



BC Cancer Agency

Psychosocial Oncology

CARE + RESEARCH

An agency of the Provincial Health Services Authority

# Cancer and Returning to Work: A Practical Guide for Cancer Patients



Second Edition  
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# Disclaimer

This work book is based on information that was accurate at the time of publishing. Since information changes, please check with your local cancer centre psychosocial oncology program if you are having difficulties finding the most up to date information.

If you have any concerns about following the recommendations of the workbook consult with your doctor.

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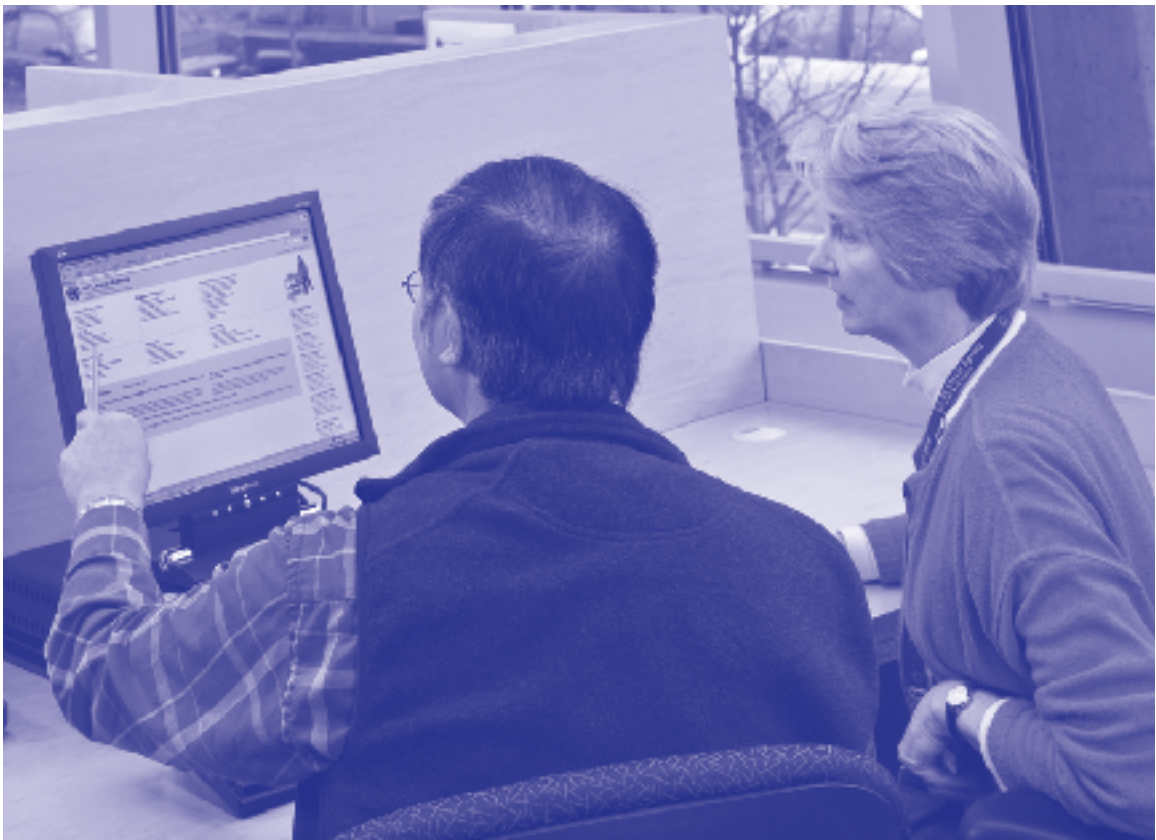
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# Cancer and Returning to Work: A Practical Guide for Cancer Patients

## Introduction

For many people work has multiple rewards: it can give you a chance to contribute; develop an expertise and a sense of mastery; provide a rhythm and structure to your day; allow an opportunity to socialize with others; not to mention financial support. Getting back to work can be a sign of recovery from the cancer and treatment as well as a measure of how far you have come. Cancer, however, may have been a formidable challenge to you and your family both physically and mentally. On a practical level, it may also influence how you feel about working and how you return to your job. This Guide is designed to help you consider steps you might take to resume working after cancer and treatment as easily as possible. The goal is to help you to get back to work in a safe and sustainable way to regain the benefits of working. After all, work is likely an important aspect of your life, if you are not yet retired.



## Start thinking and planning

There is a real advantage to planning your return to work as soon as possible.

Thinking about returning to work includes assessing potential challenges and considering solutions and options. For some, getting closer to return to work is a time of excitement that means things are getting back to a 'new normal'. For others, work can bring up concerns, especially if options are limited. Whatever your situation, it is wise to start thinking about work as soon as possible.



## BC Cancer Agency (BCCA) Vocational Rehabilitation Program

For many years, the BC Cancer Agency has provided the first Canadian hospital-based vocational rehabilitation program specifically focused on the needs of cancer patients. This guide has been developed from our experience in providing vocational rehabilitation to cancer patients in British Columbia. We have also included learnings from research in the areas of vocational rehabilitation and work and cancer.

## Who is this booklet for?

This workbook is designed for those who are considering or attempting to return to her/his former job or workplace after cancer treatment.

If you are:

- a) Unable to return to your former job due to significant disability
- b) Self-employed
- c) Currently without work
- d) Going back to your work but have concerns

If you live in British Columbia, you may benefit from individual support. If so, please call:

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Maureen Parkinson  
Vocational Rehabilitation Counsellor at BCCA  
604.877.6000 ext. 672126 or  
1.800.663.3333, ext. 672126

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## How to use this booklet

This guide is designed to help you anticipate and address any challenges you might have with returning to work. We encourage you to read the booklet from start to finish. Then - return to work using the exercises most relevant to your situation.

## The purpose of this booklet is to help you:

- Take positive steps towards returning to work
- Understand the importance of knowing your abilities and limitations
- Understand your needs and options for returning to work
- Anticipate potential challenges in transition
- Develop a plan or skills to address these challenges
- Ensure you have information about options as well as your rights and responsibilities

Core Message of Workbook:  
**Know yourself and take control of what you can**

## This Return to Work (RTW) workbook focuses on three areas:

### Section 1: Developing your own rehabilitation plan

Assess your work abilities, your job demands, your readiness to return to the job, and improve your functioning.

### Section 2: Enhancing your work well being

Prepare you to work by developing strategies and identifying resources you can use to help you feel stronger.

### Section 3: Handle your workplace transition

This section focuses on the workplace and includes ideas and information to consider your needs at the work place for your return to work.

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### Workbook Exercises

Throughout the workbook, there are exercises and links to articles intended to help you explore and improve your return to work experience. Actively involving yourself in this exploration will increase self-awareness and help you be more proactive.

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## Brief Summary of Research on RTW for People with Cancer

The good news is that the vast majority, approximately 62%, of those who are working before a cancer diagnosis return to work within the first year and stay working for a period of time. Not surprisingly, the rate and success of RTW varies depending on the type of cancer and the impact of treatment on each individual.



Things that make RTW easier following cancer	Things that make RTW harder following cancer
<i>Workplace Accommodation: flexibility in hours, duties and jobsite</i>	<i>Very physically demanding jobs</i>
<i>Good relationship with your supervisor and colleagues</i>	<i>Fatigue</i>
<i>Support at work and at home</i>	<i>More severe illness and side effects from treatment</i>
<i>Vocational Rehabilitation support during the process</i>	<i>Other health problems or disabilities</i>
<i>Clear advice from your doctor about limitations and abilities</i>	<i>Changes in priorities (feelings about the importance of work)</i>

For more information, go to: <http://www.capo.ca/pdf/CancerandWork-ACanadianPerspective.pdf>



## How to Begin Facing Changes - IT STARTS WITH YOU

**What is most important now is to understand what is happening for you.**

**EXERCISE:** Let's begin with your personal situation. Take some time to consider the following personal explorations:

**1. Do I feel ready to begin work again? In what ways, yes, in what ways, no?**

YES	NO

**2. How do I feel about the work I do?**

**3. What needs does my work satisfy?**

**4. How has cancer changed my view of work?**

Cancer can have a profound impact on how one wants to live. It often causes individuals to re-evaluate how they want to live their lives. This includes how they want to work, or whether they even want to continue working. While some may have the option to retire or change careers, others may need to return to work for financial reasons. We hope that sections 1 and 2 will give you ideas on how to improve your work situation and help you feel more at ease about returning to work.

## Timing

### When am I ready to go back?

We know from the research and our experience with patients, that the longer someone is away from work, the harder it becomes to return to work. There are disadvantages to delaying a return to work. Delays can mean a potential position loss, changed work duties, decrease in job knowledge, changes in work-space, weakened connections with co-workers, and continued reduced income.

On the other hand, those who don't anticipate problems and return back to work too soon may experience challenges they were not prepared for, and the return to work could be unsuccessful. It is important to have a good understanding of your abilities and how these might impact your readiness to return to work.

In most cases employers and managers are initially very keen to support someone who is coping with cancer and return to work. If you aren't ready, however, and your attempt to start working again fails, or your return to work takes more time than expected, some employers may become less understanding. ***This is another reason to honestly assess your abilities and limitations and get a true sense of your work readiness.*** That way you can take the steps to help yourself be more successful.

### Before Returning to Work, What Can I Do?

#### Be realistic

- Understand your ability to function at different tasks at work
- Understand your work demands
- Plan accordingly

#### Use your recovery time to anticipate and address challenges

- Take control of the process
- Pursue opportunities to improve your function
- Start talking to your doctor and your workplace about working

# Section 1: Develop your Rehabilitation Plan

## A. Assess and Improve Your Functioning



Using the template (Appendix 1), track your current levels of energy (activities, time, and fatigue levels). It might be helpful to do this every day for a week because energy levels often vary from day to day.

**1. Write down everything you do in a day during waking hours, including naps, eating, etc. (Hourly)**

**2. Briefly describe the activity.**

**3. Estimate your energy levels** from 1 (low) to 5 (high) following the activity.

This will help you determine which activities energize you (“**energizers**”) and which activities drain you (“**drainers**”). This information will give you some ideas about how to regain your energy when working or on break (for example: going for a walk, meditating, changing tasks, taking a nap, stretching).

### Example: Energizers & Drainers

Time of day	Activity	Duration (minutes)	Energy Level After Activity 1 = low 5 = high
9 am	Meditated	30 mins.	4
10 am	Watched soap opera on TV	1 hour	2
11 am	Went for a walk and stretched	1 hour	4
12 pm	Met a friend for lunch	40 mins.	5
1 pm	Talked on the phone sorting out computer problem	10 mins.	2
Etc.			

**4.** Now that you are aware of your **energizers and drainers**, try applying this information to planning your needs regarding return to work.

If you know the time of day when you have low energy, try doing less demanding tasks during those times. If you know certain tasks take more energy (for example: concentrating on numbers, working at more physically demanding tasks), try doing those tasks when you feel the most energized.

## Work Simulation

If cleared by a health care professional, it is helpful to try performing tasks that have similar physical, cognitive and psychological demands to your job before you start back at your job. This way you can both determine your work readiness and improve your work endurance.

**Example:** *If you work at accounting tasks, you could spend time at home doing your income tax or paying household bills. If your job involves physical tasks, try some housekeeping or yard chores to see what you can do.*

It is important to track how long you can do a task before you need to take a break. This will help you decide how many hours you can start with when you begin your return to work. It can be helpful to start doing these tasks at the same time of the day you would be doing them at your job. Therefore, if you are expected to start work at 9:00 am, re-orient yourself to work hours and start your work simulation at 9:00 am. If this is too difficult to do right away, slowly shift your sleep patterns (1/2 hour per week) so that you can get closer to waking up at the same time as your normal workday schedule.

**Note:** *Don't forget to include your commute time to and from work!*

## Volunteering

Some people find volunteering can be a safe and low-risk way to assess abilities. For example, if you are concerned that you can't handle the multiple demands of a job, volunteering in a short, time-limited situation might help you see what you can handle and give you a chance to improve your skills. If your job requires standing, try volunteering at something that requires standing. This will help you figure out your current energy levels and functioning.

**Note:** *If you are funded by insurance, check out whether or not volunteering is permitted in advance. If your insurer considers an ability to volunteer an indication that you are ready to return to work, your benefits could be discontinued. Most pro-active insurance companies encourage clients to try things out without risk of financial loss, but this may not always be the case.*

## Do more enjoyable activities

If you feel you have little energy for any work-type activities start by doing things you really enjoy. Since you have been coping with cancer and treatment, for many it becomes more important to seek out pleasurable pastimes on a daily basis. Also when you do things you typically like to do, you tend to lose yourself in the activity and naturally bring your conditioning up. If you are able, try a little bit of an enjoyable activity each day. For example, if you love sketching or doing oil painting, you will probably find you are able to concentrate on these activities for longer than you would be able to concentrate on other, less appealing pastimes.



## Evaluate your functional capacity with a professional



Sometimes you may be worried about your ability to safely return to your job (e.g. physically demanding jobs). The type of assessment needed depends on the person, impact of cancer and treatment, the job demands and the work setting. There are a variety of disciplines that can help (see Appendix 4). Some insurance companies and employers will pay for an assessment of your functioning.

For assessments of your physical abilities within the workplace context, physiotherapists, occupational therapists or kinesiologists can provide physical or functional capacity evaluations. These experts can assess your abilities and suggest programs to help you build your conditioning (physical, cognitive and psychological capacity) up to the job requirements. They can also create or recommend a work hardening program. A work hardening program is a systematic and progressive exercise program designed to bring up your conditioning to the specific demands of the job. For assessment of your abilities to think (cognition) at work, a neuropsychology assessment by a neuropsychologist or an occupational therapist specializing in neurology (particularly on-site assessment) might help you determine how cognitive changes might impact your work performance and what to do about this.

## Restoration techniques (sleep hygiene, relaxation strategies, meditation)

While you are recovering it is important to explore activities that help you restore your energy (naps, relaxation strategies, going for walks, meditation, yoga). Try these out to see what works best for you. They may help you develop the ability to work for longer periods and more efficiently.



## B. Assess Your Job Demands

Your doctor will usually be asked to fill out forms from your employer or insurance company about your ability and readiness to return to work. Based on your doctor's recommendations, your employer will determine whether or not they have a job ready for you or if they can make the necessary changes for you to return.

To accurately fill out these insurance forms your doctor needs to know your job details. That way he/she can determine your continued eligibility for insurance. Your doctor is not a vocational rehabilitation expert, so he/she does not know the specific job requirements of your job. It is important for you to advise him/her of this so that he/she can provide the best opinion.

**Note:** Insurance providers often ask **all** of your doctors about your ability to work, so it is a good idea to inform all of your doctors and health care professionals about the physical and cognitive challenges and requirements of the work you do.

**For Example:** *My customer service position normally requires me to stand behind a counter for several hours at a time. I write down the details of customer's complaints, clarifying what has happened and what redress they are seeking from the store or manufacturer. This job can be challenging due to the amount of standing and the background noise within our location. It can also be emotionally draining as many of the people I am dealing with are upset, angry and at times demanding. Also, we often are handling continuous requests, as there are often long line-ups of customers during many of the weekend shifts.*

The advantages of listing job requirements are that you will be able to:

- Be aware of your strengths and limitations
- Communicate this honestly to employers, insurance people and co-workers
- Start to identify things that help you function at work
- Realize there are already some aspects of the job that you can do
- Give you a sense of your abilities if you need to change jobs

### Four ways to assess your job demands

**1. Ask for a job analysis.** Ask your employer, Human Resources Department or Disability Manager if they have a job analysis for your job to take to your doctor.

**2. Get your job description:** Many companies have job descriptions to help them determine wages and help people understand the aspects of a job that need to be completed to meet the requirements of the position. If that is not available, a job posting may also give you a summary of job requirements.

**Note:** Often small employers may not have job analysis or job descriptions available. The following points (3 and 4) may help you develop a list of work demands or allow you to create your own job analysis.

**3. Estimate and describe a typical day.** Ask yourself what you do every 15 minutes in a job. Sometimes the same job title can mean different things in different contexts. For example, a sales job could have different tasks depending on the workplace. In one position it could mean only talking on the phone and in another it could mean travelling all over the province to speak to customers in person.

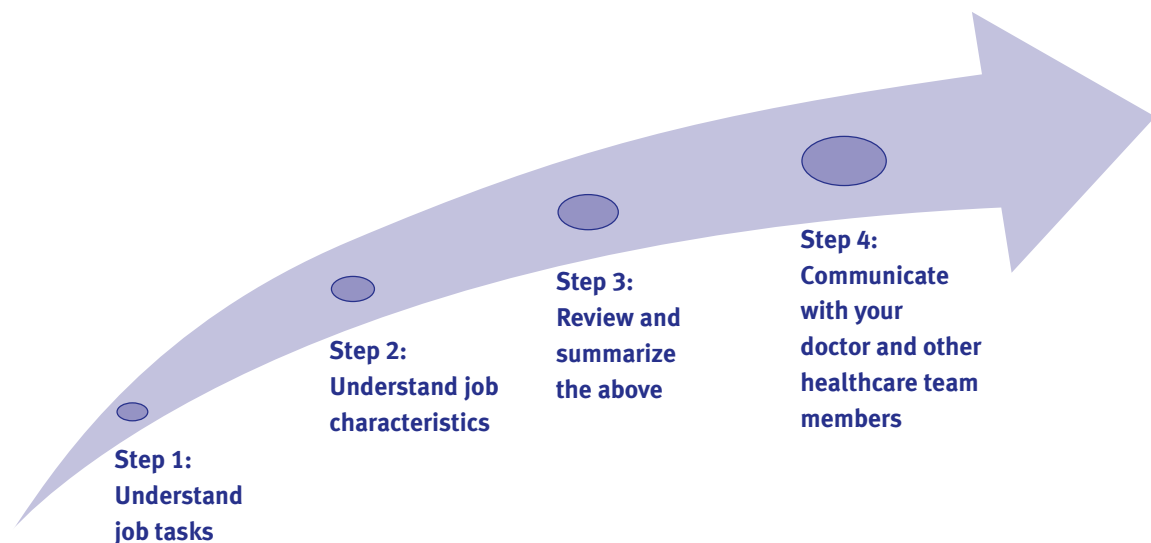
**4. National Occupational Classification System (NOC)** provides a Career Handbook containing over 900 occupational profiles. This excellent online resource can be found by following this link: <http://www5.hrsdc.gc.ca/NOC/English/CH/2001/Welcome.aspx> Job areas are sorted by a 4 digit code and include physical limitations that breaks down strength; limb coordination; body position; verbal; visual; colour discrimination and auditory needs associated with your job.

**Note:** An important part of determining job readiness **is identifying the essential and non-essential duties of the job**. In other words, what are the bottom-line duties of the job? These are the duties that absolutely must be done as part of the job and cannot be given away or delegated. Knowing your job's essential duties will be helpful to your doctor to determine if you are ready to return to work and to your employer to determine if you can come back immediately and/or need to have some duties modified or re-allocated to others so you can start working sooner.

**Job Analysis:** Many large organizations create job analyses that are in-depth descriptions of a particular job. The specific tasks, expectations and demands of a job are broken down and can be an aid in determining your readiness or what needs to be changed to help you return to your former job. If a job analysis is not available from your employer, we suggest that you take the time to do your own job analysis and give the summary sheet to all doctors who are asked to provide an opinion on your ability to return to work. Developing your own job analysis can be very helpful for you and your doctor to determine your work readiness, opportunities for rehabilitation and things to consider before or when you return to work.

What follows is a job analysis developed by the BC Cancer Agency Vocational Rehabilitation staff. Take the time to do your own job analysis and provide the summary sheet to all your doctors and health-care professionals who are asked to provide an opinion on your ability to return to work.

### BC Cancer Agency Job Analysis



## Step 1: Understand the tasks of the job

**List the Tasks:** Using the form in Appendix 2, write down all the tasks required of the job that you are going to return to in the ‘Analyzing Job Duties’ section.

Consider all of the duties and responsibilities of the position and the context in which they are being performed as well as how much time is spent doing each task daily.

**Hint:** Think about the work that is done every 15 minutes from the start of your work day until the end.

**Estimate the Time:** For each job task you record, estimate the percentage of time that you spend performing the task. For example, if you are a food server, you may be clearing tables 30% of the time during a shift.

**Identify Essential/Non-Essential Job Duties:** Select the critical (essential) and the critical (non-essential) duties of the job. Mark E in the column below if it is essential and NE if is non-essential on the form below.

**Note:** While all duties may seem important, not all are essential. Some non-essential duties could be considered for accommodations by the employer.

### When determining which duties are critical, consider factors such as:

Can the duty be reassigned to another employee/employer?	How much time is spent on performing the task?
What is the impact of the task on job outcomes?	Does the position exist to perform the function?
What is the impact of the task on the performance of other employees?	Is the function/position highly specialized?
What is the consequence if the skill or ability is absent?	What is the employer’s judgment to which functions are essential?

**Rank the Tasks:** Rank the duties based on how critical/essential each one is from the most critical to the least critical for the job.

**Consider New Task/New Job:** If you have to go back to a different job and changed duties, use the same form to consider the tasks required of the new position.



### Example: Analyzing Job Duties

<b>Job Duties</b> Example: Restaurant Server	% of time* doing the job task	Rank the tasks by importance  (1 = most important, 2= 2 <sup>nd</sup> most important, etc.)	Write 'E' if the duty is essential.  Write 'NE' if the duty is non-essential.
Serving customers	4 hrs per 8 hr shift = 50%	1	<b>E</b>
Clearing and cleaning tables	1 hr per 8 hr shift = 12.5%	3	<b>E</b>
End of shift cleanup	30 minutes per 8 hr shift	4	<b>NE</b>
Making change & adding up tips	1 hr per 8 hr shift = 12.5%	2	<b>E</b>
etc.			

### Step 2: Understand job characteristics

Complete the following section to obtain a detailed understanding of your job requirements.

**Note** that if your duties have changed or you are returning to a new job, the job analysis should represent your revised job requirements.

An example of a completed Job Analysis Worksheet is shown in Appendix 3. If you find the following job analysis worksheet and summary difficult to do, ask for help from a family member, friend or health care professional.

## Job Analysis: Worksheet

### A. Physical Strength

Purpose: To determine the physical demands required for the various duties of your job.

Please check the box that best describes the physical demands of your job.

<input type="checkbox"/> <b>Limited:</b>	Work activities involve handling loads up to 5 kg (11 lbs).	Examples: - examining and analyzing financial information - selling insurance to clients - conducting economic and technical feasibility studies
<input type="checkbox"/> <b>Light:</b>	Work activities involve handling loads of 5 kg (11 lbs) or more but less than 10 kg (22 lbs)	Examples: - repairing soles, heels and other parts of footwear - filing materials in drawers, cabinets and storage boxes - preparing and cooking meals
<input type="checkbox"/> <b>Medium:</b>	Work activities involve handling loads between 10 kg (22 lbs) and 20 kg (44 lbs)	Examples: - setting up and operating finishing machines or finishing furniture by hand - measuring, cutting and applying wallpaper to walls - adjusting, replacing or repairing mechanical or electrical components using hand tools and equipment
<input type="checkbox"/> <b>Heavy:</b>	Work activities involve handling loads more than 20 kg (44 lbs)	Examples: - operating and maintaining deck equipment and performing other deck duties aboard ships - shovelling cement and other materials into cement mixers and performing other activities to assist in the maintenance and repair of roads - measuring, cutting and fitting drywall sheets for installation on walls and ceilings

Are you currently able to complete the physical demands marked above?  Able  Not Able

Strength requirement adapted from the ***Career Handbook (CH) from the National Occupation Classification 2011***, a joint product of Statistics Canada and Human Resources and Skills Development Ottawa Canada.

## B. Physical Demands (P)

Legend	Required for job	Current Tolerance
Refer to legend and tick the box Example: <input checked="" type="checkbox"/>	<b>N</b> - Never <b>O</b> - Occasional (0-33% of work shift) <b>F</b> - Frequent (34-66% of work shift) <b>C</b> - Constant (67-100% of work shift)	<b>A</b> = Able To Do <b>U</b> = Unable To Do <b>N/A</b> = Not applicable
<b>FINGERING</b> involves picking, pinching, or otherwise working primarily with fingers rather than with the whole hand or arm as in handling.	<input type="checkbox"/> <b>N</b> <input type="checkbox"/> <b>O</b> <input type="checkbox"/> <b>F</b> <input type="checkbox"/> <b>C</b>	<input type="checkbox"/> <b>A</b> <input type="checkbox"/> <b>U</b> <input type="checkbox"/> <b>N/A</b>
<b>HANDLING</b> involves 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.	<input type="checkbox"/> <b>N</b> <input type="checkbox"/> <b>O</b> <input type="checkbox"/> <b>F</b> <input type="checkbox"/> <b>C</b>	<input type="checkbox"/> <b>A</b> <input type="checkbox"/> <b>U</b> <input type="checkbox"/> <b>N/A</b>
<b>REACHING</b> involves extending hand(s) and arm(s) in any direction and should include full elbow extension. Could include reaching forward, overhead, to the side and across the body.	<input type="checkbox"/> <b>N</b> <input type="checkbox"/> <b>O</b> <input type="checkbox"/> <b>F</b> <input type="checkbox"/> <b>C</b>	<input type="checkbox"/> <b>A</b> <input type="checkbox"/> <b>U</b> <input type="checkbox"/> <b>N/A</b>
<b>FEELING</b> involves perceiving attributes of objects, such as size, shape, temperature, or texture, by touching with skin, particularly that of fingertips.	<input type="checkbox"/> <b>N</b> <input type="checkbox"/> <b>O</b> <input type="checkbox"/> <b>F</b> <input type="checkbox"/> <b>C</b>	<input type="checkbox"/> <b>A</b> <input type="checkbox"/> <b>U</b> <input type="checkbox"/> <b>N/A</b>
<b>VISION</b>	<input type="checkbox"/> <b>N</b> <input type="checkbox"/> <b>O</b> <input type="checkbox"/> <b>F</b> <input type="checkbox"/> <b>C</b>	<input type="checkbox"/> <b>A</b> <input type="checkbox"/> <b>U</b> <input type="checkbox"/> <b>N/A</b>

Definitions adapted from *The Revised Handbook for Analyzing Jobs* U.S. Department of Labor: Employment and Training Administration 1991

Legend:	Required for job	Current Tolerance
Refer to legend and tick the box Example: <input checked="" type="checkbox"/>	<b>N</b> - Never <b>O</b> - Occasional (0-33% of work shift) <b>F</b> - Frequent (34-66% of work shift) <b>C</b> - Constant (67-100% of work shift)	<b>A</b> = Able To Do <b>U</b> = Unable To Do <b>N/A</b> = Not applicable
<b>COLOUR DISCRIMINATION</b>	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>HEARING</b>	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>TALKING</b>	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>TASTING/SMELLING</b>	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>STANDING</b>	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>SITTING</b>	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>WALKING</b>	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>CLIMBING</b> (up and down using feet, legs, hands, arms and body)	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>CLIMBING/DESCENDING STAIRS</b>	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>PULLING</b>	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>BALANCING</b> involves maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>STOOPING</b> involves bending the body downward and forward by bending spine at the waist, requiring full use of the lower extremities and back muscles	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>KNEELING</b> involves bending legs at knees to come to rest on knee or knees.	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>BENDING</b> (at the waist)	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A

### C. Temperments (T)

Purpose: To determine temperments (T) required for the various duties of your job.

Legend:	Required for job	Current Tolerance
Refer to legend and tick the box Example: <input checked="" type="checkbox"/>	<b>N</b> - Never <b>O</b> - Occasional (0-33% of work shift) <b>F</b> - Frequent (34-66% of work shift) <b>C</b> - Constant (67-100% of work shift)	<b>A</b> = Able To Do <b>U</b> = Unable To Do <b>N/A</b> = Not applicable
<b>DIRECT, CONTROL, PLAN</b> involves responsibility for making plans and procedures for projects; negotiating with individuals or groups; and supervising workers	<input type="checkbox"/> <b>N</b> <input type="checkbox"/> <b>O</b> <input type="checkbox"/> <b>F</b> <input type="checkbox"/> <b>C</b>	<input type="checkbox"/> <b>A</b> <input type="checkbox"/> <b>U</b> <input type="checkbox"/> <b>N/A</b>
<b>REPETITIVE, SHORT CYCLE WORK</b> involves performing a few routine and uninvolved tasks over and over again according to set procedures, sequence, or pace with little opportunity for change or interruption. Interaction with people is included when it is routine, continual, or prescribed.	<input type="checkbox"/> <b>N</b> <input type="checkbox"/> <b>O</b> <input type="checkbox"/> <b>F</b> <input type="checkbox"/> <b>C</b>	<input type="checkbox"/> <b>A</b> <input type="checkbox"/> <b>U</b> <input type="checkbox"/> <b>N/A</b>
<b>INFLUENCING OTHERS</b> involves writing, demonstrating, or speaking to persuade and motivate people to change their attitudes, judgments, opinions, to participate in a particular activity, or to purchase a specific commodity or service	<input type="checkbox"/> <b>N</b> <input type="checkbox"/> <b>O</b> <input type="checkbox"/> <b>F</b> <input type="checkbox"/> <b>C</b>	<input type="checkbox"/> <b>A</b> <input type="checkbox"/> <b>U</b> <input type="checkbox"/> <b>N/A</b>
<b>FLEXIBILITY</b> involves frequent changes in tasks involving different abilities, technologies, procedures, working conditions, physical demands, or degrees of attentiveness without loss of efficiency or composure.	<input type="checkbox"/> <b>N</b> <input type="checkbox"/> <b>O</b> <input type="checkbox"/> <b>F</b> <input type="checkbox"/> <b>C</b>	<input type="checkbox"/> <b>A</b> <input type="checkbox"/> <b>U</b> <input type="checkbox"/> <b>N/A</b>

Legend:	Required for job	Current Tolerance
Temperament continued... Refer to legend and tick the box Example: <input checked="" type="checkbox"/>	<b>N</b> - Never <b>O</b> - Occasional (0-33% of work shift) <b>F</b> - Frequent (34-66% of work shift) <b>C</b> - Constant (67-100% of work shift)	<b>A</b> = Able To Do <b>U</b> = Unable To Do <b>N/A</b> = Not applicable
<p><b>EXPRESSING FEELINGS</b> involves creativity and self-expression in interpreting feelings, ideas, or facts in terms of a personal viewpoint; treating a subject imaginatively rather than literally; reflecting original ideas or feelings in any creative form (e.g., writing, painting, composing, sculpting, decorating, or inventing)</p> <p>Interpreting works of others by arranging, conducting, playing musical instruments, choreographing, acting, dancing, directing and critiquing.</p>	<input type="checkbox"/> <b>N</b> <input type="checkbox"/> <b>O</b> <input type="checkbox"/> <b>F</b> <input type="checkbox"/> <b>C</b>	<input type="checkbox"/> <b>A</b> <input type="checkbox"/> <b>U</b> <input type="checkbox"/> <b>N/A</b>
<p><b>WORK ALONE; ISOLATION</b> involves working in an environment that regularly precludes face-to-face interpersonal relationships for extended periods of time due to physical barriers or distances involved.</p>	<input type="checkbox"/> <b>N</b> <input type="checkbox"/> <b>O</b> <input type="checkbox"/> <b>F</b> <input type="checkbox"/> <b>C</b>	<input type="checkbox"/> <b>A</b> <input type="checkbox"/> <b>U</b> <input type="checkbox"/> <b>N/A</b>
<p><b>PERFORM UNDER STRESS</b> involves coping with circumstances dangerous to the worker or others.</p>	<input type="checkbox"/> <b>N</b> <input type="checkbox"/> <b>O</b> <input type="checkbox"/> <b>F</b> <input type="checkbox"/> <b>C</b>	<input type="checkbox"/> <b>A</b> <input type="checkbox"/> <b>U</b> <input type="checkbox"/> <b>N/A</b>
<p><b>WORK TO STANDARDS AND TOLERANCES</b> involves adhering to and achieving exact levels of performance, using precision measuring instruments, tools, and machines to attain precise dimensions; preparing exact verbal and numerical records; and complying with precise instruments and specifications to attain specified standards</p>	<input type="checkbox"/> <b>N</b> <input type="checkbox"/> <b>O</b> <input type="checkbox"/> <b>F</b> <input type="checkbox"/> <b>C</b>	<input type="checkbox"/> <b>A</b> <input type="checkbox"/> <b>U</b> <input type="checkbox"/> <b>N/A</b>
<p><b>WORK UNDER SPECIFIC INSTRUCTIONS</b> involves performing tasks only under specific instructions, allowing little or no room for independent action or judgment in working out job problems</p>	<input type="checkbox"/> <b>N</b> <input type="checkbox"/> <b>O</b> <input type="checkbox"/> <b>F</b> <input type="checkbox"/> <b>C</b>	<input type="checkbox"/> <b>A</b> <input type="checkbox"/> <b>U</b> <input type="checkbox"/> <b>N/A</b>

Legend:	Required for job	Current Tolerance
Temperament continued... Refer to legend and tick the box Example: <input checked="" type="checkbox"/>	<b>N</b> - Never <b>O</b> - Occasional (0-33% of work shift) <b>F</b> - Frequent (34-66% of work shift) <b>C</b> - Constant (67-100% of work shift)	<b>A</b> = Able To Do <b>U</b> = Unable To Do <b>N/A</b> = Not applicable
<b>DEALING WITH PEOPLE</b> involves interpersonal relationships in job situations beyond receiving work instructions	<input type="checkbox"/> <b>N</b> <input type="checkbox"/> <b>O</b> <input type="checkbox"/> <b>F</b> <input type="checkbox"/> <b>C</b>	<input type="checkbox"/> <b>A</b> <input type="checkbox"/> <b>U</b> <input type="checkbox"/> <b>N/A</b>
<b>MAKING JUDGMENTS/DECISION MAKING</b> involves solving problems, making evaluations, or reaching conclusions and making decisions based on subjective or objective criteria, such as the five senses, knowledge, past experience, or quantifiable or factual data	<input type="checkbox"/> <b>N</b> <input type="checkbox"/> <b>O</b> <input type="checkbox"/> <b>F</b> <input type="checkbox"/> <b>C</b>	<input type="checkbox"/> <b>A</b> <input type="checkbox"/> <b>U</b> <input type="checkbox"/> <b>N/A</b>
<b>WORKING COOPERATIVELY WITH OTHERS</b> involves working and communicating with others, including negotiating and taking responsibility of specific work task as part of a team	<input type="checkbox"/> <b>N</b> <input type="checkbox"/> <b>O</b> <input type="checkbox"/> <b>F</b> <input type="checkbox"/> <b>C</b>	<input type="checkbox"/> <b>A</b> <input type="checkbox"/> <b>U</b> <input type="checkbox"/> <b>N/A</b>

## D. Psychological and Cognitive Demands (C)

Purpose: To determine the psychological and cognitive demands required for the various duties of your job.

Legend:	Required for job	Current Tolerance
Refer to legend and tick the box Example: <input checked="" type="checkbox"/>	<b>N</b> - Never <b>O</b> - Occasional (0-33% of work shift) <b>F</b> - Frequent (34-66% of work shift) <b>C</b> - Constant (67-100% of work shift)	<b>A</b> = Able To Do <b>U</b> = Unable To Do <b>N/A</b> = Not applicable
DEGREE OF SELF-SUPERVISION	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
DEGREE OF SUPERVISION EXERCISED	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
PERFORMANCE PRESSURES	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
ATTENTION TO DETAIL	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
TIME PRESSURE	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
MULTI-TASKING	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
DISTRACTING STIMULI	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
VERBAL FLUENCY (ABILITY TO SPEAK CLEARLY, & QUICKLY)	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
PROCESSING INFORMATION QUICKLY	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
NIGHT SHIFT WORK	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
NEED TO WORK COOPERATIVELY WITH OTHERS	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
EXPOSURE TO EMOTIONAL SITUATIONS	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
EXPOSURE TO CONFRONTATIONAL SITUATIONS	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
RESPONSIBILITY & ACCOUNTABILITY REQUIRED	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
READING LITERACY	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
WRITING LITERACY	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
COMPUTER LITERACY	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
NUMERICAL SKILLS	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
COMMUNICATION SKILLS	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A



## E. Environmental Conditions

Purpose: To determine the environmental variables involved in your job.

Legend:	Required for job	Current Tolerance
Refer to legend and tick the box Example: <input checked="" type="checkbox"/>	<b>N</b> - Never <b>O</b> - Occasional (0-33% of work shift) <b>F</b> - Frequent (34-66% of work shift) <b>C</b> - Constant (67-100% of work shift)	<b>A</b> = Able To Do <b>U</b> = Unable To Do <b>N/A</b> = Not applicable
NOISE INTENSITY	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
VIBRATION	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
EXTREMES OF TEMPERATURE (HOT & COLD)	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
DAMP OR HUMID ENVIRONMENT	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
ATMOSPHERIC CONDITIONS (I.E. FUMES, NOXIOUS ODORS, DUSTS, MISTS, GASES, POOR VENTILATION)	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
HAZARDS	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
MACHINE/EQUIPMENT OPERATION	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
RADIATION	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
FLYING PARTICLES	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
BLOOD/BODY FLUIDS	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
COMMUNICABLE DISEASE (I.E. INCREASED EXPOSURE TO COLDS, FLU AND OTHER DISEASES & ILLNESSES)	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
TOXIC & CAUSTIC CHEMICAL EXPOSURE	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
EXPLOSIVES	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
ELECTRICAL HAZARDS	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
NARCOTICS/CONTROLLED PHARMACEUTICALS	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
LATEX	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
ODORS	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
OTHER, SPECIFY	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A

### Step 3: Review and Summarize

Complete the summary in the following pages to facilitate the planning of your return to work, including

1. An explanation of your job demands from the above chart, and
2. A summary of the current barriers to work based on the behaviours, skills, and abilities required for the job and your current level. These will assist your health practitioners in understanding your needs.
3. Analyze which behaviours, skills, and abilities may be considered for accommodations with the employer.

*An example of a completed Job Analysis Form is found in Appendix 3*

### BC Cancer Agency Job Analysis Summary Form

<b>Name of Worker:</b>	<b>Date form completed:</b>
<b>Title of Job:</b>	<b>Title of Immediate Supervisor:</b>
<b>Number of hours of work per week:</b>	<b>Job Status:</b> Permanent/Temporary or Term/ Casual
<b>Schedule of hours:</b>	<b>Benefits:</b> None/Long-Term-Disability/ Employment Insurance/Canada Pension Plan or other
<b>Environmental Conditions of Job:</b>	

UNDERSTANDING THE JOB:						
Type of Duty	Description of Duty	% of day	Temperaments	Physical	Cognitive Psychological	Areas of Potential Challenge
ESSENTIAL DUTIES						

Type of Duty	Description of Duty	% of shift/ Amount of time	Temperaments	Physical	Cognitive Psychological	Areas of Potential Challenge
NON-ESSENTIAL DUTIES						

Summary of your barriers to Return-to-Work:

---

Summary of essential and non-essential duties for consideration of accommodation:

## Example of a Completed Job Analysis Form

<b>Name of Worker:</b> <i>Jill Jones</i>			<b>Date form completed:</b> <i>March 9, 2014</i>			
<b>Title of Job:</b> <i>Server</i>			<b>Title of Immediate Supervisor:</b> <i>Food Services Supervisor</i>			
<b>Number of hours of work per week:</b> <i>20 hours a week</i>			<b>Job Status:</b> <i>Permanent/Temporary or Term/Casual Permanent Part Time</i>			
<b>Schedule of hours:</b> <i>Evenings 6-11 pm Tuesday to Saturday (5 hour shifts)</i>			<b>Benefits:</b> <i>None/Long-Term-Disability/Employment Insurance/ or Canada Pension Plan, Other : Employment Insurance: Sick Leave</i>			
<b>Environmental Conditions of Job:</b> <i>food odours, food orders(extreme temperatures –hot)</i>						
<b>UNDERSTANDING THE JOB:</b>						
Type of Duty	Description of Duty	% time/ Amount of time	Temperaments	Physical	Cognitive	Areas of Potential Challenge
ESSENTIAL DUTIES	<i>Taking food orders</i>	<i>30% of shift or 144 min/day</i>	<i>Flexibility Dealing with People Working under stress</i>	<i>Light Work: (Standing) Fingering (writing with a pen) Vision Hearing</i>	<i>Time pressures Verbal Fluency Distracting Stimuli (other people coming into the restaurant or making demands) Exposure to confrontational situations</i>	<i>None</i>
	<i>Serving customers</i>	<i>30% of shift or 144 min/day</i>	<i>Same as above</i>	<i>Light: lifting up to 20lbs Frequent: walking, standing, handling and feeling, Occasional reaching</i>	<i>Same as above</i>	<i>Fatigue. Concerned: cannot stand/walk continuously for more than an hour</i>
	<i>Clearing tables</i>	<i>30 % of shift or 144 min/day</i>	<i>Working under stress</i>	<i>Same as above</i>		<i>Fatigue. Concerned: cannot stand/walk continuously for more than an hour</i>

UNDERSTANDING THE JOB Continued ...						
Type of Duty	Description of Duty	% time/ Amount of time	Temperaments	Physical	Cognitive	Areas of Potential Challenge
NON- ESSENTIAL DUTIES	Putting plates way in cup-boards	5% of shift or 24 min/day		Light work (Standing, Reaching, Lifting overhead)		Never able to do lifting overhead
	Making coffee	5% of shift or 24 min/day		Light work (Standing & reaching)		None

**Summary of essential and non-essential duties for consideration of accommodation:**

**ESSENTIAL:** Taking food orders, and serving customers requires standing and walking. I am only able to do this 4 hours maximum.

**NON-ESSENTIAL:** Putting plates in the overhead cupboards is something I am unable to do.

**Summary of your barriers to Return-to-Work:**

- Only able to stand/walk for up to a maximum of 4 hours per shift
- Unable to reach above head level

#### Step 4: Communicate with your doctor and health care team members

1. Review the job analysis summary form with your doctor
2. Discuss your perceived barriers to work
3. Ask if something can be done to increase your functioning
4. Ask about his/her expectations of recovery (how much and how long)
5. Get as much specific information as you can on what your doctor feels you do work-wise



**Note:** If your doctor is unable to comment on any of these areas, ask them which specialists you should be seeing to get this information (i.e. medical specialist, neuropsychologist, physiotherapist, occupational therapist, kinesiologist, and physical rehabilitation specialist)

If it is not likely that you will be able to return to your job or your workplace, it is beneficial for you to consider alternative work options early. It is important to consider your transferable skills, interests and education in determining suitable work for you. Vocational rehabilitation assistance can help you to explore other work options.

## C. Rehabilitation Services

Sometimes accessing rehabilitation or other professional services can be helpful in improving your abilities and readiness to return to work.

### Types of helpful services may include:

- Assessments of cognitive, physical and psychological functioning
- Work-place (on-site) assessments and recommendations
- Adaptive aids and technology
- Counselling support for concerns about survivorship, anxiety, depression, adjustment, grief, practical needs
- Psychosocial skills-based training: meditation, relaxation, assertiveness, negotiation, cognitive behavioral training, self esteem, emotional resiliency
- Exercise, deep breathing, yoga for sleep problems and stress management
- Cognitive skills training to improve memory and learning
- Work conditioning, energy conservation and sleep hygiene strategies
- Compensatory strategies
- Fatigue management
- Speech therapy



**Some of the disciplines that provide these services include:**

- Vocational Rehabilitation
- Occupational Therapy
- Neuropsychology
- Physiotherapy
- Kinesiology
- Counselling / Social Work / Psychology
- Speech / Language Therapy

For a description of these disciplines see Appendix 4.

Ask your doctor and other health-care professionals about helpful resources they could recommend for you.

Ask about how to get a referral, any costs involved and available funding and waiting times for access.

## Accessing Rehabilitation Services

Services are often available within the health care system. Find out what is available at your local cancer or health-care centres.

- Are services provided through your employer, insurance or government programs (extended health benefits, short-term disability (STD), early intervention programs, long term disability (LTD), government sponsored vocational programs)?
- Private rehabilitation (self-pay)
- Community services (non-profit organizations, community centres, provincially funded employment programs)





## D. Insurance

There are different types of insurance that provide financial support to people who need to stop working due to their cancer diagnosis and treatment. Employers are not obligated to provide sick leave or insurance options such as short and long term disability. Many do not provide such benefits.

Make sure you find out what is available to you.

### Quick Guide to Insurance Types

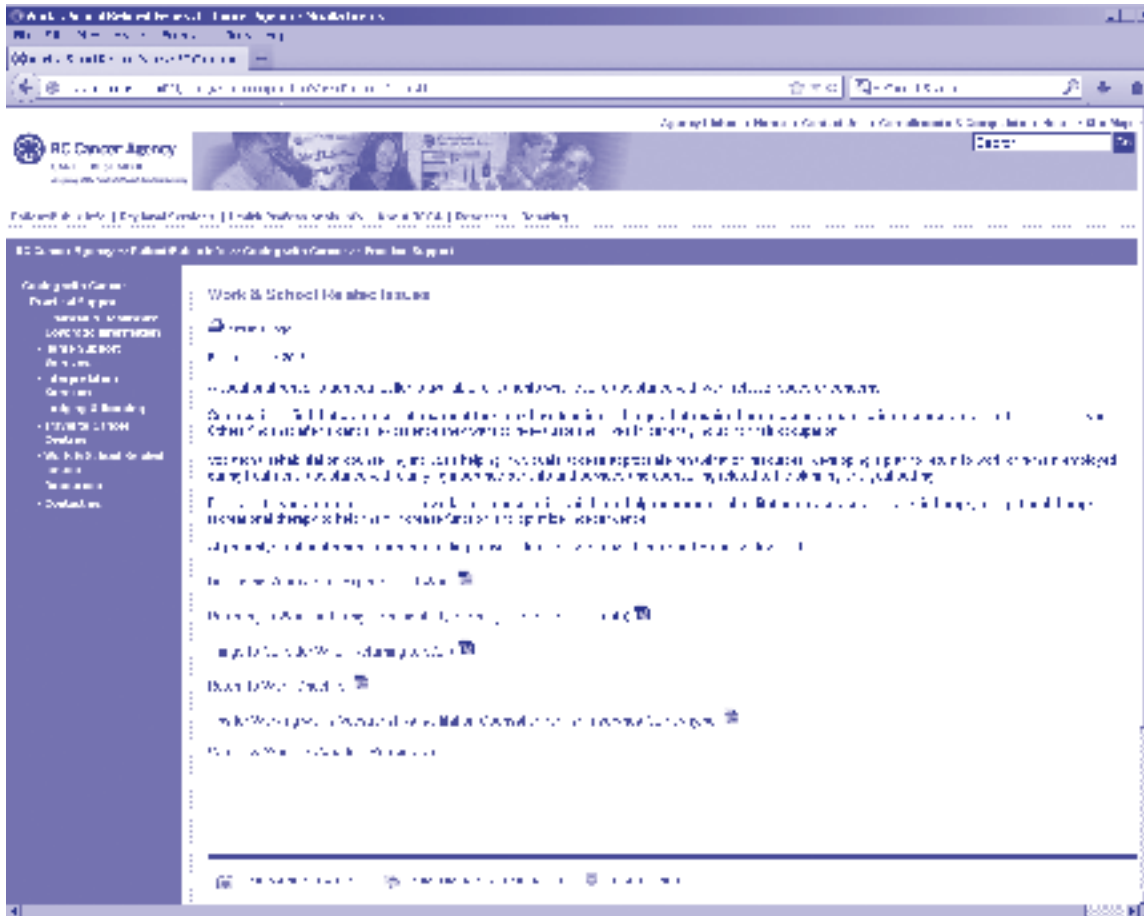
- **Long-term Disability (Private):** Partial wage replacement program provided by your employer or insurance company. Typically provided to those who have been off work for an extended period of time and who have provided medical evidence of their inability to work.
- **Short-term Disability (Private):** Partial wage replacement provided by your employer or insurance company. Typically provided to those who have been off work for a short period of time.
- **Canada Pension Plan (CPP-Disability):** Federal government pension program provided to those who cannot work for long periods of time, have paid sufficiently into the plan to qualify, and are under 65 years of age.
- **Service Canada:** Employment Insurance (EI) and EI Sickness Benefits: Federal government partial wage replacement program for workers who have paid sufficiently into the plan to qualify. Refer to website: <http://www.servicecanada.gc.ca>.
- **BC Ministry of Social Development and Social Innovation:** Income Assistance for people who cannot work and who have few or no other financial resources. Refer to website: <http://www.gov.bc.ca/hsd/>.

In some cases, those receiving private insurance (long and short-term disability) have access to vocational rehabilitation support. Vocational rehabilitation support may include assessment, planning and support with the goal of safely returning an individual to work. The availability and degree of support varies depending on the mandate of these services.

In many situations, access for vocational rehabilitation support needs to be specifically requested as a referral does not happen automatically. If you and your doctor feel you would benefit from such support you can request this from the private insurance providers.

If you are receiving CPP-Disability you may have access to vocational rehabilitation support as well. See: <http://www.servicecanada.gc.ca/eng/isp/pub/factsheets/vocrehab.shtml>.

**Helpful Article # 1 - Tips for Working with a Vocational Rehabilitation Counsellor from Insurance Company** <http://www.bccancer.bc.ca/NR/rdonlyres/B10DoC14-AC89-4968-A398-09FEE053FA11/46731/>



[TipsforWorkingwithaVocationalRehabilitationCounsel.pdf](#)

**NOTE:** This article among others is found on the BC Cancer Agency website under **Info for Patient/ Public > Coping with Cancer > Practical Support > Work & School Related Issues**  
<http://www.bccancer.bc.ca/PPI/copingwithcancer/default.htm>.

## Section 2: Enhancing Your Workplace Wellbeing

For those who are considering returning to work, there may be some reluctance to return to a job situation that they feel is stressful. Some degree of stress in life is natural, inevitable and healthy. It can be your body's way of protecting you. It can help you stay focused, energetic, alert and help you rise to meet challenges. Beyond a certain point, though, when stress becomes persistent or chronic, it stops being helpful.

Learning to cope with negative stress is an essential part of living well, and can also help you in your work. The following are some ideas on how to develop ways to cope with negative stress more effectively. If you feel you would like more assistance in understanding and implementing these ideas, you may find counselling support helpful.

---

**Exercise:** Reflect on the following questions:

**Is stress a concern for you?**

**What negative stressors do you have at work?**

**How have you coped with workplace stress in the past?**

**What has worked well?**

**What has not worked for you?**

---

When it comes to work, there are three points of intervention to cope with negative stress:



## A. Change the Job Situation

- Change things in the job. Change activities that are challenging by using skills such as communication, assertiveness, negotiation and time management.
- Change the job. Start engaging in career exploration, informational interviews and develop a plan to shift to another job. As mentioned previously, it can be a lot harder to change a job abruptly and obtain the same benefits, wages and degree of knowledge of the job. It is still worth exploring changing your work to see what the costs and benefits to shifting jobs immediately versus developing a longer term plan to get you where you want to be/are.

Too often people feel their stress will be eliminated if they change to another job only to find , when they have left an old job to start a new one, they still are feeling stressed. This suggests that there is a place to improve your overall ability to cope with work stress. By changing your thoughts, feelings and behavioural reactions at work you may be able to handle all work stressors with more resilience.

***“No matter where you go – there you are!”***

For this reason – the “geographical cure” is not always successful in dealing with your personal or workplace issues.

## B. Change Your Thoughts and Feelings

It is important to understand your beliefs about stress. Some people believe that stress caused their cancer, although our research indicates that probably no single factor is the cause of cancer. It is safest to say that developing cancer is probably the result of a complex interplay of multiple contributing factors.

If this is your underlying belief, however, obtaining the facts from your doctor may be an important step in your rehabilitation process. A reframe might be that stress in life is inevitable and sometimes natural and good. Even if you change your job, it is unlikely that you will be able to totally avoid all stress in your life. To help you combat negative stress that may happen, it might be helpful to keep focused in the present and learn strategies to help you feel better equipped to deal with stress.

The following are some options to consider:

- **Change how you think about people (things, duties, management) at your job.** You might find it constructive to think about what you are saying to yourself about the job that might be contributing to your stress - your “internal self talk”. Sometimes we get into patterns of interpreting things negatively which can make us even feel even more stressed. It is important to develop an accurate view of your work situation - a balanced view - rather than one that exaggerates the negative.
- **Take yourself off “speed dial”.** You may find that you react automatically with a feeling of negative stress to certain situations. Try taking the time to recognize the thoughts and associations behind the negative stress feelings so that you can choose your reaction and response more constructively.

- **Find the thoughts behind the feelings by “checking in” with yourself.** If you are feeling something, try to label it and ask yourself what you are thinking as well as what you are feeling. You may find that some of these thoughts are neither realistic nor helpful.

## B1. Unhelpful Thought Patterns

The following are some ideas on how you can challenge some of your unhelpful thoughts. When you are feeling stressed at work ask yourself whether you are falling into some of the unhelpful thought patterns described below. These examples were originally identified by the field of psychology called Cognitive Behavioral Therapy (CBT). These patterns are referred to as “cognitive distortions”. The following passages (pp. 37, 38, 39 and 42) are adaptations of the text from pp 76, 77, 118-19 from The Feeling Good Handbook, Copyright (C) 1989 David D. Burns, M.D. Reprinted by permission of HarperCollins Publishers

	Examples:
<p><b>All-or-nothing thinking</b> Things are seen as black and white, there is no gray or middle ground. Things are wonderful or awful, good or bad, perfect or a failure.</p>	<p><i>On her/his first week back, an employee has difficulty with one of the job tasks. She/he concludes that she/he is incapable of ever doing their job again.</i></p>
<p><b>Mental Filter</b> Dwelling on a single negative detail which colours the whole situation, and which can be taken out of context.</p>	<p><i>An employee has a positive reception by his/her colleagues when he/she attempts to return to work, but one colleague does not welcome him/her. He/she worries, based on one person’s response, that all of his/her colleagues do not want him/her back to work.</i></p>
<p><b>Overgeneralization</b> Viewing a single negative event as a never-ending pattern of defeat.</p>	<p><i>An employee starts the day with something that does not go well and then concludes that the rest of the day is ruined: “Today is just a bad day!”</i></p>
<p><b>Magnification/Minimization (Catastrophizing)</b> The binocular trick. Things seem bigger or smaller than they truly are. For example, over or under-estimation of the importance of whatever they are looking at including work tasks, skills, abilities, accomplishments.</p>	<p><i>An employee feels a minor mistake will lead to being fired. Specialized job knowledge is not considered to be anything special.</i></p>
<p><b>Jumping to Conclusions:</b> <b>Mind reading:</b> Assuming you know the reasons for the actions of others and their thoughts without checking. <b>Fortune Telling:</b> Assuming you know how things will turn out or what other people will do in the future.</p>	<p><i>An employee assumes she/he knows the reason why work colleagues did not call when she/he was off on sick leave. When he/she goes back to work on a graduated basis, he/she assumes his/her co-workers think he’s/she’s lazy. “I will not be successful when I go back to work”. “Everyone at work will feel sorry for me because I had cancer”.</i></p>

<p><b>Perfectionism</b> It's only good enough if it's perfect. And because you can't make it perfect, you're never satisfied and can never take pride in anything.</p>	<p><i>An office worker expects to go back to work and do everything perfectly even though that is not humanly possible.</i></p>
<p><b>Shoulds</b> You know how the world should be, and it isn't like that. You know what you should be like, and you aren't. The outcome is that you are constantly disappointed and angry with yourself and with everyone around you.</p>	<p><i>A dental hygienist feels she/he should be totally recovered and able to work at 150% before she/he should be able to see any patients.</i></p>
<p><b>Labeling</b> You talk to yourself in a harsh way, calling yourself names like "useless", "incompetent", "loser" or "lazy". You talk to yourself in ways you would never talk to anyone else.</p>	<p><i>A labourer tells herself/himself that she/he is a "loser" because she/he is unable to resume full work demands immediately when she/he returns to work.</i></p>
<p><b>Over personalization</b> You assume personal responsibility for something for which you are not responsible.</p>	<p><i>A nurse's supervisor or co-worker is in a bad mood. The nurse assumes it is his/her fault and doesn't check in with them to see what is wrong.</i></p>

**Exercise:**

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**Look back over the previous list. Which ones do you tend to do?**

*List some examples in your work-life where this has happened, or might happen when you return to work.*

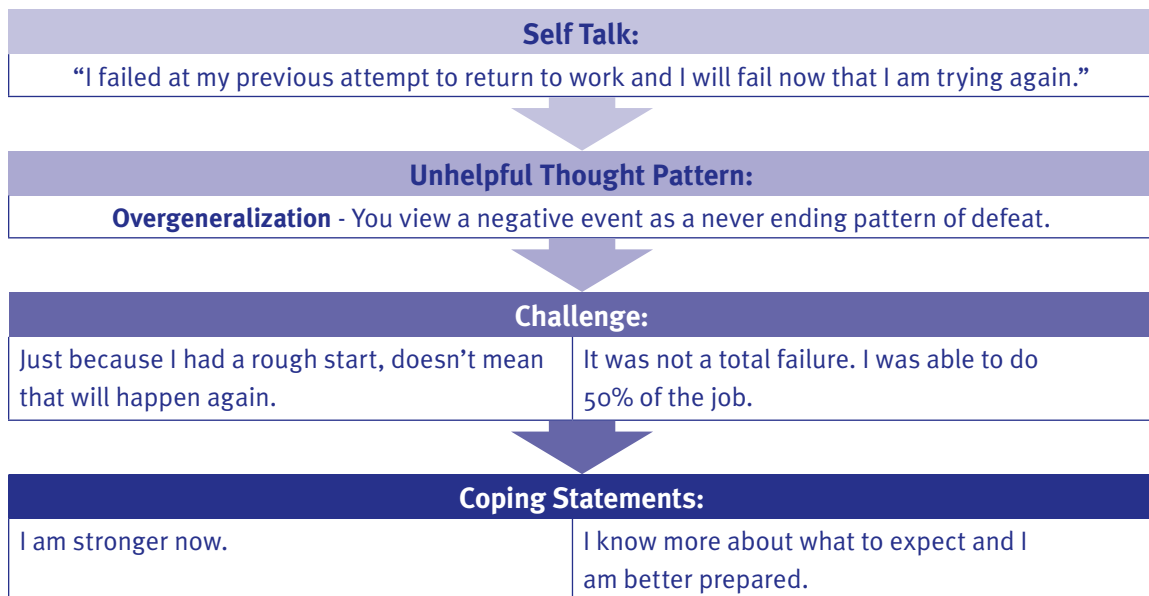
## B2. Challenging Unhelpful Thought Patterns

Here are some ways to challenge your unhelpful thought patterns:

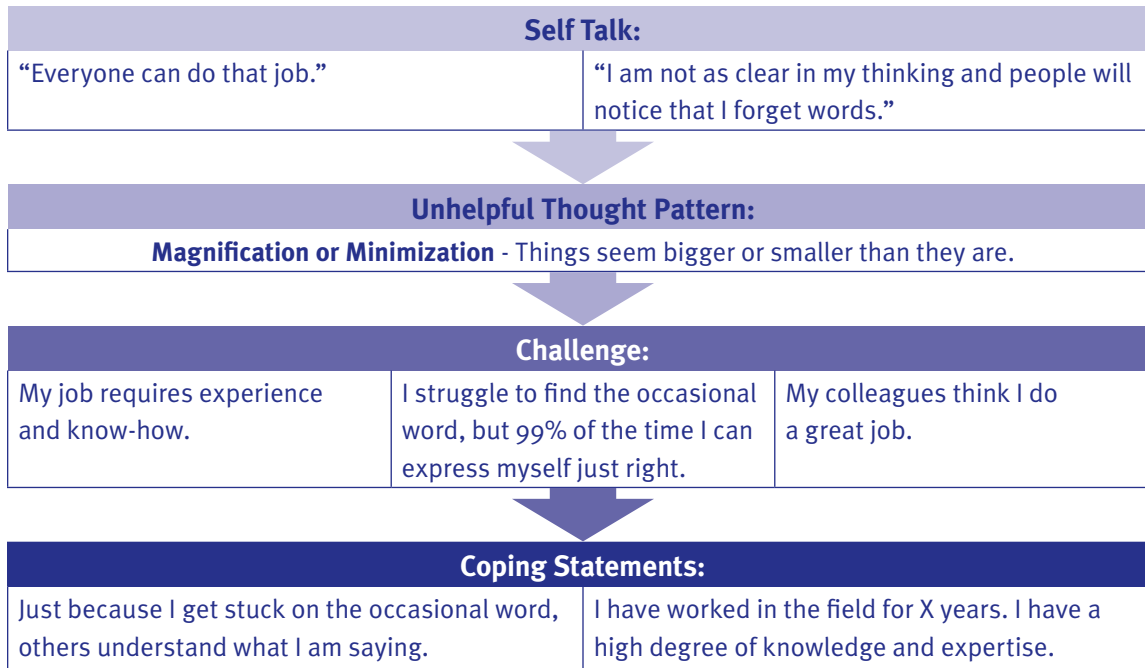
<b>Examine the evidence</b>	<i>Is it true that I can't do this? What is the evidence to support this?</i>
<b>Double standard</b>	<i>Would I think this of a friend?</i>
<b>Experimental</b>	<i>Try out a small task and test to see if your thoughts and assumptions are accurate or true.</i>
<b>Shades of Grey</b>	<i>Rate yourself 0-100, not black and white, for example "I can do the job 80% of the time".</i>
<b>Survey method</b>	<i>How do other people around me see it?</i>
<b>Be specific</b>	<i>What things can you do? What things are you not able to do?</i>
<b>Language</b>	<i>Replace the word "should" with "it would be helpful", e.g. "It would be helpful to feel energized at work."</i>
<b>Cost benefit</b>	<i>Is this thought helping me or hurting me? Sometimes if you notice that your stress is getting worse while thinking about how bad things are at work, give yourself permission NOT to think about it for a while.</i>

So let's try it out with some examples:

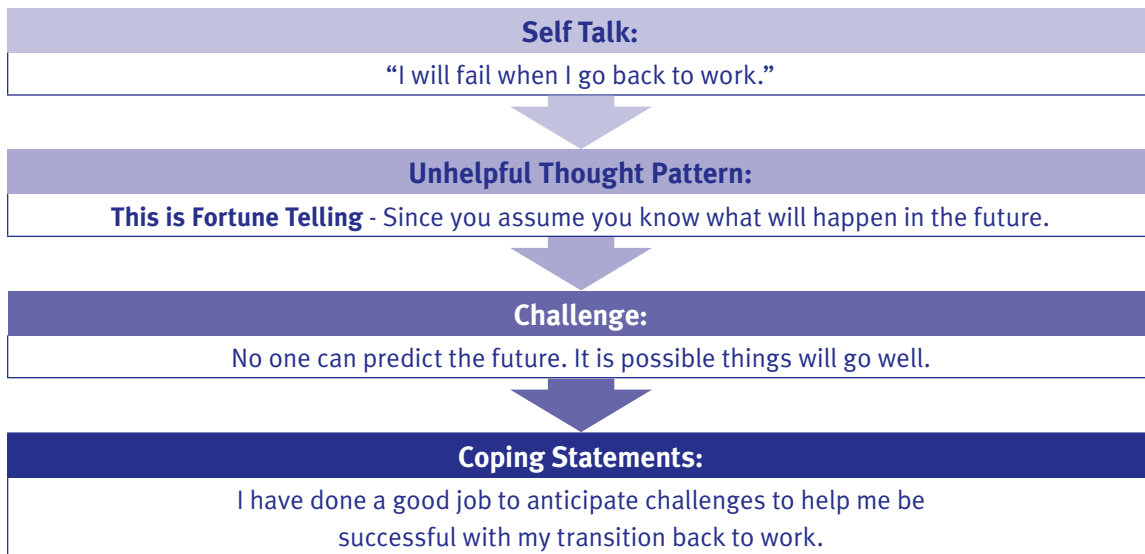
### Example #1:



### Example #2:

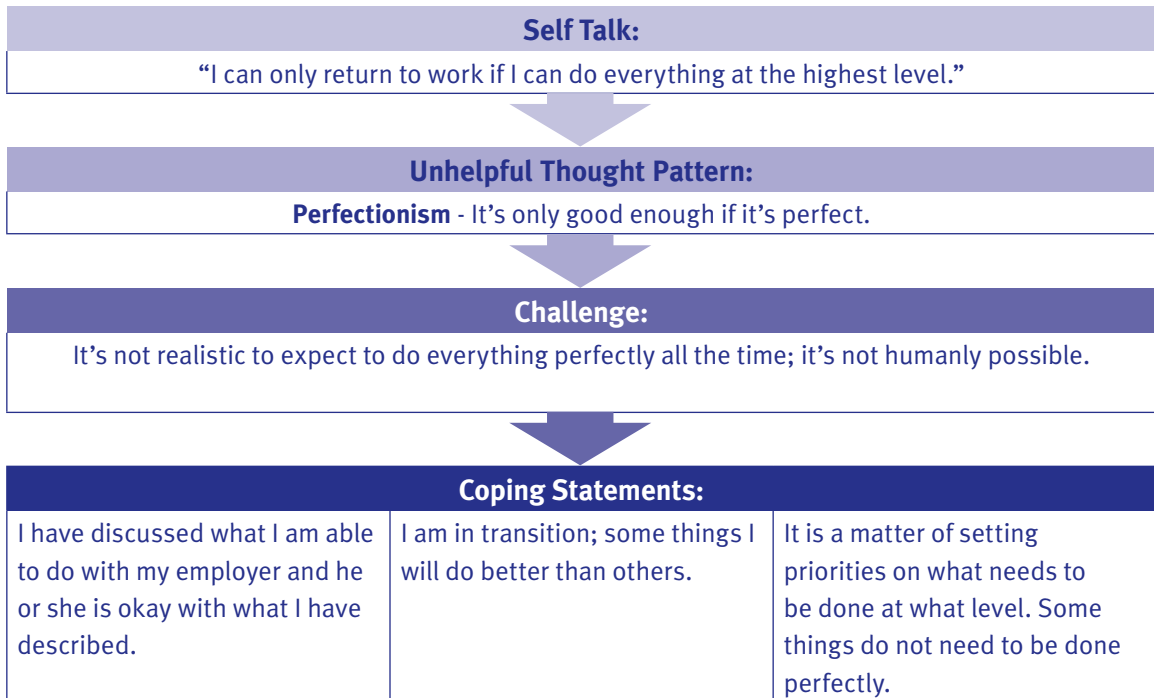


### Example #3:





#### Example #4:



Once you understand your unhelpful thought patterns, challenge them and develop some more helpful self-talk. Below are some examples

#### Helpful Self Talk

- I know the job and have succeeded with this before.
- I need to take one step at a time.
- It is easier once I get started.
- I can ask for help.
- I have coped with worse.
- Focus on the task now, not what will happen tomorrow.
- Every day I am able to do more.
- I know my work, I am still capable of doing my job.
- My boss knows I will not be able to work as hard. I am capable and my company will gain in the long run.
- I may have challenges in some areas, but will be giving back down the road. This is temporary.
- This is expected, I am right on track.
- Things usually tend to go better than I expect they will.

**Exercise:**

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***Write down any unhelpful statements you are telling yourself about the job.***

*Identify the type of unhelpful self talk that you are using from the list above and then try and challenge the statement with something that is more neutral, objective and realistic.*

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Statement	Unhelpful Thoughts	Challenges / Coping Statements

The following are examples of a completed exercise gathered from participants in the Return to Work groups held at the BC Cancer Agency.

<b>Statement</b>	<b>Unhelpful Thoughts</b>	<b>Challenges / Coping Statements</b>
<i>I'm too old for this job.</i>	<b>Fortune telling</b>	<i>I'm going to bring a new perspective. I bring a wealth of experience. It will be mutual learning.</i>
<i>My difficulty with my memory will show that I'm not capable.</i>	<b>Fortune telling</b>	<i>My memory will get better. If you help me now, I will support you later.</i>
<i>I won't be good enough to do my job.</i>	<b>Over-generalize Black and white Fortune telling</b>	<i>I'm still an expert in my job. This is temporary. I'm getting better every day. This is a chance for understanding. There are parts of the job that challenge me. I'm going to do my best. I can't predict what will happen. It might be different/better.</i>
<i>I won't have the ability to learn new things.</i>	<b>All or nothing Fortune telling</b>	<i>I can learn some new things. Where is the evidence? It's not as bad as I think. I can try new things in steps.</i>
<i>The expectation others have on me will be huge.</i>	<b>Fortune telling Mind reading Labeling Maximizing</b>	<i>Others don't expect me to be perfect. They will be realistic of my abilities.</i>
<i>I'm a blob (low energy).</i>	<b>Labeling</b>	<i>I'm slower and not as strong but that is okay.</i>
<i>They'll think I'm an idiot.</i>	<b>Labeling Fortune telling</b>	<i>They'll respect the information that I have because of my past experience.</i>
<i>I have to be perfect.</i>	<b>Perfectionism</b>	<i>I don't have to do super-good to do well. I'd rather be healthy and average. It's about being happy with doing my best.</i>

If you are having difficulty thinking of ideas to tone down the unhelpful statement, you might ask a friend or family members to help you come up with ideas.

If you still find it difficult to challenge your unhelpful thoughts, discussing this with a support group or with a counsellor might help. Sometimes no cost or low cost counselling or group supports are available through hospitals or the community.

Also, your employer may offer confidential counselling, often referred to as Employee and Family Assistance Programs (EFAP) which is offered as a part of your benefits program. Or you may be able to access private counselling services and be reimbursed for your costs through your extended health benefits. Review your benefits package and find out what is included as these services can be very helpful.

# S.M.A.R.T.

## Strategies for Success...

Sometimes unrealistic expectations add to your feelings that you aren't measuring up, contributing to your stress. It is more helpful to tone down expectations of yourself and set a series of small goals for yourself. There are various sources on-line or in books that discuss setting “**smart** goals” – which are **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**imely.

Rather than compare yourself to how you performed prior to your cancer diagnosis, you might want to acknowledge how far you have come from feeling your worst.

## B3. Depression and Anxiety

Depression and anxiety are common responses to cancer and post-cancer living. There is no shame in either of these conditions, and they can seriously affect a person's ability to work and feel productive. Please see your doctor if you are noticing signs of depression and/or anxiety.

If you are coping with depression or anxiety there are various on-line resources that can be useful, such as the *Antidepressant Skills at Work: Dealing with Mood Problems in the Workplace*. This can be downloaded through [www.bcmhas.ca](http://www.bcmhas.ca) or [www.carmha.ca/publications](http://www.carmha.ca/publications).

Other helpful resources include:

- Moodgym <http://moodgym.anu.edu.au/welcome> to help you overcome anxiety.
- Antidepressant Skills Workbook <http://www.comh.ca/antidepressant-skills/adult/> for help with depression.
- The Feel Good Handbook: Using the New Mood Therapy Everyday (1989) by David Burns published by William Morrow and Company.

## C. Change Your Reactions/Behaviours

### C1. Change Your Reactions to Work Stress

Coping more effectively with stress at work means developing different and more constructive responses to stress. The goal is for you to take care of yourself so that stress does not impact you as intensely.

- **Relaxation:** Learn relaxation techniques by attending relaxation classes at the BC Cancer Agency or listen to CD's like mental aerobics. The more you do it the better you get. Try practicing relaxation strategies when you are not stressed so you associate these activities with calmness. When you become skilled at this, putting on a CD or attending a class will lead quickly to a conditioned (automatic) response.
- **Breathing:** Just taking a deep breath or learning and practicing deep breathing techniques will help you refocus your energy away from feeling stressed, help you physically relax and, at the same time it brings oxygen into your body.
- **Communication using appropriate assertiveness and setting boundaries:** Learning positive ways to discuss things at work might help you positively influence your work situation so the demands become more realistic and achievable.
- **Time management:** Learning time management techniques helps you work smarter. This in turn helps you know where to focus your energies and identify activities – and maybe people - that are time-wasters.
- **Problem solving:** Learn about and apply problem solving techniques. This normally includes defining a problem, identifying actions to solve the problem, comparing actions, picking the best option, making a plan, and then implementing and evaluating the plan. This approach will help you explore potential solutions and take small steps to address work place issues.
- **Develop perspective:** You are not your work. There are many parts of you. Work on other components of your life to become more resilient and balanced. This might include: eating well, exercising regularly, participating in fun leisure activities, reading for learning and pleasure. It could mean reaching out to family, friends, and co-workers. Getting a pet, taking a course, developing a hobby, joining an interest group, volunteering – all of these can potentially “round out” your life.

## C2. Coping with Changes in your Work Priorities

There is no question that having cancer influences how people view their lives. Usually this includes re-evaluating how they work, whether they want to work at the same job and if they want to work at all. People don't tend to change jobs immediately for a number of reasons: financial (already established at a pay level and it would take too long to get back to the same pay level in a new job), retraining costs (might require lengthy and costly education to learn a new job), and certain rights and benefits may exist in returning to the same place of employment (i.e. human rights support and maintenance of benefits).

Some people who want to change their job or careers end up taking a combined short and long-term approach. For example, you may choose to undergo a graduated return to work and at the same time:

- Use this time to explore parts of the job that are more rewarding and meaningful
- Explore other jobs at the current workplace
- Explore other jobs at other workplaces
- Start taking courses to prepare for other work

### Small Steps

Many people find that their lack of energy prevents them from considering full time education initially, especially if they are trying to return to work on a graduated basis. Be cautious. Start slowly and gradually and increase your activities based on your energy level.

Start taking small, lower risk steps to help you achieve your goals.

- Do an on-line or group career exploration program
- Read a book on a topic of interest
- Conduct informational interviews with people working in jobs that attract you
- Volunteer for an organization in your interest area
- Take a part time or on-line course



## Exercise:

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### **Explore the following questions:**

*What are the consequences of not being engaged at work?*

*How do you engage in work that is not a fit with your values or priorities?*

*What helps you move forward when you are feeling stuck at work?*

*How will you stay connected to work that is no longer important to you?*

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### **C3. Ways to Help you Engage in Your Work**

In this section, you will be able to draw on ideas that come from mindfulness psychology theory. Mindfulness means staying in a state of active, open attention to the present moment. Being fully engaged in any activity allows you to appreciate and fully experience the moment. Good reasons exist to give your current work your full attention even if your priorities have changed or you don't like the work anymore and are planning a job change.

By offering 100% of your capabilities at any time and appreciating the work you do at any given moment, you:

- Maintain motivation
- Experience a sense of accomplishment in your work
- Maintain your self-esteem knowing that you have put in your full effort
- Notice your capabilities

It is very difficult to work at anything when you are disengaged. This can potentially result in poor performance reviews. So value yourself and all that you accomplish.

For some, having cancer makes them want to contribute in a meaningful and lasting way. I encourage you to consider how you can do this at your workplace, whether you plan to stay or leave. For some this can be creating a “how to” manual for new employees, setting up a charitable fund to help those in need or improving office systems that make things easier for all. I encourage you to think of that legacy piece for any job that you do. This will give you a sense of meaning and contribution. As well - this will be something you will proudly share when you are being interviewed for a new job.

**Exercise:**

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***Explore the following questions:***

*What part of your work gives you joy?*

*What helps you engage fully in the work that you do?*

*How will you find meaning in your work?*

*What legacy piece will you contribute to the workplace that results in a lasting contribution to the work, your colleagues, and the field/industry?*



## C4. Boundaries and Assertiveness

If you are returning to work on a graduated basis, you may find that the work demands are still there despite the fact that you are working shorter hours. You might be asked to stay longer than the graduated return to work plan prescribed by your doctor or find that your workload has not been reallocated even though you are still working part time. Despite all good intentions to follow a graduated plan you may find that your “boundaries” are being tested.

### Boundaries: What Are They?

Boundaries are the personal and internal thought processes people use to protect themselves. They help us determine and set our personal limits. Communicating our boundaries or personal limits helps others learn how to treat us in both our personal and our workplace relationships.

Assertiveness is sometimes referred to as “balanced self-determinism”. It refers to the approaches you can use to communicate your needs and ideally have them addressed, while also not overlooking the needs of others.

These crucial skills can help you negotiate win-win solutions and make a smoother transition back to work.

### Creating Healthy Boundaries

#### Healthy boundaries:

- **Encourage safety and promote development**  
For example, you don’t allow yourself to work in unsafe situations.
- **Are flexible when the need arises**  
You assess the work situation and culture, and are not so rigid that it could hurt your relationships at work.
- **Are clearly communicated**  
If you are vague or inconsistent about communicating your limits in the workplace, those limits may be ignored or tested. Unclear communication may lead to confusion.
- **Are appropriate to the situation**  
You read the work situation, culture, and expectations to see if your boundaries fit each circumstance and context.
- **Are appropriate to your ability**  
You recognize the limits of your abilities so that you don’t put yourself in a work situation that is beyond what you can do.
- **Promote self respect and personal dignity**  
When you know and state your boundaries you will feel better about yourself and others are more likely to respect that you are clear about your needs.
- **Are consistent**  
Generally, you do not change your mind so people know what to expect of you.

**Example:**

*This report will take me another two hours to complete and it's already 2:30. I can only work until 3:00 today, as you know. Can this report wait until tomorrow to be finished – or should I ask another team member to complete it for us?*

**Example:**

*You have a number of tasks to do but only work until 3:00. Which tasks are priorities for you?*

**Setting Boundaries for Yourself**

- Take stock of yourself and the job.
- Take time to explore your comfort level. Think about your limits.
- Evaluate your work culture. Take stock of the work expectations and culture.
- Assess your current job responsibilities.
- Consider and set realistic expectations for yourself and your employer.
- Prioritize. Think about what is most important and what is not. Take stock of your values, sensitivities, and tolerances. What might have been acceptable to you previously, might not be acceptable to you now.

**Practice Assertiveness**

Learning and practicing assertiveness skills offers an opportunity to improve and develop better - more honest and balanced relationships.

**Assertiveness HELPS YOU:**

- Express yourself in an honest and direct manner.
- Acknowledge and give time for other views and positions.
- Adopt a relaxed approach.
- Feel good about the way you express yourself and treat others.

**Assertiveness IS NOT:**

- Avoiding stating your point of view or being apologetic about it.
- Over-valuing your concerns and under-valuing others.
- Expecting your point of view to dominate the outcome.
- Expecting to control or influence the other person.
- Only used in situations of conflict.

## Steps towards Assertiveness – Communication Guidelines

### A. Body language

- Watch your body language to ensure that you are not coming across aggressively.
- Try to relax your body and face.
- Be mindful of your voice level.
- Make soft eye contact (no staring).
- Self soothe before you start (breathe deeply; think calmly).

### B. Timing

- Be flexible about when to discuss your concerns.
- Read the situation and improvise as needed.

### C. Investigate the situation

- Do your homework and check out the facts as much as possible. Many misunderstandings are based on wrong assumptions.

### D. Use “I” statements and focus on the activity not the person

- Avoid blaming e.g. “I find it difficult when this happens” not “When you do this you make me feel terrible!!”

### E. Take responsibility for your feelings and express them

- “When this happens, I feel overwhelmed.”

### F. Take responsibility for your perceptions

- Describe the situation as you see it.
- Have a frank discussion about your assumptions.

### G. Win/Win

- Find some truth in what the other person is saying or find something positive to say.

### H. Be clear and precise

- Briefly describe the issue.
- Keep to the core issues. Stay on point and don’t divert to other issues.
- Practice what you are planning to say with a trusted friend. Edit what you say and obtain feedback on how it sounds. Avoid gossip or complaining to other colleagues.

**Remember: the goal is to have your needs met while also building better relationships.**

### I. Try to understand what your employer/colleagues want from you

- Ask them what they want and how they see the situation.
- Actively seek specific information; don’t assume you have the whole picture.

## Negotiating with people who demonstrate difficult behaviours

- Calm yourself before you start. Try using relaxation exercises and constructive self talk.
- Think about the end goal.
- Consider what responses will help you achieve your goal.
- Focus on the target issue rather than the person.

## C. 5 Balanced Lifestyle

### Emphasis on Priorities:

- Identify what is most important to you.
- Put your energy toward things that matter. Consider your energy to be like a finite bank account.
- Don't expect to be all things to all people.
- Balance your time among work, personal time, personal relationships and "down" time.
- Develop and maintain your support system within and outside of work.
- Ensure you eat healthy foods, obtain enough sleep and make time for physical activity.



## Section 3: How to Handle Your Workplace Transition

### A. Stay in Touch with Your Workplace

We know from both research and real world experience that good relationships and support at the workplace are very important in helping with return to work. This can include the support that comes from colleagues and managers. The longer you are away the more likely the people you knew may not be there.

#### Here are some ideas on staying connected:

- Attend the holiday parties or summer barbeques.
- Go for lunch or coffee with colleagues.
- Keep the employer updated.
- Indicate that you are looking forward and planning on coming back to work. Even if you end up leaving the job, it is beneficial for your managers and coworkers to hear this.

#### Exercise:

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#### ***A Little Reflection...***

*How will I stay connected with my co-workers?*

*How will I stay connected with my supervisor/manager?*

## Disclosure

Before you return to your job and when you are in touch with workmates, consider what you want to communicate to others. Or – what will you say and to whom?

It is important to consider the consequences of not telling others. Will it help others understand what has happened to you and your work performance? Will staying silent make things worse? Others might misinterpret any change in your work performance as something negative such as a bad attitude, laziness, lack of interest and so forth. In many cases, some disclosure about your health challenges to your supervisor/employer will help you get the accommodations you need for success at work.

It is recommended that you talk about your needs in a positive way, while still acknowledging your limitations and how you will work within them.

### Example:

***“I get more tired now and require rest breaks. This helps me manage my energy so I can be the most productive.”***

These on-line resources may help you consider how you want to handle the issue of disclosure at work.

- **Disclosing Your Cancer Experience at Work**

<http://www.bccancer.bc.ca/NR/rdonlyres/B10DoC14-AC89-4968-A398-09FEE053FA11/22517/DisclosingYourCancerExperienceatWork1.pdf>

#### **Note:**

This article is among several on the BC Cancer Agency website [www.bccancer.bc.ca](http://www.bccancer.bc.ca) under **Info for Patient/Public › Coping with Cancer › Practical Support › Work & School Related Issues**

- Other helpful articles on returning to work, including

**Disclosure at the Workplace: Working Through It** can be accessed at:

<http://www.workplacestrategiesformentalhealth.com/wti/Section7Resource16Page.aspx>



## B. How to Prepare for the First Day/Week/Weeks

- Expect to be tired. Everyone who is off work for a period of time loses their work conditioning.
- Go in ahead of time and orientate yourself.
- Reacquaint yourself with colleagues ahead of time.
- Reduce the non-work demands on yourself during the first weeks and months. Prepare food ahead of time, clean your house, manage expectations, re-allocate tasks, reduce social obligations on work days and ask for help from friends and family members.
- Be realistic about your expectations of yourself and discuss this with your family and friends.
- Prioritize: Decide ahead which tasks need more or less attention or time. Review with your employer.

### Preparing for Work: **Physical Concerns**

- Build stamina. Consider a graduated return to work.
- Conserve energy: Think of ways that you can reduce or eliminate physically exhausting tasks.
- Get regular daily exercise.
- Eat a healthy diet.

### Preparing for Work: **Sleep Issues**

- Learn sleep hygiene techniques. This includes following regular sleep times, having a regular bedtime routine, reducing distractions in the bedroom, cutting down on coffee and heavy foods for several hours before you go to bed.
- For more information: [www.sleepassociation.org/index.php?p=sleephygienetips](http://www.sleepassociation.org/index.php?p=sleephygienetips)
- Learn stress management strategies. Apply Cognitive Behavioural Therapy (CBT) approaches. Take a look at Moodgym: <http://moodgym.anu.edu.au/welcome>
- Practice relaxation strategies.
- Exercise in morning, mid-day or early evening.
- Consult with your doctor if problems with sleeping become a chronic problem.

### Preparing for Work: **Cognitive Challenges**

- Develop or enhance your time management and organizing skills.
- Learn new memory and compensatory strategies.
- Conserve energy. Anticipate and work with your energy patterns.
- Coach your workplace. Inform your colleagues and supervisor at the work place about challenges you are facing.
- Learn stress management strategies. Your cognitive challenges will get worse with increased stress.
- Self acceptance. Don't be hard on yourself if you notice you can't remember something without a reminder.

## Creating a Graduated Return to Work plan (GRTW):

Graduated return to work is a very good way to ease you back into your job and allows you to regain work conditioning in incremental stages. Sometimes it is impossible to fully assess the challenges that may come when returning to work. A graduated return to work process will help you assess your capacity to do your job and current challenges that need to be addressed.

### Ask your doctors and health-care professionals what to realistically expect regarding:

- How long you can work each day?
- How long it will take for you to be able to work full time?
- What will your work abilities look like over time?
- How long it will take you to get back to full functioning?

**TIP:** Get this feedback in writing when possible to advise your employer.

### Ask your supervisor, union representative, colleagues, return to work coordinator, disability manager or human resources representative at your workplace about:

- How return to work has been implemented in the past?
- Types of work accommodation that have been provided?
- Return to Work successes and failures?
  - Determine your employer's expectations.
  - With this information in hand, collaborate with your employer to get a return to work plan in writing.

### Employers will ask you the following questions:

- *Can you return to your old job without assistance?*
- *Can your job be modified temporarily?*
- *Can your job be modified permanently?*
- *Can some of your tasks be re-assigned?*
- *Can you move into another job at the same workplace?*
- *Can you be retrained for a different job?*

**NOTE:** Different employers have very different approaches and capacities to fulfill any or all of these actions.

Particularly if you have been off work for some time, it may take your employer some time to make the arrangements for your return to work. It is therefore crucial to discuss plans for your return as early as possible so the workplace is prepared for you when you are ready to return to work.



## C. Job Accommodations

Sometimes in order for you to be able to return to your workplace, your job may need to be changed. A job accommodation is **an adjustment or change to the job or job environment that allows a person with a disability to safely perform the duties of the job**. You may not think of cancer as a disability. However, if the effects of the illness or its treatment restrict your ability to fulfill any aspect of your job, then it may be considered as a disability. Job accommodations are generally considered for those with a disability.

Examples of Job Accommodations include:

- Transitional work processes such as graduated return to work
- Modification of work schedules
- Changes to the work-site such as ergonomic changes (e.g., adapting a keyboard)
- Modifying or acquiring new equipment (assistive technology) such as providing a personal assistance device for appointment reminders
- Modifying the workplace - making the workplace more accessible or removing barriers - such as moving a desk closer to a bathroom, or replacing steps or stairs with ramps
- Job modifications. When tasks are changed, replaced or organized in a different way, such as when more physically demanding tasks are replaced by tasks that are more manageable
- Re-assignment to an available position.

### Job Accommodations for People with Cancer

Helpful job accommodation ideas for issues such as cancer, depression, anxiety, sleep and cognitive disorders can be found at the Job Accommodation Network website.

Go to <http://askjan.org/media/Cancer.html>.

**NOTE:** These are just ideas and the ability of your employer to provide such accommodations is not automatic. These need to be negotiated specifically for the job, person and workplace.

### Job Accommodation: Responsibilities of Employers, Cancer Survivors and Unions

Both the short and long term effects of cancer and its treatment may impact the ability of some cancer survivors to maintain their pre-cancer abilities and/or level of productivity. Some individuals may be concerned about whether or not they can return to their employment setting or specific job.

The good news is that there is protection under human rights law to support cancer patients to maintain employment. This protection, however, requires the cooperation and involvement of all the stakeholders: the employers, cancer patients and the unions.

Essentially, Canadian/ B.C. legislation provides or states that an employer has a duty to reasonably **accommodate** on an ongoing basis those with a **disability** unless the employer can prove **undue hardship**. The “duty to accommodate” means that employers must implement the necessary measures that will allow employees with limitations due to illness or disability to work to the best of their ability.

## Is cancer considered a disability protected under human rights?

Disability, for the purposes of work accommodation, can be the consequence of a disease, injury or condition that impairs one's ability to perform their normal functioning in life and work. It can include those who have, or are perceived to have, a mental or physical disability, whether visible or non-visible, with some degree of permanence. For example, this does not include a brief event such as a headache but could include cognitive impairment related to a head trauma which interferes with concentration and productivity.

## What does undue hardship mean?

An example of undue hardship for an employer might be where the cost of providing the accommodation would be so high as to threaten the organization's survival. Other factors that are used to assess undue hardship for employers are health and safety risks, size and flexibility of the workplace, disruption of existing collective agreements, morale of other employees and interchangeability of workforce and facilities. Undue hardship does not include inconvenience or disruption, or belief by the employer that the cost will be too high. It requires a degree of effort by the employer to explore and make an accommodation. The specific circumstances of the employer will also influence whether undue hardship is an issue. For example, smaller employers may have fewer resources or jobs available to provide accommodations. As well, the employer is not obligated to create an unproductive position. The employee has to be able to do the essential job duties of an existing restructured or newly assigned position. Once an employer has found a reasonable solution, their legal duty to accommodate is done.

## Who is responsible for finding reasonable accommodation?

The primary responsibility for the process of reasonable accommodation is with the employer.

The employer, employee and the unions (if applicable) all have a duty to *cooperate* and be *reasonable* in the accommodation process. It is a legal right, but requires the employee to cooperate with the process.

## What are the responsibilities of the employer in accommodating a worker?

The responsibilities of the employer include:

- Designing workplace requirements and standards that do not discriminate against those with a disability.
- Requesting medical information from the employee's doctor concerning the employee's disability-related workplace needs.
- Accommodating individuals to the point of undue hardship. The first priority is the modification of the duties and practices related to the present position as recommended by medical reports.
- Showing that attempts to accommodate were serious, conscientious and genuine – "in good faith".
- Employers must demonstrate their best efforts in ensuring that discrimination or harassment based on disability is not permitted on the part of either the employer or by co-workers.

## What are the responsibilities of the Union?

The responsibilities of the Union include:

- Representing the employee
- Working with the employee and the employer in accommodating the worker
- Accept some modifications or exceptions to what is outlined within the collective agreement
- Representatives must not interfere with reasonable efforts by the employer to accommodate the employee.

## What are the responsibilities of the Employee?

The responsibilities of the employee include:

- Providing sufficient information to the employer so they are able to adequately assess how a reasonable accommodation can be made
- Being cooperative and assisting in identifying and implementing an appropriate accommodation
- Not expecting a perfect accommodation
- Supplying job relevant medical information. This means non-diagnostic information only, such as the functional limitations and current capabilities.

The employee has a duty to accept a reasonable accommodation even if it is not their preferred solution. If the solution proposed by the employer is reasonable and the employee declines or the employee fails to cooperate in finding accommodation, the employer does not need to do more. This could potentially result in termination of employment for the employee. If an employee refuses an offer of alternative employment, the employee needs to provide a reasonable explanation for refusal. In general, an employee is not expected to accept an accommodation involving significantly lower wages, benefits, job security and opportunities for advancement unless it is the only available job which meets the criteria for a reasonable accommodation.

The employee, employer and union all have an interest in achieving a resolution. Often, the best solutions are achieved when those involved cooperate with one another.

*“All have a duty to cooperate with each other in the accommodation process. It is a legal right, but requires the employee to cooperate with the process.”*

*- BC Human Rights Coalition*

This information provides a general overview of some of the rights and responsibilities that fall within human rights in British Columbia. Actual interpretation of human rights law is often quite complex and can change based on court rulings. For more information about the specifics of your situation, it is recommended that you consult with the BC Human Rights Coalition [www.bchrcoalition.org/](http://www.bchrcoalition.org/) or a lawyer specializing in human rights and employment law.

## Tips on Negotiating Work Accommodations

How do I negotiate accommodations I believe would be helpful for me to return to work?

- Anticipate that the dialogue will be positive. (Stay in an open and constructive frame of mind).
- Consider this as true negotiating. Meaning, you are trying to get the best deal but you will likely not get everything you want.
- Try not to take it personally if it does not go well.
- Focus on mutual interests and avoid taking a rigid stance.

## Sell it

*“My doctor/vocational counsellor thought these might be ways to improve my productivity at work while I cope with/recover from cancer”*

## Get Help

If you are anticipating problems or don't feel comfortable discussing your return to work on your own, if available to you, ask for help from:

- Union Representative
- Insurance Vocational Rehabilitation Consultant
- Human Resources professional
- Disability Case Manager or Return to Work Coordinator.

## Expectations: Employer and Colleagues

- Be prepared: after a while others at work will forget that you are not at full capacity.
- They may know other people who have had cancer and expect the same recovery or attitude.

It is helpful to have clear guidelines laid out by your doctor or health care professional. Refer back to these guidelines. Remind colleagues that your experience and recovery from cancer and treatment may be quite different than others.

If you have fatigue, pain or cognitive problems, these tend to be invisible and hard for others to imagine or accept. It can be helpful to consider yourself as an educator about cancer and its invisible effects. For now you need to remind yourself that others may not be able to fully understand what you are going through because they have not been in your situation. This need not stop you from communicating your needs so that you can come back to work in the best possible way.

In some instances it may happen, or you may sense, that your colleagues feel some resentment towards you. Maybe they have done your work while you were away, or they may have had their job changed or modified to accommodate your needs. Adapting to change is often hard for people.

It might be helpful to ask your manager, human resource professional or union representative to speak to your colleagues and/or the team as a whole about the following issues:

- Identify the shifts in responsibility that have occurred.
- Provide a time frame for how long these changes will last.
- Highlight the need for accommodation as not only legally required but as a desirable part of a caring workplace culture.
- Emphasize that tolerance and cooperation within a workplace will benefit others in the future should they be faced with their own health or disability challenges.

## D. Job Maintenance

Once back at work you might struggle more than expected. You may need your return to work plan adjusted accordingly. Returning to work is a process and a plan may need to be revised along the way to help you be successful.

It is important to update your doctor on any challenges you may have. This is particularly important if you will need medical evidence to support a change in the return to work plan. It may also be essential if you are receiving long term disability and will need continued funding by your insurance provider. If there are unanticipated challenges that are difficult to resolve, this might be the time that expertise from vocational, rehabilitation specialists and other health professionals, is helpful to your employer, workplace and the overall transition with your return to work.

## Summary and Closing

Now that people are living longer and healthier lives following their cancer diagnosis and treatment, there will be larger numbers of people remaining or returning to work. The return to work process will be made easier by your self knowledge and by anticipating challenges and working actively on solutions.

We hope this workbook encourages you to take an active role in planning for your return to work and that you feel you now have some helpful tools and resources.

We wish you the very best in your transition back to your workplace.

If you are a registered BC Cancer Agency patient, for an individual consultation, please contact:

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Maureen Parkinson  
Vocational Rehabilitation Counsellor at BCCA  
604.877.6000 ext. 672126 or  
1.800.663.3333, ext. 672126

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We'd love to get your comments and suggestions on how to make this workbook better! Evaluations are available at <http://www.bccancer.bc.ca/HPI/psychosocial/New+Psychosocial+Tools.htm>

Please send them to:

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Vocational Rehabilitation Program  
Patient & Family Counselling Services  
BC Cancer Agency  
600 West 10<sup>th</sup> Ave  
Vancouver, BC  
V5Z 4E6

Email: [vocrehab@bccancer.bc.ca](mailto:vocrehab@bccancer.bc.ca)

Fax: 604.877.6249, Attention: Vocational Rehabilitation Program

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# Appendices

## Appendix 1: Tracking Energizers and Drainers

Time of day	Activity	Duration (minutes)	Energy Level After Activity 1 = low 5 = high

## Appendix 2: Analyzing Job Duties

Job Duties	% of time* doing the job task	Rank the tasks by importance  <small>1 = most important 2 = 2<sup>nd</sup> most important etc</small>	Write 'E' if the duty is essential  <small>Write 'NE' if the duty is non-essential</small>

## Appendix 3: Sample Completed Job Analysis Worksheet for a Waitress/Waiter

### A. Physical Demands

#### Strength

Please check the box that best describes the physical demands of your job.

- Limited:** Work activities involve handling loads up to 5 kg (11 lbs).
- Light:** Work activities involve handling loads of 5 kg (11 lbs) or more but less than 10 kg (22 lbs).
- Medium:** Work activities involve handling loads between 10 kg (22 lbs) and 20 kg (44 lbs).
- Heavy:** Work activities involve handling loads more than 20 kg (44 lbs).

Are you currently able to complete the physical demands marked above?  Able  Not Able

#### Physical Demands

Legend	Required for job	Current Tolerance
Refer to legend and tick the box Example: <input checked="" type="checkbox"/>	<b>N</b> - Never <b>O</b> - Occasional (0-33% of work shift) <b>F</b> - Frequent (34-66% of work shift) <b>C</b> - Constant (67-100% of work shift)	<b>A</b> = Able To Do <b>U</b> = Unable To Do <b>N/A</b> = Not applicable
<b>FINGERING</b> involves picking, pinching, or otherwise working primarily with fingers rather than with the whole hand or arm as in handling. (i.e. fingering plates, cutlery, glasses/cups etc).	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>HANDLING</b> involves 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. (i.e. handling plates, cutlery, glasses/cups etc).	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>REACHING</b> involves extending hand(s) and arm(s) in any direction and should include full elbow extension. Could include reaching forward, overhead, to the side and across the body. (i.e. setting and clearing tables, reaching and putting away plates, glasses and cutlery from overhead and underneath cupboards)	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>FEELING</b> involves perceiving attributes of objects, such as size, shape, temperature, or texture, by touching with skin, particularly that of fingertips. (i.e. carrying hot plates, beverages and serving dishes)	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>VISION</b>	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input checked="" type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>COLOUR DISCRIMINATION</b> (i.e. Identifying if food is cooked e.g. colour of meat before it is served)	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A

Strength requirement derived from the *Human Resources and Skills Development Canada and Statistics Canada (1996): Career Handbook: National Classification Ottawa Canada*

Legend	Required for job	Current Tolerance
Refer to legend and tick the box Example: <input checked="" type="checkbox"/>	<b>N</b> - Never <b>O</b> - Occasional (0-33% of work shift) <b>F</b> - Frequent (34-66% of work shift) <b>C</b> - Constant (67-100% of work shift)	<b>A</b> = Able To Do <b>U</b> = Unable To Do <b>N/A</b> = Not applicable
<b>HEARING</b>	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input checked="" type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>TALKING</b> (i.e. conversing with customers)	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input checked="" type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>TASTING/SMELLING</b>	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>STANDING</b>	<input type="checkbox"/> N <input type="checkbox"/> O <input checked="" type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input checked="" type="checkbox"/> U <input type="checkbox"/> N/A Unable to stand more than 1 hour
<b>WALKING</b>	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input checked="" type="checkbox"/> C	<input type="checkbox"/> A <input checked="" type="checkbox"/> U <input type="checkbox"/> N/A
<b>CLIMBING</b> climbing up and down using feet, legs, hands, arms and body	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input checked="" type="checkbox"/> N/A
<b>PULLING</b> (i.e. pulling chairs tables and chairs)	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>BALANCING</b> involves maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces.	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input checked="" type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>STOOPING</b> involves bending the body downward and forward by bending spine at the waist, requiring full use of the lower extremities and back muscles. (i.e. clearing and setting tables)	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>KNEELING</b> involves bending legs at knees to come to rest on knee or knees	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>CROUCHING</b> involves bending body downward and forward by bending legs and spine. (i.e. picking up items from the floor)	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>BENDING</b> (bending at the waist)	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A

## B. Temperments (T)

Purpose: To determine temperments (T) required for the various duties of your job.

Legend:	Required for job	Current Tolerance
Refer to legend and tick the box Example: <input checked="" type="checkbox"/>	<b>N</b> - Never <b>O</b> - Occasional (0-33% of work shift) <b>F</b> - Frequent (34-66% of work shift) <b>C</b> - Constant (67-100% of work shift)	<b>A</b> = Able To Do <b>U</b> = Unable To Do <b>N/A</b> = Not applicable
<b>DIRECT, CONTROL, PLAN</b> involves responsibility for making plans and procedures for projects; negotiating with individuals or groups; and supervising workers	<input checked="" type="checkbox"/> <b>N</b> <input type="checkbox"/> <b>O</b> <input type="checkbox"/> <b>F</b> <input type="checkbox"/> <b>C</b>	<input type="checkbox"/> <b>A</b> <input type="checkbox"/> <b>U</b> <input checked="" type="checkbox"/> <b>N/A</b>
<b>REPETITIVE, SHORT CYCLE WORK</b> involves performing a few routine and uninvolved tasks over and over again according to set procedures, sequence, or pace with little opportunity for change or interruption. Interaction with people is included when it is routine, continual, or prescribed.	<input checked="" type="checkbox"/> <b>N</b> <input type="checkbox"/> <b>O</b> <input type="checkbox"/> <b>F</b> <input type="checkbox"/> <b>C</b>	<input type="checkbox"/> <b>A</b> <input type="checkbox"/> <b>U</b> <input checked="" type="checkbox"/> <b>N/A</b>
<b>INFLUENCING OTHERS</b> involves writing, demonstrating, or speaking to persuade and motivate people to change their attitudes, judgments, opinions, to participate in a particular activity, or to purchase a specific commodity or service	<input type="checkbox"/> <b>N</b> <input checked="" type="checkbox"/> <b>O</b> <input type="checkbox"/> <b>F</b> <input type="checkbox"/> <b>C</b>	<input checked="" type="checkbox"/> <b>A</b> <input type="checkbox"/> <b>U</b> <input type="checkbox"/> <b>N/A</b>
<b>FLEXIBILITY</b> involves frequent changes in tasks involving different abilities, technologies, procedures, working conditions, physical demands, or degrees of attentiveness without loss of efficiency or composure.	<input type="checkbox"/> <b>N</b> <input type="checkbox"/> <b>O</b> <input checked="" type="checkbox"/> <b>F</b> <input type="checkbox"/> <b>C</b>	<input checked="" type="checkbox"/> <b>A</b> <input type="checkbox"/> <b>U</b> <input type="checkbox"/> <b>N/A</b>
<b>EXPRESSING FEELINGS</b> involves creativity and self-expression in interpreting feelings, ideas, or facts in terms of a personal viewpoint; treating a subject imaginatively rather than literally; reflecting original ideas or feelings in any creative form (e.g., writing, painting, composing, sculpting, decorating, or inventing) Interpreting works of others by arranging, conducting, playing musical instruments, choreographing, acting, dancing, directing and critiquing.	<input checked="" type="checkbox"/> <b>N</b> <input type="checkbox"/> <b>O</b> <input type="checkbox"/> <b>F</b> <input type="checkbox"/> <b>C</b>	<input type="checkbox"/> <b>A</b> <input type="checkbox"/> <b>U</b> <input checked="" type="checkbox"/> <b>N/A</b>
<b>WORK ALONE; ISOLATION</b> involves working in an environment that regularly precludes face-to-face interpersonal relationships for extended periods of time due to physical barriers or distances involved.	<input checked="" type="checkbox"/> <b>N</b> <input type="checkbox"/> <b>O</b> <input type="checkbox"/> <b>F</b> <input type="checkbox"/> <b>C</b>	<input type="checkbox"/> <b>A</b> <input type="checkbox"/> <b>U</b> <input checked="" type="checkbox"/> <b>N/A</b>
<b>PERFORM UNDER STRESS</b> involves coping with circumstances dangerous to the worker or others (potential interactions with individuals who may be volatile or aggressive).	<input type="checkbox"/> <b>N</b> <input checked="" type="checkbox"/> <b>O</b> <input type="checkbox"/> <b>F</b> <input type="checkbox"/> <b>C</b>	<input checked="" type="checkbox"/> <b>A</b> <input type="checkbox"/> <b>U</b> <input type="checkbox"/> <b>N/A</b>
<b>WORK TO STANDARDS AND TOLERANCES</b> involves adhering to and achieving exact levels of performance, using precision measuring instruments, tools, and machines to attain precise dimensions; preparing exact verbal and numerical records; and complying with precise instruments and specifications to attain specified standards	<input checked="" type="checkbox"/> <b>N</b> <input type="checkbox"/> <b>O</b> <input type="checkbox"/> <b>F</b> <input type="checkbox"/> <b>C</b>	<input type="checkbox"/> <b>A</b> <input type="checkbox"/> <b>U</b> <input checked="" type="checkbox"/> <b>N/A</b>

Human Resources and Skills Development Canada and Statistics Canada (1996): Career Handbook: National Classification. Ottawa, Canada.

## B. Temperments (T) Continued

Legend:	Required for job	Current Tolerance
Refer to legend and tick the box Example: <input checked="" type="checkbox"/>	<b>N</b> - Never <b>O</b> - Occasional (0-33% of work shift) <b>F</b> - Frequent (34-66% of work shift) <b>C</b> - Constant (67-100% of work shift)	<b>A</b> = Able To Do <b>U</b> = Unable To Do <b>N/A</b> = Not applicable
<b>WORK UNDER SPECIFIC INSTRUCTIONS</b> involves performing tasks only under specific instructions, allowing little or no room for independent action or judgment in working out job problems	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>DEALING WITH PEOPLE</b> involves interpersonal relationships in job situations beyond receiving work instructions	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input checked="" type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>MAKING JUDGMENTS/DECISION MAKING</b> involves solving problems, making evaluations, or reaching conclusions and making decisions based on subjective or objective criteria, such as the five senses, knowledge, past experience, or quantifiable or factual data	<input type="checkbox"/> N <input type="checkbox"/> O <input checked="" type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>WORKING COOPERATIVELY WITH OTHERS</b> involves working and communicating with others, including negotiating and taking responsibility of specific work task as part of a team	<input type="checkbox"/> N <input type="checkbox"/> O <input checked="" type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A

## C. Psychological and Cognitive Demands (C)

Purpose: To determine the psychological and cognitive demands required for the various duties of your job

Legend:	Required for job	Current Tolerance
Refer to legend and tick the box Example: <input checked="" type="checkbox"/>	<b>N</b> - Never <b>O</b> - Occasional (0-33% of work shift) <b>F</b> - Frequent (34-66% of work shift) <b>C</b> - Constant (67-100% of work shift)	<b>A</b> = Able To Do <b>U</b> = Unable To Do <b>N/A</b> = Not applicable
<b>DEGREE OF SELF-SUPERVISION</b>	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>DEGREE OF SUPERVISION EXERCISED</b>	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>PERFORMANCE PRESSURES</b> (i.e. under time constraints to serve patrons)	<input type="checkbox"/> N <input type="checkbox"/> O <input checked="" type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A

## C. Psychological and Cognitive Demands (C) Continued

Legend:	Required for job	Current Tolerance
Refer to legend and tick the box Example: <input checked="" type="checkbox"/>	<b>N</b> - Never <b>O</b> - Occasional (0-33% of work shift) <b>F</b> - Frequent (34-66% of work shift) <b>C</b> - Constant (67-100% of work shift)	<b>A</b> = Able To Do <b>U</b> = Unable To Do <b>N/A</b> = Not applicable
<b>ATTENTION TO DETAIL</b> (i.e. making sure tables are clean and place settings lined up)	<input type="checkbox"/> N <input type="checkbox"/> O <input checked="" type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>TIME PRESSURE</b> (i.e. busy during regular meal times)	<input type="checkbox"/> N <input type="checkbox"/> O <input checked="" type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>MULTI-TASKING</b> (i.e. need to serve varied customers at multiple tables at the same time)	<input type="checkbox"/> N <input type="checkbox"/> O <input checked="" type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>DISTRACTING STIMULI</b> (i.e. constant interruptions from patrons)	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>VERBAL FLUENCY</b> (ability to speak clearly, & quickly)	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input checked="" type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>PROCESSING INFORMATION QUICKLY</b> (i.e. need to take and understand orders)	<input type="checkbox"/> N <input type="checkbox"/> O <input checked="" type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>NIGHT SHIFT WORK</b>	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input checked="" type="checkbox"/> N/A
<b>NEED TO WORK COOPERATIVELY WITH OTHERS</b>	<input type="checkbox"/> N <input type="checkbox"/> O <input checked="" type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>EXPOSURE TO EMOTIONAL SITUATIONS</b> (i.e. can potentially work with a patron who is unhappy with the service or food)	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>EXPOSURE TO CONFRONTATIONAL SITUATIONS</b> (i.e. can potentially work with a patron who is unhappy with the service or food)	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>RESPONSIBILITY &amp; ACCOUNTABILITY REQUIRED</b>	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>READING LITERACY</b> (i.e. need to read orders)	<input type="checkbox"/> N <input type="checkbox"/> O <input checked="" type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>WRITING LITERACY</b> (i.e. need to write orders)	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>COMPUTER LITERACY</b> (i.e. need to put orders into a computer & use a till)	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>NUMERICAL SKILLS</b> (i.e. need to tabulate bills & give change)	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>COMMUNICATION SKILLS</b> (i.e. need to speak to patrons & staff)	<input type="checkbox"/> N <input type="checkbox"/> O <input checked="" type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A

## D. Environmental Conditions

Purpose: To determine the environmental variables involved in your job.

Legend:	Required for job	Current Tolerance
Refer to legend and tick the box Example: <input checked="" type="checkbox"/>	<b>N</b> - Never <b>O</b> - Occasional (0-33% of work shift) <b>F</b> - Frequent (34-66% of work shift) <b>C</b> - Constant (67-100% of work shift)	<b>A</b> = Able To Do <b>U</b> = Unable To Do <b>N/A</b> = Not applicable
<b>NOISE INTENSITY</b> (>85 d BA) intensity	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input checked="" type="checkbox"/> N/A
<b>VIBRATION</b>	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input checked="" type="checkbox"/> N/A
<b>EXTREMES OF TEMPERATURE (HOT &amp; COLD)</b> (i.e. handling hot food and beverage items)	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>DAMP OR HUMID ENVIRONMENT</b>	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input checked="" type="checkbox"/> N/A
<b>ATMOSPHERIC CONDITIONS</b> (i.e. fumes, noxious odors, dusts, mists, gases, poor ventilation)	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input checked="" type="checkbox"/> N/A
<b>HAZARDS</b>	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>MACHINE/EQUIPMENT OPERATION</b> (coffee machine)	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>RADIATION</b>	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input checked="" type="checkbox"/> N/A
<b>FLYING PARTICLES</b>	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input checked="" type="checkbox"/> N/A
<b>BLOOD/BODY FLUIDS</b>	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input checked="" type="checkbox"/> N/A
<b>COMMUNICABLE DISEASE</b> (i.e. increased exposure to colds, flu and other diseases & illnesses)	<input type="checkbox"/> N <input checked="" type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>TOXIC &amp; CAUSTIC CHEMICAL EXPOSURE</b>	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input checked="" type="checkbox"/> N/A
<b>EXPLOSIVES</b>	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input checked="" type="checkbox"/> N/A
<b>ELECTRICAL HAZARDS</b>	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input checked="" type="checkbox"/> N/A
<b>NARCOTICS/CONTROLLED PHARMACEUTICALS</b>	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input checked="" type="checkbox"/> N/A
<b>LATEX</b>	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input checked="" type="checkbox"/> N/A
<b>ODORS</b>	<input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input checked="" type="checkbox"/> C	<input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> N/A
<b>OTHER, SPECIFY</b>	<input checked="" type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> F <input type="checkbox"/> C	<input type="checkbox"/> A <input type="checkbox"/> U <input checked="" type="checkbox"/> N/A



## Appendix 4: Description of the following Health Care Disciplines

**A Vocational Rehabilitation Counsellor** is a specialized counselling service that assists persons with a health condition or disability address their employment concerns through exploring vocational potential and addressing barriers to employment to help maximize work related independence and functioning. Services can include vocational assessment and evaluation, vocational training, career counseling, on-the-job training program, job search, and consultation with employers for job accommodation and modification.

**An Occupational Therapist**, often abbreviated **OT**, assesses, treats and supports people with physical, mental, cognitive or developmental conditions or illness related disabilities by helping individuals recover, maintain and adapt the skills that they need to work. They can assess the job, the worksite and recommend modifications, such as assistive technology, ergonomic tools and/or materials to promote maximum work ability.

**A Neuro-Psychologist** can provide assessments, training, education and counselling related to changes in the brain. A neuro-psychology assessment consists of a series of tests to measure your emotional state and cognitive and perceptual abilities, and is far more detailed than a basic neurological assessment. It is the best way to pinpoint subtle cognitive problems and can be helpful in understanding potential challenges at the workplace and provide recommendations for compensatory strategies.

**A Physiotherapist** (sometimes abbreviated to **PT** or **physio**) is a health care profession primarily concerned with helping those who have been impaired due to injury or a health condition gain functional ability, mobility and movement. They can help people increase endurance and strength required to do job duties.

**A Kinesiologist** has extensive knowledge of physiological and mechanical mechanisms and can help you work on regaining mobility and strength.

**Counselling/Social Work/Psychology** are disciplines that focus on emotional, mental and social health. Counselling can help you talk about your experiences, gain perspective and help you develop coping strategies to deal with challenging situations which may arise at work.

**Speech/Language Therapists/Pathologists** provides screening, assessment, diagnosis and advice regarding management, intervention and treatment related to speech, language, swallowing, voice and sensory awareness, and cognitive aspects related to communication.

Notes:



