Learning Objectives

MedBridge
Cognitive Impairments: Memory, Screening, and Intervention
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Course Objectives:

Upon completion of this course, learners will be able to:

- Describe the taxonomy of memory and various ways it can be characterized that have relevance for rehabilitation practice
- Provide examples of cognitive and motor tasks that illustrate different memory types
- Compare/contrast the neuroanatomical structures required for intact procedural and non-procedural memory
- Identify common memory impairments based on neuroanatomical structures typically involved in neurologic conditions/injuries
- Differentiate retro and anterograde amnesia that occurs with severe TBI
- Recommend simple screening tests/activities to identify memory impairment that may require referral to other professionals
- Outline strategies important to integrate into therapy if a declarative memory deficits exist (compensatory)
- Describe environmental and practice strategies important to maximize procedural learning of motor tasks
- Contrast approaches to rehabilitation and memory impairment if a condition is progressive (degenerative disease) versus may improve (traumatic injury)

Chapter 1: Memory Definition and Types

This chapter answers the question, "What is memory?" The taxonomy of memory (Squire) is covered. Ways to describe memory is also discussed, including: time-based (working, short-term, long-term; retro and anterograde amnesia), content based (episodic, visuospatial, phonological), and systems (declarative/non-declarative).

Chapter 2: Screening for Memory Impairments

This chapter covers simple screening tools that identify memory impairments. Relative lack of clear procedural memory tests is discussed, as well as collaboration with OT, neuropsychology/psych or speech-pathologist to understand memory strengths/deficits.

Chapter 3: Intervention in the Presence of Memory Impairment

This chapter covers structuring therapy – when memory is expected to improve and when memory is not expected to improve or may worsen. A case example topic is discussed that describes the training approach to capitalize on procedural memory as a relative strength.