

Casper College | Occupational Therapy Assistant Program

Student Handbook



Contents

Definition of Occupational Therapy	5
NON-DISCRIMINATION POLICY	9
Recruitment of Diverse Populations	9
Retention and Support for Diverse Populations	10
Accreditation and Program Outcomes	10
Program Outcomes & Graduation Rates	11
NBCOT Certification	11
Total Cost of the Program	11
Graduation Requirements	12
State Authorization Reciprocity Agreement (SARA) Compliance	12
Student Certification and Licensure	12
Occupational Therapy Assistant Program Mission Statement	13
OTA Program Philosophy	14
Occupational Therapy Assistant Program Description	15
Casper College Outcomes	15
Occupational Therapy Assistant Program Outcomes	16
Admissions and Financials	16
OTA Program Admission Process	16
Financial Aspects for the Casper College OTA Program	17
Total Estimated Cost of Casper College OTA program:	18
Breakdown of Semester costs (approximate) (Fees are subject to change. Fieldwork costs are not included)	19
Refund Policy	22
Books and Supplies	22
Academic Structure and Curriculum	23
Structure	23
OTA Curriculum Design Overview	23
OTA Curriculum Design	23
Occupational Therapy Assistant Program Curriculum Order Overview	27
Course Descriptions	28
Program Delivery Progression and Distance Education	30
Program Delivery Models	31

Semester Breakdown	31
Fieldwork & Connectivity	32
Academic Calendar & Delivery Expectations	32
Digital Equity	33
Student Records, Security, and Integrity	33
Digital Learning Requirements	34
Technical Requirements (Hardware & Software):	34
Location and Accessibility of Learning Environments	35
Academic Policies and Standards	35
GRADING POLICY	35
Academic Progression Policy	36
Attendance Policy	37
Out of Classroom Related Learning Activities	38
Studying Recommendations	38
Academic Dishonesty Policy	39
Professionalism and Conduct	39
Professionalism	39
Professional Appearance	40
Confidentiality	41
Academic Success and Wellness Integration	41
Disciplinary Actions for Occupational Therapy Assistant Students	41
Program and Class Policies	42
Safety, Equipment, and Emergency Procedures	42
Clinical and Fieldwork Experience	44
Community Experience and Fieldwork	44
Policy for Establishing New Fieldwork Placements	45
Student Support and Wellbeing	45
Accommodation Procedures	46
Phase 1: Orientation Meeting	46
Phase 2: Self-Identification and Academic Accommodations	46
Phase 3: The Success Plan and Wellness Intervention	47
Phase 4: Fieldwork Transition and Equitable Access	47
Health and Medical Care	47

	4
Health and Safety Requirements for Program Participation	48
Program Transition and Post-Graduation	49
Student Withdrawal or Failure from the OTA Program	49
Appeals Process	50
Student Grievance and Complaint Procedures	50
The Due Process Procedure	50
Protection of Student Rights	51
Letters of Recommendation	51
Certificate Programming	51
Professional Organizations	51
Occupational Therapy Assistant Club	52

Definition of Occupational Therapy

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

Scope of Practice

1. Areas of Occupation:

Practitioners analyze how various factors affect a client's ability to engage in Activities of Daily Living (ADLs), Instrumental Activities of Daily Living, Health Management, Rest and Sleep, Education, Work, Play, and Social participation. This includes:

- **Contexts:** Environmental and personal factors that affect performance.
- **Performance Patterns:** Habits, routines, roles, and rituals.
- **Performance Skills:** Motor, process, and social interaction skills.
- **Client Factors:** Body functions (sensory, cognitive, etc.), body structures, and personal values or beliefs.
- **Occupational and Activity Demands:** relevance, objects, space demands, social demands, sequencing and timing.

2. Intervention Approaches

OT services focus on habilitation, rehabilitation, and the promotion of wellness. Our core methods include:

- **Creating and Promoting:** Provide opportunities for new occupations or activities that will enhance occupational performance.
- **Establish & Restore:** Developing or remediating skills that are impaired or in decline.
- **Modify & Adapt:** Compensating through changes to the activity, tools, or environment.
- **Maintain:** Preserving capabilities to prevent a decline in daily performance.

- **Prevention & Promotion:** Enhancing quality of life and preventing the emergence of barriers to participation.

3. Intervention types

OT services that include the use of occupations, and activities to facilitate occupational engagement in a person, group or population.

- Occupations
- Activities
- Physical Agent Modalities and/or Mechanical Modalities
- Orthotics and Prosthetics
- Assistive Technology and Environmental Modifications
- Wheeled Mobility
- Self-Regulation
- Education and Training
- Advocacy and Self Advocacy
- Group and Virtual Interventions

4. OT Outcomes

The end result of the occupational therapy process.

- Occupational performance
- Improvement
- Enhancement
- Prevention
- Health and Wellness
- Quality of Life
- Participation
- Role Competence
- Well-Being
- Occupational Justice

5. The OTR/OTA Professional Relationship

Occupational therapy is built on a model of intraprofessional collaboration. While the Registered Occupational Therapist (OTR) and the Occupational Therapy Assistant (OTA) share the same goal, they hold distinct roles within the clinical process.

Roles and Responsibilities

Phase of Care	Registered Occupational Therapist (OTR)	Occupational Therapy Assistant (OTA)
Evaluation	Directs the evaluation, interprets data, and develops the treatment plan.	Contributes by performing standardized assessments and reporting observations after demonstrating service competency. Assist in gathering data for the client profile after demonstrating service competency.
Intervention	Has overall responsibility for the plan; provides clinical supervision.	Selects, implements, and modifies therapeutic activities based on the plan in collaboration with the OTR.
Documentation	Reviews and signs off on progress notes and re-evaluations.	Documents daily treatments and provides data on goal achievement.
Discharge	Determines when goals are met and prepares the final summary.	Provides input on functional status and readiness for discharge in collaboration with the OTR.

6. Supervision and Competency

Supervision is a collaborative process governed by State Practice Acts.

- **Service Competency:** Before an OTA performs a specific task independently, they must demonstrate to the OTR that they can achieve service competency.
- **Professional Growth:** Supervision levels change as the OTA gains experience, moving from close daily contact to general monthly check-ins.

11/20/25

7. Career Opportunities for the OTA

The OT scope of practice allows OTAs to choose from diverse clinical and community-based career paths:

- **Hospitals & Rehabilitation:** Acute care, inpatient rehab, and outpatient clinics (hand therapy, neuro-rehab).
- **Pediatrics & Education:** Public/private schools, early intervention, and pediatric outpatient clinics.
- **Gerontology:** Skilled nursing facilities (SNFs), assisted living, and memory care.
- **Mental Health:** Community behavioral health, state hospitals, and transitional housing.
- **Home & Community:** Home health care, ergonomics consulting, and aging-in-place modifications.
- **Emerging Niches:** Hippotherapy, aquatic therapy, and low vision rehabilitation.

“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.”

NON-DISCRIMINATION POLICY

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.

Recruitment of Diverse Populations

The Occupational Therapy Assistant Program works in close collaboration with the Casper College Admissions and Recruitment Department to identify and engage prospective students. While the College's recruitment team serves as the primary point of contact for initial outreach, the OTA program ensures the effectiveness and equity of this process through Strategic Consultation and Holistic Admissions Training:

- **Holistic Process Education:** OTA faculty provide specialized training to college recruiters regarding the Holistic Admissions Rubric. This ensures that recruiters can explain to prospective students how the program values "Lived Experience" and "Diversity Profile" markers—such as frontier status, veteran experience, and first-generation status—alongside traditional academic metrics.
- **Identification of Diverse Talent:** By educating the recruitment team on these specific holistic markers, the program ensures that individuals from rural, industrial, or non-traditional backgrounds are identified early and encouraged to apply, knowing their unique life experiences are a formal part of the selection criteria.
- **Targeted Messaging and Collateral:** The program collaborates with marketing and recruitment to develop program-specific materials that highlight the role of OTAs in rural and industrial Wyoming. This ensures that the "first touch" messaging is accurate, inclusive, and invites "Second Act" career changers and those from geographically isolated areas to see themselves in the profession.
- **Admissions Alignment:** This annual training ensures the recruitment team provides accurate information regarding program rigor while emphasizing the multi-tiered support systems available for a diverse student body. This partnership allows the OTA program to leverage the college's broad recruitment reach while maintaining a specialized focus on building a culturally competent student cohort.

Retention and Support for Diverse Populations

The OTA Program is committed to the success of a diverse student body, including non-traditional learners, first-generation students, and individuals from varied socioeconomic and cultural backgrounds. To support retention, the program utilizes a multi-tiered support system:

- Early Intervention: Faculty monitor academic performance and professional behaviors weekly. Students identified as "at-risk" are provided with a Student Success Plan that may include peer mentoring, tailored tutoring, or adjusted lab schedules.
- Inclusive Success Plans: Remediation plans are developed collaboratively between the student and faculty to account for individual learning needs and external barriers (e.g., childcare, transportation, or financial stressors).
- Institutional Resources: Students are encouraged to utilize the college's Office of Student Success and Disability Support Services to ensure equitable access to all program components.
- Fieldwork Flexibility: The Academic Fieldwork Coordinator considers the unique needs of a diverse student population when identifying diverse settings for Level II rotations, ensuring that placements align with the student's professional growth while acknowledging personal constraints when possible.

Accreditation and Program Outcomes

Accreditation Status

The Casper College Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

- Address: 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814
- Phone: (301) 652-2682 (c/o AOTA)
- Website: www.acoteonline.org

The program was initially accredited in 1997. In August 2022, Casper College was granted continued full accreditation, with the next on-site evaluation scheduled for the 2031/2032 academic year.

Program Outcomes & Graduation Rates

To ensure transparency and public accountability, Casper College maintains current data on student success. Per ACOTE requirements, graduation rates are reported by calendar year.

Calendar Year	Number of Graduates	Graduation Rate
2025	6	85.71%
2024	8	100%
2023	7	77.7%
3-Year Total	Total # 21	AVG. 87.5 %

NBCOT Certification

Program results from the National Board for Certification in Occupational Therapy (NBCOT) can be found online at: <https://www.nbcot.org/educators-folder/schoolperformance>

Total Cost of the Program

Casper College provides a transparent breakdown of all costs associated with the OTA program. This includes tuition, lab fees, textbooks, and health requirements.

- **Total Cost of Completion:** The total estimated cost of the program, including tuition, fees, books, and supplies for instate tuition is approximately,
- **Tuition and Fees:** A detailed breakdown of current tuition rates and specific course fees (including those associated with distance education or online components) can be found at the [Casper College Tuition, Fees, Housing and Meal Plan Rates](#). Please refer to the "Program Fees" table on page 14 of this handbook.

- Online Tuition Rates: Current institutional rates are available at caspercollege.edu/financial-aid/tuition-fees.
- Statement of Change: All published fees and tuition rates are subject to change without notice

Graduation Requirements

To be eligible for graduation from the OTA Program and to sit for the NBCOT certification exam, students must:

1. Complete all required 46 credits of COTA and KIN 2050, prefix courses with a grade of "C" or higher.
2. Complete all general education requirements for the Associate of Science degree with a "C" or higher.
3. Maintain a minimum cumulative GPA of 2.5.
4. Successfully complete both Level II Fieldwork rotations within 12 months of finishing academic coursework.
5. Demonstrate consistent professional behaviors as outlined in the Professionalism Policy.

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 program has determined that this curriculum meets the educational requirements for state licensure in Wyoming. 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, [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 license, you will need to:

1. Successfully graduate from Casper College's accredited OTA program.
2. Apply for and pass your OTA, [NBCOT Certification Exam](#).
3. Apply for a license within your state of interest and pay a fee for your license

NOTE:

Graduates of the Casper College OTA program will be eligible to sit for the National Certification Examination for the Occupational Therapy Assistant, Administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be a certificated occupational therapy assistant (COTA). In addition, all states require licensure to practice; However, state licenses are usually based on the results of the NBCOT certification examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. For further information on these limitations, contact NBCOT at:

[National Board of Certification of Occupational Therapy](#)

One Bank Street, Suite 300

Gaithersburg, Maryland 20878

Email: info@nbcot.org

Occupational Therapy Assistant Program Mission Statement

In alignment with Casper College's mission to provide learning opportunities to enrich the lives of our students and community, the Occupational Therapy Assistant program provides 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 participation is central and critical to the promotion of health and wellness for self, populations and communities. Participation in occupations is a determinant of health. 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, emphasizing 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 judgment 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.

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 6 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 ([NBCOT](#)), as of 2025 is 67%. In the last 3 years we have had 21 students take the national exam with a 100% pass rate, with the expectation of the year 2025.

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.

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.

Admissions and Financials

OTA Program Admission Process

The Casper College OTA program requires a formal application. Acceptance is contingent upon meeting designated admission criteria before the program begins. Please refer to the OTA Admission Packet. The Casper College Occupational Therapy Assistant (OTA) program uses a Holistic Admissions Rubric (effective 2027). This model assigns 50% of the total admission weight to "Lived Experience and Diversity Profile" markers. Given the unique demographics of the Mountain West Wyoming, the program identifies diversity through geographic isolation (frontier status), socioeconomic factors (Pell Grant eligibility and first-generation status), and diverse life stages (career changers, veterans, and non-traditional "Second Act" students). By quantifying these diverse traits within the scoring rubric, the program ensures that the student body is representative of the patient populations found in Wyoming and surrounding states—specifically those in frontier, agricultural, and industrial sectors. *Please refer to the Admission Packet for more information.*

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)

11/20/25

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 General Psychology	3	\$103.00	0
MATH 1000	Problem Solving or higher	3	0	0
PEAC	Health and Wellness	1	0	\$30 or more
	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	Refer to class catalog for course fee
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
	Fine Arts	3		Class fees range depending on class
	Total	\$2,093	\$524.00	\$485.00 (unless student already has

11/20/25

				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
COMM 2010	Public Speaking	3		0
	Total	\$859	\$380.00	\$75.00

Total Summer Semester 1: \$ 1,414.00 (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 sought 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	

11/20/25

Humanities	Humanities	3		
	Total	\$2,055	\$467	\$103.00
Total Fall Semester year 2: 2,625.00 (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	3	\$ 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	
	Total	\$1,233		

11/20/25

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

Refund Policy

Students who withdraw from the program or individual courses are subject to the [Casper College Refund Schedule](#). Refunds are based on the date of official withdrawal and are calculated as follows:

- 100% Refund: Drop by 2/2/26
- 75% Refund: Drop by 2/9/26
- 50% Refund: Drop by 2/17/26
- No Refund: after 2/17/26
- *Note: Specific lab fees or COTA logo attire may be non-refundable once ordered/utilized.*

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.

Academic Structure and Curriculum

Structure

The CC OTA program is six consecutive semesters in length with a total of 79 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.

The Casper College OTA program is designed as primarily on-campus learning, yet we recognize that students require flexibility and that the modern healthcare professional must be knowledgeable of technology. To balance these needs, our curriculum utilizes a "Hybrid Model" that blends traditional face-to-face instruction with distance education components. Your experience begins with flexibility. Our prerequisite courses, OETH 2000: Introduction to Occupational Therapy and COTA 2300: Fieldwork Integration I, are offered online, face-to-face, or hybrid formats. This allows you to explore the OTA profession in a way that fits your initial schedule. Once you are formally admitted to the program, the schedule becomes more structured but remains mindful of your time.

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 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.

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

11/20/25

enrolled in foundational classes, introduced to the occupational therapy assistant club, become acquainted with level II occupational therapy assistant students and provided with academic **support** 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, OCTH 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.

Validation of Mastery: Knowledge and comprehension of Level I concepts are validated through a final grade of "C" or higher in all general education and COTA/OCTH requirements, as well as the following specific benchmarks:

- COTA 2020 (Human Occupations): Knowledge of developmental milestones across the lifespan is validated through lab practicals, exams, verbal presentations, and written assignments, all assessed using standardized grading rubrics.
- COTA 2300 (Fieldwork Integration I): Students demonstrate foundational knowledge of the OT/OTA role and various practice settings. Mastery is validated through medical terminology exams, standardized professionalism rubrics, and reflective video observations.
- OCTH 2000 (Introduction to OT): (Added for consistency) Validation of the history, philosophy, and ethics of the profession through written examinations and reflective assignments.

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 student's 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

11/20/25

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. Courses in Level II provide for the **application and analysis** of foundational knowledge gained in Level I. These courses utilize academic and experiential challenges to advance the student's understanding of holistic, occupation-based needs for diverse populations. Following the program's philosophy of psychosocial development, students at this level transition into the stage of **Initiative**. They develop their professional identity through hands-on engagement and feedback, fostering the values of stewardship for the profession and community.

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.

Validation of Mastery: application and analysis is validated by a final grade of "C" or higher in all coursework and specific performance-based benchmarks: :

KIN 2050 (Functional Kinesiology): Validated through standardized lab practicals and exams.

COTA 2420 (Clinical Conditions): Evaluated through evidence-based research papers and diagnostic exams.

COTA 2200 (Therapeutic Approaches I): Validated through formal activity analysis assignments and presentations.

COTA 2310 & 2320 (Fieldwork Integration II & III): Application of skills is measured via documentation assignments and passing scores on the Community Experiences Fieldwork Evaluation Form and the AOTA Level I Fieldwork Competency Evaluation.

COTA 2150 (Group Dynamics): Professional identity and stewardship are quantified via standardized rubrics during the Grief Camp experience, and self reflection assignments.

COTA 2350 & 2100 (Clinical Theory / Psychosocial Aspects): Mastery is demonstrated through lab practicals, the development of client profiles, and the administration of standardized assessments during simulated clinical encounters.

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.

Validation of Mastery: Mastery of Level III concepts is validated by a final grade of "C" or higher and specific performance-based benchmarks:

- COTA 2210 & 2220 (Therapeutic Approaches II & III): Synthesis is validated through mock OT treatment sessions across the lifespan (Pediatric, Mental Health, Physical Disabilities, and Geriatrics). Students must justify intervention choices through verbal presentations and lab practicals.
- COTA 2160 (Leadership Skills): Concepts are validated through a community protocol write-up and the implementation of OT-based groups, including a peer review evaluation to assess leadership and professional behaviors.
- COTA 2330 (Fieldwork Integration IV): Critical thinking is assessed via electronic documentation assignments and successful completion of the AOTA Level I Fieldwork Evaluation.
- COTA 2400 (Clinical Theory and Practice II): Evaluation skills are demonstrated through the administration of standardized assessments, reporting data, and complex clinical simulations.
- COTA 2450 (Health Care Systems): Synthesis is validated through a cumulative written assignment requiring critical problem-solving of healthcare delivery models and a graded peer-teaching presentation.

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

Validation of Mastery:

COTA 2500 & 2550 (Fieldwork A & B): Successful completion of two 8-week rotations. Mastery is quantitatively validated via the AOTA Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Assistant Student. Students must achieve a passing score that reflects entry-level clinical safety and competence.

Professional Identity: Validation is achieved through the successful integration of clinical reasoning, ethical practice, and stewardship as documented in the final FWPE evaluations and verified by clinical educators and program faculty.

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 (Social Science)	3
PEAC	Health and Wellness (HW)	1
MATH 1000	1000 Level or above Math Course (Quantitative Reasoning)	3
	Total Credits	18

Year 1: Spring

ZOO 2025/2025L	Human Physiology and Lab (Reasoning Science)	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
	Intro to Religion (Humanities), any pre-approved CC humanity class	3
	TOTAL CREDITS	16

Year 1: Summer

COMM 2010	Public Speaking (Oral Communications)	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
	Fine Arts (ART, DANC, ENGL, MUSC, THEA)	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	US and Wyoming Government or CNST POLS 1000, HIST 1211, HIST 1221, HIST 1251	3

11/20/25

General Education As identified in catalog	General Education (SOC 1000 , ENGL 1020 or as indicated in general Education section in catalog)	3
TOTAL CREDITS		17
Year 2: Summer		
COTA 2500	Fieldwork A	3
COTA 2550	Fieldwork B	3
TOTAL CREDITS		6
TOTAL PROGRAM CREDITS		79

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):

The 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.

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 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.

Program Delivery Progression and Distance Education

The Casper College OTA program is designed as primarily on-campus learning, yet we recognize that students require flexibility and that the modern healthcare professional must be knowledgeable of technology. To balance these needs, our curriculum utilizes a "Hybrid Model" that blends traditional face-to-face instruction with distance education components. Your experience begins with flexibility. Our prerequisite courses, OCTH 2000: Introduction to Occupational Therapy and COTA 2300: Fieldwork Integration I, are offered online, face-to-face, or hybrid formats. This allows you to explore the OTA profession in a way that fits your initial schedule. Once you are formally admitted to the program, the schedule becomes more structured but remains mindful of your time.

Program Delivery Models

The CC OTA program utilizes a variety of delivery models to balance rigorous clinical training with student flexibility. These models are defined as:

- **Face-to-Face:** 100% of instruction occurs in-person on campus.
- **Hybrid:** A blend of in-person instruction and online components via Moodle.
- **Distance Education:** 100% of instruction and assessment occurs online.

Semester Breakdown

Students are typically required to be on campus **three days per week** during the didactic portion of the program. **Thursday "On-Call" Requirement:** While the core on-campus schedule is Monday through Wednesday, **Thursdays are reserved for mandatory program activities.** Students must remain available on Thursdays to attend:

- Lab Practicals and Competency Check-offs.
- Midterm and Final Examinations.
- Level I Fieldwork Observations and Site Visits.
- Program-specific guest lectures or workshops.

*Note: Dates for Thursday on-campus requirements will be published in the course syllabus at the beginning of each semester to allow for student planning*The delivery breakdown per semester is as follows:

Semester	Delivery Breakdown
Prerequisites	Courses offered Online, Face-to-Face, or Hybrid formats, Thursday "On-Call" Requirement
Spring (Year 1)	2 Hybrid courses; 2 Face-to-Face courses, Thursday "On-Call" Requirement
Summer (Year 1)	1 Hybrid course; 1 Distance Education course,

	*Additional Days will be determined in collaboration with the hybrid COTA 2150 class for Grief Camp experiences. Dates will be provided to students by Spring Break of the Spring year 1 semester, to plan accordingly.
Fall (Year 2)	2 Hybrid course; 3 Face-to-Face courses, Thursday "On-Call" Requirement
Spring (Year 2)	1 Distance Education course; 3 Face-to-Face courses, Thursday "On-Call" Requirement or other days as needed for Level I Fieldwork.
Final Term	Level II Fieldwork: In-person clinical rotations with Distance Education for the academic components via Moodle.

Fieldwork & Connectivity

During clinical rotations (COTA 2500 and 2550), Moodle serves as your virtual classroom. This ensures a continuous link between the student and the Academic Fieldwork Coordinator for mentorship and support while the student is completing in-person requirements at their assigned facility.

Academic Calendar & Delivery Expectations

The OTA program follows the **Casper College Academic Calendar** for all start dates, end dates, and holiday breaks.

- **Didactic Courses:** For courses labeled as Hybrid or Distance Education (N), the "first day of class" is the official date listed on the college calendar. Students are expected to log in to Moodle on Day 1 to review the syllabus and introductory materials, regardless of when their first in-person lab is scheduled.
- **On-Campus Days:** While the college operates five days a week, the OTA program streamlines on-campus requirements to **three days a week** typically Monday- Wednesday. The remaining two days are dedicated to asynchronous hybrid/distance learning.

The OTA program utilizes a streamlined schedule to balance on-campus requirements with hybrid learning.

11/20/25

Standard Weekly Schedule:

- **On-Campus (Didactic/Lab):** Monday, Tuesday, and Wednesday.
- **Hybrid/Distance Learning:** Thursday and Friday (Asynchronous/Independent study).

Thursday "On-Call" Requirement: While the core on-campus schedule is Monday through Wednesday, **Thursdays are reserved for mandatory program activities.** Students must remain available on Thursdays to attend:

- Lab Practicals and Competency Check-offs.
- Midterm and Final Examinations.
- Level I Fieldwork Observations and Site Visits.
- Program-specific guest lectures or workshops.

Note: Dates for Thursday on-campus requirements will be published in the course syllabus at the beginning of each semester to allow for student planning.

2. Fieldwork Schedule Distinction

Fieldwork schedules (COTA 2500 and 2550) often differ from the standard campus holiday schedule.

- **Schedule Variance:** During Level II Fieldwork, students follow the schedule of the clinical site, not the college calendar. This may include working on days when the college is closed for "Spring Break" or professional development days.
- **Clinical Hours:** Students are notified of their specific start/end dates and daily hours by the Academic Fieldwork Coordinator (AFWC) prior to the rotation.

Digital Equity

At Casper College, we believe that your geographic location or financial situation should never be a barrier to your success. We are committed to Digital Equity, which means we provide the same level of academic support, wellness coaching, and faculty mentorship to you whether you are sitting in a campus lab or logging in from home.

We also believe in financial transparency. Casper College provides your initial student identification card at no cost. If you are ever asked to pay a fee for identity validation or proctored testing, please contact the Program Director (307)268-2867 or Academic Fieldwork Coordinator (307) 268-2054 immediately. We will work to resolve the issue, often by utilizing the Respondus Lockdown Browser with a camera or coordinating directly with testing centers to waive those costs.

Student Records, Security, and Integrity

Because we take the value of your future degree seriously, Casper College and the OTA program employ rigorous measures to protect your records and the integrity of your work.

1. Maintenance of Records

In alignment with ACOTE requirements and institutional policy, the OTA program ensures that all essential student records are maintained in a secure setting. This includes:

- **Comprehensive Records:** Admission, enrollment, academic achievement, and transcripts.
- **Fieldwork Documentation:** Performance evaluations and placement records.
- **Regulatory Compliance:** All records are stored and managed in a secure setting consistent with FERPA regulations and Casper College institutional policies.

2. Secure Access and Identity Management

To ensure that only you can access your personal information and course materials, we utilize a multi-layered Identity and Access Management (IAM) system.

- **Multi-Factor Authentication:** Access to Moodle and campus workstations requires your institutional credentials and Duo Security.
- **Digital Support:** Whether navigating Moodle or practicing in our labs, the OTA faculty and technical support teams are here to ensure your digital experience is seamless and secure.

3. Verified Testing and Academic Honesty

To maintain the highest standards of academic integrity, exams are conducted via the Casper College Testing Center or the Respondus Lockdown Browser. Both methods require official identification, ensuring that the person earning the credit is truly the person behind the screen.

Digital Learning Requirements

Technical Requirements (Hardware & Software):

- **Hardware:** Students must have a personal laptop with a webcam and microphone for synchronous sessions and proctored activities.
- **Software:** A current web browser (Chrome or Firefox recommended) and software capable of opening/editing PDF and Microsoft Office documents. [Casper College DLC website](#).
- **Internet:** Reliable high-speed internet is required. It is recommended to use Mozilla Firefox or Google Chrome for optimal Moodle performance.

Student Digital Responsibility

11/20/25

- **Daily Preparation:** Reviewing syllabus and Moodle content prior to class arrival. Students must have consistent digital access to complete mandatory online assessments and course components.

Accessibility & Support Tools

Equitable access to digital materials: Casper College OTA Program utilizes YuJa Panorama, Zoom, and Google Chat to ensure

Technology and Digital Learning Support (DLC): Provides 24/7 technical support, troubleshooting for Moodle, and synchronous training sessions. (307) 268-3882 or dlc@caspercollege.edu.

- **Accessibility:** Support is multimodal (phone, in-person, and online), ensuring distance learners have the same support parity as on-campus students.

Disability Support: For formal accommodations or accessibility needs, [contact Disability Support Services](#).

On-Campus Computer Access: Students without home internet or computer access may utilize the following ADA-compliant labs:

- Casper College Library
- Health Science Building, Room 211

Location and Accessibility of Learning Environments

- **On-Campus Instruction:** All face-to-face labs and classroom activities are held at the Energy Institute building.
- **Clinical Locations:** Level I and Level II Fieldwork rotations occur at affiliated clinical sites. Students are responsible for transportation to these varied locations.
- **Accessibility:** All on-campus learning environments are ADA-compliant. The program is committed to providing equal access to all students. Students seeking accommodations for the classroom, lab, or fieldwork environments should contact [Jennifer McLeod](#), the Office of Disability Support Services to begin the interactive accommodation process.

Academic Policies and Standards

GRADING POLICY

Grading criteria for OTA courses is as follows:

11/20/25

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).

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.

11/20/25

- 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 midterm of the first spring 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 canceled.
- 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. ***Level II Fieldwork COTA 2550 (last Level II fieldwork) is required to be completed by the following May or within 12 months after completion of the academic COTA courses.***
- 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. 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.

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 11/20/25

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 peer's 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.

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.

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.
- AI Policy: The use of generative artificial intelligence (GAI) tools is disallowed in courses at Casper College unless stated otherwise. Instructors for your courses may permit or even encourage using GAI, such as ChatGPT, for certain assignments. Any use of GAI must be appropriately acknowledged and cited. It is each student's responsibility to assess the validity and applicability of any submitted GAI output, and students bear the final responsibility. Violations of the instructor's policy will be considered academic misconduct, resulting in severe penalties. Different classes at Casper College could implement different AI policies, and it is the student's responsibility to conform to expectations for each course. For more information regarding the use of AI, see the student handbook.

Professionalism and Conduct

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 the OTA Program and fieldwork at any level. Non-compliance is meant for dismissal from the program.

- ❖ Compliance with CC OTA and AOTA Code of Ethics, professionalism, integrity, honesty in coursework, interactions, fieldwork, and any other OTA program or OTA club activities.
- ❖ 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 student's 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.

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.

Academic Success and Wellness Integration

The program proactively monitors student well-being through the Student Success Plan framework:

- **Early Intervention:** Faculty and advisors utilize "Success Plans" to identify students who may be struggling academically or personally.
- **Referral:** As part of a Success Plan, students are directed to the Student Success Center or the Wellness Center for specialized coaching, tutoring, or wellness support.
- **Equitable Delivery:** Success Plan meetings are conducted via in person, by phone or by Zoom for students on distance tracks or fieldwork to ensure they receive the same level of mentorship as on-campus students.

Disciplinary Actions for Occupational Therapy Assistant Students

The OTA program is committed to developing practitioners who embody the highest standards of the profession. When a student's professional behavior or academic conduct falls below these standards, the program utilizes a supportive accountability process designed to realign the student with professional expectations.

- **Level 1: Collaborative Reflection & Success Planning** Upon the first instance of non-compliance with program policies or professional behaviors, the student will meet with faculty to identify the root cause of the challenge. Together, they will complete a Student Success Plan to establish clear goals and identify any necessary wellness or academic resources. (Three yellow, or two pink sheets)
- **Level 2: Structured Probation & Mentorship** If the behavior persists or a second offense occurs, the student will be placed on Professional and/or Academic Probation. This stage involves an intensified Student Success Plan, featuring closer mentorship and more frequent check-ins to ensure the student has the structure needed to succeed. (an additional three yellow, or two pink sheets)
- **Level 3: Program Dismissal** The OTA program is responsible for ensuring that all graduates are safe, ethical, and professional. If the previous levels of intervention do not result in the

required professional growth, the student will be dismissed from the program to protect the integrity of the profession and future patient safety.

Program and Class Policies

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.

Safety, Equipment, and Emergency Procedures

1. Scope of Safety

The Casper College OTA Program is committed to ensuring the health and safety of students, faculty, and volunteer clients. All educational activities conducted in laboratories, classrooms, and community settings must adhere to the protocols established in the **OTA Program Safety Manual**.

2. Appropriate Use of Equipment and Supplies

- **Supervision:** Students may only use program equipment (e.g., thermal modalities, splinting pans, transfer belts, or exercise equipment) under the direct supervision of a faculty member or with prior laboratory clearance.
- **Maintenance:** Any equipment found to be frayed, broken, or malfunctioning must be immediately labeled "OUT OF ORDER" and reported to the Program Director.
- **Proper Mechanics:** Students must demonstrate proper body mechanics and safety guarding during all lab activities involving physical handling or transfers to prevent injury to themselves or peers.

3. Infection Control & Universal Precautions

To maintain a safe learning environment and prepare for clinical practice, all students must:

- Follow **Standard Precautions** as defined by the CDC, including proper hand hygiene before and after any "hands-on" lab activity.
- Sanitize all mats, tables, and reusable equipment (e.g., ADL tools, goniometers) after each use using hospital-grade disinfectant provided in the lab.

- Adhere to the **Latex Allergy Policy** by using only non-latex materials when an allergy is documented.

4. Health and Safety Training

- **Orientation:** All students are required to complete a safety orientation at the beginning of the program. Documentation of this training is maintained in the student's file.
- **Safety Manual:** A physical copy of the OTA Safety Manual is permanently posted in all OTA classrooms EI 125, EI 124, EI 114. It is the student's responsibility to review these procedures regularly.

5. Emergency & Evacuation Procedures

In the event of an emergency, students must follow the Casper College Campus Safety guidelines:

- **Evacuation:** Evacuation routes are posted near the OTA classroom by the water fountain. In the event of a fire or gas leak, students must exit the building immediately and gather at the designated assembly point: Tate Museum.
- **Bomb Threat:** Stay in the classroom and await further instruction. Only evacuate if there is an imminent threat.
- **Toxic Chemicals:** Leave the classroom, and close the door. Evacuate to the Tate Museum. If its "white powder" close the door, we will be quarantined.
- **Shooter:** RUN- HIDE-FIGHT, evacuate, lock and barricade the doors. If we need to shelter in place, use the storage room between EI 124 and EI 125, or the janitorial closet.
- **Medical Emergencies:** In the event of an injury or medical crisis during class, faculty must be notified immediately to initiate the campus emergency response (Campus Security: 307-268-2688 or 911).
- **Incident Reporting:** All accidents or "near-misses" involving students, faculty, or clients during educational activities must be documented on the Casper College Occupational Therapy Assistant Program Occurrence Report Form within 24 hours and directly handed to the OTA Program Director or Academic Fieldwork Coordinator. The form is located in the OTAPHub Moodle Shell.

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.

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". The program will provide non-latex gloves for use.

Travel- Inclement Weather Policy

11/20/25

All students traveling to clinical sites outside of the city of Casper are encouraged to monitor traveling conditions via the national weather service and WYDOT roads and travel. It is advised that the student take a proactive approach when traveling. This may require you to leave earlier or stay longer at clinical sites to avoid traveling in 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.

Clinical and Fieldwork Experience

Please refer to the Fieldwork Educator and Student Fieldwork Manual for additional information

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. Community Experience is intended to provide students with experience and exposure to a variety of helping professions within the community. This experience helps validate the students' decision to pursue a career in occupational therapy. Community Experience will include fieldwork observations and assignments in different practice settings to include mental health, developmental disabilities, adult physical disabilities, geriatrics, and pediatrics. Students will complete community experience observations and assignments through video observations, participation in Wyoming Assistive Technology Resources (WATR) Lab and ECHO presentations, attending guest speakers (when applicable), observations at the Casper College Early Childhood Learning Center (ECLC) and Developmental Disability (DD) sites, attending and participating in mental health presentations and wellness activities, 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 full time one-week experiences, consisting of 35-40+ hours per week, have been

organized for Level I fieldwork. Fulltime Level I fieldwork may consist of five- 8 hour/days, four- 10 hour/days, and/or potential weekends based upon the Fieldwork Educators' work schedule. These Level I fieldwork placements will be in mental health, pediatrics, adult physical disabilities and geriatrics, in addition to 16-hour placements at a developmental disability setting and an emerging site and/ or non-traditional setting, which may include developmental disabilities, mental health, geriatrics, or pediatrics.

P

2. Level II fieldwork, 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 may include traditional settings for pediatrics, mental health, physical disability, geriatrics, adult developmental disabilities, non-traditional settings and/ or emerging sites. Level II 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. ***Level II Fieldwork COTA 2550 (last Level II fieldwork) is required to be completed by the following May or within 12 months after completion of the academic COTA courses.***

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 Support and Wellbeing

The health and wellbeing of our students is important to us. The Casper College OTA program
11/20/25

ensures that all students, regardless of educational delivery model (in-person, hybrid, or distance), are informed of and have equitable access to support services. Information regarding these services is provided during the initial program orientation, included in the Student Handbook, and the Fieldwork Educator Manual, Casper College OTA Program Webpage and posted within program classrooms. Casper College students have resources to support their overall health and wellbeing through the Casper College Wellness Center. The Wellness Center, located in the Student Union/UW at Casper building, Room 202, phone: (307) 268-2267 provides Counseling Services and Health Services. The Counseling Services consist of counselors who offer individual, couple, and group counseling, as well as consultations and crisis intervention. The Health Services offers an on-site registered nurse, as well as weekly appointments available with a general physician's clinic, staffed by the University of Wyoming Family Medicine Residency [Program](#). The Health Services offered include physical exams, administration of immunizations, strep throat testing, blood pressure monitoring, urinalysis, emergency first aid, and coordination of medical care with community resources.

For students completing distance education or remote requirements, these services may be accessed via phone consultation phone: (307) (268-2267) to ensure equitable support.

During fieldwork experiences, if a student and/or fieldwork educator has concerns about the student's health or well-being, they are encouraged to contact the academic fieldwork educator at (307) 268-2054. The AFWC will assist the student in identifying local or tele-health resources to ensure continuity of care.

Accommodation Procedures

The OTA program at Casper College ensures that every student—whether learning in a Casper classroom or at a distant fieldwork site—has a clear, equitable pathway to support services. This process begins at program entry and continues through fieldwork completion. While Casper College DSS determines eligibility, the OTA Program is responsible for the implementation of these accommodations.

Phase 1: Orientation Meeting

During the initial mandatory program orientation, all students are introduced to the Casper College Wellness Center and Disability Support Services (DSS). Students receive a comprehensive resource flyer containing direct contact numbers and the physical location of the Student Success Center in the Walter H. Nolte Gateway Center. To ensure equitable access for distance or hybrid students, this orientation information and the resource flyer are also permanently housed on the program's digital Learning Management System (LMS) Moodle OTAP Hub, on the the OTA Program Webpage, in the Student Handbook, and the Fieldwork Educator Manual.

Phase 2: Self-Identification and Academic Accommodations

When a student requires academic or physical accommodations, the program directs them to the DSS office (Gateway Center, Rm. 342). Following an individualized review of the student's medical or psychological documentation, a Services Agreement is created. The student then provides this

11/20/25

signed agreement to their faculty members. The program documents these accommodations and implements them in the classroom and lab—providing everything from assistive technology (such as smart pens or screen readers) to alternate testing environments—ensuring the student has the tools necessary to meet the didactic rigors of the curriculum.

Phase 3: The Success Plan and Wellness Intervention

If a student faces academic or personal challenges, the program initiates a Student Success Plan. This is a collaborative, documented procedure where faculty and the student identify barriers to success. As part of this plan, students are formally referred to the Wellness Center for counseling or health services. For students not physically on campus, the program facilitates these connections via phone or virtual consultation, ensuring that "distance" never becomes a barrier to well-being. Please refer to the student wellbeing section for more information.

Phase 4: Fieldwork Transition and Equitable Access

As students transition to fieldwork experiences, the program ensures that support services "travel" with them. If a student has an existing Services Agreement, the Academic Fieldwork Coordinator (AFWC) engages in an interactive process with the student to determine how those accommodations will be reasonably implemented in a clinical setting. Furthermore, if a student's well-being is compromised while off-site, the AFWC acts as the primary point of contact (307-268-2054) to help the student and fieldwork educator navigate local health resources or tele-health options, ensuring that the student is supported regardless of their geographic location.

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

11/20/25

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.

Health and Safety Requirements for Program Participation

To ensure the safety of students, faculty, and the public, all students enrolled in the Occupational Therapy Assistant (OTA) program must maintain current health and safety documentation.

- **Immunizations:** Students are required to provide current proof of immunization or immunity (titers) for Measles, Mumps, Rubella (MMR), Varicella, Tetanus/Diphtheria/Pertussis (Tdap), and Hepatitis B. An annual Tuberculosis (TB) screen and seasonal Influenza vaccination are also mandatory.
- **CPR Certification:** Students must hold a current Basic Life Support (BLS) for Healthcare Providers certification (American Heart Association or equivalent) throughout the duration of the program.
- **Health Insurance:** Continuous health insurance coverage is required for all students starting in the second semester through the completion of all Level II fieldwork rotations.
- **Physical & Safety Standards:** Students must be able to meet the essential functions and technical standards of the profession, with or without reasonable accommodations.

Failure to maintain updated documentation at any point will result in the student being barred from participating in clinical activities or fieldwork, which may delay or prevent program progression and graduation.

Program Transition and Post-Graduation

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 23, re-enter Spring 24. 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.
 - If the student withdraws before the completion of the first semester, he/she will reapply and be considered as a new applicant.
 - 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.

Student Grievance and Complaint Procedures

The Casper College OTA Program is committed to a policy of fair treatment for its students in their relationships with administration, faculty, and staff. The procedures below are for formal complaints against the program that are **NOT** related to grades or disciplinary appeals (for those, see the *Appeals Process*).

The Due Process Procedure

1. **Informal Resolution:** Students should first attempt to resolve the issue informally with the parties involved. Open communication is encouraged as the first step in professional conflict resolution.

2. **Formal Written Grievance:** If the issue remains unresolved, the student may submit a formal written grievance to the OTA Program Director. The grievance must include a detailed description of the issue and a proposed resolution.
3. **Timeline and Program Review:** The Program Director will review the grievance and provide a written response within five (5) business days. If the grievance specifically involves the Program Director, the student should submit the complaint directly to the Dean of Health Sciences.
4. **Institutional Recourse (Appeals):** If the student is not satisfied with the program-level resolution, they have the right to appeal to the institution. Students may refer to the Casper College Student Grievance Policy located in the general [Casper College Student Handbook](#). This policy outlines the final steps for appealing to the Dean and, subsequently, the Vice President of Academic Affairs to ensure full due process.

Protection of Student Rights

- **Non-Retaliation:** The program maintains a strict policy of non-retaliation. No student will be subject to any form of adverse action, harassment, or retaliation for filing a complaint or grievance in good faith.
- **Records Maintenance:** To meet accreditation standards, a record of formal grievances and their resolutions is maintained securely within the program files.
- **Discrimination/Harassment:** Complaints of this nature should be directed immediately to the Casper College Title IX Coordinator or Human Resources Office.

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

11/20/25

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 profession 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 listserv 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. (cassady.hoff@caspercollege.edu)

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

For more information concerning the Casper College OTA program, please contact:

Cassady Hoff, MSOT, OTR/L – Program Director
Occupational Therapy Assistant Program
Casper College
125 College Drive
Casper, Wyoming 82601
307-268-2054 or 1-800-442-2963 ext. 2054
Email: cassady.hoff@caspercollege.edu