



REHABILITATION SCIENCES
COLLEGE OF HEALTH SCIENCES



THE UNIVERSITY OF TEXAS AT EL PASO

Applying Evidence-Based Practice through The \$100 Solution

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The \$100 Solution
change the way we serve

What can you do with \$100?

Main Goals



REHABILITATION SCIENCES
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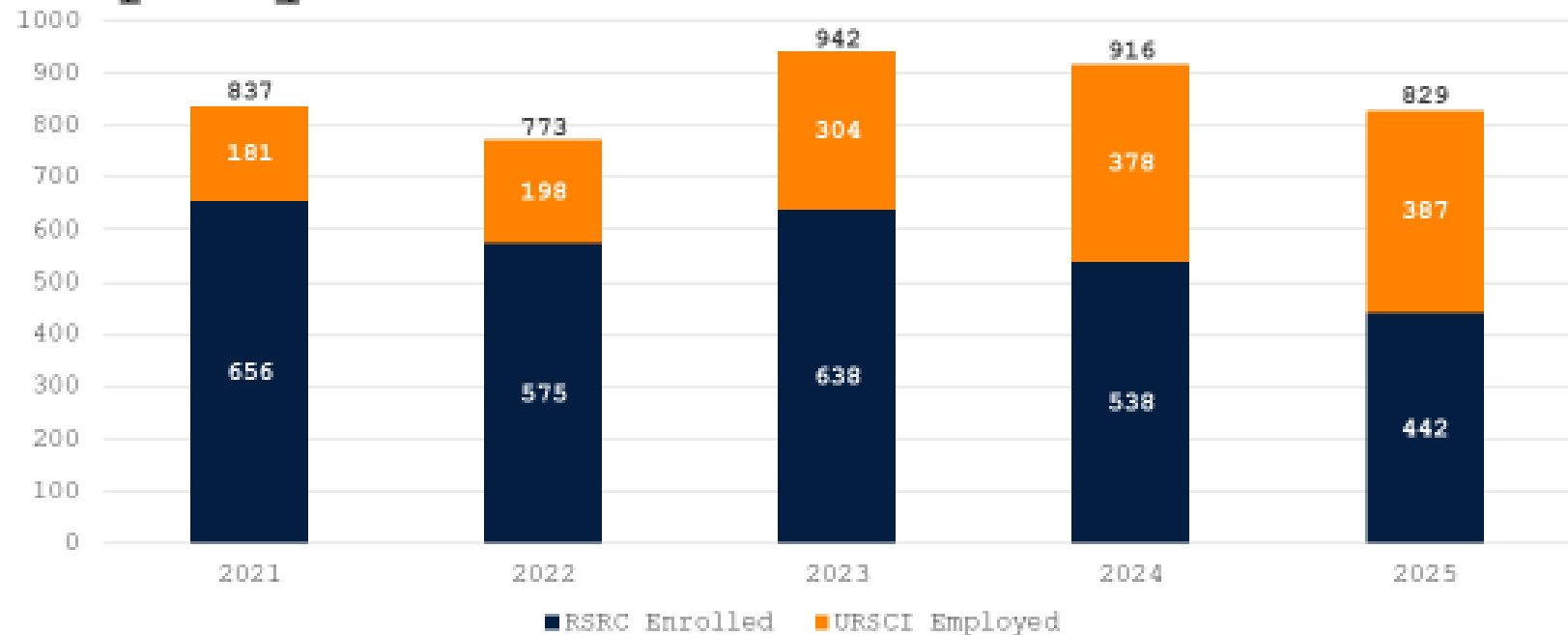
- **Expand** student access to research through innovative teaching
- **Integrate** high-impact learning experiences into the curriculum
- **Transform** service-learning into meaningful research opportunities

From “learning” → to “doing”

We shifted from theory to application



Total URSCI Engagement: RSRC Course + Student Employees



Research Driven Course

DRSC 3331-Evidence Based Practice in Rehabilitation

- Students work in groups to create and develop a plan to impact the community using The \$100 Solution framework
- The course is guided by five pillars: **partnership, reciprocity, capacity building, sustainability, and reflection** (The \$100 Solution)

Funded by



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The \$100 Solution
change the way we serve



COMMUNITY ENGAGED LEARNING

STRONGER TOGETHER. GREATER IMPACT.



PARTNERSHIP

Building relationships that create opportunities and drive meaningful change.

- ✓ Linking students directly to the community
- ✓ Forming long-term relationships that encourage all members to work together
- ✓ Assessing needs, implementing solutions, and evaluating efforts



RECIPROCITY

A two-way exchange that benefits both students and the community.

- ✓ Ensuring the community need is served
- ✓ Students and community members teach, learn, and grow together
- ✓ Everyone benefits from service-learning projects



SUSTAINABILITY

Creating solutions with the capacity to endure and make a lasting difference.

- ✓ Creating solutions with the capacity to endure
- ✓ Focusing on long-term needs and future resources
- ✓ Projects designed to create lasting impacts



CAPACITY BUILDING

Strengthening knowledge, abilities, and resources to empower lasting self-sufficiency.

- ✓ Helping community members strengthen their skills and resources
- ✓ Building confidence and self-sufficiency
- ✓ Empowering communities to help themselves



REFLECTION

Turning experiences into insight and insight into action.

- ✓ Using verbal and written reflection as a tool for awareness
- ✓ Analyzing and interpreting experiences
- ✓ Transforming experiences into meaningful learning





THE \$100 SOLUTION

Solutions to big problems start with small steps

The \$100 Solution is a non-profit organization working towards making a sustainable impact around the world.

Students ask: "What can we do to improve your quality of life?"

<https://the100dollarsolution.org/>



Research Driven Course

DRSC 3331-Evidence Based Practice in Rehabilitation

As part of this course, students:

- **Identify and assess needs** related to rehabilitation science in the community
- **Implement creative solutions** that cost around \$100
- **Evaluate the impact** of the project

Course Implementation

COURSE OUTLINE		TOPICS / CLASS ACTIVITIES
	1 INTRODUCTION Setting the Stage for Evidence-Based Solutions	✓ Introduction ✓ Introduce The \$100 Solution ✓ Teamwork ✓ Discuss both clinical and research models for implementing EBP – research model vs. service-learning model
	2 IDENTIFICATION OF NEEDS – PLANNING, DESIGN, PREPARE DOCUMENTATION, FEASIBILITY STUDY Understanding the Community and Planning Solutions	✓ Invite community leader ✓ In depth Pillars – \$100 Solution™ ✓ Sustainability – Capacity Building – Partnership identification ✓ Reciprocity – Partnership identification ✓ Review status of identification of needs – moving toward implementation phase ✓ Pillars in your own project ✓ Assessment – impact evaluation – assessment template – matrix – outcome measures
	3 IMPLEMENTATION OF CREATIVE SOLUTION / PLAN OF ACTION – DELIVERY, DATA COLLECTION Putting the Plan into Action	✓ Ethics in Research and Managing the creative solution ✓ Outcomes evaluation / Assessment / data collection ✓ Implementation – Lecture Dissemination ✓ Implementation ✓ Review status of projects ✓ Implementation ✓ Areas of concerns
	4 EVALUATION OF IMPACT IN THE COMMUNITY – EVALUATION, DATA ANALYSIS, REFLECTION, AND DISSEMINATION Measuring Impact and Sharing Results	✓ Assessment continues ✓ Poster Presentation / Workshop ✓ Dissemination – Written paper / Abstracts ★ Final Presentation (Poster presentation Rehab Sciences)



OUR APPROACH

A collaborative, evidence-based process that creates real-world impact while driving student learning.



Identify Needs



Plan & Design



Implement



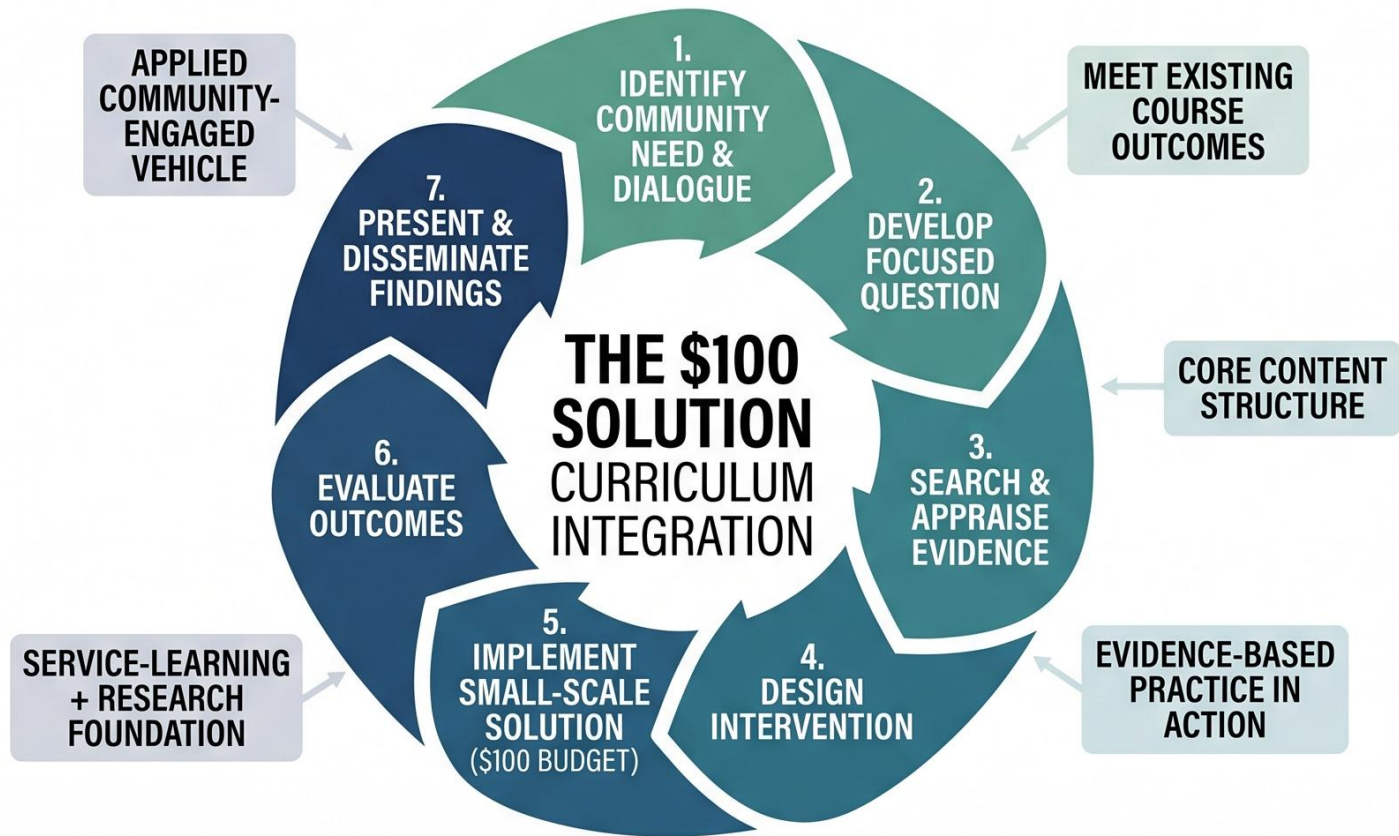
Evaluate



Disseminate



Create Impact



THDS TOOLKIT SUPPORT: NEEDS ASSESSMENT, ACADEMIC & COMMUNITY GOALS, SYLLABI REVISION, REFLECTION & EVALUATION

Projects snapshot

The Impact of “Coffee Cart Friday” on Special Education Elementary Students



Projects snapshot

Impacts of Technology in the Senior Population



Projects snapshot

The Effectiveness of a Gross and Fine Motor Program for Elderly Women- La Casa de las Abuelitas (permanent residential facility for homeless women)



Projects snapshot

Seniors Move- Tai Chi Program-SunRidge at Cambria Senior Center



Connection
over isolation

DANCE IT OUT-Polly Harris Senior Center



Projects snapshot

Recipe for Success: Impact of Implementation of Sensory Safe Cooking Classes for Individuals with Autism



Projects snapshot

Efficacy of Social and Physical Support for Patients with Cancer





Empowering Dame La Mano: Fostering Self-Efficacy and Emotional Well-Being Among Women in Shelters



Edward Cordova, Juliet George, Nayeli Arreola, Joziah Padilla
Faculty Mentor: Carolina Valencia, Ph.D.

Rehabilitation Sciences Program, College of Health Sciences, The University of Texas at El Paso



INTRODUCTION

- Women living in transitional shelters often experience complex emotional, psychological, and environmental stressors that can erode their sense of safety, stability, and personal agency.
- Because many residents have histories of trauma, face limited resources, and experience disrupted social support, recent research emphasizes the importance of strength-based psychological factors that foster resilience and support recovery.
- Self-efficacy—belief in one's ability to manage challenges—plays a critical role in restoring autonomy for women transitioning out of crisis. Higher self-efficacy is associated with: Reduced stress, improved emotional regulation, and stronger engagement in supportive behaviors.
- Service-learning initiatives can help strengthen self-efficacy and enhance overall well-being for women navigating transitional housing environments.

PURPOSE OF THE STUDY

The purpose of this project is to examine how self-efficacy and perceived stress change among women residing in the Dame La Mano transition shelter after participating in collaborative, empowerment-focused weekly activities.

METHODS

Participants

- 7 Participants of Members of Dame La Mano.

Measures

•General Self-Efficacy Scale (GSE-10)

•Assesses: Confidence in handling a wide range of challenges.

•Health Self-Efficacy Scale (HSS)

•Assesses: Confidence in managing personal health behaviors.

•Perceived Stress Scale (PSS-10)

•Assesses: Perceived stress and coping ability.

Dependent (paired-samples) t-tests were conducted to compare pre- and post-project self-efficacy scores.

Descriptive statistics were used to summarize stress and emotional well-being changes across the project period.

PROCEDURES

This service-learning project involved meeting twice a week for six weeks. Women residing in the shelter took the lead in each session, to identify which information on food, transportation, and healthcare was most beneficial for themselves and for future women. Guest speakers were invited to provide information on local transportation and healthcare services. Participants completed all measures before and after the service-learning project.



RESULTS

A paired-samples t-test showed no significant change in self-efficacy from pre- to post-project, $t(6) = -1.83$, $p = 0.12$. (graph 1)

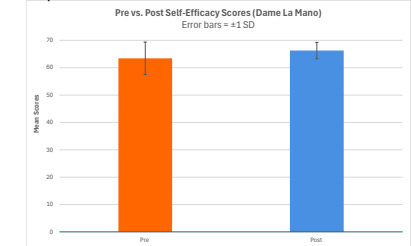
Participants also completed the Perceived Stress Scale (PSS-10) at both time points. A paired-samples t-test indicated no significant difference in perceived stress, $t(6) = 1.56$, $p = 0.17$. (graph 2)

Because of the small sample size and minor violations of normality, a Wilcoxon Signed-Rank Test was conducted as a non-parametric alternative. Results indicated no statistically significant differences between pre- and post-scores.

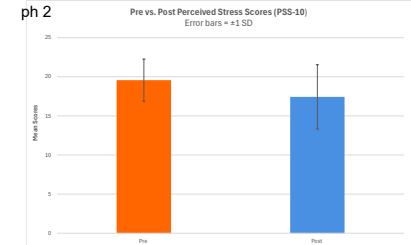
Although the results were not significant, patterns in the data suggest potential trends that may emerge with a larger sample or extended project duration, highlighting the value of continued research in this population.

RESULTS

Graph 1



Graph 2



CONCLUSION

Through our service-learning project, participants helped guide the activities, gave feedback, and completed self-efficacy and perceived stress measures. While the results were not statistically significant, we observed a general pattern: women with higher self-efficacy tended to report lower perceived stress. These early findings suggest that participant-led, sustainable projects may help support independence and well-being among women in shelter settings. More research with larger groups is needed to confirm these results.

ACKNOWLEDGEMENT

- The \$100 Solution
- Sun Metro of El Paso
- Sprouts Farmers Market
- UTEP Rehab Science Program
- UTEP Surplus
- Dodson Funds



THE UNIVERSITY OF TEXAS
AT EL PASO

The Art of Connection: Creative Healing After Stroke

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BS In Rehabilitation Sciences , College of Health Sciences

The University of Texas at El Paso



INTRODUCTION

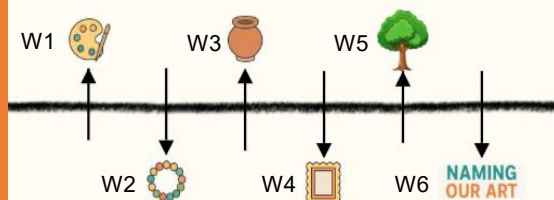
Stroke is the fifth leading cause of death in the United States and a major cause of long-term disability. Stroke survivors often face social isolation, emotional distress, and reduced motor function that impact daily living. *The Art of Connection: Creative Healing After Stroke* is a community-based program designed to promote social engagement, self-expression, and gentle movement through structured art activities. Guided by UTEP student facilitators, the program fosters creativity and peer support, demonstrating how art can serve as a meaningful tool for psychosocial recovery and community reintegration after stroke.

PURPOSE

Our project aimed to help stroke survivors connect with others, practice gentle movement, and express themselves through art. It aims to build confidence, support fine motor skills, and promote emotional well-being by showing how creativity can aid recovery.

Methods

The Art of Connection was a six-week community art program for adult stroke survivors, held weekly at a local church and facilitated by rehabilitation sciences students. Activities progressed from individual to collaborative art projects. The program emphasized mutual benefit, sustainable low-cost materials, continued monthly sessions, and strengthened community partnerships. The Stroke Impact Scale–Participation Domain and the Friendship Scale were administered pre- and post-program, and qualitative observations of interaction and mood were documented to complement quantitative data.

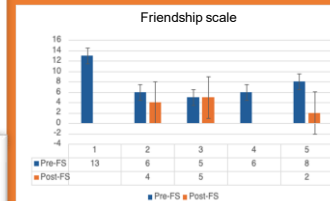


METHODS



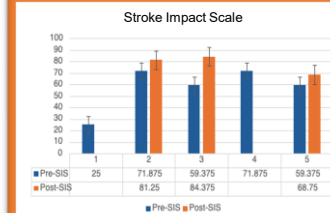
RESULTS

The Stroke Impact Scale (Participation Domain) and Friendship Scale were administered at baseline and the final session to assess social participation and connectedness. Qualitative observations showed more interaction, storytelling, improved mood, and collaboration, suggesting meaningful social engagement despite limited statistical change.



Friendship Scale scores remained stable (Pre: $M = 6.33$, Post: $M = 5.67$; $Z = -.447$, $p = .655$).

"I really enjoyed getting to know my partner with this activity, getting to ask her questions"



Stroke impact scale resulted in more social participation from $M = 63.54$ to $M = 78.13 (+14.58)$. However, changes were non statistically significant ($Z = -1.633$, $p = 0.102$).

"Getting to talk to others makes me feel more included, I enjoyed getting to build with clay"

DISCUSSION, CONCLUSIONS

A structured community art program can meaningfully enhance social participation, emotional well-being, and sense of belonging in adult stroke survivors. Creative expression combined with peer interaction is a powerful, sustainable pathway to post-stroke recovery. "I enjoyed these six weeks they were relaxing and I got to know more about the people around me, I would do it again"

ACKNOWLEDGEMENTS

The \$100 Dollar Solution
Local stroke support groups
College of Health Sciences
Rehabilitation Sciences Program
The Church of Jesus Christ of Latter-Day Saints
UTEP Surplus

➤ OUR STUDENTS. REAL SOLUTIONS. LASTING IMPACT. ➤



OUR IMPACT REACHES OUR COMMUNITY



SENIORS

Improving health, wellness,
and quality of life for
older adults.



CHILDREN AT SHELTERS

Supporting education,
well-being, and brighter
futures.



INDIVIDUALS EXPERIENCING HOMELESSNESS

Providing resources, hope,
and pathways to stability.



RESIDENTS AT LONG-TERM CARE FACILITIES

Enhancing comfort,
engagement, and dignity.



AND MORE

Addressing a wide range
of needs across our
community.



SMALL INVESTMENT. BIG DIFFERENCE.

*The \$100 Solution creates ripples
that change lives.*



Students apply
evidence-based
knowledge



Community
partnerships
drive solutions



Projects create
measurable
impact



Impact strengthens
our community



Final Poster Presentation- Community Partners, Dean of CHS, Faculty, and Students



Final Poster Presentation- Community Partners, Dean of CHS, Faculty, and Students



STUDENT REFLECTIONS:

Learning. Serving. Making a Difference.



“ We learn who our most vulnerable citizens are in our community. ”



“ Thinking ‘outside the box’ to create a sustainable program for the community, elevates critical thinking and creative skills in students while positively benefiting our elderly. ”

*Our Reflections,
Our Impact*



“ As a group we felt fortunate to give back to the community. We learned that this project allowed for our group members to enhance our leadership characteristics by being dependable, patient, and learning from our mistakes. Helping those in need from our community was an overall very fulfilling experience for us. ”



“ Having the opportunity to perform this project has helped to develop a new sense of community and organization skills. ”



“ We learned to become flexible and adapt. ”

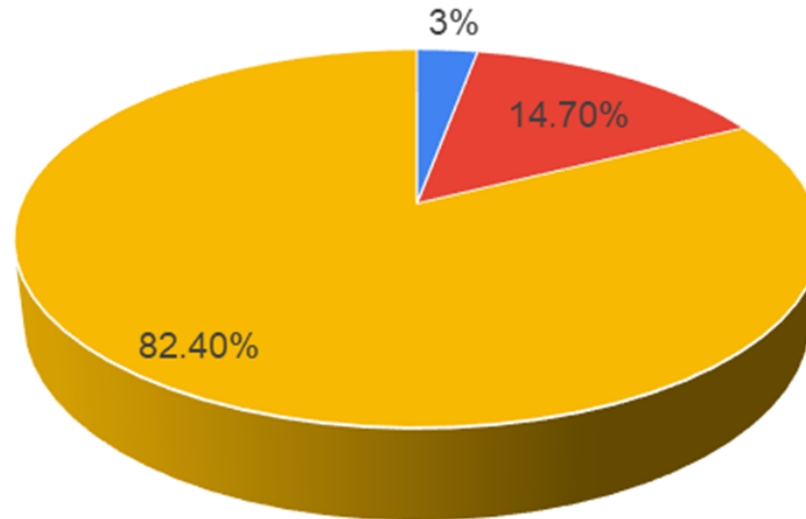


Through teamwork, compassion, and creativity, we're not just completing projects—
WE'RE STRENGTHENING OUR COMMUNITY AND GROWING AS LEADERS.



Assessing Student Service-Learning

I can make a difference in my community.



■ Not Sure ■ Agree ■ Strongly Agree

Student's Research Outcomes



Students don't just learn... they present, publish, and impact.



COLLEGE POSTER PRESENTATION with Social Work

Students showcase their projects on campus, connecting research with real-world social impact.



PRESENTATIONS at NCUR

Students share their work on a national stage, gaining visibility, feedback, and new perspectives.



PRESENTATIONS at The \$100 Solution Conference

Students contribute to a movement of innovation, service, and solution-focused change.



The \$100 Solution™
change the way we serve



**From Classroom
to Community Impact**

Turning Ideas into Lasting Change



Learn



Present



Publish



Impact



**Real Research.
Real Solutions.**

Real Impact.

STRATEGIES TO IMPLEMENT COMMUNITY-ENGAGED LEARNING PROJECTS

Intentional. Partnership-Driven. Student-Centered. Impactful.

1 ALIGNMENT

Connect course objectives, student learning outcomes, and a genuine community need.



- Start with a real community need, not a class project.
- Align project with course objectives and student learning outcomes.
- Ensure the project benefits both students and the community.



Alignment is the foundation of meaningful engagement.

2 INTENTIONAL PLANNING WITH PARTNERS

Build reciprocal relationships and plan together.



- Identify appropriate partners.
- Clarify expectations, roles, and timelines early.
- Determine who will work directly with students.
- Build in follow-up, communication, and feedback.
- Follow the “Life Cycle of THDS Projects.”



Partnerships are reciprocal, not transactional.

3 STUDENT PREPARATION

Prepare students to engage professionally, ethically, and respectfully.



- Orient students to expectations, professional conduct, and logistics.
- Provide guidance on cultural sensitivity, ethics, and safety.
- Share a student preparation document outlining responsibilities and engagement.



Prepared students are confident, respectful, and effective partners.

4 ASSESSMENT & FEEDBACK

Evaluate learning, project quality, and community impact.



- Use clear assessment tools: rubrics, reflective journals, presentations, reports.
- Collect feedback from students, faculty, and community partners.
- Document community impact and student learning.



Assessment improves learning and demonstrates impact.

5 REFLECTION, CELEBRATION & DISSEMINATION

Reflect on learning, celebrate success, and share the story.



- Build in reflection to connect service with academic learning.
- Celebrate and recognize student and partner contributions.
- Share outcomes through presentations, publications, and storytelling.



Reflection deepens learning. Celebration sustains momentum. Dissemination amplifies impact.



RESULT: SUSTAINABLE, IMPACTFUL COMMUNITY-ENGAGED LEARNING

Strong partnerships • Evidence-based expectations • Reflection • Presentation of outcomes • Transformation into research and dissemination opportunities



Partnership



Learning



Impact

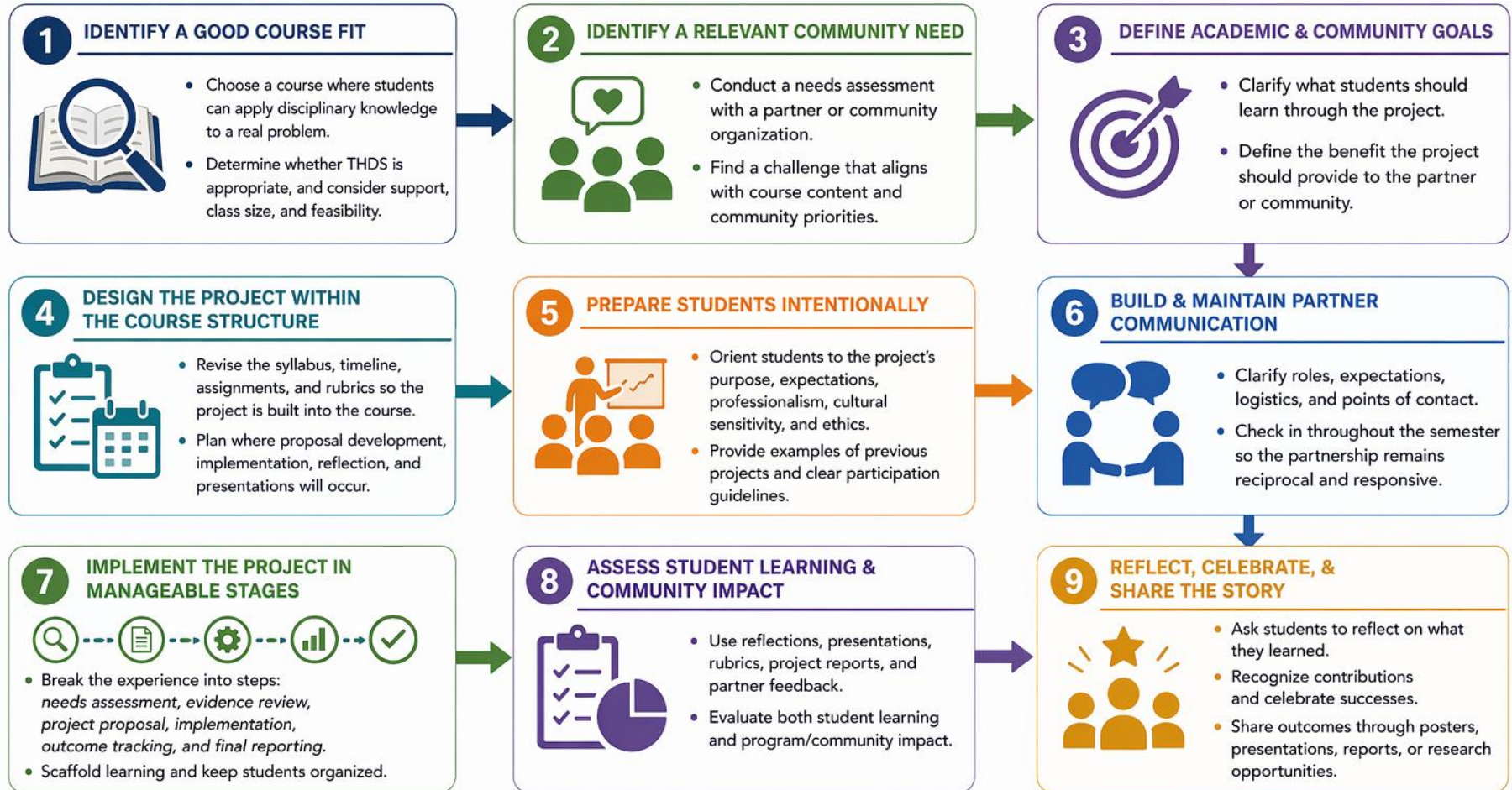


Dissemination

When we plan intentionally, prepare students, assess meaningfully, and celebrate together, community-engaged learning transforms lives—on campus and in the community.

A STEP-BY-STEP FRAMEWORK TO DEVELOP COMMUNITY-ENGAGED LEARNING INITIATIVES IN YOUR COURSES

A practical roadmap to turn course content into community impact and student learning.



RESULT: MEANINGFUL LEARNING. STRONGER COMMUNITIES. LASTING IMPACT.

This step-by-step framework helps you create purposeful, well-structured projects that benefit students, advance community goals, and enrich your teaching.



Academics



Partnership



Community



Impact

THE VALUE OF HIGH-IMPACT EDUCATIONAL PRACTICES FOR STUDENT SUCCESS

Moving beyond the classroom. Applying knowledge. Creating real impact.



High-impact educational practices engage students in meaningful, real-world experiences that **deepen learning**, build **essential skills**, and lead to **stronger academic and personal success**.

THE \$100 SOLUTION: A HIGH-IMPACT PRACTICE IN ACTION

Students don't just learn evidence-based practice in theory—they live it through every step of the process.



Students see that evidence-based practice can improve real lives.

SUPPORTED BY THE THDS TOOLKIT



Aligns community needs with academic goals



Promotes critical thinking and problem-solving



Emphasizes reflection as a core practice



Uses assessment to measure student learning and impact



Values reciprocal partnerships and community benefit

HOW HIGH-IMPACT PRACTICES STRENGTHEN STUDENT SUCCESS



DEEPER LEARNING

Students connect course concepts to real-life challenges, leading to greater understanding and retention.



GREATER ENGAGEMENT

Work that is relevant and purposeful increases motivation, persistence, and sense of belonging.



DEVELOPMENT OF TRANSFERABLE SKILLS

Students build competencies employers and communities value.

SKILLS STUDENTS BUILD

- ✓ Teamwork & Collaboration
- ✓ Communication
- ✓ Problem-Solving
- ✓ Professionalism
- ✓ Cultural Responsiveness
- ✓ Adaptability
- ✓ Leadership
- ✓ Reflection

WHY THIS MATTERS ESPECIALLY IN YOUR COURSE



- ✓ Students work with actual community partners.
- ✓ They create practical solutions with limited resources.
- ✓ They experience the full cycle of evidence-based practice.
- ✓ They see their work make a difference.
- ✓ The learning is more memorable, more rigorous, and more transformative.



THE RESULT: STUDENT SUCCESS

High-impact practices don't just support learning—they transform it.



Stronger academic performance



Greater confidence and self-efficacy



Stronger connections to community



A sense of purpose and contribution



Better preparation for future careers

When students apply what they learn to improve lives, everyone benefits.

Conclusion

By merging service-learning with undergraduate research, this initiative not only advances student learning and community engagement but also fosters a culture of innovation, reflection, and collaboration.

Celebrating Experiences and Success!



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Thank You!

