

University of Central Arkansas
Occupational Therapy Class of 2020 Doctoral Capstone Abstracts

Kristina Bennett

An Occupational Therapist’s Resource for Early Intervention with Children in Foster Care

This Capstone Experience was an in-depth exploration of early intervention for children in foster care or who have had early adverse experiences. The goal of the project was to create a resource for occupational therapy practitioners. The project also had an educational component, providing a continued education course to occupational therapists, as well as an online platform for sharing such resources. This project provided a valuable resource for therapists, especially entry level practitioners who may not have as much knowledge or experience in working with children in foster care, as well as students, caregivers, and teachers.

Abigail Boehm

High School Transition Services: Occupational Therapy in Work-Based Learning

The overall purpose of this doctoral capstone experience was to explore and advocate for occupational therapy’s role in high school transition services and work-based learning programs through discussions with teachers, therapists, and related service professionals, including Arkansas Transition Services. Professional development units from an occupational therapy perspective were provided to support professionals in implementing authentic and wholistic learning experiences for students. Through these professional development opportunities, the goal was for programs to utilize insight to enhance current work-learning experiences and advocate for increased involvement of occupational therapy.

Christina Bowen

Equipping Students for Post-Secondary Education Success

The purpose of this capstone was to focus on advanced practice, leadership, and advocacy in transition services by reviewing, practicing and evaluating existing programs at the high school and college level. This capstone focused on equipping special education students to be successful for post-secondary education using a holistic OT approach. This helped bridge the gap between secondary and post-secondary programs and services for students by focusing on students' occupations as they transition to college. PEO theory provided guidance for creating a transition curriculum that was evaluated by school/program staff and expert mentors.

Talon Boyd

Developing a Sensory Smart Community

The project, Developing a Sensory Smart Community, was developed to address occupational injustice for individuals with diverse sensory processing skills to increase the opportunity for participation in the community. Community-based experiences are sensory-rich opportunities for individuals to engage (Bagby et al., 2012; Langa et al., 2013; Lussenhop et al., 2016). Individuals who lack opportunities to participate in community experiences (i.e., including domains of social and civic life, communication, and interpersonal interaction and relationships) may experience a negative impact on their health and well-being (ICF; WHO, 2001; Silverman & Tyszka, 2017; Tyszka & Silverman, 2018). Through advanced community practice and advocacy, the student provided consultation to facilities that offer community-based experiences through education and training, resources, environmental modifications and/or accommodations to enhance opportunities for engagement in community-based experiences (Bodison & Parham, 2018; Case-Smith, Weaver, & Fristad, 2015; Davies, Shure, Jones, LaRossa, & Watling, 2019; Langa et al., 2013; Lussenhop et al., 2016; Silverman & Tyszka, 2017).

Bentley Brodnax

Increasing Ease of Access and Clinical Relevance to EBP Through Podcasts

The evidence-based podcast titled “Things You OT-to Know” was based on AOTA’s Critically Appraised Topics and was created to increase ease of access to evidence. The need for evidence-based occupational therapy interventions is strongly advocated for at this time for multiple reasons including increased costs and increased standards for health care (Stube & Jedlicka, 2007). A proposed solution to increasing use of evidence in practice is for clinicians to have clinically relevant evidence readily available and concisely summarized (Lin, Murphy, & Robinson, 2010). This podcast was designed to aid in the promotion of evidence-based practice through increasing ease of access while emphasizing clinical relevance to the information. In addition, occupational therapists and occupational therapy assistants had the opportunity to earn contact hours for listening.

Sawyer Burgener

Examining the Role of Occupation in Community Sports for Individuals with Disabilities

This doctoral capstone project was originally intended to work hand-in-hand with the Miracle League of Garland County (a baseball league for individuals with disabilities), but moved to a virtual setting in response with COVID-19 social distancing requirements. In turn, the goals of this project involved exploring the impact of the occupation of baseball on the Miracle League of Garland County players, providing education to the families and players through digital means (including short educational videos and easy-to-understand written documents), advocating for the program and other adaptive sports through digital means, and exploring other adaptive sports throughout the lifespan through the use of online videos and social media.

Hannah Jane Carmack

The Skills of Life: Development and Implementation of a Life Skills Curriculum

The life skills project had two distinct parts. The first was curriculum development for a set of lessons that focused on living skills that are necessary for everyday success. The skills focused on in the curriculum were all supported by research as being important in general and a challenge for the homeless population, especially those with poor mental health and substance abuse. A smaller second curriculum to train volunteers to work with this population focused on being trauma-informed. The implementation of these classes with the homeless population was completed using virtual, video meetings, with subjective feedback from the participants including perceptions of the need for the topics explored. This feedback was written into a program evaluation report.

Zane Carter

Advanced Practice in Hand Therapy

The overarching goal of this doctoral capstone experience, Advanced Practice in Hand Therapy, was to create a resource guide as a tool for the many students wanting to start a career in hand therapy and become a Certified Hand Therapist (CHT). This project was designed to provide opportunities and experiences in the specialty area of hand therapy that a student may not receive while in occupational therapy school. Valuable information and resources were collected throughout the student's experiences with CHTs in Arkansas, Tennessee, and Georgia to produce a resource guide. This guide was created to lead a therapist studying to become a CHT through the overwhelming amount of information and resources available.

Anna Grace Clark

Match Made in Heaven: Pairing Activity Analysis with the VFA to Optimize Internship-Participant Pairings Within Project SEARCH at University of Arkansas for Medical Sciences

This project focused on the use and employee knowledge of the Vocational Fit Assessment Tool (VFA) within the Project SEARCH program at UAMS. The student participated in and contributed to virtual experiences with the Project SEARCH interns to gain knowledge and understanding of their internship experiences and the role of occupational therapy (OT) in those experiences, while simultaneously collaborating with Project SEARCH employees to conduct a virtual training on how to best utilize the VFA to help optimize internship pairings moving forward. The goal of this project was to provide the unique perspective of OT in virtual classroom settings and the VFA learning process with the intent of providing Project SEARCH with the knowledge and skills necessary to best utilize the VFA.

Chelsea Clarkson

The Diagnostic Process of Autism

This project analyzed the diagnostic process of Autism Spectrum Disorder (ASD). The primary emphasis was on advocacy for the role of occupational therapy in early detection and contributing to the diagnostic team. Additional focuses were on family education and leadership while working with a multidisciplinary team. The diagnostic processes taken by three facilities around Central Arkansas were analyzed to determine what was common/best practice regarding diagnostics. There was ongoing collaboration with the diagnostic teams to provide clinical observations from an OT lens. Handouts of resources were designed throughout the project for professionals and families in addition to an informational document for OT practitioners and students to provide more information concerning the diagnostic process and OT's role.

Carolyn Cobb

Occupational Based Mobile Health Application and Website for Amputees

Current trajectories of those with amputations are expected to increase from the estimated 1.6 million in 2005 to 3.6 million by the year 2050 (Ziegler-Graham, MacKenzie, Ephraim, Trivison, & Brookmeyer, 2008). With this expected increase in limb loss, comes the expected increase in need and ease of access of resources and education. This doctoral capstone experience included the components of programming, education, and advocacy. It was mostly comprised of programming by providing a mobile health application and corresponding website, known as ampuHEALTH, to individuals with amputation/s. This project provided an easy to use resource that can be downloaded on a mobile device or on a computer. In the development of this mobile health application, I explored risk factors for amputations, typical healing times for amputations, prognostic indicators for attainment of prosthesis, mental health education facts, physical exercise education and techniques, national and community resources for amputees, and research ways to develop a social platform for individuals to communicate and discuss tips and tricks for overcoming ADLs and IADLs. This experience included collaboration with an occupational therapist from the VA hospital in Little rock and a program/software developer.

Lauren Cole

Creating a Sensory Friendly World: At Home and School

Creating a Sensory Friendly World: at Home and School was designed to reach the sensory needs of children who do not have access to therapy, and educate others on multiple areas of sensory processing. Through the spreading of sensory practices, occupational therapy was advocated for in an area of Jamaica that does not currently offer any therapy services. Interviews and assessments were used to measure sensory needs at a children's home in Jamaica. Extensive research and collaboration with various professionals went into creating educational materials. The children's home received virtual video lessons, individualized intervention plans and an intervention binder with suggestions for the classroom and the home.

Tenley DeLong**From Capitol Hill to the Natural State: Advocacy and Policy in OT**

My capstone experience focused on advocacy and healthcare policy, and its effect and importance in OT practice. This experience included collaboration with the Arkansas Occupational Therapy Association that focuses on recruitment, retainment of membership, and member specific program development. I also collaborated with the Arkansas Disability Policy Consortium, in which I focused on state disability policy, a self-advocate training program development, and advocacy event creation.

Danyelle Durocher**Fostering Occupations**

The Fostering Occupations project was designed to advocate for youth in foster care, provide education and resources for foster parents, research the barriers that foster families face, and increase the awareness of a variety of resources (including occupational therapy). A website was designed in order to increase this population's awareness of such topics and resources. A pre/post-survey was developed and administered to assess foster parent's knowledge and confidence in addressing their children's needs, utilization of resources, and of the role of occupational therapy in foster care. The post-survey was administered after attending an inservice on Life Skill Development, via Zoom.

Alix Dyer

Occupational Therapy & its Role and Contribution to Non-Profit Organizations

Occupational Therapy & Its Role and Contribution to Non-Profit Organizations (NPOs) was a capstone project focused on administration, leadership, advocacy and program implementation within the NPO GiGi's Playhouse, which is a Down syndrome achievement center in Little Rock, Arkansas. This project included the following responsibilities: understanding leadership roles within NPOs and about Down syndrome in general, and also gaining understanding and experience in the areas of budgeting, finances, fund raising, grant writing, attending board meetings, advocating for occupational therapy, Down syndrome and GiGi's Playhouse in general. I also used an OT lens to evaluate current program sessions and write lesson plans for future use for the Playhouse.

Katelynn Estes

Gaming Program for Individuals with Spinal Cord Injuries and Spinal Cord Disorders

The video game program was designed to provide clients in a local inpatient rehabilitation center with accessibility resources and engaging therapeutic interventions during their stays. Program materials were developed to address the identified social and leisure needs identified by the rehabilitation facilitate as well as biomechanical, rehabilitation, and cognitive intervention ideas to support the use of video games in the clinic. Secondary to Covid-19 precautions, a supplementary blog and YouTube series, "Making Rehab Fun Again" served to educate therapists and gamers with the ultimate goal of engaging clients in the therapeutic process by challenging them through a preferred occupation: gaming.

Courtney Farrar

Building Capacity for Occupational Therapy's Role in Palliative and Hospice Care

The aims of this project were to advocate and build capacity for occupational therapy's role in palliative and hospice care, as well as to assess whether or not occupational therapy programs across the nation include this topic in their curriculums. These goals were achieved by distributing a Qualtrics survey to the participating programs following IRB approval, distributing learning materials & resources to the programs based on the survey's findings, and advocating for this emerging role to various hospice companies in the state of Arkansas.

Ciara Fleer

Universal Design Principles: Application and Education in Fort Smith Businesses

Universal design in the community is a design mindset intended to provide integrated, person-centered design that allows for community access by individuals with diverse functional abilities, whether due to age-related changes or disabilities. This program development and advocacy project examined and strived to improve community access to three types of public spaces (retail stores, restaurants, and tourist sites) in Fort Smith, Arkansas, by providing universal design recommendations and education to business owners and city developers. This project addressed the changing societal needs related to the aging population and the need for Universal Design consideration in public spaces to promote more universal community access and engagement.

Dylan Hamby**Life Skills Development and the Role of Occupational Therapy in Juvenile Drug Courts**

The focus of my capstone project was on integrating occupational therapy into the justice system. This project included an established partnership with Faulkner County Juvenile Drug Court to allow me to explore the justice system while integrating and establishing a role for occupational therapy. Since the justice system places a huge emphasis and importance on the inclusion of the offenders' families in their treatment, an additional partnership with the United Way of Central Arkansas was established to develop a life skills curriculum. To help reduce recidivism within the justice system, I shared the curriculum with the youth as a method to help bridge the gap in their life skills knowledge.

Kailen Hardman**The Recruitment and Retention of Ethnic Minorities in Behavioral Healthcare Programs at the University of Central Arkansas**

In 2017 data showed that 86% of general nurses, 90% of specialty nurses, and 94% of physical therapist who practice in Arkansas were white (Arkansas Minority Health Commission, 2018). My experience focused on the recruitment and retention of ethnic minorities in behavioral healthcare programs at the University of Central Arkansas (UCA). These behavioral healthcare programs at UCA were Occupational Therapy (OT), Physical Therapy (PT), Communication Sciences and Disorders (CSD), Nursing, Nutrition, and Psychology. The experience that I created works to instill in students, faculty, and community leaders the desire to assume active responsibility for advocacy of underrepresented populations. The details and activities of my experience were also heavily linked to the values of American Occupational Therapy Association (AOTA).

Whitney Harper

Floortime: Promoting Basic Functional Emotional Developmental Capacities

The CDC reported that in Arkansas the prevalence of children with ASD is 1 in 77 (CDC, 2019). DIR ® is a theoretical framework developed to treat individuals with ASD and other neuro-diverse conditions, with Floortime being a specific intervention. It is developmental in nature, supported by evidence, and aligns with occupational therapy practice. The model aligns with occupational therapy practice by enhancing the practitioners use of self, being occupation-based, and tailoring intervention based on a holistic view of the individual. To support professional growth, a compilation of evidence-based practice resources was reviewed and summarized for practitioner use in clinical practice. This certification was a valuable tool that will enhance occupational therapy practice and interventions for individuals in Arkansas.

Katelyn Harvey

Advanced Practice in Assistive Technology

Advanced Practice in Assistive Technology – The goals of this program were primarily aimed at demonstrating advanced knowledge in six domains of assistive technology by learning best practice from mentors, educational materials, and various occupational therapy related learning materials. The six domains consist of cognition, communication, hearing, mobility, vision, and writing. As these goals were accomplished, a comprehensive resource guide containing assistive technology devices within each domain, learning tools, and information about the assistive technology professional certification was created for occupational therapy students. Additionally, to accomplish the Advanced Practice in Assistive Technology capstone requirements, collaboration on state education agency activities that are associated with assistive technology were being completed.

Lexie Huddleston**Access Arkansas: Promoting Community Accessibility Through the Expansion of Ability App**

Created by Alex Knoll, Ability App is a new resource that helps individuals with disabilities, their families, and caregivers find public places in the area that are accessible. The goal of this project was to promote inclusion and community accessibility by taking on a consultant role and populating Ability App in Central Arkansas. Advanced knowledge and training in the Americans With Disabilities Act (ADA) and the standards for accessible design were required, accessibility surveys were completed at various places of public accommodation and results were uploaded to the app, an individualized evaluation report was developed and given to each business providing education and recommendations on how to increase accessibility, and marketing materials were produced and published to promote awareness of this free resource.

Macie Johnson**Sensory Integration in the Schools**

The purpose of my doctoral capstone, Sensory Integration in the Schools, was improving sensory integration within a Little Rock school district through administration, leadership, and advocacy. According to the results from my needs assessment completed by four school based occupational therapists, there was a justifiable need for increasing sensory equipment as well as educating school staff about the benefits of incorporating sensory integration techniques inside the classroom. I pursued grant funding for improved sensory integration supplies to use in interventions; created quick reference fact sheets for teachers; and administered professional development courses to educate teachers on how to differentiate between sensory and behavioral inside the classroom as well as how to know when to refer for occupational therapy evaluations.

Bailey Keaton

Planting Seeds, Growing Minds: School-Based Horticulture Practices Among Special Populations

The Planting Seeds, Growing Minds virtual horticulture program was designed to offer a holistic and universal approach within the educational setting, to address multiple learning styles and abilities at Compass Academy of Conway, Arkansas. Interaction with nature has been effective within a therapeutic context to address physical, social, psychological, and cognitive needs across the lifespan (Gigliotti & Jarrott, 2005). The program rendered an educational curriculum consisting of twelve lessons, accompanied by associated activities for each, incorporating horticultural practices. Educators were trained in the use of the curriculum to ensure continued use and application according to best practice. The program's effectiveness was evaluated through the use of a self-developed survey assessing participant response to the program based on parent or teacher feedback.

Emma Kinsey

Making the Transition from Occupational Therapy Student to College Educator

The goals for this experience were centered around aiding in the design and teaching in the University of Central Arkansas' Department of Occupational Therapy's Administration and Management course (OTHY-6321) for professional development and improvement of the course relevance to current events and the 2018 ACOTE standards. While teaching, Adult Learning Theory (Knowles, 1980) and the Community of Inquiry Framework (Garrison, Anderson, & Archer, 2000) were utilized to guide teaching practice. A formal classroom assessment technique and an informal reflection journal evaluated teaching. There is a lack of literature regarding teaching in occupational therapy, and a final reflection piece was submitted for publication regarding transitioning to an occupational therapy educator.

Sammi Lambert

The Efficacy of Sensory Integration in Outpatient Pediatric Therapy

The doctoral capstone research study titled, “The Efficacy of Sensory Integration in Outpatient Pediatric Therapy” was designed and IRB approved to utilize pre-existing data collected from Sensory Profiles completed at Jarvis Pediatric Therapy Inc. This study evaluated the efficacy of the sensory integration methods that are being used in this outpatient therapy setting. The final data was written into a publishable research article and a poster was created for presentation.

Anna Lampe

Handy PAMs: A Physical Agent Modality Reference Guide

The goal of this project was to create a quick reference guide and learning modules for students and practitioners that could be used to help guide the clinical decision-making process in relation to the incorporation of physical agent modalities into their practices. Research and literature regarding the efficacy and effectiveness of a variety of physical agent modalities was analyzed, compared, and contrasted. Additionally, on-site critical analyses were conducted at multiple clinics to investigate the clinical use of physical agent modalities in current practice. Information was then further analyzed to formulate clinical recommendations for the use of different physical agent modalities that were compiled into a quick reference guide and learning modules.

Emily Loyd**Friendships Bridging Generations: A Virtual Social Support Program**

The Friendships Bridging Generations virtual social support program stems from the lack of meaningful occupations/social interactions provided in skilled nursing facilities. The Psychodynamic Theory based program used client-centered, occupation-based activities to improve social engagement and overall quality of life of residents through relationships with volunteers. The Friendships Bridging Generations program was developed to expand the scope of the role of occupational therapy practice with older adults beyond individual therapy sessions.

Ashley Maffit**Facilitating Quality of Life for Individuals with Disabilities**

This capstone project was designed to increase my personal and professional knowledge of working with adults with developmental and intellectual disabilities. Under the direction of Partners for Inclusive Communities, I created a color-coded cookbook with pictures to allow individuals with disabilities to have the opportunity to cook their own meals. I also created a resource binder for the occupational therapists at the Conway Human Development Center. The binder has life skills activities to use with young adults with severe disabilities. The goal of this project was to facilitate engagement in more meaningful occupations among the young adult population with disabilities.

Chelsae Ford McCall

Occupational Therapy in Juvenile Drug Court

Occupational Adaptation assumes that adaptation occurs through participation in meaningful occupations; more challenging transitions require greater adaptation (Schkade & Schultz, 1992). Juvenile drug court (JDC) youth experience an increased demand for occupational adaptation due to transitioning through adolescence and JDC. Effective JDC interventions include individual and group therapies, community-based interventions, and extra-curricular activities that facilitate autonomy, prosocial relationships, skill development, goal development, and sobriety (Bartko & Eccles, 2003; Das et al, 2016). Grounded in occupational therapy, *kai* is an evidenced-based, mentor program that provides the opportunity for occupational exploration, goal attainment, and life skill development. Doctoral Capstone objectives included formulating an operations manual for *kai*, implementing *kai* in White County Juvenile Drug Court, and summarizing the role of occupational therapy in JDC.

Ashley McClain (Vaughan)

Bridging the Gap: Student to Educator

The capstone project, Bridging the Gap: Student to Educator, was designed to allow the author to explore the literature on teaching methods, gain experience teaching at the university level, and conduct research that addresses trends in occupational therapy education. Throughout this experience the author had the opportunity to help design a course that was implemented through distance learning and facilitate classroom activities electronically. In addition to gaining experience teaching a course, the author conducted original research on occupational therapy students' perceptions of the use of distance learning methodology in occupational therapy education. The author intends to seek publication of the study in hopes to contribute to the body of knowledge in regard to occupational therapy education.

Emily Millard

Occupational Therapy's Role in Intensive Care Across the Lifespan

Throughout this capstone experience, the use of evidence-based practice in intensive care units across the lifespan will be explored. Evidence based treatment assessments and interventions were analyzed both onsite and through the literature to ultimately develop training materials to be used with therapists that are new to the intensive care units. Time was spent in the NICU adult ICUs in two separate hospital systems. The goal of this capstone was to gain advanced practice skills in intensive care units while contributing materials to enhance the competencies and success of new therapists in the ICU. Furthermore, interprofessional collaboration was explored at the two hospital systems to compare and contrast effective methods of being an effective member on an interprofessional team and advocating for OTs role on that team.

Sarah Montgomery

The Complexity of Feeding: Advanced Clinical Practice & Consultation

The Complexity of Feeding Doctoral Capstone Project was designed to advance the student's knowledge and skill in the area of feeding. The student completed the SOS Approach to Feeding Conference which allowed the student to gain advanced knowledge in feeding within the pediatric population while being mentored by an occupational therapist and speech pathologist who are trained in the approach. The student researched and learned about the roles of each profession (psychology, nutrition, speech pathology, etc.) in order to understand the team approach needed to improve a child's feeding skills. Lastly, the student treated a child to improve his skills for feeding while consulting with the parents on how they can improve their interaction and the home environment around mealtimes.

Leiken Morgan**Inclusion of Individuals with All Abilities in the Theatre Performing Arts****University of Central Arkansas**

For my capstone project, I designed a workshop to advocate for inclusion of all abilities in theatre performing arts, both on stage and within the audience. The workshop was presented to seven theatre organizations in Arkansas to promote diversity, provide accessibility tools, and discuss occupational therapy's role in community practice. Each site evaluated the workshop's content and possibilities of implementing inclusivity within their organizations through electronic surveys. I also partnered with Community Connections to implement a virtual acting program for teenagers with various abilities to provide a creative outlet for community inclusion. We met once a week to develop/act out short stories. Parents of the actors then evaluated the program's accessibility level and the need for other inclusive programs.

Samantha Oates**Community Respite Program**

Building Community and Supporting Extraordinary Families: A Community Respite Program- This respite program was designed to provide parents and caregivers a break while offering inclusive activities for individuals with disabilities to participate within the Hot Springs, Arkansas community. In order to bring this program to life, I partnered with a local therapy clinic. Goals for my program included marketing strategies, sponsorship/grant research, community partnerships, community integration, program development, and community practice. The program was implemented once during the capstone experience with the main goals revolving around planning and developing in order for the program to be sustainable.

Francis Phan**Advanced Practice in Pediatrics with Hemiparesis**

My doctoral capstone at the University of Central Arkansas was focused on advanced practice with children with hemiparesis. I gained knowledge and skills on the different treatment approaches to hemiparesis in the pediatric setting. I worked with different therapists to learn and be able to apply these interventions, which include constraint induced movement therapy, kinesiotaping, strengthening, stretching, and electrical stimulation. I also compared the efficacy of teletherapy compared to traditional treatment of children with hemiparesis to determine if teletherapy is a viable option.

Megan Phillips**Building Capacity in School-Based Practice: A Collaborative Model**

The aim of this project was to increase, improve, and promote collaboration between educators and occupational therapists within the public school system based on needs identified in Arkansas. Through professional development sessions designed by the OTD student, education professionals throughout Arkansas are gaining awareness and knowledge about the school-based OT role and the support OT can provide. In addition, through evidence-based continuing education modules and a blog authored by the OTD student, occupational therapists and occupational therapy assistants will be educated and empowered on best practice in school-based therapy, including collaboration on an educational team and providing direct treatment in the natural environment.

Cassidy Qualls

Investigating the Role of Occupational Therapy in Women's Health

This doctoral capstone project focused on identifying and advocating for the unique role of occupational therapy in women's health. The student conducted descriptive research via survey design to discover current women's health issues and services utilized in the community. The student analyzed evidence-based advanced practice of women's health issues at Conway Regional Core and Pelvic Physical Therapy by collaborating with experts in the field to create a binder of women's health interventions. The student finalized the project by anthologizing the survey data, interviews with women's health professionals, analysis of best practice, and independent research to identify and advocate for the role of occupational therapy through presentations and education opportunities in the community.

Lori Reynolds

***One Less Now What?* A Transition Service for Young Adults in AR Foster Care**

The *One Less Now What* program provided individualized services, tools, and resources to young adults within the AR foster care system that are necessary to facilitate a successful and independent transition from high school to post-secondary education or employment positions. In addition, this program provided individualized life skills training for the development of appropriate life skills that are crucial for successfully and independently transitioning into adulthood. A transition checklist and personal goal list were used for the initial evaluation tools. To evaluate continuous effectiveness of the program, the participants were required to provide two new things they learned from each session. To evaluate the overall effectiveness of the program each participant and foster parent filled out a program evaluation survey on the last day of the program.

Erin Richards**Improving Inclusivity in Community Programs**

Through consultation with Faulkner County Cooperative Extension Services, this capstone experience and project aimed to improve inclusivity in community programs through assessment of current programs and research of evidence-based strategies. A resource guide was created for use by program leaders connected to 4H, providing information on typical childhood development, leading and managing groups, childhood conditions, and suggestions for meeting the needs of diverse learners through environmental modifications and assistive technology in a way that makes programming and materials more accessible for all.

Rachel Skinner**Advanced Practice in Burn Rehabilitation: A Functional Approach**

I explored evidenced-based practice within burn rehabilitation across the phases of care. I developed learning modules to offer advanced knowledge in this specialty area, and shared with general practitioners and occupational therapy students so they may be better prepared to treat an individual who has sustained a burn injury. After examining certain treatment interventions, I found that interventions may be prescribed differently than what is found as “best practice” in the burn literature. I designed a survey and distributed it to burn rehabilitation therapists to gather professional feedback on how these interventions are used in clinical practice. After gathering the results, I created a document with what these results mean for occupational therapy in burn rehabilitation.

Danielle Smith**Complementary Home Activities for Clients Receiving Hand Therapy**

My Doctoral Capstone Project took place in hand clinics as well as with the supplementation of online resources. During my time in the clinics I shared scholarly discussions with Certified Hand Therapists, took field notes, documented in patient charts, performed case reviews, and completed informal occupational profiles. A reference guide was developed to include activities designed to complement/supplement current treatment plans, rather than to replace the existing therapeutic interventions used. The reference guide, based on the Person-Environment-Occupational Performance Model, created facility specific occupations while complying with physician protocols at each setting. Prior to project implementation, feedback forms administered to clients were evaluated to gain insight on the success of my project.

Hanna Smith (Betts)**Fall Prevention and Awareness Educational Material for individuals with Diabetes**

The purpose of this capstone was to complement an already existing diabetes self-management education program by providing a fall prevention component through the development of educational material tailored to those with diabetes and those who experience secondary conditions of diabetes. Surveys were distributed to healthcare professionals on the diabetes self-management education team to identify the current services and the need for fall prevention materials. A second survey was also conducted to gather data on current practices of occupational therapists in the area of home modifications. The developed educational materials were provided to the professionals on the diabetes self-management team to utilize as needed to provide additional resources to help community-dwelling clients live as independently and safely as possible.

Jordan N. Sutton**Educating Families and Caregivers on the Importance of Integrating Primitive Reflexes**

Retained primitive reflexes have been seen to cause delays in a child's development. Primitive reflex integration is a method that occupational therapists utilize in therapy but can also be used at home by parents. During this capstone experience, parents were guided through reflex integration activities in telehealth and in-person therapy sessions. To increase parental involvement at home outside of therapy, demonstration videos, informational handouts, and reflex cheat sheets were created and provided to parents. The MNRI Symptoms Checklist was used as a pretest to determine a need. A short questionnaire filled out by parents was used as a posttest.

Sarah Swaim**The Role of Occupational Therapy in the Neonatal Intensive Care Unit (NICU)**

This project created and provided educational resources for pediatric occupational therapy (OT) practitioners to educate them on the neonatal intensive care unit (NICU) with an emphasis on the specific role of OT within the NICU. This project was designed with the intention of allowing OTs with little to no NICU experience to be able to better understand what occurred while an infant was in the NICU in order to provide better, more effective care for infants who were born prematurely in an outpatient therapy setting. This project also involved creating and providing educational resources for both OT students and parents of NICU infants.

Ashley Wilson

Promoting Education and Empowerment Through Parent Support in the Neonatal Intensive Care Unit (PEEPS:NICU)

This capstone experience originally consisted of the design and implementation of an eight-week educational support group for parents of Neonatal Intensive Care Unit (NICU) patients, following a three-week field study at Baptist Health Medical Center and Washington Regional Medical Center. In light of COVID-19, the experience was redesigned to develop virtual support group presentations and handouts to be utilized at the two hospitals. It also included an in-depth study on current practices in the NICU setting. The culmination of this experience led to a “how-to” manual for the re-creation of the support group and material for individual sessions.