SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: Departmental Syllabus
COURSE TITLE: Biofeedback and Management Skills
COURSE NUMBER: PSYC-0280
CREDIT HOURS: 3
INSTRUCTOR: Departmental Syllabus
OFFICE LOCATION: Departmental Syllabus
OFFICE HOURS: Departmental Syllabus
TELEPHONE: Departmental Syllabus
EMAIL: KCKCC issued email accounts are the official means for electronically communicating with our students.

PREREQUISITE(S): None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
This course seeks to inform teachers, education majors, and helping professionals on how to use Biofeedback concepts and skills to lower stress in the work place and increase the learning climate.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. History and Definitions
   A. Historical Perspective
B. Biofeedback
C. Entering the Field of Biofeedback

II. Instrumentation
A. Terminology
B. Measurement
C. Operating EMG Instruments

III. Assessment and Initiating Treatment

IV. Relaxation Techniques
A. Breathing Techniques
B. Use of Audiotapes

V. Symptoms indicating Treatment
A. Headaches
B. Raynaud’s Disease
C. Hypertension

VI. Ethical and Professional Considerations
A. Professional Ethical Behavior
B. Job Descriptions

VII. Future of Biofeedback

EXPECTED LEARNER OUTCOMES

A. The student will be able to review biofeedback in its historical context.
B. The student will be able to describe the definition of biofeedback.
C. The student will be able to discuss important factors in entering the field of biofeedback.
D. The student will be able to discuss the meaning of terminology used in the context of biofeedback instrumentation.
E. The student will be able to describe the processes involved in measuring physiological responses.
F. The student will be able to describe the operation of EMG instruments.
G. The student will be able to discuss the factors involved in determining if biofeedback is appropriate treatment.
H. The student will be able to describe various breathing techniques.
I. The student will be able to discuss the use of audiotapes in conjunction with biofeedback treatment.
J. The student will be able to describe the treatment of various symptoms with biofeedback.
K. The student will be able to review ethical issues in the application of biofeedback treatment.
L. The student will be able to describe jobs utilizing training in biofeedback.
M. The student will be able to review the possible future utilization of biofeedback.

COURSE COMPETENCIES:

The student will be able to review biofeedback in its historical context.
1. The student will be able to discuss the major antecedents and fields from which
biofeedback developed.
2. The student will be able to describe the relationship of biofeedback to early learning theory.
3. The student will be able to describe the early research findings concerning stress research.

**The student will be able to describe the definition of biofeedback.**
4. The student will be able to discuss altered states of consciousness, as the phrase relates to biofeedback.

**The student will be able to discuss important factors in entering the field of biofeedback.**
5. The student will be able to describe the field of biofeedback, and possible certification programs.

**The student will be able to discuss the meaning of terminology used in the context of biofeedback instrumentation.**
6. The student will be able to describe the meaning of process definitions of biofeedback.
7. The student will be able to discuss teleological definitions of biofeedback.
8. The student will be able to describe the definition of applied biofeedback.

**The student will be able to describe the processes involved in measuring physiological responses.**
9. The student will be able to describe the three tasks of biofeedback instruments.

**The student will be able describe the operation of EMG instruments.**
10. The student will be able to discuss the functioning of an electromyography (EMG) instrument.
11. The student will be able to describe methods of getting meaningful and usable information from an EMG instrument.
12. The student will be able to discuss possible impediments to getting meaningful and usable information from an EMG instrument.
13. The student will be able to review the history of research on galvanic skin response (GSR).

**The student will be able to discuss the factors involved in determining if biofeedback is appropriate treatment.**
14. The student will be able to review the common types of disorders which are commonly treated using biofeedback techniques.
15. The student will be able to discuss evaluation/assessment procedures.
16. The student will be able to describe proper ways to gather useful baselines of physiological of symptom data.
17. The student will be able to discuss possible dietary factors that may impact the effective use of biofeedback.
The student will be able to describe various breathing techniques.

18. The student will be able to discuss the symptoms of hyperventilation and panic.
19. The student will be able to review current breathing techniques.
20. The student will be able to discuss relaxation-induced anxiety.
21. The student will be able to discuss possible management techniques for relaxation-induced anxiety.

The student will be able to discuss the use of audiotapes in conjunction with biofeedback treatment.

22. The student will be able to review considerations involved in using audiotapes in conjunction with biofeedback treatment.
23. The student will be able to describe how to make an effective relaxation tape.

The student will be able to describe the treatment of various symptoms with biofeedback.

24. The student will be able to discuss the use of biofeedback treatment with headaches.
25. The student will be able to discuss the use of biofeedback treatment with Raynaud’s Disease.
26. The student will be able to discuss the use of biofeedback treatment with Essential Hypertension.

The student will be able to review ethical issues in the application of biofeedback treatment.

27. The student will be able to discuss ethical conduct guidelines and specific areas with ethical implications in the practice of biofeedback.

The student will be able to describe jobs utilizing training in biofeedback.

28. The student will be able to describe the delivery of biofeedback services.
29. The student will be able to discuss the implications of various job titles and functions in the practice of biofeedback.

The student will be able to review the possible future utilization of biofeedback.

30. The student will be able to discuss the application of biofeedback techniques on the frontier of the biofeedback field.

ASSESSMENT OF LEARNER OUTCOMES:

Student progress is evaluated by means of exams, written assignments, and class participation.

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the
student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3354 or call (913) 288-7670.
General Education Learning Outcomes

Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

Personal and interpersonal Skills Learning Outcomes
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.
SOCIAL AND BEHAVIORAL SCIENCES

STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.