

Marc Duyck, MEd. PTA, CSCS
Strategies For Success for the National
Physical Therapy Examination
Fall 2023

Fall 2023 Sabbatical
Marc Duyck MEd. PTA, CSCS
Health Professions, Health and Physical Education/Physical Therapist Assistant

Title *Strategies For Success for the National Physical Therapy Examination*

Introduction

I would like to thank the Lane Sabbatical Committee for awarding me this opportunity to delve deeper into a topic that is of great interest to me *Strategies for Success for the National Physical Therapy Exam*. I began my research with the question: how can Lane Community Colleges PTA Program better prepare PTA students and PTA graduates for the high-stakes exam? First, Lane's PTA program does not have a problem in this domain. The program was successfully re-accredited in 2016. CAPTE has an 85% ultimate NPTE 2-year pass rate standard and Lane exceeds this standard. Our program is solid under the visionary leadership of Dr. Christina Howard PT, MS, EdD who was and has been in the trenches making sure our program dotted every "I" and "T" to sail through initial CAPTE accreditation in 2011. Beth Thorpe PTA, MS has been with the program since 2008. Ms Thorpe has supported PTA students most recently as Coordinator of Clinical Education. In Thorpe's role, she has collaborated with me to ensure candidates are properly registered for the NPTE. I joined the PTA faculty in 2010 and have had the privilege of guiding PTA students and National Physical Therapy Exam (NPTE) candidates to a successful exam experience. I have helped 9 students in the past 13 years who did not succeed on their first NPTE attempt. It truly is heartbreaking for me to learn that even one of our graduates has not passed the NPTE. One of my goals is to continue to support candidates in passing the NPTE. I have learned strategies for fostering success on the NPTE. These include the following

1. Physical therapy educators have an impact on creating a sustainable future for all, in this case, helping candidates having difficulty passing the NPTE.
2. Positive reinforcement advising makes a difference!
3. Students need to know they matter and that mentors are personally interested in them as individuals.
4. Candidates with accommodations due to documented disabilities were successful with accommodations.
5. ESL learners are at a possible disadvantage when taking high-stakes exams due to not understanding keywords in stems and options.
6. Candidates who struggle with passing the exam are often first-generation college students.
 - a. At risk due to possible stereotype threat
 - b. Study strategies may need development
 - c. Imposter syndrome may be a barrier to success for some
 - d. A lack of self-confidence appears to correlate with poor exam performance.
7. Students liked the Scorebuilders Basecamp product and PTA 365.
8. Finally: mentoring works!

I had a wonderful opportunity to present my findings at what fostered success at the American Physical Therapy Association (APTA) Educators Leadership Conference (ELC) in Atlanta, GA in the fall of 2021. My poster presentation entitled *Mentoring Strategies: From Struggle to Success on the NPTE* was shared as a poster presentation to the wider community of physical therapist (PT) and physical therapist assistant (PTA) educators and other key stakeholders.

Goals

I submitted the following goals for my sabbatical:

- To engage with multiple physical therapists, and physical therapist assistant programs in each region of the United States to gather data on strategies programs have in place to assist candidates at risk of not passing the National Physical Therapy Exam (NPTE) to pass the National Physical Therapy Exam and report on this data.
- To have serious discussions with key PT/PTA community stakeholders about strategies to support at-risk NPTE candidates. From my initial research specific to Lane's PTA program NPTE candidates that I started in 2021, include non-native speakers, candidates with documented disabilities, and candidates from populations who have been historically underserved and underrepresented in physical therapy. This aligns with the program goal of increasing diversity, equity, and inclusion in our profession.
- A goal is to increase first-time NPTE pass rates and ultimate pass rates at the Lane PTA program for at-risk candidates including those from historically marginalized populations including those with disabilities, candidates who are non-native speakers, and first-generation college students.
- I would like Lane's PTA program to be a model for LCC, LCC Health and Physical Education Division, and the broader physical therapy community of having a 100% 1st-time pass rate on the NPTE.

Objectives

Research Objectives:

- Identify the barriers and challenges of candidates who fail to pass the licensure exam the first time.
- Define the concepts and benefits of strategies used by various institutions in helping candidates and unsuccessful candidates pass the NPTE.
- Share strategies from my research on how faculty can implement positive mentoring, and mattering relationships to assist candidates who fail to pass the licensure exam.
- Provide program directors and coordinators some tools to use when working directly with at-risk candidates for the NPTE, and NPTE licensure exam.
- Learn from program directors and coordinators some tools they have used when working directly with at-risk candidates preparing for the NPTE licensure!
- Discuss how working with unsuccessful candidates enhanced my professional

development and how I could balance this work with my existing workload as a full-time instructor and clinician.

- Identify how my work as a full-time instructor counseling NPTE candidates aligns with the missions of the various institutions I investigated while on sabbatical.

I began this sabbatical project to learn more about what other physical therapist assistant (PTA) and physical therapy (DPT) programs were doing to foster success on the NPTE. I wanted to learn what challenges programs were having or challenges programs have overcome in meeting the Commission of Accreditation of Physical Therapy (CAPTE) thresholds to remain a strong program and ultimately remain accredited. I also wanted to extrapolate current evidence-based practices (EBP) on what has been successful and what has been barriers to candidates passing the NPTE. My original proposal was to visit at least 4 campuses in different regions of the country, and specifically exclude any PT and PTA program in Oregon in my research to limit inherent personal bias since I am familiar with and friends with some of the faculty members in 2 of Oregon's fully accredited PT programs. I used to teach at the other Oregon PTA program for 5 years. My goal was to meet with PT and PTA program directors, coordinators, faculty, tutors, and graduates who had passed the exam including those who had more than one attempt. I quickly learned that due to limited resources, specifically funding and time, I needed to scale my sabbatical project back. Ironically, the 100% lack of response from physical therapist programs assisted me in this endeavor. I had a 60% response rate from the 5 physical therapist assistant programs I reached out to, which was helpful.

Purpose

To present to the Lane Community College health-professions division, Lane faculty, other Lane Community College PTA stakeholders, and physical therapy communities findings that share strategies to support at-risk candidates in preparing for the National Physical Therapy Exam (NPTE). The purpose of this research is to investigate the barriers for graduates who do not pass the national exam.

This sabbatical project built on some early work I have done specific to the strategies I have implemented to support students who have not successfully passed the NPTE. I can say with pride that each of the nine candidates, some of whom had been unsuccessful three times, that I mentored have ultimately passed the NPTE. All are now licensed and practicing physical therapist assistants. I presented my findings at a national Physical Therapy Educators and Leadership Conference in Atlanta, GA in 2021. My goal was to take my findings during my sabbatical and investigate whether any strategies exist in our physical therapy academic programs to identify at-risk candidates early before they take their NPTE. If my research supports the idea that strategies exist, I want to share the findings with Lane Community College and the wider physical therapy community. I planned to meet in Alexandria, Virginia with key stakeholders at the Federation of State Boards of Physical Therapy in person and virtually to discuss current NPTE pass rates and current trends specific to NPTE pass rates. I sought to learn more about what FSBPT is doing to address challenges experienced by marginalized populations addressed in my goals, who do not pass the NPTE or who are at risk of not passing

the NPTE. I was and remain interested in learning if there are discussions about addressing current onerous documentation requirements for candidates seeking accommodations specific to documented disabilities that have been experienced by LCC NPTE candidates. I planned to discuss at length challenges, supported by research, experienced by non-native speakers taking the NPTE. I planned to research if there are institutional barriers at the FSBPT, and the proctoring centers for candidates taking the NPTE. I wanted to explore what academic institutions in different regions of the country are doing to support candidates taking the NPTE, and what barriers, if any, academic institutions from different regions of the country experienced in increasing NPTE pass rates at their institutions. I wanted to discuss with academic institutions what strategies, if any, they have to support at-risk students in preparing for and ultimately passing the NPTE.

Methods, Process

The methods and process for my work began with intensive research and qualitative data from the 8 Lane PTA NPTE candidates who ultimately successfully passed the exam. I explored interventions presented at a webinar on strategies to improve NPTE pass rates despite COVID. I used quantitative data from ranked items with the 3 participating PTA programs, similar to the ones I used for the successful Lane NPTE candidates. Further methods during late summer and fall included quantitative and qualitative data from 3 specific institutions and key stakeholders from these institutions on what fosters success for their NPTE candidates and what challenges their programs faced in 2023. I also had small group and 1:1 interviews with graduates, successful NPTE candidates, and a candidate who needed more than one attempt. After the below brief overall reflection, I provided individual schools with my report and a summary of my findings. In the summary, I include open-ended questions and suggestions on how my data may inform divergent perspectives and how this may help future NPTE candidates from LCC and in some cases, reinforce current strategies used by the Lane PTA program to foster NPTE success.

Interventions

Summer, 2023: Academy of Education: Strategies for Improving Licensure Pass Rates: Success Despite COVID.

American Physical Therapy Association

Presents this certificate of completion to

Marc Duyck

For successful completion of the Online course

Strategies for Improving Licensure Pass Rates: Success Despite COVID

And hereby awards 0.10 continuing education units (1.00 contact hours/CCUs)

on July 27, 2023 Online

California: CPTA2020-21

Pennsylvania State Board of Physical Therapy has recognized APTA as an approved provider of continuing education for this course

PA evaluative procedures to treat a person without a referral:

The American Physical Therapy Association is recognized by the New York State Education Department's State Board for Physical Therapy as an approved provider of physical therapist and physical therapist assistant continuing education.

This course has been approved by the Nevada State Board of Physical Therapy Examiners for 0.00 units of continuing education.

This activity is provided by the Texas Board of Physical Therapy Examiners Accredited Provider# 2209019TX and meets continuing competence requirements for physical therapist and physical therapist assistant licensure renewal in Texas.

The Ohio Physical Therapy Continuing Education Committee has approved this course for continuing education. Approval Code: Not Approved

Participant License # _____



Roger Herr, PT, MPA
President



The above webinar, sponsored by the APTA Academy of Education, focused on strategies used by 4 different PTA programs to improve NPTE pass rates during the pandemic and through the 2022 academic year when restrictions in education settings were being lifted, in particular students were resuming pre pandemic methods or modalities of pedagogy. Concurrently, clinical settings were also resuming accepting students. In one case, even during the pandemic, one program dramatically improved NPTE pass rates.

I did listen to the webinar in Spring 2023, thus this was the second time I learned from this panel of 4. The webinar is summarized on the American Council of Academic Physical Therapy (ACAPT) website (2022). PTA educators from 4 different programs shared curricular changes they've made to maintain/improve their licensure passing rates despite the COVID-19 pandemic. I thought revisiting this webinar would be useful for me to explore what successful programs are doing to improve pass rates. Some key takeaways from the webinar and follow-up conversations with 3 presenters are as follows.

PRESENTERS



- Holly Clynch, PT, DPT, MA
 - Director, PTA Programs, St. Catherine University
 - 651-690-7823, hmclynch@stkate.edu
- Drew Wilcox, PTA, MHA
 - Director, Physical Therapist Assistant Program Utah Tech University (Formerly Dixie State University)
 - 435-879-4861, drew.wilcox@utahtech.edu
- Niki Wallen, PTA, MOL
 - Director, Physical Therapist Assistant Program Ozarks Technical Community College
 - Phone: 417-447-7873 / Email: [wallenn@otc.edu](mailto:wallengn@otc.edu)
- Deanne Yates, PTA, PhD
 - PTA Program Coordinator Kansas City Kansas Community College
 - 913-288-7865 / dyates@kckcc.edu

- All of the 4 programs used the academic PEAT to help candidates succeed. Program students need to meet a 600+ or better score on the first, second, or both NPTE exams as the 600+ indicates, according to PEAT, an NPTE candidate is on track to likely pass the NPTE.
 - $\frac{3}{4}$ programs require a 600+ PEAT score to pass a required correlating PTA course that incorporates NPTE preparation as a course learning outcome.
- $\frac{2}{4}$ programs require student passing scores on 2 Scorebuilders NPTE Preparation Exams before students can take the NPTE exam.
- $\frac{4}{4}$ programs have increased their use of multiple choice questions to more closely mirror the structure of questions on the NPTE beginning the first term and moving towards all multiple choice questions as students progress through the curriculum in the respective programs.
- All program directors have been or are involved in the following organizations which have been helpful in their own institution's strategies to improve NPTE pass rates.
 - All have been engaged in some manner with the FSBPT (Federation of State Boards of Physical Therapy) which writes and administers the NPTE.
 - All are involved in the Academy of PT Education (ACAPT).
 - All are actively involved in the APTA and their respective state chapters.
 - All have had engagement or have served in the PTA caucus.
 - All have been or are involved in PTA Education SIG (special interest group).
 - All have served as delegates to the APTA House of Delegates.

Summer, 2023: Campus visit to Kennebec Community College PTA Program, Fairfield, Maine.

Kennebec Valley Community College logo: YOUR BRIDGE TO A BRIGHTER FUTURE

ABOUT KVCC ACADEMICS WORKFORCE TRAINING ADMISSIONS LIFE AT KVCC

⚠ Safety and Security Resources

FREE COLLEGE IS HERE

Recent High School graduates get free tuition at Maine's Community Colleges. Time to get started...

[FIND OUT MORE >](#)

The first campus I visited was Kennebec Valley Community College in Fairfield, Maine, and their PTA Program Director Jenna Ogden, DPT, a relatively new Program Director with seemingly boundless energy. The trip to learn about Kennebec's PTA program occurred for many reasons.

- I connected with Dr. Ogden right away and she was interested in my work.
- I wanted to encounter a program from the eastern part of the United States
- I coincidentally was about a 7-hour drive from the campus, and I could visit the campus without using my tapped-out FPD funds.

I had a rudimentary understanding of the culture and landscape of central and southern Maine. I will state a bias: I love the state of Maine: it is a unique state in landscape and culture with a strong Acadian French influence and it is mostly a rural state, much like Oregon. In fact, besides Oregon, Pennsylvania, and Connecticut, I have spent more time in Maine than any other state in the United States.



Facts

- Kennebec Valley Community College (KVCC) is located in Fairfield, ME about 1.5 hours drive north of Portland, Maine's largest city.
- Admitted PTA cohort size is 20 students.
 - Many students travel up to 2+ hours to and from campus.
 - Pedagogy is delivered through synchronous in-person learning.
 - The admitted cohorts are and have been predominantly caucasian.
 - The most recent 2022 cohort was 11% African-American.
 - Recent cohorts have had a 50/50 mix of students who identify as male and female.
 - Student age varies between 18-50, with a cluster of students in their late 20's.
- Financial Impact of the Program (Kennebec Community College PTA Program, 2022)

Enter Institution Name: **Kennebec Valley Community C**
 Physical Therapist Assistant Program
 Program Financial Fact Sheet
 2021-2022

Institutional Information

Address: **92 Western Avenue** City: **Fairfield** State: **Maine**
 Zip Code: **04937** Cohort: **2022** For: **Parent**

Length of Program in Weeks Excluding Breaks:
 Total number of weeks (excluding breaks) of student instruction/interaction (including classroom, laboratory, exams and clinical education.)
 Note: Total number of weeks includes weeks where either full or partial attendance is required. Insert total number of weeks. **67**

Length of Program including breaks: Start Date: **09/21** Anticipated Completion Date of all Program Requirements **05/22**

Clinical Education

Does the program have a requirement for all students to complete at least one clinical education experience for which the students would be required to seek alternative housing or travel accommodations to attend? **No**
 Note: Students are responsible for costs associated with housing, travel and food during clinical education.

Additional Comments:

Student Costs
 Note: Annual costs are estimates and subject to increases. Students should contact the program for further information related to costs.

	Year 1	Year 2	Total
Annual Tuition Public Institution, In- district or In-state Student:	\$2,112.00	\$2,112.00	\$4,224.00
Annual Tuition Public Institution, Out-of-district or Out-of-state student:	\$4,224.00	\$4,224.00	\$8,448.00
Annual Tuition Private Institution Student:			
Annual institutional fees for a full-time student in the technical phase of the program [Includes general institutional fees, i.e., health insurance, recreation, etc.]	\$346.00	\$346.00	\$792.00
Total expected cost of other program- related expenses [Includes: required texts, laboratory fees, and other program costs for the entire technical program.]	\$1,575.00	\$300.00	\$1,875.00
Total Cost of the Program for Students Scheduled to Graduate this Calendar Year [Includes: tuition, fees, other program costs for the entire technical program	\$6,891.00	\$11,115.00	
	Public In-State Institution	Public Institution Out-of-state	Private Institution

Note: Students are encouraged to explore the cost of living for areas where they may choose to live.

- NPTE pass rates are high. The PTA program and CAPTE website state the following specific to 2019-2020.
 - Their ultimate pass rate on the NPTE was 96%.
- NPTE pass rates 2021-2023.
 - According to Ogden, recent pass rates are.
 - 2021: 85% ultimate pass rate.
 - 2022: 92% 1st time pass rate and 100% ultimate pass rate.
 - Data combining the 1st time pass rate from cohorts 2022-2023 is 90.3% (CAPTE, 2024).
 - 2023: 88% 1st-time pass rate (16/18) and 100% ultimate pass rate (18/18).

KVCC's PTA program uses the Scorebuilders products including the paperback Giles PTA Exam and the online textbook.

- Scorebuilders Online Advantage is a popular product among NPTE candidates.
- Scorebuilders Base-Camp product is a popular resource among KVCC PTA NTPE candidates.
- Scorebuilders ACE Self-Paced course is also popular and is recommended for students who are identified as at risk of failing NPTE candidates during the final terms at KVCC.
 - Candidates who are identified as high risk include those with lower kinesiology grades and course grades or lower exam grades in other PTA courses.
 - All exam passing scores must be 73% or higher. Students are given 3 attempts during their 1st year to meet this threshold.
 - During their 2nd year in the PTA program, students are given 2 attempts to meet the 73% threshold.

Kennebec PTA graduate post NPTE interviews: I interviewed two 2023 PTA graduates both of whom passed the NPTE on their first attempt

1. *What did the program do for you to prepare for the NPTE?*
 - *Questions in the second-year program were similar to the NPTE.*
 - *Exam and quiz questions were worded like the NPTE throughout the second year.*
 - *Second-year exams were 200 questions, with only 150 questions scored.*
 - *Taking large concepts and breaking large concepts into “bite-size nuggets.”*
 - *Quizzes were intentionally sprinkled into the curriculum.*
 - *Scorebuilders exams were more challenging than the PEAT exam.*
 - *PEAT exams were reassuring as they more closely resembled the NPTE.*
 - *PEAT exams were purchased on their own.*
 - *Strong peer support and collaboration helped prepare for NPTE.*
 - *Open lab and “teach back” methods helped in knowing the content and increased candidates' confidence in the materials.*
2. *What were some of the biggest challenges in preparing for the NPTE?*
 - *I worked with a temporary permit as a PTA before I took the NPTE, and this made me quite fatigued. What I used to help was listening to lectures that were recorded and easily accessed. The candidate worked up to 32 hours a week during the last two weeks before the NPTE.*
 - *The program's intensity fostered some unhealthy habits, such as studying 15 hours a day for the NPTE.*
3. *What would you change if I had a chance for a “do-over” to prepare for the NPTE?*
 - *I would do more practice exams.*
 - *I would take 1-2 practice exams a month, simulating the testing environment which would include:*
 - *No access to cell phones.*
 - *No notes.*
 - *No distractions.*
 - *Treat the NPTE as a marathon and not a sprint.*
 - *I would use the PTA Ellevation Podcast more.*

- *I would use Scorebuilders Basecamp Product more.*
- *Use KVCC's new learning environment more. This online learning modality is called Brightspace where all power points are saved in one platform.*
- *I would take more study breaks.*
- *I would learn how to shut off school when recreating and live more in the moment without school stress.*

Fall, October 2023: Campus visit to Malcolm X City College of Chicago PTA Program, Chicago, Illinois.



I cherish this image because of the architectural design, but also because of the beautiful view of the Chicago skyline.

Photo from Malcolm X City College's website

In October, I visited Malcolm X City College of Chicago. I wanted to have the experience of learning about the uniqueness of an inner city PTA program compared to Kennebec which was in a smaller city. I wanted to learn how Malcolm X City College fostered success on the NPTE. Erin DiCapo DPT, is and has been the PTA Program Director since 2018. Before becoming Director, Dr. DiCapo spent 2 years at Malcolm X as the Coordinator for Clinical Education. Dr. DiCapo was very accommodating in setting apart a time to meet with me. I met Dr. DiCapo and the Dean of Health Professions Dr. Elizabeth Gmitter, PhD, PT, MS., and Dr. Hannah Tulchinsky DPT, Academic Coordinator of Clinical Education. Since interviewing and meeting the team, I have learned that the Associate Dean for Health Science and Career Programs is also a physical therapist and is a former Clinical Instructor for the Malcolm X physical therapist assistant program. Her name is Jaklyn Hanipale, PT, DPT, MHA.

I asked Dr. DiCapo about the advantages and disadvantages of having a Dean and Associate Dean who are physical therapists. This was her response.

- I'm grateful that they just "get it." I don't have to explain as much to them as I do to our other Deans and Associate Deans.
- They can fill in when I need substitutes and they will also volunteer to be patients for lab practicals.
- Physical therapists make great Deans—I think we're good problem solvers and listeners by nature and that's a good fit for leadership.

Facts:

- Prerequisite Course Requirements:
 - English 101
 - Biology 116 or Biology 226 and Biology 227
 - Math 118 or higher
 - Physics 131 or higher
 - Psychology 201
 - ESSS 101: Exercise Science and Sports Studies Personal Trainer Preparation
 - ESSS 102: Exercise Science and Sports Studies Personal Trainer Practicum
 - ESSS 103: Exercise Science and Sports Studies Allied Health Clinical Skills
 - ESSS 112: Exercise Science and Sports Studies Functional Anatomy & Kinesiology
- The admission requirements include the following.
 - Cumulative GPA of 2.50 or higher

Tuition and Fees

- Q: How much does the program cost? A: The program's cost varies depending on how many pre-requisite courses are taken before applying to the program and if you are a Chicago resident. The cost for in-district students who take all of their prerequisite and technical courses through City College of Chicago is approximately \$13,000 (estimate 2022), for all coursework (not annually). This estimate also includes other costs associated with the program (e.g., books, licensure preparation, and exam fees). Tuition at City Colleges is based on credit hours (Malcolm X College PTA Program 2024).

Tuition

- [Pay Tuition](#)
- [Request a Tuition Chargeback](#)
- [Tuition Refund Policy](#)
- [Tuition Waivers](#)

Credit Courses

Category	Tuition Per Credit Hour
In-District City of Chicago	\$153.00
Out-of-District	\$403.00
Out-of-State	\$505.00
International	\$505.00

Program Outcomes Data

[Home](#) > [Malcolm-X](#) > [Departments](#) > [Physical Therapist Assistant – Programmatic Outcomes Data](#)

Physical Therapist Assistant - Programmatic Outcomes Data

	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Enrollment:	31	23	25	26	29
Retention:	93.5%	95.7%	100%	92.3%	62%
Graduation Rate (100% time):	**	100%	88%	78.2%	N/A
Graduation Rate (150% time):	93.1%	N/A	92%	87%	N/A
Graduation Rate (2-year average):	94.9%	96.6%	96%	89.5%	N/A
First Time Licensure Pass Rate:	96.3%	64.7%	52.2%	55%	N/A
Ultimate Licensure Pass Rate:	96.3%	82.4%	65.2%	70%	N/A
Licensure Pass Rate (2-year average):	96.4%	89.4%	77%	67.6%	N/A
Employment Rate:	95.6%	100%	100%	N/A	N/A
Employment Rate (2-year average):	94%	97.8%	100%	N/A	N/A

Understanding the data above

Program success on the NPTE is found under the caption's first-time pass rate and ultimate pass rate. From the data above, the institution had strong first-time and ultimate pass rates in 2020, the first year of the pandemic. However, a significant drop from 2020 occurred in

2021-2023. Ultimate pass rates for cohorts 2022-2023 were 76%. However, in 2024, per Dr. DiCapo, ultimate pass rates have improved to 83%.

Program Director and Faculty Perspectives: What challenges do candidates have in passing the NPTE and what does Malcolm X do to help candidates pass the NPTE?

Why do you think candidates did not pass the NPTE the first time?

- A lack of confidence
- Need to take full advantage of services such as tutoring and instructors.
- Not the strongest test takers.

Have you changed anything to capture those students who did not pass NPTE?

- Increased threshold to pass to 75% on all exams.
- Added a cumulative exam at the end of the first year.
- Threading in exam-related questions throughout the curriculum

What other support does Malcolm X offer NPTE candidates?

- A paid tutor up to the July exam.
- Scorebuilders NPTE preparation course paid by the PTA program.
 - Scorebuilders PTA Exam Complete Study Guide is paid for by the PTA program.
- PEAT exams are paid for by the PTA program.

The 2024 PTA Graduating Class from Malcolm X City College.

Photo approved, shared, and retrieved from Dr. DiCapo's LinkedIn account



Malcolm X PTA post-NPTE interviews: I interviewed five 2023 PTA graduates who passed the NPTE on their first attempt.

1. What has your program done to assist you in preparing for the NPTE?

- *Paid for and set up the Scorebuilders weekend winter course: How to prepare for the NPTE.*
 - *Provided Scorebuilders Products.*
 - a. *Basecamp.*
 - b. *Online Advantage.*
 - c. *Scorebuilders practice exams.*
 - *The PTA program paid for the 2 PEAT exams.*
 - *Enrichment Perspectives During Final Clinical.*
 - a. *Paid PTA program tutors.*
 - b. *PTAtutors, web-based [tutoring program](#).*
 - c. *Textbooks.*
 - d. *Understanding and knowing exam topics.*
 - e. *PEAT x1 about 45 days before the NPTE then PEAT x2 (second exam) 2 weeks before NPTE.*
 - f. *The Malcolm X PTA program built us a 16-week study schedule.*
 - i. *Study program was suggested not required.*
 - g. *Candidates are trained on what is required to know about the NPTE structure. In addition, candidates need to know the number of questions on the various human body systems and interventions for specific populations such as individuals who have experienced, for example, a stroke or heart attack.*
 - h. *Practice exams 6-8 total which included the 2 PEAT exams, 3 Scorebuilders exams and 3 exams prepared by Malcolm X PTA faculty.*
 - i. *Exams were all taken at the Malcolm X testing center, which prepared us for the NPTE exam experience.*
 - i. *It was helpful to experience the testing center at Malcolm X with the stress of an actual proctor watching us.*
 - j. *Explanations of the correct answers*
 - i. *How to use the missed questions as opportunities to further learn physical therapy content and interventions.*
 - ii. *The fitness trainer program: required for Malcolm X PTA students as a good preparation for the NPTE. This included the:*
 - 1. *ACE (American Council on Exercise) exam.*
 - 2. *Knowledge of anatomy from the fitness program.*
 - 3. *Learned foundations of better movement from the fitness program.*
- 2. What were some of the biggest challenges in preparing for the NPTE?**
- a. *We were actually “blessed” to study during COVID-19.*
 - i. *During the pandemic, we created our study groups and KAHOOTs quizzes for other study group members.*
 - ii. *The pandemic forced us to learn using the modality KAHOOTs*

- b. *The time of the first practice exam was during a clinical which made preparing for the practice exam challenging.*
 - c. *It was difficult to find time to study.*
 - i. *I studied over the Winter Holiday break.*
 - ii. *I worked part-time during the PTA program: I was able to find time to study at work (I would bring notecards to work).*
 - iii. *I taught yoga 3 days a week and struggled to find time to study.*
 - iv. *I struggled to find time to study and had to study whenever I could.*
3. *What advice would you give current PTA students who are preparing for the NPTE?*
- a. *Take as many practice exams as possible.*
 - b. *Go through what you missed.*
 - c. *You need to be able to synthesize the information you have learned.*
 - d. *Take all 7-8 practice exams before you take the exam.*
 - e. *Don't take the NPTE until you are sure you are ready.*
 - f. *Create as many acronyms as possible.*
 - g. *Take it (the NPTE) seriously.*
 - h. *Be prepared to sacrifice a lot to devote time and energy to study for the NPTE.*
 - i. *Prepare to have enough money, time and energy.*
 - j. *You have to put in the time.*
 - k. *Don't stress yourself out.*
 - l. *Eat good food.*
 - m. *Understanding what works for you study-wise and review practice tests.*
 - i. *Take the time to digest the questions. So many of the answers are within the stem*
 - n. *Exploit your weaknesses*
 - o. *Use the extraction method to eliminate the wrong answers.*
4. *What advice would you give current PTA students who are preparing for the NPTE?*
- a. *Build up your confidence by taking as many practice exams as possible.*

Fall 2023 November. PIMA Medical Institute Tucson, Arizona. November 7-8.

My final campus visit was to PIMA Medical Institute in Tucson, Arizona. PIMA has had a PTA program in Tucson since 2006. Like the other 2 campuses, pedagogy is delivered in a traditional classroom and lab. The Tucson location is one of 8 total PIMA Medical Institutes in Arizona, Washington, California, Colorado, Nevada, New Mexico, and Texas. I chose PIMA, Tucson, for several reasons including.

1. **Location:** I have family in Tucson and can stay for free whenever I visit Tucson. I also wanted to research NPTE pass rates on a program located in the Western United States.

2. Cost: flying to Tucson and back to Eugene was less expensive than even some locations closer to Eugene than Tucson. I also paid out of pocket for most of the expenses for the site visit at PIMA Tucson since I had already exhausted my FPD funds.
3. Diversity of program: PIMA Tucson is located in the town of Tucson which is rich in diversity with 42% of the population identifying as Hispanic (Wikipedia, 2024).
4. A for-profit organization: PIMA Medical Institute Tucson, is a private for-profit institute or college, while the other 2 institutions are not for profit.

Facts:

Tuition and Fees

The data applies to students experiencing the program in academic year 2022-2023. (All cohorts enrolled from fall 2022 through August 2023.)

Length of Program which includes all student instruction/interaction (including classroom, laboratory, exams, and clinical education). Include the total number of weeks where either full or partial attendance is required.

Length of Program in Weeks excluding breaks: 75

Length of Program in Weeks including breaks: 81

Clinical Education

Does this program have a requirement for all students to complete at least one clinical education experience for which the students need to seek alternative housing or travel accommodations to attend

Yes No

Note: Students are responsible for costs associated with housing, travel, and food during clinical education. Programs should add any additional comments about clinical education here.

The program does not require students to seek alternative housing or travel accommodations to attend school. However, the students are made aware they may travel greater than 60 miles from the school for clinical practical.

Student Costs

Note: These are costs experienced by students in the 2022-2023 academic year. Annual costs are estimates and subject to increases. Students should contact the program for further information related to costs

	Year 1	Year 2	Total
Annual Tuition Public Institution, In-district, or In-state Student:	0	0	0
Annual Tuition Public Institution, Out-of-district, or Out-of-state student:	0	0	0
Annual Tuition Private Institution Student:	23,490.00	15,080.00	38,570.00
Annual institutional fees for a full-time student in the technical phase of the program [Includes general institutional fees, i.e., health insurance, recreation, etc.]	150.00	0.00	150.00
Total expected cost of other program-related expenses [Includes: required texts, laboratory fees, and other program costs for the entire technical program.]	2,302.00	164.00	2,466.00
Total Cost of the Program [Includes: tuition, fees, other program costs for the entire technical program	25,942.00	15,244.00	41,186.00

Note: We encourage students to explore the cost of living for areas where they may choose to live. One possible website: <https://livingwage.mit.edu/>

Does the institution offer financial assistance specific to PTA students? Yes No

Does the program/institution offer scholarships specific to PTA students? Yes No

Does the program offer federal work-study positions specific to PTA students? Yes No

Note: Other opportunities may exist at the institution for FINANCIAL SUPPORT-please contact the program for further information.

We encourage APTA student members to visit the APTA Financial Solutions Center at <https://www.apta.org/your-career/financial-management/financial-solutions-center>.

Student Debt Summary

(CAPTE does not require programs with ten or less graduates in academic year 2022-2023 to complete this section.)

Average student debt from the PTA Program technical phase for students who graduated in 2023. \$10,798.00

Average student debt after completing the PTA program for students who graduated in 2023. Includes all student loan debt. \$ 10,798.00

Program Outcomes Data:

Data is calculated on a 2-year average for the calendar years January 1- December 31 of 2021 & 2022, based on CAPTE requirements for annual reporting.

	Albuquerque	Denver	Houston	Las Vegas	Mesa	San Marcos	Seattle	Tucson
Program Director	Tim Landon, PT, DPT	Jennifer Davia, PT, DPT	Dana Diciara, PT, DPT	Lauren Rolfe, PT, DPT	Amy Norton, PT, DPT, OCS	Rebecca Cheema PTA, Ed.D., ATC	Daphne Joslyn, PTA, MLA	Jennifer Weil, PT, DPT, DHSc
Graduation Rate <small>Graduation rate is based on the CAPTE Annual Accreditation Report formula.</small>	90%	83.6%	83.33%	94.3%	92.31%	85%	87.5%	74.5%
First Time Exam Pass Rate <small>Licensure pass rate is taken from data reported by the Federation of State Boards of Physical Therapy.</small>	97.2%	84.4%	58.54%	50.0%	70.59%	56%	69%	85%
Ultimate Licensure Exam Pass Rate <small>Licensure pass rate is taken from data reported by the Federation of State Boards of Physical Therapy.</small>	97.2%	86.5%	87.8%	66.7%	89.71%	73%	84.6%	98%
Employment Rate <small>Employment rate is calculated as the number of graduates employed as PTAs (full time or part time) compared to the number of graduates actively seeking employment within 12 months of graduation.</small>	100%	100%	100%	93.0%	100%	96%	97%	100%

Updated 12/5/2023

Understanding the data above

Results from the PIMA Tucson campus are on the far right. The 2-year-first-time pass rate for the most recent cohorts, based on 2 years from 2022-2023 was 71.8%.

1. What has your program done to assist candidates who do not pass the NPTE?
 - a. Stay in contact with them
 - b. Take students/candidates into our home to help them study
 - c. Referral of candidates to private courses
 - i. Provide a resource in Florida, a physical therapist assistant who serves as a tutor “instructor”
 1. The instructor addresses the study habits of NPTE candidate
 2. The instructor gives homework over Zoom
 3. 100% pass rate for students who worked with the Florida tutor.
2. Why do you think students did not pass the NPTE the first time?
 - a. The PIMA NPTE candidates who did not pass were not the strongest students
 - b. Candidates were not as serious about succeeding on the exam.
 - i. Candidates underestimated the value of the test.
 - ii. Candidates underestimated the quality of the practice test items.
 - c. The largest failure was 6/9 NPTE candidates in October 2023.
 - i. The candidates did not have the strongest foundation.
 - ii. Academic learning deficits.
 - iii. The candidates had a lot of personal drama.
 - iv. The candidates did not have enough parental support to reach their education goals.

- v. Non-native speakers had less success on the NPTE than native speakers.
3. Have you changed anything in recent cohorts to capture those students who did not pass the NPTE?
 - a. The program started the Florida Mentor program founded by a PTA Scott Saliman (2024).
 - i. Candidates who did not pass the exam were asked to purchase the *PTA Review Course* through Board Preppers, a company owned by Scott Saliman focused on helping candidates pass the NPTE - the program costs \$299.00
 - b. A 200-question completion on scantron - for every question they got wrong, candidates were asked to use their resources and provide an answer.
 - i. Candidates had to meet with the instructor to review their exam
 1. The program has started using three 200-question multiple-choice exams
 - c. Students were required to get a score of 400 on their first PEAT - and 600 on their second PEAT
 - d. Candidates at PIMA cannot take the NPTE early if they do not pass the PEAT with a 600 score
 4. What has the trend been in NPTE pass rates for your cohorts beginning in 2019 through 2023?
 - a. 95% ultimate pass rate for each cohort up to 2023
 - b. 2023 pass rates were low on the first attempt: 6/9.
 5. What were some of the biggest challenges preparing students for the NPTE during the pandemic?
 - a. Clinicals: finding and securing good clinical experiences.
 - b. I had to change how I taught which ultimately made me a better teacher: able to teach material differently.
 - c. I had to shift and use more online resources.
 - d. It was more difficult for students to communicate regularly with instructors.
 - e. The program had to shift to having weekly “town hall” meetings with faculty
 - f. Staff had to work more collectively with Dr. Weil.
 - A. Positives: students became more determined and resilient
 - a. Students were more appreciative of in-person experiences
 - b. Google meetings more prepared: students' time with the instructor became more valued
 - c. The program started using Scorebuilders Basecamp for all students
 - d. Faculty had to lead more by example

6. As Program Director, do you provide any augmented services to support students in passing NPTE?
 - a. We are the tutors: no additional tutors have been hired.
 - b. PhysioU. is a web-based tool we have used.
 - c. Visible body tool.
 - d. Basecamp from Scorebuilders.
 - e. Use of Simucase during the pandemic.

7. Do you get an additional stipend or pay for helping students over the summer for the July exam?
 - a. No, because all faculty are 12-month salaried employees.

8. Do you serve more traditional students or a mix of young students and nontraditional students?
 - a. Mixed

9. How are today's students different from the students of the past particularly in preparing them for high-stakes exams like the NPTE?
 - a. Students don't use their resources as effectively as prior cohorts.
 - i. They are less likely to ask instructors for help.
 1. Students are more intimidated by Dr. Weil, and the Director of Clinical Education.
 - ii. Students sometimes come across as more entitled.
 - iii. Students are more anxious.
 - iv. Students struggle more with persistence.

10. What does the institution do to support candidates taking the NPTE?
 - a. Pay for the PEAT preparation exams.
 - b. Pay for the Board Preppers *PTA Review Course* a \$299.00 cost for each student.

Pima Institute PTA post-NPTE interviews: I interviewed three 2023 PTA graduates: 2 who passed the NPTE on their first attempt and 1 who passed on their second attempt.

1. *What did the program do to assist you in preparing for the NPTE?*
 - a. *The program helped to develop persistence and grit.*
 - b. *The attentiveness of individual instructors helped.*
 - i. *1:1 appointments.*
 - c. *The Scorebuilders Book.*
 - d. *PEAT exams.*
 - e. *Quizzes during the program were helpful.*
 - f. *Providing us access to graduates from prior cohorts as "coaches" were helpful.*
 - g. *Clinical instructors who took the NPTE were helpful.*
 - h. *Dr. Weil.*
 - i. *Scott Saliman PTA, Board Preppers.*

- j. *Instagram (thepthustle) DPT Kyle Maurice Rice NPTE coach.*
2. *What were some of the biggest challenges in preparing for the NPTE?*
 - a. *Getting signed up to the NPTE.*
 - i. *Challenges getting support from the Arizona Board of PT.*
 - b. *Taking the exam early - there were a few early slots.*
 - c. *Online was a difficult environment to learn during the peak of COVID.*
 - d. *Having books in front of you to use as a resource during testing was not as authentic as the NPTE environment.*
 - e. *Vague information from books for example "This chapter is very important."*
 - f. *Motivation after an intense two-year program.*
 3. *If you had a do-over in preparing for the NPTE, what would you do differently if anything?*
 - a. *Nothing*
 - b. *I worked full-time during the program and during the prep time.*
 - i. *I wish I spent more time on NPTE preparation.*
 - ii. *Use Instagram Contact (thepthustle) DPT Kyle Maurice Rice NPTE coach.*
 1. *The entire coaching series was free.*
 2. *For a fee, 1:1 tutoring is available.*
 4. *What advice would you give to candidates preparing for the NPTE?*
 - a. *Practice slowing your brain down before you take the NPTE.*
 - b. *Knowing how your brain works before you attempt an exam: will help you prepare.*
 - c. *Follow your gut when answering questions.*
 - d. *Don't second-guess yourself.*
 - e. *The NPTE is a marathon, not a sprint.*
 - f. *Motivation is key, especially outside of the classroom structure.*
 - g. *If something is not working for you study-wise, do something else.*
 - h. *A test is just a test: you have so much more than what a test reflects.*
 - i. *NPTE is not about your self-worth.*

RESULTS AND OUTCOMES OF MY INTERVENTIONS

Results and Outcomes of My Interventions

- *These are some common themes from my interventions specific to the 3 programs I captured in my research.*

Program Director voices

What resources did programs use to help candidates prepare for the NPTE?

- *Scorebuilders PTAExam Study Guide Textbook paper version and electronic version ⅔.*

- Scorebuilders On-Line Advantage $\frac{2}{3}$.
 - Scorebuilders Physical Therapist Assistant Review Course 2-day webinar $\frac{1}{3}$.
- PEAT practice exams 3/3.
 - Required PEAT score of 600 before exam attempt $\frac{1}{3}$.
- Paid faculty tutoring 3/3.

Voices of Successful NPTE Candidates

10 NPTE candidates from the three participating institutions were interviewed. Successful candidates took the NPTE in 2023.

1. What did the program do to help you prepare for the NPTE?
 - The program set up peer learning opportunities 7/10.
 - PEAT practice exams 10/10.
 - Exams were all taken at a Testing Center and were proctored, similar to Scorebuilders NPTE Complete Study Guide 10/10.
 - Free tutors were provided by the program 10/10.
2. What were the challenges to successfully pass the NPTE?
 - Working too much while studying: this only created more anxiety and stress 4/10.
 - Finding the necessary time to study 10/10.
3. What advice would you give candidates preparing for the NPTE?
 - Take advantage of any academic coaching/tutors your program provides 10/10.
 - Take any practice exams that are available 4/10.
 - Take the necessary time to prepare 5/10.
 - Remember, preparing for the NPTE is a marathon, not a sprint 4/10.

Limitations and barriers to my sabbatical research

- Only 3 programs participated.
- Funding limits restricted researchers' ability to have more programs participate.
- Study limited to PTA programs. 5 DPT programs were invited but did not reply to invitations to participate.
- 2-5 NPTE candidates from each program are a small number of participants.

I was unable to complete all of the sabbatical plans I outlined in my purpose statements. Briefly, here are the areas I was unable to complete and 1-2 reasons why I was unable to complete these specific sabbatical plans.

- I planned to meet in Alexandria, Virginia with key stakeholders at the Federation of State Boards of Physical Therapy (FSBPT) in person and virtually to discuss current NPTE pass rates and current trends specific to NPTE pass rates.

Response: I contacted FSBPT and was directed to reach out to the FSBPT statistician Dr. Lorin Mueller PhD (2023) who stated that FSBPT does not conduct internal research on predictors of NPTE success, other than PEAT performance. Specifically, if candidates earn a passing outcome on the PEAT exam this can predict success on the NPTE. Dr. Mueller added that

candidates who fail usually do a little better if they purchase a Performance Feedback Report after the first attempt.

- I wanted to learn more about what FSBPT is doing to address challenges experienced by marginalized populations who do not pass the NPTE or who are at risk of not passing the NPTE. I was interested in learning if there are discussions about addressing current onerous documentation requirements for candidates seeking accommodations specific to documented disabilities that have been experienced by LCC NPTE candidates. I am planning to discuss at length challenges, supported by research, experienced by non-native speakers taking the NPTE.

Response: I did not explicitly ask FSBPT what they are doing to address challenges experienced by marginalized populations who are at risk of not passing the NPTE. Ironically, at the time of this writing, I came across an article from the American Physical Therapy Association magazine that discussed some of the barriers at-risk students face in completing their education (Conciatore, J. 2024). The article outlined some of the challenges DPT students encounter in achieving their DPT and the article offered some solutions which mirror my conclusion. The solutions are listed below:

- Tap faculty to be mentors to students, someone who regularly checks in on the students to see how they're faring.
- Allow students to work outside of school if they feel the need. Often DPT programs frown on students working outside to earn extra money, but underrepresented and first-generation students often have no choice.
- Since a significant source of stress for the students in her study was related to finances, the article recommended programs provide, as much as possible, including scholarships, grants, and other financial support.

I was and remain interested in learning if there are discussions about addressing current onerous documentation requirements for candidates seeking accommodations specific to documented disabilities that have been experienced by LCC NPTE candidates. I was planning to discuss at length challenges, supported by research, experienced by non-native speakers taking the NPTE.

Response: This is where I have some good news. FSBPT (2024) does consider accommodations for the NPTE based on whether a candidate has received accommodations as a student, provided they can provide documentation of their disability and some evidence that they have had accommodations. This is an important shift from the past when the Americans with Disabilities Act was used to determine if an NPTE candidate received accommodations or not. Anecdotally, in the past few years, candidates who have had accommodations as students have voluntarily disclosed to me that they have received accommodations on the NPTE. I did not do any in-depth research specific to challenges faced by non-native speakers on the NPTE. I think this topic alone could be very interesting to research and share with colleagues. My limitations to exploring this topic were time, and the challenges related to finding enough NPTE candidates who are non-native speakers from the 3 institutions that participated in my sabbatical project who would be willing to talk to me.

I planned to research if there are institutional barriers at the FSBPT, and the proctoring centers for candidates taking the NPTE.

Response: I did not ask any of the participating institutions or candidates from the participating institutions if they specifically encountered or were aware of any barriers experienced by candidates with either FSBPT or barriers at proctoring centers, However upon asking the question: What were some of the biggest challenges in preparing for the NPTE, neither FSBPT or proctoring centers were listed as barriers.

I also recognize that attending the American Council of Academic Physical Therapy: “Strategies for Improving Licensure Pass Rates: Success Despite COVID” webinar before beginning my data collection on the 3 specific PTA programs likely influenced my thinking of what candidate NPTE success looks like. Implicit bias is hard to circumvent. I did, however, have confidence that the questions I had for each institution and NPTE candidates were not questions specific to pass rates during the pandemic. My questions were also open-ended and did not cite any of the conclusions made by the American Council of Academic Physical Therapy Webinar presenters.

Conclusions

- 3 programs used Scorebuilders NPTE Complete Study Guide and helped foster success.
 - 2/3 of the programs who sponsored the APTA webinar used Scorebuilders exams in their curriculum with exam score thresholds that need to be met before taking the NPTE
- PEAT exams are used in all 3 programs and are beneficial to candidate success
 - PEAT exams were also used by all programs that sponsored the APTA webinar.
- All of the APTA webinar course participants have changed exam questions for all exams that mirror the structure of the NPTE exam
 - 1/3 programs that were part of my study now write questions for exams that mirror the NPTE structure.
- Paid tutoring and paid faculty benefited students in 3 programs.
- Working too many hours was a barrier to exam preparation.
- Taking the necessary time to study promotes success.

Reflection

As I completed this report, one theme that emerged was that PTA faculty, in many cases, the program directors and faculty members, spend countless hours of unpaid mentoring and fostering success for NPTE candidates. This, in my opinion, is not OK. If institutions truly believe in student and graduate success, why are professionals not paid for professional work? Does Lane Community College expect all employees to work pro bono to the extent that PTA faculty do? Why does the college expect faculty to work unpaid hours over the summer and during academic years mentoring past graduates who are preparing for the NPTE or graduates who did not succeed on the NPTE? What does this say about institutional effectiveness and

collaboration to foster graduate success in their prospective fields? With greater pressure from the institution and national accreditation stakeholders to have higher success rates for graduates working in their chosen career paths, why are at-risk students, and those who do not succeed in passing the NPTE left to cover ever-increasing burdensome licensure exam costs and lost income on their own? It was interesting to me that of the 3 institutions with the highest success rate on the NPTE, the program director is paid over the summer to, among other duties, support NPTE candidates and those who did not pass the NPTE. Is this merely a coincidence? These are tough questions that I cannot answer today, but these are questions that need exploring if institutions truly are “walking the talk” and supporting those at risk for not passing the NPTE and those who in some cases, fail the NPTE after multiple attempts. My final open-ended question is can we as a PT and PTA community of educators honestly continue to join the chorus of those who blame the pandemic for decreased NPTE pass rates when the graduating class of 2023, in most cases, were educated after the height of the pandemic in an environment that more closely resembled the before the pandemic learning spaces?

What is the significance of my sabbatical project on my work at Lane? Most pertinently, it reinforces continued vigilance on what supports Lane PTA graduates and NPTE candidates' ultimate success on the NPTE. It supports the need to communicate to key stakeholders on the topic of NPTE success, primarily students and candidates preparing to take the NPTE! What is helping an individual candidate in preparing for the NPTE? What isn't helping the candidate? What barriers and factors contributed to an unsuccessful NPTE attempt? These questions require ongoing in-depth conversations with individual candidates and other program faculty and program directors. These conversations can provide mutual support and are cross-pollinating conversations, meaning the Lane PTA program can support other PT and PTA program faculty, program directors, and division Deans in learning what has been successful for our candidates, and Lane can learn what other programs have done to foster their PT and PTA NPTE candidates pass the NPTE.

Never forget that NPTE candidates are each unique human beings, with wants, and needs that can be complicated and that these wants and needs are unique to the person. It is also important to recognize that preparing candidates for the NPTE is hard work, which requires time, commitment, effective counseling, and coaching strategies. However, as with any endeavor, this hard work and commitment has incredibly rewarding outcomes which are resilient, hard-working PTA's who are committed to providing excellent patient care, and some go on to become some of the biggest cheerleaders of the Lane PTA Program. It is important to note that each of the NPTE candidates who persisted in working with me to be successful on the NPTE are still practicing PTA's! In other words, they in many ways best represent our PTA program learning outcomes specifically performing selected physical therapy interventions and data collection skills with competence as they implement and carry out the physical therapy plan of care (Lane PTA Program Learning Outcome, 2024) What does all of this mean for the Lane PTA Program and for the Health, and Physical Education Division?

- Health Professions and Lane Community College should provide paid faculty tutors during the crucial final days and weeks that licensure and certification candidates prepare for the NPTE, this would include in the case of the PTA program, a faculty with a

strong knowledge of the NPTE instrument and proven tutoring, counseling and coaching skills. This should be extended to other programs that have candidates taking their exams and certifications over the summer.

- Health Professions should pay for PEAT exams for NPTE candidates.
- Health Professions should pay for an NPTE review course put on by experts in licensure preparation such as Scorebuilders. Licensure or certification review courses should be explored for other Lane Health Professions programs.
- The division and Lane Community College should acknowledge and recognize the hard work of dedicated faculty, and coordinators who spend countless unpaid hours preparing candidates for the NPTE.
- Health Professions should pay for study guides such as Scorebuilders PTAExam The Complete Study Guide for NPTE candidates as the high financial impact of licensure preparation fees and licensure fees demands candidates to work to pay bills such as housing, food, and utilities to offset the cost of taking the NPTE.

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Dr. Jennifer L. Weil. PT, DPT, DHSc. PTA Program Director
Pima Medical Institute, Tucson, AZ.

The now licensed or certified and gainfully employed PTAs who participated in this research!

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