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**Employee: Semen Lev
SIF #: 13204860
D.O.I: CT: 01/0212020-04120/2020
Employer: STORE 2 DOOR**

Subsequent Injuries Benefit Trust Fund Vocational Opinion

I have been requested by Attorney Natalia Foley to perform a forensic vocational analysis and report addressing Mr. Lev ability to compete in the open labor market based upon his subsequent industrial injury as well as his pre-existing illnesses and injuries that have created labor disabling conditions that would diminish Mr. Lev's ability to compete in the open market.

Legal Principles: Disability; Employment Determination; The PDRS; The Ogilvie Case

The AMA Guides, 5th Edition has long been used to determine permanent bodily “impairment” based on a person’s “permanent disability” which is defined under California jurisprudence as “...the irreversible residual of a work-related injury that causes impairment in earning capacity, impairment in the normal use of a member or a handicap in the open labor market.” *Brodie v.*

WCAB (2007) 40 Cal. 4th 1313, 1320, 72 Cal. Comp. Cases 565.

The AMA Guides on page 8, 1.2 Disability: “A disability determination also includes information about the individual’s skill, education, job history, adaptability and environment requirements, and modifications. Assessing these factors can provide a more realistic picture of the effects of the impairments on the ability to perform complex work and social activities.” The AMA Guides, 5th Edition on page 14 under 1.9 Employability Determination state: “More complicated are the cases in which the physician is requested to make a broad judgement regarding the individual’s ability to return to any job in his or his field. A decision of this scope usually requires input from medical and non-medical experts such as vocational specialists, and the evaluation of both stable and changing factors, such as a person’s education, skills, motivation, and the state of the job market, the local economic situation.”

Generally “permanent disability” payments are provided for permanent bodily impairment, to indemnity for impaired future earning capacity or decreased ability to complete in an open labor market” * *Livitsanos v. Superior Court* (1992) 2 Cal. 4th 744, 57 Cal. Comp. Cases 355 at 36.* Indemnity for impaired future earning capacity in California Workers’ Compensation jurisprudence has long utilized the 2005 Permanent Disability Rating Schedule (“PDRS”) to determine those “permanent disability” payments. The basic purpose of the Workers' Compensation Act is to compensate for the disabled worker's diminished ability to compete in the open labor market using the PDRS. Nevertheless, the PDRS may be rebutted via the use of vocational rehabilitation expert evidence.

In *Ogilvie v. Workers’ Compensation Appeals Board* (2011) *Ogilvie v. Workers’ Compensation*

Appeals Board (2011) 197 Cal. App. 4th 1262, 76 Cal. Comp. Cases 624 at 629, the Court of Appeal explained that:

For many years, determining the degree of permanent disability sustained due to an injury involved consideration of the *opinions of vocational rehabilitation specialists* concerning the employee's ability to compete in an open labor market. *Ogilvie v. Workers’ Compensation Appeals Board* (2011) 197 Cal. App. 4th 1262, 76 Cal. Comp. Cases 624 at 629, citing *Gill v. WCAB* (1985) 167 Cal. App. 3d 306, 50 Cal. Comp. Cases 258 (*emphasis added*)

Pursuant to *Ogilvie*, one method to rebut the 2005 PDRS is if the employee is not amenable to vocational rehabilitation because of the industrial injury, so long as the opinion upon which a vocational rehabilitation expert basis it on is based on.

Introductory Comments

My assignment included a face-to-face interview with Mr. Lev, a review of his occupational history, medical history and records, physician assessment of his 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 Mr. Lev is amenable to vocational rehabilitation.

A thorough evaluation was conducted of Mr. Lev 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 Mr. Lev 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 Mr. Lev my position as an Applicant Vocational Expert and informed his that I would not be providing ongoing vocational counseling. I informed his 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 his attorneys and the Subsequent Injuries Benefits Trust Fund.

Date and Time of Evaluation

My evaluation occurred with Mr. Lev on February 24, 2021. I conducted the evaluation with Mr. Lev and had full view of his entire body throughout the assessment.

Evaluation Timeframes

8 hours for file review of medical and psychological records, 8 hours of face-to-face time, 6 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 8 hours of report writing, proofreading, and editing time for a total of professional time. A total of 42 hours of professional time. An itemized invoice is attached to this report outlining my work in this matter.

Background Information

Mr. Lev was casually dressed and well-groomed for his scheduled evaluation. Mr. Lev was forthcoming and cooperative throughout the interview.

I interviewed Mr. Lev to obtain information regarding his educational background, employment history, medications, subjective physical tolerances in addition to administering vocational testing.

Mr. Lev was born on September 11, 1960 in USSR, Ukraine. He was 60 years old at the time of this report. He reported a Social Security Number (SSN) of xxx-xx-1468.

Transportation Information

Mr. Lev produced a current Class C California driver's license with a number of xxxx6178 and an expiration date of September 11, 2022. He stated that he had no vehicle code violations or accidents currently on his driving record.

Mr. Lev indicated that he would be willing to travel approximately fifteen (30) minutes to work in one direction should he be able to work. He said that he has a reliable vehicle which he could utilize for employment purposes.

Mr. Lev explained that he would not be willing to use public transportation because of the physical strain it would put on his body given his conditions. He would not be willing to relocate. Mr. Lev should he be able to work, he would be available to work Monday through Friday during the day.

Social History

Mr. Lev is married.

He is not required to perform elder care.

Legal History

Mr. Lev indicated that he did not have any felony or misdemeanor convictions.

Educational Background

Mr. Lev could communicate in Russian and English fluently.

He stated that he completed high school and graduated in Ukraine. He said that he was an average student and received average grades. Mr. Lev was never held back a grade and does not have any learning disabilities. He did attend college and completed BA in Music Violin in 1983 in Ukraine. Mr. Lev also have a certificate in Graphic Design HTML in 2011 at LACC.

Military History

Mr. Lev was not in the military.

Current Sources of Income

Mr. Lev indicated that he does not meet his monthly expenditures.

Mr. Lev states that his monthly expenditures which includes his mortgage, utilities, food, clothing and which is about \$4000 and receives compensation of \$652/month from unemployment and \$1800 from his wife income and father's support of \$650/month.

Current Work Status

Mr. Lev is currently not working.

Employment History.

Employer Name: Store 2 Door Inc.

Job Title: Deli Person

Job Description: Mr. Lev was employed as a Deli Person.

Mr. Lev job as a Deli Person involves preparing, slicing, baking cookies and bread, packaging, and serving deli products to customers, weighing and portioning food items and taking orders as well as receiving new deliveries and stocking. Mr. Lev performs walking, standing, flexing, twisting and side-bending and extending the neck, bending and twisting at the waist, squatting, climbing and kneeling.

Mr. Lev physical activities included using the bilateral upper extremities repetitively for simple grasping, power grasping, fine manipulation, keyboarding, writing, pushing and pulling, reaching at shoulder level, reaching above shoulder level, and reaching below shoulder level. Mr. Lev was required to lift and carry objects while at work and required to lift and carry objects weighing up to 45-50 pounds. Mr. Lev worked 8-9 hours per day and five days a week. And his work hours also varied. Mr. Lev had no lunch or rest breaks and his job involved working 100% indoors.

Employer Name: Sonny Days

Job Title: Activities Staff Coordinator

Job Description:

Mr. Lev was employed as an Activities Staff Coordinator. Mr. Lev job requires doing activities/entertainment for approximately two months in an Adult Day Care facility.

Prior, he was self-employed as a Seller on Amazon for approximately one year.

Prior, he was employed by a company as an Appliance Technician for about one year.

Prior to that he was Teacher teaching music to children private lessons for several years..

Activities of Daily Living

During my interview, Mr. Lev completed the Activities of Daily Living (ADL) questionnaire with my assistance. I asked Mr. Lev questions regarding how his disabilities affect his activities of daily living. Mr. Lev noted that he had some difficulty washing and drying himself and dressing himself. Mr. Lev reported having much difficulty doing light housework such as cleaning and doing laundry. He also has much difficulty with cooking and yardwork activities. Mr. Lev also stated some difficulty driving car most especially getting in and out of the car and opening and closing doors. Mr. Lev vision reports difficulty watching TV or reading a book and writing as well as seeing up close and seeing things far. Mr. Lev also have difficulty sleeping at night and that he goes to bed around 11 p.m.to 3am in the morning. It generally takes him about 1-2 hours to fall asleep and he usually wakes up around 5:00 a.m. or sometimes at 12 noon.

Mr. Lev subjective physical tolerances includes difficulty sitting and standing for long periods of time. Mr. Lev reported difficulty walking on a flat surface, walking on incline and difficulty walking down on a decline. Mr. Lev also reported difficulty crouching, bending, stooping, crawling, kneeling and maintaining his balance. Mr. Lev also reported that is both difficult to walk up and down a flight. He also reported difficulty with moving forward flexion of neck and twisting of neck left and right. Mr. Lev also reported reaching above shoulder level with both left and right arm. Mr. Lev reported difficulty push and pulling object and gripping a glass of water or carrying a gallon of milk with one or both hands. Mr. Lev 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.

Mr. Lev reported difficulty with fine finger manipulation like turning screws/bolts, using a cell phone or texting and have trouble with repetitive movements and simple and firm grasping. Mr. Lev also reported difficulty with his sensory functions, with him feel, smell, taste sensations. Mr. Lev also reported difficulty with talking and speaking clearly both the left ear and the right ear. (See attachment: Activities of Daily Living, Appendix A)

Activities of Daily Living

	Without difficulty	With SOME difficulty	With MUCH difficulty	FOR HOW LONG PERIOD OF TIME	UNABLE TO DO
SELF-CARE, PERSONAL HYGIENE					
Comb your hair	Bald				
Wash and dry yourself		✓		20 min	
Dress yourself including shoes	✓			20 min	
Light Housework cleaning, laundry		✓		30 min	
Heavy Housework vacuuming, sweeping, mopping		✓		30 min	
Cooking		✓		30 min	
Yard Work			✓	30 min	
Other Housework: Describe:	Handy man work				✓

Travel					
Driving a car	✓			2.5 hours	
Get in and out of cars		✓		1 min	
Opening and Closing Car Door	✓			1 min	

Vision					
Watch Television (with glasses on)		✓		1hr. 30 min	
		✓		30 min	
Read a Book					
Seeing up close		✓		5 min	
Seeing things far – with glasses	✓			1hr. 30 min	
Sleep					
Sleep at Night		✓		4-10 hours	
Nap During the Day	✓			3hrs.	

Subjective Physical Tolerance

	Without difficulty	With SOME difficulty	With MUCH difficulty	FOR HOW LONG A PERIOD OF TIME	UNABLE TO DO
What, if anything makes sitting more comfortably?					
Sit	✓			1hr.	
Stand		✓		15 min.	
Walk on a Flat Surface	✓			30 min.	
Walk on an Incline		✓		15 min	
Walk on a Decline		✓		20 min.	
Is it easier to walk up or down an incline?	Easier to walk down			25 min.	
Crouching		✓		8 times	
Bending		✓		5 times	
Stooping		✓			
Crawling		✓			
Kneeling		✓			

Maintaining Balance

Do you require a device to maintain your balance? Describe:					
Walking up 1 flight of 10 steps			✓		
Walking Down 1 flight of 10 steps			✓		
Is it easier to walk up or down a flight of 10 steps?	up				
Forward flexion of neck		✓			
Twisting of neck Right			✓		
Twisting of neck left or Left	✓				
Is your Dominant Hand: RIGHT or LEFT	right				
Reach above shoulder level with RIGHT Arm		✓			
Reach above shoulder level with LEFT Arm	✓				
Reaching at shoulder level with RIGHT Arm	✓				
Reaching at shoulder level with LEFT Arm	✓				
Reach below shoulder level with RIGHT Arm	✓				
Reach below shoulder level with LEFT Arm	✓				

Gripping a glass of water	✓				
Carrying a gallon of milk with one or both hands	Carrying with two hand much easier then with one.				
Lift more than 5 lbs.	✓				
Lift more than 10 lbs.	✓				
Lift more than 20 lbs.			✓		
Lift more than 50 lbs.				✓	
Fine finger manipulation (turning screws/bolts, using a cell phone or texting)		✓			
Simple grasping	✓				
Firm Grasping		✓			
Typing	✓				
Writing		✓			
Feel what you touch	✓				
Smell the food you eat	✓				
Taste the food you eat	✓				
Talking/Speak clearly	Some times easy some times not				
Hearing from LEFT ear	✓				
Hearing from RIGHT ear	✓				

Current Treatment, Therapy and Physical Condition

Mr. Lev does not participate in physical therapy.

Current Medications

Mr. Lev provided a list of his medications

Lists of Medications

Gabapentin – 600 ml 3x/day

Mirtazapine - 15 ml 1x/day

Clonazepam - 2ml 3x/day

Effects of Medication on Full Time Employment

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

Mr. Lev takes Gabapentin - 600 ml 3x/day is an anti-epileptic drug and it is also called an anticonvulsant. It affects chemicals and nerves in the body that are involved in the cause of seizures and some types of pain. Side effects of gabapentin include ataxia, dizziness, drowsiness, fatigue, fever, nystagmus disorder, sedated state, and viral infection. Other side effects include blurred vision, diplopia, peripheral edema, tremor, amblyopia, irritability, and xerostomia.

Mr. Lev also takes Mirtazapine - 15 ml 1x/day which is an antidepressant. The way this medication works is still not fully understood. Mirtazapine is used to treat major depressive disorder in adults. Side effects of mirtazapine include: severe sedation, constipation, drowsiness, increased serum cholesterol, weight gain, fatigue, insomnia, increased appetite, xerostomia, and decreased appetite. Other side effects include dizziness, increased serum triglycerides, tremor, dyspepsia, hot flash, palpitations, vertigo, abnormal dreams, bitter taste, decreased libido, and diaphoresis.

Mr. Lev also takes Clonazepam - 2ml 3x/day is a benzodiazepine and it works by enhancing the activity of certain neurotransmitters in the brain. Clonazepam is used to treat certain seizure disorders (including absence seizures or Lennox-Gastaut syndrome) in adults and children. Clonazepam is also used to treat panic disorder (including agoraphobia) in adults.

Side effects of clonazepam include: drowsiness. Other side effects include: upper respiratory tract infection, ataxia, depression, and dizziness.

Mr. Lev job as a Deli Person involves preparing, slicing, baking cookies and bread, packaging, and serving deli products to customers, weighing and portioning food items and taking orders as well as receiving new deliveries and stocking. Mr. Lev performs walking, standing, flexing, twisting and side-bending and extending the neck, bending and twisting at the waist, squatting, climbing and kneeling. Mr. Lev physical activities included using the bilateral upper extremities repetitively for simple grasping, power grasping, fine manipulation, keyboarding, writing, pushing and pulling, reaching at shoulder level, reaching above shoulder level, and reaching below shoulder level. Mr. Lev was required to lift and carry objects while at work and required to lift and carry objects weighing up to 45-50 pounds. Mr. Lev worked 8-9 hours per day and five days a week. And his work hours also varied. Mr. Lev had no lunch or rest breaks and his job involved working 100% indoors. Mr. Lev relayed the medications do not make him feel groggy, but they affect his concentration and make him forgetful. He does become irritable if he does not take his medications. Thus, the medication side effects would severely limit Mr. Lev employability.

HISTORY OF PRESENT ILLNESS AND INJURY:

Mr. Lev is a 60-year-old male when he had a cumulative trauma January 2, 2020 to April 20, 2020 while working at his usual and customary occupation as a Deli Person for Store 2 Door, Incorporate. Mr. Lev sustained a work-related injury to his back, bilateral shoulders/arms, hands, knees, and ankles, which he developed in the course of his employment due to continuous trauma dated from January 2, 2020 to April 20, 2020. Mr. Lev explains the business was short-staffed and he carried an excessive workload and had no lunch or rest breaks. Mr. Lev worked up to 45 hours per week and attributes the injuries due to prolonged standing, running back and forth, which caused him to develop bilateral knees and right ankle/foot as well as repetitive movements while reaching, bending, gripping, grasping, pulling, pushing, lifting, and carrying while performing his job duties. Mr. Lev put away heavy boxes of vegetables, meats, and other merchandise which caused him to develop pain in his low back, bilateral shoulders and hands. Mr. Lev used a machine to slice deli-meats and relates that the gloves he used would slip off and causing him to burn his hands when he was cooking and baking on several occasions. Mr. Lev continued working with increasing pain and discomfort and managed his pain with over-the-counter medication. Mr. Lev worked with persistent pain and discomfort until April 2020. Mr. Lev has had no medical care for this work-related injury.

REVIEW OF MEDICAL RECORDS:

Dr. Eric Gonfung: May 29, 2020 Report:

Diagnostic Impressions:

1. Lumbar spine Myofascitis. M79.1
2. Lumbar facet-induced versus discogenic pain. M47.816
3. Lumbar radiculitis, right, rule out. M54.16
4. Right shoulder tenosynovitis/bursitis. M65.811 / M75.51
5. Right shoulder impingement syndrome, rule out. M75.41
6. Bilateral wrist tenosynovitis. M65.841 / M65.8427.
7. Right carpal tunnel syndrome, rule out. G56.
8. Knee and lower leg sprain/strain, right. 83.91XA / S86.91 IA
9. Internal derangement of right knee, rule out. M23.91
10. Tenosynovitis of right lower leg gastrocnemius, tibialis anterior and peroneal. M65.861
11. Right ankle and foot tenosynovitis. M65.871 / M65.171
12. Right carpal tunnel syndrome, rule out. G56.01
13. Anxiety and depression. F41.9 / F32.9

Dr. Gonfung stated on his report that Mr. Lev recommended for comprehensive treatment course consisting of chiropractic manipulations and adjunctive multimodality physiotherapy to include myofascial release, hydrocollator, infrared, cryotherapy, electrical stimulation, ultrasound, strengthening, range of motion (active/passive) joint mobilization, home program instruction, therapeutic exercise, intersegmental spine traction and all other appropriate physiotherapeutic modalities for lumbar spine, right shoulder, right wrist, right knee and right ankle and foot at twice a week for three weeks with a follow up in three weeks.

Dr. Gonfung stated that Mr. Lev will also requires x-rays of lumbar spine, right shoulder, right wrist, right knee and right ankle and requires MRI of cervical spine, lumbar spine and right knee and NCV/EMG of upper extremities. Also, Mr. Lev will require psychiatric/psychological consultation to address anxiety and depression. Dr. Gonfung stated on his report that it is within a reasonable degree of medical probability that the causation of this client's injuries, resultant conditions, as well as need for treatment with regards to lumbar spine, right upper extremity and right lower extremity are industrially related and secondary to the continuous trauma from January 2, 2020 to April 20, 2020 while working for Store 2 Door as a Deli Person.

PSYCHIATRIC DIAGNOSES

Anxiety and Depression: Mr. Lev continuous episodes of anxiety, stress and depression due to chronic pain and disability status.

General Observations During Vocational Interview

The evaluation of Mr. Lev took place on February 24, 2021. Mr. Lev said that he did not consume any medication prior to the evaluation. He was cooperative and talkative and had normal response timing. Mr. Lev was moving around a lot in his chair but did get up to stretch. He was able to answer all my interview questions completely and asked a few questions his self. He used his right hand to mark the vocational testing material. He held the pen between his index finger and his thumb. Mr. Lev used his right hand to turn the pages of the vocational testing material.

Observations During the Raven

Mr. Lev started the Raven Standard Progressive Matrices and he understood the directions for the Raven. Mr. Lev displayed normal response timing for someone who was taking the assessment for the first time.

Observations During the CAPS Assessment

Mr. Lev understood the directions for test one (1) of the CAPS completely without repeated instruction. He explained that he understood the directions before proceeding with the assessment. He answered both example questions correctly for test one (1) of the CAPS. He stated he never considered the concept of mechanical reasoning was involved in everyday life.

Mr. Lev understood the directions for test two (2) of the CAPS completely without repeated instruction. He explained that he understood the directions before proceeding with the assessment. He answered one (1) of two (2) example questions correctly for test two (2) of the CAPS.

On test three (3) of the CAPS Mr. Lev was asked to read and explain the directions for the test. He explained that he understood the directions before proceeding with the assessment. He answered both example questions correctly for test three (3) of the CAPS.

Mr. Lev seemed more relaxed and comfortable during test three (3). He said that he did not like to read, but he did complete the test. He stated that it was not difficult.

Mr. Lev understood the directions for test four (4) of the CAPS completely without repeated instruction. He explained that he understood the directions before proceeding with the assessment. He answered both example questions correctly for test four (4) of the CAPS.

On test five (5) of the CAPS Mr. Lev was asked to read and explain the directions for the test. He demonstrated a basic understanding; however, I provided his further explanation to ensure that Mr. Lev understood the directions. He explained that he understood the directions before proceeding with the assessment. He answered one (1) of three (3) example questions correctly for test five (5) of the CAPS.

Mr. Lev understood the directions for test six (6) of the CAPS completely without repeated instruction. He explained that he understood the directions before proceeding with the assessment. He answered both example questions correctly for test six (6) of the CAPS.

He said that he was feeling good about taking this test. He explained that he was no longer worried about the interpretation of his scores and that he liked this test.

Upon completion of the vocational assessment, Mr. Lev stated that on a scale of one (1) to ten (10), with ten (10) being the most severe, his pain level was a ten (10). He expressed pain in his back, neck stiffness, shoulder tightness and some cramping in his fingers and hands. Mr. Lev was very cooperative and pleasant throughout this evaluation.

Vocational Testing Administered

I administered vocational testing to Mr. Lev on February 24, 2021.

He was given the Raven Standard Progressive Matrices using a paper report.

The CAPS exam was similarly provided in computer form.

Mr. Lev test scores were utilized to aid me in identifying his level of aptitudes and abilities. Further observation of Mr. Lev during the completion of vocational testing can also be used to establish how he follows directions and is able to maintain a workstation.

An explanation regarding the vocational assessments given to Mr. Lev and the norms used to score Mr. Lev's assessment results are found in Appendix A. He completed the following assessments.

RAVEN Standard Progressive Matrices:

Mr. Lev was sixty (60) years old when he was given the Raven Standard Progressive Matrices test on February 24, 2021. After the vocational interview, he took the test using a paper report and answer sheet. 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.

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

During the test, I have provided the explanation regarding the vocational assessments given to Mr. Lev and the norms used to score for the test. Mr. Lev started the Raven Standard Progressive Matrices and he understood the directions for the Raven Standard Progressive Matrices. Mr. Lev displayed normal response timing for someone who was taking the assessment for the first time.

Mr. Lev completed the Raven Standard Progressive Matrices and after completion of the assessment, he was asked if he needed to take a break. Mr. Lev said he would like to continue the test and break in between.

Mr. Lev's test results showed that he scored in category

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

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.

Intelligence Test: RAVEN MATRICES

Mr. Lev's test results showed that he scored in category 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.)

Mr. Lev scored 23 correct out of 60 items. 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 she obtains as the following:

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.)

The result of Raven Progressive Matrices (RPM) shows that Mr. Lev is ““Definitely below average in intellectual capacity”

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. The test is described as follows:

Vocational Observations During the CAPS Assessment:

Mr. Lev was very cooperative and pleasant throughout this evaluation. Mr. Lev was administered the CAPS. He completed eight (8) of eight (8) assessments, which were relevant to determine his aptitudes and abilities. (Please see attachment – Appendix B).

Mr. Lev have attained the following results from CAPS:

Vocational Observations During the CAPS Assessment

Mr. Lev was administered the CAPS. He 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.

Mr. Lev has attained the following results from CAPS

Mr. Lev scored 20th percentile score in Mechanical Reasoning. This is considered low. 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.

Mr. Lev scored the 20th 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.

Mr. Lev scored 20th percentile score in Verbal Relations. This is low. 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.

Mr. Lev scored 40th percentile score in Numerical Ability. This is considered low. 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.

Mr. Lev scored 10th percentile score in Language Usage. This is low. 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.

Mr. Lev scored 30th percentile score in Word Knowledge. This is considered average. 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.

Mr. Lev scored 20th percentile score in Perceptual Speed and Accuracy; this is considered low. This test measures how well you can perceive small details 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.

Mr. Lev scored 10th percentile score in Manual Speed and Dexterity, which is 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.

Career Ability Placement Survey (CAPS)

The CAPS consists 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. This 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. This 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. 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.

Numerical Ability:

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

Language Usage:

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

Word Knowledge:

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.

Perceptual Speed and Accuracy:

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.

Manual Speed and Dexterity:

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.

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. This 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 this 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) stanine 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.

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 Mr. Lev due to his 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 Mr. Lev in him geographical area. (see attachment on Appendix B)

Work History Summary and Corresponding DOT Codes

Mr. Lev prior work experience includes positions as a Deli Person and Activities Coordinator (Please see Attachment on Appendix C). Both occupations were used as part of the transferrable skills analysis.

DOT Code: 290.477-018 Sales Clerk, Food

Specific Vocational Preparation (SVP)

Level 3:(Between 1 month and 3 months)

Semi-Skilled Work. The usual amount of time spent by the typical worker to learn the techniques, acquire the information, and develop the facility needed for average performance in a specific job. Includes vocational education, apprenticeship, in-plant training, on-the-job training, and essential experience gained on other jobs.

General Education Development (GED)

Reasoning Development - level 3:

Apply commonsense understanding to carry out instructions furnished in written, oral or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.

Mathematical Development - level 3:

Compute discount, interest, profit, and loss; commission, markup, and selling price; ratio and proportion, and percentage. Calculate surfaces, volume, weights, and measures.

Algebra: Calculate variables and formulas; monomials and polynomials; ratio & proportion variables; and square roots & radicals.

Geometry: Calculate plane and solid figures; circumference, area and volume. Understand kinds of angles, and properties of pairs of angles.

Language Development - level 2:

Reading: Passive vocabulary of 5,000-6,000 words. Read 190-215 words per minute. Read adventure stories and comic books, looking up unfamiliar words in dictionary for meaning, pronunciation and spelling. Read instructions to assemble model cars and airplanes.

Writing: Write compound and complex sentences, using proper end punctuation, and employing adjectives and adverbs.

Speaking: Speak clearly and distinctly with appropriate pauses and emphasis, correct pronunciation, variation in word order, using present, perfect and future tenses.

Physical Requirements

Strength: Light Work

Lifting, Carrying, Pushing, Pulling 20 Lbs. occasionally, frequently up to 10 Lbs., or negligible amount constantly. Can include walking and or standing frequently even though weight is negligible. Can include pushing and or pulling of arm and or leg controls.

Reaching: Frequently

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

Handling: Frequently

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: Frequently

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

Talking: Frequently

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: Frequently

Perceiving the nature of sounds by ear.

Near Acuity: Frequently

Clarity of vision at 20 inches or less.

Environmental Conditions

Noise Intensity Level: Moderate

Such as a business office; department store; grocery store; light traffic.

Extreme Cold: Occasionally

Exposure to nonweather-related cold temperatures.

Work Situations (Temperaments)

P Dealing with people.

Work situations that involve interpersonal relationships in a job setting beyond giving and receiving work instructions.

DOT Aptitudes

General Learning Ability Level 3 (Average, Middle Third)

The ability to "catch on" or understand instructions and underlying principles; the ability to reason and make judgments. Closely related to doing well in school.

Verbal Aptitude Level 3 (Average, Middle Third)

The ability to understand meanings of words and to use them effectively; to comprehend language, understand relationships between words and to understand meanings of whole sentences and paragraphs.

Numerical Aptitude Level 3 (Average, Middle Third)

The ability to perform arithmetic operations quickly and accurately.

Spatial Aptitude Level 4 (Low, Lower Third, Not Bottom 10th Percentile)

The ability to think visually of geometric forms & to comprehend two dimensional representations of three-dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space.

Form Perception Level 3 (Average, Middle Third)

The ability to perceive pertinent detail in objects or in pictorial or graphic material. Ability to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.

Clerical Perception Level 3 (Average, Middle Third)

The ability to perceive detail in verbal or tabular material. Ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.

Motor Coordination Level 3 (Average, Middle Third)

The ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make movement response accurately and swiftly.

Finger Dexterity Level 3 (Average, Middle Third)

The ability to move fingers, and manipulate small objects with fingers, rapidly or accurately.

Manual Dexterity Level 4 (Low, Lower Third, Not Bottom 10th Percentile)

The ability to move hands easily and skillfully. The ability to work with hands in placing and turning motions.

Eye-Hand-Foot Coordination Level 5 (Bottom 10th Percentile)

The ability to move the hand and foot coordinately with each other in accordance with visual stimuli.

Color Discrimination Level 5 (Bottom 10th Percentile)

The ability to match or discriminate between colors in terms of hue, saturation, and brilliance, identify a particular color or color combination from memory and be able to perceive harmonious or contrasting color combinations.

Work Functions (Data People Things)

Data: 4 - Computing

Performing arithmetic operations and reporting on or carrying out a prescribed action in relation to them. Does not include counting.

People: 7 - Serving

Attending to the needs or requests of people or animals or the expressed or implicit wishes of people. Immediate response is involved.

Things: 7 - Handling

Using body members, handtools, or special devices to work, move or carry objects or materials. Involves little or no latitude for judgment with regard to attainment of standards or in selecting appropriate tool, object, or material.

Work Fields

Merchandising-Sales 292

Buying, selling, renting and demonstrating materials, products, and services, usually in retail and wholesale establishments. Includes soliciting contributions of money and time for charitable and other causes.

OASYS System Settings

The OASYS system accessed in Los Angeles, Long Beach and Anaheim, California Metropolitan Division (MD) to determine Mr. Lev transferability of skills. The OASYS system factored in information for the labor market from year June 2020 which is the most recent data available. Mr. Lev 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. Mr. Lev work history shows that he had the capacity to work at an SVP level of 3, which is considered **semi- 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) **Semi-skilled** work is work which needs some skills but does not require doing the more complex work duties. Semi-skilled work may require alertness and close attention to watching machine processes; or inspecting, testing or otherwise looking for irregularities; or tending or guarding equipment, property, materials or persons against loss, damage or injury; or other types of activities which are similarly less complex than skilled work, but more complex than unskilled work. A job may be classified as Semi-skilled where coordination and dexterity are necessary, as when hands or feet must be moved quickly to do repetitive tasks.”

Mr. Lev subjective physical tolerances were not used in the determination of his transferability of skills.

The **OASYS** system was set to review Potential Matches, which are jobs that Mr. Lev has the potential to perform according to his 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 Mr. Lev level of physical functioning primarily performed prior to his 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 found two (2) positions that Mr. Lev could have performed prior to his subsequent industrial injury. Given the limitations, the jobs with the same work fields meaning same work requirements includes jobs in Food Preparation Worker and Meat Machine Operator but Mr. Lev lacks training in this area and will be requiring training in the field.

SKILL TRANSFER COMPONENTS

The OASYS system determined that Mr. Lev, given his functional limitations, has incurred a ninety-two (92) percent loss of labor market access. Mr. Lev will not be able to work due to the physical demands of the job. This job requires lifting, carrying, pushing, pulling 20 lbs. occasionally, frequently up to 10 lbs. constantly. This job also requires walking, standing frequently, pushing and or pulling of arm. Also, this job requires reaching and occasionally extending hands and arms and handling occasionally, holding, grasping, turning, or otherwise working with hand or hands. This job also requires fingering and occasional picking, pinching otherwise working primarily with fingers rather than with the whole hand or arm as in handling.

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

It is also my opinion that Mr. Lev is unable to return to work in any position or occupation based on the synergistic effect of his functional limitations.

Dr. Gofnung indicated that Mr. Lev is precluded from the following restrictions such as no lifting in excess of 20 pounds. No repeated bending and twisting. No repeated or forceful grasping, torquing, pulling, pushing with right hand. No repeated squatting, kneeling, or climbing. Also, performing repetitive movements plus heavy lifting, heavy pushing, heavy pulling, heavy gripping and all other activities of comparable physical effort.

The functional limitations assigned to Mr. Lev further erodes the labor market that would be available to him 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. There are limited jobs or increasingly fewer jobs for Mr. Lev that he can do you can do due to this "eroding the occupational base" for sedentary work. With Mr. Lev multiple work-related limitations, the occupational base for sedentary work has been significantly eroded to the point that there are no sedentary jobs he is capable of doing due to his physical limitations.

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 his bilateral upper extremities significantly reduce the labor market available Mr. Lev at a Sedentary level of physical functioning.

Mr. Lev psychiatric limitations that cause his Anxiety and Depression explained work limitations and preclusions which means that Mr. Lev has difficulty functioning in social, occupational, or school settings (e.g., few friends, conflicts with peers or co-workers). A few of the impairments of functioning include:

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

Mr. Lev 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 Mr. Lev's labor disablement. Mr. Lev's job as a Deli Person. It will be difficult for Mr. Lev to function socially, especially in an occupational setting like him work where he has to interact on a constant basis with the patient as well as him co-workers.

The synergistic effect of the previously mentioned functional limitations resulting from Mr. Lev pre-existing non-industrial and industrial injuries, combined with him cumulative trauma industrial injury of Mr. Lev in all vocational probability has incurred a total loss of labor market access.

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: Mr. Lev employer has been unable to offer permanent modified or alternative work accordingly; Mr. Lev is not amenable to this form of vocational rehabilitation. Mr. Lev employer which consists of no more than 5 employers will have undue hardship since the Research Development Director job cannot be modified or cannot be alternated because the job requires to perform the essential functions of the job in which Mr. Lev would not be able to do because the job requires constant use of him hands to handle him work and also the frequent bending and twisting of him body as well as sitting and standing for long periods of time.

Methods #3 and #4: Mr. Lev's direct placement and OJT (On the Job Training) will not also apply home since both requires and demands the essential function of the job in which Research Development Director job which involves performing many tasks requiring interpersonal, physical and technical skills. The functional limitations assigned by his doctor's compromise Mr. Lev to the point that him post-injury occupational base will be completely eroded rendering him not amenable to this form of vocational rehabilitation.

Method #5

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

Vocational rehabilitation retraining plans may produce new employment opportunities for Mr. Lev but it is clear that the functional limitations assigned to Mr. Lev is a complete loss of labor market access. Mr. Lev is very limited in participating in any of the vocational training program and it will

be physically demanding for him to participate in the vocational evaluation and assessment process for employment purposes. Mr. Lev's ability to compete in the open labor market has been completely eroded due to the fact that it will be physically demanding for him to engage in the vocational training program process for employment purposes.

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 Mr. Lev industrial conditions, it would be futile to spend the limited available resources to conduct such an evaluation.

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

Transferrable Skills Analysis

I used the OASYS system to analyze a computerized transferrable skills analysis. The OASYS system is a computerized aided Vocational Expert support system. The system matches an individuals' 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 Mr. Lev due to his 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).

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 Mr. Lev in his geographical area.

Work History Summary and Corresponding DOT Codes

Mr. Lev prior work experience includes positions as a Deli Person. These occupations were used as part of the transferrable skills analysis. Mr. Lev prior work history as a Deli Person and Activities Coordinator.

OASYS System Settings:

The OASYS system accessed the Los Angeles, Long Beach - Anaheim California Metropolitan Division (MD) to determine Mr. Lev transferability of skills.

The OASYS system factored in information for the labor market from year June 2020, which is the most recent data available. Mr. Lev 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
	Short demonstration only
	Anything beyond short demonstration up to and including 1 month
	Over 1 month up to and including 3 months
	Over 3 months up to and including 6 months
	Over 6 months up to and including 1 year
	Over 1 year up to and including 2 years
	Over 2 years up to and including 4 years
	Over 4 years up to and including 10 years
	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.

Mr. Lev work history shows that he had the capacity to work at an SVP level of 9, 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 work which needs some skills but does require doing the more complex work duties. A skilled worker is any worker who has special skill, training, knowledge, and These workers can be either blue-collar or white-collar workers, with varied levels of training or education. Semi-skilled work may require alertness and close attention to watching machine processes; or inspecting, testing or otherwise looking for irregularities; or tending or guarding equipment, property, materials or persons against loss, damage or injury; or other types of activities which are similarly less complex than skilled work, but more complex than unskilled work. A job may be classified as semi-skilled coordination and dexterity are necessary, as when hands or feet must be moved quickly to do repetitive tasks.”

Mr. Lev non-industrial vocational factors i.e., failure to graduate high school, or economic conditions were not used in the determination of his transferability of skills.

Mr. Lev subjective physical tolerances was not used in the determination of his transferability of skills.

The OASYS system was set to review Potential Matches which are jobs that Mr. Lev has the potential to perform according to his 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 other

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 does not consider a full range of functional limitations as set forth Dr. Gofnung including preclusions from repetitive movements of the neck, prolonged static postures, undue emotional stress, complicated work, sustained attention, human resource related activities, and safety-intensive work environments.

The OASYS system also does not consider the need for a part-time schedule with frequent breaks due to his fragile and emotional state, accommodation of increased time due to slower pace and persistence and his need for frequent feedback on performance recommended by the SIBTF evaluators.

The OASYS system was set to consider a pre-injury functional ability at a Sedentary level of physical functioning, which was Mr. Lev level of physical functioning primarily performed prior to his subsequent industrial injury. The DOT defines a Sedentary level of functioning as:

“S- 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.

Based on the functional limitations as set forth by Dr. Gofnung, the OASYS system was set to review occupations occurring at Sedentary level of physical functioning.

The Ability Profile which shows the settings used in the OASYS system to determine Mr. Lev transferability of skills has been attached to this report.

Results of Transferable Skills Analysis

The OASYS system found positions/areas that Mr. Lev could have performed prior to his subsequent industrial injury. Given the limitations as outlined by Dr. Gofnung, the OASYS system found position/areas that Mr. Lev could be considered but with limitations. These jobs include the following: Food Preparation Worker and Meat Machine Operator (see attached vocational report)

Materials, Products, Subjects Matter, and Services

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

However, as noted above, the OASYS system fails to consider a full range of the functional limitations put forth by his doctor.

The results of the OASYS system were subject to further analysis by me based on my training, experience and knowledge of the workforce, research conducted with the Employment Development Department (EDD) the Social Security Administration (SSA), and relevant case law.

The EDD provides information regarding the types of occupations available within the geographical area and salaries available for various occupations. I conducted research with the EDD to determine potential occupations available to Mr. Lev in his geographical area.

My additional research and the results of the transferable skills analysis, in all vocational probability, contributed to my opinion that Mr. Lev is unable to return to work in any position or occupation.

It is also my opinion that Mr. Lev is unable to return to work in any position or occupation based on the synergistic effect of the functional limitations described by his doctor.

According to SSA Policy SSR 83-12, Titles II and XVI: Capability to do Other Work. The Medical-Vocational Rules as a Framework for Evaluating Exertional Limitations Within a Range of Work or Between Ranges of Work, “Loss of major use of an upper extremity is rather definitive in that this is a considerable absence of functional ability.”

According to SSA Policy SSR 83-14 Titles II and XVI Capability to do Other Work – The Medical Vocational Rules as a Framework for Evaluating a Combination of Exertional and Nonexceptional Impairments. “For example, section 201.00(h) of Appendix 2 calls attention to the fact that bilateral manual dexterity is necessary for the performance of substantially all unskilled sedentary occupations.”

According to SSA policy SSR 85-15, Titles II and XVI Capability to do Other Work – The Medical-Vocational Rules as a Framework for Evaluating Solely Non-Exertional Impairments Section 2(c), “Significant Limitations of reaching or handling, therefore, may eliminate many occupations a person could Otherwise do.”

SSA Policy SSR 96-9p, Polley Interpretation Ruling Titles II and XVI. Determining Capability to Do Other Work – Implications of A Residual Functional Capacity for Less Than A Full Range of Sedentary Work indicates the following regarding hand usage:

“Manipulative limitations: Most skilled Sedentary Jobs require good use of both hand and fingers: i.e., bilateral manual dexterity Fine movements of small objects require use of the fingers, e.g., to pick or pinch Most skilled sedentary jobs require good use of hands and fingers for repetitive hand, finger actions. Any *significant* manipulative limitation of an individuals’ ability to handle and work with small objects with both hands will result in a significant erosion of the skilled sedentary occupational base.” and also his psychiatric impairments due to his disabling conditions affects his ability to perform any daily employment activities.

The functional limitations assigned to Mr. Lev significantly erodes the labor market that would be available to him at a Sedentary level of physical functioning.

The functional limitations assigned to Mr. Lev further erodes the labor market that would be available to him at a Sedentary level of physical functioning.

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.

The synergistic effect of the previously mentioned functional limitations resulting from Mr. Lev pre-existing non-industrial and industrial injuries, combined with his cumulative trauma industrial injury of Mr. Lev in all vocational probability, has incurred a total loss of labor market access.

My use of synergism is supported by Dr. Gofnung and treating doctors who states the following on his report:

“It is apparent that the degree of disability caused by the combination of both disabilities is greater than that which would have resulted from the subsequent injury alone.”

The use of synergism is based on the case of *State of California Department of Health, Fairview State Hospital v. Worker’s Compensation Appeals Board for the State of California and Matilda McDonald* (WCAB No. 76ANA62716, Civil No. 29080) Court of Appeal Fourth Appellate District, Division 2, which explains that on September 3, 1981 a Workers’ Compensation Judge issued a Supplemental finding and Award finding showing due cause to reopen, and that Ms. McDonald was one hundred percent (100%) permanently disabled due to the combined effect of his psychiatric and orthopedics disabilities. The Appeals Board issued an Opinion and Decision After Reconsideration affirming the judge’s decision on May 20, 1982.

The use of synergism is a standard further strengthened by the Opinion and Order Denying Petition for Reconsideration dated September 15, 2015 regarding the State of California Workers’ Compensation Appeals Board Panel Decision regarding *Cindy Kenzy v Flour Creations State Compensation Insurance Fund*, WCAB No ADJ7009098. The decision explained the finding that Ms. Kenzy was one hundred percent (100%) permanently disabled as follows:

“We agree with the WCJ’s determination that when viewing the record, including the multiple work limitations/restrictions and ‘synergistic effect’ as discussed by the vocational consultant, therefore is substantial evidence in support of his determination of 100 % permanent disability due solely to industrial factors.” rehabilitation will not return his to the open labor market.

Accommodations

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 Mr. Lev to perform essential functions of any job he could obtain in the open labor market considering the extensive functional limitations assigned by Dr. Gofnung, I believe employers in the open labor market would be unable to accommodate Mr. Lev due to the synergistic effect of his myriad of functional limitations.

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 Mr. Lev ability to work and 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 Mr. Lev 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. Gofnung.

Opinion and Conclusion

Based on research with the sources noted above, considering the synergistic effect of Mr. Lev functional limitations, while also considering his pre-existing non-industrial and industrial injuries, combined with his industrial injury, I believe Mr. Lev has incurred a one hundred percent (100%) loss of labor market access. This determination is an accurate representation of Mr. Lev level of disability. In this case, the vocational evidence comes in contrast to the usual application of the schedule for rating permanent disabilities. The schedule should not apply in this case as the actual effect of the industrial injury and the pre-existing problems leads to a total loss of earnings and total permanent disability. To the extent a mechanical application of the schedule might lead to a different result, the actual facts of this case contradict the application. In my opinion Mr. Lev qualifies as one hundred percent (100%) totally vocationally permanently disabled.

I have determined that Mr. Lev is not amenable to any form of vocational rehabilitation. His functional limitations combined with the intensity, duration, and nature of his chronic and disabling pain will preclude his pre-injury skills and academic accomplishments. I do not believe that Mr. Lev is amenable to any form of vocational rehabilitation and thus has sustained a total loss in his capacity to meet any occupational demands (AMA Guides). This results in Mr. Lev experiencing a total loss of labor market access (*Leboeuf*), and a total loss of future earning capacity (2005 PDRS) irrespective of any “Impermissible factors”.

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 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 Mr. Lev. If you should have any questions or require any further information, please contact me.

On February 24, 2021 at your request, I had the opportunity to examine Mr. Lev, regarding our stated vocational opinion about Mr. Lev 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, hereby that I believe it to be true. I further declare under penalty of perjury that this 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 recipients(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 May 27, 2021

Respectfully submitted,

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

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

APPENDIX A

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 this 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 Mr. Lev assessment score. Burke addresses norms, reliability, and validity with the comparison of veterans in vocational counseling from 1964 through 1972. This 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 (1964-1972) 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 Raven 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.”

The Raven can be administered online or on paper. The Raven is sold for two (2) different specialties, Talent Assessment and Clinical Assessment. An individual does not require a master’s degree to administer the Raven. The Talent Assessment, which is the same test as the Clinical Assessment. However, The Raven in a Clinical Assessment requires its user to possess a master’s degree

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. This 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. This 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. 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.

Numerical Ability:

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

Language Usage:

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.

Word Knowledge:

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.

Perceptual Speed and Accuracy:

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.

Manual Speed and Dexterity:

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.

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. This 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 this 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.

APPENDIX B

COPSystem

Name: **Simon Lev**

Date Completed: **2/26/2021**

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	11	54
Science Skilled	10	54
Technology Professional	13	51
Technology Skilled	8	27
Consumer Economics	9	45
Outdoor	7	27
Business Professional	10	44
Business Skilled	9	45
Clerical	11	62
Communication	15	86
Arts Professional	22	93
Arts Skilled	23	96
Service Professional	18	83
Service Skilled	12	65

Your Highest Career Groups on the COPS are:

Communication; Arts Professional; 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:
Communication; Arts Professional; 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	2	false
Science Skilled	30	2	false
Technology Professional	40	3	false
Technology Skilled	8	4	false
Consumer Economics	8	2	false
Outdoor	4	2	false
Business Professional	40	3	false
Business Skilled	20	5	false
Clerical	30	4	false
Communication	40	3	false
Arts Professional	40	2	false
Arts Skilled	30	2	false
Service Professional	40	3	false
Service Skilled	4	2	false

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 COPSsystem 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 other fall below you. The higher your score, the greater your ability.

Accessible CAPS Ability Profile Results

Ability	Your Score
Mechanical Reasoning	2
Spatial Relations	2
Verbal Reasoning	2
Numerical Ability	4
Language Usage	1
Word Knowledge	3
Perceptual Speed and Accuracy	2
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 compares 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 copsystem career clusters in the summary section.

Accessible COPES Work Values Results

- You are more toward Accepting than Investigative.
- You are more toward Carefree than Practical.
- You are more toward Independence than Conformity.
- You are more toward Leadership than Supportive.
- You are more toward Orderliness than Flexibility.
- You are more toward Privacy than Recognition.
- You are more toward Aesthetic than Realistic.
- You are more toward Reserved than Social.

COPES Work Values Information

Your scores are represented by a bar that shows your work values as compared to others who have taken the COPES. 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

- math skills
- interpersonal skills

Job Skills

- how to find a job
- how to apply for a job
- how to interview for a job
- how to keep a job
- obtaining entry level job skills
- upgrading of existing job skills

Planning Skills

- career planning skills
- educational planning skills
- applying to a college or university
- 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

OASYS:



Report produced from SkillTRAN Online Services - by SkillTRAN LLC - www.skilltran.com

Name: Semen Lev

CLIENT DATA

Semen Lev
17547 Willard Street
Northridge, CA 91325

Phone: (818) 307-5492

DOB: 09-11-1960
SSN4: 1468

Labor Market Area

Commuting Range: 35 miles from Zip Code 91325
County: LOS ANGELES

WORK HISTORY

DOT Code	DOT Title	Strength	SVP	Years	Months	CWF
316.684-014	Deli Cutter-Slicer	L	2	5	0	n

DOT Code: 316.684-014 Deli Cutter-Slicer

Description

DOT Code: 316.684-014 Deli Cutter-Slicer

Cuts delicatessen meats and cheeses, using slicing machine, knives, or other cutters: Places meat or cheese on cutting board and cuts slices to designated thickness, using knives or other hand cutters. Positions and clamps meat or cheese on carriage of slicing machine. Adjusts knob to set machine for desired thickness. Presses button to start motor that moves carriage past rotary blade that slices meats and cheeses. Stacks cut pieces on tray or platter, separating portions with paper. May weigh and wrap sliced foods and affix sticker showing price and weight.

Date Last Updated: 1977

Occupational

Requirements

SVP: 2

Situations: R T

Data, People, Things: 6 8 4

GED

R	M	L
2	2	1

Environmental Conditions

W	C	H	W	N	V	A	M	E	H	R	E	T	O
E	O	O	T	O	I	T	V	L	I	A	X	X	T
N	N	N	N	2	N	N	N	N	N	N	N	N	F

Aptitudes

G	V	N	S	P	Q	K	F	M	E	C
---	---	---	---	---	---	---	---	---	---	---

4	4	4	4	3	4	3	3	3	5	4
---	---	---	---	---	---	---	---	---	---	---

Physical Demands

Str	CL	BA	ST	KN	CR	CW	RE	HA	FI
L	N	N	N	N	N	N	F	F	O

Cross

Reference

Codes

Related Codes

- **OGA:**
 - 316 Meatcutters, except in Slaughtering and Packing Houses
- **O*NET:**
 - 35-2021.00 Food Preparation Workers
- **OOH:**
 - **Q219** [Food preparation workers](#)
- **SOC:**
 - 35-2021 Food Preparation Workers
- **Census:**
 - 4030 Food Preparation Workers

Interests

- **GOE:**
 - 05.12.17 Elemental-Mechanical: Food Preparation
- **RIASEC:**
 - RC Realistic - Conventional

Training

Industry

- **Industry:**
 - 741 Retail Trade
- **NAICS:**
 - 4451 Grocery Stores
 - 44511 Supermarkets and Other Grocery (except Convenience) Stores
 - 44521 Meat Markets
 - 445299 All Other Specialty Food Stores
 - 447 Gasoline Stations
 - 45291 Warehouse Clubs and Supercenters
 - 45299 All Other General Merchandise Stores
 - 72232 Caterers

ABILITY PROFILE

Strength

	From Work History	Adjusted Ability
Maximum	L (Light)	S (Sedentary) - V (Very Heavy)

Physical Demands

	From Work History	Adjusted Ability
Posture		
CL - Climbing	Never	Never - No Limit
BA - Balancing	Never	Never - No Limit
ST - Stoop/Bending	Never	Never - No Limit
KN - Kneeling	Never	Never - No Limit
CR - Crouching	Never	Never - No Limit
CW - Crawling	Never	Never - No Limit
Manipulation		
RE - Reaching	Frequent	Never - No Limit
HA - Handling	Frequent	Never - No Limit
FI - Fingering	Occasional	Never - No Limit
Tactile/Communication		
FE - Feeling	Never	Never - No Limit
TA - Talking	Never	Never - No Limit
HE - Hearing	Never	Never - No Limit
TS - Tasting/Smelling	Never	Never - No Limit
Vision		
NE - Near Acuity	Frequent	Never - No Limit
FA - Far Acuity	Never	Never - No Limit
DE - Depth Perception	Occasional	Never - No Limit
AC - Accommodation	Frequent	Never - No Limit

CV - Color Vision	Occasional	Never - No Limit
FV - Field of Vision	Never	Never - No Limit

Environmental Conditions

	From Work History	Adjusted Ability
Exposure to Work Settings		
WE - Exposure to Weather	Never	Never - No Limit
CO - Extreme Cold (non-weather)	Never	Never - No Limit
HO - Extreme Heat (non-weather)	Never	Never - No Limit
WT - Wet and/or Humid (non-weather)	Never	Never - No Limit
NO - Noise Intensity	Quiet	Very Quiet - Very Loud
VI - Vibration	Never	Never - No Limit
AT - Atmospheric Conditions (Fumes, dust, odors)	Never	Never - No Limit
Hazardous Conditions		
MV - Proximity to Moving Mechanical Parts	Never	Never - No Limit
EL - Exposure to Electrical Shock	Never	Never - No Limit
HI - Working in High Exposed Places	Never	Never - No Limit
RA - Exposure to Radiation	Never	Never - No Limit
EX - Working with Explosives	Never	Never - No Limit
TX - Exposure to Toxic or Caustic Chemicals	Never	Never - No Limit
OT - Other Environmental Conditions	Frequent	Never - No Limit

General Education Development

	From Work History	Adjusted Ability
R - Reasoning	2 (Grade 4-6)	1 (Grade 1-3) - 6 (Intellectual)
M - Math	2 (Grade 4-6)	1 (Grade 1-3) - 6 (Adv. Calc.)
L - Language	1 (Grade 1-3)	1 (Grade 1-3) - 6 (Graduate)

Specific Vocational Preparation

	From Work History	Adjusted Ability
SVP	2 (Up to 30 Days)	1 (Short Demo Only) - 9 (Over 10 Years)

Aptitudes

	From Work History	Adjusted Ability
Cognition		
G - General Learning Ability	4 (Below Average)	4 (Below Average) - 1 (Superior)
V - Verbal	4 (Below Average)	5 (Minimal/No Ability) - 1 (Superior)
N - Numerical	4 (Below Average)	5 (Minimal/No Ability) - 1 (Superior)
Perception		
S - Spatial Perception	4 (Below Average)	5 (Minimal/No Ability) - 1 (Superior)
P - Form Perception	3 (Average)	5 (Minimal/No Ability) - 1 (Superior)
Q - Clerical Perception	4 (Below Average)	5 (Minimal/No Ability) - 1 (Superior)
C - Color Discrimination	4 (Below Average)	5 (Minimal/No Ability) - 1 (Superior)
Dexterity		

K - Motor Coordination	3 (Average)	5 (Minimal/No Ability) - 1 (Superior)
F - Finger Dexterity	3 (Average)	5 (Minimal/No Ability) - 1 (Superior)
M - Manual Dexterity	3 (Average)	5 (Minimal/No Ability) - 1 (Superior)
E - Eye-Hand-Foot Coordination	5 (Minimal/No Ability)	5 (Minimal/No Ability) - 1 (Superior)

Work Situations / Temperaments

	From Work History	Adjusted Ability
People Situations		
D - Directing, Controlling, Planning		
I - Influencing Opinions, Attitudes, Judgments		
E - Expressing Personal Feelings		
A - Working Alone or Apart from Others		
U - Working Under Specific Instructions		
P - Dealing with People		
Performance Situations		
R - Repetitive or Short Cycle Work	In Work History	
V - Variety of Work Activities		
S - Performing Effectively Under Stress		
T - Attaining Precise Set Limits, Tolerances, and Standards	In Work History	
J - Making Judgments and Decisions		

Worker Functions Demonstrated

D - Data	P - People	T - Things
6 - Comparing	8 - Taking Instructions/Helping	4 - Manipulating

Worker Functions Excluded

D - Data	P - People	T - Things
----------	------------	------------

Worker Functions Included in the Occupational Search

D - Data	P - People	T - Things
0 - Synthesizing	0 - Mentoring	0 - Setting Up
1 - Coordinating	1 - Negotiating	1 - Precision Working
2 - Analyzing	2 - Instructing	2 - Operating-Controlling
3 - Compiling	3 - Supervising	3 - Driving-Operating
4 - Computing	4 - Diverting	4 - Manipulating
5 - Copying	5 - Persuading	5 - Tending
6 - Comparing	6 - Speaking-Signaling	6 - Feeding/Offbearing
	7 - Serving	7 - Handling
	8 - Taking Instructions/Helping	

OGA Code	Occupational Group Arrangement (OGA)
316	Meatcutters, except in Slaughtering and Packing Houses

SOC Code	Standard Occupational Classification (SOC)
35-2021	Food Preparation Workers

GOE Code	Guide for Occupational Exploration (GOE)
05.12.17	FOOD PREPARATION

DIC Code	DOT Industry Classification Designation (DIC)
741	RETAIL TRADE

SPECIAL NOTES

- For search purposes, unadjusted physical and environmental conditions are assumed to be unlimited and are therefore excluded in searches.
- Average Aptitudes assume a minimum middle third of the scales. No superior or above average values are reduced.
- Completion of regular High School assumes minimum of GED - RML = 333 and minimum average aptitudes.
- Lack of experience, unwillingness, or inability to supervise others excludes occupations from searches with a DPT - People Code = Supervising.

SKILL TRANSFER COMPONENTS

Work Fields

Code	Title	SVP
054	Shearing-Shaving	2

Components of Combination Work Fields

Code	Title	SVP
None		

MPSMS

Code	Title	SVP
382	Meat Products, Processed (including Eggs)	2
383	Dairy Products	2
881	Retail Trade	2

LIST OF SELECTED DOT OCCUPATIONS

Direct - Closest: Same Work Fields and Same MPSMS6 Matches for the search of:

DOT	Title	Industry	SVP	Strength	O*NET
316.684-014	Deli Cutter-Slicer	Retail Trade	2	L	35-2021.00
521.685-098	Cutter, Frozen Meat	Canning and Preserving	2	H	51-9032.00
521.685-306	Slicing-Machine Operator	Dairy Products	2	M	51-9032.00
525.685-030	Skin-Peeling-Machine Operator	Meat Products	2	L	51-9012.00
529.585-010	Cheese Cutter	Dairy Products	2	M	51-9032.00
529.687-026	Casing Grader	Meat Products	2	L	51-9061.00

316.684-014

Deli Cutter-Slicer

Details for selected title: Deli Cutter-Slicer

DESCRIPTION

DOT Code: 316.684-014 Deli Cutter-Slicer

Cuts delicatessen meats and cheeses, using slicing machine, knives, or other cutters: Places meat or cheese on cutting board and cuts slices to designated thickness, using knives or other hand cutters. Positions and clamps meat or cheese on carriage of slicing machine. Adjusts knob to set machine for desired thickness. Presses button to start motor that moves carriage past rotary blade that slices meats and cheeses. Stacks cut pieces on tray or platter, separating portions with paper. May weigh and wrap sliced foods and affix sticker showing price and weight.

OCCUPATIONAL REQUIREMENTS

Specific Vocational Preparation (SVP)

Level 2 (< 30 days)

GED	Level
Reasoning	Level 2
Mathematics	Level 2
Language	Level 1

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

Physical Demands	Level *
Strength	Light
Reaching	Frequently
Handling	Frequently
Fingering	Occasionally
Near Acuity	Frequently
Depth Perception	Occasionally
Accommodation	Frequently
Color Vision	Occasionally

Environmental Conditions	Level *
Noise Intensity Level	Quiet
Other Environmental Conditions	Frequently

Work Situations

R Performing Repetitive or short-cycle work

T Attaining precise set limits, Tolerances, and standards

Data-People-Things

Data	6 - Comparing
People	8 - Taking Instructions - Helping
Things	4 - Manipulating

SKILLS/COMPETENCIES

WORK Field - 054 - SHEARING-SHAVING

Cutting severing, slicing, and shaving materials, using keen-edged cutting tools. Includes cutting glass, plastics, and other materials with heated wires.

Clipping, Die Cutting, Snipping, Trimming

GOE Work Group - 05.12 - Elemental Work: Mechanical

Occupations contained in this four-digit Work Group are concerned with performing a wide variety of unskilled tasks to move materials, clean work areas, run simple machines, or to assist skilled workers. Settings are generally non-factory, occurring in construction, mines, logging camps, hotels, and small shops.

Skills and abilities required include: Using hands to carry and pull objects of varying weights; performing routine work repeatedly; following simple instructions; working outside; using an assortment of tools and equipment to shovel materials, clean work areas, and oil machinery; working under hazardous conditions; and being in good physical condition.

RELATED CODES

Work Fields (Skills)

- **Work Field:**
 - 054 Shearing-Shaving

Materials, Products, Subject Matter & Services (Job Knowledge)

- **MPSMS:**
 - 382 Meat Products, Processed (including Eggs)
 - 383 Dairy Products
 - 881 Retail Trade

Related Codes

- **OGA:**
 - 316 Meatcutters, except in Slaughtering and Packing Houses
- **O*NET:**
 - 35-2021.00 Food Preparation Workers
- **OOH:**
 - **Q219** [Food preparation workers](#)
- **SOC:**
 - 35-2021 Food Preparation Workers
- **Census:**
 - 4030 Food Preparation Workers

Interests

- **GOE:**
 - 05.12.17 Elemental-Mechanical: Food Preparation
- **RIASEC:**
 - RC Realistic - Conventional

Training

Industry

- **Industry:**
 - 741 Retail Trade
- **NAICS:**
 - 4451 Grocery Stores
 - 44511 Supermarkets and Other Grocery (except Convenience) Stores
 - 44521 Meat Markets
 - 445299 All Other Specialty Food Stores
 - 447 Gasoline Stations
 - 45291 Warehouse Clubs and Supercenters
 - 45299 All Other General Merchandise Stores

- 72232 Caterers

INDUSTRIES MOST LIKELY TO HIRE (8-digit SIC Codes Suggested by SkillTRAN)

SIC Code	SIC Industry
54110000	GROCERY STORES
54210200	MEAT MARKETS, INCLUDING FREEZER PROVISIONERS
54519902	CHEESE

DOT Codes for the SOC: 35-2021 Food Preparation Workers

DOT Code	Title	Industry	SV P	Str	O*NET
311.674 -014	Raw Shellfish Preparer	Hotel and Restaurant	2	L	3520210 0
313.684 -010	Baker Helper	Hotel and Restaurant	3	M	3520210 0
313.687 -010	Cook Helper, Pastry	Hotel and Restaurant	3	M	3520210 0
316.661 -010	Carver	Hotel and Restaurant	4	L	3520210 0
316.684 -010	Butcher, Chicken and Fish	Hotel and Restaurant	3	L	3520210 0
316.684 -014	Deli Cutter-Slicer	Retail Trade	2	L	3520210 0
317.384 -010	Salad Maker	Water Transportation	5	L	3520210 0
317.664 -010	Sandwich Maker	Hotel and Restaurant	2	M	3520210 0
317.684 -010	Coffee Maker	Hotel and Restaurant	2	M	3520210 0

317.684 -010	Coffee Maker	Hotel and Restaurant	2	M	3530230 1
317.684 -014	Pantry Goods Maker	Hotel and Restaurant	4	L	3520210 0
317.687 -010	Cook Helper	Hotel and Restaurant	2	M	3520210 0
319.484 -010	Food Assembler , Kitchen	Hotel and Restaurant	3	L	3520210 0
319.677 -010	Caterer Helper	Personal Service	3	L	3520210 0

Estimated **May** **2020** **Employment** **for:**
OES-SOC **Group** **35-2021** **Food** **Preparation** **Workers**
This OES-SOC Group includes 13 DOT occupation(s)

	Occupational Employment Survey (OES)	National	California	MSA 31080 Los Angeles- Long Beach- Anaheim, CA
Employed	Estimated OES Group Employment	793,590	90,230	34,580
Mean Wage	Mean Annual Wage	\$26,820	\$31,680	\$30,210
Annual Wage	Annual Wage - 10th percentile	\$18,460	\$27,070	\$27,070
	Annual Wage - 25th percentile	\$21,400	\$27,080	\$27,080
	Annual Wage - 50th percentile	\$26,070	\$29,940	\$28,570
	Annual Wage - 75th percentile	\$30,850	\$33,950	\$31,520
	Annual Wage - 90th percentile	\$37,000	\$39,530	\$36,490

Current Census This **Population Group 4030** **Survey - includes** **Food 14** **(CPS) Preparation DOT** **for: Workers occupations**
Using 2020 National Data

		All	Female	Male
Estimated Employment	Group	355,000	224,000	132,000
Hourly		\$12.75	\$12.23	\$14.40
Weekly		\$510	\$489	\$576
Monthly		\$2,210	\$2,119	\$2,496
Annual		\$26,520	\$25,428	\$29,952
Mean		\$579 +/- \$17.12	\$538 +/- \$18.75	\$649 +/- \$31.11
Median		\$510 +/- \$8.91	\$489 +/- \$10.06	\$576 +/- \$25.57

2021 DOT EMPLOYMENT ESTIMATE: MSA 31080 Los Angeles-Long Beach-Anaheim, CA
FOR: 316.684-014 Deli Cutter-Slicer
SOC/OES: 35-2021 Food Preparation Workers

NAICS Industries likely for this DOT Occupation

NAICS	Level	NAICS Title	OES Group Estimate		DOT Estimate within this OES Group			
			% of this OES Group	N	N	DOTs	% for this DOT	N
4450A1	L	Grocery and specialty food stores	21.788%	7,534	6	WT	3.631%	1,256

44 70 00	L	Gasoline stations	1.6 93 %	5 8 5	4	W T	0. 42 3 %	1 4 6
45 20 00	L	General merchandise stores	1.1 82 %	4 0 9	1	W T	1. 18 2 %	4 0 9
72 23 00	L	Special food services	5.9 27 %	2 , 0 4 9	1 2	W T	0. 49 4 %	1 7 1
			OES 30.59%	Total	DOT Total 5.731%			

Total Industry Employment Estimate for: 316.684-014 Deli Cutter-Slicer Full-Time (37%) and Part-Time (63%)

Selected Geographic Area	All Employment in this OES Group	Industry Employment in this OES Group	Employment Estimated for this DOT Occupation
US National 2020	793,590	242,759	45,478
Employment RSE *	1.5%	1.5%	1.5%
90% Confidence Interval *	774,068 - 813,112	236,787 - 248,731	44,359 - 46,597
State: California	90,230	27,601	5,171
Employment RSE *	6%	6%	6%
90% Confidence Interval *	81,351 - 99,109	24,885 - 30,317	4,662 - 5,680

Regional: MSA 31080 Los Angeles-Long Beach-Anaheim, CA	34,580	10,578	1,982
Employment RSE *	14%	14%	14%
90% Confidence Interval *	26,640 - 42,520	8,149 - 13,007	1,527 - 2,437

**Outlook - Long Term Employment Projections for:
SOC 35-2021 Food Preparation Workers
Data for: California, California (2014 - 2024)**
This SOC/OES Group includes 13 DOT occupation(s)

Long Term Employment Projections	Number	Percent Change
2019 Base National Employment	886,700	
2019 Self Employment	9,754 (1.1%)	
2029 Projected National Employment	877,200	-1.1%
Annual Average Job Openings - National Total	139,400	
2014 Base Area Employment for California, California (2014 - 2024)	119,800	
2024 Projected Area Employment for California, California (2014 - 2024)	149,300	24.6%

**521.685-
098**

Cutter, Frozen Meat

Details for selected title: Cutter, Frozen Meat

DESCRIPTION

DOT Code: 521.685-098 Cutter, Frozen Meat

Tends machine that cuts frozen meats, such as fish, poultry, and beef into pieces preparatory to grinding: Dumps cartons of food product onto cutting table. Starts machine and positions meat in front of pusher. Starts automatic pusher or turns handwheel to push meat into cutter, and to regulate thickness of cut. May record weight of meat cut.

Date Last Updated: 1977

OCCUPATIONAL REQUIREMENTS

Specific Vocational Preparation (SVP)

Level 2 (< 30 days)

GED	Level
Reasoning	Level 2
Mathematics	Level 1
Language	Level 1

Aptitudes	Level
General Learning Ability	Level 4
Verbal Aptitude	Level 4
Numerical Aptitude	Level 4
Spatial Aptitude	Level 4
Form Perception	Level 4
Clerical Perception	Level 4
Motor Coordination	Level 4
Finger Dexterity	Level 4
Manual Dexterity	Level 3

Eye-Hand-Foot Coordination Level 5
 Color Discrimination Level 5

Physical Demands Level *
 Strength Heavy
 Stooping Occasionally
 Reaching Frequently
 Handling Frequently

Environmental Conditions Level *
 Noise Intensity Level Loud

Work Situations

R Performing Repetitive or short-cycle work

Data-People-Things

Data 6 - Comparing
 People 8 - Taking Instructions - Helping
 Things 5 - Tending

SKILLS/COMPETENCIES

WORK Field - 054 - SHEARING-SHAVING

Cutting severing, slicing, and shaving materials, using keen-edged cutting tools. Includes cutting glass, plastics, and other materials with heated wires.

Clipping, Die Cutting, Snipping, Trimming

GOE Work Group - 06.04 - Elemental Work: Industrial

Occupations contained in this four-digit Work Group are concerned with feeding, off bearing, or tending machines and equipment; using hand tools; doing manual work; and assisting skilled workers, to process materials and make products, usually in an industrial setting.

Skills and abilities required include: Adjusting to performing repetitious, uncomplicated work; following simple directions or instructions; observing safety rules; uses hands, arms, and fingers to move or lift varying weights; loading, unloading, or tending assorted machines; and being exposed to heat, dust, noise, and hazards.

RELATED CODES

Work Fields (Skills)

- **Work Field:**
 - 054 Shearing-Shaving

Materials, Products, Subject Matter & Services (Job Knowledge)

- **MPSMS:**
 - 382 Meat Products, Processed (including Eggs)

Related Codes

- **OGA:**
 - 521 Separating, Crushing, Milling, Chopping, Grinding, & Related
- **O*NET:**
 - 51-9032.00 Cutting and Slicing Machine Setters, Operators, and Tenders
- **OOH:**
 - N/A [Production Occupations](#)
- **SOC:**
 - 51-9032 Cutting and Slicing Machine Setters, Operators, and Tenders
- **Census:**
 - 8710 Cutting Workers

Interests

- **GOE:**
 - 06.04.15 Elemental-Equip Operation: Food Processing
- **RIASEC:**
 - RC Realistic - Conventional

Training

- **RAPIDS:**
 - 0228 Gang Sawyer, Stone
 - 0470 Stone-Lathe Operator
 - 0501 Wire Sawyer

Industry

- **Industry:**
 - 214 Canning and Preserving
- **NAICS:**

- 3111 Animal Food Manufacturing
- 3114 Fruit and Vegetable Preserving and Specialty Food Manufacturing
- 311412 Frozen Specialty Food Manufacturing
- 311421 Fruit and Vegetable Canning
- 311422 Specialty Canning
- 31171 Seafood Product Preparation and Packaging

INDUSTRIES MOST LIKELY TO HIRE (8-digit SIC Codes Suggested by SkillTRAN)

SIC Code	SIC Industry
20320000	CANNED SPECIALTIES
20320200	ETHNIC FOODS, CANNED, JARRED, ETC.
20320202	CHINESE FOODS, NEC: PACKAGED IN CANS, JARS, ETC.
20320209	RAVIOLI: PACKAGED IN CANS, JARS, ETC.
20329903	PUDDINGS, EXCEPT MEAT: PACKAGED IN CANS, JARS, ETC.
20389903	ETHNIC FOODS, NEC, FROZEN
20389906	PIZZA, FROZEN
20389907	SNACKS, INCL. ONION RINGS, CHEESE STICKS, ETC.

**521.685-
306**

Slicing-Machine Operator

Details for selected title: Slicing-Machine Operator

DESCRIPTION

DOT Code: 521.685-306 Slicing-Machine Operator

Tends one or more machines that automatically slice food products, such as cheese or meat for packaging: Threads roll of interleaf paper into machine. Turns screws to adjust guides on machine for size of food slab, using wrench. Places slab of food on feeder bed. Presses levers to clamp chunk to bed and start feeder. Turns dials to set number and thickness of slices in each stack. Presses switch to start rotating slicer with synchronized devices that cut, count, interleaf, and stack slices of food. Weighs stack and turns dial to regulate thickness of slices to achieve prescribed weight. Removes and replaces imperfect slice with one from spare pile. Places sliced stack on packaging conveyor.

Date Last Updated: 1977

OCCUPATIONAL REQUIREMENTS

Specific Vocational Preparation (SVP)

Level 2 (< 30 days)

GED	Level
Reasoning	Level 2
Mathematics	Level 1
Language	Level 1

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

Physical Demands	Level *
Strength	Medium
Reaching	Frequently
Handling	Frequently
Fingering	Frequently
Near Acuity	Frequently

Environmental Conditions	Level *
Noise Intensity Level	Loud
Other Environmental Conditions	Occasionally

Work Situations

R Performing **R**epetitive or short-cycle work

T Attaining precise set limits, **T**olerances, and standards

Data-People-Things

Data	6 - Comparing
People	8 - Taking Instructions - Helping
Things	5 - Tending

SKILLS/COMPETENCIES

WORK **Field** - **054** - **SHEARING-SHAVING**

Cutting severing, slicing, and shaving materials, using keen-edged cutting tools. Includes cutting glass, plastics, and other materials with heated wires.

Clipping, Die Cutting, Snipping, Trimming

WORK Field - 212 - INSPECTING-MEASURING-TESTING

Examining materials and products to verify conformance to predetermined standards and characteristics, such as size, weight, composition, and color.

Bending, Breaking, Comparing, Culling, Detecting, Feeling, Gauging, Grading, Marking, Matching, Picking, Shaking, Stretching, Tearing, Turning, Twisting, Verifying, Weighing

GOE Work Group - 06.04 - Elemental Work: Industrial

Occupations contained in this four-digit Work Group are concerned with feeding, off bearing, or tending machines and equipment; using hand tools; doing manual work; and assisting skilled workers, to process materials and make products, usually in an industrial setting.

Skills and abilities required include: Adjusting to performing repetitious, uncomplicated work; following simple directions or instructions; observing safety rules; uses hands, arms, and fingers to move or lift varying weights; loading, unloading, or tending assorted machines; and being exposed to heat, dust, noise, and hazards.

RELATED CODES

Work Fields (Skills)

- **Work Field:**
 - 054 Shearing-Shaving
 - 212 Inspecting-Measuring-Testing

Materials, Products, Subject Matter & Services (Job Knowledge)

- **MPSMS:**
 - 382 Meat Products, Processed (including Eggs)
 - 383 Dairy Products

Related Codes

- **OGA:**
 - 521 Separating, Crushing, Milling, Chopping, Grinding, & Related
- **O*NET:**
 - 51-9032.00 Cutting and Slicing Machine Setters, Operators, and Tenders
- **OOH:**
 - N/A [Production Occupations](#)
- **SOC:**

- 51-9032 Cutting and Slicing Machine Setters, Operators, and Tenders
- **Census:**
 - 8710 Cutting Workers

Interests

- **GOE:**
 - 06.04.15 Elemental-Equip Operation: Food Processing
- **RIASEC:**
 - RC Realistic - Conventional

Training

- **RAPIDS:**
 - 0228 Gang Sawyer, Stone
 - 0470 Stone-Lathe Operator
 - 0501 Wire Sawyer

Industry

- **Industry:**
 - 313 Dairy Products
- **NAICS:**
 - 311513 Cheese Manufacturing
 - 3116 Animal Slaughtering and Processing
 - 311611 Animal (except Poultry) Slaughtering
 - 4452 Specialty Food Stores

INDUSTRIES MOST LIKELY TO HIRE (8-digit SIC Codes Suggested by SkillTRAN)

SIC Code	SIC Industry
2410000	DAIRY FARMS
20110000	MEAT PACKING PLANTS
20119902	CURED MEATS, FROM MEAT SLAUGHTERED ON SITE
20119906	LUNCHEON MEAT, FROM MEAT SLAUGHTERED ON SITE
20119907	SAUSAGES, FROM MEAT SLAUGHTERED ON SITE
20119908	VARIETY MEATS, FRESH EDIBLE ORGANS
20130000	SAUSAGES AND OTHER PREPARED MEATS
20130200	PREPARED PORK PRODUCTS, FROM PURCHASED PORK
20130301	BOLOGNA, FROM PURCHASED MEAT
20130303	SAUSAGE CASINGS, NATURAL
20150000	POULTRY SLAUGHTERING AND PROCESSING
20210000	CREAMERY BUTTER
20220000	CHEESE; NATURAL AND PROCESSED

20230000	DRY, CONDENSED AND EVAPORATED DAIRY PRODUCTS
20239907	ICE CREAM MIX, UNFROZEN: LIQUID OR DRY
20240000	ICE CREAM AND FROZEN DESSERTS
20260000	FLUID MILK
20260208	YOGURT
51470000	MEATS AND MEAT PRODUCTS
54210200	MEAT MARKETS, INCLUDING FREEZER PROVISIONERS

DATA SOURCES

Source	Publication	Year	Web Link
U.S. Dept. of Labor	Revised 4th Edition of the Dictionary of Occupational Titles	1991	
U.S. Dept. of Labor	Errata corrections and subsequent revisions to the DOT	1992-1998	www.skilltran.com/index.php/suport-area/documentation/161-dot-changes
U.S. Dept. of Labor	Revised Handbook for Analyzing Jobs	1991	www.skilltran.com/index.php/suport-area/documentation/1991rhaj
U.S. Dept. of Labor	Selected Characteristics of Occupations (SCO)	1993	
U.S. Dept. of Labor	Guide for Occupational	1979	Guide for Occupational Exploration

	Exploration (GOE)		
U.S. Dept. of Labor - Bureau of Labor Statistics	Standard Occupational Classification (SOC)	2010/2018	Standard Occupational Classification
U.S. Dept. of Labor - Bureau of Labor Statistics	Occupational Employment and Wages Survey (OEWS)	May 2020	Occupational Employment and Wages Survey
U.S. Dept. of Labor - Employment and Training Administration	O*NET Online (O*NET)	Current	O*NET Online
U.S. Dept. of Labor - Bureau of Labor Statistics	Employment Projections - National	Sept 2020 for 2019 --> 2029	Employment Projections
U.S. Dept. of Labor - Bureau of Labor Statistics	Employment Projections - State/SubState	Various	Employment Projections - State/SubState and various state-specific projections sites
U.S. Dept. of Labor	Labor Force Statistics from the Current Population Survey (CPS)	Current	Current Population Survey

U.S. Dept. of Education - Institute of Education Sciences - National Center for Education Statistics	College Navigator	Current	College Navigator
U.S. Dept. of Labor	Occupational Outlook Handbook (OOH)	Current	Occupational Outlook Handbook
U.S. Dept. of Labor	Current Employment Statistics (CES)	Current	Current Employment Statistics
U.S. Dept. of Labor	Occupational Requirements Survey (ORS)	2018, 2020	ORS Survey
U.S. Dept. of Census	County Business Patterns (CBP)	2018	County Business Patterns - Documentation
U.S. Dept. of Census	North American Industry Classification System (NAICS)	2017	North American Industry Classification System
U.S. Dept. of Census	Public Use Microdata sample (PUMS)	2015-2019	American Community Survey (ACS)
SkillTRAN LLC	Various Alternate Titles	1982-present	SkillTRAN Data Resources

	Contributed by SkillTRAN Staff and Customers		
SkillTRAN LLC	Proprietary Crosswalk between NAICS and DOT	1985-present	SkillTRAN Data Resources