



RETRAINING PLAN DEVELOPMENT 101

What needs to be considered?





Retraining Plan Form

And Documentation to Include

Retraining Plan

Mail completed copy to:

Department of Labor and Industry
 P.O. Box 64221
 St. Paul, MN 55164-0221
 (651) 284-6030 or
 1-800-342-5354

Print in ink or type
 Enter dates in MM/DD/YYYY format.



DO NOT USE THIS SPACE

Private or confidential data you supply on this form will be used to process your workers' compensation claim. The data will be used by Department of Labor and Industry staff members who have authorized access to the data and may be used for state investigations and statistics. You may refuse to supply the data, but if you refuse, your claim may be delayed or denied or the form may be returned to you. The data will be made part of the department's file for your claim and may be supplied to anyone who has access to the file or the data by authorization or court order; the employer and insurer for your claim; the Office of Administrative Hearings; the Workers' Compensation Court of Appeals; the Departments of Revenue and Health; and the Workers' Compensation Reinsurance Association.

WID number or SSN 7654321	Date of injury 10/18/2015	
Employee name Dolly Labor		
Employer name WHYAMIHERELOGISTICS		
Insurer/self-insurer/TPA Midwest solutions Insurance		
Insurer claim number WC 65434455	Claim representative Dee Nile	Telephone number (612) 222-3344

Pre-injury job title Loginator	Pre-injury average weekly wage \$1,216.00	Current compensation rate \$810.93
Occupational goal(s) Clinical Dental Hygienist, Dental Hygiene Educator, Reg. Dental Hygienist		Anticipated average weekly wage (from Labor Market Survey) \$1,000.00 to \$1,700.00
Certificate/degree program title Associate in Science Degree	Program length (weeks) 72 weeks	Program start date 01/11/2016
		Program completion date 05/20/2017
School name Normandale Community College	City Bloomington	State MN
		ZIP code 55431

ITEMIZED COSTS:

Tuition/lab/activity fees	\$9,960.00	*Explain (for example, tutoring, board and lodging) * Dental hygienist Exam/License = \$120.50 * Mileage 62 miles R. trip X 360 days X 57.5 cent/mile = \$12,834.00 Parking is free.
Books/tools	\$2,916.00	
Special/unique costs*	\$120.50	
Custodial day care	N/A	
Travel/parking	\$12,834 travel	
Total retraining costs (excluding wage benefits)	\$12,996.50	

Required attachments: Pursuant to Minnesota Rules 5220.0750, subp. 2(H), the following items **must be attached**.

- a. Course syllabus/class titles
- b. Physical requirements of the job for which the employee is being trained (on-site job analysis is preferred)
- c. Medical information that the training and the occupational goals are within the employee's restrictions
- d. Vocational evaluation test results that support course choice
- e. Recent Labor Market Survey

Retraining rationale (see Minn. Rules 5220.0750, subp. 2(F):

See attached rationale and support documents.

Accepted plan: If all parties are in agreement with (and have signed) this Retraining Plan form, submit it to the department with the required attachments for approval or denial (see Minn. Rules 5220.0750, subp. 5).

Employee signature <i>Dolly Labor</i>	Print or type name Dolly Labor	Telephone number (651) 123-1234	Date 10/19/2015
Insurer representative signature <i>Dee Nile</i>	Print or type name Dee Nile	Telephone number (612) 222-3344	Date 11/02/2015
QRC signature <i>Betty Kant</i>	Print or type name Betty Kant	QRC # 313	Telephone number (612) 414-4455
QRC intern supervisor <i>Kenny Makeit</i>	Print or type name Kenny Makeit	QRC # 101	Telephone number (612) 414-4455

INSTRUCTIONS TO QRC

Note: Retraining is limited to 156 weeks.

Disputed plan: To resolve a disputed Retraining Plan, call the Department of Labor and Industry's Alternative Dispute Resolution unit at (651) 284-5032 and/or file a Rehabilitation Request form (see Minn. Rules 5220.0950). **Do not submit a disputed plan to the department without attaching it to a Rehabilitation Request form, unless a Rehabilitation Request form has been filed or will be filed by another party.**

Intent to commit fraud

Any person who, with intent to defraud, receives workers' compensation benefits to which the person is not entitled by knowingly misrepresenting, misstating or failing to disclose any material fact is guilty of theft and shall be sentenced pursuant to Minnesota Statutes § 609.52, subd. 3.

Rehabilitation form availability

This form is located at www.dli.mn.gov/WC/Wcforms.asp. The form can be made available in different formats, such as large print, Braille or audio. To request, call (651) 284-5032 or 1-800-342-5354.

For department use only

<input type="checkbox"/> Approved <input type="checkbox"/> Denied			
DLI representative signature	Print or type name	Telephone number	Date
Reason for denial:			

Required Attachments

Pursuant to Minnesota Rules 5220.0750, subp. 2(H), the following items **must be attached**:

- a. Course syllabus with class titles.
- b. Physical requirements of the work area, which may include a job analysis.
- c. Medical documentation with the employee's restrictions.
- d. All vocational evaluation test results including those that support the retraining work area.
- e. Recent labor market survey.








Course syllabus/class titles

The course information should include other detailed supporting documentation.



Semester

Subject

DENH 1050	Periodontology	
<p>This course is the study of periodontology and the role of the dental hygienist as a prevention specialist and periodontal co-therapist. Prerequisite: DENH 1021, DENH 1024, DENH 1030, DENH 1040, and DENH 1045</p>		
DENH 1060	Pharmacology for the Dental Hygienist	
<p>This course provides an introduction to drug actions, mechanisms of drugs, and bodily reactions. Special emphasis will be given to the oral and systemic effects of drugs and how they <u>may</u> affect dental treatment. Prerequisite: DENH 1021, DENH 1024, DENH 1030, DENH 1040, and DENH 1045</p>		
DENH 1070	Applied Biochemical Nutrition for the Dental Hygienist	
<p>This course includes the study of cellular biochemistry and general nutrition including recent advances in nutrition as it relates to oral health. It also includes the application of this knowledge to nutritional counseling and dietary analysis of dental patients within the framework of their cultural, economic, and psychosocial environment. Prerequisite: DENH 1021, DENH 1024, DENH 1030, DENH 1040, and DENH 1045</p>		
DENH 1080	Dental Hygiene Principles II	
<p>This is the second in a series of three DENH principles courses. Students will review the rationale for delivery of dental hygiene services and be introduced to care and management of patients with special needs. Prerequisite: DENH 1021, DENH 1024, DENH 1030, DENH 1040, and DENH 1045 and concurrent enrollment in DENH 1085</p>		
DENH 1085	Dental Hygiene Practice II	
<p>This is the second in a series of four DENH clinical courses which provides further instrumentation techniques, more advanced assessment skills, and new clinical procedures. This course also covers development of both the dental hygiene diagnosis and the dental hygiene treatment plan. Students will treat patients in the Century College dental clinic. Students must be able to perform physical tasks to complete course requirements. Prerequisite: DENH 1021, DENH 1024, DENH 1030, DENH 1040, and DENH 1045 and concurrent enrollment in DENH 1080</p>		
DENH 2015	Dental Hygiene Practice III	
<p>This is the third in the series of clinical courses where students treat patients in the <u>colleges</u> dental clinic under supervision of the dental hygiene faculty. Emphasis is placed on the development of competencies in assessment, diagnosis, documentation, treatment planning, evaluation of outcomes, and implementation of various treatment strategies for patients with moderate to advanced periodontal disease. Students are also required to participate in off-campus rotations where they provide care for patients from diverse age and ethnic groups. Students must be able to perform physical tasks to complete course requirements. Prerequisite: DENH 2005 and concurrent enrollment in DENH 2010</p>		
DENH 2035	Community Dental Health Lab	



Additional Requirements

1. Student must earn a grade of C or higher in all required Career/Occupational and MnTC courses.
2. Enrolled dental hygiene students must pass a Minnesota Human Services background with no restrictions and pass a health exam before treating patients in the student clinic.
3. Students must maintain their credential as a Registered Dental Assistant with the State of Minnesota (i.e.; pay annual fees, maintain CPR certification and continuing education documentation) while they are enrolled in the program. NOTE: the MN Board of Dentistry accepts all DENH program courses for RDA continuing education credit.

Programs with differential tuition

- Dental Assisting – \$184.65 tuition per credit plus applicable fees
- Dental Hygiene – \$184.65 tuition per credit plus applicable fees
- Nursing – \$194.85 tuition per credit plus applicable fees
- Online Courses – \$185.00 tuition per credit plus applicable fees
- Orthotic Technology – \$184.65 tuition per credit plus applicable fees
- Prosthetic Technology – \$184.65 tuition per credit plus applicable fee



Century College values diversity in our college community and is committed to ensuring equal access and opportunity to qualified students with physical, learning, or psychological disabilities.

Access Center

Our Access Center assists students, and college faculty and staff to provide access to our programs, services and activities.

- [Disability Office services](#)
- [Information for Parents](#)
- [Information for Students](#)
- [Procedures](#)

Requesting Interpreter Services

If you are requesting interpreter services for any event or specific class at Century College please fill out a [form requesting interpreter services](#) a minimum of **ten days before the event or class** so the Access Center can locate an interpreter. Return the form via e-mail to Christine Simonson or fax the form to 651.779.5831.

Contact

Christine Simonson, Disability Specialist, 651.779.3477

Fax Number: 651.779.5831

Office Location: 2440 West Campus

Access Center Hours Summer Hours Start May 18th

Monday – Thursday: 8 am – 4:30 pm


Friday: 8 – 12 pm

Saturday – Sunday: closed

If you need an evening appointment, please call either of the above numbers to set up a meeting.

Proposed Job

The proposal should include the job's duties as well as the physical demands of the job.

 **CODE: 078.361-010**

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

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

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

Medical Information

Work Ability form
and/or

Physician signed/referenced FCE



XYZ Orthopedic Services
2001 Odyssey Drive
Edina, MN 55433
(952) 715-0000

REPORT OF WORK ABILITY/WORK RESTRICTIONS

Employee: Dolly Labor
DOB: 03/17/1982

DIAGNOSIS: Bilateral shoulders

WEIGHT RESTRICTIONS and ACTIVITY RESTRICTIONS:
Per the patient's FCE

RETURN TO WORK:
Return to work with limitations on 04/10/2014 – permanent restrictions

COMMENTS/ADDITIONAL RESTRICTIONS:
The above has been discussed with the employee. Recommend change
in career and career exploration options.

PATIENT IS AT MMI: No
M.M.I. EXPECTED:

RETURN TO CLINIC:
Pending MRI of left shoulder

Michael Hill, MD

Date: 04/10/2014

REC'D

JUN 23 2015

FUNCTIONAL ABILITIES FORM

Name: _____ DOD: _____ DOI: 02/01/11 Labor & Industry WCD - GET

Note: For an 8 hour workday, "Occasionally" (Occ.) is 1%-33%; "Frequently" (Freq.) is 34%-66%; "Continuously" (Cont.) is 67%-100%

1. In an 8 hour work day, client can: (Check full capacity for each activity)

- a. Sit No 1 2 3 4 5 6 7 8 Hrs.
- b. Stand No 1 2 3 4 5 6 7 8 Hrs.
- c. Walk No 1 2 3 4 5 6 7 8 Hrs.

Comments: No restrictions unless indicated

2. Client is able to:

	Not at all	Seldom	Occasionally	Frequently	Continuously
a. Bend/Stoop	_____	_____	_____	_____	_____
b. Squat	_____	_____	_____	_____	_____
c. Crawl	_____	_____	_____	_____	_____
d. Climb Height _____	_____	_____	_____	_____	_____
e. Reach above shoulder level	_____	_____	_____	_____	_____
f. Crouch	_____	_____	_____	_____	_____
g. Kneel	_____	_____	_____	_____	_____
h. Balance	_____	_____	_____	_____	_____
i. Push/Pull (lbs. of force)	_____	_____	_____	_____	_____

Comments: No restrictions unless indicated

3. Client can carry (lbs):

Seldom	Occasionally	Frequently	Continuously
65	45	25	_____

4. Client can lift (lbs):

a. Floor to Waist	90	60	25	_____
b. Waist to Shoulder	60	40	15	_____
c. Shoulder to Overhead	40	25	15	_____
d. Waist to Waist	95	60	25	_____

Comments:

5. Client can use hands for repetitive action such as:

	Simple Grasping		Firm Grasping		Pinching		Fine Manipulating	
a. Right	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
b. Left	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Comments:

6. Client can use head and neck in:

Static Position		Frequent Flexing		Frequent Rotating	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Comments:

7. Restriction of activities, for example: Being around moving machinery, driving automotive equipment or any other restriction required by the physical impairment.

Reason for Limitations:

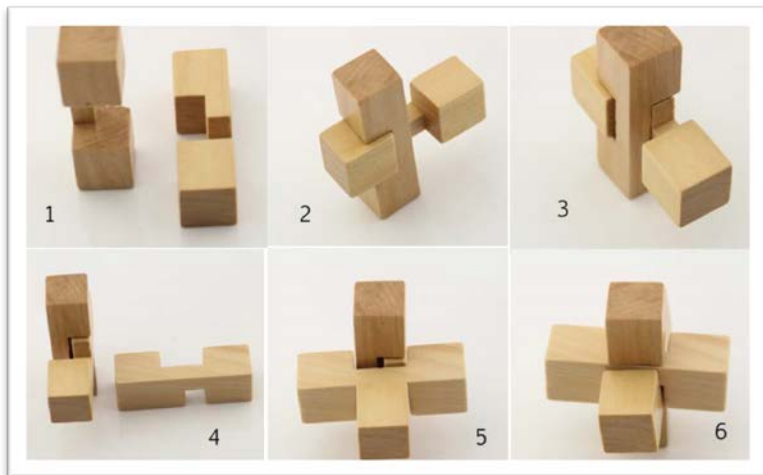
- Performance was limited due to objective signs of difficulty.
- Some abilities limited due to objective signs of difficulty and some due to increased subjective complaints.
- Client limited further performance due to increased subjective complaints.

Signature of Therapist / Physician: John [unclear], PT / [unclear] Date: 2/6/2014

[Handwritten signature]

Formal Vocational Evaluation & Testing

Using specific tests to create a picture everyone will understand.

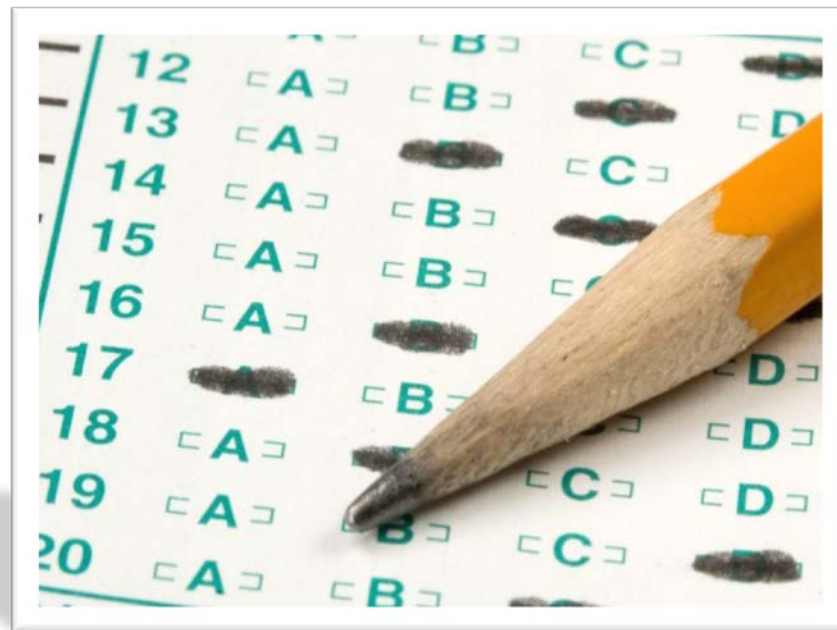


Vocational Evaluation

- a. Achievement testing.
- b. Aptitude/intelligence testing.
- c. Personality testing.

Achievement Tests

- Do not replace aptitude or intelligence tests.
- Will tell you if remedial classes are needed, or to administer different vocational testing based on reading level.
- Scores are reported as “grade levels” for math, spelling and reading.



Achievement Tests

(Adult Basic Education Classes to Brush up on Skills)

Wide Range Achievement Test -WRAT4

* Rehab Providers Administer

Accuplacer

* Colleges & Tech Schools Administer

* Free Accuplacer Practice Tests & Solutions at <http://www.accuplacer-test.com/free-practice-solutions.htm>

Question: $3/5 \div 1/3 =$ _____

Aptitude Testing

A Standardized test used to predict a person's ability to learn skills or perform certain types of work.

Abilities might include:

1. Math
2. Manual dexterity
3. Visual acuity
4. Reasoning
5. Verbal comprehension



The Difference Between Intelligence & Aptitude Scores

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

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

Aptitude testing provides several scores.

An employee who scores very high on pattern recognition and word meanings, but low on numerical reasoning, may score high on overall General Ability. However, a good counselor or career guidance system would not point the employee towards math-intensive occupations.

Meyers–Briggs Personality Test

(Measures four pairs of preferences)

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

1. Focus of attention:
extraversion/ introversion
2. Info processing:
sensing/intuition
3. Decision making:
thinking/feeling
4. Dealing with the outer world:
judging/ perceiving



Components of the Vocational Evaluation Report

Vocational Evaluation/Test Reports

A written report should lead readers to a logical conclusion. Include the test outcome sheets:

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

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

Begin with the employee's background information:

- Past work history.
- Current or physician projected physical limitations.
- Average weekly wage at the time of injury.

Identify Administered Tests & the Results

Achievement Test (math, reading, spelling – if remedial needed)

Aptitude Test (ability to be successful)

Intelligence Test (a general mental ability)

Interest Test (similar interests to those in that career)

Personality Test (EE's ideal work environment)

Behavioral Observations (i.e. The EE perspired heavily and did not sit more than 10 minutes when the testing was administered)

Summary Section

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

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

Jobs outside of employee's physical limitations are eliminated.

Personality traits, matching above jobs, may be then identified.

Statement identifying barriers and how they might be overcome (i.e. tutoring for low math scores.).

Include testing documents that support the retraining plan.

Example: aptitude and interest testing
might indicate an employee could work as
a dental hygienist.



Jobs having
an aptitude
for success:

**OAP-50
Nursing, Therapy and
Specialized Teaching
Services
10.02**

GATB Norms

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

**Occupations in Nursing, Therapy,
and Specialized Teaching Services**

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

OCCUPATIONAL SCALES

Similar jobs
interested in:

Occupational Scales	Std. Score	Very Diss.	Dissimilar	Mid-Range	Similar	Very Sim.	Average Opp. Sex
		(15)	(25)	(44)	(54)		
Realistic Theme							
Aircraft Mechanic (RI)	32			*			19-33
Auto Mechanic (RI)	21						17-29
Bus Driver (RI)	39			*			23-34
Camera Repair Tech (RI)	32						18-31
Carpenter (RI)	30			*			20-32
Conservation Officer (RI)	25		*				14-26
Dental Lab Technician (RI)	39			*			26-36
Drafter (RI)	34			*			22-34
Electrician (RI)	27		*			*	19-31
Emergency Med Tech (RI)	48			*		*	20-28
Farmer/Rancher (RI)	32			*			26-35
Firefighter (RI)	37			*			20-32
Forest Ranger (RI)	8						4-19
Hardware Store Mgr (RC)	30			*			14-27
Janitor (RI)	34			*			25-36
Machinist (RI)	28			*			13-27
Mail Carrier (RC)	47				*		19-31
Military Enlisted (RC)	41				*		21-33
Military Officer (RE)	16				*		22-33
Musical Instrmnt Repair (RIA)	30		*				24-34
Orthotist/Prosthetist (RI)	48			*		*	21-33
Painter (RI)	31			*			22-34
Park Ranger (RI)	18		*				15-27
Pipefitter/Plumber (RI)	32			*			20-33
Police Officer (RSE)	39			*			27-37
Printer (RI)	46				*		24-35
Radio/TV Repair (RI)	24		*				18-31
Security Guard (REC)	34			*			26-33
Sheet-Metal Worker (RI)	22		*				12-27
Telephone Repair (RI)	37			*			27-38
Tool/Die Maker (RI)	36			*			10-26
Truck Driver (RI)	23		*				20-29
Investigative Theme							
Biologist (I)	29			*			18-30
Chemist (I)	35			*			20-32
Chiropractor (IS)	31			*			20-31
Computer Programmer (IR)	46			*		*	26-38
Computer Scientist (I)	30			*			18-32
Dental Hygienist (IS)	40			*		*	13-25
Dentist (IR)	50			*		*	16-29
Dietician (IS)	49			*		*	24-34
Economist (I)	17	*				*	26-37
Electronic Technician (IR)	30			*			19-31
Engineer (IR)	42			*		*	26-39
Mathematician (I)	29			*			20-33
Math/Science Teacher (IR)	42			*		*	26-38
Medical Lab Technician (IR)	50			*		*	26-37
Pharmacist (I)	53			*		*	19-32
Physical Therapist (ISR)	43			*		*	11-25
Physician (I)	40			*		*	11-25
Psychologist (IAS)	15	*				*	21-33
Radiologic Technician (IRS)	52			*		*	25-35
Respiratory Ther Tech (IRS)	55			*		*	22-34
Surveyor (IR)	21		*				20-33
Veterinarian (IR)	34			*			9-22



Meyers Brigg = ISFP Comparable to Dental Hygienist



Popular Career Choices by Type

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

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

Labor Market Survey Contact Sheets

Suggested points to discuss with
prospective employers.

Labor Market Survey (LMS) contact sheets generally include the following information:

1. Employers contacted within a 50 mile radius of the employee's home.
2. Company name, person's name, title, and phone number.
3. Preferred training (e.g. Voc Tech, 2 or 4 year degree).
4. Other job titles to seek work under (e.g. book-keeper, night auditor, accounting clerk).



Additional LMS contact sheet information:

1. School preference (e.g. Anoka Technical College, Dunwoody).
2. Desired applicant skills.
3. Physical requirements of the job.
4. Possible job modifications.
5. Wage without experience and then after 1, 3, and 5 years of experience.
6. Projected job outlook in 2 years (e.g. poor, fair, good, or excellent).

LMS contact sheets also may include:



1. Current number of employees in the position.
2. Number of employees hired for that position last year.
3. Projected number of hires for the position in 2 years.
4. Additional classes or skills to benefit the student.
5. Required certification or license (e.g. dental hygiene to enhance job opportunities).

Labor Market Survey Report

The LMS report summarizes the LMS contact sheets while providing additional labor market research and employment facts specific to the employee.

LMS Report Summary Section

Employee's average weekly wage compared to the LMS wages.

Employee's physical limitations compared to the demands of the job.

Discusses the number of employers contacted with the grouped responses from the employer contact sheet questions.

Provide additional research, or supporting information, regarding wages, job outlook, etc.

LMS Report Summary Section Cont'd

Include supporting documents:

Local - ISEEK.org has wage and employment projections, identifies schools, etc.

www.iseek.org/jobs/jobsearch#.

National – US News & World Report (Best Jobs of 2015):

money.usnews.com/careers/best-jobs/rankings/the-100-best-jobs

Attach a Retraining Plan Rationale

The rationale discusses why retraining is needed while being sure to include the *Poole* Factors.

Poole vs. Farmstead

- Reasonableness of retraining compared to the employee's return to work with the employer or through job placement activities.
- Likelihood of the employee succeeding in a formal course of study given the employee's abilities and interests.
- Likelihood that retraining will result in reasonably attainable employment.
- Likelihood that retraining will produce an economic status as close as possible to that which the employee would have enjoyed without disability.

Retraining Rationale Report background information:

1. Injury type (whether a dominant hand/arm is involved)
2. Date of injury - average weekly wage
3. Medical Treatment/Outcome
4. Current work status

Retraining Rationale Report background information:

5. Physical limitations (permanent, temporary or projected by physician)
6. Also any restrictions from non-work related condition(s)
7. Recommended modifications or adaptive equipment
8. EE's past jobs, their physical demands and wages.

Rationale Report Vocational Activities

- Failed to return to work with the date of injury employer.
- ABE and/or skills enhancement classes that are recommended and the outcome.
- Job search efforts and return to work without additional education.
- Vocational evaluation/testing results that support the specific job goal (and identification of physical demands of the job goal).
- Vocational exploration activities conducted by the employee to confirm the job goal choice.

Rational Report Conclusion:

1. Through vocational testing a job goal was selected that is physically appropriate, will return the employee to work at the pre-injury wage, and is projected to be available upon graduation.
2. At the time of the employee's injury the employee was earning an average weekly wage of "\$\$."
3. The employee's physical restrictions.
4. The employee's status with respect to returning to the date of injury employer or for jobs worked with other employers and whether those jobs are considered suitable employment.
5. Job search efforts and outcomes (if a job was obtained indicate why, or why not, suitable).

Rational Report Conclusion:

6. LMS results: provide the supporting documentation (e.g. ISEEK) regarding the projected wage and employment opportunities for the employee's full time employment.
7. School statistics: the placement rate for graduates, starting wages and types of assistance available to help the employee (e.g. school provided tutor, adaptive equipment, etc.).
8. Final statement: regarding consideration of all relevant factors (e.g. past work history, education, placement efforts, retraining goals projected wage, job outlook, and the labor market survey) and whether retraining will provide the employee suitable gainful employment.

DLI Correspondence

When all the parties agree
to the retraining plan.

Date

****, QRC

Re: Retraining Plan for ****
WID: ***
DOI: ****
Employer: ****
Insurer: ****

Dear Mr./Ms. ****:

You filed a Retraining Plan in the above case on ****. As you may know, the Department is required to review all retraining plans that are submitted with full documentation and the signatures of the employee, the insurer, and the QRC. We then notify the QRC that the retraining plan has been approved or denied. However, when the retraining plan is submitted to us without a complete set of signatures, or incomplete information, we cannot unilaterally approve the proposed plan. Instead, we must allow all of the parties to present their views regarding the necessity and viability of retraining.

If you would like to move ahead with a retraining plan, you have several options. If you are able to collect the signatures of both the employee and the insurer, please fax a copy of the signed retraining plan to my attention at (651) 284-5729. If you can modify the retraining plan to the satisfaction of all of the parties, you may then submit the new version with a complete set of signatures and the supporting documents.

If you believe that the retraining plan you have submitted is the best possible rehabilitation plan, you may file a Rehabilitation Request form or have one of the parties file that form. An administrative conference will then be scheduled to resolve the disputed issue.

We will be taking no further action on the retraining plan for the time being. Please contact the workers' compensation hotline at (800) 342-5354, if you want to discuss dispute resolution options with a mediator.

If you wish to discuss this matter further, feel free to contact me directly.

Sincerely,

Michael Hill,
Rehabilitation Policy Specialist



Notice of Approval for Retraining Plan

July 16, 2015

Mr./Ms.
Address
City, MN Zip

Re: Employee:
WID:
DOI:
Employer:
Insurer:

Dear Mr./Ms. Jones:

This notice is to advise you that the Retraining Plan filed with the Department on (date received), has been approved. The approved Retraining Plan form is enclosed and a copy is being sent to the parties listed below.

Should you have any questions, please feel free to contact me.

Sincerely,

Michael Hill
Rehabilitation Policy Specialist
(651) 284-5153 or (800) 342-5354

Enc.: Approved Retraining Plan Form

cc:

Outcomes for Submitted Retraining Plans



Retraining plan outcomes (as of 9/1/2015)

2010	<u>Approved/Ordered</u>	<u>Denied</u>	<u>Settled</u>	<u>Withdrawn</u>	<u>Dismissed</u>	<u>Pending</u>	<u>Total</u>
	19	3	31	3	0	0	56
2011	<u>Approved/Ordered</u>	<u>Denied</u>	<u>Settled</u>	<u>Withdrawn</u>	<u>Dismissed</u>	<u>Pending</u>	<u>Total</u>
	20	6	34	2	0	0	62
2012	<u>Approved/Ordered</u>	<u>Denied</u>	<u>Settled</u>	<u>Withdrawn</u>	<u>Dismissed</u>	<u>Pending</u>	<u>Total</u>
	18	3	22	1	1	1	46
2013	<u>Approved/Ordered</u>	<u>Denied</u>	<u>Settled</u>	<u>Withdrawn</u>	<u>Dismissed</u>	<u>Pending</u>	<u>Total</u>
	18	7	32	4	1	0	62
2014	<u>Approved/Ordered</u>	<u>Denied</u>	<u>Settled</u>	<u>Withdrawn</u>	<u>Dismissed</u>	<u>Pending</u>	<u>Total</u>
	16	6	25	2	0	2	51
2015	<u>Approved/Ordered</u>	<u>Denied</u>	<u>Settled</u>	<u>Withdrawn</u>	<u>Dismissed</u>	<u>Pending</u>	<u>Total</u>
	11	0	7	1	0	7	26



Why Disputed Plans are not Approved

2015 Review of Retraining Plans Not Approved by ADR/OAH (Depending upon the specific case facts)

- The employee had not participated in a job search and the employee's starting wage after retraining would be 20-35% less than the date of injury wage.
- The proposed job was not suitable as it was outside of the employee's restrictions and it was not likely that the employee would find a job upon completion of the plan.
- Retraining would not likely lead to the employee finding a more suitable job that paid more than the employee's current position.
- Retraining was not likely to result in employment; the Labor Market Survey did not show that jobs would be available within the employee's physical restrictions.

- Retraining was not likely to produce an economic status as close as possible to that which the employee would have enjoyed without the disability; few suitable jobs were available in the employee's labor market.
- The retraining plan did not include the physical requirements of the proposed job; no medical opinion was submitted stating that the proposed field of work fell within all of the employee's restrictions from all of employee's injuries.
- Insufficient evidence was provided that the employee would be able to get to school given the employee's driving restriction. The employee did not follow up on a prior judge's recommendation to look at programs closer to home.

- The retraining was not likely to result in reasonably attainable employment as job prospects were limited in the area of the state the employee planned to seek employment.
- No information was presented that the proposed educational institution qualified the employee to meet the Minnesota state board requirements for the proposed occupation. Employee did not show retraining was reasonable compared to other options, including on-the-job training. The physical demands of the job were not consistent with the employee's restrictions.
- The proposed retraining plan was not reasonable given that other public institutions located closer to the employee were not considered. The Labor Market Survey did not show that there were reasonably attainable jobs in the employee's field upon completion of the plan.

- The proposed retraining plan was not reasonable given that there had been no placement services provided to the employee. The proposed plan did not show that the employee had the ability and interest to succeed in school as no vocational testing was provided. No medical report from the treating physician confirming the proposed job was within the employee's restrictions was provided.
- The proposed retraining plan did not show that the plan was reasonable compared to other placement activities. The proposed plan did not show that the employee had the ability and interest to succeed in school as no vocational testing had been conducted. The Labor Market Survey contained speculative information on future job availability.
- The employee had a job in the desired field and had to quit that job due to lack of ability and interest. Retraining would not produce an economic status as close as possible to that which the employee would have enjoyed without the disability.

- The plan did not show that the employee would succeed in the proposed course of study because the employee had not met the college's basic admission requirements.
- Retraining was not reasonable compared to other options such as job search activities. The employee's test scores did not show the ability or interest to succeed in a college level course. The employee did not show that the retraining would result in a job that would provide an economic status as close as possible to that which the employee enjoyed without disability because starting salaries were significantly less than what the employee was earning.
- There was no opinion by the QRC or other vocational expert that retraining was reasonable compared to other job search activities. The proposed retraining plan did not show that the employee was likely to be successful in a formal course of study as the plan did not contain an evaluation of the vocational testing. The Labor Market Survey did not show that it was likely the employee would find reasonably attainable employment.

- The retraining plan did not show retraining was reasonable compared to other job placement activities. The retraining plan did not show that the employee had the ability and interest to succeed in a formal course of study; it did not contain the physical requirements of the proposed job or vocational testing or evaluations. The Labor Market Survey was inadequate and did not show the employee would find reasonably attainable employment.
- The retraining plan did not show retraining was reasonable compared to other job placement activities. The job search was inadequate and poorly documented and the employee's resume had poor grammar and misspellings. The retraining plan did not show that the plan would likely result in reasonably attainable employment because the Labor Market Survey was inadequate with very limited wage data, no indication of hiring, and only one employer provided the physical restrictions of the job. The retraining plan did not show that the proposed job would produce an economic status as close as possible to that which the employee enjoyed without the disability and the anticipated earnings did not justify the expense of the plan.

- The retraining plan did not show that retraining would likely result in reasonably attainable employment; the Labor Market Survey of twelve employers did not report information on current hires, anticipated hiring or job outlook. The retraining plan did not show that retraining would produce an economic status as close as possible to that which the employee would have enjoyed without the disability given the lack of information on the number of available entry level jobs and the future job outlook in this field.
- The employee informed the parties at the administrative conference that the employee was scheduled to undergo surgery. Given that the outcome of the surgery was unknown and what, if any physical restrictions would result from the surgery, the proposed retraining plan was premature.



Successfully Approved/Ordered Plans



MINNESOTA DEPARTMENT OF
LABOR & INDUSTRY



Completed Certification: the employee obtains a job and you can close the rehabilitation plan.

