

Casper College | Occupational Therapy Assistant Program

Student Handbook

2021-2022



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School of Health Science:

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: [Casper College](#) 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, the Enrollment Services Office will invite the applicant to advise and register.
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 prerequisite course work. Please review the department's online information at [Casper College](#).
5. The Health Science fields are practice discipline with cognitive, sensory, affective, and psychomotor performance requirements. 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. For your safety and for the safety of patients, if you have any medical condition that may require accommodations, work with your instructor, the program director, and the office of Disabilities Services to discuss necessary accommodations. Examples of medical conditions that may require accommodations include but are not limited to autoimmune disorders, pregnancy, and acute or chronic health conditions.
7. 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.
8. 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.

9. All Health Science students should familiarize themselves with Casper College's Student Handbook and Student Code of Conduct found online at [Casper College](#) as they are responsible for the content and compliance with the policies and procedures.

Health Science Core Performance Standards

Table 1

ISSUE	STANDARD
Critical thinking	Critical thinking ability to exercise non-clinical and clinical judgment in a timely manner
Interpersonal	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
Communication	Communication skills sufficient for interaction with peers, faculty, staff, administrators, patients/clients, families, and groups in verbal, nonverbal, and written form
Mobility	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
Motor skills	Gross and fine motor skills sufficient to provide safe and effective patient/client care
Hearing	Auditory ability sufficient to monitor and safely assess health needs
Visual	Visual ability with or without corrective lenses sufficient for observation and assessment necessary in safe patient/client care
Tactile	Tactile ability sufficient for physical assessment of patient/client
Professionalism	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 public settings. The ability to demonstrate sufficient understanding of the cumulative effect that behavior, appearance, and communication has on the health science professional image.

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.

[Casper College's Emergency Response Guide](#)

Casper College Nondiscrimination Statement and Title IX Information

Casper College is an equal opportunity institution and as such, does not discriminate on the basis of race, sex, color, national origin, religion, age, veteran status, political affiliation, disability, sexual orientation, gender identity, or any other characteristic protected under applicable federal, state, or local law in admission or access to or treatment or employment in its educational programs or activities. Direct inquiries or complaints to Linda Toohey, associate vice president for student services at 125 College Dr, Casper, WY 82601, 307-268-2667, or linda.toohey@caspercollege.edu, or the U.S. Department of Education, Office for Civil Rights, 1244 Speer Blvd, Ste 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

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 for rehire 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

12/10/2021

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 the 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.

As representatives of a Casper College School of Health Science program and aspiring member of the medical community, students are held to a high standard of professional conduct, including via social media. Students are required to adhere to all professional conduct requirements of the Health Science programs within social media including but not limited to social networking sites, blogs, message boards, chat rooms, and online forums.

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 the program of the pending situation. The director will notify the 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 a 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 students 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 students aware of the faculty's/ supervisor's allegations.
- Review the procedure.
- Present documentation concerning student's behaviors and provides the student with an 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 a student file and a copy is given to the 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 the 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 the 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 a 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: _____

Underline one or more areas of concern:

Academic Performance Professionalism Attendance Other

1. Explanation of the conflict, issue or problem:
2. Student: Please rephrase in your own word(s) the area(s) of concern:
3. 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:
4. Resources needed:
5. 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 and Disciplinary Agreement Signature Page

I have read the Casper College **HEALTH SCIENCE STUDENT HANDBOOK** and the Student Handbook for the **OCCUPATIONAL THERAPY ASSISTANT** 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:

I have read and understand how the **State Authorization Reciprocity Agreement (SARA) Compliance** policy affects my future as a certified occupational therapy assistant.

Student Name Printed:

Student Signature:

Date:

DISCIPLINARY ACTIONS FOR OCCUPATIONAL THERAPY ASSISTANT STUDENTS-

Failure of a student to comply with the expected professional behaviors, OTA program policies/ procedures and site specific rules will result in a three step disciplinary action.

1. First offense- the student will be required to attend a faculty meeting and complete a student success form.
2. Second offense- the student will be placed on professional and/or academic probation with continuation of a student success form.
3. Third offense- the student will be dismissed from the OTA program.

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 everyday life occupations with persons, groups, or populations (clients) to support occupational performance and participation. Occupational therapy practice includes clinical reasoning and professional judgment to evaluate, analyze, and diagnose occupational challenges (e.g., issues with client factors, performance patterns, and performance skills) and provide occupation-based interventions to address them. Occupational therapy services include habilitation, rehabilitation, and the promotion of physical and mental health and wellness for clients with all levels of ability related needs. These services are provided for clients who have or are at risk for developing an illness, injury, disease, disorder, condition, impairment, disability, activity limitation, or participation restriction. Through the provision of skilled services and engagement in everyday activities, occupational therapy promotes physical and mental health and well-being by supporting occupational performance in people with, or at risk of experiencing, a range of developmental, physical, and mental health disorders. The practice of occupational therapy includes the following components:

A. Evaluation of factors affecting activities of daily living (ADLs), instrumental activities of daily living (IADLs), health management, rest and sleep, education, work, play, leisure, and social participation, including

1. Context (environmental and personal factors) and occupational and activity demands that affect performance
2. Performance patterns including habits, routines, roles, and rituals
3. Performance skills, including motor skills (e.g., moving oneself or moving and interacting with objects), process skills (e.g., actions related to selecting, interacting with, and using tangible task objects), and social interaction skills (e.g., using verbal and nonverbal skills to communicate)
4. Client factors, including body functions (e.g., neuromuscular, sensory, visual, mental, psychosocial, cognitive, pain factors), body structures (e.g., cardiovascular, digestive, nervous, integumentary, genitourinary systems; structures related to movement), values, beliefs, and spirituality.

B. Methods or approaches to identify and select interventions, such as

1. Establishment, remediation, or restoration of a skill or ability that has not yet developed, is impaired, or is in decline
2. Compensation, modification, or adaptation of occupations, activities, and contexts to improve or enhance performance
3. Maintenance of capabilities to prevent decline in performance in everyday life occupations
4. Health promotion and wellness to enable or enhance performance in everyday life activities and quality of life
5. Prevention of occurrence or emergence of barriers to performance and participation, including injury and disability prevention

C. Interventions and procedures to promote or enhance safety and performance in ADLs, IADLs, health management, rest and sleep, education, work, play, leisure, and social participation, for example:

1. Therapeutic use of occupations and activities
2. Training in self-care, self-management, health management (e.g., medication management, health routines), home management, community/work integration, school activities, and work performance
3. Identification, development, remediation, or compensation of physical, neuromusculoskeletal, sensory–perceptual, emotional regulation, visual, mental, and cognitive functions; pain tolerance and management; praxis; developmental skills; and behavioral skills
4. Education and training of persons, including family members, caregivers, groups, populations, and others

5. Care coordination, case management, and transition services
6. Consultative services to persons, groups, populations, programs, organizations, and communities
7. Virtual interventions (e.g., simulated, real-time, and near-time technologies, including telehealth and mobile technology)
8. Modification of contexts (environmental and personal factors in settings such as home, work, school, and 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 fitting and management of wheelchairs and other mobility devices
11. Exercises, including tasks and methods to increase motion, strength, and endurance for occupational participation
12. Remediation of and compensation for visual deficits, including low vision rehabilitation
13. Driver rehabilitation and community mobility
14. Management of feeding, eating, and swallowing to enable eating and feeding performance
15. Application of physical agent and mechanical modalities and use of a range of specific therapeutic procedures (e.g., wound care management; techniques to enhance sensory, motor, perceptual, and cognitive processing; manual therapy techniques) to enhance performance skills
16. Facilitating the occupational participation of persons, groups, or populations through modification of contexts (environmental and personal) and adaptation of processes
17. Efforts directed toward promoting occupational justice and empowering clients to seek and obtain resources to fully participate in their everyday life occupations
18. Group interventions (e.g., use of dynamics of group and social interaction to facilitate learning and skill acquisition across the life course).

(Adopted as part of the Occupational Therapy Scope of Practice document by the Representative Assembly Coordinating Council (RACC) for the Representative Assembly, 2021)

<https://www.aota.org/-/media/Corporate/Files/Advocacy/State/Resources/PracticeAct/OT-Definition-for-AOTA-Model-Practice-Act.pdf>

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

Occupational Therapy Assistant 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.

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 Board for Certification in Occupational Therapy Exam in the spring of 2020 is 100%. In the last 3 years we have had 30 students take the national exam with a 100% pass rate.

The most current results are located on our Casper College Webpage:

<https://www.caspercollege.edu/program/occupational-therapy-assistant/> Also, of the students who have contacted program faculty, 80% 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 Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-2682 and the Web address is <http://www.acoteonline.org>. The program was initially accredited in 1997 and reaccredited in 2002 and 2012, next reaccreditation is 2022.

State Authorization Reciprocity Agreement (SARA) Compliance

Casper College is required to comply with any state regulations before educational classes can take place within that state. The regulations for any state and Casper College's ability to comply with these regulations will determine whether you may enroll in a course. Courses that are regulated include offering online and/or campus based courses as well as fieldwork rotations. Casper College participates in the [National Council of State Authorization Reciprocity Agreement \(NC-SARA\)](#). Once you have graduated from the Occupational Therapy Assistant Program, you will be eligible to take the national test through [National Board for Certification in Occupational Therapy \(NBCOT\)](#). Earning your certification will make you eligible to apply for occupational therapy assistant jobs in the United States. Each state will have its own licensure requirements. The Wyoming Board of Occupational Therapy is available here, [Wyoming Board of Occupation Therapy](#)

Student Certification and Licensure

Upon successful completion of both academic and fieldwork education, a student is eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) administered by the [National Board for Certification of Occupational Therapy](#). After successful completion of the NBCOT exam, the graduate will be a Certified Occupational Therapy Assistant (COTA). Many states also require licensure to practice; however, state licenses are usually based on the results of the NBCOT certification examination. Check with the State Licensing Board for each state's requirements. States have similar requirements for obtaining a license, but not identical. It is recommended that you look at the specific state licensure requirements and always refer to the state occupational therapy regulatory agency. Please refer to [AOTA's website](#) for further questions.

To earn your licence you will need to:

Successfully graduate from Casper College's accredited OTA program.

Apply for and pass your OTA, [NBCOT Certification Exam](#).

Apply for a license within your state of interest and pay a fee for your license

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.

“Occupational therapy values the person’s unique use of occupations they find meaningful in their everyday life to live life with intention, purpose, health and wellness.”

Occupational Therapy Assistant Program Mission Statement

The Mission of the Casper College Occupational Therapy Assistant program is to provide an environment that encourages students of diverse learning styles, ages and backgrounds an opportunity to gain **mastery** over their education at the associate level through the progression of **academic** and **experiential** learning opportunities. Each semester, students gain greater confidence, cultivate critical thinking, and demonstrate enriched professionalism essential to work as a generalist occupational therapy assistant. Through the learning opportunities, students will view themselves and their clients as holistic, **occupational** beings and appreciate the importance of occupation-based activities to improve the lives of those they encounter. By the end of the program students are invested in the importance of lifelong learning and **stewardship** of the occupational therapy profession, populations served, and their communities.

OTA Program Philosophy

It is the philosophy of the Occupational Therapy Assistant program that humans are self-directed, adaptive, and **holistic, occupational beings**. Students enter the program with unique and diverse life experiences, seeking additional understanding of themselves, others and the world in which they live. Occupational engagement is central and critical to the promotion of health and wellness for self, populations and communities. The promotion and sustainability of the profession relies on the **stewardship** of occupational therapy practitioners both current and upcoming. The definition of **stewardship** to the Occupational Therapy Assistant program is the act of advocacy for self and others, ethical practice, team building and collaboration, **lifelong dedication**, and managing the care of others in which we are entrusted. **Stewardship** is gained following Bloom’s Taxonomy, Schkade & Shultz’s Occupational Adaptation Model and Erikson’s Stages of Psychosocial Development.

Bloom's Taxonomy progresses students' **critical thinking** skills from basic knowledge to generalist practitioners, emphasising psychosocial theory and the importance of **occupation** based practice. In the view of the Occupational Therapy Assistant program’s curriculum, learning is the active development of knowledge through **academic and experiential learning** opportunities, which occurs through engagement, problem-solving, and **critical thinking**. Progression through the program begins with cultivating knowledge and comprehension, advancing towards application and analysis, followed by synthesis and evaluation, and ending with in vivo fieldwork experience. At the conclusion of the program, students will have **mastered** the ability to make informed decisions with sound judgement necessary for generalist clinical practice.

The Occupational Therapy Assistant program utilizes **Occupational** Adaptation to guide and develop students into their new professional role as an occupational therapy assistant. Upon entry into the program, students encounter new academic, **occupational**, and environmental challenges. The curriculum and cultural environment of the program encourages active engagement, **mastery** of academic skills, cultivation of professionalism and self advancement. It is through student engagement with meaningful learning opportunities that students develop adaptation and mastery over these challenges. The academic environment is designed to challenge and support the diverse learning styles, ages and backgrounds of students.

Erikson's psychosocial developmental theory is used to support and progress students from trust to ego integrity. The OTA program understands that students come from diverse life experiences with unique learning styles, and of different ages and backgrounds. However, most students will still follow the psychosocial stages throughout their academic career as this is a new and challenging experience. As stated in the Occupational Adaptation model above and in support of Erikson's psychosocial stages of development, the program creates a supportive and trusting environment by understanding that students learn differently as well as handling challenging situations in diverse ways. The OTA program understands this and helps students to develop their autonomy through the progression of the program. This transformation of personal and professional growth is guided by following and **mastering** Erikson's psychosocial stages of development. Graduates will demonstrate professional identity as an occupational therapy assistant and a sense of integrity regarding their role and **stewardship** in the profession and communities served.

Distance Education

The OTA program is not a distance education program. Two prerequisite courses are offered completely online, face to face, or hybrid, a combination of the two, including OCH 2000- Introduction to Occupational Therapy and COTA 2300- Fieldwork Integration I. This gives students flexibility to explore the OTA program. Once a student is admitted into the OTA program, there are several hybrid classes and two distance education classes, which allow students to primarily be on campus only three days a week. Upon academic completion students will complete COTA 2500 - Fieldwork A, COTA 2550- Fieldwork B and COTA 2600 Fieldwork Options, using Moodle, the Learning Management System, in conjunction with the field work assignments to facilitate communication between the academic fieldwork coordinator and students. All distance learning classes are password and email protected through Moodle. Students in the OTA program are required to complete testing in either the Casper College Testing Center or through the use of Respondus Lockdown Browser when not testing in the classroom. Both of these require proof of student identification in order to test. The faculty utilizes Moodle to house learning materials for students and enhance classroom instruction. Technical support and training are available to any student using Moodle.

Computer and Internet Requirements: In order to participate in this course, the student must have access to the Internet and to a compatible Internet browser. It is recommended that you use Google Chrome for Moodle. You may need to download a new version of Java. You can find a link to download this at <http://www.caspercollege.edu/dlc/index.html> and then click on the technical requirements site. It is also helpful for the student to have a basic working knowledge of computer operations and be familiar with Internet navigation and use of email.

For more information regarding technical requirements, see Casper College Distance Education webpage at <http://www.caspercollege.edu/click> on Distance Education.

If you experience computer difficulties, please contact the instructor and you can receive paper copies of uploaded documents

Computer Labs: For students who do not have access to a personal computer at home, the following Casper College computer labs offer Internet access:

- Casper College Library • Liesinger Hall 6 • Health Science 211 (See administrative assistant for available hours 268-2235)

Casper College Outcomes:

1. Demonstrate effective communication
2. Apply scientific methods
3. Solve problems using critical thinking
4. Demonstrate knowledge of diverse cultures and historical perspectives
5. Appraise creative and/or aesthetic activities
6. Use information to conduct research
7. Analyze the importance of personal, civic, and social responsibilities
8. Use quantitative analytical skills to evaluate and process data

Occupational Therapy Assistant Program Outcomes:

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

1. Demonstrate **adaptation and mastery** over academic challenges as demonstrated by successfully completing their education at the associate level to earn their Associate of Science degree, in Occupational Therapy Assistant.
2. Demonstrate mastery of **academic and experiential learning** and **apply** this knowledge to successfully pass the National Board of Certification of Occupational Therapy exam.
3. Demonstrate professionalism and **life-long learning** by obtaining and maintaining licensure in the state of Wyoming and/or their chosen state of practice.
4. Demonstrate integrity and professionalism while following American Occupational Therapy Association's Code of Ethics, which is essential to work as a **generalist** occupational therapy assistant.
5. Appreciate and implement evidence based practice through client centered, **occupation-based activities** when serving the needs of a person, population and community.
6. Are self-directed, adaptive, and holistic generalist practitioners.
7. Are lifelong learners and demonstrate **stewardship** to the occupational therapy profession, populations served, and their communities.

OTA Curriculum Design Overview

In the view of the Casper College OTA Program, learning is the **mastery** of knowledge through a supportive and challenging environment and **academic and experiential learning**, thereby cultivating **critical thinking** and professionalism. The Casper College OTA Program's curriculum is guided by Bloom's Taxonomy from simple to complex, along with Schkade & Schultz Occupational Adaptation model to provide a challenging and supportive learning environment. The learning environment is unique by providing students with direct access to a therapy gym, assistive technology lab, occupations lab, kitchen classroom, private study rooms, outdoor learning space, library

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resources, and technology. The OTA Program faculty also utilize Erik Erickson's psychosocial stages of development to guide and develop each student's transition towards a generalist entry level practitioner. The classes are intentionally sequenced to develop mastery over entry level occupational therapy skills. The faculty teaches through a variety of approaches, intended to actively engage individuals and integrate occupational therapy knowledge through active discussions, hands on, simulation, role-playing, community engagement, active self-reflection, critical thinking, and evaluation.

The CC OTA program is six consecutive semesters in length with a total of 78 credit hours. Fall semester is considered a curricular Level I semester. Students apply to the OTA program during this fall semester, upon being accepted into the OTA program the students start the official program spring semester. The initial spring semester OTA classes are curricular Level I and Level II. The curricular levels continue until completion of the OTA program.

Although the OTA program is not a distance education program, we believe in utilizing the Learning Management System, Moodle, to enhance delivery options for diversified learning needs. Thus, some courses are available completely online, hybrid, or face to face to meet the occupational adaptation learning needs of students.

OTA Curriculum Design

Level I- The first curriculum level focuses on knowledge and comprehension of introductory principles, and adaptation to concepts to set the foundation of the occupational adaptation levels. These classes create **academic, experiential and occupational** challenges to facilitate mastery of skills necessary to progress to the next level. The occupational therapy assistant students are enrolled in foundational classes, introduced to the occupational therapy assistant club, become acquainted with level II occupational therapy assistant students and provided with academic **supports** relevant to their needs. Within this level students are academically challenged and participate in various experiential learning environments, supported by teachers and other resources available at the college, instilling **trust** and the ability to **adapt** within this environment. There are many moving components within this first level to help students develop the trust needed to move on to the next step of autonomy. Autonomy develops half way through their first level due to how the curriculum is designed. Students learn new methods of study skills, problem solving strategies, cultivation of professional behaviors, in order to support their identity development as an occupational therapy assistant student.

Level I courses include- the occupational readiness courses including: ZOO 2015 Anatomy, ZOO 2025 Physiology, PSY 1000 General Psychology, ENGL 1010 English Composition I, ENGL 1020, English Composition II, OOTH 2000 Introduction to Occupational Therapy, COTA 2300 Fieldwork Integration I, COTA 2020 Human Occupations and Life Roles, PEAC Physical Education, MATH 1000 Problem Solving, POLS 1000 US and Wyoming Government, General Electives.

Level II- Courses in curriculum Level II provide **application and analysis of knowledge** gained in the level I courses to concept. These classes are based on academic **and experiential** challenges to further advance the students knowledge in themselves as well as the **holistic occupational** based needs of future patient populations. The classroom environments at this level challenges and

demands mastery of adapting to their new found personal awareness and understanding of differing views. Competency at this level includes beginning **skill development** and concept integration. Upon being supported and encouraged throughout the other stages the transition naturally starts to flow and develop in academic and non- academic **environments** and situations. By the end of the semester students transition into the stage of **initiative** regarding their occupational needs. Second semester students begin to develop their **identity** through academic and experiential learning opportunities in order to validate the students identity and personal strengths as well as the relationship to occupational therapy. The **intimate** experiential aspect of the class is hands-on engagement and feedback from peers and others. Students' strengths are emphasized during the application resulting in a natural boost of confidence in themselves and their abilities. The experiential classrooms directly develop the students' strengths and confidence by creating the identity of an occupational therapy assistant and the values of **stewardship**, for their profession, populations, and community. By the end of this semester, students have created an intimate and supportive environment in peers, community members, and faculty.

Level II courses include- KIN 2050 Functional Kinesiology, COTA 2420 Clinical Conditions, COTA 2200 Therapeutic Approaches I, 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.

Level III- Courses in curriculum Level III provide *synthesis and evaluation of skills gained in Levels I-II*. Emphasis of curriculum is placed on academic and experiential learning to support **critical thinking** and problem solving for all aspects of occupation based practice. Within this level, the demands and challenges both academically and psychosocially are advanced, which further facilitates the **cultivation of knowledge and comprehension** of skills gained in the previous levels. This emphasizes the importance of active **engagement** through meaningful learning opportunities in a supportive environment while evaluating and appraising their own performance. Students integrate professionalism of **generativity** necessary for their future career as an occupational therapy assistant.

Level III courses include: COTA 2210 Therapeutic Approaches II, COTA 2160 Leadership Skills, COTA 2330 Fieldwork Integration IV, COTA 2400 Clinical Theory and Practice II, COTA 2220 Therapeutic Approaches III, COTA 2450 Health Care Systems.

Level IV- Courses in curriculum Level IV provide opportunities for In Vivo application through **mastery** of knowledge and skills during the Level II fieldworks. The final stage of **ego integrity** happens the last few weeks of their final semester, and is even more pronounced after successful completion and mastery of their final level II fieldwork rotations and graduation. By the end of the Occupational Therapy Assistant program students will view themselves as **self-directed, adaptive, and holistic, occupational beings** demonstrating **stewardship** of the occupational therapy profession, populations served, and their communities.

Level IV courses include- COTA 2500 Fieldwork A, COTA 2550 Fieldwork B, and COTA 2600 Fieldwork Options (optional)

Occupational Therapy Assistant Program Curriculum Order Overview

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

ZOO 2015/2015L	Human Anatomy	4
ENGL 1010	English composition I	3
OCTH 2000	Introduction to OT	2
COTA 2300	Fieldwork Integration I	2
PSYC 1000	General Psychology	3
PEAC	Physical Education	1
MATH 1000	1000 Level or above Math Course	3
	Total Credits	18

Year 1: Spring

ZOO 2025/2025L	Human Physiology	4
COTA 2020	Human Occupations and Life Roles	2
COTA 2200	Therapeutic Approaches I	2
COTA 2310	Fieldwork Integration II	2
KIN 2050	Functional Kinesiology	3
	General Electives	3
	TOTAL CREDITS	16

Year 1: Summer

ENGL 1020	English Composition II	3
COTA 2420	Clinical Conditions	3
COTA 2150	Group Dynamics	1
	TOTAL CREDITS	7

Year 2: Fall

COTA 2100	Psychosocial Aspects	3
COTA 2160	Leadership Skills	2
COTA 2210	Therapeutic Approaches II	2
COTA 2320	Fieldwork Integration III	2
COTA 2350	Clinical Theory and Practice 1	3
	Cultural Environment	3
	TOTAL CREDITS	15

Year 2: Spring

COTA 2220	Therapeutic Approaches III	3
COTA 2330	Fieldwork Integration IV	2
COTA 2400	Clinical Theory and Practice II	3
COTA 2450	Health Care Systems	3
POLS 1000	American & Wyoming Government	3
	General Elective	2
	TOTAL CREDITS	16

Year 2: Summer

COTA 2500	Fieldwork A	3
COTA 2550	Fieldwork B	3
COTA 2600	Fieldwork Options* not required	*2-3
	TOTAL CREDITS	6
	TOTAL PROGRAM CREDITS	78

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. Offering 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. An introduction to the role and professional expectations of occupational therapy assistants (OTAs), while developing professional behaviors and beginning observation skills necessary for completing

community experience. This course provides fieldwork preparation integrated with classroom discussions. Students will complete community experiences. Beginning knowledge of medical terminology is studied. Permission of the OTA instructor. Offered distance learning or hybrid.

COTA 2310 Fieldwork Integration II (4LB,2CR):

A continuation of pre-fieldwork coursework and beginning preparation for Level I fieldwork. Primary focus on professional behaviors in community experiences and with special needs populations. Begin clinical documentation for OTA practitioners. Prerequisites: COTA 2300.

COTA 2320 Fieldwork Integration III (4LB,2CR):

Designed to prepare occupational therapy assistant students for Level I and Level II fieldwork , through further enhancement of professional behaviors, observation skills, and hands-on application. Level I Fieldwork experiences in traditional and/ or non-traditional settings focusing on psychosocial/behavioral and pediatric populations. Continuation of documentation concepts. Prerequisites: COTA 2300, COTA 2310.

COTA 2330 Fieldwork Integration IV (4LB,2CR):

A continuation of professional behavior development and clinical readiness skills. Includes Level I fieldwork experiences in traditional, non-traditional and emerging settings while working with developmental disabilities, adult physical disabilities, and geriatric populations. Preparation for Level II fieldwork experiences. Clinical reasoning skills for transition from student to practitioner are an integral part of the course. Prerequisites: COTA 2300, COTA 2310, COTA 2320.

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 theory 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. Distance Learning

COTA 2450 Health Care Systems (3L,3CR):

Course provides an 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 healthcare 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 a 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 course work and Level I fieldwork.

COTA 2550 Fieldwork B (2L,2L,3CR):

Second of two Level II fieldwork placements. Eight weeks of fieldwork in a 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 pre arranged 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.

Financial Aspects for the Casper College OTA Program

Please refer to the following link for additional information

<https://www.caspercollege.edu/financial-aid/tuition-fees/>

The approximate total cost for the Associate of Science degree: Occupational Therapy Assistant is \$25,454.00 for in-state tuition.

Tuition: \$10,602

Fees: \$758.00

Books: \$2,905.00

Housing: \$7,364.00

This does not reflect student financial aid or scholarships, out of state or WUE tuition.

Tuition and Fees (fall and spring semester)

This does not reflect any financial aid or scholarships.

- *Resident: \$4,350*
- *WUE: \$5,940*
- *Non-resident: \$10,650*

Room and Board- Standard double occupancy with meal plan, including housing deposit: \$7,364

Note: There is no resident/non-resident distinction in CC's housing fees. Fees vary based on occupancy type and selected meal plan.

Western Undergraduate Exchange (WUE) – Residents of the following states qualify for tuition through the WUE program: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, and Washington. Nebraska residents are eligible to enroll in Casper College programs at the WUE rates.

Some courses will charge an additional course fee that will be noted in the class schedule, for example: Each additional credit hour charged at full credit hour price. Full tuition and fees are charged for an audited course.

Fitness Center Fee – \$30 Applied Music Fee – \$90 per credit hour

Estimated cost for attending the Casper College Occupational Therapy Assistant Program

(fees are subject to change)

Current Cost	OTA Fall 1 Semester	OTA Spring 2nd Semester	OTA Summer 3rd Semester	OTA Fall 4th Semester	OTA Spring 5th Semester	OTA Summer 6th Semester
Tuition	\$2,446.00	\$2,162.00	\$959.00	\$2,025.00	\$2,436.00	\$822.00
Student Fee	\$758.00	\$485.00	\$75.00	\$103.00	\$60.00	
Books and Supplies	\$2,905.00	\$524.00	\$480.00	\$567.00	\$647.00	
Total	\$6,109.00 (not including housing or meals)	\$3,171 (not including housing, or meals)	\$1,514.00 (not including housing or meals)	\$2,695.00 (not including housing or meals)	\$ 3,143.00 (not including housing or meals)	\$822.00. Students are off campus during this time, completing their level II fieldwork rotations.
Total Estimated Cost of Casper College OTA program- \$25,454.00 (Fees are subject to change. Fieldwork costs are not included)						

Breakdown of Semester costs (approximate)

(Fees are subject to change. Fieldwork costs are not included)

Fall Semester: Year One				
Course	Course Title	Credits	Books	Fees
ZOO 2015/2015 L	Human Anatomy	4	\$168.00	0
ENGL 1010	English Composition 1	3	\$123.00	0
OCTH 2000	Introduction to Occupational Therapy	2	\$75.00	0
COTA 2300	Fieldwork Integration I	2	\$118.00	Name tag \$5.00
PSYC 1000	Introduction to Psychology	3	\$103.00	0
MATH 1000	Problem Solving or higher	3	0	0
PEAC	PEAC	1	0	\$30
	Total	\$2169	\$687.00	\$35.00
Total Fall Semester 1: \$2,891 (not including housing or meals)				

Spring Semester: Year One				
Course	Course Title	Credits	Books	Fees
ZOO 2025/2025L	Human Physiology	4	\$138.00	
COTA 2020	Human Occupations and Life Roles	2	\$75.00	0
COTA 2220	Therapeutic Approaches and Media 1	2	\$60.00	0
COTA 2310	Fieldwork Integration II	2	\$66.00	Background check -\$200.00 Immunizations-\$200.00 Program Shirts-\$60.00 CPR-\$25.00 OTA club dues-\$5.00
KIN 2050	Functional Kinesiology	3	\$85.00	0
General Elective	General Elective	3	\$100.00	0
	Total	\$2,093	\$524.00	\$485.00 (unless student already has current immunizations and CPR)
Total Spring Semester 1: \$3,102 (not including housing, or meals)				

Summer Semester: Year One

Course	Course Title	Credits	Books	Fees
COTA 2420	Clinical Conditions	3	\$263.00	0
COTA 2150	Group Dynamics	1	\$117.00	AOTA membership \$75.00
ENGL 1020	English Composition II	3	\$100.00	0
	Total	\$959	\$480.00	\$75.00

Total Summer Semester 1: 1,514.00 (not including housing or meals)

Fall Semester: Year two

Course	Course Title	Credits	Books	Fees
COTA 2160	Leadership	2	\$ 83.00	
COTA 2320	Fieldwork Integration III	2	\$70.00	EHR to go- \$103.00 Health Insurance- Students are required to hold insurance through the duration of the OTA program Fall semester 2 through the end of the level II fieldwork rotations. This is seeked out independently by the student. <i>Level I fieldwork-</i> travel and hotel accommodations are on the student. This is dependent upon if the student already has housing available.
COTA 2210	Therapeutic Approaches and Media II	2	\$ 50.00	
COTA 2100	Psychosocial Aspects	3	\$160.00	
COTA 2350	Clinical Theory and Practice I	3	\$104.00	
Cultural Environment	Cultural Environment	3	\$ 100.00	
	Total	\$2,055	\$567	\$103.00

Total Fall Semester year 2: 2,725.00 (not including housing or meals)

Spring Semester: Year two

Course	Course Title	Credits	Books	Fees
COTA 2330	Fieldwork Integration IV	2	\$ 0	<i>Level I fieldwork-</i> travel and hotel accommodations are on the student. This is dependent upon if the student already has housing available. Additional OTA Program Shirts- \$60.00
COTA 2220	Therapeutic Approaches and Media III	3	\$238.00	
COTA 2400	Clinical Theory and Practice II	3	\$ 153.00	
COTA 2450	Health Care Systems	3	\$ 70.00	
POLS 1000	American/Wyoming Government	3	\$86.00	
General Elective	General Elective	2	\$ 100.00	
	Total	\$2,093	\$647.00	\$60.00

Total Spring Semester year 2: \$2,800.00 (not including housing or meals)

Summer Semester: Year two

Course	Course Title	Credits		Books	Fees
COTA 2500	Fieldwork A	3		\$0	<i>Level II fieldwork-</i> travel and hotel accommodations are on the student. This is dependent upon if the student already has housing available.
COTA 2550	Fieldwork B	3		\$0	
COTA 2600	Fieldwork options ** optional	2-3		\$0	
	Total	\$1,233			

Total Summer Semester year 2: \$1,233.00. Students are off campus during this time.

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.

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 coursework. 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.

Professionalism

The Casper College Occupational Therapy Assistant Program is dedicated to developing professional behaviors for occupational therapy students. Students will first understand the importance of professionalism and progress to daily application and adaptation of professionalism based on various person, group, and populations they encounter either in class, club and fieldwork experiences.

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.

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 a 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:

93 – 100%	=	A - Marked Excellence
84 - 92%	=	B - Superior
75 – 83%	=	C – Average
74% or less	=	D – Low / Not passing for courses in OTA major

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/redo two assignments in each semester. If a student fails an exam/assignment with less than 75% of required points, a retake of the failed exam/assignment will be required. Additional work may be required before a re-take/re-do is allowed. The original score will be maintained on record. Retakes are to establish competence. Students not taking responsibility for make-up or retakes within 1 week will be required to meet with the instructor of the course. If a student requires more than one re-take of an exam or re-do of an assignment their grade will be recorded as a 0. 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).

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 lectures.
- 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 Related Learning 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 the 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 Overview 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 the Academic Fieldwork Coordinator after every fieldwork rotation. Any issues will be brought to faculty meetings 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. If the student is unsuccessful once more they will be terminated from the program.
- 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 met our testing policy and not been successful on the student success form may not proceed in the OTA program.
- Student paperwork 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, Varicella Zoster, Tdap), health insurance, auto insurance, copy of a 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 currently will result in cancellation of fieldwork experiences and/or termination from the OTA Program. By the start of the second fall semester OTA students must have a certified background check and a Wyoming Department of Family Service background check completed and on file to continue in the program.
- AOTA membership must be purchased by the start of summer classes.
- If paperwork is not in by the beginning of summer semester enrollment in the program will be cancelled.
- 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 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. All Level II students will be evaluated with the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student.

Disciplinary Actions for Occupational Therapy Assistant Students

Failure of a student to comply with the expected professional behaviors, OTA program policies/ procedures and site specific rules will result in a three step disciplinary action.

1. First offense- the student will be required to attend a faculty meeting and complete a student success form.
2. Second offense- the student will be placed on professional and/or academic probation with continuation of a student success form.
3. Third offense- the student will be dismissed from the OTA program.

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. Occupational therapy assistant students are required to have the current vaccinations and immunization on file and up to date: 2-step TB test, Mumps, Measles, Rubella, seasonal flu immunization, Tetanus, Diphtheria, Pertussis, Varicella Zoster verification or titer, and completion the Hepatitis-B series. These services are available through student health for a low cost. Some students, due to personal reasons, 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 students not being able to complete fieldwork in most clinical sites. It is also recommended for the student to have a current physical, however it is not required.

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 the 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 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's 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 phones 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 phones during class time. Instructor permission is required for use of cell phones 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- Inclement Weather Policy

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

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student take a proactive approach when traveling. This may require you to leave earlier or stay longer at clinical sites to avoid traveling in inclement 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 a 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 department release must be again signed within 2 weeks of the occurrence. The program will provide non-latex gloves for use.

Community Experience 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: Community Experience is intended to provide the students with experience and exposure to a variety of helping professions within the community. This experience helps validate the student's decision to pursue a career in occupational therapy. The student is required to complete 40 hours of community experience at the clinical sites (when able) (20 hours for each course: COTA 2300 and COTA 2310) focusing on helping professions in various settings. At the clinical sites, these hours will be broken down into 10 hours at four different facilities consisting of a total of 20 hours in each course. Clinical sites will include placements with mental health, developmental disability, physical disability, geriatric, and/or pediatric populations. If students are unable to complete observation hours at the clinical sites due to COVID-19, students will complete community experience hours and assignments through video observations, participation in WATR lab and ECHO presentations, attending guest speakers, observations at the Casper College Early Childhood Learning Center (ECLC) and DD sites, attending KORU course and completion of fieldwork assignments addressing each of the practice settings.

Fieldwork Experiences:

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 experience, as required by the Standards for Accredited OTA Programs, established by the Accreditation Council for Occupational Therapy Education (ACOTE), includes experiences designed as an integral part of didactic coursework for the purpose of directed observations and participation in selected activities in field settings. These settings include traditional settings for pediatrics, mental health, physical disability, geriatrics, adult

developmental disabilities, non-traditional settings and/ or emerging sites. Four block assignments of five days have been organized for Level I fieldwork. These fieldwork placements will be in mental health, pediatrics, physical disabilities and geriatrics, in addition to one, 8-hour placement at a developmental disability setting, and one, 8-hour placement at an emerging site and/ or non-traditional setting, which may include developmental disabilities, mental health, geriatrics, or pediatrics.

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 Placements

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

Students must have a GPA of at least 3.0 at the time of request and maintain that throughout completion of the 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 have 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 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 his/her 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, ie. Withdraw Spring 20, re-enter Spring 21. The student shall submit a notification of intent to re-enter and must discuss his/her desire to reenter the program with the Program Director at least 2 months prior to the semester he/she wishes to re-enter.
- Depending upon the student’s individual standing, 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.

- o If the student withdraws before the completion of the first semester, he/she will reapply and be considered as a new applicant.
- o Students may only reapply one time.

2. Withdrawal and Failure

- A student may reenter the OTA program only once.
- All major course work required for the Associate of Science in Occupational Therapy Assistant program degree that starts 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 has made a grade below a "C" in any OTA required course 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.
- Upon readmission 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, depending on course changes. A student may only reapply one time.
- A student may only repeat one Level I 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 Level I fieldwork experience in two semesters (COTA 2320 and COTA 2330). 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.
- If a student fails to obtain a Satisfactory or better in fieldwork Level II he/she may repeat the fieldwork education course during the following semester, depending on fieldwork availability. A fieldwork Level II placement may only be failed once. If the student fails a second Level II fieldwork they will be removed from the program.
- 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 met 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 that 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 Professionalism in Healthcare, Intro to Human Diseases, and practicums completed in the community. For more information concerning participation in the certificate course work, contact the program director

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 listserve 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. (choffcaspercollege.edu)

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

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 the 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:

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