



GC4 TASK FORCE

MENTOR COMPETENCIES

Abstract

Mentorship has been listed as a high need by many inmates. There is a large gap between the number of those released from incarceration who need mentors and the number of available mentors. This document will provide information for potential mentors so that they may be able to understand their role and perform the services of a mentor.

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CHAPTER ONE

Understanding Incarceration

CHARACTERISTICS OF INCARCERATION

Note: The term “inmate” is used in this document because the person is incarcerated. When a person has been released from incarceration it is best to drop labels such as “felon” or “ex-con” and use neutral terms such as “person”, “individual” or “mentee”, for example.

It is difficult to understand the impact of incarceration on the psyche of inmates. This is true for those who have never visited a prison, but it is true even for regular prison volunteers who spend several hours a week serving inmates.

This session aims to introduce you to some of the challenges an inmate faces in prison and to consider how those challenges would affect personal growth. In addition, we will consider who makes up the prison population and, finally, look at how volunteers can take steps to create a trusting and hope filled environment for people who are often ruled by shame and hopelessness.

Objective

At the end of this session, you will be able to name some specific challenges of incarceration and their effect on inmates. You will have a better understanding of the make up of the prison population and why this is important. Also, you will know how to take practical steps to create an emotionally safe environment for inmates.

Who is in prison?

More than two million people in the United States are incarcerated, but these inmates are far from a social economic cross section of society. Consider these statistics found at various sites:

<https://corrections.az.gov/reports-documents/reports/inmate-statistics>

<https://corrections.az.gov/reports-documents/reports/corrections-glance>

<https://www.prisonpolicy.org/profiles/AZ.html>

https://csgjusticecenter.org/wp-content/uploads/2012/12/Arizona_1-pager_v4.pdf

Incarceration and Mental Illness

Especially with the budgeting and programming cuts and the warehousing of more and more inmates, prisons are simply not equipped to deal with prisoners’ mental health issues. And yet, a large segment of the inmate population has struggled or is struggling with serious mental health problems. It has not always been this way.

In the late 1960’s and into the 1980’s, the large psychiatric institutions used for many years to house mentally ill patients began to shut their doors. Some of the patients ended up with their families or in group homes, but many ended up homeless, unable to cope effectively with living on their own. Many patients end up drifting into lives of crime and serving time.

The deinstitutionalization of psychiatric hospitals means more people with mental health issues in prison and the lack of adequate programming or treatment means those with mental health issues often go untreated.

Discussion Question: (10 minutes)

How do you respond to the statistics? What do they tell you about the population in prisons? Are you surprised to learn about the mental health problems in prison?

Inmates and Deprivation

Inmates experience several types of deprivation that contribute to the pain of incarceration. We will examine some of those deprivations and consider the effect they might have on an inmate. Lending to the sense of helplessness and frustration is the fact that not all staff members are responsive to the needs and request of an inmate. Question may go unanswered or important paperwork ignored. It is also important to note that there is and US vs. THEM mentality among inmates and staff. Inmates don't want to appear too friendly with staff as not to raise suspicion with other inmates, and staff might assume all inmates, based on the action of a few, are untrustworthy. This makes for a difficult work environment for staff members and a dehumanizing environment for inmates.

- **Deprivation of Liberty**

When an individual is convicted, he or she is removed from society and sentenced to prison where the institution has nearly total control over the inmate's life. The prison is surrounded by a wall or fence and reinforced with many security devices. Inmates must wear the clothing and eat, sleep, work, recreate, and attend programs when the institution schedules such activities. There is no possibility of getting away from the prison or those who are in it.

Try to imagine this loss of freedom. Your movements and activities are restricted in almost every way. You cannot step away from the situation to "get a break". What do you think your mindset would become after a week, a month, or a year? How would you cope?

- **Deprivation of Autonomy**

Inmates must cope with the paradox that they are expected to behave and relate as adults, while at the same time they are reduced to the dependent status of helpless children. Inmates must depend upon staff to meet their needs. Every movement about the institution is limited and controlled and they are all engaged in activities during times prescribed by others.

How did you feel as a teenager when you were told what to do, where and went to do it, but you felt mature enough to make such decisions on your own? How did you respond? How would it feel to be told what to do as an adult? How do you think you would respond?

- **Deprivation of Property**

When inmates arrive at an institution for the first time, almost all of their personal belongings are sent home and the inmates are issued institution clothing. Any personal item that may be important to the inmate or makes them feel unique is not permitted and is sent home or discarded if the inmate is unable to provide an address to sent it to.

If an inmate is transferred to another institution, every item of personal property is again itemized and documented. Anything that was altered or in some way unauthorized is discarded or sent home. Usually, an inmate will have only two to four boxes of personal property which are mailed to the new institution where the property is re-itemized and

documented yet again. The new institution may have different rules about what personal property is allowed and additional items maybe be discarded or sent home.

Our society, for better or worse, places importance on what a person owns or does not own. What if you had almost nothing to your name? How do you think this would affect you? Would you care about how society views you? What about biblical passages and possessions? How would you feel about those passages if you had nothing?

- **Deprivation of Relationships**

All people need relationships, both emotional and physical. Our bond with others helps us to understand who we are. For an inmate, the deprivation of relationships chips away at their self-image and self-worth; the identity grows dim. Inmates will look for substitutions to meet physiological and psychological needs.

Imagine the most important relationship in your life. How does that relationship complement who you are? Imagine you must be without that person for years at a time. How do you think this would affect you? Would your sense of yourself change?

- **Deprivation of Security**

When people are incarcerated, their physical safety can be endangered. Though it may seem backwards, the higher the security level facility, the more dangerous the environment may be. Fights are common. Sometimes weapons are used and inmates can be seriously injured, maimed or killed by other inmates. Inmates can easily become involved in violent actions even as bystanders. This constant threat of danger puts inmates on edge as they never know if something unexpected and violent will happen. Sometimes riots can occur due to problems inside and outside the institution and the aftermath of such a disturbance is extremely difficult for both staff and inmates. The vast majority of inmates do not want riots to occur and do not participate in them yet are very much impacted when they happen.

Was there a time when you felt your physical safety was threatened? What if those heightened feelings followed you around all the time? What would you do to avoid danger? How would you protect yourself? How would you respond to any situation, good or bad, if you were always on edge?

Discussion Question (10 minutes)

Spend a few minutes talking about these deprivations and how you feel they will impact your mentoring to the people inside? How will you help them transition out of those feeling upon reentry?

Inmates, Hopelessness, and Hope

Living under institutional conditions for years, many inmates give up hope. Even in the most optimum of prison environments and with great individual motivation, the senses of hopelessness and helplessness among the inmate population are among the most difficult feelings to combat. As a result of their experiences in the past few decades, it is more difficult for inmates to make adjustments and develop healthy coping skills. Some adapt to these settings better than others, but all are negatively impacted in some way.

- **Shame**

Many inmates have grown up in an environment where they are put down regularly, constantly, and at times violently. They carry with them a deep sense of shame believing that they are mistakes, rather than people who make mistakes. In prison this searing pain of toxic shame is reinforced. Society, many inmates feel, has incarcerated them because they are mistakes. Many inmates are looking for something – anything – that will provide them with some sense of hope in a hopeless place. Yet the same that inmates carry often prevents them from integrating solutions with their life walk. This is where relationship-building between mature volunteers and inmates can change the inmate's life.

Tips on How to Create a SAFE Environment

In prison, and inmate faces emotional and mental distress and even physical threats. In such an environment, one rarely, if ever feels truly safe. The time you spend can be a time when inmates feel comfortable enough to let their defenses down at least a little and for a while. It is a welcome relief for inmates and an opportunity for you to nurture their spiritual and emotional growth.

- Accept the inmate unconditionally. Inmates will try to test you in small ways to see how you will react. When they say something negative about you, themselves, their case, or their environment, will you flinch at the information? Will you judge or try to correct them? Or will you simply receive what was said? If you accept the information, the inmate may trust you enough to share something more personal.
- Be genuinely interested in the inmate not as a potential convert, but as a human being. Really listen to what they say and consider it important. Take a “no-strings-attached” interest in their lives.
- Care about the inmate.
- In a hostile environment, your organization can be a place where inmates can let down their guard for a short while without fear.

These tips are really just different ways of saying the same thing. Accept inmates for who they are and where they are in their lives and journey. For people who have long considered themselves unacceptable, who have been repeatedly rejected and who reject others, this acceptance creates an open, safe and potentially healing place for inmates.

Discussion Question (10 minutes)

Talk about what you have learned so far. How do you plan to use your new found understanding of incarceration? Do you feel optimistic?

Criminal Thinking/Substance Abuse

Criminal Thinking is a very important topic to be aware of when working with the formally incarcerated. Understanding possible thinking patterns that can lead to recidivism will help your mentoring experience be successful for both you and your mentee.

Below is some information based on work by Dr. Ed LaTessa and other experts in the criminal justice field.

The following eight factors are called the Central Eight Criminogenic Risk Factors; criminogenic is a fancy word for 'crime producing'.

Andrews and Bonta's Major Set of Risk/Need Factors

1. Anti-social/pro-criminal attitudes, values & beliefs,
2. Anti-social associates,
3. Anti-social personality patterns conducive to criminal activity including:
 - Weak socialization
 - Impulsivity
 - Adventurous
 - Restless/aggressive
 - Egocentrism
 - A taste for risk
 - Weak problem-solving/self-regulation & coping skills
4. A history of antisocial behavior,
5. Familial factors that include criminality and a variety of psychological problems in the family of origin including low levels of affection, caring, and cohesiveness,
6. Low levels of personal, educational, vocational, or financial achievement,
7. Low levels of involvement in prosocial leisure activities,
8. Substance Abuse

Some basics of Cognitive Intervention

1. Thinking affects behavior,
2. Antisocial, unproductive thinking can lead to antisocial unproductive behavior,
3. Thinking can be influenced,
4. We can change how we feel and behave by changing how we think.

ADDICTION

- Addiction, as science has revealed, is a chronic, recurring disease that requires lifelong management. Clients often need help remaining abstinent following treatment, particularly when a recovering addict re-enters the community and faces old temptations.
- Addiction has been classified as a biopsychosocial disease. See related information at the following link: [Terry Gorski Blog](#)

TREATMENT

- Providing aftercare services, such as group or individual counseling, 12-step or other support meetings, relapse prevention services, vocational training and employment, primary and mental health care, and parenting/family skills training can prevent or delay relapse.

HALT

- **H – Hungry**
- **A – Angry**
- **L – Lonely**
- **T – Tired**
- **A person in recovery experiencing any one of these is placing themselves at risk for relapse.**

RESOURCES

- When mentoring a person who has issues with substance abuse, it is critical to know your role, stay within your scope and be familiar with the local resources. (this is where we would put links to the local resources for each county)

211arizona.org/substance-use-disorder/

psychologytoday.com/us/treatment-rehab

smartrecovery.org/

Generational Poverty

Hidden Rules

Hidden rules are the unspoken clues that individuals use to indicate membership in a group. This chart on hidden rules provides details. Generally, in middle class, work and achievement tend to be the driving forces in decision-making. In wealth, the driving forces are the political, social, and financial connections. In generational poverty, the driving forces are survival, entertainment, and relationships. For example, a student whose Halloween costume cost \$30 may not have paid the textbook bill. Relationships and entertainment are more important than achievement.

Generational Poverty	Middle Class	Wealth
The driving forces for decision making are survival, relationships, and entertainment.	The driving forces for decision making are work and achievement.	The driving forces for decision making are social, financial, and political connections.
People are possessions. It is worse to steal someone's girlfriend than a thing. A relationship is valued over achievement. That is why you must defend your child no matter what he or she has done. Too much education is feared because the individual might leave.	Things are possessions. If material security is threatened, of the relationship is broken.	Legacies, one-of-a-kind objects and pedigrees are possessions.
The "world" is defined in local terms.	The "world" is defined in national terms. The national news is watched; travel tends to be in the nation.	The "world" is defined in international terms.
Physical fighting is how conflict is resolved. If you only know casual register, you do not have the words to negotiate a resolution. Respect is accorded to those who can physically defend themselves.	Fighting is done verbally. Physical fighting is viewed with distaste.	Fighting is done through social inclusion or exclusion and through lawyers.
Food is valued for its quantity.	Food is valued for its quality.	Food is valued for its presentation.

Generational Poverty	Middle Class	Middle Class	Middle Class
You laugh when you are disciplined; it is a way to save face. Your mother is the most important person in your life. Many times, the mother is the keeper of the soul. An insult against your mother is unforgivable.	Formal register is always used in an interview and is often an expected part of social interaction	The artistic and aesthetic are key to the lifestyle and include clothing, art, interior design, seasonal decorating, food, music, and social activities.	
	Work is part of daily life		
The noise level is higher, non-verbal information is more important than the verbal emotions are openly displayed, and the value of your personality to the group is your ability to entertain.	Discipline is about changing behavior. To stay in the middle class, one must be self-governing and self-supporting.	For reasons of security and safety, virtually all contacts are dependent upon introductions (connections)	
Destiny and fate govern. The notion of having choices is foreign. Discipline is about penance and forgiveness, not change.	A reprimand is taken seriously (at least the pretense is there), without smiling, and with some deference to authority.	Education is for social, financial and political connections, as well as to enhance the artistic and aesthetic.	
Tools are often not available. Therefore, the concept of repair and fixing may not be present.	Choice is a key concept in the lifestyle. The future is very important. Formal education is seen as crucial for future success.	One of the key differences between the well-to-do and the wealthy is that the wealthy almost always are patrons to the arts and often have an individual artist to whom they are patrons as well.	

Note: Material is from the work of Ruby Payne and others. All items are generalizations, based on large populations.

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CHAPTER TWO

The Mentor-Mentee Relationship

Boundaries

Setting boundaries is healthy for both the mentor and the mentee. By setting and maintaining good boundaries you will avoid becoming burned out. Mentors who do not set strong boundaries often feel used, disrespected and walked on. It is much easier to set very strong boundaries and loosen them over time than it is to strengthen weak boundaries.

Start by talking to your mentee about boundaries early in your relationship. Share your boundaries and ask the mentee to share theirs. It is important to check in with each other as the relations progresses to ensure that you are both comfortable with the established boundaries. It is important to write down the boundaries and the responsibilities for the mentor and mentee. Boundaries will not always be clear-cut, and circumstances can change them. An issued that was initially identified as being out of bounds could be dealt with at a later stage if both the mentor and mentee consent.

Please understand that a successful transition back into society is entirely the responsibility of the mentee. As the mentor you are simply acting as a resource to assist the mentee to find employment, find a safe place to live, obtain necessary documents, identify resources for clothes and food, and to encourage the mentee to seek full activity in church or a support system of their choice, as soon as possible. You are providing the mentee with emotional and spiritual support. Your role will be enhanced by maintaining and open line of communication to them the mentee in times of discouragement.

DO	DON'T
<p>Begin your meeting with prayer or an affirmation.</p> <p>Determine how you will communicate and the frequency:</p> <ul style="list-style-type: none">• Text, phone, face to face• Daily, bi-weekly, weekly, as needed <p>Meet in public places</p> <p>Do not loan your cell phone to a mentee even for a brief call.</p>	<p>Don't give your mentee personal information about you like your address and don't have a relationship on social media like twitter or Facebook</p> <p>Don't have them stay over at your home or meet at your home</p> <p>Don't judge</p> <p>Don't do something for the mentee that they are capable of doing for themselves.</p>

DO (cont.)	DON'T (cont.)
<p>Make it clear to the mentee the hours that are acceptable to call you...”no calls after 9 PM unless it is an emergency”</p>	<p>Don't become involved in their financial affairs other than budgeting</p>
<p>Declare topics that are off-limits to discuss</p>	<p>Don't become involved in disputes the mentee has with others</p>
<p>Set physical boundaries.... Hugs, no hugs, handshake etc.</p>	<p>Don't become involved in the mentee legal affairs Don't go to court with them, call their lawyer for them etc.</p>
<p>Stand, if able, when greeting the mentee</p>	<p>Don't think you are personally responsible for their success</p>
<p>When sitting together at a table, sit across from one another. Sitting side by side is too friendly</p>	<p>Don't allow the mentee to become dependent upon you</p>
<p>Let mentee know when/if you have to refer them to someone else for professional help.</p>	<p>Don't overstep your role as a mentor by breaking parole or probation conditions placed on the mentee</p>
<p>Be honest and open. Be “real” because the mentee can spot an imposter, liar, phony and deceiver</p>	<p>Don't do something for your mentee that makes you feel uncomfortable</p>
<p>Be conscientious of legal restrictions</p>	<p>Don't engage in a relationship that goes beyond mentor-mentee</p>
<p>Treat the mentee as an adult who is responsible for themselves</p>	
<p>Follow through with your commitments</p>	
<p>Be trustworthy with personal and confidential information unless the mentee is in danger. If so, the judicial system requires that you disclose.</p>	

MENTOR CONFIDENTIALITY AGREEMENT

Mentor Name: _____ Program Name: _____

As a mentor, you will be privy to sensitive information. Maintaining confidentiality of your mentee's information is important, not only in protecting you and your organization from legal issues stemming from disclosing certain information to others but maintaining confidences will help establish the trust necessary for a successful mentor-mentee relationship.

- _____ I understand the importance of confidentiality in regards to the identity of mentee participants and their personal information.
- _____ I understand that mentee confidentiality is a legal requirement, under both state and federal law, as well as necessary to maintain a successful mentoring experience for the mentee. I understand that disclosing certain information may be against the law and I, or my program, can face legal sanctions if I violate confidentiality laws and I may be held liable for my part in the disclosure of legally protected information.
- _____ While a mentee may choose to disclose personal information to me, I understand that this is not implied or explicit permission to share this information outside of the program. I understand that I may not disclose even the identity of a program participant or confirm or deny that one is a participant in the program.
- _____ I understand that taking, sharing or posting photos, recordings, or videos of program participants is prohibited. Permission must be sought by the program and the mentee prior to sharing and pictures, recordings or videos that contain the mentees likeness or voice.
- _____ If I write or obtain written information about my mentee or any other program participant, I will take care to protect that information so that it is not seen by external third parties, even by accident. All written documentation containing information about my mentee will be kept in a safe place. All documents to be returned to the program will be done promptly. If personal notes are written, I will do my best not to include such details that should the document be lost or seen by an unintended party, my mentee cannot be easily identified.
- _____ If I have any questions or concerns about what would be a violation of confidentiality, I will contact a mentor program supervisor at my program for clarification.

Signature

Date

Motivational Interviewing

Motivational Interviewing is a collaborative conversation to strengthen a person's own motivation for and commitment to change. It does not impose change, but rather supports change in a respectful manner, congruent with the person's own values and concerns.

The spirit of MI is based on three key elements:

- **Collaboration (vs. Confrontation):** Although they may see things differently, the therapeutic process is focused on mutual understanding, not the therapist being right.
- **Evocation (Drawing Out, Rather Than Imposing Ideas):** The therapist's job is to "draw out" the person's own motivations and skills for change, not to tell them what to do or why they should do it.
- **Autonomy (vs. Authority):** The true power for change rests within the client. In addition to deciding whether they will make a change, clients are encouraged to take the lead in developing a "menu of options" as to how to achieve the desired change.

Four distinct principles guide the practice of MI:

- **Express Empathy:** See the world as they (the client) sees it.
- **Support Self-Efficacy:** MI is a strengths-based approach that believes that clients have within themselves the capabilities to change successfully. Focus on previous successes and highlighting skills and strengths that the client already has.
- **Roll with Resistance:** The MI value on having the client define the problem and develop their own solutions leaves little for the client to resist. A frequently used metaphor is "dancing" rather than "wrestling" with the client.
- **Develop Discrepancy:** Motivation for change occurs when people perceive a mismatch between "where they are and where they want to be." MI gradually helps clients to become aware of how current behaviors may lead them away from, rather than toward, their important goals.

MI skills and techniques are focused toward eliciting client change talk and commitment for change.

OARS: Often called micro counseling skills, OARS is a brief way to remember the basic approach used in Motivational Interviewing. Open Ended Questions, Affirmations, Reflections, and Summaries are core counselor behaviors employed to move the process forward by establishing a therapeutic alliance and eliciting discussion about change.

- **Open---ended questions:** create forward momentum used to help the client explore the reasons for and possibility of change.
- **Affirmations:** are genuine statements that recognize client strengths. They often involve reframing behaviors or concerns as evidence of positive client qualities and are a key element in facilitating the MI principle of Supporting Self---efficacy.
- **Reflections:** or reflective listening is perhaps the most crucial skill in Motivational Interviewing. By careful listening and reflective responses, the client comes to feel that the counselor understands the issues from their perspective. Using reflections, the therapist guides the client towards resolving ambivalence by a focus on the negative aspects of the status quo and the positives of making change.
- **Summaries:** communicate interest, understanding and call attention to important elements of the discussion.

Change Talk: reveals a client's consideration of, motivation for, or commitment to change. The more someone talks about change, the more likely they are to change. Strategies for Evoking Change Talk: include:

- **Asking Evocative Questions:** the answer to which is likely to be change talk.
- **Exploring Decisional Balance:** Ask for the pros and cons of both changing and staying the same.
- **Good Things/Not---So---Good Things:** Ask about the positives and negatives of the target behavior.
- **Asking for Elaboration/Examples:** "In what ways?" "Tell me more?" "What does that look like?"
- **Looking Back:** Ask about a time before the target behavior emerged.
- **Looking Forward:** If you were 100% successful in making the changes you want, what would be different? How would you like your life to be five years from now?

- **Querying Extremes:** What are the worst things that might happen if you don't make this change? What are the best things that might happen if you do make this change?
- **Using Change Rulers:** "On a scale from 1 to 10, how important is it to you to change [the specific target behavior] "What might happen that could move you from ___ to [a higher number]?" Alternatively, you could also ask "How confident are that you could make the change if you decided to do it?"
- **Exploring Goals and Values:** Ask what the person's guiding values are. What do they want in life?
- **Coming Alongside:** Side with the negative (status quo) side of ambivalence. "Perhaps _____ is so important to you that you won't give it up, no matter what the cost."

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SMART Goals

SMART Goals are **s**pecific, **m**easurable, **a**greed upon, **r**ealistic and **t**ime-based goals. A goal may be short or long term. The acronym SMART, expanded includes the following:

- S** - Specific, significant, stretching. It is well defined and clear.

- M** - Measurable, meaningful, motivational. Know if the goal is obtainable and set timing for completion.

- A** - Agreed upon, attainable, achievable, acceptable, action-oriented. All stakeholders involved in setting the SMART goal should be in agreement as to what it should be.

- R** - Realistic. Within the availability of resources, knowledge and time.

- T** - Time based. Allow enough time to achieve the goal but not so much as to affect time management.

Sample Budget Worksheet

INCOME:	Week One	Week Two	Week Three	Week Four	Week Five
DATE	___/___/___	___/___/___	___/___/___	___/___/___	___/___/___
Employment					
Child Support					
Cash Assistance					
Food Stamps					
Other					
TOTAL INCOME:	\$ -	\$ -	\$ -	\$ -	\$ -
EXPENSES:	Week One	Week Two	Week Three	Week Four	Week Five
Bus Pass					
Car Fuel					
Car Insurance					
Car Payment					
Car Registration					
Child Care					
Child Support					
Cleaning Products					
Clothing					
Child: Hygiene Diapers					
Groceries					
Grooming: Hair Cut(s) Mani-Pedi					
Hygiene Toiletries Make-up					
Medical Dental Prescriptions					
Mortgage Rent Program Fees					
Savings					
Telephone					
Tithing / Donations					
FLEXIBLE SPENDING					
Entertainment: Movies, Restaurants, Children's Activities, etc.					
Tobacco					
Other					
Other					
Other					
Other					
TOTAL EXPENSES:	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL INCOME:	-	-	-	-	-
TOTAL EXPENSES:	-	-	-	-	-
BALANCE REMAINING:	\$ -	\$ -	\$ -	\$ -	\$ -

Mentor-Mentee Agreement

Mentor: _____

- I will adhere to my program's policies and procedures and provide you, my mentee, with the time and help as described by the program.
- I will listen to you and have an open mind. If I do not understand, I will ask so we can avoid miscommunication. If I don't know the answer to a question, I will do my best to find it out.
- I will keep your information confidential. What is said between us will stay between us, unless the program rules or the law requires me to disclose certain information, such as if you are in immediate danger or if imminent harm to others is likely. Apart from this, I will not disclose any of your information to anyone outside the program.
- I will do my best to assist you and help you. However, I am not allowed to provide any financial assistance, shelter, or other assistance outside of that provided by the program.
- I will complete my commitment to you to mentor you for the duration of the program.

Signature: _____ Date: _____

Mentee: _____

- I will participate and adhere to the requirements of the program. This may include following program rules, attending meetings, reviewing policies, etc.
- I will be open and honest with my mentor in order to get the greatest benefit from the program.
- I will not disclose personal information about my mentor to anyone outside of the program.
- I will maintain communication with my mentor and will notify my mentor and program of any changes in contact information. I will also inform my mentor and program if I choose to no longer participate in the program.
- I understand that what my mentor is able to do may be limited by facility or program policies and requirements.
- I will do my best to participate fully in the program in order to get the greatest benefit from the program.

Signature: _____ Date: _____

CHAPTER THREE

Mentor Care

Ethics in Mentoring

Mentors have a responsibility to teach and role model appropriate and ethical behavior. Ethics involves the use of reasoned moral judgment in any given situation. Both the mentor and the mentee have a responsibility to behave ethically in their relationship.

Elements associated with appropriate ethical behavior:

- Promoting mutual respect and trust. Trust grows out of mutual respect.
- Maintaining Confidentiality

Confidentiality is sacrosanct. Breaching confidentiality has the potential to rupture a relationship. At the least it will weaken the trust. A breach in confidentiality is a difficult problem to resolve, so it is best to avoid it altogether.

At the beginning of the relationship, to identify the kinds of things that should be confidential, be up-front about what is acceptable and what is not. If one party thinks they need to disclose confidential information, it needs to be discussed and permission obtained in advance. If, however, a breach occurs and you want to preserve the relationship, try to rectify the situation. Make clear what happened and what can be done to avoid this in the future. Try to rebuild the relationship through communication and negotiation. This will only work if both parties want to rebuild the relationship.

- Be consistent and follow through. When you say you will do something, do something.
- Maintaining vigilance with regard to the boundaries of the relationship.

The power differential increases the mentor's obligation to be cognizant of the mentee's feelings and rights. Boundaries tend to be sensitive. Crossing boundaries makes both parties uncomfortable and creates tension between the parties. Mentors need to be cautious about the requests they make to their mentees so that they do not cross the line of power. The mentee is inclined to want to please their mentors and requests may be perceived as demands. For example, the mentor would not ask the mentee to babysit for them or pick up their dry cleaning because this is crossing an ethical line. Mentors must be careful of the requests they make of their mentees. The parties should discuss boundaries at the onset of the relationship because people may have different ideas about where the boundaries lie. Is it ethical for a mentor to ask a mentee to give a talk about their experience? Being prepared will help progress down the line.

- Acknowledging skills and experiences that each brings to the relationship.

In the role of mentor, understand the scope of your limits. Do not present yourself as someone you are not. If you are not an accountant, don't give advice about how to file a tax return. You may be a lawyer but your role is one of mentor. Give advice based upon your experiences but it is not your role to represent the mentee in a court of law. Refer the mentee to a professional for professional help.

- Know and respect the rules of the facility that you are visiting. Know the rules that the parole officer has laid out for your mentee.

www.azcorrections.gov

Mentors Engaging with a Diverse Population

The mentor needs to be sensitive to cultural diversities throughout the entire communication process. Because individuals come from different ethnic, socio-economic, linguistic, and experiential backgrounds, the mentor cannot make assumptions about what mentees understand, or even the intent behind what mentees say.

Some things that a mentor can do to bridge cultural diversities are:

- Be aware of his/her own biases
- Be aware of other cultures, including prison, gang, poverty, ethnic, religious
- Be aware of literacy and socio-economic disparities
- Establish common ground with mentee
- Establish a communication style that encourages questions and clarification
- Respect mentee's ethnic and cultural values, including religion and relationships
- Maintain and convey respect for the individual
- Utilize interpreter services when needed
- Assist, rather than dictate, setting goals and identifying options
- Appreciate the mentee's style of humor
- Use written and spoken vocabulary consistent with the mentee's expertise

One model of cross-cultural communication is the LEARN approach:

- **Listen** with sympathy and understanding to the mentee's perception of the problem.
- **Explain** your perceptions of the problem.
- **Acknowledge** and discuss the differences and similarities.
- **Recommend** an action plan.
- **Negotiate** the plan.

Following these simple steps can help bring mentees into the decision-making process – a process minorities often feel left out of.

As mentors develop sensitivity, willingness to learn, interest, and respect for cultural diversity, they will enhance their relationship and effectiveness with their mentee.

*Note: A highly recommended and extremely useful document is available online. It lists **28 major cultures and religions** from African American/Black Culture to Wicca Spirituality, and breaks down important and sensitive issues for each: [A Quick Guide to Cultures and Spiritual Traditions](#) by St. Joseph's Hospital and Medical Center.*

Vicarious Trauma

Those who work with victims of trauma can become traumatized themselves. Many of those incarcerated have experienced trauma in their lives. Such trauma can result from being the victim of physical or sexual violence or by being the victim of various forms of abuse. While getting to know their mentees, Mentors will often hear about these traumas and will deal with mentees who are still struggling with and are affected by these traumas. It is important that Mentors understand that just by listening to one who has suffered trauma and supporting someone dealing with the effects of trauma, they too can become traumatized. Terms that are used to describe this effect include: secondary trauma, compassion stress and vicarious trauma.

Secondary Trauma or Secondary Traumatic Stress results when an individual hears about the traumatic experiences of another person, causing symptoms similar to those of post-traumatic stress disorder (PTSD) such as intrusive thoughts, avoidance, heightened reactivity, anxiety or depression. The indirect exposure to traumatic materials can cause emotional and mental disturbances in the Mentor.

Compassion stress, describes stress caused by helping or wanting to help trauma victims. Symptoms include feelings of helplessness, confusion and isolation, and/or secondary traumatic stress symptoms.

Vicarious trauma is the process of change that happens because you care about other people who have been hurt and feel committed or responsible to help them. Over time this process can lead to changes in your psychological, physical, and spiritual well-being. This is a cumulative effect that occurs over time and is an ongoing process that develops as one hears distressing stories. When you care about others and are able to identify with and understand another person, it is easy to feel another's pain and grief, thus bringing it into your own conscious experience.

Symptoms of vicarious trauma include: feeling numb, cynicism, anger, disgust, fear, hopelessness/despair, guilt of your own well-being, difficulty concentrating, difficulty with boundaries, irritability, desire to avoid hearing distressing stories and encouraging others to discuss less distressing things etc.

Part of treating and preventing vicarious trauma is being aware that it can occur and noticing the signs before it negatively impacts your daily life. Notice whether something is making you uncomfortable, tense, annoyed or distressed. This will help you understand how you respond to certain information and situations and allow you to address any negative feelings and prevent them in the future.

Ways to prevent and address secondary trauma and vicarious trauma include:

- Focus on exercise and nutrition: Maintaining or improving your physical health has a positive effect on your mental health.
- Practice self-care: Do something you enjoy and something that makes you feel good.
- Remember your purpose: Just by being a Mentor you are doing exactly what your Mentee needs. You are there to help him or her transition back into society, nothing more. Just by helping in this way, you are already making a difference in their life.
- Stay connected to your home organization: Share with your fellow volunteers and staff members what you are feeling and experiencing. Talking about your experiences will help you collectively come up with strategies to prevent secondary or vicarious trauma from affecting you and strategies to best help your mentee.

References:

The National Child Traumatic Stress Network, "Secondary Traumatic Stress,"
<http://www.nctsn.org/resources/topics/secondary-traumatic-stress>

Headington Institute, "Understanding and Addressing Vicarious Trauma"
http://headington-institute.org/files/vtmoduletemplate2_ready_v2_85791.pdf

Additional Resources:

Ruben, Aaron, *When PTSD is Contagious*, The Atlantic, December 15, 2015,
<https://www.theatlantic.com/health/archive/2015/12/ptsd-secondary-trauma/420282/>

Simpson, L. R., & Starkey, D. S. (2006). *Secondary traumatic stress, compassion fatigue, and counselor spirituality: Implications for counselors working with trauma*.

Reproduced,

<https://www.counseling.org/resources/library/Selected%20Topics/Crisis/Simpson.htm>

U.S. Department of Health and Human Services, Admin for Children and Families,
Secondary Traumatic Stress, <https://www.acf.hhs.gov/trauma-toolkit/secondary-traumatic-stress>

Self-Care

In a broad sense, self-care is about being good to yourself. Being good to yourself reduces stress. It is also about recognizing when your resources are running low and being able to step back to replenish your energy. Self-care is creating a balance in your life between work and pleasure. Doing things for your body, mind and spirit that are essential to a happy life.

BENEFITS OF SELF CARE

- **PRODUCTIVITY**
When you learn to say no to things that over-extend you and start making time for things that matter more, you slow life down so that your goals come into sharper focus. It helps you to concentrate on what you are doing.
- **RESISTANCE TO DISEASE**
People that do things to reduce stress have a better immunity to colds, flu and stomach upsets or headaches.
- **IMPROVED SELF-ESTEEM**
When you regularly take time to replenish yourself with self-care activities, you send a positive message to your subconscious. You will feel better about yourself when you are treating yourself like you matter and have intrinsic value.
- **INCREASE IN SELF KNOWLEDGE**
Practicing self-care requires you to really think about what you want to do to relax. You have to figure out what you feel passionate about. You might even change your job or where you live because you have discovered something new and positive about yourself.
- **MORE TO GIVE**
We often think we are being selfish if we do something good for ourselves. But, this is not true. If you are compassionate to yourself, you will have more compassion for others. On the airplane they always tell you to put your own oxygen mask on before helping others. This is true of life too. Take care of yourself first so that you are capable and strong enough to help others.

TYPES OF SELF-CARE

- **SENSORY**
Think about scent, sound, sight, and touch. When you are in touch with the sensory sensations around you it is easier to live in the present where you are free of past resentments or fear of the future. Find the sense that makes you the calmest.

Here are some examples: watching the flame from a fire or candle, snuggling under a soft blanket, feeling the hot water on your skin in the shower, listening to music with your eyes closed, sitting in the warmth of the sun, getting a massage, holding your pet or smelling a favorite fragrance.

- **EMOTIONAL**

The best way to deal with emotions is to fully engage with them. Don't try to push your feelings away. You are entitled to feel angry or sad so go ahead and accept it and then move on.

These are a few ways you can self-help in dealing with emotions: keep a daily journal and be totally honest with your feelings, see a therapist even if it is just for a short while because it may help you to understand the way you feel, make time to spend with a friend or family, let yourself cry when you feel like it, sing along to a song that relates to your present situation, encourage yourself to laugh at old memories.

- **SPIRITUAL**

Don't worry, you don't have to be religious to be spiritual. Most everyone wants to get in touch with their values and what really matters to them. So, you don't have to believe in a deity to practice spiritual self-care.

Some ways you can be spiritual are: read poetry, walk in the woods, desert or on the beach, go to a church service, make a daily list of five things for which you are grateful, be creative through writing, art or music, meditate or pray daily, make lists of affirmations.

- **PHYSICAL**

Physical activity is not only good for your body but it helps you let off steam. It might not sound like fun to go to the gym but that is a narrow way of thinking about self-care.

Broaden your thoughts about exercise to include activities like: dancing to your favorite song on the radio, try yoga even if you have never tried it. There are classes for every level. Run with your dog or a friend, learn a new sport, go for a hike, swim, ride a bike.

- **SOCIAL**

Choose people who really make you feel good and plan to do things with them. Even if you are an introvert, connecting with others is essential to your happiness.

Ways to be more social: make a date with someone for lunch or a movie, reach out to someone you have not seen in a while, write a short note to a friend just to let them know you are thinking of them, start a conversation with someone, sign up for a class that interests you, join a group that shares your interest.

https://socialwork.buffalo.edu/resources/self-care-starter-kit/introduction-to-self-care.html#title_3

<https://lifehacker.com/why-self-care-is-so-important-1770880812>

https://www.ted.com/playlists/299/the_importance_of_self_care

<http://www.thelawofattraction.com/self-care-tips/>