

**Department of Media & Development Communication**  
**Faculty of Information and Media Studies**  
**University of the Punjab, Lahore**  
**Course Outline**

|  |   |             |          |                      |   |
|--|---|-------------|----------|----------------------|---|
| Programme  | BS Media & Development Communication  | Course Code | SMDC-222 | Credit Hours         | 3 |
| Course Title   | RISK COMMUNICATION AND COMMUNITY ENGAGEMENT   |             |          |                      |   |
| Course Introduction  |   |             |          |                      |   |
| This course explores the principles and practices of risk communication and community engagement. Students will learn to communicate effectively about risks, engage communities in decision-making processes, and develop strategies for managing public perception of risks. |   |             |          |                      |   |
| Learning Outcomes  |   |             |          |                      |   |
| On the completion of the course, the student will  |   |             |          |                      |   |
| 1. Understand the principles of risk communication and community engagement.   |   |             |          |                      |   |
| 2. Develop strategies for effective communication about risks.   |   |             |          |                      |   |
| 3. Evaluate the impact of risk communication on community engagement and decision-making.  |   |             |          |                      |   |
| Course Content   |   |             |          | Assignments/Readings |   |
| Week 1   | Introduction to Risk Communication and Community Engagement   |             |          |                      |   |
| Week 2   | Building Risk Communication and Community Engagement Pathways   |             |          |                      |   |
| Week 3   | Principles for Community Led Response   |             |          |                      |   |
| Week 4   | Risk Communication Theories and Models (CERC, Situational Theory of Publics)                              |             |          |                      |   |
| Week 5   | Risk Communication Theories and Models (Deliberative Process Model, Actionable Risk, Precaution Adoption) |             |          |                      |   |
| Week 6   | Societal Risk Reduction Model   |             |          |                      |   |
| Week 7   | Message Development for Effective Risk Communication for Target Audience                                  |             |          |                      |   |
| Week 8   | Community Risk Visually   |             |          |                      |   |
| Week 9   | Digital Revolution and Risk Communication   |             |          |                      |   |
| Week 10  | Media Case Studies of Risk Communication  |             |          |                      |   |
| Week 11  | Reporting Risk Communication  |             |          |                      |   |
| Week 12  | Difference in Portraying Risk Communication Across Various Mediums  |             |          |                      |   |
| Week 13  | Field Visits to Community Engagement Projects   |             |          |                      |   |
| Week 14-15   | Group Work on Developing a Risk Communication Strategy  |             |          |                      |   |
| Week 16  | Final Presentations and Course Review   |             |          |                      |   |

### Textbooks and Reading Material

- Odiyo, J. O., & Volenzo, T. E. (2019). Linking risk communication and sustainable climate change action: A conceptual framework. *Jàmbá: Journal of Disaster Risk Studies*, 11(1), 1-11.
- Uitto, J. I., & Shaw, R. (Eds.). (2016). Sustainable development and disaster risk reduction (pp. 1-12). Tokyo: Springer.
- Young, C., Rao, A., & Rosamilia, A. (2016). Crisis and Risk Communications: Best Practices Revisited in an Age of Social Media. In *Communicating Climate-Change and Natural Hazard Risk and Cultivating Resilience* (pp. 27-36). Springer International Publishing.
- Servaes, J., & Lie, R. (2015). New challenges for communication for sustainable development and social change: a review essay. *Journal of Multicultural Discourses*, 10(1), 124-148.
- Lundgren, R. E., McMakin, A. H. (2013). Risk communication: a handbook for communicating environmental, safety, and health risks. IEEE Publishers.
- Stermann, J. D. (2008). Risk communication on climate: mental models and mass balance. *Science*, 322(5901), 532-533.
- Weingart, P., Engels, A., & Pansegrau, P. (2000). Risks of communication: discourses on climate change in science, politics
- Pidgeon, N., Kasperson, R. E., & Slovic, P. (2003). The social amplification of risk. Cambridge University Press.
- Morgan, M. G. (2002). Risk communication: A mental models approach. Cambridge

### Teaching Learning Strategies

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions
6. Field Visits and Guest Speakers

### Assignments: Types and Number with Calendar

- Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

### Assessment

| Sr. No. | Elements             | Weightage | Details   |
|---------|----------------------|-----------|---|
| 1.      | Midterm Assessment   | 35%       | Written Assessment at the mid-point of the semester.  |
| 2.      | Formative Assessment | 25%       | Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc. |

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|----|------------------|-----|--|
| 3. | Final Assessment | 40% | Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc. |
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