

**Madonna R. Garcia, MRC, VRTWC
Vocational Rehabilitation Counselor/VRC**

Mailing Address:

CALWORX

1317 N. San Fernando Blvd, #158

Burbank CA 91504

Tel 831-428-3855

Fax 818-301-3288

January 6, 2021

**Subsequent Injuries Benefits Trust Fund
Department of Industrial Relations
Division of Workers Compensation
160 Promenade Circle, Ste. 350
Sacramento, CA 95834**

**Natalia Foley Esq.
Law Offices of Natalia Foley
8018 E. Santa Ana Cyn Rd Stem100-215
Anaheim Hills CA 92808**

**Employee: Deborah Clarke
SIF #: 11264503
D.O.I: CT: 6/1/17 – 3/25/18; CT: 5/15/17 – 4/4/18
Employer: CVS Pharmacy**

Subsequent Injuries Benefit Trust Fund Vocational Opinion

have been requested by Attorney Natalia Foley to perform a forensic vocational analysis and report addressing Ms. Clark's ability to compete in the open labor market based upon her subsequent industrial injury as well as pre-existing illnesses and injuries that have created labor disabling conditions that would diminish Ms. Clarke ability to compete in the open market. Due to COVID 19, assessments and reports were delayed.

Introductory Comments

I have been requested by Attorney Natalia Foley to perform a forensic vocational analysis and report addressing Ms. Clarke ability to compete in the open labor market based upon her subsequent industrial injury as well as her pre-existing illnesses and injuries that have created labor disabling conditions that would diminish Ms. Clarke ability to compete in the open market. My assignment included a face-to-face interview with Ms. Clarke, a review of her occupational history, medical history and records, physician assessment of her medical conditions and labor disablement, and appointment involving percentage of disability apportioned to the subsequent injury, and pre-existing injuries and illnesses, vocational assessments, transferable skills, the labor market analysis and whether Ms. Clarke is amenable to vocational rehabilitation.

A thorough evaluation was conducted of Ms. Clarke through vocational testing, research through the OASYS system, the Employment Development Department (EDD), the Dictionary of Occupational titles, the Social Security Administration (SSA), the Occupational Employment Quarterly (OEQ), and pertinent case law to determine Ms. Clarke pre-injury labor disablement, as well as the post-injury labor market access and ability to compete in the open labor market.

I explained to Ms. Clarke my position as an Applicant Vocational Expert and informed her that I would not be providing ongoing vocational counseling. I informed her that the information derived during the evaluation would not be considered confidential and that my findings and opinions would be summarized in a report that would be provided to her attorneys and the Subsequent Injuries Benefits Trust Fund.

Date and Time of Evaluation

My evaluation occurred with Ms. Clarke on November 4, 2020. I conducted the evaluation with Ms. Clarke and had full view of her entire body throughout the assessment.

Evaluation Timeframes

8 hours for file review of medical and psychological records, 6 hours of face-to-face time, 5 hours of vocational rehabilitation testing and scoring, 6 hours of interpreting and analysis of the CAPS and Raven Standard Progressive Matrices, 6 hours of research (DOT, OASYS, SSA) and 10 hours and of report writing, proofreading, and editing time for a total of professional time. A total of 41 hours of professional time. An itemized invoice is attached to the report outlining my work in this matter.

Medical Records Review

The records were reviewed by and summarized below

- Dr. Kesho Hurria, Ortho PQME Report, 1/31/2019
- Dr. Jeffrey Coker, PQME Psychological Report, 9/14/18
- Dr. Clay Thomas, DC, 11/27/18

History of Present Injury

Ms. Clarke injured in during the course of her employment with CVS Caremark Corporation by performing her usual and customary duties as a cashier/stocked, namely being on her feet for prolonged periods, bending, stooping and lifting, she gradually developed neck, back, hips, and legs pain, beginning in July 2017. She did not report the injury to her supervisor. Ms. Clarke states she had a previous injury in March of 2016 a left broken hip while working for CVS. Ms. Clarke was off work for 14 months until she went back to work in March of 2017 with

restrictions of no lifting more than five pounds, walking up to 50 % of her shift, no climbing ladders, no torso or spine twisting and nodriving.

Ms. Clarke stated that on her own she started to receive medical treatment for her back in June of 2017. She received acupuncture treatments for her back on and off from 2017 until now. She also received chiropractor with Dr. Johnson two times only, for her lower back. She has not received any treatment for this injury under workers compensation. She is not currently seeing any doctor for her hip injury.

Ms. Clarke stated that she is only treating with her primary care doctor, Dr. Balin and referred her to a neurologist for the pain in her legs, back, and neck. Ms. Clarke also stated that she has seen neurologist Dr. Faiehi and ordered nerve testing for the legs and was told that she had nerve damage on both legs. No further treatment or medication or surgery was recommended.

Dr. Kesho Hurria, Ortho POME Report, 1/31/2019

Dr. Hurria reported Ms. Clarke's current symptoms:

Cervical Spine

Ms. Clarke states that she has intermittent moderate pain of the back of the neck that radiates down the left arm all the way down to the hand with numbness and tingling of the fingers. The pain is aggravated by movement. Rest, applying heat and chiropractic treatments help.

Lumbar Spine/Legs

Ms. Clarke states that she has intermittent to constant moderate to severe pain of the lower back with radiation of pain to both legs all the way down to her feet with numbness and tingling of the legs and feet. Pain is aggravated with prolonged sitting and prolonged standing. Pain is worse at night, pain wakes up at night most nights. Rest, medication and heat help.

Shoulders

Ms. Clarke has frequent moderate pain in the shoulders that radiates to the body. The pain is aggravated by using the shoulders. It is relieved by medication.

Hips

Ms. Clarke has constant moderate to severe pain of the left hip and intermittent moderate pain of the right hip.

Other Complaints

Ms. Clarke also has sleep issues, headaches, stress, anxiety, emotional difficulties and GI disturbances such as abdominal pain, weight loss of 5 pounds, weakness of legs and balance problems. Uses walker.

Dr. Hurria also reported the following diagnoses:

- Cervical sprain with radiculopathy, non-industrial
- Lumbar sprain with radiculopathy, non-industrial
- Spinal stenosis, non-industrial
- Status post fracture left hip, non-industrial

SUBJECTIVE FACTORS OF DISABILITY:

1. Intermittent moderate pain of the back of the neck that radiates down the left arm all the way down to the hand with numbness and tingling of the fingers
2. Intermittent to constant moderate to severe pain of the lower back with radiation of pain to both legs all the way down to her feet with numbness and tingling of the legs and feet
3. Constant moderate to severe pain of the left hip and intermittent moderate pain of the right hip

OBJECTIVE FACTORS OF DISABILITY:

1. Decreased cervical spine range of motion on all planes
2. Antalgic gait
3. Decreased lumbar spine range of motion on all planes
4. Positive Faberge's test bilaterally
5. Positive seated and supine straight leg raise test bilaterally
6. Decrease bilateral hip range of motion except adduction
7. Weakness to upper and lower extremity bilaterally on manual muscle testing
8. Difficulty to stand on heels, toes, foot and to squat, kneel and stoop.

Dr. Hurria stated that Ms. Clarke dates of disability started on 04/12/2018 to present (non-industrial). Dr. Hurria stated Ms. Clarke work restrictions. Ms. Clarke is unable to work on non-industrial basis. She should limit walking for more than 30 minutes and sitting for more than 15 minutes to no more than 1-2 hours per day. She should also limit twisting, grasping, pushing and pulling to no more than 1-2 hours per day. Dr, Hurria also stated that Vocational rehabilitation is not applicable in this case. Dr. Hurria also reported Ms. Clarke AMA Impairment Rating. Ms. Clarke has reached maximum medical improvement and is deemed permanent and stationary for rating purposes, 3% from pain on non-industrial basis.

Dr. Jeffrey Coker, PQME Psychological Report, 9/14/18

Diagnosis:

Axis I: F33.1 Major Depressive Disorder, Recurrent, Moderate

F41.1 Generalized Anxiety Disorder

F41.0 Panic Disorder

Axis II: Deferred

Axis III: Physical Ailments

Axis IV: Occupational

problems Axis V: 48

Dr. Coker stated on his report that Ms. Clark is suffering from Major Depressive Disorder, Generalized Anxiety Disorder and Panic Disorder. The symptoms of these disorders are often alleviated through treatment and she has not received a sustained period of combined psychotherapy and psychotropic medication. Ms. Clarke received medication for anxiety, panic and sleep. Ms. Clarke was advised to enter into weekly psychotherapy for four to six months to improve her overall level of psychological functioning and to help avoid decompensation in the face of unexpected stress. Also, Dr. Coker stated that she should receive psychoeducation concerning depression, anxiety, panic and stress management and continued psychopharmacotherapy from a psychiatrist for her symptoms of depression and anxiety.

Dr. Coker stated that Ms. Clarke has had partial temporary disability on a psychiatric basis. Currently, she is unable to perform her usual and customary work duties as well as she could before her industrial injury due to her symptoms of Major Depressive Disorder, Generalized Anxiety Disorder and Panic Disorder. She is experiencing a moderate level of depression and severe levels of anxiety and panic that inhibit her from being as competitive as she once was before she developed a psychiatric disorder. She is and will be more tired at work because of her depression and anxiety. Furthermore, her ability to concentrate and maintain focus at work is diminished due to the continual symptoms of depression and anxiety.

Dr. Coker stated that Ms. Clarke has not had permanent disability with respect to her psychiatric functioning. She has not reached Medical Maximum Improvement. She has not had a significant amount of psychiatric treatment except for medication.

Dr. Coker concluded with a reasonable degree of medical certainty, that Ms. Clarke psychiatric injury is AOE and COE. Dr. Coker stated that Ms. Clarke did not show any significant evidence of impairment or preexisting disability prior to the work-related exposure. In addition, there is no evidence that she was unemployed or under employed as a result of psychiatric disorder prior to the injury.

Ms. Clarke sustained psychiatric disability directly related to the industrial exposure. Ms. Clarke's industrial injury on 6/01/17 to 3/25/18. Ms. Clarke's supervisor's behavior is believed to represent harmful action versus a good faith personnel action er actions.

Ms. Clarke exhibits moderate symptoms of Major Depressive Disorder and severe levels of Generalized Anxiety Disorder and Panic Disorder that cause impairment in her functioning. In particular, she shows impairment in terms of her social, occupational and psychological functioning.

Ms. Clarke's psychiatric disability being due to non-industrial factors, the following factors have been considered, her son's suicide two months prior to her evaluation. There is insufficient evidence that these or any other non-industrial factors taken individually or in aggregate account for 51% or more of Ms. Clark's psychiatric disability.

Dr. Coker stated on his report that according to Labor Code 4663 apportionment of permanent disability shall be based on causation and an apportionment determination must be made and shall include what approximate percentage of the permanent disability was caused by other factors both before and subsequent to the industrial injury as well as the approximate percentage of the disability caused by the direct result of injury arising out of and occurring in the course of employment. Apportionment is not indicated in this case as there is no permanent disability.

Dr. Coker stated on hos report that there is no indication to address preexisting disability and non-industrial factors as Ms. Clark does not have permanent disability. Dr. Clarke recommend psychotherapy for four to six months, at least once a week, to help her make gains with respect to her symptoms as well as her occupational and social functioning. Continued treatment with psychiatric medication is also recommended if Ms. Clarke is experiencing relief from them and there are no significant, intolerable side effects.

Dr. Coker stated that if Ms. Clarke will continue to be impeded by her psychiatric symptoms, she should not attempt to work extended, long periods without breaks due to her

tiredness, anxiety, hypervigilance, low energy and difficulty concentrating and making decisions. Dr. Coker stated that Ms. Clarke's current emotional state is considered to be in the moderate to severe clinical range at this time. Without appropriate intervention, her psychiatric symptoms may worsen. She is also at risk for suicide without treatment. The prognosis is good with ongoing appropriate treatment.

Dr. Clay Thomas, DC, 11/27/18

Dr. Clay Thomas reported that Ms. Clarke was seen for evaluation of the injuries that she sustained on a cumulative trauma basis from May 5, 2017 to April 4, 2018 and from June 1, 2017 to March 25, 2018 during the course of her employment with CVS Caremark Corporation. Dr. Clay Thomas stated that Ms. Clarke had complaints of neck pain, mid and lower back pain and left hip pain. She was diagnosed with the following: 1) Cervical spine disc syndrome. 2) Lumbar spine disc syndrome. 3) Cervical spine segmental dysfunction. 4) Thoracic spine segmental dysfunction. 5) Lumbar spine segmental dysfunction. 6) Cervical spine sprain. 7) Lumbar spine sprain. 8) Left hip sprain and 9) Depression. Dr. Clay Thomas reported issues concerning causation, apportionment, work restrictions and future medical care

Dr. Clay Thomas reported the following diagnoses:

1. CERVICAL SPINE DISC SYNDROME (ICD-10: M50.121)
2. LUMBAR SPINE DISC SYNDROME (ICD-10: M51.26)
3. CERVICA SPINE SEG MED TAL DYSFUNCTION (ICD-10: M99.01)
4. THORACIC SEGMENTAL DYS FUNCTION (ICD-10: M99.02)
5. LUMBAR SPINE SEGMENTAL DYSFUNCTION (ICD-10: M99.03)
6. CERVICAL SPINE SPRAIN (ICD-10: 513.4XXA)
7. LUMBAR SPINE SPRAIN (ICD- 10: S33.5XXA)
8. LEFT HIP SPRAIN (ICD- 10: 573.102 A)
9. DEPRESSION (ICD-10: F32.1)

Dr. Clay Thomas also reported Ms. Clarke Disability Status. Dr. Clay Thomas stated after a thorough review of all medical records concerned and the findings obtained from this

evaluation, there is enough evidence to support the premise that Ms. Clarke has reached a plateau and has now reached Maximum Medical Improvement, therefore, she is considered Permanent and Stationary for rating purposes. Dr. Clay Thomas also reported that Subjective Findings, Ms. Clarke complains of neck pain and mid and low back pain. Dr. Clay Thomas also reported Objective Findings of Ms. Clarke on the following:

Cervical Spine

1. There is a palpable tenderness noted
2. There is limited range of motion
3. Positive orthopedic tests
4. Positive MRI findings

Thoracic Spine

1. There is a palpable tenderness noted
2. There is limited range of motion

Lower Spine

1. There is a palpable tenderness
2. There is limited range of motion
3. Positive orthopedic test.
4. Positive MRJ findings.

Left Hip

1. There is a palpable tenderness noted.
2. There is limited range of motion.
3. Positive orthopedic tests.

Ms. Clarke cervical spine condition is rated using the Diagnosis-Related Estimates (DRE) method based on the clinical findings of pain, limited range of motion, positive orthopedic tests and positive MRI findings, the cervical spine condition is placed under DRE Cervical Category II and she is assigned 8% whole person impairment (WPI).

Ms. Clarke thoracic spine clinical findings of pain and limited range of motion qualifies under DRE Thoracic Category II with 5% whole person impairment (WPI).

Ms. Clarke impairment rating for the lumbar spine is also rated using Diagnosis-Related Estimates (DRE) method referencing Table 15-3 on page 384, lumbar spine condition qualifies under DRE Lumbar Category II with 8% whole person impairment (WPI).

The impairment values obtained in the cervical spine (8% WPI), thoracic spine (5% WPI) and lumbar spine (8% WPI) are then combined using the Combined Values Chart on page 604, which would yield 20% whole person impairment (WPI).

Left Hip:

Ms. Clarke Impairment for the left hip is rated based on limitation in range of motion. Flexion at 30 degrees has 20% LEI, extension at 10 degrees has 5% LEI, internal rotation at 10 degrees has 5% LEI, external rotation at 20 degrees has 5% LEI, abduction at 10 degrees has 10% LEI and adduction at 10 degrees has 5% LEI.

Dr. Clay Thomas Permanent and Stationary Report, adding the values would yield 50% lower extremity impairment (LEI). Cross-referencing Table I 7-3 on page 527, this converts to 20% whole person impairment (WPI).

Pain

Dr. Clay Thomas stated that Ms. Clarke suffers from chronic pain secondary to work-related injuries, an additional 2% whole person impairment secondary to her ongoing pain symptoms. The 20% WPI obtained for the spine and 20% WPI obtained for the left hip. This is then added to the 2% WPI pain-related impairment yielding a total of 38% whole person impairment (WPI). Dr. Clay Thomas stated that the injuries arose out of and occurred during the course of the patient's employment as a cashier for CVS Caremark Corporation.

Dr. Clay Thomas stated on Apportionment reported that in the absence of medical evidence to prove the existence or prior permanent impairment in the cervical spine and thoracic spine from a previous injury or pre-existing non-industrial condition, there was no justification

for any apportionment in this case. Dr. Clay Thomas stated that the apportionment based on causation would be 100% industrially related to the injury sustained on a cumulative trauma basis from May 5, 2017 to April 4, 2018 and from June 1, 2017 to March 25, 2018, during the course of her employment for CVS Caremark Corporation as a cashier, with 0% of the impairment from other factors both prior to and/or subsequent to the industrial injury.

Dr. Clay Thomas stated that for the lumbar spine, he is apportioning 90% as industrially related to the injury sustained on a cumulative trauma basis from May 5, 2017 to April 4, 2018 and from June 1, 2017 to March 25, 2018 and 10% to non-industrial factor from altercation with her son resulting to broken L3.

Dr. Clay Thomas also stated that regarding the left hip, he apportioned 100% to industrially related injury sustained on a cumulative trauma basis from May 5, 2017 to April 4, 2018 and from June 1, 2017 to March 25, 2018, during the course of her employment for CVS Caremark Corporation as a cashier and 0% to other factors both prior to and/or subsequent to the industrial injury.

Dr. Clay Thomas stated that Ms. Clarke would not be able to return to her usual occupation. She is restricted from twisting the torso/spine, climbing ladders, driving and working on heights/scaffoldings. Dr. Clay Thomas stated that Ms. Clarke future medical care should include prescriptions of pain and anti-inflammatory medications, short courses of physical and/or chiropractic therapy, referral to specialist, follow-ups, injections, diagnostic studies including but not limited to radiographs and MRI scan. Surgery to the lumbar spine should be considered.

Background and Educational Information and Social and Economic Considerations

Ms. Clarke was born in Janesville, Wisconsin. She came to California in 1959. Ms. Clarke had been on Medicare since 12/1/2006 and on Social Security since 2004. Ms. Clarke also receiving a couple of pensions from retail in Southern California and Northern California. She received \$199 a month from one and \$57.65 a month from the other.

Ms. Clarke has two brothers and one sister, all whom are alive and in good health. Her mother and father are deceased from cancer. Ms. Clarke is single and she had two children one is deceased due to mental illness and committed a suicide. One daughter lived closed by. Ms. Clarke does not smoke and does not consume alcoholic beverages. Ms. Clarke completed high school at Westminster HS and attended college at Santa Ana College, Orange Coast and took Economic and Children's Literature classes.

Ms. Clarke was forthcoming and cooperative throughout the interview. At the time of our interview, Ms. Clarke was living in Pasadena. She indicated that she did not have any criminal convictions and denies serving in the military. She indicated that it is difficult to meet her monthly expenditures.

Ms. Clarke stated that she has a reliable vehicle which she could utilize for employment purposes. She currently has a class C driver license. She stated that she had no vehicle code violations or accidents currently on her driving record. Ms. Clarke indicated that she would be willing to travel approximately fifteen (15) minutes to work in one direction should she be able to work. Ms. Clarke explained that she would not be willing to use public transportation because of the physical strain it would put on her body given her conditions of disablement. She is not willing to relocate. Ms. Clarke should she be able to work would be available to work Monday through Friday during the day.

Activities of Daily Living

During my interview, Ms. Clarke completed the Activities of Daily Living (ADL) questionnaire with my assistance (Please see attachment on ADL on Appendix A). I asked Ms. Clarke questions regarding how her disabilities affect her activities of daily living.

Ms. Clarke noted that she had difficulty washing and drying herself and dressing herself. Ms. Clarke self-care issues like her eating, grooming, bathing, dressing her upper body and toileting had been difficult for her and she's always getting help and assistance from a care

assistant. Ms. Clarke reported having much difficulty doing light housework such as cleaning and doing laundry. She also has much difficulty with cooking and yardwork activities.

Ms. Clarke could previously cook but no longer is able to because she can't stand for very long and she cannot use her fingers to prepare food. With her physical disorder, she has difficulty standing and using her hands to perform routine household chores such as vacuuming because she experiences shortness of breath.

Ms. Clarke subjective physical tolerances include difficulty sitting and standing for long periods of time. During the assessment, Ms. Clarke had difficulty sitting in her chair for long periods of time and had to alternatively sit and stand and stretch. Ms. Clarke also reported difficulty walking on a flat surface, walking on incline and walking down on a decline. Ms. Clarke also reported difficulty crouching, bending, stooping, crawling, kneeling and maintaining her balance.

Ms. Clarke states she must always cautiously maintain her balance, especially in the shower or to avoid falling from stairs. At home she often drops cups. She can no longer open jars. For her shoulders, Ms. Clarke has chronic pain and loss of range of motion. She can no longer do overhead work. Because of her arm pain, Ms. Clarke is incapable of vacuuming.

Ms. Clarke also stated some difficulty driving. She also experiences problems getting in and out of the car most especially getting in and out of the car and opening and closing doors. Ms. Clarke also could not turn her head while driving and because of this she could not drive more than 15 minutes. Ms. Clarke vision reports difficulty watching TV or reading a book and writing as well as seeing up close and seeing things far. Ms. Clarke reports problems with vision and she has difficulty watching TV or reading a book. She has difficulty seeing both up close and far away. During the assessment, Ms. Clarke needed assistance reading the questions out loud was helpful to her.

Ms. Clarke reports having difficulty sleeping at night. She tries to go to bed around 11:00 p.m. and will sometimes sleep at 2, 3, 4, or even 5 am. It takes her several hours to fall asleep,

though she wakes up every 2-3 hours and experiences difficulty going back to sleep. Ms. Clarke also reported that is both difficult to walk up and down a flight of stairs. She also reported difficulty with forward flexion of the neck, as well as difficulty twisting and turning her neck from left to right. Ms. Clarke also reported much difficulty reaching above shoulder level with both left and right arm. Ms. Clarke reported difficulty push and pulling object and gripping a glass of water or carrying a gallon of milk with one or both hands. Ms. Clarke also reported difficulty lifting more than 5 lbs. and much more difficulty lifting more than 10 lbs. and 20 lbs. and much more difficulty lifting more than 50 lbs.

Ms. Clarke reported difficulty with fine finger manipulation like turning screws and bolts, using a cell phone or texting and have trouble with repetitive movements and simple and firm grasping such as holding a cup or carrying a gallon of milk. Ms. Clarke also reported difficulty with her sensory functions, her ability to feel, smell, and taste. The greater of these issues is mostly her touch sensations due to her neuropathy and nerve damage issues. (See attachment: Activities of Daily Living –Appendix A)

Overall, Ms. Clarke states severe interference with the following activities: bathing, blow drying hair, brushing hair, brushing teeth, showering, washing hair, dressing oneself, going to the bathroom, urinating, eating, tying shoelaces and putting on shoes and socks. Ms. Clarke's physical activity reports moderate to severe interference with the following activities: household chores, doing laundry, getting in and out of bed, playing sports, exercising, taking out trash, climbing stairs, sweeping, walking, running, lifting, stooping, bending, twisting, carrying, reaching, pushing, pulling, crouching and standing.

Ms. Clarke states moderate to severe interference with the following activities. applying pressure, applying torque, grasping and gripping. Ms. Clarke travel restrictions also states moderate to severe interference with the following activities: driving, flying and riding. In addition, Ms. Clarke's sleep issues also state moderate to severe interference with sleep due to frequent waking cycles, inability to fall asleep due to pain, lack of sleep causing reduced daytime alertness.

Employment History

Ms. Clarke prior to working for CVS Caremark Corporation was employed for Savon Drugs as a cashier/stocker from 1972 to 2004. She retired in 2004 and went back to work on 2006 and worked for CVS Caremark Corporation as a cashier/stocker Ms. Clarke worked fulltime at CVS but after she returned to work after the surgery, she worked part-time since May 2017. Her job requires her to work 4 hours per day, 2 to 3 days per week. Ms. Clarke was a full-time cashier and would check people out and did some stocking as well. She is right hand dominant which required her to stock merchandise, usually candy and gum close to the register and work as a cashier.

Ms. Clarke also returned the merchandise and left it at the front and had to put them away. She did not do inventory or pricing, just customer service. She also put things up in the shelves and answered phones. She also cleaned the aisles both in the morning and at closing time, including vacuuming, dusting and bathrooms. Ms. Clarke earned \$15 an hour working full-time. She earned the same working part-time.

Ms. Clarke physical demands of her job required standing, walking, lifting, carrying, bending, light pushing. The heaviest item she had to carry was 12 pack of beer, weighing 15 pounds, which she had to carry a distance of 2 to 4 feet. Ms. Clarke was not required for her to drive cars, trucks, forklifts, work around equipment and machinery, or walk on uneven ground. She was not exposed to extremes in temperature, humidity, wetness, dust, gas, fumes, or chemicals. She did not have to work at heights, operate foot controls or perform repetitive foot movements, use special visual or auditory protective equipment, work with biohazards such as blood borne pathogens, sewage, and hospital waste.

Ms. Clarke states that on 06/01/2017, she started to have back pain that goes down to both legs, left greater than right and neck pain that radiates into the left upper extremities. She did not report the injury to her supervisor. Ms. Clarke stated that she had a previous injury in March of 2016 a left broken hip while working for CVS, she was off work for fourteen months until she went back to work in March of 2017 with restriction of no lifting more than five pounds, walking up

to 50 % of her shift, no climbing ladders, no torso or spine twisting, no driving. Ms. Clarke stated that she started to receive medical treatment for her back in June of 2017. She received acupuncture treatments to her back on and off from 2017 until present. She is currently not working. Her last day of work was on April 12, 2018.

Current Treatment, Therapy and Physical Condition

Ms. Clarke does not participate in physical therapy

Current Medications

Ms. Clarke provided list of her medications:

Gabapentin 300 mg

Oxybutynin 5 mg

Pantoprazole 40 mg

Norco

Lorazepam

Effects of Medication on Full Time Employment

Ms. Clarke takes prescription medication as indicated above that severely limits her ability to function in a full-time work setting. Medication usage could limit an employer from fully considering Ms. Clarke from full time gainful employment.

Ms. Clarke takes Gabapentin is an anti-epileptic drug, also called an anticonvulsant and affects chemicals and nerves in the body that are involved in the cause of seizures and some types of pain. The side effects include headache; dizziness, drowsiness, tiredness problems with balance or eye movements, fever, nausea and vomiting.

Ms. Clarke takes Oxybutynin which reduces muscle spasms of the bladder and urinary tract. Oxybutynin is used to treat symptoms of overactive bladder, such as frequent or urgent urination, incontinence and increased night-time urination. The side effects of this medication include dry mouth, constipation, and confusion may be more likely in older adults.

Ms. Clarke also takes Pantoprazole which is a proton pump inhibitor that decreases the amount of acid produced in the stomach and it used to treat erosive esophagitis damage to the esophagus from stomach acid caused by gastroesophageal reflux disease or GERD in adults.

Ms. Clarke also takes Norco contains a combination of acetaminophen and hydrocodone. Hydrocodone is an opioid pain medication. An opioid is sometimes called a narcotic. Acetaminophen is a less potent pain reliever that increases the effects of hydrocodone. Norco is used to relieve moderate to moderately severe pain. The side effects include drowsiness, headache; upset stomach, constipation, blurred vision and dry mouth.

Ms. Clarke also takes Ativan (lorazepam) belongs to a group of drugs called benzodiazepines. It is thought that lorazepam works by enhancing the activity of certain neurotransmitters in the brain. Ativan is used to treat anxiety disorders and seizure disorders. The side effects include dizziness, drowsiness; weakness and feeling unsteady.

The side effects of the medications for Ms. Clarke were required to take because of her disabilities and severely limit her employability. The side effects experienced by Ms. Clarke and her physical limitations will make it very difficult to find employment. Even if she was able to find work, her physical limitations and the side effects of the medication will significantly interfere with her ability to work.

General Observations During Vocational Interview

The vocational evaluation was scheduled to start at 12pm and the evaluation began promptly at 12pm

Ms. Clarke said that she did not take any of her medications prior to the evaluation since her medications side effects will cause her to fall asleep.

She was cooperative and interactive and had normal response timing.

Ms. Clarke was moving around a lot in her chair but did not get up, she said that standing would not help her pain.

She was able to answer all my interview questions with my assistance by reading out loud the questionnaires and assist her in writing her responses. Ms. Clarke completed the task and asked questions herself.

The information gathering part of the evaluation ended at 6 pm and Ms. Clarke prepared for the assessment part of the evaluation.

She used her right hand to mark the vocational testing material. She held the pen between her index finger and her thumb. Ms. Clarke used her left hand to turn the pages of the vocational testing material.

Vocational Testing Administered

RAVEN Standard Progressive Matrices

The Raven Standard Progressive Matrices Test is a measure of abstract reasoning and reflects on the ability to solve problems and take in information. (Please see attachment, Appendix B)

The Raven Standard Progressive Matrices (Raven) is a non-verbal measure of the general factor involved in intelligence. The Raven is a pattern recognition test. It is a 60-item test used in measuring abstract reasoning and regarded as a non-verbal estimate of fluid intelligence. It is made of 60 multiple choice questions, listed in order of difficulty.

The Abstract tests will almost always be part of assessment for a job. It is used in situations where the examiners want to measure the ability of an individual that is not based on educational background, cultural or linguistic deficiencies.

Although these tests seem to have no direct connection with the content of the job you are applying for, they provide an idea of the extent to which you can find solutions and whether you can work flexibly with unfamiliar information. It is thus an indicator of the applicant's IQ. The RAVEN test is composed of geometric figures that require the test taker to select among a series of designs the one that most accurately represents or resembles the one shown in the stimulus material.

Ms. Clarke 's test scores were utilized to aid me in identifying her level of aptitudes and abilities. Further observation of Ms. Clarke during the completion of vocational testing can also be used to establish how she follows directions and is able to maintain a workstation.

During the test, I have provided the explanation regarding the vocational assessments given to Ms. Clarke and the norms used to score for the test. Ms. Clarke started the Raven Standard Progressive Matrices and she understood the directions for the Raven Standard Progressive Matrices. Ms. Clarke completed the Raven Standard Progressive Test.

Ms. Clarke 's test results showed that she scored in category **GRADE III “Intellectually average”**, the score lies between the 25th and the 75th percentiles. Ms. Clarke scored 29 correct out of 60 items which puts her on the Grade 111 – Intellectually Average which means that the 25th and 75th percentiles mark the boundaries for the middle 50% of client's that took the test. Half of the clients scored above or below these numbers. For practical purposes, it is convenient to consider certain percentages of the population and to group people's score accordingly. In this way it is possible to classify a person according to the score he obtains as the following:

GRADE I “Intellectually superior”, if a score lies at or about the 95th percentile for people of the same age group.

GRADE II “Definitely above the average in intellectual capacity”, if a score lies at or above the 75th percentile. (It may be designated II+ if it lies at or above the 90th percentile.)

GRADE III “Intellectually average”, if a score lies between the 25th and the 75th percentiles. (It may be designated as III+, if it is above the 50th percentile, and III-, if it is below it.)

GRADE IV “Definitely below average in intellectual capacity”, if a score lies at or below the 25th percentile (it may be designated IV-, if it lies at or below the 10th percentile.)

GRADE V “Intellectually impaired”, if a score lies at or below the 5th percentile for that age group.

The result of Raven Progressive Matrices (RPM) shows that Ms. Clarke has average intelligence which indicates that she seems to have greater reasoning ability and greater cognitive capacity to analyze information.

Ms. Clarke results reveal that she can excellently make insights and comprehend relationships among nonverbal figures or designs. Ms. Clarke’s results also show that she has quickness of mind and has the ability to infer and apply patterns and obtains the ability to deal with mental complexity in which are all aspects of our general intelligence. Ms. Clarke’s test scores also show that she has the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas and learn quickly from experience. Ms. Clarke’s test scores show that she has the ability to adapt effectively to the environment either by making a change in oneself or by changing the environment and finding a new one. Ms. Clarke test results also states that she has the capacity to reorganize her behavior patterns and have the ability to act more effectively appropriately.

Ms. Clarke’s results reveal that she can excellently make insights and comprehend relationships among nonverbal figures or designs. She has quickness of mind and has the ability to infer and apply patterns and possesses the ability to deal with mental complexity which is all of the aspects of one’s general intelligence.

CAPS: Career Ability Placement Survey

The CAPS consist of eight (8) tests. Test one (1) measures Mechanical Reasoning, test two (2) measures Spatial Relations, test three (3) measures Verbal Reasoning, test four (4) measures Numerical Ability, test five (5) measures Language Usage, test six (6) measures Work Knowledge, test seven (7) measures a person’s Perceptual Speed and Accuracy, and test eight (8) measures an individual’s Manual Speed and Dexterity.

Vocational Observations During the CAPS Assessment

Ms. Clarke was administered the CAPS. She completed eight (8) of eight (8) assessments, which were relevant to determine her aptitudes and abilities. (Please see attachment – Appendix B). Move this sentence above, after the last sentence.

Ms. Clarke have attained the following results from CAPS

Ms. Clarke scored 50th percentile score in Mechanical Reasoning. This is considered average. The mechanical reasoning test measures how well you understand mechanical principles and the laws of physics. This ability is important especially in courses in Industrial Arts and occupations in Technology as well as jobs in Science.

Ms. Clarke scored 30th percentile score in Spatial Relations. This is low. This test measures how well you can visualize or think in three dimensions and mentally picture the position of objects from a diagram or picture. This ability is important in courses in Art and Industrial Arts and jobs in Science, Technology, and Arts.

Ms. Clarke scored 60th percentile score in Verbal Relations. This is high. This test measures how well you can reason with words and your facility for understanding and using concepts expressed in words. This ability is important in general academic success and in Jobs requiring written or oral communication, especially professional level occupations in Communication, Science and service involving high levels of responsibility and decision making.

Ms. Clarke scored 50th percentile score in Numerical Ability. This is considered average. This test measures how well you can reason with and use numbers and work with quantitative materials and ideas. This ability is important in school courses and Jobs in fields of Science and Technology involving mathematics, chemistry, physics, or engineering, and in Business and Clerical fields.

Ms. Clarke scored 50th percentile score in Language Usage. This is considered average. This test measures how well you can recognize and use standard grammar, punctuation and

capitalization. This ability is especially important in Jobs requiring written or oral communication and in Clerical Jobs as well as professional level occupations in Science, and in all levels of Business and Service.

Ms. Clarke scored 80th percentile score in Word Knowledge. This is considered high. This test measures how well you can understand the meaning and precise use of words. This is important in Communication and all professional level occupations involving high levels of responsibility and decision making.

Ms. Clarke scored 50th percentile score in Perceptual Speed and Accuracy, this is considered average. This test measures how well you can perceive small detail rapidly and accurately within a mass of letters, numbers, and symbols. This ability is important in office work and other jobs requiring fine visual discrimination.

Ms. Clarke scored 10th percentile score in Manual Speed and Dexterity which is considered low. This test measures how well you can make rapid and accurate movements with your dominant hand. This ability is important in Arts, Skilled and Technology, skilled occupations and other jobs requiring use of the hands.

The results of Ms. Clarke's test reports that her strongest areas were in the area of Word Knowledge. This test measures how well you can understand the meaning and precise use of words. This is important in Communication and all professional level occupations involving high levels of responsibility and decision making.

Also, Verbal Relations. This test measures how well you can reason with words and your facility for understanding and using concepts expressed in words. This ability is important in general academic success and in Jobs requiring written or oral communication, especially professional level occupations in Communication, Science and service involving high levels of responsibility and decision making.

TSA: Transferrable Skills Analysis

To assist in my analysis, I used the OASYS system to analyze a computerized transferrable skills analysis.

The **OASYS** is system used to analyze a computerized transferrable skills analysis. The OASYS system is a computerized aided Vocational Expert support system. The system matches an individual's skills to employer demands. The OASYS system is used to gain access to the following aggregate resources:

- Dictionary of Occupational Titles (DOT)
- National Employment Outlook
- State Employment Outlook
- Census Wage Data
- O-Net Occupational Information

The **OASYS** program provides vocational options that remain available for Ms. Clarke due to her functional limitations. However, these results are subject to further analysis by me based upon my training, experience, and knowledge of the workforce. Further research was conducted with the Employment Development Department (EDD), the Social Security Administration (SSA), and the Occupational Employment Quarterly (OEQ) in helping make my determinations.

The EDD supplies information regarding the types of occupations available within geographical areas including the salaries available for various occupations. The EDD lists potential occupations available to Ms. Clarke in her geographical area. (see attachment on Appendix B)

Work History Summary and Corresponding DOT Codes

Ms. Clarke prior work experience includes positions as a Cashier (Please see Attachment on Appendix C). These occupations were used as part of the transferrable skills analysis.

OASYS System Settings

The OASYS system accessed the Los Angeles, California Metropolitan Division (MD) to determine Ms. Clarke transferability of skills.

The OASYS system factored in information for the labor market from year June 2018 which is the most recent data available.

Ms. Clarke entire work history was used to determine transferability of skills.

The **DOT** occupations have a Specific Vocational Preparation (SVP) level. This is defined as the amount of lapsed time required by a typical worker to learn the techniques, acquire the information, and develop the facility needed for average performance in a specific Job-worker situation.

The DOT defines the SVP levels as follows:

Level	Time
1.	Short demonstration only
2.	Anything beyond short demonstration up to and including 1 month
3.	Over 1 month up to and including 3 months
4.	Over 3 months up to and including 6 months
5.	Over 6 months up to and including 1 year
6.	Over 1 year up to and including 2 years
7.	Over 2 years up to and including 4 years
8.	Over 4 years up to and including 10 years
9.	Over 10 years

The **Occupational Employment Quarterly (OEQ)** states that unskilled employment has an SVP level of one (1) or two (2), semi-skilled employment has an SVP level of three (3) to four (4), and skilled employment has an SVP level greater than four (4). I agree with these definitions of unskilled, skilled, and skilled employment after reviewing SVP as defined by the DOT.

Ms. Clarke work history shows that she had the capacity to work at an SVP level of 3, which is considered **skilled**.

Further research was also conducted with the Social Security Administration (SSA) SSR §404. 1568 Skill Requirements which states the following about semi- skilled work:

“(b)” Skilled work is any worker who has special skill, training, knowledge, and ability in their work. A skilled worker may have attended a college, university or technical school. Or, a skilled worker may have learned their skills on the job. Examples of skilled labor include engineers, scientists, software development, paramedics, police officers, soldiers, physicians, crane operators, truck drivers, machinist, drafters, plumbers, craftsmen, cooks and accountants. These workers can be either blue-collar or white-collar workers, with varied levels of training or education, even though they sometimes are called "purple collars".

Ms. Clarke subjective physical tolerances were not used in the determination of her transferability of skills.

The **OASYS** system was set to review Potential Matches, which are jobs that Ms. Clarke has the potential to perform according to her education, abilities, and personal interests. Potential Matches are based on worker traits and may require a career change.

The **OASYS** system is unable to consider a full range of psychiatric limitations. As it relates to psychiatric limitations, the OASYS system can consider the following “situations”:

- Directing, controlling, or planning activities of others
- Performing repetitive or short-cycle work
- Influencing people in their opinions, attitudes, and judgements
- Performing a variety of duties
- Expressing personal feelings
- Working alone or apart in physical isolation from others
- Performing effectively under stress
- Attaining precise set limits, tolerances, and standards
- Working under specific instructions
- Dealing with people
- Making judgements and decisions

The **OASYS** system was set to consider a pre-injury functional ability at a Sedentary level of physical functioning, which was Ms. Clarke level of physical functioning primarily performed prior to her subsequent industrial injury. The Dictionary of Occupational Title (DOT) defines a Sedentary level of functioning as Sedentary Work- Exerting up to ten (10) pounds of force frequently to lift, carry, push, pull, or otherwise move objects, including the human body. Sedentary work involved sitting most of the time but may involve walking or standing for brief periods of time.

Results of Transferable Skills Analysis

The OASYS system determined that Ms. Clarke given her functional limitations has incurred a ninety-two (92) percent loss of labor market access.

The functional limitations assigned to Ms. Clarke further erode the labor market that would be available to her at a Sedentary level of physical functioning. A sedentary level of jobs is defined as one which involves sitting, a certain amount of walking and standing is often necessary in carrying out job duties. Although sitting is primarily involved in a sedentary job, walking and standing should be required only occasionally. There are limited jobs or increasingly fewer jobs for Ms. Clarke that she can do you can do due to this “eroding the occupational base” for sedentary work. With Ms. Clarke multiple work-related limitations, the occupational base for sedentary work has been significantly eroded to the point that there are no sedentary jobs she is capable of doing due to her physical limitations.

The results of the OASYS Program and the results of the transferable skills analysis in all vocational probability contributed to my opinion that Ms. Clarke is unable to return to work in any position or occupation. (Please see attachment on Appendix C)

The OASYS system does produce occupations occurring at an SVP of one (1) or two (2). Jobs in these categories are considered simple jobs that do not require multiple steps to complete job tasks. These jobs were taken in consideration during the completion of the transferable skills

analysis. However, the loss of capacity of her bilateral upper extremities significantly reduce the labor market available Ms. Clarke at a Sedentary level of physical functioning.

1. Activities of Daily Living- Mild Impairment
2. Social Functioning- Mild Impairment
3. Concentration- Mild Impairment
4. Adaptation- Mild Impairment

Dr. Clay Thomas stated that Ms. Clarke would not be able to return to her usual occupation. She is restricted from twisting the torso/spine, climbing ladders, driving and working on heights/scaffoldings.

Dr. Clay Thomas stated that Ms. Clarke future medical care should include prescriptions of pain and anti-inflammatory medications, short courses of physical and/or chiropractic therapy, referral to specialist, follow-ups, injections, diagnostic studies including but not limited to radiographs and MRI scan and surgery to the lumbar spine. Ms. Clarke has mild impairments in activities of daily living, social functioning, concentration and adaptation as well as depression, anxiety, low self-esteem and other psychological factors, all of which would also contribute to Ms. Clarke 's labor disablement. Ms. Clarke 's job as a Cashier.

Also, Ms. Clarke side effects from her medication which includes dizziness, drowsiness, weakness and blurred vision will greatly affect and impair her concentration and remembering information essential for her job as a Cashier. Furthermore, Ms. Clarke job requires frequent sitting, walking, standing as a Cashier. As mentioned earlier, Ms. Clarke is restricted from prolonged sitting and standing and lifting more than 5 pounds.

The synergistic effect of the previously mentioned functional limitations resulting from Ms. Clarke pre-existing non-industrial and industrial injuries, combined with her cumulative trauma industrial injury of Ms. Clarke in all vocational probability has incurred a total loss of labor market access. Ms. Clarke cannot perform this job due to the fact that the physical requirements require constantly sitting, walking and or standing frequently, pushing and or pulling of arm and or leg controls, reaching frequently and extending hands and arms in any direction. Frequent

handling, seizing, holding, grasping and turning, fingering and occasionally picking, pinching, or otherwise working primarily with fingers rather than with the whole hand or arm.

Amenableness to Rehabilitation

Methods of Rehabilitation

- 1) Modified Work
- 2) Alternative Work
- 3) Direct Placement
- 4) On-the-Job-Training (OJT)
- 5) Vocational Training
- 6) Self-Employment

Methods #1 and #2: Ms. Clarke employer has been unable to offer permanent modified or alternative work. Ms. Clarke is not amenable to this form of vocational rehabilitation. Ms. Clarke's employer will suffer undue hardship if they attempt to accommodate Ms. Clarke as the employer consists of no more than 5 employees. The job cannot be modified or alternated.

Ms. Clarke employer will have to help her accommodate her work, meaning a co-worker will be assigned to job shadow her work, assisting her on her work duties, allowing the coworker to see and understand the nuances of the particular job. The job shadowing employee is able to observe how the employee does the job, the key deliverables expected from the job and the employees with whom the job interacts. The only issue here is that there will not be enough employees to do the job shadow since the employer might not have the financial means to support it. Such modification or accommodation is burdensome on the employer and simply not practical.

Ms. Clarke's job as a Cashier requires her to sitting and standing for long periods of time and walk around and she cannot do any of these for extended periods of time, if at all, without help or breaks. Breaks are not practical because she would have to take breaks too often. Ms. Clarke will have to take many breaks and her employer will only allow 15 minutes increments or

more every 2-3 hours in 8 hours shift. This will be costly to her employer because most of her to time are spent on frequent breaks to accommodate her work. This Ms. Clarke would not be able to do because the job requires constantly sitting and frequent standing and constant use of her hands to handle her work and also the frequent bending and twisting of her body as well as sitting and standing for long periods of time.

Methods #3 and #4: Ms. Clarke 's direct placement and OJT (On the Job Training) will not also apply here since both requires and demands the essential function of the job in which Cashier job require her sit for long periods of time and to be able to speak clearly so clients can understand.

The functional limitations assigned by Dr. Clay Thomas compromised Ms. Clarke to the point that her post-injury occupational base will be completely eroded rendering her not amenable to this form of vocational rehabilitation. Dr. Clay Thomas stated on his report that Ms. Clarke would not be able to return to her usual occupation. She is restricted from twisting the torso/spine, climbing ladders, driving and working on heights/scaffoldings. Dr. Clay Thomas stated that Ms. Clarke future medical care should include prescriptions of pain and anti-inflammatory medications, short courses of physical and/or chiropractic therapy, referral to specialist, follow-ups, injections, diagnostic studies including but not limited to radiographs and MRI scan. Surgery to the lumbar spine should be considered. The physical restrictions impaired her ability to do her job as a Cashier since her job requires her to be sitting and standing for long periods of time, repeating the same movements with constant use of her hands and constant bending and twisting of her body.

Ms. Clarke Cashier's physical job requirements requires lifting, carrying, pushing, pulling 20 lbs., frequently up to 10 lbs. constantly. Ms. Rook's job also requires constant sitting, frequent walking and or standing frequently, pushing and or pulling of arm and or leg controls, reaching frequently and extending hands and arms in any direction, frequent handling, seizing, holding, grasping and turning, fingering and occasionally picking, pinching, or otherwise working primarily with fingers rather than with the whole hand or arm as in handling. Ms. Clarke's also requires frequent talking and performing repetitive or short-cycle work.

Method #5

Vocational retraining programs would provide Ms. Clarke with new or enhanced skills for new types of work. However, the training programs available for her are extremely limited given the significant functional limitations assigned by the doctors noted above. Participating in vocational training programs will require for her to participate with the vocational programs such as doing work evaluations and vocational trainings to prepare her for employment.

Vocational rehabilitation retraining plans may produce new employment opportunities for Ms. Clarke but it is clear that the functional limitations assigned to Ms. Clarke is a complete loss of labor market access. Ms. Clarke is very limited in participating in any of the vocational training program and it will be physically demanding for her to participate in the vocational evaluation and assessment process for employment purposes.

Her ability to compete in the open labor market has been completely eroded due to the fact that it will be physically demanding for her to engage in the vocational training program process for employment purposes. She is also not required to have to learn a completely new job or skill since this is her career.

Ms. Clarke vocational training program will require for her to be able to pass the application and physically attend the training program and pass. Based from my examination and assessments, this will be physically demanding for her to do knowing the fact that she is not able to be physically and mentally do the training or programs.

Method #6:

Self-employment is one of the most “rigorous, high risk” type of plans. At the very least a market analysis, competition location, pricing, income/revenue projection and an evaluation of the plan to be developed, implemented, and maintained over time is required in my opinion and considering the disabling effects of Ms. Clarke industrial conditions, it would be futile to spend the limited available resources to conduct such an evaluation.

Therefore, when considering the synergistic effect of Ms. Clarke pre-existing non-industrial and industrial functional limitations, combined with the functional limitations resulting from her industrial injury. Ms. Clarke amenability to rehabilitation is significantly impaired meaning that vocational rehabilitation will not return her to the open labor market.

Montana Factors

Montana Factors are taken from the case of *Argonaut Ins. Co v Industrial Acc. Com (Montana)* (1962) 57 CaL2d 589 [27 Cal Comp Cases 130) Montana Factors include ability to work, health willingness and opportunities for persons similarly situated.

I believe Ms. Clarke ability to work, health, willingness and opportunities to work, skill and education, general condition of the labor market, and employment opportunities for individuals that are similarly situated render Ms. Clarke unable to return to suitable gainful employment in the open labor market.

I have addressed said Montana Factors as follows:

Ability to Work

Regarding Ability to Work, I refer to the following functional limitations assigned by Dr. Clay Thomas

Dr. Clay Thomas stated on his report that Ms. Clarke has frequent low back pain with numbness and tingling radiating down both lower extremities to the feet, difficulty with lifting at 10 lbs., pushing, pulling, sitting too long and bending. Ms. Clarke 's back pain disrupts her sleep and frequent pain in her left foot problems and climbing and walking too long or on uneven ground. The physical restrictions impaired her ability to do her job as a Cashier. As a Cashier she is required to be on her feet and her ability to work is completely diminished because she is unable to do the required tasks her job would entail because of the functional limitations that have resulted from her disabilities.

Here's the Physical Requirements for Cashier:

Strength: Sedentary Work

Lifting, Carrying, Pushing, Pulling 10 Lbs. occasionally. Mostly sitting, may involve standing or walking for brief periods of time.

Reaching: Occasionally

Extending hand(s) or arm(s) in any direction.

Handling: Occasionally

Seizing, holding, grasping, turning, or otherwise working with hand or hands. Fingers are involved only to the extent that they are an extension of the hand, such as to turn a switch or shift automobile gears.

Fingering: Occasionally

Picking, pinching, or otherwise working primarily with fingers rather than with the whole hand or arm as in handling.

Talking: Constantly

Expressing or exchanging ideas by means of the spoken word to impart oral information to clients or to the public and to convey detailed spoken instructions to other workers accurately, loudly, or quickly.

Hearing: Constantly

Perceiving the nature of sounds by ear.

Near Acuity: Occasionally

Clarity of vision at 20 inches or less.

Considering the above noted functional limitations resulting from Ms. Clarke pre-existing non-industrial and industrial functional limitations, combined with the functional limitations resulting from her industrial injury, because I believe that Ms. Clarke, in all vocational

probability, does not possess the ability to return to work, in a suitable gainful basis in the current open labor market.

Willingness and Opportunities to Work

Ms. Clarke has been unable to find any sustainable employment since her industrial injury. She attempted to find employment but could not. She believes this is a result of her constant pain from her injuries. Ms. Clarke have attempted to apply for job but had limited work experiences and the physical requirements needed for the job. Based on this information, I believe that Ms. Clarke has demonstrated the willingness to work but has not been provided the opportunity to return to work because of the synergistic effect of the functional limitations resulting from her pre-existing non-industrial and industrial injuries, combined with her industrial injury. Ms. Clarke opportunities to return to work are slim because of all the accommodations the employer will need for the job.

Ms. Clarke job as Cashier will require an adjustment to her job or work environment which makes it possible for an individual with a disability to perform the essential functions of her job.

Ms. Clarke will need accommodations and modifications to the work environment and even adjustments to her work schedules or responsibilities due to physical limitations of her job as a Cashier/Attendant. As noted above, the accommodations and modifications Ms. Clarke would require are simply too burdensome and unrealistic for an employer to make.

OCCUPATIONAL REQUIREMENTS FOR CASHIER

Specific Vocational Preparation (SVP)

Level 8 (4-10 Years)

GED Level

Reasoning Level 5

Mathematics Level 3

Language Level 5

Aptitudes	Level
General Learning Ability	Level 2
Verbal Aptitude	Level 1
Numerical Aptitude	Level 3
Spatial Aptitude	Level 4
Form Perception	Level 4
Clerical Perception	Level 2
Motor Coordination	Level 4
Finger Dexterity	Level 4
Manual Dexterity	Level 4
Eye-Hand-Foot Coordination	Level 5
Color Discrimination	Level 5

Physical Demands Level *

Strength	Sedentary
Reaching	Occasionally
Handling	Occasionally
Fingering	Occasionally
Talking	Constantly
Hearing	Constantly
Near Acuity	Occasionally

Environmental Conditions Level *

Noise Intensity Level Quiet

Work Situations

I Influencing people in their opinions, attitudes, and judgments

V Performing a Variety of duties

P Dealing with People

J Making Judgments and decisions

Data-People-Things

Data 1 - Coordinating

People 0 - Mentoring

Things 7 - Handling

General Condition of The Labor Market

I researched the General Condition of the Labor Market using the State of California Employment Development Department (EDD) for the Los Angeles area.

Based on my research from EDD and based on documentation from October 20, 2017, between August 2017 and September 2017, the total number of jobs located in the Los Angeles – California MD explained by forty-three thousand five hundred (43,500) jobs to reach a total of four million four hundred and forty-eight thousand and six hundred (4,448,600) jobs. Between September 2016 and September 2017, the total number of jobs located in the Los Angeles California area expanded by fifty thousand eight hundred (50,800) jobs.

It is used to collect, analyze and publish statistical data and reports on California's labor force, industries, occupations, employment projections, wages and other important labor market and economic data.

Based on the OASYS Program and Skillstran Program using the resources and considering the synergistic effect of functional limitations resulting from Ms. Rook's pre-existing non-industrial and industrial injuries, combined with her industrial, I believe that employment opportunities for persons similarly situated are unfavorable and unlikely.

Accommodations and Vocational Analysis

I have considered workplace accommodations. Employers are required to provide reasonable accommodations to allow an individual to complete the essential functions of their job.

As indicated above, employers must provide reasonable accommodations to Ms. Clarke because of her functional limitations so that she may perform essential functions of any job she could obtain in the open labor market. An employer however does not have to provide reasonable accommodations if those accommodations will result in undue hardship.

Ms. Clarke work limitations includes unable to lift or carry objects required, unable to sustain continuous or prolonged paced movement of the arms, hands, or fingers, unable to sustain a continuous or prolonged standing or sitting position of the body, unable to sustain consistent physical work effort, significantly restricted in ability to tolerate typical psychological stresses in the work environment. Ms. Clarke work limitations prevents her from being able to tolerate the common environmental conditions found at work, unable to sustain a consistent mental work effort and unable to complete tasks at a pace comparable to that of the average person in the general population.

Ms. Clarke's employer will not be able to provide reasonable accommodations. Ms. Clarke's employer will need to provide reasonable accommodations such as job restructuring which alters the essential function of her job as a Cashier. Ms. Clarke's employer cannot modify her work schedules due to her medical appointments and hospital visit, since she will be in and out of the hospital. Ms. Clarke has lists of medications to take into consideration. The

medications side effects will affect her work performance that will prevent her from doing her job properly.

Ms. Clarke 's need for accommodations will cause undue hardship to the employer if it requires significant difficulty or expense when considered in light of factors such as an employer's size and financial resources. If Ms. Clarke will return to her job as a Cashier, it will not be cost effective to the employer because her employer will be required to hire another person to help Ms. Clarke with her job. Ms. Clarke will not be capable of doing her work absent the help of another person. Ms. Clarke will nevertheless still be expected to perform the essential functions of the job with or without reasonable accommodations. In the case of Ms. Clarke, it would be unreasonable and unrealistic for an employer to fully accommodate Ms. Clarke such that she would be capable of adequately performing in any capacity.

In reaching my vocational opinion regarding Ms. Clarke, I considered the synergistic effect of the functional limitations resulting from her pre-existing non-industrial and industrial injuries combined with her industrial injury during the interpretation of the vocational testing results and the transferable skills analysis. In this case, considering all her functional physical limitations resulting from her pre- and post-injuries, Ms. Clarke's disabilities have rendered her unable to perform the substantial and material acts necessary to perform any job in the usual or customary way in which the job is meant to be performed.

Conclusion

A person has a functional limitation when he or she, because of a disability, cannot meet the strength, stamina, endurance or psychological stresses of a job regardless of the work skills possessed by the person; or cannot tolerate the physical environment of the workplace. In this case, Ms. Clarke is significantly restricted in ability to meet typical physical employment requirements to perform previous job or usual line of work such unable to lift or carry objects required, unable to sustain continuous or prolonged paced movement of the arms, hands, or fingers, unable to sustain a continuous or prolonged standing or sitting position of the body, unable to sustain consistent physical work effort, significantly restricted in ability to tolerate

typical psychological stresses in the work environment, unable to tolerate the common environmental conditions found at work, unable to sustain a consistent mental work effort and unable to complete tasks at a pace comparable to that of the average person in the general population.

Ms. Clarke opportunities to return to work are slim because of all the accommodations the employer will need for the job. Ms. Clarke job as Cashier will require an adjustment to her job or work environment which makes it possible for an individual with a disability to perform the essential functions of her job. Ms. Clarke will need accommodations and modifications to the work environment and even adjustments to her work schedules or responsibilities due to her physical limitations. I have determined that Ms. Clarke is not amenable to any form of vocational rehabilitation. Her functional limitations combined with the intensity, duration, and nature of her chronic and disabling pain will preclude her pre-injury skills and academic accomplishments. I do not believe that Ms. Clarke is amenable to any form of rehabilitation and thus has sustained a total loss in her capacity to meet any occupational demands.

I reserve the right to augment or change my opinion based upon any additional medical, legal, or vocational documentation that becomes available for further review.

I am of the hope that the information noted above is of value to you. I would like to thank you for the opportunity to provide a Vocational Opinion regarding Ms. Clarke. If you should have any questions or require any further information, please contact me.

On October 4, 2019 at your request, I had the opportunity to examine Ms. Clarke, regarding our stated vocational opinion about Ms. Clarke current work preclusions/limitations, transferable skills, and labor disablement.

I have personally obtained the history from the client conducted the examination, reviewed the records and prepared this report. I have provided the vocational testing results, transferability of skills and conducted a final review and made any necessary changes. I certify my signature below that the opinions stated above are my own.

I declare under the penalty of perjury that the information contained in this report and its attachments if any, is true and correct to the best of my knowledge, except as to information that I have indicated I received from others. As to that information, I declare under penalty of perjury that the information accurately describes that information provided to me and, except as noted herein, that I believe it to be true. I further declare under penalty of perjury that there has not been a violation of Labor Code section 139.32.

This report may contain sensitive material which may be distressing to certain employees and may be misunderstood. Per ethical standards, this report should be provided to an employee only by a Vocational Expert who is qualified to carefully assess the employee, assume the professional responsibility for the disclosure of the information relative to the employee and explain the information in an accurate manner.

The information contained in this report, and all attachments, is confidential, privileged and may also be proprietary business information that is intended only for the personal and confidential use of the recipient(s) named above. If the reader of this report is not the intended recipient or an agent responsible for delivering it to the intended recipient, you are hereby notified that you have received this report in error and any review, dissemination, distribution or copying of this report is strictly prohibited. If you received this communication in error, please notify the sender immediately and delete the original report.

Signed in the County of Los Angeles, California on January 6, 2021

Respectfully submitted,



Madonna R. Garcia, MRC, VRTWC

Masters of Rehabilitation Counseling (MRC)
Vocational Return To Work Counselor (VRTWC)
Vocational Rehabilitation Counselor (VRC)
Clinical Rehabilitation Counselor (CRC)

APPENDIX A**ACTIVITIES OF DAILY LIVING**

Activities of Daily Living	Without difficulty	With SOME difficulty	With MUCH difficulty	FOR HOW LONG A PERIOD OF TIME	UNABLE TO DO
Self-Care, Personal Hygiene					
<i>Comb your hair</i>			x		
<i>Wash and dry yourself</i>		x			
<i>Dress yourself including shoes</i>		x			
<i>Light Housework (Cleaning, laundry, Etc.)</i>			x		
<i>Heavy Housework (Vacuuming, sweeping, mopping,)</i>					x
<i>Cooking</i>					x
<i>Yard Work</i>					x
<i>Other Housework: Describe:</i>					
Travel					
<i>Driving a car (automatic transmission)</i>		x			
<i>Get in and out of cars</i>		x			
<i>Opening and Closing Car Door</i>		x			
Vision					
<i>Watch Television (with glasses on)</i>	x				
<i>Read a Book</i>			x		

<i>Seeing up close</i>			X		
<i>Seeing things far</i>			X		
Sleep				X	
<i>Sleep at Night</i> (insomnia)				X	
<i>Nap During the Day</i>		X			

Ms. Clarke stated that she goes to bed around 7:00 pm. It generally takes her all night and she usually wake up all night.

Subjective Physical Tolerances

Subjective Physical Tolerances	Without difficulty	With SOME difficulty	With MUCH difficulty	FOR HOW LONG A PERIOD OF TIME	UNABLE TO DO
<i>Sit</i>			X		
<i>What, if anything makes sitting more comfortably?</i>					
<i>Stand</i>		X			
<i>Walk on a Flat Surface</i>		X			
<i>Walk on an Incline</i>		X			
<i>Walk on a Decline</i>		X			
<i>Is it easier to walk up or down an incline? Both</i>					
<i>Crouching</i>			X		
<i>Bending</i>			X		
<i>Stooping</i>			X		
<i>Crawling</i>			X		
<i>Kneeling</i>			X		
<i>Maintaining Balance</i>					
Do you require a device to maintain your balance?					

Describe: uses clutch and walker for uneven surfaces					
<i>Walking up 1 flight of 10 steps</i>		X			
<i>Walking Down 1 flight of 10 steps</i>		X			
<i>Is it easier to walk up or down a flight of 10 steps?</i> <i>Up</i>		X			
<i>Forward flexion of neck</i>		X			
<i>Twisting of neck left or right</i> RIGHT		X			
<i>Is your Dominant Hand:</i> RIGHT or LEFT RIGHT		X			
<i>Reach above shoulder level with RIGHT Arm</i>		X			
<i>Reaching at shoulder level with RIGHT Arm</i>		X			
<i>Reach below shoulder level with RIGHT Arm</i>		X			
<i>Push/Pull light objects</i>		X			
<i>Gripping a glass of water</i>		X			
<i>Carrying a gallon of milk with one or both hands</i>		X			
<i>Lift more than 5 lbs.</i>			X		
<i>Lift more than 10 lbs.</i>			X		
<i>Lift more than 20 lbs.</i>					X
<i>Lift more than 50 lbs.</i>					X
<i>Fine finger manipulation (turning screws/bolts, using a cell phone or texting)</i>					

<i>Simple grasping</i>		X			
<i>Firm Grasping</i>			X		
<i>Writing</i>			X		
<i>Typing</i>			X		

<i>Feel what you touch</i>	X				
<i>Smell the food you eat</i>		X			
<i>Taste the food you eat</i>		X			
<i>Talking/Speak clearly</i>	X				
<i>Hearing from LEFT ear</i>		X			
<i>Hearing from RIGHT ear</i>		X			

APPENDIX B

VOCATIONAL TESTING

Raven Standard Progressive Matrices (Raven)

The Raven Standard Progressive Matrices (Raven) is a non-verbal measure of the general factor involved in intelligence. Problem solving The Raven very fundamental cognitive performance which is relatively uninfluenced by cultural influences The Raven is a pattern recognition test For practical purposes, it is convenient to consider certain percentages of the population and to group people's scores accordingly in the way, it is possible to classify a person according to the score they obtained as:

GRADE I “Intellectually superior”, if a score lies at or about the 95th percentile for people of the same group.

GRADE II “Definitely above the average in intellectual capacity”, if a score lies at or above the 75th percentile. (It may be designated II+ if it lies at or above the 90th percentile.)

GRADE III “Intellectually average”, if a score lies between the 25th and the 75th percentiles. (It may be designated as III+, if it is above the 50th percentile, and III-, if it is below it.

GRADE IV “Definitely below average in intellectual capacity”, if a score lies at or below the 25th percentile (it may be designated IV-, if it lies at or below the 10th percentile.)

GRADE V “Intellectually impaired”, if a score lies at or below the 5th percentile for that group.

I used the table as found in Henry R. Burke's article, *Raven Progressive Matrices* (1938) to interpret Ms. Clarke assessment score. Burke addresses norms, reliability, and validity with the comparison of veterans in vocational counseling from 1964 through 1972. There included a group of five hundred and fifty (550) veterans in psychiatric screening. Burke also studied veterans receiving screenings from 1973 through 1978, the number of participants was two thousand four hundred and sixteen (2416).

Burke (1972) published a set of American norms on the untimed routine administration of the Raven Progressive Matrices (1938) to five hundred and sixty-seven (567) male black and white East Orange Veteran's administration hospital patients who had been referred (1964-1772) for vocational counseling. These norms might be considered to have general applicability because

veterans roughly represent a cross-section of the general male population, and true sex differences of the Raven have not been demonstrated reliably (Court & Kennedy, 1976). According to Burke, “From 1973 to 1978 the untimed use of the Rave matrices was continued routinely in the counseling Center, and it also was used in the routine post-admission test screening of black and white veteran patients from the Psychiatric Service.”

Career Ability Placement Survey (CAPS)

The CAPS consist of eight (8) tests. Test one (1) measures Mechanical Reasoning, test two (2) measures Spatial Relations, test three (3) measures Verbal Reasoning, test four (4) measures Numerical Ability, test five (5) measures Language Usage, test six (6) measures Work Knowledge, test seven (7) measures a person’s Perceptual Speed and Accuracy, and test eight (8) measures an individual’s Manual Speed and Dexterity. The test is described as follows:

Mechanical Reasoning:

Measures how well you understand mechanical principles and the laws of physics. Their ability is important especially in courses in Industrial Arts and occupations in Technology as well as jobs in Science.

Spatial Relations:

Measures how well you can visualize or think in three dimensions and mentally picture the position of objects from a diagram or picture. Their ability is important in courses in Art and Industrial Arts and jobs in Science, Technology, and Arts.

Verbal Reasoning:

Measures how well you can reason with words and your facility for understanding and using concepts expressed in words. Their ability is important in general academic success and in Jobs requiring written or oral communication, especially professional level occupations in Communication, Science and service involving high levels of responsibility and decision making.

Numerical Ability:

Measures how well you can reason with and use numbers and work with quantitative materials and ideas. Their ability is important in school courses and Jobs in fields of Science and Technology involving mathematics, chemistry, physics, or engineering, and in Business and Clerical fields

Language Usage:

Measures how well you can recognize and use standard grammar, punctuation and capitalization. Their ability is especially important in Jobs requiring written or oral communication and in Clerical Jobs as well as professional level occupations in Science, and in all levels of Business and Service.

Word Knowledge:

Measures how well you can understand the meaning and precise use of words. There is important in Communication and all professional level occupations involving high levels of responsibility and decision making.

Perceptual Speed and Accuracy:

Measures how well you can perceive small detail rapidly and accurately within a mass of letters, numbers, and symbols. Their ability is important in office work and other jobs requiring fine visual discrimination.

Manual Speed and Dexterity:

Measures how well you can make rapid and accurate movements with your dominant hand. Their ability is important in Arts, Skilled and Technology, skilled occupations and other jobs requiring use of the hands.

Data was collected for the 2007 norms between January 2004 through May 2007 from samples of eighth (8th) through twelfth (12th) grade students totaling twenty-two thousand eight hundred and four (22,804) participants. The participants were taken from various regions of the United States: Midwest, Northeast, South and West. I used the norms of the tenth (10th), eleventh (11th), and twelfth (12th) graders:

A College sample of one thousand eight hundred and ninety-eight (1,898) students was gathered from data obtained from 1998 through 2002. Their data showed differences from normative samples in the past and are reflected on the current CAPS Summary Score Sheet.

When scoring the CAPS vocational test, the Consultant considered either the Summary Score Sheet for the tenth (10th), eleventh (11th), and twelfth (12th) grades College Norms, or Preliminary Norms for Spanish-speaking high school students and adults.

The CAPS is scored on a stanine basis. A stanine is a nine (9) point scale used for normalized test scores. These nine (9) stanines are described as follows:

An Individual's Career Profile compares their present abilities to abilities required on jobs in fourteen (14) major occupational areas described as follows:

Science, Professional occupations involve responsibility for the planning and conducting of research and the accumulation and application of systematized knowledge in related branches of mathematical, medical life and physical sciences.

Science, Skilled occupations involve observation and classification of facts in assisting in laboratory research and its application in the fields of medicine and life and physical sciences.

Technology, Professional occupations involve responsibility for engineering and structural design in the manufacture, construction or transportation of products or utilities.

Technology, Skilled occupations involve working with one's hands in a skilled trade concerned with construction, manufacture installation or repair of products in related fields of construction.

Consumer Economics occupations are concerned with the preparation and packaging of foods and the production, care and repair of clothing and textile products.

Outdoor occupations are concerned with activities performed primarily out-of-doors involving the growing and tending of plants and animals and the cultivation and accumulation of crops and natural resources in the areas of agriculture and nature as in forestry park services, fishing, and mining.

Business, Professional occupations involve positions of high responsibility in the organization, administration and efficient functioning of businesses and governmental bureaus about finance and accounting, management, and business promotion.

Business, Skilled occupations are concerned with sales and production and the correlated financial and organizational activities of businesses.

Clerical occupations involve recording, posting and filing of business records requiring great attention to detail, accuracy, neatness, orderliness and speed in office work and in resultant contact with customers about compilation of records.

Communication occupations involve skill in the use of language in the creation or interpretation of literature or in the written and oral communication of knowledge and ideas.

Arts, Professional occupations involve individualized expression of creative or musical talent and ability in fields of design, fine arts and performing arts

Arts, Skilled occupations involve application of artistic skill in fields of graphic arts and design.

Service, Professional occupations include positions of high responsibility involving interpersonal relations in caring for the personal needs and welfare of others in fields of social service, health, and education.

Service, Skilled occupations involve providing services to persons and catering to the tastes, desires and welfare of others in fields of personal service, social and health related service, and protection and transportation.

Career Ability Placement Survey (CAPS)

Name: **Deborah Clarke**

COPSystem

Name: **Deborah Clarke**

Date Completed: **12/15/2020**

Interests (COPS)

Accessible COPS Interest Inventory Information

Your interest scores on the COPS are reported in terms of 14 copsystem career clusters. A raw score is listed with a percentile score for each career cluster. The percentile score is your approximate position on each scale as compared to other people at your education level that have taken the COPS. If your percentile score is near 50, about half (50%) of others fall below you.

The higher your score the greater your interest is compared to others.

Accessible COPS Interest Inventory Results

Career Cluster	Raw Score	Percentile Score
Science Professional	19	92
Science Skilled	12	48
Technology Professional	15	87
Technology Skilled	10	76
Consumer Economics	19	88
Outdoor	17	83
Business Professional	19	85

Business Skilled	21	96
Clerical	17	62
Communication	22	94
Arts Professional	20	89
Arts Skilled	24	93
Service Professional	22	80
Service Skilled	19	91

Your Highest Career Groups on the COPS are:

Business Skilled; Communication; Arts Skilled;

COPS Interest Inventory Information

The following results are for sighted individuals.

Your interest profile is plotted below. A percentile number is printed inside the bars. Each number shows your approximate position on each scale as compared to other people at your educational level who have taken the COPS. If your score is near 50, about half (50%) of others fall below you. The higher your score the greater your interest is compared to others.

Your Highest Career Groups on the COPS are:

Business Skilled; Communication; Arts Skilled;

Abilities (CAPS)

Accessible CAPS Career Profile Information

The CAPS Career Profile compares your ability scores to the 14 copsystem career clusters. You will hear the name of each career cluster followed by a cutoff score and your score. You receive a plus if your score is above the cutoff score. The plus indicates that your measured abilities are currently at a high enough level for probable success in most occupations in that cluster. Remember, for success it is necessary that you continue to get the training and skills needed in these clusters. In interpreting your profile, concentrate on the scores with pluses that are the farthest above the cutoff score. Consider whether other things you know about yourself are consistent with your profile. Some of your ability scores may not have pluses. If you are interested in careers in these areas and motivated to do well, you may want to take classes or participate in other activities to improve your skills.

Accessible CAPS Career Profile Results

Career Cluster	Cutoff Score	Your Score	Plus
Science Professional	52	63	true
Science Skilled	30	38	true
Technology Professional	40	67	true
Technology Skilled	8	14	true
Consumer Economics	8	22	true
Outdoor	4	9	true
Business Professional	40	70	true
Business Skilled	20	70	true
Clerical	30	50	true
Communication	40	82	true
Arts Professional	40	38	false
Arts Skilled	30	18	false
Service Professional	40	78	true
Service Skilled	4	22	true

CAPS Career Profile Information

The following is for sighted individuals.

Your score is marked with a plus if it is in the solid green portion or at the upper edge of the lightest shaded portion of each career cluster. The plus indicates that your measured abilities are currently at a high enough level for probable success in most occupations in that cluster. Remember, for success it is necessary that you continue to get the training and skills needed in these clusters. In interpreting your profile, concentrate on the distance of your scores from the dark shaded area. Peaks in the profile may not be significant because the shaded areas are different heights. Consider whether other things you know about yourself are consistent with your profile. Some of your ability scores may appear in the darker green portion of the Career Profile. If you are interested in careers in these areas and motivated to do well, you may want to take classes or participate in other activities to improve your skills. Your COPS System Comprehensive Career Guide will help you in these choices.

Accessible CAPS Ability Profile Information

The CAPS Ability Profile lists your scores in each individual CAPS tests. You will hear a list of each test followed by your score. Values range from one to nine. This score relates your abilities as compared to others at your educational level. If your score is 5 or near the 50th percentile, about half of another fall below you. The higher your score, the greater your ability.

Accessible CAPS Ability Profile Results

Ability	Your Score
Mechanical Reasoning	5
Spatial Relations	3
Verbal Reasoning	6
Numerical Ability	5
Language Usage	5
Word Knowledge	8
Perceptual Speed and Accuracy	5
Manual Speed and Dexterity	1

CAPS Ability Profile Information

Your scores are represented by a bar that shows your abilities compared to others at your educational level. If your score is near 50, about half (50%) of others fall below you. The higher your score, the greater your ability. See your COPSsystem Comprehensive Career Guide for a further description of your results.

Work Values (COPES)

Accessible COPES Work Values Information

The COPES results compare your work values scores to others who have taken the COPES. Each work value scale consists of two pairs, one of which is more important to you. Your scores are listed according to the value that is more important to you. Your three most extreme scores are listed at the end of the COPES results. These three highest values areas are related to the 14 copssystem career clusters in the summary section.

Accessible COPES Work Values Results

- You are more toward Investigative than Accepting.
- You are more toward Practical than Carefree.
- You are more toward Conformity than Independence.

- You are more toward Leadership than Supportive.
- You are more toward Orderliness than Flexibility.
- You are more toward Recognition than Privacy.
- You are more toward Realistic than Aesthetic.
- You are more toward Social than Reserved.

COPEES Work Values Information

Your scores are represented by a bar that shows your work values as compared to others who have taken the COPEES. Scores to the left of the center show a preference for values listed on the left of your profile. Scores to the right of the center show a preference for values listed on the right of your profile. The closer a score is to either end of the profile, the more important that work value probably is to you. Your three most important scores are marked with a darker bar. If your score on one of the scales falls at or close to the center, you are moderately concerned with that work value. Select the 'Read More' button for a description of these values.

Needs Assessment Summary

You indicated that you are interested in an occupational training course.

You have indicated that you need additional help in the following areas:

Academics

- interpersonal skills

Job Skills

- how to find a job
- how to apply for a job

Planning Skills

- how to find college information
- applying for financial assistance

Summary

Those career groups below where your interests, abilities, and values match are marked in gold and show you the clusters you may wish to explore. First consider those clusters where your interests, abilities, and values are high and all three are gold. Next, consider those groups where you have silver icons where interests and values or where interests and abilities match. The bronze icons indicate one match either for interest, abilities, or values in a particular cluster. Your COPSsystem Comprehensive Career Guide will help you in your career exploration.

APPENDIX C

Summary Report for:

41-2011.00 - Cashiers

Summary Report for:

41-2011.00 - Cashiers

Receive and disburse money in establishments other than financial institutions. May use electronic scanners, cash registers, or related equipment. May process credit or debit card transactions and validate checks.

Sample of reported job titles: Cashier, Center Aisle Cashier, Central Aisle Cashier, Checker, Customer Assistant, Mutuel Clerk, Sales Associate, Toll Collector

View report: [Summary](#) [Details](#) [Custom](#)

[Tasks](#) | [Technology Skills](#) | [Tools Used](#) | [Knowledge](#) | [Skills](#) | [Abilities](#) | [Work](#)

[Activities](#) | [Detailed Work Activities](#) | [Work Context](#) | [Job](#)

[Zone](#) | [Education](#) | [Credentials](#) | [Interests](#) | [Work Styles](#) | [Work Values](#) | [Related](#)

[Occupations](#) | [Wages & Employment](#) | [Job Openings](#) | [Additional Information](#)

Tasks

- Receive payment by cash, check, credit cards, vouchers, or automatic debits.⊕
- Answer customers' questions, and provide information on procedures or policies.⊕
- Help customers find the location of products.⊕
- Issue receipts, refunds, credits, or change due to customers.⊕
- Greet customers entering establishments.⊕

Technology Skills

- **Accounting software** — Bookkeeping software⊕
- **Data base user interface and query software** — Database software; Relia Soft Prism⊕
- **Office suite software** — Microsoft Office 🔥⊕
- **Operating system software** — Handheld computer device software; Microsoft Windows 🔥; Palm OS 🔥⊕
- **Spreadsheet software** — Microsoft Excel 🔥⊕

🔥 Hot Technology — a technology requirement frequently included in employer job postings.

Knowledge

- **Customer and Personal Service** — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.⊕
- **Administration and Management** — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.⊕
- **Mathematics** — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.⊕
- **Clerical** — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.⊕

Skills

- **Service Orientation** — Actively looking for ways to help people.⊕
- **Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.⊕
- **Speaking** — Talking to others to convey information effectively.⊕
- **Mathematics** — Using mathematics to solve problems.⊕
- **Social Perceptiveness** — Being aware of others' reactions and understanding why they react as they do.⊕

Abilities

- **Oral Expression** — The ability to communicate information and ideas in speaking so others will understand.⊕
- **Oral Comprehension** — The ability to listen to and understand information and ideas presented through spoken words and sentences.⊕
- **Near Vision** — The ability to see details at close range (within a few feet of the observer).⊕
- **Speech Recognition** — The ability to identify and understand the speech of another person.⊕

- **Written Comprehension** — The ability to read and understand information and ideas presented in writing.⊕

Work Activities

- **Performing for or Working Directly with the Public** — Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.⊕
- **Identifying Objects, Actions, and Events** — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.⊕
- **Getting Information** — Observing, receiving, and otherwise obtaining information from all relevant sources.⊕
- **Communicating with Supervisors, Peers, or Subordinates** — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.⊕
- **Establishing and Maintaining Interpersonal Relationships** — Developing constructive and cooperative working relationships with others, and maintaining them over time.⊕

Detailed Work Activities

- Reconcile records of sales or other financial transactions.⊕
- Process sales or other transactions.⊕
- Answer customer questions about goods or services.⊕
- Explain technical product or service information to customers.⊕
- Calculate costs of goods or services.⊕

Work Context

- **Contact with Others** — 84% responded “Constant contact with others.”⊕
- **Deal with External Customers** — 77% responded “Extremely important.”⊕
- **Face-to-Face Discussions** — 68% responded “Every day.”⊕
- **Importance of Being Exact or Accurate** — 62% responded “Extremely important.”⊕
- **Work with Work Group or Team** — 63% responded “Extremely important.”⊕

Job Zone

Title Job Zone Two: Some Preparation Needed

Education These occupations usually require a high school diploma.

Related Experience Some previous work-related skill, knowledge, or experience is usually needed. For example, a teller would benefit from experience working directly with the public.


Job Training Employees in these occupations need anywhere from a few months to one year of working with experienced employees. A recognized apprenticeship program may be associated with these occupations.


Job Zone Examples These occupations often involve using your knowledge and skills to help others. Examples include orderlies, counter and rental clerks, customer service representatives, security guards, upholsterers, and tellers.


SVP Range (4.0 to < 6.0)

Education

Percentage of Respondents	Education Level Required
---------------------------	--------------------------

68  High school diploma or equivalent

30  Less than high school diploma

1  Post-secondary certificate

Credentials

Interests

Interest code: **CE** Want to discover your interests? Take the [O*NET Interest Profiler](#) at My Next Move.

- **Conventional** — Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.👤

- **Enterprising** — Enterprising occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with **Work Styles**
- **Cooperation** — Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.⊕
- **Dependability** — Job requires being reliable, responsible, and dependable, and fulfilling obligations.⊕
- **Integrity** — Job requires being honest and ethical.⊕
- **Self Control** — Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.⊕
- **Stress Tolerance** — Job requires accepting criticism and dealing calmly and effectively with high stress situations.⊕

Work Values

- **Relationships** — Occupations that satisfy this work value allow employees to provide service to others and work with co-workers in a friendly non-competitive environment. Corresponding needs are Co-workers, Moral Values and Social Service.⊕
- **Support** — Occupations that satisfy this work value offer supportive management that stands behind employees. Corresponding needs are Company Policies, Supervision: Human Relations and Supervision: Technical.⊕
- **Achievement** — Occupations that satisfy this work value are results oriented and allow employees to use their strongest abilities, giving them a feeling of accomplishment. Corresponding needs are Ability Utilization and Achievement.⊕

Related Occupations

- 35-3031.00 [Waiters and Waitresses](#) 🌟
- 35-9031.00 [Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop](#) 🌟 [Bright Outlook](#)
- 39-3031.00 [Ushers, Lobby Attendants, and Ticket Takers](#)
- 41-2021.00 [Counter and Rental Clerks](#)
- 53-7065.00 [Stockers and Order Fillers](#) 🌟

Wages & Employment Trends

Median wages (2019) \$11.37 hourly, \$23,650 annual

State wages

Local wages

ZIP Code:

Employment (2019) 3,600,900 employees

Projected growth (2019-2029) ■■■ Decline (-1% or lower)

Projected job openings (2019-2029) 558,600

State trends

Top industries (2019) [Retail Trade](#)
[Accommodation and Food Services](#)

Source: Bureau of Labor Statistics [2019 wage data](#) and [2019-2029 employment projections](#) .
"Projected growth" represents the estimated change in total employment over the projections period (2019-2029). "Projected job openings" represent openings due to growth and replacement.

Sources of Additional Information

Disclaimer: Sources are listed to provide additional information on related jobs, specialties, and/or industries. Links to non-DOL Internet sites are provided for your convenience and do not constitute an endorsement.

- [NACS](#)

- [National Association of Sales Professionals](#)
- [National Retail Federation](#)
- [Occupational Outlook Handbook: Cashiers](#)
- [The United Food and Commercial Workers International Union](#)

Custom Report for:

41-2011.00 - Cashiers









Receive and disburse money in establishments other than financial institutions. May use electronic scanners, cash registers, or related equipment. May process credit or debit card transactions and validate checks.







Sample of reported job titles: Cashier, Center Aisle Cashier, Central Aisle Cashier, Checker, Customer Assistant, Mutuel Clerk, Sales Associate, Toll Collector

View report: [Summary](#) [Details](#) [Custom](#)

[Tasks](#) | [Technology Skills](#) | [Tools Used](#) | [Knowledge](#) | [Skills](#) | [Abilities](#) | [Work Activities](#) | [Detailed Work Activities](#) | [Work Activities Outline](#) | [Work Context](#) | [Job Zone](#) | [Education](#) | [Credentials](#) | [Interests](#) | [Work Styles](#) | [Work Values](#) | [Related Occupations](#) | [Crosswalk](#) | [Wages & Employment](#) | [Job Openings](#) | [Additional Information](#)

Tasks Save Table ([XLS](#)/[CSV](#))

Importance	Category	Task
91 	Core	Receive payment by cash, check, credit cards, vouchers, or automatic debits. 
90 	Core	Answer customers' questions, and provide information on procedures or policies. 
87 	Core	Help customers find the location of products. 
87 	Core	Issue receipts, refunds, credits, or change due to customers. 

86		Core	Greet customers entering establishments.⊕
86		Core	Supervise others and provide on-the-job training.⊕
85		Core	Assist customers by providing information and resolving their complaints.⊕
85		Core	Maintain clean and orderly checkout areas and complete other general cleaning duties, such as mopping floors and emptying trash cans.⊕
85		Core	Establish or identify prices of goods, services, or admission, and tabulate bills, using calculators, cash registers, or optical price scanners.⊕
83		Core	Answer incoming phone calls.⊕

Technology Skills [Save Table \(XLS/CSV\)](#)

- **Accounting software** — Bookkeeping software⊕
- **Data base user interface and query software** — Database software; Relist Prism⊕
- **Medical software** — Electronic medical record EMR software⊕
- **Office suite software** — Microsoft Office 🔥⊕
- **Operating system software** — Handheld computer device software; Microsoft Windows 🔥; Palm OS 🔥⊕
- **Point of sale POS software**⊕
- **Spreadsheet software** — Microsoft Excel 🔥⊕





🔥 Hot Technology — a technology requirement frequently included in employer job postings.



Tools Used [Save Table \(XLS/CSV\)](#)




- **Bar code reader equipment** — Handheld bar code scanners; Stationary bar code scanners⊕
- **Cash registers** — Electronic cash registers⊕
- **Commercial use scales** — Food scales⊕
- **Desktop calculator** — 10-key calculators⊕
- **Electronic funds transfer point of sale equipment** — Electronic funds transfer EFT terminals⊕










- **Fluid regulators** — Gas pump controllers+
- **Magnetic stripe readers and encoders** — Credit card readers+
- **Packaging compactors** — Cardboard balers; Trash compactors+
- **Security cameras** — Surveillance cameras+
- **Ticket dispensing machines** — Lottery ticket machines; Money order machines+

Knowledge Save Table ([XLS](#)/[CSV](#))


Importance	Knowledge
83 	Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.+
54 	Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.+
54 	Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.+
51 	Clerical — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.+

Importance	Skill
56 	Service Orientation — Actively looking for ways to help people.+
53 	Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.+


- 53  **Speaking** — Talking to others to convey information effectively.⊕
- 50  **Mathematics** — Using mathematics to solve problems.⊕
- 50  **Social Perceptiveness** — Being aware of others' reactions and understanding why they react as they do.⊕


Importance	Ability
69 	Oral Expression — The ability to communicate information and ideas in speaking so others will understand.⊕
66 	Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.⊕
56 	Near Vision — The ability to see details at close range (within a few feet of the observer).⊕
53 	Speech Recognition — The ability to identify and understand the speech of another person.⊕
53 	Written Comprehension — The ability to read and understand information and ideas presented in writing.⊕
50 	Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).⊕
50 	Number Facility — The ability to add, subtract, multiply, or divide quickly and correctly.⊕
50 	Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.⊕
50 	Selective Attention — The ability to concentrate on a task over a period of


time without being distracted.⊕


50  **Speech Clarity** — The ability to speak clearly so others can understand you.⊕


Importance	Work Activity
------------	---------------


86  **Performing for or Working Directly with the Public** — Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.⊕


79  **Identifying Objects, Actions, and Events** — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.⊕


76  **Getting Information** — Observing, receiving, and otherwise obtaining information from all relevant sources.⊕

70  **Communicating with Supervisors, Peers, or Subordinates** — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.⊕

69  **Establishing and Maintaining Interpersonal Relationships** — Developing constructive and cooperative working relationships with others, and maintaining them over time.⊕

67  **Updating and Using Relevant Knowledge** — Keeping up-to-date technically and applying new knowledge to your job.⊕

65  **Communicating with Persons Outside Organization** — Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.⊕

64  **Training and Teaching Others** — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or

instructing others.⊕


63  **Judging the Qualities of Things, Services, or People** — Assessing the value, importance, or quality of things or people.⊕

63  **Processing Information** — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.⊕

- Reconcile records of sales or other financial transactions.⊕
- Process sales or other transactions.⊕
- Answer customer questions about goods or services.⊕
- Explain technical product or service information to customers.⊕
- Calculate costs of goods or services.⊕
- Maintain records of sales or other business transactions.⊕
- Issue money, credit, or vouchers.⊕
- Provide customers with general information or assistance.⊕
- Monitor sales activities.⊕
- Greet customers, patrons, or visitors.⊕

Work Activities Outline [Save Table \(XLS/CSV\)](#)







Importance	Work Activity
------------	---------------







86  **Performing for or Working Directly with the Public** — Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.⊕

- **IWA** Respond to customer problems or inquiries.
 - **DWA** Answer customer questions about goods or services.⊕
 - Answer customers' questions, and provide information on procedures or policies.⊕
 - Assist customers by providing information and resolving their complaints.⊕

79  **Identifying Objects, Actions, and Events** — Identifying information by


categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.⊕

- 76**  **Getting Information** — Observing, receiving, and otherwise obtaining information from all relevant sources.⊕
- 70**  **Communicating with Supervisors, Peers, or Subordinates** — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.⊕
- 69**  **Establishing and Maintaining Interpersonal Relationships** — Developing constructive and cooperative working relationships with others, and maintaining them over time.⊕
- 67**  **Updating and Using Relevant Knowledge** — Keeping up-to-date technically and applying new knowledge to your job.⊕
- 65**  **Communicating with Persons Outside Organization** — Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.⊕
- **IWA** Provide information to guests, clients, or customers.
 - **DWA** Provide customers with general information or assistance.
 - ⊕
 - Help customers find the location of products.⊕
 - **DWA** Answer telephones to direct calls or provide information.
 - ⊕
 - Answer incoming phone calls.⊕
- 64**  **Training and Teaching Others** — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.⊕
- **IWA** Train others on operational or work procedures.
 - **DWA** Train sales personnel.⊕
 - Supervise others and provide on-the-job training.⊕


- 63**  **Judging the Qualities of Things, Services, or People** — Assessing the value, importance, or quality of things or people.⊕
- 63**  **Processing Information** — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.⊕
- **IWA** Reconcile financial data.
 - **DWA** Reconcile records of sales or other financial transactions.
 - ⊕
 - Count money in cash drawers at the beginning of shifts to ensure that amounts are correct and that there is adequate change.⊕
 - Calculate total payments received during a time period, and reconcile this with total sales.⊕
- 61**  **Assisting and Caring for Others** — Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.⊕
- **IWA** Provide general assistance to others, such as customers, patrons, or motorists.
 - **DWA** Greet customers, patrons, or visitors.⊕
 - Greet customers entering establishments.⊕
- 60**  **Selling or Influencing Others** — Convincing others to buy merchandise/goods or to otherwise change their minds or actions.⊕
- **IWA** Sell products or services.
 - **DWA** Sell products or services.⊕
 - Sell tickets and other items to customers.⊕
- 59**  **Controlling Machines and Processes** — Using either control mechanisms or direct physical activity to operate machines or processes (not including computers or vehicles).⊕
- 59**  **Monitor Processes, Materials, or Surroundings** — Monitoring and reviewing information from materials, events, or the environment, to detect or assess


problems.⊕

- **IWA** Monitor financial data or activities.
 - **DWA** Monitor sales activities.⊕
 - Monitor checkout stations to ensure that they have adequate cash available and that they are staffed appropriately.⊕

57  **Making Decisions and Solving Problems** — Analyzing information and evaluating results to choose the best solution and solve problems.⊕

- **IWA** Determine values or prices of goods or services.
 - **DWA** Calculate costs of goods or services.⊕
 - Establish or identify prices of goods, services, or admission, and tabulate bills, using calculators, cash registers, or optical price scanners.⊕
 - Calculate total payments received during a time period, and reconcile this with total sales.⊕
 - Compute and record totals of transactions.⊕










53  **Evaluating Information to Determine Compliance with Standards** — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.⊕

53  **Performing General Physical Activities** — Performing physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling of materials.⊕


- **IWA** Clean tools, equipment, facilities, or work areas.
 - **DWA** Clean work areas.⊕
 - Maintain clean and orderly checkout areas and complete other general cleaning duties, such as mopping floors and emptying trash cans.⊕

52  **Coordinating the Work and Activities of Others** — Getting members of a


group to work together to accomplish tasks.⊕

- 52**  **Handling and Moving Objects** — Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.⊕
- **IWA** Stock supplies or products.
 - **DWA** Stock products or parts.⊕
 - Stock shelves, sort and reshelve returned items, and mark prices on items and shelves.⊕
- 52**  **Resolving Conflicts and Negotiating with Others** — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.⊕
- 50**  **Coaching and Developing Others** — Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.⊕
- 49**  **Developing and Building Teams** — Encouraging and building mutual trust, respect, and cooperation among team members.⊕
- 49**  **Inspecting Equipment, Structures, or Material** — Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.⊕
- 49**  **Interacting with Computers** — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.⊕
- 49**  **Organizing, Planning, and Prioritizing Work** — Developing specific goals and plans to prioritize, organize, and accomplish your work.⊕
- 47**  **Estimating the Quantifiable Characteristics of Products, Events, or Information** — Estimating sizes, distances, and quantities; or determining time, costs, resources, or materials needed to perform a work activity.⊕
- 46**  **Interpreting the Meaning of Information for Others** — Translating or explaining what information means and how it can be used.⊕


- **IWA** Explain technical details of products or services.
 - **DWA** Explain technical product or service information to customers.⊕
 - Answer customers' questions, and provide information on procedures or policies.⊕
 - Assist customers by providing information and resolving their complaints.⊕


42  **Guiding, Directing, and Motivating Subordinates** — Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.⊕


- **IWA** Supervise personnel activities.
 - **DWA** Supervise sales or support personnel.⊕
 - Supervise others and provide on-the-job training.⊕

39  **Documenting/Recording Information** — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.⊕


- **IWA** Maintain sales or financial records.
 - **DWA** Maintain records of sales or other business transactions.⊕
 - Keep periodic balance sheets of amounts and numbers of transactions.⊕
 - Compute and record totals of transactions.⊕
 - Compile and maintain non-monetary reports and records.⊕


39  **Scheduling Work and Activities** — Scheduling events, programs, and activities, as well as the work of others.⊕


37  **Thinking Creatively** — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.⊕


34  **Performing Administrative Activities** — Performing day-to-day administrative tasks such as maintaining information files and processing paperwork.⊕


- **IWA** Execute financial transactions.
 - **DWA** Process sales or other transactions.⊕
 - Receive payment by cash, check, credit cards, vouchers, or automatic debits.⊕
 - Issue trading stamps and redeem food stamps and coupons.⊕
 - Process merchandise returns and exchanges.⊕
 - **DWA** Issue money, credit, or vouchers.⊕
 - Issue receipts, refunds, credits, or change due to customers.⊕
 - Issue trading stamps and redeem food stamps and coupons.⊕
 - Cash checks for customers.⊕


34  **Provide Consultation and Advice to Others** — Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.⊕

28  **Analyzing Data or Information** — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.⊕




27  **Developing Objectives and Strategies** — Establishing long-range objectives and specifying the strategies and actions to achieve them.⊕
















24  **Monitoring and Controlling Resources** — Monitoring and controlling resources and overseeing the spending of money.⊕

22  **Repairing and Maintaining Electronic Equipment** — Servicing, repairing, calibrating, regulating, fine-tuning, or testing machines, devices, and equipment that operate primarily on the basis of electrical or electronic (not mechanical) principles.⊕

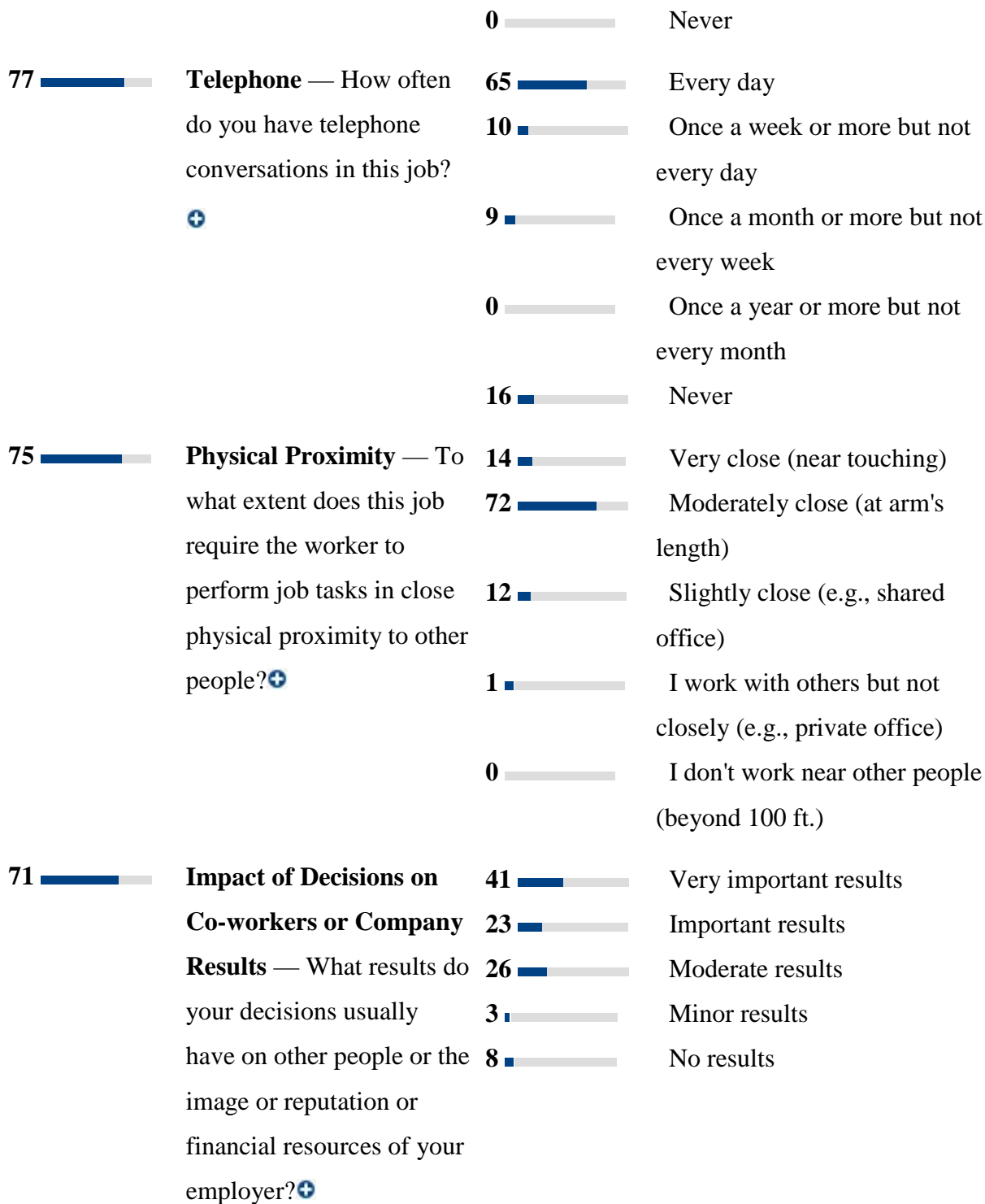
21  **Operating Vehicles, Mechanized Devices, or Equipment** — Running, maneuvering, navigating, or driving vehicles or mechanized equipment, such as

forklifts, passenger vehicles, aircraft, or water craft.⊕

- 21  **Repairing and Maintaining Mechanical Equipment** — Servicing, repairing, adjusting, and testing machines, devices, moving parts, and equipment that operate primarily on the basis of mechanical (not electronic) principles.⊕
- 20  **Drafting, Laying Out, and Specifying Technical Devices, Parts, and Equipment** — Providing documentation, detailed instructions, drawings, or specifications to tell others about how devices, parts, equipment, or structures are to be fabricated, constructed, assembled, modified, maintained, or used.⊕
- 20  **Staffing Organizational Units** — Recruiting, interviewing, selecting, hiring, and promoting employees in an organization.⊕

Context	Work Context	Percentage of Respondents
96 	Contact with Others — How much does this job require the worker to be in contact with others (face-to-face, by telephone, or otherwise) in order to perform it?⊕	84  Constant contact with others
		16  Contact with others most of the time
		0  Contact with others about half the time
		0  Occasional contact with others
		0  No contact with others
88 	Deal with External Customers — How important is it to work with external customers or the public in this job?⊕	77  Extremely important
		10  Very important
		0  Important
		13  Fairly important
		0  Not important at all
87 	Face-to-Face Discussions — How often do you have to have face-	68  Every day
		11  Once a week or more but not every day

	to-face discussions with individuals or teams in this job?+	20	Once a month or more but not every week
		1	Once a year or more but not every month
		0	Never
85	Importance of Being Exact or Accurate — How important is being very exact or highly accurate in performing this job?+	62	Extremely important
		17	Very important
		21	Important
		1	Fairly important
		0	Not important at all
84	Work with Work Group or Team — How important is it to work with others in a group or team in this job?+	63	Extremely important
		19	Very important
		8	Important
		10	Fairly important
		0	Not important at all
83	Indoors, Environmentally Controlled — How often does this job require working indoors in environmentally controlled conditions?+	78	Every day
		0	Once a week or more but not every day
		9	Once a month or more but not every week
		0	Once a year or more but not every month
		13	Never
79	Spend Time Standing — How much does this job require standing?+	66	Continually or almost continually
		21	More than half the time
		13	About half the time
		19	Less than half the time



Title Job Zone Two: Some Preparation Needed

Education These occupations usually require a high school diploma.




Related Experience Some previous work-related skill, knowledge, or experience is usually needed. For example, a teller would benefit from experience working directly with the public.


Job Training Employees in these occupations need anywhere from a few months to one year of working with experienced employees. A recognized apprenticeship program may be associated with these occupations.


Job Zone Examples These occupations often involve using your knowledge and skills to help others. Examples include orderlies, counter and rental clerks, customer service representatives, security guards, upholsterers, and tellers.

SVP Range (4.0 to < 6.0)


Education


Percentage of Respondents	Education Level Required
68 	High school diploma or equivalent ?
30 	Less than high school diploma
1 	Post-secondary certificate ?


Occupational Interest	Interest
95 	Conventional — Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow. +


56  **Enterprising** — Enterprising occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business.⊕


Importance	Work Style
------------	------------


82  **Cooperation** — Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.⊕


82  **Dependability** — Job requires being reliable, responsible, and dependable, and fulfilling obligations.⊕


82  **Integrity** — Job requires being honest and ethical.⊕


81  **Self Control** — Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.⊕

78  **Stress Tolerance** — Job requires accepting criticism and dealing calmly and effectively with high stress situations.⊕

77  **Attention to Detail** — Job requires being careful about detail and thorough in completing work tasks.⊕

75  **Adaptability/Flexibility** — Job requires being open to change (positive or negative) and to considerable variety in the workplace.⊕


75  **Independence** — Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.⊕

73  **Concern for Others** — Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.⊕

69  **Social Orientation** — Job requires preferring to work with others rather than

alone, and being personally connected with others on the job.+

Extent	Work Value
--------	------------

61  **Relationships** — Occupations that satisfy this work value allow employees to provide service to others and work with co-workers in a friendly non-competitive environment. Corresponding needs are Co-workers, Moral Values and Social Service.+

Related Occupations Save Table ([XLS](#)/[CSV](#))

+ - All 9 displayed

- 35-2011.00 [Cooks, Fast Food](#)
- 35-3023.00 [Fast Food and Counter Workers](#) *
- 35-3031.00 [Waiters and Waitresses](#) *
- 35-9031.00 [Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop](#) * **[Bright Outlook](#)**
- 39-3031.00 [Ushers, Lobby Attendants, and Ticket Takers](#)
- 39-3091.00 [Amusement and Recreation Attendants](#) *
- 41-2012.00 [Gambling Change Persons and Booth Cashiers](#)
- 41-2021.00 [Counter and Rental Clerks](#)
- 53-7065.00 [Stockers and Order Fillers](#) *

Wages & Employment Trends

Median wages (2019) \$11.37 hourly, \$23,650 annual

State wages

Select a State

Local wages

ZIP Code:

Employment (2019) 3,600,900 employees
Projected growth (2019-2029) ■■■■ Decline (-1% or lower)
Projected job openings (2019-2029) 558,600

State trends

Select a State

Top industries (2019) [Retail Trade](#) (82% employed in this sector)
[Accommodation and Food Services](#) (11%)
[\(see all industries\)](#)

Source: Bureau of Labor Statistics [2019 wage data](#) and [2019-2029 employment](#)

[projections](#) . "Projected growth" represents the estimated change in total employment over the projections period (2019-2029). "Projected job openings" represent openings due to growth and replacement.

Sources of Additional Information

All 5 displayed

Disclaimer: Sources are listed to provide additional information on related jobs, specialties, and/or industries. Links to non-DOL Internet sites are provided for your convenience and do not constitute an endorsement.

- [NACS](#)
- [National Association of Sales Professionals](#)
- [National Retail Federation](#)

- [Occupational Outlook Handbook: Cashiers](#)
- [The United Food and Commercial Workers International Union](#)