



## VIP SERVICES

20135 CR 341  
Abilene, Texas 79601  
(915) 672-8837

driscoll@camalott.com

### Sample COMPREHENSIVE ASSESSMENT REPORT

Date of Report: 01/07/99

Starting Date: 01/04/99  
Completion Date: 01/06/99  
Evaluee No.: WF900000

Evaluee: BRENDA SMITH  
SSN #: 123-45-6789

**SAMPLE PICTURE**



Referring Agency: Texas  
Rehabilitation Commission  
Wichita Falls  
Field Office

Referring Individual: Jane Doe

The processes of vocational evaluation have been used in measuring the skills, abilities, and aptitudes of the above individual. The data derived from this evaluation, together with input from information from the evaluee, are strong indicators of the possible training and/or vocational directions that this individual is capable of working towards.

Attached is the report on the evaluation with recommendations.

Thank You

Michael Driscoll, MS  
Certified Vocational Evaluator #3201

\* \* \* \* \* Ms. Smith's PROFILE \* \* \* \* \*

DATA	PEOPLE	THINGS	ACHIEVED
DATA:	Low	6..5..4..3..2..1..0	High --> 2
PEOPLE:	Low	8..7..6..5..4..3..2..1..0	High --> 3
THINGS:	Low	7..6..5..4..3..2..1..0	High --> 2

GENERAL EDUCATIONAL DEVELOPMENT

RANGE:	Low	1..2..3..4..5..6	High	ACHIEVED
REASONING DEVELOPMENT				----> 5
MATHEMATICS DEVELOPMENT				----> 5
LANGUAGE DEVELOPMENT				----> 4

APTITUDES

RANGE:	Low	4..3..2..1	High	ACHIEVED
INTELLIGENCE				----> 2
RANGE:	Low	5..4..3..2..1	High	ACHIEVED
VERBAL				----> 2
NUMERICAL				----> 2
SPATIAL				----> 2
FORM PERCEPTION				----> 3
CLERICAL PERCEPTION				----> 3
MOTOR COORDINATION				----> 2
FINGER DEXTERITY				----> 2
MANUAL DEXTERITY				----> 3
EYE-HAND-FOOT COORD.				----> 4
COLOR DISCRIMINATION				----> 2

REPORTED PHYSICAL ABILITY: LIGHT WORK

Ms. Smith is capable of these positional tolerances: Reach, Feeling, Speak, Hear, Seeing, Sitting and Walking.

Ms. Smith is not capable of these positional tolerances for extended periods of time: Climb, Balance, Stoop, Crawl, Crouching, Standing and Bending.

WORKING CONDITIONS: will work in the following conditions: Heat, Noise, Hazards, Atmospheric.

TEMPERAMENTS: Variety of Duties; Work Under Specific Instructions; Dealing with People

SPECIFIC VOCATIONAL PREPARATION: Up to one year training

REFERRAL INFORMATION:

Brenda Smith is a 39 year old female from Electra. She is monolingual and speaks only English. Laura Rook referred her for vocational evaluation from Wichita Falls Field Office. The referral agency was Texas Rehabilitation Commission to assess and report on vocational options.

DISABILITY INFORMATION:

Ms. Smith's disability is: Back Impairment; Dysthymic Disorder. The onset occurred 09/13/96 at age 37. Ms. Smith describes her disability as restrictions by doctor she stated medium lifting, limited duration with bending, twisting and stooping. Ms. Smith does not feel that her disability limits her ability to work, with the exception of heavy lifting. Overall, she has to monitor her housecleaning and finds it more difficult to vacuum than sweep. Medications reported were: Tenormin, Verapamil and Prozac, and Xanax PRN. She feels that her depression is worse and may need an increase in her dosage of Prozac

CURRENT INFORMATION:

Ms. Smith has been divorced for 4 months and has three children. She is currently living with her three boys. The relationships with the family members are described as "OK", limited number of friends. Ms. Smith is buying a house. The present financial situation is described as "scary". Present income in the home is receiving \$1,226.00/month and an "occasional child support check". The income she wants upon securing employment would be \$8.00 or so an hour. It is not essential but it is desirable to have health benefits.

EDUCATION/SPECIAL TRAINING:

Ms. Smith last attended Hobb's High School and completed to grade 12 and graduated in 1977. It was reported to the interviewer that Ms. Smith was enrolled in a regular curriculum. No history of learning problems was related. Regarding transportation the following information is provided: She has a valid drivers license, and drives a car. Ms. Smith reported having a current LVN license. Ms. Smith completed her LVN degree at Bethania School of Nursing.

EMPLOYMENT HISTORY:

Ms. Smith reported working as an LVN, primarily in nursing homes for the last 17 years.

VOCATIONAL DEVELOPMENT:

No clear vocational interest were specified.

REVIEW OF HISTORICAL RECORDS:

In reviewing the referral records, the following items were studied: Medical Records dated 12/98, and Psychological Report dated 11/98. Counseling was recommended for Ms. Smith. Her physical limits were noted to limit her ability for handling and transferring patients working as an LVN. Preparing medication, chart work, transcribing and assisting with new admits were noted as positive activities still within her limits.

INTERVIEW:

The following information is provided as to Ms. Smith's interviewing abilities:

Ms. Smith was observed to make eye-contact during the interview frequently. Posture observed during the interview was relaxed. For the interview she was casually dressed and was wearing jeans and a sweater. The overall interviewing skills of the client are thought to be average.

ASSESSMENT INSTRUMENTS

Adult Basic Learning Examination Level 3  
Differential Aptitude Tests  
Industrial Reading Test  
RAVEN: Standard Progressive Matrices Test  
Minnesota Revised Paper Form Board  
Bennett Mechanical Comprehension Test  
Minnesota Clerical Test  
Oral Directions Test

THE ADULT BASIC LEARNING EXAMINATION - LEVEL 3 is designed for persons who have had from Eight (8) to Twelve (12) years of formalized education, but have not received their diploma. The test measures six areas of content: (a) Vocabulary - knowledge and understanding of words that are encountered frequently by adults in their work and daily activities, (b) Reading Comprehension - measures the ability to comprehend written material of a functional and academic nature, (c) Spelling - the spelling words are selected for representing their usage for common written communication, (d) Language - this section deals with capitalization, punctuation, and applied grammar, (e) Number Operations - interpret fractions, decimals, add, subtract, multiply and divide, (f) Problem Solving - assesses the ability to determine an outcome, record and retrieve information, and to measure and use geometric shapes. An evaluatee's ability to do above average on this measure indicates that they are in the range of the average person with a GED.

Ms. Smith's performance on this assessment instrument:

Section:	Raw Score:	Std Score:	Grade Level:
Vocabulary	29	124	Post High School
Read Comprehension	44	116	Post High School
Spelling	27	115	Post High School
Language	16	90	(5th) Fifth
Number Operations	31	119	Post High School
Problem Solving	32	123	Post High School

The DIFFERENTIAL APTITUDE TESTS (DAT) are designed to measure individuals' ability to learn or to succeed in a number of different areas, such as mechanical reasoning, verbal reasoning, numerical reasoning, and space relations. These aptitudes are good predictors of the capacity an individual has for probable success in a specific vocational goal as well as they provide a tool in the selection of employees.

Ms. Smith's performance on the DAT Form PCA was:

Section:	Raw Score:	Std Score:	Stanine Description:
Space Relations	25	105	High Average

The INDUSTRIAL READING TEST: is a measure utilized to determine the ability of a person to effectively utilize language which is common to industrial situations. performance on this measure is an indicator of effective use of language which is common to many working situations. Ms. Smith was able to answer correctly 34 out of 38 proffered questions. This information is related to standard scores as follows: Ms. Smith's ability on this test indicates that she is in the Moderately High Average Category. She recorded standard score of: 116.

THE RAVEN STANDARD PROGRESSIVE MATRICES is a measure of a logical reasoning ability. It is a non-verbal (Culture free), test in which the client is required to systematically reason about relationships between figures. It assesses the capacity of an individual, at the time of the test, to apprehend meaningless figures presented in a fashion in which the items are progressively more complex. The Raven Standard Progressive Matrices percentile was determined to be 84. This indicates that her immediate capacity for observation, clear thinking, and use of logic in problem solving is in the above average range of non-verbal intelligence she has demonstrated the ability of logical and clear thought. This equates to a standard score of 115.

The REVISED MINNESOTA PAPER FORM BOARD tests the ability of an individual to visualize and manipulate objects in space. The test consists of sixty-four (64) two dimensional diagrams cut into separate parts. The subject chooses from five possible choices to select the correct representation of the pieces when assembled Ms. Smith recorded a raw score of 49 out of 64 possible this is interpreted as follows: Ms. Smith's ability on this test indicates that she is in the Above Average Category. She recorded standard score of: 110.

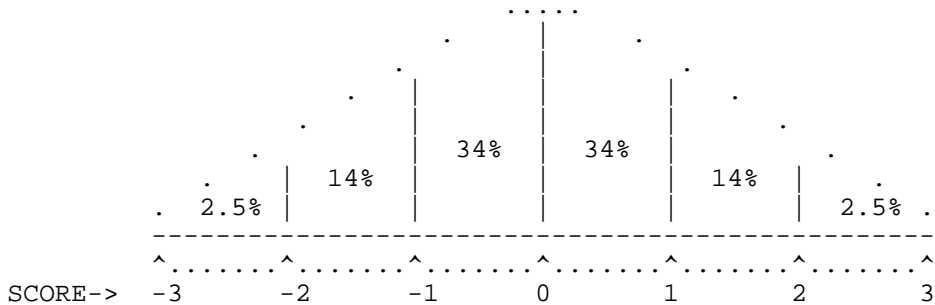
THE BENNETT MECHANICAL COMPREHENSION TEST is a measure of an individual's mechanical reasoning ability. A person who is high in this trait tends to learn readily the principles of operation and repair of complex devices. The test evaluates "the ability to perceive and understand the relationship of physical forces and mechanical elements in practical situations." This trait is important in engineering training, mechanical courses, and a variety of trade school courses. Ms. Smith's ability on this test indicates that she is in the Moderately Low Average Category. She recorded standard score of: 87.

The MINNESOTA CLERICAL TEST is designed to measure elements of perceptual speed and accuracy of the type required to perform various clerical activities. The test is broken down into two areas Number Comparison and Name Comparison. Ms. Smith's raw score on the Number Comparison was 106 out of 200 possible and the Name Comparison raw score was 100 out of 200 in the allotted times. The score recorded on the two sections are listed below: NUMBER COMPARISON: Ms. Smith's ability on this test indicates that she is in the Above Average Category. She recorded standard score of: 106. NAME COMPARISONS: Ms. Smith's ability on this test indicates that she is in the Above Average Category. She recorded standard score of: 105.

THE ORAL DIRECTIONS TEST (ODT) is a recorded, wide range test of general mental ability, designed to be simple, valid and practical in testing adolescent and adult groups. The ODT assesses and individual's ability to follow directions presented orally; it is particularly useful for individuals with limited education. On this instrument the following performance was noted: She recorded a raw score of 38. Ms. Smith's

ability on this test indicates that she is in the Very High Category. She recorded standard score of: 130.

Ms. Smith's performance depicted graphically indicates the following information related to the normal curve.



ADULT BASIC LEARNING EXAM LEVEL 3

VOCABUL:.....\*

READING:.....\*

SPELLIN:.....\*

LANGUAG:.....\*

NUMERIC:.....\*

PROBLEM:.....\*

DIFFERENTIAL APTITUDE TESTS

SPACE RL:.....\*

IND READ:.....\*

STND RAV:.....\*

REV PFB: .....\*

BENNETT:.....\*

MINNESOTA CLERICAL TEST

NUMBERS:.....\*

NAMES: .....\*

ORAL DIR:.....\*

DESCRIPTIVE ASSESSMENT INSTRUMENTS:

Vocational Situations Survey  
 Vocational Awareness; Occupational Outlook Handbook  
 A Sample Job Application

VOCATIONAL SITUATIONS QUESTIONNAIRE: Ms. Smith was asked to complete a questionnaire to discuss her attitudes towards supervisors, peers, stressful situations, negative working situations, and general work situations. The survey had complete sentences. The statements seemed to be sincere. Her reactions toward supervisors was positive. Toward peers her responses were positive. She had generally positive statements toward stressful items. General job situations were noted as positive. The situations in relation to rules were positive.

VOCATIONAL AWARENESS; Occupational Outlook Handbook: Ms. Smith was asked to study various jobs of interest from the Occupational Outlook Handbook. her responses were briefly. Looking at the effort she seemed to try her best. Her responses showed: Ms. Smith surveyed respiratory therapist, lab. tech. and pharmacy assistant occupations.

A JOB APPLICATION similar to common applications used in the working world was give to Ms. Smith during the course of the vocational evaluation. Ms. Smith's ability on this instrument was as follows. The application was completed in English. The application was well completed. The application was neat. Her spelling was excellent. Her job history section was detailed. The text style used was printing. An employer would find this quality of job application as a positive representation of an applicant. Ms. Smith's skill with the application was average and adequate for most jobs.

#### INTEREST TESTING

U.S. DOL Interest Check List  
Gordon Occupational Checklist  
COPSystem

THE US Department of Labor INTEREST CHECKLIST presents choices which a person selects either like, dislike, or uncertainty in a list of jobs from each of the Guide to Occupation Exploration interest areas. After selecting jobs of interest the evaluatee selects jobs most preferred from the list. From this assessment Ms. Smith indicated the strongest desire in; GOE 2: SCIENTIFIC - Discovering and applying science. GOE 10: HUMANITARIAN: Helping others mentally physically or socially.

THE GORDON OCCUPATIONAL OUTLOOK CHECKLIST provides a list of 240 choices of interest areas which the individual selects. Upon completion of their selection they return to the chosen items to identify 10 to 15 work activities which they would most enjoy performing. From the 12 interest areas Ms. Smith indicated a the strongest desire in; GOE 2: SCIENTIFIC - Discovering and applying science. GOE 7: BUSINESS DETAIL - Clerical and Managerial work. GOE 10: HUMANITARIAN: Helping others mentally physically or socially. Based on this information we were able to establish basic interest areas to conduct a job search. This information is coupled with performance on remaining assessment devices to produce jobs closest to her interest areas.

The COPS INTEREST INVENTORY is designed to assist individuals in the career decision making process. The instrument yields job activity interest scores based on 14 Career Clusters which may be utilized as the first step in career exploration. Upon completion Ms. Smith has identified the following clusters as most appropriate to her:

SCIENCE, Skilled occupations involve observation and classification of facts in assisting in laboratory research and its application in the fields of medicine and life and physical sciences. Courses of study relating to this area are: Biology, Chemistry, Geography, Science (General, Life and Physical), General Math and Computer Literacy

OUTDOOR occupations are concerned with activities performed primarily out-of-doors involving the growing and tending of plants and animals and the cultivation and accumulation of crops and natural resources in the areas of agriculture and nature as in forestry, park service, fishing and mining. Courses of study relating to this area are: General Business, Bookkeeping, Personal Finance, Auto Mechanics, Metalshop, Woodshop, Agriculture, Biology, Chemistry, Conservation, Ecology, Forestry and Landscape.

SERVICE, Professional occupations include positions of high responsibility involving interpersonal relations in caring for the personal needs and welfare of others in fields of social service, health and education. Courses of study relating to this area are: English, Media, Minority Literature, Speech, Health, Humanities, History, Psychology, Social Studies, Sociology, Student Government, Anatomy, Biology, Chemistry, General and Life Science, General and Advanced Math and Computer Literacy

WORKSAMPLES UTILIZED IN TESTING:

The performance indicated on the following worksamples is based upon the Methods Time Measurement system of rating the activities of a worker. Acceptable entry level is considered to be 100% of MTM for the purposes of this vocational evaluation the acceptable range is 75 to 125% of MTM. Scores falling below this indicate that the client is not an acceptable candidate for training in this particular vocational area at this time.

VCWS# 2: SIZE DISCRIMINATION

Valpar Component Work Sample 2, Size Discrimination, measures a person's ability to perform work tasks requiring various skills including the ability to make decisions.

	TIME	ERRORS
Assembly:	100%	150%
Disassembly:	100%	150%

VCWS# 5: CLERICAL COMPREHENSION AND APTITUDE

Valpar Component Work Sample 5, Clerical Comprehension and Aptitude, measures an evaluatee's ability to perform a variety of basic clerical tasks while evaluating the Aptitude to learn these basic clerical tasks. The sample is also designed to evaluate several DOT Aptitudes as well as to screen evaluatees for many entry level jobs requiring general clerical ability.

	TIME	ERRORS
TELEPHONE ANSWER:	150%	N/A
MAIL SORTING:	110%	150%
FILING:	135%	150%
BOOKKEEPING:	70%	100%
TYPING:	110%	130%

VCWS# 7: MULTI-LEVEL SORTING

Valpar Component Work Sample 7, Multi-Level Sorting, measures a person's ability to make decisions while performing work tasks requiring physical manipulation and visual discrimination of combinations of colors, numbers, and letters. The sample also evaluates several DOT Aptitudes and provides insight into many worker characteristics including the ability to concentrate on tasks.

	TIME	ERRORS
Performance:	130%	105%

VCWS# 8: SIMULATED ASSEMBLY

Valpar Component Work Sample 8, Simulated Assembly, measures a person's ability to work at an assembly task requiring repetitive physical manipulation and evaluates a person's bilateral use of upper extremities as well as evaluating several DOT Aptitudes. The sample is characteristic of conveyor-assembly jobs in which material moves toward



and away from workers on the assembly line and provides insight into many worker characteristics including the ability to maintain both motivation and physical stamina.

Assemblies:            TIME  
                          80%

VCWS# 9: WHOLE BODY RANGE OF MOTION

Valpar Component Work Sample 9, Whole Body Range of Motion, measures the agility of a person's gross body movements of the trunk, arms, hands, legs, and fingers as they relate to the functional ability to perform job tasks. The sample also evaluates several DOT Aptitudes and provides insight into the relationship of gross body movement to other 'finer' manual dexterity in many differing work situations.

Transfers:            TIME                    ERRORS  
                          115%

LIFECORP KFME UNIT:

The LIFECORP KFME unit is designed to measure the worker traits profile factors of Motor Coordination, Finger Dexterity, Manual Coordination, and Eye-Hand-Foot Coordination. The unit utilizes an electronic system, pins, a disk, tweezers, pliers, channel lock pliers, an adjustable wrench, and a foot pedal. The Methods Time Measurement system is used to assess performance, a measure of 100% is what is expected of the "average" worker on the task.

AREA	DESCRIPTION OF ACTIVITY:	MTM
MOTOR COORDINATION		
	Large Pin / Tweezers / Transfer	104%
FINGER DEXTERITY		
	Small Pin / Tweezers	129%
MANUAL DEXTERITY		
	Disk / Wrench	128%
	Disk / Wrench / Transfer	83%
EYE-HAND-FOOT COORDINATION		
	L. Pin / Fing / Foot / Transfer	70%

LIFECORP KFM UNIT:

The LIFECORP KFM unit is designed to measure the worker traits profile factors of Motor Coordination, Finger Dexterity, and Manual Coordination. The unit utilizes a basic five panel unit, two Phillips screwdrivers, and offset screwdriver, various Phillips head screws, a ratchet hex head screws, and large and small rivets. The Methods Time Measurement system is used to assess performance, a measure of 100% is what is expected of the "average" worker on the task.

AREA	DESCRIPTION OF ACTIVITY:	MTM
MOTOR COORDINATION		
	Small Rivets 7	98%
	Small Rivets 21	101%
	Large Rivets 6	130%
	Large Rivets 12	121%
	S. Rivets 21 / L. Rivets 12	101%
FINGER DEXTERITY		
	Disassemble 6 Hex Bolts Ex. 5	112%
	Small Rivets 21	101%
	S. Rivets 21 / L. Rivets 12	101%
MANUAL DEXTERITY		
	Ratchet Wrench / 6 Hex Bolts	39%

#### PHYSICAL RESTRICTIONS:

During the vocational evaluation Ms. Smith displayed the physical restrictions of: Ms. Smith reported significant discomfort in her back after sitting for over an hour without moving. When she moved around periodically, she experienced less discomfort and had more energy.

PHYSICAL ABILITY: This person reported the physical ability for:  
LIGHT WORK

Ms. Smith is capable of these positional tolerances: Reach, Feeling, Speak, Hear, Seeing, Sitting and Walking.

Ms. Smith is not capable of these positional tolerances for extended periods of time: Climb, Balance, Stoop, Crawl, Crouching, Standing and Bending.

#### Physical Work Positions:

During the vocational assessment Ms. Smith was able to walk at levels adequate for employment. During the vocational assessment Ms. Smith was able to sit for a vocationally relevant period of time. The ability to work while standing will also be possible.

#### ATTENDANCE:

The process of vocational evaluation was scheduled on Ms. Smith from 01/04/99 to 01/06/99. She attended the entire evaluation and seems aware of the importance of timeliness. The following information is provided to advise regarding her commitment to time and place. Ms. Smith arrived on time each morning and returned from breaks early.

#### ATTITUDES:

Ms. Smith's attitude was positive and she took direction well from the vocational evaluation staff. She displayed behaviors toward the program which cause us to believe that she was motivated about the vocational evaluation. She was positive and interacted well with other evaluatees.

#### ATTIRE:

Ms. Smith wore jeans and pull-over shirts. Ms. Smith exhibited excellent personal hygiene and grooming.

#### FUNCTIONAL STRENGTHS:

1. From the tested worker profile the following strengths were identified: REASONING: The ability to analyze and understand a variety of concepts. MATH: Use and understanding of mathematical principles. NUMERICAL: Ability to perform math quickly and accurately. SPATIAL: Ability to think visually about geometric forms and use of diagrams. MOTOR COORDINATION: Making coordinated movements quickly and accurately. FINGER DEXTERITY: Manipulating small objects rapidly. COLOR DISCRIMINATION: Matching and discriminating between colors by sight or memory.
2. While completing the assigned work samples the positive worker skills of *an understanding of work methods, displayed basic worker skills,*

*worked well on repetitive tasks, did not distract easily and worked steadily* were observed.

3. Academic functioning is a composite of standardized academic testing. The highest level from the instruments are used as a basis. Functional vocational academic achievement was determined to be at above twelfth (>12th) grade level in math ability, above twelfth (>12th) grade level in reading ability, above twelfth (>12th) grade level in spelling ability, and above twelfth (>12th) grade level in vocabulary ability, this will be beneficial in her vocational process.
4. The non-verbal reasoning testing utilized indicates a vocational strength in this area.
5. The sample job application submitted by Ms. Smith indicates a knowledge of proper job application skills.
6. Ms. Smith was punctual in the mornings and in returning from scheduled breaks.
7. Ms. Smith's ability to deal with verbal information was tested and she did very well.

#### FUNCTIONAL WEAKNESSES:

1. From the tested worker profile the following weaknesses were identified: **EYE-HAND-FOOT:** Using the hands and feet together in a skillful manner.
2. On work assignments deficits in the worker skills *of was agitated emotionally at times* were observed. This was attributed to her depression and present circumstances. She expressed the need for an increase in her Prozac.
3. During the vocational evaluation, physical ability was both observed to be and recorded in the medical information to be a possible negative factor in employment.

#### SPECIFIC OBSERVATIONS:

1. Ms. Smith sat in the corner at the end of the table. She kept to herself and remained quiet during the work time.
2. Ms. Smith worked quickly and steadily on her assignments.
3. Ms. Smith reported the more cushioned chairs were more comfortable for her back. She also reported more comfort sustained when she periodically moved around during the day. On the first day, she sat for more than an hour at a time and experienced more stiffness and pain for the rest of the day.
4. Ms. Smith appeared more depressed on the third day. She reported getting her notice on the Tuesday that she was relieved of her duties at her place of work due to her limitations. She had trouble concentrating and working due to this.

#### RECOMMENDATIONS:

In developing a vocational rehabilitation program with Ms. Smith the following is suggested:

1. Ms. Smith should be encouraged to make application for appropriate financial aide for any possible training she is considering at this time.
2. Ms. Smith needs job placement and employment services to assist her in locating work that complements her transferable skills and physical limits.
3. The vocational evaluation indicated that Ms. Smith should be able to compete in a formalized vocational training.
4. Personal counseling is recommended to assist Ms. Smith with her depression. This was also recommended in her psychological report.

#### TRAINING AND/OR JOB PLACEMENT CONSIDERATIONS:

In the training and/or job placement portion of the vocational rehabilitation program with Ms. Smith, the following information is provided.

1. She has a valid driver's license.
2. She has transportation.
3. She is willing to work shifts.
4. Ms. Smith is not willing or able to relocate to find employment.
5. Ms. Smith believes that it will be possible to locate an appropriate job without extensive assistance.
6. Ms. Smith is willing to and would benefit from volunteer experience in order to help her develop work experiences.
7. Ms. Smith has a desire for training but, has no idea how she will pay for the training or related expenses.

#### REFERRAL QUESTIONS:

1. Would Ms. Smith's job interests be feasible goals, why or why not? Ms. Smith expressed an interest in pharmacy assistant, lab. tech., respiratory tech. and LVN in a psychiatric facility. Based on Ms. Smith's test results and previous experience, these represent feasible goals. The physical demands are within her limits and her LVN training gives her an edge in these jobs. She may need further training for the tech. positions, but these should not be more than one year.
2. Would you recommend a formal skill-training program for Ms. Smith? Ms. Smith scored very high on her academic tests exhibiting her ability to succeed in formal training. She has transferable skills that will allow her to either acquire employment directly or with only requiring specific courses. Which ever the case, she will benefit from formal training as needed.

3. What general accommodations will enhance Ms. Smith's ability to work?  
Ms. Smith will need to alternate her sitting with occasional standing and moving around; using an orthopedic chair will also benefit her.

**JOBS:**

The following job list is based on a detailed job matching of this persons' tested capabilities and interests. If relocation is not a problem, some of the jobs on the list will reflect jobs that are not always feasible in the current geographical area. The jobs are all within tested performance during this comprehensive assessment and are realistic for this person at the present time.

Code	Title
205362018	<b>HOSPITAL-ADMITTING CLERK</b> (will require computer training)
245367010	ANIMAL-HOSPITAL CLERK
237367010	APPOINTMENT CLERK
245367014	<b>BLOOD-DONOR-UNIT ASSISTANT</b>
195367022	FOOD-MANAGEMENT AIDE
214362022	INSURANCE CLERK
238367038	HOTEL CLERK
024381010	<b>LABORATORY ASSISTANT</b>
019261030	<b>LABORATORY TECHNICIAN</b>
040361010	<b>LABORATORY TECHNICIAN, ARTIFICIAL BREEDING</b>
078381014	<b>MEDICAL-LABORATORY TECHNICIAN</b>
245367026	ORDER-CONTROL CLERK, BLOOD BANK
205362030	<b>OUTPATIENT-ADMITTING CLERK</b>
209587014	CREDIT-CARD CLERK
078367010	<b>CARDIAC MONITOR TECHNICIAN</b>
195367010	CASE AIDE
245362010	<b>MEDICAL-RECORD CLERK</b>
245587010	DIET CLERK
074382010	<b>PHARMACY TECHNICIAN</b>
079364022	<b>PHLEBOTOMIST</b>

**BOLD** print indicates jobs that are transferable requiring minimal training. All of the jobs above require one year or less of training.