



**Medical Application of Science for Health
Summer 2009**



Medical Application of Science for Health

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Medical Application of Science for Health

Introduction

Every summer since 1988, hundreds of high school students in Arkansas have donned surgical scrubs or lab coats at Area Health Education Centers (AHECs), the University of Arkansas for Medical Sciences (UAMS), and community hospitals in order to learn more about health careers. With a special emphasis on rural youth, the Medical Application of Science for Health program, or M*A*S*H, has exposed high school students to the many careers available in the fields of medicine, nursing, pharmacy, dentistry, and allied health.

The M*A*S*H Program was created by faculty at AHEC Pine Bluff in 1988 with 19 participants. The program encourages young people to explore the application of scientific concepts to the health care field. Through a variety of experiences, the students interact with health care experts, such as physicians, nurses, medical technologists, radiologic technologists, respiratory therapists, pharmacists, and dietitians. Each professional provides students with practical information concerning basic scientific theories relative to their fields. Emphasis is on components and functions of the health care team in an interdisciplinary approach.

During this two-week program, students complete certification in Basic First Aid, Basic Life Support (CPR), and learn the importance of healthy lifestyle habits. Reinforcement of the connection of the basic sciences to medical diagnosis and treatment occurs through lectures, labs, and clinical interaction. Exposure to different areas of medicine and the health related professions is an integral part of the M*A*S*H experience. Students learn to identify some of the various health care disciplines, what they do, how they relate to one another, and how the fundamentals of anatomy, biology, pharmacology, and physiology work in each discipline.

For students from rural areas, M*A*S*H demonstrates that students can pursue challenging career opportunities in their own non-metropolitan communities. Many students may feel that highly technical equipment and corresponding technicians are only available in large, urban areas. By participating in M*A*S*H programs in their own or similar communities, rural students can observe the true availability of various types of medical equipment and treatment and the need for appropriately trained professionals.





Program Objectives

All sites follow common objectives, including procedure training, hands-on activities, and the shadowing of different health professionals. Students also tour a variety of health care settings, such as rehabilitation centers, nursing homes, community health centers, fitness centers, veterinary clinics, and the University of Arkansas for Medical Sciences campus.

Upon completion of this two-week program, the student will be able to:

1. Demonstrate a better understanding of medical terminology.
2. Appreciate the important of basic science theories in relation to medical diagnosis and treatment.
3. Describe the role of each participating healthcare team member to the care of an individual patient.
4. Perform simple diagnostic procedures that demonstrate the student understands basic science theories.
5. Administer First Aid to accident victims to include bandaging, control of bleeding, splinting, and spinal immobilization. Students will receive Red Cross certification in Basic First Aid.
6. Administer and become certified in Basic Life Support (CPR).
7. Demonstrate an increased awareness of teenage health-related issues, enabling an individual to make informed decisions based on scientific data.

Specific Program Activities

The two-week program consists of lectures, labs, and clinical interactive sessions. Educational methods include lecture, demonstration, and hands-on application of principles learned. Instructional materials include slide presentations, video programs, computer-assisted instructional programs, mannequins, and various laboratories, diagnostic and therapeutic equipment. During the clinical interactive sessions, M*A*S*H students may be assigned to shadow several different health care professionals. This allows students to experience first-hand the link between basic sciences and various aspects of health care. Student evaluations in past years have rated this part of the M*A*S*H program as the highlight of the two week program.



All M*A*S*H students complete training in Basic Life Support taught by certified instructors. Certified instructors of the American Red Cross also provide basic First Aid education. As part of their personal health/wellness education, all students participate in a cardiovascular fitness assessment, which may include a basic physical fitness examination, treadmill exercise monitoring, or circuit training, and tours of regional fitness centers at all M*A*S*H locations. Teenage health issues that students have requested include nutrition, stress management, physiology of aging, communicable diseases, death and dying, substance abuse, teen sexuality/pregnancy, and personality analysis.

An introduction to Radiologic Technology is an experience shared at all sites. Students learn and observe how certain energy waves (radiation, sound, magnetic) assist in visualizing internal anatomy and function. Students may actively participate in making and developing X-ray films and observe interpretation of the results.



In the field of Respiratory Therapy, students see how the measurements of dissolved blood gasses assess respiratory status in health and disease. Included are demonstrations of simple principles of physics that aid in treating respiratory ailments (such as diffusion, volume, and barometric pressure). Students may perform simple respiratory function testing, observe and participate in respiratory rehabilitation efforts, and perform simple therapeutic procedures on actual patients.

In order to familiarize students with the field of Physical/Occupational Therapy, the presentations of simulation games introduce them to specific physical ailments and handicaps. The therapist may demonstrate an initial evaluation of a patient's complaint to determine what problems are evident and describe the development of a treatment plan to assist the patient in recovering from his/her disability. Students will become familiar with treatments that include use of heat, cold soaks, packs, stretching, and range of motion exercises, transcutaneous electrical motor stimulation and use of prosthetic and assistive devices such as canes and walkers.

To help students fully understand the healthcare team concept, participants may accompany an interdisciplinary team composed of physicians, nurses, residents, students or allied health personnel's as they go through a typical day's activities. This may include attending morning reports, making hospital rounds, and observing patient care in a clinic setting. While in the clinic, students may have opportunity to observe how computers help physicians make decisions concerning patient care. They may also participate in laboratory and X-ray testing; and observe a demonstration and explanation of electrocardiograph testing. In an outpatient clinical setting, students may observe various methods of health care delivery and see how patient educational activities integrate into the process.



The students are involved in a M*A*S*H program, Monday through Friday, for two weeks, usually starting at 8 AM and ending at 4 PM. Below is a listing by day of potential M*A*S*H activities. An important daily exercise not included in the table below is the teaching of medical terminology, making it relevant to the professions and/or procedures explored each day.

Typical Student Learning Activities:



Suturing Workshop



Surgical Procedure



Casting Workshop



Intro to Pharmacy



Heart Dissection



Respiratory Care



CPR Instruction

Week	Day	Activities
1	Monday	General Introductions, Hospital Orientation, Suturing Workshop
	Tuesday	Surgical Procedure, Casting Workshop, Healthy Lifestyles
	Wednesday	Pre-natal Care, Labor and Delivery, Newborn Care Activities
	Thursday	Introduction to Pharmacy, Shadowing, Poison Control
	Friday	Shadowing, Medical Social Work, Hear Dissection
2	Monday	Burn Unit, Respiratory Care
	Tuesday	Today's Shadowing Assignments, First Aid Training
	Wednesday	Medical Terminology, Lab Activities
	Thursday	Today's Shadowing Assignments, CPR Instruction
	Friday	Public Health Activities, Graduation Ceremony

ELIGIBLE PARTICIPANTS

This two-week day program is open to entering junior and senior high school students who live within driving distance to a M*A*S*H site. Students interested in participating in a M*A*S*H program must meet the following criteria:

1. Complete biology course prior to their participation in M*A*S*H
2. Demonstrate scholastic ability measured by transcript and GPA
3. Demonstrate ability to be task committed and utilize creative and critical thinking skills
4. Thoroughly complete the student application (including an essay stating why the student wants to participate)
5. Receive recommendations from school personnel (such as the principal, counselor or science teacher)
6. Receive recommendations from the site selection committee, which may consist of the M*A*S*H director, a Farm Bureau representative, members of the hospital staff and others members as desired



Approximately 15-25 students are selected by individual M*A*S*H selection committees, with many of the students coming from rural schools. Targeting students who are interested in science and related health careers regardless of race, gender, economic status, or physical ability is a priority. However, particular emphasis is given to schools in rural areas, medically underserved communities, students of minority status, and those with no previous involvement in M*A*S*H.

Information on the summer program is sent by regional AHEC staff to science department chairmen/teachers, school counselors, and health education teachers in all high schools within each district of the eight Area Health Education Centers(AHECs) in Pine Bluff, El Dorado, Batesville, Fayetteville, Fort Smith, Jonesboro, Helena, and Texarkana, and the Rural Hospital Program partners. Incoming junior and senior students who have completed a biology class are encouraged to apply. M*A*S*H Program Directors may visit area high schools and speak with interested students to increase awareness and participation in the program.



Other recruitment activities include the distribution of posters, pamphlets, flyers, and application packets to high school principals, superintendents, counselors, and special subject teachers statewide. Public service announcements about M*A*S*H are made through the cooperation of local television stations, radio, and newspapers. Special emphasis is placed on recruiting minority students through minority churches and other related organizations.



Dissemination and Public Relations

A standardized press release describing all M*A*S*H programs, sponsors, etc. is distributed by Arkansas Farm Bureau and includes asking local television stations to feature the program during their broadcasts.

An M*A*S*H information sheet is sent to appropriate personnel in communities within each AHEC region to solicit recommendations and applications. During the course of the program, photographs and videotaping are encouraged in order to capture student activities on film for future promotional use. Newspapers from the hometowns of accepted students may receive a press release describing the program and the student's participation.



Instructor Selection Criteria

Healthcare professionals selected as instructors for this program must meet the following criteria:

1. Practice within close proximity to the facility where M*A*S*H is conducted
2. Have the ability to relate well to high school students
3. Have a high level of expertise in their field
4. Demonstrate enthusiasm about the opportunity to work with young people
5. Demonstrate sensitivity and a positive attitude about all healthcare professions, particularly in rural areas.

Evaluation



An evaluation tool has been developed to rate the overall M*A*S*H program. Students complete the evaluation tool anonymously on the final day of the program under supervision of a neutral instructor. M*A*S*H Program Directors then send a copy of the completed forms to the AHEC Central Office in a Final Report. The survey that was done in Fall 2008 had a response rate of 21% (223/1042).

An AHEC database tracks M*A*S*H participants who enter UAMS for professional education programs offered in the Colleges of Nursing, Medicine, Pharmacy, Public Health, and Health Related Professions. Students in the College of Medicine who participated in M*A*S*H in high school can return as M*A*S*H Assistants and serve as mentors to high school students who choose to follow in their footsteps.

M*A*S*H Assistants

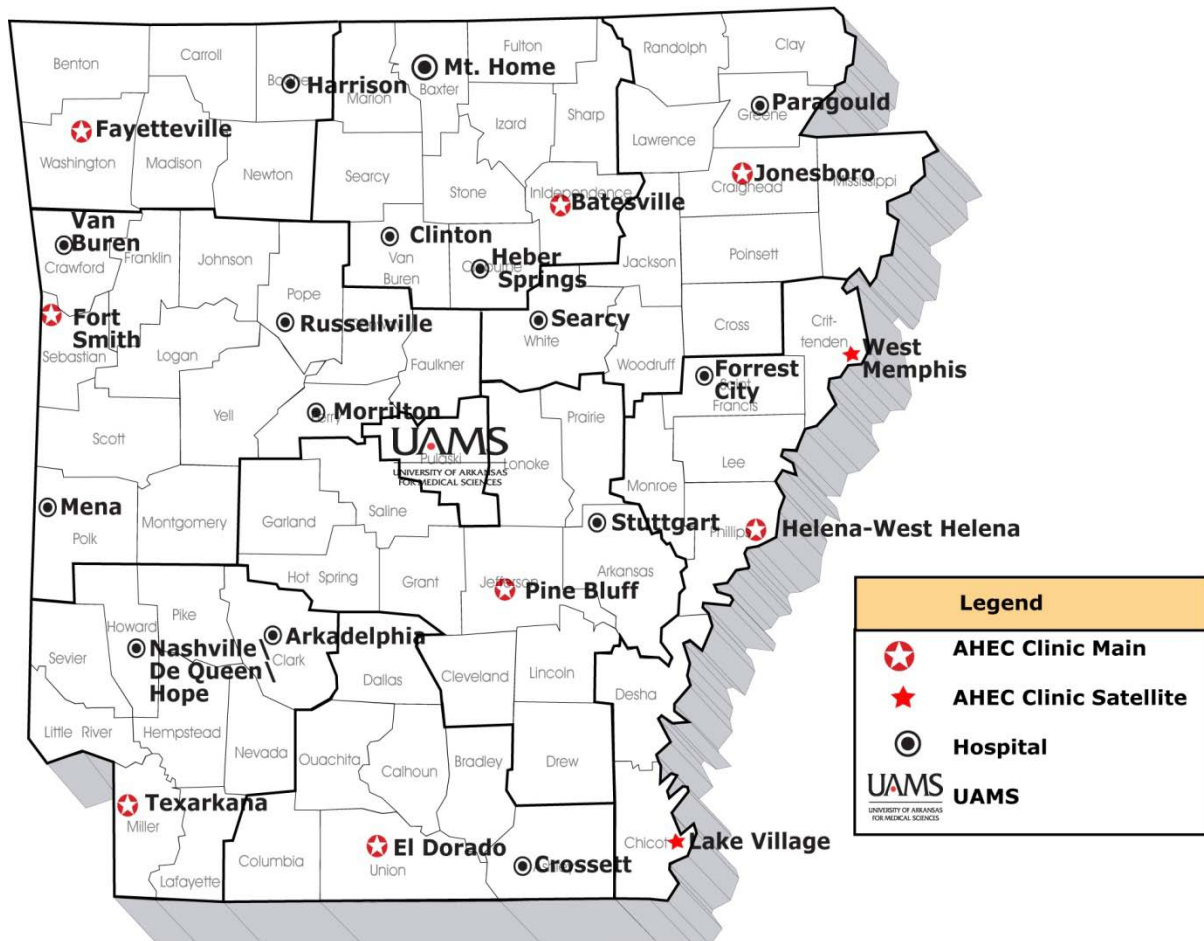
Nineteen medical students served as Assistant Directors for one of the AHEC sponsored M*A*S*H programs during the summer of 2009.

Town	Sponsor	Assistant
ARKADELPHIA	BAPTIST HEALTH MEDICAL CENTER - ARKADELPHIA	JEFFREY NEAL
EL DORADO	AHEC SOUTH ARKANSAS	HEATHER KILLINGSWORTH
FAYETTEVILLE	AHEC NORTHWEST	DUSTIN JOHNSON WILLIAM BRENT BENNETT
FORREST CITY	FORREST CITY MEDICAL CENTER	HOLLY JUMPER
FORT SMITH	AHEC FORT SMITH & SPARKS HEALTH SYSTEM	CHRISTOPHER CARTER
FORT SMITH	AHEC FORT SMITH & ST. EDWARD MERCY MEDICAL CENTER	VICTORIA LAINE
HEBER SPRINGS	BAPTIST HEALTH MEDICAL CENTER – HEBER SPRINGS	JENNIFER PERRY
JONESBORO	AHEC NORTHEAST	DELIA LEE
LITTLE ROCK	UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES	JESSICA COKER ALDO TRINIDAD
MENA	MENA REGIONAL HEALTH SYSTEM	MATTHEW LAW
MORRILTON	ST. ANTHONY’S MEDICAL CENTER	LAUREN NOLEN
MOUNTAIN HOME	BAXTER REGIONAL MEDICAL CENTER	RYAN ADKINS
RUSSELLVILLE	ST. MARY’S REGIONAL MEDICAL CENTER	HAILEY WILBANKS
SEARCY	WHITE COUNTY MEDICAL CENTER	DANIEL JUDKINS
STUTTGART	STUTTGART REGIONAL MEDICAL CENTER	STEPHANIE HENKEL
TEXARKANA	AHEC SOUTHWEST	WILLIAM HARRIS
VAN BUREN	SUMMIT MEDICAL CENTER	SARA ROBERSON
WEST MEMPHIS	CRITTENDEN MEMORIAL HOSPITAL	JERRY MCKENZIE BRANDI COX




Training Locations

M*A*S*H Training Sites Summer 2009

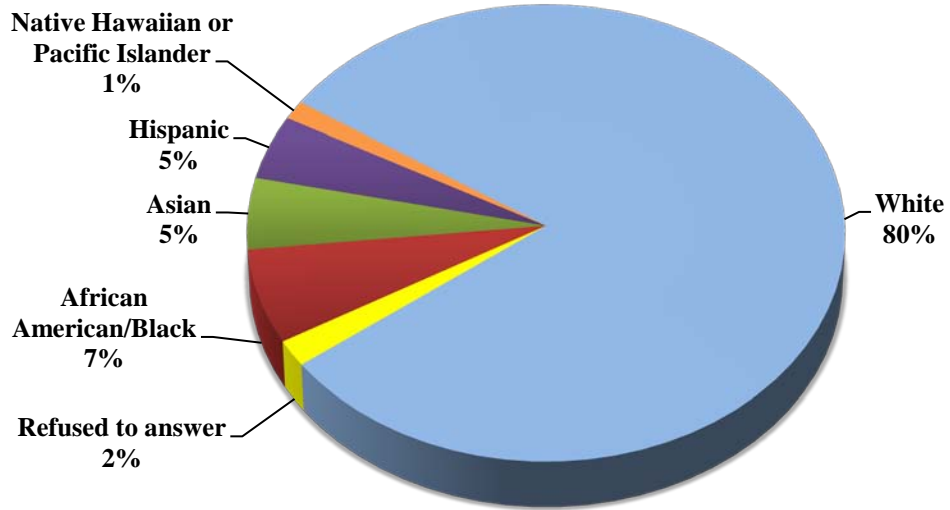


Participating Sites

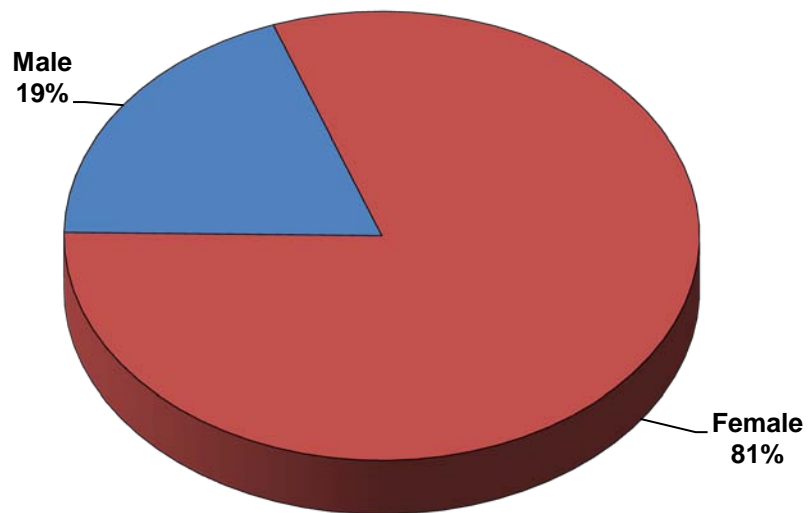
HOST CITIES	HOST SITES
⊙ Arkadelphia	- Baptist Health Medical Center - Arkadelphia
⊙ Batesville	- White River Medical Center
⊙ Clinton	- Ozark Health Medical Center
⊙ Crossett	- Ashley County Medical Center
★ El Dorado	- AHEC South Arkansas
★ Fayetteville	- AHEC Northwest
⊙ Forrest City	- Forrest City Medical Center
★ Fort Smith	- AHEC Fort Smith & Sparks Health System
★ Fort Smith	- AHEC Fort Smith & St. Edward Mercy Medical Center
⊙ Harrison	- North Arkansas Regional Medical Center
⊙ Heber Springs	- Baptist Health Medical Center– Heber Springs
★ Helena-West Helena	- Delta AHEC
★ Jonesboro	- AHEC Northeast
★ Lake Village	- Chicot Memorial Hospital
 Little Rock	- University of Arkansas for Medical Sciences
⊙ Mena	- Mena Regional Health System
⊙ Morrilton	- St. Anthony’s Medical Center
⊙ Mountain Home	- Baxter Regional Medical Center
⊙ Nashville	- Howard Memorial Hospital (Nashville)
⊙ Paragould	- Arkansas Methodist Medical Center
★ Pine Bluff	- AHEC Pine Bluff
⊙ Russellville	- St. Mary’s Regional Medical Center
⊙ Searcy	- White County Medical Center
⊙ Stuttgart	- Stuttgart Regional Medical Center
★ Texarkana	- AHEC Southwest
⊙ Van Buren	- Summit Medical Center
★ West Memphis	- Crittenden Memorial Hospital



RACE



Gender



College Majors

Each year surveys are mailed to former M*A*S*H participants asking them to indicate their college major. Since the summer of 2000 there have been 1,426 surveys returned, with 524 participants indicating a major in a health care field. An additional 318 participants indicated a major in a science related field. That is 59% of the survey respondents indicating either a science or health care major after completing their training. Overall, 60% (855/1,426) survey respondents indicate that M*A*S*H encouraged them to consider a health career.

Health Care Fields	# Surveys	Science	# Surveys
Clinical Laboratory Sciences	1	Animal Science	1
Comm. Disorders	2	Biochemistry	24
Dental Hygiene	4	Biology	231
Dietetics	6	Biomedical Eng	6
EMT	3	Chemical Eng	6
Health Care Facilities	2	Chemistry	35
Health Education	5	Environmental Health Science	1
Kinesiology	3	Microbiology	4
Medical Science	1	Natural Science	2
Medical Technology	4	Physics	2
Medicine	12	Science	2
Nursing	303	Sociology	3
Occupational Therapy	2	Veterinary Technician	1
Paramedic	2		
Pharmacy	42		
Physical Education	4		
Physical Therapy	14		
Pre-Dentistry	4		
Pre-Med	25		
Pre-Pharmacy	8		
Psychology	44		
Radiography	2		
Radiology	16		
Respiratory Therapy	2		
Speech Communication	9		
Speech Pathology	4		

MASH Participant Locations*

Academic Year Participated

2009 Summer

UAMS - AHEC Central Region, Little Rock

<i>M*A*S*H Location</i>	<i>Participant County</i>	<i>Participant City</i>	<i>Population</i>
Little Rock	Pulaski	Jacksonville	2,9916
Little Rock	Pulaski	Little Rock	183,133
Little Rock	Pulaski	North Little Rock	60,433
Little Rock	Pulaski	Sherwood	21,511

Delta AHEC Region, Helena-West Helena

<i>M*A*S*H Location</i>	<i>Participant County</i>	<i>Participant City</i>	<i>Population</i>
Forrest City	Cross	Wynne	8,615
Forrest City	Monroe	Brinkley	3,940
Forrest City	Monroe	Clarendon	1,960
Forrest City	Saint Francis	Colt	368
Forrest City	Saint Francis	Palestine	741
Helena	Lee	Marianna	5,181
Helena	Monroe	Brinkley	3,940
Helena	Phillips	Lexa	331
Helena	Phillips	Marvell	1,395
Lake Village	Chicot	Dermott	3,292
Lake Village	Chicot	Eudora	2,819
Lake Village	Chicot	Lake Village	2,823
West Memphis	Crittenden	Marion	8,901
West Memphis	Crittenden	West Memphis	27,666

* Locations are in Arkansas unless otherwise indicated

MASH Participant Locations

Academic Year Participated

2009 Summer

AHEC Fort Smith Region, Fort Smith

<i>M*A*S*H Location</i>	<i>Participant County</i>	<i>Participant City</i>	<i>Population</i>
Fort Smith	Crawford	Alma	4,160
Fort Smith	Crawford	Chester	99
Fort Smith	Crawford	Rudy	72
Fort Smith	Crawford	Van Buren	18,986
Fort Smith	Franklin	Altus	817
Fort Smith	Franklin	Cecil	376
Fort Smith	Franklin	Charleston	2,965
Fort Smith	Franklin	Ozark	3,525
Fort Smith	Logan	Booneville	4,117
Fort Smith	Logan	Paris	3,707
Fort Smith	Logan	Ratcliff	191
Fort Smith	Logan	Subiaco	439
Fort Smith	Sebastian	Barling	4,176
Fort Smith	Sebastian	Bonanza	514
Fort Smith	Sebastian	Fort Smith	80,268
Fort Smith	Sebastian	Greenwood	7,112
Fort Smith	Sebastian	Hackett	694
Fort Smith	Sebastian	Huntington	688
Fort Smith	Yell	Belleville	371
Fort Smith	Yell	Havana	392
Mena	Polk	Grannis	575
Mena	Polk	Hatfield	402
Mena	Polk	Mena	5,637
Mena	Scott	Waldron	3,508
Mena	Sevier	Gillham	188
Morrilton	Conway	Morrilton	6,550
Morrilton	Conway	Oppelo	725
Morrilton	Conway	Plumerville	854
Morrilton	Perry	Bigelow	329
Morrilton	Van Buren	Clinton	2,283
Russellville	Logan	Scranton	222

AHEC Fort Smith Region Continued

Russellville	Pope	London	925
Russellville	Pope	Pottsville	1,271
Russellville	Pope	Russellville	23,682
Russellville	Yell	Plainview	755
Van Buren	Crawford	Cedarville	1,133
Van Buren	Crawford	Mulberry	1,627
Van Buren	Crawford	Van Buren	18,986
Van Buren	Sebastian	Fort Smith	80,268

MASH Participant Locations

Academic Year Participated

2009 Summer

AHEC North Central Region,

Batesville and Mountain Home

<i>M*A*S*H Location</i>	<i>Participant County</i>	<i>Participant City</i>	<i>Population</i>
Batesville	Independence	Batesville	9,445
Batesville	Izard	Melbourne	1,673
Batesville	Sharp	Poughkeepsie	611
Batesville	Sharp	Poukeepsie	0
Batesville	Sharp	Sidney	275
Batesville	White	Bradford	800
Clinton	Conway	Center Ridge	961
Clinton	Van Buren	Clinton	2,283
Clinton	Van Buren	Dennard	1,213
Clinton	Van Buren	Fairfield Bay	2,460
Clinton	Van Buren	Scotland	1,238
Clinton	Van Buren	Shirley	337
Heber Springs	Cleburne	Quitman	714
Heber Springs	Independence	Batesville	9,445
Heber Springs	White	Rose Bud	429
Mountain Home	Baxter	Henderson	3,431
Mountain Home	Baxter	Mountain Home	11,012
Mountain Home	Baxter	Norfork	484
Mountain Home	Baxter	Salesville	374
Mountain Home	Boone	Everton	170
Mountain Home	Izard	Jordan	0
Mountain Home	Marion	Flippin	1,357
Mountain Home	Marion	Summit	586
Mountain Home	Marion	Yellville	1,312

MASH Participant Locations

Academic Year Participated

2009 Summer

AHEC Northeast Region, Jonesboro

<i>M*A*S*H Location</i>	<i>Participant County</i>	<i>Participant City</i>	<i>Population</i>
Jonesboro	Clay	Corning	3,679
Jonesboro	Clay	Knobel	358
Jonesboro	Craighead	Bono	1,512
Jonesboro	Craighead	Brookland	1,332
Jonesboro	Craighead	Jonesboro	55,515
Jonesboro	Mississippi	Leachville	1,981
Jonesboro	Mississippi	Manila	3,055
Jonesboro	Poinsett	Trumann	6,889
Jonesboro	Randolph	Maynard	381
Jonesboro	Randolph	Pocahontas	6,518
Paragould		Carowell, MO	
Paragould	Craighead	Jonesboro	55,515
Paragould	Greene	Marmaduke	1,158
Paragould	Greene	Paragould	22,017
Searcy	Cleburne	Heber Springs	6,432
Searcy	Cleburne	Wilburn	1,756
Searcy	Lonoke	Cabot	15,261
Searcy	White	Bald Knob	3,210
Searcy	White	Beebe	4,930
Searcy	White	Kensett	1,791
Searcy	White	Searcy	18,928
Searcy	Woodruff	Mc Crory	1,850

MASH Participant Locations

Academic Year Participated

2009 Summer

AHEC Northwest Region, Fayetteville and Springdale

<i>M*A*S*H Location</i>	<i>Participant County</i>	<i>Participant City</i>	<i>Population</i>
Fayetteville		Lake Jackson, TX	
Fayetteville	Benton	Gentry	2,165
Fayetteville	Benton	Siloam Springs	10,843
Fayetteville	Madison	Huntsville	1,931
Fayetteville	Washington	Farmington	3,605
Fayetteville	Washington	Fayetteville	58,047
Fayetteville	Washington	Lincoln	1,752
Fayetteville	Washington	Morrow	615
Fayetteville	Washington	Prairie Grove	2,540
Fayetteville	Washington	Springdale	45,798
Harrison	Boone	Harrison	12,152
Harrison	Boone	Omaha	165
Harrison	Carroll	Berryville	4,433
Harrison	Marion	Yellville	1,312
Harrison	Newton	Hasty	214
Harrison	Newton	Jasper	498
Harrison	Searcy	Leslie	482
Harrison	Searcy	Saint Joe	85

MASH Participant Locations

Academic Year Participated

2009 Summer

AHEC Pine Bluff Region, Pine Bluff

<i>M*A*S*H Location</i>	<i>Participant County</i>	<i>Participant City</i>	<i>Population</i>
Pine Bluff	Cleveland	Rison	1,271
Pine Bluff	Dallas	Fordyce	4,799
Pine Bluff	Jefferson	Pine Bluff	55,085
Pine Bluff	Jefferson	White Hall	4,732
Pine Bluff	Lincoln	Star City	2,471
Stuttgart	Arkansas	Dewitt	3,552
Stuttgart	Arkansas	Gillett	819
Stuttgart	Arkansas	Stuttgart	9,745
Stuttgart	Monroe	Clarendon	1,960
Stuttgart	Monroe	Holly Grove	722
Stuttgart	Monroe	Roe	124

AHEC South Arkansas Region, El Dorado

<i>M*A*S*H Location</i>	<i>Participant County</i>	<i>Participant City</i>	<i>Population</i>
Crossett	Ashley	Crossett	6,097
Crossett	Ashley	Fountain Hill	159
Crossett	Ashley	Hamburg	3,039
El Dorado	Calhoun	Thornton	517
El Dorado	Columbia	Emerson	359
El Dorado	Columbia	Magnolia	10,858
El Dorado	Columbia	Waldo	1,594
El Dorado	Dallas	Sparkman	586
El Dorado	Ouachita	Bearden	1,125
El Dorado	Ouachita	Camden	13,154
El Dorado	Union	El Dorado	21,530

MASH Participant Locations

Academic Year Participated

2009 Summer

AHEC Southwest Region: Texarkana

<i>M*A*S*H Location</i>	<i>Participant County</i>	<i>Participant City</i>	<i>Population</i>
ARKADELPHIA	CLARK	AMITY	762
ARKADELPHIA	CLARK	ARKADELPHIA	10,912
ARKADELPHIA	CLARK	GURDON	2,276
ARKADELPHIA	CLARK	OKOLONA	160
ARKADELPHIA	HEMPSTEAD	HOPE	10,616
ARKADELPHIA	HOT SPRING	FRIENDSHIP	206
ARKADELPHIA	PIKE	GLENWOOD	1,751
NASHVILLE	HOWARD	DIERKS	1,230
NASHVILLE	HOWARD	NASHVILLE	4,878
NASHVILLE	LITTLE RIVER	FOREMAN	1,125
NASHVILLE	SEVIER	DE QUEEN	5,765
NASHVILLE	SEVIER	LOCKESBURG	711
TEXARKANA	LITTLE RIVER	ASHDOWN	4,781
TEXARKANA	MILLER	FOUKE	814
TEXARKANA	MILLER	TEXARKANA	26,448
TEXARKANA		ATLANTA, TX	
TEXARKANA		AVERY, TX	
TEXARKANA		HOOKS, TX	
TEXARKANA		MCLEOD, TX	
TEXARKANA		NEW BOSTON, TX	
TEXARKANA		QUEEN CITY, TX	
TEXARKANA		TEXARKANA, TX	
TEXARKANA		WAKE VILLAGE, TX	



Percentage of participants by current mailing address location

Participant City Populations

