

Ordre des thérapeutes respiratoires de l'Ontario

GROW Ongoing Professional Growth

The College of Respiratory Therapists of Ontario is proud to present a Professional Development Framework for Respiratory Therapists.

The framework consists of several roles that highlight the diverse abilities of the profession. These areas of potential growth reach beyond clinical knowledge to education, leadership and innovation.



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The needs of patients tomorrow will be different than the needs of patients today. As health care evolves and changes, the traditional roles of Respiratory Therapists and how they provide care will also need to change. The best way to prepare for this is to identify the skills RTs will need to recognize opportunities and embrace new roles for the profession. A strong clinical background is essential, but there are also many skills and activities that define a well-rounded Respiratory Therapist. As professionals, RTs continuously acquire new knowledge that aids in critical thinking and the expansion of skills. Collaborating with other professionals and learning how to function as a leader are important when managing and promoting positive change. Effective communication is vital for RTs when working with peers and patients. Health care is complex and as it continues to progress, RTs must also grow to continue to meet the evolving needs of patients.



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The Well-Rounded Respiratory Therapist acts as a:

CLINICIAN

A Clinician uses evidence-based approaches to evaluate the effectiveness and outcomes of both existing and emerging practices. They continue to educate themselves as professionals and integrate new knowledge into their current practice.

EDUCATOR

An Educator is committed to helping others learn. They use their understanding of current education principles to effectively transfer knowledge. They support and facilitate learning at all levels, ranging from students and peers, to patients and their families.

COMMUNICATOR

A Communicator is able to express information clearly and concisely in a culturally competent manner. They have great listening skills and are effective at writing as well. Awareness of their communication style is the key to understanding how well their information is received by others.

INNOVATOR

An Innovator sees opportunity where others don't. They are critical thinkers who are aware of emerging issues and use both research and evidence-based approaches to create knowledge and develop new solutions. An Innovator is always finding things to improve. They often share what they've tried and discovered, placing a strong emphasis on working towards higher quality in health care.

HEALTH SYSTEMS NAVIGATOR

A Health Systems Navigator possesses knowledge of the health care system as a whole allowing them to see the bigger picture. They think at both a local and system level to better understand, work within and respond to changes as they occur. They have an understanding of the business and economics of health care and are aware of the inter-connectivity of the various parts within the health care system.

COLLABORATOR

A Collaborator participates in and promotes interprofessional collaboration. They highly value the contribution of other professionals, successfully seek input from colleagues and work alongside others to provide the best care to patients.

LEADER

A Leader promotes ethical behaviour through their own example. They are strategic thinkers who execute and follow-through on new initiatives. Leaders are continuously looking for opportunities to improve and take action to create change. They promote team-building and understand that leadership occurs at all professional levels within the health care system.

HEALTH ADVOCATE

A Health Advocate promotes patient-centred care, patient education and supports the interests of patients and their families. They promote general respiratory health and wellness, and provide education aimed at improving their patients' quality of life. Health Advocates facilitate access to services and provide support for preventative care.

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This document will be updated as new evidence emerges or as practice evolves. Comments or questions are welcome and should be addressed to:



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