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The HMS Department congratulates **Kelly Herd** on being selected as the Graduate Program Grand Marshal for the 2017 Commencement Ceremony. Students selected as program marshals demonstrate academic excellence and are representative of the program.

The HMS Department congratulates **Carla Jones** and **Kaitlyn Reiser** for being outstanding Human Services Students. Academic Honors are recognized based on excellence in academic achievement, scholarship, and/or service to the program or university.
I love my position in the Counseling Center and have taken the skills that I obtained in my previous positions and utilize them when working with the students on this campus. I have a dual role in the Counseling Center: meeting with the students on an individual basis and education/prevention activities. This makes for a lot of variety in my position. I tell my students that I will be their cheerleader to help get them through school. Students have so many things going on in their lives that they are trying to deal with, in addition to their classes. I am so thankful that our office can be there for them. I work with students to address their chemical usage in a non-threatening, educational way. I use motivational interviewing so that during our discussion they gain awareness and can make positive choices in their lives.

To work in the field of human services, you have to love helping others. I knew when I was very young that I wanted to be a social worker. If you have the desire, the empathy, the stamina and drive, you will be successful in this field. The job is not glamorous or high paying, but the reward of helping others cannot be measured by money.

I returned to UIS in 2005, as the first person to teach an online class in the Social Work Department, SWK 425, Social Work & Substance Abuse, a class I still teach today. At that time, I was asked to be on the HMS Advisory Committee by Mike Townsend and the late Sandy Mills. In February 2005, I was hired full time in the UIS Counseling Center as the Alcohol and Other Drug Prevention Coordinator.

“Tell students wanting to get into this field, that you have to know how to take care of yourself first. This is a very emotionally draining field, but if you take care of you first, burn out can be preventable. I learned early on that I had to take care of me before I could help others. This field is a very rewarding field for those who love it, like I do.”
Tell us a bit about yourself

I grew up in O’Fallon, Illinois. I played football, baseball, and wrestled. I won countless awards for wrestling and baseball throughout my high school career. I graduated high school in 1998. I went to Southwestern Illinois College for a semester. I worked odd jobs, never really finding myself. I was a bartender/waiter for most of my 20’s, with a short period of owning a fence installation business. But in 2009, my drug use had spiraled out of control. So I checked into treatment. However, while in treatment, I gained a lot of weight. So after completing treatment, I got into working out and dieting very seriously. Moreover, I enrolled into an online college program. I wanted to help people get off drugs and get into shape, because from personal experience, I found both to be very demoralizing. I finished with a double major in sociology and psychology. Additionally, I now own a personal training company called New Hope Fitness Training.

Tell us about your career aspirations:

I want to be a Substance Abuse Counselor. I would like to eventually have my own practice, combining the fitness with the counseling.

What key traits or skills have led to your academic and/or professional success?

Academically, the key to success has been my time management skills. Life is so busy, especially at this point in life. Children, marriage, family, school, work, etc., it never slows down. Without adequate time management skills, I would have never been able to do finish my degree. In my line of work, not only are time management skills vital, but so are interpersonal skills and compassion. I have found that being compassionate and possessing a strong set of interpersonal skills has carried me far.

Who or what inspires you most?

Every time I step into an A.A. meeting or a rehabilitation center, that’s what keeps me inspired. There is always that one person that has just a couple days sober. I try to remember that feeling of how I felt when I was still fresh into sobriety. I just kept thinking to myself, there is no way I can live my entire adult life without taking a drug or drinking a glass of alcohol. But there was always someone to pull me to the side and say, “look kid, if I can do it, I promise you can do it.” They were always very compassionate and patient. Lastly, my family has been a huge inspiration. My mom has supported me from the first step I took in this journey. And my two beautiful daughters, who are now 12 years-old, they are ultimately the reason I do everything.

Is there anything else you would like to share?

When you’re dealing with a complicated disease such as addiction, reading some textbooks just doesn’t always answer all your questions. There are so many difficult scenarios, and the faculty direct service experiences is eloquently demonstrated in their lectures and when answering questions. Even with the weekly readings that are assigned, the professor is able to apply examples into real life situations. The professors at UIS are the best I have ever had and are extremely knowledgeable in their fields.

Of the courses that you completed within your concentration, which course did you enjoy the most? Why?

I have never taken a blended format before attending UIS. I love this delivery. Its flexibility allows me to still work without compromising my pay, along with still getting the classroom atmosphere to answer all those tough real life questions the book just couldn’t answer. Furthermore, during the lectures, the professor is able to elaborate more on our readings to help me better understand the material.
What is Child and Family Studies? What are you wanting to do and accomplish? Why is it important? These are the questions I often get from students, colleagues, friends and families. In this short essay, it is my intention to help you understand the Child and Family Studies concentration, if it is a right choice for you and what you can do with this degree.

What is Child and Family Studies?

Child and Family Studies concentration provides advanced graduate education to prepare students to become skilled at providing assessment, consultation, education and advocacy for children, youth and families. The mission of the Child and Family Studies concentration is to educate and inspire students to improve the overall well-being of children, families and communities as human service professionals. Child and family studies emphasizes an ecological and systematic approach to explore a wide range of topics such as: child abuse and neglect, at risk youth issues, parenting, family dynamics, and effective interview and intervention skills.

Is Child and Family Studies a Right Choice for Me?

Are you wondering if getting a Master’s degree in Human Services - Child and Family Studies concentration is a right choice? The following questions may guide your decision:

- Do you wish to develop a good understanding about the overall functions of families? Such as why some families survive and thrive with stressful situations while others struggle?
- Do you wish to understand why some children are resilient while others are not when confronting similar adversities?
- Most importantly, do you enjoy working with children and families?
- Do you want to make the world a better place for children and families?

If your responses to the aforementioned questions are “yes” or mostly “yes”, I encourage you to apply to the master’s degree in Human Services - Child and Family Studies Concentration.

What can You do with Your Child and Family Studies Degree?

Child and Family Studies graduates can pursue diverse career options. Potential career options include: case management, parent educators, and child, youth, and family advocates. Our graduates are employed in a variety of settings that provide direct human services.
CHANGE

Although the focus of each of the HMS Concentrations varies, there are many attributes that connect us. One of these is the challenge and process of “change” and how to help people achieve it. What I describe here, in general, applies to all of us in Human Services.

The study of alcohol and substance related disorders have, in a real sense, been a study of how to change people. Early efforts were often religious in nature or focused on the person’s sense of morals (White, 1998). When “getting religion” or doing the right thing didn’t work, jails and sanitariums were used.

Efforts from many disciplines used varying approaches to address alcohol and other substance related disorders. Many of these were painful to clients (White, 1998). By the end of the 20th century there was a motivational change in focus from one of “pain” to one of “hope”. By the end of the 20th century professionals and others measured motivation not by the amount of pain experienced but by the lack of “hope” experienced (White, 1998). Instead of continuing to ask: “Why don’t people change” researchers began to look at “Why people do change” (Miller & Rollnick, 2002).

Results showed that it is normal for all of us to feel “ambivalent” about change in our lives. This means that we usually feel two ways about any change that we are faced with: we want to change AND we don’t want to change. You can probably recall this experience: the decision of whether or not to continue your education, get married/divorced, have children, change jobs, move to a different location. We identify the plusses and the negatives and experience both excitement and dread or fear. Persons with substance related disorders experience ambivalence as well: they want to quit using AND they don’t want to quit using. According to Miller & Rollnick (2013) understanding and working with people’s “ambivalence” helps persons/clients recognize this natural process of change and better understand why their thoughts and feelings fluctuate. Understanding this helps them work through their ambivalence.

Another strategy for helping clients with their change process is to help them identify their motivation for change. “Motivation” is a result of the “importance” clients gives to change and the “confidence” that clients experience about the change (Miller & Rollnick, 2013). Using this determination continuum can help you identify if you are working with a client who has one of four basic conditions: 1) low importance, low confidence, 2) low importance, high confidence, 3) high importance, low confidence, and 4) high importance, high confidence. Working with a client who is experiencing low importance and high confidence would sound something like: “I don’t think it is that important that I stop using but I am sure I could quit if I decided to”. Whereas working with someone experiencing high importance, low confidence would sound something like: “I realize if I don’t quit I could die but I have been to rehab five times and it still isn’t working for me.”

In addition to using Motivational Interviewing Techniques, the Stages of Change or Trans-theoretical Model can be used to identify what stage of change a person/client is in (Connors, Diclemente, Velasquez, & Donovan, 2013). The five stages of change in this model include: precontemplation, contemplation, preparation, action, and maintenance. Persons/ Clients in the precontemplation stage often do not see a reason to change. Persons/Clients in the contemplation stage, often experience ambivalence. Persons/Clients in the preparation stage have made a commitment to start the change process. Persons/Clients in the action stage are actively engaged in activities leading to change. Persons/Clients in the maintenance stage have established change in their lives and are continuing in activities to maintain the change. Motivational Interviewing (Miller & Rollnick, 2002, 2013) and the Transtheoretical Model or Stages of Change Model (Connors et al., 2013) are applicable to all of human services. Those of you in Child and Family Studies, work with parents who are struggling with needing/wanting to change or who struggle with wanting/need to help their children change. Those of you in Gerontology work with older adults who are at a developmental stage of their lives when there are so many changes they have to make related to health, finances, and lifestyle. Those of you in Social Services Administration will be training and supervising employees who are asked to change how they do their jobs.

We often assume that persons/clients are ready and wanting to change and we see our role as one of helping them brainstorm strategies and actions toward change. Often the persons/clients we are working with are in the precontemplation or contemplation stages. If we approach them as though they are in the preparation or action stage, we will be misaligning our efforts and will most likely be ineffective.

Applying the Stages of Change Model (Connors et al., 2013) and the motivational properties of change (Miller & Rollnick, 2013) can increase the likelihood that you will be effective in helping others achieve change in their lives.

References
Human Services Internship Suggestions

Dr. Carol Rankin

Where can I do my internship?

Do I have to do an internship?

Can I do an internship at my place of work?

How long is the internship?

If I have an internship, do I have to go to the internship class?

What forms do I need to have filled out before I start my internship?

Do I have to complete my internship in one semester?

Can I do an internship at more than one place?

You can find the answers to these questions and more by going to the HMS website. A description of the internship is listed under “Curriculum” and then “Degree Requirements”. You can also find FAQ internship information listed under “Students”.

If you are a semester away from during your internship we want to congratulate you on reaching this step in your degree. You have prepared a long time and have put in many hours to do your internship. We know you are excited and anxious about starting your internship. We are excited for you to get started. Typically, the best time to begin preparing for your internship is at the beginning of the semester prior to your internship. There are varying requirements depending on your concentration. Requirements are based on the focus of your concentration. For example, students in the ASA concentration are required to complete a 500 hr. internship. All other students are required to complete 400 hrs. How do you begin the process? After reading the information on the website, explore with your advisor what is required for your concentration and where you might like to do your internship. Your adviser can provide information about contacting the agency where you would like to complete your internship. Different placements may have preferences about how to contact them. Many require a professional resume and often a placement interview. Prospective field placements want to know of your interest and competencies.

Once the field site has accepted you, you need to complete several forms that establish a working agreement between you, the field site, and the university. In order to begin accruing your internship hours, you need to have completed and submitted the forms to your adviser. The forms require your adviser’s signature, your field site supervisor’s signature, and your signature. Following are the forms that need to be submitted: Request for Insurance, Preliminary Placement, Internship Contract, and Internship Application. In addition to these forms you need to submit a copy of your resume and provide a copy of your field site supervisor’s resume. So, educate yourself about the requirements of your internship and contact your adviser at the beginning of the semester before your internship. Help us help you achieve this important step in your degree!
Social Service Administration


Suggested Conferences

Registration information: http://www.nationalhumanservices.org/

Registration information: https://www.ncfr.org/ncfr-2017
HMS Advisory Board Members

The Department of Human Services is indebted to our wonderful Advisory Board Members whose expertise informs our teaching and the content of our courses. Members come from a rich variety of backgrounds as noted below:

- Cathy Annerino  MERCY Communities
- John Kelker  United Way of Central Illinois
- Mary Jane Forney  IL Department of Human Services
- Roy Harley  Prevent Child Abuse Illinois
- Ruth Bixby  Passavant Area Hospital Jacksonville
- Tom Hughes  Illinois Public Health Association
- Valerie Gebhardt  UIS Counseling Center

HMS Graduate Assistant

Sona Thomas has been working with HMS Department since Spring 2016. She holds a minor in computer science from Jawaharlal Nehru Technological University, Hyderabad. She is currently studying Masters in Management Information System and expected graduation is Spring 2017. Sona has a passion for working with kids and taking care of the elderly. She is a dreamer at heart, friends describe her as a people’s person.

This is her last semester as HMS Graduate Assistant as she will be graduating in May!

Thank you for all your efforts and dedication to the Department of Human Services.

Congratulations, Sona!
You have worked incredibly hard. Good luck! We are proud of you. We celebrate all of your accomplishments!

“We will miss you!”
Registration for classes-Fall semester, 2017 are now open. Please meet with your advisor prior to the end of Spring semester.

Students graduating in Fall 2017 must submit an online Graduation Application via Student Self-Service by October 02, 2017 (Fall 2017). Please make sure to verify that all curriculum information is listed accurately BEFORE submitting an online Graduation Application (including major, minor, concentration, etc.).

Please find the online Graduation Application procedure at: (https://apps.uillinois.edu/ “Graduation” tab)

"Registration for classes-Fall semester, 2017 are now open. Please meet with your advisor prior to the end of Spring semester."

2017 Academic Year Calendar

**Summer Semester 2017**
- June 5, 2017, Monday – First-Half Classes Begin
- July 1, 2017, Saturday – Mid-Point
- July 3, 2017, Monday – Last-Half Classes Begin
- July 4, 2017, Tuesday – Independence Day
- July 29, 2017, Saturday – Semester Ends
- August 2, 2017, Wednesday – Final Grading Deadline

**Fall Semester 2017**
- August 28, 2017, Monday – First-Half Classes Begin
- September 4, 2017, Monday – Labor Day, Campus Closed
- October 20, 2017, Friday – Fall Break
- October 21, 2017, Saturday – Mid-Point
- October 23, 2017, Monday – Last-Half Classes Begin
- October 25, 2017, Wednesday – Mid-Term Grading Deadline
- November 23-24, 2017, Thursday-Friday – Thanksgiving Rec
- December 9, 2017, Saturday – Last Day of Classes
- December 11-16, 2017, Monday-Saturday – Finals Week
- December 16, 2017, Saturday – Semester Ends
- December 20, 2017, Wednesday – Final Grading Deadline

**Newsletter Editor**

Sona Thomas, Graduate Assistant to the Department, creates the newsletter under the guidance of Dr. Chun Z Creaser, Assistant Professor of Child and Family Studies concentration.
Thank you and we hope you enjoyed this semester's edition.