



**SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES
VIRTUAL CAMPUS**

Wayland Mission Statement: Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

Course Title, Number, and Section: PUAD 5308 Section VCO1- Crisis Communication and Leadership

Term: Spring 2019

Instructor: Dr. Juan M. González

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Office Hours, Building, and Location: Virtual, call above number to schedule phone conference

Class Meeting Time and Location: Virtual

Catalog Description: Introduction to the fundamental concepts, theories, principles and practices of leadership, public information and communication in a risk environment as well as effective leadership principles in an emergency management shared power context.

Prerequisite: PUAD 5307 Emergency Management

Required Textbook(s) and/or Required Material(s):

1. Ripley, A. (2011). *The unthinkable: Who survives when disaster strikes- and why*. Crown, NY: Three Rivers Press.

Textbook ISBN-13: 978-0307352903.

2. U.S. Department of Health and Human Services. (2014). Crisis emergency + risk communication. Retrieved from http://emergency.cdc.gov/cerc/resources/pdf/cerc_2014edition.pdf

Available for Immediate Download: http://emergency.cdc.gov/cerc/resources/pdf/cerc_2014edition.pdf

Optional Materials: Readings as listed on course outline.

Course Outcome Competencies: At the conclusion of this course the student will be able to demonstrate an understanding of the key components of Crisis Communications in Leadership Crisis:

- Understand the nature of a crisis.
- Understand impact of a crisis on individuals and how it affects communication.
- Identify and describe tools for managing and communicating information in a crisis.
- Explain the roles of the media.
- Discuss and illustrate predictable patterns in media coverage of disasters.
- Discuss techniques for planning media relationships and strategies for collaborating with the media for the benefit of the “whole community.”

- Describe strategies for conducting an effective press conference.
- Define and discuss characteristics of organizational decision making under crisis conditions.
- Explain the functioning and typical staffing of an emergency operations center (EOC).
- Define “groupthink” and explain its relevance to crisis decision making.
- Describe the five dimensions of the meta-leadership framework.

Attendance Requirements:

Virtual Campus

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

Assessments:

Students will be evaluated based on their performance in the following assignments: weekly discussion questions (DQs); journal article reviews; concept application papers; final paper updates; an informational interview; and the final paper. All papers and DQ responses must be written in accordance with the American Psychological Association (APA) standards and style.

Discussion Questions (DQs):

Each weekly DQ assigned will be worth 50 points. An additional 25 points each, max of 50 (meaning you must respond to at least two other students), will be awarded for each substantive response given to other students’ original postings to the discussion questions; that is, students’ answers to the questions. Total possible points you can earn per week are 100. You must respond to discussion questions during their week of application to receive credit. In other words, if you answer Week 1’s discussion questions during Week 2, you do not receive any credit for Week 1. For our purposes, the week will begin on Monday and end on Sunday. Ensure your responses are written in accordance to APA standards. Twenty-five points will be deducted if sources are not properly cited.

Responses to discussion questions are to be submitted no later than 11:59 pm CST on Thursdays. DQ answers posted after Thursday will incur a 25 point deduction per discussion question.

Responses to students’ original postings (their answers to the DQs) must be posted no later than 11:59 pm CST on Sundays to receive credit.

Informational Interview (due at the end of week eight)

Arrange an informational interview with an established professional working in a corporation, non-profit organization, or in a government agency in an emergency response or crisis planning position. This assignment is intended to give you a realistic view of how emergency response or crisis planning professionals prepare for possible crises; communicate crises and their corporate response. Find out the professional's recommendations for success in communicating crisis conditions; preparing for potential crises, if possible; and ask for recommendations regarding your educational planning to help you as a future crisis response planner. The interview is to be written up in a 4-5 page summary with title page. The summary will review the professional's education and work background, your questions, their replies, and a summary of your conclusions based on the interview. The paper is to be written in Times Roman, font 12, double spaced, and 1" margins.

Journal Article Review:

On specific weeks, students are to find and critique a journal article related to this course. The article can apply to the subject matter discussed for a given week or a topic of interest to you such as to your final project. The article must be from a scholarly, peer-reviewed *academic journal*. For this assignment, provide a pdf copy for peer review and specify the article's relevance to this course plus your interest in the particular topic. Points are awarded by the following criteria: 25 points for providing a copy of your specific journal article, 25 points for how well you evaluate the article's subject matter relevant to the course, and 25 points per response to at least two other students' articles. If you don't participate in the journal article review during the week it is assigned, you will not receive credit. Additionally, to ensure students have time to respond, **all articles must be submitted by 11:59 pm CST on Fridays; submitting after Friday incurs a 25 point deduction.** Note: Only journal articles will be accepted. Responses to students' articles must be posted no later than 11:59 pm CST Sundays on the weeks assigned. *Be sure you properly cite your journal article – in the text of your response and in the reference list – in accordance to APA writing standards.* Incorrect citations will incur a 25 point deduction.

Concept Application Paper (CAP):

This assignment is intended to help you apply the concepts discussed in the weeks prior to this assignment being due. It is an effort to go beyond the mere definitions and technical terms and identify how the ideas discussed have practical application. The paper should be 1-2 pages with a brief (2-3 sentences) introduction of your agency followed by 1-2 specific concepts and their application to your research paper, profession or general interest supported by 2-3 journal article sources. This assignment should not be overly taxing. As mentioned, it is intended to help you bridge the gap between science and practitioner so you may appropriately determine how best to incorporate the concepts into practical application. The papers must be written in accordance to APA writing standards. This assignment will include a title page, 1-2 pages of content, the reference list, writing in Times Roman 12 point font, and be double spaced with 1" margins. The paper is deliberately limited to 1-2 pages to facilitate students' abilities to communicate complex ideas concisely and accurately.

Communication and Leadership Strategy Project: (Due at the end of week ten)

Develop a communication and leadership strategy for an organization of your choosing. Preferably, this should be an organization with which you are familiar such as your current workplace or a former work environment. Presume you are an external consultant hired to help the organization or an internal public relations professional. Describe the process you would take, briefly explain the organization and its need.

You should consider the following questions when researching and writing your paper:

- How would you determine the organization's needs?
- What communication plan, if any, currently exists?
- How are leaders prepared to handle and communicate potential crises? How is the organization and its

personnel prepared for possible crisis?

- How would you explain and determine the cost-benefit developing a communication and leadership strategy?
- What strategy would you develop? Why this strategy?
- How would you evaluate and report your results?
- What action planning steps would you incorporate into the process?

The project should be 12-15 pages in length excluding a cover page, executive summary, and reference list. Include a minimum of 10 scholarly sources. This assignment will be using the Safe Assign feature. Safe Assign provides you information regarding source citation. That is, Safe Assign will let you know if passages match passages from other published works. This highlights to you that perhaps you have not correctly or sufficiently given credit to original authors. This feature is intended to help you in writing your paper.

Disability Statement: In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.

Course Requirements and Grading Criteria:

30% of grade is based on course room discussions and responses to other students

25% of grade is based on end of communication strategy project

20% of grade is based on Informational Interview

12% of grade is based on Concept Application Papers

8% of grade is based on Journal Article Reviews

5% of grade is based on updates to your project and informational interview

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student's control. A grade of "incomplete" is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

Student grade appeals:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

Final Note: This syllabus and course outline serve as a guide. The instructor reserves the right to adjust or change it as deemed appropriate to enhance student learning.

Tentative Course Schedule

| Week | Dates | Readings | Assignments |
|------|--------------------|---|---|
| 1 | 2/25 – 3/3 | Crisis and Emergency Risk Communication (CERC) Chapter 1; Ripley Chapter 1 | 1. Post Intro by Wed 2. Answer both DQs no later than (NLT) Thursday 11:59 pm CST 3. Respond to classmates DQs NLT Sunday 11:59 pm CST |
| 2 | 3/4 – 3/10 | CERC Chapters 2 & 3 Ripley Chapter 2 | 1. Answer both DQs NLT Thursday 11:59 pm CST 2. Respond to classmates DQs NLT Sunday 11:59 pm CST |
| | 3/11 – 3/15 | SPRING BREAK | |
| 3 | 3/18 – 3/24 | CERC Chapters 4 & 12 Ripley Chapter 3 | 1. Answer both DQs NLT Thursday 11:59 pm CST 2. Respond to classmates DQs NLT Sunday 11:59 pm CST 3. Submit paper topic to instructor NLT Sunday |
| 4 | 3/25 – 3/31 | CERC Chapters 5 & 6 Ripley Chapter 4 | 1. Answer both DQs NLT Thursday 11:59 pm CST 2. Respond to classmates DQs NLT Sunday 11:59 pm CST 3. <u>Article review due Friday NLT 11:59 pm CST</u> 4. Responses to classmates articles due NLT Sunday |
| 5 | 4/1 – 4/7 | CERC Chapter 7 Ripley Chapter 5 | 1. Answer both DQs NLT Thursday 11:59 pm CST 2. Respond to classmates DQs NLT Sunday 11:59 pm CST 3. CAP #1 due NLT Sunday 11:59 pm CST 4. Final project update due NLT Sunday 11:59 pm CST |
| 6 | 4/8 – 4/14 | CERC Chapter 8 Ripley Chapter 6 | 1. Answer both DQs NLT Thursday 11:59 pm CST |

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| | | | 2. Respond to classmates DQs NLT Sunday 11:59 pm CST |
| 7 | 4/15 – 4/21 | CERC Chapter 9 Ripley Chapter 7 | 1. Answer both DQs NLT Thursday 11:59 pm CST 2. Respond to classmates DQs NLT Sunday 11:59 pm CST 3. <u>Article review due Friday</u> <u>NLT 11:59 pm CST</u> 4. Responses to classmates articles due NLT Sunday |
| 8 | 4/22 – 4/28 | CERC Chapter 10 Ripley Chapter 8 | 1. Answer both DQs NLT Thursday 11:59 pm CST 2. Respond to classmates DQs NLT Sunday 11:59 pm CST 3. Informational Interview due NLT Sunday 11:59 pm CST 4. Final project update due NLT Sunday 11:59 pm CST |
| 9 | 4/29 – 5/5 | CERC Chapter 11 | 1. Answer both DQs NLT Thursday 11:59 pm CST 2. Respond to classmates DQs NLT Sunday 11:59 pm CST 3. CAP #2 due NLT Sunday 11:59 pm CST |
| 10 | 5/6 – 5/12 | CERC Chapter 12 | 1. Answer both DQs NLT Thursday 11:59 pm CST 2. Respond to classmates DQs NLT Sunday 11:59 pm CST 3. Final Project due NLT Sunday 11:59 pm CST |
| 11 | 5/13 – 5/18 | CERC Chapter 13 | 1. Answer both DQs NLT Thursday 11:59 pm CST 2. Respond to classmates DQs NLT Friday 11:59 pm CST |