

#	PROJECT NAME	YEAR I - \$993,500	YEAR II - \$994,100	YEAR III - \$992,000	YEAR IV - \$990,000
		October 1, 2003-September 30, 2004	October 1, 2004-September 30, 2005	October 1, 2005-September 30, 2006	October 1, 2006-September 30, 2007
		H235R040001	H235J040017	H235R050001	H235J060001
1	<b>Awareness -</b> <i>Purpose: To attract more applicants to existing schools, by increasing awareness of and interest in O&amp;P as a profession.</i>	Year I consisted of a national outreach and awareness campaign to high schools and career and counseling organizations (the American School Counselors Association, the National Career Development Association, the National Association of Advisors to the Health Professions. Also working with the Amputee Coalition of America and the American Association for People with Disabilities.) Final report is complete and posted to the web (www.oandp.org/grants).	A continuation of Year I activities with the addition of work with HOSA (Health Occupations Students of America). National awareness outreach school programs for Grant Year II concluded in November 2005. Continued outreach focused on presentations at HOSA meetings, further developing the grassroots outreach at AAOP chapter meetings, placement of ads and articles in career-related publications and tracking awareness impact.	A continuation of Year II activities, however the national outreach programs specifically target schools within the potentially underserved states identified by grant Year I's Geo Map project (AL, AR, KY, MS, WV, plus CA and WA). Additionally, the Academy produced a comprehensive career awareness DVD that will offer sustainability and help supplement ongoing outreach efforts. The video was also edited with a tailored tag, specific to each of the nine O&P practitioner programs to help support their recruitment efforts and attract qualified students to their schools.	Year IV focused on activities to help sustain the Academy's outreach efforts through printed media materials, public service announcements, Academy chapter outreach, and cooperative ties with career and counseling organizations. The Annual Meeting outreach program was an interactive session involving O&P and high school students participating in hands-on O&P-related activities.
2	<b>Geographic Map</b> <i>Purpose: To make quality O&amp;P care available where it is needed across the country.</i>	ABC-certified practitioners were cross-referenced against the top O&P L-Codes to help identify the areas within the U.S. that are adequately served or underrepresented. This analysis was done at the state level. The final report has been reviewed by the Academy Board and is posted to the Academy website.	A continuation of Year I, but the data was more closely analyzed by Metropolitan Statistical Areas (MSAs). A final analysis and narrative report will be made after gathering feedback from the Year I report. Geo Map findings from Year II will be presented at the Academy Meeting in San Francisco, March 2007.	Year III's activities commenced by obtaining updated practitioner data from the American Board for Certification in Orthotics, Prosthetics & Pedorthics and reanalyzing its impact upon both Year I's state data and Year II's (MSA's) data. This analysis identified where changes occurred within the geographic areas and the magnitude of the variations. This updated information was then reviewed to identify the potential influences between underserved and adequately served areas within the US.	Project completed in Grant Years I-III.
3	<b>Strategic Plan for an Advanced Degree</b> <i>Purpose: To increase the level of research, teaching and practice in O&amp;P</i>	The Advanced Education & Research Training Initiative (AERTI) report was formulated from the findings from two meetings held in Chicago and Seattle respectively to map out a strategic plan to develop an advanced O&P degree. Recommendations include institution/program grants, student training grants, career development awards, and funding to expand the level of research education within O&P. The full AERTI report is available on the Academy website.	A meeting was conducted to identify the infrastructure, potential problems/solutions and faculty programs required to support the pathways developed in Year I. The grant team met with university representatives interested in establishing Masters and PhD programs. The Academy is pleased to report that the Georgia Institute of Technology and the University of Washington are now accepting doctoral students into their O&P programs for 2006-2007.	Year III activities sought to address the near term demand for academics to support the existing O&P programs that are advancing towards master's level programs. Year III gathered representatives from current O&P faculty and Allied Health Educators to identify the issues and create a feasible strategy to address this near term shortage of masters and doctoral level faculty.	Provided AERTI report - Strategic Plan for Advanced degrees to all institutions that currently offer Rehabilitation PhD programs to encourage inclusion of an O&P emphasis.

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4	<b>Master Agenda</b> <i>Purpose: To improve the quality and effectiveness of ongoing State-of-the-Science Conferences (SSCs)</i>	State-of-the-Science guidelines were developed and approved by the Board. Topics list and ranking criteria complete. Reports have been loaded to the Academy website as part of the Year I dissemination plan.	Year II tested the guidelines developed in Year I by conducting two additional SSCs. An in-depth review of the guidelines and all related documents was performed by previous SSC Chairs and Co-Chairs with recommendations and edits incorporated. Revised Guidelines have been approved and are available on the Academy's website.	Year III activities sought to both understand and document the processes associated with producing an Evidence Report, which provides the foundation for conducting a State-of-the-Science conference. This review process brought Allied Health Academics together with O&P Subject Matter Experts to review existing mechanisms for conducting a systematic literature review and develop a set of guidelines that addressed the unique requirements and status of O&P's peer reviewed literature. After extensive review by Subject Matter Experts, the Evidence Report Guidelines have been approved and implemented by the Academy.	Grant Year IV developed 3 new Evidence Reports predicated on key priority topics as identified by the Academy's Board of Directors and SSC Planning Committee. This effort provided important feedback regarding the practical use of the Guidelines in addition to providing the supporting evidence for future SSCs. Additionally, the Evidence Report guidelines were utilized as the foundation for developing an online course that will enable practitioners to better evaluate existing literature and become better consumers of O&P research. This phase of the project included a certificate program entitled, "Evidence-Based Practice: Justifying Patient Care" presented in October 2007 and at the 2008 Academy Annual Meeting. The course is also available in an online format.
5	<b>State-of-the-Science Conferences (SSCs)</b> <i>Purpose: To improve the quality of applied O&amp;P research and encourage best practices in the field</i>	Two SSCs were conducted on plagiocephaly and the neuropathic foot. The findings were printed as a supplement to the JPO. They are also online at <a href="http://www.oandp.org/jpo/ssc">www.oandp.org/jpo/ssc</a> .	SSC#5 on <i>Prosthetic Ankle-Foot Mechanisms</i> was conducted in Dallas April 2005 and printed and mailed with the October JPO. SSC#6 on <i>Prosthetic Outcomes Measures</i> was held September 2005 in Chicago. The proceedings were disseminated in early 2006. Additional Netter posters depicting the findings of SSC#2 - <i>Post-Operative Management of the Amputee</i> and SSC#5 were designed and produced in March 2006.	SSC#7 was conducted in February 2006 on <i>Knee-Ankle-Foot Orthoses for Ambulation</i> . The panel of Subject Matter Experts developed recommendations for future research in their respective topic areas. A formal literature search and ranking was conducted prior to these conferences forming a basis for the presentations and discussion. The publication, online posting and the presentation of findings at relevant professional meetings ensured that the results were rapidly disseminated not only throughout the field but also to related professional and consumer organization with an interest in the areas studied. A Netter poster depicting SSC#7 finding was also produced.	SSC#8 was held in February 2007 in Chicago on the <i>Biomechanics of Partial Foot Amputations</i> . The findings were published and mailed with the Journal of Prosthetics and Orthotics (JPO) in July 2007. Two certificate courses based on previous SSC topics were developed and delivered in October 2006, March 2007 and October 2007. The October programs were full-day courses on <i>Prosthetic Foot/Ankle Mechanisms (2006)</i> and <i>Deformational Plagiocephaly (2007)</i> . The March 2007 half-day presentation on <i>Prosthetic Foot/Ankle Mechanisms</i> coincided with the Academy Annual Meeting in San Francisco.
6	<b>Professional Continuing Education (PCE) Courses</b> <i>Purpose: To increase the quality of clinical care</i>	Online courses for SSC#1 ( <i>Scoliosis</i> ), SSC#2 ( <i>Post-Operative Management of the Amputee</i> ), and SSC#3 ( <i>Plagiocephaly</i> ) are online. Courses have been approved for 16, 10 and 16 PCEs respectively and are available 24-hours a day/seven days a week.	Two additional courses in the series were developed based on SSC#4 ( <i>Neuropathic Foot</i> ) and SSC#5 ( <i>Prosthetic Foot/Ankle Mechanisms</i> ). The courses were both awarded 12 PCEs and are available through the Paul E. Leimkuehler Online Learning Center ( <a href="http://www.oandp.org/olc">www.oandp.org/olc</a> ).	Courses for SSC #6 and SSC#7 have been developed and are accessible through the Paul E. Leimkuehler Online Learning Center at <a href="http://www.oandp.org/olc">www.oandp.org/olc</a> .	A course was developed for SSC #8 and is available through the Academy's Paul E. Leimkuehler Online Learning Center. CAAHEP-accredited schools will be encouraged to incorporate the courses into their curriculum.

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7	<b>Entry-Level Education</b> <i>Purpose: To increase the quality and consistency of O&amp;P clinical education and training.</i>	N/A	<p>More than 35 Subject Matter Experts gathered in New Orleans in April 2005 to discuss the current state of O&amp;P education. The final report has been printed and posted online at <a href="http://www.oandp.org/grants/edsummit">www.oandp.org/grants/edsummit</a>. Consensus was reached among conference participants recommending entry-level education for O&amp;P students should be at the master's level by 2010.</p>	<p>The Academy continued to partner with the National Commission on Orthotic &amp; Prosthetic Education (NCOPE) to convene a series of conferences to develop a master's level curriculum guide to coincide with the movement to transition the entry-level education to a master's level by the year 2010. Current entry-level stakeholders and other SMEs identified core competencies and the educational approaches that will best teach those essential skills to new entrants into the field, leading to a revised curriculum for O&amp;P education with increased emphasis on critical analysis of available research to foster evidence-based clinical practice. The core curriculum guide contains the content and prerequisite education requirements that a program must meet or exceed. The professional curriculum content requirements are written as expected student outcomes. Faculty is responsible for developing learning activities and evaluation methods to document that students meet these outcomes.</p>	<p>A series of meetings were held with O&amp;P educators and residency directors to identify the necessary fundamentals for advancing the O&amp;P residency program and the unique challenges for conducting research within the residency program. (June 2007, January 2008 and April 2008).</p>