Description of Course Unit

Course unit title	Crisis Management
Course unit code	IT081324
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First cycle bachelor
Year of study when the course unit is delivered (if applicable)	Fourth year
Semester/trimester when the course unit is delivered	Seventh semester
Number of ECTS credits allocated	4.8
Name of lecturer(s)	Rajab Ritonga, Amri Dunan, Peni Sawitri, Masodah
Learning outcomes of the course unit	1. Recognize communication problems faced by contemporary society and be able to execute digital communication, cultural, public relations, and media research using various communication research methods. 2. Perform good relations with the media and able to construct, implement, monitor and present digital communication programs
Mode of delivery (face-to-face, distance learning)	Hybrid Learning
Prerequisites and co-requisites (if applicable)	-
Course content	1. Relation between crisis management and issue management. 2. Issue management: sustainability program. 3. Steps and activities of issue management on digital media. 4. Type and phase of the crisis. 5. Crisis management theory landscape: changes in media technology. 6. Crisis communication theory: apologia, image restoration, decision, diffusion, excellence. 7. Public apology (5w1h): why apologize, what constitutes an apology, who should apologize, where do you apologize, when to make an apology. 8. Crisis management strategy in online activism. 9. Guidelines to write messages on social media. 10. Ethics for organizations and individuals in preventing crises on social media. 11. Crisis communication plan concept. 12. Crisis management plan on digital media. 13. Crisis communication plan on digital media. 14. Formulating clarification video as a fast response to handle the crisis.

Recommended or required reading and other learning resources/tools	1. Fearn-Banks, K. (2017): Crisis Communications: A Casebook Approach (fifth edition). New York: Routledge. 2. Gregory, A. (2010). Planning and Managing Public Relations Campaigns: A Strategic Approach. United Kingdom: Kogan Page. 3. Prayudi, S. M. (2016). Manajemen Isu & Krisis. Yogyakarta: LPPM UPN. "Veteran" Yogyakarta. 4. Mudjiyanto, B., & Dunan, A. (2021). Hoaks Melalui Media Sosial Pada Pilkada 2018. Yogyakarta: Samudra Biru. 5. Regester, M., Larkin, J. (2005). Risk Issues and Crisis Management: A Casebook of Best Practice (third edition). United Kingdom: Kogan Page. 6. Social Media and Crisis Communication. (2017). United Kingdom: Taylor & Francis. 7. Aikaterini C. Valvi, Konstantinos C. Fragkos, (2013) "Crisis communication strategies: a case of British Petroleum", Industrial and Commercial Training, Vol. 45 Issue: 7. https://doi.org/10.1108/ICT-04-2013-0026 8. Andi Nirmalasari "Manajemen Krisis Dalam Public Relations: Analisis Meta – sintesis AktivismeOnline" Jurnal Penelitian Komunikasi dan Opini Publik Vol.24 No.2 Tahun 2020. 9. Appleby-Arnold, S., Brockdorff, N., Fallou, L., & Bossu, R. (2019). Truth, trust, and civic duty: Cultural factors in citizens' perceptions of mobile phone apps and social media in disasters. Journal of Contingencies and Crisis Management. https://doi.org/10.1111/1468-5973.12282 10. Backman, S. (2020). Conceptualizing cyber crises. Journal of Contingencies and Crisis Management. https://doi.org/10.1111/1468-5973.12347 11. Dijl, D. E. M., Zebel, S., & Gutteling, J. M. (2018). Integrating social media features into a cell phone alert system for emergency situations. Journal of Contingencies and Crisis Management. https://doi.org/10.1111/1468-5973.12251 12. Granholm, M. E., Holand, I. S., Mozelius, P., & Stjernström, O. (2021). Information sharing during cross-border collaboration from a dialect continua perspective. Journal of Contingencies and Crisis Management. https://doi.org/10.1111/1468-5973.12389 13. Institute for PR. (2022, May 23). Crisis Management and Communications. Institute for Public Relations. https://instituteforpr.org/crisis-management-and-communications/ 14. Musa, P., & Dunan, A. (2020). Komunikasi Krisis dan Warning Model Untuk Deteksi Pelanggaran Protokol Kesehatan COVID-19 Dengan Pembuktian Terapan Teknologi Komputer Visi. Mediakom: Jurnal Ilmu Komunikasi. https://doi.org/10.35760/mkm.2020.v4i2.3538. 15. Nilsson, S., & Enander, A. (2019). "Damned if you do, damned if you don't": Media frames of responsibility and accountability in handling a wildfire. Journal of Contingencies and Crisis Management. https://doi.org/10.1111/1468-5973.12284 16. Pablos, O. P. de, Zhang, X. I., & Almunawar, M. N. (2022). Handbook of Research on Artificial Intelligence and Knowledge Management in Asia's Digital Economy. IGI Global.
Planned learning activities and teaching methods	Presentation, lecture method, problem-based learning, group work and discussion
Language of instruction	Bahasa

| Assessment methods and criteria | Participatory activity, quizzes, paper outcome, crisis management plan project outcomes, video outcome, mid and final semester exams. |

Crisis Management Assessment Rubric

Paper projects on the conventional platform:
1. Creating a crisis management plan based on the results of group discussions for real-life cases selected by students that focus on digital media. The paper is presented.
2. Creating a crisis communication plan based on the results of group discussions for real-life cases selected by students that focus on digital media. The paper is presented.

Video project on digital platform.
1. Creating creative and engaging video-log content for clarification as a fast response to handle the crisis based on real-life cases selected by students. The content is recorded and presented.

Paper & Video

No	Criteria/Grade	80-100	65-79	50-64	40-59	0-39
1	Integration of Knowledge	The paper demonstrates that the author fully understands and has applied concepts/theories learned in the course. Concepts/theories are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts/theories learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts/theories learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts/theories learned in the course.	The paper demonstrates that the author has little understanding of the course.

2	Depth of discussion	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.	The discussion is superficial and not academic, with no relevant references.
3	Case Analysis	The author is able to present the results of the case analysis in the following 5 aspects: (1) background of an organizational / individual crisis, (2) organizational / individual communication during each stage of the crisis, (3) relevant stakeholders, (4) media point of view, (5) recommendations regarding organizational / individual strategies to prevent the recurrence of the crisis.	The author is able to present the results of the case analysis at least in the following 4 aspects: (1) background of an organizational / individual crisis, (2) organizational / individual communication during each stage of the crisis, (3) media point of view, (4) recommendations regarding organizational / individual strategies to prevent the recurrence of the crisis.	The author is able to present the results of the case analysis at least in the following 3 aspects: (1) background of an organizational / individual crisis, (2) organizational / individual communication during each stage of the crisis, (3) recommendations regarding organizational / individual strategies to prevent the recurrence of the crisis.	The author is able to present the results of the case analysis at least in the following 2 aspects: (1) background of an organizational / individual crisis and (2) recommendations regarding organizational / individual strategies to prevent the recurrence of the crisis.	The author is able to present the results of case analysis at least the background of an organizational / individual crisis.

4	Video Project	Students are able to create and present a clarification video as a fast response to handle a crisis based on the results of case analysis with 4 indicators: (1) suitability and quality of the use of graphics and visuals to the purpose, the content of the material/case, and characteristics of the audience. (2) suitability and quality of the use of audio and narration to the objectives, content of the selected material/case, and characteristics of the audience. (3) accuracy in the use of communication language in accordance with the objectives, content of selected material/cases, and student characteristics. (4) overall attractiveness of media packaging (typology, colors, illustrations, icons, layout, etc.)	Students are able to create and present a clarification video as a fast response to handle a crisis based on the results of case analysis with at least 3 indicators.	Students are able to create and present a clarification video as a fast response to handle a crisis based on the results of case analysis with at least 2 indicators.	Students are able to create and present a clarification video as a fast response to handle a crisis based on the results of case analysis with at least 1 indicator.	Students are able to create and present a clarification video as a fast response to handle a crisis based on the results of case analysis but does not meet all indicators.