

Appendix 12.1

Components of the Vocational Evaluation Following mTBI*

Assessment of the Person

1. An **assessment of the person** should begin by gathering background information from the individual being evaluated regarding their educational and work history, work goals, self-perceptions of work performance, strengths, weaknesses and concerns.
2. This should be followed by a thorough assessment of the person in **physical, neuropsychological/cognitive, psychosocial, communication, functional domains**, and **work-related skills** and **behaviours** and consideration of these skills and abilities in relation to work goals and/or work demands. Please see [Table I](#) for a summary of the relevant areas within each personal domain.

Table I. Assessment of Person Domains

Domain	Element(s) Requiring Assessment
Physical	<ul style="list-style-type: none"> • Physical symptoms (e.g., headaches, fatigue, dizziness) • Sensory impairments/sensitivities (e.g., vision, hearing, smell) • Physical abilities and related work restrictions (e.g., *mobility/ambulation, upper extremity gross motor, dexterity and co-ordination, standing, bending, etc.)
Neuropsychological/ Cognitive	<ul style="list-style-type: none"> • Intelligence/pre-morbid functioning; academic achievement (where available) • Visual perception; praxis • Attention and concentration • Information processing • Memory • Insight, awareness and denial • Self-regulation; executive functions
Psychosocial	<ul style="list-style-type: none"> • Presence of mental health diagnoses (e.g., mood disorders, schizophrenia, substance abuse) • Ability to engage in and balance multiple roles and responsibilities, including meaningful non- work roles (e.g., parenting, volunteering) • Psychosocial adjustment and social adaptive skills (e.g., coping style/behaviours, self-esteem, self-confidence and self-efficacy, social appropriateness, ability to develop positive relationships with peers)
Communication	<ul style="list-style-type: none"> • Auditory perception and hearing • Speech production • Auditory and reading comprehension • Verbal and written expression • Conversation and non-verbal communication (e.g., facial expression, tone of voice, body posture) • Social communication and pragmatics (e.g., ability to understand and respond to verbal-social cues, modulate affect)
Functional	<ul style="list-style-type: none"> • Functional status and level of independence during task performance in the areas of self-care, household or community activities (e.g., meal preparation, financial) • Performance in unfamiliar tasks, those that require new learning and dual task performance • Speed, timing and accuracy of performance • Level of independence and need for structure • Monitoring, error detection and avoidance of critical errors • Strategy retrieval and use of feedback

* Adapted from Stergiou-Kita M, Dawson D, Rappolt S. Inter-professional clinical practice guideline for vocational evaluation following traumatic brain injury: a systematic and evidence-based approach. *Journal of Occupational Rehabilitation*. 2012;22(2):166-181.

Domain	Element(s) Requiring Assessment
Work-related Skills and Behaviours	<ul style="list-style-type: none"> How physical, cognitive, psychosocial, behavioural, communication impairments, identified in standardized assessments, affect performance of work-related tasks and duties Productivity (e.g., quality and quantity of work, ability to meet deadlines) Ability to management changes and problems encountered in work situations

Assessment of Occupation and Job Demands

- The evaluator should complete an assessment of the **occupational requirements** through the completion of a **job analysis**. This should include:
 - Identification of the occupational/job title/category/classification (e.g., National Occupational Classification, O'Net; Dictionary of Occupational Titles, DOT)
 - A description of the job
 - A description of job demands (See [Table II](#) below for summary of categories of job demands)

Table II. Job Demand Categories

Category	Examples
Physical	<ul style="list-style-type: none"> Lifting, carrying, pushing, stamina
Neuropsychological/ Cognitive	<ul style="list-style-type: none"> Initiation, problem-solving, decision-making, flexibility, adaptability
Psychological/ Emotional	<ul style="list-style-type: none"> Emotional stability
Behavioural Demands	<ul style="list-style-type: none"> Self-monitoring, changes in behaviours required
Communication	<ul style="list-style-type: none"> Verbal, non-verbal, written
Responsibilities and Expectations	<ul style="list-style-type: none"> Responsibilities related to own job, supervision of others, working with the public, customers, clients, level of independence required to complete job tasks
Work Time	<ul style="list-style-type: none"> Work hours, shifts, breaks, overtime
Safety Requirements	<ul style="list-style-type: none"> Related to equipment use, driving

Assessment of Work Environment and Environmental Supports

An assessment of the **work environment** and **environmental supports** and barriers to work or return to work should be completed. This should include an assessment of the: **a) physical workplace environment; b) workplace culture; c) supports and opportunities within the workplace and the individuals support network.**

- An assessment of the physical workplace environment should be completed.
- An assessment of the workplace culture should be completed.

Please see [Table III](#) for a summary of relevant physical and cultural elements of the workplace.

- An assessment of the **supports** (i.e., formal and informal) available within the workplace and the individual's support network should be completed. This should include: availability of accommodations and/or job modifications (e.g., work activities, hours, workstation modification, adaptive aids, devices and employment of compensatory strategies, supervision and identification of individual(s) able to provide on-going assessment and feedback re: work performance); availability of instrumental support (e.g., housekeeping) from natural community supports (e.g., family, volunteer or hired assistance); availability of vocational rehabilitation supports and services; availability of transportation services, if unable to drive

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Table III. Physical and Cultural Workplace Elements

Physical Elements	<ul style="list-style-type: none"> • Light, noise, level of distractions • Temperature control • Outdoor/indoor work • Proximity to co-workers (e.g., in relation to both supports and possible distractions) • Proximity to supervision • Travel required (e.g., to and from work; associated with work demands) and its effect on work performance • Potential risks (e.g., heights, dangerous machinery, heavy lifting); • Length of working day and flexibility in work hours/schedule
Workplace Cultural Elements	<ul style="list-style-type: none"> • Tolerances for differences amongst employees • Positive attitudes towards individuals with disabilities (e.g., an environment free of harassment and discrimination) • An understanding of or willingness to learn about TBI • A willingness to involve employment specialists in a collaborative work planning process • Opportunities for social participation and team work

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