Intern qualifying criteria

Demonstrate your understanding
Completion of QRC internship – 5220.1400, subp. 4

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

1. RCR form with narrative report
2. R-2 Rehabilitation Plan with initial evaluation narrative report
3. Plan Progress Report (PPR) with barrier and measures report
4. R-8 Closure form with a summary narrative report
Qualifying criteria

5. Labor market analysis

6. At least one narrative report must show an understanding:
   a. transferable skills analysis (TSA)
   b. vocational testing
Labor market survey (LMS) contact sheets generally include:

- employers contacted within a 50-mile radius of the employee’s (EE’s) home;
- preferred training (vocational technical, two-year or four-year degree);
- list alternate titles (an accounting technician might work as a bookkeeper, night auditor or accounting clerk);
LMS contact sheets generally include (continued):

- school preference (such as Anoka Technical College);
- desired applicant skills (such as in addition to class schedule);
- physical requirements of the job;
- possible job modifications (such as an adjustable stand or sit table);
- wage without experience, after first year, three years and five years;
- projected job outlook in two years (poor, fair, good or excellent);
LMS contact sheets generally include (continued):

- the number of EEs in the position;
- the number of EEs hired for that position in the past year;
- the projected number of hires within the next two years;
- additional classes or skills the student needs; and
- the required certification or license in addition to the degree.
LMS report summary section

• Compare the EE’s average weekly wage (AWW) to the LMS wages.

• Compare the EE’s physical limits to the job demands.

• Discuss the number of employers (ERs) contacted and their grouped responses.


• Make a final **statement** of whether the projected job is a **good match** or **not a good match** and **why**.
Transferable skills analysis (TSA)

Assessment of EE’s skills, experience, knowledge and interests acquired over time

Typically conducted when considering returning to work with the same employer

Also for development of initial job search goals
TSA steps

1. Make a list of jobs performed by the individual (work history).

2. From the list, eliminate jobs that no longer exist in the economy (such as shorthand transcriptionist).

3. Under each job, list the employee’s skills (such as the ability to read a blueprint). Don’t confuse work skills with job tasks. For instance, the job task may require operating a computer, but the jobs skills include typing proficiency, using spreadsheet software, ability to write at a certain level, etc. The dictionary of occupational titles (DOT) may help to do this.

4. Remember skills are transferable when they can be applied to more than one occupation.
5. Identify the EE’s residual functional capacities – those physical and mental capabilities the person retains after becoming disabled.

6. For each job, identify the specific vocational preparation (SVP) training level required to learn the position.

7. For each job, identify the physical demands and environment requirements (such as light-duty lifting in a cooler or storage locker may adversely affect the work injury).

8. Consider mental capacities, including the ability to work in close proximity to others, appropriate interactions with the public, use of judgment and abilities to concentrate, work independently, follow directions and meet deadlines.

9. Compare past jobs and skills to EE’s projected or permanent physical restrictions, then develop a list of jobs and skills for the potential job search.
TSA resources

Dictionary of Occupational Titles (DOT) – identifies job titles, duties, physical demands, educational development and amount of time needed to learn to perform the job

O*NET OnLine – data descriptions, skills, technology skills and tools at www.onetonline.org/search

Software programs – Skilltran, LLC; VocRehab Inc.; LifeStep 5.0; and the McCroskey Vocational Quotient System
DOT job description example (see 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.

GOE: 05.01.07 STRENGTH: L GED: R6 M6 L6 SVP: 8 DLU: 81
General educational development (GED) (see www.occupationalinfo.org/appendxc_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 (SVP)

**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

**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

EE has business background; she likes children; TSA says, “daycare center operator”

Considerations include:

• director versus director/child care;
• ages of the children;
• lifting and carrying involved;
• EE’s injury and physical limits; and
• difference in wages for each job.
TSA narrative report

TSA narrative reports include:

- date of injury;
- EE’s average weekly wage;
- EE’s work history and possible long-term hobbies;
- EE’s physical limitations and considerations;
- software program or method used to conduct the TSA.
Summary section of TSA report

Identify a list of jobs that:

• the EE has demonstrated with medium to high aptitudes;
• are within the EE’s physical limitations;
• are within a suitable wage range; and
• have job growth potential.

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

1. occupations for direct job search; and
2. jobs that will require formal training.
Formal vocational evaluation and testing

Through different tests, create a picture in their mind.
Standardized tests are best: They are administered and scored in a consistent or standard manner

**Norms:** Compares test-taker to their peers

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

B. Mental age norms – age level at which one functions intellectually

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

**Validity:** 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; and

• an eighth-grade reading level is required.

Strong interest inventory:

• compares 244 occupational interest patterns to workers;

• includes preferred styles of working, learning, leading, risk taking and team participation; and

• a ninth-grade reading level is required.
Achievement tests

- They don’t replace intelligence or aptitude tests.
- Achievement tests identify what other tests may be administered, based on reading level, and if remedial classes are needed.
- Scores are reported in “grade levels” for math, spelling and reading.
- Free adult basic education (ABE) classes are available. Visit http://mnabe.org, call 800-222-1990 or 612-222-7323, or text 612-424-1211 for more information.
Typical achievement tests

**Wide range achievement test (WRAT4)** – QRCs and vendors

- Paper-based test
- Non-timed test
- Ages five to 94 years
- Grade scores (such as 10th grade reading)

**Accuplacer** – colleges and technical schools

- Online non-timed test
- Remedial class determination
- Questions based on EE’s previous response.
- They will either increase or decrease in difficulty based on previous response.

Practice and prepare for Accuplacer at
http://accuplacer.collegeboard.org/students/prepare-for-Accuplacer.
Aptitude testing

Aptitude testing is 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:

<table>
<thead>
<tr>
<th>Aptitude Level</th>
<th>%ile</th>
<th>Interpretation</th>
<th>GATB Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90 - 99</td>
<td>Superior</td>
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</tr>
<tr>
<td>5</td>
<td>Minimal</td>
<td>Ability to Perform</td>
<td>/ Unable</td>
</tr>
</tbody>
</table>
Multidimensional aptitude test battery

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

**Application:** 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

Self-administered test:

• is written at a fourth-grade level and available in English and Spanish;

• measures interests and aptitudes for high growth and high replacement occupations through 2016; and

• its “G” score has a high .81 correlation to GATB’s “G” score.

OASYS Web, includes the DOT title and code search, transferable skills searches, labor market information as needed, plus written reports may be subscribed at https://skilltran.com/index.php/products/web-based-services/oasysweb.
CareerScope (continued)

O*NET OnLine ability profiler: U.S. Department of Labor’s attempt to replace the GATB

Results linked to more than 974 O*NET OnLine occupations (2010), which is less than GATB’s 12,760 occupations.

- 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: Lumps similar jobs without consideration of the physical demands (such as sedentary jobs with heavy-duty jobs).

- Neither reliability nor validity scores are provided, so not good at a hearing.
COPSystem Works is 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.

<table>
<thead>
<tr>
<th>Stanine</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the Score</td>
<td>Very high</td>
<td>High</td>
<td>Above average</td>
<td>A little above average</td>
<td>Average</td>
<td>A little below average</td>
<td>Below average</td>
<td>Low</td>
<td>Very low</td>
</tr>
<tr>
<td>% of Examinees Receiving a Lower Score</td>
<td>98%</td>
<td>92%</td>
<td>83%</td>
<td>68%</td>
<td>50%</td>
<td>32%</td>
<td>17%</td>
<td>8%</td>
<td>2%</td>
</tr>
</tbody>
</table>
Aptitude tests continued

General ability measure for adults (GAMA)

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

Differential aptitude test battery, fifth edition

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

Caution: This test fails to identify jobs a person might do, so it is a waste of time to administer.
Difference between aptitude and intelligence

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

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

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

**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

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

• A high IQ score by itself does not indicate whether a person is strong or weak in numerical reasoning and math-intensive occupations. Therefore, two people with the same IQ score won’t have the same ability to successfully perform the same job.

Aptitude testing provides several scores, so an EE who scores very high on pattern recognition and word meanings, but low on numerical reasoning, may score high on overall general ability.

• In this case, a counselor or career guidance system would not point the EE toward math-intensive occupations.
IQ tests

**Full scale IQ:** 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 include ability to solve visual problems, logical thinking, fine motor skills, concentration levels and ability to follow instructions.

A true IQ test cannot be conducted online. True IQ tests require the physical manipulation of objects in front of the test administrator.
**Wechsler adult intelligence scale IV is a true intelligence test**

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

**Woodcock Johnson IV:** A standard battery for ages two to 90 to measure general intellectual ability, specific cognitive abilities, scholastic aptitude, oral language and achievement.

**Slossen intelligence test (revised):** Taps the domains of vocabulary, general information, similarities and differences, comprehension, auditory memory and quantitative ability.

- Used as a screening tool for placement of children in special education classes and placement of children in classes for the gifted.
Verbal scale intelligence tests (continued)

**Wonderlic cognitive ability test:** Assesses learning speed, problem-solving ability, understanding and following instructions, and ability to learn and apply knowledge to new situations (2007). (Called the “football player test.”)

- Administered to adults.

**Kaufman brief intelligence test (2)** – A short screening tool that provides insight into significantly different scores about verbal and nonverbal intelligence (when language skills are limited).

- Administered to ages four to 90.
Meyers–Briggs personality test

Measures four pairs of preferences

- Focus of attention: extraversion/introversion
- Information processing: sensing/intuition
- Decisionmaking: thinking/feeling
- Dealing with the outer world: judging/perception
Keirsey temperament sorter II (see 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.

<table>
<thead>
<tr>
<th>ARTISAN</th>
<th>GUARDIAN</th>
<th>RATIONAL</th>
<th>IDEALIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promoter (ESTP)</td>
<td>Supervisor (ESTJ)</td>
<td>Fieldmarshal (ENTJ)</td>
<td>Teacher (ENFJ)</td>
</tr>
<tr>
<td>Crafter (ISTP)</td>
<td>Inspector (ISTJ)</td>
<td>Mastermind (INTJ)</td>
<td>Counselor (INFP)</td>
</tr>
<tr>
<td>Performer (ESFP)</td>
<td>Provider (ESFJ)</td>
<td>Inventor (ENTP)</td>
<td>Champion (ENFP)</td>
</tr>
<tr>
<td>Composer (ISFP)</td>
<td>Protector (ISFJ)</td>
<td>Architect (INTP)</td>
<td>Healer (INFP)</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>TECHNICAL TERMS</th>
<th>MEANING</th>
<th>TECHNICAL TERMS</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>(E) Extroversion</td>
<td>Expressive</td>
<td>(I) Introversion</td>
<td>Attentive</td>
</tr>
<tr>
<td>(S) Sensing</td>
<td>Observant</td>
<td>(N) Intuiting</td>
<td>Introspective</td>
</tr>
<tr>
<td>(T) Thinking</td>
<td>Tough-Minded</td>
<td>(F) Feeling</td>
<td>Friendly</td>
</tr>
<tr>
<td>(J) Judging</td>
<td>Scheduled</td>
<td>(P) Perceiving</td>
<td></td>
</tr>
</tbody>
</table>

40
Writing, understanding evaluation reports

The reports should tell a story that leads readers to a logical conclusion.

The reports should include test outcome sheets.

Start the report with background information:

- discuss the EE’s past work history;
- list current and projected physical limitations; and
- list the AWW at the time of injury.
Identify tests administered and results

**Achievement test** – math, reading, spelling; remedial if needed

**Aptitude or intelligence tests** – ability to be successful

**Interest test** – similar interests to those in that career

**Personality test** – EE’s optimum work environment

**Behavioral observations** – subject perspired heavily and didn’t 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 up jobs from the interest test.

**Eliminate jobs** outside of the EE’s physical limitations.

**Add personality test traits** supporting the jobs found.
Conversion of GATB results

<table>
<thead>
<tr>
<th>Aptitudes</th>
<th>Adult Cutting Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>G- General Learning Ability</td>
<td>105</td>
</tr>
<tr>
<td>V-Verbal Aptitude</td>
<td>100</td>
</tr>
<tr>
<td>N-Numerical Aptitude</td>
<td>98</td>
</tr>
<tr>
<td>S-Spatial Aptitude</td>
<td>95</td>
</tr>
<tr>
<td>P-Form Perception</td>
<td>100</td>
</tr>
<tr>
<td>Q-Clerical Perception</td>
<td>115</td>
</tr>
<tr>
<td>K-Motor coordination</td>
<td>100</td>
</tr>
<tr>
<td>F-Finger Dexterity</td>
<td>92</td>
</tr>
<tr>
<td>M-Manual dexterity</td>
<td>100</td>
</tr>
</tbody>
</table>

**TEST SCORE CONVERSION GUIDE**

<table>
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<th>Aptitude Level</th>
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<td>5</td>
<td>Minimal</td>
<td>Ability to Perform</td>
<td>/ Unable</td>
</tr>
</tbody>
</table>
Identify jobs with medium to high aptitude and interest scores: Dental hygienist

Medium to high aptitudes

Dental hygienist

High occupational interests

<table>
<thead>
<tr>
<th>Occupational Scales</th>
<th>Unit Score</th>
<th>Very High</th>
<th>High</th>
<th>Intermediate</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Trainer (my)</td>
<td>32</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Child Care Assistant (sa)</td>
<td>31</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Cosmetologist (os)</td>
<td>19</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Early Childhood Teacher (my)</td>
<td>28</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Emergency Room Nurse (oe)</td>
<td>16</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Nurse Aide (oe)</td>
<td>16</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Occupational Therapist (my)</td>
<td>22</td>
<td>*</td>
<td></td>
<td>*</td>
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Entertaining Theme

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Creative Theme

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45
Use physical limitations to rule jobs in or out

**LPN – 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 Intramuscular 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 marginal 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:** 32008 Dental Hygienists
Meyers Briggs = ISFJ; comparable to dental hygienist
List jobs at conclusion of report: Which category for a person with an SVP of six?

• Is basic instruction required?

• Is formal training required?
Why do I need to know this stuff?

• Job placement outside of DOI employer
• Retraining plan development
• Independent vocational evaluations and court testimony
• Personal injury
• Divorce
• Social Security Disability Insurance (SSDI) determination
Why do I need to know this stuff? (continued)

• LTD and the Employee Retirement Income Security Act of 1974 (ERISA)
• Career placement services
• Third-party liability case work
• Auto injury
• Workers' compensation in a different state (such as Wisconsin or South Dakota)
• Federal workers' compensation
Questions?