

DEPARTMENT OF COUNSELING AND HUMAN SERVICES

December 9, 2013		
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Dear Charles,		
Attached please find the results from the	Information Literacy project that was undertaken with my	
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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
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	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
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Student Poster application: 10-3-2013

Student Poster Project and Presentation: 11-20-2013

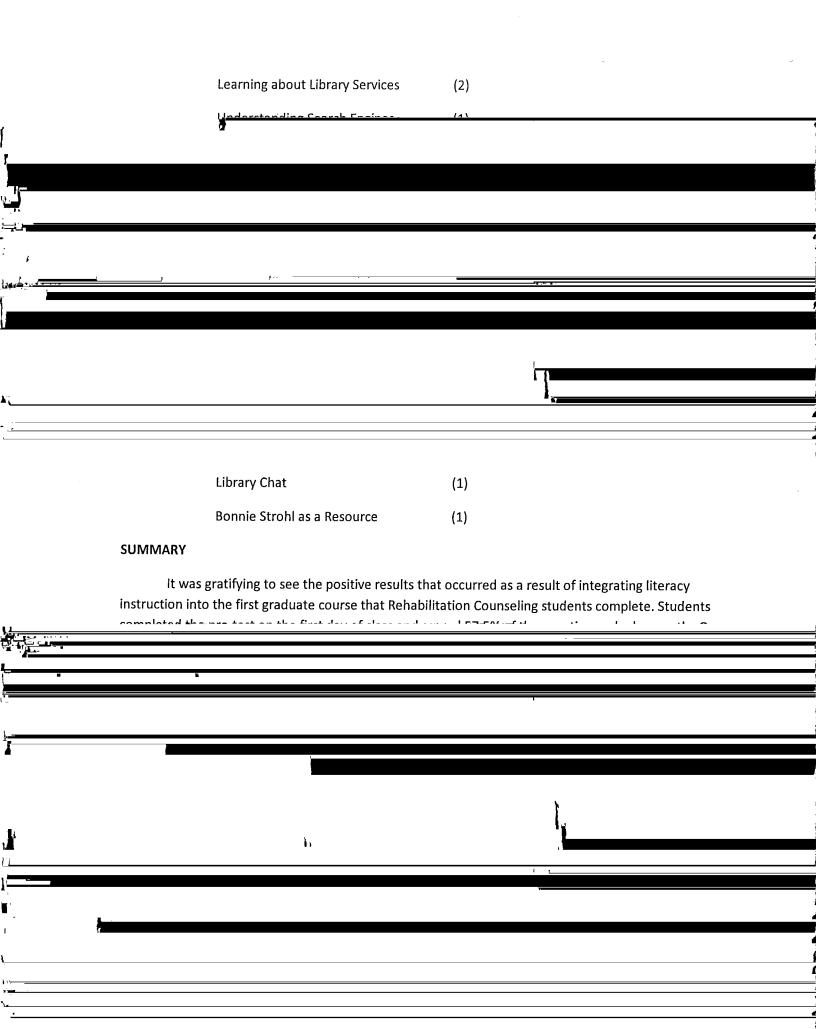
Annotated Bibliography: 11-20-2013

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

RESULTS OF PRE/POST TESTS

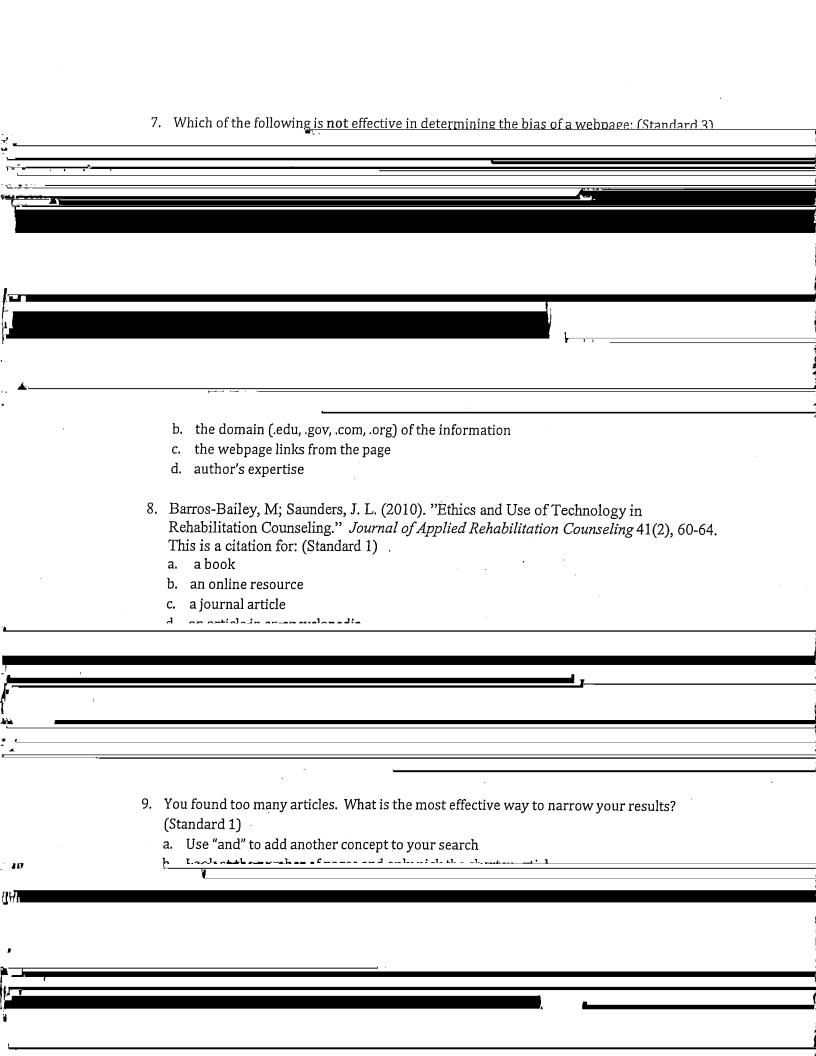
Student Number	Pre Test Percentage Correct	Post Test Percentage Correct
1	83.33%	91.66%
2	83.33%	91.66%
3	75%	75%
4	41.66%	91.66%
5	50%	75%
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	Name:	COUN 520: Information Literacy Pre test:	
	1 One of the inc	dicators of a peer-reviewed article is that: (Standard 1)	
	a. others fre	equently cite the article in their own research	
•		e bibliography at the end of chapters in your book	
		ent of the article was approved by subject experts	
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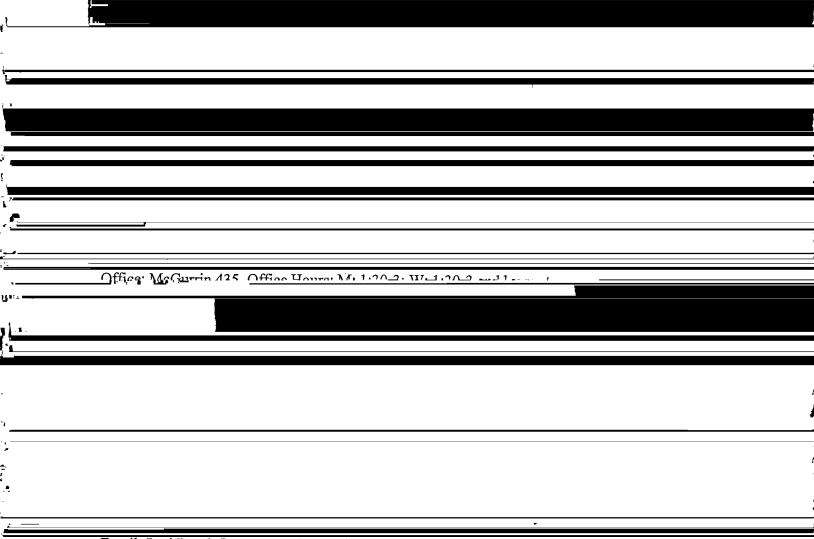


COUN 520

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
Wadnesday 4:20 to 7:10 Fell 2012 Clearer to 1. A. G. 2022



Email: Lori.Bruch@scranton.edu Phone: 570-941-4308

Department Phone: Ann Keeler 570-941-4236

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

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Prominent Rehabilitation Figure Review. One to two nage 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

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.

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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.

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X. IMPORTANT INFORMATION

	Students with Disabilities In order to receive appropriate accommodations, students with disabilities must register with						
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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 Compachine MA

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 Figure Page 18, 2013

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 5th floor Brennan

Annotated Bibliography due

Mouember 27 2012

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No Class

December 4, 2013

Issues and Trends

Wrap-up

Professional Development Experience due (verbal)

Log due

Portfolio Statement due (see program manual)

Learning Out

I = Introduced
R = Reinforced
E = Emphasized

Information Literacy Standards*

Students will underst legal and social issue use of information ar such information eth 1-3)
Select an appropidocumentation styl

consistently to cite

Students will identi types and formats of for information.

A. Know how informated and disseminated B. Recognize that korganized into discinfluence the way information influence the way in types.

C. Identify the valu of potential resourd formats (e.g., multi website, data set, a

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*Standard, Indicator, and Outcome in parentheses		ideas extracted from the information $1/\sqrt{10^9}$ gathered. (3-1)	product or performance effectively to others.	development process for the product or performance. 3 Students will communicate the	
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Professional Associations

- 1. NRA: National Rehabilitation Association: www.nationalrehab.org
 - Divisions:
 - o NADBS: National Association of Disability Benefits Specialists
 - o NAMRC: National Association of Multicultural Rehabilitation Concerns
- o NASPPR: National Association of Service Providers in Private Rehabilitation o NARL: National Association of Rehabilitation Leadership o JPD: National Rehabilitation Association of Job Placement and Development

