

Intern qualifying criteria

Demonstrate your understanding

Completion of QRC internship – 5220.1400, subp. 4

Submit R-forms, reports to demonstrate understanding and your ability to communicate in writing

- 1) Rehabilitation Consultation Report (RCR) form with narrative report
- 2) R-2 Rehabilitation Plan form with initial evaluation narrative report
- 3) Plan Progress Report (PPR) form with possible narrative report
- 4) R-8 Notice of Rehabilitation Plan Closure form with a summary narrative report
- 5) Labor market analysis (LMA)
- 6) At least one narrative report must show understanding: transferable skills analysis; vocational testing

Labor market survey contact sheet information



- Employers contacted within a 50 mile radius of the employee's home
- Preferred training, such as vocational technical, a two-year degree or a four-year degree
- List of alternate titles: an accounting technician might work as a bookkeeper, night auditor or accounting clerk

Labor market survey contact sheet information

- School preference, such as Anoka Technical College
- Desired applicant skills (in addition to class schedule)
- Physical requirements of the job
- Possible job modifications, such as needs adjustable stand/sit table
- Wage without experience, after first year, three years and five years
- Projected job outlook in two years, such as poor, fair, good or excellent

Labor market survey contact sheet information



- Number of employees in the position
- Number of employees hired for that position in the past year
- Projected number of hires in two years
- Additional classes or skills the student needs
- Required certification or license in addition to a degree

Labor market survey report summary section

- Compare the employee's average weekly wage to the labor market survey wages.
- Compare the employee's physical limits to the job demands.
- Discuss the number of employers contacted and their grouped responses.
- Discuss or attach additional support information:
 - **local** – CAREERwise includes wage and employment projections, schools and more <https://careerwise.minnstate.edu>; and
 - **national** – *U.S. News announces the 2018 best jobs* www.usnews.com/info/blogs/press-room/articles/2018-01-10/us-news-announces-the-2018-best-jobs.
- Make a final statement of whether the projected job is a good match or not and why.

Transferable skills analysis (TSA)



A TSA is an assessment of the employee's skills, experience, knowledge and interests acquired over time.

TSA's are typically done when considering returning to work with the same employer.

TSA's assist with the development of initial job search goals.

Transferable skills analysis steps

- 1) Make a list of jobs performed by the individual, a work history.
- 2) From the list, eliminate job that no longer exist in the economy, such as shorthand transcriptionist.
- 3) Under each job, list the skills or work proficiencies the individual has, such as the ability to read a blue print. Do not confuse skills with job tasks. **For instance**, the job task may require operating a computer, but the jobs skills include typing proficiency, using spreadsheet software, having the ability to write at a certain level, etc. The dictionary of occupational titles (DOT) may help you do this.
- 4) Remember skills are transferable when they can be applied to more than one occupation.

Transferable skills analysis steps

- 5) Identify the employee's residual functional capacities, those physical and mental capabilities the person retains after becoming disabled.
- 6) Identify the specific vocational preparation (SVP) level – the training required to learn the position – for each job.
- 7) Identify the physical demands and environment requirements for each of the jobs. The employee's job may have involved light-duty lifting in a cooler or storage locker, which might adversely effect the work injury, even after healing.
- 8) Consider mental capacities, including the abilities to work in close proximity to others, have appropriate interactions with the public, use judgment, concentrate, work independently, follow directions and meet deadlines.
- 9) Compare past jobs and skills to the employee's projected or permanent physical restrictions. Then develop a list of those jobs and skills for a potential job search.

Use dictionary of occupational titles for TSA process

Consists of reviewing the employee's:

- work history – occupations performed in the past;
- specific vocational preparation – the amount of time required to learn the job (does not include orientation time);
- work fields – the work activities (duties) a person performed during previous jobs; and
- materials, products, subject matter and services (MPSMS) – objects, such as machines, upon which the work activities were performed.

Department of Transportation job description example – www.occupationalinfo.org

TITLE(s): ARCHITECT (profess. & kin.)

Researches, plans, designs, and administers building projects for clients, applying knowledge of design, construction procedures, zoning and building codes, and building materials: Consults with client to determine functional and spatial requirements of new structure or renovation, and prepares information regarding design, specifications, materials, color, equipment, estimated costs, and construction time. Plans layout of project and integrates engineering elements into unified design for client review and approval. Prepares scale drawings and contract documents for building contractors. Represents client in obtaining bids and awarding construction contracts. Administers construction contracts and conducts periodic on-site observation of work during construction to monitor compliance with plans. May prepare operating and maintenance manuals, studies, and reports. May use computer-assisted design software and equipment to prepare project designs and plans. May direct activities of workers engaged in preparing drawings and specification documents.

www.geographic.org

GOE: 05.01.07 STRENGTH: L GED: R6 M6 L6 SVP: 8 DLU: 81

General educational development – www.occupationalinfo.org/appendixc_1.html

Reasoning

1. Carry out 1-2 step instructions
2. Read instructions for assembling models
3. Understand mechanical drawings
4. Read journals and encyclopedias
5. Read financial or legal reports
6. Apply logic or scientific thinking

Mathematical

1. Add 1-2 digit numbers
2. Add, subtract, and multiply
3. Compute interest, weights, volumes
4. Algebra, geometry, shop math
5. Algebra, calculus, sampling theory
6. Advanced calculus, thermos, stats

Language

1. Simple read, write, speaking
2. Comic books, cursive writing, tenses
3. Novels, essays, speak audience
4. Journals, write reports, debate
5. Literature, write novels, theory app.
6. Same as level “5 “

Specific vocational preparation – means time required to learn job duties

SVP 1 – Short demonstration only

SVP 2 – Beyond short demonstration, up to and including one month

SVP 3 – More than one month, up to and including three months

SVP 4 – More than three months, up to and including six months

SVP 5 – More than six months, up to and including one year

Specific vocational preparation – means time required to learn job duties

SVP 6 – More than one year, up to and including two years

SVP 7 – More than two years, up to and including four years

SVP 8 – More than four years, up to and including 10 years

SVP 9 – More than 10 years

TSA rule-in, rule-out example



The employee has a business background. She likes children. The transferable skills analysis says "**day care center operator.**"

Considerations include:

- director versus director/child care provider;
- ages of the children;
- lifting and carrying involved;
- employee's injury and physical limitations; and
- difference in wages for each job.

TSA software programs

Transferable skills analysis software programs include Skilltran, LLC; VocRehab Inc.; LifeStep 5.0; and McCroskey Vocational Quotient System. They identify the following.

- **Directly transferable occupations** that share at least one of the three-digit work fields known from each job of the work history and have at least one of the same three-digit MPSMS codes from any of those jobs. Directly transferable occupations have primary job duties that are very similar to past work. Little or no learning of job duties is anticipated.
- **Closely transferable occupations** that are in combination work fields (that involve multiple work technologies) and have at least one of the same three-digit MPSMS codes from the work history. Some learning of a few job duties may be anticipated. (See www.skilltran.com/rhaj/ComboWORKFields.pdf.)

TSA software programs

- **Generally transferable occupations** that share at least one of the two-digit work fields from the work history and have at least one of the two-digit MPSMS fields from the past. Two-digit coding by work and MPSMS clusters occupations into generally related groups that may not share the same specific skills as developed in the past. Some learning of essential job duties is likely to be necessary.
- **Directly related occupations** that share at least one of the three-digit work fields known from the work history, but could involve any kind of MPSMS. Some moderate to significant on-the-job training can be anticipated. Formal training may be necessary for some occupations.
- **Generally related occupations** that share at least one of the two-digit work fields known from the work history, but could involve any kind of MPSMS. Significant on-the-job or formal training can be anticipated.

Information included in TSA narrative reports

- Date of injury
- Employee's average weekly wage
- Employee's work history and possible long-term hobbies
- Employee's physical limitations and considerations
- Software program or method you used to conduct the transferable skills analysis

Summary section of TSA report

Identify a list of jobs:

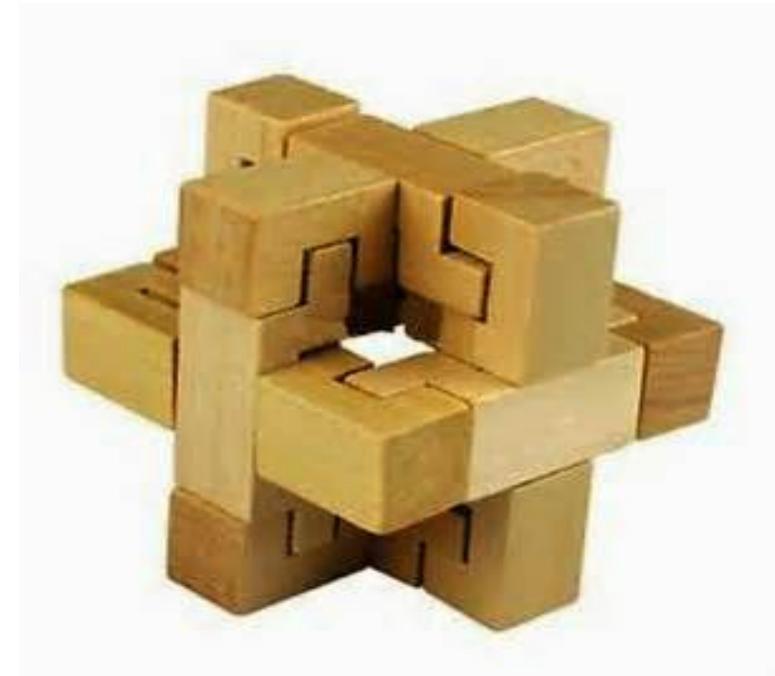
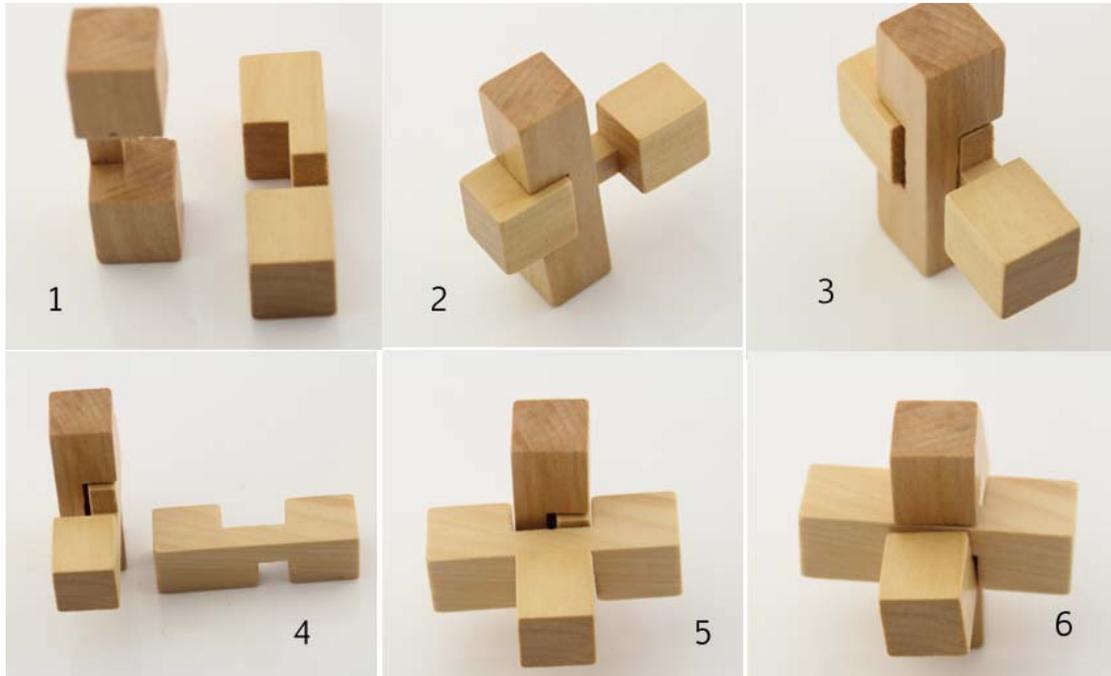
- where the employee has demonstrated medium to high aptitudes;
- that are within the employees's physical limitations;
- that are within a suitable wage range; and
- that have job-growth potential.

From the above, the items should be divided into two lists:

- a) occupations for direct job search; and
- b) jobs that will require formal training.

Formal vocational evaluation, testing

Through different tests, create a picture in the employee's mind.



Standardized tests are best

Standardized tests are best, because they are administered and scored in a consistent – or standard – manner.

Norms: Comparing one test-taker to his or her peers.

A. Percentile norms – person's position within a defined group.

B. Mental age norms – age level where one functions intellectually.

Reliability: The degree to which a test is consistent and stable in measuring what it is intended to measure.*

Validity: The degree to which the test measures what it claims to measure.*

*The higher the coefficient score, the better the test.

Vocational interest tests self-administered

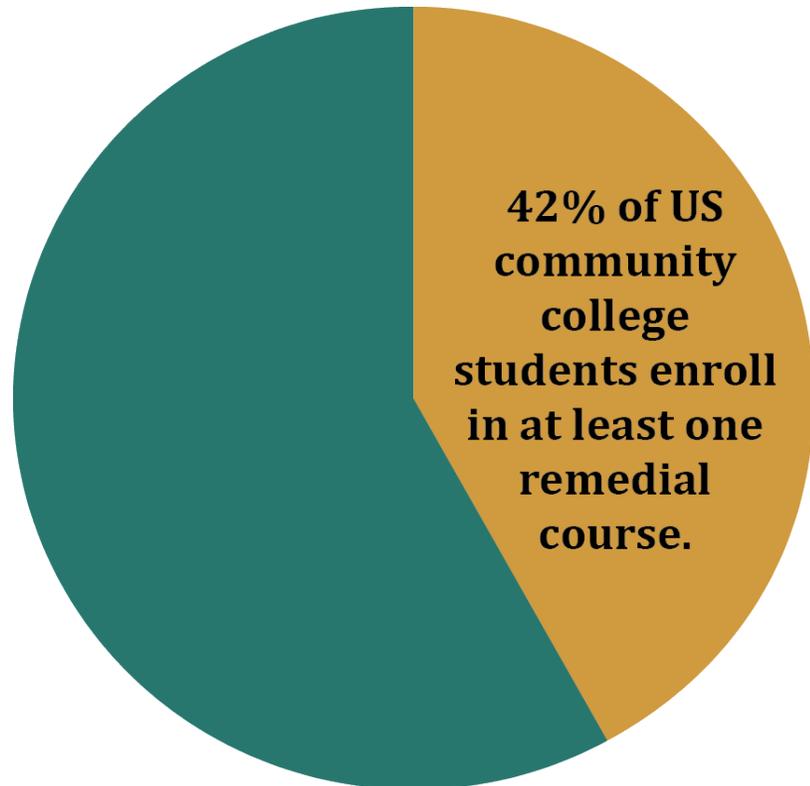
Career assessment inventory (CAI)

- Compares occupational interests to 111 specific careers
- Administer if employee has at least an **eight-grade reading** level

Strong interest inventory

- Compares 244 occupational interest patterns to workers
- Preferred styles of working, learning, leading, risk-taking and team participation
- Administer if employee has at least a **ninth-grade reading** level

Achievement tests



- **Does not replace aptitude or intelligence tests**
- Identify if remedial classes are needed or if a different test is needed based on reading level
- Scores are reported in grade levels for math, spelling and reading
- **Free ABE classes:** Call 800-222-1990 or 800-225-7323; or text 612-424-1211

Typical achievement tests

Wide Range Achievement Test 4 – QRCs and vendors

- Paper-based test
- Non-timed test
- Ages five through 95
- Provides grade scores, such as 10th grade reading

Typical achievement tests

Accuplacer – colleges and technical schools

- Online non-timed test
- Remedial class determination
- Test questions will either increase or decrease in difficulty based on the employee's previous response

Practice and prepare for Accuplacer at <http://accuplacer.collegeboard.org/students/prepare-for-accuplacer>

Aptitude testing



- Designed to predict a person's ability to learn certain skills or do certain types of work
- Several abilities are looked at, including math, manual dexterity, visual acuity, reasoning and verbal comprehension

General aptitude test battery (GATB)

Standardized, timed tests to determine an individual's occupational aptitudes. The 12 tests measure nine distinct aptitudes including:

G – General Learning Ability

V - Verbal Aptitude

N – Numerical Aptitude

S – Spatial Aptitude

P – Form Perception

Q – Clerical Perception

K – Motor Coord.

F – Finger Dexterity

M – Manual Dexterity

Understanding the scores:

Aptitude Level	% ile	Interpretation	GATB Score
1	90 - 99	Superior	> 125
2	68 - 89	Above Average	108 - 125
3	34 - 65	Average	92 - 107
4	1 - 33	Below Average	56 - 91
5	Minimal	Ability to Perform	/ Unable

Multidimensional aptitude test battery

The MAB-II is used to assess general mental ability of adolescents and adults using 10 subtest scores that yield a verbal IQ, performance IQ and full-scale IQ.

Application

An aptitude assessment for employment purposes.

- Full-scale IQ is a valid measure of general mental ability.
- Construct validity for verbal and performance scale IQ is not supported.
- Marginal reading proficiency will confound the results (Kranzler 2006).

CareerScope assessment

Self-administered test

- Written at fourth-grade level
- English and Spanish versions available
- Measures interests and aptitudes for high-growth and high-replacement occupations through 2016
- CareerScope "G" score has a high .81 correlation to the GATB "G" score

OASYS Web, which includes DOT word and code search, transferable skills searches, labor market information as needed, plus written reports, may be subscribed to at <https://skilltran.com/index.php/products/web-based-services/oasysweb>.

The Veterans Administration uses CareerScope for returning vets and eligible dependents. Visit VA education and training at www.benefits.va.gov/gibill/careerscope.asp.

O*NET OnLine ability profiler

O*NET OnLine is the U.S. Department of Labor's attempt to replace GATB.

- The results are linked to more than 974 O*NET occupations (2010), which is less than GATB's 12,760 occupations.
- The digital database can be administered to an individual or a group of people. It measures verbal ability, arithmetic reasoning, computation, spatial ability, form perception, clerical perception, motor coordination, manual dexterity and finger dexterity.
- **Caution: Results lump similar jobs *without consideration of the physical demands*, such as sedentary jobs with medium-duty jobs.**

COPSystem works made up of three components

CAPS - Career Ability Placement Survey measures vocationally relevant abilities.

COPS-P - Interest Inventory provides interest scores to explore college majors.

COPEs - Career Orientation Placement and Evaluation Survey measures personality.

The above tests often have their scores presented as a “percentage.” Below is how to interpret them.

Stanine	9	8	7	6	5	4	3	2	1
Description of the Score	Very high	High	Above average	A little above average	Average	A little below average	Below average	Low	Very low
% of Examinees Receiving a Lower Score	98%	92%	83%	68%	50%	32%	17%	8%	2%

Aptitude tests

General ability measure for adults (GAMA)

- Ages 18 to 80
- Self-administered screening
- Third-grade reading level
- Spanish available
- Test item types include matching, sequences, analogies and construction

Aptitude tests

Differential Aptitude Test battery, 5th edition

- Ages seven to 12 and adult
- Sixth-grade reading level
- Male and female

Caution: The test fails to identify jobs the employee can do, so it is a waste of time.

Difference between aptitude and intelligence

Aptitude

Aptitude is having a special talent to learn or to develop proficiency in an area with education or training.

Intelligence

Intelligence is a general mental capability that involves reasoning, planning, solving problems, thinking abstractly, comprehending ideas and language, and learning from experience.

Two types of intelligence tests

Group intelligence tests

Group intelligence tests measure how a person's intellectual performance compares to others in the same age group.

Individual intelligence tests

Individual intelligence tests are given one-on-one and provide a detailed picture of an individual's intellectual ability. They are used primarily for clinical (diagnostic) purposes, such as the Wechsler Adult Intelligence Scale (WAIS) or Stanford-Binet Intelligence Scale.

Difference between intelligence and aptitude scores

IQ or intelligence quotient (IQ) is one score summarizing a person's overall intelligence, based on a broad range of abilities.

- A high IQ score does not indicate whether a person is strong or weak in numerical reasoning and math-intensive occupations. Two people with the same IQ score won't have the same ability to successfully perform the same job.

Aptitude testing provides several scores.

- An employee who scores very high on pattern recognition and word meanings, but low on numerical reasoning, may score high on overall general ability.
- A counselor or career guidance system would not point the employee toward math-intensive occupations.

IQ tests

Full-scale IQ

A full-scale IQ test is a measure of global intellectual functioning, which involves the measurement of two primary components: verbal and performance.

- **Verbal scale** areas measured are knowledge of vocabulary, comprehension, level of language development, numerical reasoning, concentration and memory.
- **Performance scale** areas measured are the ability to solve visual problems, logical thinking, fine motor skills, concentration levels and the ability to follow instructions.

Note: A true IQ test cannot be obtained online. True IQ tests require the physical manipulation of objects in front of the test administrator.

Wechsler Adult Intelligence Scale IV

Tasks grouped by index

Index	Task	Core?	Description	Proposed abilities measured
Verbal Comprehension	Similarities	✓	Participants are given two words or concepts and have to describe how they are similar.	Abstract verbal reasoning; semantic knowledge
	Vocabulary	✓	Participants must name objects in pictures or define words presented to them.	Semantic knowledge; verbal comprehension and expression
	Information	✓	Participants are questioned about their general knowledge.	Degree of general information acquired from culture
	Comprehension			Ability to express abstract social conventions, rules and expressions
Perceptual Reasoning	Block Design	✓		Visual spatial processing and problem solving; visual motor construction
	Matrix Reasoning	✓		Nonverbal abstract problem solving, inductive reasoning
	Visual Puzzles	✓		Visual spatial reasoning
	Picture Completion			Ability to quickly perceive visual details
	Figure Weights			Quantitative reasoning
Working Memory	Digit Span	✓	Participants must recall a series of numbers in order.	Working memory, attention, encoding, auditory processing
	Arithmetic	✓		Quantitative reasoning, concentration, mental manipulation
	Letter-Number Sequencing		Participants must recall a series of numbers in increasing order and letters in alphabetical order.	Working memory, attention, mental control
Processing Speed	Symbol Search	✓		Processing speed
	Coding	✓		Processing speed, associative memory, graphomotor speed
	Cancellation			Processing speed

Verbal scale intelligence tests

Woodcock Johnson IV

Woodcock Johnson IV is a standard battery, for ages two and older, to measure general intellectual ability, specific cognitive abilities, scholastic aptitude, oral language and achievement.

Slossen Intelligence Test (Revised)

Slossen Intelligence Test taps the domains of vocabulary, general information, similarities and differences, comprehension, auditory memory and quantitative ability.

- It is used as a screening tool for placement of children in special education classes and for placement of children in classes for the gifted.

Verbal scale intelligence tests

Wonderlic Cognitive Ability Test

Wonderlic Cognitive Ability Test assesses learning speed, problemsolving ability, understanding and following instructions, and the ability to learn and apply knowledge to new situations (2007). (It is sometimes called the football player test.)

Kaufman Brief Intelligence Test (2)

Kaufman Brief Intelligence Test is a short screening tool that provides insight into significantly different scores on verbal and nonverbal intelligence (when language skills are limited). It is administered to those four and older.

Meyers–Briggs personality test

Measures Four Pairs of Preferences:

Focus of attention: extraversion/ introversion,

Information processing: sensing/ intuition,

Decision making: thinking/feeling,

Dealing with outer world: judging/ perception.

ISTJ Doing what should be done	ISFJ A high sense of duty	INFJ An inspiration to others	INTJ Everything has room for improvement
ISTP Ready to try anything once	ISFP Sees much but shares little	INFP Performing noble service to aid society	INTP A love of problem solving
ESTP The ultimate realists	ESFP You only go around once in life	ENFP Giving life an extra squeeze	ENTP One exciting challenge after another
ESTJ Life's administrators	ESFJ Hosts and hostesses of the world	ENFJ Smooth talking persuaders	ENTJ Life's natural leaders

Keirsey Temperament Sorter II – <https://legacy.keirsey.com/aboutkts2.aspx>

According to Keirsey Temperament Theory, there are four basic temperament groups which describe human behavior. Keirsey's four temperaments are referred to as Artisans™, Guardians™, Rationals™ and Idealists™. These four temperaments can be further subdivided, often referred to as "Character Types". There are four types of Artisans, four types of Guardians, four types of Rationals, and four types of Idealists.

ARTISAN	GUARDIAN	RATIONAL	IDEALIST
Promoter (ESTP)	Supervisor (ESTJ)	Fieldmarshal (ENTJ)	Teacher (ENFJ)
Crafter (ISTP)	Inspector (ISTJ)	Mastermind (INTJ)	Counselor (INFJ)
Performer (ESFP)	Provider (ESFJ)	Inventor (ENTP)	Champion (ENFP)
Composer (ISFP)	Protector (ISFJ)	Architect (INTP)	Healer (INFP)

The questions in the KTS®-II are designed to sort between four dichotomous pairs of preferences, leading to results which reveal a person's temperament and character type. The four preference scales measure a respondent's preference for the following:

TECHNICAL TERMS	MEANING		TECHNICAL TERMS	MEANING
(E) Extroversion	Expressive	vs.	(I) Introversion	Attentive
(S) Sensing	Observant	vs.	(N) Intuiting	Introspective
(T) Thinking	Tough-Minded	vs.	(F) Feeling	Friendly
(J) Judging	Scheduled	vs.	(P) Perceiving	

Writing and understanding vocational test reports

- Tell a story that leads readers to a logical conclusion.
- Include test outcome sheets.
- Start the report with background information:
 - discuss the employee's work history;
 - list current and projected physical limitations; and
 - include the employee's average weekly wage at the time of the injury.

Score Summary Table

Subtest/Composite	Raw Score	Standard Score Norms: Grade - Fall	Confidence Interval 95%	%ile Rank	Grade Equiv.	NCE	Stanine
Word Reading	59	115	107 - 122	84	11.9	71	7
Sentence Comprehension	46	119	111 - 126	90	12.5	77	8
Spelling	37	102	92 - 112	55	8.9	53	5
Math Computation	35	89	79 - 100	23	5.7	35	4
Reading Composite*	234	118	111 - 124	88	N/A	75	7

* Reading Composite Raw Score = Word Reading Standard Score + Sentence Comprehension Standard Score.

Identify tests administered and results

- **Achievement test** (math, reading, spelling – if remedial needed)
- **Aptitude or intelligence tests** (ability to be successful)
- **Interest test** (similar interests to those in that career)
- **Personality test** (employee's optimum work environment)
- **Behavioral observations** (for example, "the employee perspired heavily and did not sit more than 10 minutes at a time")

Summary section of report

Identify jobs with medium- to high-aptitudes from the aptitude or intelligence testing.

From that job list, match jobs from the interest test.

Eliminate jobs outside of the employee's physical limitations.

Add personality test traits supporting the jobs found.

Conversion of GATB results

Aptitudes

- G- General Learning Ability 105
- V-Verbal Aptitude 100
- N-Numerical Aptitude 98
- S-Spatial Aptitude 95
- P-Form Perception 100
- Q-Clerical Perception 115
- K-Motor coordination 100
- F-Finger Dexterity 92
- M-Manual dexterity 100

Adult Cutting Scores

TEST SCORE CONVERSION GUIDE

Aptitude Level	%ile	Interpretation	GATB Score
1	90 - 99	Superior	> 125
2	68 - 89	Above Average	108 - 125
3	34 - 65	Average	92 - 107
4	1 - 33	Below Average	56 - 91
5	Minimal	Ability to Perform	/ Unable

Identify jobs with medium- to high-aptitude, interest scores

Medium- to high-aptitudes

OAP-50 Nursing, Therapy and Specialized Teaching Services 10.02

GATB Norms

Aptitudes	Cutting Scores		
	Adult	Grade 10	Grade 9
G (General Learning Ability)	105	101	98
V (Verbal Aptitude)	100	97	93

Occupations in Nursing, Therapy, and Specialized Teaching Services

Art Therapist	076.127-010	←
Dental Hygienist	078.361-010	←
Emergency Medical Technician	079.374-010	←
Hypnotherapist	079.157-010	
Industrial Therapist	076.167-010	
Music Therapist	076.127-014	
Nurse Anesthetist	075.371-010	
Nurse, General Duty	075.374-010	
Nurse, Head	075.127-018	
Nurse, Instructor	075.121-010	
Nurse, Licensed Practical	079.374-014	←
Nurse, Office	075.374-014	←
Nurse, Private Duty	075.374-018	←
Nurse, School	075.124-010	←
Nurse, Staff, Community Health	075.124-014	←
Nurse, Staff, Occupational Health Nursing	075.374-022	
Nurse, Supervisor	075.127-022	
Nurse, Supervisor, Community-Health Nursing	075.127-026	
Occupational Therapist	076.121-010	←
Occupational Therapy Assistant	076.364-010	←
Orthoptist	079.371-014	←
Physical Therapist	076.121-014	←
Physical Therapist Assistant	076.224-010	←
Physician Assistant	079.364-018	←
Podiatric Assistant	079.374-018	←
Program Aide, Group Work	195.227-010	←
Radiologic Technologist	078.362-026	←
Recreational Therapist	076.124-014	←
Respiratory Therapist	079.361-010	←
Teacher, Kindergarten	092.227-014	←
Teacher, Preschool	092.227-018	←

High occupational interests

Career Assessment Inventory™ - Vocational Version ID 101010101

Profile

Occupational Scales	Std. Score	Very Diss.	Dissimilar	Mid-Range	Similar	Very Sim.
Social Theme						
Athletic Trainer (SR)	25					
Child Care Assistant (SA)	31					
Cosmetologist (SA)	18					
Elem School Teacher (SA)	38					
Licensed Practical Nurse (SC)	32					
Nurse Aide (SC)	16					
Occupational Ther Asst (SR)	20					
Operating Room Tech (SIR)	31					
Physical Ther Asst (S)	25					
Registered Nurse (SI)	23					
Enterprising Theme						
Barber/Hairstylist (ER)	10					
Buyer/Merchandise (EAS)	55					
Card/Gift Shop Mgr (E)	41					
Caterer (ES)	50					
Florist (E)	43					
Food Service Manager (ECS)	51					
Hotel/Motel Manager (ECS)	45					
Insurance Agent (ESC)	40					
Manufacturing Rep (E)	45					
Personnel Manager (EAS)	41					
Private Investigator (EA)	44					
Purchasing Agent (EC)	35					
Real Estate Agent (E)	33					
Reservation Agent (EAS)	52					
Restaurant Manager (ECS)	51					
Travel Agent (EC)	49					
Conventional Theme						
Accountant (CE)	27					
Bank Teller (CE)	33					
Bookkeeper (C)	29					
Cafeteria Worker (C)	29					
Court Reporter (CE)	39					
Data Entry Operator (CE)	47					
Dental Assistant (CS)	35					
Exec Housekeeper (CSE)	36					
Medical Assistant (CS)	31					
Pharmacy Technician (CS)	39					
Secretary (C)	33					
Teacher Aide (CS)	35					
Waiter/Waitress (CSE)	52					

Use employees physical limitations to rule jobs in or out

Licensed practical nurse – medium duty

CODE: 079.374-014

Buy the DOT: [Download/CD-ROM](#)

TITLE(s): **NURSE, LICENSED PRACTICAL (medical ser.)**

Provides prescribed medical treatment and personal care services to ill, injured, convalescent, and handicapped persons in such settings as hospitals, clinics, private homes, schools, sanitariums, and similar institutions: Takes and records patients' vital signs. Dresses wounds, gives enemas, douches, alcohol rubs, and massages. Applies compresses, ice bags, and hot water bottles. Observes patients and reports adverse reactions to medication or treatment to medical personnel in charge. Administers specified medication, orally or by subcutaneous or intermuscular injection, and notes time and amount on patients' charts. Assembles and uses such equipment as catheters, tracheotomy tubes, and oxygen suppliers. Collects samples, such as urine, blood, and sputum, from patients for testing and performs routine laboratory tests on samples. Sterilizes equipment and supplies, using germicides, sterilizer, or autoclave. Prepares or examines food trays for prescribed diet and feeds patients. Records food and fluid intake and output. Bathes, dresses, and assists patients in walking and turning. Cleans rooms, makes beds, and answers patients' calls. Washes and dresses bodies of deceased persons. Must pass state board examination and be licensed. May assist in delivery, care, and feeding of infants. May inventory and requisition supplies. May provide medical treatment and personal care to patients in private home settings and be designated Home Health Nurse, Licensed Practical (medical ser.).

GOE: 10.02.01 STRENGTH: M GED: R4 M3 L4 SVP: 6 DLU: 87

[ONET](#) CROSSWALK: [32505 Licensed Practical Nurses](#)

Dental hygienist – light duty

CODE: 078.361-010

Buy the DOT: [Download/CD-ROM](#)

TITLE(s): **DENTAL HYGIENIST (medical ser.)**

Performs dental prophylaxis: Cleans calcareous deposits, accretions, and stains from teeth and beneath margins of gums, using dental instruments. Feels lymph nodes under patient's chin to detect swelling or tenderness that could indicate presence of oral cancer. Feels and visually examines gums for sores and signs of disease. Examines gums, using probes, to locate periodontal recessed gums and signs of gum disease. Applies fluorides and other cavity preventing agents to arrest dental decay. Charts conditions of decay and disease for diagnosis and treatment by dentist. Exposes and develops x-ray film. Makes impressions for study casts. May remove sutures and dressings. May administer local anesthetic agents. May place and remove rubber dams, matrices, and temporary restorations. May place, carve, and finish amalgam restorations. May remove excess cement from coronal surfaces of teeth. May provide clinical services and health education to improve and maintain oral health of school children. May conduct dental health clinics for community groups to augment services of dentist.

GOE: 10.02.02 STRENGTH: L GED: R4 M3 L4 SVP: 6 DLU: 89

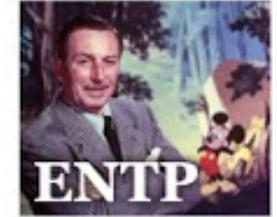
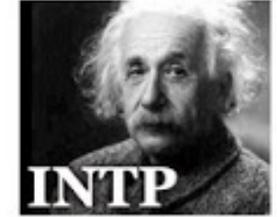
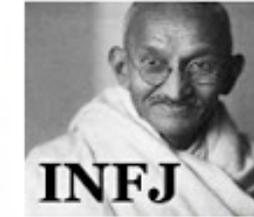
[ONET](#) CROSSWALK: [32908 Dental Hygienists](#)

Meyers Brigg = ISFJ; comparable to dental hygienist

Popular Career Choices by Type

<p>ISTJ (14%) <i>Take Your Time and Do It Right</i></p> <p>Steelworker Veterinarian Police / Detective Accountant / Auditor Manager / Administrator Military Officer Engineering Technician Efficiency Analyst Estate Planner</p>	<p>ISFJ (11%) <i>On My Honor, To Do My Duty</i></p> <p>Physician: Family, GP Dietician / Nutritionist Teacher: Preschool, Elem. Guidance Counselor Librarian Nurse Optician Clerical Supervisor Probation Officer</p>	<p>INFJ (2%) <i>Catalyst for Positive Change</i></p> <p>Psychologist / Psychiatrist Clergy Novelist / Playwright Human Resources Teacher: English/Drama Educational Consultant Social Worker Mediator Speech Pathologist</p>	<p>INTJ (3%) <i>Competence + Independence=Perfection</i></p> <p>Computer Programmer College Professor Chemical Engineer Lawyer / Judge Architect Scientist Management Consultant Strategic Planner Investment Banker</p>
<p>ISTP (6%) <i>Doing the Best with What I've Got</i></p> <p>Farmer Construction Worker Pilot Computer Specialist Banker Intelligence Agent Park Ranger Engineer Police / Security</p>	<p>ISFP (6%) <i>It's the Thought That Counts</i></p> <p>Administrative Assistant Fashion Designer Chef Physical Therapist Beautician Landscape Designer Storekeeper / Clerk Dental Assistant Bookkeeper</p>	<p>INFP (4%) <i>Still Waters Run Deep</i></p> <p>Minister / Priest Musician / Composer Psychologist / Psychiatrist HR Development Educational Consultant Social Worker / Counselor Writer / Editor / Reporter Artist / Entertainer Teacher: Special Ed, Art</p>	<p>INTP (5%) <i>Ingenious Problem Solvers</i></p> <p>Researcher Computer Programmer Chemist / Biologist Lawyer Financial Planner Mathematician Technical Consultant Artist / Photographer College Professor</p>
<p>ESTP (6%) <i>Let's Get Busy!</i></p> <p>Paramedic / Firefighter Pro Athlete Auditor Field Sales Rep Optometrist Marketing Professional Promoter Stockbroker General Contractor</p>	<p>ESFP (7%) <i>Don't Worry, Be Happy!</i></p> <p>Lifeguard / Rec. Attendant Child Care Worker Sales Representative Travel Agent Receptionist / Secretary Promoter / Fund-Raiser Respiratory Therapist Film Producer Waiter / Waitress</p>	<p>ENFP (7%) <i>Anything's Possible</i></p> <p>Journalist Character Actor Marketing Consultant Advertising Director Corporate Trainer Teacher: Drama / Music Counselor / Psychologist Musician / Composer Photographer</p>	<p>ENTP (5%) <i>Life's Entrepreneurs</i></p> <p>Politician Sales Manager Venture Capitalist Systems Analyst Market Researcher Strategic Planner Management Consultant Advertising Director Newscaster / Reporter</p>
<p>ESTJ (11%) <i>Taking Care Of Business</i></p> <p>Teacher: Trade/Technical Project Manager School Administrator Factory Supervisor Executive Military Officer Public Official Bank Officer Insurance Agent</p>	<p>ESFJ (11%) <i>What Can I Do For You?</i></p> <p>Nurse / Phys. Therapist Pediatric Medicine Teacher: K-12 Retail Owner / Operator Athletic Coach Flight Attendant Hairdresser Office Manager Home Economist</p>	<p>ENFJ (4%) <i>The Public Relations Specialist</i></p> <p>Writer / Journalist Psychologist / Counselor Clergy / Priest Entertainer / Actor Marketing / Public Relations Recruiter Trainer / Consultant Teacher: College Physician: Family, GP</p>	<p>ENTJ (4%) <i>Everything's Fine - I'm in Charge</i></p> <p>Executive / CEO Investment Broker Business Consultant Attorney / Judge Sales Manager Credit Investigator Marketing Personnel Computer Professional Franchise Owner</p>

Remember: All 16 types can be successful in any profession.



List jobs at conclusion of report: Which category for a person with an SVP of six?

Basic instruction required



Formal training required



Why do I need to know this stuff?

- Job placement outside of date-of-injury employer
- Retraining plan development
- Independent vocational evaluations, court testimony
- Personal injury
- Divorce
- Social Security Disability Insurance determination
- LTD/ERISA

Why do I need to know this stuff?

- Career placement services
- Third-party liability case work
- Auto injury
- Workers' compensation – different state (Wisconsin, South Dakota)
- Federal workers' compensation

Questions?

