

VECAP NEWSLETTER



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A Message from the President & President-Elect

By Lisa Blakeney, M.A., CVE

And

Fran Smith, Ed.D., CVE

Since we are at our mid-year point, we wanted to review our accomplishments and the strategic plan (located on the web under the ABOUT US tab on the VECAP website at www.vecap.org) focusing on our top 3 goals as:

- (1) Developing and sustaining a strong virtual presence, that involves a portal dynamic enough to support research, practice, teaching and administrative functions;
- (2) Providing and promoting a rich array of opportunities for professional development in a variety of settings and formats; and
- (3) Forging partnerships and alliances with organizations with similar missions.

Under Goal 1, the VECAP website continues to grow with new updates and additions. VECAP has outsourced with two website professionals that are guiding us in the most up-to-date and cost effective web components to enhance our electronic services to our membership. We are currently exploring options for on-line membership registration and renewal, along with registration for the upcoming Forum. To our digital library VECAP has also added a glossary (See

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http://www.vecap.org/images/uploads/docs/VE_Glossary.pdf) and the 2005 National Issues Forum Proceedings, which are located under Publications http://vecap.org/index.php?/site/publications_categories/C26/.

Furthermore, our social network at www.Vecap20.ning.com has quickly grown to fifty online members. This is a great place to review and post upcoming state, regional and national conferences; share resources with other practitioners; learn about practitioner best practices in other states; and exchange ideas. This is a private VECAP web-space and invitations to members are provided through our home office. In addition, separate group spaces can be created for State Chapter activities or special interests. Call the home office if you have such a need!

As for goal 2, this continues to be a priority goal and a work in progress. We are exploring options and resources for providing online training modules, but it continues to be a struggle to find members who have the time to dedicate to designing training modules and similar projects. We encourage you to step forward if this is a special interest or a web skill you wish to share.

A Message... – Continued from Page 1

Both our online portal and social networking areas have lots of room for expansion and await the creativity of our members.

VECAP is also attempting to keep an up-to-date list of national conferences on our website. The planning for the VECAP national Forum, which is scheduled for April 8–11, 2010, is underway under the direction of Dr. Joe Ashley (Forum Coordinator) and his committee. The VECAP forum will provide a wealth of training options and opportunities for members and other professionals to share their knowledge and best practices. To submit a presentation proposal go to the Home Page on the VECAP website at www.vecap.org.

Finally, under Goal 3, VECAP continues to be an active supporter/stakeholder of the mission of the national IDEA Partnership. VECAP board members have been representing our organization at meetings in January, May and will again in August. Being a part of this national network positions VECAP as an important leader in the field of career assessment and informs others of this practice. Joan Kester (VECAP Communications Chair), Dr. Pam Leconte (Advocacy Chair), and Ashley McFall and Marsha Legg (Advocacy Committee Leads) are facilitating efforts with the growing Community Practice Group on Career Assessment. Dr. Fran Smith is working with Dr. Patti Ralabate of the National

Education Association with IDEA Partnership plans for a new Community Practice Group around universal design for learning.

VECAP members continue to market VECAP at state and national conferences, using our newly designed display that is much easier to transport and set up. As a result of aggressive marketing techniques membership continues to grow. Since the beginning of the year we have gained an additional 38 new members to the organization. VECAP has also provided a unique opportunity to two of our partners by offering current members of the National Career Development Association (NCDA) and the Division on Career Development and Transition (DCDT), a discounted VECAP membership of \$35.00 membership through December, 2009. Several of our national board members are making VECAP sponsored sessions at the International DCDT conference in October to share best practices and expertise in the field of career assessment. We are hopeful that this introductory “partnership rate” will also entice additional members from our partners!

As you can see, we have made great strides and it will be exciting to see what else we can get accomplished by December 31, 2009. Thanks to all VECAP Members for your hard work and support. Please contact the Home Office at office@vecap.org or anyone on the board to share your ideas or to volunteer your time. ❖

Transition & Career Assessment Practice Group

Marsha Legg & Ashley McFall

In case you haven't heard, VECAP has a new opportunity for members to get involved! We have recently established, in collaboration with DCDT, a “practice group” focusing on the topic of transition and career assessment. This practice group is an outgrowth of the National Community of Practice on Transition, sponsored by the IDEA Partnership.

Continued on next page

Several VECAP members attended a national ShareFair forum in May, where we presented the issues surrounding transition and career assessment, and as a result of that meeting and other recruitment efforts, we now have approximately 60 folks from across the country who will be participating in this practice group. We will be attending another national meeting sponsored by the IDEA Partnership in August, and are hoping to further our connectivity with other organizations doing similar work.

The primary goal of this practice group is the connection and sharing of ideas, practices and tools between all of us who have the common interest in transition and career assessment and better serving the young adults that we work with. Upcoming plans include the development of a listserve and the implementation of regular conference calls and/or webinars that will allow *all of us* to share information and showcase what's working.

We all have things to share, so let's talk! We would love to have additional VECAP members join the group to lend their expertise and assist with our goals of establishing standardized definitions, organizing professional development opportunities for practitioners, and gathering and sharing resources. If you are interested in joining the Transition and Career Assessment Practice Group, please email Joan Kester at jkester@gwu.edu. ❖

VECAP Standards Committee

Michelle Hamilton, Standards Coordinator

The focus of the VECAP Standards Committee is on the development of professional standards and statements related to the interests, mission and purpose of VECAP. Two standing committees exist within the organizational umbrella of the Standards Committee: the Ethics Committee and Bylaws Committee. These standing committees advise the VECAP Executive Council regarding the organization's Code of Ethics and Bylaws.

VECAP has initiated an ad hoc task-force to review certification-related issues in vocational evaluation. The task-force is comprised of vocational evaluators representing VECAP and VEWA and other individuals who share an interest in vocational evaluation and certification. Several past CCWAVES Commissioners were interviewed in an effort to gain additional insight into past certification

issues. In addition, VECAP is also participating in a focus group which is investigating possible alternatives to certification.

Amanda McCarthy, clinical faculty at Northern Illinois University, surveyed VECAP members regarding the use of online resources for assistive technology. The electronic survey was distributed to VECAP members in mid July. VECAP members are encouraged to complete the survey. We look forward to the results of Amanda's research as a future journal article. The VECAP white paper on Functional Vocational Evaluation (FVE) is completed. The FVE white paper will appear in the next issue of the VECAP Journal.

Dr. Juliet Fried, VECAP representative to CORE (Council on Rehabilitation Education) recently returned from the CORE annual meeting in Chicago. Dr. Fried's summary of the annual CORE meeting follows. ❖

VECAP Representation on CORE's Commission

Juliet H. Fried, VECAP Representative

As VECAP's representative on the Council on Rehabilitation Education's (CORE's) Commission on Standards and Accreditation, I would like to report on the annual meeting that was held on July 13-16th, 2009 in Schaumburg, Illinois. For those who may be unfamiliar with CORE and its Commission, the mission of CORE is "the accreditation of Rehabilitation Counselor Education (RCE) Programs to promote the effective delivery of rehabilitation services to individuals with disabilities by promoting and fostering continuing review and improvement of master's degree level RCE Programs". The Commission on Standards and Accreditation is the evaluation component of CORE whose responsibility is to "evaluate programs for their compliance with standards and to recommend to CORE the granting of recognition." The Commission is separate from the CORE Board but the Chair of the Commission is a member of the CORE Board. This year's Commission activities involved training updates for Commissioners; reviewing, discussing and interpreting accreditation standards for those academic programs that were up for review this year; and reviewing annual reports for all accredited programs.

On the last evening of the Annual Meeting, both the Commission and Board met to discuss an initial draft of the revised CORE Accreditation Standards. In September of 2008, CORE began to conduct a multi-year Standards Review Project to determine the status of existing accreditation standards as they relate to the current field of rehabilitation counseling and the education programs which provide master's level training in this area. Comments and suggestions to the Standards Review Committee were solicited. A copy of Draft #1 of the Revised CORE Accreditation Standards can be found at the CORE website (www.core-rehab.org). Following incorporation of further input from the review process, Draft #2 of proposed new standards will be distributed to all constituencies, the CORE Board and Commission on October 15, 2009, as well as a final Draft #3 on May 1, 2010. New standards are expected to go into effect for the 2011-2012 accreditation cycle. I am pleased that CORE is undertaking this review process in an effort to address the needs of the field, as well as to clarify existing standards and delete others that may not apply at the current time. As VECAP's representative to CORE's Commission, I will continue to do my part to provide input to the Standards Review Committee, particularly in the areas of vocational assessment and career development.

Another bit of news is that the CORE Board voted to move forward with *exploring* the development of accreditation for undergraduate rehabilitation programs. CORE currently has an undergraduate registry but not a full blown accreditation process.

The Commission continues to welcome VECAP as an active member. Since the field of rehabilitation counseling includes the areas of vocational assessment and career development, VECAP has a part to play in insuring standards related to these areas. As your representative to this Commission, thank you for the opportunity to participate in the activities of this highly professional and organized national accreditation body. ❖

Criminal Background Searches as an Assessment Resource

by Lisa Blakeney, M.A., CVE

One of the primary tasks of a Vocational Evaluator is to make realistic and useful recommendations, often including job placement ideas for the client. The Evaluator needs to ensure that all barriers are addressed to the best of our knowledge and not making recommendations for jobs if the client has a criminal history that would be a deterrent to that job or field. In most cases clients are extremely truthful about their strengths, limitations, substance use, and legal history. However, if the client hesitates during the Intake Interview when asked about their legal history or is unsure if there are charges and convictions still showing on their record, there are some ways to explore the validity of their employment/criminal backgrounds. Several useful and FREE resources are available to the evaluator and client as noted below on sites in Maryland and Virginia.

- In Maryland one can search circuit court cases by just agreeing to the terms and searching the person's name. This provides the practitioner with information on existing charges, convictions and sentences, if applicable. In order to search district court cases, one must have the case number which is harder to obtain. Search Maryland Judiciary Cases at: <http://casesearch.courts.state.md.us/inquiry/inquiry-index.jsp>
- In Virginia one can search circuit and district cases, but you need to know the county where the case was held. Search Virginia Courts Case Information at: <http://wasdmz2.courts.state.va.us/CJISWeb/circuit.html> and <http://epwsgdp1.courts.state.va.us/gdcourts/caseSearch.do?index=index>

This review provides limited information on just two state sites. Practitioners are asked to send other sites that they use or locate from your own state for similar resources and share on the VECAP Ning at <http://vecap20.ning.com/> so that other vocational evaluation and career assessment professionals can access as needed.

In addition, the following are lists of some commonly used terms and phrases used by attorneys, judges, law enforcement officers and others in the judicial process, but in plain English.

Legal Terms in Plain English – taken from http://www.athenlaw.com/legal_terms.htm on July 2009.

Driving Under the Influence of Alcohol (DUI, 21-902(a))	The offense committed by one who operates a motor vehicle while under the influence of intoxicating liquor and/or drugs. If the Defendant has a blood-alcohol content of .08 or more, he/she is presumed to be Driving Under the Influence of Alcohol. A conviction for DUI is generally punishable by up to one year in jail, and/or a \$1,000 fine.
Driving While Impaired by Alcohol (DWI, 21-902(b))	The offense committed by one who operates a motor vehicle while impaired by intoxicating liquor and/or drugs. If the Defendant has a blood-alcohol content of .07 or over, he/she is presumed to be Driving While Impaired. A conviction for DWI is generally punishable by up to 6 months in jail, and/or a \$500 fine.
Expungement	When a Defendant, generally three years after his/her case is finished, files to have all references to a prior arrest taken off his/her record. Generally only available when the Defendant received a Nol Pros, Stet, Probation Before Judgment, or was found not guilty.
Nolle Prosequi (nol pros)	A Latin term commonly meaning that the State decides to not prosecute the defendant in a criminal case. No witnesses testify, but the Defendant's criminal record remains for a period of three years, after which time it can be expunged.
Prayer for Jury Trial (PJT)	For those cases where the punishment includes a possible jail period of one year, in the District Court, when the Defendant asks the Court to postpone the case, and have it set in before a jury in the Circuit Court.
Probation Before Judgment (PBJ)	A verdict is not entered, but the Defendant must accept the terms imposed because probation before judgment cannot be appealed. If the Defendant violates any of the terms of probation, the Judge can bring the Defendant back, and re-sentence him/her.
Stet Docket (Stet)	The Stet Docket is an inactive docket maintained by the State's Attorney's office. If a case is placed on the Stet Docket, the Defendant must waive his/her right to a speedy trial in the original case. The case remains on the Stet Docket for a period of one year, during that time, either the Defendant or the State (very unlikely) can ask the Court to place the case back on the active docket for trial. There may be conditions of placing the case on the Stet Docket, a common example of such a condition is no contact between the Defendant and the victim/complainant. ❖

Member Services Report

Christine Johnson & Amanda McCarthy, Member Services Co-Coordiators

TAKE THE CHALLENGE

We are GROWING! To date, we have a total of 36 new members for 2009: 6 students and 30 professionals.

Ask a colleague or other interested party to join VECAP. Remember –for bringing in one new member, you become eligible for \$10 off your own membership at renewal date! Just tell Home Office who you brought in.

Our VECAP President, Lisa Blakeney, recently challenged the VECAP Board to recruit 5 new members each. As Membership Coordinators, we would like to extend that to a Global Membership Challenge! Email us with your ideas on how we can achieve even greater success.

2 Year Discount Available

Is it time to renew your membership? Then check out the discount for a 2 year renewal! Go to http://vecap.org/index.php?/site/memberservices_categories/C15/, download or print the application and check the 2 year option at \$130 (professionals and associates), and, of course, put it in the mail with payment!

New and Improved Membership Packet

Amanda McCarthy and Marsha Legg (Maryland VECAP member) are working on improving the standard packet members receive upon joining VECAP. Have some really good ideas on what you would like to see? To assist with this project or give a suggestion, contact Amanda McCarthy at amccarthy@niu.edu.

We continue to work on providing a registry of Certified Vocational Evaluation (CVE) Specialists by state. If you do not wish to be included, please contact the Home Office. Look for updates soon to the Member Services section!

Remember – this is YOUR professional organization! If you have any questions or suggestions about member services, please contact Christine Johnson at scorpio.chris@comcast.net or Amanda McCarthy at amccarthy@niu.edu. ❖

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http://vecap.org/index.php?/site/aboutus_categories/C11/ ❖

Whose Needs are being met? The Power of “BY YOUTH FOR YOUTH”

By Joan Kester, Senior Research Associate
The George Washington University

At the recent 2009 PA Community on Transition Conference, Dr. Pam Leconte and I had the privilege of facilitating a keynote on transition and career assessment including multiple perspectives—youth, family, educators, and agency staff. Pam’s mantra for all assessment practitioners to remember is:

*Whose needs are being met?
What did the young person learn from the assessment process?*

The most powerful message came from the young adults with disabilities on the panel, reminding us of the importance of answering these questions. Unless youth are aware of and own the assessment process, it often results in a disempowering experience.

These two young people are Governing Board members of the PA Youth Leadership Network (PYLN). The PYLN is a team of youth leaders with disabilities from across Pennsylvania with a purpose to develop the self-determination, empowerment, and leadership of youth that promotes successful post school outcomes in the areas of education, employment, independent living, and health and wellness among youth and young adults throughout Pennsylvania.

The resources being developed BY YOUTH FOR YOUTH are very powerful and can be used by practitioners, youth, and families. The PYLN has created PYLN Secondary Transition Toolkit to assist youth in their transition into the adult world. **In this toolkit there is a great section devoted to transition and career assessment.** The PYLN, with funding support from a Heinz Endowment Youth-Philanthropy grant, has created the PYLN Health Care Toolkit. With a focus on living a fulfilled healthy life, the toolkit is designed to further assist youth in their transition into the adult world. Each section of the toolkit is filled with PYLN members’ stories, along with information and activities to help you live a healthy and fulfilled life!

If you’d like to download these resources and find out more about the power of leadership of BY YOUTH FOR YOUTH, please visit the PYLN website at <http://payouthleaders.ning.com>. And be sure to check out the video clips on the website developed by youth for youth. ❖

Leadership Opportunities

If you have always been interested in becoming more involved in Vocational Evaluation and Career Assessment Professional (VECAP), but you were not sure what you could do or how to do this, here is your opportunity. The following is a list of Coordinator's seeking persons to "intern" for one year with the current Coordinator to learn the ropes. To obtain more information about the committees, contact the current coordinator (contact information below) or go to www.vecap.org, By-laws Article VIII - Standing Committees.

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Warning:

The VECAP Journal is under construction!

The VECAP Journal has a new co-editor to assist current co-editor, Dr. Debra Homa. Dr. Carolyn

Ahlers-Schmidt has accepted the positions of co-editor and managing editor and, with Dr. Homa's help, plans to update and upgrade the journal to be the premier journal in the areas of vocational assessment, vocational evaluation and work adjustment. In order to fulfill this mission, Dr. Ahlers-Schmidt plans to solicit your feedback! Look for an e-mail including a survey link in the near future. Also, watch the VECAP website for changes in the manuscript submission process.

A little bit of background: Dr. Ahlers-Schmidt received her PhD in Community Psychology from Wichita State University and is currently an Assistant Research Professor at the University of Kansas School of Medicine - Wichita. Dr. Ahlers-Schmidt, or Cari as she prefers to be called, worked as an intern at the Salina Kansas Career Development Center as an undergraduate, and



Dr. Debra Homa



Dr. Cari Ahlers-Schmidt

helped support herself through graduate school by doing independent evaluations through Carter Vocational Evaluation. She credits her father for her interest in assessment as she was his guinea pig for any new assessment materials when she was young.

VOCATIONAL EVALUATION AND CAREER ASSESSMENT PROFESSIONALS JOURNAL GUIDELINES FOR PUBLICATION:

Purpose and Scope:

Vocational Evaluation and Career Assessment Professionals Journal is an official publication of the **Vocational Evaluation and Career Assessment Professionals Association (VECAP)**. This refereed publication is designed to advance knowledge and practices in the collective fields of vocational assessment, vocational evaluation, and work adjustment. The journal provides practitioners, consumers, and educators with an understanding of critical information in vocational assessment and therapeutic adjustment services. It concentrates on the methodology, program innovations, and instrumentation development within the areas of vocational evaluation and work adjustment.

Types of submissions:

The VECAP Journal seeks several types of submissions. The primary interest is research or theoretically based articles that apply to vocational evaluation, career assessment or assistive technology. These articles will typically be between 16–25 pages in length. However, the VECAP journal encourages submissions from practitioners that help us to understand the practice or enhance the practice of vocational assessment. We will also consider book reviews, test or work sample reviews, and brief reports regarding initial studies in areas of interest to VECAP members. These latter submissions are expected to be 6–10 pages in length.

Review Process:

All manuscripts will be reviewed anonymously by the Editorial Board or invited reviewers who have expertise in a specific topic. Each manuscript must be presented with a single cover sheet that identifies the manuscript title, author's name(s), appropriate credentials, organizational affiliation and contact information (e.g. mailing addresses along with daytime and evening phone numbers). Please note that the author's name and any other identifying information should not appear on subsequent manuscript pages.

Style Requirements: All submissions should meet the following criteria:

- Manuscripts should be submitted **electronically**, and should be in MS Word or Rich Text Format.
- Manuscripts must be double-spaced in **Times New Roman (12 point)**, typed on a standard 8.5" x 11" white background, with a 1-inch margin on all sides.
- The **title of the manuscript** must be on the cover sheet with the name of the author(s) appearing immediately below the title, appropriate credentials, organizational affiliation and contact information (e.g. mailing addresses along with daytime and evening phone numbers).
- The **second page** should contain the **Abstract**, with the text starting on the third page. The abstract should be approximately 150 words.
- **All pages** must be numbered with Arabic numerals in the lower right corner.
- If you are using **Tables**, they must be typed using Microsoft Word Tables format. Tables should be numbered with Arabic numerals and provided with the titles at the top. **Figures** should be numbered with Arabic numerals and titled at the bottom.

- **Footnotes** should be avoided because they disrupt the reader's train of thought and create confusion with references. If the material is important enough for the reader to seek it out, it is important enough to be included in the text.
- **Acknowledgements, if any, should be made in a separate section** following the Conclusion or Summary section, and before the References.
- **References** should use the *alphabetical method*. Only references cited in the text should be listed. (If the material is removed or added, be sure to revise numbering.) Authors should follow the reference style used in the Publication Manual of the American Psychological Association. This manual may be viewed on-line or purchased from the American Psychological Association, APA Order Department, and P.O. Box 92984, Washington, D.C. 20090-2984.
 - Tel.: 800-374-2721; Fax: 202-336-5310.
 - TDD/TDY:202-336-6123. Internet: www.apa.org/books. E-mail: order@apa.org.
- A **Biographical Sketch** of 200 or fewer words for each author should be submitted *on a separate page* with the manuscript.

Following a preliminary review by the editor, the manuscript will be sent to members of the editorial board or selected guest reviewers with knowledge of and/or expertise in the author's topic. Upon review, manuscripts will be either accepted or rejected, or returned to the author(s) for suggested revision. Approximately two or three months may elapse between the acknowledgement and receipt of a manuscript and notification of its disposition.

After the article has been edited for publication, the editor will submit it to the author for approval. The author will be advised to make any appropriate corrections and resubmit the article. Accepted articles are published in the order of their receipt.

It is a condition of publication that manuscripts submitted to VECAP Journal have not been published and will not be submitted or published elsewhere. By submitting the manuscript, the author(s) agree that the copyright for their article is transferred to the publisher if and when the article is accepted for publication. The copyright covers the exclusive rights to reproduce and distribute the article without permission in writing from the author(s). Rights to reproduce and distribute include reprints, photographic reproduction, microform, and any other means including electronic. Permission to use or distribute articles should be requested from the Editor or the VECAP Journal.

Manuscripts failing to adhere to these guidelines will not be accepted. **PAPER MANUSCRIPTS WILL NOT BE ACCEPTED.** Manuscripts should be submitted directly to the editor via email attachment or can be mailed as a CD ROM disc to:

Debra Homa, Ph.D., CRC, CVE, Assistant Professor

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Using the Career One Stop Skills Profiler in the Career Assessment Process

by Lynn R. Dowd, Ed.S., CVE

As part of the strengths-based focus Vocational Evaluators use, it is important to recognize the skills and abilities an evaluatee brings to the process. Generating a list of transferable skills is an important step in the process and the list can serve many purposes:

- it bolsters the individuals' positive feelings about what they already know and have achieved,
- it serves as a tool for discussion on the skills they most enjoyed using in their employment,
- it supplements assessment data in the career assessment report,
- it can be a starting place for developing the skills section of a "skills résumé", and
- it can be used to assist in identifying appropriate employment options

The Career One Stop Skills Profiler is an excellent (free) tool to assist evaluators in quickly and easily generating a list of skills. Although the profiler is designed for job matching, the skills list (which they call detailed work activities) is really the most practical aspect for Vocational Evaluators. The instructions below will show how to create a list of transferable skills (detailed work activities) which can be cut and pasted into a blank word document or directly into a career assessment report.

Instructions

1. Go to www.careerinfonet.com
2. Click on Skills Center (right hand side of page) under Find it by Topic
3. Click on Skills Profiler button (left side of page) or Identify Your Skills Using The Skills Profiler (center of the page)
4. Follow Step by Step – Start by selecting the radio button for Search job types. Type in a key word or job title (from the client's work history) and choose Continue.
5. Choose from the list the job title that matches best and choose Continue. Sometimes you need to be creative with choosing job titles to represent the person's work history. You can always use the Go Back button to revise your choice.
6. Under Select Activities, you must check the box next to all of the detailed activities (don't worry yet whether the client has done all of these, you can always edit later). Choose Continue.
7. Under Select Skills, you have to choose one skill to rate in order to move forward. Do not waste your time rating all the skills. Click on one (ex. Active Learning), scroll to bottom of page and choose Continue.
8. Under Rate Skills, select the radio button which is slightly above the average and choose Continue.
9. Your Skills Profile page will appear. To add additional occupations to the Skills Profile, scroll to bottom of page and choose Modify Skills Profile.

10. Choose edit next to Occupations. Then choose Add New Occupation. Find the occupation in the categories and click on it. Do not use the link at the top of the page to go back to the Get Started page to search as the first occupation will be lost. Add as many occupations as are in the client's work history.
11. Choose edit next to Detailed Work Activities. Check all of the boxes that have not been checked. Choose Continue.
12. Scroll down and choose Go to your Skills Profile.
13. Highlight the list of detailed work activities under Your Work Activities. Use CTRL C to copy or right click and choose copy. Then paste into your assessment report on onto a blank word document by using CTRL V or right clicking and choosing paste.

A list of transferable skills has been created for use in the assessment process or to supplement the information included in the assessment report. This list can be edited – items deleted, similar items combined, or items reworded to reflect the language of the field. You may find occupations (such as Vocational Evaluator) that are not in the list of jobs. In that case, take similar jobs (e.g. Rehabilitation Counselor and Educational, Vocational & School Counselor) and combine them to generate the skills list and then edit out the skills that are different or are not used.

You can try using the entire Skills Profiler to see if it is valuable for your career assessment process. I have found that the list of occupations generated do not include any that I haven't already thought of myself. I do find the transferable skills listing (detailed work activities) very helpful – I definitely could not generate that list as succinctly on my own.

This is the list of edited transferable skills for a Vocational Evaluator as generated by the Skills Profiler.

- Advise clients, customers or students
- Analyze psychological testing data
- Assess educational potential or need of students
- Assist clients in understanding personal or interactive problems
- Compare clients' applications with eligibility requirements
- Compile information through interviews
- Conduct conferences
- Coordinate client activities with rehabilitation team
- Coordinate social service activities with resource providers
- Counsel individuals with personal problems
- Develop plans for programs or projects
- Empathize with others during counseling or related services
- Establish and maintain relationships with clients or students
- Establish and maintain relationships with team members
- Follow confidentiality procedures
- Follow client observation procedures

- Interpret psychological test results
- Maintain records, reports, or files
- Maintain relationships with clients or students
- Make presentations
- Manage detailed case records
- Match clients to community resources
- Mentor co-workers
- Monitor client or student progress
- Obtain information from clients, customers, or students
- Organize educational material or ideas
- Organize reference materials
- Recognize interrelationships among individuals or social groups
- Recognize physical or emotional abuse
- Recognize student learning levels
- Record client's personal data
- Refer applicant to other hiring personnel
- Refer clients to community services or resources
- Refer clients to job openings
- Relate to clients' socioeconomic conditions
- Select materials to meet client or student needs
- Teach individuals work-related techniques or skills
- Understand government labor or employment regulations
- Use agency mission as a guideline in social services delivery
- Use conflict resolution techniques
- Use counseling techniques
- Use current social research
- Use interpersonal communication techniques
- Use intervention techniques
- Use interviewing procedures
- Use labor market information
- Use psychological assessment tools
- Use public speaking techniques
- Use teaching techniques
- Work as a team member
- Work with persons with disabilities

Of course, as with some occupations or careers, like Vocational Evaluator, you will have to add some skills. In the case of vocational evaluation, some of these would include using real work (web design skills, nursing assistant skills, repairing drywall, etc.) to assess skills, conducting a job analysis, writing detailed reports, etc. ❖

The Power of Social Networking: New Features of VECAP Members-Only Ning

Joan Kester, M.A., CRC
Communications Coordinator

Thanks to Fran Smith, VECAP members have a way to communicate any time of the day or night through the VECAP Ning, an online social community for practitioners. To date, 50 members of VECAP are connected, so if you haven't visited the site, make sure to do so! Two new groups are now available to members. The first is the **Practitioners Forum** hosted by Lynn Dowd from Maryland, to discuss current issues and trends and to share strategies and resources. The second group is the **Tool Exchange** where you can share and find out about others' tools and resources to facilitate the assessment process.

This is a great benefit to VECAP members! If you'd like to connect to the site, please visit <http://vecap20.ning.com/>. Once you sign in as a VECAP Member, just click on the group tab at the top of the page. ❖

The 14th National Forum on Issues in Vocational Assessment

"Finding Your Career Path Through The Lifecycle"

will be held

April 9 – April 11, 2010

at the Reed Conference Center – Oklahoma City.

A Pre-conference will be on April 8.

The Forum planning committee is recruiting volunteers to assist with implementation of the 14th Forum. If you are interested in helping, please contact

joe.ashley@drs.virginia.gov or call 804-662-7624.

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VECAP Newsletters will be e-mailed to members from now on. Be sure your spam filters have not sent it to junk mail!

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Advertising pertinent to the interests of vocational evaluators and work adjustment specialists may be placed in the newsletter. Advertisements (camera-ready or text) must be received by the editor with payment payable to VECAP. Advertising rates are:

Quarter Page	\$ 75.00
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Information and articles for the VECAP Newsletter may be communicated to the editor at:

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