

**VOLUNTEERISM AS ADOLESCENT HEALTH PROMOTION
ASSET: A SCOPING REVIEW.**

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VOLUNTEERISM AS ADOLESCENT HEALTH PROMOTION ASSET: A SCOPING REVIEW.

INTRODUCTION

Adolescence is a time of transition with rapid physiologic, emotional, and cognitive changes. During this stage, adolescents are in the process of reshaping their identities while forming relationships with friends, family, and the community (Srof & Velsor-Friedrich, 2006). This period is a critical window of development characterized by shifts at multiple levels, from biology to social role transitions, during which opportunities for participation in meaningful activities, feeling significant to others, and forming safe and supportive relationships with adults are crucial. Furthermore, adolescence is a formative window for life-long health and civic trajectories (Ballard & Syme, 2016).

Adolescents conceive of their health in terms of "having fun" and "being happy" (Perez-Wilson, Hernán, Morgan, & Mena, 2015) and relate it to well-being, happiness, quality of life, and positive self-perception (Portero López et al., 2002). This conception might be related to the fact that they usually enjoy a high level of health, have low perceptions of risk, and understand disease as a short and transient situation that is easily resolved (Portero López et al., 2002). Attention to this population group has traditionally been viewed through a preventative lens, prioritizing activities to avoid inadequate nutrition, risky sexual relations and behaviors that contribute to unintentional injuries, violence, or substance abuse (Duncan et al., 2007). Adolescents report a social tendency that regards them as conflictive and with a negative bias (Spencer, 2014). This deficit perspective has influenced policies, research, and practice (Matos et al., 2018). In many contexts worldwide, primary care (PC) services in charge of adolescent health have focused on treating and/or preventing diseases (Ozer, 2007; Taliaferro & Borowsky, 2012). This view of adolescence neglects their role relations, expectations, and abilities. In response to this, it has recently been suggested that research and assistance provided to this population group should move from a risk perspective to an understanding of factors that promote well-being (Sieving et al., 2017).

Aaron Antonovsky contributed to this positive vision of health and its promotion through the salutogenic theory (Eriksson & Lindström, 2008). Reconceptualizing health promotion (HP) from this approach implies the redirection of activities toward those that generate health (Hernán et al., 2013) to focus on positive development and the assets that they possess (Oliva et al., 2011) as well as to emphasize the importance of the community environment in which they interact. Salutogenesis is related with well-being. This can be achieved as a result of accomplishing the goal that all young people move into adulthood equipped with skills and competences to enjoy a productive, healthy and happy life; and these skills cumulate as a result of positive development in the early years (García-Moya and Morgan 2017). Likewise, is closely related to Lerner's Positive Youth Development (PYD) model, that also aims to foster the abilities and skills of adolescents to promote positive outcomes and their well-being, considering them as individuals with enormous potential to develop (Lerner et al., 2005). The PYD recognizes the importance of establishing a community context rich in assets and finding formulas that allow

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3 an optimal fit between the adolescent and his or her context through public policies (Oliva et
4 al., 2011).

5 Salutogenesis and PYD model focus on the development and well-being of adolescents in
6 relation to their context, their community, emphasizing the importance of being involved in
7 community-based activities. If there is an activity that stands out as being community-based, it
8 is community volunteering. Youth volunteering can be defined as an activity with a positive
9 social benefit performed by adolescents who volunteer for no monetary rewards (Haski-
10 Leventhal et al., 2008). Some youth are encouraged or obliged to volunteer by their schools or
11 as part of their school's curriculum. Although this route is considered as a way of instilling the
12 lifelong habits of volunteering, these might not be considered as volunteers in the narrow sense
13 that includes only volunteers who act of their own free will, entailing an altruistic nature (Haski-
14 Leventhal et al., 2016).

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19 Although volunteering might promote adolescent development in a broad way (Hamilton &
20 Fenzel, 1988), this action has been fundamentally promoted among adolescents as a method to
21 correct behavioral problems (Zoerink et al., 1997) and prevent them (Allen et al. 1997; O'Donnell
22 et al., 1999; Gebbia et al., 2012; Williams & Talbott, 2016). However, volunteerism might also
23 represent a means to train adolescents by promoting their connection with their own
24 community through positive behaviours. Evidence coming from studies conducted with adults
25 discovered numerous benefits both to communities and volunteers themselves (Snyder, Omoto
26 & Dwyer, 2016). Participation in volunteering activities is significantly predictive of better mental
27 and physical health (Piliavin & Siegl, 2007), life satisfaction self-esteem (Thoits & Hewitt, 2001),
28 and happiness (Borgonovy, 2008), as well as reducing negative outcomes (Thoits & Hewitt, 2001;
29 Kim & Pai, 2007), including mortality (Konrath et al., 2012). Furthermore, this health benefits
30 are not due to self-selection bias (Piliavin & Siegl, 2007). As such, it has been pointed out that
31 volunteering should be promoted as a kind of healthy lifestyle (Yeung, Zhang, & Yeun Kim, 2018).
32 Given that the prosocial and meaning-making nature has been proposed as pathway for the
33 positive health effects, it could be hypothesized that this would potentially be applicable to
34 adolescents also. This study explored the existing evidence regarding the participation of
35 adolescents in volunteer activities and the potential benefits that these activities have for their
36 healthy development from a salutogenic perspective.

37 38 39 40 41 42 43 44 **METHODS**

45
46 A scoping review was performed to map the existing literature regarding volume, nature, and
47 characteristics (Arksey & O'Malley, 2005). This type of review is particularly interesting when
48 the topic has not been exhaustively studied or represents a certain level of complexity (Mays et
49 al., 2001). They resemble systematic reviews in that they employ rigorous and transparent data
50 collection, analysis, and interpretation methods. However, they differ in that quality evaluation
51 is not typically part of *scoping reviews* (Arksey & O'Malley, 2005) because they focus on the
52 results themselves rather than on the means used to produce them (Arksey & O'Malley, 2005;
53 Lambert, 2006). The five steps proposed by Arksey and O'Malley (2005) were followed:
54 identification of the research question; identification of relevant studies; selection of studies
55 according to pre-established criteria; extraction of information; and charting the data.

56 57 58 59 *Identification of research question*

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3 Adolescent health has been an area frequently addressed in the literature. Most of these works
4 have been developed from a preventivist perspective. Likewise, volunteerism has been
5 conceived as an activity of interest under the condition of behavioral problems. The research
6 question identified for this review was: What is known from the existing literature about the the
7 relationship between adolescent health and volunteering from a salutogenic perspective?
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10 *Identification of relevant studies*

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12 In order to develop the search strategy, between November and December 2015, a period of
13 immersion in the literature was conducted to identify and clarify key concepts and detect two
14 fundamental aspects for the design of the strategy. On the one hand, research on volunteering
15 and adolescents began to emerge in the 1960s (Yates, 1995); on the other, that literature,
16 especially the most recent reports, all too often allude to another activity called Service Learning
17 (SL). This term has been used as a synonym of volunteerism on many occasions since the 1990s.
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20 The main search terms used were “adolescence” and “volunteering”, along with their
21 corresponding MeSH. The detailed search strategy is available from the authors on request.
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23 Searches were performed between January and February 2016 using the Cochrane Library
24 Home, PsycInfo, Cinhal, and PubMed databases, including only publications in Spanish, English,
25 French, and Portuguese. Given the high number of resulting documents, the searches were
26 limited to articles containing the keywords in the title. Likewise, the reference sections of the
27 selected articles were reviewed to identify additional articles.
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30 *Selection of studies according to the established criteria*

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32 The articles were selected according to the criteria established using the salutogenic
33 conceptualization of adolescence; They included volunteering activities carried out in
34 community contexts that reflected effects on the development of adolescents; SL was excluded
35 because this concept includes volunteer activities as an obligation for youth to graduate. Several
36 authors have considered this obligation as a violation of the spirit of volunteerism (Janoski, et
37 al., 1998). Gender differences were also excluded because the search results were primarily
38 related to unwanted pregnancies among adolescent girls and substance abuse among
39 adolescent boys. Given the type of review performed, no methodological quality criteria were
40 established.
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44 Figure 1 shows the article selection flowchart. Ultimately, 15 articles were selected. The
45 searches were re-executed in October 2018 without changes in the article selection.
46

47 [Insert-Figure 1. Flowchart of the search and selection of studies according to the PRISMA
48 standard-here]
49

50 *Charting the data*

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52 A table was created with the categories of interest to employ a homogeneous procedure for
53 data extraction (see Table 2).
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55 [Insert-table 2. Items included for the review-here]
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58 **RESULTS**

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3 The results are presented in two sections attending to: (1) scope of the research performed in
4 this field; and (2) results affecting the positive development of adolescents reported regarding
5 volunteering?
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8 9 *Volume, nature, and characteristics of research*

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11 Almost all of the studies were conducted in the United States, except for one that was conducted
12 in Canada and another that was conducted in New Zealand (see Table 2). More than half were
13 published between 1990 and 2000. These works were primarily developed by psychologists and
14 sociologists.
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17 The volunteer activities described varied greatly. The volunteers performed coaching activities
18 with other adolescents, worked with their peers, participated in community improvement
19 services and childcare, assisted other teens who required emotional relief, helped with religious
20 classes, and worked with socially excluded people. They also spent hours playing and reading
21 with hospitalized children. They conducted activities in defense of the environment, and human
22 rights, and administrative work. All activities were performed under adult supervision.
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25 More than half of the studies consisted of primary research with quantitative methodologies.
26 Six were exploratory studies with pre-post designs, and three used cross-sectional designs.
27 Participants varied in age, from 12 to 24 years old. Scales were used to measure concepts such
28 as self-perception as well as social and personal responsibility. One study also conducted
29 interviews with participants. The remainder included four literature reviews and a report.
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32 *Impact on positive youth development*

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34 While not all articles reviewed mentioned them, the emerged themes were closely related
35 to Five "Cs" of Lerner's PYD (Lerner et al., 2005): competence, confidence, connection,
36 character, and caring (see table 1). The results were classified based on them.
37

38 [insert-table 1. Definitions of the Five Cs of positive youth development according to Lerner-
39 here]
40

41 **Competence**

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43 Volunteerism increases the academic competence of adolescents (Moore & Allen, 1996;
44 Schondel & Boehm, 2000) and their sense of responsibility, which is reflected in the school
45 environment (Kuperminc et al., 2001); furthermore, it promotes the development of skills
46 necessary for their professional futures (McBride et al., 2011). Likewise, the assumption of
47 responsibilities offers an opportunity to work on the key competency of leadership (Kuperminc
48 et al., 2001). They also developed the skills necessary for their professional future (McBride et
49 al., 2011) such as their communicative skills (Schine, 1989) and other personal competences
50 (McBride et al., 2011; Moore & Allen, 1996; Yates & Youniss, 1996), including the ability to
51 resolve their own problems as well as external conflicts (Fine et al., 1976; Metz et al., 2003;
52 Schine, 1989); these skills are of great utility for both their personal lives and their professional
53 development. The variability in these activities offers adolescents the possibility to explore, at a
54 young age, different options to develop themselves professionally in the future.
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59 **Confidence**

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3 Adolescents perceive themselves as important and necessary people (Hamilton & Fenzel, 1988).
4 This positive perception is amplified when they achieve the established objectives for the
5 development of an activity, and other people benefit (Yates & Youniss, 1996). When
6 collaborating within their community, they feel that they are protagonists and assume roles of
7 greater importance than they are accustomed to in their daily lives (Schine, 1989; Yates, 1995).
8 These collaborations make them aware that they can make important decisions that are heard
9 and considered by adults (Schine, 1989), which promotes their self-perception as active agents
10 (Metz et al., 2003). Thus, they understand that they can make a difference (Yates & Youniss,
11 1996), which increases their self-esteem (Johnson et al., 1998; Kuperminc et al., 2001; Moore &
12 Allen, 1996) and self-confidence (McBride et al., 2011; Yates & Youniss, 1996). Volunteering
13 fosters the development of adolescents' identities and autonomy (Hamilton & Fenzel, 1988;
14 Youniss et al., 2001) as well as their senses of personal agency (Yates, 1995), self-knowledge
15 (Fine et al., 1976), self-understanding, and self-acceptance (Yates & Youniss, 1996). These
16 activities allow them to view themselves as more effective individuals (McBride et al., 2011;
17 Moore & Allen, 1996).
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23 **Connection**

24 Volunteerism promotes relationships between adolescents and adults (Moore & Allen, 1996;
25 Schine, 1989) within various associations, thereby promoting adolescents' active participation
26 in "the world of adults" (Schine, 1989) and fostering an intergenerational harmony (Calabrese &
27 Schumer, 1986) that can even lead to strong ties (Metz et al., 2003). Furthermore, adolescents
28 working with individuals of the same age group increase their knowledge of teamwork and their
29 awareness of and ability to benefit from the positive aspects of the sharing of responsibilities
30 (Calabrese & Schumer, 1986). On many occasions, adolescents express perceptions of a sense
31 of camaraderie (Calabrese & Schumer, 1986) that allows them to expand their circle of friends
32 and fosters their sense of belonging to the community (Harré, 2007; Kuperminc et al., 2001;
33 McGuire & Gamble, 2006; Yates, 1995).
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38 **Character**

39 Volunteering during adolescence is a way to develop pro-social attitudes, assume responsible
40 behaviors toward society, and respect social and community norms (Hamilton & Fenzel, 1988;
41 Harré, 2007; Johnson et al., 1998; Kuperminc et al., 2001; McGuire & Gamble, 2006); also, it
42 promotes the development of a moral identity (Calabrese & Schumer, 1986) and civic skills
43 (Metz et al., 2003). It also encourages them to rethink their values (Hamilton & Fenzel, 1988),
44 with both individuals and collectives being reinforced when working in groups (McBride et al.,
45 2011). Volunteering helps adolescents to situate themselves in a normative society (Youniss et
46 al., 2001) and, in a different way, discover and learn to appreciate the world in which they live
47 (Schondel & Boehm, 2000). Several studies have identified a direct relationship between the
48 participation of adolescents in volunteer programs and an increase in political participation
49 (Metz et al., 2003; Yates, 1995; Youniss et al., 2001).
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54 **Caring**

55 The predominance of the volunteer activities aimed at disadvantaged individuals, groups, and
56 families encourages volunteer adolescents to assume roles that primarily help other people
57 (Kuperminc et al., 2001), exposing them to various altruistic settings (Johnson et al., 1998). This
58 work makes them aware of the social inequality that can occur within the same community
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3 environment and allows them to experience new and diverse social groups, both directly and in
4 depth. In addition, it allows adolescents to begin to question and reject negative stereotypes
5 associated with stigmatized groups (McGuire & Gamble, 2006) identifying the common
6 principles and aspects that connect different social groups as well as discovering positive traits
7 of new acquaintances (Harré, 2007). As a result, adolescents develop positive relationships with
8 various groups based not on prejudices but on a developed sense of solidarity and tolerance
9 among adolescents (Harré, 2007; Yates & Youniss, 1996).
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15 **DISCUSSION**

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17 The present review explored the existing evidence regarding the participation of adolescents in
18 volunteer activities and the potential benefits that this activity might produce with regard to
19 their healthy development from a salutogenic perspective.
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22 Concerning the volume, nature, and characteristics of the available literature, most of the
23 evidence has come from the USA, which should be emphasized. It is also striking the timeframe
24 in which the evidence found is located, half of the included papers predating the year 2000, and
25 the most recent one having been published in 2011. This work also revealed that adolescence is
26 operationalized as a wide age range. The studies reviewed included individuals aged 12 to 24
27 years. This range is in accordance with Higuera and Cardona (2015) who claimed that a lack of
28 consensus exists in the literature regarding the age range of adolescents. More recently, Sawyer
29 et al., (2018) determined that adolescence includes those aged between 10 and 24 years.
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33 Regarding the effect of volunteering on positive youth development, the results suggest that
34 volunteering is conducive to the positive development of adolescent health. Moreover,
35 increased positive development of adolescents reduces the rates of risky behaviors (Hamilton &
36 Fenzel, 1988), which corroborates the previous literature.
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39 These findings support the proposal by Moore and Allen (Moore & Allen, 1996), who extolled
40 volunteerism as one of the most energetic approaches to promoting adolescent health.
41 Although these authors made their proposal in the American context in which volunteering is
42 more integrated as an active part of community health, it might also represent an opportunity
43 in other HP contexts. When adolescents internalize and act on the belief that they must foster
44 their own development by contributing to the context in which they live, they not only achieve
45 positive individual development or enhance their health but also reflect and promote advances
46 in the development and health of their social environment (Lerner et al., 2005).
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50 The concept of volunteering as an asset for HP during adolescence evokes the need to adopt
51 and favor this view with regard to key areas of study associated with this stage such as education
52 and health. Teams that work in community health, especially those in PC, should recognize and
53 value existing volunteer groups as an asset to promote the healthy development of adolescents.
54 Although 30 years have passed since the Ottawa charter, a reorientation of the health services
55 toward a more positive concept of health and a community approach remains necessary (Cabeza
56 et al., 2016; López-Dicastillo et al., 2017). In addition, and especially at this stage, friendlier
57 health services should be encouraged that include comprehensive services from within
58 educational institutions to community actions (Goicolea et al., 2015). The alignment of health
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3 services and professionals with the concept of health and the values of adolescents through the
4 adoption of the salutogenic approach might increase the attractiveness of this topic to this
5 population and offer more appropriate attention to their perceived needs.
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8 Volunteer groups within the community represent a current resource for the health sector.
9 Authors such as Stephen (2017) have proposed and advocated for the prescription or
10 recommendation of volunteering in the community for reasons similar to those discussed in this
11 review. Reshaping adolescent identity, forming new relationships, developing personal
12 responsibility, and promoting connectedness with their school, family, or community are actions
13 that cannot be carried out by health professionals at PC centers in isolation. Strategies focused
14 on surrounding youth with protective factors or resources in their social and environmental
15 ecologies might achieve greater outcome improvements than efforts focused on minimizing risk
16 (Taliaferro & Borowsky, 2012). All of these findings indicate the need to create bridges of
17 collaboration between health services and community assets such as volunteer groups, thereby
18 reinforcing the coordination between PC and local and citizen groups.
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23 In conclusion, the revised evidence suggests that volunteering represents a possible opportunity
24 to increase adolescent health from a salutogenic perspective. This recognition would imply new
25 responsibilities for the agents and sectors involved in HP, especially those in the health sector,
26 which should consider the potential that might derive based on collaborative community work
27 regarding this asset. It is important to bear in mind that these potential positive outcomes are
28 based on studies conducted in contexts that might not be completely representative of the
29 current society, and therefore, there is a need to conduct research to confirm that they hold
30 true today. The findings of this review call for bringing back the topic of volunteering in
31 adolescence to further continue its development.
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Table 1. Definitions of the Five Cs of positive youth development according to Lerner (2005)	
Competence	Positive view of one's actions in domain specific areas. including social, academic, cognitive, and vocational. Social competence pertains to interpersonal skills. Cognitive competence pertains to cognitive abilities. School grades, attendance, and test scores are part of academic competence. Vocational competence involves work habits and career choice explorations, including entrepreneurship.
Confidence	An internal sense of overall positive self-worth and self-efficacy; one's global self-regard, as opposed to domain specific beliefs
Connection	Positive bonds with people and institutions that are reflected in bidirectional exchanges between the individual and peers, family, school, and community in which both parties contribute to the relationship
Character	Respect for societal and cultural rules, possession of standards for correct behaviors, a sense of right and wrong (morality), and integrity.
Caring	A sense of sympathy and empathy for others.

Table 2. Items included for review

Author, country and discipline	Title	Methodology	Volunteer activity	Main Results/identified “C”s
Fine, S., Knight-Webb, G., & Breau, K. (1976) Canada Psychiatry	Volunteer Adolescents in Adolescent Group Therapy	<ul style="list-style-type: none"> Quantitative, exploratory. Aim: To examine the effects of using adolescent volunteers in patients attending a therapy group and in the adolescents themselves. Participants: 8 adolescents between 14 and 18 years old. No other data available regarding SES. Scales used: Piers Harris (PH) self-concept scale, Devereaux Adolescent Behavior Scale (DAB). Measurement: Two weeks before project start and 4 weeks after completion. 	They helped young people in situations of risk. Adolescents perform coaching roles with youth. There are 10 sessions not specified in time.	Volunteers gain new knowledge and new skills . They increase their self-knowledge and ability to solve their own problems . Competence Confidence
Calabrese, R. L., & Schumer, H. (1986) United States Education	The Effects of Service Activities on Adolescent Alienation	<ul style="list-style-type: none"> Quantitative, exploratory. Aim: To evaluate the effects of involvement in volunteer activities in the levels of alienation of adolescents Participants: 50 adolescents between 14 and 15 years old. No other data available regarding SES. Scale used: Dean Alienation Scale. Measurement: Before starting the activity, 10 weeks after and 20 weeks after the first measurement. 	They take part in a pilot volunteer activity that will be implemented in other communities. The activity is led by the adolescents themselves with occasional support from the adults. It is compared to a control group in which there is no leadership on the part of the adolescents. 10-week duration.	Through volunteering, the levels of alienation are reduced , and behavior and school performance are improved . There is also a greater acceptance of adolescents by adults in the community . Connection Character
Hamilton, S. F., & Fenzel, L. M. (1988) United States Sociology	The Impact of Volunteer Experience on Adolescent Social Development: Evidence of Program Effects	<ul style="list-style-type: none"> Quantitative, descriptive. Aim: To measure levels of social and personal responsibility in adolescents who participate in volunteer activities. Participants: 44 adolescents between 12 and 17 years old. No other data available regarding SES. Scale used: The Social and Personal Responsibility Scale Interviews: The adolescent's perception of the activity, whether he or she liked it, whether it was a challenge, whether he or she had the opportunity to make decisions and whether they felt useful in the project. Measurement: At the beginning of the activity, with a second measurement at the end. 	They perform various activities: - Community improvement services: construction and maintenance of the buildings of the organization itself, drawing lots through which they obtained benefits that were donated to people in need on Thanksgiving-day, decoration of churches for the celebration of Christmas, realization of Christmas centers for senior citizens. Help in library work and help in animal shelters. -Care of children: provision of help with homework, crafts and supervision. Does not specify duration of activity	It shows the achievement of positive results. Volunteers express a greater awareness of themselves and the community in which they live. They have also acquired new skills in the management of groups of children. They achieve more responsible attitudes and feel important and needed . Confidence Character

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<p>Schine, J. (1989)</p> <p>United States</p> <p>Sociology</p>	<p>Young Adolescents and Community Service</p>	<p>Paper presented as part of the annual report of the Carnegie Council on Adolescent Development, which informs stakeholders of activities underway in the Council.</p>	<p>NA</p>	<p>It exposes results such as an increase in adolescents' own competence, increased interconnection with other people, moral development and an increase in self-confidence.</p> <p style="text-align: center;">Competence Confidence Connection</p>
<p>Yates, M. (1995)</p> <p>United States</p> <p>Psychology</p>	<p>Community Service in Adolescence: Implications for Moral Political Awareness</p>	<ul style="list-style-type: none"> Literature review Objective: To identify the relationship between the development of the identity of adolescents and participation in volunteer activities. 44 studies performed between 1952 and 1994. Participants: Young people between 12 and 24 years old. No other data available regarding SES. 	<p>NA</p>	<p>Volunteering promotes the understanding of oneself with historical and social reality. It helps adolescents to be aware that they can participate actively in history rather than just living it passively and that they can also be key players in improving social conditions. There is also an increase in political participation.</p> <p style="text-align: center;">Confidence Connection Character</p>
<p>Moore, C. W., & Allen, J. P. (1996)</p> <p>United States</p> <p>Psychology</p>	<p>The Effects of Volunteering on the Young Volunteer</p>	<ul style="list-style-type: none"> Literature review Objective: To explore what volunteer programs during adolescence have been studied to date, whether these programs have positive effects on adolescents and why these effects occur. Review of large volunteer programs that have been performed in the USA ("Teen Outreach Program" and "Valued Youth Program"), and the effects or results that have been measured from them. Participants: Adolescents from 11 to 21 years old. No other data available regarding SES. 	<p>NA</p>	<p>There are improvements in the academic and social environment and decreases in school absences, expulsions from the school environment and unwanted pregnancies. There is an increase in moral development, an improvement in relationships with adults, greater awareness of the problems of the community to which they belong and greater self-acceptance.</p> <p style="text-align: center;">Competence Confidence Connection</p>
<p>Yates, M., & Youniss, J. (1996)</p>	<p>A Developmental Perspective on Community Service in Adolescence</p>	<ul style="list-style-type: none"> Literature review 44 studies conducted between 1952 and 1994. Objective: To explore the developmental benefits for adolescents engaging in volunteer activities. Participants: Young people between 12 and 24 years old. 	<p>NA</p>	<p>Through volunteering, adolescents are offered the opportunity to live experiences that have a great impact on the volunteer. High levels of prosociality, personal competence, self-esteem and tolerance towards</p>

<p>United States</p> <p>Psychology</p>		<p>It is acknowledged that only 17 out of 44 studies provided information on SES and race/ethnicity. No more details provided.</p>		<p>others, along with an increased concern for their community environment and even increased self-understanding of adolescents are observed.</p> <p>competence Confidence Caring</p>
<p>Johnson, M. K., Beebe, T., Mortimer, J. T., & Snyder, M. (1998)</p> <p>United States</p> <p>Psychology</p>	<p>Volunteerism in Adolescence: A Process Perspective</p>	<ul style="list-style-type: none"> Quantitative, descriptive. Objective: To identify which profiles of adolescents are more likely to take part in volunteer activities and the effects of volunteering at this stage. Participants: 1000 adolescents between 14 and 15 years old. The sample of the first four phases of the "Youth Development Study" (prospective cohort study) is obtained. Socioeconomic variables (race, family composition, household income, education and occupation level) not significant predictors of participation in study. No data available on the actual sample in this regard. Questionnaire with different scales used: Self-esteem, intrinsic motivation toward school work, Positive self-esteem, Self-derogation, Depressive affect, Well-being, Intrinsic work values, Extrinsic work values 	<p>It does not specify activity or duration.</p>	<p>There is greater planning in the academic field and a reduction in hasty decision making related to the university project. Greater and better aspirations are also observed. An increase in academic qualifications is described, along with increases in self-esteem and motivation related to the school environment.</p> <p>There is also an increase in results related to future job performance. They become more actively involved in the community.</p> <p>Confidence Character Caring</p>
<p>United States</p> <p>Sociology and anthropology</p>	<p>Motivational Needs of Adolescent Volunteers</p>	<ul style="list-style-type: none"> Quantitative, descriptive. Objective: To identify the motivational needs of adolescents Participants: 255 adolescents with a mean age of 17 years. Recruited from 5 sites, one being a Catholic high school. Sample reported to be mid to upper SES and no differences between the sites (based on father's education as marker). Scale used: The Volunteer needs profile (VNP) Measurement: No monitoring, cross-sectional measurement. 	<p>-Adolescents taking phone calls from young people who want to talk about their concerns.</p> <p>- Volunteers known as Candy Strippers. They are hospital volunteers who play with hospitalized children and read to patients.</p> <p>- Volunteers who perform different work in classes on religion.</p> <p>Activity duration is not specified.</p>	<p>The development of adolescents becomes more dynamic. There is an increase in the desire to help other people. A greater sense of belonging to the community is described, which is reflected in increases in recognition, admiration and gratitude towards others. No differences between groups in that teens respond to external encouragement to volunteer.</p> <p>Competence Character</p>

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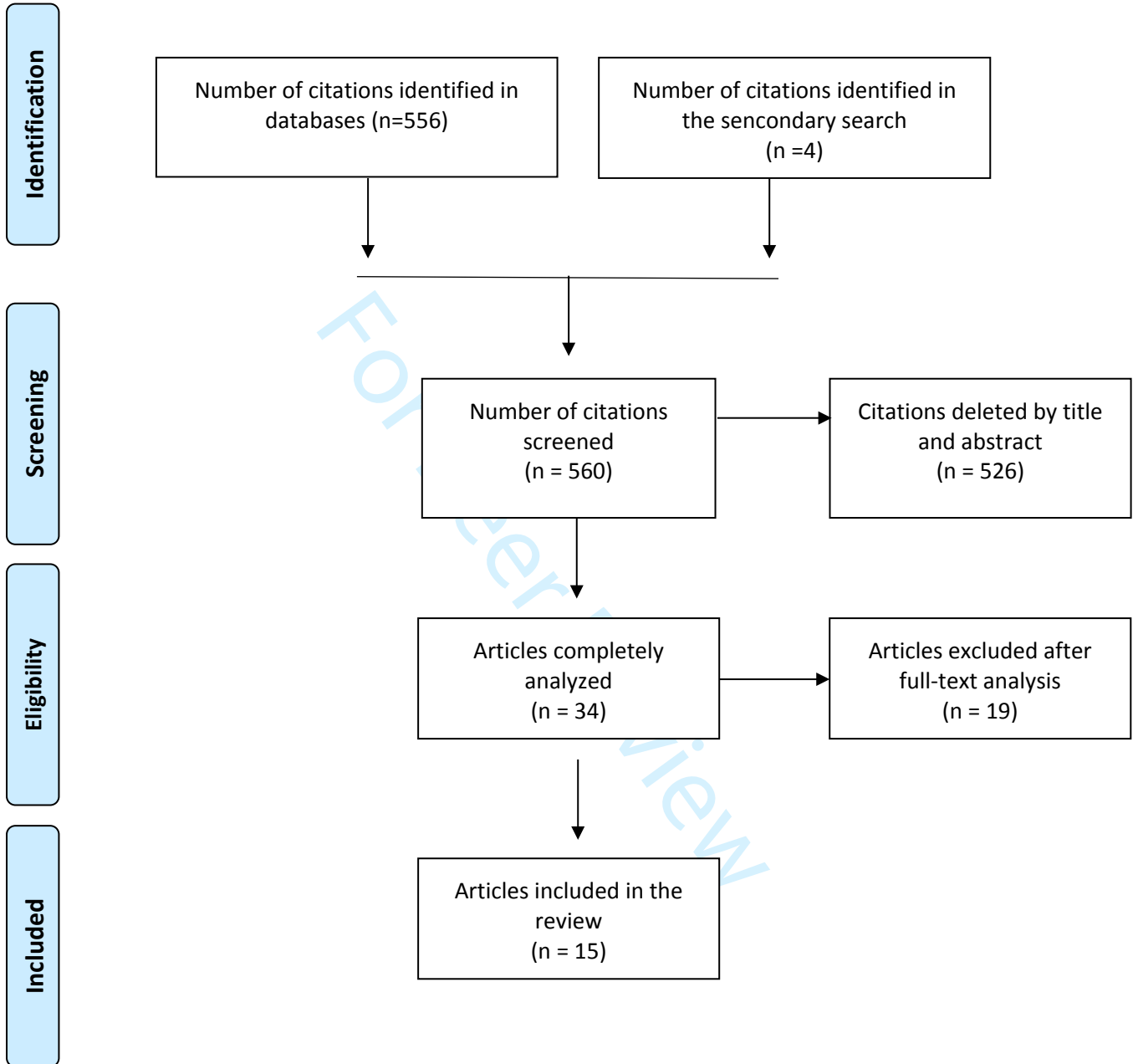
<p>Youniss, J., McLellan, J. A., & Mazer, B. (2001)</p> <p>United States</p> <p>Psychology</p>		<ul style="list-style-type: none"> Quantitative, explanatory. Objective: To identify the existing associations between the civic commitment of the adolescents, their participation in volunteer activities and the movement of the groups. Participants: 389 adolescents between the ages of 16 and 18 who are part of a larger longitudinal study, drawn from two Catholic high schools. Students came from relatively well-educated families, and of European/American origin mainly. Questionnaire (not validated) that measures the civic commitment and the social orientation of the groups. Measurement: At the beginning and end of the school year. 	<p>They perform work activities with people in need. They volunteer in activities in favor of the environment, human rights and political activities. Childcare, coaching functions and administrative work are examples of volunteer works cited.</p> <p>Duration of the activity: one school year.</p>	<p>The experience increases the intention of volunteering in the future and activism and political participation. It is observed that volunteering is a tool to place adolescents in a normative society. It increases their ability to resolve conflicts and develop identity. There is a decrease in risky behaviors and an increase in the sense of belonging.</p> <p style="text-align: center;">Confidence Character</p>
<p>Kuperminc, G. P., Holditch, P. T., & Allen, J. P. (2001)</p> <p>United States</p> <p>Psychology</p>	<p>Volunteering and Community Service in Adolescence</p>	<ul style="list-style-type: none"> Literature review Objective: To identify the benefits of volunteering in the adolescent stage. Participants: Teenage stage, age and other SES data not specified. 	<p>NA</p>	<p>There is a decrease in risk behaviors, a greater sense of belonging in the community and a greater concern for the well-being of others. Some evidence that youth from middle and upper socioeconomic levels more likely to perform volunteer service.</p> <p style="text-align: center;">Competence Confidence Connection Character Caring</p>
<p>Metz, E., McLellan, J., & Youniss, J. (2003)</p> <p>United States</p> <p>Psychology</p>	<p>Types of Voluntary Service and Adolescents' Civic Development</p>	<ul style="list-style-type: none"> Exploratory quantitative Objective: To explore whether volunteering and what types of volunteer activities have positive effects on adolescence. Participants: 428 adolescents between 14 and 18 years old from a suburban middle-class public high school. Questionnaire (not validated) that collects information on the frequency with which adolescents are concerned about social problems and how often they feel they are active citizens capable of remedying community problems. Measurement: The questionnaire is administered at the beginning and end of the school year. 	<p>-Volunteers who provide help to people in need or with priority social problems, such as poverty. - Young people who help other students. -Volunteers who work in the civil service for various organizations.</p> <p>9-month duration.</p>	<p>Volunteer activities are related to an increase in concern about social issues and an increase in the connection of adolescents with their environment. They view themselves as active agents, and there is greater civic development among adolescents.</p> <p style="text-align: center;">Competence Confidence Connection Character</p>

1 2 3 4 5 6 7 8 9 10 11 12 13 14	<p>McGuire, J. K., & Gamble, W. C. (2006)</p> <p>Community Service for Youth: The Value of Psychological Engagement Over the Number of Hours Spent</p> <p>United States</p> <p>Sociology</p>	<ul style="list-style-type: none"> • Correlational quantitative • Objective: To know if the commitment to volunteer activities is proportional to the number of hours invested and if that relationship is predictive of changes in the level of community membership and social responsibility. • Participants: 68 adolescents between 14 and 18 years. No other data available regarding SES. • Questionnaire with 198 items that relate the time invested, with the commitment acquired, the sense of belonging to the community and social responsibility. • Measurement: Before and after the activity. 	<p>Teen volunteers give classes on sex education to other adolescents between the ages of 13 and 14.</p> <p>The activity lasts 10 hours, with 8 hours of previous training.</p>	<p>Increases social responsibility and a sense of belonging to the community.</p> <p>Connection Character Caring</p>
15 16 17 18 19 20	<p>Harré, N. (2007)</p> <p>Community Service or Activism as an Identity Project for Youth.</p> <p>New Zealand</p> <p>Psychology</p>	<ul style="list-style-type: none"> • Literature review • Objective: To explore existing knowledge regarding activism or volunteering and to determine if they have an impact on identity formation. • Participants: Age and other SES data not specified 	<p>NA</p>	<p>Volunteering during adolescence is related to an increased sense of belonging to the community and is a stimulus for young people in increasing their effectiveness and moral integrity.</p> <p>Connection Character Caring</p>
21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46	<p>McBride, A. M., Johnson, E., Olate, R., & O'Hara, K. (2011)</p> <p>United States</p> <p>Sociology</p>	<ul style="list-style-type: none"> • Descriptive quantitative • Objective: To determine the state of volunteering in Latin America and the Caribbean and to identify whether it is related to the positive development of adolescents. • Participants: Adolescents aged 15 to 19 belonging to 374 organizations from 12 countries in Latin America and the Caribbean. SES is not specified in the sample. • Questionnaire (not validated) developed and based on an institutional perspective of community service programs, the Adolescent Positive Development theory, previous research and the experience of the research group. • Measurement: transverse. 	<p>Authors do not specify activities or duration.</p>	<p>The results show increases and reinforcements of both individual and collective values and an increase in self-efficacy. There is also an increase in adolescents' skills in the workplace.</p> <p>Competence Confidence Character</p>

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For Peer Review

Figure 1. Flowchart of the search and selection of studies according to the PRISMA standard.



VOLUNTEERISM AS ADOLESCENT HEALTH PROMOTION ASSET: A SCOPING REVIEW.

INTRODUCTION

Adolescence is a time of transition with rapid physiologic, emotional, and cognitive changes. During this stage, adolescents are in the process of reshaping their identities while forming relationships with friends, family, and the community (Srof & Velsor-Friedrich, 2006). This period is a critical window of development characterized by shifts at multiple levels, from biology to social role transitions, during which opportunities for participation in meaningful activities, feeling significant to others, and forming safe and supportive relationships with adults are crucial. Furthermore, adolescence is a formative window for life-long health and civic trajectories (Ballard & Syme, 2016).

Adolescents conceive of their health in terms of "having fun" and "being happy" (Perez-Wilson, Hernán, Morgan, & Mena, 2015) and relate it to well-being, happiness, quality of life, and positive self-perception (Portero López et al., 2002). This conception might be related to the fact that they usually enjoy a high level of health, have low perceptions of risk, and understand disease as a short and transient situation that is easily resolved (Portero López et al., 2002). Attention to this population group has traditionally been viewed through a preventative lens, prioritizing activities to avoid inadequate nutrition, risky sexual relations and behaviors that contribute to unintentional injuries, violence, or substance abuse (Duncan et al., 2007). Adolescents report a social tendency that regards them as conflictive and with a negative bias (Spencer, 2014). This deficit perspective has influenced policies, research, and practice (Matos et al., 2018). In many contexts worldwide, primary care (PC) services in charge of adolescent health have focused on treating and/or preventing diseases (Ozer, 2007; Taliaferro & Borowsky, 2012). This view of adolescence neglects their role relations, expectations, and abilities. In response to this, it has recently been suggested that research and assistance provided to this population group should move from a risk perspective to an understanding of factors that promote well-being (Sieving et al., 2017).

Aaron Antonovsky contributed to this positive vision of health and its promotion through the salutogenic theory (Eriksson & Lindström, 2008). Reconceptualizing health promotion (HP) from this approach implies the redirection of activities toward those that generate health (Hernán et al., 2013) to focus on positive development and the assets that they possess (Oliva et al., 2011) as well as to emphasize the importance of the community environment in which they interact. Salutogenesis is related with well-being. This can be achieved as a result of accomplishing the goal that all young people move into adulthood equipped with skills and competences to enjoy a productive, healthy and happy life; and these skills cumulate as a result of positive development in the early years (García-Moya and Morgan 2017). Likewise, is closely related to Lerner's Positive Youth Development (PYD) model, that also aims to foster the abilities and skills of adolescents to promote positive outcomes and their well-being, considering them as individuals with enormous potential to develop (Lerner et al., 2005). The PYD recognizes the importance of establishing a community context rich in assets and finding formulas that allow

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3 an optimal fit between the adolescent and his or her context through public policies (Oliva et
4 al., 2011).

5 Salutogenesis and PYD model focus on the development and well-being of adolescents in
6 relation to their context, their community, emphasizing the importance of being involved in
7 community-based activities. If there is an activity that stands out as being community-based, it
8 is community volunteering. Youth volunteering can be defined as an activity with a positive
9 social benefit performed by adolescents who volunteer for no monetary rewards (Haski-
10 Leventhal et al., 2008). Some youth are encouraged or obliged to volunteer by their schools or
11 as part of their school's curriculum. Although this route is considered as a way of instilling the
12 lifelong habits of volunteering, these might not be considered as volunteers in the narrow sense
13 that includes only volunteers who act of their own free will, entailing an altruistic nature (Haski-
14 Leventhal et al., 2016).

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16 Although volunteering might promote adolescent development in a broad way (Hamilton &
17 Fenzel, 1988), this action has been fundamentally promoted among adolescents as a method to
18 correct behavioral problems (Zoerink et al., 1997) and prevent them (Allen et al. 1997; O'Donnell
19 et al., 1999; Gebbia et al., 2012; Williams & Talbott, 2016). However, volunteerism might also
20 represent a means to train adolescents by promoting their connection with their own
21 community through positive behaviours. Evidence coming from studies conducted with adults
22 discovered numerous benefits both to communities and volunteers themselves (Snyder, Omoto
23 & Dwyer, 2016). Participation in volunteering activities is significantly predictive of better mental
24 and physical health (Piliavin & Siegl, 2007), life satisfaction self-esteem (Thoits & Hewitt, 2001),
25 and happiness (Borgonovy, 2008), as well as reducing negative outcomes (Thoits & Hewitt, 2001;
26 Kim & Pai, 2007), including mortality (Konrath et al., 2012). Furthermore, this health benefits
27 are not due to self-selection bias (Piliavin & Siegl, 2007). As such, it has been pointed out that
28 volunteering should be promoted as a kind of healthy lifestyle (Yeung, Zhang, & Yeun Kim, 2018).
29 Given that the prosocial and meaning-making nature has been proposed as pathway for the
30 positive health effects, it could be hypothesized that this would potentially be applicable to
31 adolescents also. This study explored the existing evidence regarding the participation of
32 adolescents in volunteer activities and the potential benefits that these activities have for their
33 healthy development from a salutogenic perspective.

34 35 36 37 38 39 40 41 42 43 44 **METHODS**

45 A scoping review was performed to map the existing literature regarding volume, nature, and
46 characteristics (Arksey & O'Malley, 2005). This type of review is particularly interesting when
47 the topic has not been exhaustively studied or represents a certain level of complexity (Mays et
48 al., 2001). They resemble systematic reviews in that they employ rigorous and transparent data
49 collection, analysis, and interpretation methods. However, they differ in that quality evaluation
50 is not typically part of *scoping reviews* (Arksey & O'Malley, 2005) because they focus on the
51 results themselves rather than on the means used to produce them (Arksey & O'Malley, 2005;
52 Lambert, 2006). The five steps proposed by Arksey and O'Malley (2005) were followed:
53 identification of the research question; identification of relevant studies; selection of studies
54 according to pre-established criteria; extraction of information; and charting the data.

55 56 57 58 59 *Identification of research question*

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3 Adolescent health has been an area frequently addressed in the literature. Most of these works
4 have been developed from a preventivist perspective. Likewise, volunteerism has been
5 conceived as an activity of interest under the condition of behavioral problems. The research
6 question identified for this review was: What is known from the existing literature about the the
7 relationship between adolescent health and volunteering from a salutogenic perspective?
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10 *Identification of relevant studies*

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12 In order to develop the search strategy, between November and December 2015, a period of
13 immersion in the literature was conducted to identify and clarify key concepts and detect two
14 fundamental aspects for the design of the strategy. On the one hand, research on volunteering
15 and adolescents began to emerge in the 1960s (Yates, 1995); on the other, that literature,
16 especially the most recent reports, all too often allude to another activity called Service Learning
17 (SL). This term has been used as a synonym of volunteerism on many occasions since the 1990s.
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20 The main search terms used were “adolescence” and “volunteering”, along with their
21 corresponding MeSH. The detailed search strategy is available from the authors on request.
22

23 Searches were performed between January and February 2016 using the Cochrane Library
24 Home, PsycInfo, Cinhal, and PubMed databases, including only publications in Spanish, English,
25 French, and Portuguese. Given the high number of resulting documents, the searches were
26 limited to articles containing the keywords in the title. Likewise, the reference sections of the
27 selected articles were reviewed to identify additional articles.
28
29

30 *Selection of studies according to the established criteria*

31
32 The articles were selected according to the criteria established using the salutogenic
33 conceptualization of adolescence; They included volunteering activities carried out in
34 community contexts that reflected effects on the development of adolescents; SL was excluded
35 because this concept includes volunteer activities as an obligation for youth to graduate. Several
36 authors have considered this obligation as a violation of the spirit of volunteerism (Janoski, et
37 al., 1998). Gender differences were also excluded because the search results were primarily
38 related to unwanted pregnancies among adolescent girls and substance abuse among
39 adolescent boys. Given the type of review performed, no methodological quality criteria were
40 established.
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44 Figure 1 shows the article selection flowchart. Ultimately, 15 articles were selected. The
45 searches were re-executed in October 2018 without changes in the article selection.
46

47 [Insert-Figure 1. Flowchart of the search and selection of studies according to the PRISMA
48 standard-here]
49

50 *Charting the data*

51
52 A table was created with the categories of interest to employ a homogeneous procedure for
53 data extraction (see Table 2).
54

55 [Insert-table 2. Items included for the review-here]
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58 **RESULTS**

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3 The results are presented in two sections attending to: (1) scope of the research performed in
4 this field; and (2) results affecting the positive development of adolescents reported regarding
5 volunteering?
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8 9 *Volume, nature, and characteristics of research*

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11 Almost all of the studies were conducted in the United States, except for one that was conducted
12 in Canada and another that was conducted in New Zealand (see Table 2). More than half were
13 published between 1990 and 2000. These works were primarily developed by psychologists and
14 sociologists.
15

16
17 The volunteer activities described varied greatly. The volunteers performed coaching activities
18 with other adolescents, worked with their peers, participated in community improvement
19 services and childcare, assisted other teens who required emotional relief, helped with religious
20 classes, and worked with socially excluded people. They also spent hours playing and reading
21 with hospitalized children. They conducted activities in defense of the environment, and human
22 rights, and administrative work. All activities were performed under adult supervision.
23

24
25 More than half of the studies consisted of primary research with quantitative methodologies.
26 Six were exploratory studies with pre-post designs, and three used cross-sectional designs.
27 Participants varied in age, from 12 to 24 years old. Scales were used to measure concepts such
28 as self-perception as well as social and personal responsibility. One study also conducted
29 interviews with participants. The remainder included four literature reviews and a report.
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32 *Impact on positive youth development*

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34 **While not all articles reviewed mentioned them,** the emerged themes were closely related
35 to Five "Cs" of Lerner's PYD (Lerner et al., 2005): competence, confidence, connection,
36 character, and caring (see table 1). The results were classified based on them. ~~in the attempt to~~
37 ~~keep coherence with the theoretical framework of this work.~~
38

39 [insert-table 1. Definitions of the Five Cs of positive youth development according to Lerner-
40 here]
41

42 **Competence**

43
44 Volunteerism increases the academic competence of adolescents (Moore & Allen, 1996;
45 Schondel & Boehm, 2000) and their sense of responsibility, which is reflected in the school
46 environment (Kuperminc et al., 2001); furthermore, it promotes the development of skills
47 necessary for their professional futures (McBride et al., 2011). Likewise, the assumption of
48 responsibilities offers an opportunity to work on the key competency of leadership (Kuperminc
49 et al., 2001). They also developed the skills necessary for their professional future (McBride et
50 al., 2011) such as their communicative skills (Schine, 1989) and other personal competences
51 (McBride et al., 2011; Moore & Allen, 1996; Yates & Youniss, 1996), including the ability to
52 resolve their own problems as well as external conflicts (Fine et al., 1976; Metz et al., 2003;
53 Schine, 1989); these skills are of great utility for both their personal lives and their professional
54 development. The variability in these activities offers adolescents the possibility to explore, at a
55 young age, different options to develop themselves professionally in the future.
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60 **Confidence**

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3 Adolescents perceive themselves as important and necessary people (Hamilton & Fenzel, 1988).
4 This positive perception is amplified when they achieve the established objectives for the
5 development of an activity, and other people benefit (Yates & Youniss, 1996). When
6 collaborating within their community, they feel that they are protagonists and assume roles of
7 greater importance than they are accustomed to in their daily lives (Schine, 1989; Yates, 1995).
8 These collaborations make them aware that they can make important decisions that are heard
9 and considered by adults (Schine, 1989), which promotes their self-perception as active agents
10 (Metz et al., 2003). Thus, they understand that they can make a difference (Yates & Youniss,
11 1996), which increases their self-esteem (Johnson et al., 1998; Kuperminc et al., 2001; Moore &
12 Allen, 1996) and self-confidence (McBride et al., 2011; Yates & Youniss, 1996). Volunteering
13 fosters the development of adolescents' identities and autonomy (Hamilton & Fenzel, 1988;
14 Youniss et al., 2001) as well as their senses of personal agency (Yates, 1995), self-knowledge
15 (Fine et al., 1976), self-understanding, and self-acceptance (Yates & Youniss, 1996). These
16 activities allow them to view themselves as more effective individuals (McBride et al., 2011;
17 Moore & Allen, 1996).
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23 **Connection**

24 Volunteerism promotes relationships between adolescents and adults (Moore & Allen, 1996;
25 Schine, 1989) within various associations, thereby promoting adolescents' active participation
26 in "the world of adults" (Schine, 1989) and fostering an intergenerational harmony (Calabrese &
27 Schumer, 1986) that can even lead to strong ties (Metz et al., 2003). Furthermore, adolescents
28 working with individuals of the same age group increase their knowledge of teamwork and their
29 awareness of and ability to benefit from the positive aspects of the sharing of responsibilities
30 (Calabrese & Schumer, 1986). On many occasions, adolescents express perceptions of a sense
31 of camaraderie (Calabrese & Schumer, 1986) that allows them to expand their circle of friends
32 and fosters their sense of belonging to the community (Harré, 2007; Kuperminc et al., 2001;
33 McGuire & Gamble, 2006; Yates, 1995).
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38 **Character**

39 Volunteering during adolescence is a way to develop pro-social attitudes, assume responsible
40 behaviors toward society, and respect social and community norms (Hamilton & Fenzel, 1988;
41 Harré, 2007; Johnson et al., 1998; Kuperminc et al., 2001; McGuire & Gamble, 2006); also, it
42 promotes the development of a moral identity (Calabrese & Schumer, 1986) and civic skills
43 (Metz et al., 2003). It also encourages them to rethink their values (Hamilton & Fenzel, 1988),
44 with both individuals and collectives being reinforced when working in groups (McBride et al.,
45 2011). Volunteering helps adolescents to situate themselves in a normative society (Youniss et
46 al., 2001) and, in a different way, discover and learn to appreciate the world in which they live
47 (Schondel & Boehm, 2000). Several studies have identified a direct relationship between the
48 participation of adolescents in volunteer programs and an increase in political participation
49 (Metz et al., 2003; Yates, 1995; Youniss et al., 2001).
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54 **Caring**

55 The predominance of the volunteer activities aimed at disadvantaged individuals, groups, and
56 families encourages volunteer adolescents to assume roles that primarily help other people
57 (Kuperminc et al., 2001), exposing them to various altruistic settings (Johnson et al., 1998). This
58 work makes them aware of the social inequality that can occur within the same community
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3 environment and allows them to experience new and diverse social groups, both directly and in
4 depth. In addition, it allows adolescents to begin to question and reject negative stereotypes
5 associated with stigmatized groups (McGuire & Gamble, 2006) identifying the common
6 principles and aspects that connect different social groups as well as discovering positive traits
7 of new acquaintances (Harré, 2007). As a result, adolescents develop positive relationships with
8 various groups based not on prejudices but on a developed sense of solidarity and tolerance
9 among adolescents (Harré, 2007; Yates & Youniss, 1996).
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15 **DISCUSSION**

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17 The present review explored the existing evidence regarding the participation of adolescents in
18 volunteer activities and the potential benefits that this activity might produce with regard to
19 their healthy development from a salutogenic perspective.
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21
22 Concerning the volume, nature, and characteristics of the available literature, most of the
23 evidence has come from the USA, which should be emphasized. It is also striking the timeframe
24 in which the evidence found is located, half of the included papers predating the year 2000, and
25 the most recent one having been published in 2011. This work also revealed that adolescence is
26 operationalized as a wide age range. The studies reviewed included individuals aged 12 to 24
27 years. This range is in accordance with Higuera and Cardona (2015) who claimed that a lack of
28 consensus exists in the literature regarding the age range of adolescents. More recently, Sawyer
29 et al., (2018) determined that adolescence includes those aged between 10 and 24 years.
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33 Regarding the effect of volunteering on positive youth development, the results suggest that
34 volunteering is conducive to the positive development of adolescent health. Moreover,
35 increased positive development of adolescents reduces the rates of risky behaviors (Hamilton &
36 Fenzel, 1988), which corroborates the previous literature.
37

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39 These findings support the proposal by Moore and Allen (Moore & Allen, 1996), who extolled
40 volunteerism as one of the most energetic approaches to promoting adolescent health.
41 Although these authors made their proposal in the American context in which volunteering is
42 more integrated as an active part of community health, it might also represent an opportunity
43 in other HP contexts. When adolescents internalize and act on the belief that they must foster
44 their own development by contributing to the context in which they live, they not only achieve
45 positive individual development or enhance their health but also reflect and promote advances
46 in the development and health of their social environment (Lerner et al., 2005).
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50 The concept of volunteering as an asset for HP during adolescence evokes the need to adopt
51 and favor this view with regard to key areas of study associated with this stage such as education
52 and health. Teams that work in community health, especially those in PC, should recognize and
53 value existing volunteer groups as an asset to promote the healthy development of adolescents.
54 Although 30 years have passed since the Ottawa charter, a reorientation of the health services
55 toward a more positive concept of health and a community approach remains necessary (Cabeza
56 et al., 2016; López-Dicastillo et al., 2017). In addition, and especially at this stage, friendlier
57 health services should be encouraged that include comprehensive services from within
58 educational institutions to community actions (Goicolea et al., 2015). The alignment of health
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3 services and professionals with the concept of health and the values of adolescents through the
4 adoption of the salutogenic approach might increase the attractiveness of this topic to this
5 population and offer more appropriate attention to their perceived needs.
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8 Volunteer groups within the community represent a current resource for the health sector.
9 Authors such as Stephen (2017) have proposed and advocated for the prescription or
10 recommendation of volunteering in the community for reasons similar to those discussed in this
11 review. Reshaping adolescent identity, forming new relationships, developing personal
12 responsibility, and promoting connectedness with their school, family, or community are actions
13 that cannot be carried out by health professionals at PC centers in isolation. Strategies focused
14 on surrounding youth with protective factors or resources in their social and environmental
15 ecologies might achieve greater outcome improvements than efforts focused on minimizing risk
16 (Taliaferro & Borowsky, 2012). All of these findings indicate the need to create bridges of
17 collaboration between health services and community assets such as volunteer groups, thereby
18 reinforcing the coordination between PC and local and citizen groups.
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23 In conclusion, the revised evidence suggests that volunteering represents a possible opportunity
24 to increase adolescent health from a salutogenic perspective. This recognition would imply new
25 responsibilities for the agents and sectors involved in HP, especially those in the health sector,
26 which should consider the potential that might derive based on collaborative community work
27 regarding this asset. It is important to bear in mind that these potential positive outcomes are
28 based on studies conducted in contexts that might not be completely representative of the
29 current society, and therefore, there is a need to conduct research to confirm that they hold
30 true today. The findings of this review call for bringing back the topic of volunteering in
31 adolescence to further continue its development.
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Table 1. Definitions of the Five Cs of positive youth development according to Lerner (2005)	
Competence	Positive view of one's actions in domain specific areas. including social, academic, cognitive, and vocational. Social competence pertains to interpersonal skills. Cognitive competence pertains to cognitive abilities. School grades, attendance, and test scores are part of academic competence. Vocational competence involves work habits and career choice explorations, including entrepreneurship.
Confidence	An internal sense of overall positive self-worth and self-efficacy; one's global self-regard, as opposed to domain specific beliefs
Connection	Positive bonds with people and institutions that are reflected in bidirectional exchanges between the individual and peers, family, school, and community in which both parties contribute to the relationship
Character	Respect for societal and cultural rules, possession of standards for correct behaviors, a sense of right and wrong (morality), and integrity.
Caring	A sense of sympathy and empathy for others.

Table 2. Items included for review

Author, country and discipline	Title	Methodology	Volunteer activity	Main Results/identified “C”s
<p>Fine, S., Knight-Webb, G., & Breau, K. (1976)</p> <p>Canada</p> <p>Psychiatry</p>	<p>Volunteer Adolescents in Adolescent Group Therapy</p>	<ul style="list-style-type: none"> Quantitative, exploratory. Aim: To examine the effects of using adolescent volunteers in patients attending a therapy group and in the adolescents themselves. Participants: 8 adolescents between 14 and 18 years old. No other data available regarding SES. Scales used: Piers Harris (PH) self-concept scale, Devereaux Adolescent Behavior Scale (DAB). Measurement: Two weeks before project start and 4 weeks after completion. 	<p>They helped young people in situations of risk. Adolescents perform coaching roles with youth. There are 10 sessions not specified in time.</p>	<p>Volunteers gain new knowledge and new skills. They increase their self-knowledge and ability to solve their own problems.</p> <p>Competence Confidence</p>
<p>Calabrese, R. L., & Schumer, H. (1986)</p> <p>United States</p> <p>Education</p>	<p>The Effects of Service Activities on Adolescent Alienation</p>	<ul style="list-style-type: none"> Quantitative, exploratory. Aim: To evaluate the effects of involvement in volunteer activities in the levels of alienation of adolescents Participants: 50 adolescents between 14 and 15 years old. No other data available regarding SES. Scale used: Dean Alienation Scale. Measurement: Before starting the activity, 10 weeks after and 20 weeks after the first measurement. 	<p>They take part in a pilot volunteer activity that will be implemented in other communities. The activity is led by the adolescents themselves with occasional support from the adults. It is compared to a control group in which there is no leadership on the part of the adolescents. 10-week duration.</p>	<p>Through volunteering, the levels of alienation are reduced, and behavior and school performance are improved. There is also a greater acceptance of adolescents by adults in the community.</p> <p>Connection Character</p>
<p>Hamilton, S. F., & Fenzel, L. M. (1988)</p> <p>United States</p> <p>Sociology</p>	<p>The Impact of Volunteer Experience on Adolescent Social Development: Evidence of Program Effects</p>	<ul style="list-style-type: none"> Quantitative, descriptive. Aim: To measure levels of social and personal responsibility in adolescents who participate in volunteer activities. Participants: 44 adolescents between 12 and 17 years old. No other data available regarding SES. Scale used: The Social and Personal Responsibility Scale Interviews: The adolescent's perception of the activity, whether he or she liked it, whether it was a challenge, whether he or she had the opportunity to make decisions and whether they felt useful in the project. Measurement: At the beginning of the activity, with a second measurement at the end. 	<p>They perform various activities:</p> <ul style="list-style-type: none"> Community improvement services: construction and maintenance of the buildings of the organization itself, drawing lots through which they obtained benefits that were donated to people in need on Thanksgiving-day, decoration of churches for the celebration of Christmas, realization of Christmas centers for senior citizens. Help in library work and help in animal shelters. Care of children: provision of help with homework, crafts and supervision. <p>Does not specify duration of activity</p>	<p>It shows the achievement of positive results. Volunteers express a greater awareness of themselves and the community in which they live. They have also acquired new skills in the management of groups of children. They achieve more responsible attitudes and feel important and needed.</p> <p>Confidence Character</p>

1 2 3 4 5 6 7 8 9 10	Schine, J. (1989)	Young Adolescents and Community Service	Paper presented as part of the annual report of the Carnegie Council on Adolescent Development, which informs stakeholders of activities underway in the Council.	NA	It exposes results such as an increase in adolescents' own competence , increased interconnection with other people, moral development and an increase in self-confidence .
11 12 13 14 15 16 17 18 19 20	United States Sociology				Competence Confidence Connection
21 22 23 24 25 26 27 28 29 30	Yates, M. (1995)	Community Service in Adolescence: Implications for Moral Political Awareness	<ul style="list-style-type: none"> Literature review Objective: To identify the relationship between the development of the identity of adolescents and participation in volunteer activities. 44 studies performed between 1952 and 1994. Participants: Young people between 12 and 24 years old. No other data available regarding SES. 	NA	Volunteering promotes the understanding of oneself with historical and social reality . It helps adolescents to be aware that they can participate actively in history rather than just living it passively and that they can also be key players in improving social conditions. There is also an increase in political participation .
31 32 33 34	United States Psychology				Confidence Connection Character
35 36 37 38 39 40 41 42 43 44 45 46	Moore, C. W., & Allen, J. P. (1996)	The Effects of Volunteering on the Young Volunteer	<ul style="list-style-type: none"> Literature review Objective: To explore what volunteer programs during adolescence have been studied to date, whether these programs have positive effects on adolescents and why these effects occur. Review of large volunteer programs that have been performed in the USA ("Teen Outreach Program" and "Valued Youth Program"), and the effects or results that have been measured from them. Participants: Adolescents from 11 to 21 years old. No other data available regarding SES. 		There are improvements in the academic and social environment and decreases in school absences, expulsions from the school environment and unwanted pregnancies . There is an increase in moral development , an improvement in relationships with adults , greater awareness of the problems of the community to which they belong and greater self-acceptance .
	United States Psychology				Competence Confidence Connection
	Yates, M., & Youniss, J. (1996)	A Developmental Perspective on Community Service in Adolescence	<ul style="list-style-type: none"> Literature review 44 studies conducted between 1952 and 1994. Objective: To explore the developmental benefits for adolescents engaging in volunteer activities. Participants: Young people between 12 and 24 years old. 	NA	Through volunteering, adolescents are offered the opportunity to live experiences that have a great impact on the volunteer. High levels of prosociality, personal competence, self-esteem and tolerance towards

<p>United States</p> <p>Psychology</p>		<p>It is acknowledged that only 17 out of 44 studies provided information on SES and race/ethnicity. No more details provided.</p>		<p>others, along with an increased concern for their community environment and even increased self-understanding of adolescents are observed.</p> <p>competence Confidence Caring</p>
<p>Johnson, M. K., Beebe, T., Mortimer, J. T., & Snyder, M. (1998)</p> <p>United States</p> <p>Psychology</p>	<p>Volunteerism in Adolescence: A Process Perspective</p>	<ul style="list-style-type: none"> Quantitative, descriptive. Objective: To identify which profiles of adolescents are more likely to take part in volunteer activities and the effects of volunteering at this stage. Participants: 1000 adolescents between 14 and 15 years old. The sample of the first four phases of the "Youth Development Study" (prospective cohort study) is obtained. Socioeconomic variables (race, family composition, household income, education and occupation level) not significant predictors of participation in study. No data available on the actual sample in this regard. Questionnaire with different scales used: Self-esteem, intrinsic motivation toward school work, Positive self-esteem, Self-derogation, Depressive affect, Well-being, Intrinsic work values, Extrinsic work values 	<p>It does not specify activity or duration.</p>	<p>There is greater planning in the academic field and a reduction in hasty decision making related to the university project. Greater and better aspirations are also observed. An increase in academic qualifications is described, along with increases in self-esteem and motivation related to the school environment.</p> <p>There is also an increase in results related to future job performance. They become more actively involved in the community.</p> <p>Confidence Character Caring</p>
<p>United States</p> <p>Sociology and anthropology</p>	<p>Motivational Needs of Adolescent Volunteers</p>	<ul style="list-style-type: none"> Quantitative, descriptive. Objective: To identify the motivational needs of adolescents Participants: 255 adolescents with a mean age of 17 years. Recruited from 5 sites, one being a Catholic high school. Sample reported to be mid to upper SES and no differences between the sites (based on father's education as marker). Scale used: The Volunteer needs profile (VNP) Measurement: No monitoring, cross-sectional measurement. 	<p>-Adolescents taking phone calls from young people who want to talk about their concerns.</p> <p>- Volunteers known as Candy Strippers. They are hospital volunteers who play with hospitalized children and read to patients.</p> <p>- Volunteers who perform different work in classes on religion.</p> <p>Activity duration is not specified.</p>	<p>The development of adolescents becomes more dynamic. There is an increase in the desire to help other people. A greater sense of belonging to the community is described, which is reflected in increases in recognition, admiration and gratitude towards others. No differences between groups in that teens respond to external encouragement to volunteer.</p> <p>Competence Character</p>

<p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15</p> <p>Youniss, J., McLellan, J. A., & Mazer, B. (2001)</p> <p>United States</p> <p>Psychology</p>		<ul style="list-style-type: none"> Quantitative, explanatory. Objective: To identify the existing associations between the civic commitment of the adolescents, their participation in volunteer activities and the movement of the groups. Participants: 389 adolescents between the ages of 16 and 18 who are part of a larger longitudinal study, drawn from two Catholic high schools. Students came from relatively well-educated families, and of European/American origin mainly. Questionnaire (not validated) that measures the civic commitment and the social orientation of the groups. Measurement: At the beginning and end of the school year. 	<p>They perform work activities with people in need. They volunteer in activities in favor of the environment, human rights and political activities. Childcare, coaching functions and administrative work are examples of volunteer works cited.</p> <p>Duration of the activity: one school year.</p>	<p>The experience increases the intention of volunteering in the future and activism and political participation. It is observed that volunteering is a tool to place adolescents in a normative society. It increases their ability to resolve conflicts and develop identity. There is a decrease in risky behaviors and an increase in the sense of belonging.</p> <p>Confidence Character</p>
<p>16 17 18 19 20 21 22 23 24 25</p> <p>Kuperminc, G. P., Holditch, P. T., & Allen, J. P. (2001)</p> <p>United States</p> <p>Psychology</p>	<p>Volunteering and Community Service in Adolescence</p>	<ul style="list-style-type: none"> Literature review Objective: To identify the benefits of volunteering in the adolescent stage. Participants: Teenage stage, age and other SES data not specified. 	<p>NA</p>	<p>There is a decrease in risk behaviors, a greater sense of belonging in the community and a greater concern for the well-being of others. Some evidence that youth from middle and upper socioeconomic levels more likely to perform volunteer service.</p> <p>Competence Confidence Connection Character Caring</p>
<p>26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46</p> <p>Metz, E., McLellan, J., & Youniss, J. (2003)</p> <p>United States</p> <p>Psychology</p>	<p>Types of Voluntary Service and Adolescents' Civic Development</p>	<ul style="list-style-type: none"> Exploratory quantitative Objective: To explore whether volunteering and what types of volunteer activities have positive effects on adolescence. Participants: 428 adolescents between 14 and 18 years old from a suburban middle-class public high school. Questionnaire (not validated) that collects information on the frequency with which adolescents are concerned about social problems and how often they feel they are active citizens capable of remedying community problems. Measurement: The questionnaire is administered at the beginning and end of the school year. 	<p>-Volunteers who provide help to people in need or with priority social problems, such as poverty. - Young people who help other students. -Volunteers who work in the civil service for various organizations.</p> <p>9-month duration.</p>	<p>Volunteer activities are related to an increase in concern about social issues and an increase in the connection of adolescents with their environment. They view themselves as active agents, and there is greater civic development among adolescents.</p> <p>Competence Confidence Connection Character</p>

<p>1 2 3 4 5 6 7 8 9 10 11 12 13 14</p> <p>McGuire, J. K., & Gamble, W. C. (2006)</p> <p>United States</p> <p>Sociology</p>	<p>Community Service for Youth: The Value of Psychological Engagement Over the Number of Hours Spent</p>	<ul style="list-style-type: none"> • Correlational quantitative • Objective: To know if the commitment to volunteer activities is proportional to the number of hours invested and if that relationship is predictive of changes in the level of community membership and social responsibility. • Participants: 68 adolescents between 14 and 18 years. No other data available regarding SES. • Questionnaire with 198 items that relate the time invested, with the commitment acquired, the sense of belonging to the community and social responsibility. • Measurement: Before and after the activity. 	<p>Teen volunteers give classes on sex education to other adolescents between the ages of 13 and 14.</p> <p>The activity lasts 10 hours, with 8 hours of previous training.</p>	<p>Increases social responsibility and a sense of belonging to the community.</p> <p style="text-align: center;">Connection Character Caring</p>
<p>15 16 17 18 19 20</p> <p>Harré, N. (2007)</p> <p>New Zealand</p> <p>Psychology</p>	<p>Community Service or Activism as an Identity Project for Youth.</p>	<ul style="list-style-type: none"> • Literature review • Objective: To explore existing knowledge regarding activism or volunteering and to determine if they have an impact on identity formation. • Participants: Age and other SES data not specified 	<p>NA</p>	<p>Volunteering during adolescence is related to an increased sense of belonging to the community and is a stimulus for young people in increasing their effectiveness and moral integrity.</p> <p style="text-align: center;">Connection Character Caring</p>
<p>21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46</p> <p>McBride, A. M., Johnson, E., Olate, R., & O'Hara, K. (2011)</p> <p>United States</p> <p>Sociology</p>		<ul style="list-style-type: none"> • Descriptive quantitative • Objective: To determine the state of volunteering in Latin America and the Caribbean and to identify whether it is related to the positive development of adolescents. • Participants: Adolescents aged 15 to 19 belonging to 374 organizations from 12 countries in Latin America and the Caribbean. SES is not specified in the sample. • Questionnaire (not validated) developed and based on an institutional perspective of community service programs, the Adolescent Positive Development theory, previous research and the experience of the research group. • Measurement: transverse. 	<p>Authors do not specify activities or duration.</p>	<p>The results show increases and reinforcements of both individual and collective values and an increase in self-efficacy. There is also an increase in adolescents' skills in the workplace.</p> <p style="text-align: center;">Competence Confidence Character</p>

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For Peer Review

Figure 1. Flowchart of the search and selection of studies according to the PRISMA standard.

