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 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

<table>
<thead>
<tr>
<th>Student Number</th>
<th>Pre Test Percentage Correct</th>
<th>Post Test Percentage Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>83.33%</td>
<td>91.66%</td>
</tr>
<tr>
<td>2</td>
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<tr>
<td>3</td>
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<td>4</td>
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<tr>
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<td>6</td>
<td>41.66%</td>
<td>83.33%</td>
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<tr>
<td>7</td>
<td>66.66%</td>
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<tr>
<td>8</td>
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<tr>
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<td>50%</td>
<td>66.66%</td>
</tr>
<tr>
<td>11</td>
<td>66.66%</td>
<td>ABSENT</td>
</tr>
<tr>
<td>Average</td>
<td>58.33%</td>
<td>84.166%</td>
</tr>
<tr>
<td>Average Without Student #11:</td>
<td>57.5%</td>
<td>84.166%</td>
</tr>
</tbody>
</table>

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)
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, Ed.D., CRC, LPC
Rehabilitation Counseling Program Director
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 require 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: McGurrin 435, Office Hours: M: 1:30-3; W: 1:30-3 and by appt.
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, *)
- 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)


Handicap This


• Articles and pamphlets will be distributed throughout the course.
• Library Desk Reserve: Smart, J. Chapter 1, Defining Disability
• Please down load a copy of the CRC Code of Ethics for Rehabilitation Counselors at 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 12th 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 Livlihood.

**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**

<table>
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<th>Requirement</th>
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<td>Mid-term Written Evaluation</td>
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<td>Legislative quiz</td>
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<tr>
<td>Final Project</td>
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<td>Annotated Bibliography</td>
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<td>ANGEL reactions value 30pts</td>
<td>60pts</td>
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<tr>
<td>Logs</td>
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<tr>
<td>Book Review</td>
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<tr>
<td>Historical Figure</td>
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<tr>
<td>Professional experience</td>
<td>60pts</td>
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<tr>
<td>Web-based Assignment</td>
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<tr>
<td>Participation</td>
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</tr>
<tr>
<td>Portfolio</td>
<td>10pts</td>
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</tbody>
</table>

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

A : Superior/Outstanding 975 - 1000pts
A: Excellent
B+: Very Good
B: Good
B-: Fair
C+: Passing Grade
C: Minimal Passing Grade
F: Failure

Class Attendance- Students are expected to attend all classes. Emergencies will be handled on 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 note 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/department/ctle/tutorials/technology/angelnав/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/department/ctle/tutorials/technology/angelnав/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  Chap 19
Assistive Technology and Private Sector Practice

November 13, 2013  Mid-Term

November 20, 2013  Poster Session scheduled for 5th 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)
<table>
<thead>
<tr>
<th>Learning Outcomes &amp; Core</th>
<th>Counseling 520: Professional Issues in Rehabilitation Counseling</th>
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<tbody>
<tr>
<td>Standards*</td>
<td>Information Literacy Competency</td>
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<tr>
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<td>R = Reinforced E = Emphasized</td>
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<tr>
<td>1. Know how information is formally and informally produced, organized, and disseminated</td>
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<td>2. Recognize that knowledge can be organized into disciplines that influence the way information is used for such purposes</td>
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<td>3. Select an appropriate documentation style and use it consistently to cite sources (5-3)</td>
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<tr>
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| C. Identify the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual book) |

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| Academic Integrity Book Review Web-Based Presentation Annotated Bibliography | C. Identify the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual book) |

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**Performance:**
- Creation of a particular product or information to the planning and production process. Students will apply new and prior knowledge.
- To accomplish a specific purpose, effectively design and implement search strategies. Students will construct and implement solutions to meet the need for information. Students will define and articulate the problem.

**Related Information and Its Sources:**
- Initial criteria for evaluating both the need and importance of each discipline's data. Recognition of secondary sources, recognizing how data is utilized between primary and secondary sources (e.g., current vs. historical).

**Primary Sources:**
- To be constructed with raw data from each discipline, their use and importance vary with their relationship to the development of the argument. Students will articulate and apply this relationship to the argument.
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<th>Standard</th>
<th>Indicator</th>
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<td>Others: Product of performance effective to developmental process for the product.</td>
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<td>Students will communicate the product.</td>
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2. Students will revise the product.
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 ARTS: Association of Rehabilitation Technicians and Specialists
     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
     o RCEA: Rehabilitation Counselors and Educators Association
     o VEWAA: The Vocational Evaluation and Work Adjustment Association
     o RPEN: Rehabilitation Program Evaluation Network
     o Transit: Transition Specialties Division
     o NAIL: National Association for Independent Living
     - Journal: Journal of Rehabilitation

2. ACA: American Counseling Association: www.counseling.org
   - Divisions
     o AACE: Association for Assessment in Counseling and Education
       - Journals: Measurement and Evaluation in Counseling and Development and Counseling Outcome Research and Evaluation
     o AADA: Association for Adult Development and Aging
       - Adultspan Journal
     o AARC: Association for Assessment and Research in Counseling
     o ACAC: Association for Child and Adolescent Counseling
     o ACC: Association for Creativity in Counseling
       - Journal of Creativity in Mental Health
     o ACCA: American College Counseling Association
       - Journal of College Counseling
     o ACEG: Association for Counselors and Educators in Government
     o ACES: Association for Counselor Education and Supervision
       - Counselor Education and Supervision
     o AHC: The Association for Humanistic Counseling
       - Journal of Humanistic Counseling
     o ALGBTIC: Association for Lesbian, Gay, and Transgender Issues in Counseling
       - Journal of LGBT Issues in Counseling
     o AMCD: Association for Multicultural Counseling and Development
       - Journal of Multicultural Counseling and Development
     o AMCHA: American Mental Health Counselors Association
       - Journal of Mental Health Counseling
     o ARCA: American Rehabilitation Counselors Association
       - Rehabilitation Counseling Bulletin
o ASCA: American School Counselors Association
  ▪ Professional School Counseling

o ASERVIC: Association for Spiritual, Ethical, and Religious Values in Counseling
  ▪ Counseling and Values

o ASGW: Association for Specialists in Group Work
  ▪ Journal for Specialists in Group Work

o CSJ: Counselors for Social Justice
  ▪ Journal for Social Action in Counseling and Psychology

o IAAOC: International Association of Addictions and Offenders Counselors
  ▪ Journal of Addictions and Offender Counseling

o IAMFC: International Association of Marriage and Family Counselors
  ▪ The Family Journal

o NCDA: National Career Development Association
  ▪ Journal of Counseling and Development

o NECA: National Employment Counseling Association
  ▪ Journal of Employment Counseling

3. NCRE: National Counsel on Rehabilitation Education: www.ncre.org
   ▪ Journal: Rehabilitation Research, Policy, and Education

4. VEWAA: Vocational Evaluation and Work Adjustment Association: www.vewaa.com
   ▪ Journal: VEWAA Journal

5. VECAP: Vocational Evaluation and Career Assessment Professionals: www.vecaa.org
   ▪ Journal: The Vocational Evaluation and Career Assessment Professionals Journal

   ▪ Journal: The Journal of Applied Rehabilitation Counseling

7. IARP: International Association of Rehabilitation Professionals: 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