

**Stony Brook University
The Graduate School**

Doctoral Defense Announcement

Abstract

Mentoring: Perspectives from Attachment Theory

By

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The current study examined the link between attachment style and college students' views and expectations of mentoring like relationships. For this study, we used the original attachment script methodology to assess college students' knowledge and access to a secure base script. We adapted this narrative script methodology to include word prompts relevant and sensitive to their experiences while in college to assess their views and representations of mentor-student like relationships. To fully examine the impact of early experiences at home and in school prior to entering the University environment on college students' beliefs and expectations of mentoring relationships we developed a First Year Student Survey (FYSS). This survey gathered extensive information on students' demographics, academic history, cultural models, future career goals, previous mentoring like experiences as well as views of close relationships and perceptions of social support.

The attachment and mentor-student script representations were significantly and positively correlated $r=.44$, $p< .001$, $N=80$. This suggests that knowledge and access to a secure base script contributes to students' understanding and expectations of how mentor-student relationships work. Furthermore, early experiences at home and in school with mentor like figures played a significant role in the articulation of a mentor-student script.

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Dissertation Advisor: Harriet Waters