



CONTINGENCY PLAN GUIDELINES

Goal: To create an effective contingency plan that provides continuity of student learning, while sustaining the mission, vision, and values of the program during a catastrophic event.

1. Preparing a Contingency Plan

- A. Identify aspects of the program that may need to be adjusted in response to a catastrophic event including, but not limited to, the physical location of the campus, classroom(s), laboratory/ies, faculty offices, student services, and clinical setting access.
- B. Determine how communication will occur during the catastrophic event and maintain updated contact information for all faculty (including administration), students, clinical preceptors, and clinical settings.
- C. Determine the physical resources that will be needed (i.e., computer access, Wi-Fi, etc.) and the availability of these resources to faculty and students during a catastrophic event.
 - a. Identify the resources (e.g., Zoom, WebEx, Google docs, etc.) that will be utilized for didactic instruction in the event of disruption.
 - b. Provide faculty training on the identified resources to maintain FERPA in a virtual environment.
 - c. Prepare instructions for use by faculty and students if these resources are not currently being utilized by the program to allow for a seamless transition.

2. Implementing a Contingency Plan

- A. Assess the situation and determine what aspects of the program will be impacted and communicate the sponsoring institution's/program's response.
 - a. Determine what equipment faculty/students will need in response to the catastrophe and how the equipment will be obtained and distributed (i.e., PPE).
- B. Communicate the activation of the contingency plan to the appropriate individuals.
 - a. Assure sponsoring institution resources and students services are available and accessible to students. Provide updates if access and/or location have changed.
- C. Didactic and Clinical Courses
 - a. Alter schedules, as needed, to accommodate for the catastrophic event. Options include but are not limited to altering the didactic/clinical course schedule depending on the type of catastrophic event, and front-loading didactic course work if the clinical setting(s) are unavailable. Provide access to other virtual resources, which may include Skype and Google docs.
 - b. Provide alternate innovative learning options for students to include but not limited to virtual clinical simulations, case study analysis, and virtual tours of the clinical experience.

3. Program Leadership/Administration

- A. Maintain communication with the sponsoring institution, state and regulatory agencies, and accreditors during the catastrophic event.
- B. Maintain regular communication with faculty and students regarding the status of the catastrophic event.
- C. Communicate any deviation(s) from the prepared contingency plan.
- D. Seek feedback from communities of interest regarding the contingency plan.
- E. Make adjustments to the contingency plan, as needed, to assure appropriate program operations.
- F. Provide state/federal emergency websites and hotlines for faculty and students.

4. Sponsoring Institution

- A. Determine financial aid requirements if didactic and/or clinical courses are disrupted.
- B. Determine if course grading will change in response to the catastrophe (i.e., Pass/Fail).
- C. Provide guidance for temporary alteration(s) to the curricular sequence.
- D. Provide funding to maintain student support and safety during the catastrophe.
- E. Provide faculty support for resources not typically utilized by the program.
- F. Assure that student support services are not interrupted.
- G. Provide wellness support services for students and faculty.

5. Prepared Recovery from a Contingency Plan

- A. Include process for the program to resume normal operations.
- B. Review the contingency plan and implement improvements based on experience.