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PBRL 4440: Public Relations Campaign (Syllabus)

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PR Campaigns

PBRL 4440-001
Spring 2021
iMeeman (virtual)

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COURSE REQUIREMENTS

Catalog description

Application of theory, research data, and problem-solving techniques in the development of a comprehensive public relations plan book.

Prerequisites

JRSM 3900, PBRL 3421, PBRL 4410

Textbooks, Software and Required Materials

We will carry over the book we used in PR Research:

Smith, R. D. (2017). *Strategic planning for public relations (5th ed.).* New York: Routledge.

Additional readings will be posted to our class's eCourseware page

COVID Classroom format

Note: This format is subject to change as conditions in Shelby Co. and Tennessee change.

This for the first part of the semester we will meet and conduct all business online. Regardless of what UofM or the city/county/state decides, you will have the option to continue the semester online.

This class will include lecture, discussion, and group assignments. Students will write and submit assignments to eCourseware, which will be returned with feedback meant to encourage student improvement over the course of the semester.

I see this learning environment as one in which I can guide you—a budding public relations professional, researcher, and project director—through the coursework without holding your hand. Because this class is considered the final of your capstone, with Survey, Writing, and Research firmly under your belt, I feel that provides us the opportunity for me to empower you to make smart decisions as it comes to your success in this class.

Since this is an empowered learning environment, I expect that you show up ready to engage with myself and your classmates. Given the circumstances, a lot of this will be on you to pursue and initiate. It's important to engage so you don't get lost and ask questions if you're confused.

It is my hope that you know and believe that I am always willing to help you. Always ask for clarification(s) if you have any questions or doubts: the sooner the better. It's important to be proactive. If you're having an issue, let's work together to make sure you are doing what you can, when you can. Recognize that there's a difference between reasons and excuses. I'm always willing to work with you if you've got a good reason—see a few examples below.

Note on technology: Students will write and submit assignments to eCourseware, which will be returned with feedback meant to encourage student improvement over the course of the semester. Access to a computer or mobile electronic device (tablet or smartphone) with internet access is required to complete all of your assignments. Please let me know if this is a burden.

I recommend visiting IT's recommendation page for remote learning. You'll find information about hardware, software, the virtual private network, and the help desk.

Meeman Lab Availability: If you need to come to Meeman to use the labs, you must email me within 48-hours of your preferred time. Labs will be available Monday-Thursday. You may arrive as early as 9 a.m and work until 4:30 p.m. In addition to Meeman, labs are available in the Tech Hub and the Library.

Accessing the course website
1. Go to the University of Memphis eLearn home page: http://elearn.memphis.edu
2. Log in using your University of Memphis username and password.
3. In the Term Year course list available to you, click on the link for JRSM 4440 - 001 to enter your course and read the instructions on the welcoming page

Students with disabilities & accommodations
If you will need accommodations through Disability Resources to meet any of the requirements of this course, please let me know as soon as possible. Remember, this does not mean you are incapable or receiving special treatment. We all have specific tools we use to do our best work. I encourage you to consider which tools you need to be your best in this class.

Trauma & emotional needs
This class is just one component of your life. It is important, but sometimes we experience trauma and crisis, and we need to reprioritize. As your instructor, I feel your health and well- being is more important than this class, especially under the circumstances. If completing this course or an assignment to the best of your abilities is challenging, please let me know as soon as possible. I am here for you and want to work with you.

COVID-19 illness accommodations
I hope that this is the most worthless syllabus section I've ever written. I hope that COVID-19 comes nowhere near you or your loved ones, and doesn't affect you in any way, including physically,

emotionally, spiritually, financially, and mentally. COVID-19 will likely affect one of us in one of those ways, however. Here's how we'll adapt:

If you get sick:
I recommend you take an incomplete for the semester. Given that it's hard to know how your body will react, and cases range from asymptomatic to months of illness to death, we should prepare for you to dedicate a substantial amount of your time to feeling better. Your health is more important than this course. *Honor code: no documentation required.*

If you need to take care of someone who gets sick:
Depending on the severity of their illness, I recommend you consider taking an incomplete. If you are the primary caretaker of someone who tests positive for COVID-19 with symptoms, your priority should be remaining healthy and supporting that person. *Honor code: no documentation required.*

If you are exposed to someone who tests positive:
You must isolate and monitor your symptoms. Please let me know as soon as possible if that affects your access to resources and technology. *Honor code: no documentation required.*

Resources specific to physical health and wellness:
Mental health Services
UofM Student Health Center
Sexual, domestic, and intimate partner violence resources

If you are affected financially because of COVID-19:
There are many resources available through the Dean of Students including:

Dr. Rosie Phillips Bingham Student Emergency Fund
Emergency Food Resources, which includes Tiger Pantry
Emergency Housing
Specific COVID-19 relief funds

Course and Assignment Expectations
Course work will be accomplished every week, including readings, discussion posts, and quizzes to check your learning and comprehension. Each assignment must be completed by its due date and time (Central Time), which may vary by assignment, so make sure to check each individual due date and time to ensure that you post by the deadline.

Quality of Work
All work in this course should follow AP Style, including proper spelling, grammar, and language. A large part of public relations is having a polished written concept of what you are communicating. This includes all class work and presentations. Problems in these or other areas will result in the deduction of points.

I expect your work to be good and to be yours. What is not yours should be fully cited. In documenting sources, you must use APA formatting. If you need help with writing and citing sources, please see me for resources. In addition, Purdue University's Online Writing Lab is an excellent resource, and can be found at http://owl.english.purdue.edu.

Repetition of Courses and Coursework

Students may not use or submit work from a previous course, even if it is the same course being repeated, to fulfill requirements for assignments in another course. If students wish to substantially rework the original submission, or to work with the same general idea, that may be permissible upon discussion with and written approval from the professor of the current course. All written work will be checked for policy adherence via TurnItIn.com. All creative work will be checked for policy adherence by the professor and judged against previous submissions. The only exception to this policy is the student's online portfolio and its attendant pieces (for example, the resume and logo).

Questions about Grades

If you would like to ask about a grade, please make an appointment to meet with me outside of class time, as I will not discuss grades via email or during class. If you have a question or problem with a grade, exam question, or assignment, you have 48 hours after the assignment is returned to you to contact me, or the grade stands. Your question or appeal must be stated in writing, citing your position and why you feel the mark is incorrect. The appeal should be turned in to the professor or sent via email within the stated time frame.

Additionally, you are responsible for tracking your grade online and meeting with me early in the semester if you are concerned about your overall grade. Meeting early and often can help both parties involved find ways to improve student-instructor understanding and quality of work.

Plagiarism policy

First offense: Redo for 50%, plus meet with Teri
Second offense: Automatic 0, no redo
Third offense: Automatic class fail
Final assignment, regardless of which offense: Automatic 0 on assignment

Late work

<24 hours late: -10% (perfect = 90% A)
24-48 hours late: -20% (perfect = 80% B)
48-72 hours late: -30% (perfect = 70% C)
Final call: Up to 50% credit (perfect = 50% F)

Grading

A+ = 97-100%; A = 93-96%; A- = 90-92%
B+ = 87-89%; B = 83-86%; B- = 80-82%
C+ = 77-79%; C = 73-76%; C- = 70-72%
D+ = 67-69%; D = 60-66%
F= 0-59%

Grade breakdown.
A=Professional quality work that could be use with little or no modification.
B=Good to excellent work and exceeds requirement, but would require revision to be used professionally.
C=Satisfactory work and adequately meets requirement, but would need significant revision.
D=Barely satisfies minimum requirement and below average quality.

F=Unsatisfactory work and does not meet minimum requirement.

Emailed assignment policy
I will not accept assignments via email unless I *tell* you to email it to me.

Your deliverables

Individual Assignments

- Module 1 quizzes (4 quizzes at 5 points each)   20 points
- Evaluate the research plan (c/nc)   5 points
- Writing goals and objective (c/nc)   5 points
- Outlining possible strategies (c/nc)   5 points
- Outlining possible tactics (c/nc)   5 points
- Final portfolio (graded)   10 points

Pair Assignments

- Pair components (c/nc)   10 points

Team Assignments

- Team contract (c/nc)   3 points
- Rough draft plan (c/nc)   10 points
- Final plan (graded)   15 points
- Presentation (graded)   10 points
- Peer/self evals (c/nc)   2 points

Total   100 points

Final campaign plan book (15 points)
1. Title page
2. Contact info and bio of team members
3. Table of contents
4. Executive summary
5. Situation Analysis
   a. Summary of important primary and secondary research
   b. Outline of publics
   c. SWOT analysis
6. Strategic recommendations
   a. Goals and objectives
7. Tactics
   a. Timeline
   b. Budget

8. Appendix
    a. Tactic mock-ups
    b. Any additional relevant information
        i. Might include the survey from research
        ii. Interview questions
        iii. Presentation slides
        iv. Lists
        v. Anything else I might be missing

*Final plan labor distribution

We're taking the idea of components from last semester and dividing you into pairs. Each pair will work on a series of components (listed below).

1. Pair 1: The Leaders
    a. This pair will serve as communication liaisons
    b. Format and design
        i. Title page
        ii. Contact info and bios of team members
        iii. Table of contents
    c. Executive summary
    d. Primary editors
    e. Supports the research team
    f. *Presents* final presentation (the whole team will work on the presentation)—if you feel very strongly *against* this, your whole team can present.
2. Pair 2: The research team
    a. Situation analysis: summary of primary and secondary research part
        i. Will update the primary and secondary research as needed
    b. Evaluation plan
    c. Supports the SWOT team
    d. Presentation slides
3. Pair 3: The SWOT team
    a. Situation analysis: Org. and publics
        i. Background on organization, problem/opportunity statement
        ii. Outline of publics
    b. SWOT analysis
    c. Supports the strategy team
    d. Presentation slides
4. Pair 4: The strategy team
    a. Strategic recommendations, which will include goals and objectives
    b. Work with Pair 5 on tactical mock-ups
    c. Supports the tactical team
    d. Presentation slides
5. Pair 5: The tactical/design team
    a. Tactics

         i. Timeline
        ii. Budget
      iii. Appendix of mock-ups
   b. Supports the leaders
   c. Presentation slides

The teams:
1. Buff City Soap:
   1) Kate
   2) Deo
   3) Caroline
   4) Savanna
   5) Destiny
   6) Kya
   7) Jonathan
   8) Hayes
   9) Mariah
   10) Bobby

2. STS Enterprise—this team has only nine, so we'll figure out something so it's a little more fair
   1) Emma
   2) KiKi
   3) Taylor
   4) Aly
   5) Kaylee
   6) Kam
   7) Jas
   8) Tim
   9) Autumn

COURSE SCHEDULE

The course will be divided into three modules with one-week transition breaks.

Module 1: STRATEGY—How to build a campaign: Weeks 1-5
Module 2: ACTION—Building your campaign: Weeks 6-11 (week 8 & 11 as recovery weeks)
Module 3: EVALUTION—Editing, final touches, graduation/job readiness prep: Weeks 12-15

Module 1 (Weeks 1-4): Strategy
Week 1 : January 18 (we will start on Wednesday, January 20)
M: Martin Luther King, Jr. Day, no class
W: Student hours (optional—I will record and post. Just want to build in time in case after inauguration is chaotic)
Readings:
- Read the research plans from last year, review phase 1 of book

Assignments: No assignments

Week 2, Jan. 25 : Establishing goals and objectives
M: Lecture
W: Lecture & student hours
Readings:
- Phase two: Step 4 (p. 101-121)

Assignments:
- Evaluate the research plan (i) due 1/31
- Writing goals and objective (i) due 1/31
- Q1 quiz goes live

Notes: Final day to drop is Feb. 1

Week 3, February 1: Formulating action and response strategies & developing message strategy
M: Lecture
W: Lecture & student hours
Readings:
- Phase two: Steps 5-6 (p. 122-253. Yes, this seems like a lot, but you will not need everything. Go through and be strategic about what applies to your plan).

Assignments:
- Outlining possible strategies (i) due 2/7
- Q2 quiz goes live

Week 4, Feb. 8: Selecting and implementing tactics
M: Lecture
W: Lecture & student hours
Readings:
- Phase three: Steps 7-8 (p. 257-362. Yes, this seems like a lot, but you will not need everything. Go through and be strategic about what applies to your plan).

Assignments:

- Outline possible tactics (i) due 2/14 (Happy Valentine's day, lolz)
- Q3 quiz goes live

Happy Chinese New Year (Feb. 12)

Week 5, Feb. 15: Evaluating
M: Lecture
W: Lecture & student hours
Readings:
- Phase four: Step 9
Assignments:
- Q4 quiz goes live
- Weekly quizzes must be completed by Feb. 21 at 11:59 p.m.

Module 2 (Weeks 6-10): Action
Week 6, Feb. 22
M: Buff City
W: STS Enterprise
Readings:
- Review module 1 readings as necessary. Helpful resources posted to eCourseware.
Assignments: No assignment

Week 7, March 1
M: Buff City Soap
W: STS Enterprise
Readings:
- Review module 1 readings as necessary. Helpful resources posted to eCourseware.
Assignments: No assignment

Week 8, March 8 (do something well for your Monday/Tuesday university wellness break March 8-9)
Recovery Week: You have Monday-Sunday off. I am available to meet if you'd like!

Week 9, March 15
M: Buff City
W: STS Enterprise
Readings:
- Review module 1 readings as necessary. Helpful resources posted to eCourseware.
Assignments:
- Pair Components due 3/21 (p)

Notes: Final day to withdraw ("W" assigned): March 19

Week 10, March 22
M: Buff City
W: STS Enterprise
Readings:

- Review module 1 readings as necessary. Helpful resources posted to eCourseware.
Assignments: No assignment

Week 11, March 29
Recovery week: You have Monday-Sunday off. I am available to meet if you'd like!

Happy Passover (March 27-April 4) and happy Easter (April 4)!

Module 3 (Weeks 12-15): Evaluation
Week 12, April 5 (do something well for your Thursday/Friday university wellness break April 8-9)
M: TBD (guest speaker, job readiness, portfolio prep)
W: TBD (guest speaker, job readiness, portfolio prep)
Assignments: No assignment

Happy Ramadan (April 12-May 12)

Week 13, April 12: Portfolio week
M: TBD (guest speaker, job readiness, portfolio prep)
W: TBD (guest speaker, job readiness, portfolio prep)
Assignments:
- Rough draft due 4/18 (t) (this due here so I can give you feedback for your presentation)

Week 14, April 19
M: Practice presentation
W: Presentations with the clients (t)
Assignments: No assignment

Week 15, April 26
M: Party (superlative awards, trivia, fun stuff—MAYBE IN PERSONNNNN!!!!)
Last day of classes: Tues. April 27
Study days: April 28-29
Assignment:
- Portfolio due 5/1 (i)

Final exams
April 30-May 6
Final paper due: Wednesday, May 5 from 3 p.m. (this is the end of your final exam period)
Final grades due: May 10

ASSESSMENT AND OUTCOMES

Five Pillars in PBRL 4440
- *Critical Thinking:* Students must demonstrate an understanding of the four-step process in public relations by planning a complete campaign.
- *Media Literacy:* Students are exposed to the vocabulary and tools of the public relations industry. Students conduct research to solve a client's communication problem and apply the gathered

information beneficial for strategic campaign planning.

- *Multimedia:* Students prepare a multimedia campaign. Students present the campaign to the client and a panel of public relations professionals.
- *Professionalism:* Students learn the professional standards and strategies of planning a strategic campaign.
- *Writing:* Students write and design a campaign plan book.

Professional values and competencies for PBRL 4440

- Demonstrate an understanding of gender, race, ethnicity, sexual orientation, and as appropriate, other forms of diversity in domestic society in relation to mass communications
- Demonstrate an understanding of the diversity of people and cultures and of the significance and impact of mass communications in a global society
- Understand concepts and apply theories in the use and presentation of images and information
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity
- Think critically, creatively and independently
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
- Apply basic numerical and statistical concepts
- Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world

How professional values and competencies will be met

Cognitive objectives to be mastered (ability to explain, analyze, understand, think critically)

- Conceptualize the structure of a public relations campaign
- Differentiate campaigns from other activities
- Describe different approaches to campaigns used by current practitioners
- Describe how social science/communication theory can be applied in support of organizational standards
- Understand the role they play in achieving success or failure in group and deadline-sensitive projects

Performance standards to be met (demonstrable skills, abilities, techniques, applied competencies)

- Apply social science and communication theory to solve problems
- Apply the public relations process-research, planning, implementation and evaluation-to solve problems for a client
- Plan and budget a public relations campaign
- Work as a member of a public relations team or work group
- Use group processes to produce decision options

How assessment of student learning will be met

Awareness

- Learn about the important role of translating research into the planning of a strategic public relations campaign.

Understanding

- Understand how to plan a complete public relations campaign target toward specific publics for the purpose of solving a client's communication problem.

Application

- Create public relations plan book, using primary and secondary research data, that offers a strategic communication plan for solving the client's communication problem and offers measures of evaluation; present public relations campaign to client and panel of public relations professionals.

JOURNALISM AND STRATEGIC MEDIA POLICIES

Portfolio requirement

All students in the Department of Journalism and Strategic Media are required to develop and maintain an active portfolio of their work. Undergraduate students are to begin the portfolio in JRSM 3900 and graduate students are to begin in JRSM 7002. Students are to contribute to it in every skills course thereafter. The portfolio should contain samples of the student's work from courses and/or professional experiences and should develop as the student builds skills. Portfolios will undergo a final, external review while students are enrolled in their capstone courses.

Students may use any type of web hosting for their portfolios, but it must have an independent and professional URL. Students may use any content management system, but students are encouraged to use WordPress, Wix or SquareSpace. Students are encouraged to consider purchasing a URL and hosting if they plan to use the portfolio for a long term, but they must keep the portfolio active for six months following graduation from the University of Memphis.

Students should have a professional email address they plan to use throughout their professional lives, via a common email service, such as Gmail.

All portfolios must contain the following items:

- Samples of work from courses and/or professional activities. (Example: Broadcasting students must include a video reel)
- A current résumé
- A personal profile
- Contact information/means of contact
- Social media links

Students might wish to include a blog, video reels, photograph galleries, SoundSlides presentations, design PDFs, audio files and writing pieces as examples of professional work. The professional work should ultimately be tailored to the career the student seeks after graduation. Thus, each student's portfolio should show a unique blend of work.

Email

Students must have their UofM email accounts activated. Students using another provider, such as Google, are required to have all UofM email forwarded to that account. Students should go to the http://iam.memphis.edu website to implement forwarding of UofM email. Students are required to check their email daily. They are responsible for complying with any email sent to by professors or others in the University.

Electronic devices

Some classes require a tablet, laptop or a smartphone. Others do not. Instructors will set the policy for their specific classes.

Attendance

Class attendance is mandatory in Journalism and Strategic Media. Students may be assigned a failing grade for the semester for nonattendance or habitual late arrival. No late work will be accepted without prior arrangements with the class professor. Students may not be permitted to make up any missing work unless it is for an absence because of illness or other catastrophic emergency, such as a death in the family that can be documented (e.g. with a doctor's note or a copy of the newspaper obituary). Journalism and Strategic Media is a professional program, and students are expected to understand and comply with deadlines. Students who have some problem making it to class on time should make arrangements to correct the problem or consider taking another class. Students should consider this class as a "job" in the educational process and be on time just as they would elsewhere.

Course repetition

Majors and minors who fail to earn the minimum passing grade ("C-") in a class required by their program of study in Journalism and Strategic Media more than three times will be dropped from the program.

Students may not use or submit work from a previous course, even if it is the same course being repeated, to fulfill requirements for assignments in another course. If students wish to substantially rework the original submission, or to work with the same general idea, that may be permissible upon discussion with and written approval from the professor of the current course. All written work will be checked for policy adherence via TurnItIn.com. All creative work will be checked for policy adherence by the professor, and judged against previous submissions. The only exception to this policy is the student's online portfolio and its attendant pieces (for example, the résumé and logo).

Academic integrity

In addition to University-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism and Strategic Media considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses or students receiving any assistance from others for work assigned to be done on their own, as acts of cheating punishable to the degree determined appropriate by the course instructor and department chair. Punishment may include grade reductions or seeking dismissal of the student from the University.

Further, as this is a journalism and strategic media class, students are expected to comply with copyright law and must have sufficient permission to use any copyrighted materials used in creative projects, unless otherwise informed in cases of exercises or reproduction.

Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for rating originality of your ideas. Also to evaluate proper use and assignment of sources. As part of this process, you may require to submit electronic as well as hard copies of your work. Other instructions to follow may also be given. By taking this course, you agree that all assignments may undergo this review process. The assignment may be included as a source document in Turnitin.com's restricted access database. It is solely for the purpose of detecting plagiarism in such documents. Assignments not submitted according to the instructor's procedures may be penalized or may not be accepted at all. *(Office of Legal Counsel, October 11, 2018)*

Online SETEs

Students are urged to complete the SETEs evaluation of this course. Once the instructor has posted grades, student can immediately see that grade, provided they have completed a the SETE for that class. To access evaluation forms, students should log in to MyMemphis using their UUIDs and email passwords; click on the gray "Student" tab; complete an evaluation for each course listed and hit the "Submit" button at the bottom of the form. Completing the SETE will only take a few minutes. Faculty take the evaluations very seriously and use them to improve courses and instructional quality. Student feedback is essential and is appreciated.

Deadlines

All deadlines are firm. This is journalism and strategic media. Students needing an extension on an assignment must receive approval from the instructor. Exceptions will be made for reasonable circumstances if the student notifies the instructor prior to the due date.

AP Style and grammar

All written work in this class must follow the AP Stylebook and accepted rules of grammar and punctuation. Students are responsible for learning these rules and checking their work for errors.

Disability and accommodations

Students who need an accommodation based on the impact of a disability should contact the Office for Disability Resources for Students at 901-678-2880 in 110 Wilder Tower Hall to coordinate reasonable accommodations for students with documented disabilities.

Diversity and inclusivity

Students are required to respect the differences of others and treat all persons with respect. Discriminatory, derogatory and threatening language or behavior will not be tolerated. Further, students are expected to consider their work through a diverse mind. Media reach a mass audience, and students should be aware of how those messages are received by a diverse audience.

Weather policy

Always check with local media and the University of Memphis website regarding inclement weather. If the University is closed or classes are canceled, this course will not meet. However, students will still be responsible for that day's work.

Student support

Student who are experiencing personal or academic challenges including, but not limited to food or housing issues, family needs, or other stressors, should visit the Office of Student Accountability,

Outreach & Support page to learn about resources that can help: https://www.memphis.edu/saos/sos/crisis-resources.php. Any student who faces personal challenges including, but not limited to securing their food or housing and believes this may affect their performance in the course is urged to contact the Office of Student Accountability, Outreach & Support (901-678-2187) located in the University Center, Suite 359 for assistance. Students may also talk with course instructors about the challenges they are experiencing. Instructors may be able to assist in connecting with campus or community support.

COVID-19 protocols for this course

Student Accommodations
Students with accessibility issues or learning accommodation issues due to a disability should contact Disability Resources for Students (DRS) to submit an official request for course accommodations. Contact DRS at 901.678.2880 or at drs@memphis.edu. (https://www.memphis.edu/drs/index.php)

Academic Integrity
Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class in addition to other possible disciplinary sanctions which may be imposed through the regular institutional disciplinary procedures. (https://www.memphis.edu/osa/students/academic-misconduct.php)

Student Health
Students who have a positive COVID-19 test should contact the Dean of Students at deanofstudents@memphis.edu.

Student Resources
Students who need additional resources can visit the Dean of Students Office website at https://www.memphis.edu/deanofstudents/crisis/index.php.

Guidelines for classes, labs and equipment in Meeman Journalism Building in Spring 2021

- Anyone feeling sick should stay home and join class virtually.
- Social distance from all others at least 6 feet.
- Wear a mask at all times when in University buildings and on campus.
- Wash hands or use hand sanitizer regularly.
- No more than one person in the elevator at a time.
- Disinfect your workstation before and after use, including desks, keyboards, mice and screens. Wash your hands after cleaning.
- Have phone or Zoom meetings with professors and classmates. Do not meet face to face, if possible.