

**Funding Final Report for Canadian Society of Respiratory Therapists (CSRT) Research Grant Program**

**Prepared by:** Marco Zaccagnini

**Project Title: Identifying the practice profiles of Canadian registered respiratory therapists: a cross-sectional observational study**

**Project duration:** 1 year

**Start date:** April 26, 2021

**End Date:** June 9, 2024

**Investigators on Project:**

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**Grant Amount:** \$3200

**1. A summary of expenditure and explanation of unexpended funds, if any.**

In April 2021 after receiving the funding, the project experienced a delay due to the restructuring of the primary investigator's dissertation, for which this project was a component. Consequently, an extension until June 2024 was granted. Subsequently, after developing, piloting, and finalizing the survey, funds were utilized to professionally translate the survey to French. Additionally, a portion of the funds was allocated to purchase \$50 Amazon gift cards (n=56) as lottery incentives for survey participation. Of the original \$3200 grant, \$3162.19 was expended, resulting in a return of \$37.81. For further details, refer to Appendix 1 for reimbursement documentation prepared by McGill University.

**2. Information on publication and dissemination of research, including draft or final version of publication.**

Since officially completing the project in April 2024, we have been working on multiple outlets for knowledge dissemination. Specifically, this work will be presented at the 2024 CSRT Annual Education Conference in Banff, Alberta on May 3, 2024. This work has also resulted in two publications. The first reports on the results pertaining to the main objective of this project, which was to describe the demographic characteristics and scholarly and practice profiles of the respiratory therapy profession in Canada. This manuscript was published in the [\*Canadian Journal of Respiratory Therapy\*](#). The second reports on the development, pilot testing and preliminary validity evidence of a tool designed to measure scholarly practice among RTs. This manuscript is under preparation for submission to the *Journal of Continuing Education in the Health Professions*. This work will subsequently be submitted to one health professions education conference for dissemination. Both manuscripts are included in the primary investigator's doctoral dissertation. In both manuscripts, the CSRT are acknowledged as the funding source.

**3. Executive summary of the work for publication on the CSRT website.**

Respiratory therapists (RTs) are expected to provide high-quality care for patients with chronic and acute cardiopulmonary conditions across the lifespan by staying abreast of and integrating scientific evidence into clinical practice. This integration of evidence is encompassed within the competency of scholarly practice. However, there is currently a limited understanding of RTs' scholarly practice. Furthermore, despite RTs widespread presence in the Canadian healthcare system, comprehensive studies describing the profiles of RTs are lacking.

To address these gaps, our team conducted two studies, resulting in two manuscripts. The first manuscript reports on a study aimed at describing the demographic characteristics, scholarly and practice profiles of the respiratory therapy profession in Canada. A cross-sectional survey distributed to RTs via the CSRT, and all regulatory bodies yielded responses from 832 participants, revealing insights into various aspects of RTs' practice and scholarly engagement. Overall, participation in scholarly practice activities was limited; very few RTs publish peer-reviewed work or participate in conferences and scientific

lectures. While there is recognition of the importance of critical reflection, mentorship, and mentoring of others in developing a scholarly practitioner identity, there are challenges related to accessing higher education and resources to support aspects of scholarly practice. Nurturing a culture of scholarly practice, creating supportive environments and providing access to resources and professional development activities are likely necessary to support the development of scholarly practice in the profession.

The second manuscript reports on a study of the development, piloting, and establishing preliminary validity evidence for a tool designed to measure scholarly practice among RTs. Using a scale development process and exploratory factor analysis, we created an 18-item scholarly practice tool. Our analysis revealed four key factors that represent dimensions of scholarly practice, demonstrating suitable internal consistency for the measure. This is preliminary evidence for the utility of the scholarly practice tool in promoting self-reflection and fostering peer-based reflection among RTs.

Together, these manuscripts offer valuable insights into the demographic and scholarly practice of RTs in Canada, highlighting areas for improvement and underscoring the importance of nurturing a culture of scholarly practice in the respiratory therapy profession. Further research efforts may focus on expanding the tool's validity and exploring its application in other health professions, ultimately contributing to the enhancement of professionalism and innovation in respiratory therapy practice.