

THE UNIVERSITY OF  
**SCRANTON**  
A JESUIT UNIVERSITY

DEPARTMENT OF COUNSELING  
AND HUMAN SERVICES

December 9, 2013

Dear Charles,

Attached please find the results from the Information Literacy project that was undertaken with my

Bonnie Strohl on this project and I so appreciate her ability to provide our students with outstanding instruction along with building a Research Resource page for the course. Our students did well and you

Information Literacy Results Fall 2013

COUN 520: Professional Issues: Rehabilitation Counseling

The intentional integration of literacy skills throughout the Professional Issues in Rehabilitation Counseling course has assisted the first semester graduate students in rehabilitation counseling to have a solid understanding of informational literacy knowledge and skills that can be applied throughout their

graduate studies and careers. This knowledge base and skill set is critical to a Rehabilitation Counseling student as they will be most effective in their future careers when they have the necessary

understanding to locate, evaluate, and apply needed information throughout their

Student Poster application: 10-3-2013

Student Poster Project and Presentation: 11-20-2013

Annotated Bibliography: 11-20-2013

Results of the Pre and Post Test on Information Literacy: December 9, 2013

**RESULTS OF PRE/POST TESTS**

<b>Student Number</b>	<b>Pre Test Percentage Correct</b>	<b>Post Test Percentage Correct</b>
1	83.33%	91.66%
2	83.33%	91.66%
3	75%	75%
4	41.66%	91.66%
5	50%	75%
6	41.66%	91.66%

Learning about Library Services (2)

Understanding Search Engines (1)

Library Chat (1)

Bonnie Strohl as a Resource (1)

### SUMMARY

It was gratifying to see the positive results that occurred as a result of integrating literacy instruction into the first graduate course that Rehabilitation Counseling students complete. Students completed the pre-test on the first day of class and scored 157.50% of the total possible score.



Name: \_\_\_\_\_ COUN 520: Information Literacy Pre test:

1. One of the indicators of a peer-reviewed article is that: (Standard 1)
  - a. others frequently cite the article in their own research
  - b. it is in the bibliography at the end of chapters in your book
  - c. the content of the article was approved by subject experts
  - d. it includes a bibliography of works cited to write it.

2. The fair use limitation on the rights of copyright owners is based on:
  - a. the amount of the work used
  - b. the nature of the work used
  - c. the effect of the use on the market for the work
  - d. all of the above

- a. you use the material in an educational setting.
- b. you purchased the item.
- c. you do not distribute copies.
- d. you use the smallest amount possible.

3. It is always a violation of the Academic Honesty to: (Standard 5)
  - a. collaborate

7. Which of the following is not effective in determining the bias of a webpage: (Standard 3)

- b. the domain (.edu, .gov, .com, .org) of the information
- c. the webpage links from the page
- d. author's expertise

8. Barros-Bailey, M; Saunders, J. L. (2010). "Ethics and Use of Technology in Rehabilitation Counseling." *Journal of Applied Rehabilitation Counseling* 41(2), 60-64. This is a citation for: (Standard 1)

- a. a book
- b. an online resource
- c. a journal article
- d. an article in an encyclopedia

9. You found too many articles. What is the most effective way to narrow your results? (Standard 1)

- a. Use "and" to add another concept to your search
- b. Look at the number of sources and only pick the shortest article

COUN 520

Professional Issues: Rehabilitation Counseling

*The impossible just takes a little longer -Art Berg*

Lori Bruch, Ed.D., LPC, CRC  
Rehabilitation Counseling Program Director  
Associate Professor

Wednesday 4:20 to 7:10, Fall 2012, Classroom # 15000

[REDACTED]

[REDACTED]

[REDACTED]

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Office: McGarrin 425 Office Hours: M: 1:20-2:00, W: 1:20-2:00

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*My awareness is my life. It is the source of my survival. My lack of awareness is my limit and could mean my end -Horowitz*

**PURPOSE:** To introduce students to the profession of Rehabilitation Counseling and the structure of Rehabilitative Services. To have students develop awareness and sensitivity to the lived experiences of persons with disabilities.

**I. KNOWLEDGE DOMAINS**

- Rehabilitation scope of practice (CORE C.1.1, C.10.1, C.10.3 \*)



- integrate into one's practice, the history and philosophy of rehabilitation, as well as the laws affecting individuals with disabilities.

healthcare systems, including public, private-for-profit, and not-for-profit service settings.

- explain the role and values of independent living philosophy for individuals with a disability.
- practice rehabilitation counseling in a legal and ethical manner, adhering to the Code of Professional Ethics and Scope of Practice for the profession.
- promote ethical decision-making and personal responsibility that is consistent with an

- explain differences between certification, licensure, and accreditation.
- integrate into practice an awareness of societal issues, trends, public policies, and developments, as they relate to rehabilitation.

## V. ASSIGNMENTS

**Required Readings:** See attached outline. (All knowledge domains)

**Reaction to Speakers:** Reaction to guest speakers: React to what you heard and observed. What were your initial feelings and thoughts? How might this information be

Disability.gov : click on subscribe to newsletter

Justice for All : click on subscribe button

Diversityworld.com : click on free newsletter for L.D. or F.I.H. 1

**Prominent Rehabilitation Figure Review:** One to two page summary on an assigned

historical figure in rehabilitation. (C. 1.2)

**Log:** Students will log environmental and attitudinal barriers they observe throughout the semester. (One observation will be entered in log per week/13 total) Class discussion will be held. (C.1.8)

**Examination:** (two) One exam will consist of short answer, multiple choice questions, and case studies (All SLO's). There will be a separate quiz on legislation (C.1.3).

**Professional Experience:** Each student will initiate a discussion with a Rehabilitation Professional and report the experience and reflection. (C.1.3)

A-: Excellent	950 - 974pts
B+: Very Good	900 - 949pts
B : Good	850 - 899pts
B-: Fair	800 - 849pts

C : Minimal Passing Grade	700 - 749pts
F : Failure	0 - 699pts

Class Attendance- Students are expected to attend all classes. Emergencies will be handle an individual basis. Students missing more than two classes will have their grade lowered. (A to A-, etc.)

Grade Posting- Grades will be distributed in class.

Except in the case of documented illness

emergency, the following policies apply:

- Ordinarily, students are expected to take all examinations on the scheduled dates and times.
- Ordinarily, there will be no incomplete grades issued in this course.

Ordinarily assignments will be accepted only on the day before the due date.

## X. IMPORTANT INFORMATION

### **Students with Disabilities**

In order to receive appropriate accommodations, students with disabilities must register with the Center for Teaching and Learning Excellence and Disability Services.

instructor places on electronic reserves, search and place an order on interlibrary loan and PALCI, browse the online catalog, and receive online help from a librarian. The tutorials use Flash and are voice narrated. You can find the tutorials here: <http://academic.scranton.edu/department/ctle/tutorials/research/library/>

COUN 520 SCHEDULE 2013

August 28, 2013 Introduction: RC: A specialty practice of the counseling profession  
Building a Rehabilitation Counseling Network Chap 1  
Professional Identity/Professional Organizations Smart (reserve)

New Student Orientation  
6:15 to 7:30

September 4, 2013 Evolution of Counseling  
Models of Disability  
Philosophy of Counseling (RC)

Be prepared to discuss "What does Normal mean"?

September 11, 2013 **MEET IN LIBRARY at 4:30**  
Library Training Room 306 (Weinberg Memorial Library)  
Library Instruction

September 18, 2013 History and Disability, Policy, & Law Chap 3, 4  
Historical Rehabilitation Figures

October 30, 2013      Center for Independent Living      Chap 8, 9  
Community Resources and services  
**Speaker: NEPACIL (Tentative)**  
**Poster Session Proposal due**

**November is Assistive Technology Month**

November 6, 2013      Presentation from Pierce Counseling Center/Medical Oncology  
Assistive Technology and Private Sector Practice      Chap 19

November 13, 2013      **Mid-Term**

November 20, 2013      **Poster Session scheduled for 5<sup>th</sup> floor Brennan**  
**Annotated Bibliography due**

November 27, 2013      **Henry Thoreau Day**

**No Class**

December 4, 2013      Issues and Trends  
Wrap-up  
**Professional Development Experience due (verbal)**  
**Log due**  
**Portfolio Statement due (see program manual)**



## Learning Outcomes

- I = Introduced
- R = Reinforced
- E = Emphasized

### Information Literacy Standards\*

Students will understand legal and social issues; use of information and such information ethically (1-3)

Select an appropriate documentation style consistently to cite sources

Students will identify types and formats of information.

A. Know how to find and informally process and disseminate information

B. Recognize that knowledge organized into disciplines influence the way it is used

C. Identify the value of potential resource formats (e.g., multi-media, website, data set, etc.)

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2. Students will revise the development process for the product or performance.	11/13		I	R	E
3. Students will communicate the product or performance effectively to others.	11/20		I	R	E
Student will summarize the main ideas extracted from the information gathered. (3-1)	11/20		I	R	E
*Standard, Indicator, and Outcome in parentheses					

## Professional Associations

1. **NRA: National Rehabilitation Association:** [www.nationalrehab.org](http://www.nationalrehab.org)

- Divisions:

- **NADBS:** National Association of Disability Benefits Specialists
- **NAMRC:** National Association of Multicultural Rehabilitation Concerns

- **NASPPR:** National Association of Service Providers in Private Rehabilitation
- **NARL:** National Association of Rehabilitation Leadership
- **JPD:** National Rehabilitation Association of Job Placement and Development

- ASCA: American School Counselors Association
  - *Professional School Counseling*
- ASERVIC: Association for Spiritual, Ethical, and Religious Values in Counseling

- *Counseling and Values*
- ASGW: Association for Specialists in Group Work
  - *Journal for Specialists in Group Work*

- *Journal for Social Action in Counseling and Psychology*
- IAIOC: International Association of Addictions and Offenders Counselors
  - *Journal of Addictions and Offender Counseling*
- IAMEC: International Association of Marriage and Family Counselors