## Author Index

### A
- Abreu BC, Peloquin SM. The Issue Is—Embracing diversity in our profession, 58(3): 353–358
- Alvarado MI. Mucho camino: The experiences of two undocumented Mexican mothers participating in their child’s early intervention program, 58(5): 521–530
- Aronow HU, see Niemeyer LO
- Ashe B, see Dubouloz C-J

### B
- Barker DJ, Reid D, Cott, C. Acceptance and meanings of wheelchair use in senior stroke survivors, 58(2): 221–230
- Bode RK, see Chen CC
- Bonder BR, Martin L, Miracle AW. Culture emergent in occupation, 58(2): 159–168
- Braveman B, see Kielhofner G
- Breines EB. Response to Cutchin’s using Deweyan philosophy to rename and reframe adaptation-to-environment, 58(3): 315–316
- Brown AT, Thomas JJ. Trowels labeled adaptation services on children’s functional outcomes, 58(1): 44–53
- Corcoran MA. From the Desk of the Editor—Exploring the role of family in occupation and family occupations, 58(5): 487–488
- Corcoran MA. From the Desk of the Editor—New beginnings, 58(2): 127
- Corcoran MA. From the Desk of the Editor—Personal professional journeys, 58(3): 247–248
- Corcoran MA. From the Desk of the Editor—Public images of occupational therapy, 58(6): 607–608
- Corcoran MA. From the Desk of the Editor—The proof is in the process, 58(1): 7–8
- Corcoran MA. From the Desk of the Editor—Work, occupation, and occupational therapy, 58(4): 367–368
- Coster W, see Dolva A
- Coster WJ, see Tarbell MH
- Cott C, see Barker DJ
- Couler M, see Howie L
- Cronin AF. MOTHERING A CHILD WITH HIDDEN IMPAIRMENTS, 58(1): 83–92
- Cutchin MP. Using Deweyan philosophy to rename and reframe adaptation-to-environment, 58(3): 303–312

### D
- DeGrace BW. The everyday occupation of families with children with autism, 58(5): 543–550
- Dickie V. Culture is tricky: A commentary on culture emergent in occupation, 58(2): 169–173
- Dudek-Shirber L. Parent stress in the neonatal intensive care unit and the influence of parent and infant characteristics, 58(5): 509–520
- Duncombe IW. Comparing learning of cooking in home and clinic for people with schizophrenia, 58(3): 272–278

### E
- Eliasson A, see Sköld A
- Exner CE, see Smith-Zuzovsky N

### F
- Feldman S, see Howie L
- Finlayson M. Concerns about the future among older adults with multiple sclerosis, 58(1): 54–63
- Finlayson M, see Kielhofner G
- Finlayson M, see Kielhofner G
- Fisher A, see Hotchkiss A
- Fitzgerald MH. A dialogue on occupational therapy, culture, and families, 58(5): 489–498
- Forsyth K, see Kielhofner G
- Furlong B, see Lohman H

### G
- Gabriel L, see Lohman H
- Goldbaum L, see Kielhofner G
- Goldstein K, see Kielhofner G
- Gordon D, see Christiansen CH
- Granger CV, see Chen CC

### H
- Hall M, see Dubouloz C-J
- Hammel J, see Kielhofner G
- Hammerschmidt SL, Sudsawad P. Teachers’ survey on problems with handwriting: Referral, evaluation, and outcomes, 58(2): 185–192
**Department Index**

**ASSOCIATION, The**

84th Annual Business Meeting Minutes, 58(6): 686–687

2004 awards and recognitions recipients, 58(6): 691–692

2004 Representative Assembly Summary of Minutes, 58(6): 689–690

Academic Terminal Degree (2003 Statement), 58(6): 648


Association Policies, 58(6): 693–695


Guidelines for Supervision, Roles, and Responsibilities During the Delivery of Occupational Therapy Services (2004), 58(6): 663–667

In memoriam, 58(6): 692

Listing of Educational Programs in Occupational Therapy, 58(6): 696–715

Occupational Therapy Services in Early Intervention and School-Based Programs (2004), 58(6): 681–685

Occupational Therapy’s Commitment to Non-discrimination and Inclusion (edited 2004), 58(6): 668


Psychosocial Aspects of Occupational Therapy (2004), 58(6): 669–672

Role Competencies for a Professional-Level Occupational Therapist Faculty Member in an Academic Setting (Roles** Document) (2003), 58(6): 649–650

Role Competencies for a Professional-Level Program Director in an Academic Setting (Roles** Document) (2003), 58(6): 651–652

Role Competencies for an Academic Fieldwork Coordinator (Roles** Document) (2003), 58(6): 653–654

Scope of Practice (2004), 58(6): 673–677

**A FIRM PERSUASION IN OUR WORK**

Deeper into the heart of the matter, BR Hasselkus, 58(4): 476–479

**AUTHORS’ GUIDE**

Authors’ guide, 58(1): 117–119

**BRIEF REPORT**

A pilot study to investigate shoulder muscle fatigue during a sustained isometric wheelchair-propulsion effort using surface EMG, Niemeyer LO, Aronow HU, Kasman GS, 58(5): 587–593

Convergent and predictive validity of three scales related to falls in the elderly, A Hotchkiss, A Fisher, R Robertson, A Ruttencutter, J Schuffert, DB Barker, 58(1): 100–103

Effects of problem-based learning on clinical reasoning in occupational therapy, ME, Scaffa, DM Wooster, 58(3): 333–336

Interrater reliability and discriminant validity of the Deductive Reasoning Test, Y Goverover, J Hinojosa, 58(1): 104–108

Occupational performance needs of adolescents in alternative education programs, D Dirette, L Kolak, 58(3): 337–341

Parent-child interactions and everyday routines in young children with failure to thrive, KB Stewart, L Meyer, 58(3): 342–346

**CASE REPORT**

Improving dyspnea management in three adults with chronic obstructive pulmonary disease, A Migliore, 58(6): 639–646

**CORRECTION**

Listing of educational programs in occupational therapy [previously published 57(6)], 58(3): 359

**EDITORIAL**

Exploring the role of family in occupation and family occupations, MA Corcoran, 58(5): 487–488

New beginnings, MA Corcoran, 58(2): 127

Personal professional journeys, MA Corcoran, 58(3): 247–248

Public images of occupational therapy, MA Corcoran, 58(6): 607–608

The proof is in the process, MA Corcoran, 58(1): 7–8

Work, occupation, and occupational therapy, MA Corcoran, 58(4): 367–368

**Suderstock M, see Erikson A**

**Spencer J, see Chan J**

**Stagnitti K. The test-retest reliability of the child-initiated pretend play assessment, 58(1): 93–99**

**Stoffel VC, Moyers PA. An evidence-based and occupational perspective of interventions for persons with substance-use disorders, 58(5): 570–586**

**Stewart KB, Meyer L. Brief Report—Parent-child interactions and everyday routines in young children with failure to thrive, 58(3): 342–346**

**Sudawad P, see Hammerschmidt SL**

**T**

**Tamura Y, see Bontje P**

**Tarbell MH, Henry AD, Coster WJ. Psychometric properties of the scorable self-care evaluation, 58(3): 324–332**

**Taylor R, see Kielhofner G**

**Taylor RR. Quality of life and symptom severity for individuals with chronic fatigue syndrome: Findings from a randomized clinical trial, 58(1): 35–43**

**Taylor RR, Braveman B, Hammel J. Developing and evaluating community-based services through participatory action research: Two case examples, 58(1): 73–82**

**Tham K, see Erikson A**

**Thomas JJ, see Brown AT**

**Toal-Sullivan D, Henderson PR. Client-oriented role evaluation (CORE): The development of a clinical rehabilitation instrument to assess role change associated with disability, 58(2): 211–220**

**Trombly CA, see Ma H**

**U**

**Unsworth C, see Stagnitti K**

**W**


**Wein-stock-Zlotnick G, Hinojosa J. The Issue Is—Bottom-up or top-down evaluation: Is one better than the other, 58(5): 594–599**

**Weintraub N, see Preminger F**

**Weiss PL, see Preminger F**

**West-Fraser J, see Lindstrom D**

**Wood JM, see Mallon K**

**Wood W. The heart, mind, and soul of professionalism in occupational therapy, 58(3): 249–257**

**Wooster DM, see Scaffa ME**

**Y**

**Yochman A, Parush S, Ornay A. Responses of preschool children with and without ADHD to sensory events in daily life, 58(3): 294–302**

**Yokoyama N, see Oka M**

**Z**