

University of Central Arkansas
Occupational Therapy Department
Capstone Project Titles
with Abstracts

2021 Cohort



Faculty Mentor: Dr. Catherine Acre

Jordin Tribble (Stinnett)

Capstone Title: [The Importance of Occupational Therapy in the Workplace](#)

Abstract: This capstone experience was an in-depth exploration of occupational therapy in the workplace. The goal of the project was to develop knowledge in advanced practice areas of work hardening, ergonomics and inclusiveness in the workplace while being on site at TRS Wellness in Maumelle, AR. I started by building a foundation of knowledge within the areas of work hardening and ergonomics by having a variety of onsite learning experiences at various industrial job sites and attending online courses related to therapy in the workplace. I had opportunities to learn how to write physical demands analysis (job analysis) and perform ergonomic assessments. I provided various methods of education to employees at job sites and advocated for the role of occupational therapy. I also educated TRS Wellness employees on the role and importance of occupational therapy by creating a job description, with roles and responsibilities that an occupational therapist would have at TRS Wellness. I also identified how work environments can be inclusive for individuals with disabilities and how we have a role in advocating for these individuals to be successful in the workplace. I had the opportunity to visit and observe two work programs in Central Arkansas that serve individuals with disabilities.

Lydia Senko

Capstone Title: [Inclusive Arkansas: A website of Arkansas disability resources to facilitate lifespan planning for Arkansans with disabilities](#)

Abstract: The purpose of this project was to create an online centralized collection of Arkansas area and online disability resources to facilitate lifespan planning for Arkansans with disabilities, to be utilized by those with disabilities, their families, teachers, therapists, and all concerned with lifespan care. Families can spend a significant amount of time looking for dependable, supportive resources. This website is purposed to aid in accessibility by providing a collection of supports to be utilized across the lifespan and across occupations. Collaborating with families, practitioners, teachers, and community members via online surveys concerning the need for such a site and the most needed types of resources and supports ensured the focus of the project remained client-centered, a tenant of occupational therapy practice. Of the survey listed categories: Accessible Leisure Activities, Financial Supports, School Supports, Transition Services, Home Programs, General Diagnoses Information, Support Groups, Experiences Healthcare Professionals; with the exception of "General Diagnosis Information" on the Parent Survey, all were checked as would be "helpful" by at least 63% of participants across therapist, teacher, and parent surveys. The overall goal of this database is the creation of a tool that will centralize that "helpful" information in a way that will be easily navigable and accessible for the provision of those resources with a focus on connecting communities and community resources to clients and client families to facilitate participation in leisure activities, high quality connected and holistic care, and transition planning for inclusion across the lifespan.

Autumn Horton

Capstone Title: [Medication Adherence Program](#)

Abstract: The Medication Adherence Supplemental program is designed to offer routine-based and informative-based resources to clients that have been previously discharged home from the hospital. The program is intended to address the issues clients face with medication adherence, whether it be cost, access, schedule-setting, education of importance of taking medications, etc. to prevent hospital readmissions for clients with chronic health conditions, encourage aging in place, and support overall health and well-being. The program is integrated within



the Community Paramedicine/Mobile Integrated Health program at Metropolitan Emergency Medical Services in Little Rock, Arkansas, and covers the counties of Pulaski, Faulkner, Grant, parts of Lonoke, and the city of Cabot.

Connor Crossett

Capstone Title: Acute care interventions: What and why interventions are selected for neurologically involved patients

Abstract: Importance: Occupational therapists are under increasing pressure to treat more patients with less time in the acute setting while maintaining quality patient-centered care. Objective: This study aimed to identify the interventions performed by therapists in the acute care setting for patients with neurologic conditions and the clinical reasoning for each intervention. Sampling and Data Collection: A mixed-methods approach was utilized with a retrospective chart review and naturalistic observation of therapists supported by a semi-structured interview following intervention. Setting: Chart review, observation, and interviews were completed at an 843-bed trauma center. Participants: Participants for the chart review were previous patients diagnosed with a neurological condition that received an occupational therapy intervention prior to this study. The observation and interview participants were therapists working with neurological patients. Outcome Measures: The hypothesis was that therapists would focus on activities of daily living while rarely engaging in instrumental activities of daily living and they would identify time and resources as constraints to treatment. Results: Activities of daily living were focused on (72.07%) of the time with instrumental activities of daily living and Leisure interventions only accounting for 0.00% and .056% respectively. Themes from the interviews included Safety, Functionality, Patient choice, and Physical/Medical needs were identified with Resources and Time being cited as constraints to treatment. Conclusions and Relevance: Therapists focus on activities of daily living and range of motion while highlighting safety and functionality when determining interventions.

Jillian Bell

Capstone Title: Survivorship Program: Supporting individuals within the Lymphedema and Breast Cancer

Abstract: During the fourteen-week period, I completed three main objectives in which I served then population within the lymphedema and breast cancer rehabilitation program at the CARTI Cancer Center in Little Rock, Arkansas. I started by building a foundation of knowledge within the treatment of lymphedema and breast cancer rehabilitation by undergoing a variety of onsite learning experiences in order to serve the population successfully, effectively, and efficiently. I obtained competency in the specialized practice area of occupational therapy evidence by passing multiple hands-on check offs evaluating my skills. Additionally, I created a survivorship program for individuals in the lymphedema and breast cancer rehabilitation program at CARTI. I developed and implemented a successful support group evidenced by an informal, verbal survey at the end of the session. This support group consists of monthly virtual meetings to create a community and accountability system for these patients, as well as, provide helpful education via speakers from varying related disciplines. This support group will be used as a pilot to serve other populations at CARTI to broaden the survivorship program. Lastly, I created an education resource center within the existing lymphedema and breast cancer rehabilitation program webpage on the CARTI website. The main purpose of this was to provide patients with user-friendly, accessible resources including handouts and videos covering specific topics secondary to treatment. The resource center will be utilized to help patients accurately complete their home exercise program. Moreover, the webpage will be used to educate patients with breast cancer preoperatively and postoperatively to support them in their journey.



Blake Solberg

Capstone Title: [The Use of Effective Treatment Methods in Hand and Upper Extremity Rehabilitation via Telehealth](#)

Abstract: Purpose: The purpose of this doctoral capstone was to determine effective treatment methods for occupational therapy services for hand and upper extremity rehabilitation provided via telehealth. Methods: A qualitative descriptive research study was completed as well as a hand therapy telehealth treatment guide. Findings: Effective treatment methods including assessments, interventions, and alternative strategies were identified by hand therapists in the research study and included in the treatment guide. Benefits and limitations as well as other perceptions of hand therapy via telehealth were also discussed in these documents. Conclusion: The main learning objectives for this doctoral capstone experience were to learn applicable clinical practice skills in hand therapy, learn practice skills in hand therapy via telehealth, and learn and practice clinical research skills. All learning objectives were met during the capstone experience through observation of hand therapists, conducting a research study and completing a manuscript, and completion of a telehealth treatment guide. The completion of this capstone experience has provided me with skills that will make an impact on the rest of my career as an occupational therapist.

Ashton Howell

Capstone Title: [Blending the Generations](#)

Abstract: Blending the Generations was a doctoral capstone project completed by an occupational therapy student at the University of Central Arkansas. This project included program development, community education, and research. Blending the Generations was designed to close the generational gap in society. Through this program, community members were educated on common stereotypes against different generations as well as any physical, mental, social, and emotional experiences that occur throughout the lifespan. Program participants then completed the program which included various activities that require communication and collaboration among participants of different ages. Participants were matched based on similar interests and were instructed to create an act to perform in an intergenerational talent show for the community. A program portfolio was created to give to organizations who may be interested in implementing the program in their facility. Quantitative research was conducted on the effectiveness of the Blending the Generations program in terms of increasing positive perspectives on individuals of different generations. The program was deemed effective based on the significant difference between pre-test and post-test scores of the younger generation. Data analysis revealed results that are not significant for the older generation. However, outliers in the data contributed to a reduction in the accuracy of the results. Blending the Generations should be conducted to a larger group to continue measuring its effectiveness.

Haley Rickford (Davidson)

Capstone Title: [Proposal for Constraint Induced Movement Therapy Program](#)

Abstract: Constraint Induced Movement Therapy (CIMT) is an evidence based occupational therapy intervention that is utilized with adults and children with neurological conditions resulting in hemiplegia. While this intervention has a large research base, there are limited formal CIMT programs in Arkansas. The purpose of this doctoral capstone was to develop a CIMT program that could be implemented in Central Arkansas. The capstone included completing CIMT training courses, interviews with therapists from surrounding states who practice CIMT, advanced clinical practice clinical experiences with clients who would benefit from CIMT interventions and the development of a proposal for a local CIMT program. The program proposal included a market analysis, literature review, discussion of the target population, setting, staff methods of recruitment and retention, a reimbursement plan, and a program maintenance plan.



Nereyda Manatt (Padilla)

Capstone Title: [Diabetes Educational Support Group for Spanish Speakers](#)

Abstract: The purpose of the Diabetes Education Support Group for Spanish Speakers program was to help bridge the gap between health and wellness education and occupational performance in diabetes self-management behaviors within the Spanish-speaking community. The program provided health and wellness support to help Spanish-speaking participants manage diabetes and promote healthy behaviors to maximize occupational performance in his or her daily lives. The program provided the participants with Spanish educational sessions and a Spanish resource book (including occupation-based activities) to increase health-promoting and diabetes self-management behaviors to prevent or delay long-term secondary complications and increase occupational performance in various areas of daily functioning. Pre and post evaluations were conducted to assess participant's health literacy, diabetes knowledge, and self-perception on occupational performance. A post-evaluation was conducted after attending at least four program sessions to determine overall improvement. Overall, the scoring of post-evaluations indicated that all participants who attended at least four group sessions demonstrated improvement in all areas evaluated.

Marissa Dent

Capstone Title: [Holistic Health - Program Implementation: Geriatric Health & Wellness](#)

Abstract: The student created a free geriatric health and wellness program for her small town of Greenbrier, AR. She completed the project on behalf of her doctoral capstone for the University of Central Arkansas's occupational therapy program. She partnered with the Greenbrier Event Center to develop a program centered on educating, mentoring and bettering health and wellness for the geriatric population. The Greenbrier Event Center served as a pilot facility, enabling the program to be utilized and replicated to benefit other rural communities. The student's free geriatric health and wellness program, Holistic Health, is tailored to adults 50+ in Greenbrier, AR and the program currently has 19 participants. The seven week program emphasizes healthy lifestyles, physical well being, mental health, nutrition and occupations to promote quality of life with productive aging. Lifestyle redesign and evidence based practice supported the program.

Alaina Poff

Capstone Title: [Occupational Therapy in Lymphedema: A Continuing Education Module in Best Practice](#)

Abstract: Lymphedema is a chronic and progressive disease of the lymphatics resulting in the accumulation of fluids and debilitating swelling of affected areas of the body. Currently, it is reported that this condition affects 250 million people worldwide (Lawenda, Mondry & Johnstone, 2009). Despite its rapidly growing prevalence, Lymphadema continues to be widely misunderstood and underserved within the medical community, and many people fail to receive a timely diagnosis or a referral to appropriate care due to a lack of education regarding the condition (Moffat, Keeley & Quere, 2019). Occupational therapists have the opportunity to play a larger role in the lymphadema therapy treatment process, but they receive little education on the condition of lymphadema in school. This project was designed to advance the student's clinical practice skills and education in the setting of lymphadema therapy through the synthesis of current research, completing virtual continuing education courses, and mastering hands on skills. An education module was created for use in the classroom setting to increase future therapists' exposure to lymphedema, the lymphadema treatment process, and the role of occupational therapy in this field by providing comprehensive review, video demonstrations, and case studies.

Hershila Lallu

Capstone Title: [Paths for New Practitioners: Creating Leaders within Occupational Therapy](#)

Abstract: This project addressed key areas such as leadership, advocacy, and education. Overall goals within these areas were achieved through improved leadership skills, increased knowledge on leadership skills required within a clinical setting, and by data compilation to help create educational materials that will assist AOTA members in obtaining advanced leadership skills. With the development of educational



materials on leadership, occupational therapy practitioners will gain a better understanding of “key skills and attributes needed to advance as a leader in practice and the profession” (American Occupational Therapy Association, n.d.). Goals were accomplished through the experiences such as: becoming a Myers-Briggs Certified Practitioner; becoming a LSVT BIG Certified Practitioner; becoming a Certified Adult Mental Health First Aid Practitioner; gaining a certificate in a Diversity, Equity, and Inclusion in the Workplace; completion of a 7 Week Hand Therapy Essentials Training; facilitation of a leadership training for the SOTA Executive Board, completion of interviews, focus group, and survey related to leadership; creation of survey reports on a leadership survey and focus group/interviews, participation in the AOTA Summer Institute of Future Scientists and OT Summit of Scholars, participation in AOTA’s SIS Intern Orientation creation of a Weebly professional portfolio website; engaging in various leadership development related activities (webinars, trainings, podcasts, workbooks).



Faculty Mentor: Dr. Deborah Gangluff

Brittany Womack

Capstone Title: [Clinical Significance of Utilizing Hippotherapy During Occupational Therapy Practice](#)

Abstract: Hippotherapy is a therapeutic strategy utilized by certified occupational therapists, physical therapists, and speech-language therapists as part of an integrated treatment program to help clients achieve functional goals. Equine movement directly influences an individual's neurological, muscular, cardiovascular, sensory, respiratory, emotional, and visual systems which all make up the skills necessary for us to function. The dynamic systems theory demonstrates the importance of the interaction between these systems, and it emphasizes how intervention should focus on the process of change rather than outcomes. Hippotherapy addresses deficits by utilizing equine movement, and skilled practitioners continually assess and modify therapy based on the client's response. This study's purpose was to measure the clinical significance of utilizing hippotherapy as a treatment strategy within occupational therapy practice. A quasi-experimental design with a pretest-posttest method was utilized to measure change between participants over a period of time. Relevant occupational therapy assessments were chosen and administered to participants with a 15-week intervention period set between testing. Results for the experimental group indicate that utilizing hippotherapy in occupational therapy intervention can improve upper limb coordination skills. Results for the control group show that occupational therapy intervention in the "traditional" sense is beneficial for improving visual motor integration skills. It can be concluded from this study that hippotherapy has a meaningful effect on function and participation in children with disabilities; however, further research is recommended to help support its value within the occupational therapy realm.

Ashley Evans (Steiling)

Capstone Title: [Yoga: A Holistic Tool for Youth to Overcome Stress from Trauma](#)

Abstract: The purpose of this capstone experience was to introduce yoga as a tool youth who have experienced trauma can use to overcome stress. A second purpose was to explore the implications yoga may have as a tool for occupational therapy practice. This capstone experience had four cornerstones, including education, advanced community practice, leadership, advocacy. Education was focused on increasing knowledge about youth who have experienced trauma as well as earning a 200-hour yoga teacher certification. Advanced community practice and leadership was implemented by designing two community programs, one for a domestic violence shelter and another for foster and adoptive families. The youth in these programs shared their experiences with yoga practice (including breathing techniques, poses and meditation) and how it affected their stress, holistic health factors and occupational participation. A yoga resource notebook based on the knowledge gained throughout the capstone experience was created and shared with the participants of the two programs in hopes that they could continue yoga practice in the future and continue conquering their stress. Advocacy was addressed through increasing exposure to the need of the tools to help youth overcome stress from trauma as well as sharing occupational therapy's role in the lives of youth who have experienced trauma.

Katelyn Hayes

Capstone Title: [HEPing Hands: A Smartphone Application to Increase Home Exercise Compliance](#)

Abstract: The purpose of this project was to develop an app to increase patient compliance with home exercise programs (HEPs) that are prescribed by therapists as a part of service delivery in hand rehabilitation. This project focused on the area of advanced practice in the field of hand therapy as well as the process of app development. This app was designed to be implemented in combination with occupational therapy intervention to improve patient outcomes in the hand therapy setting. This app consists of fourteen videos encompassing exercises and treatment protocols of upper extremity rehabilitation for the fingers, thumbs, wrists, and elbows. Survey data was gathered at



the start of the capstone experience from clinics in central Arkansas to incorporate patient preferences. These preferences were then utilized to create an app that promotes client-centered practice in the hand therapy setting and increases patient participation in necessary treatment regimens.

Anna Cain

Capstone Title: Occupational Therapy Student and Clinician Guide to Traumatic Brain Injury

Abstract: The purpose of this capstone is to create an all-encompassing, evidence-based resource guide for occupational therapy students and clinicians for working with individuals with traumatic brain injuries. This guide includes information gleaned from literature review of numerous textbooks, peer-reviewed research studies, databases, and websites, as well as informational handouts from leading facilities and experts in the field. To provide a holistic perspective and understanding, this resource guide was developed in collaboration with various disciplines and professionals in the healthcare field. Direct, hands-on experiences at CHI St. Vincent Rehabilitation Hospital in Sherwood, Baptist Health Rehabilitation Institute in Little Rock, and Neurorestorative Timber Ridge in Benton also informed the content and organization of the guide. The materials have been organized for ease of access and use. By combining the knowledge from the hands-on experience and review of the literature, The Occupational Therapy Student and Clinician Guide to Traumatic Brain Injury, was completed, consisting of four sections. Section one provides an overview of the brain and section two discusses brain injury and its associated neuroanatomical and neurophysiological impacts. Section three specially addresses traumatic brain injury and section four provides a wealth of resources for additional information. The guide was written with the occupational therapist in mind, and may help increase competencies in caring for this population. The guide was vetted by the author's mentors and other experts then shared and made digitally accessible for all interested individuals.

Chelsey Iglesia

Capstone Title: The Fostering Hands of Occupational Therapy

Abstract: The purpose of this doctoral capstone experience was to provide parents, caregivers, volunteers, and any others who interact with foster/adopted youth with an online tool consisting of resources, education, and materials needed to better understand and engage with children from this population. The website highlights the significant role that occupational therapy plays within various aspects of life for foster and adopted youth, as well as supports healthy relationships within foster/adoptive families. It also provides caregivers with resources to help them connect with other families on the same journey, as well as provides an online community where they can ask for advice, share challenges or successes, and provide support for one another. The website includes an online overview course covering multiple topics that highlight the role of occupational therapy within each topic, important facts, and tips for caregivers. The online course is free to those who seek to increase their knowledge within this field in hopes of better engagement between them and children within this population. Resources and information on this website were collected from various caregivers of foster/adopted youth, a Trust-Based Relational Intervention (TBRI) practitioner, a certified occupational therapy assistant, as well as personal interaction with foster and adopted youth when volunteering at various events at Immerse Arkansas.

Jennifer Wyatt

Capstone Title: Community Connections Outreach Program: Extracurricular Activities for Children with Special Needs

Abstract: The doctoral capstone experience was aimed to address the occupational deprivation and injustice experienced by children with special needs due to the lack of resources in the community. Research shows that participating in programs has a positive effect on the development of all children, regardless of their abilities, especially with their social and physical health (Martin, 2013). To increase opportunities in the community for children with special needs to feel included and reap these health benefits, the OTS collaborated with



Community Connections to provide an 8-week sports program in Batesville, AR. Program development required activity analysis and research about various sports to ensure appropriate modifications/ accommodations were made based on children's individual needs. The program also required educating and advocating for these inclusive programs in the community to recruit volunteers and participants. The goal of the program was to improve children's physical, socioemotional, and/or mental health through participation in a new sport each week. The program addressed and met this goal by obtaining performance measures from both children and parents. The OTS also developed adjunct virtual training programs to improve Community Connections volunteer education and training process. The development and implementation of these programs resulted in hands-on experience with advanced community-based practice and education and training of self and others regarding the effect of pediatric diagnoses/conditions during occupational performance. The student also developed skills in leadership and advocacy to market and provide inclusive programs and resources in the community to improve the overall health of children with special needs.

Andree Ledbetter

Capstone Title: Education Abroad in Occupational Therapy Curriculum

Abstract: The purpose of this project was to enhance, expand, and advocate for education abroad opportunities in the University of Central Arkansas' (UCA) Occupational Therapy (OT) curriculum. Another purpose of this project was to measure the longitudinal effect of a short-term education abroad experience on interprofessional and cultural competencies of OT and nursing students. Being able to work with unique populations in collaboration with interprofessional teams is essential for occupational therapists. Education abroad experiences provide these opportunities to OT students. To accomplish program enhancement and expansion, a trip to Costa Rica was taken in 2021 to meet with OT clinics and universities and to explore new hands-on activities. Efforts resulted in two signed affiliation agreements with OT clinics, collaborative plans with two universities, and collaborative online learning partnerships with a university in Costa Rica. To accomplish program advocacy, a vlog was created and shared, a post was made on UCA's OT social media pages, a web page was added to UCA's OT website, and resources were created to share with students. Results from advocacy efforts have and will continue to reach applicable students. To accomplish program evaluation, two surveys and two focus groups were conducted and analyzed with 2019 post- trip surveys. Results from the data analysis found a statistically significant longitudinal improvement in knowledge and skills related to cultural competencies. While not statistically significant, improvements were also found in the areas of communication, learning, awareness and interactions. This experience successfully enhanced, expanded, advocated for, and luated UCA OT's education abroad opportunities.

Jen Ozier

Capstone Title: A Program Evaluation of the SOS Approach to Feeding

Abstract: This study conducted a program evaluation of the Sequential Oral Sensory (SOS) Approach to Feeding protocol used in a Medicaid funded outpatient and school-based clinic. The purpose of this study was to gain a deeper understanding of how therapists use the approach in practice for an identification of problems and solutions to improve the quality of the program. The generic qualitative study design included 16 observation sessions with feeding clients, focus groups or personal interviews of 26 participants, and in-depth review of seven clinic's processes. Participants were required to be SOS trained and were recruited via email that was distributed by the vice-president of the organization. Data was collected by one researcher and themes were coded by two researchers to increase inter-rater reliability. Four major themes were presented in the data, including: time constraints of therapists, lack of parent education, lack of real-time data collection, and lack of referral sources. SOS trained Occupational Therapists need to use every aspect of this approach in practice to yield optimal results for their feeding clients. Therapists need to be able to bill for parent education services for carryover into the home and real-time data collection needs to be used to accurately track client progression. Administrators need to assist with referral sources and provide therapists with assistance to complete the approach in a timely manner. The results yielded solutions to the challenges to improve the quality of the program and create similar procedures throughout the seven pediatric clinic locations.



Sarah Bryant

Capstone Title: [Every Soul Matters: Special Needs Ministry Training & Resources](#)

Abstract: The purpose of this capstone project was to advocate on behalf of special needs children and their families by developing a comprehensive training program for church leaders and volunteers in an attempt to develop more inclusive religious communities. Training topics for ministry leaders included: environmental supports, curriculum modifications, and visual schedules. Training topics for children's ministry volunteers included: disabilities overview, sensory processing difficulties, positioning and handling of children with special needs, behavior management, communication, and how to play with children with special needs. A website was created to house training videos and a variety of resources for church leaders looking to create or revamp a special needs ministry program in their church. The student utilized evidence-based occupational therapy literature and knowledge gained from participation in several special needs ministry conferences to develop educational training videos and resources for all special needs families and church leaders to access via a public website. In addition, marketing efforts were made via word of mouth and social media to increase awareness of this free resource.

Breanna Roe

Capstone Title: [Blue Zones and Community Health Outcomes](#)

Abstract: Nicoya Peninsula, Costa Rica is one of five blue zones, or pockets around the world where people experience increased health and longevity. Blue Zone residents from the world share nine common factors that contribute to their longevity called "Power 9 Principles", and community and social ties are key factors (Buettner, 2020). From 2020, when COVID-19 began affecting Costa Rica, to May 2021 when the research was conducted, health precautions, government restrictions and quarantine have decreased the amount of social interaction the world population, including members of the Blue Zone receive. Since community and social interactions are important factors for longevity, Blue Zone members' health and well being were at risk of decline during the global pandemic. This study used generic qualitative analysis to determine how five centenarian community members in the Nicoya Peninsula of Costa Rica perceive social interaction to affect health and well being using a guided interview. The study found that the participants directly credit their health and well being to peace, which comes from their spiritual beliefs. The centenarians interviewed perceived their health and well being during COVID-19 to be directly influenced by the lack of opportunity to engage in preferred occupations along with a decrease in social interaction, especially with friends.

Isabella Luyet

Capstone title: [Psychometric testing of the Maternal Wellness and Quality of Life Occupational Inventory: A pilot study](#)

Abstract: The purpose of this capstone experience was to expand the student's knowledge of occupational therapy practice in maternal health by conducting a pilot study on a new assessment tool. This project allowed the student to strengthen skills in literature review, data collection, data analysis and interpretation, and interprofessional collaboration. The project began with the student collaborating with mentors to further develop the instrument. The study then evaluated the face validity of the instrument through expert panel review while simultaneously collecting data from participants using an online version of the new instrument. After data collection was completed, the student analyzed data using statistical software while consulting with an expert in data analysis. Expert feedback showed acceptable face validity and some need for revisions. Data analysis results revealed Cronbach's alpha internal consistency reliability to be 0.90. Principal components analysis was conducted using a fixed two-components analysis with acceptable scores for Bartlett's test of sphericity ($p < .001$) and the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) (scores ranging between 0.61 and 0.91). The components were named (1) quality of life and (2) occupations based on the items related to each component. Independent samples t-tests found significant differences in responses between age groups. Descriptive statistics were also used to evaluate responses to each item on the instrument. Following data analysis, the instrument was revised by the student and mentors based on feedback from expert reviewers. The student also collaborated with the original developer of the instrument to begin developing an administration manual and outline plans for future research on the instrument.



Cayla Baker

Capstone Title: [Different Strokes - providing sporting opportunities \(golf\) to individuals with disabilities](#)

Abstract: Diff'rent Stokes is an adaptive golf program that strives to empower those with different disabilities by promoting physical and mental health. The vision was to connect and encourage individuals so they are motivated to engage in healthy, fulfilling occupations. Program development was the key focus area during this capstone. Recruiting participants, securing a location, and acquiring community partners were pertinent to the program's success. Advocacy and leadership were seen in large because it was important to articulate and connect with partners that believed in the mission of Diff'rent Stokes. The Links golf course, Fellowship of Christian Athletes, and US Adaptive Golf Alliance (USAGA) were just a few of the partnerships made. These relationships were and will continue to be support the program needs to offer all it can to participants. All participants showed outcomes that demonstrated both improved physical and mental wellbeing, as evidenced by increased amounts of physical activity and improvement in self-concept. One participant who is hemiparetic from a stroke stated he has more sensation in his affected hand than he did when the program started, supporting how occupation-based activity can improve QOL. Another participant had the opportunity to engage in golf so much that he is not only wanting to continue in the occupation but also take it to the next level of participating in USAGA tournaments. The solid foundation of Diff'rent Stokes that was laid this year provided, and will continue to provide, opportunity for community health and wellness to those with all types of abilities.



Faculty Mentor: Dr. Tina Mankey

Brittney Richardson

Capstone Title: *Bending the Arc for Transition Services: Resources and Information to Cultivate Life Opportunities for Individuals with Disabilities*

Abstract: The purpose of this project was to provide individuals with intellectual and developmental disabilities (IDD) and others involved in their life with education, resources and materials needed for the transition to adulthood. It also highlights the idea that occupational therapy can play a significant role in the transition to adulthood and is a key component in improving care coordination. Collaborating with healthcare professionals, family members, caregivers, and members of the IDD community to develop appropriate forms, as well as educational materials and resources, marks the importance of occupational therapy in the care coordination. The initial aim of this project focused on the healthcare transition and the creation of a "Get to Know Me" form to bridge the gap in communication and care between individuals with IDD and healthcare providers. The form was based on the "Quality Care for All Survey" distributed prior to the experience, in addition to research and feedback from advocates and self-advocates. results from the survey suggested that providers lacked the training needed to treat individuals with IDD. Some other barriers noted were communication, transportation, and lack of knowledge about the transition process by both providers and individuals with IDD. These findings led to the emphasis of this capstone project where information was shared using various platforms such as Facebook and through organizations including Special Olympics Arkansas, Community Connections, Community of Champions and the Arkansas Down Syndrome Association.

Halli Tencleve

Capstone Title: *Young Adults with Disabilities Transitioning into the Real World: Utilizing Opportunities and Resources to Create a Meaningful Future*

Abstract: The purpose of this project was to develop opportunities for teens/young adults to gain skills that aid in the transition to a quality adult life. This project also provided information and resources for this population and their families to help prepare for this process. transitioning after high school can be a difficult time for anyone. For individuals with disabilities, this process comes with additional barriers resulting in lack of opportunities and limited independence. The programs implemented during this project took place through Community Connections and focused on young adults ages 14-28. The programs addressed skills needed to increase participants' work-based experience, social skills, and facilitate creativity to aid in problem solving. Programs included the Mentor Program, Ultra Creative Group, and the Young Adult Social Group. In addition to providing opportunities for this age group to realize their potential, this project also highlighted a need to provide information to individuals, their families, and the public about the transition process. A parent handout and flyers were created, focusing on resources and helpful information in order to educate on the transition process and guide families through the stressful time. Some barriers to these programs were access to transportation, summer vacations, and access to internet/zoom. Surveys to determine the parent perspective of effectiveness for these programs were disseminated through the Community Connections email chain. Results indicated the majority of parents saw the effectiveness of these programs. Some benefits reported include improved social engagement, increased self-confidence and independence, and improved quality of life.



Becca Dodick

Capstone Title: [An OTD's ABCs: Development and Implementation of a Pediatric Holistic Curriculum for School Readiness](#)

Abstract: An occupational therapist's job includes meeting society's ever changing needs. As people continue to find their lives looking different due to the circumstances of a pandemic, finding a way to meet the needs of the whole child that could be used at home, in school, and in therapy is of the utmost importance in a highly virtual world. This project involved developing and implementing a holistic pediatric curriculum. Its intent is to guide therapists, parents, caregivers and teacher in their given roles in order to support a child's development and school readiness. A needs assessment determined the focus areas. To guide the creation of this resource, knowledge was gained from therapy professionals, teachers and caregivers as well as through learning experiences such as informational podcasts and books. Leadership and advocacy was demonstrated through professional presentation and program implementation, and feedback forms were filled out after each implementation in order to add insight and ideas for constructive changes. Additional support for the curriculum included the development of unit resources.



Faculty Mentor: Dr. Lorrie George-Paschal

Carly Williams

Capstone Title: [The Impact of Meaningful Activities on RPA Operator's Occupational Engagement and Adaptation](#)

Abstract: Remotely piloted aircraft (RPA) operators sustain 24/7 intelligence, support, reconnaissance (ISR), and/or precision airstrikes.

Upon arrival at targeted locations, remote surveillance operations have the potential to become kinetic (lethal) at any moment. This, combined with the unique challenges of daily transitioning between the warrior and civilian mindset creates significant occupational challenges for RPA operators safely “deployed in place” within the United States. This study examined the relationship between kinetic operations, occupational engagement and adaptation, and overall well being of RPA pilots. 24 RPA operators currently enlisted or retired from the USAF (n=19) and former USAF operators currently working as DoD contractors (n=5), participated in anonymous, online survey measuring Occupational Adaptation (OA) and Emotional Well-Being (EMWB). Eight operators participated in in-depth semi-structured interviews. Results revealed a highly statistically significant correlation between operators OA and EMWB. Factors such as engagement in occupations and interacting with personal support systems increased operators OA and EMWB, while factors related to stigma decreased OA and EMWB. Thematic analysis revealed positive factors, such as camaraderie and occupational engagement supported OA, while negative factors such as environmental demands and too little or too much empathetic association with targets led to dysfunction. These findings support the use of occupational therapy service providers to promote OA and EMWB for RPA operators.

Olivia Brown

Capstone Title: [A Program Evaluation of a Child Diagnostic Unit: An Inpatient Child and Adolescent Psychiatric Diagnostic Unit](#)

Abstract: Mixed-methodology was used to complete a program evaluation of an inpatient child and adolescent psychiatric unit. The purpose was to identify experiences and perceived program effectiveness among employees, and satisfaction ratings from parents and guardians of children who completed a twenty-eight day stay on the Child Diagnostic Unit (CDU). Measurement tools included semi-structured interviews and satisfaction surveys. Data analysis consisted of coding and identifying themes within transcribed interviews, while satisfaction ratings were collected and analyzed using descriptive charts and percentages. Thematic results revealed employees perceived the CDU to be effective based on the power behind the program, interdisciplinary team interactions, and the inclusion of each child’s support system. There was also a strong desire to improve staffing concerns, consistency on the unit and resources to measure outcomes of the program. Results also revealed that 88% of parents and guardians reported that overall, services provided by the CDU were beneficial. Further, parents’ and guardians’ satisfaction ratings, along with perceptions and experiences of employees indicated program effectiveness. Research findings were specific to this program and may not be generalized to a larger population.

Kirsten Brown (Clay)

Capstone Title: [Dyslexia in the scope of Occupational Therapy](#)

Abstract: This capstone experience was focused on the in-depth exploration of occupational therapy’s role in dyslexia services through advanced education and research review. The purpose of this capstone was to create resources which educated occupational therapy practitioners on dyslexia and the role they hold in dyslexia intervention. This capstone experience also incorporated an advocacy component, in which educators, parents and other professionals were educated on the role of occupational therapy in dyslexia intervention. This



project helped to bridge the gap in services by creating resources which educated occupational therapists and other professionals, who may not otherwise be well adverse on the topic of dyslexia.

Taylor Harmon

Capstone Title: **Be UnstoppABLE: How assistive technology can increase engagement in chosen leisure activities for those with disabilities**

Abstract: Engagement in preferred leisure activities have been proven to positively impact an individual's mental, physical, and social well-being, as well as provide an individual with a sense of purpose. Individuals with disabilities, however, have often faced barriers to participating in enjoyable leisure activities. This lack of engagement has subsequently been associated with feelings of isolation, decreased confidence, and overall a poorer quality of life. Assistive technology can be utilized to aid individuals in overcoming barriers to leisure activity participation and allow them to experience benefits to engaging in their preferred activities. The utilization of assistive technology does have challenges, such as a lack of knowledge and awareness, limited accessibility, cost, and device abandonment. The purpose of this capstone experience was to bridge the proposed disparity in leisure activity participation through the use of assistive technology. This was accomplished through the exploration of the role of assistive technology in leisure activity participation and associated challenges. The key components addressed throughout this experience include clinical practice skills, education, and research skills. Through capacity building activities, knowledge about assistive technology assessment, assistive devices, scaffolding techniques, and community resources was significantly increased. Relationships with assistive technology experts, device loan programs, and individuals with connections to adaptive leisure activities were also built. In order to educate others about assistive technology's role in leisure participation a website containing various resources was constructed.

Rebekah Csonka

Capstone Title: **Sparking Occupational Community Engagement: A Case Series for Older Adults Experiencing Loneliness**

Abstract: This case-series measured community-dwelling older adult's feelings of loneliness and community and social activity engagement pre and post participation in an 11-week occupational therapy program. The occupational therapy program consisted of six weeks of individual goal-planning sessions and four weeks of group sessions with peers in a senior center. The Occupational Adaptation Practice Guide was used to guide the participants in setting goals and the Relative Mastery Scale was used to help the participants measure progress towards goals. Outcomes were measured using the UCLA Loneliness Scale (Version 3) and the Social Engagement Activities Questionnaire (SEAQ). Results indicated a statistically significant difference between pre and post scores on the UCLA Loneliness Scale post participation in the program, and a weak correlation between pre and post SEAQ scores post participation in the program, however no statistically significant correlation was found between a decrease in loneliness scores and an increase in activity engagement scores. Qualitative results include older adults reporting an increase in happiness, connections with local senior centers, and making new friends. This research brings to light the difficulties that community-dwelling older adults face when experiencing feelings of loneliness and disengagement as well as the need for occupational therapy-led community-based programs. Outcomes include creating a first draft of my paper to be submitted soon for publication, writing a newsletter article for the Geriatric Collaborative Newsletter through UAMS that will be published in the next few months, and offering partnership with the Conway Area Chamber of Commerce for the occupational therapy department.

Jackie Green

Capstone title: **Zoom Pals: Intergenerational Co-occupations**

Abstract: Intergenerational programs use intentionally planned, mutually beneficial shared activities to facilitate connections between generations and achieve outcomes (Generations United, 2021). Across the decades, programs have addressed many areas of occupations and



research demonstrates that participants of all ages experience numerous benefits to their mental, physical, and cognitive health (Lee, Jarrott, & Juckett, 2020). These programs have had to turn to spatially distanced options to keep generations connected and safe in the face of the pandemic. Occupational therapy is a natural fit for intergenerational programs considering practitioners are trained to work across the lifespan to promote well-being through participation. However, there are few examples in the literature of programs with an occupational therapy lens. The purpose of this doctoral capstone was to plan, implement, and evaluate the benefits and challenges of intergenerational co-occupations using a virtual format. Five preschoolers were paired with five community-dwelling adults over the age of 55 to engage in co-occupations over Zoom video chat. The doctoral student was onsite with the preschoolers to facilitate each session while the adults participated from home. Qualitative data was gathered through an adult focus group and an anonymous teacher questionnaire. Quantitative measures were used to look at life satisfaction for older adults and self-regulation for the preschoolers. Due to a small sample size, quantitative data could not be used to draw any conclusions. The primary finding of this study was that the older adults found the virtual format a convenient way to participate in highly satisfying and mutually beneficial intergenerational co-occupations.

Megan Cornell

Capstone Title: [Story Time Redesigned: Resources for Parents and Caregivers to Increase Children's Sensory Exploration with Food](#)

Abstract: The main purpose of my doctoral capstone project was to create fun, educational resources for parents and caregivers to increase their child's sensory exploration with food based on the Sequential Oral Sensory (SOS) Approach to Feeding. In doing so, I wrote a children's book that explains to kids how new foods can be fun to explore. The book also explains for parents a helpful structure to mealtimes and how to be a good role model for their child. Additionally, I created 102 activity cards that align with the 32 specific sensory steps to eating based on the SOS approach. These cards give adults fun ideas to help their child interact with foods at each step to eating in a playful, non-stressful way. I also advanced my own clinical practice by participating in a 12-week SOS Mentorship Program. In doing so, I treated a client for a feeding session each week at a local pediatric clinic and received feedback on my treatment sessions. I also learned more in-depth information about the SOS approach and collaborated with therapists and professionals from all over the world to discuss successes and challenges of implementing the SOS approach in various settings and with various clients. Lastly, my capstone project targeted advanced community practice because I partnered with various pediatric clinics and organizations to give five parent feeding presentations. During these one-hour presentations, I discussed general treatment strategies that caregivers can implement at home in order to help their child become a more successful eater.

Emma Shields

Capstone Title: [Brain Injuries in the schools](#)

Abstract: The purpose of this capstone was to develop evidenced-based resources that would be useful in facilitating the successful transition from medical settings to educational settings for students with brain injuries. Capstone experiences included a thorough review of the literature, surveying and interviewing professionals involved in brain-injured students' plans of care. Transcripts from interviews with the professionals in medical settings and surveys collected from professionals in educational settings were coded and seven themes emerged from the data. The themes that emerged were the student's full recovery, communication/teamwork, students' advocacy, environment, accommodations, lack of resources/rural districts, and insurance. Advocacy for occupational therapy and program development were accomplished through this capstone by presenting at brain injury trainings for school districts in Arkansas and through the resources created, which included: 1) a guide for a peer support group for students with brain injuries, 2) concussion goggle simulation kits, and 3) a brochure to bridge the gap between Arkansas Children's Hospital and the Brain Injury Support Program at the Department of Education.



Faculty Mentor: Dr. Chris Ryan

Lauren Dexter

Capstone Title: [Universal Design: Creation of Inclusive Communities](#)

Abstract: By partnering with The Universal Design Project, a non-profit aimed at promoting and developing accessible new home construction, I was engaged in education and advocacy efforts while advancing my skills in a specialty field of occupational therapy. The focus areas of my capstone project were two-fold. First, I furthered the development of home designs that could be integrated into new construction while maintaining functionality for all buyers, regardless of current age or ability. The second focus area was to educate and advocate for the adoption of universal design criteria within new residential construction by home buyers. The project utilized an interdisciplinary team approach and I collaborated regularly with architects, occupational therapists and individuals experiencing barriers of existing home design and coordinated virtual discussion on various improvements to existing designs. By furthering my understanding of each team member's role, I assisted in the creation of base model and alternative home design elements which will be displayed in The Universal Design Project's final residential construction documents. The educational component of my project was achieved by developing blog posts and podcasts, which are published to The Universal Design Project's website and company's Good Fit, Poor Fit podcast.

Jamie Tipton

Capstone title: [Occupational Therapy Clients' Perceived Value of Therapy in the Inpatient Rehabilitation Setting](#)

Abstract: This doctoral capstone project was focused on developing the student's research skills by conducting a generic qualitative research study in an attempt to determine inpatient rehabilitation clients' perceived value of occupational therapy and how it impacts their participation in occupational therapy sessions. Data collection was completed using semi-structured interviews, observations and open-ended survey questions. There were twenty client participants and seven therapist participants. Each were interviewed and allowed the researcher to observe one treatment session. Therapists also completed an initial survey regarding their use of occupation during treatment. Through in vivo coding, four focused themes were determined. It was found that clients had a mixture of perceived values and many factors impacted this, some those including understanding, client success, and the types of activities they participated in. It was also determined that all clients reported being satisfied with their experience regardless of varying perceived values, motivation levels and engagement in sessions. All therapists reported having a positive relationship with their clients in some way. As well as research, an emphasis was put on education and developing an in depth understanding of the therapeutic process at each facility visited. All details were considered from intake to discharge to create a more in depth understanding of what clients experience at an inpatient rehabilitation facility. This information was gathered through observation of different therapy session and team conferences as well as conversations with different employees at the facility.

Seoyoung Kim

Capstone Title: [Exploring the Sensory Processing Challenges of Students in Higher Education](#)

Abstract: The overall purpose of this doctoral capstone experience was to identify healthy college-age students exhibiting sensory processing challenges and examine the efficacy of providing individualized sensory-based guidance to this population. This was a single group mixed methods research study consisting of a four-week tailored process where the participating students were educated on their sensory patterns and provided with the resources guide to utilize over the course of three weeks. Prior to the recruitment process, educational



materials and a resource manual for participants were created through extensive research and collaboration with two occupational therapy practitioners. Once identifying individuals with sensory processing differences, these materials were provided to participants through multiple virtual meetings. The Adolescent Adult Sensory Profile, Canadian Occupational Performance Measure, and an interview containing open ended questions were utilized to measure the outcomes of this study. As result, a total of 13 students experiencing sensory processing difficulties were identified at UCA and there was an overall improvement within the students' perceived ability to participate in desired occupations after participating in the study. Despite the small sample size, the outcome of this research offers support for providing sensory based occupational therapy to healthy individuals demonstrating sensory processing challenges.

Caitlin Barnett

Capstone Title: [Education & Empowerment One Milestone at a Time](#)

Abstract: Occupational therapists focus on increasing or maintaining one's occupational performance. This capstone experience accomplished that through education of developmental milestones, education on facilitation of developmental activities and compiling a well-rounded website for parents and caregivers to refer to when needed. The student equipped parents and caregivers with the knowledge they need on developmental milestones and steps to facilitate them through the creation of a website, developmental milestones videos, a didactic presentation, and a social media account.

Alexa Corley

Capstone Title: [Implementation of Best Practice in the School-Based Setting](#)

Abstract: This doctoral capstone experience was designed with a focus on research skills, advocacy and education within the area of school-based occupational therapy practice. A review of current literature showed a gap between what evidence states as best practice for school-based occupational therapy and the feasibility of practitioners to implement those practices. There was emerging evidence of how workload models, as opposed to caseload models, could help meet the range of demands on practitioners in order to improve student outcomes. For this project, original research was conducted through an online survey to analyze what the implementation of best practice looks like under a caseload model versus a workload model. Study results showed a statistically significant difference between the caseload and workload model groups and the following practices: professional learning community membership, collaboration with teachers, and the amount of time devoted to direct intervention, teacher/staff consultation, family/caregiver training/consultation, behavioral supports, and contextually-based services. The results supported the hypothesis that workload models allow for practitioners to better implement best practices in the school setting. Implications for practice include the need for educating school staff on occupational therapy's role and advocating for a transition to school-based models of practice, such as workload approaches. Based on the results, resources were created to advocate for and educate stakeholders on the role of occupational therapy in schools and aid practitioners in learning about evidence-based practices.

Mallory Scott

Capstone Title: [Parent and School Teacher Knowledge of Primitive Reflexes](#)

Abstract: This doctoral capstone combined the elements of occupation and evidence to support a research study determining parent and school teacher knowledge of primitive reflexes. This study focused on parent and school teacher education of primitive reflexes and advocacy for supporting this need of education. Another key area addressed during this capstone was advanced clinical practice. The student gained a higher understanding of primitive reflexes by learning and observing from experts and professionals. The purpose of this research study was to identify the current knowledge parents and school teachers have of primitive reflexes and offer them a basic understanding of primitive reflexes. Subjects learned about the benefits of primitive reflexes, signs of retained primitive reflexes, and how primitive reflexes are



involved in child development and occupational performance. A quantitative research method was used to collect data from 156 subjects describing the responses of the subjects' knowledge of primitive reflexes before and after an educational in-service through pretest and posttest surveys. The researcher found a statistically significant difference in the "Yes"/"No" questions on the pretest survey compared to the posttest survey signifying the increased knowledge of primitive reflexes after an educational in-service. Additionally, there was a statistically significant difference between the number of primitive reflexes known by the subjects when comparing their responses on the pretest survey and the posttest survey. This study discovered that parents and school teachers believe they should be educated on primitive reflexes as they play a large role in child development and occupational performance.

Megan Hill

Capstone Title: *The Inclusive Model of Swimming Without Limits: Growth in Abilities and Confidence as Perceived by Children and their Parents*

Abstract: Swimming Without Limits was an adaptive swim team program for children with intellectual disabilities ages eight to eighteen years old. Participants were selected through a first come, first serve basis by advertising the program through local therapy clinics in the area. The program/research study was implemented over ten weeks consisting of a pre-test, eight weeks of swim, and post-test. There were a total of twelve participants along with their parents. The survey's measured parents and children's perspective on swim skills, social inclusion, confidence, physical/mental health, and overall program satisfaction. Swim practices were conducted twice a week for forty-five minutes. The program/research study laid the foundation for other inclusive programs in the community for other disabilities as well as ages. It also allowed therapy clinics in the area to start partnering with the local Parks & Recreation to create more inclusive programs for children/adults with disabilities. This study highlighted the importance of occupation and occupational therapy in a person's life. The Swimming Without Limits program provided children the opportunity to be included in a program that otherwise would not be available to them.

Micaela Randall

Capstone Title: *A Team that Can Rule: Therapy, Home, and School*

Abstract: The aim of this study was to analyze the effectiveness of a hybrid home program when viewing the improvement of children's occupational performance and maintenance of parents' motivation. A mixed methods explanatory sequential design was used to follow four parent, child, and teacher teams for 8 weeks while completing program activities based on parent directed goals. After recruitment, parents completed an initial, half-way, and final assessment to determine objective measurements on child occupation and parent motivation. Following program completion, parents and teachers participated in focus groups to provide descriptive data on objective measures. Overall, parents spent 7-15 hours and teachers spent 14-18 hours implementing program activities. Children received a total of 21-33 hours of goal-directed intervention. Participation in an 8 week hybrid home program between parents and teachers resulted in statistically significant differences in child occupational performance, goal attainment, and parent satisfaction. The effect on parent motivation was inconclusive due to ambiguity between quantitative and qualitative results. A hybrid home program design is an effective way to improve childrens' occupational independence even with unpredictable factors of context and parent motivation.

Kathryn Osment

Capstone Title: *Exploring Children's Literacy Occupations in Arkansas*

Abstract: The purpose of this capstone experience was to explore how occupational therapists can be involved in increasing children increase participation in reading occupations. This experience included a focus on clinical practice and research. A site experience with a handwriting specialist was completed. Then, a Level I Handwriting Specialist certification was earned by the capstone student through Learning Without Tears to obtain skills necessary for helping children develop prerequisite literacy and writing skills. A research study was also conducted with an existing community library summer reading program to analyze reading participation during the summer break. The study



utilized the Inventory of Reading Occupations – Pediatric to examine whether children who participate in summer reading programs maintained their levels of participation in their self-chosen reading goals. Results of the study showed that children maintained participating in the number of reading categories accessed, preference for their goal materials, and perceived mastery of reading goal materials. Children significantly increased how often they read goal reading materials.

Jessica McCauley

Capstone Title: [The Balance Between Therapy, School, and Home for Children and Parents or Caregivers](#)

Abstract: The purpose of this doctoral capstone project was to create and implement a program that could improve the balance between school, therapy, and home for children and parents or caregivers. While partnered alongside the Arkansas Down Syndrome Association, the student enhanced their knowledge in leadership and program development skills. The student created eight weeks of Camp Out of the Box, successfully implemented two weeks of Camp Out of the Box and generated a satisfaction survey distributed to participants. This doctoral capstone allowed the student to grow in confidence in flexibility, develop a partnership between the student and Arkansas Down Syndrome Association, and create a program that will go beyond their time.

Malorie Catlett Magby

Capstone Title: [Education and Advocacy for Occupational Therapy's Role in Primitive Reflex Retention](#)

Abstract: The purpose of this capstone project was to educate and advocate for beneficial services and to increase the rate of referrals for services that have the potential to decrease the amount of retained primitive reflexes in children. This study looked at the effect that primitive reflex resources, created by the researcher, had on primary care providers' knowledge and referral rates to occupational therapy by using a pretest and posttest survey. The data collected and analyzed indicated that pediatric primary care providers' knowledge of primitive reflex retention and the role occupational therapy services play in reflex integration both increased. The initial findings suggest that there is potential for additional research on providers' knowledge and integration into plans of care related to primitive reflexes.

Richard Garretson

Capstone Title: [An Exploration of Work Related Rehab and the Role of Occupational Therapy](#)

Abstract: According to research, there is lack of occupation therapists providing work rehabilitation services in Arkansas. The purpose of this capstone project was to expand occupational therapy's presence in the treatment of work related injuries in Arkansas. Through this project I gained advanced clinical practice skills by getting certifications in the area of impairment ratings, cognitive functional capacity evaluations, and work hardening/conditioning. I also spent countless hours in a clinic with clients performing the above listed evaluations under the supervision and guidance of my expert mentors, Rick Byrd, and Stuart Jones. I also gained administration and leadership skills by spending time on the phone with the billing department for my expert mentor's company, I also took on administrative roles in his company such as helping schedule clients, hiring and training staff, and lastly, I learned how to speak with doctors and case managers either in person or by email about their clients and about the reports and services I was providing them. Lastly, I created a work rehabilitation facility that is set up for an occupational therapist to complete functional capacity evaluations and work hardening/conditioning out of. I accomplished this by researching and visiting existing work rehabilitation facilities around Arkansas and Louisiana. I then leased a space in Little Rock, purchased equipment, and I facilitated the setup of this new clinic. Through this experience I have gained advanced clinical skills, gained administrative and leadership experience, and I have created a new clinic to service injured workers in Central Arkansas.

