

Assessment of Non-Academic Outcomes (Fall 2003 and Spring 2004)

Unit: **Biofeedback Research and Training Laboratory** Date: February 19, 2004
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Introduction: The BRTL programs and equipment provide the necessary training and experience for graduate students to obtain national certification in biofeedback therapy and State licensure as professional counselors.

The Biofeedback Research and Training Laboratory (BRTL) is not a center or an independent program or facility. It is a subsidiary of the Counseling and Human Development Center (CHDC) of the Counseling Program in the Department of Counseling, Development and Higher Education of the College of Education. It was originally an independent facility when it was established in Highland Hall in 1992. It merged with the CHDC in 1995 and relocated to the CHDC facility in Stovall Hall and is now considered a subdivision of the CHDC. The BRTL director reports to the director of the CHDC and to the Chair of the Department of Counseling, Development and Higher Education. The BRTL and the CHDC share the same therapy rooms, waiting area, receptionist area, and student training areas. The BRTL does keep a separate client list, collect its own client fees, and keep biofeedback therapy records and supplies separate from the CHDC.

I. Mission

The mission of the Biofeedback Research and Training Laboratory is to provide a teaching, learning, and research environment for training, provision of services and advancement of knowledge in the area of biofeedback therapy.

Since 1992, the BRTL has provided quality, but affordable, biofeedback therapy for an abundance of clients. The clientele include university students, faculty and staff, and community citizens from a large metropolitan area.

Goals of the Biofeedback Research and Training Laboratory

There are three main goals for the BRTL:

- 1) to provide training in the field of biofeedback
- 2) to conduct faculty-directed research, and
- 3) to offer quality, but affordable, biofeedback therapy and other services to the University and surrounding community.

II. Previous Evaluations of the Unit:

None

III. Statement of Expected Outcomes for 2003-2004:

Graduate Student Training

The BRTL is utilized to provide training in the field of biofeedback therapy on a full-time basis by the following graduate classes offered once per year in sequential semesters:

Introduction of Biofeedback (average enrollment 20), Biofeedback Practicum (average enrollment 15), Advanced Practicum in Biofeedback (average enrollment 15), and Special Problems/Internship: Advanced Clinical Training in Biofeedback and Neurofeedback (average enrollment 5). In the course Introduction of Biofeedback graduate students (masters and doctoral students) learn the knowledge and techniques for performing biofeedback and neurofeedback therapy. In the course Biofeedback Practicum students provide biofeedback therapy for clients with different conditions. In the course Advanced Practicum in Biofeedback students gain additional practice using biofeedback and neurofeedback therapeutic techniques with clients on campus in the BRTL facility. In addition, students can enroll in Advanced Clinical Training in Biofeedback and Neurofeedback, to gain more clinical experience during any semester, gain additional hours toward national certification in biofeedback and neurofeedback and State licensure as a professional counselor.

Research and Funding

The BRTL equipment and services are funded entirely from client fees. Occasional grants assist with research funding for doctoral dissertations and faculty research.

Faculty and students that utilize the BRTL equipment and services for research regularly present at national and state professional conferences. In 2002-2003 these included the Biofeedback Society of Texas, Texas Counseling Association, and American Counseling Association.

Student research that has evolved out of data and activities of the BRTL resulted in the awarding of 3 State scholarships in 2002-2003. BRTL students are frequent recipients of national and state scholarship and research awards and regularly present at state and national professional conferences.

Therapeutic Service

The BRTL clocks approximately 3000 client contact hours per year. The majority of these clients are university students, but additionally a large number of faculty and staff and community clients also seek the therapeutic services. The BRTL receives far more requests for therapeutic services than it can provide, thus many of the faculty/staff/community client requests for services are referred to agencies in North Texas that provide professional biofeedback therapy (most staff of these agencies are in fact graduates of our program). The BRTL therapists treat a variety of disorders including: stress, anxiety, phobias, panic attacks, migraine headaches, tension headaches, chronic pain, irritable bowel syndrome, high blood pressure, Raynaud's Syndrome, and many other psychosomatic complaints.

IV: Measuring Expected Outcomes:

Students enrolled in the biofeedback training courses each complete a standardized university course evaluation form at the end of the semester.

Clients complete an evaluation of services form at the termination of therapy.

The satisfaction of training received by students and the satisfaction of services received by clients is apparent from the consistent enrollment by students in the biofeedback courses

(which are all electives) and the 6 month waiting list for clients requesting services. The biofeedback lab does not advertise its service; word-of-mouth referral has been more than sufficient for client recruitment.

V: Use of Assessment Results:

Course evaluation forms completed by graduate students are used to evaluate the effectiveness of the biofeedback training.

Therapeutic evaluation forms completed by clients are used to evaluate the quality of biofeedback therapy services provided.

VI: Changes Made Based On Assessment Results:

Feedback from course evaluation forms is utilized to adapt or modify course content and structure based on the student's needs.

Feedback from clients regarding the quality of therapeutic services is utilized in weekly supervision with the therapist to enhance the quality of services provided.

Signature of Person Completing the Form:

_____ Date: _____

Signature of Unit Head after Reviewing this Form:

_____ Date: _____