

12-23-21

## Spring 2022 Syllabus: Crisis Communications (☀) PUR4400C (30382)

**Professor:** Patrick Ford, Professional-in-Residence, Department of Public Relations

**Course Time:** M 1:55 - 3:50 p.m.; W 1:55 – 2:45 p.m.

**Location:** Weimer 2050

**Office Hours\*:** Monday 12:00-1:00 p.m.; Tuesday 12:00-1:30 p.m.; Wednesday 12:00-1:00 p.m.\*

*\*In office (Weimer 3115) or on phone or Zoom – Appointments recommended and may also be possible outside office hours.*

**Contact Information:** Email: [fordp@ufl.edu](mailto:fordp@ufl.edu); phone or text: 703-966-8138

**Teaching Assistant: Mary Reagan Phillips:** [phillipsm1@ufl.edu](mailto:phillipsm1@ufl.edu)

Messages via Canvas are accepted

**(☀) This syllabus is subject to change as the professor deems appropriate and necessary.**

### Course Description

*Crisis Communications* focuses on key elements of crisis and issues management – before, during and after a crisis. In an age when a company's every move is subject to instant, vivid, unfiltered, and global scrutiny and attack, the need for effective, proactive crisis management is greater than ever. And it is far more challenging, especially in 2021, amid multiple global crises. The structure of the course will reflect the crisis management process: precrisis (prevention, preparation, planning); crisis response (crisis communications and stakeholder engagement during the critical period); and postcrisis (lessons learned, corrective actions and reputation recovery). Emphasis will be placed on practical application of crisis communications theory, with copious use of real-life case studies and guest lectures by top expert practitioners. We have also scheduled two crisis simulations.

### Course Objectives

Upon completing this course, students will be able to:

- Learn what constitutes a crisis – how it is distinct from day-to-day issues
- Develop a crisis preparedness plan and vulnerabilities assessment
- Understand how to assemble and manage a crisis management team
- Understand the typical stages of a crisis, and how they are changing in the social media era
- Identify and address the ethical issues presented by crisis situations
- Write a crisis communications plan, including a core set of strategic messages for each key stakeholder group (e.g., employees, customers, shareholders, suppliers, community leaders, government officials, key opinion leaders, etc.)
- Understand the importance of opinion/attitudinal research in crisis management
- Develop a post-crisis plan, which includes learnings for the corporation and proof points for stakeholders on corrective actions to prevent a recurrence of the crisis

### *Prerequisite:*

- PUR 3000 Principles of Public Relations

### Course Objectives & Learning Outcomes

#### **College of Journalism and Communications Objectives**

The Accrediting Council on Education in Journalism and Mass Communications requires that by graduation all students should be able to:

- Apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located.
- Demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications.
- Demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation, and ability, domestically and globally, across

communication and media contexts.

- Present images and information effectively and creatively, using appropriate tools and technologies.
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve.
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity.
- Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work.
- Effectively and correctly apply basic numerical and statistical concepts.
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness.
- Apply tools and technologies appropriate for the communications professions in which they work

## **Readings**

### **Required Book**

- W. Timothy Coombs, *Ongoing Crisis Communication: Planning, Managing, and Responding* (5<sup>th</sup> ed.). Thousand Oaks: Sage Publications ISBN: 9781544331959

### **Additional Readings as Assigned**

Students will be expected to be regular readers of free updates from *PRWeek Daily Breakfast Briefing*. **PRWeek is accessible to UF students through the UF George A. Smathers Libraries online database system.** The professor will provide or assign additional reading materials (e.g. media articles or book chapters) over the course of the semester, mostly for additional information but, in some cases, these may be included in the test. Generally, assigned reading (book chapters or other articles) in the syllabus should be read in advance of the class for which they are listed. Be prepared for the professor to call on you in that class to discuss the assigned readings.

### **Online Course Administration — e-Learning in Canvas**

<https://elearning.ufl.edu> will be used to administer the course communication, materials (e.g., PowerPoint files, additional readings, handouts, assignment guidelines, evaluation forms), and grades. For instance, an electronic file of this document is posted on Canvas. You can access the site by using your GatorLink username and password. Please check the site for announcements and/or threads of comments from classmates, and the professor.

### **Course Professionalism**

- The College of Journalism and Communications is a professional school and professional decorum is expected at all times. Therefore, the students, and the professor, adhere to workplace norms for collegial and respectful interaction. Carefully consider how you participate in class discussions and in the assignments you submit and present. You can use humor and demonstrate creativity but think ahead to how it will reflect on you. Use your best professional judgment. Projects should not contain nudity, profanity, illegal activities, or situations that would put you or others in danger.
- Students are expected to show up on time, not leave early unless prior permission is granted, and wait for the class to end before leaving. This applies to both in-person and Zoom classes. *Please note the significant impact of attendance and active participation in your final grade (25% of grade) and be sure to show up and speak up.*
- Students are expected to conduct themselves in an honest, ethical, and courteous manner — with classmates and the professor.

### **Diversity Statement**

Your experience in this class is important to me. I embrace a notion of intellectual community enriched and enhanced by diversity along several dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, socio-economic class, disability, age, and religion. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course and that the diversity that students bring to this class be viewed as a

resource, strength, and benefit. Please let me know ways to improve the effectiveness of the course for you personally or for others.

## **Course Grades**

The evaluation of coursework will be based on the student's performance in four areas, each of which constitutes a percentage of the final grade. These include: attendance and active participation (which will include leading one or more "crisis-du-jour" workshops over the course of the semester); individual assignment (which will include developing a case study related to a corporate crisis and presenting it to the class); one group experiential learning project (collaborating with team members and presenting the final report to the class); and two quizzes.

### **Active Participation: 25%**

- Attendance and active participation are mandatory. Students will be expected to participate in various interactive exercises on real-world crisis situations and to be fully engaged – whether in class or on Zoom (with live video activated) -- at all times unless cleared in advance with the professor. Absences count from the first class following the drop/add period. After due warning, the professor may prohibit further attendance and subsequently assign a lower or failing grade for excessive absences; more than one unexcused absence during the semester will be considered "excessive absences." You are responsible for **notifying the professor in advance of the cause of your absence** and, if it is due to illness, provide a note from your medical provider. For further information on attendance policy, please consult: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

### **Individual Assignment / Case Study 25%**

- Individual assignments will provide an opportunity for you to explore various aspects of crisis and corporate reputation management. The most important will be to prepare a case study on a specific company's handling of a crisis. You will select the company and the case (subject to the professor's approval; it must be a case in which social media was or could have been a factor; and it must not be the company/case being analyzed by your group for the group project). The grade will be based on: case selection – how compelling is the situation and its business impact on the company; a company overview that puts the case in context and provides data and analysis on the potential risks to the company; analysis of how prepared the company appeared to be for rapid response; a comprehensive analysis of how the company engaged with primary and secondary stakeholders through direct engagement, media relations, and social media interaction; style and quality of writing; and quality of a presentation deck accompanying the case study, which may be used in class presentations to illustrate and bring the case to life.

### **Quizzes: 25%**

- Two quizzes will be scheduled. These will be designed to test the students' understanding of key concepts of crisis communication addressed in the course textbook and discussed in class by the professor and/or guest lecturers.

### **Group Project and Presentation: 25%**

- This group project will require you to work collaboratively with fellow students to develop a comprehensive case study of a consequential crisis for which enough information is publicly available to allow for detailed description and analysis of the company's reputation before the event; the nature and impact of the cause of the crisis; identification of key primary and secondary stakeholders and analysis of how successfully the company engaged with them; the impact of media and social media in causing and/or exacerbating the crisis; and the post-crisis steps the company took to recover from the crisis, to persuade stakeholders they would avoid recurrence of the crisis, and to fully or partially restore the company's reputation. Directions and team assignments will be provided early in the semester.

Grading for the course follows current UF grading policies for assigning grade points (see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>).

*The grading scale for the course is as follows:*

A = 93.0-100%.  
 A- = 90.0-92.99%.  
 B+ = 87.0-89.99%.  
 B = 83.0-86.99%.  
 B- = 80.0-82.99%.  
 C+ = 77.0-79.99%.  
 C = 74.0-76.99%.  
 C- = 70.0-73.99%.  
 D+ = 67.0-69.99%.  
 D = 64.0-66.99%.  
 D- = 60.0-63.99%.  
 E = below 60%

Further information about grades and grading policy may be found at this [link to the university grades and grading policies](#).

### **Online Course Evaluations**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals.

Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.a.ufl.edu/students/>.

Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from

GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.a.ufl.edu/public-results/>.

### **The Honor Pledge**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Honor Code](#). Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TA in this class.

### **Students Requiring Accommodations**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### **Campus Resources**

#### **Health and Wellness Resources**

- *U Matter, We Care*: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- *University Police Department*: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

### Academic Resources

- *E-learning technical support*: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Library Support*: Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center*: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- *Writing Studio*: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus*: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).
- *On-Line Students Complaints*: [View the Distance Learning Student Complaint Process](#).

### UF COVID-19 Guidance

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
  - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
  - Hand sanitizing stations will be located in every classroom.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms

began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email [covid@shcc.ufl.edu](mailto:covid@shcc.ufl.edu)) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.

- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
  - If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.
- Continue to regularly visit [coronavirus.UFHealth.org](http://coronavirus.UFHealth.org) and [coronavirus.ufl.edu](http://coronavirus.ufl.edu) for up-to-date information about COVID-19 and vaccination.

### **Policy on Recording Classes**

- Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.
- A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.
- Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### **Other Important Notes from Instructor**

- We will meet in person (Weimer 2050) for most classes, but several classes will be conducted on Zoom to accommodate guest lecturers or possibly for group presentations if needed – you will receive ample advance notice in those cases. In response to COVID-19, we will carefully track and comply with all UF policies and guidelines to maintain your learning environment and to enhance the safety of our in-classroom interactions
- The professor reserves the right to make changes, if necessary, to the grading system, schedule, or other matters pertaining to the class.
- I can be reached in my office (Weimer 3115), via email ([fordp@ufl.edu](mailto:fordp@ufl.edu)), by telephone (352-294-0493) or by text (703-966-8138). While I always strive to respond in a timely way, please be aware that I may not always be able to respond immediately to your communication. As a rule, allow up to 24 hours for a response.
- Students are not permitted to bring guests to class unless pre-arranged with the professor in advance.
- If you notice yourself having trouble in the course, it is crucial that you see me immediately or as soon as

possible. If you miss two or more classes with unexcused absences, please arrange to see me during office hours or by appointment at another time, as these absences will directly affect your grade. Please feel free to approach me about any concerns or comments you might have about this class. Ideally, every student in the class should plan to have at least one 1:1 meeting with me during the semester – I can meet with you during office hours or at other times, but I ask that you reach out in advance and schedule an appointment if you want to chat outside office hours.

- Any evidence of plagiarism or cheating will result in an “E” for the course and possible disciplinary action.
- Do not submit the same work to more than one class without prior written permission from both professors. Do not adapt work from another class for this class without my prior written permission.
- Do not adapt someone else's work and submit it as your own. This course requires original work, created at this time, for this purpose.
- Spelling counts, as do grammar, punctuation and professional presentation techniques. If you need extra help with presentation skills, arrange an appointment with me.
- An assignment turned in past the deadline may be penalized one letter grade for each weekday it is late. This is a business where deadlines count.
- In addition to the required and recommended readings, you are expected to maintain comprehensive class notes because class lectures often contain information that is not contained in the readings. You will be quizzed on this information. *If you miss a class, it is your responsibility to get briefed by another student on the content covered in the class.*
- Misspelling company or agency names during exercises may result in a letter grade deduction. Check your work!

### Course Schedule

**\*Readings are to be done BEFORE the date listed below\***

<b>W. Jan 5</b>	Course overview <ul style="list-style-type: none"> <li>• Syllabus discussion</li> <li>• Interactive crisis response exercise</li> <li>• Importance of ethical conduct (Page Principles)</li> </ul>
<b>M. Jan 10</b>	Introductions Discussion of assignments <ul style="list-style-type: none"> <li>➤ Individual and group case study assignments</li> <li>➤ Leading interactive chapter reviews</li> </ul>
<b>W. Jan 12</b>	Crisis du jour exercise Teams assigned for group project
<b>M. Jan 17</b>	<b>MLK Holiday</b>
<b>W. Jan 19</b>	Guest lecture: Carmella Glover, President, Diversity Action Alliance
<b>M. Jan. 24</b>	Lecture: Stakeholder theory as it relates to corporate reputation and resilience Interactive review: “Stakeholder Engagement – Creating and Sustaining Advocacy” <ul style="list-style-type: none"> <li>• Ted Talk on stakeholder theory</li> </ul>
<b>W. Jan 26</b>	Guest lecture: Rob Jekielek, Managing Director, The Harris Poll “Digital Stakeholder Insights in High-Profile Crises”
<b>M.. Jan 31</b>	Crisis du jour exercise (to be led by grad student) Interactive review: “A Need for More Crisis Management Knowledge” <ul style="list-style-type: none"> <li>• Read: Chapter 1, <i>Ongoing Crisis Communication: Planning, Managing, and Responding</i></li> <li>• Outline of three-stage approach</li> </ul>

- Importance of crisis management

Interactive review: Risk management, crisis prevention and crisis mitigation

- Read: Ch. 2-3, *Ongoing Crisis Communication*
- “Enterprise Risk Management” (ch.2)
- “Building Crisis Resistant Organizations” (ch.3)

**M. Feb 7** Guest lecture: Scott Farrell, President, Global Corporate Practice, Golin

- Interactive crisis simulation (product contamination crisis)

**W. Feb 9** Interactive Review: Crisis Preparing (part 1)

- Vulnerability assessments and scenario planning
- Selecting and training the crisis management team (CMT)
- Read: Ch. 4, *Ongoing Crisis Communication*

**M. Feb 14** Crisis du jour exercise (to be led by grad student)

Interactive Review: Crisis Preparing (part 2)

- Developing a Crisis Communication Plan
- Stakeholders and Preparation
- Read: Ch. 5, *Ongoing Crisis Communication*

**W. Feb 16** Guest lecture: Dr. Chuck Wallington, EVP and Chief Marketing and Communications Officer, Cone Health

- “Managing the Internal and External Covid-19 Challenges facing Healthcare Systems”

**M. Feb 21** **Individual Case Studies Due**

**W. Feb 23** **Quiz #1**

**M. Feb. 28** Crisis du jour exercise (to be led by grad student)

Student case study presentations

**W. Mar 2** Interactive Review: Crisis Responding

- Read: Ch. 7, *Ongoing Crisis Communication*
- Student individual case study presentations

**Mar 7-9** **Spring Break**

**M. Mar 14** Interactive review: “Postcrisis Concerns” (chapter 8 in *Ongoing Crisis Communication*)

Student individual case study presentations

**W. Mar 16** Crisis du jour exercise

Student individual case studies

**M. Mar 21** Guest lecture: Sonia Diaz, President, Hispanic Public Relations Association (TBC)

**W. Mar 23** Group project breakouts

**M. Mar 28** Case study: addressing Covid-19 vaccine issues (speaker TBC)

**W. Mar 30** **Group Projects Due**

**M. Apr 4** Guest lecture: Gary Koops, EVP, Sloan PR, a Stagwell Group Company

- Interactive crisis simulation (cybersecurity crisis)

**W. Apr 6** **Quiz #2**

<b>M. Apr 11</b>	Group presentations
<b>W. Apr 13</b>	Group presentations
<b>M. Apr 18</b>	Group presentations
<b>W. Apr. 20</b>	Course wrap-up and key takeaways