Spring 2019 Human Services Graduates

Stephany Anguiano  
Lauren Bennett  
Eileen Bosi  
Allison Carey  
Elizabeth Dahl  
Jennifer Duprey  
Nikki Edwards  
April Eichen  
Kristine Giammattei  
Adrienne Grover  
Arlene Herron  
Taylor Johnson  
Katelynne Klemme  
Ozetta Knox  
Metta Kongira  
Randi Lewis  
Gella Kate Meeks  
Azalea Mejia  
Hannah Montague  
Mauvolyne Moore  
Audra Rock  

Foster Sintim-Aboagye  
Latoya Smith  
Belinda Smith - Washington  
Kathy Thomas  
Charlon Thomas  
Alexandra Worrell  
Brittney Washington  
Violet Wiker  
James Zielinski

Extended Congratulations

The Human Services department would like to recognize Metta Kongira and Katelynne Klemme as outstanding students.

The marshal student for the Spring 2019 commencement ceremony will be Ozetta Knox.
Tell us about yourself? I’m an introvert, who is hard working, and determined to get things done despite the circumstances. I am mother of three gorgeous girls, and I recently became a wife a year ago. I was born and raised in Chicago Illinois. I was raised in a home with my mother, father, and five siblings. I never got in trouble at school, I was always well mannered, well spoken, I’ve always been a straight A student, who held a high GPA throughout my academic career. Throughout high school and college people would always praise me over my GPA. I was and still remain slightly uncomfortable because I always felt that it wasn’t anything to praise me over. I am a firm believer of you get out, what you put in. I graduated in 2006 earning my Medical Assistant Degree at Westwood College in River Oaks Illinois. I moved to Chatham in 2008, and enrolled in LLCC in 2009 to pursue my Associates in Elementary Education, I graduated in 2011. I continued my education at UIS where I earned my Bachelor’s in Social Work in 2014. I decided to pursue my Master’s at UIS. I am also excited, yet humbled to be inducted into Sigma Phi Omega as well.

What are your career interests and goals? Ideally, I would like to educate families on elderly depression and suicide. Most people do not think that is an issue in the elderly community. I want to help families to be aware of small signs, that may lead to big problems, if the suicide attempt is successful. My goals are to help decrease the numbers in elderly depression, and suicide by getting them the proper assistance they need.

What attracted you to the HMS department at UIS and more specifically about your concentrations? What attracted me the most to the HMS program is that it allowed me to work in the field while taking a full load of classes without feeling defeated. I knew from when I received my BSW here at UIS that the professors here were personable and wanted to see me succeed and win. It brings joy to my heart working with the gerontology community. I like helping elderly individuals adjust and cope with problems that occur in their life. I would like to help in ways of financial issues, mental health, grief, and depression. Depression and suicide is all real in their community, and I would like to relive some of those problems.

Of the courses that you completed within your concentration, which course did you enjoy the most? Why? Interviewing and Assessment Skills in Human Services is one that I enjoyed the most. I got a chance to interview people, and a chance to know them on a different level. Getting to know the interviewee can be an adventure, especially when they start reminiscing about their younger years. You can learn a lot just by sitting down and talking to them, they hold so much wisdom. Seeing that spark back in their eyes after talking about their younger years or them telling me or teaching me something I don’t know or unaware of; makes me believe this interview is going great.

What motivates you personally and professionally? What motivate me personally is looking back on all my accomplishments, and seeing how successful I was in my academic career. How I am setting an example for my girls to excel in anything they put their minds to in their life, personally or professionally. Knowing that I lead them down a good path allows me to be even more proud. What motivates me professionally is me being able to work at Springfield clinic and able to check elderly individuals in and out of their appointments. Seeing them get around to and from their doctor’s appointment, and keeping up with their health makes my heart smile.
Tell us about yourself?
I am a believer, whose also passionate. A wife, and a mother of four beautiful children (three boys and one girl). I was born and raised on the south side of Chicago in Englewood, where I became a teen mom, who everyone written off, as a lost cause. I had to attend a high school for pregnant teens, so therefore I did not get to participate in regular high school activities, like home-coming dances, drivers ed, prom etc. I had people who doubted my parenting capabilities due to me being only fifth teen years old becoming a parent. After I mustered up the courage to seek help, I did research on a few different parenting programs and I found one I thought fit best for my life situation. “Chicago Subsequent Pregnancy Project”. This program was created to help break the generational curse on teen pregnancy, along with helping young teen mothers graduate from high school. This program did not only provide parenting classes, but it taught me about becoming self-sufficient, birth control contraception, reproductive health, interview skills, and a host of other life skills. I was successful in the program. I became a peer educator, and was doing presentations all over Chicago in different high schools, clinics, hospitals, and communities centers. I graduated with a new found respect for the staff and peers of CSPP program with all the knowledge I gained and encountered. I developed an amazing relationship with my mentor Mae Maxwell, whom I love and still have contact with to this day. After High school in Chicago, I tried college, and working at the same time. Unfortunately, my job won the battle because I was thinking short term and not long term. My education went to the back burner. Fast forward to 2007 when my husband and I moved to Chatham with our four children, thinking about our children future and academic careers. Initially I start seeking employment and was successful with landing a job. After a few years of working, I eventually mustered up the courage to enroll in school. Fast forward I graduated from LLCC in 2014, continued with my educational journey and graduated in 2016 with a BSW at UIS and here I am December of 2018 Graduating not only with my Masters in Human Service, but being inducted into Sigma Phi Omega Gerontology Honor Society in October of 2018. I said all this to say, never give up, no matter what.

What attracted you to the HMS department at UIS and more specifically about your concentrations?
I graduated from UIS with my BSW in 2016. I feel comfortable, and feel like I established a family here at UIS. I love the fact my classes weren’t huge and held inside a big lecture hall. I had small classes that were in an intimate setting, which I believe enhances the educational experience. I am passionate about working with the Geriatric Community. I am a strong believer of independence, and self-sufficiency in the elderly community. I firmly believe and stand by our elderly loved ones remaining and living on their own home, in their comfortability for as long as their health, and community resources allow them to. I would like to educate the geriatric community alongside with their families about the services that is offered in their community. Our elderly community is growing, and so shall their independence, and self-sufficiency.

What motivates you personally and professionally?
My family educational dynamic is what I believe motivate me the most. I am the first in my family to break the generational academic curse. I am the first one to receive an Associates, Bachelor’s, and now a Master’s Degree. I knew giving up wasn’t an option. I had to do it for me and

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."

- Maya Angelou
My name is Staci Shaffer and I started in the UIS HMS concentration Social Services Administration in the Fall 2017 with a target graduation date of Fall 2019. I took a grant writing course (HMS 588) with Dr. Sommers in the Fall 2018. I found this course to be very beneficial in developing the skills needed to write grants. During this course, students have to reach out to community organizations and write a grant for the organization. I was fortunate enough to be able to write a grant for the organization that I am currently employed. I also was able to write the grant along with my co-worker, Mandy Wenzel who is also enrolled in the same program. Being able to write a grant in its entirety can be overwhelming, but I found the support we got from Dr. Sommers to be helpful and aided in guiding us in the right direction. I always felt that we could reach out to Dr. Sommers if we had questions. The material and texts that we utilized for the grant writing class were extremely helpful and something I will hold onto for future reference. We also were fortunate to have a very supportive employer that was willing to provide guidance throughout this process. Mandy and I were surrounded by years of experience in grant writing and knew we could utilize this whenever we had questions. The grant that Mandy and I wrote is called, Illinois Tobacco Free Communities, which funds Smoke-Free Illinois initiatives in communities and the increased risk of chronic illnesses due to tobacco use awareness. The grant we wrote was funded and our employer allowed us to oversee the grant once it was funded. Mandy has taken the lead on this grant to ensure that we meet all deadlines and track every aspect of the grant. We were required to develop an educational document that would be given to our target population regarding education on the increased risk of developing chronic illnesses when using tobacco products. We also had to coordinate a coalition with community members who would have an interest in tobacco use and its effects. The skills we learned throughout this process are irreplaceable and will aid in our grant writing skills as we grow professionally. I feel this experience has been very beneficial to my development as a professional in the human services field!
**Wise Use of Self Disclosure in the Helping Process**

*Self-disclosure* is defined as purposeful revealing of private information to another person (Derlega, Metts, Petronio, & Margulis, 1993). In the field of Human Services, this type of disclosure is important in the helping process. It is one of the six influencing responses along with questions, information giving, immediacy, interpretation (advanced empathy), and confrontation (Cormier, Cormier, & Cormier, 2017) for effective assessment and treatment. Self-disclosure and other influencing responses differ from basic listening skills (clarification, paraphrase, reflection, and summarization) in that the helper adds something in, directs the client, and is risk-taking, rather than following up what the client says. If self-disclosure is effectively used, it can benefit the helper, the client, and their relationship.

There is a fine line of the appropriateness of self-disclosure. According to communication privacy management theory (CPM; Petronio, 2002, 2010), individuals depend on privacy rules, their perceptions or expectations, regarding when, how, with whom, how much, and in what way personal information is shared (Petronio, 2010). Because the discloser and the recipient may have similar or different privacy rules, sharing private information with others is associated with benefits and risks (Petronio, 2010). This principle of CPM has implications for use of self-disclosure in therapeutic relationships.

In the context of the working alliance (therapeutic collaboration and partnership in which the helper and the client work together; Greenson, 1967), both positive and undesirable outcomes may result from sharing the helper’s personal story with his (her) client. Conscious and considerate disclosure can facilitate and enhance the therapeutic alliance if the helper’s message through self-disclosure is well-received by the client. Particularly, to those who are distressed, there is no other powerful and healing message than, “I am with you. I truly understand your situation because I have been there;” it increases the helper’s authenticity, feelings of universality, trust, and hope (Cormier et al., 2017). In addition, self-disclosure can help the client more deeply engage in storytelling, assessment, treatment planning, and the implement of a treatment plan.

On the other hand, self-disclosure may result in negative outcomes. For example, by engaging in too much self-disclosure or an untimely disclosure (i.e., promiscuous self-disclosure), countertransference (i.e., the helper’s feelings toward the client due to his/her own issues; Comier et al., 2017) and boundary violation may be experienced. This definitely hinders the therapeutic process and may harm the client by not focusing on the client’s needs (Corey, Corey, Corey, & Callanan, 2015). Also, inappropriate self-disclosure may result in role reversal (e.g., the helper becomes a friend of his/her client) and rupture in the therapeutic alliance (i.e., a strain or breakdown in the helping relationship; Safran, Crocker, McMain, & Murray, 1990).

To use appropriate self-disclosures, it is imperative that the helper monitor and manage personal thoughts and behavior by consulting with her (his) supervisor and colleagues to enhance self-awareness (Corey et al., 2015). In addition, I encourage you to ask the following questions suggested by Simone and colleagues (1998, p. 198) before disclosing:

- Will my disclosure pull the focus from the client?
- Will it blur boundaries?
- Will it make the client focus on my needs or feel frightened about my vulnerability?
- Will my disclosure cause the client concern about my ability to help?
- Will this disclosure improve or diminish our rap-

References:

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<td>Do I have to do an internship?</td>
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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.
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

### Summer Classes

The following classes are being offered during the Summer of 2019:

- HMS 501—Critical Perspectives in Human Services with Dr. Carolyn Peck
- HMS 589—Financial Management in the Nonprofit Sector with Dr. Denise K Bockmier-Sommers

Please check with your advisor about scheduling classes.
Graduation & Calendar

Graduation

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”

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

Academic Year Calendar: 2019

Summer Semester 2019 (Census: June 7, 2019, Friday)

June 3, 2019, Monday - Full Term and First-Half Classes Begin
June 29, 2019, Saturday - Mid Point
July 1, 2019, Monday - Last Half Classes Begin
July 4, 2019, Thursday - Independence Day, Campus Closed
July 27, 2019, Saturday - Semester Ends
July 31, 2019, Wednesday (Noon) - Final Grading Deadline

Fall Semester 2019 (Census: September 9, 2019, Monday)

August 26, 2019, Monday - Full-Term and First-Half Classes Begin
September 2, 2019, Monday - Labor Day, Campus Closed
October 18, 2019, Friday - Fall Break
October 19, 2019, Saturday - Mid-Point
October 21, 2019, Monday - Last-Half Classes Begin
October 23, 2019, Wednesday (Noon) - Mid-Term Grading Deadline
November 28-29, 2019, Thursday-Friday - Thanksgiving Recess
December 7, 2019, Saturday - Last Day of Classes
December 9-14, 2019, Monday-Saturday - Finals Week
December 14, 2019, Saturday - Semester Ends

Newsletter Editor

Jane Carter joins the HMS Department as the Graduate Assistant. Jane is from Auckland, New Zealand and completed her undergraduate studies at UIS. She has returned to do her Masters in communication. Jane creates the newsletter under guidance of Dr. Youngjin Kang, Assistant professor of Child
**Faculty Scholarship**

**Dr. Youngjin Kang**

- Kang, Y., & Chapman, A. (May, 2019). Doing online qualitative research on sensitive topics: Research with Intentionality and Selectivity. Paper accepted at the International Conference of International Institute for Qualitative Methodology, Brisbane, Australia.

* Michelle Harberstroh is a dual-degree student in HMS (Child and Family Studies concentration)/MPH, and she has been working under Dr. Youngjin Kang`s tutelage on two research projects.


- Haberstroh, M., Kang, Y. (April, 2019). Childhood lead exposure and the effects on child outcomes and family relationships: A Systematic review. Poster accepted at the Student Technology, Arts, & Research Symposium, University of Illinois, Springfield, IL.

**Suggested Conferences**

**Gerontology**

- Illinois Pioneer Coalition One Day Summit, Marion Illinois, May 14. Key note speaker: Customer Service Leading by Example: *It does make a difference!* Lisa Phillipson, Hospice of Southern Illinois (CEUs are available). Registration information: [https://webmail.uis.edu/owa/#path=/mail](https://webmail.uis.edu/owa/#path=/mail)


**Child and Family Studies**


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We hope you enjoyed this semesters edition!