

## **“What specific things can I do as a Clinical Instructor to help my SPTA prepare for licensure exam success?”**

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Clinical practice offers PTA students the opportunity to apply, utilize and perfect those skills and concepts covered in the class/lab setting and can actually be the *best* environment for facilitating the critical thinking and recall skills necessary for NPTE success. Clinical instructors should consider utilizing some of the following specific strategies to maximize opportunities for students to practice these skills:

- Ask your student to “flag” content from their PTA licensure preparation textbook, class notes, or other textbook resource that directly relates to patients they have seen that day/week and report to you pieces of relevant fundamental information/facts found (info on diagnosis, medication, PT exam assessment item, exercise in POC, etc..) and how that information could potentially impact interventions selected, patient progress, or other aspects of patient care.
- Have students identify findings in the patient’s history or PT examination and compare/contrast those with “normal” findings (vital signs, posture/gait, development, etc..)
- Ask student to select interventions based on a review of the PT eval/POC and give a rationale for why those interventions *would be* appropriate. Then ask the student to identify some examples of interventions that *would not* be appropriate and give a rationale for *not* selecting those.
- Have student generate ideas for a *variety* of interventions that could be used to address the same goal or directive in the POC with a rationale for each. For example: goal is to decrease pain and POC calls for use of modalities; goal is to increase quad strength and POC calls for resistive exercises; goal is to increase patient step height/length and POC calls for gait and advanced gait activities.
- Ask student to identify what areas of weakness they *self-assessed* during spring mock licensure exam attempts in class. Look for opportunities to have student practice and apply skills in those “weaker” areas.
- Using the student’s PTA licensure preparation textbook, flag mock exam questions to generate discussion at various points during the day/week as situations related to the content of the exam questions present themselves.
- Use a progression of questioning strategies for facilitating student “higher” thinking.

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