

For additional information on Applying the Medical-Vocational Rules When the Claimant has Exertional and Nonexertional Limitations see DI 25025.020.

72. Sitting

Remaining in a seated position.

REVIEWED

By Chris Tighe at 2:06 pm, Jul 18, 2017

73. Skill

For disability program purposes, claimants can gain skills from experience and demonstrated proficiency with work activities in past relevant skilled or semi-skilled work.

For disability program purposes, claimants cannot gain skills from:

- unskilled work,
- work that was not relevant,
- volunteer work or hobbies, or
- education.

For additional information about skills, see Transferability of Skills Assessment in DI 25015.017.

74. Skill level

A work classification that divides occupations into unskilled, semi-skilled, or skilled work.

75. Skilled work

Skilled work involves good cognitive functioning, skilled job functions, and has an SVP of 5 to 9 in the SCO.

Cognitive function:

- Requires high levels of judgment and adaptability;
- Involves setting realistic goals or making plans independently;
- Requires understanding, carrying out, remembering complex instructions; and
- Encompasses abstract ideas and problem solving.

Skilled job functions require both:

- work activity exercising judgment beyond carrying out simple duties; and
- knowledge of principles and processes of an art, science, or applied trade and the ability to apply that knowledge in a proper and approved manner.

76. Special medical-vocational profiles

Unfavorable combinations of vocational factors that adjudicators must consider before applying the medical vocational rules.

Find a claimant who cannot do past relevant work and meets a profile unable to adjust to other work. For a listing of the profiles, see DI 25010.001.

77. Specific vocational preparation (SVP)

The amount of time required for a typical claimant to:

- Learn the techniques,

- Acquire the information, and
- Develop the facility needed for average performance in a job.

A claimant may acquire SVP in a school, military, institutional or vocational environment through such settings as:

- Vocational training,
- Apprenticeship training,
- In plant training,
- On-the-job training,
- Essential experience in other jobs.

We use the SVP rating as a guideline for determining how long it would take a claimant to achieve average performance in a job as part of our evaluation of whether the claimant's past work is relevant. At the skilled levels of SVP (5-9), education figures heavily into the SVP rating.

Consider the claimant's education when evaluating whether the claimant did the job long enough to learn it. Per the Department of Labor, a 4-year college degree is equal to 2 years of SVP. Each year of graduate school is equal to 1 year of SVP. For additional information on using SVP at **step 4** of sequential evaluation, see DI 25005.015D.

Example of combined education and work experience:

A registered nurse (RN) has an SVP of seven, which means that a claimant can learn this job in about 2-4 years. If the nurse has a 4 year college degree, which counts for 2 years of SVP, and 2 years of nursing experience, the adjudicator would determine that the claimant did the job long enough to learn it unless there was evidence to the contrary.

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

78. Standing

Remaining on one's feet in an upright position at a workstation without moving about.

79. Stooping (St)

Bending the body downward and forward by bending the spine at the waist.

80. Strength factors of work

Lifting, carrying, standing, walking, sitting, pushing, and pulling are strength factors of work.

Any one of the following five levels can define the strength factor:

1. Sedentary,