

## Fieldwork Performance Evaluation For The Occupational Therapy Student

MS./MR. Jerse Jaclyn M  
NAME: (LAST) (FIRST) (MIDDLE)

Touro University Nevada  
COLLEGE OR UNIVERSITY

**SIGNATURES:**  
I HAVE READ THIS REPORT.

Jaclyn Jerse  
SIGNATURE OF STUDENT

**FIELDWORK SETTING:**

Care Meridian  
NAME OF ORGANIZATION/FACILITY

7690 Carmen Blvd.  
ADDRESS: (STREET OR PO BOX)

Las Vegas, NV 89128  
CITY STATE ZIP

Sub acute rehab  
TYPE OF FIELDWORK

ORDER OF PLACEMENT: 1 2 3 4 OUT OF 1 2 3 4

FROM: 11/03/2014 TO: 1/23/2015  
DATES OF PLACEMENT

460 hours  
NUMBER OF HOURS COMPLETED

145  
**FINAL SCORE**

PASS: X NO PASS: \_\_\_\_\_

1  
NUMBER OF PERSONS CONTRIBUTING TO THIS REPORT

Stephanie Anderson  
SIGNATURE OF RATER #1

Stephanie Anderson, MSOT/R,L  
PRINT NAME/CREDENTIALS/POSITION

\_\_\_\_\_  
SIGNATURE OF RATER #2 (IF APPLICABLE)

\_\_\_\_\_  
PRINT NAME/CREDENTIALS/POSITION

**SUMMARY COMMENTS:**  
(ADDRESSES STUDENT'S CLINICAL COMPETENCE)

AOTA grants permission to photocopy the *Fieldwork Performance Evaluation for the Occupational Therapy Student* for training purposes only. Training purposes encompass using the FWPE forms in student notebooks and training manuals for clinical fieldwork sites, in training sessions for practitioners on the proper use and scoring of the forms, and for students to complete a self-analysis during their fieldwork training. Permission to use the forms must be submitted to [copyright@aota.org](mailto:copyright@aota.org)

# Fieldwork Performance Evaluation For The Occupational Therapy Student

This evaluation is a revision of the 1987 American Occupational Therapy Association, Inc. Fieldwork Evaluation Form for the Occupational Therapist and was produced by a committee of the Commission on Education.

## PURPOSE

The primary purpose of the Fieldwork Performance Evaluation for the Occupational Therapy Student is to measure entry-level competence of the occupational therapy student. The evaluation is designed to differentiate the competent student from the incompetent student and is not designed to differentiate levels above entry level competence. For further clarification on entry-level competency refer to the Standards of Practice for Occupational Therapy<sup>1</sup>.

The evaluation is designed to measure the performance of the occupational therapy process and was not designed to measure the specific occupational therapy tasks in isolation. This evaluation reflects the 1998 Accreditation Council for Occupational Therapy Education Standards<sup>2</sup> and the National Board for Certification in Occupational Therapy, Inc. Practice Analysis results<sup>3</sup>. In addition, this evaluation allows students to evaluate their own strengths and challenges in relation to their performance as an occupational therapist.

## USE OF THE FIELDWORK PERFORMANCE EVALUATION FOR THE OCCUPATIONAL THERAPY STUDENT

The Fieldwork Performance Evaluation is intended to provide the student with an accurate assessment of his/her competence for entry-level practice. Both the student and fieldwork educator should recognize that growth occurs over time. **The midterm and final evaluation scores will reflect development of student competency and growth.** In order to effectively use this evaluation to assess student competence, site-specific objectives need to be developed. Utilize this evaluation as a framework to assist in ensuring that all key performance areas are reflected in the site-specific objectives.

Using this evaluation at midterm and final, it is suggested that the student complete a self-evaluation of his/her own performance. During the midterm review process, the student and fieldwork educator should collaboratively develop a plan, which would enable the student to achieve entry-level competence by the end of the fieldwork experience. This plan should include specific objectives and enabling activities to be used by the student and fieldwork educator in order to achieve the desired competence.

The Fieldwork Educator must contact the Academic Fieldwork Coordinator when: (1) a student exhibits unsatisfactory behavior in a substantial number of tasks or (2) a student's potential for achieving entry-level competence by the end of the affiliation is in question.

## DIRECTIONS FOR RATING STUDENT PERFORMANCE

- There are 42 performance items.
- Every item must be scored, using the one to four point rating scale (see below).
- **The rating scales should be carefully studied prior to using this evaluation.** Definitions of the scales are given at the top of each page.
- Circle the number that corresponds to the description that best describes the student's performance.
- **The ratings for the Ethics and Safety items must be scored at 3 or above on the final evaluation for the student to pass the fieldwork experience.** If the ratings are below 3, continue to complete the Fieldwork Performance Evaluation to provide feedback to the student on her/his performance.
- Record midterm and final ratings on the Performance Rating Summary Sheet.
- Compare overall midterm and final score to the scale below.

## OVERALL MIDTERM SCORE

Satisfactory Performance . . . . . 90 and above  
Unsatisfactory Performance . . . . . 89 and below

## OVERALL FINAL SCORE

Pass. . . . . 122 points and above  
No Pass. . . . . 121 points and below

## RATING SCALE FOR STUDENT PERFORMANCE

- 4 — **Exceeds Standards:** Performance is highly skilled and self-initiated. This rating is **rarely given** and **would represent the top 5% of all the students** you have supervised.
- 3 — **Meets Standards:** Performance is consistent with **entry-level** practice. This rating is **infrequently given at midterm** and is a **strong rating at final**.
- 2 — **Needs improvement:** Performance is **progressing but** still needs improvement for entry-level practice. This is a **realistic rating of performance at midterm**, and some ratings of 2 may be reasonable at the final.
- 1 — **Unsatisfactory:** Performance is **below standards** and requires development for entry-level practice. This rating is given when **there is a concern about performance**.

## RATING SCALE FOR STUDENT PERFORMANCE

- 4 — **Exceeds Standards:** Performance is highly skilled and self-initiated. This rating is **rarely given** and **would represent the top 5% of all the students** you have supervised.
- 3 — **Meets Standards:** Performance is consistent with **entry-level** practice. This rating is **infrequently given at midterm** and is a **strong rating at final**.
- 2 — **Needs improvement:** Performance is **progressing but** still needs improvement for entry-level practice. This is a **realistic rating of performance at midterm**, and some ratings of 2 may be reasonable at the final.
- 1 — **Unsatisfactory:** Performance is **below standards** and requires development for entry-level practice. This rating is given when **there is a concern about performance**.

## I. FUNDAMENTALS OF PRACTICE:

*All items in this area must be scored at a #3 or above on the final evaluation in order to pass fieldwork.*

1. **Adheres to ethics:** Adheres consistently to the American Occupational Therapy Association Code of Ethics<sup>4</sup> and site's policies and procedures including when relevant, those related to human subject research.

Midterm	1	2	3 X	4
Final	1	2	3 X	4

2. **Adheres to safety regulations:** Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.

Midterm	1	2	3 X	4
Final	1	2	3 X	4

3. **Uses judgment in safety:** Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.

Midterm	1	2	3 X	4
Final	1	2	3	4 X

### Comments on strengths and areas for improvement:

- **Midterm** Jaclyn is always demonstrating knowledge of the AOTA Code of Ethics. She adheres to HIPAA guidelines and does not put herself in precarious situations. She is very aware of safety regulations of the facility, and has participated in scheduled fire drills. When preparing for treatments, she sets up a very safe environment. When treatments are concluded, she is diligent in maintaining universal precautions to sanitize the materials and equipment.
- **Final**

Throughout fieldwork Jaclyn has demonstrated sound ethical decision making and been very aware of safety hazards, making arrangements to rectify the situation prior to initiating treatment.

## II. BASIC TENETS:

4. Clearly and confidently **articulates the values and beliefs** of the occupational therapy profession to clients, families, significant others, colleagues, service providers, and the public.

Midterm	1	2 X	3	4
Final	1	2	3	4 X

5. Clearly, confidently, and accurately **articulates the value of occupation** as a method and desired outcome of occupational therapy to clients, families, significant others, colleagues, service providers, and the public.

Midterm	1	2	3 X	4
Final	1	2	3	4 X

6. Clearly, confidently, and accurately **communicates the roles of the occupational therapist and occupational therapy assistant** to clients, families, significant others, colleagues, service providers, and the public.

Midterm	1	2 X	3	4
Final	1	2	3 X	4

7. **Collaborates with** client, family, and significant others throughout the occupational therapy process.

Midterm	1	2 X	3	4
Final	1	2	3 X	4

### Comments on strengths and areas for improvement:

- **Midterm** When working with adult patients, Jaclyn is able to articulate the purpose of occupational therapy evaluation and treatment. She is able to collaborate with family members of patients and express her thoughts well

## RATING SCALE FOR STUDENT PERFORMANCE

- 4 — **Exceeds Standards:** Performance is highly skilled and self-initiated. This rating is **rarely given** and **would represent the top 5% of all the students** you have supervised.
- 3 — **Meets Standards:** Performance is consistent with **entry-level** practice. This rating is **infrequently given at midterm** and is a **strong rating at final**.
- 2 — **Needs improvement:** Performance is **progressing but** still needs improvement for entry-level practice. This is a **realistic rating of performance at midterm**, and some ratings of 2 may be reasonable at the final.
- 1 — **Unsatisfactory:** Performance is **below standards** and requires development for entry-level practice. This rating is given when **there is a concern about performance**.

## III. EVALUATION AND SCREENING:

8. **Articulates a clear and logical rationale** for the evaluation process.

Midterm	1	2	3 X	4
Final	1	2	3 X	4

9. **Selects relevant screening and assessment methods** while considering such factors as client's priorities, context(s), theories, and evidence-based practice.

Midterm	1	2 X	3	4
Final	1	2	3 X	4

10. **Determines client's occupational profile** and performance through appropriate assessment methods.

Midterm	1	2 X	3	4
Final	1	2	3	4 X

11. **Assesses client factors and context(s)** that support or hinder occupational performance.

Midterm	1	2 X	3	4
Final	1	2	3 X	4

12. **Obtains sufficient and necessary information** from relevant resources such as client, families, significant others, service providers, and records prior to and during the evaluation process.

Midterm	1	2 X	3	4
Final	1	2	3 X	4

13. **Administers assessments** in a uniform manner to ensure findings are valid and reliable.

Midterm	1	2	3 X	4
Final	1	2	3 X	4

14. **Adjusts/modifies the assessment procedures** based on client's needs, behaviors, and culture.

Midterm	1	2 X	3	4
Final	1	2	3	4 X

15. **Interprets evaluation results** to determine client's occupational performance strengths and challenges.

Midterm	1	2	3 X	4
Final	1	2	3	4 X

16. **Establishes an accurate and appropriate plan** based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice.

Midterm	1	2 X	3	4
Final	1	2	3	4 X

17. **Documents the results of the evaluation** process that demonstrates objective measurement of client's occupational performance.

Midterm	1	2 X	3	4
Final	1	2	3	4 X

## Comments on strengths and areas for improvement:

### • Midterm

### • Final

Jaclyn's evaluation skills have flourished in the second half of her fieldwork experience. Her confidence has improved, which allows for efficient therapeutic use of self. She is winning the trust of her patients, which facilitates improved outcomes. She has a keen eye for barriers related to performance skills and client factors that inhibit performance, is able to articulate what she sees, and finally, is able to implement a treatment plan accordingly and effectively.

## IV. INTERVENTION:

18. **Articulates a clear and logical rationale** for the intervention process.

Midterm	1	2	3 X	4
Final	1	2	3 X	4

19. **Utilizes evidence** from published research and relevant resources to make informed intervention decisions.

Midterm	1	2 X	3	4
Final	1	2	3 X	4

20. **Chooses occupations** that motivate and challenge clients.

Midterm 1 2 3 X 4

Final 1 2 3 4 X

21. **Selects relevant occupations** to facilitate clients meeting established goals.

Midterm 1 2 3 X 4

Final 1 2 3 4 X

22. **Implements intervention plans that are client-centered.**

Midterm 1 2 3 X 4

Final 1 2 3 4 X

23. **Implements intervention plans that are occupation-based.**

Midterm 1 2 3 X 4

Final 1 2 3 4 X

24. **Modifies task approach, occupations, and the environment** to maximize client performance.

Midterm 1 2 X 3 4

Final 1 2 3 X 4

25. **Updates, modifies, or terminates the intervention plan** based upon careful monitoring of the client's status.

Midterm 1 2 X 3 4

Final 1 2 3 X 4

26. **Documents client's response** to services in a manner that demonstrates the efficacy of interventions.

Midterm 1 2 3 X 4

Final 1 2 3 4 X

**Comments on strengths and areas for improvement:**

- **Midterm** Jaclyn's documentation is above-par for this stage in her fieldwork experience. She is able to articulate her clinical observations into a concise, thorough SOAP note with professional terminology. When working with children, she chooses age-appropriate interventions that are motivating and fun. When working with adults, she is motivated to find interventions that are occupation-based and has brought in additional activities to achieve this.

• **Final**

As previously mentioned, Jaclyn's use of occupations as a means and an end is evident in her practice. Her treatments are always client centered and age-appropriate. She gradually became comfortable with treating a variety of different patients with different ages (from 5 months to 60 years) all within the same day. She is able to identify the just-right challenge, and make modifications accordingly. Jaclyn's level of organization allows her to effectively produce the expected volume of work within the given time frame. Her confidence has improved, allowing for collaboration with a variety of service professionals in the facility<sup>5</sup>

**V. MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES:**

27. **Demonstrates through practice or discussion the ability to assign** appropriate responsibilities to the occupational therapy assistant and occupational therapy aide.

Midterm 1 2 X 3 4

Final 1 2 3 X 4

28. **Demonstrates through practice or discussion the ability to actively collaborate** with the occupational therapy assistant.

Midterm 1 2 X 3 4

Final 1 2 3 X 4

29. **Demonstrates understanding of the costs and funding** related to occupational therapy services at this site.

Midterm 1 2 X 3 4

Final 1 2 3 X 4

30. **Accomplishes organizational goals** by establishing priorities, developing strategies, and meeting deadlines.

Midterm 1 2 3 X 4

Final 1 2 3 X 4

31. **Produces the volume of work** required in the expected time frame.

Midterm 1 2 3 X 4

Final 1 2 3 4 X

**Comments on strengths and areas for improvement:**

• **Midterm**

• **Final**

## RATING SCALE FOR STUDENT PERFORMANCE

- 4 — **Exceeds Standards:** Performance is highly skilled and self-initiated. This rating is **rarely given** and **would represent the top 5% of all the students** you have supervised.
- 3 — **Meets Standards:** Performance is consistent with **entry-level** practice. This rating is **infrequently given at midterm** and is a **strong rating at final**.
- 2 — **Needs improvement:** Performance is **progressing but** still needs improvement for entry-level practice. This is a **realistic rating of performance at midterm**, and some ratings of 2 may be reasonable at the final.
- 1 — **Unsatisfactory:** Performance is **below standards** and requires development for entry-level practice. This rating is given when **there is a concern about performance**.

## VI. COMMUNICATION:

32. **Clearly and effectively communicates verbally and nonverbally** with clients, families, significant others, colleagues, service providers, and the public.

Midterm	1	2 X	3	4
Final	1	2	3 X	4

33. **Produces clear and accurate documentation** according to site requirements.

Midterm	1	2	3 X	4
Final	1	2	3	4 X

34. **All written communication is legible**, using proper spelling, punctuation, and grammar.

Midterm	1	2	3 X	4
Final	1	2	3	4 X

35. **Uses language appropriate to the recipient** of the information, including but not limited to funding agencies and regulatory agencies.

Midterm	1	2 X	3	4
Final	1	2	3	4 X

### Comments on strengths and areas for improvement:

#### • Midterm

#### • Final

Jaclyn's communication has always been very clear. She has honed her written documentation skills in a clear and concise manner, with appropriate attention to her audience. Jaclyn consistently sought out feedback not only from her immediate supervisor, but also from other rehab team members. Any advice given was immediately integrated into her behavior.

## VII. PROFESSIONAL BEHAVIORS:

36. **Collaborates with supervisor(s)** to maximize the learning experience.

Midterm	1	2	3 X	4
Final	1	2	3 X	4

37. **Takes responsibility for attaining professional competence** by seeking out learning opportunities and interactions with supervisor(s) and others.

Midterm	1	2	3 X	4
Final	1	2	3 X	4

38. **Responds constructively to feedback.**

Midterm	1	2	3 X	4
Final	1	2	3	4 X

39. **Demonstrates consistent work behaviors** including initiative, preparedness, dependability, and work site maintenance.

Midterm	1	2	3 X	4
Final	1	2	3	4 X

40. **Demonstrates effective time management.**

Midterm	1	2	3 X	4
Final	1	2	3 X	4

41. **Demonstrates positive interpersonal skills** including but not limited to cooperation, flexibility, tact, and empathy.

Midterm	1	2	3 X	4
Final	1	2	3 X	4

42. **Demonstrates respect for diversity** factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.

Midterm	1	2	3 X	4
Final	1	2	3 X	4

### Comments on strengths and areas for improvement:

#### • Midterm

Jaclyn is always very professional with all of her actions. She is always on time to her fieldwork assignment, and utilizes breaks to seek out

opportunities for growth. She greatly appreciates feedback in regards to strengths and weaknesses. If an opportunity for learning arises, she will take

#### • Final

the "task" home and practice it so that she is confident with it the next day

## PERFORMANCE RATING SUMMARY SHEET

Performance Items	Midterm Ratings	Final Ratings
<b>I. FUNDAMENTALS OF PRACTICE</b>		
1. Adheres to ethics	3	3
2. Adheres to safety regulations	3	3
3. Uses judgment in safety	3	4
<b>II. BASIC TENETS OF OCCUPATIONAL THERAPY</b>	2	4
4. Articulates values and beliefs	3	4
5. Articulates value of occupation	2	4
6. Communicates role of occupational therapist	2	3
7. Collaborates with clients	2	3
<b>III. EVALUATION AND SCREENING</b>		
8. Articulates clear rationale for evaluation	3	3
9. Selects relevant methods	2	3
10. Determines occupational profile	2	4
11. Assesses client and contextual factors	2	4
12. Obtains sufficient and necessary information	2	3
13. Administers assessments	3	3
14. Adjusts/modifies assessment procedures	2	3
15. Interprets evaluation results	3	3
16. Establishes accurate plan	2	4
17. Documents results of evaluation	2	4
<b>IV. INTERVENTION</b>		
18. Articulates clear rationale for intervention	3	4
19. Utilizes evidence to make informed decisions	2	4
20. Chooses occupations that motivate and challenge	3	3
21. Selects relevant occupations	3	3
22. Implements client-centered interventions	3	4
23. Implements occupation-based interventions	3	4
24. Modifies approach, occupation, and environment	2	4
25. Updates, modifies, or terminates intervention plan	2	4
26. Documents client's response	3	3
<b>V. MANAGEMENT OF OT SERVICES</b>		
27. Demonstrates ability to assign through practice or discussion	2	4
28. Demonstrates ability to collaborate through practice or discussion	2	3
29. Understands costs and funding	2	3
30. Accomplishes organizational goals	3	3
31. Produces work in expected time frame	3	3
<b>VI. COMMUNICATION</b>		
32. Communicates verbally and nonverbally	2	3
33. Produces clear documentation	3	4
34. Written communication is legible	3	4
35. Uses language appropriate to recipient	2	4
<b>VII. PROFESSIONAL BEHAVIORS</b>		
36. Collaborates with supervisor	3	3
37. Takes responsibility for professional competence	3	3
38. Responds constructively to feedback	3	4
39. Demonstrates consistent work behaviors	3	4
40. Demonstrates time management	3	3
41. Demonstrates positive interpersonal skills	3	3
42. Demonstrates respect for diversity	3	3
<b>TOTAL SCORE</b>	<b>(108)</b>	<b>(145)</b>

**MIDTERM:**

Satisfactory Performance . . . . . 90 and above  
 Unsatisfactory Performance . . . . . 89 and below

**FINAL:**

Pass. . . . . 122 points and above  
 No Pass. . . . . 121 points and below

## REFERENCES

1. American Occupational Therapy Association. (1998). Standards of practice for occupational therapy. *American Journal of Occupational Therapy*, 52, 866–869.
2. Accreditation Council for Occupational Therapy Education. (1999). Standards for an accredited educational program for the occupational therapist. *American Journal of Occupational Therapy*, 53, 575–582.
3. National Board for Certification in Occupational Therapy. (1997). *National Study of Occupational Therapy Practice, Executive Summary*.
4. American Occupational Therapy Association. (2000). Occupational therapy code of ethics (2000). *American Journal of Occupational Therapy*, 54, 614–616.
5. American Occupational Therapy Association (2002). Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606–639.

## GLOSSARY

**Client Factors:** Those factors that reside within the client and that may affect performance in areas of occupation. Client factors include body functions and body structures

- body functions (a client factor, including physical, cognitive, psychosocial aspects)—“the physiological function of body systems (including psychological functions)” (WHO, 2001, p.10)
- body structures—“anatomical parts of the body such as organs, limbs and their components [that support body function]” (WHO, 2001, p.10)

(Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606–639.)<sup>5</sup>

**Code of Ethics:** Refer to [www.aota.org/general/coe.asp](http://www.aota.org/general/coe.asp)

**Collaborate:** To work together with a mutual sharing of thoughts and ideas (ACOTE Glossary)

**Competency:** Adequate skills and abilities to practice as an entry-level occupational therapist or occupational therapy assistant

**Context:** Refers to a variety of interrelated conditions within and surrounding the client that influence performance. Contexts include cultural, physical, social, personal, spiritual, temporal and virtual. (Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606–639)<sup>5</sup>

**Efficacy:** Having the desired influence or outcome (from Neistadt and Crepeau, eds. *Willard & Spackman's Occupational Therapy*, 9th edition, 1998)

**Entry-level practice:** Refer to American Occupational Therapy Association (1993). Occupational therapy roles. *American Journal of Occupational Therapy*, 47, 1087–99.

**Evidence-based Practice:** “Conscientious, explicit and judicious use of current best evidence in making decisions about the care of individual patients. The practice of evidence-based [health care] means integrating individual clinical expertise with the best available external clinical evidence from systematic research.” (Sackett and colleagues, Evidence-based medicine: How to practice and teach EBM, 1997, p. 2) (From the Mary Law article “Evidence-Based Practice: What Can It Mean for ME?”, [www.aota.org](http://www.aota.org))

**Occupation:** Groups of activities and tasks of everyday life, named, organized, and given value and meaning by individuals and a culture; occupation is everything people do to occupy themselves, including looking after themselves (self-care), enjoying life (leisure), and contributing to the social and economic fabric of their communities (productivity); the domain of concern and the therapeutic medium of occupational therapy. (Townsend, ed., 1997, *Enabling Occupation: An Occupational Therapy Perspective*, p.181)

**Occupational Performance:** The result of a dynamic, interwoven relationship between persons, environment, and occupation over a person's lifespan; the ability to choose, organize, and satisfactorily perform meaningful occupations that are culturally defined and age appropriate for looking after oneself, enjoying life, and contributing to the social and economic fabric of a community. (Townsend, ed., 1997, *Enabling Occupation: An Occupational Therapy Perspective*, p.181)

**Occupational Profile:** A profile that describes the client's occupational history, patterns of daily living, interests, values and needs. (Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606–639)<sup>5</sup>

**Spiritual:** (a context) The fundamental orientation of a person's life; that which inspires and motivates that individual. (Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606–639)<sup>5</sup>

**Theory:** “An organized way of thinking about given phenomena. In occupational therapy the phenomenon of concern is occupational endeavor. Theory attempts to (1) define and explain the relationships between concepts or ideas related to the phenomenon of interest, (2) explain how these relationships can predict behavior or events, and (3) suggest ways that the phenomenon can be changed or controlled. Occupational therapy theory is concerned with four major concepts related to occupational endeavor: person, environment, health, and occupation.” (Neistadt and Crepeau, eds., *Willard & Spackman's Occupational Therapy*, 9th ed., 1998, p. 521)