# Action Plan for Unanticipated Program Interruption

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| Sponsor/Institution Name: |  |
| CoAEMSP Program Number: | 600xxx |

*Action plans[[1]](#endnote-1) are an essential part of risk management, planning for disruptive events to ensure the program is always prepared if and when such events should occur. Developing an action plan involves making decisions in advance about the management of a Paramedic educational program, the human and financial resources, coordination and communications procedures, and being aware of a range of technical and logistical responses. For many programs, an emergency preparedness plan may not have addressed an interruption and the program is developing an action plan as the crisis is happening, not in advance.*

*Following are components for consideration when a Paramedic educational program is developing its action plan due to the interruption.*

*CAAHEP has added the following to their revised Standards template:*

*Examples of unanticipated interruptions may include unexpected departure of key personnel, natural disaster, public health crisis, fire, flood, power failure, failure of information technology services, or other events that may lead to inaccessibility of educational services.*

*The intention of this document is to provide the program a starting point for conversation and a resource tool for planning with their faculty.*

*The nature of the planning will vary depending on the type and length of the interruption and the resources impacted.*

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| **Formal Notifications** | **Program’s Action Plan** |
| 1. Are you formally notifying CoAEMSP? |  |
| 1. Are you formally notifying the institutional accreditor [[2]](#endnote-2)? |  |
| 1. Are you formally notifying your state higher education authority? |  |
| 1. Are you formally notifying your State Office of EMS? |  |
| **General Considerations for** *developing* **an Action Plan** | **Program’s Action Plan** |
| 1. How are you communicating program updates and statuses to medical director, faculty and students?  (i.e., format changes; lab and simulation restrictions; clinical and field internship availability; and other changes) |  |
| 1. How frequently are you communicating with the medical director, faculty and students? |  |
| 1. Which program policies are directly impacted by the interruption?  (i.e., minimum numbers for patient contact/skills; required number of contact hours for didactic/lab/clinical/field experience/capstone field internship; substituting with simulation; delivery methods; exemption from the third rider requirement; summative testing) |  |
| 1. How are you planning to assess the quality and success of online learning and evaluation if applicable? |  |
| 1. What considerations are being given to enrolling for the next or future cohorts? |  |
| **Didactic** | **Program’s Action Plan** |
| 1. Is the delivery of didactic content impacted/changed? If yes, describe how the delivery of didactic content is impacted/changed. |  |
| 1. Are you moving the didactic program to online/distance delivery? |  |
| * 1. Is the content delivered asynchronous or synchronous? |  |
| * 1. What support does the faculty have to move to online/distance delivery if applicable? |  |
| * 1. What platform are you using? |  |
| * 1. Are you able to maintain face-to-face interaction (i.e., via an online meeting like Zoom© or GoToMeeting™)? |  |
| 1. How are labs being sequenced with the curriculum (ex., front load didactic then a lab bootcamp; is the program paused until normal operations resume)? |  |
| 1. How are you administering and proctoring high-stakes exams? |  |
| **Lab** | **Program’s Action Plan** |
| 1. Are there adjustments to the program’s requirements (ex., minimum competencies, team leads) and (a)how are you determining the adjustments, (b)how are the adjustments being approved by the medical director, and (c)does the Advisory Committee endorse the adjustments?   Where is this level of detail documented? |  |
| **Clinical & Field** | **Program’s Action Plan** |
| 1. If you are making exemptions to the clinical and field experience requirements, such as specific clinical rotations (i.e., respiratory, ICU), how is the program determining the exemptions? Who is involved with making the determination? How is the change communicated to the students? Where is this level of detail documented? |  |
| **Competency Requirements** | **Program’s Action Plan** |
| 1. Which adjustments are being made? |  |
| 1. Team Leads requirements 🡪 Can the capstone field internship preceptor attest to the student’s overall competency in lieu of a faculty member? |  |
| 1. What accommodations have been made for the pediatric requirements? |  |
| 1. Is the Program maintaining the overall totals of lab skills as set in the program’s Student Minimum Competency? |  |
| 1. State Office of EMS, *if appropriate* – what adjustments are being made based on the State Office of EMS directive or executive order by your state? |  |
| 1. How are you determining the individual student is competent in all three learning domains? |  |
| 1. If adjustments are made to release the student early for provisional certification testing, do you have requirements for the student to return to complete the program? Is there a time-certain for the student to return? |  |
| **Student Records** | **Program’s Action Plan** |
| 1. Are you reviewing the Summary Tracking for all skills, patient contacts, and competencies for each graduate? |  |
| 1. Are you documenting the leave of absence or an incomplete or an extension? |  |
| **General Considerations for** *reflecting* **on the program’s action plan** | **Program’s Action Plan** |
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1. A program should have a contingency plan; however, it is recognized that many programs do not. This document is an ***optional*** tool to assist programs with developing a **contingency plan,** which is a plan designed to take a possible *future* event or circumstance into account. [↑](#endnote-ref-1)
2. **Institutional Accreditor Notification.** Official notification from the institution to its institutional accreditor of the temporary relocation of on-campus and off-campus instruction or moving the learning modality from residential instruction to an online format. In emergency situations, institutions are often required by their institutional accreditor to notify them of temporary relocation of on-campus and off-campus instruction. Emergency relocations are for unforeseeable situations such as natural disasters, fires, or other extraordinary circumstances. Unlike routine relocations in which a site permanently relocates to another single site, emergency relocations temporarily move instruction to another single site or to multiple other sites. The documentation your institution provided to its accreditor, as well as to the state higher education authority (if applicable), is what is being referenced here. [↑](#endnote-ref-2)