



Welcome Dr. Youngjin Kang

Dr. Youngjin Kang is an Assistant Professor in the Department of Human Services, where she teaches in the Child and Family Studies concentration. She is teaching *HMS 516 Ethics and Professional Development* and *HMS 567 Family Dynamics and Interventions* this fall. She believes that teaching human services professionals is critical and rewarding because they are the ones who reach out to children and their families and apply evidence-based implications to their lives, which bridges the gap between research and practice.

Dr. Kang received her doctorate from the Department of Human Development and Family Science with an emphasis in Family Science and a Clinical Psychology graduate minor from the University of Missouri-Columbia. She received her MA in Marriage and Family Therapy (now Biblical Counseling) from Southwestern Baptist Theological Seminary. Before she came to the U.S., she had been a high school teacher. Teaching adolescents helped her under-

stand the significance of family relationships for child wellbeing, which has motivated her research.

Dr. Kang's research interests include family processes, intergenerational relationships, parent-child relationships, parent-child communications, and co-parenting relationships in post-divorce families. Her research has been published in different journals such as *Family Relations* and *The Gerontologist*. Also, as a co-author, she has published a book chapter regarding intergenerational relationships in stepfamilies and a couple of encyclopedia entries as to family relationships across various family structures. Dr. Kang has been awarded for her collaborative research with her colleagues by the Aging and Family Therapy sections at the National Conference of National Council on Family Relations (NCFR).

Outside of work, she enjoys playing the piano, watching documentaries, cooking, walking and hiking.



Dr. Youngjin Kang
Assistant Professor
Child and Family Studies

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Kathleen Martin

Child and Family Studies Concentration

Tell us about yourself?

I have worked for Child Care Resource Service since 2005 and love being able to help providers with the children they care for which in turn helps the parents as well. I started my graduate school career at the Urbana Champaign campus in Elementary Education and hit a road block half way through. I wanted to focus on younger children and I did not plan on teaching. I am in a committed relationship (16 years) and I have three adult children and two grandchildren. If I had the time and energy I would love to work with rescue animals.

What attracted you to the HMS department at UIS and more specifically about your concentration?

After several years, I talked to a co-worker who was taking classes at Springfield and it sounded like a great fit. I applied and have been taking classes since the Fall of 2015 and with any luck I will graduate in the Spring of 2018. I have always wanted to help others and in my current role of working with child care providers this program was perfect for me.

What are your career interests and goals?

The first short term goal that comes to mind when answering that question is to complete the Program for Infant Toddler Care and to be able to start training it. I want to be able to help others and make

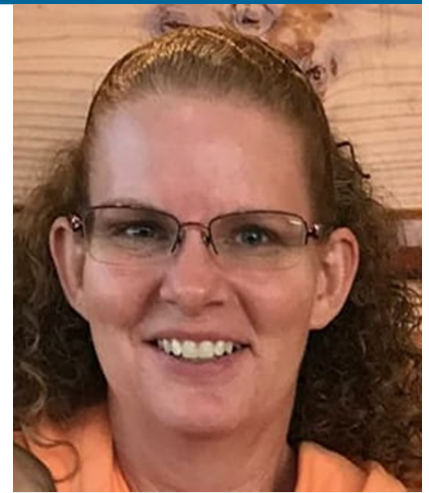
a difference in the lives of others. I value the relationships that I have made over the past 12 years in my current position. So, I guess you could say that my goal is to make a difference in the lives of others.

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

I honestly cannot say that I have enjoyed one course more than another, but I will say that I am loving my classes this semester. Families have always been interesting to me especially since I come from a family that did not fit the normal standards of the time. My other class, Alcohol and Substance Abuse, is beyond fascinating to me because it is all new to me.

What motivates you personally and professionally?

What motivates me is being a better person and being able to share my knowledge with others to hopefully help them. Life was not always easy growing up, but I had the support of my grandparents that made all the difference in the world. I am fascinated by all the different types of families that I encounter and what makes them work or in some cases not work. I truly enjoy getting to know people and their stories (my better half calls me nose).



Kathleen Martin
Child and Family Studies

My name is Kathy (Kathleen) Martin and my concentration is Children and Family Studies.

I have been in the child care field in one way or another since 1997. I have my associate's degree from Parkland College in Liberal Arts and Science-Psychology and my bachelor's degree in Psychology from Chapman University in California.

I was born and raised in Rantoul and I have lived in California, Japan and North Dakota before returning to central Illinois. I love to read and spend time with my family.



Advisory Board Member Spotlight



John Kelker

United Way of Central Illinois

During his 21 years at United Way, John has worked with hundreds of business and community leaders, introduced an out-comes driven community impact model, and developed a 100 percent message in which a number of local companies underwrite United Way's fundraising and administrative expenses.

John currently lives in Springfield with his wife LuAnn, who works as the Vice President of Wealth Management at U.S. Bank. They have three children and eight grandchildren. John is a diehard Cleveland Browns and World Champion Chicago Cubs fan.

John Kelker

United Way of Central Illinois

Personal Background

John Kelker grew up in the Cleveland suburb of Solon before moving to the Chicago area as a child. John graduated from Wheaton Central High School before attending MacMurray College in Jacksonville, Illinois. During his college years, John played soccer and would later go on to coach and start the soccer program at Illinois College in Jacksonville. He graduated from MacMurray College with a Bachelor of Science degree in Psychology.

Professional Snapshot

John's first professional position with Tri-County Counseling Carrollton, Illinois, was a substance abuse counselor in rural communities. In 1984, John joined Big Brothers Big Sisters (BBBS) of Morgan County as its Executive Director. During this time, he also served as the chairman of BBBS statewide association and served as a representative on BBBS of America's Board. While at Big Brothers Big Sisters, John learned the important role human service agencies have in our community and learned firsthand that it takes multiple agencies working together to help individuals and families.

United Way of Central Illinois

In 1996, John accepted a new role as the President and Chief Professional Officer of United Way of Central Illinois. He continues in this role leading the transformation of United Way from an organization solely operating as a funder, to an organization addressing the community toughest challenges by focusing on prioritization, collaboration and measurable outcomes.

Today, United Way drives community change by uniting people in the fight for the basic needs, education, financial stability and health of every person. United Way Vision Councils, which are responsible for community funding, lead a process designed to listen to our community, establish local priorities, invest in programs addressing those priorities, and closely monitor programmatic results. Together with its partners, United Way is tackling our community's toughest challenges in a way which promotes collaboration and produces results.

John has served as a board member and chairman of United Way of Illinois and Illinois 2-1-1. He is also a member of Rotary and the American Business Club (ABC) of Springfield.

LIVE UNITED

**United
Way**



United Way of Central Illinois





Dr. Carolyn Peck

Associate Professor
Department Chair
Human Services Gerontology

This article summarizes research that I conducted in 2003-04 with the Illinois Department on Aging (IDOA), to assess the risk of compassion fatigue and burnout among the department's care managers. The Compassion Fatigue Self-Test (Figley, 1995) was utilized for the data collection along with qualitative questions that I developed. Compassion fatigue is the potential stress experienced when the work of helping others is being done, burnout is more a product of the stress experienced in the workplace environment.

Key results from the Compassion Fatigue Self-Test were (Peck, 2005):

- Mean score for compassion fatigue was high risk.
- Mean score for burnout was moderate risk.
- As length of service increased, risk of compassion fatigue decreased.

One of the qualitative questions asked was: of the clients you serve, are there specific life situations that create stress for you as a care manager? Three life situations were most frequently identified:

- Clients that are in abusive life situations.
- Clients living in extreme poverty.
- Clients with dementia.

Many of the professional care managers spoke of their own personal caregiver roles with family members and the dual role that this creates in both work and family settings. Often times following the data collection I conducted a workshop on self-care practices. Following the data analysis, I incorporated the research into a formal presentation. As a result of listening and discussing self-care with practitioners in the field here are some examples of the practices that are most

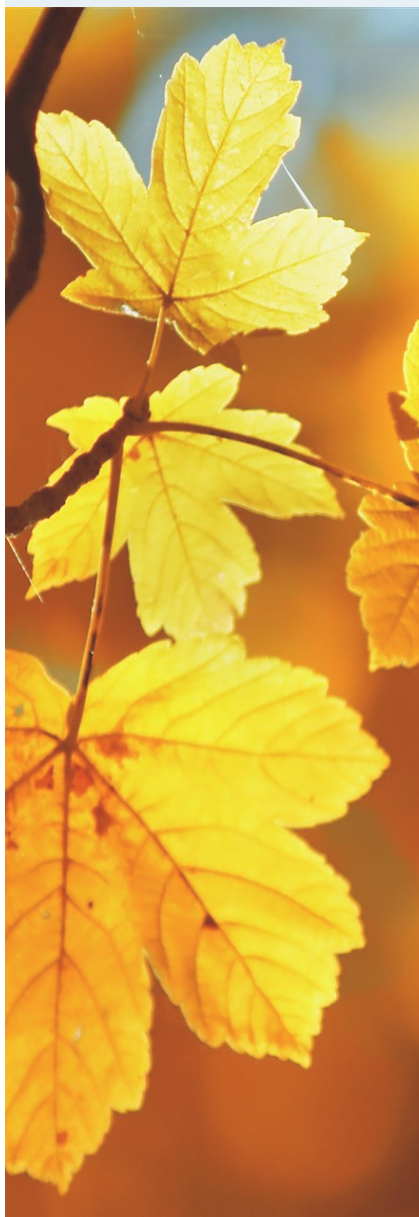
often identified as being helpful:

- Develop friendships outside the workplace setting that are characterized by mutual giving and receiving
- Practice forgiveness of others
- Laugh long and hard with a trusted friend
- Be the recipient of a message rather than always the deliverer of one (examples can include reading, attending church, enjoying a movie/television program)

The data from this study continues to be valid. Since 2004, I have conducted seventeen presentations at professional conferences (invited address and peer review). The most recent being at the 2017 IDOA Adult Protection and Advocacy conference. My proposal has been accepted to present at 2018 Association for Gerontology in Higher Education in Atlanta, GA. As cases become more numerous and complex, the need for professionals to be mindful of their own self-care while at the same time extending themselves to help others continues to be critical. As educators, there is a responsibility to incorporate self-care into our curriculum.

References

- Figley, C. R. (1995). *Compassion fatigue: Coping with secondary stress disorder in those who treat the traumatized*. New York: Taylor and Francis.
- Peck, C. (2005). The importance of self-care in geriatric case management. *Connections for an Ageless Society*, Volume 2, Fall.



What Comprises an Organizational Learning Culture?

Think about the last time you learned something at work – was it a week ago, a month ago, six months ago, a year ago, five years ago, ten years ago? Your response to this question might tell you whether you work in an organization that has a learning culture. Organizations with a learning culture feel vibrant, allow mistakes and learn from them, encourage risk-taking, ask that you learn as you go and accept and give feedback and generally give you opportunities to reflect. Gill (2010) indicated a learning environment supports discovery, communication and collaboration and the acquisition of new knowledge.

As part of constructing a learning culture, each new and continuing employee must understand how his or her role relates to the vision, mission, values and goals of the organization. The vision is why the organization exists and to what the organization aspires. The mission and the goals are foundational to the team, the programs and to each individual's roles and responsibilities. Ideally, each employee should have a pocket-sized card on which is printed the vision, mission and goals of the organization. An employee's connection to the vision and mission of the organization is foundational to building a learning culture.

To develop a learning culture, employees must feel safe enough to admit mistakes, to be open to feedback and to learn from mistakes. With higher caseloads, shrinking funding and below average salaries, employees must find a compelling reason to stay with an organization. Two of the most significant reasons human service professionals leave their jobs is due to burnout and compassion fatigue.

They often feel their hard work is not acknowledged much less appreciated. Developing an engaging yet safe environment – one in which employees are appreciated – may be one reason to stay. An engaging and safe work environment in part creates an organizational learning culture. Vital to such a culture is that employees are appreciated, given strength-based feedback, encouraged to grow personally and professionally and connected to the mission and vision of the organization.

Appreciation of employees is demonstrated by listening carefully. Employees leaving an agency often say they did not feel management listened and heard what was said. By listening, management and employees develop a relationship with each other as key to further communication and ideas. When listening, leaders practice the three A's (acknowledge, admire and appreciate). Human service employees are more likely to stay if acknowledged publicly and privately. Finally, leaders must follow through on promises. Otherwise, they risk losing their credibility.

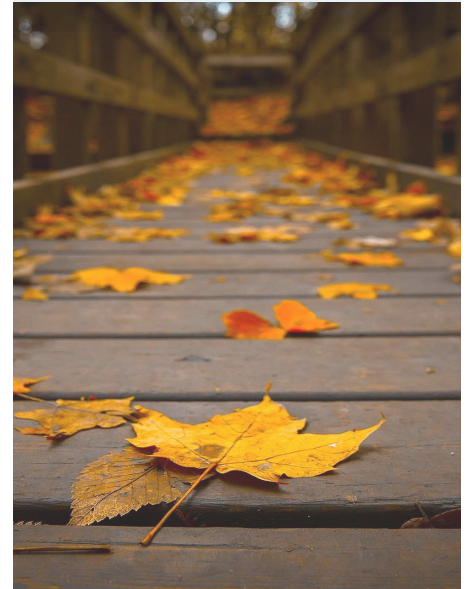
Most human service employees want to know whether they are correctly performing their job. When managers and supervisors give feedback, it must be strength-based. Ask what is going well. Explore staff strengths intermittently. Integrate the strengths data into the annual performance evaluation document. Feedback must be consistent and more positive than negative. When giving constructive feedback, sandwich the difficult feedback between two tasks the employee is doing well. Keep in mind that positive feedback is more motivating than negative feedback. In return, administrators, managers and supervisors must be open to feedback as well. These factors will build trust and result in your employees wanting to speak with you. None of these actions is doable unless you remain available and accessible.

Finally, each leader of organizations with learning cultures encourages and supports personal and professional growth in each employee. The organization leaders must make staff capacity-building a priority. Leaders must provide consistent opportunities to attend workshops and in-house training opportunities. Supervisors regularly checking on each employee's professional goals help employees feel valued. Matching human service employee development goals with the responsibilities and roles available at the organization also helps employees feel appreciated and useful and deters the employee from leaving the organization.



Dr. Denise Bockmier-Sommers

Associate Professor
Social Service Administration



How important is a learning culture to the vitality of the organization and its employees – very important. Both managers and employees have an ethical obligation to create an environment in which all stakeholders are encouraged to provide high quality care to those they serve, to each other and to the community.

References

- Gill, S. J. (2010). *Developing a learning culture in non profit organizations*. Sage Publications: Thousand Oaks, CA.

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!



Dr. Carol Rankin
Visiting Associate Professor
Alcohol and Substance Abuse



GAIN EXPERIENCE!

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

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 28, the ETA Chapter of Sigma Phi Omega Gerontology Honor society conducted their annual meeting at Bella Milano restaurant. Twelve members were in attendance.

Dr. Peck conducted the meeting and provided the chapter and departmental update. Members in attendance shared “good news” in their personal and professional lives. All enjoyed the meal and fellowship.



Front Row: Dee Clump, Phyllis Roate, Elizabeth Wells, Sue McGlasson, Clarissa Shea, Dr. Carolyn Peck.
Back Row: Sarah McCoy, Casey Bailey, Ruth Bixby, Charlon Thomas, Julie Hubbard.
Not pictured but in attendance: Mary Caroline Mitchell.



HMS Graduate Assistant

Girish Villa is the new GA to the HMS Department this Fall. He holds a minor in Electronics & Communications from Jawaharlal Nehru Technological University, Hyderabad. He is currently studying Masters in Computer Science and expected graduation is Fall 2018.

His goal is to develop a better education system for children that would define their intelligence by natural talents rather than mere grades.

He is happy to be working with the HMS department and is looking forward to another wonderful year!

Girish has a passion for solving brain teasers. He also loves kids and enjoys spending time with them.



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: AY 2017 - 2018

Spring Semester 2018 (Census: January 29, 2018, Monday)

January 15, 2018, Monday – Martin Luther King, Jr. Day, Campus Closed

January 16, 2018, Tuesday – Full-Term and First-Half Classes Begin

March 10, 2018, Saturday – Mid-Point

March 12-16, 2018, Monday-Friday – Spring Recess

March 14, 2018, Wednesday (Noon) – Mid-term Grading Deadline

March 19, 2018, Monday – Last-Half Classes Begin

May 5, 2018, Saturday – Last Day of Classes

May 7-12, 2018, Monday-Saturday – Finals Week

May 12, 2018, Saturday – Semester Ends/Commencement

May 16, 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

- Invited workshop. “*Factors Contributing to Compassion Fatigue in Geriatric Care Managers.*” Illinois Department on Aging Adult Protection and Advocacy Conference. September 2017, Springfield, IL.

Dr. Bockmier- Sommers

- Bockmier-Sommers, D.K., Chen, C.C., and Martsch, M. (November, 2017). “*The relationship between empathy, genuineness and high regard to teaching, social and cognitive presence.*” Online Learning Consortium Accelerate Conference (OLC), Orlando, FL.
- Dr. Denise Bockmier-Sommers was selected to participate in the inaugural University Illinois Springfield 17-18 Excellence in Teaching and Learning Fellows program. The mission of this initiative is to “encourage faculty to engage with high impact teaching practices that transform their teaching.” The group will meet monthly, there are ten faculty participating. Congratulations, Dr. Bockmier-Sommers!

Dr. Carol Rankin

- Invited to attend Summit on Continuing the Conversation on the Epidemic of Heroin Addiction and Opioid Drug Abuse. Co-Sponsored by Acting United States Attorney Patrick D. Hansen, Sangamon County Medical Society and Sangamon County Department of Public Health. Accompanied by a student presenter, June 2017.

Dr. Chun Zhang Creaser

- Creaser, Z. C. (November, 2017). *Is becoming a Christian a way to become American? The journey of finding the sense of community and belonging among Chinese immigrant mothers.* Poster accepted at National Conference of National Council on Family Relations Annual Conference, Orlando , FL.
- Creaser, Z. Chun. (2017). [Review of the book *Family stress management: A contextual approach*, by P. Boss, C. M. Bryant & J. A. Mancini] Book Review. *Journal of Family Theory and Review*. doi:10.1111/jftr.12235

Dr. Youngjin Kang

- Kang, Y., Ganong, L., Chapman, A., Coleman, M., & Ko, K. (in press). Attitudes toward parental disclosures to children and adolescents by divorced and married parents. *Family Relations*.
- Kang, Y., & Ganong, L. (November, 2017). *Divorced fathers’ perceptions of parental disclosures about divorce related topics to children.* Paper accepted at the National Conference of National Council on Family Relations, Orlando, FL.
- Ko, K. M., & Ganong, L., Kang, Y., & Chapman, A. (November, 2017). Attitudes toward divorce and patriarchy in East Asia, Poster accepted at the National Conference of National Council on Family Relations, Orlando, FL.
- Dr. Youngjin Kang’s paper, Divorced Fathers’ Perceptions of Disclosures About Divorce-related Topics to Children, has been selected as the recipient of the 2017 New Professional’s Best Paper in the National Council on Family Relations (NCFR) Family Therapy Section. Congratulations, Dr. Youngjin Kang!

Suggested Conferences



Alcohol and Substance Abuse Conference

21st Annual Fall Conference, Illinois Certification Board, Alcohol and Substance Abuse, Oct. 16-20, 2017, Mt. Vernon, IL. <https://www.iaodapca.org>

Child and Family Conference

NCFR (National Council on Family Relations) Conference 79th NCFR Annual Conference, Nov. 15-18, 2017, Orlando, FL. <https://www.ncfr.org/ncfr-2017>

Contact Information

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Scan with a QR reader on your smart phone and visit our web-site!

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

