ca

Peer Programs Training Institute

with Marilyn Bader, Judith Tindall, Gayle Horn, and Cindy Wynn
January 24-26, 2008
St. Charles, Missouri
www.peerprograms.org
(877) 314-7337
napp@peerprograms.org

Pomona Peer Resources Leadership Conference

February 12, 2008
Pomona First Baptist Church, 601 Garey Avenue, Pomona, California
www.pusd.org/peer
(909) 630-3440
mike.russo@pomona.k12.ca.us

21st Annual Conference of the International Mentoring Association

April 23-25, 2008
Tuscany Suites and Casino, Las Vegas, Nevada
www.mentoring-association.org

(269) 387-4174
cedu_ima@wmich.edu

National Association of Peer Programs Conference & Training Institute

June 22-27, 2008
University of San Diego, San Diego, California
www.peerprograms.org
(877) 314-7337
napp@peerprograms.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>.

"The spirit, the will to win, and the will to excel are the things that endure. These qualities are so much more important than the events that occur."

~ Vince Lombardi ~

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.

Be A Mentor, Inc. (2006). ***Training guide for volunteer mentors***. Fremont, California: Be A Mentor, Inc. (4588 Peralta Blvd, Ste. 17, Fremont, CA 94536; Tel: (510) 795-6488). Designed to provide the information, guidelines, and skills necessary for mentors to work with youth. Includes details about the role of the mentor, benefits to the mentor, youth and organization, effective practices, stages in mentoring, the role of culture, risk factors, listening skills, rules of communication, role of self-esteem, sharing values, empowering youth to solve problems versus giving advice, support for mentors, and dissolving the mentoring relationship. (Available to Peer Resources Network members).

Boag, R.S. (2007). ***Mentorship - A pathway to career success***. Castro Valley, California: Leadership Technologies (<http://www.leadershiptechnologies.com>). The goals of this booklet are to provide information that will motivate more people to become involved in the Mentorship process and have more people take advantage of opportunities as they are presented. The author identifies objections to Mentorship and shows how these barriers can be removed to create more enthusiasm for the process. Numerous examples drawn from real-life mentoring partners underscore the long-term benefits. This booklet has sections which address issues on identifying needs, selecting and approaching mentors, managing expectations and how to start and manage a mentoring partnership. Also covered are unique challenges that might crop up in special circumstances and how to solve them. As an extra bonus, there is a section which outlines methods on how to design and set up a small scale and highly focused informal mentoring program. The information in this booklet has been culled from the feedback reports of hundreds of partner/mentor pairs in formal programs and through interviews of participants in informal relationships. The range of prior program participants is from secretaries and clerks to senior vice presidents in companies. (This 61-page e-book is available from the author at no cost to Peer Resources Network members.)

Hall, K, and Sabella, R.A. (Eds.) (2007). Special issue on evaluation. ***Perspectives in Peer Programs, 20***, 3. This issue includes articles on evaluation by several experts in the peer field: "NAPP Rubric for Peer Helping Programs" by David Black, et.al; "Revelations from Partners in Active Learning Support Leaders and Mentors: Considerations for Developing Peer Programs" by Judith Tindall, et.al; "Program Evaluations in Peer Helping: Essential Steps" by Donna Starkey, et.al; "Barriers to Evaluation" by Lois Charley; "Measuring Change in Training: Thinking Out of the Box" by Rey Carr; and a field-based report, "PAL Services Being Measured Through Scientifically-Based Evaluation Process." (This journal is only available to members of the National Association of Peer Programs, however, the NAPP has made the current issue and back issues temporarily available to non-members at <http://www.peerprograms.org/publications/downloads>)

Goldberg, C. (June 8, 2007). Mental patients find understanding in therapy led by peers. ***The Boston Globe***. (Retrieved June 10, 2007 from <http://tinyurl.com/2abtn7>). The state of Massachusetts has launched a new job category: "Certified Peer Specialist" that requires an eight-day training in order to formalize the informal help provided by patients to each other and enable the services to be paid by insurance. The role provides people with mental illness more control over the help they receive, and instead of being passive recipients, they can help themselves, and as they get better, help others. Peer specialists share their recovery stories, offer friendship. Approximately 30 states in the US have similar programs, and in Georgia more than 340 peer specialists have been trained. Their primary use in Georgia is assisting discharged state hospital patients, "build new lives at home." Resistance to this new approach still exists. Clinicians can feel threatened if experience with having mental illness is considered as asset; staff may worry about being replaced by peer specialists; and pay scales for peer specialists are, at least in Massachusetts, equivalent to a typical mental health worker salary (\$12 - \$15 an hour). Boundaries, definitions and confidentiality are also of concern, particularly if a peer specialist needs to be rehospitalized in the institution where he or she is working with current patients. After peers are certified in Massachusetts they are supervised by The Transformation Center (<http://www.mamhtransformation.org/aboutus/index.aspx>).

Meggison, D. (June 1, 2007). Goal setting in coaching and mentoring: Help or hindrance? ***Peer Bulletin, 153*** [Online]. (Retrieved September 17, 2007 from <http://www.mentors.ca/Projects/Bulletin153.html>). While many experts state that goals are at the heart of coaching and mentoring, this expert points out nine problems with goal-setting and how they can interfere with progress in coaching and mentoring. Other experts are quoted as agreeing with the author's perspective on the limitations of goal-setting and propose that goal setting may only be useful in advanced phases of a mentoring relationship.

Ramsay, K., Ramsay, J., and Main, D. (June, 2007). Both group peer counselling and individual counselling reduce anxiety and depression, and increase self-esteem and overall life satisfaction in palliative cancer care. ***Counselling Psychology Quarterly, 20***, 2, 157 - 167. This study compared group peer counselling and individual counselling in relation to quality of life, well-being and perceived control in individuals receiving palliative cancer care. The participants were individuals diagnosed with breast, bowel or lung cancer. Nine females underwent group peer counselling and nine underwent individual counselling. Individuals were administered self-report questionnaires that measure quality of life in terms of psychological well-being and perceived locus of control before and after counselling. Both group peer counselling and individual counselling significantly increased self-esteem, self-reported levels of overall life satisfaction, and reduced anxiety and depression. Self-esteem, overall life satisfaction, and anxiety and depression were comparable in the two counselling types, both at outset and after counselling, however, individuals with internal *loci* of control scored higher for self-esteem on post-test, and lower for depression and anxiety, irrespective of type of counselling.

Rowley, J.B. (2006). ***Become a high-performance mentor: A guide to reflection and action***. Thousand Oaks, California: Corwin Press. A former social studies teacher with 20 years of experience training teachers to mentor beginning teachers. However, the principles identified in this

book are broader than the teaching profession. The author uses a developmental perspective and details four stages of a mentoring relationship: initiation, exploration, collaboration, and consolidation. In each stage he points out that the relationship has the potential for strengthening, stagnating or terminating. (Available from Amazon.com)

Trautman, S. (2006). ***Teach what you know: A practical leader's guide to knowledge transfer using peer mentoring.*** New York, New York. Prentice-Hall. The author created one of the first peer mentoring systems at a major corporation, and has taken his years of experience helping peers to transfer knowledge to each other and customized the program for a wider variety of organizations. This book is designed to assist with new employee orientation, support transitions for new assignments and promotions, prepare for employee retirements, build teams, roll out new technologies, and move forward after mergers and reorganizations. The book focuses on planning for knowledge transfer, clarifying roles for peer mentors, setting expectations, and establishing lesson plans, demonstrations, and mastery. (Available from Amazon.com)

A unique element of mentoring in sports is that the mentor and partner may wind up competing against each other, and as a result of their competition, change their relationship to peer mentoring. Such was the case at the recent Pan Am Games Grand Prix in Rio de Janeiro, Brazil where Jill Henselwood, a top Canadian equestrienne competed against her mentor, Ian Miller, another Canadian superstar of equestrian fame, to determine who would qualify for the 2008 Olympics in Beijing. Ms. Henselwood, 44, took the \$50,000 top prize riding two horses, Special Ed and Black Ice. Mr. Millar, 60, and the only Canadian rider to compete in 2004 Olympics in Athens, also gained enough points in Rio to qualify again for the Olympics on his mounts, In Style and Redefin.

~ From Famous Mentor Pairings (<http://www.mentors.ca>) ~

TWO EMPLOYMENT OPPORTUNITIES IN MENTORING

(1) Los Angeles Team Mentoring, Inc, (<http://www.latm.org>), which began its TEAMWORKS program in 1992 in response to civil unrest in the LA-area, is seeking a Program Director to direct all functions of the Program Department, including the management of program staff, and oversight of all program activities at LATM's middle school sites in the Los Angeles Unified School District.

TEAMWORKS is a prevention strategy for middle school children in disadvantaged communities within the Los Angeles Unified School District. Currently serving twelve middle schools, TEAMWORKS fuses the strengths of traditional one-on-one mentoring with the power of group dynamics. Teams of adult mentors, comprised of teachers from the school, college students, and business/community volunteers, work with groups of 12-15 students, using an activity-based curriculum that focuses on leadership development, team building, community service, conflict resolution and cultural diversity.

The mission of TEAMWORKS is to guide middle school students growing up in challenging urban environments to recognize and reach their full potential as members of our community. Through a school-based team approach to mentoring, young adolescents are given the tools and support necessary to make positive choices during a critical period in their lives.

Responsibilities of the Program Director include program management, staff supervision, coordination of program activities, case management, community-building, collection of evaluation data, and monthly reporting.

The qualified candidate is expected to possess a college degree with 5 years non-profit experience,

including two years of supervisory experience. Mentoring, teaching and/or counseling background, and fluency in both Spanish and English is preferred.

LATM offers a comprehensive benefits and market base salary that includes a competitive salary in the \$37,000-\$41,000 range, a 401K Plan, health care coverage (medical, dental, vision), a life insurance policy, paid lunch hour, paid time off, flex hours, parking coverage, and mileage reimbursement.

There is no deadline for applications and candidates are urged to apply as soon as possible since it is expected that the position will be filled quickly. To Apply: go to:
<http://www.MyChoiceEngine.com/Role/36097>

(2) MentorNet, the E-Mentoring Network for Diversity in Engineering and Science, is seeking candidates interested in serving as Director of Programs for its 20,000 member network. MentorNet is an award-winning, nonprofit Internet organization, which has pioneered innovation in four ways: a) the use of electronic communications technologies to support email-based, one-on-one mentoring relationships; b) the development of technological systems to operate a large-scale mentoring program cost-effectively; c) recognizing, tapping, and evaluating the value of external mentors who are professionals in their fields for students and early career professionals in science, engineering, technology, and mathematics fields; and d) the development of a multi-organizational partnership to support the infrastructure.

The Director of Programs is the leader responsible for designing, developing, implementing, managing, and refining all of MentorNet's programs, with special responsibility for overall program direction, coordination, communication, and leadership. This senior staff member draws upon his/her knowledge of program management and experience with social/cultural issues in the context of engineering and science, his/her education at the collegiate and graduate school level, and his/her experience with social/cultural issues in the context of engineering and science at those institutions. S/he is also responsible for increasing the overall effectiveness and efficiency of MentorNet's programs.

This is a full-time position, requiring residence in the San Francisco, California Bay Area. Annual salary is negotiable, and commensurate with experience, likely in the range of \$70,000-\$90,000. Benefits are provided.

To apply for this position, please view the complete job description and follow the application instructions at <http://www.mentornet.net/documents/about/organization/jobs.aspx>

i carry your heart with me
 (i carry it in my heart)
 i am never without it
 (anywhere i go you go, my dear; and whatever is done
 by only me is your doing, my darling)
 i fear no fate
 (for you are my fate, my sweet)
 i want no world
 (for beautiful you are my world, my true)
 and it's you are whatever a moon has always meant
 and whatever a sun will always sing is you

here is the deepest secret nobody knows
 (here is the root of the root and the bud of the bud)

and the sky of the sky of a tree called life; which grows
 higher than soul can hope or mind can hide)
 and this is the wonder that's keeping the stars apart

i carry your heart (i carry it in my heart)

~ e.e. [cummings](#) (1894-1962) ~
 American poet

CHAMPIONS FOR PEER ASSISTANCE

Scott Seldin, a Peer Resources Network member, and the Academic Coordinator at The College of Santa Fe in Santa Fe, New Mexico, will be conducting a workshop on "Student Peer Mentoring: A Holistic Approach" at the 2007 Improving University Teaching International Conference to be held on the campus of the University of Jaén in Jaén, Spain. This year's theme of the conference is "The Creative Campus." This international event brings together faculty, administrators and staff to discuss and showcase the various forms of creativity on the campus that engage both teachers and learners. Scott can be contacted at sseldin@csf.edu

The National Association of Peer Programs (NAPP) (<http://www.peerprograms.org>) is seeking nominations for their Board of Directors. Elections for these positions will be held at their conference in June, 2008. They are seeking people who will be an asset to the organization, and they are eager to find potential candidates with the following qualifications: knowledge of the NAPP mission, services, policies, and programs; able to review agenda and supporting materials prior to board and committee meetings; serve on committees and task forces and offer to take on special assignments; make a personal financial contribution to the organization; and keep up-to-date on developments in the peer field. Anyone interested in serving on the NAPP Board can contact Cheryl Ward, Chair of the NAPP Board Development Committee at: cheryljward@gmail.com

Long Island Youth Mentoring in Deer Park, New York has, since 1982, matched at-risk children between ages 8 and 16, with screened, trained Christian adults who sense the need to help a needy child. They spend 2-4 hours a week together doing things they both enjoy. LIYM also has a Mother's Ministry where a mentor meets with a mother who needs a Christian friend. They also have a tutoring program called "Partners to Potential" and the GAP (Girls in Alternative Placement) program mentoring girls who are living in a group home or residential treatment facility. The volunteers are recruited through local churches, and are interviewed and screened by Area Directors. The mentors receive both group and one-on-one training from Area Directors, and the Area Directors keep in constant contact with their mentors. No fees are charged for these services.

Francesca Lejeune, a Peer Resources Network member and the Manager of Peer Skills at Lifeline Community Care in Queensland, Australia (<http://www.lccq.org.au>) was a previous participant in the First Nations/Aboriginal Peer Trainer course (<http://www.peer.ca/trng.html>), offered each July in Victoria, British Columbia. Francesca reports that she just returned from an Indigenous arts festival outside of Brisbane called "Dreaming." The festival, according to Francesca, "was really empowering, and amazing things are happening across Australia in Aboriginal arts and culture. Next year's festival will likely top the current one, and members can learn about it at (<http://www.thedreamingfestival.com>)."

Peer Mentoring in Seattle, Washington is an organization led by Steve Trautman, and has brought peer mentoring to a variety of organizations including Microsoft, Nike, Boeing, Intel, Electronic Arts, Nordstrom, Phelps Dodge, the US Army Corp of Engineers, the US Air Force, Navy and Coast Guard, Kodak, Food Services of America, and Southern Company. He has created a series of one-day peer mentoring workshops that provide a tools-based approach to communication and knowledge transfer

and give internal experts a straightforward way to share what they know.

The Association of Mentoring Professionals (AMP) has announced the launch of its new website. The AMP site offers a Mentoring Career Center (view employment opportunities throughout the USA that are currently available in the mentoring field and post job openings); Networking Within the Mentoring Community (participate in group/community discussions (blogs)); a Consultant Directory (use AMP's national consultant pool when looking for keynote speakers, trainers and facilitators with diversified expertise in several mentoring and related fields); a Mentoring Marketplace (market or purchase the latest mentoring materials such as guides, books, DVDs, CDs, [toolkits](#), and event tickets); Online Training (expand mentoring knowledge and receive access to their online university or and take courses in mentoring subjects); and Quarterly Newsletters (available for download).

Anyone who visits their website and registers to become a member before October 1, 2007 will be entered into a draw for an iPod NANO.

"Let your mind start a journey [thru](#) a strange new world. Leave all thoughts of the world you knew before. Let your soul take you where you long to be. Close your eyes let your spirit start to soar, and you'll live as you've never lived before."

~ Erich Fromm ~

TRAIN PEER ASSISTANTS BASED ON ABORIGINAL TRADITIONS

Not only is Peer Resources one of the world's oldest peer assistance train-the-trainer organizations, but they are also the only organization to offer a peer program train-the-trainer workshop based on Aboriginal (First Nations) customs and traditions. This five-day workshop, which take place in Victoria, British Columbia at the University of Victoria each year in July, integrates Aboriginal principles into both the workshop process and content, and is specifically designed for persons who are working in youth populations from diverse backgrounds. The purpose of the workshop is to prepare youth workers, educators, teachers, mentor program leaders, and counsellors to establish state-of-the-art peer-led programs for youth who represent a variety of diverse groups in today's society.

Persons who have already taken a previous Comprehensive Workshop from Peer Resources benefit from these specialized sessions by learning how to use the medicine wheel, healing circles and other customs and traditions. Persons who have not taken a Comprehensive Workshop also benefit and are able to establish an effective peer program for First Nation (Indigenous, Aboriginal or American Indian) youth as well as youth from other ethnic and cultural groups.

The seminars cover all key topics including:

- * practical strategies to recruit, select, and supervise peers;
- * 20 roles peers can play to prevent problems, mediate disputes, and promote healthy growth;
- * the 12 core skills of a peer helping training curriculum;
- * how to design a curriculum for advanced skills and issues;
- * experiential learning techniques that energize training;
- * when to teach and when to facilitate;
- * how to conduct a needs assessment for program longevity;
- * how to use feedback and facilitation skills to train like an expert;

- * how and when to motivate peer helpers;
- * how to gain and maintain program support from unexpected sources;
- * six proven methods to turn resistance into alliance;
- * eight peer program standards that resolve key legal issues;
- * examples of successful implementation strategies; and
- * how to use simple strategies to evaluate program progress.

Participants in the five-day workshop are organized into small groups for the peer training and consultation activities. Each participant has an opportunity to partner with another workshop participant to lead a supervised training session, receive supportive feedback, and observe methods to improve training. The workshop relies strongly on interactive methods designed to maximize adult learning and model effective training. Participants are involved in lectures, communication skill exercises, role plays, training leadership opportunities, curriculum development, peer helping, and other experiential activities.

Participants are eligible to apply for national certification as Peer Helper Trainers (Level I or Level II). This certification system is based on national training standards originally developed by the Peer Counselling Project at the University of Victoria. Participants who attend a complete workshop receive a Certificate of Completion. Continuing Education Unit (CEU) credit is also available through the Canadian Counselling Association.

Peer Resources also offers a two-day Advanced Train-the-Trainer (Level II) session for persons who want to deepen their peer program training skills or advance to become a trainer of other peer trainers. The Advanced session also takes place in Victoria, British Columbia at the University of Victoria every year on the two days prior to the Comprehensive course. Eligibility for this specialized course is based on applicants' degree of experience running a peer program. Participants in this advanced seminar can elect to act as training assistants in the five-day train-the-trainer course which immediately follows the advanced course.

For more information about accommodation, the daily schedule, fees, registration, and materials, visit the Peer Resources' website at (<http://www.peer.ca/trng.html>).

"Go within or you go without."

~ Grey Owl ~

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