

Course Title: *Strategic Communication in Public and Health Administration*
Course Number: *PADM 590*
Course Credits: 3

Instructor: Dana Elmquist
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Office Hours: TBD

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Class Meeting Day(s): Thursday
Class Location / Room: TBD

Class Time: 4-6p
Term / Semester: Fall 2019

Course Description:

Strategic Communication in Public and Health Administration examines the theory, operations and objectives of integrated strategic communication in public agencies and health care organizations.

Course Goals:

It will acquaint students with best practices for communications, marketing, and PR/crisis communications in the public and not-for-profit sectors in a culturally competent manner. The focus of this course will be on strategic decision-making. Students will gain practical and theoretical expertise through real world cases – from both public and health administration settings – that will enhance their professional competence and provide actionable insights.

Student Learning Outcomes:

Upon completion of the course students should be able to:

- *Identify and incorporate key strategic communications, public relations, and crisis communications principles and apply them appropriately.*
- *Define and use general communication, management, and marketing terminology and theories in a strategic communication context.*
- *Compare and contrast the different types and uses of media; including owned media, paid media, earned media, and social media, to disseminate key messages.*
- *Identify key stakeholders within and key publics outside an organization and research processes for gaining insights into them.*
- *Recognize key strategic communication issues facing public, health and not-for-profit entities today.*
- *Develop policies and procedures for managing and implementing strategic communications across public, health and not-for-profit organizations.*
- *Recommend best practices for a strategic integrated communication campaign in a public, health or not-for-profit organizations.*
- *Describe both traditional and social media tools that can be used for strategic communication campaigns.*

Course readings:

Required:

Books:

- *Caywood, C. (2012). The Handbook of Strategic Public Relations and Integrated Marketing Communications (2nd edition). McGraw-Hill.*

Articles:

- *Zavattaro, S; Eshuis, J & Marland, A. (Eds). (2019) Proceedings from ASPA 2019/Public Administration Review: Branding in the Public Sector Symposium. Washington, DC.*

Cases:

- *Evans School of Public Policy and Governance (aka Electronic Hallway). Bicycling and Coast City. University of Washington.*
- *Bruce, M. (1994). Changing Corporate Identity: The Case of a Regional Hospital. HBR Case Studies: 994020.*
- *Levy P. (2002). Taking Charge of the Beth Israel Deaconess Medical Center. HBR Case Studies: 303008.*
- *Elmqvist, D. (2017). Flint, MI Water Crisis & New Orleans Public Schools Case Studies, Prepared for Master Class at Columbia University. New York.*
- *Giving Day Failure lessons: What went wrong with the national Give Local America Day fundraising campaign*
- *3 PR Lessons from the Komen debacle*

Recommended:

Books:

- *Heimans, J. (2018). New Power: How Power Works in Our Hyperconnected World--and How to Make It Work for You. Doubleday.*
- *Laidler-Kylander, N.; Shepard Stenzel, J. (2014). The Brand IDEA: Managing Nonprofit Brands with Integrity, Democracy, and Affinity. Jossey-Bass.*
- *Roam, D. (2016). Show and Tell: How Everybody Can Make Extraordinary Presentations. Portfolio.*
- *McIntyre, L. (2018). Post-Truth. MIT Press.*
- *Vaidhyanathan, S. (2018). Antisocial Media: How Facebook Disconnects Us and Undermines Democracy. Oxford University Press.*

Articles:

- *D'Aunno, T; Heard, L & Alexander, J. (2019). Sustaining Multi-stakeholder Alliances. Health Care Management Review, 44(2), 183-194.*
- *Christrano, A. & Neimand, A. (2017). Stop Raising Awareness Already. Stanford Social Innovation Review.*
- *Wei-Skillern, J & Marciano, S. (2008). The Networked Nonprofit. Stanford Social Innovation Review.*
- *Georgetown University's Center for Social Impact Communication. (2014). Digital Persuasion: How Social Media Motivates Action and Drives Support for Causes. Georgetown University and Wagner Edstrom Worldwide.*

Course Requirements:

Assignments

All assignments are closed at the listed due date and will not be accepted late unless circumstances are discussed and negotiated with the instructor **well ahead of the due date**.

Unless otherwise announced, all assignments are due on Tuesdays by 11:59 p.m. (midnight) for that week.

Class participation **15**

- *Expectations: On time arrival and departure, thoughtful contributions every week based on your analysis and interpretation of the readings, Do not wait to be called upon, you are expected to add to the class discussion with no prompting, no phones visible under any circumstances, laptops only for notes and presentations*

Reading **5**

- *Expectations: On time completion of homework for every class, reading checks in the form of short multiple-choice questionnaires will be distributed periodically*

Homework **5**

- *Expectations: On time completion of homework and groupwork for every class, homework checks will be distributed periodically*

Quizzes **5**

- *Expectations: Multiple-choice quizzes will be distributed periodically*

Mid-term Exam **30**

- *Expectations: On time completion of Midterm exam*

Team Case Analysis and Presentations **40**

Team Case Analysis and Presentations are due from weeks 10-15. This is the final exam for this class.

Submit the Team Case Analysis via email on the Tuesday of the week of the presentation. All presentations must be submitted in MS Word or PDF.

- *How Teams are Assigned: In Week 2, teams will be randomly created by the instructor (the size of the teams and how many teams will depend on course enrollment). Cases will be assigned to the group and additional required readings for the class will be decided in consultation with the instructor. Each student will be notified of your team by the end of Week 2. Students will then communicate with your teammates on a team via email to complete the assignment. Separate detailed instructions and documents are provided for the team activity by Instructor.*

Team Case Analysis Guidelines and Expectations:

- This team activity will serve as the final exam for this course and will include a rigorous case analysis calling upon the key course concepts and readings as well as new and detailed

research into the case/industry for best practices. The written research report will summarize your team's findings about the industry and compare and contrast two other government entities or nonprofit organizations in similar circumstances.

The deliverables for the Team Case Analysis are:

- A written research report with supporting charts, graphs, and illustrations. It can be submitted in MS Word or as a PDF file. It should be 15-25 pages, single-spaced, with a cover page, table of contents, headers and sub-headers to identify separate sections, charts, graphs, and illustrations, and a reference page with full citation of all resource materials. An appendix will include any additional research or interview information that does not fit in the official report.
- A 40 min presentation with visuals, charts, graphs and detailed speaking points guiding the class for a full session on the key takeaways from the group's work, all team members must have speaking roles.
- A Peer Evaluation on all team members' contribution to the Team Activity.
- To avoid duplication, teams will be asked at the start of Week 3 to submit their top 4 choices comparable government entities or organizations. Each team will then be assigned 2 of their top industry choices by the end of Week 3.
- Once the team has been assigned its case, all team members will then proceed to research surrounding the case seeking best practices.
- The team's research report should cite course books (required and recommended) as well as 5-10 additional new sources and articles by experts from this industry and/or experts on PR, crisis comms, org structure, internal comms, marketing branding, advertising and strategic communication.
- Include a Reference page at the end of the report citing your sources (Use APA or Chicago Style Manual for proper citation format, which will include author, title, publication, date, publisher (if a book) and the URL if an online source.)
- In addition, the team will identify two example government entities or nonprofit organizations in comparable situations and conduct both online research and at least one personal interview with someone responsible for strategic communications for each entity or organization. The report must include quotes and information from the two interviews.
- The interviews and online research will be aimed at exploring the entities/organizations advertising, social media, and/or PR efforts and how it addresses expressed in the case and how (or if) different cultures are addressed by the same entity/organization.
- Other issues the interviews might identify include: how integrated the organization's branding efforts are across the organization, what management challenges they face to sustain a unified brand message, the role of centralized vs. decentralized marketing management, and any other issues about strategic global communications for this organization that you'd like to explore.
- Note that while telephone or in-person interviews are highly recommended, you may use email or other written methods for obtaining your information. The results of your interviews should be woven into your presentation, NOT reported in a separate section.

Grading for the various elements of the Team Case Analysis will be based on the following:

The Case Analysis will be collectively worth 40 points:

- Up to 20 points will be assigned for the team's written report. (All team members will receive the same score for the team submission)
- Up to 10 points for the team presentation of their research and course discussion, all team members must participate and will receive the same grade.
- Up to 5 points will be individually assigned via a Peer Evaluation of your contribution to the Team Activity research and report.
- Up to 5 points will be individually assigned for your assessment of the 5 other team reports.

The 15-25 page written report, which will be judged on content, professionalism, and completeness: including charts and graphs characterizing the industry, examples of ads and other promotional materials for the two companies examined, information from the interviews, and use of outside research.

The presentation will be judged for the team's ability to distill complex themes into simple actionable insights for their fellow students as they evolve their communications practice. Students should dress as though they were presenting their findings to a paying client. Excellent presentations utilize a lesson plan with key takeaways, charts, graphs and handouts for illustrative purposes, clear define speaking roles for each group member, discussion questions and a summary of the lesson at the class end. Likewise, all students are expected to prepare for other groups presentations as they would a normal class by reading the group's written work in advance as well as a small number of additional required readings to illustrate the case.

Note that the LATE POLICY is different for this assignment because other students must have access to the research to assess them. A full letter grade will be deducted if submitted up to one day late. The team will receive a zero score if not submitted within one day of the due date.

A Peer Evaluation form will be completed for each team member to assess their level of contribution to the team throughout the term. Your Peer Evaluation score will be the average of all team members' evaluation of all team members (including themselves), so if you fail to submit a Peer Evaluation, your zero score will be factored into your evaluation score.

Total 100 Points

Grading:

Final grades will be based on the sum of all possible course points as noted above.

Percentage of available points

Grade

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
< 60	F

Course Schedule:

Week 1: August 22

Read

Required – none

Recommended (total reading time 30 mins):

New Power: How Power Works in Our Hyperconnected World--and How to Make It Work for You. Doubleday (only pages 1-53)

Review syllabus, course expectations, timing, academic integrity, Q&A

Week 2: August 29

INTRODUCTION TO GLOBAL STRATEGIC COMMUNICATION

Read

Required (total reading time 35 mins):

Chapter 1: Twenty-First Century Public Relations: The Strategic Stages of Integrated Marketing Communications

Chapter 5: A Brief History of Public Relations: The Unseen Power

Chapter 10: Marketing Public Relations: Cementing the Brand

Recommended:

Chapter 15: Broadcast Media as Broadcast Public Relations

Chapter 55: The Future of Public Relations and Integrated Marketing Communications

Supports Learning Objectives:

- *Identify and incorporate key Advertising, Public Relations, and IMC principles and identify their most appropriate application in a strategic global communication context.*
- *Define and use general communication, management, and marketing terminology and theories in a strategic communication context.*

Case study analysis presentation groups assigned on week 2. Assuming class size of approximately 25, there will be 6 groups of 4.

Week 3: September 5

STAKEHOLDER MODEL & TARGET RESEARCH

Read

Required (total reading time 30 mins):

Chapter 2: Communications Research: Foundational Methods

Chapter 3: Communications Research: Dynamic Digital Methods

Recommended:

Chapter 9: Consumer Insight in a Digital Age

Chapter 7: The Stakeholder Concept: Empowering Public Relations

Supports Learning Objectives:

- *Identify key stakeholders for an organization and describe the general research processes for gaining insights to them.*

Week 4: September 12

ORGANIZATIONAL COMMUNICATION ISSUES AND THEORIES

Read

Required (total reading time 30 mins):

Chapter 23: Corporate Governance: Operating as an Open Book

Chapter 25: The Chief Executive Officer: The Key Spokesperson

Recommended:

Chapter 8: The Key Stakeholders: Your Employees

Chapter 12: Mergers and Acquisitions: Communicating Between the Lines

Supports Learning Objectives:

- *Describe some of the key organizational, communication and management issues facing companies and nonprofits today.*
- *Develop policies and procedures for managing and implementing strategic communications across an organization.*

Week 5: September 19

GLOBAL ISSUES & APPLICATIONS

Read

Required (total reading time 30 mins):

Chapter 17: Global Media Relations: Traditional Through 2.0

Chapter 27: Sustainability for Business: A New Global Challenge

Recommended:

Chapter 6: Ethics: Grounding the Promotional Strategies of China's Tobacco Industry in Ethics

Chapter 28: Environmental Communications: A Matter of Relationships, Trust and Planning

Supports Learning Objectives:

- *Describe both traditional and social media tools that can be used for strategic communication campaigns.*
- *Compare and contrast the different uses of media to gain exposure for any given product based on a number of journalistic news values.*

Week 6: September 26

THE STRATEGIC PLANNING PROCESS

Read

Required (total reading time 30 mins):

Chapter 21: Issues Management Methods for Reputational Management

Chapter 26: Crisis Communications: Brand-New Channels. Same Old Static.

Recommended:

Chapter 29: Relationship Transformation: Shifting Media Boundaries

Chapter 30: Reputation Management: Building and Maintaining Reputation through Communications

Supports Learning Objectives:

- *Identify the keys steps in developing a strategic communication campaign and apply them to real world scenarios.*

Week 7: October 3

TACTICAL ISSUES & SKILLS NEEDED FOR EFFECTIVE STRATEGIC COMMUNICATION

Read

Required (total reading time 25 mins):

Chapter 47: Changing Your Own Behavior to Enhance Behavioral Results

Chapter 48: Creativity: Powering Integrated Marketing Communications Ideas

Recommended:

Chapter 49: Writing for the Ear: The Challenge of Effective Speechwriting

Chapter 50: Good Writing Is Good Thinking, and Good Thinking Is Good Writing

Chapter 51: Storytelling: All Stories are True

Chapter 52: Branded Content Strategy: Meaningful Stakeholder Interaction

Supports Learning Objectives:

- *Compare and contrast the different types and uses of media to disseminate key messages for any given product based on a number of journalistic news values.*
- *Develop creative strategies and tactics for a brand based on insights to key targets and audiences.*

October 10 - Break

Week 8: October 17

CAREERS & PRACTICAL APPLICATION OF STRATEGIC COMMUNICATION

Read

Required (total reading time 25 mins):

Chapter 16: Digital Communities: Social Media in Action

Chapter 20: Agencies: Managing a Global Communications Firm

Recommended:

Chapter 24: Career Paths in Public Relations

Chapter 54: Global Public Relations Networks: The Efficacy and Role of Membership Organizations in Public Relations

Supports learning objectives:

- *Describe both traditional and social media tools that can be used for strategic. Communication campaigns.*
- *Describe the different functions and career paths within the Global Strategic Communication fields.*

Week 9: October 24

Midterm examination

Week 10: October 31

Group 1 case analysis presentation and discussion

Read

Required (total reading time 20 mins):

- *Evans School of Public Policy and Governance (aka Electronic Hallway). Bicycling and Coast City. University of Washington.*

Week 11: November 7

Group 2 case analysis and discussion

Read

Required (total reading time 30 mins):

- *Bruce, M. (1994). Changing Corporate Identity: The Case of a Regional Hospital. HBR Case Studies: 994020*
- *Levy P. (2002). Taking Charge of the Beth Israel Deaconess Medical Center. HBR Case Studies: 303008.*

Week 12: November 14

Group 3 case analysis and discussion

Read

Required (total reading time 20 mins):

- *Elmqvist, D. (2017). Flint, MI Water Crisis. Prepared for Master Class at Columbia University. New York.*

Week 13: November 21

Group 4 case analysis and discussion

Read

Required (total reading time 20 mins):

- *Elmqvist, D. (2017). New Orleans Public Schools Case Studies, Prepared for Master Class at Columbia University. New York.*

November 28 - Thanksgiving

Week 14: December 5

Group 5 case analysis and discussion

Read

Required (total reading time 20 mins):

- *Giving Day Failure lessons: What went wrong with the national Give Local America Day fundraising campaign*

Week 15: December 12

Group 6 case analysis and discussion

Read

Required (total reading time 20 mins):

- *3 PR Lessons from the Komen debacle*

Please note: The Schedule of Activities is subject to change. Minor changes will be announced in class, major ones provided in writing.

Accommodation Statement:

“In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor’s attention, as he/she are not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 for additional information.

Title IX Statement:

A Note About Sexual Violence and Sexual Misconduct: As a UNM faculty member, I am required to inform the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu) of any report I receive of gender discrimination which includes sexual harassment, sexual misconduct, and/or sexual violence. You can read the full campus policy regarding sexual misconduct at <https://policy.unm.edu/university-policies/2000/2740.html>. If you have experienced sexual violence or sexual misconduct, please ask a faculty or staff member for help or contact the [LoboRESPECT Advocacy Center](#).

Academic Integrity Statement

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.