

**COURSE TITLE:** Neuropsychological Assessment Reading Course (PSYCHOL 9031)

**SUPERVISING INSTRUCTOR:** Dr. Ingrid Johnsrude

**DATES:** Summer 2024

**BRIEF DESCRIPTION:** The aim of this course is to become familiar with the clinical neuropsychological assessment process, from start to finish. This will include theoretical and practical aspects of considering the referral question, interviewing, behavioural observation (via classic cases in neuropsychology), test selection and psychometrics, conducting formal testing, test interpretation, report writing, feedback, and communication with other professionals. Special consideration will be given toward rehabilitation, and neuroimaging and network perspectives, which are increasingly relevant to the future of neuropsychology.

**EVALUATION:**

- Weekly reaction statements: Students will share a short paragraph or two (post to OWL course site) providing a reflection of and/or questions about content covered in readings (e.g., what did you learn, what excited you, what questions remain?)
- Final evaluation: written response to clinical vignettes involving a description of your approach to neuropsychological assessment in each case with clear justification
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**REQUIRED TEXTS:**

Primary Texts (purchase recommended):

Postal, K., & Armstrong, K. (2013). *Feedback that sticks: The art of effectively communicating neuropsychological assessment results*. New York, NY: Oxford University Press.  
(<https://www.amazon.ca/Feedback-that-Sticks-Communicating-Neuropsychological/dp/0199765693>)

Strauss, E., Sherman, E. M. S., & Spreen, O. (2006). *A compendium of neuropsychological tests: Administration, norms, and commentary*. New York, NY: Oxford University Press.  
(<https://www.amazon.ca/Compendium-Neuropsychological-Tests-Administration-Commentary/dp/0195159578>)

**\*Note, a newer version of the compendium has been released, with less relevant background on fundamentals of neuropsychological assessment (fewer introductory chapters than the previous edition):**

Sherman, E. M. S., Tan, J. E., & Hrabok, M. (2023). *A compendium of neuropsychological tests: Fundamentals of neuropsychological assessment and test reviews for clinical practice*. New York, NY: Oxford University Press.  
Preview available (chpts 1-6):  
[https://www.google.ca/books/edition/A\\_Compndium\\_of\\_Neuropsychological\\_Tests/w3q-EAAAQBAJ?hl=en&gbpv=1&printsec=frontcover](https://www.google.ca/books/edition/A_Compndium_of_Neuropsychological_Tests/w3q-EAAAQBAJ?hl=en&gbpv=1&printsec=frontcover)

### Additional Readings (PDFs available):

- Alexander, M. P., Stuss, D. T., & Fansabedian, N (2003). California Verbal Learning Test: Performance by patients with focal frontal and non-frontal lesions. *Brain*, 126(6), 1493-1503. <https://doi.org/10.1093/brain/awg128>
- Aliko, S., et al. (2023) The entire brain, more or less is at work: 'Language regions' are artefacts of averaging. *bioRxiv*, 555886. <https://doi.org/10.1101/2023.09.01.555886>
- Alvarez, J. A., & Emory, E. (2006). Executive function and the frontal lobes: A meta-analytic review. *Neuropsychology Review*, 16(1), 17-42. <https://doi.org/10.1007/s11065-006-9002-x>
- American Academy of Clinical Neuropsychology (2007). American Academy of Clinical Neuropsychology (AACN) practice guidelines for neuropsychological assessment and consultation. *The Clinical neuropsychologist*, 21(2), 209–231. <https://doi.org/10.1080/13825580601025932>
- Baker, K. S., Gibson, S. J., Georgiou-Karistianis, N., & Giummarra, M. J. (2018). Relationship between self-reported cognitive difficulties, objective neuropsychological test performance and psychological distress in chronic pain. *European journal of pain (London, England)*, 22(3), 601–613. <https://doi.org/10.1002/ejp.1151>
- Donders, J. (2016). *Neuropsychological report writing*. New York, NY: The Guilford Press.
- Dorenkamp, M. A., & Vik, P. (2018). Neuropsychological assessment anxiety: A systematic review. *Practice Innovations*, 3(3), 192-211. <https://doi.org/10.1037/pri0000073>
- Fish, J., Wilson, B. A., & Manly, T. (2010). The assessment and rehabilitation of prospective memory problems in people with neurological disorders: A review. *Neuropsychological rehabilitation*, 20(2), 161–179. <https://doi.org/10.1080/09602010903126029>
- Fridriksson, J., & Hillis, A. E. (2021). Current approaches to the treatment of post-stroke aphasia. *Journal of Stroke*, 23(2), 183–201. <https://doi.org/10.5853/jos.2020.05015>
- Gazzaniga, M. S., & Sperry, R. W. (1967). Language after section of the cerebral commissures. *Brain : A journal of neurology*, 90(1), 131–148. <https://doi.org/10.1093/brain/90.1.131>
- Grant, I., & Adams, K. M. (2009). *Neuropsychological assessment of neuropsychiatric and neuromedical disorders (3<sup>rd</sup> ed.)*. New York, NY: Oxford University Press.
- Lezak, M. D., Howieson, D. B., Bigler, E. E., & Tranel, D. (2012). *Neuropsychological assessment* (5th ed.). New York, NY: Oxford University Press.
- Luria, A.R. (1976) *The Working Brain. An Introduction to Neuropsychology*. Penguin Books, London.

Manly, T., Hawkins, K., Evans, J., Woldt, K., & Robertson, I. H. (2002). Rehabilitation of executive function: facilitation of effective goal management on complex tasks using periodic auditory alerts. *Neuropsychologia*, *40*(3), 271–281. [https://doi.org/10.1016/s0028-3932\(01\)00094-x](https://doi.org/10.1016/s0028-3932(01)00094-x)

Mesulam, M. M., Thompson, C. K., Weintraub, S., & Rogalski, E. J. (2015). The Wernicke conundrum and the anatomy of language comprehension in primary progressive aphasia. *Brain: A journal of neurology*, *138*(8), 2423–2437. <https://doi.org/10.1093/brain/awv154>

Milberg, W. P., Hebben, N., & Kaplan, E. (2009). The Boston Process Approach to Neuropsychological Assessment. In I. Grant & K. Adams (eds.), *Neuropsychological assessment of neuropsychiatric and neuromedical disorders* (pp. 42-65). New York, NY: Oxford University Press.

Ravdin L. D., & Katzen, H. L. (2013). *Handbook on the neuropsychology of aging and dementia*. New York, NY: Springer Science.

Riddoch, M., & Humphreys, G.W. (1994). *Cognitive neuropsychology and cognitive rehabilitation*. Hillsdale, USA : L. Erlbaum Associate

Schoenberg, M. R., & Scott, J. G. (2006). *The little black book of neuropsychology: A syndrome-based approach*. New York, NY: Springer Science.

Shulman, K. I. (2000). Clock-drawing: Is it the ideal cognitive screening test? *International Journal of Geriatric Psychiatry*, *15*(6), 548-561. [https://doi.org/10.1002/1099-1166\(200006\)15:6%3C548::aid-gps242%3E3.0.co;2-u](https://doi.org/10.1002/1099-1166(200006)15:6%3C548::aid-gps242%3E3.0.co;2-u)

## OVERVIEW:

Week	Date	Topic (Readings Below)
Week 1	May 6, 2024	Overview of the Neuropsychological Assessment Process
Week 2	May 13, 2024	Referral, Chart Review, History Taking, Interviewing, and Behavioural Observations
Week 3	May 20, 2024	Psychometrics, Norms, and Test Selection
Week 4	May 27, 2024	The Assessment of General (Premorbid) Cognitive Functioning, and use of Screening Measures
Week 5	June 3, 2024	Assessing Change over Time
Week 6	June 10, 2024	Language
Week 7	June 17, 2024	Sensory Perception and Motor Functioning
Week 8	June 24, 2024	Memory
Week 9	July 1, 2024	Executive Functions & Attention
Week 10	July 8, 2024	Comorbid Psychopathology, Differential Diagnosis
Week 11	July 15, 2024	Performance Validity and Secondary Influences on Performance
Week 12	July 22, 2024	Report Writing, Feedback, and Communication
Week 13	July 29, 2024	<b>Finish up any readings/evaluation; Submit final evaluation exercise</b>

## READINGS:

### Week 1: Overview of the Neuropsychological Assessment Process

American Academy of Clinical Neuropsychology (2007). American Academy of Clinical Neuropsychology (AACN) practice guidelines for neuropsychological assessment and consultation. *The Clinical Neuropsychologist*, 21(2), 209–231. <https://doi.org/10.1080/13825580601025932>

Lezak, M. D., Howieson, D. B., Bigler, E. E., & Tranel, D. (2012). The practice of neuropsychological assessment. In M. D. Lezak, D. B. Howieson, E. E. Bigler, & D. Tranel (Eds.), *Neuropsychological assessment* (pp. 3-14). New York, NY: Oxford University Press.

Luria, A.R. (1976). Local brain lesions and localization of functions. In *The working brain. An introduction to neuropsychology* (pp. 19-42). Penguin Books, London.

Milberg, W. P., Hebben, N., & Kaplan, E. (2009). The Boston process approach to neuropsychological assessment. In I. Grant & K. Adams (eds.), *Neuropsychological assessment of neuropsychiatric and neuromedical disorders* (pp. 42-65). New York, NY: Oxford University Press.

#### Optional/Alternate Readings:

Scott, J. G., & Schoenberg, M. R. (2011). Components of the neuropsychological evaluation. In M. R. Schoenberg & J. G. Scott (Eds.), *The little black book of neuropsychology: A syndrome-based approach* (pp. 39-58). New York, NY: Springer Science.

### Week 2: Referral, Chart Review, History Taking, Interviewing, and Behavioural Observation

Gazzaniga, M. S., & Sperry, R. W. (1967). Language after section of the cerebral commissures. *Brain : A journal of neurology*, 90(1), 131–148. <https://doi.org/10.1093/brain/90.1.131>

Scott, J. G., & Schoenberg, M. R. (2011). Deconstructing the medical chart. In M. R. Schoenberg & J. G. Scott (Eds.), *The Little Black Book of Neuropsychology: A syndrome-based approach* (pp. 39-58). New York, NY: Springer Science.

Scott, J. G., & Schoenberg, M. R. (2011). The neuropsychology referral and answering the referral question. In M. R. Schoenberg & J. G. Scott (Eds.), *The little black book of neuropsychology: A syndrome-based approach* (pp. 1-38). New York, NY: Springer Science.

Strauss, E., Sherman, E. M. S., & Spreen, O. (2006). History taking. In *A compendium of neuropsychological tests: Administration, norms, and commentary*. (pp. 55-74). New York, NY: Oxford University Press.

#### Optional/Alternate Readings:

Assuras, S., & Levin, B. (2013). Special considerations for the neuropsychological interview with older adults. In L. D. Ravdin & H. L. Katzen (Eds.), *Handbook on the neuropsychology of aging and dementia* (pp. 3-10). New York, NY: Springer Science.

### **Week 3: Psychometrics, Norms, and Test Selection**

Scott, J. G., & Schoenberg, M. R. (2011). Improving the accuracy for identifying cognitive impairment. In M. R. Schoenberg & J. G. Scott (Eds.), *The Little Black Book of Neuropsychology: A syndrome-based approach* (pp. 923-950). New York, NY: Springer Science.

Slick, D. J. (2006). Psychometrics in neuropsychological assessment. In E. Strauss, E. M. S. Sherman, & O. Spreen (Eds.), *A compendium of neuropsychological tests: Administration, norms, and commentary* (pp. 1-43). New York, NY: Oxford University Press.

Strauss, E., Sherman, E. M. S., & Spreen, O. (2006). Norms selection in neuropsychological assessment. In E. Strauss, E. M. S. Sherman, & O. Spreen (Eds.), *A compendium of neuropsychological tests: Administration, norms, and commentary* (pp. 44-54). New York, NY: Oxford University Press.

Strauss, E., Sherman, E. M. S., & Spreen, O. (2006). Test selection, test administration, and preparation of the patient. In E. Strauss, E. M. S. Sherman, & O. Spreen (Eds.), *A compendium of neuropsychological tests: Administration, norms, and commentary* (pp. 75-85). New York, NY: Oxford University Press.

#### Optional/Alternate Readings:

Brooks, B. I., Sherman, E. M. S., Iverson, G. I., Slick, D. J., & Strauss, E. (2011). Psychometric foundations for the interpretation of neuropsychological test results. In M. R. Schoenberg & J. G. Scott (Eds.), *The little black book of neuropsychology: A syndrome-based approach* (pp. 893-922). New York, NY: Springer Science.

Heaton, R. K., Ryan, L., Grant, I. (2009). Demographic influences and use of demographically corrected norms in the neuropsychological assessment. In Grant, I., & Adams, K. M (Eds.), *Neuropsychological assessment of neuropsychiatric and neuromedical disorders (3<sup>rd</sup> ed.)*; pp. 127-158). New York, NY: Oxford University Press.

Iverson, G. I., & Brooks, B. I. (2011). Reliability and validity in neuropsychology. In M. R. Schoenberg & J. G. Scott (Eds.), *The little black book of neuropsychology: A syndrome-based approach* (pp. 249-266). New York, NY: Springer Science.

### **Week 4: The Assessment of General (Premorbid) Cognitive Functioning, and use of Screening Measures**

Mitrushina, M. (2009). Cognitive screening methods. In Grant, I., & Adams, K. M (Eds.), *Neuropsychological assessment of neuropsychiatric and neuromedical disorders (3<sup>rd</sup> ed.)*; pp. 101-126). New York, NY: Oxford University Press.

Shulman, K. I. (2000). Clock-drawing: Is it the ideal cognitive screening test? *International Journal of Geriatric Psychiatry*, 15(6), 548-561. [https://doi.org/10.1002/1099-1166\(200006\)15:6%3C548::aid-gps242%3E3.0.co;2-u](https://doi.org/10.1002/1099-1166(200006)15:6%3C548::aid-gps242%3E3.0.co;2-u)

Strauss, E., Sherman, E. M. S., & Spreen, O. (2006). General cognitive functioning, neuropsychological batteries, and assessment of premorbid intelligence. In *A compendium of neuropsychological tests: Administration, norms, and commentary* (pp. 98-362). New York, NY: Oxford University Press.

### **Week 5: Assessing Change over Time**

Chelune, G. J., & Duff, K. (2013). The assessment of change: Serial assessments in dementia evaluations. In L. D. Ravdin & H. L. Katzen (eds.), *Handbook on the neuropsychology of aging and dementia* (pp. 43-55). New York, NY: Springer Science.

Cosentino, S., & Stern, Y. (2013). Consideration of Cognitive Reserve. In L. D. Ravdin & H. L. Katzen (eds.), *Handbook on the neuropsychology of aging and dementia* (pp. 11-24). New York, NY: Springer Science.

Slick, D. J. (2006). Psychometrics in neuropsychological assessment. In E. Strauss, E. M. S. Sherman, & O. Spreen (Eds.), *A compendium of neuropsychological tests: Administration, norms, and commentary* (pp. 44-54). New York, NY: Oxford University Press.

Selected section: Assessing change over time (pp. 24-27)

Stucky, K. J., & Gola, T. J. Donders, J. (2016). Pre- and Postsurgical Neuropsychological Evaluation: Illustrations in Epilepsy. In Donders, J. (Ed.) *Neuropsychological report writing* (pp. 192-219). New York, NY: The Guilford Press.

### **Week 6: Language**

Aliko, S., et al. (2023) The entire brain, more or less is at work: 'Language regions' are artefacts of averaging. *bioRxiv*, 555886. <https://doi.org/10.1101/2023.09.01.555886>

Fridriksson, J., & Hillis, A. E. (2021). Current approaches to the treatment of post-stroke aphasia. *Journal of Stroke*, 23(2), 183–201. <https://doi.org/10.5853/jos.2020.05015>

Mesulam, M. M., Thompson, C. K., Weintraub, S., & Rogalski, E. J. (2015). The Wernicke conundrum and the anatomy of language comprehension in primary progressive aphasia. *Brain: A journal of neurology*, 138(8), 2423–2437. <https://doi.org/10.1093/brain/awv154>

Strauss, E., Sherman, E. M. S., & Spreen, O. (2006). Language tests. In *A compendium of neuropsychological tests: Administration, norms, and commentary* (pp. 891-962). New York, NY: Oxford University Press.

#### Optional/Alternate Readings:

Scott, J. G., & Schoenberg, M. R. (2011). Language problems and assessment: The aphasic patient. In M. R. Schoenberg & J. G. Scott (Eds.), *The Little Black Book of Neuropsychology: A syndrome-based approach* (pp. 159-178). New York, NY: Springer Science.

Scott, J. G., & Schoenberg, M. R. (2011). Aphasia syndromes. In M. R. Schoenberg & J. G. Scott (Eds.), *The Little Black Book of Neuropsychology: A syndrome-based approach* (pp. 267-292). New York, NY: Springer Science.

## **Week 7: Sensory Perception and Motor Functioning**

Pilgrim, E., & Humphreys, G. W. (1994). Rehabilitation of a case of ideomotor apraxia. In M. Riddoch & G. W. Humphreys (Eds.), *Cognitive neuropsychology and cognitive rehabilitation* (pp. 271-286). Hillsdale, USA : L. Erlbaum Associate

Strauss, E., Sherman, E. M. S., & Spreen, O. (2006). Tests of visual perception. In *A compendium of neuropsychological tests: Administration, norms, and commentary* (pp. 963-1011). New York, NY: Oxford University Press.

Strauss, E., Sherman, E. M. S., & Spreen, O. (2006). Tests of somatosensory function, olfactory function, and body orientation. In *A compendium of neuropsychological tests: Administration, norms, and commentary* (pp. 1012-1041). New York, NY: Oxford University Press.

Strauss, E., Sherman, E. M. S., & Spreen, O. (2006). Tests of motor function. In *A compendium of neuropsychological tests: Administration, norms, and commentary* (pp. 1042-1079). New York, NY: Oxford University Press.

### Optional/Alternate Readings:

Gunzler, S. A., Schoenberg, M. R., Riley, D. E., Walter, B., & MacInas, R. J. (2011). Deficits in visuospatial/visuoconstructional skills and motor praxis. In M. R. Schoenberg & J. G. Scott (Eds.), *The Little Black Book of Neuropsychology: A syndrome-based approach* (pp. 567- 646). New York, NY: Springer Science.

Scott, J. G., & Schoenberg, M. R. (2011). Deficits in visuospatial/visuoconstructional skills and motor praxis. In M. R. Schoenberg & J. G. Scott (Eds.), *The Little Black Book of Neuropsychology: A syndrome-based approach* (pp. 201-218). New York, NY: Springer Science.

## **Week 8: Memory**

Alexander, M. P., Stuss, D. T., & Fansabedian, N (2003). California Verbal Learning Test: Performance by patients with focal frontal and non-frontal lesions. *Brain*, 126(6), 1493-1503.  
<https://doi.org/10.1093/brain/awg128>

Fish, J., Wilson, B. A., & Manly, T. (2010). The assessment and rehabilitation of prospective memory problems in people with neurological disorders: A review. *Neuropsychological rehabilitation*, 20(2), 161–179. <https://doi.org/10.1080/09602010903126029>

Strauss, E., Sherman, E. M. S., & Spreen, O. (2006). Tests of memory. In *A compendium of neuropsychological tests: Administration, norms, and commentary* (pp. 678-890). New York, NY: Oxford University Press.

### Optional/Alternate Readings:

Schoenberg, M. R., & Duff, K. (2011). Dementias and mild cognitive impairment in adults. In M. R. Schoenberg & J. G. Scott (Eds.), *The little black book of neuropsychology: A syndrome-based approach* (pp. 357-404). New York, NY: Springer Science.

### **Week 9: Executive Functions & Attention**

Alvarez, J. A., & Emory, E. (2006). Executive function and the frontal lobes: A meta-analytic review. *Neuropsychology Review*, *16*(1), 17-42. <https://doi.org/10.1007/s11065-006-9002-x>

Manly, T., Hawkins, K., Evans, J., Woldt, K., & Robertson, I. H. (2002). Rehabilitation of executive function: facilitation of effective goal management on complex tasks using periodic auditory alerts. *Neuropsychologia*, *40*(3), 271–281. [https://doi.org/10.1016/s0028-3932\(01\)00094-x](https://doi.org/10.1016/s0028-3932(01)00094-x)

Strauss, E., Sherman, E. M. S., & Spreen, O. (2006). Attention. In *A compendium of neuropsychological tests: Administration, norms, and commentary* (pp. 546-678). New York, NY: Oxford University Press.

Strauss, E., Sherman, E. M. S., & Spreen, O. (2006). Executive functions. In *A compendium of neuropsychological tests: Administration, norms, and commentary* (pp. 401-545). New York, NY: Oxford University Press.

### Optional/Alternate Readings:

Scott, J. G. (2011). Attention/concentration: The distractable patient. In M. R. Schoenberg & J. G. Scott (Eds.), *The Little Black Book of Neuropsychology: A syndrome-based approach* (pp. 149-158). New York, NY: Springer Science.

Scott, J. G., & Schoenberg, M. R. (2011). Frontal lobe/executive functioning. In M. R. Schoenberg & J. G. Scott (Eds.), *The Little Black Book of Neuropsychology: A syndrome-based approach* (pp. 219-248). New York, NY: Springer Science.

### **Week 10: Comorbid Psychopathology, Differential Diagnosis**

Bieliauskas, L. A., & Drag, L. L. (2013). Differential diagnosis of depression and dementia. In L. D. Ravdin & H. L. Katzen (Eds.), *Handbook on the neuropsychology of aging and dementia* (pp. 257-270). New York, NY: Springer Science.

Lacritz, L. H., & Rossetti, H. C. (2016). Differential diagnosis in older adults. In J. Donders (Ed.), *Neuropsychological report writing* (pp. 1-29). New York, NY: The Guilford Press.

Roth, R. M., & Flashman, R. M. (2016). Psychopathology and psychiatric comorbidity. In J. Donders (Ed.), *Neuropsychological report writing* (pp. 1-29). New York, NY: The Guilford Press.

Strauss, E., Sherman, E. M. S., & Spreen, O. (2006). Assessment of mood, personality, and adaptive functions. In *A compendium of neuropsychological tests* (pp. 1080-1144). New York, NY: Oxford University Press.



### Optional/Alternate Readings:

Langenecker, S. A., Lee, H. J., & Bieliauskas, L. A. (2009). Neuropsychology of depression and related mood disorders. In Grant, I., & Adams, K. M (Eds.), *Neuropsychological assessment of neuropsychiatric and neuromedical disorders (3<sup>rd</sup> ed.)*; pp. 101-126). New York, NY: Oxford University Press.

Scott, J. G., & Schoenberg, M. R. (2011). Affect, emotions, and mood. In M. R. Schoenberg & J. G. Scott (Eds.), *The Little Black Book of Neuropsychology: A syndrome-based approach* (pp. 249-266). New York, NY: Springer Science.

### **Week 11: Performance Validity and Secondary Influences on Performance**

Baker, K. S., Gibson, S. J., Georgiou-Karistianis, N., & Giummarra, M. J. (2018). Relationship between self-reported cognitive difficulties, objective neuropsychological test performance and psychological distress in chronic pain. *European journal of pain (London, England)*, *22*(3), 601–613. <https://doi.org/10.1002/ejp.1151>

Caporaso, G. L. (2013). Medications and cognition in older adults. In L. D. Ravdin & H. L. Katzen (Eds.), *Handbook on the neuropsychology of aging and dementia* (pp. 3-10). New York, NY: Springer Science.

Dorenkamp, M. A., & Vik, P. (2018). Neuropsychological assessment anxiety: A systematic review. *Practice Innovations*, *3*(3), 192-211. <https://doi.org/10.1037/pri0000073>

Postal, K., & Armstrong, K. (2013). Addressing Effort. In *Feedback that sticks: The art of effectively communicating neuropsychological assessment results* (pp. 246-258). New York, NY: Oxford University Press.

Scott, J. G.,(2011). Arousal: The disoriented, stuporous, agitated, or somnolent patient. In M. R. Schoenberg & J. G. Scott (Eds.), *The Little Black Book of Neuropsychology: A syndrome-based approach* (pp. 139-148). New York, NY: Springer Science.

Strauss, E., Sherman, E. M. S., & Spreen, O. (2006). Assessment of response bias and suboptimal performance. In *A compendium of neuropsychological tests* (pp. 1145-1188). New York, NY: Oxford University Press.

### **Week 12: Report Writing, Feedback, and Communication**

Donders, J., & Strong, C-A, H. (2016). General principles of neuropsychological report preparation. In J. Donders (Ed.) *Neuropsychological report writing* (pp. 166-191). New York, NY: The Guilford Press.

Morgan, J. E., & Marcopulous, B. A. (2016). Criminal forensic neuropsychological evaluation. In J. Donders (Ed.) *Neuropsychological report writing* (pp. 166-191). New York, NY: The Guilford Press.

Postal, K., & Armstrong, K. (2013). What is feedback, and what makes it stick?. In *Feedback that sticks: The art of effectively communicating neuropsychological assessment results* (pp. 1-14). New York, NY: Oxford University Press.

Postal, K., & Armstrong, K. (2013). Why some feedback sticks. In *Feedback that sticks: The art of effectively communicating neuropsychological assessment results* (pp. 15-23). New York, NY: Oxford University Press.

Postal, K., & Armstrong, K. (2013). Feedback protocols and theoretical considerations. In *Feedback that sticks: The art of effectively communicating neuropsychological assessment results* (pp. 24-39). New York, NY: Oxford University Press.

Postal, K., & Armstrong, K. (2013). How is feedback presented?. In *Feedback that sticks: The art of effectively communicating neuropsychological assessment results* (pp. 40-60). New York, NY: Oxford University Press.

Postal, K., & Armstrong, K. (2013). Communicating assessment results to other professionals. In *Feedback that sticks: The art of effectively communicating neuropsychological assessment results* (pp. 255-265). New York, NY: Oxford University Press.

Postal, K., & Armstrong, K. (2013). Report writing and written communication. In *Feedback that sticks: The art of effectively communicating neuropsychological assessment results* (pp. 260-266). New York, NY: Oxford University Press.

Strauss, E., Sherman, E. M. S., & Spreen, O. (2006). Report writing and feedback sessions. In *A compendium of neuropsychological tests* (pp. 86-97). New York, NY: Oxford University Press.

Stucky, K. J., & Gola, T. J. (2016). Evaluation for treatment planning in rehabilitation. In J. Donders (Ed.) *Neuropsychological report writing* (pp. 220-252). New York, NY: The Guilford Press.

*Also see:*

Heilbronner, R. L. (2008). *Neuropsychology in the courtroom: Expert analysis of reports and testimony*. New York, NY: Guilford Press.

Postal, K. (2019). *Testimony that sticks: The art of communicating psychology and neuropsychology to juries*. New York, NY: Oxford University Press.