

VECAP NEWSLETTER



Vocational Evaluation and Career Assessment Professionals
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President's Message

By Joseph Ashley, Rh.D, CVE

Call to Commitment

I hope this VECAP President's message finds you well and enjoying your spring. With the rejuvenation that is all around us I am hoping we can incorporate this new energy into our own organization. The VECAP Board has been working hard to make our organization responsive to the vocational evaluation and career assessment profession. Several of our 2008 initiatives are highlighted below:

- We're holding our monthly executive and board meetings to guide the growth of the organization and follow the suggestions outlined in our Strategic Plan. This has helped us to move towards a stronger virtual presence and strengthen our focus on member services.
- We are collaborating with the National Career Development Association to co-sponsor the 2008 training conference titled – *Public Policy & Advocacy: Finding Our Voice and Making It Heard*. As a partner in this conference we will also be one of several organizations co-sponsoring a legislative lunch to make sure that legislators are aware of the importance of good career assessment to successful career outcomes.
- The VECAP Board is also ensuring that our organization is represented at the Commission on Rehabilitation Education Meeting and Strategic Planning Session in July 2008. We believe this is critical to

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ensuring that the issues of vocational evaluation and career assessment education are addressed in vocational rehabilitation training programs. The VECAP Board is committed to our organization being represented in these policy and legislative forums.

- We continue to publish our electronic e-newsletter and our Journal. Developments are underway to add the electronic versions of the past/present National Issues Forum Papers to our website—allowing a searchable resource for practitioners, students, educators, and policy makers in the field.

VECAP needs our membership to be fully committed to our profession as well. We are in need of articles from educators, researchers and practitioners for the VECAP Journal (See page 7). It is critical to our profession that we continue to develop a body of knowledge that expands and improves the practice of vocational evaluation and career assessment. To this end I am challenging you to collaborate with a colleague and commit to developing an article for the Journal.

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President's Message – Call to Commitment

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With the re-vamping of our Website (www.vecap.org) (see article below by Fran Smith) we now have a member's discussion forum for VECAP members and other interested professionals to discuss topics of interest in our field. This allows colleagues to get answers to questions related to practice and research. We have, however, identified a potential problem. We are in need of assistance. We need a volunteer to work with the Board's communications coordinator to monitor the Website blog. To be sure that members have an open forum for discussion on a variety of topics and issues related to vocational evaluation and career assessment we need a monitor

to review the blog weekly and purge of all spam and inappropriate emails. This is designed to increase the use of the blog by ensuring the quality of information on the blog. If you are interested please contact the VECAP home office at Office@vecap.org.

Finally, I want to let you know of a coming attraction. The 2009 National Issues Forum on Vocational Evaluation and Career Assessment will be held in Albuquerque, New Mexico. The call for papers will be coming out in June of 2008.❖

VECAP's New Website Debuts!

By Fran Smith, Ed.D, CVE, Secretary & Web Liaison

VECAP has a new e-home at <http://www.vecap.org>. While our web address has not changed, the look and feel of our location has added new form and functionality. Our website is built on a content-management system that provides us the opportunity to add content from multiple contributors and experts. This design also allows us to maintain a dynamic website that offers "just in time" information to our members. In particular, we've included a national discussion forum that encourages our members to post their concerns and issues—allowing others to comment and share in a virtual community of practice. Social networking is a growing phenomena among many young people and offers opportunities to embrace and build a sense of digital community (Brown, 2000; Brown & Duguid, 2002).

Several areas have been refreshed or added to our new design. For example, we've included material on our publications that offers downloadable copies of our electronic newsletters and an abstract synopsis of our current journal articles. During this

year, we plan to also include electronic copies of past papers in the national collections of *National Issues in Vocational Evaluation and Assessment Forum Proceeding Papers*. Other features of the website include links to upcoming conferences, access to national training resources, and links to other virtual communities of practices. As we grow, we are committed to offering more web-based opportunities that can support the field and the professional development of our members.

If you have ideas or areas you'd like to see on our website, please forward those to our home office. If you have time to offer your expertise in developing content for an area, please forward your name and interest area as well. Look for ongoing additions!

Brown, J. S. (2000, March/April). Growing up digital: How the Web changes work, education, and the ways people learn. *Change*, 11–20.

Brown, J. S. & Duguid, P. (2002). *The social life of information*. Boston, MA: Harvard Business School Press❖

CCWAVES Update

By Michelle Hamilton, Ph.D., CVE, CRCC Standards Coordinator/Representative to CCWAVES

Hello VECAP colleagues! It is a pleasure to provide the VECAP membership with updates from the certification Commission. January 1, 2008 marked the successful implementation of the new CCWAVES Professional Code of Ethics. If you have not had an opportunity to review the new code, please stop by the CCWAVES website at www.ccwaves.org/aboutus/ethics.html to download your copy.

The annual meeting was held in mid February at the CCWAVES offices located in Schaumburg, Illinois. Commissioners meet face-to-face twice per year to conduct official CCWAVES business. Applications are reviewed by the Standards and Credential Committee to determine eligibility for CVE exam. The Examination and Research Committee is responsible for the statistical and item analyses of recent CVE exams as well as writing new items to be field tested in future exams. At the suggestion of a CVE, the Public Relations and Marketing Committee has developed a professional identity brochure which describes the value and competencies of a CVE. The identity brochures will be available soon as a downloadable marketing document for use by any CVE. A major focus of the annual meeting also included preliminary strategic planning for the future.

An exciting possibility in the CCWAVES future plan includes vocational assessment in Transition Assessment. A federal priority on Transition and the amendments to the Individuals with Disabilities Education Improvement Act [IDEA, 2004, Section 602 (34) (b) (c)] emphasize the need for age-appropriate transition assessments based on individual strengths, preferences, interests, employment

objectives, community experiences, acquisition of daily living skills and functional vocational evaluation. Newly available university certificate programs in Transition Assessment emphasize the use of vocational assessment techniques consistent with vocational evaluation. Many Transition Coordinators are already employing vocational evaluation techniques such as the use of work, real or simulated and, systematic behavioral observation in community-based vocational assessments with Transition Students. In collaboration with DCDT, an appointing organization to CCWAVES, the Commission is investigating the goodness-of-fit between the education and experience requirements of Transition Coordinators to the empirically validated knowledge domains required for certified vocational evaluation specialists (CVE).

For those of you who choose to be certified as a CVE through CCWAVES, I would like to extend my thanks for your continued commitment and belief in the profession of vocational evaluation and assessment. Not certified yet? There is no better time to consider certification to provide evidence of your competence in vocational evaluation and to set you apart from your non-certified peers. July 1, 2008 is the application deadline for the fall CVE examination. Application information is available at: www.ccwaves.org/certify/howtoapply.html

Don't live with regrets! Are you a past CVE who regrets the decision not to renew your certification? For a limited time, CCWAVES will consider applications from past CVE's for *Recertification by Exception*. Additional information and applications for *Recertification by Exception* will be available on the CCWAVES website by mid-May 2008. ❖

Election Year 2008

By Wesley Greenwood, MA. CVE, CRCC, Past President



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

The Presidential race is not the only election to consider this year! Come make a difference! Join the VECAP board! Help us plan the next Issues Forum for 2011! Which exotic place shall we hold the forum next? Stay involved at the legislative level! As VECAP, we have a voice. VECAP has representatives on the CCWAVES board to give input into the certification process. We need members-at-large, as well as the VECAP President-Elect, and Secretary. You may reach me at Wesley.greenwood@srs.ks.gov or (316) 283-3015, extension 227. ❖

Virginia Community-based Vocational Assessment Conference a Success

By Pam LeConte, Ed.D., CVE, Advocacy Coordinator

On March 17th almost 30 vocational evaluators and transition specialists arose early to attend the VECAP sponsored pre-conference to the annual Virginia Transition Forum in Roanoke, Virginia. Guest presenters, Stacie Dojonovic, Joan Kester, and Michelle Fischer engaged participants for approximately four hours about the nuts and bolts of developing and conducting community-based assessments, primarily for transition-age youth. In addition to a notebook containing various task observation, job and task analysis forms, they also provided a compact disk (CD) containing commentary from administrators, students, and the professionals who perform the CBAs in the community. The CD was produced as part of a state grant through the collaboration of Pennsylvania Office of Vocational Rehabilitation, Pittsburgh Public Schools, and the University of Pittsburgh.

Our appreciation goes to Stacie, Joan, and Michelle for a wonderful training session and for donating their time and expertise to VECAP.

If you or your colleagues are interested in this specific training or a one to two day training on a topic related to vocational assessment and evaluation (including transition assessment), please contact Dr. Vivian Larkin (vlarkin@wisc.edu) our new Education Coordinator for VECAP. If you provide the audience, VECAP will find a way to sponsor or co-sponsor training in your state or community.

For more information on Community-based Vocational Assessment, go to www.sharedwork.org, register if you haven't already, click on Transition community of practice, then go to the left hand side bar and click on Pennsylvania. Finally click on Career and Transition Assessment and scroll down to find a wealth of information in the form of training materials, PowerPoints, assessment rating forms, etc. ❖

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 of 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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On-line Learning Style Assessments

By Lisa Blakeney, BS, CVE, President-Elect

The following is a list of eight (8) Learning Style Assessments that are available on-line. Many of the assessments are very similar; however, there are differences in the number of statements, report format, and the reading grade equivalents which range from 4.9 to 8.1.

Additional on-line assessments related to interests, aptitudes and multiple intelligences will follow in upcoming VECAP Newsletters.

Canfield's Learning Styles Inventory

<http://www.tecweb.org/styles/canfield1.html>

Cost: Free

Flesch-Kincaid Reading Level: 5.0

30 questions, approximately 30 minutes to take and another 20 minutes to score

- Likert Scale of 1-4 rating
- Requires hand scoring

IdPride.net

<http://www.idpride.net/learning-style-test.html>

Cost: \$8.95

Flesch-Kincaid Reading Level: 7.2

30 questions, approximately 10-15 minutes

- Likert Scale of 1-4 rating
- Computer scored
- 6 page report - detailed
- Says free, but cost \$8.95
- Cannot see description of rating scale
- Evaluator has to complete payment
- Process and answer demographic information

Chaminade

<http://www.chaminade.org/inspire/learnstl.htm>

Cost: Free

Flesch-Kincaid Reading Level: 5.4

26 questions

Divided into Auditory, Visual and Kinesthetic/Tactile and has participant select which question under one of the 3 categories best describes them when they:

- Spell
- Talk
- Concentrate
- Meet someone again

NC State University -Index of Learning Styles Questionnaire

<http://www.engr.ncsu.edu/learningstyles/ilsweb.html>

Cost: Free

Flesch-Kincaid Reading Level: 4.9

44 questions, approximately 10 minutes

- Requires selection of one out of two responses
- Computer scored, results immediate
- Graph

Memletics Learning Styles Inventory

<http://www.learning-styles-online.com/inventory/>

Cost: Free

Flesch-Kincaid Reading Level: 6.6

70 questions, 5-10 minutes

- Likert scale of 0, 1, 2 rating how much statement applies
- Provides basic graphic report and access to styles for free
- Standard form costs \$19.95 includes detailed report, comparison to norms, results kept for 12 months and money back guarantee
- Standard+ form costs \$39.95 includes above items and training manual

Abiator's Learning Styles Assessment 1

<http://www.berghuis.co.nz/abiator/lsl/lsliframe.html>

Cost: Free

Flesch-Kincaid Reading Level: N/A

30 Statements, 5-10 minutes

- Choice of Seldom/Sometimes/Often
- Gives results of Auditory, Visual or Tactile-Kinesthetic with option for detailed descriptions of learning styles along with detailed description of:
 - learning strengths

- learning strategies
- teaching strategies
- activity suggestions
- learner traits

Abiator's Learning Styles Assessment 2

<http://www.berghuis.co.nz/abiator/lsi/lsiiframe.html>

Cost: Free

Flesch–Kincaid Reading Level: N/A

48 Statements, 5 minutes

- Required to click on statements that true about self
- Graph of results and option to get detailed description of:
 - learning strengths
 - learning strategies
 - teaching strategies

- activity suggestions
- learner traits

Diablo Valley College – A Learning Style Survey for College

http://www.metamath.com/multiple/multiple_choice_questions.html

Cost: Free

Flesch–Kincaid Reading Level: 8.1

32 questions, approximately 5 minutes

- Have to enter basic demographics
- Selection of Often/Sometimes/Seldom
- Computerized scoring
- Results give scores for Visual, Non–Verbal, Visual/Verbal, Auditory, and Kinesthetic
- Only gives description of primary style ❖

Call for Manuscripts and Reviewers

By Debra Homa, VECAP Journal Co–Editor

The editors of the *Vocational Evaluation and Career Assessment Professionals (VECAP) Journal* are currently seeking manuscripts relevant to vocational assessment, vocational evaluation and work adjustment. We are especially interested in manuscripts of a research or theoretical nature that have applicability to vocational evaluation, career assessment, or assistive technology. We are also very interested in manuscripts by practitioners describing innovations in practice or discussing current issues that will improve understanding and/or practice. In addition, we will consider book reviews, test or work sample reviews and brief reports regarding initial studies in areas of interest to VECAP members. For example, if you read a book recently that you believe would be helpful to members, please consider writing a review for the journal. Please send manuscripts in electronic form only (via email attachment or CD ROM disc) to:

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We are also seeking VECAP members to help us review manuscripts. If you would be willing to review a manuscript or have questions about what this involves, please contact Debra Homa at homad@uwstout.edu. Because we send each manuscript to three reviewers, we need to have a “pool” of VECAP members to help us in this process. For example, when we have four manuscripts, this means we need 12 reviewers. The VECAP Journal is an important source of knowledge, scholarship, and information relevant to our field. Our goal is to publish three issues of the journal this year, and we really need your help to make this happen.

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.
- **If you have not received confirmation on the receipt of your manuscript from us, please contact us at (505) 454-3519, or Mike O'Brien at mobrien@nmhu.edu (please place "VECAP Journal" in the subject line).**
- 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 upper 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 three 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:

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Please be sure your e-mail program is set to receive e-mail from mahlers@cox.net in order to receive this and future newsletters. Also, if you have not received your renewal information electronically from VECAP Home Office, please send your current e-mail address to Office@vecap.org to ensure we have the correct one on file.

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

We're on the Web!

Visit us at:

www.vecap.org

VECAP Newsletter Publication Information

Articles and information for publication in the VECAP Newsletter may be communicated in several ways. E-mail is preferred. Articles become the property of VECAP. Any reprint of all or a portion of an article must include a notice of the VECAP Newsletter as the source.

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
Half Page	\$125.00
Full Page	\$250.00

Brief professional job announcements are free. The information and advertisement in the newsletter are for the interest and benefit of members of VECAP and do not constitute endorsement or an official policy or position of the Vocational Evaluation and Career Assessment Professionals (VECAP) organization.

Information and articles for the VECAP Newsletter may be communicated to the editor at:

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