



CAPILANO UNIVERSITY

RESPONSE AND ACTION PLAN

JANUARY 23, 2026
REHABILITATION ASSISTANT DIPLOMA (RAD) PROGRAM
SCHOOL OF ALLIED HEALTH
FACULTY OF EDUCATION, HEALTH, AND HUMAN DEVELOPMENT

**Academic Unit Review: Response and Action Plan
Rehabilitation Assistant Diploma Program (RADP)**

Section 1. Response & Five-Year Action Plan

Goals

Effective Date of Action Plan Implementation: 03-03-2026

Goal #	Goal	Rationale and Supporting Evidence	Review Reports Page #
1	To provide lab space for rehabilitation assistant students and instructors to ensure sufficient beds, equipment, and space to meet the needs of a cohort of 22 students and allow for optimization of skill development to prepare students for clinical practicum and employment.	Lab space and lack of equipment purchasing opportunities do not meet current or future needs and may be expected to limit the growth of the program. “A concern expressed by both students and instructors is the health lab; it has been noted to be a shortcoming due to both its size and lack of ongoing structural updates and equipment renewal. Most of the equipment in the lab was purchased 22 years ago”	Self-study report (SSR) pp.30 – 33, 37
2	Develop ladder degree completion opportunities at CapU for RADP grads.	A recent RADP graduate survey indicated 63% of respondents are interested in completing a degree at CapU if this option were available.	SSR p. 8 Appendix 2.2
3	Develop Indigenous partnerships as supported by RADP’s Indigenous	Relationship building is recommended with:	SSR Appendix 1.6

	Assessment and Implementation project	- Indigenous students and grads - Indigenous preceptors - First Nations Health Authority (FNHA) - First Nations communities, Elders and Knowledge Keepers	
4	Reduce student financial burdens related to RADP practicums to improve access to out-of-town practicum experiences and reduce the burden of obtaining local practicums for all students.	RADP students would benefit from supportive financial assistance for remote practicums (this concern was expressed by students, instructors, and placement coordinators during the recent accreditation PRT onsite visit)	Occupational Therapist Assistant Physiotherapist Assistant Education Accreditation Program (OTA PTA EAP) Peer Review Team final report May 2025
5	Develop succession plan for RADP coordination	RADP coordinator has been Tracy Dignum for 20 years which has allowed for consistency and strong relationships and historical knowledge, but a succession plan for an effective transition is required.	OTA PTA EAP Accreditation Review and Status Report Nov 29, 2024

Action Plan Overview

Goal #1	To provide lab space for rehabilitation assistant students and instructors to ensure sufficient beds, equipment, and space to meet the needs of a cohort of 22 students and allow for optimization of skill development to prepare students for clinical practicum and employment.
Actions	Work with Campus Planning and Dean to support major project of lab renovation and purchase of suitable equipment.
Milestone / Measurable Outcomes	1. Continue to advocate within Capilano University's Campus Master Plan Goal of being identified in the Space Needs Assessment process as a priority project for CapU. 2. Identify scope of financial need to renovate lab space and obtain equipment to meet needs. 3. Ensure that lab equipment upgrades are requested within the EHHD 2026-27 Integrated Planning process 4. Work with Campus Planning and Dean to establish scope and timing of project. 5. Identify partners (on and off campus) to sponsor / contribute to project through discussion with Alumni Relations and Philanthropy to provide external funding for lab and equipment upgrades. 6. Source and purchase suitable equipment.
Timeline (AY 1 – 5)	AY 1 (25/26): - Meet with HCA coordinators to collaborate on planned initiatives - Participate in Space Needs Assessment - Meet with Philanthropy department re: private funding opportunities - Conduct needs assessment of lab supplies and equipment - Obtain quotes for needed supplies and equipment in lab - Include lab equipment upgrades in EHHD 2026-27 Integrated Planning requests

	AY 2 (26/27): - Identify funding sources - Purchase items to replenish lab supplies and equipment - Participate in Space Needs Assessment and campus planning for lab upgrading AY 3 (27/28): - Anticipate lab upgrading work - Ensure ongoing inventory maintenance and budgeting for supply and equipment maintenance and replenishment AY 4 (28/29): - Anticipate lab upgrading work to be completed by Summer 2028 - Ensure ongoing inventory maintenance and budgeting for supply and equipment maintenance and replenishment AY 5 (29/30): - Ensure ongoing inventory maintenance and budgeting for supply and equipment maintenance and replenishment
Lead(s)	RADP coordinator Dean, EHHD
Supports	Dean, EHHD RADP instructor and HCA coordinator HCA coordinator Music Therapy coordinator Campus Planning Facilities Integrated Planning Alumni Relations and Philanthropy

Goal #2	Develop ladder degree completion opportunities at CapU for RADP graduates.
Action	Inform a concept paper for a degree completion option for RADP by conducting a scoping project to identify optimal degree format to best meet needs of RADP graduates and graduates of accredited Canadian OTA/PTA programs and align with health human resources needs in British Columbia.
Milestone / Measurable Outcomes	1. Complete concept paper with support from AIP
Timeline (AY 1 – 5)	AY 1 (25/26): - Conduct scoping project to identify potential ladder degree options within existing CapU degree offerings. - Conduct environmental scan to identify comparable Canadian programs. - Collaborate with HCA to discuss collaboration towards this goal - Consult with Academic Initiatives and Planning (AIP) AY 2 (26/27): - Develop working group comprised of faculty, grads, current students, administration, and External Advisory Committee (EAC) members - Facilitate a series of virtual meetings to obtain structured input & consider repeat survey of graduates - Meet with Dean to discuss him bringing this forward with deans and provost prior to Lisa Hoover potentially sharing processes and timelines for proposal - Identify faculty members to develop degree proposal. Proposal development in collaboration with appropriate collaborative partners including the School of Kinesiology, Faculty of Arts and Sciences, Centre for Teaching Excellence (CTE), AIP. AY 3 (27/28): - Formalization of CapU ladder degree pathway or - Degree development process AY 4 (28/29): - Marketing and promotion of CapU ladder degree pathway - Initiation of CapU ladder degree pathway Or

	- Degree development process - Degree promotion and marketing AY 5 (29/30): - First offering of degree completion option if appropriate -
Lead(s)	RADP coordinator Dean, EHHD
Supports	Dean, EHHD RADP instructors CapU: - Support of Dean - Finance - Senate Curriculum Committee (SCC) and Senate - Office of AIP - Faculty-level committees, Senate and sub-senate committees, Marketing and Digital Experience (MDx), Registrar's Office (RO), Library, and Indigenous Education and Affairs (IEA) office

Goal #3	Develop Indigenous partnerships as supported by RADP's Indigenous Assessment and Implementation project
Action	Identify and invite five Indigenous individuals and groups to partner with RADP in relation to practicums, deliveries, student recruitment, External Advisory Committee (EAC) membership, curricular changes, and future credentials by Dec 31/2027.
Milestone / Measurable Outcomes	1. Create <u>five</u> meaningful partnerships with individuals or groups who can inform RADP of Indigenous considerations and perspectives related to clinical practicum models and locations, program delivery models and locations, approaches to improve recruitment of Indigenous students and future credentials: Specific outcomes are: a. Create a <u>minimum of one</u> new practicum opportunity (e.g., Northern Therapy Services, Carrier Sekani Family services) b. Create <u>minimum of one</u> new partnership to discuss future RADP deliveries (e.g., Seabird Island band)

	c. Create <u>minimum of one</u> new relationship to discuss recruitment initiatives for Indigenous students (e.g., Squamish Nation) d. Add <u>minimum of one</u> new member to RADP EAC (e.g., Indigenous grads of RADP) e. Include <u>minimum of one</u> Indigenous representative on any future credential / degree working group (e.g., Indigenous grads and preceptors, First Nations Band education officers)
Timeline (AY 1 – 5)	AY 1 (25/26): - Identify specific areas of future development for partnerships to work with - Identify appropriate Indigenous partners in Vancouver Coastal Health, Fraser Health, Island Health and Northern Health regions - 3 meetings with working group to identify specific areas of future development for partners and appropriate Indigenous partners throughout BC - Working group representative(s) to invite conversation with potential partners and discuss involvement in practicums, deliveries, recruitment, EAC, or degree working group. - Aim for 2 new partners in AY1 AY 2 (26/27): - Continue process aiming for 2+ more new partners in AY 2 - Ongoing process to recruit and replace partners in targeted areas and develop initiatives to meet needs of partners and program AY 3 (27/28): - Ensure meaningful ongoing engagement with new Indigenous partners and prepare for future partnerships - Ongoing process to recruit and replace partners in targeted areas and develop initiatives to meet needs of partners and program AY 4 (28/29): - Ongoing process to recruit and replace partners in targeted areas and develop initiatives to meet needs of partners and program AY 5 (29/30): - Ongoing process to recruit and replace partners in targeted areas and develop initiatives to meet needs of partners and program
Lead(s)	RADP coordinator

Supports	Dean, EHHD RADP instructor Office of Indigenous Education and Affairs (IEA) Faculty-level committees Senate, and sub-Senate committees Marketing and Digital Experience (MDx) WIL office
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Goal #4	Reduce student financial burden related to RADP practicums to improve access to out-of-town practicum experiences and reduce the burden of obtaining local practicums for all students.
Action	Identify, seek, and obtain funding sources that students may access to offset practicum travel expenses for practicums requiring car travel and for practicums outside the Lower Mainland.
Milestone / Measurable Outcomes	1. Meet with Magdalena Mot / Work-Integrated Learning as well as Student Bursaries and Awards Office by April 30/26 2. Apply to a <u>minimum of one</u> appropriate funding source by Dec 31/26 3. Provide information to all RADP students regarding identified funding sources as they become available 4. Facilitate any decision making / student selection processes required to distribute funds annually as determined by RADP faculty.
Timeline (AY 1 – 5)	AY 1 (25/26): - RADP Fieldwork Manager to meet with WIL - RADP Coordinator to meet with Student Bursaries and Awards Office - Apply to appropriate funding sources AY 2 (26/27): - Continue to apply to appropriate funding sources - Provide information to students re: identified funding sources - Facilitate any decision making / student selection processes required to distribute funds annually

	AY 3 (27/28): - Continue to apply to appropriate funding sources - Provide information to students re: identified funding sources - Facilitate any decision making / student selection processes required to distribute funds annually AY 4 (28/29): - Continue to apply to appropriate funding sources - Provide information to students re: identified funding sources - Facilitate any decision making / student selection processes required to distribute funds annually AY 5 (29/30): - Continue to apply to appropriate funding sources - Provide information to students re: identified funding sources - Facilitate any decision making / student selection processes required to distribute funds annually
Lead(s)	RADP instructor / Fieldwork manager
Supports	Dean, EHHD RADP coordinator Senior Manager, Work-Integrated Learning Student Bursaries and Awards Office

Goal #5	Develop succession plan for RADP coordination
Action	Develop a mentorship process for future coordinator(s) with gradual onboarding and shift of duties to insure consistency in role.
Milestone / Measurable Outcomes	1. Successful hand-off of coordinator role to a willing and equipped RADP faculty member.
Timeline (AY 1 – 5)	AY 1 (25/26): - Identify instructors interested in future role of coordinator of RADP - Encourage those interested in future coordination to attend People, Culture and Diversity joint trainings sessions - Coordinator to develop and provide PD sessions with resources archived in Teams to prepare instructors for future coordination

	AY 2 (26/27): - Coordinator to develop and provide PD sessions with resources archived in Teams to prepare instructors for future coordination - Facilitate nomination of those interested in co-coordinating with current coordinator AY 3 (27/28): - Co-coordination of current coordinator with future coordinator(s) x 1-2 years AY 4 (28/29): - Co-coordination of current coordinator with future coordinator(s) x 1-2 years AY 5 (29/30): - Full coordination role assumed by new coordinator(s)
Lead(s)	RADP Coordinator
Supports	RADP instructors People, Culture and Diversity

Anticipated Resource Needs

Action #	Resource Type e.g. one-time funding, new technology license, etc.	Source category e.g. one-time reallocation of program budget, new ongoing funding, etc.	Amount / Notes
1: Initiate and continue conversations to advocate for funding for lab space and equipment upgrades.	One time funding	New one-time funding	Quotes for priority equipment: HealthMed Physiotherapy Supplies: Wall Mount Parallel Bars https://www.healthmed.ca/products/wall-mount-parallel-bars Approximately \$1500 Neurological Mini Mat Table: https://www.healthmed.ca/products/neurological-table Approximately \$3000 Topro Taurus E Platform Walker: https://www.topromobility.co.uk/topro-taurus-e-premium-walker Approximately \$1400 Replacement of damaged exercise equipment and mobility aids Approximately \$2000
2: Develop degree proposal in line with needs assessment and follow processes for program approval and development.	One time funding for required equipment/materials and for program launch (marketing, etc.)	Sectional allotment for 1-2 instructors to oversee development of degree proposal	1 section of workload

3: Identify and invite Indigenous individuals and groups to partner with RADP in relation to practicums, deliveries, student recruitment, EAC membership, curricular changes, and future credentials.	New ongoing funding	Additional RADP program budget to facilitate partnership developments and provide honoraria to compensate Indigenous partners	Addition of \$300 per year to RADP budget
4: Identify, seek and obtain funding sources that students may access to offset practicum travel expenses for practicums requiring car travel and for practicums outside of the Lower Mainland.			No additional funding or resources anticipated.
5: Develop a mentorship process for future coordinator(s) with gradual onboarding and shift of duties to insure consistency in role.			No additional funding or resources anticipated.

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

N/A due to condensed approach without external review for RADP

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	2025-26 academic year
Year 3 [progress report]	2027-28 academic year
Year 5 [progress report]	2029-30 academic year
Next scheduled cyclical review	2030-31 academic year

Section 3. Decanal Response to Review Findings

Dean's Response to Results of Cyclical Review Process
The cyclical review process has been a valuable exercise permitting the Rehabilitation Assistant program to closely examine its strengths and opportunities for improvement. The program has experienced significant growth in recent years, in large part due to its excellent reputation in the province and nationally. This review outlines actions that will support its further expansion and enhance program quality and the student experience. In particular, it identifies important steps that will be taken in alignment with the following priorities outlined in the Capilano University Academic Plan, <i>Illuminating 2030</i>: • Developing plans and actions to advance Indigenization and decolonization and to address the educational priorities and requirements of territorial rights holders. • Developing plans for new and flexible academic programs that meet the needs of current and future CapU students.

- Expanding partnerships to enhance program delivery and develop online and in-person learning environments that model leading practices.
- Developing and putting into action a comprehensive approach to mentoring and orienting faculty to support the program coordination role.

Response and Action Plan Review and approval

Document verified by:

Tracy Dignum	January 23, 2026
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Chair, Allied Health: Tracy Dignum	Date
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Brad Martin	January 23, 2026
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Dean, EHHD: Brad Martin	Date
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