

boston naming test administration

boston naming test administration is a critical procedure used by neuropsychologists and speech-language pathologists to assess an individual's confrontational naming ability. This test aids in diagnosing language impairments, aphasia, and other cognitive disorders by evaluating a person's ability to name pictured objects. The Boston Naming Test (BNT) is widely regarded for its standardized approach and clinical utility in various settings, including neurological evaluations and dementia assessments. Proper administration of the BNT ensures accurate and reliable results, which are essential for forming effective treatment plans. This article explores essential aspects of boston naming test administration, including preparation, step-by-step instructions, scoring methods, and interpretation of results. Additionally, the article covers common challenges and tips for optimizing test accuracy. The structured format allows clinicians and students to gain a comprehensive understanding of the test's administration process.

- Overview of the Boston Naming Test
- Preparation for Boston Naming Test Administration
- Step-by-Step Administration Procedure
- Scoring and Interpretation of Results
- Common Challenges and Best Practices
- Clinical Applications of the Boston Naming Test

Overview of the Boston Naming Test

The Boston Naming Test is a neuropsychological assessment tool designed to measure an individual's ability to name pictured objects. It consists of a series of line drawings that range from common to uncommon objects. The test evaluates lexical retrieval and language processing capabilities, which are often impaired in neurological conditions such as stroke, Alzheimer's disease, and traumatic brain injury. Developed by Edith Kaplan and colleagues, the BNT is a widely validated instrument used in clinical and research settings.

Purpose and Clinical Significance

The primary purpose of the Boston Naming Test administration is to identify

naming deficits that may indicate underlying brain dysfunction. It provides valuable information regarding the severity and nature of language impairments. The test is sensitive to aphasia and other language disorders, helping clinicians differentiate between various types of cognitive decline. Accurate administration and scoring facilitate targeted intervention strategies and monitor changes over time.

Test Format and Materials

The standard BNT includes 60 black-and-white line drawings of objects presented in order of increasing difficulty. Each item is shown on a separate card or slide. The test materials include the stimulus cards and a scoring sheet to record responses. Some shortened versions with fewer items are also available for use in time-constrained environments, though the full 60-item version is preferred for comprehensive evaluation.

Preparation for Boston Naming Test Administration

Effective Boston Naming Test administration begins with thorough preparation to ensure standardized testing conditions. Familiarity with test materials and the administration protocol is essential for maintaining consistency and reliability. Preparing the testing environment and the examinee can improve the accuracy of results.

Setting Up the Testing Environment

The testing area should be quiet, well-lit, and free from distractions. Proper seating arrangements allow the examiner to present stimulus cards clearly while maintaining eye contact with the examinee. Ensuring that materials are organized and readily accessible reduces interruptions during the test.

Examiner Training and Familiarization

Examiners must be trained in the standardized administration procedures and scoring criteria. Reviewing the test manual and practicing administration improves confidence and reduces the likelihood of errors. Understanding the nuances of response prompts and handling ambiguous answers is also critical.

Preparing the Examinee

Before beginning, explain the test purpose and procedure in simple, clear language. Ensure the examinee is comfortable and understands the

instructions. Obtaining informed consent and verifying sensory abilities (e.g., vision and hearing) are important preliminary steps. Minimizing anxiety can enhance performance and test validity.

Step-by-Step Administration Procedure

The Boston Naming Test administration follows a standardized sequence designed to elicit accurate naming responses. Adhering to the protocol is key to maintaining the test's psychometric properties.

Presentation of Stimulus Items

Each stimulus card is presented individually, and the examinee is asked to name the pictured object. The examiner holds the card at eye level and clearly states, "What is this?" If the examinee responds correctly within a reasonable time frame (usually 20 seconds), proceed to the next item. If the examinee does not respond or responds incorrectly, a cue may be provided depending on the administration guidelines.

Use of Phonemic Cues and Semantic Prompts

If the examinee struggles to name the item, the examiner can offer a phonemic cue, typically the initial sound or syllable of the target word. Semantic prompts, such as category hints, are usually avoided to maintain test standardization. The use of cues must be consistent and recorded accurately for scoring purposes.

Recording Responses and Observations

All responses, including correct, incorrect, and no responses, must be documented precisely. Note any self-corrections, hesitations, or paraphasic errors, as these details can inform interpretation. The timing of responses should also be observed to evaluate retrieval speed.

Scoring and Interpretation of Results

Accurate scoring is essential for meaningful interpretation of the Boston Naming Test outcomes. The scoring process quantifies naming ability and helps identify specific language deficits.

Scoring Criteria

Each item is scored as correct or incorrect based on the examinee's response. Correct responses receive full credit, while incorrect, no response, or inappropriate answers receive zero. Responses aided by phonemic cues may be scored differently depending on the protocol, often as partially correct or noted separately. The total score is the sum of correctly named items.

Interpreting Scores in Clinical Context

Raw scores are compared to normative data adjusted for age, education, and cultural background. Low scores may suggest naming impairments indicative of aphasia or other language disorders. Patterns of error, such as semantic paraphasias or circumlocutions, provide additional diagnostic clues. The BNT score should be integrated with other cognitive and language assessments for comprehensive evaluation.

Reporting Results

Test results should be clearly documented in clinical reports, highlighting the total score, error types, and any observed patterns. Interpretation must consider the individual's medical history and presenting symptoms. Recommendations for further assessment or intervention may be based on the findings.

Common Challenges and Best Practices

Several challenges can arise during the boston naming test administration that may affect the accuracy and reliability of results. Awareness of these issues and adherence to best practices help mitigate potential problems.

Managing Examinee Fatigue and Attention

The length of the full BNT can lead to fatigue, especially in elderly or neurologically impaired individuals. To address this, breaks can be offered if needed, or a shortened version of the test may be employed. Maintaining the examinee's attention throughout the test is critical for valid results.

Handling Language and Cultural Differences

Language barriers and cultural differences may influence naming ability and item familiarity. Examiners should consider the examinee's linguistic background and use culturally appropriate norms when interpreting scores. Providing instructions in the examinee's primary language enhances

comprehension.

Ensuring Standardization

Strict adherence to administration guidelines is vital. Deviations can introduce bias and reduce the test's diagnostic utility. Regular training, use of standardized materials, and careful documentation support consistent administration.

Clinical Applications of the Boston Naming Test

The Boston Naming Test administration plays a pivotal role in various clinical contexts where language and cognitive functions require evaluation. Its versatility makes it a valuable instrument across disciplines.

Use in Aphasia Assessment

The BNT is frequently used to assess naming deficits in patients with aphasia resulting from stroke or brain injury. It helps delineate the severity and type of aphasia, guiding rehabilitation strategies focused on language recovery.

Monitoring Neurodegenerative Disorders

In conditions such as Alzheimer's disease and other dementias, the Boston Naming Test assists in detecting early language impairments and tracking disease progression. Changes in naming performance can reflect cognitive decline and inform treatment planning.

Research and Cognitive Neuroscience

The BNT is also employed in research studies investigating brain-language relationships and the effects of neurological diseases on lexical retrieval. Its standardized administration allows for reliable data collection across diverse populations.

Speech-Language Therapy Planning

Speech-language pathologists utilize BNT results to design targeted therapy programs addressing naming and word-finding difficulties. The test helps identify specific deficits and monitor therapeutic outcomes over time.

Summary of Key Points

Effective Boston Naming Test administration requires a thorough understanding of test materials, standardized procedures, and scoring methods. Preparation of both the examiner and examinee, careful presentation of stimulus items, and accurate documentation are essential for obtaining valid results. Awareness of potential challenges, such as fatigue and cultural factors, enhances the test's reliability. The Boston Naming Test remains a cornerstone assessment tool in neuropsychology and speech-language pathology, providing critical insights into language function and guiding clinical decision-making.

Frequently Asked Questions

What is the Boston Naming Test used for?

The Boston Naming Test is used to assess an individual's language abilities, specifically their naming skills and word retrieval, often in cases of aphasia or other neurological conditions.

How is the Boston Naming Test administered?

The test is administered by presenting a series of pictures to the individual, who is then asked to name each item. Responses are recorded and scored based on accuracy and response time.

What materials are needed to administer the Boston Naming Test?

Materials typically include the standardized set of 60 black-and-white line drawings from the test booklet or cards, a scoring sheet, and a quiet environment for testing.

How long does it take to administer the Boston Naming Test?

Administration usually takes about 15 to 20 minutes, depending on the individual's response speed and any additional prompts needed.

Are there any special instructions for administering the Boston Naming Test?

Yes, the examiner should present each picture clearly and neutrally, avoid giving cues unless specified for scoring, and record spontaneous and prompted responses accurately.

Who is qualified to administer the Boston Naming Test?

Typically, speech-language pathologists, neuropsychologists, or trained healthcare professionals with experience in cognitive and language assessment administer the test.

Can the Boston Naming Test be administered remotely or via telehealth?

While traditionally administered in person, adaptations for remote administration exist, but they require ensuring clear image presentation and reliable communication technology for accurate assessment.

How is scoring conducted on the Boston Naming Test?

Scoring involves tallying the number of correct spontaneous responses, with additional points for responses given after semantic or phonemic cues, following standardized guidelines.

What factors can affect the administration of the Boston Naming Test?

Factors include the individual's hearing and vision abilities, cultural and language background, fatigue, and the testing environment's distractions.

Is training required before administering the Boston Naming Test?

Yes, proper training is recommended to understand test protocols, scoring procedures, and interpretation of results to ensure reliable and valid assessment outcomes.

Additional Resources

1. *The Boston Naming Test: A Comprehensive Guide to Administration and Scoring*

This book offers a detailed overview of the Boston Naming Test, focusing on standardized administration procedures and scoring techniques. It is designed for clinicians, neuropsychologists, and speech-language pathologists seeking to enhance their understanding of the test. The guide includes case studies and practical tips to ensure accuracy in assessment.

2. *Administering the Boston Naming Test in Clinical Practice*

A practical manual tailored for healthcare professionals, this text provides step-by-step instructions for administering the Boston Naming Test. It covers common challenges encountered during testing and strategies to address them.

The book also discusses interpretation of results and integration into broader neuropsychological evaluations.

3. Neuropsychological Assessment: Boston Naming Test Applications

This volume contextualizes the Boston Naming Test within neuropsychological assessment frameworks. It explores how to administer the test across diverse populations and interpret findings related to aphasia and other language disorders. Additionally, it highlights the test's role in differential diagnosis and treatment planning.

4. Boston Naming Test Administration and Interpretation: A Clinician's Handbook

Aimed at clinicians, this handbook breaks down the Boston Naming Test administration process into clear, manageable steps. It emphasizes scoring accuracy and the clinical significance of various response patterns. The text also includes normative data and guidelines for adapting the test for special populations.

5. Practical Strategies for Boston Naming Test Administration

Focusing on hands-on techniques, this book offers practical advice for administering the Boston Naming Test effectively. It addresses environmental considerations, patient rapport, and handling atypical responses. The guide is suitable for both novice and experienced practitioners.

6. Boston Naming Test in Aphasia Assessment: Administration and Clinical Insights

This resource specifically targets the use of the Boston Naming Test in aphasia diagnosis and management. It provides detailed protocols for test administration tailored to individuals with language impairments. The book also discusses how test outcomes can guide therapeutic interventions.

7. Standardizing Boston Naming Test Administration: Best Practices and Protocols

This text presents best practice guidelines for standardizing Boston Naming Test administration to improve reliability and validity. It includes protocols for training administrators and ensuring consistency across clinical settings. The book also reviews research findings related to administration variables.

8. Cross-Cultural Considerations in Boston Naming Test Administration

Addressing the challenges of administering the Boston Naming Test in multicultural contexts, this book offers strategies to adapt the test for different linguistic and cultural backgrounds. It discusses potential biases and methods to minimize cultural impact on test performance. Clinicians will find valuable insights for equitable assessment.

9. Advanced Techniques in Boston Naming Test Administration and Scoring

Targeting experienced practitioners, this book delves into advanced methods for administering and scoring the Boston Naming Test. It covers nuanced scoring criteria, error analysis, and interpretation of subtle response patterns. The text also explores integration with other neuropsychological

measures for comprehensive assessment.

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boston naming test administration: A Compendium of Neuropsychological Tests

Elisabeth M. S. Sherman, Jing Ee Tan, Marianne Hrabok, 2023-05-09 A Compendium of Neuropsychological Tests, Fourth Edition is one of the most well-established reference texts in neuropsychology. This newly-revised, updated, and expanded fourth edition provides a comprehensive overview of essential aspects of neuropsychological practice along with 100 test reviews of well-known neuropsychological tests for adults. The aim of the Compendium is to provide a comprehensive yet practical overview of the state of the field while also summarizing the evidence on the theoretical background, norms, reliability, and validity of commonly-used neuropsychological tests. Based on extensive review of the clinical and research literature in neuropsychology, neurology, and related disciplines, its comprehensive critical reviews of common neuropsychological tests and standardized scales include tests for premorbid estimation, dementia screening, IQ, attention, executive functioning, memory, language, visuospatial skills, sensory function, motor skills, performance validity, and symptom validity. Tables within each test review summarize important features of each test, highlight aspects of each normative dataset, and provide an overview of psychometric properties. This essential reference text also covers basic and advanced aspects of neuropsychological assessment with chapters on psychometric concepts and principles, reliability in neuropsychology, theoretical models of test validity, and an overview of critical concepts pertaining to performance and symptom validity testing and malingering. Of interest to neuropsychologists, clinical psychologists, educational psychologists, neurologists, and psychiatrists as well as trainees in these areas, this volume will aid practitioners in gaining a deeper understanding of fundamental assessment concepts in neuropsychology while also serving as an essential guidebook for selecting the right test for specific clinical situations and for helping clinicians make empirically-supported test interpretations.

boston naming test administration: Handbook of Normative Data for Neuropsychological Assessment Maura Mitrushina, Kyle B. Boone, Jill Razani, Louis F. D'Elia, 2005-02-10 When Handbook of Normative Data for Neuropsychological Assessment was published in 1999, it was the first book to provide neuropsychologists with summaries and critiques of normative data for neuropsychological tests. The Second Edition, which has been revised and updated throughout, presents data for 26 commonly used neuropsychological tests, including: Trailmaking, Color Trails, Stroop Color Word Interference, Auditory Consonant Trigrams, Paced Auditory Serial Addition, Ruff 2 and 7, Digital Vigilance, Boston Naming, Verbal Fluency, Rey-Osterrieth Complex Figure, Hooper Visual Fluency, Design Fluency, Tactual Performance, Wechsler Memory Scale-Revised, Rey Auditory-Verbal learning, Hopkins Verbal learning, WHO/UCLA Auditory Verbal Learning, Benton Visual Retention, Finger Tapping, Grip Strength (Dynamometer), Grooved Pegboard, Category, and Wisconsin Card Sorting tests. In addition, California Verbal learning (CVLT and CVLT-II), CERAD List Learning, and selective Reminding Tests, as well as the newest version of the Wechsler Memory Scale (WMS-III and WMS-III A), are reviewed. Locator tables throughout the book guide the reader to the sets of normative data that are best suited to each individual case, depending on the

demographic characteristics of the patient, and highlight the advantages associated with using data for comparative purposes. Those using the book have the option of reading the authors' critical review of the normative data for a particular test, or simply turning to the appropriate data locator table for a quick reference to the relevant data tables in the Appendices. The Second Edition includes reviews of 15 new tests. The way the data are presented has been changed to make the book easier to use. Meta-analytic tables of predicted values for different ages (and education, where relevant) are included for nine tests that have a sufficient number of homogeneous datasets. No other reference offers such an effective framework for the critical evaluation of normative data for neuropsychological tests. Like the first edition, the new edition will be welcomed by practitioners, researchers, teachers, and graduate students as a unique and valuable contribution to the practice of neuropsychology.

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boston naming test administration: **Neuropsychological Interpretation of Objective Psychological Tests** Charles J. Golden, Patricia Espe-Pfeifer, Jana Wachsler-Felder, 2006-04-11 The inter-comparison of specific skills as represented by performance on neu- psychological tests is at the heart of the neuropsychological assessment process. However, there is a tendency to regard the interpretation of single tests as a process that is independent of performance on other tests, with integration of test information representing a summary of these individual test performances. As neuropsychology has become increasingly sophisticated, it has been recognized that many factors influence the performance on any given test. The meaning of the same score may vary considerably from one person to another, depending on his or her performance on other neuropsychological tests. Thus, a low score on the Halstead Category Test may indeed reflect frontal lobe damage, but only if we first rule out the influence of visual-spatial problems, emotionality, attentional issues, motivation, fatigue, and comprehension of the instructions. Simplistic interpre- tions that assume a common

interpretation based on a specific score will inevitably lead to errors in interpretation and conclusions. The purpose of this book is to provide each test that is described with a compendium of the possible interpretations that can be used with a variety of common tests that are often included in a neuropsychological test battery. The first chapter discusses some of the pitfalls and cautions when comparing the tests, while the second chapter examines administrative and scoring issues that may be unclear or unavailable for a given test.

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Communication Disorders, 8th Edition provides a solid foundation in the neurology of communication, as well as the causes, symptoms, diagnosis, assessment, and management of commonly encountered neurogenic communication disorders in adults. A concise, evidence-based approach shows how to measure and treat abnormalities such as aphasia, dysarthria, right-hemisphere syndrome, and traumatic brain injury syndrome. This edition is updated with new coverage of laboratory tests, blast-related injuries to the head, and medications for dementia. Created by neurogenic communication disorders educator Robert H. Brookshire and continued by Malcolm R. McNeil, this bestselling text will enhance your skills in the rehabilitation of clients with neurogenic communication disorders. - A clear, concise approach makes complex material easy to follow and understand. - Clinical vignettes show how to apply principles to practice and illustrate how patients are evaluated and treated. - Thought questions at the end of each chapter are based on realistic scenarios and challenge you to assess your understanding, think critically, and apply information to clinical situations. Suggested answers are included in the appendix. - Clinically relevant sidebars include related facts, information, and tips for recall or therapy. - More than 200 photographs and images include anatomic illustrations, scans using various brain imaging techniques, and examples of assessment tests. - Evidence-based practice is reinforced by the use of scientific, evidence-based rationales to support the effectiveness of treatment approaches. - Student-friendly features enhance learning with chapter outlines, critical thinking exercises, medical protocols, sample paperwork, patient transcripts, commonly used medical abbreviations, and a glossary with definitions of key vocabulary. - General Concepts summary points highlight the most important material in each chapter. - NEW content on closed-head injuries as a consequence of blast injury is included in the Traumatic Brain Injury chapter, addressing a pathophysiology often found in Iraq and Afghanistan war veterans. - UPDATED content includes new information on medications for treatment of persons with dementia, the latest laboratory tests for neurologic assessment, and the most current cognitive rehabilitation approaches. - NEW! More Thought questions in each chapter help you apply concepts to clinical situations. - Additional content on evidence-based practice includes systematic reviews and meta-analyses relating to the efficacy and effectiveness of specific treatment approaches. - Additional graphics, clinical photographs, and tables depict key information and concepts.

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M.N. Hegde, Don Freed, 2020-10-02 Assessment of Communication Disorders in Adults: Resources and Protocols, Third Edition offers a unique combination of scholarly information, invaluable resources, and time-saving protocols on assessment of communication disorders in adults. Most resource books offer limited research and scholarly information, thus making them unsuitable as textbooks for academic courses on assessment and diagnosis. Similarly, most traditional textbooks do not include practical, easy-to-use, and time-saving resources and protocols that the practicing clinicians can readily use during assessment sessions. By combining the strengths of traditional textbooks with newer assessment resources and protocols, this one-of-a-kind book offers a single, comprehensive source that is suitable as a textbook and useful as a practical clinical resource. This bestselling and trusted text: * Covers the full range of communication disorders in adults, from aphasia to voice disorders * Gives a comprehensive outline of basic assessment procedures * Provides a set of protocols that are necessary to assess any communication disorder in adults * Addresses the multicultural issues in assessing communication disorders in adults and offers an integrated assessment approach that includes the most desirable features of the traditional and several alternative approaches * Contains two chapters for each disorder: one on resources that offers scholarly and research background on the disorder and one on resources that describes practical procedures and protocols that save preparation time and effort for the clinician New to the Third Edition: * Expanded emphasis and specific guidelines on making a correct differential diagnosis * Latest research on the characteristics of communication disorders in adults * Review of recent trends on diagnostic assessment with critical recommendations for students and clinicians * Updated epidemiological research on communication disorders * Revised text to offer more succinct

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boston naming test administration: *A Compendium of Neuropsychological Tests* Esther Strauss, Elisabeth M. S. Sherman, Otfried Spreen, 2006-04-06 For the practicing neuropsychologist or researcher, keeping up with the sheer number of newly published or updated tests is a challenge, as is evaluating the utility and psychometric properties of neuropsychological tests in a clinical context. The goal of the third edition of *A Compendium of Neuropsychological Tests*, a well-established neuropsychology reference text, is twofold. First, the Compendium is intended to serve as a guidebook that provides a comprehensive overview of the essential aspects of neuropsychological assessment practice. Second, it is intended as a comprehensive sourcebook of critical reviews of major neuropsychological assessment tools for the use by practicing clinicians and researchers. Written in a comprehensive, easy-to-read reference format, and based on exhaustive review of research literature in neuropsychology, neurology, psychology, and related disciplines, the book covers topics such as basic aspects of neuropsychological assessment as well as the theoretical background, norms, and the utility, reliability, and validity of neuropsychological tests. For this third edition, all chapters have been extensively revised and updated. The text has been considerably expanded to provide a comprehensive yet practical overview of the state of the field. Two new chapters have been added: Psychometrics in Neuropsychological Assessment and Norms in Psychological Assessment. The first two chapters present basic psychometric concepts and principles. Chapters three and four consider practical aspects of the history-taking interview and the assessment process itself. Chapter five provides guidelines on report-writing and chapters six through sixteen consist of detailed, critical reviews of neuropsychological tests, and address the topics of intelligence, achievement, executive function, attention, memory, language, visual perception, somatosensory olfactory function, mood/personality, and response bias. A unique feature is the inclusion of tables that summarize salient features of tests within each domain so that readers can easily compare measures. Additional tables within each test review summarize important features of each test, highlight aspects of each normative dataset, and provide an overview of psychometric properties. Of interest to neuropsychologists, neurologists, psychiatrists, and educational and clinical psychologists working with adults as well as pediatric populations, this volume will aid practitioners in selecting appropriate testing measures for their patients, and will provide them with the knowledge needed to make empirically supported interpretations of test results.

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all speech therapists and clinical psychologists working in this area.

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boston naming test administration: Assessment of Aphasia Otfried Spreen, Anthony H. Risser, 2003 For the past twenty years, Spreen and Risser have episodically reviewed the state of aphasia assessment in contemporary clinical practice. This book represents their most thorough effort. Taking a flexible assessment approach, the authors present dozens of tests for traditional use in the diagnosis of aphasia and in functional communication, childhood language development, bilingual testing, pragmatic aspects of language in everyday life, and communication problems in individuals with head injury or with lesions of the right hemisphere. The book is a thorough and practical resource for speech and language pathologists, neuropsychologists, and their students and tarinees.

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boston naming test administration: Clinical Neurology of Aging Martin Albert, MD, PhD, FAAN, Janice Knoefel, MD, MPH, 2011-01-11 Clinical Neurology of Aging, Third Edition continues the tradition of the First (1984) and Second (1994) editions with 60 chapters written by the world's elite clinicians from neurology, geriatrics and research on all aspects of geriatric neurology. Aging does not automatically imply decline. Many older people find joy in their friendships and their willingness to look at the world with a calmer view than they may have had in youth. This clinically focused book is designed to help clinicians help older persons maintain that joy. Now divided into 9 comprehensive sections, the Third Edition contains subjects ranging from geriatric assessment to pain management and palliative care. Specific sections include: Introduction to Geriatric Neurology; Neurological Assessment in Aging; Cognitive Disorders in Aging; Motor Disorders in Aging; Neuropsychiatric Illness in Aging; Sensory Disturbance in Aging; Peripheral Neurology of Aging; Disease States in Elderly; and Neurological Therapeutics. With a deft touch, the editors - Drs. Martin Albert and Janice Knoefel - have incorporated the geriatric care perspective and a quality-oriented approach to health care throughout the volume. The result: the definitive reference, useful for all

clinicians caring for older people and informative to those who set policies that affect research and clinical practice.

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