Risk Communication
Fall 2016
Tuesdays 5:30 to 8:00 p.m.
August 23 to December 9, 2016

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Office: The University of Iowa, John and Mary Pappajohn Education Center, 1200 Grand Ave, or the Iowa Center for Higher Education, Des Moines, Iowa.

Office hours: Tuesdays by appointment from 1:30 to 4:30 p.m.

Course Number: JMC:5266:0EXA and EXW Risk Communication

Course Description:

The National Research Council (NRC) defines risk communication as "an interactive process of exchange of information and opinion among individuals, groups, and institutions." The definition includes "discussion about risk types and levels and about methods for managing risks." Specifically, this process is defined by levels of involvement in decisions, actions, or policies aimed at managing or controlling health or environmental risks.

Risk and/or crisis communication is usually a function of public relations but in order to be properly managed this communication management process must take into account all publics, the entire organization, and in some cases, the world. Many organizations have risk management positions. Those industries that come to mind are banking, information systems, healthcare, transportation and many others. Some industries run businesses that only focus on risk: insurance is only one example. Terms like ethics, quality control, loss prevention and liability are examples of some of the terms that apply to operating a business with departments that focus daily on putting a monetary value on risk.

No matter the business or the size of the organization, the ability to be prepared and to respond to any crisis is essential. Along with being prepared, a well-researched crisis plan and trained organization must be ready for action. Building a plan for a small or a large company requires a comprehensive study of the whole organization, from management to public constituent. Crisis communication will explore a number of ways different organizations (governmental and business) research, develop, train and respond to a variety of crises.

In this course, students will investigate numerous crisis situations and study the detailed plans that have helped organizations like the Red Cross, Center for Disease Control and Coca Cola respond, successfully.
This course will review case studies of natural disasters, corporate emergencies, cyber threats and disease outbreaks. Students will have the opportunity to hear from risk communication and media experts, and participate in simulation exercises.

These exercises will allow students to learn firsthand as they assume the role of a news reporter questioning the president of the company or the communications officer developing a speech for the president to give to investors. Students will learn the importance of a SWOT analysis, communication and vulnerability audits and the wealth of information these processes can discover.

Students will learn to develop: a risk preparedness plan, communication and organizational protocols; plans to respond to the media; write speeches for those addressing the public; develop strategic plans to rebuild customer confidence; and create a crisis plan for the future.

The finished assignments from this course can be added to student professional portfolios. Students can expect to write reports in class as well as out of class. Students will be expected to participate in every course meeting in some way, whether it is through role-playing, a case discussion or as part of a group simulation project.

**Course Objectives:**

A) Understand, verify and respond to a variety of crises  
B) Understand risks  
C) Perform a vulnerability, SWOT and communication audit  
D) Be able to prioritize the necessary steps to manage and communicate (risk/crisis) situation  
E) Develop a strategic crisis communication plan(s)  
F) Develop the skills necessary to manage a crisis situation  
G) Develop communication messaging (for a variety of media)  
H) Possess the skills to respond and manage all media and general inquiries  
I) Develop a post risk/crisis communication strategy

**Course Materials: Books:**


Selected readings will be provided on ICON

**COURSE REQUIREMENTS:**

**ATTENDANCE**

Students are expected and required to attend classes regularly, participate in class discussion, and submit all assignments on time. Late submission of assignments will be penalized. See Late Submission Policy.
Attendance and class participation affect your grade. At the conclusion of each class, you will be awarded participation points (up to 5 point per class). Total points will be accumulated and awarded at the end of the semester. **The total scores will represent 25 percent of your grade.**

Each week we will begin our class with current examples of Risk or Crisis situations. **Each one of you will need to come prepared with an example to discuss with the class.** Each student will be assigned a partner who will be responsible for facilitating a discussion or initiating several questions about the current situation presented. Participation is essential for everyone. Each student will participate and may be called on at random.

**IN CLASS ASSIGNMENTS:**

Several times throughout the semester you will be asked to complete a written report within a specific amount of time during the class period. Due to the nature of crisis management and actual crisis situations, you will need to develop the ability to respond to situations in an instant. These assignments are designed to help you practice that skill. Each response is worth **100 points. These assignments total scores will represent 25 percent of your grade.**

1) **Risk Assessment Report.** This report will challenge you to take a hazard/potential crisis/personnel situation (which will be assigned) and identify the risks you will need to be prepared to manage. You will also be presented with a risk assessment worksheet FEMA uses. Your report should answer the following questions:
   - **What is the degree of exposure of the risk/threat/hazard? Are they differing degrees?**
   - **If the crisis happens, what kind of staff and responders will you need? What will they be responsible to do?**
   - **Who are the stakeholders involved in the risk situation? And what do they need to know?**
   - **To whom do you need to communicate? When do you make the call to engage? And what does the message say and who delivers it?**
   - **What types of negative consequences could occur as a result of the hazard? How long may these consequences last?**

2) **Crisis Message Development.** Media and messaging documents. This exercise will challenge you to assume the role of Communications Vice President. In this role, a crisis has occurred (it will be presented to you in class) and you must develop the needed media materials for all those responding. You will develop media messages using the six emergency message components from the CDC, the STARCC Principles.
   - **Simple**
   - **Timely**
   - **Accurate**
   - **Relevant**
   - **Credible**
   - **Consistent**

Considerations: Regular media conferences? Timeline for all those involved?
3) **Crisis Message Speech**

4) **Disaster.** You will be given an assigned situation and a specific role in the disaster. You will be evaluated on your participation and response. You must include a SWOT analysis
   - Expression of empathy
   - Clarification of the facts
     - Who, what, where, when, why and how
   - What isn’t known
   - Process of getting answers
   - Statement of commitment

Each section addressed is worth 20 points for a total of 100 points.

5) **Disaster – You Tube Video**

Examinations (two):
You will be given a crisis situation or will need to respond to a real-world crisis situation. A set of objectives will be presented and you will write a response during the remainder of class time. Each exam is worth 100 points. **Their total scores will represent 25 percent of your grade.**

**FINAL PROJECT**

**Crisis Plan.** You will be developing crisis plan. You may choose your client or I will help you find one. You may consider developing a plan as a member of a small team. If you choose to participate as a team, each member of the team will have a unique section of the plan to execute. Each student will be required to create a client proposal and an outline proposing the elements covered in the final crisis plan. All plans must be approved by me (the instructor). All plans will be presented to the class.

Your plan will need to include most the following:
6) Situational Analysis/SWOT Analysis
7) Prepared documents and information
8) Organizational list
9) Key Publics/Stakeholders/Partners
10) Crisis Communication team
11) Spokesperson
12) Media contacts
13) Emergency contacts/directories – comprehensive government, hospital, systems back-up, real estate etc.
14) Web information – blogs, social, e-commerce, related URLs
15) Crisis Control Center/equipment/supplies
16) Prodomes – other often tragic complications
17) Post crisis strategy

**The final project and presentation represents 25 percent of your grade.**

**Grading and grade scale:**
<table>
<thead>
<tr>
<th>Attendance/Participation (weekly)</th>
<th>25%</th>
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<tbody>
<tr>
<td>In-Class Assignments (4)</td>
<td>25%</td>
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<tr>
<td>Tests (2)</td>
<td>25%</td>
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<tr>
<td><strong>Final Project</strong></td>
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<td>• Presentation = 50 points</td>
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<tr>
<td>• Written presentation (section) = 50 points</td>
<td>25%</td>
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A: 92-100%

A-: 90-91%

B+: 89%

B: 82-88%

B-: 80-81%

C+: 79%

Etc.

**Reading schedule and outline**

Listed below you will find an outline and schedule of assignments. In the interest of being able to respond to real world crisis situations, and the needs of this class, some of the dates, assignments and content may change. I will always make an announcement in class and discuss changes with the class. The proposed schedule is as follows:

August 23  Introduction of Course
Chapters 1 & 2  Barton Book
30-Aug  Chapters 3 & 4  Barton Book
Sept. 6  Chapters 1 & 2  Fearn-Banks Book
Sept. 13  Chapter 5  Barton Book Crisis
Chapter 3  Fearn-Banks Book
Sept. 20  Chapter 6  Barton Book
         Chapter 4  Fearn-Banks Book
Sept. 27  Chapters 5 & 6  Fearn-Banks Book
Oct. 4  Chapters 7 & 8  Fearn-Banks Book
Oct. 11  Chapter 9 & 10  Fearn-Banks Book
Oct. 18  Chapters 7 & 8  Barton Book
<table>
<thead>
<tr>
<th>Date</th>
<th>Chapters (Sections)</th>
<th>Textbook</th>
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<tbody>
<tr>
<td>Oct. 25</td>
<td>Chapters 9 &amp; 11</td>
<td>Barton Book</td>
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<tr>
<td></td>
<td>Chapters 11 &amp; 12</td>
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<td>Nov. 1</td>
<td>Fearn-Banks Book</td>
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<tr>
<td>Nov. 8</td>
<td>Chapters 13 &amp; 14</td>
<td>Fearn-Banks Book</td>
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<td>Chapters 12 – 15</td>
<td>Barton Book</td>
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<td>Nov. 15</td>
<td>Chapters 15 – 19</td>
<td>Barton Book</td>
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<td></td>
<td>Chapter 15</td>
<td>Fearn-Banks Book</td>
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<td>Nov. 22</td>
<td>Thanksgiving Break</td>
<td>Crisis Plans Due</td>
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<td></td>
<td>Class Nov. 29</td>
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<tr>
<td>Dec. 6</td>
<td>Presentations</td>
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You are expected to attend class regularly. Attendance will be checked each class period. I will need to know if you are going to miss a class prior to the class. You are expected to do the reading assigned and be able to comment on the cases and content presented. All work must be turned in on time, regardless of whether you are in class or not. Not only are you required to be present for each class you are also expected to actively participate in class discussions. Everyone will be expected to respect all classmates’ opinions.

**Course Policies:**

**In class behavior:**
It goes without saying that you are expected to behave in a professional manner throughout the course with your instructors and peers. This includes:
   a. coming to class on time and not leaving early;
   b. turning off your cell phone or putting it on silent/vibrate;
   c. refraining from the use of the computer for purposes other than the course. This
means **not** checking Facebook, e-mail, Twitter, texting, etc. during class!

**Language and style in graded work:**
We are in the journalism school, so spelling, grammar, clarity and style, and punctuation are part of your paper grades. I cannot stress enough the importance of good writing. Writing skills are transferable to any field of work/study and will always be beneficial to you regardless of your professional plans for the future.

**Online communication:**
I am happy to answer any e-mails with questions, comments or concerns. However, they should be sent through your Hawk e-mail account and I will respond only to that account, as outlined in the CLAS policy. I will respond to your e-mail in a timely manner (within 24 – 48 hours). On weekends, e-mail responses might be slower. I expect to see proper e-mail etiquette. Please use professional netiquette when you are emailing me.

**Late Submission Policy:**
All assignments have firm due dates. No extensions will be given unless there are extenuating circumstances. In unique cases, if you have spoken with me before an assignment is due, I will consider other arrangements. Assignments turned in late will be marked down a letter grade for every day the assignment is late. Therefore, papers that would have earned an A or 100 to 95 percent, if they would have been turned in on time, would be graded a B or between 90 – 85 percent, after being late one day, and a C between 79 – 75 percent for two days, etc.

**Teaching Policies & Resources**

**Administrative Home**

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Academic Policies Handbook at [http://clas.uiowa.edu/students/handbook](http://clas.uiowa.edu/students/handbook).

**Electronic Communication**

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences ([Operations Manual, III.15.2](http://clas.uiowa.edu/students/handbook), k.11).

**Accommodations for Disabilities**

A student seeking academic accommodations should first register with Student Disability Services and then meet with the course instructor privately in the instructor's office to make particular arrangements. See [http://sds.studentlife.uiowa.edu/](http://sds.studentlife.uiowa.edu/) for more information.

**Academic Honesty**

All CLAS students or students taking classes offered by CLAS have, in essence, agreed to the College's [Code of Academic Honesty](http): "I pledge to do my own academic work and to excel to the best of my abilities, upholding the [IOWA Challenge](http). I promise not to lie about my academic work,
to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled (CLAS Academic Policies Handbook).

**CLAS Final Examination Policies**

The final examination schedule for each class is announced by the Registrar generally by the fifth week of classes. Final exams are offered only during the official final examination period. **No exams of any kind are allowed during the last week of classes.** All students should plan on being at the UI through the final examination period. Once the Registrar has announced the date, time, and location of each final exam, the complete schedule will be published on the Registrar's web site and will be shared with instructors and students. It is the student's responsibility to know the date, time, and place of a final exam.

**Making a Suggestion or a Complaint**

Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the departmental DEO. Complaints must be made within six months of the incident (CLAS Academic Policies Handbook).

**Understanding Sexual Harassment**

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Office of the Sexual Misconduct Response Coordinator for assistance, definitions, and the full University policy.

**Reacting Safely to Severe Weather**

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Department of Public Safety website.