The California State University at Fullerton recently implemented health psychophysiology courses designed to fulfill the didactic and practical training requirements for general biofeedback certification. The instructor resource used in the Health Science 400 course is


The required student materials include the following:


In this review, I would like to address my experience as instructor of the course using the *University Biofeedback* educational CD developed by a Biofeedback Certification Institute of America (BCIA) board member, Celeste De Bease, PhD. De Bease teaches a course titled “Medical Psychophysiology” at Widener University in Chester, Pennsylvania. Widener’s two-semester medical psychophysiology course prepares doctoral students to sit for the BCIA exam in general biofeedback. This educational CD is based on the resources she developed for this course and is designed as an instructor resource, not intended for student use.

The *University Biofeedback* CD includes 10 PowerPoint presentations for classroom instruction along with lecture notes, which follow the BCIA Blueprint of Knowledge. The CD also includes three labs, a 15-minute PowerPoint presentation timer, an energy management training program for university clients, a lab log for practical biofeedback training, and a sample academic syllabus. I found the didactic material in the PowerPoint presentation to be both comprehensive and very well organized. Student feedback regarding the content and formatting of the slides presented in class lecture was highly favorable. More specifically, students remarked that the slides were a tremendous asset in helping them assimilate the volume of material from the assigned readings in the Schwartz textbook. As an instructor, I found the accompanying well-detailed lecture notes particularly useful. The *University Biofeedback* CD brochure provides an in-depth description of the topics covered in each PowerPoint presentation; however, I would like to emphasize that although the scope of the material is broad, attention to detail is not lost. Students will be left with a solid understanding of the BCIA VIII Blueprint of Knowledge areas.

The first *University Biofeedback* PowerPoint presentation covers applied psychophysiology history, concepts, and learning theory, followed by a presentation on the autonomic nervous system, stress, coping, and illness. The next module, psychophysiological recordings, was well received by my students, particularly the coverage of electronic terms in a meaningful manner. Autonomic nervous system applications are further detailed in five additional PowerPoint series, which address thermal biofeedback, respiration and respiratory disorders, heart rate variability, cardiovascular system and disorders, somatic and cognitive anxiety, and electrodermal activity. Finally, the remaining three lectures explore electromyography (EMG), neurofeedback, and adjunctive interventions—professional conduct. It is worth noting that several of the PowerPoint slides are useful not only for courses designed to fulfill the BCIA didactic training requirement but also for general psychophysiology curriculum and/or stress management classes. I found that all of the autonomic nervous system modules integrated easily into my stress management courses.

The practical training materials are also highly professional. The energy management program is an 8-week course for training university biofeedback clients. The template provided allows for a smooth implementation of the self-regulation skill-building program. In addition to
an announcement flyer, the energy management training (EMT) material includes a guide for student trainers that contains general session procedures and goals and a manual that is provided to clients. The EMT client manual details eight 45-minute sessions designed to facilitate self-regulation through EMG, thermal, and galvanic skin response biofeedback training. The first session, titled “Your Energy Profile—Assessing Your Energy Style,” provides a client-friendly description of a psychophysiological stress profile. Subsequent EMT sessions are equally well presented, providing the client with an orientation to the purpose and goal of each training session. Additional session titles include “Where You Are and Where You Want to Be,” “The Relaxation Response,” “Breath Is the Bridge,” “Mind Over Muscle,” “Warm Hands/Warm Heart,” “Focusing the Mind,” and “Environmental Engineering.” The prestructured sessions are also advantageous for student trainers who are beginning their BCIA practical training hours. Finally, the sample academic syllabus is a useful tool for developing psychophysiology courses designed to fulfill the BCIA 48-hour didactic training requirement.

In summary, I highly recommend the University Biofeedback educational CD to any instructor interested in developing or enriching curriculum in psychophysiology. The breadth of psychophysiology information presented, as well as the comprehensiveness of the materials provided, makes it a highly worthwhile investment. On a more succinct note, I would like to conclude with a sentiment I shared with Dr. De Bease: “I would not have survived the semester without it!”

The University Biofeedback educational CD is available through the Biofeedback Foundation of Europe. The academic institution price is $500. There is also an educational/teacher discounted price of $275.