

Neural Plasticity (PSY 335)

Steven St. John ✱ Spring, 2006 📧 Office: PSY 122 ☎ Phone: 7676

Overview

This course was motivated by findings that indicate that the brain is a self-organizing structure that is constantly altering its own structure throughout life. Psychobiology courses often stress the role of our brains and nervous systems in causing our behavior, without a full appreciation of how our behavior and environment feed back and affect the structural organization of our brains. Without question, neural plasticity is one of the hottest areas of psychological and neuroscientific research; most of the readings in the course are drawn from the past five years.

The first part of the course will focus on development of the brain, because plasticity in some sense can be viewed as the operation of developmental events in adulthood. The second part of the course will focus on plasticity within and between sensorimotor systems. Finally, we will examine the role of plasticity in overcoming brain damage.

Evaluation

Midterm Paper (30%). Due: Thursday, March 9. Write a 6-8 page paper on any one research article from the papers covered thus far. A “research article” means a non-review article; it must be an empirical report. The paper requires 3 components: a summary of the main article, a critique of the main article, and a follow-up research proposal. (If the format looks familiar it is modeled after the Psychology Junior Qualifying Exam.) Details to follow.

Brief Review Article (30%). Due: Tuesday, April 4. There are far too many topics to cover in this course in 13 weeks! For this assignment, I’d like you to imagine we had another week, and that you’ve been assigned to add a new topic to the syllabus. For example, I would have liked a session of the downside of plasticity (for example, phantom limb pain) or rehabilitation strategies (e.g., constraint-induced movement therapy), but there wasn’t time. Other examples would include going deeper in visual or other sensory development, exploring the role of sleep in plasticity, discussing molecular underpinnings of plasticity, reviewing the contribution of neuroethological models to plasticity research (*Aplysia*, barn owl), etc. Choose one of these (or your own) uncovered or minimally covered topics and plan a one or two session reading list (i.e., 4-8 papers). Review these papers for me in an 8-12 page short review modeled after the Trends In Neurosciences or Current Opinion In Neurobiology style reviews.












Final Paper – Grant Proposal (30%). Due: Tuesday, April 25. Write a miniature grant proposal to study some aspect of development or plasticity. You may use the same topic as either of your first two papers if you choose. A grant proposal has 3 sections: Specific Aims, Background and Significance, and Research Design and Methods. You will propose 3-4 related experiments that follow from some literature that you will review. This paper will probably be 12-20 pages. Details to follow.

Participation (10%). Speak!

Timeline

The following syllabus divides the course into the major topics (left column) and the topics for each day. Readings, denoted by 📖, are keyed to the Reading list at the end of the syllabus. Articles available on the internet are linked to the course web page: <http://academic.reed.edu/psychology/courses/stjohn/psy335/>. Others are found on library e-reserves.

Review Topics	T 1/24	Synapses. You may wish to refresh neural signaling chapters in your Psychobiology text. We will review the basics of synaptic transmission.
	R 1/26	LTP. Readings: A review of one form of synaptic plasticity: long-term potentiation. 📖 [1-4]
Dynamic Brains	T 1/31	Brains Grow Like Muscles. Readings: Experiments in the 1950s and 1960s changed the view of the brain as static and unchanging. 📖 [5-10].
Neural Development	R 2/2	Induction, Patterning, Apoptosis, and Pathfinding. Some basic principles of neural development. 📖 [11-14].
	T 2/7	Neuron-Target Interactions. Communication between neuron and target are critical during development and regeneration. 📖 [15-18].
	R 2/9	Developmental Malleability of Cortex. Is the cortical map specified in our genes, completely by input, or a combination? 📖 [19-22].
	T 2/14	Experiential Effects on Visual Development. Experience affects the development of the visual system. 📖 [23-27].
	R 2/16	Experiential Effects on Sensory Development. The shaping of connections by input is ubiquitous in development. 📖 [28-32].
Adult Plasticity	T 2/21	Phrenology again? The idea that brain areas might grow larger in response to specific aptitudes seems like an old-fashioned idea. 📖 [33-35].
	R 2/23	Micro-phrenology. Several papers have shown regional reorganization following specific experience. 📖 [36-38].
	T 2/28	Rapidity and Transience of Plasticity. Plastic changes can be quite dynamic. 📖 [39-42].

- R 3/2 **Neuromodulators and Plasticity.** Cholinergic and dopaminergic input may be required for some forms of plasticity.
 [43-46].
- Cross-Modality**
- T 3/7 **Abilities of the Blind.** Do people deprived of sight truly show an enhancement of other sensory systems?
 [47-52]
- R 3/9 **Late vs. Early Blind: Are They Different?** Are plastic changes only evident when blindness occurs in childhood? Are Cohen & Kujala agreeing or disagreeing?
 [53-57].
- T 3/21 **Synesthesia.** The neuropsychological phenomenon of having multiple percepts for sensory stimuli could provide insight into how plasticity works.
 [58-61].
- R 3/23 **Is Cortex General-Purpose?** Some developmental cross-wiring work, which may relate to both synesthesia and cross-modal plasticity, suggests that cortex obeys its inputs.
 [62;63].
- T 3/28 **Sensory Interaction.** Can synesthesia and plasticity be explained via normally-existing cross-modal connections?
 [64-68]
- Neurogenesis**
- R 3/30 **New Neurons in Hippocampus.** Evidence has existed since 1965, but only in the last 7-8 years have investigators began evaluating the importance of neurogenesis in the adult nervous system.
 [69-72].
- T 4/4 **Neurogenesis and Learning.** Evidence is beginning to suggest that new neurons may be critical in learning or even in mood.
 [73-76].
- R 4/6 **Neurogenesis and Brain Damage.** Can new neurons replace those lost due to brain damage?
 [77-80].
- Neural Damage**
- T 4/11 **Response of Cortex To Injury.** Damage to the cortex or to structures that send the cortex data can initiate plastic changes in cortex itself.
 [81-84].
- R 4/13 **Medical Interventions for CNS Injury.** Because of the failure of the mammalian CNS to regenerate after injury, a number of strategies are being tried in order to promote recovery.
 [85-88].

Neural Prosthetics T 4/18 **Brain-Machine Interfaces.** The effectiveness of brain-machine interfaces are undoubtedly aided by plastic processes.
📖 [89-94].

R 4/20 **Prosthetics Redux.** We will watch a video and do course evaluations (if available).
📖 [95;96].

The New Paradigm? T 4/25 **Plasticity as an organizing theory of brain function.** In a recent review, Pascual-Leone suggests that plasticity should not be treated as a special topic in neuroscience, but rather should be the way we think about all brain processes.
📖 [97;98].

R 4/27 **Class does not meet.**

Readings

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