



Write the narrative vocational rehabilitation psychological report based on information from a *brief* clinical interview and *authorized* psychological testing. Use clear, non-technical language when possible in the report. Include your expert opinions and recommendations about the type of mental impairment, its impact on the ability to work, and treatment or services that might substantially reduce this impact.

Prepare your report using the outline below. This will provide the referring vocational rehabilitation specialist with the information needed to best serve the individual.

REASON FOR REFERRAL

State the reason the individual was referred for psychological assessment.

GENERAL OBSERVATIONS

Report your general observations of the individual related to—

1. General appearance (grooming, dress, and hygiene).
2. Posture, gait, and involuntary movements.
3. Attitude, behavior, and degree of cooperation.
4. Dependability (keeping appointments, punctuality, etc.).

PERSONAL HISTORY

Provide a brief review of the individual's family, educational, social, and vocational history. Focus on—

1. Ability to form and maintain family relationships, including marriage.
2. Ability to learn and acquire occupational knowledge and skill.
3. Ability to conform to social standards and expectations.
4. Ability to hold employment and advance in career.
5. Ability to relate to superiors and co-workers.

PRESENTING PROBLEMS AND CONCERNS

Provide a brief description of the pertinent history of any presenting problem and concerns. Focus on a description of the individual's current status including—

1. Date of onset, including if the person became unable to work or whether he or she tried to resume work.
2. Hospitalizations including dates and durations.
3. Outpatient treatment including:
 - a. types of treatments or therapy and response
 - b. medications and response (state drugs by name and dose if known).
 - c. compliance with prescribed treatments and therapeutic regimens.
4. Individual's description of how impairment limits daily activities, social relationships, and employment.
5. Individual's knowledge and understanding of the presenting impairment, including attempts to cope with and adapt to limitations.

TEST RESULTS

Provide both the *quantitative* results of authorized psychological tests and the *interpretation* of test results.

1. **Individual intelligence testing.** Your report must contain the name of the test(s) administered, *full scale*, *subscale*, and *subtest* scores.
2. **Academic achievement testing.** Your report must contain the name of the test(s) administered, the norm group used, with scores stated as a *standard score* and *percentile score*.
3. **Neuropsychological testing.** Your report must contain the names of all language processing, visuospatial processing, attention/concentration, verbal learning and memory, executive functions, speed of processing, sensory-perceptual functions, motor speed and strength, motivation or personality assessment tests administered with respective scores or results.

Personality testing. Your report must contain the name of the test(s) administered and all scale, sub-scales and index scores.

DIAGNOSTIC IMPRESSION

Provide a diagnostic impression stated as a DSM-IV diagnostic category (include code number). If the patient does not meet any of the DSM diagnostic criteria, state this fact.

APPRAISAL OF CURRENT FUNCTIONING

Provide an appraisal of the individual's current level of functioning in the areas described below. Give emphasis to accurately identifying specific functional deficits. Also describe any areas of particular functional strength. Note causal relationships between functional deficits and the mental condition whenever possible.

1. **Interpersonal skills.** Are there difficulties dealing with supervisors, co-workers, and others (such as customers) in a work setting? Consider—
 - cooperation
 - tact
 - helping others
 - understanding the feelings of others

2. **Self direction.** Are there difficulties in regulating behavior in a purposeful and predictable way in response to personal goals, situational requirements and social expectations?

Consider—

- dependability and conformance in following rules and customs, carrying out orders, and adhering to common standards for attendance and punctuality.
- anxiety, withdrawal, reduction of performance, or increase of symptoms in situations in which involve making decisions, problem-solving, working to precise limits or standards, or frequent changes in tasks and duties.
- work motivation and the importance of work in achieving personal goals and aspirations.

3. **Work skills and work tolerance.** Are there difficulties in major perceptual, cognitive, and motor processes required to learn and perform job tasks? In addition to identifying any difficulties, describe the individual's current capacity in those areas. Consider—

- ability to sustain concentration and attention.
- ability to perceive and comprehend visual, auditory, and tactile information.
- ability to remember and recall locations, procedures, and instructions.
- ability to coordinate and control the movement of the body and particularly the arms, hands, and fingers.

4. **Self-care.** Are there difficulties meeting basic standards for personal hygiene, dress, and grooming?

RECOMMENDATIONS

Provide any recommendations for services or treatments that will reduce the impact of the mental condition or impairment to the point where the person will be able to work. Focus on—

1. **Evaluation.** Is there a need for additional medical or psychological evaluation, or problems which should be investigated further by the referring specialist?
2. **Counseling.** Are there particular counseling approaches that are more effective than others in assisting the patient to develop goals, make decisions, and actively participate in a vocational rehabilitation program?
3. **Mental Restoration.** Are there any specific therapies (including medications) which are likely to substantially reduce or correct the mental condition?
4. **Training.** Are there any specific approaches to learning and instruction which would enhance skill acquisition in formal school settings, or in on-the-job settings?