

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.
- Discuss and attach additional support information: **Local** – CAREERwise includes wage and employment projections, schools, etc. (at <https://careerwise.minnstate.edu/>); **national** – *US News & World Report* (Best 100 Jobs of 2021) (at <https://money.usnews.com/careers/best-jobs/rankings/the-100-best-jobs>).
- 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.

TSA steps, (continued)

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.

www.geographic.org

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

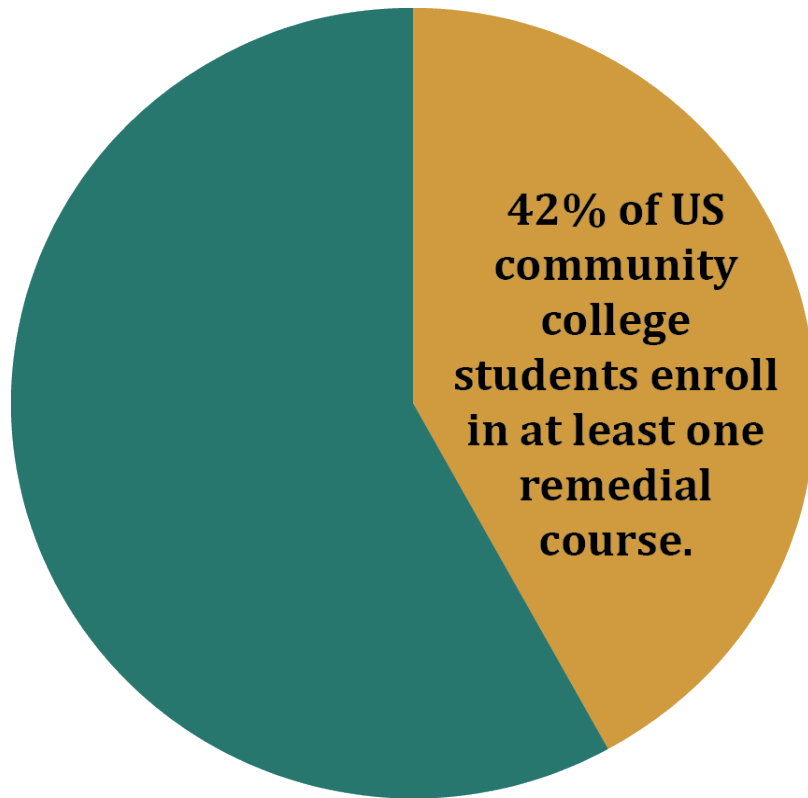
Career assessment inventory (CAI):

- 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

Q – Clerical Perception

V - Verbal Aptitude

K – Motor Coord.

N – Numerical Aptitude

F – Finger Dexterity

S – Spatial Aptitude

M – Manual Dexterity

P – Form Perception

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: 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)

Veteran's Administration uses CareerScope for returning veterans and eligible dependents. Visit www.va.gov/careers-employment/careerscope-skills-assessment for more information.

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.



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 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

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: 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

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 (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.

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, understanding evaluation reports

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

The reports should include test outcome sheets.

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.

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

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 and interest scores: Dental hygienist

Medium to high aptitudes

OAP-50
Nursing, Therapy and
Specialized Teaching
Services
10.02

GATB Norms

Aptitudes	Adult	Cutting Scores 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	076.187-010	
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

Profil

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/Merchandiser (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 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 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

[www.theodora.com](#)
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

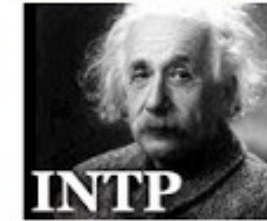
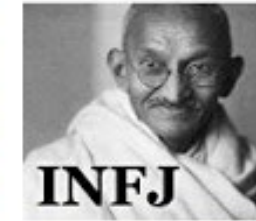
[ONET](#) CROSSWALK: [32908 Dental Hygienists](#)

Meyers Briggs = ISFJ; comparable to dental hygienist

Popular Career Choices by Type

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

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?

- 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?