



CAPILANO UNIVERSITY

RESPONSE AND ACTION PLAN

JANUARY 27, 2026
HEALTHCARE ASSISTANT CERTIFICATE (HCA) PROGRAM
SCHOOL OF ALLIED HEALTH
FACULTY OF EDUCATION, HEALTH, AND HUMAN DEVELOPMENT

Academic Unit Review: Response and Action Plan

Health Care Assistant (HCA) Program

Section 1. Response & Five-Year Action Plan

Goals

Effective Date of Action Plan Implementation: 3 March 2026

Goal #	Goal	Rationale & Supporting Evidence	Review Reports Page #
1	Support investment in health lab and equipment upgrades	Lab space is shared between the Rehabilitation Assistant Diploma program (RADP) and the HCA program. With the increasing numbers of cohorts in both programs, this limited space poses sufficient scheduling challenges. Our equipment is outdated and requires upgrading to align with Registry requirements. This is a concern that has been expressed by faculty in both these programs.	Self-study report (SSR) pp. 29-30
2	Support investment in human resources	The School of Allied Health is growing, with several cohorts being offered across the programs in this school. Currently, we share administrative support with the School of Childhood Studies. This role is vital to ensure smooth processes such as enrollment, registration, securing required documents such as criminal record checks, and general student and faculty support throughout the program. A dedicated DS and DDA would reduce undue stress on	SSR pp. 34-35

		the current individuals in this role and allow these individuals to build relationships and expertise in our program area. • The HCA department does not have a succession plan in place at this time but recognizes the wealth of knowledge held by long-standing members of this program. Building coordination skills and a willingness to take on this role within the department, is a priority.	
3	Maintain current and explore novel practice education opportunities	• Maintain an active external advisory committee (EAC), comprised of members from our current complex care and assisted living practice education sites and alumni of the HCA program. This committee will be vital in the realization of this goal, by allowing for the establishment of clear communication and information sharing processes that promotes timely discussion around student challenges, student opportunities, and creative problem-solving. • Continue to explore practice education opportunities with Indigenous Community partners and Home Support, and the viability of Acute Care practicums, to ensure that we meet the changing needs of our communities and that students have the knowledge and skills to prepare them to work in these roles.	SSR pp. 26 & 30-31
4	Maintain best practice standards in program delivery	• Utilize University resources through the center for teaching excellence (CTE) to stay abreast of changes and challenges faced by the field of post-secondary education, including AI and online teaching. A CTE member will sit on the HCA external advisory committee to support the HCA department to respond to these challenges proactively. CTE is a vital resource to support faculty to stay relevant in their professional development. • Explore opportunities to offer the Mental Health First Aid course, using the approach used to deliver the Provincial Violence Prevention course. This model promotes cross program and unit	SSR pp. 27-28 & 31-33

		collaboration. Mental health awareness is key to ensure the health and wellbeing of students and arms them with the ability to support the clients they serve.	
5	Establish explicit pathways for student learning	• Continue to explore pathways and clearly map ladderling opportunities for students within and external to Capilano University. Engage in discussions with partners at articulation meetings, exploring opportunities to collaborate. • Actively support the establishment of a Health Degree in the School of Allied health, ensuring that HCA students are able to access this program and can continue their studies at Capilano University. • Respond to and actively recruit students – domestic and international - interested in the HCA program outside the parameters of the ministry-funded program.	SSR pp. 28-29 & 33-34
6	Enhance support for faculty members' research and scholarly activity	• Promote faculty continued learning efforts and explore opportunities for research and scholarly activity. • Explore opportunities for faculty to share expertise through community-based workshops or lectures; thereby strengthening community connection and aligning with Capilano University values.	SSR pp. 24-25

Action Plan Overview

Goal # 1	Support investment in health lab and equipment upgrades
Action	1. Establish a detailed visual map and financial plan for the redesign of the health lab, in collaboration with the Rehabilitation Assistant Diploma Program (RADP). 2. Develop a proactive equipment and supplies purchasing plan for the replacement/upgrading of old/redundant lab supplies. 3. Initiate conversations with Vancouver Coastal Health (VCH) and within the external advisory committee (EAC) to identify possible private funding sources to support lab redesign or equipment replacement.
Milestone/Measurable Outcomes	1. Establish a lab space and equipment inventory that is compliant with Registry requirements and supports best practices in skill learning and practice for HCA students 2. Submit proposal for Health lab redesign for growing needs of the School of Allied Health
Timeline (AY1–AY5)	AY-1 2025-2026: • Conduct a thorough inventory of current equipment and supplies in anticipation of Registry Compliance Assessment. Registry Compliance Assessment visit scheduled for Feb 23-27, 2026 • Compile a list of equipment at N.Van and Sechelt labs that needs to be replaced within the next 3-5 years. Obtain quotes for these pieces of equipment. Submit to Dean for review. • Collaborate with Dean to develop an equipment purchasing plan for replacement of old equipment. • Meet with campus planning and facilities to review prior lab use recommendations in collaboration with RADP coordinator and determine steps for moving forward with these recommendations. • Explore other space sharing opportunities across the university, such as with the Kinesiology department • Add this item for discussion at April 2026 EAC meeting. • Integrate Registry feedback and recommendations from upcoming compliance assessment regarding lab space into this action plan AY-2 2026-2027:

	• Maintain current lab inventory levels and purchase equipment identified as requiring replacement for this year, in accordance with purchasing plan. • Implement 1-2 recommendations from Campus Planning and Facilities regarding optimizing space use; continue discussions re: lab upgrading • Follow up on recommendations from VCH/EAC re: funding sources AY-3 2027-2028: • Maintain current lab inventory levels and purchase equipment identified as requiring replacement for this year, in accordance with purchasing plan. • Implement 1-2 recommendations from Space Planning regarding optimizing space use; formalize plan and timeline for N.Van lab upgrading. AY- 4 2028 – 2029 • Maintain current lab inventory levels and purchase equipment identified as requiring replacement for this year, in accordance with purchasing plan. • Anticipate N.Van lab upgrading work; plan for labs space needs during these upgrades. AY-5 2029-2030 • Maintain current lab inventory levels and purchase equipment identified as requiring replacement for this year, in accordance with purchasing plan. • Completion of lab upgrading work in anticipation of Fall N.Van 2030 cohort.
Lead(s)	Co-coordinators HCA Program Dean EHHD
Support(s)	Chair of Allied Health; Coordinator of RADP Health Lab Equipment Assistant Campus Planning and Facilities

Anticipated Resource Needs

Action #	Resource Type	Source Category	Amount/Notes
#1: Establish a detailed visual map and financial plan for the redesign of the health lab, in collaboration with the Rehabilitation Assistant Diploma Program. #2 Develop a proactive equipment and supplies purchasing plan for the replacement/upgrading of old/redundant lab supplies.	One-time Allocation of funds plus new ongoing funding	New and ongoing funding	One-Time funding for lab redesign and the implementation of space planning recommendations, such as shelving in the storage areas, moving the washing machine and dryer to allow for additional room around the beds, removing the wall to FIR 205 to expand the lab space. One time funding for equipment requests for both the Sechelt and NVan campuses: <u>Bedside tables</u> (1 per lab bed – 18 total): example hyperlinked. Approximately \$50 per table; total cost approximately \$900 <u>Screens</u> (2 per campus): example hyperlinked. Approximately \$60 per screen; total cost approximately \$240 Sara Stedy lift for Sechelt Lab: \$3250 – based on recent purchase for the RAD program. <u>Low-fidelity Manikins</u> (2 required): example hyperlinked. \$450.58 Additional HCA budget allocation requested for ongoing maintenance or upgrading of equipment in addition to our current budget for lab supplies - \$500

Goal # 2	Support investment in human resources
Action	1. Establish 1 DS FTE to support the School of Allied Health Programs. 2. Establish 1 DDA FTE to support the School of Allied Health Programs. 3. Establish coordinator succession plan within the HCA department.
Milestone/Measurable Outcomes	1. Establish an administrative team dedicated to supporting the School of Allied Health programs 2. Approve a departmental plan outlining succession planning for the coordination role in the HCA department
Timeline	AY-1 2025-2026: • Meet with Dean of EHHD, Chair of School of Allied Health, and current DS to discuss program specific needs. • Add succession planning to agenda for regular discussion at departmental faculty meeting. • Co-coordinators to provide mini-workshops around key coordinator duties. • Interested faculty to attend HR workshops related to coordination role. AY-2 2026-2027: • Advocate for dedicated DS and DDA roles • Assign workload to interested faculty to assume specific coordination tasks; current coordinators providing mentoring and support AY-3 2027-2028: • Establish key program processes and support needs in collaboration with dedicated DS and DDA • Establish plan for rotating coordination with the HCA department; current coordinators providing mentoring and support
Lead(s)	Co-coordinators HCA Program
Support(s)	Chair of Allied Health Dean EHHD Current DS HCA Faculty

Anticipated Resource Needs

Action #	Resource Type	Source Category	Amount/Notes
# 1 & 2: Establish 1 DS FTE to support the School of Allied Health Programs. Establish 1 DDA FTE to support the School of Allied Health Programs	Reallocation of current program and unit budget	Reallocation of current program and unit budget	1 DS FTE and 1 and 1 DDA FTE dedicated to the School of Allied Health

Goal # 3	Maintain current and explore novel practice education opportunities
Action	1. Establish and maintain an active External Advisory Committee (EAC). 2. Maintain and foster current practice education relationships, through the gathering and implementation of feedback after each practice education cycle. 3. Continue to explore novel practice education opportunities such as in home health, group living environments and acute care.
Milestone/Measurable Outcomes	1. Maintain an active External Advisory Committee (EAC), in accordance with established Capilano University EAC policy and procedures, and Registry requirements. 2. Establish formal process for the gathering, implementation, analyzing and communication of feedback from students and practice education sites.
Timeline	AY-1 2025-2026: • Establish an EAC comprised of members from current practice education sites, alumni and faculty; hosting two meetings per year. • Establish a Terms of Reference for this committee. • Discuss processes for streamlining communication regarding student challenges and opportunities during practice education. • Discuss opportunities for sharing of information such as Registry updates to ensure practice education sites are aware of curriculum and mandate changes. • Gather feedback regarding practice education sites from students, faculty, and staff, to determine areas for improvement • Utilize articulation meetings to determine feasibility of practice education in evolving HCA practice areas. AY-2 2026-2027: • Gather feedback regarding practice education sites from students, faculty, and staff, to determine areas for improvement • Identify and explore the feasibility of one evolving HCA area of practice AY-3 2027-2028: • Analyze feedback obtained from practice education opportunities; share at EAC meetings • Work to implement identified needs

	Identify and explore the feasibility of one evolving HCA area of practice
Lead(s)	Co-coordinators HCA Program EAC Members
Support(s)	Current DS HCA 110 & 112 Faculty

Anticipated Resource Needs

Action #	Resource Type	Source Category	Amount/Notes
#1. Establish and maintain an active External Advisory Committee (EAC). #2. Maintain and foster current practice education relationships, through the gathering and implementation of feedback after each practice education cycle. #3. Continue to explore novel practice education opportunities such as in home health, group living environments and acute care.			No new funding/resources anticipated

Goal # 4	Maintain best practice standards in program delivery
Action	1. Utilize CTE to help to identify needed supports to address challenges and learning opportunities for faculty within the department, as per Registry guidelines and faculty priorities, such as developing consistent eLearn templates, consistent lesson plans, detailed curriculum maps, shared resource lists, Indigenization of curriculum. 2. Provide Mental Health First Aid Training to all students within the HCA program.
Milestone/Measurable Outcomes	1. Develop shared learning plan within the HCA department to address current and future learning needs 2. Integrate Mental Health First Aid Training into HCA curriculum
Timeline	AY-1 2025-2026: • Identify and invite one CTE member to sit on the HCA EAC, as per Registry requirements. • Explore the use of Pebblepad to support practice education. • Discuss current teaching challenges and interests at departmental faculty meeting, to develop a proactive learning plan around maintaining best practices in the department. • Advocate for funding for the Mental Health First Aid training, using the Train the Trainer model, as identified in 2021 external committee report. AY-2 2026-2027: • Trial the use of Pebblepad for one practice education site at one campus; gather feedback from students and faculty. • Establish departmental shared learning plan to address an identified challenge or area of interest. • Identify faculty member interested in teaching the Mental Health First Aid course within the HCA program. AY-3 2027-2028: • Integrate the use of Pebble pad into practice education across campuses; evaluate efficacy • Maintain departmental shared learning plan to address an identified challenge or area of interest. • Provide Mental Health First Aid training across unit and university programs
Lead(s)	Co-coordinators HCA Program
Support(s)	Dean EHHD HCA faculty CTE

Anticipated Resource Needs

Action #	Resource Type	Source Category	Amount/Notes
#2:Provide Mental Health First Aid Training for all students within the HCA program.	One-Time Funding	One-time reallocation of program budget	Mental Health First Aid training program: Train the trainer - \$3500

Goal # 5	Establish explicit pathways for student learning
Action	1. Maintain at least 90% student enrollment in HCA programs across campuses by actively recruiting both domestic and international fee-paying students to fill cohorts alongside tuition-funded HCAP allocations. 2. Support the development and implementation of a Health Degree in the School of Allied Health, ensuring HCA student access. 3. Map laddering opportunities within and external to Capilano University, to support graduates' continued learning within the Health Care sector.
Milestone/Measurable Outcomes	1. Recruit diverse students to maintain program enrollment targets across campuses 2. Implementation of a Health Degree in School of Allied Health 3. Establish curricular maps for laddering within and external to Capilano University
Timeline	AY-1 2025-2026: • Meet with Chair of Allied Health to map out degree requirements, intentionally mapping pathway for HCA students towards rehabilitation-focused careers. • Explore laddering opportunities for HCA students towards nursing-focused careers. • Attend health career fairs and Cap Explore to recruit students within and outside HCAP parameters • Explore HCA partnerships with Indigenous communities. AY-2 2026-2027: • Advocate for and support the application processes for Health Degree in School of Allied Health • Allocate non-HCAP seats for domestic and international students interested in working in HCA role; adjusting enrollment timelines to support this recruitment. • Continue to explore HCA partnerships with Indigenous communities. • Clearly map laddering opportunities; explore funding opportunities to support continued education. • Communicate laddering opportunities within and outside Capilano University to students. AY-3 2027-2028: • Promote Health Degree and other laddering pathways at career fairs, recruitment events and articulation, as part of HCA program continued learning opportunities • Identify HCA faculty interested in teaching in Health Degree.

	• Identify and support students interested in accessing the first offering of Health degree to obtain required pre-requisites. • Maintain enrollment plan. • Continue to explore HCA partnerships with Indigenous communities. AY-4 2028-2029: • Monitor success of students in Health Degree; identify further learning needs in HCA program. • Maintain enrollment plan. • Continue to explore HCA partnerships with Indigenous communities. AY-5 2029-2030: • Monitor success of students in Health Degree; identify further learning needs in HCA program. • Maintain enrollment plan. • Continue to explore HCA partnerships with Indigenous communities.
Lead(s)	Co-coordinators HCA Program Coordinator RAD Program Chair of Allied Health Dean EHHD
Support(s)	HCA Faculty Registrar's office Recruitment Senate and sub-senate committees, Academic Initiatives and Planning (AIP), Indigenous and Education Affairs (IEA) office, First Nations community leaders and Elders, Finance, Marketing and Digital Experience Institutional Research Library Integrated Planning

Anticipated Resource Needs

Action #	Resource Type	Source Category	Amount/Notes
#1. Maintain at least 90% student enrollment in HCA programs across campuses by actively recruiting both domestic and international fee-paying students to fill cohorts alongside tuition-funded HCAP allocations.	Ongoing Funding	Ongoing Funding	Marketing funding, in addition to current budget, for the production of flyers and supplies for recruitment events - \$500/year
#2. Support the development and implementation of a Health Degree in School of Allied Health, ensuring HCA student access.	One-time Allocation of funds plus new ongoing funding	One-time Allocation of funds plus new ongoing funding	TBD – Unit funding to support faculty to develop proposal, create curriculum, implement program, deliver curriculum and review implementation and success of program

Goal # 6	Enhance support for faculty members' research and scholarly activity
Action	1. Encourage and continue to support faculty professional development opportunities, through yearly feedback, sharing of educational resources such as funding opportunities or course content at faculty meetings, inviting CTE to share learning opportunities. 2. Develop a series of workshops related to HCA content and skills, to support community members caring for aging or vulnerable family members.
Milestone/Measurable Outcomes	1. Develop and implement faculty satisfaction survey to support needs in the area of research and scholarly activity 2. Implement community workshops to support community members caring for aging or vulnerable family members and supporting Capilano University 2030 vision of engagement with community.
Timeline	AY1 - 2025-2026: • Review PD requirements and funding opportunities with department, particularly new faculty • Ensure new faculty attend New Employee orientation through CTE • Encourage and continue to support professional development that supports best practices in health care field and/or teaching and learning such as Provincial Instructor Diploma Program • Encourage educational interests in personal growth areas • Identify and discuss opportunities to share wealth of faculty education with community AY2 - 2026-2027: • Maintain professional development requirements within the department. • Plan and implement workshop/lecture to share educational knowledge; gather feedback. AY3 - 2027-2028: • Maintain professional development requirements within the department. • Continue to offer workshops/lectures. • Explore micro-credentialing opportunities, as determined by department. • Explore research and scholarly activities related to the impact of workshops/lectures, as determined by department.
Lead(s)	Co-coordinators HCA Program Dean EHHD
Support(s)	HCA Faculty

Anticipated Resource Needs

Action #	Resource Type	Source Category	Amount/Notes
#2 Develop a series of workshops related to HCA content and skills, to support community members caring for aging or vulnerable family members.	New ongoing funding	New ongoing funding	New allocation of funding for 1 section of workload for the curriculum development of community workshops, plus to support the development and reproduction of marketing/educational resources - \$500 per year. This would be off-set by the enrollment fees paid for workshop attendance

Section 2. External Review Recommendations Not Addressed in the Action Plan

External Review Recommendations

This modified program review did not include an external review committee step. The HCA Program at Capilano University will be undergoing a Compliance Assessment with the BC Care Aide & Community Health Worker Registry on February 23 and 24, 2026. The recommendations from this assessment and site visit will be included in the Year 1 action plan update.

Action Plan Submission and Monitoring Process

The review liaison will notify unit leadership of upcoming deliverables with at a minimum of three months' advance notice.

- **Action plans Submission:** to Senate Academic Planning and Review Committee (SAPRC) for approval.
- **Implementation Oversight:** the unit chair and dean jointly oversee the plan's implementation.
- **Mid-Cycle Progress Reports:** progress reports are due in Years 3 and 5 of the five/six-year period. Before SAPRC review, each report is discussed by unit instructors and the dean at Faculty Council (or Faculty Strategic Planning Committee).
- **SAPRC Review:** finalized progress reports are presented to SAPRC for feedback and record-keeping.

Year 1 of the five/six-year plan	AY 2025-26
Year 3 [progress report]	AY 2027-28
Year 5 [progress report]	AY 2029-30

Next scheduled cyclical review	AY 2030-31
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Section 3. Decanal Response to Review Findings

Dean's Response to Results of Cyclical Review Process

The Health Care Assistant department has completed a thoughtful and comprehensive assessment of departmental strengths and gaps through the cyclical review process, often considering helpfully how needs in their program area are connected with wider needs in the School of Allied Health and across postsecondary health programs in BC. Two areas of focus stand out as requiring immediate institutional support in order to ensure the continued strength of our HCA program and to build additional capacity in allied health programming at the University:

1. Comprehensive health lab and equipment upgrades that support multiple and integrated allied health programming and scheduling
2. Support for HCA faculty involvement in the development of additional allied health credentials, pathways, and laddering opportunities in collaboration with colleagues in the School of Allied Health and health programs in other Faculties.

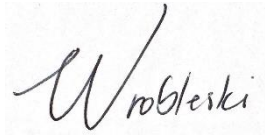
In addition to identifying these needs, the HCA department should be commended for their robust plans to maintain teaching excellence through ongoing professional development, Indigenization/decolonization efforts, and innovation in both classroom and practice education in alignment with the CapU Academic Plan, *Illuminating 2030*.

Response and Action Plan Review and Approval

Document reviewed and approved by HCA Department at the October 2025 HCA Faculty meeting on October 20, 2025

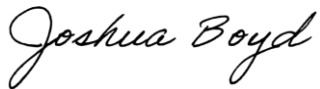
Document verified by:

Tanya Wrobleski – Co-Coordinator, HCA



Date: October 20, 2025

Joshua Boyd - Co-Coordinator, HCA



Date: October 21, 2025

Brad Martin - Dean, EHHD



Date: January 27, 2026