Neurofeedback Mentoring Webinar Recordings

Each webinar is worth 1.5 CE hours for recertification or 1 contact hour + 2 case studies for initial in neurofeedback certification. Price: $40 for all who live and work in countries considered as Group I. Please visit this link to see more information about our international fee structure: [International Fee Structure (bcia.org)](http://bcia.org)

	Title & Description
2014-02	**Neurofeedback Practice 101 -** John Anderson, MA, BCB, BCN Focuses on interpreting your client's response to training. John will explore different approaches to treat the same symptoms and will present various client treatment scenarios using more than 1 biofeedback modality.
2014-03	**Anxiety and Depression Clients -** John Demos, MA, BCN 2 cases dealing with depression and anxiety will be presented. Attendees will be introduced to how to evaluate symptoms, examine raw data, determine what other symptoms present in a similar manner, and so much more.
2014-4	**Protocol Development -** Joy Lunt, RN, BCN This webinar will present two cases, who each had a QEEG done; however, the pieces of information that were most helpful in protocol development were different for these two clients. One relied more on reading the raw EEG and the other relied more on the actual QEEG report that showed the averaging of the data, as well as coherence values. We will discuss what kinds of protocols were the most helpful in each of these cases.
2014-06	**Patient Progress Monitoring Neurofeedback** Glenn Weiner, PhD, BCN Perhaps it is not your equipment nor your protocol options that are holding back your level of clinical success. Having a structured, objective approach to measuring patient progress may give you the information you need to fine tune your work and result in better outcomes.
2015-06	**Clinical Issues In Alpha-Theta Training -** Richard Davis, MA, LPC **Genie Davis, PhD, BCN** This webinar will discuss common clinical considerations when doing alpha-theta neurofeedback for trauma, anxiety and/or substance abuse. Two cases will be presented with discussion of protocol decision-making, treatment implementation suggestions, and indicators of possible impediments to successful outcomes.
2015-07	**NF Applications For Athletes -** Leslie Sherlin, PhD, BCB, BCN His mission has been to increase the broader awareness, understanding and utilization of brain self regulation. The steps to achieve this has been through developing a more engaging experience for the user; creating an appeal to a broader audience through identifying optimal performance metrics rather than solely focusing on clinical symptom presentations; demonstrating efficacy with the highest research standards; usage by the highest demanding populations; and telling the story through our generational heroes. This process has not been without challenge and opportunity.

2015-08	**NF Treatment of Severe Depression -** Dennis Romig, PhD, BCB, BCN Two case studies of the successful NF treatment of client with suicidal depression will be presented using methods based upon Dr. Angelo Bolea's Quadrant Brain Model of treatment. One follow-up study of 20 clients with suicidal depression showed a 90% success rate after 24 months. One of the case studies will be an individual whose depression was one of many symptoms part of their post concussion syndrome from multiple head injuries.
2016-02	**NF Mentoring: Remote Training: Considerations and Caveats** - Leslie Sherlin, PhD, BCB, BCN In this 90-minute clinical update, Leslie Sherlin, PhD, BCB, BCN will present the background to date in the academic literature on instances of out of office neurofeedback/biofeedback training. He will elaborate on suitable client identification for remote training, considerations of monitoring and outcomes of both illustrative cases and group data analysis of his experiences of success and failure having conducted now in excess of 20,000 remote sessions. It is important that the professional provider be aware of the opportunities to implement remote training for their practice and clients while having an awareness of the required caveats for providing successful and responsible outcomes. Potential risks and additional obligations of remote training will be included in the presentation.
2016-07	**NF For Post-Concussion & Other Head Injuries -** Dennis Romig, PhD, BCB, BCN Almost 90% of concussions and serious head injuries do not result in loss of consciousness. The intermediate and long term consequences of head injuries, however, are detrimental to work, family and mental performance. The results of the successful neurofeedback treatment of 30 clients of various ages with post-concussion syndrome will be presented. Practical recommendations for the assessment and treatment of head injury clients will be illustrated with two case studies.
2016-12	**Multimodal Interventions with ADHD -** Linda Walker, LPC, BCB, BCN Participants will learn to: explore how to connect a client's concerns with EEG and physiological findings, as well as objective assessment; identify at least one psychophysiological factor that aids in identifying treatment approached; summarize how neurofeedback and biofeedback therapies can be tailored to best help the individual learn a skill; use at least two learning theories that are relevant to structuring neurofeedback and biofeedback interventions.
2017-3	**Mentoring for TBI and Post Chemotherapy -** Rob Longo, LPC, BCN This mentoring webinar will present 2 different cases - TBI and Post Chemotherapy. Participants will review: 1. Assessment of treatment options for post chemotherapy of TBI. 2. QEEG guidance in determining neurofeedback protocol selection. 3. Client/patient symptoms for determining protocol selection. 4. How to measure treatment progress over time. 5. Benefits of multiple sessions per day. 6. Challenges to working with these disorders.
2017-7	**Neurofeedback Mentoring for Lyme and PAN/PANDAS** Roseann Capanna-Hodge, EdD, LPC, BCN Lyme Disease and PANS/PANDAS are emerging health crises that have a far reaching impact on the field of mental health. Infectious disease can and does cause

	neuropsychiatric and neurocognitive symptomatology. PANS (Pediatric Acute-onset Neuropsychiatric Syndrome) and PANDAS)Pediatric Autoimmune Neuropsychiatric Disorders Associated with Streptococcal Infections) occur when an infectious trigger (such as Strep, Lyme or Tick-borne Disease, virus, bacteria), environmental factors or other possible triggers create a misdirected immune response, resulting in inflammation on a child's brain otherwise known as autoimmune encephalopathy. The child quickly begins to exhibit life-changing psychiatric and neurocognitive symptoms. There can be a waxing and waning of symptoms, which makes diagnosis further complicated.
2018-3	**ADHD/Oppositional Disorders -** Erin Conway, PsyD, CADC, BCB, BCN This mentoring webinar will focus on treating ADHD and oppositional characteristics in children and teens. We will focus on two case studies where the presentation and diagnosis were similar, review concepts behind the neurofeedback approach used to treat both individuals, and take a look at the actual protocol. This webinar is good for beginning neurofeedback practitioners, or as a refresher for the seasoned professional.
2018-07	**How Do you Know It's ADHD -** Vince Monastra, PhD, BCN Although Attention-Deficit/Hyperactivity Disorder (ADHD) is a condition that is characterized by specified behavioral criteria, accurate diagnosis requires that other medical causes are considered and evaluated. Unfortunately, little guidance Is provided in the DSM-V regarding the types of medical conditions that need to be considered. This program is intended to provide participants with an understanding of common medical conditions that "mimic" ADHD. Emphasis will be placed on teaching participants a systematic approach for conducting a comprehensive evaluation for ADHD and a sequential process for conducting treatment in order to maximize treatment response. Instruction will be enhanced by case illustrations, guided instruction in the assessment process, and a review of outcome studies that have utilized the Monastra-Lubar Assessment Protocol.
2018-09	**Integrative Approach for Trauma -** Santiago Brand, BCB, BCN It is very likely that many or most of the conditions we treat are trauma based; therefore, it becomes relevant and important for the clinician to be trauma informed. Trauma is multi-factorial and multi-dimensional, making integrative interventions necessary, or rather compulsory. The webinar will cover the basic elements of trauma, how trauma affects the brain, body and well being of individuals and how biofeedback, neurofeedback, and other adjunct interventions can be of extreme importance when it comes to healing. Attention will be given to intervention components such as stress qEEG, stress profiles, HRV, and others. Some data will be shown in order to demonstrate the progression of sessions and clients work.
2019-02	**What You Don't Know CAN Hurt Them -** Ron Swatzyna, PhD, BCN For those of us who have ventured into the field of qEEG and qEEG guided neurofeedback, we have all experienced cases that we fail to help. These are the ones that have taught me the most and in some cases have saved lives. The new technology of Genome testing and Pharmaco-EEG will also be presented as well as current clinical research findings. This webinar presents multiple case examples that stress the importance of having deeper knowledge into the neurological, biological, and genetic causes of psychiatric symptoms. Additionally, you will be guided you through 2 full case studies, from intake through

	treatment and discharge.
2019-03	**Neurofeedback With Anxiety -** Mark Jones, PhD, BCN This webinar will review the symptoms of various anxiety disorders, the neurophysiological underpinnings of anxiety, and the research on treating anxiety symptoms with neurofeedback, including the presenter's published research on QEEG-guided 1 channel neurofeedback. Two case studies will be presented.
2019-04	**Prescribing Brain Health -** Robert Turner, MD, MSCR, BCN, QEEGD This webinar will present a basic introduction of brain health and how empowering your client to make lifestyle changes will enhance the neurofeedback experience and promote increased quality of life. Dr. Turner will outline his 4-step approach, what is required with each step, underlying neuroscience foundations, and how you can easily implement this approach with all patients. Additionally, he will present several case studies to demonstrate how these lifestyle changes impact clinical management, helping and coaching patients toward implementation of changes, and how these results may impact neurofeedback outcomes.
2019-06	**EEG Recording and Editing Principles – Part I -** John Demos, LCMHC, BCN Participants will observe the principles of EEG editing which include learning how to identify (EOA) and muscle tension (sEMG). Those editing must understand: 1) the effect of hi and lo pass band filters. 2) the difference between eyes closed and eyes open recordings and determining the posterior dominant rhythm (PDR).3) the meaning of drowsiness artifacts. 4) How to instruct QEEG test subjects before recording. 5) The difference between reference ear lobe and mastoid montages. 6) Pulse artifact and the temples when using stretch caps. 7) The importance of waiting before beginning QEEG data acquisition.
2019-07	**Part 2 - Examining 4 Different Databases for results, symptoms & interpretation -** John Demos, LCMHC, BCN Participants will observe and critique results from 4 different databases including NeuroGuide, Jewel, BrainDx and QEEGPro. Differences may come from editing methods, standard deviation and mean of each database. How is the mean and standard deviation calculated? What EEG patterns or EEG markers are commonly seen. BrainAvatar software will be used for manual Editing (BrainDx, Jewel and QEEGPro) NeuroGuide Lifespan database software will be used to demonstrate automatic editing
2020-02	**QEEG Doesn't Tell you Everything – Angelika Sadar, BCN, HRVB** When working with a patient, our first task is to evaluate and determine the best course of intervention. Some will argue that the best method is to treat the patient and use a symptom-based approach. Others will argue a qEEG is a necessary component of evaluation. Regardless of the methods used, clinical expertise is required. This webinar will review 2 cases of the same presenting complaint, offered by 2 different members of the same family and show the course of treatment, including various biofeedback assessment measures and interventions, resulting in various outcomes.
2020-03	**Benzos and Brainwaves – Erin Conway, PsyD, BCB, BCN** This mentoring webinar will focus on addressing how common medications impact the brain and therefore, neurofeedback treatment. Participants will learn: how to monitor their patients for medication side effects; methods to have ongoing

	discussions with their patients; a basic understanding of side effects that present in treatment and how to discuss them with patients. Case examples will be provided to highlight the directives of the webinar.
2020-09	**Sleep Disturbances in Kids With ADHD Using Loreta – Marshall-Kramer** A review of Sleep will be made as it relates to Sleep Physiology (Circadian rhythm and Homeostatic sleep drive), Theories of Sleep, and Sleep Architecture. Sleep Disturbances typically seen in children with ADHD and the impact of sleep disturbances on sleep onset, consolidation and daytime functioning (mood, sensory regulation, and attention) will be discussed. Two case studies will be presented from a doctoral pilot study using Quantitative EEG (qEEG) led Low Resolution Electromagnetic Tomography (LORETA) that focused on Sleep. The case studies will include pre and post testing data using the qEEG, Sensory Profile-2 (SP2), Childrens Sleep Health Questionnaire (CSHQ), Pediatric Sleep Questionnaire (PSQ), Vanderbilt ADHD Rating Scales-Parent (VADPRS), and the Pediatric Quality of Life Inventory 4.0 (pedQL).
2020-10	**COVID Long Haulers and COVID Brain – Jay Gunkelman** This neurofeedback mentoring webinar will provide a review of the COVID-19 effects with special focus on brain impacts, followed by an open Question and Answer session. Participants will learn to: 1. Identify the role of ACE2 in COVID infections 2. Specify pathways for COVID impacts on brain function 3. Locate the COVID impacts in the EEG/qEEGDescribe the Neurofeedback approach 4. Remediate ischemic changes seen in COVID. ==Completion of this webinar will provide 1 contact hour to review 1 case study for initial certification or 1.5 hours of CE toward recertification.==
2021-03	**NF Mentoring for Chronic Pain – Ed Jacobs, PhD, BCN** Chronic pain is a national epidemic, despite the proliferation of medical treatments available. Research shows that the most effective treatments are not medical, but behavioral. Neurofeedback can be an effective therapy and an effective component of treatment when integrated with cognitive-behavioral and other approaches. We will look at what research tells us about effective neurofeedback interventions and look at two case studies to explore what works and what could be improved.
2021-04	**Personality-Guided Multi-Modal Treatment –** **Chris Friesen, PhD, BCB, BCN, BCB-HRV** Why do some of our patients benefit from our treatments while others don't? Predicting patient receptivity and response to our various treatment modalities is difficult. Some patients seem open to any approach we recommend while others are skeptical. Some are dedicated to the treatment process while others seem to put forth minimal effort. These variables predict whether a patient will benefit from our treatment. Understanding our patients' enduring ways of thinking, acting, and feeling can help us determine which treatment approaches

	may be helpful and where the potential pitfalls may lie. Two cases involving depression and anxiety will be discussed.
2021-05	**NF Mentoring – Using EEG to Enhance School Experience** **Angelika Sadar, MS, BCB, BCN and Jenna Prada, Med** For many of our school-aged clients, the qEEG data is collected to enhance the neurofeedback training; however, this data can be utilized well beyond the application to neurofeedback to enhance other aspects of the child's environment. More often than not, academic performance is a principle concern when parents seek an evaluation for their children and they look to us for expertise that occasionally feels beyond their scope. Join in for a discussion about how we can use EEG data to further educational goals that parents have for their children. We'll use a case study to make clear what information you can provide in your reports to most aid families in their quest for a positive school experience and will share concrete advice that you can pass on to families to facilitate interactions with schools in regards to IEP and 504 plans.
2021-06	**NF Mentoring – Alpha Theta Training – What the heck is it really?** **John S. Anderson, MA, BCB, BCN** This webinar will explore the training approach commonly known as Alpha-Theta training (sometimes also called deep states training). We will cover a bit of history (but not enough to put you to sleep) and then go on to describe all the different ways people do this training while still calling it by the same name. Some people are afraid of alpha-theta training and have heard scary stories of client reactions. Some people use it with every client and some clinicians use an approach called alpha-theta training, built into many systems, which isn't really alpha-theta training at all. Participants will learn what alpha-theta training is and is not. How to best administer it, how to select appropriate clients and determine both if they are good candidates and if it is likely to be beneficial. How to avoid negative reactions and how to respond if they occur (don't panic!). Finally, we will discuss why almost every experienced neurofeedback clinician uses alpha-theta training for most clients at some point in their training experience, no matter what other training they use, from z-score training to infra-low training or anything in between. What's so great about it that so many clinicians use it and so many clients find it beneficial?
2021-07	**NF Mentoring: Meet My Friend MaryJane: How Marijuana Impacts Neurofeedback – Dr. Erin Conway, PsyD, CADC** Recreational marijuana is legal at the state level, which means a lot more neurofeedback providers are seeing clients who use marijuana regularly. As a mind-altering substance,

	marijuana can significantly impact brainwave function and hinder progress in treatment. In this webinar we will discuss how to talk to patients about marijuana use, how marijuana use impacts the brain, and review two case studies involving marijuana use and neurofeedback.