

Meeting job requirements

Meeting future job requirements is the number one reason Oregonians take the GED tests, State School Supt. Verne A. Duncan said today. Duncan said a survey of more than 2,000 Oregon GED candidates conducted in the spring of 1981 showed that 39 per cent took the high school equivalency tests to meet future job requirements.

At the time the candidates took the GED, 35 per cent were unemployed and 86 per cent felt that the tests were important in finding or keeping a job. Seventy-three per

cent said they had no job counseling prior to the exam.

Twenty-six per cent said they took the tests to meet educational admission requirements, and 23 per cent said they took them for personal satisfaction. Thirty-five per cent said they planned to enroll in a community college, while 8 per cent said they planned to enroll in a four-year college or university.

About 9,000 Oregonians—86 per cent of them 30 years of age or younger—receive a GED each year. Meanwhile, about 30,000 public and

private school students are receiving their high school diploma.

Here are some other results of the survey:

- The proportion of those taking the tests was split equally between males and females.

- Reading and mathematics were the two subjects seen as most important by the GED candidates for use in later life.

- Seventy-five per cent learned about the GED program from friends, neighbors, relatives or guidance counselors.

- Eighty-one per cent took a preparation class and/or practice test before taking the GED exam, and more than 90 per cent who took preparation classes thought the classes were helpful. Most of those classes are offered by community colleges.

- Thirty-nine per cent said their grades in school were Cs or better.

- Forty-two per cent said they believed the GED certificate is equivalent to a high school diploma in meeting all their needs.

- Twenty-nine per cent reported that their highest grade completed was the ninth grade or less.

New fields listed in publications

It's very difficult to predict the future labor market conditions in every industry and occupation with perfection. New inventions and technologies create some jobs while eliminating others. The ebb and flow of demand for a service or product will affect the number of workers needed to satisfy the demand.

Changes in the size or age distribution of the population, their work attitudes, training programs and retirement programs especially in the black community—these and other forces affect the ratio of shortages or surpluses of candidates to open-

ings in the job market.

The occupations listed in this guide are a rough sampling of those fields that are expected to have a favorable outlook over the next years for an increase in available openings. But remember, this is "only a sampling."

There are many, many new burgeoning fields like Mass Transit, Energy Resources and Conservation, Parapsychology, Nutrition, etc., about which not much is known and statistics are short.

For a complete list of jobs in various industries and categories,

write for the Occupational Outlook Handbook, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Also, here are a few other publications which may help in the area of career opportunities:

College Placement Annual: College Placement Council, Inc.; a non-profit organization of placement professionals that publishes a variety of materials helpful to students.

Federal Career Directory: U.S. Civil Service Commission. A guide for college students to careers in the federal government.

Black unemployment nears 25 per cent

Three pieces of economic and employment were released recently which reveal the dismal past, present and future plight of black Americans.

A Government Accounting Office study reported that only 24 per cent of the former 300,000 CETA public service employment workers have found full-time employment. GAO also found that some 130,000 black public service employment workers lost their jobs as a result of CETA cuts last year.

The government's own understated unemployment statistics in March showed unemployment for all blacks at an all-time high of 18 per cent. The officially reported figure of 46 per cent unemployment for black teenagers is more nearly a staggering 55 to 60 per cent.

In addition, over half a million blacks are among the 1.3 million discouraged workers who have given up hope of finding employ-

ment. This means that overall black unemployment is close to 25 per cent. Meanwhile, the Commerce Department index of leading economic indicators showed a further drop in February, marking the tenth consecutive month of economic decline.

As layoffs increase in the public and private sectors, both white-collar and blue-collar minority workers are learning once again the grim reality of "last hired, first fired."

It is painfully clear that a targeted coordinated national employment policy is desperately needed. It is needed to deal with the current crisis, as well as to prepare the nation for the economic, educational and training initiatives required for the changing domestic and international marketplace of the '80s and '90s.

Instead, the downward slide continues—with blacks at the bottom of the pile.

A career as a Psychologist

In many school systems school psychologists perform assessments and plan education programs. They are graduate trained professional who assess children and youth to assist in planning educational programs. The school psychologists help to improve the quality of educational services for children. They spend a great deal of their time giving psychological tests, (I.Q. tests mainly), individual counseling, personality and emotional assessment, group counseling, consultation, behavioral modification, curriculum development, in-service training and mental health prevention.

School psychologists may work for public and private school systems, human resource agencies and have private practice.

School psychologists work closely with an interdisciplinary team of school workers, such as teachers, counselors, social workers, administrators and parents. School psychologists assist classroom teachers in identifying specific ways of teaching children who have special needs. This is accomplished through the use of various testing instruments to measure interests, ability and attitudes. They perform many tasks in educational planning for the child;

prevention of psychological educational problems.

Conducting in-service training In order to effectively relate to their clients school psychologists must have the proper educational training and interpersonal skills. The educational preparation of school psychologists includes educational curriculum development, educational philosophy, psychological research, psychological testing, understanding theories in learning, motivation, perception, social behavior, and group interactions. Effective school psychologists must be able to establish rapport with the testee. Strong interpersonal skills are important in communicating and understanding youths.

Undergraduate coursework should include general psychology, developmental psychology, experimental psychology, physiology, biological sciences, math and statistics. The minimum entry-level requirement for certifying school psychologists is a Masters Degree.

Information on graduate study in school psychology can be attained by writing the American Psychological Association (APA), 1200 17th Street N.W., Washington, D.C., 20036.

Accidents on jobs

Job-related accidents or illnesses affected more than 37,000 workers in Oregon during the last year.

To help in the diagnosis of these health problems, University Hospital at the Oregon Health Sciences University has established the Occupational Health Clinic which was initiated after requests from several unions for an "objective, third-party diagnostic center."

"In addition to providing diagnostic services to patients, the clinic staff will promote the education of other university health professionals and students in the field of occupational medicine and nursing," said Dr. William Morton, director of the clinic as well as professor and head of environmental medicine at the OHSU School of Medicine.

Questionnaires have been developed to obtain the detailed information about work history and occupational health symptoms which are necessary for accurate diagnosis. This type of intensive search is more likely to produce the cause of the occupational health problem.

"The clinic will deal with persons who may have been affected by excessive exposure to heat, radiation, noise, dust and other types of fumes; repeated exposure to low doses of irritating substances and certain types of chemicals; traumatic injuries to nerves from vibrations; and other ailments," ex-

plained Patricia deGarmo, nurse practitioner who also serves the neurology and internal medicine clinics.

Patients are seen by Dr. Morton, Ms. deGarmo and Dr. Douglas Linz, assistant professor of medicine in the division of general medicine. After completing a physical examination and laboratory studies, plus reviewing the occupational and health histories of the patient and researching potential exposures in the work place, the clinic staff will refer the patient back to the person's own physician or to other health care professionals, depending on the diagnosis. They may also make recommendations to the worker or his employer for improving the health conditions of the work setting.

Workers who are ill and concerned that it may be related to their work situation can be seen at the new clinic with a doctor's referral or by phoning 225-7967 between 8 a.m. and 4:30 p.m. daily for an appointment. Clinic hours are 1-4 p.m. every Tuesday at University Hospital's Ambulatory Care Center (out-patient clinic).

The Occupational Health Clinic is a joint effort between University Hospital and the School of Medicine's Departments of Medicine, and Public Health and Preventive Medicine.

Manufacturing opportunities

The persons who look for jobs in the fields of manufacturing as apprentices, helpers, technicians, mechanics, and operating engineers, basically fall into two distinct groups. The first group includes those who have completed a sizeable percentage of their technical education and who have had enough on-the-job experience to qualify as junior mechanics, technicians, or operating engineers. The second group includes those who aspire to a career in a manufacturing industry,

but who have just started their technical education and had limited work experience.

The employment opportunities of these two groups are quite different, and this should be clearly understood. Those who have completed a meaningful amount of technical training and have had a few years of experience will find many jobs open to them. Many jobs in the manufacturing area do not require extensive training or work exper-

ience. The question of pay rates for students or inexperienced workers is important. It would be wise for the prospective worker to adjust his or her expectations to the realities of the situation. Good attitudes are important to a beginning employee; the ability to get along with fellow employees, to take an interest in business, to show initiative and to assume a measure of responsibility are qualities that are highly prized by all employers and supervisors.

Opportunities In The Medical Field



Business Manager
Secretary
File Clerk

Pharmacist
X-Ray Technician
Lab Technician

Computer Input Operator
Registered Nurse (RN)
Nurse Practitioner

Physical Therapist
General Practice MDs
Specialized Medicine MDs

Typist • LPN

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