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Furthermore we offer 4 half day workshops in English with sequential Italian translation. More info [here](mailto:luca@righetto.biz) or contact: luca@righetto.biz

***Please click at the title for more information about the workshop or on the name for personal bio of Workshop presenter.***
Neurofeedback fundamentals for assessment and training
(part 1 of a 2-day workshop)
Lynda Thompson, Ph.D. & Michael Thompson, MD

Course Description
In the first day, this workshop will cover the fundamentals of assessment (EEG profile and a quick stress response profile). The Biograph-Infiniti program will be used for both demonstrations (when and how to do 19 channel assessments will be discussed). EEG and autonomic nervous system profiles differ according to symptoms, such as ADHD, learning disabilities, movement disorders (Tourette’s, Parkinson’s), autistic spectrum disorders (especially Asperger’s syndrome), seizure disorders, anxiety, and mood disorders. These variables also differ when an athlete or business executive is performing optimally compared to when they are performing below their potential. During the second day the focus will be on how to use the distinct EEG and psychophysiological patterns in order to design a training and coaching programme to meet specific client goals. This will include athletic and executive goals to optimize performance in addition to the goals of clients who have specific difficulties. For example, distinct EEG patterns are observed in various disorders, including movement disorders, panic and anxiety disorders, and head injuries. In Asperger’s syndrome these differences correspond to sensory and motor aprosodias, in ADHD the EEG shows high theta/beta ratios and, in many adults with ADHD, hi-beta/SMR ratios. Diagnostic challenges will be mentioned; for example, ADHD referrals may actually fit Asperger’s criteria and, in both groups, there may occasionally be an undiagnosed seizure disorder. The overall goal of this workshop is therefore to teach participants how they can carry out assessments using both single and two channel assessments with the Infiniti and touch upon 19 channel assessments with SKIL, Neuroguide and LOREA analyses. The assessments lead to a discussion of how to plan customized intervention strategies for clients using the highly flexible Biograph-Infiniti equipment to do one and two channel EEG training combined with 5 to 6 channel biofeedback.

Course Objectives
Participants will: (1) Knowledge: learn the fundamentals which underlie EEG biofeedback (learning theory and neurophysiology) and biofeedback of other modalities: skin conduction (EDR), peripheral temperature, respiration, heart rate (RSA) and EMG; (2.) Assessment: be able to recognize characteristic EEG patterns which may be observed in a number of disorders, including movement disorders, panic and anxiety disorders, and head injuries. In Asperger’s syndrome these differences correspond to sensory and motor aprosodias, in ADHD the EEG shows high theta/beta ratios and, in many adults with ADHD, hi-beta/SMR ratios. Diagnostic challenges will be mentioned; for example, ADHD referrals may actually fit Asperger’s criteria and, in both groups, there may occasionally be an undiagnosed seizure disorder. The overall goal of this workshop is therefore to teach participants how they can carry out assessments using both single and two channel assessments with the Infiniti and touch upon 19 channel assessments with SKIL, Neuroguide and LOREA analyses. The assessments lead to a discussion of how to plan customized intervention strategies for clients using the highly flexible Biograph-Infiniti equipment to do one and two channel EEG training combined with 5 to 6 channel biofeedback.

Fundamentals of Biofeedback: Concepts, models, history and basic modalities
with demonstration of instrumentation
Donald Moss, Ph.D.
Biofeedback and distress: experimental analysis of behavior (models for intervention and behavioral principles for practice). Basic interventions using sEMG and autonomic measures. This workshop is meant for people with little experience in biofeedback. After completing this workshop, you are able to attend the more advanced workshops of this conference.
How to teach breathing, imagery and awareness to clients to reduce pain

Erik Peper, Ph.D.

The workshop combines breathing, imagery and awareness strategies to help clients reduce pain and anxiety. It focuses on teaching strategies that integrate respiratory and blood volume pulse, skin conductance, temperature and electromyographic feedback with tactile and verbal instructions, somatic awareness, positive memory evocation and somatosensory imagery rewriting and rehearsal. Specific focus is on how to teach specific practices (e.g., movement initiation after exhalation has begun, create imagery of healing, incorporate portable biofeedback devices such as thermometers, and use somatic discomfort to trigger healing) that help clients reduce pain and improve health.

Preparing kids for the future with the help of Biofeedback:
Optimizing our children’s chances for personal growth and success

Monika Fuhs, Mag.rer.nat.

Our bodies still react to stress in an archaic way even though the environment has changed dramatically. Survival from an evolutionary perspective depends upon flexibility and ability to adapt – what does it take to become resilient and to grow up with the best possible skills for the future? Beginning in primary school, inability to cope and master the environment is related to lacking self-confidence, excessive reactivity to stress and lowered self-esteem. The workshop teaches a holistic biofeedback approach based on the 4 dimensions of holistic health: Body, Emotion, Intellect and Sozialisation. The goal is to teach self-regulation for children to reduce common stress related symptoms such as headache, sleeping disorders, learning disabilities, shoulder and neck pain, depression and to optimize children’s performance in school and further on in a challenging future life. Using biofeedback modulated strategies, the workshop explores how stress is passed from one to the other, and how kids and their parents can learn to adapt/master control over their tasks in a limited time period.

The integrated therapeutic children's biofeedback hands on program will cover:
- The use of biofeedback for assessment and training in children
- Assessment of stress
- Assessment of deficits (learning disabilities, concentration problems, etc.)
- Identification of main stressor (mental, emotional, external)
- Mastering relaxation and regeneration
- Creating individual intervention programs
- How to involve parents into the therapeutic process (how can we get them "into the car" and why it is so necessary)
- How to teach resilience and hardiness to kids
- Cognitive reframing
- AHA experiences and their meaning in the process of change
- Cognitive placebos for kids
- Dealing with pressure and performance anxiety
- The role of nutrition – brain food
- Homework – how to get it done
- Concept of self-control and self-dependency in kids

Being a responsible scientist-practitioner

Frank Andrasik, Ph.D.

When working with patients it is important to monitor and track progress to ensure quality service provision, adjust treatment as needed, and to document progress for the patient, therapist, and interested third parties (referral sources, parents, private insurance companies, etc.). Doing so may also permit interesting cases to be prepared for submission to peer-reviewed outlets, which has the possibility of contributing to science by furthering knowledge. This
The workshop discusses ways to accomplish the above. Various options for identifying and tracking key symptoms will be discussed. The scientific value and contributions of case studies will be reviewed, along with important evaluative dimensions to consider (such as type of data, assessment occasions, projections of performance, effect size and impact, integrity and impact of treatment). Experimental designs appropriate for use with individual patients or a small sample of patients will be discussed as well, including within-series designs (reversal/withdrawal and changing criterion), between-series designs (alternating and simultaneous designs), those having elements of both (multiple baseline designs across patients, symptoms, and settings), and clinical replication series. The workshop will close by having attendees apply the material covered to existing patients they are seeing and share it with the assembled group.

**Hemo-encephalo-graphy (HEG) Biofeedback: Physiological basis, technology, methodology and clinical applications (part 1 of a 2-day workshop)**

*Ernesto Korenman, Ph.D.*

HEG (hemo-encephalo-graphy) biofeedback is an effective and drugless treatment for many conditions involving, (mainly), the brain’s frontal lobe activation. HEG represents a simple and non-intrusive way of both monitoring and training cerebral function without the inconvenience of electrode preparation which other Neurofeedback methods generally require. HEG is being used increasingly to treat and improve behavior, mood and attention disorders related to frontal cortex functioning: attention and concentration difficulties, ADD/ADHD, poor memory, mood disorders, and anger issues, autistic disorders, Asperger’s syndrome etc. HEG is also used in many clinics to treat and improve medical conditions associated with frontal cortex hypo-perfusion: migraine headache, epilepsy, schizophrenia, memory loss associated with ageing, senile dementia.

**What is HEG?**

When a specific area of the brain is activated to perform a task related to that particular region, the perfusion of blood to that area increases in order to bring oxygen, glucose and other basic nutrients needed to sustain such a change. This activation is always accompanied by a clear increase in cell metabolism required to take from those nutrients the energy needed by the cells involved. The above changes can be indirectly measured in various ways: for instance, by measuring the emission of a specific band of infrared that radiates into the environment from brain tissue below the skull as in passive infrared (pIR) HEG, or by measuring the color of the blood as reflected by the relative amount of oxy- and deoxy-hemoglobin in blood as in near infrared (nIR) HEG.

**Workshop Content**

The workshop covers the theoretical and practical aspects of this novel Neurofeedback modality: the physiology underlying HEG measurements, the scientific background upon which this biofeedback application was conceived, the technology behind the instrumentation used to monitor brain activation in this way and the methodology and protocols applied to teach individuals to self-regulate this activity through biofeedback.

**Who should take this ‘HEG Biofeedback’ workshop?**

Psychologists, clinicians, occupational therapists interested in enhancing their Neurofeedback practice with this modality. Educators, school psychologists, special needs teachers interested in using HEG biofeedback to help children and adults suffering from inattentive conditions and impulse control disorders including ADHD/ADD. Corporate & sport trainers, peak performance coaches, group facilitators and others interested in applying these methodologies in order to improve behavioral and mental performance.

**When personality disorders are involved: The integration of body, cognition, attention and emotion in psychotherapy for anxiety and depression in simple and complicated cases**

*Daniel Hamiel, Ph.D.*

There is an increasing demand for more efficient ways to help patients with complicated anxiety or depression disorders associated with personality disorders. There are two main cognitive behavioral therapies known today for
patients with personality disorders: Young’s schema therapy for moderate cases and DBT (dialectical behavioral therapy) for more severe cases. The presenter will describe a protocol based on these 2 advanced protocols combined with biofeedback and strategies for changing focus of attention (mindfulness and more). The protocol will include strategies directed to deal with anxiety, depression, impulsivity, procrastination and difficulty in decision making. The presenter will focus on practical issues. The use of biofeedback equipment will be demonstrated as well as physiological techniques with no demand for equipment. The principles of CBT will be introduced in a novel way, based on the mind body (physiological-cognitive) connection. The techniques of a short-term integrated therapy adapted for groups will be presented. The author will demonstrate the power of biofeedback to enhance the efficiency of CBT and the group work. The protocols of anxiety disorders including obsessive compulsive disorder, and tests-anxiety; as well as the protocol for eating disorders will be discussed.

WEDNESDAY, FEBRUARY 28th, 2007

**Advanced Neurofeedback for assessment and training (part 2 of a 2-day workshop)**
*Lynda Thompson, Ph.D. & Michael Thompson, MD*
Abstract: see Tuesday, February 27th, 2007.

**Using physiologic assessment and Biofeedback in dentistry**
*Jeffrey Hindin, D.D.S. & Mark Schwartz, BSc.*
This course describes the latest physiological monitoring technology for dental assessment and biofeedback. Data from 10 subjects was recorded at three different clinics in the United States that specialize in the design and insertion of oral appliances (orthotics) to treat bruxism, craniofacial pain, sleep apnea and sleep disordered breathing. A select group of leading dentists in the United States are using the method, developed by HHSsystems LLC of Suffern New York, to monitor key indicators during the insertion and adjustment of dental orthotics. Dr. Jeffrey Hindin monitors EKG, Respiration, EMG, Temperature, Skin Conductance and other indicators, to provide objective measures to complement the subjective reporting of patients. A dental assistant attaches sensors to the patient and records a pre-and post-insertion baseline that shows changes as a result of the orthotic. The data provide treatment results that show general indicators that are consistent from practitioner to practitioner. The physiological data also correlate with other measures used in dentistry such as radiography. First indications from these data suggest that there is a clear correlation between the objective data being collected and the subjective responses of patients, that adjustment and balance of the orthotics can be significantly improved, that the number of visits required to do the adjustments could be reduce and that outcomes could be improved.

**How the mind/brain works – A model of consciousness**
*Jay Gunkelman, QEEGD*
No abstract available yet.

**The chamber of secrets with case supervision – Tips and tricks for successful Biofeedback treatment**
*Erik Peper, Ph.D. & Monika Fuhs, Mag.rer.nat.*
Intense hands on workshop that focuses upon tips and tricks for successful biofeedback. Explore challenging cases and symptoms, unexpected outcomes, interesting and surprising connections. What to do if what you thought should work did not work, when the client did not do their homework, or when you feel blank or stuck. Learn new strategies for patients with headaches, eczema, chronic pain, hypertension and ADDH. Bring your own challenging case for
clinical/educational biofeedback treatment exploration and case supervision. We will offer possible intervention strategies and solutions from at least 2 perspectives. The successful interventions are the result of some of our failures and successes. Discussed and demonstrated are how to role model active intervention and strategies to shift frame. In many cases it is the unexpected small things that can make a huge change to happen. Be proactive and bring your own frustrating case or even an actual client to explore new healing options.

**Biofeedback and related treatments for recurrent headache disorders**
*Frank Andrasik, Ph.D., Licia Grazzi, MD & Dieter Gerber, Ph.D.*

This workshop focuses on a number of issues pertinent to assessing and treating recurrent primary headache disorders. Assessment issues will focus on recent revisions to the International Classification of Headache Disorders-II, varied ways to assess both process and outcome of biofeedback and related treatments, and a summary of key points in the recently proposed guidelines for conducting behavioral clinical trials prepared by the American Headache Society. Topics addressed pertinent to treatment include the following: a brief review of the history and development of the most common behavioral treatment approaches (EMG and temperature biofeedback-assisted relaxation (EMG, relaxation therapy itself, and cognitive behavior therapy); a detailed examination of the evidence base for these behavioral approaches, including consideration of efficacy (and their strengths and weaknesses) and meta-analytic reviews; discussion of various alternative approaches (other than the 1 to 1, in office, 50-minute hour approach) for delivering treatments (limited contact, group administration, administration by paraprofessionals, mass communication, and web-based); discussion of certain headache types that have been shown to be particularly difficult to treat (medication overuse headache, cluster headache, posttraumatic headache, menstrual migraine, chronic daily headache, and headache associated with comorbidities); special considerations when applying these treatments to children; and a brief review of lesser studied, but more specific biofeedback approaches to headache management, including neurotherapy and blood flow (both intra- and extra-cranial). Intended Audience: This workshop is appropriate for those with beginning to intermediate knowledge of headache and its treatment.

**Hemo-encephalo-graphy (HEG) biofeedback: Physiological basis, technology, methodology and clinical applications**
*(part 2 of a 2-day workshop)*
*Ernesto Korenman, Ph.D.*

Abstract: see Tuesday, February 27th, 2007.

**Biofeedback and self-regulation outside the clinic facing the community:**
*In primary care facilities, with rescue units, in the education system and via the internet – concepts and tools*
*Daniel Hamiel, Ph.D.*

A program aimed to enhance self regulation was evaluated in variety of settings outside the clinic. This program integrates physiological, cognitive-behavioral and changing focus of attention techniques (mindfulness and more) into a self regulation method. The main principles of the program were adapted in several different settings with a common dominator. First a setting of a physician and a nurse giving a stress management program to group of their patients in the community will be shown, secondly a group intervention with rescuers from rescue units who deal with different kinds of trauma. Thirdly, a setting of a teacher giving a stress management workshop in the class, and finally an internet setting treating students with test anxiety.

The theoretic background will be reviewed with an emphasis on practicing the tools. Stress management techniques for adults and children will be taught with specific attention to group work, including a demonstration of the techniques with and without biofeedback. Experience in the above described settings will be described. The workshop is designed for physicians, nurses, medical and clinical psychologists, school counsellors, educational psychologists, educators and teachers.
QEEG guided Neurotherapy  
(part 1 of a 2-day workshop)  
M. Barry Sterman, Ph.D.  
Co modulation analysis of multi-channel QEEG data provides for the evaluation of correlations in spectral magnitude outputs over time between all recorded sites in any selected frequency band, and compares these values with expected values from a normative database. This analysis differs from coherence in its focus on frequency output changes over time regardless of phase, and from power spectral correlation in its avoidance of the corrupting influence of magnitude squaring. Used as an evaluation tool in QEEG studies across various cognitive states it identifies significant disturbances in the coordination among brain regions of temporal outputs in relevant frequency bands. Various reliable patterns of deviation in this coordination have been documented and associated with different clinical disturbances. Guided by the findings in QEEG analysis, abnormal patterns of co modulation can now be addressed with Neurofeedback protocols specifically directed to their normalization. This workshop will review the QEEG methods used to evaluate disturbed co modulation and the Neurotherapy programs capable of effective intervention.

Important variables for successful outcomes of Biofeedback and Neurofeedback applications in rehabilitation  
(part 1 of a 2-day workshop)  
Bernard S. Brucker, Ph.D., ABPP  
In more than 4 decades of Biofeedback and Neurofeedback applications in Rehabilitation, the published outcomes of many of these procedures have had mixed results. Further, the rehabilitation field has yet to embrace Biofeedback and Neurofeedback procedures as being the standard, powerful treatment intervention which it should be. This is surprising since recent findings in the neuro and behavioral sciences have clearly demonstrated that the central nervous system, not only has long term structural repair capability, but also has the possibility of establishing neuro-networking, whereby alternate cell structures can be utilized to take the functional place of damaged or destroyed cells. This type of neuroplasticity is the basis of Biofeedback and Neurofeedback procedures when used properly with operant conditioning paradigms. Evidence from our Laboratory and others have clearly shown that operant conditioning procedures for learned control of specific neurophysiological responses can result in significantly greater utilization of surviving and repairing central nervous system tissue after damage caused by strokes, brain injuries, cerebral palsy and spinal cord injuries. This workshop will focus on the important variables that clinicians need to understand in order to have greater, more effective functional outcomes from their Biofeedback and Neurofeedback procedures.

Mind-Body therapies for medically ill patients  
Donald Moss, Ph.D.  
This workshop proposes expanding the scope of clinical practice, by providing mind-body interventions for medically ill patients. Sixty to seventy percent of patients entering primary care present complaints which would benefit from mind-body intervention. The majority of these patients receive routine medical care, including medical testing, medication, and/or referral to a medical specialist. Those referred to mental health specialists frequently refuse referral, and become more focused on medical/physical causes and solutions. Yet these patient populations, in increasing numbers, pay out of pocket for complementary and alternative medicine (CAM) therapies, many with no documented efficacy. This workshop will advocate strategies for integrating behavioral, psychophysiological, and CAM therapies into health care. The presenter will briefly review the outcome literature to identify disorders for which mind-body therapies have
demonstrated positive efficacy. Specific applications will be discussed moving beyond the bounds of typical psychological practice: diabetes, cardiovascular rehabilitation, irritable bowel syndrome, fibromyalgia, and lupus erythematosis. For each of these disorders, mind-body interventions will be reviewed, including biofeedback, neurofeedback, audio-visual entrainment, hypnosis, and other relevant interventions. Special attention will be given to heart rate variability biofeedback for its expanding applications to a variety of health care problems.

Workshop Objectives:
1. Attendees will learn categories of medical patients who respond poorly to routine biomedical treatment.
2. Attendees will learn which mind-body/CAM therapies have been supported by well constructed outcomes research.
3. Attendees will learn to recognize and understand specific medical disorders, which have been shown to respond positively to mind-body therapies.
4. Attendees will learn through case history material, to understand methods for integrating mainstream medical care with mind-body therapies, in an integrative medicine paradigm.

Optimizing performance and health – Assessment

Vietta Wilson, Ph.D.

This workshop will walk participants through an assessment for executives, athletes or others who need high performance but be able to maintain health. The workshop will provide sample intake and consent forms, interview questions to accompany the paper and pencil educational assessment inventories. The inventories include an assessment of the mental skills used in elite performance, scales for ‘success’ skills related to business performance, and personality/life style risk factors for health. Each workshop participant can then use the inventories for personal or professional purposes. An extensive review of the screens/stats of the Performance Psychophysiological Profile Assessment (2 EMG, 2 EEG, Temp, HR/HRV, RR, Eda -Infiniti), individual reports, and group data samples will be presented. The profile assesses the person under performance, imagery, learning and recovery conditions. How to use the profile to create a programme to enhance motivation, provide skill training (with or without Biofeedback/Neurofeedback) is illustrated. Key references for each phase of the assessment profile will be included as well as sample Power Point Presentations used to ‘discuss’ or ‘sell’ the Performance seminars. A cd of the text Owners’ Manual of How to Control the Mind/Body will be given to each participant.

The polyvagal perspective: Phylogenetic, neurophysiological and clinical insights into the mechanisms of Heart Rate Variability

Steve Porges, Ph.D.

The Polyvagal Theory introduced a new perspective relating autonomic function to behavior that included an appreciation of autonomic nervous system as a “system,” the identification of neural circuits involved in the regulation of autonomic state, and an interpretation of autonomic reactivity as adaptive within the context of the phylogeny of the vertebrate autonomic nervous system. The workshop has two objectives: First, to provide an explicit statement of the theory; and second, to introduce the features of a polyvagal perspective. The polyvagal perspective emphasizes how an understanding of neurophysiological mechanisms and phylogenetic shifts in neural regulation, leads to different questions, paradigms, explanations, and conclusions regarding autonomic function in biobehavioral processes than peripheral models. Foremost, the polyvagal perspective emphasizes the importance of phylogenetic changes in the neural structures regulating the autonomic nervous system and how these phylogenetic shifts provide insights into the adaptive function and the neural regulation of the two vagal systems. The workshop will emphasize:
1) the methodology necessary to evaluate the two vagal systems through assessment of Heart Rate Variability,
2) the neurophysiological mechanisms mediating the two vagal systems, and
3) the emergent clinical and behavioral consequences of activation of each vagal system.
Pelvic floor sEMG for urogenital tract disorders
(part 1 of a 2-day workshop)
Howard Glazer, Ph.D.

This workshop provides a critical overview of how sEMG technology fits into the contemporary range of surgical, behavioral, and a pharmacological therapy for vulvovaginal pain and teaches how to use a standard sEMG evaluation using the Glazer protocol for vulvovaginal pain, within empirically supported guidelines. On completion of the 2-day workshop, participants will be able to collect data to be used in the development of a database of sEMG values for pelvic floor dysfunctions. The emphasis is on practical skills and clinical decision-making using sEMG. No prior experience in sEMG is required.

Biofeedbacktherapie in der Behandlung von psychischen und psychosomatischen Störungen: Ein integrativer Ansatz – German language
Barbara Timmer, Ph.D.


The usage of Biofeedback in personality disorders
Arnon Rolnick, Ph.D. & Halleli Rolnick, BA

Biofeedback has been used for many years to treat physical and psychological symptoms. However the possibility of using this method in the therapy of DSM axis II disorders has seldom been explored. Based on modern conceptualization of personality disorder, we will teach how to use psychophysiological techniques to help patient gain better self regulation. Based on the work of Sperry (1999, 2006), Linehan (1993, 2004) and Young (1999, 2003) we will teach how personality disorders can be understood in terms of (a) Physiology/Temporament, (b) Skills, and (c) Maladaptive schemas. The usage of biofeedback will be shown as a main vehicle to change physiology, enhance the adaptation of self-regulation skills, and help in identifying and modify maladaptive schemas.
QEEG guided neurotherapy  
(part 2 of a 2-day workshop)  
M. Barry Sterman, Ph.D.  
Abstract: see Friday, March 2nd, 2007.

Important variables for successful outcomes of Biofeedback and Neurofeedback applications in rehabilitation  
(part 2 of a 2-day workshop)  
Bernard S. Brucker, Ph.D, ABPP  
Abstract: see Friday, March 2nd, 2007.

Breath training and Heart Rate Variability Biofeedback for anxiety disorders  
Donald Moss, Ph.D.  
This workshop provides a psychophysiological framework for the assessment and treatment of anxiety disorders, integrating respiratory psychophysiology, capnometry, and heart rate variability (HRV). Anxiety is a fundamentally psychophysiological problem, with crucial behavioral, cognitive, and physiological mechanisms driving the anxiety episodes, and a clear need for integrated mind-body solutions. Research confirms the central role of maladaptive breathing in anxiety. Biofeedback technology enables general (CNS and ANS) relaxation, respiratory retraining, and the training of heart rate variability. The workshop reviews relevant respiratory and cardiovascular physiology, and presents a psychophysiological assessment process for anxiety, utilizing capnometry, autonomic baseline measures, and heart rate variability. Therapeutic measures include patient education, general biofeedback, respiration training with biofeedback, and heart rate variability biofeedback. The presenter will demonstrate HRV biofeedback training, using the new HRV suite for the Infinity software system, including an automated assessment script.

Workshop Objectives:  
The objective of the workshop is to provide participants with a basic orientation to the use of relevant biofeedback modalities, breath training, and HRV biofeedback for anxiety disorders. Part 1 covers general biofeedback, respiratory physiology, and breath training. Part 1 also covers assessment procedures including a multi-modal psychophysiological baseline, and a capnometric evaluation of respiration with a hyperventilation trial. Part 2 covers cardiovascular physiology, HRV biofeedback, and hands on training with the Infinity HRV instrumentation, as applied to managing stress and anxiety disorders.

Optimizing performance and health – Training  
Vietta Wilson, Ph.D.  
This workshop will provide the ‘how to teach’ the learned self regulation skills (LSR) and how to select and use the Biofeedback/Neurofeedback screens for performance enhancement. The self regulation skills include muscle relaxation/activation, blood flow, modified autogenics, breathing, self talk, imagery that are discussed in the Owners Manual for Controlling Your Mind/Body. Included are some of the Edutainment exercises that can be used in presenting seminars or teaching self regulation to groups or classes. Sample Evidenced Based Stress Management programmes will be presented for business, education and the general public. The Biofeedback (EMG, RR, BR, HR/HRV, Temp, Eda) and Neurofeedback (1 & 2 channel) training screens used for performance enhancement, active and passive, are reviewed. Additionally, what and how to integrate the Biofeedback home trainers with the LSR skills will be demonstrated. Participants will be given a CD which includes research based references for the training methods, a chapter on attentional training drills, Edutainment exercises and Power Point presentations related to performance enhancement.
Developmental perspectives on monogamy and love: Implications for autism?
*Sue Carter, Ph.D.*

The purpose of this workshop will be to examine the mechanisms through which experience - both positive and negative - might have long-term consequences for later behavioral and emotional states. Studies of socially monogamous mammals, including prairie voles, have documented a neuroendocrine basis for positive behaviors, including social bonds and parental behavior. This work has implicated neuropeptide hormones, including oxytocin and the related peptide vasopressin, in the regulation of social interactions and reactivity to positive and negative experiences. Behavioral or hormonal experiences in early life, mediated in part by long-lasting changes in oxytocin and vasopressin or their receptors, can have life long consequences and may increase or decrease the capacity of an individual to form social bonds, show parental behavior and deal with the “stress of life.” Knowledge of the plasticity of neuroendocrine systems also may help us understand individual differences in the vulnerability to mental disorders with a social component, such as autism. In the context of the peptide hormones that support social behaviors, we gain a different perspective on human concepts such as monogamy, social bonds and even “love”.

Pelvic floor sEMG for urogenital tract disorders
*(part 2 of a 2-day workshop)*
*Howard Glazer, Ph.D.*

Abstract: see Friday, March 2nd, 2007.

Bio- und Neurofeedback bei Schlafstörungen – *German language*
*Lothar Niepoth, Dipl.Psych., Psychologischer Psychotherapeut*


Biofeedback/Neurofeedback in der Therapie des Tinnitus – *German language*
*Ingrid Pirker-Binder, MMag.*

Die Therapie des Tinnitus ist ganzheitlich orientiert. Als Ergänzung zu den medizinischen Möglichkeiten haben sich Biofeedback und Neurofeedback in der Praxis bewährt. Schwerpunkte dabei sind die Reduktion der Stressbelastung, die Ablenkung vom Ohrgeräusch und Unterstützung der Patienten, einen Ausweg aus dem Gefühl des Ausgeliefertseins zu finden. Der Workshop gibt einen Überblick über die einzelnen Therapiemöglichkeiten und Therapieschritte und richtet sich an Therapeuten, Ärzte, Psychologen und Betroffene.
FACULTY (in alphabetical order)

Andrasik (Frank), Ph.D.
Dr. Andrasik received his doctorate in Clinical Psychology from Ohio University in 1979. He then joined the Psychology Faculty of the State University of New York at Albany (SUNYA) where he also held the positions of Research Associate Professor in the Department of Neurology and Adjunct Associate Professor in the Department of Family Practice at Albany Medical College. At SUNYA he assisted in establishing and directing a clinical research unit (Stress Disorders Clinic of the Center for Stress and Anxiety Disorders) investigating both pharmacological and non-pharmacological approaches to varied stress and pain problems. Upon departing SUNYA, he served as Associate Director for Pain Therapy Centers in Greenville, SC, where he managed multidisciplinary pain treatment programs at various hospital sites. He presently holds the positions of Senior Research Scientist at the Institute for Human and Machine Cognition and Professor of Psychology at The University of West Florida. He was the 1992 recipient of the Association for Applied Psychophysiology and Biofeedback’s Merit Award for Long-Term Research and/or Clinical Achievements, and the 2002 recipient of AAPB’s Distinguished Scientist Award. Dr. Andrasik is currently serving as Editor-in-Chief for Applied Psychophysiology and Biofeedback, having served as past Editor-in-Chief for Behavior Therapy and as Associate Editor for Behavior Therapy and Biofeedback and Self-Regulation. He was serving as President of the Association for Applied Psychophysiology and Biofeedback in 1993-1994. He chaired the Task Force on Biofeedback Treatment of Tension Headache for this same organization. Dr. Andrasik has published approximately 170 articles and chapters and has delivered nearly 400 talks on the topics of pain, stress, biofeedback, psychiatry, and organizational behavior management; he has also produced several texts for professionals. His most recent text, published in 2003, is Biofeedback: A practitioner’s guide (3rd ed.), co-edited with Mark S. Schwartz. He frequently lectures and presents workshops on these topics. Finally, Dr. Andrasik remains active clinically. He is licensed as a psychologist and has maintained a private practice since 1982, and regularly consults to various agencies.

Brucker (Bernard), Ph.D., ABPP
Dr. Bernard S. Brucker is Associate Professor in the Departments of Psychiatry and Behavioral Sciences, Orthopaedics and Rehabilitation and Radiology at the University of Miami School of Medicine. He is a psychologist who has been a leader in the field of rehabilitation and is currently Chief of the Division of Psychology and Director of the Biofeedback Laboratory at the University of Miami/Jackson Memorial Medical Center. He is the Past President of the Division of Rehabilitation Psychology of the American Psychological Association and the recent Past Chairman of the Brain and Spinal Cord Injury Advisory Council for the State of Florida. Dr. Brucker is currently President of the American Board of Rehabilitation Psychology, Member of the Board, American Board of Professional Psychology, Past Vice President of the Florida Brain Injury Association and Past Board Member of the Association of Applied Psychophysiology and Biofeedback. Dr. Brucker has received the Gil Moss Award from the National Spinal Cord Injury Association for outstanding scientific and clinical contribution to spinal cord injury, the Exceptional Achievement Award, from the Institute of Electrical and Electronics Engineers, for microprocessor control of movement in paralyzed muscle, the Lifetime Achievement Award from the Dade County Chapter of the Florida Psychological Association, the Distinguished Service Award, Division of Rehabilitation, American Psychological Association and the Karl F. Heiser Presidential Award from the American Psychological Association. Dr. Brucker is one of the founders, and the original Co-Director of the Miami Project to Cure Paralysis. He is world renowned for developing specific behavioral procedures for restoring function in people with physical disabilities and has numerous publications, chapters, and presentations at scientific meetings.

Carter (Sue), Ph.D.
Professor of Psychiatry
Co-Director, The Brain Body Center
Department of Psychiatry, College of Medicine
University of Illinois at Chicago
Chicago, IL 60612
No biographical sketch available yet.
Fuhs (Monika), Mag.rer.nat.
Studied Psychology at the University of Vienna, worked at the Neuropsychiatric station for children of the Vienna AKH for many years as well as doing a study about kids and development of language for the Vienna Academy of science. Board member of the OBIP (Österreichische Gesellschaft für Biofeedback und Psychophysiologie), editor of the new BFE Journal ‘Psychophysiology Today’, author of articles with Erik Peper, Co-Director and project manager of Work solutions for the “Healthy Computing and prevention at the worksite” program, lecturing of numerous workshops in the fields of Biofeedback in Europe, Founder and Director of the Holistic Learning Institute. Monika Fuhs is a licensed teacher and trainer for dyslexia and perception problems (ReLeMaKo) and brain friendly learning. She teaches workshops in the fields of stress management, Holistic Health, Healthy Computing and optimum human functioning with Erik Peper and brain management and brain friendly teaching and learning in different schools, workshops for stress management and success for kids as well as leading a private practice for kids and adults. Her main interests focus on mind body medicine and what it takes to make people change and how biofeedback and related therapies can help to make this process as successful as possible.

Gerber (Wolf-Dieter), Ph.D.

Glazer (Howard), Ph.D.
Howard I. Glazer, Ph.D. is a Clinical Associate Professor of Psychology in Psychiatry and in Obstetrics and Gynecology at Cornell University Medical College/New York Presbyterian Hospital. He specializes in the use of electromyographic feedback (biofeedback) for the rehabilitation of pelvic floor musculature in the treatment of a broad range of urologic and gynecological conditions such as urinary stress incontinence, urge incontinence, detrusor instability, interstitial cystitis, coccydynia, prostatodynia, urethral syndrome, vulvodynia/vestibulitis and other pelvic pain syndromes. Dr. Glazer provides individual clinical services, training workshops, and in-office specialty training. His research into the treatment of vulvodynia has been published in the Journal of Reproductive Medicine and other academic, professional and popular journals. Information on his work can be found at www.vulvodynia.com.

Grazzi (Licia), MD
Education: degree and license in Medicine and Surgery (University of Milan); specialization in Neurology (University of Pavia). Occupational History: collaborator as researcher at the clinical activity of the Headache Center at the C. Besta National Neurological Institute in Milan, Italy (1988 to 1995); present position (since 1996): assistant and collaborator of headache and cerebrovascular Division at the C. Besta National Neurological Institute. Clinical research activity and scientific organization: scientific research activity in clinical aspects on the principal research topics of the Headache Center, with clinical trials in headache field, therapeutic innovations in the treatment of headache in young adults and pediatric age, developing of therapeutic programs with behavioral therapies and consequently publication of several scientific papers (almost 100) and participation to several international scientific meetings.

Gunkelman (Jay), QEEGD
Jay entered the field of biofeedback in 1972, co-founding the first state hospital based biofeedback lab in the USA. Jay is an executive officer of the Board of Directors of AAPB, and is a past president of iSNR. He is currently the Executive Vice President of Q-Metrx.com, a company which specializes in EEG/qEEG analysis, as well as Polysomnography. He has lectured on the brain's anatomy and physiology, and the EEG/qEEG world-wide.
Hamiel (Daniel), Ph.D.
Daniel Hamiel, Ph.D. is head of the Cognitive-Behavioral and Psychophysiological unit, Tel-Aviv Mental Health Center, Tel-Aviv University, Medical School. Director of Cognitive-Behavioral Intervention, the Cohen Harris Center for Trauma and Disaster Intervention. He is a clinical psychologist, certified in biofeedback (BCIA), neurofeedback, and in hypnosis. Past president of the Israeli Association of Biofeedback, he teaches workshops on cognitive psychology and biofeedback in many countries. He was in a clinical practice in Cincinnati, Ohio from 1992-1995. Currently, Dr. Hamiel is involved in developing and performing a stress management program in schools in Israel and in New York City, for schools that have suffered terror attacks.

Hindin (Jeffrey), D.D.S.
Dr. Hindin is a general dentist practicing all phases of dentistry with an emphasis on craniofacial pain, TMD, and sleep disorders. He has co-created a system of monitoring physiologic functions and incorporates biofeedback modalities into patient care. He is one of the founders of The Hindin Center for Whole Health Dentistry in Suffern, N.Y.

Korenman (Ernesto), Ph.D., Neurophysiologist, Psychophysiologist, Biophysicist
Ernesto Korenman's formal training includes Biology, Neurophysiology and Biophysics. He holds a Ph.D. from the University of London UK and has worked for nearly 25 years in R&D in Israel (Hebrew University) and in the UK (St. Bartholomew's Hospital). He is a certified biofeedback practitioner involved in biofeedback/neurofeedback clinical practice and in teaching courses licensed by the Israeli Association of Psychophysiology and Biofeedback in Israel and in Europe. He is one of the early practitioners of HEG biofeedback and has been directly trained by Dr. Jeff Carmen, the inventor of pIR HEG. In addition to his clinical biofeedback, Ernesto Korenman works as a consultant in the area of psycho-physiological robotics applied to neuro-muscular rehabilitation. He actively pursues the R&D of his numerous inventions in these fields.

Moss (Donald), Ph.D.
Donald Moss, Ph.D., is adjunct graduate faculty in Health Psychology at Saybrook Graduate School in San Francisco, and a partner in the Psychological Services Center in Grand Haven, Michigan. He is Editor of the Biofeedback Magazine, and Consulting Editor for the journals Applied Psychophysiology and Biofeedback, Journal of Neurotherapy and the Journal of Phenomenological Psychology. Dr. Moss has over 50 publications in the fields of psychophysiology, biofeedback, and mind-body therapies, including an edited book (Handbook of Mind Body Medicine for Primary Care, Sage, 2003). He has given lectures and workshops on these topics throughout the world, including recent presentations at the Association for Applied Psychophysiology and Biofeedback, the International Association for Cognitive Psychotherapy, the National Autonomous University of Mexico, and the Biofeedback Foundation of Europe. He is also past-president of AAPB.

Niepoth (Lothar), Dipl.Psych.

Peper (Erik), Ph.D.
Erik Peper, Ph.D. is an international authority on biofeedback and self-regulation. He is Professor and Director of the Institute for Holistic Healing Studies at San Francisco State University and Director of Work Solutions USA in Berkeley, CA. He is past president of the Biofeedback Society of America (now AAPB) and Biofeedback Society of California. He is co-author of Healthy Computing - a biofeedback software protocol to prevent the risk of injury from working with computers. Amongst his most recent books are Healthy Computing With Muscle Biofeedback: A Practical Manual for Preventing Repetitive Motion Injury (2000) and Make Health Happen: training yourself to create wellness (2002). He is co-producer of the weekly Healthy Computing Email Tip™.
Pirker-Binder (Ingrid), MA rer. soc.oec, MA phil.
Studium: Studium der Handelswissenschaften an der Wirtschaftsuniversität und der Erziehungswissenschaften an
der Universität Wien mit Schwerpunkt Sonder- und Heilpädagogik (Diplomarbeit: Lerndefizitanalyse, Dissertation:
Biofeedback und Stress bei Kindern und Jugendlichen i.V.), Psychotherapeutin in Ausbildung unter Supervision
(Logotherapie und Existenzanalyse nach V. Frankl), Stresstherapeutin und Stressconsultant, Universitätsslektorin
(Social Skills, Lernorganisation), Coach, Biofeedbacktherapeutin und Lehrtrainerin (BFE Biofeedback Foundation of
Europe), Co-Präsidentin der Education Section der Amerikanischen Gesellschaft für Psychophysiology und
Biofeedback, Mitglied des wissenschaftlichen Beirates des ÖGKO für den Bereich Schmerz- und Stressmanagement
bei Kindern.

Porges (Stephen), Ph.D.
Dr. Porges is currently Professor, Department of Psychiatry and Co-Director of the Brain-Body Center in the College
of Medicine at the University of Illinois at Chicago. Prior to joining the faculty at the University of Illinois at Chicago,
Dr. Porges served as Chair of the Department of Human Development and Director of the Institute for Child Study at
the University of Maryland from 1998-2001. He has been President of the Federation of Behavioral, Psychological
and Social Sciences, a consortium of societies representing approximately 20,000 biobehavioral sciences. Also, he is
a former President of the Society for Psychophysiological Research. From 1975-1985 he was a recipient of a NIMH
Research Scientist Development Award. He chaired the National Institute of Child Health and Human Development,
Maternal and Child Health Research Committee. At the University of Illinois at Urbana-Champaign (1972-1985) he
held appointments in the Department of Psychology, Institute of Aviation, Children's Research Center, and the School
of Medicine. He is a behavioral neuroscientist, with particular expertise in understanding the autonomic nervous
system and how autonomic function is related to social behavior, psychiatric disorders, stress, and disease. He has
extensive research experience in human development, but, as illustrated in his bibliography, he also collaborates with
scientists in such diverse disciplines as anesthesiology, critical care medicine, gerontology, neurology, obstetrics,
pediatrics, psychiatry, and drug abuse. He is especially knowledgeable about methodologies for
measuring human physiology, which can be applied to understanding social behavior. He was awarded a patent on a
methodology to describe neural regulation of the heart, which is currently being used in more than 100
laboratories. From 1985-2001, Dr. Porges held a guest appointment in the NIH Laboratory of Comparative
Ethology. He developed the Polyvagal Theory to explain typical and atypical social behavior and stress responses.
The theory identifies three neural circuits related to adaptive autonomic reactions that are phylogenetically organized
and provide a plausible model to explain several of the defining features of autism and other psychiatric disorders.
The Polyvagal Theory has stimulated research that emphasizes the importance of physiological state and behavioral
regulation in the expression of several psychiatric disorders. The Polyvagal Theory forms the theoretical basis for the
translational research center, the Center for Advanced Research in Behavioral Neurobiology, that Porges is
developing at the University of Illinois at Chicago. The construction of the center is being funded by a grant from NIH
and has the specific goal of fostering translational research that applies neurobiological principles to clinical
populations. He has developed an intervention for autism based on the Polyvagal Theory. Professor Porges has
published approximately 175 articles and has been continuously funded by NIH since 1975. In addition to the facilities
enhancement grant from NIH, he currently has two active NIH grants and two foundation grants. These funds support
research investigating the neurobiology of typical and atypical social behavior in a variety of clinical populations
including autism, fragile-X-syndrome, selective mutism, HIV, and anxiety.

Rolnick (Arnon), Ph.D.
Arnon Rolnick, Ph.D., is a clinical psychologist and past president of the Israeli Association for Applied
Psychophysiology and Biofeedback and member of the Board of the Israeli Psychological Association. His expertise
in stress management is based on almost 20 years of working with elite military units as a senior psychologist in the
Israeli Navy and head of the Biofeedback and Human Performance Laboratory. In his academic work, he has a Ph.D.
in experimental psychology from the Tel-Aviv University where he has been a lecturer. He published articles and book
chapters on coping with stress for which he received the Rothschild and Lewis fellowships. Arnon is known as the
manager of the Clinical Psychophysiology and the psychosomatic medicine forum on the Internet. He is a member of
the BCIA International Certification committee.
Sterman (M. Barry), Ph.D.
M. Barry Sterman, Ph.D. is currently Professor Emeritus in the departments of Neurobiology and Biobehavioral Psychiatry at the UCLA School of Medicine. His major research interests include; basic neural mechanisms of sleep regulation; neural and behavioral mechanisms in epilepsy, neural substrates and cognitive correlates of EEG rhythms, and quantitative EEG Assessment and Neurotherapy. Papers written by Dr. Sterman have been published in Science, Brain Research, EEG and Clinical Neurophysiology, Experimental Neurology Journal of Internal Medicine, Biofeedback and Self-Regulation, Scandinavian Journal of Psychology, Brain Topography, Clinical Neurophysiology, Journal of Neurotherapy, and the Handbook of Electroencephalography and Clinical Neurophysiology.

Thompson (Lynda), Ph.D.
Lynda Thompson, Ph.D., BCIAC-EEG, is a psychologist with experience in teaching, clinical psychology, school psychology and ownership of learning centers. Since 1993 she has been Executive Director of The ADD Centre in Toronto, a private service devoted to helping people improve behavior and learning. The clinic also deals with clients who have other disorders associated with poor attention including epilepsy, Asperger’s Syndrome, learning disabilities, Tourette’s Syndrome, closed head injury, autism, mood disorders, and anxiety. Her doctoral dissertation (1979) dealt with self-esteem in hyperactive children treated with methylphenidate. She is co-author with pediatrician William Sears of The ADD Book: New Understandings, New Approaches to Parenting Your Child, and co-author with Michael Thompson of The Neurofeedback Book: an Introduction to Basic Concepts in Applied Psychophysiology. She and her husband have lectured about Neurofeedback on five continents.

Thompson (Michael), MD
Michael Thompson, MD devotes his time to the administration of the Biofeedback Institute and teaching. When formerly practicing medicine he was Associate Professor and head of post-graduate education in Psychiatry, University of Western Ontario, examiner for the Royal College of Physicians (Canada) and chairman of their examinations committee in psychiatry. Numerous professional publications include A Resident’s Guide to Psychiatric Education. While Associate Professor, University of Toronto, he was psychiatric consultant to The Hospital for Sick Children's neurology department.

Timmer (Barbara), Dr.rer.nat

Wilson (Vietta S.), Ph.D.
Vietta E. Wilson, Ph.D. (BCIA SF & EEG-AF) is a professor at York University in Toronto. She teaches courses in sport psychology, learned self regulation and how to teach biofeedback assisted relaxation. Dr. Wilson has 30 years of education and experience in Canada and the United States in sport, education, and psychology. She has worked with almost every sport in the alphabet with athletes ranging in expertise from novice to Olympic and professional. She has worked in a clinic for cerebral palsy, a counselling centre and is currently in an ADD and performance enhancement clinic. She has worked with various business corporations since 1978. She authored a text “Learned Self Regulation” and has CD’s with a text “Owner's Manual for Controlling the Mind and Body” and audios on brief and deep self regulation. Her research includes QEEG of imagery, brain maps of elite performers, RSI, and a recent study on the effects of posture on mood states. Dr. Wilson is best known as an excellent teacher in workshops and seminars on sport psychology, learned self regulation and how to teach biofeedback assisted relaxation. She provides participants with practical ‘how to’ exercises and information that can immediately be used by practitioners.