2018 Human Services Graduates

Kelia Beck          Erynn Hendricks          Shanta Ricks
Nicholas Brady      Edward Johnson          Cynthia Rodriguez-Garcia
Allison Carey       Joseph Land**          Clarissa Shea
Jessica Carmany*    Jessica Malone          Meredith Thompson
James Corbin        Rebekah Manasco
Michael Dabney      Kathleen Martin
Jonathan Eck**      Suzanne McLean
Arva Foster         Christine Milchuck
Amy Hancock         Lacy Moore
Tiffany Harris       Leigh Mosher

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Extended Congratulations

The HMS Department congratulates Jessica Carmany* on being selected as the Graduate Program Grand Marshall for the 2018 Commencement Ceremony. Students selected as program marshals demonstrate academic excellence and are representatives of the program.

The HMS Department congratulates Jonathan Eck** and Joseph Land** for being the outstanding Human Services Students. Academic Honors are recognized based on excellence in academic achievement, scholarship and/or service to the program or university.
Chris Milchuck
Social Service Administration

Tell us about yourself?
Illinois has been my home of record for my entire life, despite many moves over thirty years, all around the U.S. and overseas, due to being an Air Force military child, veteran, and spouse. With the moves brought new friendships, opportunities, and experiences for my children, both who are now in their mid-twenties, and for me. Interestingly, my son will graduate with his Bachelor’s from Rolla S&T the same day that I graduate from UIS. Currently, I work in Springfield as the Central Illinois Survivor Outreach Services Coordinator for the Illinois National Guard. For fun, I enjoy outdoor activities such as hiking, fishing, and camping, as well as hanging out with friends, watching football (Da Bears & The Ohio State) and baseball (GO CUBS!), spending quiet time at home reading and listening to Jazz, or watching movies with my boyfriend and pets. I spend more time with family now that they are two hours closer due to my move to the Springfield area a year ago from Southern Illinois. Lastly, I enjoy the work I do with a non-profit organization called Gold Star Mission. The organization formed last year. Gold Star Mission is a group comprised of veterans whose mission it is to honor and remember the sacrifices made by our Fallen Heroes and their Family Members.

What attracted you to the HMS department at UIS and more specifically about your concentration?
After completing my Bachelor’s in Psychology and because I have worked with combat veterans for so many years, I wanted my next academic step to be something that would prepare me professionally for a position to affect change in programs serving combat veterans. After considering several schools, the program at UIS offered courses of interest to me, provided great flexibility with its online format, and offered the additional opportunity of adding a certificate in Management of Non-Profit Organizations. Another UIS selling point was my program acceptance interview with Dr. Denise Bockmier-Sommers. Her passion for the program and desire to help students reach their potential was inspirational. She is my department advisor, but I also consider her a mentor. Dr. Sommers has been a motivational force in me completing this program.

What are your career interests and goals?
My top goal is to have my non-profit active in the next two years, which will be a reintegration facility for transitioning veterans in a nature-based, working farm environment. It will also provide training and team building facilities for corporations and educational programs for youth. This is a business idea that has been in development for about five years. The Social Services concentration in HMS at UIS helped me fine-tune the direction for the organization.

Of the courses that you completed within your concentration, which course did you enjoy the most? Why?
Though I could talk about several classes here, I chose Ethics and Professional Development. It may be because it is my last class at UIS that makes it fun, but I like to think it has much to do with the spectacular feedback and interaction provided by Dr. Kang and the engagement with other students. Their perspectives and experiences added another level of learning that I found useful.

What motivates you personally and professionally?
Showing kindness and sharing happiness with others motivates me personally and professionally. Everyone at some point in his or her life has encountered hardship and sadness. I choose to embrace my challenges as opportunities for growth and focus on sharing kindness and happiness. It does not take much to make someone smile, and such a gesture could change that person’s outlook for the day, if not longer. As long as I have the means and ability to improve other’s wellbeing, I will do so.
Advisory Board Member Spotlight

Ruth Bixby
Passavant Area Hospital Jacksonville

Professional Snapshot
This year I celebrate my 40th year as a certified and registered occupational therapy practitioner. After completing both Associate and Bachelor Degrees in Occupational Therapy I began my career in Chicago in a large university medical center working in both neurological and orthopedic trauma and rehabilitation. After relocating to central Illinois and continuing my career in OT in hospital-based rehabilitation; I was a part of one of the first industrial rehabilitation centers in Illinois and specialized in chronic pain rehabilitation and management. Over the next 17 years having additional experiences working in home health and home health hospice, acute psychiatry and geriatrics; and having served on many local, state and national committees related to the field of OT; I felt I had the background to develop the first Occupational Therapy Assistant educational program at Lincoln Land Community College; and served in that role from 1997-2015. As Founding Program Director and faculty for the program, I was able to be a part of many innovative service learning programs and serve as an Advisory Member with populations from youth to older adults in residential and community programs, including UCP; Mental health Centers of Illinois; Hope Institute, District 186; and the Alzheimer’s Association. It was during my tenure as PD that I attended UIS and earned my Master’s Degree in Human Services with a concentration in Gerontology. This was instrumental in my future role as a faculty member of the Continuing Institute of Illinois presenting several programs related to aging issues with a concentration on care of persons with Alzheimer’s Disease and other dementias; and caregiver education and support. I have also presented for the Alzheimer’s Association, The Area Agency on Aging in Springfield and Jacksonville; The Illinois Recreational Therapy Association, Illinois Occupational Therapy Association, The American Occupational Therapy Association, and Southern Illinois University. Throughout my years of teaching, I remained in clinical practice in inpatient Behavioral Health and home health services in Sangamon, Cass, Morgan and Schyler counties. Following my retirement from LLCC in 2015; I served as adjunct faculty for UIS in the Department of Human Services teaching HMS 511 online. I am currently employed at Memorial Passavant Hospital in Jacksonville. I continue my passion for working with persons managing life with dementia and their caregivers through my work with the current Minds In Motion Program sponsored by the King’s Daughter’s Home and SIU Dept. of Neurology.

I have also served on many professional boards including as Vice-Chair of the Illinois Occupational Therapy Board for 11 years; and was an author of the 2003 Practice Act and 2013 Sunset revision; as Illinois Representative to the National General Assembly of the American OT Association (1999-2001); and as Legislative Liaison for the Illinois OT Association.

Personal Background
I am third generation American descending from Lithuanian immigrants and raised in the city and southwest suburbs of Chicago. I have lived in Ashland, IL since 1982 and raised my 3 children on a farm full of fun and creatures including sheep, llamas, horses, and rabbits. My husband Dale and I just celebrated our 16th wedding anniversary. We have 6 adult children and 7 grandsons (ages 2-12) between us. Dale is a retired contractor/carpenter and I plan to remain working as long as possible. I recently completed my certification training in Tai Chi for Arthritis and Fall Prevention Management and plan to be practicing Tai Chi; continuing my love of fiber arts including quilting, needle felting, weaving, sewing; and gardening until I am 100.
Understanding addiction continues to be problematic for most of society. “Why don’t people just quit?” There are a number of theories and models for understanding addiction. Primarily, the models fall under one or more of these categories: biological, psychological, sociological, and even spiritual. Today most researchers and clinicians view substance-related disorders as a combination of all of these and refer to addiction as being a bio-psycho-social-spiritual disorder. Research in the past 50 years has also shown how addiction can be better explained by understanding the brain and the addictive process. The following is a basic description of one brain process involved in addiction. There are many other brain processes that also contribute to a more complete picture.

Our brains are made up of billions of neurons. Neurons send messages or communicate to other neurons through electrical impulses caused by the release and absorption of chemicals or neurotransmitters. Overall, the recreational drugs that lead to addiction mimic these neurotransmitters. They have been referred to as “masqueraders” because they change the release of natural chemicals in the brain.

There are many licit drugs that we take that impact the brain in similar ways. These drugs may address pain, anxiety, depression, sleep, seizure activity, attention-deficit and hyperactive disorders along with many medical illnesses. Our brains don’t make the distinction between what is a “licit” or “illicit” drug. Brains operate as brains operate. So, when we introduce recreational drugs to the brain, the brain responds accordingly. The problem occurs when we continue to use these drugs, in increasing amounts, over increasing periods of time. This process compromises normal brain functioning and establishes a “new different normal.”

Although there are some major neurotransmitters that correspond to each of the recreational drugs used, all impact the neurotransmitter, dopamine. The release of dopamine signals pleasure. We pursue those activities that are pleasurable: completing a project, the release of endorphins through sports or physical activity, hobbies that bring us pleasure, foods that bring us pleasure, pursuing a college degree. These experiences increase the level of dopamine in the brain. So, too, do the recreational drugs: alcohol and other depressants; amphetamines/methamphetamine, cocaine and other stimulants; the opioids (morphine, heroin, fentanyl, oxycodone); the hallucinogens (LSD, mescaline); “club drugs” (ecstasy); and marijuana/hash.

Recreational drugs are, in general, taken in amounts that disrupt the normal release of dopamine. Instead, there is a massive release of dopamine that signals the brain to produce less dopamine because there is now an excess of dopamine. In addition, the brain is signaled that taking the drug is a good thing and you should continue using the drug. Tolerance develops and more of the drug is needed to obtain the same feeling or experience over time. Eventually, stopping the drug results in withdrawal symptoms.

Withdrawal can be life threatening for persons who have developed an addiction to alcohol and the other depressants (benzodiazepines, barbiturates). For persons who have developed an addiction to the opioids, withdrawal can include severe nausea, chills, and diarrhea for several days. So, some return to drug use to “get the sick off” or to stop the pain of withdrawal. Also, because there is now less dopamine, most persons feel depressed. Pleasure is now difficult to experience because there is less dopamine being produced by the brain and no dopamine is being produced through drug use. For the person who has developed an addiction, the only way to feel “normal” is to use again. Given this situation, how does anyone ever recover from recreational drug use?

(........continued on page 05)
Recovery helps persons with substance-related disorders get their bodies, lives, and brains back. People in recovery learn how to engage in healthy activities and relationships again. They learn how to identify and communicate feelings. They learn how to identify the warnings or triggers to relapse. They learn about the bio-psycho-social-spiritual risks of addiction and discover ways to counteract them. Also, drugs are now available and used to help reverse opioid overdose and the symptoms of withdrawal to help people begin the recovery process.

An understanding of how drugs impact the brain can help society better understand why people “just don’t quit.” Just as importantly, it can help persons with substance-related disorders understand.

Addiction costs. It costs lives. It costs families. It costs employers and agencies. It costs tax payers. It costs society through medical bills and legal/court fees. So, as we continue to address these costs and try to make policy changes, it is important to remember the 13 principles (based on research) that the National Institute of Drug Addiction has identified:

1. Addiction is a complex but treatable disease that affects brain function and behavior.
2. No single treatment is appropriate for everyone.
3. Treatment needs to be readily available.
4. Effective treatment attends to multiple needs of the individual, not just his or her drug abuse.
5. Remaining in treatment for an adequate period of time is critical.
6. Behavioral therapies-including individual, family, or group counseling-are the most commonly used forms of drug abuse treatment.
7. Medications are an important element of treatment for many patients, especially when combined with counseling and other behavioral therapies.
8. An individual’s treatment and service plan must be assessed continually and modified as necessary to ensure that it meets his or her changing needs.
9. Many drug-addicted individuals also have other mental disorders.
10. Medically assisted detoxification is only the first stage of addiction treatment and by itself does little to change long-term drug abuse.
11. Treatment does not need to be voluntary to be effective.
12. Drug use during treatment must be monitored continuously, as lapses during treatment do occur.
13. Treatment programs should test patients for the presence of HIV/AIDS, hepatitis B and C, tuberculosis, and other infectious diseases as well as provide targeted risk-reduction counseling, linking patients to treatment if necessary.

References
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 are required to complete 400 hrs. 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!
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:

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<tr>
<td>Cathy Annerino</td>
<td>Mercy Communities</td>
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<td>Denise McCaffrey</td>
<td>Prevent Child Abuse Illinois</td>
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<td>John Kelker</td>
<td>United Way of Central Illinois</td>
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<td>Mary Jane Forney</td>
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<td>Passavant Area Hospital Jacksonville</td>
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<td>Valerie Gebhardt</td>
<td>UIS Counseling Center</td>
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**Summer Classes**

The following courses are being offered by the Department of Human Services during Summer 2018:

- HMS 401, Human Development Across the Lifespan by Dr. Chun Z Creaser.
- HMS 514, Staff Development and Supervision by Dr. Denise K Bockmier-Sommers.
- HMS 516, Ethics and Professional Development by Dr. Youngjin Kang.

Please check with your academic advisor for more information.
Spring 2018 Graduation Procedure

The University of Illinois Springfield has a commencement ceremony, which is held every year in May. This ceremony is for all students that have graduated in the previous summer or fall semester, or will potentially graduate in the current spring semester. Students planning to earn a degree must indicate their intent to graduate to the Office of Records and Registration.

Students must submit an online graduation application and submit an approved Graduation Application Signature Form, whether they plan to participate in the commencement ceremony or not. Please find the online Graduation Application procedure at https://apps.uillinois.edu “Graduation” tab.

Academic Year Calendar: 2018

Summer Semester 2018 (Census: June 8, 2018, Friday)

June 4, 2018, Monday – Full-Term and First-Half Classes Begin

June 30, 2018, Saturday – Mid-Point

July 2, 2018, Monday – Last-Half Classes Begin

July 4, 2018, Wednesday – Independence Day, Campus Closed

July 28, 2018, Saturday – Semester Ends

August 1, 2018, Wednesday (Noon) – Final Grading Deadline

Fall Semester 2018 (Census: September 10, 2018, Monday)

August 27, 2018, Monday – Full-Term and First-Half Classes Begin

September 3, 2018, Monday – Labor Day, Campus Closed

October 19, 2018, Friday – Fall Break

October 20, 2018, Saturday – Mid-Point

October 22, 2018, Monday – Last-Half Classes Begin

October 24, 2018, Wednesday (Noon) – Mid-Term Grading Deadline

November 22-23, 2018, Thursday-Friday – Thanksgiving Recess

December 8, 2018, Saturday – Last Day of Classes

December 10-15, 2018, Monday-Saturday – Finals Week

December 15, 2018, Saturday – Semester Ends

December 19, 2018, Wednesday (Noon) – Final Grading Deadline

Newsletter Editor

Girish Villa, Graduate Assistant to the Department, creates the newsletter under the guidance of Dr. Youngjin Kang, Assistant Professor of Child and Family Studies Concentration.
Faculty Scholarship

Dr. Carolyn Peck

Dr. Bockmier-Sommers

Dr. Carol Rankin

Dr. Chun Zhang Creaser

Dr. Youngjin Kang

Suggested Conferences

**Child and Family Studies Conference**
- Prevent Child Abuse Illinois 24th Annual Conference, October 25-26, 2018, Wyndham City Centre, Springfield, IL.
- NCFR (National Council on Family Relations) Conference 80th NCFR Annual Conference, Nov. 7-10, 2018, San Diego, CA.
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Scan with a QR reader on your smart phone and visit our website!

Thank you and we hope you enjoyed this semester’s edition!