

eExchange

The Newsletter of the College of Respiratory Therapists of Ontario



College of Respiratory
Therapists of Ontario

Ordre des thérapeutes
respiratoires de l'Ontario

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CRTO 20th Anniversary Event Review

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Registrar's Message

Looking back and moving forward

Last year, 2014 marked the 20th anniversary of self-regulation for Respiratory Therapy in Ontario. In celebration, we planned a one-time Education Day on November 21, 2014 bringing together every organization that shapes and defines the Canadian RT profession.

We had to limit the event to only 200 participants so, for those of you unable to attend, we're dedicating this Exchange newsletter issue to recapping the main points from the day - I'm sure there will be something in here you didn't already know!

Timed to coincide with the RTSO's annual educational forum on November 22, this unique event was designed to provide a crash course in self-regulation, showing how every contributing organization works together in building a Respiratory Therapist – from the first day of school, to entry-level practice and beyond.

We assembled an all-star list of speakers representing groups from the Ministry of Health and Long-Term Care in Ontario, the National Alliance of Respiratory Therapy Regulatory Bodies (NARTRB), the Canadian Advisory Council for Education in Respiratory Therapy (CACERT), the Council on Accreditation for Respiratory Therapy Education (CoARTE), the Canadian Board for Respiratory Care (CBRC), the Canadian Society of Respiratory Therapists (CSRT) and the Respiratory Therapy Society of Ontario (RTSO).

Together, these speakers covered a range of topics designed to allow each attendee to walk away with an understanding of:

- What it means to be a self-regulated professional, including the government's view on the role of self-regulation in the health care system and how the CRTO carries out that role
- The current state of the profession nationally (NARTRB)

- How the entry-to-practice competencies are determined for the National Competency Profile
- How the NCP is translated into curriculae for the educational programs in Canada (CACERT)
- The role of CoARTE in accrediting those programs to ensure consistency and quality
- How the CBRC develops and maintains a national exam for the profession
- The role of professional associations and the importance of balancing both the professional and the public interests for a healthy profession (CSRT and RTSO)
- How all of these elements fit together to produce the best possible care for patients in Ontario



While looking back over 20 years in 2014, we realized that although RTs gain some exposure to these topics through educational programs today, or even through volunteer activities, we wanted to create a cohesive event for Members in hopes of fostering a deeper understanding of your chosen profession on a system level.

On the next page you will see the day's infographic on 'How to Build an RT' created specifically for this event. Each piece plays a vital role in the initial and continuing development of a Respiratory Therapist, emphasizing the importance of a patient-centred care approach.

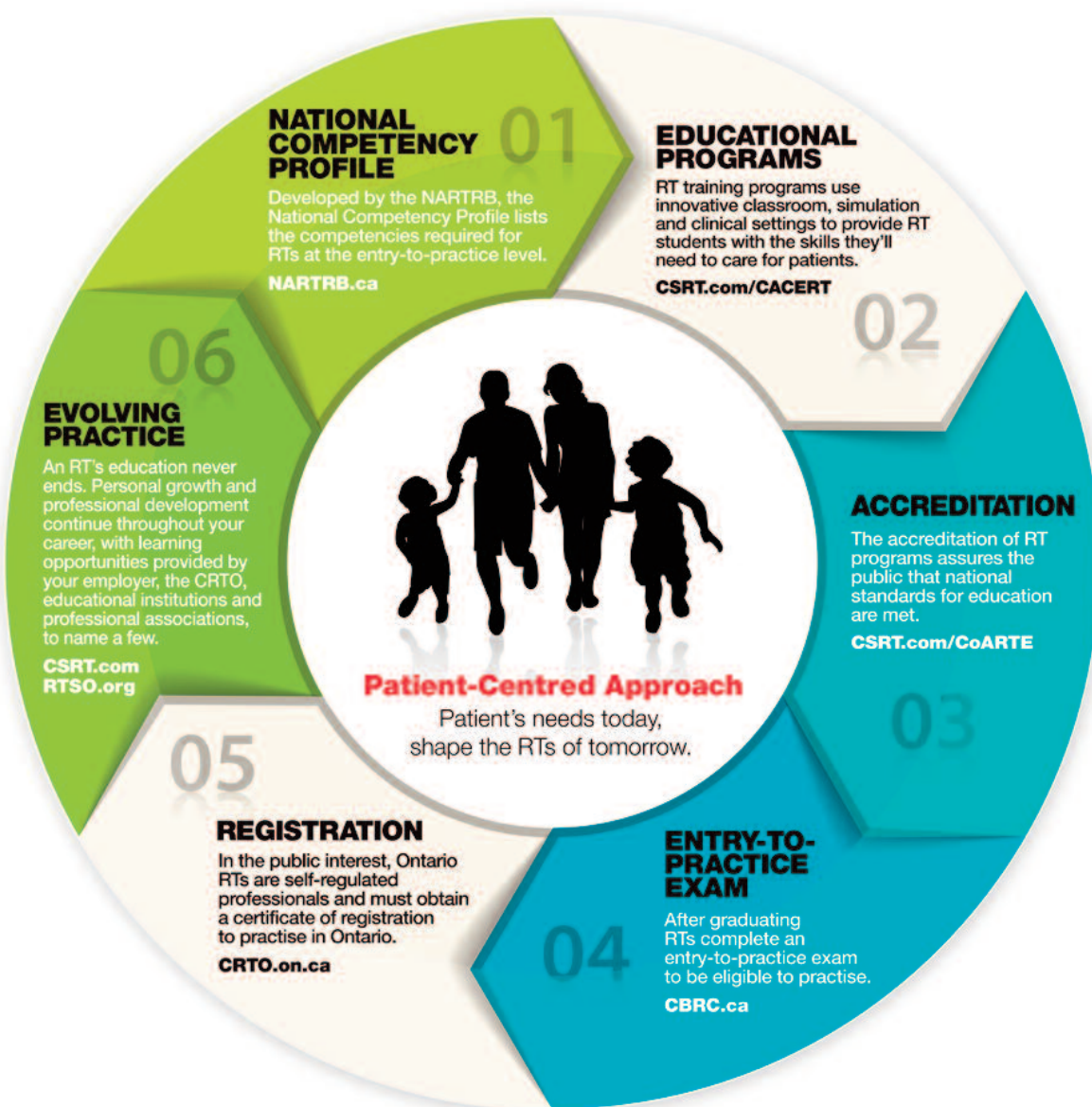
Hope you liked the event and, if you weren't able to join us, this issue will capture the highlights of the day for you.

Happy reading.

INSPIREvolution

2014

How to Build an RT



Welcome and Opening Remarks

Presented by Dave Jones, RRT & President, College of Respiratory Therapists of Ontario (CRTO)

Dave Jones, CRTO President and RRT, provided the opening remarks for the CRTO Education Day and Day 1 of the INSPIREvolution Conference 2014.

Dave Jones was previously a Council and Committee member with the CRTO and was elected President on November 20, 2014. He brings with him an extensive amount of experience with the CRTO and its regulatory process, participating in Council/Non-Council activities since 2008.

Dave has been an RRT in Ontario for over 18 years and is currently the Manager at Western ProResp in London, Ontario.

After welcoming attendees, Dave introduced the day's first session and speaker from the Ministry of Health and Long-Term Care, John Amodeo.



The Role of Self-Regulation in Health Care

Presented by John Amodeo, Director, Health System Labour Relations and Regulatory Policy Branch (MOHLTC)

John Amodeo from the MOHLTC gave a short prologue to the day's program with an explanation on the role of self-regulation in Ontario health care. In Canada, health care is regulated at the provincial level and is a complex, multi-faceted system unique to each province. Respiratory Therapy is one of the 25 self-regulated health professions in Ontario which play an important role in Ontario's health care system



About the speaker:

John Amodeo is currently the Director of the Health System Labour Relations and Regulatory Policy Branch, within the Ministry of Health and Long-Term Care (MOHLTC). John has held other positions within the MOHLTC and has worked at the Ministry of Intergovernmental Affairs and the Ministry of Municipal Affairs and Housing.

Evolution: Twenty Years in the Making

Presented by Carrie-Lynn Meyer, RRT & Past President (CROTO)

Carrie-Lynn started the day's second session by taking attendees 20 years back in time to where self-regulation for Ontario RTs was born.

Starting with the inception of the *RHPA (Regulated Health Professions Act)* achieving Royal Assent in 1991, Carrie-Lynn went over what self-regulation is, how RTs are regulated in Ontario and how the CROTO actively carries out its mandate for RTs to best serve the public.

Key points:

- **What does it mean to be self-regulated?**
 - ♦ RTs in Ontario are given the ability to be directly involved in establishing the standards for their profession; and
 - ♦ In exchange, RTs essentially promise the public of Ontario that they will set those standards with the interest of the public placed above all else, and then ensure that those standards are maintained by our members
- **How are Ontario RTs self-regulated by the CROTO?**
 - ♦ CROTO is directed by Council (elected RTs and appointed public members: 17 seats with 9 RTs and 8 public members) that carries out the mandate set out in the RHPA
 - ♦ Council meets four(4) times a year to make big decisions; they hire the CROTO Registrar & CEO, set & monitor strategic plan and provide policy direction to CROTO staff
 - ♦ Council oversees the CROTO's eight committees (seven mandated & one provisional)
 - **Executive Committee**
 - **Registration Committee**
 - **Quality Assurance Committee**
 - **Patient Relations Committee**
 - **Inquiries, Complaints & Reports Committee (ICRC)**
 - **Discipline Committee**
 - **Fitness-to-Practise Committee**
 - **Professional Practice** (resource to council, not mandated)
- **How is information on self-regulation circulated to Ontario RTs?**
 - ♦ Various communication methods employed by CROTO staff to set, review and communicate practice standards including the website, e-Bulletins and newsletters, social media (Twitter, videos, professional practice blog) and special events/webinars.



About the speaker:

Carrie-Lynn Meyer graduated from the Michener Institute in the Respiratory Therapy class of 1991, also completing her BA degree at Wilfrid Laurier University with an economics focus in 2009. Carrie-Lynn started her clinical career at the Henderson Hospital in Hamilton back in 1991 working in Adult Critical Care until 2006. She is currently the Clinical Manager of the Neonatal Intensive Care Unit, Level 2 Nursery and the Neonatal Transport Team at McMaster Children's Hospital, responsible for a diverse team of health professionals. Carrie-Lynn has been on the CROTO Council for the past 7 years; elected in District 4 in 2007, 2009 and 2012. Carrie-Lynn was the elected President of the CROTO from December 2011 – November 2014.

To read more about the past 20 years in self-regulation and RT practice, check out our [2014 Timeline Series](#) on the CROTO website.

What Skills Do RTs Need? This is How We Pick ‘Em: Developing the National Competency Profile



About the speaker:

Shannon is the President of the National Alliance of Respiratory Therapy Regulatory Bodies and Registrar of the Nova Scotia College of Respiratory Therapists. She also serves on the Executive Committee of the Nova Scotia Regulated Health Professions Network. Shannon is proud to have practised Respiratory Therapy for more than 30 years in several areas of practice: acute care, anesthesia, home care, management and regulation. She has seen the profession grow and evolve from a very limited scope of practice into the diverse profession we see today.

Important NCP Dates:

December 2015 - Framework completed
2016 - Schools have new curriculum
July 2019 - Entry-to-practice exams

Presented by Shannon MacDonald, RRT & NSCRT Registrar
National Alliance of Respiratory Therapy Regulatory Bodies (NARTRB)

After a short refreshment break and visiting the Exhibition provided by the RTSO, attendees settled back in to hear the next portion of the conference presented by Shannon MacDonald of the National Alliance of Respiratory Therapy Regulatory Bodies (NARTRB). The CRTO presentation explained the broader regulatory framework RTs work within, bringing us to the first piece of our ‘How to Build an RT’ infographic - at the very beginning with basic **RT competencies**.

Key points:

- **NARTRB Mission:** “facilitate collaboration on regulatory issues while respecting the autonomy of each member organization to fulfill their regulatory mandate” (collaboration, rather than authority)
 - ♦ Because Canada’s health system is so complex - regulated at the province level with 12 different systems - cooperation across provincial boundaries is essential to standardize the RT role in health care
- NARTRB oversees **two** major contributions to the public interest and the RT profession:
 - ♦ **1. Respiratory Therapy National Competency Profile (NCP)**
 - Defines ONE standard for entry-to-practice competencies country-wide
 - Platform for creating the education curriculum
 - Platform for developing entry-to-practice exams
 - NCP has a reflexive nature with scope of practice: they inform and influence one another
 - ♦ **2. Interprovincial Labour Mobility**
 - RTs can move across provincial borders without extra education or exams
 - Regulatory bodies work together to maintain registration standards in all jurisdictions
 - Assures safe and competent practice in Canada
- NARTRB is currently developing the next iteration of the **competency profile**. This version, more appropriately called a **national competency framework**, will move beyond the “list of skills” approach of previous version and better capture items like patient-centred competencies, the attitudes and values required to practise in health care today, and the context that the competencies must be performed in at the entry-to-practice level. In the months ahead, consultation on the contents of this framework will be occurring across the country in the form of **stakeholder interviews, working groups, town hall style sessions**, and through an **interactive website** allowing stakeholders to provide input at any time.

How to Build an RT: Current Challenges with Training RTs in Canada

Presented by **Lori Peppler-Beechey, RRT** and **Meena Kumar, RRT**
Canadian Advisory Council for Education in Respiratory Therapy (CACERT)

The final presentation before lunch was delivered by Lori Peppler-Beechey and Meena Kumar of CACERT, representing the next step in the 'How to Build an RT' graphic - **education**. The Canadian Advisory Council for Education in Respiratory Therapy (CACERT) is the organization that develops and promotes standards/best practices for all Canadian RT education.

Key points:

- **About CACERT:** Is a committee of the CSRT and is comprised of representatives from each CoARTE-accredited RT education program in Canada
 - ♦ Chair/vice-chair elected by CACERT members for a two-year period
 - ♦ Meets annually at the CSRT Education Conference
- **CACERT:**
 - ♦ Provides a forum for RT educators to identify, evaluate, develop and disseminate national/international trends and share best practices in the health education field
 - ♦ Functions as a formal structure for communicating with key organizations involved in education process, such as CoARTE, NARTRB and CBRC
 - ♦ Offers leadership & mentoring for newly established education programs and new educators in the field
 - ♦ Assists CSRT in advocacy initiatives related to education
 - ♦ Maintains national reading list used by RT educators in Canada
 - ♦ Uses the NCP (developed by NARTRB) to create a companion document for educators defining key learning outcomes needed to achieve the entry-to-practice competencies outlined in the NCP
- **Current Challenges in RT Education:**
 - ♦ Fitting everything in the curriculum
 - ♦ Funding
 - ♦ Communication between various people across a large geographic area
 - ♦ Educators and representatives of many backgrounds & regions



About the speakers:

LEFT: Lori Peppler-Beechey (RRT, CACERT co-chair) joined the profession in 1997 after completing the RT program at the Michener Institute, working at both Credit Valley Hospital and St. Mary's Hospital. An ongoing passion for teaching led her to the Program Coordinator position at Conestoga College, launching a new RT program in 2006. Lori also completed a Masters in Health Studies at Athabasca University and recently accepted the position of Associate Chair & Training Specialist, Cross Discipline Programs and Performance Assessment at Conestoga College. This passion for the profession and leadership led her to serve as co-chair of CACERT, a COARTE reviewer and a CRTO committee member.

RIGHT: Meena Kumar (RRT, CACERT co-chair) has been an RRT for 26 years in Calgary, with a strong passion for leadership in the Respiratory Therapy field. She worked extensively in both acute and community care settings before joining the education sector in 2000 as an RT Program instructor. She completed a Master's degree in Applied Science specializing in Respiratory Science and currently chairs the Respiratory Therapy Program and the Centre for Advanced Patient Care Simulation at SAIT. Meena also chairs the Canadian Council for Education in Respiratory Therapy (CACERT) and is a reviewer for the Council on Accreditation for Respiratory Therapy Education (CoARTE).

One Standard to Rule Them All: The Importance of Accreditation for RT Educational Programs

Presented by Susan Dunington, RRT & Chair (CoARTE) and Carolyn McCoy, RRT & Director (CoARTE)
Council on Accreditation for Respiratory Therapy Education (CoARTE)



About the speakers:

LEFT: Carolyn McCoy is the Director of Accreditation with the Canadian Society of Respiratory Therapists. Prior to this, she was an instructor in the Respiratory Therapy Program in Saint John, New Brunswick.

RIGHT: Susan Dunington graduated from the Toronto Institute of Medical Technology and has over 30 years of experience as an RRT. Susan is currently a professor and program liaison for the Anesthesia Assistant program, as well as a professor in the RT program at The Michener Institute. In 2012, Susan received the CSRT's Colya Kaminiarz Professional Achievement & Education Award and also received the RTSO's Pinnacle Award for extraordinary service to the RT profession in 2013. Susan has a passion for being involved in the RT profession and currently serves as chairperson of CoARTE.

Following lunch, attendees headed back into the auditorium for the next session on **accreditation**. CoARTE accreditation helps RT schools and regulatory bodies assure the public that national education standards for entry-level respiratory therapy are met.

Key points:

- **CoARTE:**
 - ◆ Accredits Respiratory Therapy programs (not colleges)
 - ◆ Applies a national quality assurance process; RT programs undergo periodic, rigorous review to ensure compliance with education standards, including:
 - Self-assessment
 - On-site visits by external reviewers
 - Demonstrations of ongoing conformity
 - ◆ Awards accreditation status to RT programs independently
 - ◆ Sets policy for accreditation matters and issues
 - ◆ Functions within the by-laws of the CSRT
- **CoARTE Accreditation Process:**
 - 1) Apply to Council for 'Provisional Accreditation Status'
 - 2) First accreditation on-site visit prior to graduating first class
 - 3) Program submits self-assessment (6 months prior to next visit)
 - 4) Team reviews the program's self-study
 - 5) Program submits follow-up information from original site visit
 - 6) Another site visit occurs: interviews with stakeholders, site tours & preliminary report compiled
 - 7) Final report submitted to Council and status is conferred
- **Did you know?**
 - ◆ There are 25 nationally accredited programs
 - ◆ There are 43 requirements to be accredited, with seven critical requirements in five broad areas:
 - Administration
 - Didactic education
 - Clinical education – program
 - Clinical education – clinical partners
 - Program evaluation
 - ◆ Each of these areas has requirements for student rights & services; achieving NCP competency; human resources and; environment & learning resources

Pssst...What's On the Exam?

How the CBRC Exam is Developed

Presented by Julie Brown, RRT & Chair, Canadian Board for Respiratory Care (CBRC)

Canadian RTs attend different schools, train in various clinical environments and develop their own practice specialties, but every RT has one experience in common: they all write the CBRC exam. Julie Brown of the CBRC presented the next session on the [entry-to-practice exam](#), providing some little known facts on the examination every RT completes.

Key points:

- **CBRC Purpose:** To provide an examination for RTs to achieve their credential at the highest standard. The exam content incorporates the recommended national competency profile of the certification & licensing bodies, reflective of a current job analysis.
- **CBRC Role:**
 - ♦ Non-profit organization producing exams for RT credential at the entry-to-practice level
 - ♦ Exam tests RTs prior to entering active practice
 - ♦ The NCP is used to determine all skills and knowledge tested on the exams produced by the CBRC for entry-to-practice
 - ♦ NARTRB provides CBRC with an Exam Blueprint, a matrix based on the current NCP, and the CBRC constructs the exam using this
 - Each question is reviewed for content, category (NCP), taxonomy, regional bias and translation
- **Becoming an RT in Canada has three steps:**
 - ♦ 1) Train to be an RT (education → CACERT, CoARTE)
 - ♦ 2) Write certification exam (CBRC)
 - All RTs who graduate from a CoARTE accredited program are eligible to write the CBRC exam (different for Quebec)
 - Each province has process and requirement for re-writing the CBRC exam if an RT is not successful on the first attempt
 - ♦ 3) Obtain license from regulatory body to practise Respiratory Therapy (Registration → CRTO)
- **About the Exam**
 - ♦ There are two writings per year (January/July) across Canada
 - ♦ As of January 2015 cost to write is \$900
 - ♦ Consists of two papers
 - ♦ July 2014 was the first writing of the exam built from the 2011 National Competency Profile
- **How to Get Involved:**
 - ♦ Positions on the working groups that develop questions for the exam open every year, so watch for postings on the CBRC [website](#)



About the speaker:

Julie Brown is a full-time professor at the Fanshawe College RT program and a staff RT at London Health Science Centre for over 15 years. She recently completed her Masters dissertation in Respiratory Science on Clinical Education Models. Julie has been a board member & president of the RTSO, participated in CRTO working groups and committees and is currently the Chair of the CBRC Board of Directors. Julie is a past recipient of the RTSO Gord Hyland Award for leadership professionalism and dedication to Respiratory Therapy, as well as the CSRT's President's Award recognizing significant contributions to the CSRT or the profession.

You Passed the Exam...Now What?

Registration and Beyond: Your Career as a Professional

Presented by Kevin Taylor, RRT & Registrar
College of Respiratory Therapists of Ontario (CROTO)



About the speaker:

Kevin Taylor is the Registrar & CEO at the CROTO, also holding an MBA from the Schulich School of Business specializing in Strategic Management in the Health Care Industry. Beginning his career as a clinician practising both in Canada and abroad, Kevin has explored a diverse path in health care. He's held positions from the bedside to the boardroom, developing expertise in many facets of today's health care system, including clinical governance, public policy, labour mobility, health care strategy, and interprofessional care – approaching them all with a firm belief in the value of diversity, a passion for education and a commitment to serving the public interest.

Next, the CROTO's CEO & Registrar took the stage to address registration and beyond - emphasizing the importance of ongoing education, professionalism and growth through every RT's career in an ever changing health care system.

Key points:

- **1) Your finish line will be (and should be) different than the starting line**
 - ◆ Scope of practice widens from personal scope, entry-to-practice, your employer's role and the RT profession in general
 - ◆ Many areas to branch out into, including: critical care, AA, neonatal, community-based care, diagnostics, education, research, infection control, admin, etc.
- **2) Professionalism is built on continuous growth.**
 - ◆ One thing all professions have in common: **continuous learning**
 - ◆ Part of being a professional RT is the CROTO's QA program (essential to maintain public trust)
 - ◆ Ways RTs can learn and grow:
 - Conferences, in-services, Quality assurance, IPE/IPC, Lung Association/ORCS, AA, community-based respiratory care certificate (Conestoga college)
 - CROTO's resources like the GROW professional development framework
- **3) Growth should be targeted - or at least selectively opportunistic.**
 - ◆ RT learning tends to be opportunistic rather than by design
 - ◆ Go deep or go wide with growth? RTs can easily become typecast, making it difficult to break into different roles and areas of practice
 - ◆ **How to overcome? Shift the centre of gravity and change the story: make it all about patients.**
 - "RTs help patients maintain their respiratory health" instead of simply "RTs ventilate patients in the ICU"; a broader definition.
- **4) What's good for patients is good for you and for the profession.**
 - ◆ Much like the recent shift in health care towards patient-centred care, the RT profession and your personal practice will benefit from this approach.
- **5) Why does any of this matter?**
 - ◆ Shifts in health care, removing barriers and RTs must be open to these possibilities
 - ◆ Never stop growing! As health care professionals, **we are never done.**

How to Look After Yourself While You're Looking After Patients: The Role of the National Association



Presented by Jessie Cox, RRT & President and Christiane Ménard, Executive Director
The Canadian Society of Respiratory Therapists Care (CSRT)

As mentioned in the previous session, an RT's education never ends. Personal growth and professional development are continuing, with learning opportunities provided by employers, the CRTC and professional associations. Christiane Ménard and Jessie Cox of the CSRT explained their role in **evolving practice**, and how the national association supports RTs and the profession.

About the speaker:

Christiane Ménard has been Executive Director of the CSRT since 2008, responsible for planning, implementing and evaluating strategic activities for advancing the RT profession in Canada.



About the speaker:

Jessie Cox is the President of the CSRT, representing almost 3,500 RRTs on a national level. She has been the President of the Newfoundland & Labrador Association of Respiratory Therapists since 2007 and was instrumental in forming the Newfoundland & Labrador College of Respiratory Therapists in 2012.

Key points:

• The CSRT's major roles:

- ♦ 1) National society for RTs, professional association supporting and advocating on behalf of the profession at the national and international level
- ♦ 2) Credentialing body for provinces that are not regulated (BC and PEI)
- ♦ 3) Administer and oversee the national accreditation program for Respiratory Therapy education programs (CoARTE)

• Value of a national professional association:

- ♦ Facilitate RT involvement in national research projects
- ♦ Voice for profession in federal health policies
- ♦ Provide national professional risk & liability insurance program
 - In Ontario, the CRTC has insurance requirements to practise – the CSRT provides professional liability insurance to RTs
- ♦ Give national vision for the profession – i.e. blueprint for RT profession
- ♦ Find opportunities for advancement of the profession

• Current issues at the national level:

- ♦ Recognition of RT's role in educating patients suffering from chronic respiratory disease
- ♦ Certification for RTs working in specialized practice areas (AA, Sleep lab, etc.)
- ♦ National research (RT to vent ratio; value of RT in health care)
- ♦ Degree as entry-to-practice requirement
- ♦ National discussion on the role of federal government in health care
 - CSRT developed a priority blueprint in 2014 unveiled at the CSRT conference in Montreal, QC available to view on the CSRT [website](#).

The CSRT's Annual Education Conference celebrated 50 years for the profession in 2014 in Montreal, QB. The 2015 CSRT Education Conference will take place in Calgary, Alberta from May 21-23, 2015. [Event details on the CSRT website.](#)

How To Look After Yourself While You're Looking After Patients: The Role of the Provincial Association

Presented by Rob Bryan, RRT & President
Respiratory Therapy Society of Ontario (RTSO)

The final presentation of the CRTO Education Day featured Rob Bryan, outgoing President of the Respiratory Therapy Society of Ontario (RTSO). The session wrapped up the final piece of the day's patient-centred care approach infographic - [evolving practice](#).

Key points:

- **What is the RTSO?**
 - ♦ The RTSO is the provincial association for RTs who practise in Ontario. They are the voice of the RT profession at the provincial level
- **The RTSO's roles and responsibilities:**
 - ♦ Promote the RT profession
 - ♦ Promote leadership/direction in expanding the RT role and health care needs in the community
 - ♦ Encourage Members' professional growth with education opportunities
 - ♦ Support/provide public education on respiratory health and disease
 - ♦ Support research, patient care, education and management programs
 - ♦ Represent professional interests of Ontario RTs
 - ♦ Run events for RTs such as the education forum and various awards for RT accomplishments
 - ♦ Airwaves publication, published quarterly
- **RTSO Membership benefits**
 - ♦ Voting status at all annual and special meetings of the RTSO
 - ♦ Enhanced communications of the profession
 - ♦ College of Respiratory Therapists of Ontario representation
 - ♦ Government representation on matters of interest to the profession
 - ♦ Access to affordable and relevant continuing education opportunities
 - ♦ Subscription to Airwaves Newsletter
 - ♦ Professional Errors & Liability Insurance (optional)
 - ♦ Stethoscope Discount Program
 - ♦ Discounted home and auto insurance
 - ♦ Discounted rates on RTSO Educational Programs
- **Become a Member:**
 - ♦ It's membership renewal time at the RTSO, visit their website to renew or sign-up.



About the speaker:

Rob Bryan is an RRT and AA at Mackenzie Health in Richmond Hill with over 27 years of experience. He has a special interest in quality assurance programming and professional practice standards in respiratory therapy, anesthesia care and patient safety for hospital-based and community care programs. Rob has been an active volunteer with both the Ontario Lung Association/Ontario Respiratory Care Society and the RTSO for over 20 years. He has served on various committees and executive chairs including two terms as an RTSO executive committee member.

Closing Remarks

Kevin Taylor, Registrar & CEO of the CRTO provided the closing remarks for the day, tying together all of the session content and how each represented organization informs and influences others to eventually “build an RT”.

With the final session, the event infographic ‘How To Build an RT’ was completed:

- 1) **National Competency Profile** (NARTRB)
- 2) **Educational Programs** (CACERT)
- 3) **Accreditation** (CoARTE)
- 4) **Entry-to-practice Exam** (CBRC)
- 5) **Registration** (CRTO)
- 6) **Evolving Practice** (CSRT/RTSO)

The infographic shows all aspects of an RT that contribute to a patient-centred approach to care - **because the patient needs today shape the RTs of tomorrow.**



CRTO Staff (left to right):

Ania Walsh, Melanie Jones-Drost, Lisa Ng, Sharon Vanin, Janice Carson-Golden, Kevin Taylor, Carole Hamp and Kendra Stephenson
Not pictured: Amelia Ma

Comments & Photos From The Day

"I would absolutely recommend that RTs review the event material. It's an excellent "one-stop" resource for understanding the various components that impact respiratory therapy practice in Ontario in 2014/15."



"The CRTO's presentation was a good insight into the changes going on in health care, and a challenge for RTs to respond to these changes."



“My favourite part of the day was Kevin’s presentation and how he tied it all together. Learning about self-regulation was important because, although I thought I understood it, this brought it all together in a detailed and understandable form.”



"I thoroughly enjoyed this education day, a point in Kevin's presentation particularly sticks in mind: to be intentional about where I am now, a beginning, to where I want to be. Thank you for a super event, appropriate for our 20 year celebration!"



"I gained a better understanding of what self-regulation is and how it pertains to my practice."



"Great location!"





"I learned a lot from the presentations by members representing national organizations. I now clearly understand their roles and separation at the national and provincial level."

“The best part of self-regulation is the opportunity to become involved and really make a difference in my profession.” - CRTO Member

The CRTO is in need of Members to help develop and/or review important College programs. If you would like to be part of the future of your profession and can spare *anywhere from a few hours to a few days* during the year please fill out the form below and fax it to the College at (416) 591-7890.

Surname	Given Name	CRTO No.
Address		
City	Province	Postal Code
Telephone	Email	
General area of practice/interest		
<p>I am interested in the following areas (check all that apply):</p> <ul style="list-style-type: none">Quality Assurance Program<ul style="list-style-type: none">PORTfolio ReviewerProfessional Standards Assessment Item ReviewerProfessional Standards Assessment Item WriterProfessional Practice<ul style="list-style-type: none">Practice Guideline Working GroupStandards Review Working GroupFocus GroupsPiloting New Initiatives		

Thank you in advance for your interest! We will be in touch.

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