Contents
INTRODUCTION................................................................................................................................. 4
Admission, Progression, and Core Performance Standards.......................................................... 4
Health Science Core Performance Standards.............................................................................. 5
Table 1 .............................................................................................................................................. 5
Casper College’s Emergency Response Guide............................................................................. 6
Title IX ................................................................................................................................................ 6
Digital Learning Academic Integrity Statement ........................................................................... 6
Health Science General Policy Statements and Procedures......................................................... 6
School of Health Science Civility Statement................................................................................ 6
Clinical Accessibility Policy Statement.......................................................................................... 6
Student Driver’s License and Automobile Liability Policy Statement......................................... 7
Health Insurance Policy Statement .............................................................................................. 7
Social Media Policy Statement ...................................................................................................... 7
Background Check and Drug Testing Policy Statement............................................................ 8
Chemically Impaired Health Science Student Policy Statement............................................... 8
Procedure for Alleged Chemically Impaired Health Science Student...................................... 9
Casper College School of Health Science: Student Success Plan............................................. 11
Student Handbook Agreement..................................................................................................... 12
Casper College School of Health Science: Student Success Plan............................................. 12
Student Handbook Agreement..................................................................................................... 13
DEFINITION OF OCCUPATIONAL THERAPY............................................................................. 14
CAREER OPPORTUNITIES are available in many diverse settings which include the following as well as many other areas: ...................................................................................................................... 15
PROGRAM DESCRIPTION............................................................................................................. 15
ACCREDITATION ............................................................................................................................ 15
CERTIFICATION AND LICENSURE ............................................................................................ 16
MISSION .......................................................................................................................................... 16
PHILOSOPHY .................................................................................................................................. 16
Distance Education ....................................................................................................................... 17
CURRICULUM .................................................................................................................................. 17
Curriculum Design.......................................................................................................................... 17
OCCUPATIONAL THERAPY ASSISTANT CURRICULUM SEQUENCE...................................... 19
COURSE DESCRIPTIONS............................................................................................................ 20
Digital Learning REQUIREMENTS: ............................................................................................... 22
12/12/17
**INTRODUCTION**

**Admission, Progression, and Core Performance Standards**

1. Students may take classes at Casper College as non-degree seeking students, but the faculty recommend that those interested in Health Science programs apply as degree seeking students. This allows the student to take full advantage of formal academic advising.

2. To apply as a degree-seeking student, the applicant must:
   a. Submit a completed Casper College application for admission to Enrollment Services. Available online: [www.caspercollege.edu](http://www.caspercollege.edu) A-Z index
   b. Submit applicable transcripts, immunization records and test scores, see the online catalog for specific eligibility requirements.

3. When the above documents are received, and the applicant is admitted, Enrollment Services Office will invite the applicant to advising and registration.

4. For admission and progression in a Casper College Health Science Program, a qualified individual is one who, with or without reasonable accommodation or modification, meets the essential eligibility requirements for participation in the program. All Health Science programs have a competitive selection process, application deadlines and materials, and pre-requisite course work. Please review the department’s online information at [www.caspercollege.edu](http://www.caspercollege.edu).

5. The Health Science fields are practice disciplines with cognitive, sensory, affective, and psychomotor performance requirement. Based on these requirements, a list of “Core Performance Standards” has been developed. These standards are part of program courses, and some of the standards are more prevalent than others. These standards will be used to assist faculty, the Program Director, and the School of Health Science Dean in determining whether a student meets the essential eligibility requirements for admission and progression in the program. These standards should also be used to assist students in determining whether accommodations or modifications are necessary for the student to meet program requirements. Students who identify potential difficulties with meeting the “Core Performance Standards” must communicate their concerns to the Accommodative Services Counselor as well as the Program Director. Determination is made on an individual basis as to whether a student meets the essential eligibility requirements or whether or not the necessary accommodations or modifications can be made reasonably for participation in the Health Science program.

6. All admitted Health Sciences students are expected to participate in simulation activities and consent to video recording to optimize instruction and learning. All learning activities associated with simulation are confidential.

7. Readmission into a Casper College Health Science Program or transfer between Casper College Health Science programs is at the discretion of the faculty and dean. The faculty and dean will base readmission or transfer decisions on the adopted general Health Science “Core Performance Standards” and specific department criteria.

8. All Health Science students should familiarize themselves with Casper College’s Student Handbook and Student Code of Conduct found online at [www.caspercollege.edu](http://www.caspercollege.edu) as they are responsible for the content and compliance with the policies and procedures.
### Table 1

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>STANDARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking</td>
<td>Critical thinking ability to exercise non-clinical and clinical judgment in a timely manner</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Interpersonal abilities sufficient to interact professionally and therapeutically with peers, faculty, staff, administrators, patients/clients, families and groups from a variety of social, emotional, cultural, and intellectual backgrounds</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication skills sufficient for interaction with peers, faculty, staff, administrators, patients/clients, families, and groups in verbal, nonverbal, and written form</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical abilities sufficient to move from room to room, safely perform treatments/procedures and assist patients/clients; lift and transfer patients/clients; manipulate equipment; walk and/or stand for extended periods of time</td>
</tr>
<tr>
<td>Motor skills</td>
<td>Gross and fine motor skills sufficient to provide safe and effective patient/client care</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient to monitor and safely assess health needs</td>
</tr>
<tr>
<td>Visual</td>
<td>Visual ability with or without corrective lenses sufficient for observation and assessment necessary in safe patient/client care</td>
</tr>
<tr>
<td>Tactile</td>
<td>Tactile ability sufficient for physical assessment of patient/client</td>
</tr>
<tr>
<td>Professionalism</td>
<td>The ability to understand and demonstrate sufficient respect for others in non-verbal, verbal, and written communication in the classroom, laboratory, clinical settings, in the Casper College community, and in related public settings. The ability to demonstrate sufficient understanding of the cumulative effect that behavior, appearance, and communication has on the health science professional image.</td>
</tr>
</tbody>
</table>
**Casper College’s Emergency Response Guide**

The Casper College community, including students, should familiarize themselves with CC’s emergency response guide and sign up for text alerts. Students should follow instructions from faculty and building marshals for drills and emergency events.


**Title IX**

Casper College is committed to equal opportunity for all persons and does not discriminate in its employment or educational programs or activities on the basis of race, color, national origin, age, political affiliation, marital status, sex, sexual orientation, gender identity and expression, disability, religion, genetic information, veteran status, or any other characteristic protected under applicable federal, state, or local law. Questions concerning equal opportunity, discrimination, Title VII, Title IX, or Section 504 may be referred to Casper College, Student Services Department, 125 College Dr., Casper, WY 82601; 307-268-2667, or to the U.S. Department of Education, Office for Civil Rights, Regional VIII, 1244 Speer Boulevard, Suite 310, Denver, CO 80204-3582; 303-844-5695 or TDD 303-844-3417.

**Digital Learning Academic Integrity Statement**

Casper College demands intellectual honesty in all courses. Only admitted and registered Casper College Students who have been assigned logins and passwords are allowed access to online and hybrid courses. These secure logins verify the identity of the student. Proven plagiarism or any form of academic dishonesty associated with the academic process may result in course failure, dismissal from a program, or expulsion from Casper College, or other consequences. See the Casper College Student Code of Conduct for more information on this topic.

**Health Science General Policy Statements and Procedures**

**School of Health Science Civility Statement**

School of Health Science Civility Statement*
Civility comprises a conscious demonstration of mutual respect – for people, for their roles, for their knowledge and expertise. Civility requires cooperation, tolerance, acceptance, inclusiveness, kindness, courtesy, and patience. It is expressed not only in the verbal and written words we choose, but in our tone, demeanor, and actions. All School of Health Science members are responsible for and expected to exemplify and promote civility. The School of Health Science is committed to creating and maintaining a positive learning and professional, working environment. While it is understood that disagreement will, and should, occur in a collegiate setting, open communication, intellectual integrity, mutual respect for differing viewpoints, freedom from unnecessary disruption, and a climate of civility are important values that we embrace.

*Adapted from University Libraries Penn State University

**Clinical Accessibility Policy Statement**

Casper College Health Science programs utilize a variety of health care agencies in the community for clinical experience for the students. If you have been employed in one or more of the agencies and are not eligible forrehire as an employee, the agency **may not** permit you to participate in the essential clinical component of the program.
Please contact the Human Resources department of the affected agency and request documentation from HR that states the agency’s position on your participation in the clinical component of the program. If you receive a negative response from the agency, you are automatically ineligible to apply. A response indicating you will be permitted to attend clinical in the agency will be given to the program director prior to the selection process for admission to the program. If you are unable to fulfill clinical requirements due to a previous employment issue or another issue(s) and have not complied with the above, you could be denied entry in a Health Science program or be dismissed from program. Some programs do not have clinical assignments until the second, third, or fourth semester; students who are denied clinical accessibility at any time prior to or during a program may be dismissed.

**Student Driver’s License and Automobile Liability Policy Statement**

Health Science students are responsible for transportation to activities associated with their program of study. This typically involves the utilization of a reliable, personal vehicle. All admitted Health Science students must provide copies of a valid driver’s license and proof of auto insurance card for their personal vehicles. The minimum auto insurance requirements for Wyoming, or the state in which the vehicle is registered must be met. Students must maintain both for the duration of their health science program, and may be asked to present proof at any time during their program of study. To remain in compliance with this policy, students must also notify the program director or faculty should their driving or insurance status change at any time during their participation in a Health Science program. Health Science students, parents, guardians, heirs and estate release Casper College, and any agent thereof, of any and all legal liability which may accrue and understand that Casper College’s insurance program will not cover any loss damage or claims incurred as a result of driving their personal vehicles for requirements and activities associated with their program. Health Science students understand and agree that they are wholly responsible for any other person they invited or accepted as a passenger and release Casper College from any and all responsibility and liability for passengers. Health Science students who are unable to present a valid driver’s license and proof of auto insurance card must sign an additional waiver provided upon request.

**Health Insurance Policy Statement**

Students enrolled in any of the health science programs are required to present proof of health insurance and to maintain personal health insurance for the duration of their program. Students may be required to present proof of health insurance at any time during their program of study.

**Social Media Policy Statement**

Prohibited Recording Device Use, Social Networking Participation, and Public Disclosures of Care
To ensure compliance with both Federal and State student and patient confidentiality laws, while also maintaining a professional working relationship with our clinical and/or field sites, students are not allowed to utilize photographic, video, audio, or other recording devices (including cell phones) during the course of their instruction or participation in the program unless specifically permitted by instructional staff and affected parties, or as allowed by law. The use of such recording devices is strictly prohibited during all classroom, laboratory, simulation, clinical and/or field experiences.

Students are strictly prohibited from including or posting information pertaining to classroom, laboratory, simulation clinical and/or field experiences on social networking websites or any other type of internet, computer, or technology-based social networking site, electronic bulletin board, blog, wiki, listserv, or equivalent media outlet.
Public scrutiny, criticism, or disclosure of patient care delivered by clinical and/or field site staff/personnel is strictly prohibited, unless such disclosure is required or protected by law. Such disclosures include those made via social networking sites, as well as other traditional means of communication. If a student witnesses care issues at a specific site, such concerns should be directed to their instructor.

A breach of any of these provisions could lead to an immediate dismissal from the program.

**Background Check and Drug Testing Policy Statement**

A. Students enrolled in any of Casper College’s health science programs will participate in clinical experiences in a variety of agencies. Prior to participating in the clinical experiences, students will be subject to that agency’s requirements for a background check, immunizations, and drug testing and drug abuse prevention policies. Students are then subject to the random drug testing policy of that agency.

B. Following graduation, several of the state and/or national licensing or certification (registry) boards, may refuse to allow a graduate to sit for the required exam or issue a license or certification to a person who has a prior felony conviction or proven history of drug or alcohol abuse. Applicants to whom this applies should consult the program director for further information.

**Chemically Impaired Health Science Student Policy Statement**

A. The faculty of the School of Health Science has a professional and ethical responsibility to the student and clients. The faculty requires that health science students provide safe, effective, and supportive client care. To fulfill this purpose, students must be free of chemical impairment during participation in any part of the health science programs including classroom, laboratory, and clinical settings.

B. The faculty defines the chemically impaired student as a person who, while in the academic or clinical setting, is under the influence of, or has abused, either separately or in combination: alcohol, over-the-counter medication, illegal drugs, prescribed medications, inhalants, or synthetic designer drugs. Abuse of the substances includes episodic misuse or chronic use that has produced psychological and/or physical symptomatology. This health problem must be proactively addressed when identified within the health science student population. Faculty will follow the college’s “Drug Free Campus Policy” as outlined in the Casper College Student Handbook and Annual Campus Security Report. In addition, the health science faculty will intervene with the chemically impaired student as outlined in the established School of Health Science procedure.

C. The appropriate use of legally prescribed drugs and non-prescription medications is NOT prohibited. It is the student’s responsibility to refrain from attending clinical while under the influence of legal prescription or non-prescription medication that adversely affects mental function, motor skills or judgment.

D. A legally prescribed drug means the individual has a prescription or other written approval from a medical professional for the use of that drug in the course of medical treatment. A confirmed positive drug screen resulting from a prescription medication must be verified. Students shall inquire of the prescribing professional whether the drug prescribed has any side effects which may impair the student’s ability to safely perform clinical responsibilities. The misuse of legal drugs while performing clinical responsibilities is prohibited. Students found misusing prescriptions will be referred for a mandatory evaluation and treatment.
E. The health science faculty is cognizant of the various state board recommendations on chemically impaired students who apply for licensure and will communicate this information to students. Faculty recommends that on application for licensure the student offers full disclosure of chemical dependence and extent of the treatment received.

**Procedure for Alleged Chemically Impaired Health Science Student**

1. Health science faculty or clinical supervisor is to gather and document data on behaviors. If the student demonstrates impaired behaviors in the classroom, campus lab or clinical site the faculty or clinical supervisor will:

   A. Notify the director of program of the pending situation. The director will notify dean and others as appropriate.
   B. Remove the student to a private area and provide the opportunity for the student to explain the observed behavior(s)
   C. If on campus, notify security (2688) and request a drug/alcohol test, at the student’s expense, if determined to be necessary. If patient/client care is involved, relieve the student of the client assignment.
   D. Students suspected of drug or alcohol use or who display obvious impairment will NOT be permitted to return to class, lab, clinical or fieldwork assignments while awaiting test results, and absence time will accrue. In the event that a student is suspected of illegal drug or alcohol abuse through second hand knowledge, the suspected student may voluntarily submit, at his/her expense, to a drug and/or alcohol test to further clear any suspicion.
   E. If no obvious impairment is displayed, the student may be allowed to attend lecture or laboratory on campus while awaiting test results at the program director’s and/or dean’s discretion.
   F. A student’s refusal to submit to drug/alcohol testing will be considered failure to comply with a reasonable request. At that time, the student’s actions would be considered noncompliant with the program policies and would be grounds for disciplinary action, and may result in termination from the program.
   G. The student and director of the program will be notified of results.
   H. The director will collaborate with the clinical site regarding substance-abuse policies pertaining to student in the clinical setting, if applicable.
   I. If the drug/alcohol test is negative, a student will be given an opportunity to make-up clinical or fieldwork absence time.
   J. If the drug/alcohol test is positive, a student will not be allowed make-up time for clinical/fieldwork, and absence time will continue to accrue. Disciplinary action will be taken and may result in termination from the program.

2. An information meeting will be scheduled prior to the results of the drug/alcohol testing, or prior to disciplinary action.

3. Information Meeting
   Involved health science faculty, the clinical supervisor(s), the director of the program, and the student review the documentation of the alleged substance abuse and discuss the procedures that will be followed for procedure implementation.
   - Make student aware of the faculty’s/ supervisor’s allegations.
   - Review the procedure.
   - Present documentation concerning student’s behaviors and provides the student with opportunity to discuss the observations.
• Documentation of the student’s behaviors, faculty’s recommendations for follow-up, the student’s written response to the allegations, and the date and time for the intervention meeting will take place at this meeting.
• Documentation is dated and signed by the faculty/supervisor(s), director of the program and the student as soon as possible.
• Original is placed in student file and copy is given to student.
• If obvious impairment or admission of drug/alcohol use is determined, the information meeting may be bypassed and/or become an intervention meeting. The student will be removed from class, laboratory, and clinical assignments.
• While waiting for drug/alcohol test results or professional evaluation plan, if no obvious impairment is determined, a student may attend lecture or lab at the director’s and/or dean’s discretion.

4. Intervention Meeting
A. Involves faculty/supervisor(s) who identified the problem, appropriate faculty, the student, a student support person, if desired, and the director of program. The purpose of the meeting is to:
   • Review the student’s behavior and classroom/clinical performance.
   • Discuss the policy for impaired health sciences students and its implementation.
   • Discuss the academic consequences related to the policy violation.
   • Secure the student’s agreement to seek a comprehensive substance abuse evaluation, and his or her expense, and to release the results to the program director and/or dean.
   • Secure the student’s agreement via a FERPA release to allow the program director and/or dean to discuss the student’s academics and behaviors with the health care provider whom the student has chosen for the substance abuse evaluation.
B. Documentation is completed that articulates the problem behaviors, any academic consequences, the student’s agreement to seek a professional evaluation, at his/her expense, for a potential substance abuse problem, and the student’s understanding that failure to abide by the recommended treatment plan will result in dismissal from the program.
C. The director of program provides the student with information regarding a professional evaluation, if requested.
D. The student may not attend program clinical or fieldwork until a professional substance abuse evaluation and plan are obtained. The plan must align with clinical and fieldwork accessibility policies for the program’s sites. If the plan does not align with the clinical and fieldwork accessibility policies, the student may be terminated from the program. A student may attend lecture or laboratory if deemed appropriate by the program director, involved faculty, and/or dean.
E. If the student refuses to obtain an evaluation, s/he is dismissed from the program.
F. If the student tests positive, the student is dismissed from the program secondary to the student being unable to continue at the clinical site.
G. The student, faculty and the program director sign documentation of the intervention meeting and it is then placed in the student file with a copy provided to the student.

4. A “Student Grievance Procedure” is available in the Casper College Student Handbook and Datebook if the student believes the allegation(s) regarding chemical impairment and the outcome of the intervention meeting are not justified.
Casper College School of Health Science: Student Success Plan

Date:

Student Name:

Attending Faculty:

Class/Clinical Rotation:

1. Underline one or more areas of concern:

   Academic  Performance  Professionalism  Attendance  Other

2. Explanation of the conflict, issue or problem:

3. Student: Please rephrase in your own word(s) the area(s) of concern:

4. Steps for Resolution:

   A. Goal(s):

   B. Student: The primary responsibility for bringing your performance to an acceptable level is yours. The behavior contract below is the set of actions you need to take to improve your performance for this class/clinical rotation:

5. Resources needed:

6. The timeframe for meeting the goal and improved performance is:

Your performance in relation to the above issue will be assessed in an on-going manner to ensure sustained performance at an acceptable level in the future.

I agree to this contract and will take the necessary steps to bring my performance to an acceptable level for this class/clinical rotation.

Student signature:  Faculty signature:
**Student Handbook Agreement**

I have read the Casper College Student Handbook for the __________________________ Program housed in the School of Health Science and I fully understand and will adhere to all of the policies presented therein.

Student Name Printed:
Student Signature:
Date:

**Casper College School of Health Science: Student Success Plan**

Date:

Student Name:

Attending Faculty:

Class/Clinical Rotation:

7. Underline one or more areas of concern:

   Academic   Performance   Professionalism   Attendance   Other

8. Explanation of the conflict, issue or problem:

9. Student: Please rephrase in your own word(s) the area(s) of concern:

10. Steps for Resolution:

C. Goal(s):

D. Student: The primary responsibility for bringing your performance to an acceptable level is yours. The behavior contract below is the set of actions you need to take to improve your performance for this class/clinical rotation:

11. Resources needed:

12. The timeframe for meeting the goal and improved performance is:

Your performance in relation to the above issue will be assessed in an on-going manner to ensure sustained performance at an acceptable level in the future.

I agree to this contract and will take the necessary steps to bring my performance to an acceptable level for this class/clinical rotation.

Student signature:       Faculty signature:
Student Handbook Agreement

I have read the Casper College Student Handbook for the __________________________ Program housed in the School of Health Science and I fully understand and will adhere to all of the policies presented therein.

Student Name Printed:
Student Signature:
Date:
DEFINITION OF OCCUPATIONAL THERAPY

Definition of Occupational Therapy Practice for the American Occupational Therapy Association (AOTA) Model Practice Act

The practice of occupational therapy means the therapeutic use of occupations, including everyday life activities with individuals, groups, populations, or organizations to support participation, performance, and function in roles and situations in home, school, workplace, community, and other settings. Occupational therapy services are provided for habilitation, rehabilitation, and the promotion of health and wellness to those who have or are at risk for developing an illness, injury, disease, disorder, condition, impairment, disability, activity limitation, or participation restriction. Occupational therapy addresses the physical, cognitive, psychosocial, sensory-perceptual, and other aspects of performance in a variety of contexts and environments to support engagement in occupations that affect physical and mental health, well-being, and quality of life.

The practice of occupational therapy includes:

A. Evaluation of factors affecting activities of daily living (ADL), instrumental activities of daily living (IADL), rest and sleep, education, work, play, leisure, and social participation, including:
   1. Client factors, including body functions (such as neuromusculoskeletal, sensory-perceptual, visual, mental, cognitive, and pain factors) and body structures (such as cardiovascular, digestive, nervous, integumentary, genitourinary systems, and structures related to movement), values, beliefs, and spirituality.
   2. Habits, routines, roles, rituals, and behavior patterns.
   3. Physical and social environments, cultural, personal, temporal, and virtual contexts and activity demands that affect performance (or emotional).
   4. Performance skills, including motor and praxis, sensory-perceptual, emotional regulation, cognitive, communication and social skills.

B. Methods or approaches selected to direct the process of interventions such as:
   1. Establishment, remediation, or restoration of a skill or ability that has not yet developed, is impaired, or is in decline.
      ▪ Compensation, modification, or adaptation of activity or environment to enhance performance, or to prevent injuries, disorders, or other conditions.
      ▪ Retention and enhancement of skills or abilities without which performance in everyday life activities would decline.
      ▪ Promotion of health and wellness, including the use of self-management strategies, to enable or enhance performance in everyday life activities.
   2. Prevention of barriers to performance and participation, including injury and disability prevention.

C. Interventions and procedures to promote or enhance safety and performance in activities of daily living (ADL), instrumental activities of daily living (IADL), rest and sleep, education, work, play, leisure, and social participation, including:
   1. Therapeutic use of occupations, exercises, and activities.
   2. Training in self-care, self-management, health management and maintenance, home management, community/work reintegration, school activities and work performance.
   3. Development, remediation, or compensation of neuromusculoskeletal, sensory-perceptual, visual, mental, and cognitive functions, pain tolerance and management, and behavioral skills.
   4. Therapeutic use of self, including one’s personality, insights, perceptions, and judgments, as part of the therapeutic process.
   5. Education and training of individuals, including family members, caregivers, groups, populations, and others.
   6. Care coordination, case management, and transition services.
   7. Consultative services to groups, programs, organizations, or communities.
   8. Modification of environments (home, work, school, or community) and adaptation of processes, including the application of ergonomic principles.
   9. Assessment, design, fabrication, application, fitting, and training in seating and positioning, assistive technology, adaptive devices, and orthotic devices, and training in the use of prosthetic devices.
  10. Assessment, recommendation, and training in techniques to enhance functional mobility, including management of wheelchairs and other mobility devices.
11. Low vision rehabilitation.
12. Driver rehabilitation and community mobility.
14. Application of physical agent modalities, and use of a range of specific therapeutic procedures (such as wound care management; interventions to enhance sensory-perceptual, and cognitive processing; and manual therapy) to enhance performance skills.
15. Facilitating the occupational performance of groups, populations, or organizations through the modification of environments and the adaptation of processes.

Adopted by the Representative Assembly 4/14/11 (Agenda A13, Charge 18)

CAREER OPPORTUNITIES are available in many diverse settings which include the following as well as many other areas:

❖ hospitals and out-patient clinics
❖ acute and long term care facilities
❖ school systems
❖ child development centers
❖ home health
❖ private practice
❖ community programs
❖ rehabilitation facilities

PROGRAM DESCRIPTION
The Occupational Therapy Assistant Program at Casper College is an Associate of Science Degree designed to prepare students for employment as an Occupational Therapy Assistant (OTA). The program is 5 academic semesters (including one summer semester) in length, preparing students for two 8-week fieldwork experiences (a total of 16 weeks). The program is designed as a full-time program in which students spend 40 hours or more per week attending classes, preparing assignments and completing fieldwork experiences in a clinical setting. Those students who need to work while participating in the OTA program should discuss this with the program director to explore options for successful program completion. Coursework can be completed part-time if space allows, but this will extend the time for completion as coursework must be completed in succession.

The OTA program began offering classes in 1996 and graduated its first class in 1997. Initial accreditation was obtained in 1997. Students have successfully completed the certification exam and obtained employment readily after graduation. Currently, our students pass rate on the National Certification Exam in the spring of 2014 is 100%. In the last 3 years we have had 46 students take the national exam with a 93% pass rate. The most current statistics are available on our web page: http://www.caspercollege.edu/occupational_therapy/index.html. Also, of the students who have contacted program faculty, 98% have taken jobs in the OTA field within a few months of graduation. Feedback from fieldwork sites and employers indicate the graduates are well prepared for the positions they have been hired to work.

ACCREDITATION
Accredited programs must comply with the Standards of the Accredited Educational Program for Occupational Therapy Assistant. The Casper College Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. AOTA’s phone number is (301) 652-2682 and email address is www.acoteonline.org. The Casper College Occupational Therapy Assistant Program was initially accredited in 1997, and reaccredited in 2002 and 2012.
CERTIFICATION AND LICENSURE

Upon successful completion of both academic and fieldwork education, a student is eligible to sit for the national certification examination for Occupational Therapy Assistants, administered by the National Board for Certification of Occupational Therapy. Many states also require licensure. Check with the State Licensing Board for each state’s requirements.

NOTE: To ensure that occupational therapy practitioners meet ethical and professional standards prior to entering the profession, all applicants for initial certification are required to provide information and documentation related to any illegal, unethical or incompetent behavior. Persons with a felony history may not be eligible to sit for the certification examination. When you apply to write the certification examination with the National Board of Certification of Occupational Therapy, you will be asked to answer questions related to the topic of felonies. For further information on these limitations, you can contact NBCOT at:

National Board of Certification of Occupational Therapy
1 Bank Street, Suite 300
Gaithersburg, Maryland 20878
Email: info@nbcot.org

Also, students need to consider any criminal background that may prevent them from completing fieldwork, obtaining a license, or finding employment in occupational therapy. Please see the program director for additional information.

MISSION

The Casper College Occupational Therapy Assistant Program will provide a psychosocial theoretical and evidence based education for students of different ages and cultures to become occupational therapy assistants who integrate and exemplify the philosophies, ethics and standards of Casper College and the American Occupational Therapy Association. The Occupational Therapy Assistant Program will prepare competent entry-level occupational therapy assistants, who are critical thinkers, reflective practitioners, and generalists, at the associate level through integration of academic and experiential learning experiences. The curriculum incorporates the general education requirements with major course requirements, and it is expected that graduates will be capable of service delivery of occupational therapy assistant services for a variety of settings, and that they will be able to assume leadership roles in professional associations, continuing education, and practice. Thus, the OTA program embraces Casper College’s philosophy of education for a lifetime and mission to contribute the quality of life for our graduates and the services they provide in their practices.

PHILOSOPHY

It is the philosophy of the Occupational Therapy Assistant Program that humans are self-directed, adaptive, and occupational beings. Their development in these five themes--emotional, spiritual, social, cognitive, and biological areas--occurs through occupation adaptation levels. These themes are developed over the course of the program through experiential, graded exploration of a variety of environments, collaboration with others, and creative thinking. These themes are also identified in levels of development one through four with one being introduction of knowledge, two being application of knowledge, three being advanced application of skills, and the fourth being the implementation of levels one through three with clients in a fieldwork setting. In the view of the Program, learning is the active development of knowledge through experience, practice, and interaction. We believe knowledge becomes usable when it is acquired in situations that entail application to problem-solving and investment of self. The faculty teach through a variety of approaches, intended to actively engage individuals and integrate occupational therapy knowledge through discussion, reflection, evaluation and self-directed learning. Although, the OTA program is not a distance education program, we believe in utilizing the Learning Management System, Moodle, to enhance delivery options for students. Thus, some courses are available completely online, hybrid, or face to face to meet the occupational adaptation learning needs of students for vocational preparedness.

Professional behaviors and a desire for continuing life-long education are instilled through a demonstrated conceptual framework in which individuals interact and learn.

12/12/17
PROGRAM OUTCOMES

The Occupational Therapy Assistant Program will graduate students who are able to:

- Become certified by the National Board of Certification of Occupational Therapy
- Attain licensure in the state of Wyoming and/or their chosen state of practice
- Practice as an entry level generalist
- Demonstrate values and attitudes congruent with AOTA’s standards and ethics
- Collaborate with the registered occupational therapist and carry out skilled occupational therapy treatment interventions through the continuum of care
- Plan and implement occupational therapy services to prevent deficits and to maintain or improve occupational performance under the supervision of and in collaboration with a registered occupational therapist
- Participate in managing occupational therapy services
- Identify and resolve problems by using trained observation skills; problem solving, critical analysis, and decision making
- Implement a variety of effective communication skills when interacting with peers, clients, family members and other health care providers
- Employ meaningful, client centered, culturally relevant occupations as the focus of practice
- Promote awareness and understanding of the occupational therapy profession and the role of the occupational therapy assistant to individuals with varied knowledge of the profession
- Assume responsibility for continued learning and skill development in occupational therapy practice

Distance Education

The OTA program is not a distance education program. Two prerequisite courses are offered completely online or face to face, or hybrid, a combination of the two. This gives students flexibility to explore the OTA program. Once a student is admitted into the OTA program, two OTA classes, COTA 2420 and COTA 2450 as well as field work courses, COTA 2500 and COTA 2550, and COTA 2600, use Moodle, the Learning Management System, in conjunction with the field work assignments to facilitate communication between the academic fieldwork coordinator and students. Also, there are several classes that are hybrid. The faculty also utilizes Moodle to house learning materials for students and enhance classroom instruction. Technical support and training are available to any student using Moodle.

CURRICULUM

The OTA curriculum includes basic human sciences, the human development process, specific life tasks and activities, understanding of health and illness, and OT theory and practice. The program coursework includes supervised fieldwork experiences. Graduates are awarded an Associate of Science in Occupational Therapy Assistant Degree by Casper College and are qualified to sit for the certification examination. Upon successful completion of this examination, graduates may apply for licensure in Wyoming or states of their choice.

Curriculum Design

The Casper College Occupational Therapy Assistant Program curriculum design is based primarily on Erik Erikson’s theory of psychosocial development over the life span and Jeanette Schkade and Sally Schultz Occupational Adaptation integration frame of reference.

The developmental themes of the curriculum are sequenced in a simple to complex continuum. These themes are developed over the course of the program through experiential, graded exploration of a variety of environments, collaboration with others, and creative thinking. These themes are also identified in levels of development one through four with one being introduction of knowledge, two beginning application of knowledge, three being advanced application of skills, and the fourth being the implementation of levels one
through three with clients in a fieldwork setting. In the view of the Program, learning is the active development of knowledge through experience, practice, and interaction.

The Psychosocial Development theory focuses on human psychosocial development with personality unfolding progressively throughout the life cycle. The last stage, according to Erikson, occurs during the longest period of time, which includes the end of adolescence, continuing to the end of life. This relates to the Casper College curriculum with the understanding that students will enter the program at their own individual developmental stage including the five themes of emotional, spiritual, social, cognitive, and biological development. The program has students beginning the program between the ages of 18 – 50 year olds. The diverse backgrounds these students bring to the program including their current learning styles, emotion, and spirituality, social, cognitive and biological development require the program to offer a variety of learning approaches. The program uses, the four learning levels of development to help transition these students into, introduction of knowledge, two beginning application of knowledge, three being advanced application of skills, and the fourth being the implementation of levels one through three with clients in a fieldwork setting. In the view of the Program, learning is the active development of knowledge through experience, practice, and interaction. We believe knowledge becomes usable when it is acquired in situations that entail application to problem-solving and investment of self. The faculty teach through a variety of approaches, intended to actively engage individuals and integrate occupational therapy knowledge through discussion, reflection, evaluation and self-directed learning. Although the OTA program is not a distance education program, we believe in utilizing the Learning Management System, Moodle, to enhance delivery options for students. Thus, some courses are available completely online, hybrid, or face to face to meet the occupational adaptation learning needs of students for vocational preparedness.

While Erikson’s theory sets the foundation for the developmental process, the Occupational Adaptation theory helps address the students’ ability to work through the “crisis/issues” at the various developmental stages. The academic program provides the students with skills to problem solve and to continue to independently address “crisis/issues”, which will develop throughout their careers as Occupational Therapy Assistants. When a student graduates from the program it is anticipated they will “no longer need the instructors or educational program”, but will continue to be lifelong learners which aligns the program with Casper College’s mission.

Occupational Adaptation Theory.

LEVEL I: The first level of the theory is the \textit{introduction principles} and concepts and knowledge that connect to the five themes--emotional, spiritual, social, cognitive, and biological areas--occurs through occupation adaptation levels. The following courses introduce the students to biological diseases or challenges they may encounter, awareness of different types of spiritual beliefs within the world, different social skills or identification of skills they need to improve upon, and it challenges their cognition at college level. The courses include the occupational readiness courses including: Zoo 2041 Anatomy, Zoo 2110 Physiology, PSY 1000 General Psychology, KIN 2050 Kinesiology, ENGL 1010 English Composition 1, ENGL 1020 English Composition II, OCTH 2000 Introduction to Occupational Therapy, COTA 2300 Fieldwork Integration I, COTA 2020 Human occupations and Life Roles, PEAC Physical Education, General Electives.

Level II: Courses in Level II provide a \textit{beginning application of knowledge} to concepts that connect to the five themes--emotional, spiritual, social, cognitive, and biological areas--occurs through occupation adaptation levels. The courses include: COTA 2420 Clinical Conditions, COTA 2200 Therapeutic Approaches 1, COTA 2150 Group Dynamics, COTA 2310 Fieldwork Integration II, COTA 2320 Fieldwork Integration III, COTA 2350 Clinical Theory and Practice I, COTA 2100 Psychosocial Aspects. The above classes challenge the students to become very aware of their own emotions, spirituality, and social styles and their implications on a variety of patient populations. These classes require the OTA students to broaden their understanding of differing views in the world and also how they handle these situations. Competency at this level includes beginning skill development and concept integration.
Level III: Courses in Level III provide advanced application of skills. Emphasis is placed on advanced cognition for critical thinking and problem solving for all aspects of occupational therapy implementation and service delivery. Emotional stability demonstrated during challenging coursework, Professional social skills utilized during interactions on fieldwork rotations, class time, and communication with instructors. Competency at this level includes skill refinement and concept integration. COTA 2330 Fieldwork Integration IV, COTA 2400 Clinical Theory and Practice II, COTA 2220 Therapeutic Approaches II, COTA 2450 Health Care Systems.

Level IV: Courses in Level IV provide integration In Vivo application during Level II fieldwork. This is application of levels one through four being implemented during COTA 2500, COTA 2550, and COTA 2600. The student will demonstrate entry level performance and concept in service delivery systems where completing Level II fieldwork rotations. Students will demonstrate professional integration of their own emotions, spirituality, social, cognitive, and biological concerns in a therapeutic manner, that follows AOTA’s code of ethics.

**OCCUPATIONAL THERAPY ASSISTANT CURRICULUM SEQUENCE**

The following sequence is suggested for students wanting to complete the academic program in 5 semesters. Other sequences are possible depending on student needs. However, the courses with the prefix COTA must be taken sequentially. The rationale for this sequence ties to the program’s mission and philosophy in the following ways: distance and delivery from beginning of program to end.

### Year 1: Fall

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ZOO 2040/2041</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 1010</td>
<td>English composition I</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 2000</td>
<td>Introduction to OT</td>
<td>2</td>
</tr>
<tr>
<td>COTA 2300</td>
<td>Fieldwork Integration I</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 1000</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>*HLTK 1500</td>
<td>Introduction to Health Care and Services</td>
<td>2</td>
</tr>
<tr>
<td>PEAC</td>
<td>Physical education</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>* applies toward the Associate Degree in Health Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>17</td>
</tr>
</tbody>
</table>

### Year 1: Spring

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ZOO 2110</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>COTA 2020</td>
<td>Human Occupations and Life Roles</td>
<td>2</td>
</tr>
<tr>
<td>COTA 2200</td>
<td>Therapeutic Approaches I</td>
<td>2</td>
</tr>
<tr>
<td>COTA 2310</td>
<td>Fieldwork Integration II</td>
<td>1</td>
</tr>
<tr>
<td>KIN 2050</td>
<td>Functional Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Electives</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>15</td>
</tr>
</tbody>
</table>

### Year 1: Summer

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1020</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>COTA 2420</td>
<td>Clinical Conditions</td>
<td>3</td>
</tr>
<tr>
<td>COTA 2150</td>
<td>Group Dynamics</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>7</td>
</tr>
</tbody>
</table>

### Year 2: Fall

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COTA 2100</td>
<td>Psychosocial Aspects</td>
<td>3</td>
</tr>
</tbody>
</table>

12/12/17
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COTA 2160</td>
<td>Leadership Skills</td>
<td>2</td>
</tr>
<tr>
<td>COTA 2210</td>
<td>Therapeutic Approaches II</td>
<td>2</td>
</tr>
<tr>
<td>COTA 2320</td>
<td>Fieldwork Integration III</td>
<td>1</td>
</tr>
<tr>
<td>COTA 2350</td>
<td>Clinical Theory and Practice 1</td>
<td>3</td>
</tr>
<tr>
<td>MATH</td>
<td>1000 Level or above Math Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Cultural Environment</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

**Year 2: Spring**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COTA 2220</td>
<td>Therapeutic Approaches III</td>
<td>3</td>
</tr>
<tr>
<td>COTA 2330</td>
<td>Fieldwork Integration IV</td>
<td>1</td>
</tr>
<tr>
<td>COTA 2400</td>
<td>Clinical Theory and Practice II</td>
<td>3</td>
</tr>
<tr>
<td>COTA 2450</td>
<td>Health Care Systems</td>
<td>3</td>
</tr>
<tr>
<td>POLS 1000</td>
<td>American &amp; Wyoming Government</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Elective</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**Year 2: Summer**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COTA 2500</td>
<td>Fieldwork A</td>
<td>3</td>
</tr>
<tr>
<td>COTA 2550</td>
<td>Fieldwork B</td>
<td>3</td>
</tr>
<tr>
<td>COTA 2600</td>
<td>Fieldwork Options* not required</td>
<td>*2-3</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

**TOTAL PROGRAM CREDITS**: 77

---

**COURSE DESCRIPTIONS**

**OCTH 2000 Introduction to Occupational Therapy (2L,2CR):**
This course is designed to introduce students to the occupational therapy profession. As the history, scope of practice, objectives and functions of occupational therapy are addressed; students will affirm their academic decision. Offered distance learning or in class.

**COTA 2020 Human Occupations and Life Roles (1L,2 LB,2CR):**
The foundation of occupational therapy is purposeful activity related to development and life roles. This course provides an in-depth exploration of occupations and life roles throughout the life cycle while exploring occupational therapy theory, analysis and synthesis of occupations as performed in the various life stages. Provides discussion of influences of disability and culture to occupational performance. Prerequisite: permission of OTA program director. Hybrid.

**KIN 2050 Functional Kinesiology (2L,2LB,3CR):**
Building from anatomy knowledge, this course provides a study of normal mechanics of human movement and functional limitations related to disabling conditions. Upper and lower extremity function is studied. Range of motion and manual muscle testing of kinesthetic movement are practiced with an emphasis of upper extremity. Neuroanatomy concepts related to occupational therapy are presented. Prerequisite: COTA 2420, ZOO 2040, ZOO 2041.

**COTA 2100 Psychosocial Aspects (2L,2LB,3CR):**
This course addresses acute and chronic psychosocial dysfunction conditions and occupational therapy’s role in providing service. Various developmental concerns and mental health settings are discussed. The OTA’s role in interventions is presented including theory, evaluation, treatment planning and intervention. Psychosocial issues in physical dysfunction are also explored. Taken concurrently with COTA 2210 and 2320. Prerequisite: COTA 2200, 2300, 2310, 2420, and PSYC 1000. Hybrid.
COTA 2150 Group Dynamics (2LB,1CR):
This course is designed to develop effective interpersonal communication to prepare students for professional/patient interactions in clinical practice and the engagement of therapeutic use of self. An emphasis is placed on the development of basic listening skills, providing meaningful feedback, and group membership skills. This course provides an environment, which promotes sharing of ideas, attitudes and feelings, peer feedback and support of group members. Prerequisite: admission into the OTA program, or permission of the OTA program director.

COTA 2160 Leadership Skills (1L,2LB,2CR):
This course promotes effective interpersonal communication for group and professional leadership, evaluation of self and others, and therapeutic-use-of-self techniques necessary for effective occupational therapy service provision. Group leadership and interactive skills are practiced along with activity analysis, adapting and grading of group activities. Taken concurrently with COTA 2100 and 2210. Prerequisite: COTA 2150, 2200, 2300, 2310, 2420. Hybrid.

COTA 2200 Therapeutic Approaches and Media I (4LB,2CR):
Exploration of a variety of media and therapeutic approaches for special needs populations. Activity analysis and adaptation of activities are practiced extensively. Types of activities explored include play, education, daily living skills, social participation, work and leisure. Use of the Occupational Therapy Practice Framework is introduced and applied to practice. No prerequisites.

COTA 2210 Therapeutic Approaches and Media II (3L,2CR):
Continuation of implementation of the Occupational Therapy Practice Framework. A variety of media will be explored for implementation with psychosocial and pediatric populations. Activity analysis, adapting, and grading of interventions for therapeutic application for these populations is the focus of this class. Taken concurrently with COTA 2100 and 2350. Prerequisite: COTA 2020, 2050, 2200, 2300, 2310, and 2420.

COTA 2220 Therapeutic Approaches and Media III (6LB,3CR):
This course continues the exploration of service implementation for the occupational therapy assistant in the physical disabilities settings. Areas studied include daily living skills, work, leisure, education, and social participation. Techniques applied in physical disabilities settings are practiced. Taken concurrently with COTA 2330 and 2400. Prerequisite: COTA 2020, 2050, 2200, 2210, 2300, 2310, 2320, 2350, and 2420.

COTA 2300 Fieldwork Integration I (1L, 2LB,2CR):
An introduction to the role of working with special needs populations in the community. The role and professional expectations of occupational therapy assistants are introduced. This course provides fieldwork preparation integrated with classroom discussions. Students will complete 20 hours of clinical experience. Beginning knowledge of medical terminology is studied. Must be accepted into the OTA program or have permission of instructor.

COTA 2310 Fieldwork Integration II (2LB,1CR):
A continuation of pre-fieldwork course work and beginning preparation for Level I fieldwork. Primary focus on professional skills in community experiences and with special needs populations. Begin clinical documentation for OTA practitioner. Prerequisite: COTA 2300.

COTA 2320 Fieldwork Integration III (2LB,1CR):
Designed to prepare students for Level I and II fieldwork experiences. Students will complete Level I fieldwork in psychosocial and pediatric settings. Continuation of documentation concepts. Taken concurrently with COTA 2100 and COTA 2350. Prerequisite: COTA 2020, 2050, 2300, 2310, and 2420.

COTA 2330 Fieldwork Integration IV (2LB,1CR):
A continuation of clinical readiness skills. Includes Level I experiences in developmental disabilities, physical disabilities and geriatric settings as well as preparation for Level II experiences. Clinical reasoning skills for transition from student to practitioner are an integral part of the course. Taken concurrently with COTA 2220 and 2400. Prerequisite: COTA 2020, 2050, 2100, 2200, 2300, 2310, 2320, 2350, and 2420.
COTA 2350 Clinical Theory and Practice I (1L, 4LB, 3CR):
Course examines occupational therapy theory and practice for individuals ages birth through 21 with a focus on physical disabilities and developmental dysfunction. Explores implementation of occupational therapy in a variety of settings including theory, assessment, planning treatment plan and intervention. Taken concurrently with COTA 2210 and 2320. Prerequisite: COTA 2020, 2050, 2200, 2300, 2310, and 2420.

COTA 2400 Clinical Theory and Practice II (1L, 4LB, 3CR):
Course examines occupational therapy and practice for individuals over the age of 21 with a focus on physical disabilities, neurological impairment and aging dysfunction. Explores implementation of occupational therapy including theory, assessment, treatment planning and implementation, in a variety of settings. Taken concurrently with COTA 2220 and 2330. Prerequisite: COTA 2020, 2050, 2200, 2210, 2300, 2310, 2320, 2350, and 2420.

COTA 2420 Clinical Conditions (3L, 3CR):
Specific diagnoses commonly seen by the occupational therapist practitioners are examined and application of occupational therapy techniques and theory are discussed. Prerequisite: admission into OTA program, or permission of the OTA program director.

COTA 2450 Health Care Systems (3L, 3CR):
Course provides exploration of the health care system and the delivery of occupational therapy services. Topics include: reimbursement, team concepts in health care, the role of the OTA within the OT department and health care environments, levels of authority and responsibility, and familiarity with alternative health care choices. Prerequisite: COTA 2020, 2050, 2100, 2150, 2160, 2200, 2210, 2300, 2310, 2320, 2350, and 2420. Distance Learning

COTA 2500 Fieldwork A (2L, 2LB, 3CR):
First of two Level II fieldwork placements. Eight weeks of fieldwork in contracted facility. Includes a minimum of 40 hours a week of on-site skill practice. On-line integration of learning experiences with instructor and class members is expected. Prerequisite: must have successfully completed all academic coursework and Level I fieldwork.

COTA 2550 Fieldwork B (2L, 2L, 3CR):
Second of two Level II fieldwork placements. Eight weeks of fieldwork in contracted facility. Includes a minimum of 40 hours a week of on-site skill practice. On-line integration of learning experiences with instructor and class members is expected. Prerequisite: must have successfully completed all academic coursework and COTA 2500.

COTA 2600 Fieldwork Options (2L, 2LB, 2-3CR):
Six to eight weeks optional fieldwork for students wishing further specialized training in a particular facility. Length of training to be prearranged with school and clinical setting. On-line integration of learning experiences with instructor and class members is expected. Prerequisite: must have successfully completed all academic coursework, Level I fieldwork and COTA 2500 or 2550.

COTA 2975 Independent Study in OT (1-3CR):
This course provides occupational therapy assistant students the opportunities to complete independent research/study in areas of interest within the field of occupational therapy.

Digital Learning REQUIREMENTS:
It is the student’s responsibility to review daily course expectations through the syllabus and Moodle components of the class prior to class arrival. Worksheets and quiz material may be identified in Moodle. In order for a student to be successful in class, the worksheets and quiz material need to be reviewed and completed prior to arriving to class.

12/12/17
TUITION AND EXPENSES

The Wyoming Community College Commission sets tuition. The Casper College Board of Trustees sets fees and room and board rates. The Trustees reserve the right to change fees and room and board rates at any time.

<table>
<thead>
<tr>
<th>Tuition &amp; Fees (2017–18)</th>
<th>Full-time/Semester*</th>
<th>Per Credit*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wyoming Residents</td>
<td>$1,512</td>
<td>$126</td>
</tr>
<tr>
<td>WUE</td>
<td>$2,076</td>
<td>$173</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>$3,768</td>
<td>$314</td>
</tr>
</tbody>
</table>

* All amounts include a $32 per credit fee for athletics, student government, technology, student health, etc. The maximum fee assessed per semester is $384 (12 credit hours x $32)

<table>
<thead>
<tr>
<th>Room and Board (2017–18)</th>
<th>Fall and Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Double w/private bath*/19 meals per week</td>
</tr>
<tr>
<td>Per Semester</td>
<td>ROOM</td>
</tr>
<tr>
<td></td>
<td>$1,782</td>
</tr>
</tbody>
</table>

*for single occupancy room add $956 per semester

A 50 meal plan for commuters is available for non-residence hall students for $500 per semester

Miscellaneous Fees

- Studio Music (private lessons, per credit) $90
- Fitness Center Courses (per credit) $30
- Continuing Education Courses (fees vary)
- Other (as detailed in the term class schedule)

Books and Supplies

Textbooks and required special course supplies are available for purchase at the Jack McCann College Store located on the first floor in the Student Union. Costs will vary per course

Other expenses include the costs of books, program shirts and supplies. Also travel, meals and lodging expenses for Level I and Level II fieldwork experiences will be the responsibility of the student as well as background checks and immunization tracking. The student will be completing Level I fieldwork experiences throughout the program as well as a minimum of two Level II fieldwork placements of eight weeks each. We have contracts with many facilities to provide these experiences, so typically there is much flexibility in fieldwork learning experiences, with the ultimate decision made by the Occupational Therapy Assistant program faculty.

In addition to tuition and fees and required laboratory supplies, the following expenses are estimated for the first semester of the occupational therapy assistant program.
### Table of Additional Costs

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Background Check</td>
<td>$40, plus $12 for each county you have lived in for the last 7 years.</td>
</tr>
<tr>
<td>• Drug screening for some fieldwork sites</td>
<td>$20</td>
</tr>
<tr>
<td>• Books: approximate first semester</td>
<td>$600</td>
</tr>
<tr>
<td>• Program shirts (1-2 for 1st semester)</td>
<td>$20-50 (approximately $15-25 per shirt)</td>
</tr>
<tr>
<td>• Name Tag</td>
<td>$1-$12</td>
</tr>
<tr>
<td>• Hepatitis immunization series (if needed)</td>
<td>$90</td>
</tr>
<tr>
<td>• MMR(if needed)</td>
<td>$50</td>
</tr>
<tr>
<td>• Immunization, TB, Flu, dTap</td>
<td>0-75$ (depending on if you are current)</td>
</tr>
<tr>
<td>• Health Insurance (subject to change) if student doesn’t have insurance</td>
<td>$2100 annually; approximate and is subject to change</td>
</tr>
<tr>
<td>• AOTA Membership</td>
<td>$55-$70</td>
</tr>
</tbody>
</table>

Casper College provides at no expense to students, liability (malpractice) insurance while occupational therapy assistant students are engaged in their fieldwork placements. The Occupational Therapy Assistant Program will work with students to try to keep costs at a minimum. The students will complete 5 Level I fieldwork placements during their educational program. **Be prepared to spend $500 - $800 in level I fieldwork expenses.** These will be completed the last 2 semesters of the program curriculum. Level II placements are completed at the end of all academic course work. Most students choose sites in cities/towns where they will not have to spend money on housing by staying with family and friends. Students will complete two 8-week placements for a total of 4 months. The student is responsible for all living expenses during Level II placements.

**Expenses for Second Semester**

| Books; approximate | $400 |

**Expenses for Third Semester (summer)**

| Books; approximate | $250 |

**Expenses for Fourth and Fifth Semester**

| Books; approximate each semester | $400 |
| Fieldwork: Level 1               | $200-$400 |
| Shirts (will need 3-5 shirts)    | $40-$60  |
| Second background check( if needed) | $15     |
| AOTA membership renewal (if needed) | $50-$70 |

### PROFESSIONALISM.

This major also promotes the idea of professionalism and continuing education among Occupational Therapy Assistant’s (OTA’s) so that they are made aware of their personal influence and professional responsibility in the health care field.

As members of a health profession, occupational therapists have a responsibility to the consumer, the employing agency/institution, to the community, and to all of society. Personal qualities such as honesty, responsibility, initiative, adaptability, communication skills, ability to function under stress, and self-confidence are essential. Good work habits, attention to detail, punctuality, attendance, and ability to follow directions (both written and oral) are important. Responsibility for one’s own actions is needed as well as making decisions and abiding by them. The OTA student is expected to assume responsibility for his/her own learning.
PROFESSIONAL BEHAVIORS
The Casper College Occupational Therapy Assistant Program is dedicated to providing instruction on professional behaviors for occupational therapy students. These behaviors will be explored throughout the entire curriculum.

A student must demonstrate an understanding and acceptance of these behaviors as well as agree to abide by them in order to complete fieldwork at any level. Non-compliance is means for dismissal from the program.

❖ Compliance with expected dress code during all COTA related activities.
❖ Responsible and dependable attendance, promptness and confidentiality in the classroom and clinical setting.
❖ Communicates effectively with faculty and other peers verbally and non-verbally.
❖ Accepts and uses feedback appropriately; such as initiating contact, asking questions, seeking feedback, and accepting constructive feedback.
❖ Demonstrates respectful communication with classmates and faculty which includes no derogatory comments, avoiding judgments and verbalizing feelings constructively.
❖ Maintains safe and clean worksite environment in school and on fieldwork.
❖ Demonstrates effective use of time during class and fieldwork.

These behaviors will be reviewed with the student each semester in preparation for fieldwork. If non-compliance with these behaviors interferes with the learning environment of other students, the student may be placed on probation or terminated from the program. Please refer to the health science core performance standards on page 4 for more information.

PROFESSIONAL APPEARANCE
Another area of professionalism is appearance, especially when completing coursework in a clinical setting. Students are required to wear appropriate attire that conforms to the image of the practice of OT. It is important that the student is dressed in a professional manner when in patient care settings where patients, professionals and the general public form an impression of OT based on the students appearance and/or conduct. Shorts, t-shirts, jeans, sweat suits/shirts, short shirts, skin-tight pants (including leggings), warm-up/yoga pants, midriff tops or flip-flops, are not permitted in clinical settings. Students may wear clean tennis shoes and colored jeans that are in good repair, if it complies with the settings regulations and a particular activity the student may be participating in. While in a clinical/hospital setting, students should conform to the facilities dress code and wear a name badge/name tag at all times unless the facility discourages this. Students need to keep in mind that the OTA program dress code is frequently more demanding than some clinical site and must be adhered to at all times.

All students involved in fieldwork and community placements will be required to wear polo shirts with the Occupational Therapy Assistant Program logo identification. These shirts will be made available through the program. With these shirts, students may wear either dress/khaki style pants or skirts. Shoes must have closed toes and look professional. Additional professional appearance expectations such as hair care and tattoos will be discussed in the program. Please refer to the clinical educator and fieldwork manual for more information regarding specifics of professional appearance.

GRADING POLICY
Grading criteria for OTA courses is as follows:

<table>
<thead>
<tr>
<th>Grade Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 – 100%</td>
<td>A - Marked Excellence</td>
</tr>
<tr>
<td>84 - 92%</td>
<td>B - Superior</td>
</tr>
<tr>
<td>75 – 83%</td>
<td>C – Average</td>
</tr>
<tr>
<td>74% or less</td>
<td>D – Low / Not passing</td>
</tr>
</tbody>
</table>

The OTA program faculty administer graded examinations, lab practicals/competencies, written assignments, verbal reports, and projects. The OTA faculty reserves the right to place on program probation or to recommend the termination of registration of any student whose academic and professional performance in the classroom or the clinical situation is unsatisfactory. Students are allowed to retake two exams/re-do two assignments in each semester. If a student fails an exam/assignment with less than 65% of required points, additional work may be required before a re-take/re-do is allowed. The original score will be maintained on
record. Re-takes are to establish competence. If more than two retakes/re-dos occur in a semester in all courses, and/or the student does not pass their re-take, the student will be required to meet with faculty and either a remediation plan is established or termination from the program is determined. Students not taking responsibility for make-up or retakes within 1 week will have their grades lowered at the discretion of the instructor.

**STUDYING RECOMMENDATIONS**

Students should have a personal commitment to studying outside the classroom. This may involve an average of 20 hours per week or more. The average student needs to study an average of two hours for every credit hour in class in order to earn an average grade.

Study Guidelines:
- Read the assigned readings and highlight important areas.
- Take notes during lecture.
- Read and highlight notes, supplementing information or clarifying content from reading materials within 2-3 days of the lecture. Research indicates the student will better retain the information than if she/he had crammed the night before the test.

**ATTENDANCE POLICY**

Attendance in courses is considered a part of the development of professional behaviors. Students are required to attend all classes and to be on time. Students must call the instructor and/or program director before 8:00 a.m. to notify the department of absence. Upon returning to classes following an absence, students must present an acceptable reason for absence to the instructor (i.e. doctor’s note). Examinations may be made up with consent of the instructor if the student has an acceptable reason for absence and/or course demands allow. It is the responsibility of the student to obtain from their peers lecture materials presented in classes they miss. We do not differentiate between excused and unexcused absences, but situations will be determined individually. Yellow absence forms must be completed by students and discussed and signed with instructors before returning to class.

A student with less than 90% attendance will be expected to meet with the program faculty to discuss the problem. A plan will be developed at that time to assist the student with attendance. Or terminations from the program may be determined.

Tardiness is also not an acceptable professional behavior; therefore, four late arrivals will be the equivalent of one absence. Failure of the student to follow the above policies for attendance will result in program probation and/or termination from the program.

Students with a disability/learning challenges are encouraged to notify the program director as soon as possible to allow for accommodations (i.e. learning disabilities or other disabilities) which will be arranged through student services. In order for the program to address determined learning needs, a student will need to contact the Accommodative Services Counselor (268-2570 to document these needs).

Students need to be aware and to understand that some lab/group activities will not be able to be made up. All assignments are expected at the time they are due or a 10% per day point-loss penalty will be applied (a mandatory grade of the lowest passing grade: C/75%), unless previous acceptable arrangements have been made with the instructor. An unexcused absence on the day of a test will result in a score of 75% for that test and course failure. If an exam can be made up, make-up tests will have points docked if not taken in a timely manner (generally this will be within 1 week). If a student is in fieldwork settings and is ill, he/she must inform the supervisor at the facility by 8:00 a.m. or according to the established guidelines of the fieldwork supervisor or fieldwork site. The fieldwork coordinator and program director of the Occupational Therapy Assistant Program must also be notified.
OUT OF CLASSROOM COURSE ACTIVITIES

Mandatory meetings/course activities must be given to students in writing at least two weeks ahead of time or included in the course syllabus. Students may miss one event each semester with approval from instructor/program director. Students must submit a proposal of how the missed session can be made up.

ACADEMIC PROGRESSION POLICY

To progress in the occupational therapy assistant program the student must:

- Take all occupational therapy and related courses in sequence as listed on the Curriculum Plan
- Attain a “C” or higher in all classes that are required for the Associate of Science in Occupational Therapy Assistant Degree.
- Achieve a satisfactory fieldwork rating in all field work placements. Evaluations will be reviewed by Academic Fieldwork Coordinator after every fieldwork rotation. Any issues will be brought to faculty meeting and discussed. If necessary the student will be required to meet with the faculty and develop a success plan to remediate the issue. If the student fails their fieldwork, they will be required to do a repeat fieldwork with a satisfactory performance
- A student may only repeat one fieldwork experience in a course. If a student is required to repeat more than one fieldwork experience in a course due to unsuccessful completion, the student will not pass the fieldwork course. A student may not fail more than one fieldwork experience in two semesters. If a student fails more than one fieldwork experience in two semesters, the student will be required to meet with the OTA Program faculty and the process of disciplinary action for the OTA students will be followed.
- Maintain the college and departmental standards of student conduct. This follows the student success plan. A student that has not meet our testing policy and not been successful on the student success form may not proceed in the OTA program.
- Student paper work for continuing in the program is due by March 1st. This includes: immunizations (2-step Tuberculosis, Hepatitis B series, Flu, DTap, measles, mumps, and rubella), health insurance, auto insurance, copy of current driver’s license, current CPR from American Heart Association, certified background check and a Wyoming Department of Family Service background check completed and on file in order to continue in the program. It is the student’s responsibility to maintain current records through OTAP HUB. Failure to have all of the above requirements current will result in cancellation of fieldwork experiences and/or termination from the OTA Program.
- AOTA membership must be purchased and by start of summer classes.
- If paperwork is not in by beginning of summer semester enrollment in the program will be cancelled.
- By the start of the second fall semester OTA students must have a
- All academic coursework required for the A.S. in Occupational Therapy Assistant degree are required to be completed no later than the end of the summer semester of the second summer coursework. Failure to follow this progression will result in a delayed start of COTA 2500 and COTA 2550. COTA 2550 is required to be completed by the following May or within 12 months after completion of COTA courses. Extenuating circumstances will be handled on an individual basis.
- Level II fieldwork will consist of two, eight week (40 hours/ week) rotations of clinical exposure at two designated community facilities, to include traditional and/or emerging settings that are consistent with the curriculum design. Students will be assigned to two diverse settings to provide a variety of experiences with varying ages and diagnoses. Recommended Level II fieldwork dates are as follows: Upon completion of all academic coursework, students will start their first Level II fieldwork rotation ten days after the college commencement ceremony in May and will complete eight full weeks of clinical experience. Students will have ten days off between the completion of their first Level II fieldwork rotation before beginning the second Level II fieldwork rotation. The second Level II fieldwork rotation will begin in July with students completing an additional eight full weeks of clinical experience. Students may complete a third optional fieldwork rotation upon request. Dates for the third rotation to be determined based upon fieldwork site availability. On occasion, fieldwork sites and/or students will request an optional time frame, outside of the recommended Level II fieldwork dates, which will be considered by the Academic Fieldwork Coordinator. Students enrolled in the summer COTA 2550 course will receive a summer semester grade of incomplete “I” until successful completion of the eight week fieldwork rotation. Upon successful completion of the fieldwork rotation, a final grade of satisfactory “S” will be recorded. If a student completes their second Level II fieldwork rotation by

12/12/17
midterms of the fall semester, the student will be eligible for summer graduation. Delayed fieldwork rotation start dates may result in a fall graduation date, impacting a student’s ability for a timely graduation and to take the national certification exam (official transcripts required). If a student receives a grade of incomplete “I”, it may impact financial aid. Students are strongly encouraged to work with the Financial Aid office.

HEALTH AND MEDICAL CARE

In accordance with the recommendations of the American Academy of Pediatrics and the United States Public Health Services, Casper College requires proof of immunization with MMR prior to registration of six hours or more. Persons born in 1957 or later must show proof of immunization after 15 months of age. Persons born prior to 1957 are considered to be immune. Please check the Casper College catalog for details concerning this.

The Casper College Student Health Service Office is maintained in the College Center where a registered nurse is in charge. The services of a licensed MD are available free of charge to degree-seeking students one day a week for a three-hour period.

Student sickness and accident insurance is offered to any student carrying six credit hours or more. Casper College Occupational Therapy fieldwork sites will require students to carry health insurance.

While Casper College doesn’t have additional medical requirements, many of the fieldwork sites do. It is recommended that occupational therapy assistant students have a current physical. Immunizations required include a 2-step TB test, Mumps, Measles, Rubella, seasonal flu immunization, Tetanus, Diphtheria, Pertussis, and completion the Hepatitis-B series. These services are available through student health for a low cost. Some students, due to personal reason, have a problem obtaining these immunizations. If for some reason a student doesn’t want to receive these immunizations, the program director must be notified. This may result in student not being able to complete fieldwork in most clinical sites.

Students experiencing illness or injury, whether on campus or in the clinical settings, will be referred to the college health service. Agency Workers’ Compensation Insurance does not cover students in clinical settings. Emergency room expenses incurred by the student are the financial responsibility of the student. If a student has a history of a pre-existing injury or chronic health problem, they will be required to provide a physician’s statement outlining any restrictions. A medical release must be provided to the director of the occupational therapy assistant program. If the student has a medical release for the clinical setting but the restrictions on the release are not realistic for safe client care, the student may elect to work in the clinical setting and provide safe client care by signing a waiver that releases the college and faculty from any liability if the student should be injured in the clinical setting. If the medical release does not allow the student to participate without restrictions and the student chooses not to participate, absence time accrues from fieldwork and the student must make up the missed time.

If a student is on medical leave due to physical injury or restrictions at their place of employment the student needs to inform the occupational therapy assistant program director of the situation. A decision will then be made as to whether the student may attend fieldwork.

ACADEMIC DISHONESTY POLICY

Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. A Health Science Counseling Form will be completed with the student and faculty with guidance provided for additional steps. See the Casper College Student Code of Conduct.

CONFIDENTIALITY

Part of working as a professional, especially in a healthcare environment, is to maintain, provide and protect the confidential information, details, and materials connected with clients and facilities that the OTA works with. A 12/12/17
breach of confidentiality not only betrays the trust of the client or facility but also the integrity and professional reputation of the OTA, and leads to vulnerability with regard to legal action. Therefore, it is the mandatory responsibility of the OTA student to conscientiously maintain confidentiality while in class as well as in fieldwork settings. Breach of confidentiality will result in dismissal from the program. The client medical record is the property of the healthcare facility. The client’s original medical record shall not be removed from the agency premises. The medical record cannot be copied and/or released except by subpoena or with the written consent of the client.

CELL PHONE POLICY
Students are required to adjust cell phones to silent mode (or turn off if needed) prior to the beginning of class. Text messaging or using cell phone for entertainment while in class is not acceptable. Violations of cell phone policy will result in loss of professionalism points and loss of access to cell phone during class time. Instructor permission is required for use of cell phone during class time.

COURSE EVALUATIONS
These are a review of a course by the student completed at the end of each course. These evaluations are used to help with program development. Each student is expected to complete these evaluations at the end of each course. For the OTA program these evaluations are completed on-line.

PHYSICAL AGENT MODALITIES
The Occupational Therapy Assistant Program will provide an introductory education on physical agent modality techniques. Students need to understand that this is an introduction to these techniques. To use them in the clinic, additional certified training is necessary. A sound education in physical agent modalities includes additional education in physics and supervised hands-on experience.

TRAVEL – INCLEMENTAL WEATHER AND TRAVEL
All students traveling to clinical sites outside of the city of Casper are encouraged to monitor traveling conditions via the national weather service and WYDOT roads and travel. It is advised that the student take a proactive approach when traveling. This may require you to leave earlier or stay longer at clinical sites to avoid traveling in inclemental weather. If you decide it is unsafe to travel, the clinical hours will be made up or re-assigned. Please do not risk your safety in order to travel to clinical site in inclement weather. To cancel a clinical shift because of travel issues, call the clinical site as well as notifying the DCE as early as possible.

TRAVEL REQUIREMENTS
The occupational therapy assistant students are required to travel to assigned fieldwork placements to successfully pass their academic coursework. Students are responsible for their own mode of transportation and provide proof of auto insurance and a valid driver’s license.

LATEX ALLERGY POLICY
It is the policy of the occupational therapy assistant program to minimize allergic/anaphylactic reaction to latex, identify those at risk, and provide a latex safe environment. Students must complete the “Latex Allergy Questionnaire”. Any student with a known latex allergy or sensitivity will be required to sign a departmental release and is encouraged to consult with their physician. If a latex allergy or sensitivity develops during the course of the student’s program, a departmental release must be again signed within 2 weeks of the occurrence. The program will provide non-latex gloves for use.
COMMUNITY EXPERIENCES AND FIELDWORK

Emerging fieldwork sites are defined as facilities that do not currently employ occupational therapy practitioners. We provide exposure to emerging sites for students in mental health, developmental disabilities, pediatrics, and geriatrics. Emerging practice site participation is required for accreditation.

Community Experiences: The ability to interact effectively with others is an important part of OT service provision. Many programs require volunteer work as part of admission to their program. The Casper College OTA program incorporates volunteer work as part of the fieldwork integration coursework. This provides an opportunity for students to develop professional behaviors and attitudes for working in the health care field. By observing persons of all ages at work and play, these experiences help develop interpersonal relationships, leadership skills, and awareness of the problems encountered by persons with physical, mental and developmental disabilities. Also, students are able to develop initiative and responsibility skills, punctuality, and follow through with assigned duties. Students gain knowledge and experience that will make academic courses more meaningful and fieldwork placements less threatening. Examples of settings where these experiences may be accomplished include: hospitals, rehabilitation centers, residential care facilities, such as group or nursing homes, schools, licensed day care centers, or other community based programs such as prevocational or vocational centers or a day program for people with disabilities or elderly. Students will complete 20 hours of community experiences each of the fall and spring semesters of the first year.

Fieldwork:
Fieldwork is an important part of the OTA program curriculum and is required to complete the program. There are two levels of fieldwork:

1. Level I fieldwork is completed as an integrated part of academic course work. The student will spend 5 consecutive days in a particular facility which has agreed to work with the program as a training site. Placements will include five day placements in psychosocial, physical disabilities, geriatrics, developmental disabilities and pediatric facilities, and 10 hours each in a developmental disabilities facility and an emerging site. A total of 180 hours of Level I fieldwork is completed.

2. Level II fieldwork consists of two 8 week clinical experiences. During this time the student will spend at least 40 hours per week at a contracted facility. Level II fieldwork is completed after all academic course work is completed. Additional hours may be required beyond the normal 40 hours to complete assignments required by the various contracted fieldwork sites. The student must be prepared to furnish his or her own housing, meals, and transportation for Level I and Level II fieldwork completion. There is not a guarantee that a student will be placed at their preferred setting, as placement is determined according to availability. A student enrolled in the OTA program has 12 months after completion of academic course work to complete Level II Fieldwork.

POLICY FOR ESTABLISHING NEW FIELDWORK SITES

For students considering additional placement sites, the following criteria applies:

Student must have a GPA of at least 3.0 at time of request and maintain that throughout completion of program.

- Students must consistently demonstrate professionalism and complete all OTA academic coursework on time as demonstrated by no more than 1 student success form and has not been placed on academic or professional probation.
- If a student has/had a student success form, the student must follow the guidelines of the established counseling form.
- Student consistently demonstrates respect to all classmates and instructors in the Occupational Therapy Assistant Program as evident by no more than 1 counseling form, and or no probationary actions throughout the OTA program.

Midterm grades or end of semester grades will be used to explore potential of out of area placements with final determination completed using fall of second year GPA. This will include “new” sites.
STUDENT WITHDRAWAL OR FAILURE FROM THE OTA PROGRAM

1. Withdrawal – Good Standing
   A student may withdraw on their own accord from the program. The Casper College withdrawal procedures will be followed:
   - Should the student in good standing wish to re-enter the program, he/she could do so in the same semester of the following year, i.e. withdraw Spring 16, re-enter Spring 17.
   - The student shall submit a notification of intent to re-enter and must discuss his/her desire to re-enter the program with the Program Director at least 2 months prior to the semester he/she wishes to re-enter.
   - Typically students must return to the program the following year. Depending upon the student’s individual standing and the length of absence from the program, the student may be required to take a re-entry competency evaluation on previous course materials. This is done in order to determine that the student’s fieldwork knowledge is retained during the absence and currency in changes developing in the profession. Should the student fail the competency examination, he/she will be counseled to repeat/audit courses in the preceding semester prior to re-entrance into the program.
   - If the student withdraws before the completion of the first semester, he/she will re-apply and be considered as a new applicant.
   - A student may re-enter the OTA program only once.

2. Withdrawal and Failure
   - All major course work required for Associate of Science in Occupational Therapy Assistant program degree that start with a COTA prefix must be successfully completed with a grade of “C” or better. If the student doesn’t receive a “C” he/she will be discontinued from the program. Should the student who scores below a grade of “C” wish to continue at a later time, the following are the policies set forth for re-entering the program. The student must petition for continuation in the OTA program. The student will be considered as a new applicant to the program.
   - A student who does not attain a “C” or higher in a required class for the Associate of Science in Occupational Therapy Assistant Degree, that is not a prefix COTA class must retake that class and earn a “C” or higher before starting COTA 2500 Fieldwork A or COTA 2550 Fieldwork B.
   - A student may re-enter the OTA program only once.
   - Upon re-admission to the OTA program, the student may be required to take a re-entry competency evaluation on previous course materials and may be counseled to audit and/or retake certain courses.
   - If a student fails to obtain a Satisfactory or better in fieldwork he/she may repeat the fieldwork education course during the following semester, depending upon fieldwork availability.
   - A student that fails to maintain the college and departmental standards of student conduct. This follows the student success plan. A student that has not meet our testing policy and not been successful on the student success form may not proceed in the OTA program.

APPEALS PROCESS

1. A decision reached by an instructor and program faculty and the sanction(s) imposed may be appealed by the student to an appeal board within 24 hours of the decision (excluding weekends). Such appeals must be in writing which shall contain any relevant supporting documentation, and shall be delivered to the director of the OTA program for review by an appeals board.
2. An appeal may only be filed for one or more of the following purposes:
   a. Fieldwork failure resulting in course failure and/or program failure
   b. Alleged cheating in the classroom or fieldwork
3. An appeal board will be instituted of at least three persons. Two OTA faculty, one of which will be the program director and the other will be chosen by the student. One health science division non-OTA faculty will be appointed by the program director.
4. The appeal board shall have latitude to determine the process by which it will review the information. Following deliberations the board shall determine by majority vote whether to uphold or deny each basis for appeal.
5. The board-selected chair will prepare a written communication which shall include a declaration as to whether or not each basis of the appeal was upheld or denied and a brief description of the board’s rationale for each action.

LETTERS OF RECOMMENDATION
In order for a faculty member to respond to a student request for a reference or letter of recommendation, a departmental release must be signed and given to the faculty member. These forms are available from the program director. This form along with a copy of the letter of recommendation will be kept in the student’s file. It is recommended students get letters of recommendation from clinical sites as they pursue their employment. Future employers are looking for information concerning your clinical skills. Faculty recommendations often do not meet these needs.

CERTIFICATE PROGRAMMING
Specialized certificates have been developed to enhance student learning. These certificates are open to all students other than just occupational therapy assistants. The certificates are designed to enhance skills and employment opportunities for students working in special needs populations. Currently three certificates have been developed: equine-assisted therapy, assistive technology and geriatrics. Course work includes: Introduction to Sociology plus core courses of Therapeutic Application, Conditions and Symptomology, and practicums completed in the community. For more information concerning participation in the certificate course work, contact the program director.

SUMMARY
Casper College’s Occupational Therapy Assistant program provides an Associate of Science degree upon successful completion of its curriculum. OT is a healthcare profession, which supplies aid to those developmentally, physically, or mentally challenged to improve and/or adapt their job/activities to their specific needs through use of a variety of media. Through general and major coursework requirements as well as fieldwork study, the OTA major will be expected and encouraged to:
❖ Accept responsibility for their learning;
❖ Actively participate in all areas of study, classroom interaction, and fieldwork assignments;
❖ Act in a professional manner both in class and in fieldwork settings
❖ Treat confidentiality as a major consideration.

For more information concerning the Casper College OTA program, please contact:
Cassady Hoff, MSOT, OTR/L – Program Director
Occupational Therapy Assistant Program
Casper College
125 College Drive
Casper, Wyoming 82601
307-268-2054 or 1-800-442-2963 ext. 2054

Email: choff@caspercollege.edu
PROFESSIONAL ORGANIZATIONS
Occupational Therapy Assistant students are encouraged to belong to their professional organizations. As you will learn throughout the program, this is considered part of your professional behavior as well as supporting your chosen profession. Without becoming involved in these organizations, our profession will suffer. These organizations provide support for us, provide us with information and help work with legislative issues to maintain quality in our profession. Please consider investing in as many as you can.

THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION (AOTA) REQUIRED BY JUNE 1 OF FIRST YEAR IN PROGRAM. Research availability and professional aspects of the professional are accessed through this membership. Organized in 1917, this is the national organization. The purpose of the association is to enhance the profession of occupational therapy through establishing and maintaining high standards of education, practice and research. (AOTA.org) Access to this organization gives students access to research information and is required for program completion.

WYOMING OCCUPATIONAL THERAPY ASSOCIATION (WYOTA) This is Wyoming’s state association. Presently it holds an annual meeting each September. Quarterly newsletters, mentoring a web site, and list serve are association benefits. (wyota.org)

OCCUPATIONAL THERAPY ASSISTANT CLUB This is an approved student organization open to all occupational therapy students and holds meetings on campus throughout the school year. Students are invited to participate in educational, advocacy and social activities promoting occupational therapy. (mneff@caspercollege.edu)

Please see Cassady Hoff for more information related to these organizations.