

over a long period of time. This finding showed that learning of the names of ward staff was based on implicit memory such as familiarity, and the higher the familiarity, the easier the face-name association was established.

Several studies reported the results of training face-name association as a domain-specific knowledge. Wilson *et al.*⁵³ have proposed a hypothesis that amnesic patients are impaired in the ability to correct errors, which leads to difficulties in learning new tasks, and they encouraged errorless learning. The vanishing cues which we presented in Part I of this article consist of a systematic reduction of letter fragments of to-be-learned words across trials, and thus serves as an errorless learning method. Wilson *et al.* used the vanishing cue technique to teach staff names and reported a shorter duration required to achieve face-name association compared to simple repetitive practices. Thoene *et al.*⁵⁴ compared face-name association learning using verbal elaboration and visual imagery memory strategies which evoke explicit memory, with that using the vanishing cue which utilizes implicit memory, and reported higher effectiveness using the former memory strategies. It should be noted that the faces they used for the training were unknown ones. As expected, face-name association has been reported to be more difficult with unknown faces than with known faces. In the domain-specific memory rehabilitation using known faces, implicit consolidation of memory in daily life could be expected. Studies consistently demonstrated that implicit learning is not impaired in amnesic patients, and therefore utilization of this preserved ability should be maximally encouraged. Development of training methods along this line is fruitful in cognitive rehabilitation, both theoretically and practically.

Lastly, we add a recent topic on methodology of cognitive rehabilitation for memory disorder. As described above, Wilson *et al.*⁵³ stressed the impaired ability of amnesic patients to correct errors, and encouraged errorless learning. However, most of the standardized memory tests consist of effortful learning tasks, e.g. the retrieval task, in which error responses may occur. Effortful processes have been thought to be an important factor in successful rehabilitation of memory disorders. The issue of errorless and effortful processes involved in the learning task is a basic methodological problem and we have discussed it in detail recently.⁵⁵

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