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**Fall 2018 Human Services Graduates**

- Dustin Bateman
- Lauren Bennett
- Elizabeth Dahl
- Jennifer Duprey
- April Eichen
- Nikki Edwards
- Kristine Giammattei
- Adrienne Grover
- Taylor Johnson
- Ozetta Knox
- Virgil Marshall
- Hannah Montague
- Foster Sintim - Aboagye
- Latoya Smith
Tell us about yourself?
For the first twenty years of my life, California was my home. I lived with my biological mother and several of my siblings in a variety of homes. But, at the age of nine, I was placed in the care of Child Protective Services, not knowing that this would lead me down the path I am at today. I remained with my foster parents until I graduated high school, then upon graduation I joined the Army National Guard. After boot camp and Advanced Individual Training (AIT), I enrolled in college, but did not realize that would be another long road.

Fast forward to today, I am now retired from the Army National Guard after serving 15 years. I have a 15-year-old daughter who is beautiful, creative, artistic and fun! We have two dogs, a rabbit and a horse. I am certified in equine therapy with Equine Assisted Growth and Learning Association (EAGALA) as an Equine Specialist, and I have a BA in Psychology at UIS. My current concentration is a certification in Alcoholism and Substance Abuse at UIS as well as a Master’s in Social Work at UIUC. I am the President of Central Illinois Saddle Club, Vice President of the Military and Veterans Club at UIS, and 2nd Vice Commander for AMVETS Post 94 in Springfield.

What attracted you to the HMS department at UIS and more specifically about your concentration?
I am very passionate about working with veterans and doing equine therapy! I am a firm believer that equine therapy is a great alternative therapy for those who are struggling with treatment and if they are willing to give it a chance, they may truly benefit from this type of therapy approach. After much research and conversation, I discovered there are so many people struggling with substance use and the veteran population is one as well. I thought that a certification in alcoholism and substance abuse would complement a Masters in Social Work very nicely, and that I could prove to be an asset to clients in the field of equine therapy, social work and substance abuse. The first course I completed, as an undergrad, was HMS 525 – Alcohol and Substance Abuse. This gave me an idea of the program, and to see if I was interested in going further. I wanted more from that point!

What are your career interests and goals?
Ideally, I would like to provide equine therapy and work with veterans struggling with substance abuse. I am open to all populations and clients. I would really like to have my own operation with truck, trailer and horses so I could travel to different treatment centers and facilities to provide onsite therapy.

Of the courses that you completed within your concentration, which course did you enjoy the most? Why?
Every course has come with its challenges and educational moments. I do not think I have one favorite class over another; however, I did really enjoy HMS 527 - Assessment and Treatment of Substance Abuse, because we had to attend a minimum of five AA / NA meetings. During those meetings, I met a new person at each meeting, and had such great conversation and insight to the substance abuse population. Currently, I am taking HMS 528 – Dual Diagnosis & Relapse Prevention and HMS 550 - Internship. I am enjoying both of those courses as well, In HMS 528, we have to read a book called, “Hooked,” which I am enjoying the characters in that book so far. In HMS 550, it has been a great opportunity to interact with other students that are completing their internship as well, and also conducting my internship, working with clients and learning from counselors who are currently working in the field. At this time, I am completing my internship at Gateway Foundation in Springfield, Illinois.

What motivates you personally and professionally?
My motivators, both personally and professionally, are often the same but sometimes different. People motivate me, their energy and positive nature, although the negative energy is a motivator for me as well because it challenges me to find ways in which I can turn it around. Family and friends are motivators, they keep me striving for more and feeding me with confidence and strength so I can keep pushing beyond my limits. My goals motivate me because I want to achieve them and see how far I can go, and I am constantly adding to my goals. Maybe this time I have three things going on but next time I might have seven. Realizing what I do not know and figuring out what it takes to learn that information is a motivator as well. Other successful people are motivators for me as well. If they can do it, why can’t I?
Advisory Board Member Spotlight

Denise McCaffrey
Executive Director Prevent Child Abuse Illinois

Personal Background
Denise McCaffrey was born in Holland Michigan. Her family moved to Decatur Illinois when she was 4 and settled in Springfield when she was 8. Denise graduated from Springfield High School, in 1976 which, she will tell you, was not an easy task. Denise struggled in school and never saw herself attending college or having a defined career. But life has a way of taking us places we never plan to go. 12 years after graduating high school, Denise was a single mother of 2 boys struggling to make ends meet. She knew she needed a new plan and much to her surprise Denise returned to school as an adult learner. Working part-time and raising her children full-time, she earned an Associates Degree from Lincoln Land Community College and graduated with high honors from the University of Illinois Springfield with a Bachelor’s Degree in Social Work. In college Denise found her passion for working with children and families and found a career she never dreamt of having.

Professional Snapshot
While in college Denise began teaching parenting classes and facilitating Circle of Parents support groups at the Parent Place in Springfield. She loved working with families and she understood on a personal level how challenging raising children can be. Being a good parent takes a solid foundation and a strong support system. Problems such as poverty, substance abuse, and mental health issues can drastically affect our parenting. During this time Denise also served on the Circle of Parents National Board of Directors and the National Parent Leadership Team. After graduation she continued working with children and families through the Regional Office of Education’s Project Success program. Denise worked for two years as a Family Community Liaison serving several local elementary schools. In 1998 she took a position with Catholic Charities as a Family Care Worker working with both intact families and families whose children were in foster care. In this position Denise learned about childhood trauma and the effect of abuse and neglect on developing brains. She also learned that reuniting families who have experienced abuse and neglect takes hard work and dedication on the part of parents, children, caseworkers, courts, and many others involved with the family.

Prevent Child Abuse Illinois
In 2001 Denise joined the team at Prevent Child Abuse Illinois as a Prevention Resource Developer. In this position she worked to link together child welfare, substance abuse treatment, and domestic violence services. In 2009 Denise accepted the new position of Director of Prevention Awareness and Education. In this role she was responsible for the overall direction and management of the prevention programs and public awareness activities for the agency. In addition, she directed and supervised the statewide Prevention Specialist program and its staff. In July of 2017, bringing her years of experience and her dedication to preventing abuse, Denise became the Executive Director of Prevent Child Abuse Illinois. During her 18 years at PCA Illinois, Denise has been involved in hundreds of projects including the development of a comprehensive Child Sexual Abuse Prevention program, the creation of 6 trainings on Childhood Trauma and Resilience, and the movement to use Pinwheels as a national symbol of child abuse prevention.

Prevent Child Abuse Illinois is the chartered state chapter of Prevent Child Abuse America. PCA Illinois envisions an Illinois where all children grow up in healthy, nurturing homes and communities free of abuse, neglect, violence, or endangerment of any kind. Their mission is to prevent child abuse by providing statewide leadership through education, support for community initiatives, and advocacy. Denise has several priority projects for PCA Illinois including a new training on Substance Abuse and Families and a new initiative call the Illinois Drug Endangered Children Alliance. The Alliance will bring together a statewide planning committee as well as local coalitions to focus on the well-being of children whose parents and caregivers might be struggling with opioid addiction, meth manufacturing and use, and other drug issues. She is also spearheading the development of new parent friendly materials and will continue to promote positive parenting and healthy childhoods as the best way to prevent abuse and neglect.

During her 18 years at Prevent Child Abuse Illinois, Denise has worked with hundreds of parents, programs, and organizations spreading the message that all children deserve great childhoods and we all have a role to play in preventing abuse and neglect. Denise has designed brochures, developed trainings, and created campaigns that help spread this important message. She is a local, state and national speaker who eagerly shares her passion for children, parents and positive outcomes.

Denise currently lives in Springfield and has two grown sons of whom she is extremely proud. Denise serves on numerous local and statewide committees and boards and continues to work on a national level for the prevention of child abuse and neglect.
Caring for aging family members is reaching epidemic proportions. In the Human Services Department Gerontology concentration, course work is delivered from a family systems perspective, acknowledging the role of family caregiving as an integral component to the study of aging. The following is information that reinforces caregiving demographics as well as caregiving strategies that might make a difference.

**Caregiver Statistics:**

- 75% of caregivers are women
- Daughters are two times more likely to be the caregiver
- Often adult children in their 70’s are caring for parents in their 90’s, creating an old taking care of the very old dynamic
- Individuals age 85+ are the fastest growing segment of our population


**4 Strategies That Can Make A difference**

- **Reciprocal relations between the caregiver and the care recipient.** Wendy Lustbader in her book, *Counting on Kindness: the Dilemmas of Dependency* shares the following statement: **being of use makes being in need easier.** Lustbader encourages caregivers to be aware of what the care recipient can still manage and contribute on their own with minimal assistance. Reinforcing that always being on the receiving end can erode a person’s sense of self-worth and confidence. Source: Counting on Kindness: The Dilemmas of Dependency. Lustbader, W. 1991, Free Press.

- **Delegating tasks/responsibilities to others, even if you are the primary caregiver.** Caregivers are encouraged to research options that provide a break from caregiving. Often times, the more intensive a caregiving situation becomes, the harder it is to delegate and ask for help. If family members are not available, seek assistance from formal resources. Asking for help is a sign of strength not weakness. Here is a link to the Illinois Family Caregiver Support Program, many resources are located on this site: [https://www.illinois.gov/aging/xxCommunityServices/caregiver/Pages/default.aspx](https://www.illinois.gov/aging/xxCommunityServices/caregiver/Pages/default.aspx)

- **Planning ahead:** End of life hospice care, advanced directives, alternatives to living at home are difficult decisions. Waiting to plan until a crisis occurs, compounds the stress. Researching and visiting long term care facilities in your community is an example of planning ahead. Here is a link for Illinois advance directives: [http://www.dph.illinois.gov/topics-services/health-care-regulation/nursing-homes/advance-directives](http://www.dph.illinois.gov/topics-services/health-care-regulation/nursing-homes/advance-directives)

- **Support Groups:** Support groups provide opportunities for caregivers to interact with individuals who are also in caregiver roles. Educational opportunities can also be provided. Here is a link for Illinois Alzheimer caregiver support groups: [http://www.alzheimers-illinois.org/support_groups/](http://www.alzheimers-illinois.org/support_groups/)

You encounter individuals caring for aging family members in all settings. Many of my students are caring for aging parents or are anticipating this role in the future. A degree in gerontology or taking an elective course can prepare you both personally and professionally to work with the elderly and your potential role as a family caregiver.
In speaking with graduating Social Service Administration students, one suggestion they often make is that a fiscal management of nonprofit organizations course be developed. Over the past six months, I have been developing such a course and am in the final stage of development. The Fiscal Management course will lay the foundation for financial management of nonprofit organizations. This course begins with basic budgeting and covers an array of fiscal management topics key to the job performance role of the nonprofit manager or administrator. Among other topics and tasks, you will: a) develop a working knowledge of basic types of nonprofit budgets; b) develop an overview of budget guidelines; c) develop operating budgets for individual programs and units, d) learn about strategic planning and budgeting; and, e) learn to plan for successful budgeting. Like many of my classes, we will use informative videos, course-related lectures and textbooks, case scenarios, as well as a guest speaker. Discussion boards will give you an opportunity to share your wealth of experience and knowledge with your classmates and also learn from them on discussion board. Look for thought provoking questions and comments in discussion board. Look for formal opportunities to reflect when completing your journal entries. As many of you know, most nonprofits use financial management software to develop and maintain the budget. In one of your assignments, you will complete a search for quality software for organizations of different size; complete a project around budgeting in the context of the strategic plan; and interview a director or manager about the role of fiscal management in the context of their position.

This course is an elective for SSA students. SSA students have the option to take another course in an alternate HMS concentration that is of interest to serve as their SSA elective. This course can also serve as an elective for HMS students that are not SSA majors with the approval of their academic advisor. This course content is considered to be advanced, and is best taken when SSA students have successfully completed at least two of the required SSA concentration classes. Over the next six to eight months, this course will go through the approval process. At this point, I am targeting next summer to offer this class for the first time but it’s offering is contingent on levels of approval being completed.
Human Services Internship Suggestions

How long is the internship?
Do I have to do an internship?
Where can I do my internship?
Can I do an internship at my place of work?
Can I do an internship at more than one place?
Do I have to complete my internship in one semester?
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?

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:

Cathy Annerino  
Mercy Communities

Denise McCaffrey  
Prevent Child Abuse Illinois

John Kelker  
United Way of Central Illinois

Mary Jane Forney  
IL Department of Human Services

Ruth Bixby  
Passavant Area Hospital Jacksonville

Valerie Gebhardt  
UIS Counseling Center

**Sigma Phi Omega Annual Meeting**

On Saturday, October 27, the ETA chapter of Sigma Phi Omega Gerontology Honor Society, conducted their annual meeting at Bella Milano Restaurant. Twelve members were in attendance. Four new members were inducted: Carolyn Austin, Pam Aymer, Jennifer Duprey, and Latoya Smith. Dr. Peck and SPO member Ruth Bixby conducted the new member induction ceremony. Members in attendance shared “good news” in their personal and professional lives. All enjoyed the meal and fellowship.
Spring 2019 Graduation Procedure

Students graduating in Spring 2019 must submit an online Graduation Application via Student Self-Service (https://apps.uillinois.edu/ - “Graduation” tab) by February 15, 2019. Students must be sure to verify that all curriculum information is listed accurately before submitting an online Graduation Application (including major, minor, concentration, etc.).

If you have any questions or concerns, please email registrar@uis.edu or call 217/206-7730

Academic Year Calendar: 2019

Spring Semester 2019

January 14, 2019, Monday – Full-Term and First-Half Classes Begin

January 21, 2019, Monday – Martin Luther King, Jr. Day, Campus Closed

March 9, 2019, Saturday – Mid-Point

March 11-15, 2019, Monday-Friday – Spring Recess

March 13, 2019, Wednesday (Noon) – Mid-Term Grading Deadline

March 18, 2019, Monday – Last-Half Classes Begin

May 4, 2019, Saturday – Last Day of Classes

May 6-11, 2019, Monday-Saturday – Finals Week

May 11, 2019, Saturday – Semester Ends/Commencement

May 15, 2019, 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.
Dr. Carolyn Peck

Dr. Bockmier-Sommers
- Bockmier-Sommers, D. Invited to facilitate a discussion group on experiential teaching at the Teaching Conversations Event sponsored by COLRS on October 11th.

Dr. Carol Rankin

Dr. Youngjin Kang
- Dr. Youngjin Kang has been selected as a COLRS research fellow (2018-2020). She will research the effectiveness of various educational technologies in online and blended courses to effectively teach graduate students how to practice self-care and investigate the spillover effects of it on various outcomes.

Suggested Conferences


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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!