



Vocational Evaluation Competencies

February, 2018

Approved by the Board of Directors 20 January 2019

Supported by Canadian Assessment, Vocational Evaluation and Work Adjustment Society (CAVEWAS) and Vocational Rehabilitation Services of Canada (VRAC)

Contents

Domain 1 – Foundation of Vocational Evaluation	11
A. Purpose and Process.....	11
1.1 Vocational Assessment versus vocational evaluation	11
1.2 Levels of vocational assessment	11
1.3 Impairment	11
1.4 Disability.....	12
1.5 Handicap	12
1.6 Maximum Medical Recover/Plateau	12
1.7 Screening:	12
1.8 Clinical or exploratory:	12
1.9 Vocational evaluation is	12
1.10 Characteristics of vocational evaluation	13
B. History of Vocational Evaluation	13
1.11 Contributions from the field of psychology	13
1.12 Contributions from industry	13
1.13 Contribution from Military.....	13
C. Foundation of Career Counselling.....	14
1.14 Understand the basics of career counselling:	14
1.15 Development models of career counselling.....	14
1.16 Personality Approaches to Career Counselling	15
1.17 Personality testing	15
1.18 Intelligence testing.....	15
1.19 Aptitude testing	15
D. Areas of Practice	16
1.20 Government agencies	16
1.21 Workers’ compensation systems	16
1.22 Hospitals/health care facilities	16
1.23 Insurers	16
1.24 Employers	16
1.25 Unions.....	16

1.26	Private rehabilitation facilities	16
1.27	Private assessment facilities	16
1.28	Schools, colleges and universities	16
1.29	Armed forces	16
1.30	Independent consultants	16
E.	Scope of Practice	16
1.31	Assessment, evaluation and appraisal	16
1.32	Standardized testing and reporting	16
1.33	Vocational forensic analysis and reporting	16
1.34	Life care planning and reporting	16
1.35	Goal setting and intervention planning.....	16
1.36	Career development, counselling and facilitation	16
1.37	Labour market analysis and trend identification.....	16
1.38	Employment counselling, interviewing, interpersonal communications and coaching 16	
1.39	Occupational research and tool identification	17
1.40	Job analysis, job search training, job development & placement	17
1.41	Adherence to professional ethics and best practice	17
F.	Models of Vocational Rehabilitation	17
1.42	Models of vocational rehabilitation	17
Domain 2 – Principles of Vocational Evaluation.....		18
A.	Vocational Evaluation Philosophy, Settings and Process	18
2.1	Vocational evaluation philosophy	18
2.2	Service delivery systems common to vocational evaluation.....	18
2.3	Holistic	18
2.4	Full Inclusion	18
2.5	Vocational Evaluation – Basic Steps.....	18
2.6	Development and use of situational & community-based assessment	19
2.7	Community-based assessment potential determinations	19
2.8	Characteristics of work performance and work behaviour	19
2.9	Systematic behavioural observation skills and techniques	19
2.10	Common errors in observational process	19
B.	Psychosocial Adaptation to Disability	20

2.11	Stages of psychosocial adaptation to disability.....	20
C.	Testing Principles	20
2.12	General principles of learning and learning assessment.....	20
2.13	Modification and accommodation of evaluation techniques	20
2.14	Assistive technology devices and services	21
2.15	Individual vocational evaluation planning.....	21
D.	Legislation Impacting Vocational Evaluation.....	21
2.16	International and Canadian legislation addressing Vocational Evaluation:.....	21
E.	Schools of Psychology	22
2.17	Understand the basics of Structuralism	22
2.18	Understand the basics of behavioural schools of thought.....	22
2.19	Understand the basics of cognitive-behavioural models:	23
2.20	Understand the basics of existential psychology	23
2.21	Understanding the basics of humanistic psychology	23
2.22	Basic understanding of reality therapy – William Glasser	24
2.23	Basics of psychoanalytic/psychodynamic theories	24
F.	Career Development Theories	25
2.24	General theories of career development & vocational decision-making.....	25
2.25	Career Development Theories	25
2.26	Concepts of work adjustment and work hardening.....	25
2.27	Models of Work Adjustment.....	26
2.28	Vocational evaluation guiding principles	26
2.29	Community resources and support programs	26
2.30	Sheltered Workshops.....	26
2.31	Employer and workplace needs and standards	26
2.32	Program evaluation and research.....	26
2.33	Concepts of teaching/training/educating and presenting	26
Domain 3 – Assessments – Standardized or Other	28
A.	Test Coverage and Use/Statistics.....	28
3.1	Measure of central tendency.....	28
3.2	Outlier	28
3.3	Standard deviation.....	28
3.4	Ordinal Scale	28

3.5	Interval Scale.....	28
3.6	Nominal Scale	28
3.7	Ratio Scale.....	28
3.8	Measure of co-variables.....	28
3.9	Multiple regression	28
3.10	Validity	28
3.11	Reliability (consistency).....	29
3.12	Norm referenced data	29
3.13	Criteria referenced data.....	29
3.14	Percentile.....	29
3.15	Grade equivalents.....	29
3.16	Standard scores	29
B.	Selection and Administration of Standardized/ Test Instruments	29
3.17	Standardized test versus/non-standardized test	29
3.18	Test administration criteria – Levels A, B and C.....	29
3.19	Norm referenced Group	29
3.20	Control Group/Sample Size.....	29
3.21	Interest Testing	29
3.22	Common Interest Tests.....	29
3.23	Achievement Testing	30
3.24	Common Achievement Tests	30
3.25	Aptitude testing	30
3.26	Common Aptitude Tests:	30
3.27	Intelligence Testing.....	30
3.28	Common Intelligence Tests.....	30
3.29	Issues involving Intelligence Tests.....	31
3.30	Neuropsychological Assessment.....	31
3.31	Common neuropsychological test batteries	31
3.32	Emotional Intelligence	32
3.33	Triarchic Intelligence.....	32
3.34	Work Samples	32
3.35	Types of Work Samples.....	32
3.36	Work samples scoring.....	32

3.37	Work samples validity and reliability	32
3.38	Work samples can assist evaluators to identify:	32
3.39	Commercial work samples	32
3.40	Triangulation of Evaluation Techniques	33
3.41	Vocational Evaluation Report.....	33
3.42	Difference between “fact” and “opinion”	33
Domain 4 – Transferable Skills and Employability Analysis.....		34
A.	Transferable Skills Analysis.....	34
4.1	Use of transferable skills analysis.....	34
4.2	Analysis of past work history, education and interests.....	34
4.3	Determining pre-disability aptitude level & earnings potential	34
4.4	Determining post-disability aptitude level and earnings potential	34
4.5	Interpreting job availability, future, and earnings potential	34
4.6	Common transferable skills analysis software	34
B.	Employability Analysis.....	34
4.7	Understanding total/partial permanent impairment.....	35
4.8	Key components	35
4.9	Revised Handbook for Analyzing Jobs.....	35
4.10	North American Industry Classification System (NAICS)	35
4.11	National Classification of Careers Handbook	35
4.12	Relationship between Initial Vocational Assessment & Employability Assessment ...	35
A.	General Overview of Employment.....	36
5.1	Importance of employment:.....	36
5.2	Purposes of Occupational information:	36
5.3	Labour Market Research.....	36
5.4	Occupational requirements	36
5.5	Occupational Classifications:.....	36
5.6	Trends in employment.....	37
B.	Career Exploration and Job Entry.....	37
5.5	A Career exploration	37
5.7	Job Analysis –	37
5.8	Why do a job analysis.....	37
5.9	Job Development –	38

5.10	Job Placement –	38
5.11	Job Accommodations/Modifications	38
Domain 6 – Ethics		39
A.	Professional Responsibility.....	39
6.1	Criteria for “professional”	39
6.2	Differences Code of Conduct and Code of Ethics	39
6.3	Personal versus professional morals/ethics.....	39
B.	History and Schools of Ethical Thought.....	39
6.4	History of ethical thought	39
6.5	Ethics of Conduct	39
6.6	Ethics of Character	40
C.	VRAC Code of Ethics.....	40
6.7	Professional-Client Relationship	40
6.8	Confidentiality.....	40
6.9	Professional Responsibility.....	40
6.10	Advocacy.....	40
6.11	Evaluation, Assessment and Interpretation	40
6.12	Business Practices	40
6.13	Teaching, Training and Supervision	40
6.14	Research and Publication.....	40
D.	Values	40
6.15	Autonomy	40
6.16	Nonmaleficence	40
6.17	Beneficence	40
6.18	Justice	40
6.19	Fidelity	40
6.20	Veracity	40
E.	Ethical Decision Making	40
6.21	Define problem parameters / Is there an ethical dilemma?	40
6.22	Identify the ethical/legal issues.....	40
6.23	Consider personal biases, stresses ore self-interest	40
6.24	Consult Code of Ethics	41
6.25	Consult knowledge and unbiased professional.....	41

6.26	Generate possible courses of action.....	41
6.27	Consider potential consequence of options & determine course of action	41
6.28	Evaluate the selected course of action	41
6.29	Implement the course of action.....	41
6.30	Act.....	41
6.31	Establish a plan to evaluate the results.....	41
6.32	Evaluate the organizational systems.....	41
F.	Applying Ethical Practice.....	41
6.33	Informed consent	41
6.34	Boundaries.....	42
6.35	Multiple relations.....	42
6.36	Client confidentiality	42
6.37	Privileged information	42
6.38	Critiquing professional reports	42
6.39	Mandatory reporting	42
6.40	Submission of addendum report	42
6.41	Conflict of interest	42
G.	Forensic Application of Vocational Evaluation.....	42
6.42	Purpose of forensic vocational evaluation.....	42
6.43	Responsibility to court	42
6.44	Expert witness qualification	42
	Domain 7 – Disability	43
A.	Range of Disabling Conditions	43
7.1	Variety of disabling conditions:.....	43
B.	Physical Disabilities	43
7.2	Physical demands analysis/functional capacity assessment	43
7.3	Idiopathic	43
7.4	Nervous System	43
7.5	Pain	44
7.6	Recovery from pain.....	44
7.7	Respondent pain.....	44
7.8	Types of physical disabilities:	44
C.	ICF: International Classification of Functioning, Disability and Health.....	45

D.	Psychological/Cognitive Disabilities	45
7.9	DSM: Diagnostic and Statistical Manual of Mental Disorders	45
7.10	Psychological disabilities	45
E.	Implications of Disability on Vocational Evaluation	46
7.11	Medical impact	46
7.12	Pharmacology impact	46
7.13	Psychological/Psychiatric	46
7.14	Psychosocial	46
7.15	Cultural	46
7.16	Ecological	46
Domain 8 – Communication	47
A.	Verbal Communication Skills.....	47
8.1	Initial Interview	47
8.2	Preparing and Conducting Interview	47
8.3	Content of Interview	47
B.	Client Files.....	48
8.4	Communication, accountability and quality improvement.....	48
8.5	File content and information which should not be in files.....	48
8.6	File security	48
8.7	File Access	48
8.8	Electronic files.....	48
C.	Written Communication Skills.....	48
8.9	Purpose of Written Report.....	48
8.10	Report Content	48
8.11	Report Format.....	48
8.12	Problems in Report Writing	49
8.13	Recommendations	49
8.14	Common Recommendations	49
D.	Vocational Counselling Techniques and Skills	49
8.15	Attending	50
8.16	Listening.....	50
8.17	Observing.....	50
8.18	Responding	50

8.19	Facilitative Conditions.....	50
E.	Basic Negotiation and Mediation Techniques.....	50
8.20	Vocational evaluators use counselling skills.....	50
8.21	Collaboration skills	50
F.	Case Management.....	50
8.22	Case management is.....	50
8.23	Rehabilitation case management.....	50

Domain 1 – Foundation of Vocational Evaluation

During the second half of the 20th century, the practice of Vocational Evaluation in North America evolved into a distinct professional specialty (Shumate, Hamilton, & Fried, 2004). The profession emerged in response to a demand within the field of vocational rehabilitation for improved vocational assessment measures that did not discriminate against individuals with disabilities. New techniques and instruments were devised that included realistic and in-depth assessment methodology to facilitate the exploration of clients' vocational potential. The use of real or simulated work as primary assessment tools for determining clients' potential for successful performance and adjustment in a specific occupation remain an essential and distinct characteristic of vocational evaluation today (Pruitt, 1986; Thomas, 1999).

A. Purpose and Process

1.1 Vocational Assessment versus vocational evaluation

- Vocational assessment: comprehensive process conducted over a period of time, usually involving a multi-disciplinary team...with the purpose of identifying individual characteristics, education, training and placement needs serving as the basis for planning an individual's education/employment.
- Vocational evaluation is a specialized process which may or may not be part of a vocational assessment. It is a comprehensive process that systematically uses either real or simulated work as the focal point for assessment and exploration.

1.2 Levels of vocational assessment

- Screening
- Clinical or exploratory
- Vocational evaluation

1.3 Impairment

1.4 Disability

1.5 Handicap

1.6 Maximum Medical Recover/Plateau

1.7 Screening:

- Initial process designed to gather information to make a decision on the eligibility/need for further services – needs analysis
- Typically consists of:
 - Interview
 - Background information
 - Job matching

1.8 Clinical or exploratory:

- Intermediate process designed to gather detailed case history and provide in-depth vocational counselling
- May include:
 - Transferable skills
 - Assistive technology considerations
 - Interest testing
 - Job analysis

1.9 Vocational evaluation is

an individualized comprehensive process that systematically uses work, real or simulated as the focal point of the assessment. It incorporates medical, psychosocial, economic, educational, vocational and cultural factors to determine realistic employment outcomes. It can determine:

- Learning styles
- Education level
- Work abilities
- Problem solving
- Speed/quality of work
- Independence/Self initiation
- Job preferences
- Transferable skills
- Tool/equipment use
- Motivation
- Punctuality/attendance
- Endurance
- Work personality

- Response to environmental factors
- Appearance/hygiene
- Flexibility/adaptability

1.10 Characteristics of vocational evaluation

- Utilized when more specific information regarding vocational planning is required
- Coordinated/conducted by Certified Vocational Evaluator
- Simulated or real work setting
- Formal assessment instruments/techniques
- Intensive time-limited process
- Development of a comprehensive in-depth vocational profile
- Process leading to recommendations for individual planning, placement and programming
- Answers referral questions

B. History of Vocational Evaluation

1.11 Contributions from the field of psychology

- Sir Francis Galton – 1883 – *Inquiries into Human Faculty*
- J. Chatell – 1890 - *Mental Tests and Measurements*
- Hawthorne effect
- Hugo Munsterberg – father of industrial psychology – work samples “trolley car”
- Frank Parsons – father of vocational guidance movement

1.12 Contributions from industry

- Job analysis
- Behaviour rating scales
- Simulated tasks
- Situational tests
- Job try-out
- Work samples

1.13 Contribution from Military

- World War I – group testing – Alpha and Beta Intelligence Testing
- World War II – work samples/simulated tasks

C. Foundation of Career Counselling

1.14 Understand the basics of career counselling:

- Operant conditioning
- Classical conditioning
- Stimulus
- Positive Reinforcement
- Negative Reinforcement
- Punishment
- Behavioural approaches
 - Behaviourist Theory – John Krumboltz
 - Vocational maturity
 - Social learning theory
 - Serendipity
 - Work adjustment theory – Rene Dawis, George England and Lloyd Lundquist
 - Career anchors – Edgar Schein
 - Job Club - Azarin
- Cognitive approaches
 - Social Cognitive Career Theory – Robert Lent, Steven Brown and Gail Hackett
 - Cognitive Information Processing – Gary Peterson, Jams Sampson and Robert Reardon
- Decision making models
 - Decision making model – H. B. Gelatt
 - Anticipation/Implementation model – David Tiedeman and Robert O’Hara
 - Career Maturity – John Crites
 - Theory of Circumscription and Compromise – Linda Goettfredson

1.15 Development models of career counselling

- Psycho-social theory of vocational development – Donald Super
 - Growth
 - Establishment
 - Maintenance
 - Decline
- Career decision making – Eli Ginzberg
 - Fantasy
 - Tentative

- Realistic

1.16 Personality Approaches to Career Counselling

- Psychoanalytic Theory – Ann Roe
- Personality type theory – John Holland
 - Realistic
 - Investigative
 - Social
 - Conventional
 - Enterprising
 - Artistic
 - Holland codes
- Trait-factor theory of vocational development – Frank Parsons

1.17 Personality testing

- Wilhelm Wundt
- Hubert von Grashey
- Minnesota Multiphasic Personality Inventory (MMPI)
- Beck Depression Scale
- Myers & Briggs

1.18 Intelligence testing

- Alfred Binet and Theodore Simon – 1905
- Stanford-Binet Intelligence Test
- Wechsler Adult Intelligence Scale (WAIS) – 1939
- Culture-Fair Tests

1.19 Aptitude testing

- General Aptitude Test Battery – 1947 (update 1983)
- Differential Aptitude Test – 1947

D.Areas of Practice

- 1.20 Government agencies
- 1.21 Workers' compensation systems
- 1.22 Hospitals/health care facilities
- 1.23 Insurers
- 1.24 Employers
- 1.25 Unions
- 1.26 Private rehabilitation facilities
- 1.27 Private assessment facilities
- 1.28 Schools, colleges and universities
- 1.29 Armed forces
- 1.30 Independent consultants

E. Scope of Practice

- 1.31 Assessment, evaluation and appraisal
- 1.32 Standardized testing and reporting
- 1.33 Vocational forensic analysis and reporting
- 1.34 Life care planning and reporting
- 1.35 Goal setting and intervention planning
- 1.36 Career development, counselling and facilitation
- 1.37 Labour market analysis and trend identification
- 1.38 Employment counselling, interviewing, interpersonal communications and coaching

Individual and group counselling and other strategies and interventions focused on facilitating adjustments to the physiological and psychosocial impact of disability and/or disadvantage.

1.39 Occupational research and tool identification

1.40 Job analysis, job search training, job development & placement

Including assistance with employment, job accommodations and access to ergonomic solutions

1.41 Adherence to professional ethics and best practice

F. Models of Vocational Rehabilitation

1.42 Models of vocational rehabilitation

- Medical model
- Environmental model
- Managed care model
- Biopsychosocial model

Domain 2 – Principles of Vocational Evaluation

The impact of a vocational evaluation can have a very significant and long term impact on the life and well-being of a client. In order to ensure the best information is provided, the vocational evaluator must have a solid understanding of the principles and foundation of the profession and practice. Not only does the evaluator need to have a complete understanding of the tools they use, but also an understanding of their interaction with the cognitive, emotional, and social makeup of the client.

A. Vocational Evaluation Philosophy, Settings and Process

2.1 Vocational evaluation philosophy

- Vocational evaluation is part of the vocational counselling process
- Vocational evaluation supports client autonomy and self-direction
- Vocational evaluation supports client sense of self-worth
- Vocational evaluation is individualized, based on the strengths and needs of the client

2.2 Service delivery systems common to vocational evaluation

E.g. community, workers' compensation systems, insurance, private, etc.

2.3 Holistic

2.4 Full Inclusion

2.5 Vocational Evaluation – Basic Steps

- Intake – clear explanation of purpose of the evaluation and the process
- Initial Interview
 - Behaviourial observations
- Preliminary Testing
 - Basic achievement
 - Interest/direction
- Evaluation planning
 - Tentative hypothesis/questions
 - Critical factors/information needs
 - Assessment techniques
- Vocational assessment/work evaluation
 - Psychometrics, occupational information, career exploration, work samples, job analysis

- Job samples, situational, community assessment
- Client feedback
- Staffing/conferencing
- Report follow up

2.6 Development and use of situational & community-based assessment

- Situational assessment
- Job try out
- On the job evaluation

2.7 Community-based assessment potential determinations

- Endurance
- Strengths
- Communication skills
- Response to supervision
- Job preference
- Response factors in environment (noise, movement, objects, space)
- Optimal time of work performance
- Response to co-workers

2.8 Characteristics of work performance and work behaviour

- Performance – observable actions of the individual in relation to work tasks (e.g. abilities, learning styles, skills, physical capacity, etc.)
- Behaviour – observable actions of the individuals in relation to total work setting/situation (e.g. interests, temperament)

2.9 Systematic behavioural observation skills and techniques

- Relates to questions/critical factors on plan
- Occurs throughout the entire assessment process
- Vocational evaluation observation is an objective systematic process
- Assess/predict impact work related performance/behaviours may have on potential jobs
- *Critical* vocational behaviours

2.10 Common errors in observational process

- Assuming what is not known
- First impressions
- Oversimplifying
- Personal bias and prejudices
- Halo effect

B. Psychosocial Adaptation to Disability

2.11 Stages of psychosocial adaptation to disability¹

- Shock
- Anxiety
- Denial
- Depression
- Internalized anger
- Externalized anger
- Acknowledgement
- Adjustment

C. Testing Principles

2.12 General principles of learning and learning assessment

- Assessing how an individual learns is an important function of vocational evaluation
 - Way an individual learns can have impact on vocational development
 - Individuals ability to learn to follow standardized set of instructions has significant impact on performance
 - Learning assessment determines how individuals learn and the type of instructional format best suited to understand work/training related information
 - Four basic instructional methods: written, oral, demonstration/modelling and hands on
- Vocational evaluation facilitates learning through modifying/adapting standardized procedures in order to achieve an accurate reflection of an individual's aptitudes, abilities and potential
- Vocational evaluation must separate learning from performance

2.13 Modification and accommodation of evaluation techniques

- Categories of testing accommodation
 - Testing medium
 - Time limits
 - Test content
- Testing accommodations

¹ Livneh, H. (2001). Psychosocial adaptation to chronic illness and disability: A conceptual framework. *Rehabilitation Counselling Bulletin*, 44, 151-160.

- Architectural accessibility
- Distraction free space
- Alternative location
- Test schedule variation
- Extended time (power vs speed)
- Interpreters to scribe
- Interpreters to sign
- Readers
- Adaptive equipment
- Modification of test presentation and/or response format

2.14 Assistive technology devices and services

2.15 Individual vocational evaluation planning

- A systematic hypotheses development and testing process, which is carried on through the course of an evaluation in order to generate specific vocationally relevant information about a client.
- Based on referral information, the initial interview and purpose of the evaluation
- A specific written evaluation plan should be developed with each individual and should:
 - Identify the questions to be answered through the evaluation
 - Identify critical factors relative to the question(s)
 - Indicate how these questions will be answered (tools/techniques)

D. Legislation Impacting Vocational Evaluation

2.16 International and Canadian legislation addressing Vocational Evaluation:

- The United Nations Convention on the Rights and Persons with Disabilities Charter of Rights and Freedoms
- Canadian Multiculturalism Act
- Canadian Human Rights Act
 - Scope of Act
 - Duty to Accommodate
 - Undue hardship
 - Grounds for discrimination protection
- Canada Pension Plan Disability definition of catastrophic impairment
- Canada Election Act - Charter - individuals in mental health and training institutions
- Personal Information Protection and Electronic Documents Act
- Canadian workers' compensation laws
 - Workers' Compensation Boards funding
 - Workers' compensation premiums assessments

- Worker's compensation accident fund go toward providing what services
- Wage loss benefits
- Canada Labour Code
- Canada's diversification program
- Obstacle Report

E. Schools of Psychology

2.17 Understand the basics of Structuralism

- Wilhelm Wundt
- Edward Tichener
- Implications for vocational rehabilitation/evaluation

2.18 Understand the basics of behavioural schools of thought

- Contiguous theory - Edwin Guthrie: "A combination of stimuli which has accompanied movement will on its recurrence tend to be followed by the movement".
- Classical Conditioning
 - Pavlov
 - Condition stimulus
 - Unconditioned stimulus
 - Unconditioned response
 - Conditioned response
 - Stimulus generalization
 - Extinction
 - Counter conditioning
 - Joseph Wolpe
 - Systematic desensitization
- Operant Conditioning²
 - B. F. Skinner
 - Positive reinforcement
 - Negative reinforcement
 - Avoidance learning
 - Negative punishment
 - Positive punishment
 - Extinction
 - Fixed interval

² Introduction to Classical conditioning - <https://www.simplypsychology.org/operant-conditioning.html>

- Variable interval
- Fixed ratio
- Variable ratio
- Satiation
- Immediacy
- Contingency
- Size
- Premack principle
- Flooding therapy
- Token economy
- Shaping
- Differential reinforcement
- Vicarious conditioning (primary and secondary)
- Avoidance learning
- Noncontingent reinforcement
- Implications for vocational rehabilitation/evaluation

2.19 Understand the basics of cognitive-behavioural models:

- Cognitive Therapy – Aaron Beck
- Cognitive-behaviour Therapy – Donad Meichenbaum
- Rational-emotive Behavioural Therapy – Albert Ellis – REBT
- Implications for vocational rehabilitation/evaluation

2.20 Understand the basics of existential psychology

- Logo Therapy – Viktor Frankl
- Self-actualization – Abraham Maslow
 - Hierarchy of needs
- Trait Theory – Gordon Allport
- Implications for vocational rehabilitation/evaluation

2.21 Understanding the basics of humanistic psychology

- Multimodal therapy – Arnold Lazarus
- Person-centered therapy – Carl Rogers
 - Congruence
 - Active listening
 - Characteristics of counsellor
- Gestalt psychology – Fritz Perls
- Transactional analysis – Eric Berne
 - Parent, child and adult
- Implications for vocational rehabilitation/evaluation

2.22 Basic understanding of reality therapy – William Glasser

- Implications for vocational rehabilitation/evaluation

2.23 Basics of psychoanalytic/psychodynamic theories

- Psychoanalytic theory – Sigmund Freud
 - Id, ego, superego
 - Development stages:
 - Oral
 - Anal
 - Phallic
 - Latency
 - Genital
 - Defense mechanisms:
 - Repression
 - Reaction formation
 - Projection
 - Sublimation
 - Regression
 - Rationalization
 - Denial
 - Displacement
 - Compensation
 - Phobias
 - Resistance
- Analytic psychology – Carl Jung
 - Archetypes
 - Collective unconscious
- Individual psychology – Alfred Adler
- P:sychosocial Development – Erik Erikson
 - Trust vs mistrust
 - Autonomy vs shame and doubt
 - Initiative vs guilt
 - Industry vs inferiority
 - Identity vs role diffusion
 - Intimacy vs isolation
 - Generativity vs stagnation
 - Integrity vs despair
- Implications for vocational rehabilitation/evaluation

F. Career Development Theories

2.24 General theories of career development & vocational decision-making

- Provides a framework to conceptualize a person's career problem(s)/barriers(s)
- Theories attempt to explain behaviour that has occurred over many years and is made up of reactions of thousands of experiences and situations such as school, hobbies, parents
- Implicit in all career development theories is the idea that the client makes the choice

2.25 Career Development Theories

- Trait and Factor
 - Person's Trait and Factory Theory of Career Choice (1909)
 - Minnesota Theory of Work Adjustment
 - Hershenson's Work Adjustment Development Theory
- Sociological
 - Krumboltz Social Learning Theory
- Self-Concept Developmental
 - Super's Life Span Life Space Theory
 - Ginzberg's Work Adjustment Theory
- Personality
 - Holland's Typology
 - Roe Personality Development and Career Choice
 - Miller-Tiederman's Theory of Career Decision Making

2.26 Concepts of work adjustment and work hardening

- Work adjustment – any individualized series of techniques, methods and processes utilized to enable an individual to achieve harmony between self and work environment.
 - Adjusting to work versus the outcome of adjusting to work
 - Internal (individual) versus external (support) points of view
 - Short term (daily) versus long term (lifetime) commitments
 - Simple (locating a job) versus complex (making use of one's abilities) criteria that are needed for job satisfaction
- Work hardening – a program that is individualized, work oriented treatment process involving the individual in simulated or actual work tasks that are structured and graded to progressively increase physical tolerances, stamina, endurance and productivity, with the eventual goal of employed employability.

2.27 Models of Work Adjustment

- Counselling models
- Chicago JVS model
- Critical role transition model
- S.T.E.P. model
- Rational-emotive model
- Behaviour modification model

2.28 Vocational evaluation guiding principles

- A variety of methods, tools and approaches should be used to provide accurate vocational evaluations and assessments
- Vocational evaluation and assessment information should be verified by using different methods, tools and approaches
- Behavioural observation is essential in any vocational evaluation and assessment
- Vocational evaluation and assessment should be an integral part of a larger service delivery system(s)
- Vocational evaluation and assessment requires a collaborative approach to data collection and decision-making
- Vocational evaluation assessment should be current, valid and relevant³

2.29 Community resources and support programs

2.30 Sheltered Workshops

2.31 Employer and workplace needs and standards

- Understand the employer and the workplace so that return to work recommendations are a win-win for all stakeholders

2.32 Program evaluation and research

- Importance of continuous monitoring and evaluating programs to insure that programs meet client's needs
- Ongoing research necessary to insure that evaluation programs reflect current labour market trends and employer/workplace needs

2.33 Concepts of teaching/training/educating and presenting

- Education: Primary purpose of vocational evaluation is to education clients on their vocational potential. Vocational evaluators help clients understand themselves better so that they can make informed choices.

³ Smith, F, Lombard, R, Neubert, D, Leconte, P, Rothenbacher, C & Sitlington P (1994, Fall). The position statement of the Interdisciplinary Council on Vocational evaluation and assessment, Fall 1993. The Journal of Vocational Special Needs Education 17(1), 41-42

- Empowerment and self determination
- Teaching, training and presenting are key aspects to the job of the vocational evaluator (families, referral sources, community)

Domain 3 – Assessments – Standardized or Other

The vocational evaluator has a wide range of tools they can utilize in assessing their clients. As the impact of any testing methodology can have significant and long-term impact on the client it is imperative for the vocational evaluator to have a clear understanding of the potential tools, their strengths and limitations.

A. Test Coverage and Use/Statistics

3.1 Measure of central tendency

- Mean
- Mode
- Median

3.2 Outlier

3.3 Standard deviation

3.4 Ordinal Scale

3.5 Interval Scale

3.6 Nominal Scale

3.7 Ratio Scale

3.8 Measure of co-variables

- Correlation coefficient
- Coefficient of determination
- Standard error of measurement
 - Type I error: if given a chance the client would have been successful
 - Type II error: give the person a chance and they will fail

3.9 Multiple regression

3.10 Validity

- Face validity
- Content validity
- Criterion related validity
- Construct validity

- Predictive validity
- Concurrent validity

3.11 Reliability (consistency)

- Test-retest
- Alternative forms
- Split-half

3.12 Norm referenced data

3.13 Criteria referenced data

3.14 Percentile

3.15 Grade equivalents

3.16 Standard scores

- T scores
- Z scores
- Deviation scores
- Stanines

B. Selection and Administration of Standardized/ Test Instruments

3.17 Standardized test versus/non-standardized test

3.18 Test administration criteria – Levels A, B and C

3.19 Norm referenced Group

3.20 Control Group/Sample Size

3.21 Interest Testing

- Expressed interest
- Tested interest
- Demonstrated interest

3.22 Common Interest Tests

- Strong Vocational Interest Blank – 1927
- Strong-Campbell Interest Inventory (Holland Codes) – 1974

- Canadian Work Preference Inventory
- Kruder Preference Record – 1939
- Reading Free Vocational Interest Inventory
- Guilford-Zimmerman Interest Inventory
- Jackson Vocational Interest Survey
- G-S-Z Interest Survey
- California Occupational Preference Survey
- Ohio Vocational Interest Survey

3.23 Achievement Testing

- Multiple aptitude
- Specialized aptitude

3.24 Common Achievement Tests

- Canadian Achievement Tests (CAT4)
- Nelson Denny Reading Test
- Wide Range Achievement Test (WRAT)
- Wechsler Individual Achievement Test (WAT)
- Kaufman Test of Educational Achievement (KTEA)
- Woodcock-Johnson Tests of Achievement (WJ)
- Peabody Individual Achievement Test (PIAT-R)

3.25 Aptitude testing

- Future oriented, to predict subsequent performance
- Types of aptitude tests:
 - Multiple aptitudes
 - Specialized aptitudes

3.26 Common Aptitude Tests:

- Academic admission tests (e.g. SAT, GRE, Millers Analogy)
- CAPS
- General Aptitude Test Battery (GATB)
- Differential Aptitude Test (DAT)
- General Aptitude Test (GAT)

3.27 Intelligence Testing

- Intelligence Quotient = Mental Age/Chronological Age (Mean = 1000)
- Crystallized/Fluid Knowledge

3.28 Common Intelligence Tests

- Stanford-Binet Intelligence Scales
- Woodcock-Johnson Tests of Cognitive Abilities

- Raven's Progressive Matrices
- Wechsler Adult Intelligence Scale (WAIS)
- Cattell Culture Fair III
- Shipley 2
- Beta III
- Toni 4
- Reynolds Intellectual Assessment Scales
- Thurstone's Primary Mental Abilities
- Differential Ability Scales
- Kaufman Brief Intelligence Tests
- Multidimensional Aptitude Battery II
- Das-Naglieri Cognitive Assessment System

3.29 Issues involving Intelligence Tests

- Flynn effect
- Age
- Genetics/environment

3.30 Neuropsychological Assessment

- Intelligence
- Memory
- Language
- Executive functioning
- Visuospatial
- Dementia specific

3.31 Common neuropsychological test batteries

- Barcelona Neuropsychological Test (BNT)
- Cambridge Neuropsychological Test Automated Battery (CANTAB)
- Cognistat (The Neurobehavioral Cognitive Status Examination)
- Cognitive Assessment Screening Instrument (CASI)
- Cognitive Function Scanner (CFS)
- Dean-Woodcock Neuropsychology Assessment System (DWNAS)
- General Practitioner Assessment Of Cognition (GPCOG)
- Hooper Visual Organization Test
- Luria-Nebraska Neuropsychological battery
- MicroCog
- Mini mental state examination (MMSE)
- NEPSY
- Repeatable Battery for the Assessment of Neuropsychological Status
- CDR Computerized Assessment System

3.32 Emotional Intelligence

- Daniel Goleman – 1995
 - Self-awareness
 - Mood management
 - Self-motivation
 - Empathy
 - Managing

3.33 Triarchic Intelligence

- Robert Sternberg – 1985
 - Componential: Analytical
 - Experiential: Creative
 - Contextual: Practical

3.34 Work Samples

– a well-defined work activity that involves tasks, materials and tools which are identical or similar to those used in the job/occupation. Can measure single trait or a cluster of traits from a job.

3.35 Types of Work Samples

- Actual job sample – a sample of work that has been taken in entirety from an occupation and brought into the evaluation unit for the purpose of determining a client’s interests and potential to perform that particular job.
- Simulated job samples – representation of the common critical factors of a job. Replicate a segment of essential work-related factors as it is performed in industry.
- Single trait – assesses a single worker trait/characteristic
- Cluster trait – contains a number of traits inherent in a job or variety of jobs

3.36 Work samples scoring

- Should be similar to methods used for evaluating job performance

3.37 Work samples validity and reliability

3.38 Work samples can assist evaluators to identify:

- Learning versus performance
- Learning curve
- Learning style
- Psychometric versus edumetric

3.39 Commercial work samples

- JEVS

- VIEWS
- Micro Tower
- TAPS
- WREST
- Voc Transit
- McCarron Dial System
- Valpar Component Assessment Systems
- Valpar
- Apticom
- SAM
- MECA

3.40 Triangulation of Evaluation Techniques

- Verification/triangulation requires that the vocational evaluator use at least three modes to determine if information about an individual is accurate or true.
- Demonstrated, expressed and tested/surveyed modes should be used to determine the accuracy of information
- Demonstrated greatest weight; expressed next most accurate, tested/surveyed data is typically least realisable

3.41 Vocational Evaluation Report

- Background information
- Observations
- Tests utilized and protocol
- Interpretation
- Summary

3.42 Difference between “fact” and “opinion”

3.42.1 Legal and Ethical use of Standardized Tests/Instruments

- Daubert decision (American)
 - Five factors:
 - whether a method can or has been tested;
 - the known or potential rate of error;
 - whether the methods have been subjected to peer review;
 - whether there are standards controlling the technique's operation; and
 - the general acceptance of the method within the relevant community
 - Canadian Supreme Court acceptance (R v Mohan and R v. J.L-J)

Domain 4 – Transferable Skills and Employability Analysis

The vocational evaluator is responsible for three distinct steps: understanding the characteristics of the client, understanding the characteristics of the work force and matching the two. Of significant importance is making a determination of an individual's employability. That is does the individual have the skills and personal characteristics which makes ongoing employment possible.

A. Transferable Skills Analysis

4.1 Use of transferable skills analysis

- Strength of transferable skills analysis
- Weaknesses of transferable skills analysis
- When transferable skills analysis can be used
- When transferable skills analysis should not be used

4.2 Analysis of past work history, education and interests

- Objective information
- Subjective information

4.3 Determining pre-disability aptitude level & earnings potential

4.4 Determining post-disability aptitude level and earnings potential

Residual functional capacity profile

4.5 Interpreting job availability, future, and earnings potential

4.6 Common transferable skills analysis software

- QuickNoc (Canadian)
- McCroskey Vocational Quotient System (MVQS)
- Skilltran
- OASYS
- Occuda
- RepToolsSSD

B. Employability Analysis

4.7 Understanding total/partial permanent impairment

4.8 Key components

- Background and listing of documents reviewed
- Functional summary
 - Medical reports
 - Functional assessments
 - Client subjective perception (e.g. pain complaint)
- Ergonomic assessment
- Education, training and experience
- Transferable skills analysis
- Formalized vocational testing results
- Occupational options, details and rationale
 - Occupation requirements – job analysis
 - Matching with client functional capacity and interests
 - Need for accommodation and any related costs
- Labour market analysis
 - Occupation availability – locally, regionally and/or nationally
 - Present and future earnings capacity
- Conclusion, vocational evaluators experience and credentials, references

4.9 Revised Handbook for Analyzing Jobs

4.10 North American Industry Classification System (NAICS)

4.11 National Classification of Careers Handbook

- Structure of the NOC
- Career Handbook (Descriptors)

4.12 Relationship between Initial Vocational Assessment & Employability Assessment

(i.e. the IVA should serve as basis for EA)

Domain 5 – Occupational Information

The vocational evaluator not only has to be skilled at determining the employability characteristics of a client; but needs an understanding of the needs and demands of the workforce. The earning capacity, availability, education/training needs, etc. of occupations are very important pieces of information the VE and the client need to make an informed decision.

A. General Overview of Employment

5.1 Importance of employment:

- Economic
- Social
- Health
- Emotional

5.2 Purposes of Occupational information:

- Provide common language to describe workers and jobs they perform
- Develop database of jobs that is relational in nature
- Provide users who access system with information about skill transferability and estimates of time it will take in retraining

5.3 Labour Market Research

- Government sources of information (Working in Canada website/Labour Market Bulletins)
- Local information (e.g. cold calls, on-site visits)

5.4 Occupational requirements

– education, training, certification, experience, physical skills, cognitive skills, education, environment, etc.

5.5 Occupational Classifications:

- Aptitudes (G,V,N,S, P,Q,K,F and M)
- Interests/Temperaments/Values/Personal characteristics
- Data, People and Things (DPT)
- Physical Activities
 - Vision, hearing, colour discrimination
 - Limb coordination, body position
 - Strength/capacity (S,L,M,H,VH)
- Environmental condition
 - Location

- Hazards
- Discomforts
- Employment Requirements
 - Specific Vocational Preparation
 - General Education Development

5.6 Trends in employment

- Local, regional and national availability
- Entrance wages, long term wages
- Short term and long term availability

B. Career Exploration and Job Entry

5.5A Career exploration

- Investigating jobs
 - Researching (NOC, Labour Market Projections, Provincial Job Future, DOT, O*NET, job shadow, etc.)
 - Work samples, job analysis, situational assessments, job try out, on-job evaluation
- Determining skills necessary for job
 - Education/training, aptitudes, interests, work behaviour
 - Physical demands, location, salary, outlook
- Comparing client's profile to job
 - Predict, prescribe, interventions
 - Recommendations

5.7 Job Analysis –

gathering, evaluating and recording of accurate, objective and complete job data. Job analysis identifies and describes in a systematic and comprehensive manner:

- What the worker does activities/functions
- How the work is done – methods, techniques, process, work devices
- Results of the work – goods produced, services rendered, materials used
- Worker characteristics – skills, knowledge, abilities and adaptations needed to accomplish the task involved
- Context of the work – environmental, organizational factors and the nature of the worker's discretion, responsibility or accountability

5.8 Why do a job analysis

- Gather information about the local labour market
- Develop work sample or community based assessment
- Develop an on-the-job evaluation site
- Determine if a specific individual is appropriate for the job

- Gather information about training programs' requirements
- Determine if a particular training program is appropriate
- Identify necessary job modifications/accommodations
- Develop a job descriptions (essential functions)
- Develop hiring a selection criteria for a job
- Develop a relationship with an employer

5.9 Job Development –

the process of consultation with employers and the development of job opportunities in a comprehensive, professional manner. The intent is to establish continuing and mutually beneficial relationships with potential employers through selective placement, job modification and adjustment counselling. Job development activities should provide clients with an opportunity to reach their employment potential.

5.10 Job Placement –

the professional activities involved in assisting persons with disabilities to seek, obtain and maintain appropriate employment. It may include guidance in vocational decision-making, training in job-seeking skills, supportive counselling, identifying job leads, negotiating with employers, supervisors and co-workers and providing post-employment and follow-up services

5.11 Job Accommodations/Modifications

Domain 6 – Ethics

For the vocational evaluator ethical behaviour needs to be part of every aspect of their interaction with all stakeholders. They need to have a good understanding not only of the Code of Ethics, but the process to determine what an ethical dilemma is and to work through it to a just and defensible conclusion.

A. Professional Responsibility

6.1 Criteria for “professional”

- Academic education
- Importance of service provided
- Professional degree
- Professional association
- Autonomy
- Ethical code

6.2 Differences Code of Conduct and Code of Ethics

6.3 Personal versus professional morals/ethics

B. History and Schools of Ethical Thought

6.4 History of ethical thought

- Socrates
- Plato
- Aristotle
- Later Greek ethics
 - Epicureanism
 - Stoicism
- Early Christian ethics
- Middle ages
- Modern philosophy and the age of enlightenment
- Post-modern philosophy era

6.5 Ethics of Conduct

- Deontology
- Consequentialism
 - Utilitarianism
 - Hedonism

6.6 Ethics of Character

- Virtue ethics

C. VRAC Code of Ethics

6.7 Professional-Client Relationship

6.8 Confidentiality

6.9 Professional Responsibility

6.10 Advocacy

6.11 Evaluation, Assessment and Interpretation

6.12 Business Practices

6.13 Teaching, Training and Supervision

6.14 Research and Publication

D. Values

6.15 Autonomy

6.16 Nonmaleficence

6.17 Beneficence

6.18 Justice

6.19 Fidelity

6.20 Veracity

E. Ethical Decision Making

6.21 Define problem parameters / Is there an ethical dilemma?

6.22 Identify the ethical/legal issues

6.23 Consider personal biases, stresses or self-interest

- Confirmation bias
- Anchoring
- Halo effect

- Overconfidence bias
- Prejudice
- Groupthink
- Cultural differences
- Acculturation

6.24 Consult Code of Ethics

6.25 Consult knowledge and unbiased professional

6.26 Generate possible courses of action

6.27 Consider potential consequence of options & determine course of action

6.28 Evaluate the selected course of action

6.29 Implement the course of action

6.30 Act

6.31 Establish a plan to evaluate the results

6.32 Evaluate the organizational systems

F. Applying Ethical Practice

6.33 Informed consent

- Professional disclosure

- 6.34 Boundaries
- 6.35 Multiple relations
- 6.36 Client confidentiality
- 6.37 Privileged information
- 6.38 Critiquing professional reports
- 6.39 Mandatory reporting
- 6.40 Submission of addendum report
- 6.41 Conflict of interest

G. Forensic Application of Vocational Evaluation

- 6.42 Purpose of forensic vocational evaluation
- 6.43 Responsibility to court
- 6.44 Expert witness qualification

Domain 7 – Disability

The VE professional must have a clear understanding of the wide range of disabling conditions and their implications for the assessment process. This domain includes: work related injuries and illnesses, non-work related injuries and illnesses, congenital disabilities, physical disabilities and psychological disabilities.

A. Range of Disabling Conditions

7.1 Variety of disabling conditions:

- a. Congenital disorders
- b. Traumatic injuries
- c. Illness/disease
- d. Degenerative disease
- e. Physical disabilities
- f. Psychological disabilities
- g. Work related illness/injuries
- h. Preventative rehabilitation

B. Physical Disabilities

7.2 Physical demands analysis/functional capacity assessment

7.3 Idiopathic

7.4 Nervous System

- a. Neuroanatomy
 - Neuron
 - Dendrites
 - Nucleus
 - Axon
 - Myelin sheath
- b. The Brain
 - Frontal lobe
 - Temporal lobe
 - Parietal lobe
 - Occipital lobe
 - Cerebellum
 - Left and right hemispheres
- c. Spinal Column

- Cervical
 - Thoracic
 - Lumbar
 - Sacrum/sacral
 - Coccyx/coccygeal
- d. Peripheral Nervous System
- e. Cranial Nerves

7.5 Pain

- a. Acute pain
- b. Chronic pain

7.6 Recovery from pain

- a. Acute phase
 - antalgic gait:
- b. Subacute phase
- c. Chronic phase

7.7 Respondent pain

7.8 Types of physical disabilities:

- a. Amyotrophic Lateral Sclerosis (ALS)
- b. Attention disorder
- c. Back injury
- d. Bradyphrenia
- e. Burns
- f. Complex Regional Pain Disorder
- g. Diabetes Mellitus
- h. Hearing issues/Deafness
- i. Herniated disc
- j. HIV/AIDS
- k. Multiple Sclerosis
- l. Parkinson's disease
- m. Repetitive strain disorder
- n. Spinal cord injuries
 - Autonomic dysreflexia
- o. Strokes (CVA)
- p. Traumatic (Acquired) Brain Injury
 - Anoxia
- q. Cardiovascular disease
- r. Cystic fibrosis

- s. Fetal alcohol syndrome
- t. Anorexia
- u. Crohn disease
- v. Tourette syndrome
- w. Hyperglycemia
- x. Raynaud's disease
- y. Seizure disorders
- z. Guillain-Barre syndrome
- aa. Carpal tunnel syndrome
- bb. Bradyphrenia
- cc. Prader-willi syndrome
- dd. Alzheimer's
- ee. Spondylosis
- ff. Visual impairment

C. ICF: International Classification of Functioning, Disability and Health

D. Psychological/Cognitive Disabilities

7.9 DSM: Diagnostic and Statistical Manual of Mental Disorders

- a. Axis I – clinical syndromes
- b. Axis II – developmental and personality disorders
- c. Axis III – acute medical conditions and physical disorders
- d. Axis IV – severity of psychological stressors
- e. Axis V – global assessment of functioning (GAF score)

7.10 Psychological disabilities

- a. Adjustment disorder
- b. Substance related disorder
- c. Anxiety disorder
- d. Generalized anxiety disorder
- e. Panic disorder
- f. Obsessive-compulsive disorder (OCD)
- g. Posttraumatic stress disorder
- h. Conversion disorder
- i. Mood disorders
 - Depression
 - Major depressive disorder
 - Dysthymic disorder
 - Bipolar disorder

- j. Personality disorders
 - Paranoid personality disorder
 - Schizoid personality disorder
 - Schizotypal
 - Antisocial personality disorder
 - Histrionic personality disorder
 - Narcissistic personality disorder
 - Borderline personality disorder
 - Avoidant personality disorder
 - Dependent personality disorder
 - Obsessive compulsive personality disorder
- k. Mental retardation
- l. Learning disabilities
- m. Alcoholism

E. Implications of Disability on Vocational Evaluation

7.11 Medical impact

Diagnosis, prognosis, etiology

7.12 Pharmacology impact

Impact and interaction of medications, medication management, addiction

7.13 Psychological/Psychiatric

Secondary/disability depression, emotional health, coping behaviour

7.14 Psychosocial

Relationships, financial, independent living

7.15 Cultural

Religious/cultural beliefs, what work means within a culture, cultural expectations
client/professional relationship

7.16 Ecological

Impact disability has on individual ability with their environment (home, work, community)

Domain 8 – Communication

A. Verbal Communication Skills

8.1 Initial Interview

- Building relationship
- Establish rapport
- Providing information to client
- Obtaining information from client
- Encouraging participation
- Start of process to measure and compare client functioning to other information

8.2 Preparing and Conducting Interview

- Contextual issues
 - Location, furniture
 - Distractions
- Personal interviewing
 - Attending: physical positioning, eye contact, voice/pitch/tone, nonverbal behaviour, interest in conversation
 - Observing: general appearance, behaviours, response
 - Listening: active listening to facilitate disclosure, use silence where appropriate
 - Responding: encouraging to continue (nodding, um-hmm), to content, meaning (reflecting/summarizing), clarifying (what do you mean?)
 - Open versus closed questions

8.3 Content of Interview

- Interest, activities, goals
 - Hobbies, leisure activities, community involvement, self-description, how did they get into past careers/interest/hobbies
 - Time management, diversity of interests, social interests/skills, leadership, situational factors (alone/group), geography, finances
- Education and Training
 - Past and future (if applicable), levels attained, special training, certification, favourite subjects, relevance of education, intellectual abilities, versatility, motivation/interest
 - Time/duration/support/geography of future schooling/training
- Work Experience
 - What, where, when, why left, how long, earning, part/full-time, duties (described or NOC), interpersonal relationships

B. Client Files

8.4 Communication, accountability and quality improvement

8.5 File content and information which should not be in files

8.6 File security

8.7 File Access

8.8 Electronic files

C. Written Communication Skills

8.9 Purpose of Written Report

- Prime importance – consider the audience
- Recommend direction/path for individual to take to ultimately achieve a realistic vocational outcome
- Training and/or education programs or options that will eventually lead to employment

8.10 Report Content

- Learning ability
- Personal characteristics
- Work traits
- Social competence
- Physical capacities

Comparison to the minimum requirements of selected job or work area.

8.11 Report Format

- Referral Reason
- General Description
 - Description of client
 - Nature and vocational impact of injury/disease/disability
- Evaluation Outcome Summary
 - Psychometric/Work Samples
 - Performance
 - Behaviour
 - Physical Capacities
 - Assets and Limitations
- Recommendations – typical outcomes include: client's potential to return to work; client's vocational skills and abilities; occupational options; barriers to work.
 - Conclusions

- Immediate
 - Long Term
 - Alternative(s)
- Participant Reaction
- Evaluation Outcome

8.12 Problems in Report Writing

- Failure to address referral questions
- Too long
- Reporting only scores
- Describing what is already known
- Contradictions in the report
 - E.g. recommending training when not supported by reading or math skills
- No alternatives

8.13 Recommendations

- Short and Long Term
 - What needs to be done immediately
 - What will need to be done in the future
- Prescriptive
 - Specific to the individual client
- Sequential
 - The order/priority things need to occur
- Alternatives
 - What else can the person do
- Support/Services Required
 - What community resources or services are needed

8.14 Common Recommendations

- Direct placement
- Selective job placement
- On-the-job training
- Remedial education/upgrading
- Technical or vocational training
- Formal education
- Job readiness training
- Assistive technology
- Adjustment services
- Job search training (e.g. Azrin's Job Club)
- Life Care Plan

D. Vocational Counselling Techniques and Skills

8.15 Attending

8.16 Listening

8.17 Observing

8.18 Responding

8.19 Facilitative Conditions

- Empathy
- Positive regard
- Genuineness

E. Basic Negotiation and Mediation Techniques

8.20 Vocational evaluators use counselling skills

to negotiate and mediate with:

- Clients
- Families
- Other professionals
- Referral sources
- Post-secondary institutions
- Community organizations
- Employers
- Funders
- Government agencies

8.21 Collaboration skills

to develop effective partnership within and across disciplines

F. Case Management

8.22 Case management is

a systematic process margining counselling and managerial concepts and skills through the application of techniques derived from intuitive and researched methods, thereby advancing efficient and effect decision-making for functional control of self, client, setting and other relevant factors for anchoring a proactive practice.

8.23 Rehabilitation case management