

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 Professional Issues for Rehabilitation Counseling course (COUN 520). It was a pleasure to work with 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 will see a notable change in their knowledge from the pre-test to the post-test results. I was particularly impressed with the overall difference in quality that I noted with the several assignments that were attached to this project.

I am grateful for the opportunity to participate in infusing information literacy into my course. Please let me know if you need any additional information.

With appreciation,

*Lori*

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

## 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 careers.

In collaboration with Bonnie Strohl, Library Faculty liaison to this project, a formal approach was developed to enhance information literacy in this class. Bonnie and I met prior to the start of the semester and identified activities that would enhance student learning outcomes. We also developed a pre and post test to measure student learning outcomes. Students were also asked to respond to the 2-3 areas that were most helpful to them.

#### TIMELINE OF ACTIVITIES COMPLETED

Update COUN 520 syllabus to include literacy standards: August, 2013 (attached)

Post Information Literacy Competency Standards for Higher Education on Angel under course resources: August, 2013

Develop pre and post test with Bonnie: August, 2013 (attached)

Meeting with Bonnie to review project: August 27, 2013

Orient students to the information literacy project: August 28, 2013

Administer pre-test: August 28, 2013

Research Guide for COUN 520 developed: September, 2013

This guide includes instruction on library services and resources, professional organizations in Rehabilitation Counseling, Web-based evaluation of sources, a link to the Pacinelli collection, along with other helpful materials.

Academic Integrity Tutorial: September, 2013

Information Literacy Standards Training (see chart): September 9, 2013; October 9, 2013

Completion of Student Projects including:

Book Review: 10-2-2013

Web Based Evaluation: 10-16-2013

Student Poster application: 10-3-2013

Student Poster Project and Presentation: 11-20-2013

Annotated Bibliography: 11-20-2013

Administer post-test: December 4, 2013

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

Submit outcome data: 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%
6	41.66%	83.33%
7	66.66%	75%
8	33.33%	91.66%
9	50%	100%
10	50%	66.66%
11	66.66%	ABSENT
<b>Average</b>	<b>58.33%</b>	<b>84.166%</b>
<b>Average Without Student #11:</b>	<b>57.5%</b>	<b>84.166%</b>

Additionally, students were asked to list 2 to 3 things that were enhanced for them through the library instruction. These areas included:

- Learning about different data bases (4)
- Learning how to narrow a search (4)
- Finding scholarly materials (2)
- Broadening search criteria (5)
- Easy Bib (4)
- Learning about Psych Info (2)
- Learning about Ethics and literacy (1)

Learning about Library Services	(2)
Understanding Search Engines	(1)
How to check source validity	(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 57.5% of the questions asked correctly. On the last day of class, students completed the post-test and scored 84.1% of the questions asked correctly. The individual scores were noted and overall there was improvement for each student across the board. Students also were asked to comment on the 2-3 things that were most helpful from the trainings. Students indicated that they increased their knowledge about data bases, increased their skill in conducting literature searches, and also enjoyed learning about services and resources of the library including Easy Bib.

I was able to see a qualitative difference in the work that students completed. One assignment, the web-site review was extremely well done as a result of Bonnie providing the students with a website evaluation tool and instruction on how to use it. Also, the annotated bibliography assignment was a nice demonstration of the varied resources and detailed summaries that students used to support their poster projects. Both faculty and students appreciated the instruction and support received from Bonnie. We were pleased to see Bonnie at the end of the semester Poster Session where students showcased their work.

The results of this project will be implemented into future professional issues classes in rehabilitation counseling. The Resource page created by Bonnie will be carried over into the next course along with the professional organizations and related journal document that I created. Overall, I believe that this project will benefit not only the current graduate students who just completed the class but future classes as well. It was a pleasure to work with Bonnie and I appreciate the resources of the library to assist me in building a transformative experience for our first semester graduate rehabilitation counseling students.

Respectfully submitted,

*Lori A. Bruch*

Lori A. Bruch, Ed.D., CRC, LPC

Rehabilitation Counseling Program Director



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 does not requires that : (Standard 5)
  - 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
  - b. paraphrase
  - c. use Wikipedia
  - d. plagiarize
  
4. Which of these factors is the least important for deciding if an information source is useful for your research? (Standard 1)
  - a. author's expertise
  - b. extensive bibliography
  - c. date of publication
  - d. matches my search terms
  
5. Which of the following is the least important to consider when looking at the scholarship level of articles you find: (Standard 1)
  - a. your audience
  - b. publication dates
  - c. how well it matches your search criteria
  - d. where you found it
  
6. You are not finding as many articles as you need for your project. What is the most effective way to broaden your results? (Standard 2)
  - a. Think of synonyms
  - b. Pick only articles from APA (American Psychological Association) journals
  - c. Use only exact terminology
  - d. Change your topic

7. Which of the following is not effective in determining the bias of a webpage: (Standard 3)
  - a. the content matches your thinking on the topic
  - 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 pages and only pick the shorter articles
  - c. Take the first 10 from your search results
  - d. Pick only articles from APA (American Psychological Association) journals
  
10. The informal code of behavior that guides communication over the computer networks is known as: (Standard 5)
  - a. The Internet Code
  - b. Rules of Engagement for the Internet
  - c. Netiquette
  - d. Online Behavior Guidelines
  
11. In completing a poster project based on a literature review, which of the following would be least helpful: (Standard 4)
  - a. Organizing information in a manner that supports the purpose and format of the poster
  - b. Manipulating digital text and images in to a new context
  - c. Incorporating principles of design and communication
  - d. Completing a University of Scranton Departmental Review Board form to conduct research
  
12. A trade publication: (Standard 1)
  - a. is a professional version of Angie's list
  - b. has evidenced-based research
  - c. reports activities of professional organizations
  - d. supplies suggestions for research topics.

## 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 4:30 to 7:10, Fall 2013, Class meets in McG 209

Office: McGurrian 435, Office Hours: M: 1:30-3; W: 1:30-3 and by appt.

Email: [Lori.Bruch@scranton.edu](mailto: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, \*)
- History, systems, and philosophy of rehabilitation (CORE C.1.2)
- Legislation related to people with disabilities (CORE C.1.3)
- Ethics (CORE C.1.4)
- Professional credentialing, certification, licensure, and accreditation (CORE C.1.5)
- Informed consumer choice and consumer empowerment (CORE C.1.6)
- Public policies, attitudinal barriers, and accessibility (CORE C.1.7, C.9.5)
- Advocacy (CORE C.1.8)
- Implications of cultural and individual diversity (CORE C.2.3)
- Wellness and illness prevention concepts (CORE C.10.9)
- Programs for specialty population (CORE C.10.14)
- Critical thinking
- Jesuit mission and philosophy
- Information Literacy
  - \*Information Literacy Competency Standards for Higher Education
- APA writing style
  - \*Council on Rehabilitation Education (CORE) accreditation standards

#### II. STUDENT LEARNING OUTCOMES

**Students will demonstrate the ability to**

- explain professional roles, purposes, and relationships of other human service and counseling/psychological providers.
- articulate the principles of independence, inclusion, choice and self-determination, empowerment, access, and respect for individual differences.



- integrate into one's practice, the history and philosophy of rehabilitation, as well as the laws affecting individuals with disabilities.
- describe, in general, the organizational structure of the rehabilitation, education, and 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 individual's culture, values and beliefs.
- 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.
- articulate the value of consumer empowerment, choice, and personal responsibility in the rehabilitation process.
- educate the public and individuals with a disability regarding the role of advocacy and rights of people with disabilities under federal and state law.
- provide rehabilitation counseling services in a manner that reflects an understanding of psychosocial influences, cultural beliefs and values, and diversity issues that may affect the rehabilitation process.
- identify the influences of cultural, gender, sexual orientation, aging, and disability differences and integrate this knowledge into practice.
- evaluate the influences and implications of the environment on disability.
- describe programs of services for specialty populations including but not limited to: spinal cord injury, traumatic brain injury intellectual disabilities sensory disability, correctional and veterans.
- demonstrate information literacy competencies in all assignments
- describe how the Jesuit mission relates to the work of a rehabilitation counselor

### III. TEXTBOOK (Required)

Maki, D. R. & Tarvydas, V. M. (2011). *The Professional Practice of Rehabilitation Counseling*. New York: Springer Publishing Company, Inc.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

*Handicap This*

Traub, G.W. (2010). Do you speak Ignatian? [www.jesuitresource.org](http://www.jesuitresource.org).

- Articles and pamphlets will be distributed throughout the course.
- Library Desk Reserve: Smart, J. Chapter 1, Defining Disability
- Please download a copy of the CRC Code of Ethics for Rehabilitation Counselors at [www.crccertification.com](http://www.crccertification.com)

### IV. PROCEDURES

This course will be conducted utilizing a seminar style and consist of lectures, group discussion, guest speakers, practical experience, and student presentations. Students are expected to attend all classes, to be prepared, and to actively participate.

## 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 useful to you in your future work? Discussion Board on Angel will be utilized, please post two comments per experience. One comment will be from your perspective and the second comment will be a reaction to a peer comment. Due within one week of the experience. (CORE C.1.1, C.10.1, C.10.3, C.10.14)

**Book Review:** A four page integrative paper to *Handicap This* which is based on the author's personal experiences living with Cerebral Palsy.

Include the book's theme and your personal reaction as a Rehabilitation Counseling Professional and student. What are the messages and implications for rehabilitation counselors? What would you ask author if you had the opportunity? (CORE C.1.6, C.1.7, C.9.5, C.1.8, C.2.3, C.10.9)

**Professional Development Experience:** Becoming a professional rehabilitation counselor requires a commitment to ongoing professional development and life-long education. As such, students are expected to attend the 12<sup>th</sup> Annual disAbility Conference and/or the *Handicap This* presentation. (C.10.14)

**Student Poster Presentations:** Each student will identify a topic to further explore/research. This can be a specific population or a type of program. Students will complete a poster session proposal and submit it for the instructors approval (form will be provided). The proposal will include: Name and contact information of presenter, title of presentation (not 12 words or less), synopsis (70 words or less for printed program brochure), description to include presentation goals, summary of information, technique(s), research (literature review) to be presented, and a description of accompanying materials or handouts. This poster project will provide each student an opportunity to submit a proposal and explore an area of interest with the final product being a poster to be presented at an end of a semester gathering with faculty, guests, and fellow-students in the rehabilitation, community counseling, and school counseling programs. (C.1.1, C.10.14)

**Annotated Bibliography:** (based upon and supporting your poster topic) A minimum of 15 references of which 10 must be from professional/scholarly journals in counseling (See APA Manual for annotation sample). (C.1.1, C.10.14)

**Web-Based Assignment:** COUN 520 students will review five rehabilitation related web-sites and provide a critique as to the usefulness for a practicing rehabilitation professional (2-3 pages). (C.1.3, C.1.4, C.1.5, C.1.8)

**Listserv:** Please sign up for the following list serves. This will give you a good source of info for your logs (one entry from each required) as well as keep you current on critical perspectives on disability from persons with disabilities and others: (C.1.8)

Disability.gov : click on subscribe to newsletter  
Justice for All : click on subscribe button  
Diversityworld.com: click on free newsletter for InclusionRx or True Livelihood.

**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 verbally to the class. Focus will be on roles of the rehabilitation counselor, settings, and current hot topics and issues.(C.1.1, C.10.1, C.10.3)

**RC Program Manual:** Please read the RC program manual and return the sign-off sheet indicating you did so. (C.1.1)

**Portfolio Statement Step 1:** Please complete Step-1 of the portfolio process as described in the RC Program Manual. (C.1.1)

**Academic Integrity Tutorial:** Please complete and provide documentation. (C.1.4)

## VI. EVALUATION

Mid-term Written Evaluation	(1)	100pts
Legislative quiz	(1)	50pts
Final Project	(1)	200pts
Annotated Bibliography	(1)	100pts
ANGEL reactions value 30pts	(2)	60pts
Logs	(1)	100pts
Book Review	(1)	100pts
Historical Figure	(1)	100pts
Professional experience	(1)	60pts
Web-based Assignment	(1)	100pts
Participation		20pts
Portfolio		10pts

The following are the grade categories and definitions of each grade for graduate level work:

A : Superior/Outstanding 975 - 1000pts

A-: Excellent	950 - 974pts
B+: Very Good	900 - 949pts
B : Good	850 - 899pts
B-: Fair	800 - 849pts
C+: Passing Grade	750 - 799pts
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 or 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 due date. No extra credit assignments.
- All writing assignments will be in accordance with APA writing guidelines. Please not that there is a writing center on campus (941-6147)
- Students are expected to incorporate the professional behaviors outlined in the program manual on a consistent basis in interactions with others (Fit document)
- Students are encouraged to make an appointment with the instructor to review any course related concerns, needs, or the possibility of a reasonable accommodation as soon as possible.

#### **VII. OFFICE HOURS**

**Monday: 1:30 p.m. to 3 p.m.**

**Wednesday: 1:30 p.m. to 3 p.m. and by appointment**

#### **VIII. BIBLIOGRAPHY**

Additional References: See attached list. All other readings will be available through class handouts.

#### **IX. TENTATIVE COURSE SCHEDULE**

See attached.

## 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 provide relevant and current medical documentation.** Students should contact Mary Ellen Pichiarello (Extension 4039) or Jim Muniz (Extension 4218), 5th floor, Loyola Science Center, for an appointment. For more information, please visit <http://www.scranton.edu/disabilities>.

### **Writing Center Services**

The Writing Center focuses on helping students become better writers. Consultants will work one-on-one with students to discuss students' work and provide feedback at any stage of the writing process. Scheduling appointments early in the writing progress is encouraged.

To meet with a writing consultant, stop by during the Writing Center's regular hours of operation, call (570) 941-6147 to schedule an appointment, or complete the Writing Assistance Request Form online. Online appointments are also available – connecting virtually using Google Docs and Google Talk.

### **Academic Integrity**

Academic Integrity is expected in all work. Please review the University Policy on Academic Integrity for a full understanding consult *The University of Scranton Student Handbook*. All forms of academic dishonesty will receive a grade of F for the assignment and be reported immediately to the Department Chair of the student's major and Dean's office for further disposition.

Students must complete the University Academic Integrity Tutorial:  
<http://academic.scranton.edu/departments/ctle/tutorials/technology/angelnav/student/>

### **ANGEL Navigation Tutorials**

This class will utilize ANGEL. These view-only tutorials will introduce you to the basics of ANGEL. You will learn how to log into ANGEL, send electronic submissions to your professor, collaborate and contribute in a discussion forum, and more.

You can find the tutorials at:

<http://academic.scranton.edu/departments/ctle/tutorials/technology/angelnav/student/>

### **Library Tutorials**

In these view-only tutorials, you will learn how to use resources found in the library. These instructions include how to search databases by subject or by title, obtain course materials an

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)  
Information Literacy Pre-test  
**New Student Orientation**  
6:15 to 7:30
- September 4, 2013 Evolution of Counseling  
Models of Disability  
Philosophy of Counseling/RC Chap 2  
**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**  
**Academic Integrity Tutorial due**
- September 18, 2013 History and Disability, Policy, & Law Chap 3, 4  
**Historical Rehabilitation Figure paper due**
- September 25, 2012 **State/Federal VR System: Speaker: Tentative**  
**National Rehabilitation Week**  
**Sign-off sheet for RC Program Manual due**  
**Book Review due**  
**Select one document from the Pacinelli Collection to view**
- October is Employment of People with Disabilities Month**
- October 2, 2013 **disAbility Conference**  
Please try and attend the entire conference. Attendance at the  
*Handicap This* presentation is required. 4:30 to 6:30
- October 9, 2013 Meet at Library, Room 306  
**Legislative Quiz**  
Concepts and Paradigms Chap 5  
Qualified Providers Chap 10  
The Person with a disability Chap 6  
Family and Relationships Chap 7
- October 16, 2013 Advocacy and Diversity Chap 14, 17  
**Web project due**
- October 23, 2013 Ethics and Decision Making Chap 16

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      Happy Thanksgiving Break  
**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 Coun 520: Professional Issues in Rehabilitation Counseling

	I = Introduced	R = Reinforced	E = Emphasized						
<b>Information Literacy Competency Standards*</b>									
Students will understand the economic, legal and social issues surrounding the use of information and access and use such information ethically and legally. (5-1-3)				Academic Integrity Tutorial 1			R	E	
Select an appropriate documentation style and uses it consistently to cite sources (5-3)		a/1/1/1			1		R		E
<b>Students will identify a variety of types and formats of potential sources for information.</b>									
<b>A. Know how information is formally and informally produced, organized, and disseminated</b>		a/1/1/1			1		R		E
<b>B. Recognize that knowledge can be organized into disciplines that influence the way information is</b>		a/1/1/1			1		R		E
<b>C. Identify the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)</b>		a/1/1/1			1		R		E

D. Identify the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)	9/11		I	R	E
E. Differentiate between primary and secondary sources, recognizing how their use and importance vary with each discipline	9/11	I	R	E	
F. Realize that information may need to be constructed with raw data from primary sources	9/11	I	R	E	
Students will articulate and apply initial criteria for evaluating both the information and its sources. (3-2)	9/11	I	R	E	
Student s will define and articulate the need for information. (1-1)	9/11	I	R	E	
Students will construct and implement effectively-designed search strategies (2-2)	9/11	I	R	E	
Students, individually or as members of a group, use information effectively to accomplish a specific purpose. (4-1-3)	11/20	I	R	E	
1. Students will apply new and prior information to the planning and creation of a particular product or performance.	11/6	I	R	E	



## 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
    - **ARTS:** Association of Rehabilitation Technicians and Specialists
    - **NASPPR:** National Association of Service Providers in Private Rehabilitation
    - **NARL:** National Association of Rehabilitation Leadership
    - **JPD:** National Rehabilitation Association of Job Placement and Development
    - **RCEA:** Rehabilitation Counselors and Educators Association
    - **VEWAA:** The Vocational Evaluation and Work Adjustment Association
    - **RPEN:** Rehabilitation Program Evaluation Network
    - **Transit:** Transition Specialties Division
    - **NAIL:** National Association for Independent Living
  - Journal: *Journal of Rehabilitation*
2. **ACA: American Counseling Association:** [www.counseling.org](http://www.counseling.org)
  - Divisions
    - **AACE:** Association for Assessment in Counseling and Education
      - **Journals:** *Measurement and Evaluation in Counseling and Development and Counseling Outcome Research and Evaluation*
    - **AADA:** Association for Adult Development and Aging
      - *Adultspan Journal*
    - **AARC:** Association for Assessment and Research in Counseling
    - **ACAC:** Association for Child and Adolescent Counseling
    - **ACC:** Association for Creativity in Counseling
      - *Journal of Creativity in Mental Health*
    - **ACCA:** American College Counseling Association
      - *Journal of College Counseling*
    - **ACEG:** Association for Counselors and Educators in Government
    - **ACES:** Association for Counselor Education and Supervision
      - *Counselor Education and Supervision*
    - **AHC:** The Association for Humanistic Counseling
      - *Journal of Humanistic Counseling*
    - **ALGBTIC:** Association for Lesbian, Gay, and Transgender Issues in Counseling
      - *Journal of LGBT Issues in Counseling*
    - **AMCD:** Association for Multicultural Counseling and Development
      - *Journal of Multicultural Counseling and Development*
    - **AMCHA:** American Mental Health Counselors Association
      - *Journal of Mental Health Counseling*
    - **ARCA:** American Rehabilitation Counselors Association
      - *Rehabilitation Counseling Bulletin*

- 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*
- CSJ: Counselors for Social Justice
  - *Journal for Social Action in Counseling and Psychology*
- IAAOC: International Association of Addictions and Offenders Counselors
  - *Journal of Addictions and Offender Counseling*
- IAMFC: International Association of Marriage and Family Counselors
  - *The Family Journal*
- NCDCA: National Career Development Association
  - *Journal of Counseling and Development*
- NECA: National Employment Counseling Association
  - *Journal of Employment Counseling*
- *Journal: Journal of Counseling and Development*
- 3. **NCRE: National Counsel on Rehabilitation Education:** [www.ncrc.org](http://www.ncrc.org)
  - *Journal: Rehabilitation Research, Policy, and Education*
- 4. **VEWAA: Vocational Evaluation and Work Adjustment Association:** [www.vewaa.com](http://www.vewaa.com)
  - *Journal: VEWAA Journal*
- 5. **VECAP: Vocational Evaluation and Career Assessment Professionals:** [www.vewaa.org](http://www.vewaa.org)
  - *Journal: The Vocational Evaluation and Career Assessment Professionals Journal*
- 6. **NRCA: National Rehabilitation Counseling Association:** <http://nrca-net.org/>
  - *Journal: The Journal of Applied Rehabilitation Counseling*
- 7. **IARP: International Association of Rehabilitation Professionals:** [www.rehabpro.org](http://www.rehabpro.org)
  - *Journals: Journal of Life Care Planning, The Rehabilitation Professional, and NARPPS Journal*

#### Accrediting Bodies

1. **CORE:** Council on Rehabilitation Education
2. **CACREP:** Council for accreditation of counseling and Related Educational Programs
3. **CARF:** Council on accreditation of Rehabilitation Facilities

#### Certification

1. **CRC:** Certified Rehabilitation Counselor

#### Licensing

#### American Association of State Counseling Boards (AASCB)

Each State has its own criteria for licensing. Pennsylvania's criteria can be found:  
<http://www.pacode.com/secure/data/049/chapter49/chap49toc.html>