

Psychology 376 - Fall 2007
Topics in Exp'tal/Cognitive Psychology: Memory Disorders

Instructor: Dr. Sarah Johnson

Phone: 610-625-7013

Office: 224 PPHAC

Office Hours: Listed on Blackboard and
on my office door

When: TR 2:20-3:30pm

Where: 301 PPHAC

Website: <http://blackboard.moravian.edu/>

Pwd: amnesia

Email: skjohnson@moravian.edu

Course Objectives: This seminar will focus on memory and a variety of conditions that affect it. We will read about and discuss research examining the way (or ways) that memory works, learn about the way the brain supports these functions, and approach the disorders from the perspective of a neuropsychologist interested in diagnosing a patient's condition and in helping with rehabilitation. We will discuss how research contributes to our understanding of memory in both an applied and a theoretical way, taking time to discuss the difference (and compatibility) between these two approaches.

Readings: Chapters and articles from a variety of sources: including required text: *The Handbook of Memory Disorders for Clinicians* by Baddeley, Kopelman, & Wilson. Readings not provided in the required text will be available in one of two ways: on reserve at Reeves Library or available via the blackboard website.

Specific Course Objectives:

1. Discuss important theories and findings about memory—including knowing some of the important researchers in these areas.
2. Explore certain conditions, some more common and others extremely rare, that provide a window into the workings of memory and the brain.
3. Be able to understand the multifaceted nature of neurological conditions by looking at disease profiles, and be able to render a probable diagnosis for a patient based on the larger pattern of that person's abilities and deficits.
4. Research a memory disorder using electronic databases such as PsycInfo and PubMed.
5. Communicate to others the gist of a piece of research and how it fits into the larger picture. Be responsible for leading research-oriented discussions. Strong emphasis on teaching and learning from your peers.

Course Evaluation:

Class Participation: You will be given a grade based on your participation in class discussions and/or on questions/reactions you have prepared in response to the readings. Each student can have up to 3 allowed absences. Except where arranged with me (exceptions made on a case-by-case basis), for each absence beyond the 3 allowed ones, **your final class participation grade will be reduced by 1 letter (e.g., B+ → C+).**

Class participation will be graded each week based on the scale below:

- A:** Contributes to class discussion by asking questions or making comments, in particular providing insightful and thought-provoking ideas that go beyond simple methodological questions. Contributions can include either bringing up points or responding to other's points, but without overly dominating the discussion. If contributions are not made in class, you can demonstrate engagement/participation by providing me with questions/comments on the reading that you formulated prior to class. However, to maintain an A over the course of the semester you must show progress in your ability to contribute during class discussions.
- B:** Consistently attentive and engaged but only occasionally contributes to class discussions, answering questions only when directly asked or contributing ideas that consistently reflect a superficial understanding of the material.
- C:** Prepares to some extent but does not add anything to discussion, or contributes to discussion but shows evidence of poor preparation. Lateness beyond 15 min = automatic start grade of C.
- D:** Shows up but doesn't participate or show evidence of having prepared. Disengaged from class. No questions/comments.
- F:** Highly disruptive (e.g., table-dancing) or inconsiderate (e.g., snoring loudly during the entire class, initiating fist-fights) behavior in class discussions.

Exam: There will be two exams, the first given on week 5. This exam reflects basic level information about memory, including the neurobiology of memory and memory assessment. Format for this exam will include multiple choice, definitions/short-answer, and short essay. A study guide with important terms and sample questions will be posted on Blackboard as the exam approaches. The second (practical) exam will be given on week 14.

Practical Exam: In the second exam, you will be given several neuropsychological profiles (created by myself or by your peers in class) for hypothetical patients and will need to determine what condition that person would most appropriately be diagnosed as having. You will write a short reaction to each profile detailing your thought process as you analyzed it and laying out your reasoning for giving a particular diagnosis.

Patient Profiles: You will provide a description of three hypothetical patients following the format provided. Using research discussed in class, your profiles will need to reflect the kinds of deficits a patient with a particular condition would show, as well as the ways in which that person would be functioning normally. You will create a background and profile of performance on neuropsychological tests for each hypothetical patient such that a person reading the description could determine what condition the patient has. These assignments should be typed and proofread for clarity, spelling, grammar, punctuation, etc.

Presentation: You will be responsible for an in-class presentation on your topic, in which you will lay out the fundamental aspects of the condition to which you have been assigned, and you will lead a discussion of some additional research you have come across on some facet of that condition. Your presentation should tap into main themes regarding that condition, helping the class to analyze these themes in order to develop a stronger understanding of that topic, providing ties across topics (e.g., how your condition overlaps with and is different from others), possibly organizing in-class activities to help illustrate the concepts, etc. Part of the task is to lead the class in discussion, not just to present for the entire class period.

Disorder paper: You will write a paper (~10-12 pages) that reviews literature surrounding your disorder (10+ sources). The paper should start by laying down an overview of symptoms, neurobiology, etc., but should go beyond this level of analysis to discuss some deeper facet of the condition. Further information will be given regarding theoretical focus, as well as the expectations for and grading of the paper as the semester progresses.

Paper outline: Approximately 2/3rds of the way into the semester you will be expected to turn in an outline of your paper, including a subset of the final sources you plan to use. More info about what I am looking for in this outline will be provided. The outline is ungraded, but failure to turn it in on time will result in a deduction on your final paper.

Late Policy: Late papers will be accepted for up to four days after the due date and, unless otherwise noted, will result in a reduction of ***1 letter grade*** (i.e., 10%) ***for every calendar day late*** beginning ***sharply*** at **5pm** on the day the assignment is due. After the four-day period, the paper will not be accepted and a grade of 0 will be applied. Exceptions to this policy will only be made under truly extenuating circumstances (determined by me on a case-by-case basis), and **NO** exceptions will be made for technical difficulties. In addition, I will only accept work turned in by email if you have arranged with me to do so for that particular assignment.

Overall grades- Breakdown:

Class participation	10%
Exams (15% each)	30%
Patient profiles (10% each)	30%
Presentation	10%
<u>Disorder paper</u>	<u>20%</u>
Total	100%

Plagiarism and cheating:

Any work that you turn in for this class must be entirely your own work. Any sources used must be properly documented, and I will ask you not to use any direct quotes in assignments or papers. For more information on plagiarism and cheating, refer to the Student Handbook and the following website regarding academic responsibility at Moravian College: <http://www.moravian.edu/studentLife/handbook/academic2.htm>. As this site clearly explains, the consequences for cheating or plagiarism can range from failing the assignment to receiving an F for the final course grade to expulsion, depending on the severity of the case and prior history of offenses. Although I am not generally opposed to your discussing assignments with fellow students from the class, all of the work you submit to me must be entirely your own, and in some cases I may ask you not to collaborate with fellow students.

I will spend class time discussing ways to avoid plagiarizing, but apart from this it is your responsibility to come see me if you have any questions about your use of sources or when/in what way it is okay to collaborate with other students in the class.

Disabilities: The Americans with Disabilities Act (ADA) provides for some accommodations to be made for students with certain disabilities. If you have such a disability and are willing to disclose it, you may take advantage of such accommodations. In order to do so, you are required to meet with Mrs. Laurie Roth in the Office of Learning Services (for learning disabilities and/or ADD/ADHD) or Dr. Ronald Kline in the Counseling Center (for all other disabilities). Accommodations cannot be offered until I have received authorization from one of these centers based on documentation of your disability. You should also consider taking advantage of the Learning Services Office if you are having difficulty academically in this (or any other) class. The office is located at 1307 Main St. (phone: 610-861-1510).

Class Schedule: This schedule is tentative. I reserve the right to make announced changes. See bottom for explanation of abbreviations.

Week:	Class topic/activities:	Readings/Assignments:
1		
Aug 28 T	Introduction and course overview	
Aug 30 R	Fundamentals of memory	BKW Ch. 1
2		
Sept 4 T	Short-term memory	Handbook Ch. 12 (249-255)
Sept 6 R	Long-term memory	Squire (2004)
3		
Sept 11 T	Cont'd	
Sept 13 R	Memory assessment	BKW Ch. 8; RW Ch. 4
4		
Sept 18 T	Cont'd (malingering)	SN Ch. 6 (pp. 88-94)
Sept 20 R	Cont'd (testing other cognitive deficits)	BKW Ch. 9
5		
Sept 25 T	EXAM	
Sept 27 R	Hippocampal amnesia	BKW Ch. 2; CC Ch. 1
6		
Oct 2 T	Cont'd (Clive videos)	CC Ch. 2 & 3
Oct 4 R	Cont'd – STUDENT 1	<i>Student-selected article</i>
7		
Oct 9 T	NO CLASS – FALL BREAK	
Oct 11 R	Short-term memory deficits	CC Ch. 22
8		
Oct 16 T	Cont'd – STUDENT day	<i>Student-selected article</i>
Oct 18 R	Korsakoff's syndrome & confabulation – STUDENT day	CC Ch. 9 <i>Student-selected article</i>
		Fri: FIRST PROFILE DUE

Week:	Class topic/activities:	Readings/Assignments:
9		
Oct 23 T	Subcortical dementias (Parkinson's disease) – STUDENT day	BKW Ch. 7 (pp. 135-137, 141-142); <i>Student-selected article</i>
Oct 25 R	Semantic dementia – STUDENT day	CC Ch. 16; <i>Student-selected article</i>
10		
Oct 30 T	Schizophrenia – STUDENT day	CC Ch. 10; <i>Student-selected article</i>
Nov 1 R	Psychogenic amnesia	BKW Ch. 4
		Fri: SECOND PROFILE DUE
11		
Nov 6 T	Cont'd – STUDENT day	<i>Student-selected article</i>
Nov 8 R	Healthy aging	Handbook Ch. 25
		Fri: Disorder Paper Outline (with 5+ sources referenced)
12		
Nov 13 T	Alzheimer's disease	BKW Chs. 6 & 12 (pp. 255-262)
Nov 15 R	Cont'd – STUDENT day	<i>Student-selected article</i>
		Fri: THIRD PROFILE DUE
13		
Nov 20 T	Cont'd (Alzheimer's video)	
Nov 22 R	NO CLASS – THANKSGIVING	
14		
Nov 27 T	Practical EXAM	
Nov 29 R	Social/emotional issues & rehabilitation	BKW Ch. 15
15		
Dec 4 T	Cont'd	BKW Chs. 10, 13, 14 (chapters split amongst class)
Dec 6 R	Wrap-up and evals	
		Fri: Final Disorder Paper due (10+ sources)

BKW = Required text (Baddeley, Kopelman, & Wilson)

Handbook = chapters from full version of Baddeley, Kopelman, & Wilson Handbook of Memory Disorders (on reserve)

RW = Reeves & Wedding's The Clinical Assessment of Memory: A Practical Guide (on reserve)

CC = Campbell & Conway's Broken Memories (on reserve)

SN = Snyder & Nussbaum's Clinical Neuropsychology: Pocket Handbook (on reserve)