

"Print" Document for ERC CDCynergy

This PDF document is a compilation of the checklists and worksheets for **ALL PHASES**.

This document consists of **108** pages.

Select File, Print now to print out this entire document.

To print selected documents only, refer to the References or Tools list in each phase.





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Homeland Security Advisory System Recommendations

Businesses

<u>Risk of Attack</u>	<u>Recommended Actions</u>
SEVERE (Red)	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower levels</i> • Listen to radio/TV for current information/instructions • Be alert to suspicious activity and report it to proper authorities immediately • Work with local community leaders, emergency management, government agencies, community organizations, and utilities to meet immediate needs of the community • Determine need to close business based on circumstances and in accordance with written emergency plan • Be prepared to work with a dispersed or smaller work force • Ensure mental health counselors available for employees
HIGH (Orange)	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower levels</i> • Be alert to suspicious activity and report it to proper authorities • Review emergency plans to include continuity of operations and media materials on hand • Determine need to restrict access to business or provide private security firm support/reinforcement • Contact vendors/suppliers to confirm their emergency response plan procedures • If a need is announced, contact nearest blood collection agency and offer to organize a blood drive
ELEVATED (Yellow)	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower levels</i> • Be alert to suspicious activity and report it to proper authorities • Contact private security firm for security risk assessment and to determine availability of support/reinforcement • Contact voluntary organizations you support to determine how you can provide assistance in case of emergency
GUARDED (Blue)	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower level</i> • Be alert to suspicious activity and report it to proper authorities • Dialogue with community leaders, emergency management, government agencies, community organizations and utilities about disaster preparedness • Ensure emergency communication plan updated to include purchase of needed equipment. • Ask the local Red Cross chapter to provide a “Terrorism: Preparing for the Unexpected” presentation at your workplace for employees
LOW (Green)	<ul style="list-style-type: none"> • Use Red Cross Emergency Management Guide for Business and Industry to develop written emergency plans to address all hazards. Include an emergency communication plan to notify employees of activities; designate an off-site ‘report to’ location in case of evacuation. • Develop continuity of operations plan to include designating alternate work facility/location for business • Arrange for staff to take a Red Cross CPR/AED and first aid course • Obtain copies of Terrorism: Preparing for the Unexpected and Preparing Your Business for the Unthinkable brochures from your local Red Cross chapter for distribution to all employees/management as appropriate.

Your [local American Red Cross chapter](#) has materials available to assist you in developing preparedness capabilities.



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Family

<u>Risk of Attack</u>	<u>Recommended Actions</u>
<div style="background-color: red; color: white; text-align: center; padding: 10px;"> SEVERE (Red) </div>	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower levels</i> • Listen to radio/TV for current information/instructions • Be alert to suspicious activity and report it to proper authorities immediately • Contact business/school to determine status of work/school day • Adhere to any travel restrictions announced by local governmental authorities • Be prepared to shelter in place or evacuate if instructed to do so by local governmental authorities • Discuss children’s fears concerning possible/actual terrorist attacks
<div style="background-color: orange; color: white; text-align: center; padding: 10px;"> HIGH (Orange) </div>	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower levels</i> • Be alert to suspicious activity and report it to proper authorities • Review disaster plan with all family members • Ensure communication plan is understood/practiced by all family members • Exercise caution when traveling • Have shelter in place materials on hand and understand procedure • Discuss children’s fears concerning possible terrorist attacks • If a need is announced, donate blood at designated blood collection center
<div style="background-color: yellow; color: black; text-align: center; padding: 10px;"> ELEVATED (Yellow) </div>	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower levels</i> • Be alert to suspicious activity and report it to proper authorities • Ensure disaster supplies kit is stocked and ready • Check telephone numbers and e-mail addresses in your family emergency communication plan and update as necessary • If not known to you, contact school to determine their emergency notification and evacuation plans for children • Develop alternate routes to/from school/work and practice them
<div style="background-color: blue; color: white; text-align: center; padding: 10px;"> GUARDED (Blue) </div>	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower level</i> • Be alert to suspicious activity and report it to proper authorities • Review stored disaster supplies and replace items that are outdated • Develop an emergency communication plan that all family members understand • Establish an alternate meeting place away from home with family/friends
<div style="background-color: green; color: white; text-align: center; padding: 10px;"> LOW (Green) </div>	<ul style="list-style-type: none"> • Obtain copy of Terrorism: Preparing for the Unexpected brochure from your local Red Cross chapter • Develop a personal disaster plan and disaster supplies kit using Red Cross brochures Your Family Disaster Plan and Your Family Disaster Supplies Kit • Take a Red Cross CPR/AED and first aid course

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Homeland Security Advisory System Recommendations

Individual

<u>Risk of Attack</u>	<u>Recommended Actions</u>
SEVERE <i>(Red)</i>	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower levels</i> • Listen to radio/TV for current information/instructions • Be alert to suspicious activity and report it to proper authorities immediately • Contact business to determine status of work day • Adhere to any travel restrictions announced by local governmental authorities • Be prepared to shelter in place or evacuate if instructed to do so by local governmental authorities • Provide volunteer services only as requested
HIGH <i>(Orange)</i>	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower levels</i> • Be alert to suspicious activity and report it to proper authorities • Review your personal disaster plan • Exercise caution when traveling • Have shelter in place materials on hand and review procedure in Terrorism: Preparing for the Unexpected brochure • If a need is announced, donate blood at designated blood collection center • Prior to volunteering, contact agency to determine their needs
ELEVATED <i>(Yellow)</i>	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower levels</i> • Be alert to suspicious activity and report it to proper authorities • Ensure disaster supplies kit is stocked and ready • Check telephone numbers and e-mail addresses in your personal communication plan and update as necessary • Develop alternate routes to/from work/school and practice them • Continue to provide volunteer services
GUARDED <i>(Blue)</i>	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower level</i> • Be alert to suspicious activity and report it to proper authorities • Review stored disaster supplies and replace items that are outdated • Develop emergency communication plan with family/neighbors/friends • Provide volunteer services and take advantage of additional volunteer training opportunities
LOW <i>(Green)</i>	<ul style="list-style-type: none"> • Obtain copy of Terrorism: Preparing for the Unexpected brochure from your local Red Cross chapter • Develop a personal disaster plan and disaster supplies kit using Red Cross brochures Your Family Disaster Plan and Your Family Disaster Supplies Kit • Examine volunteer opportunities in you community; choose an agency to volunteer with and receive initial training • Take a Red Cross CPR/AED and first aid course

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Homeland Security Advisory System Recommendations

Neighborhood

<u>Risk of Attack</u>	<u>Recommended Actions</u>
<div style="background-color: red; color: white; padding: 10px; text-align: center;"> SEVERE <i>(Red)</i> </div>	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower levels</i> • Listen to radio/TV for current information/instructions • Be alert to suspicious activity and report it to proper authorities immediately • Adhere to any travel restrictions announced by local governmental authorities • Be prepared to shelter in place/evacuate and assist neighbors who are elderly or have special needs to do the same
<div style="background-color: orange; padding: 10px; text-align: center;"> HIGH <i>(Orange)</i> </div>	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower levels</i> • Be alert to suspicious activity and report it to proper authorities • Check on neighbors who are elderly or have special needs to ensure they are okay. Review disaster plan with them • If a need is announced, contact nearest blood collection agency and offer to organize a neighborhood blood drive
<div style="background-color: yellow; padding: 10px; text-align: center;"> ELEVATED <i>(Yellow)</i> </div>	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower levels</i> • Be alert to suspicious activity and report it to proper authorities • Have neighborhood meeting in order to identify neighbors who are elderly or have special needs. Assist them in development of a personal disaster plan and disaster supplies kit if requested.
<div style="background-color: blue; padding: 10px; text-align: center;"> GUARDED <i>(Blue)</i> </div>	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower level</i> • Be alert to suspicious activity and report it to proper authorities • Ask the local Red Cross chapter to offer a presentation called “Preparing for the Unexpected” at an upcoming neighborhood meeting
<div style="background-color: green; padding: 10px; text-align: center;"> LOW <i>(Green)</i> </div>	<ul style="list-style-type: none"> • Have neighborhood meeting to discuss emergency plans and establish a ‘Neighborhood Watch’ • Obtain copies of Terrorism: Preparing for the Unexpected brochure from your local Red Cross chapter and distribute at neighborhood meeting • Promote or arrange for people in the neighborhood to take a Red Cross CPR/AED and first aid course

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Homeland Security Advisory System Recommendations

Schools

<u>Risk of Attack</u>	<u>Recommended Actions</u>
<div style="background-color: red; color: white; text-align: center; padding: 10px;">SEVERE <i>(Red)</i></div>	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower levels</i> • Listen to radio/TV for current information/instructions • Be alert to suspicious activity and report it to proper authorities immediately • Close school if recommended to do so by appropriate authorities • 100% identification check (i.e.-driver’s license retained at front office) and escort of anyone entering school other than students, staff and faculty • Continue offering lessons from Masters of Disaster “Facing Fear: Helping Young People Deal with Terrorism and Tragic Events” curriculum • Ensure mental health counselors available for students, staff and faculty
<div style="background-color: orange; color: white; text-align: center; padding: 10px;">HIGH <i>(Orange)</i></div>	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower levels</i> • Be alert to suspicious activity and report it to proper authorities • Review emergency plans • Offer Masters of Disaster “Facing Fear: Helping Young People Deal with Terrorism and Tragic Events” lessons in grades K-12 • Prepare to handle inquiries from anxious parents and media • Discuss children’s fears concerning possible terrorist attacks
<div style="background-color: yellow; color: black; text-align: center; padding: 10px;">ELEVATED <i>(Yellow)</i></div>	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower levels</i> • Be alert to suspicious activity and report it to the proper authorities • Ensure all emergency supplies stocked and ready • Obtain copies of Terrorism: Preparing for the Unexpected brochure from your local Red Cross chapter and send it home with students in grades K-12, staff and faculty
<div style="background-color: blue; color: white; text-align: center; padding: 10px;">GUARDED <i>(Blue)</i></div>	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower level</i> • Be alert to suspicious activity and report it to proper authorities • Conduct safety training/emergency drills following the school’s written emergency plan for all grades • Ensure emergency communication plan updated and needed equipment is purchased • Continue offering lessons from ‘Masters of Disaster’ curriculum for grades K-8 regarding emergency preparedness for natural disasters
<div style="background-color: green; color: white; text-align: center; padding: 10px;">LOW <i>(Green)</i></div>	<ul style="list-style-type: none"> • Use Red Cross Emergency Management Guide for Business and Industry to develop written emergency plans to address all hazards including plans to maintain the safety of students, staff, and faculty, as well as an emergency communication plan to notify parents in times of emergency. Disseminate relevant information to families of children, staff and faculty. • Initiate offering “Masters of Disaster” curriculum for grades K-8 regarding emergency preparedness for natural disasters • Ensure selected staff members take a Red Cross CPR/AED and first aid course

Your [local American Red Cross chapter](#) has materials available to assist you in developing preparedness capabilities.

Team/Function
Master Assignment Checklist:

LEADERSHIP (Command and Control)

Assigned To:

Tasks:

Done

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Meet with decision-making team (science, administrative, communication). Within less than two hours, determine known information, what more will be coming in, and what can be said based on what you know now. 2. Activate the plan based on careful assessment of the situation and the expected demands for information by the public, media and partners. 3. Bring in needed resources (human, technical and mechanical supplies as specified in your pre-planning activities.) Activate added personnel and contractors. 4. Bring together communication team; brief them on event, advise on what can be communicated now, and delegate assignments. 5. Meet with upper management to advise on what communications are being done, and when you anticipate releasing information in accordance with the organization's role in the response. 6. Make telephone contact with other governmental agencies involved to learn what communication they are planning, and coordinate response, and timing of release of information. 7. Line up your designated spokesperson or get ready to be the spokesperson. Let them know that you will need them available to the media in two hours, and that you want to brief them on the messages prior to that time. Let them know what background material on the event you can provide to update them, and when they can expect it. 8. Prepare your clearance team as well as review and approve materials yourself for release. 9. Determine the operational hours/days for the communication team throughout the emergency response. <ul style="list-style-type: none"> • Reassess after 12 hours • Reassess after 24 hours • Reassess after 36 hours • Reassess after 48 hours 10. Make certain to fully communicate and update your staff decision-making team and other agency communicators several times during the first 24 hours. | <p>_____</p> |
|--|---|

CONTENT AND CLEARANCE

Assigned To:

Tasks:

Done

1. Determine your **key messages** and information based only what is currently known about the event. Use these as the basis for all communication materials. _____
2. Express **empathy and caring** in the first lines or first 30 seconds of your communications. _____
3. **Answer what the public wants to know:** magnitude, immediacy duration, control/management of emergency, timely/accurate information _____

- Are my family and I safe?
- What have you found that will affect my family and me?
- What can I do to protect my family and me?
- Who (what) caused this problem?
- Can you fix it?

4. **Prepare to answer** what media and communities want answered: _____

- Who is in charge here?
- How are those who got hurt getting help?
- Is this thing being contained?
- What can we expect?
- What should we do?
- Why did this happen? (Don't speculate. Repeat facts of the situation, describe data collection effort, and describe treatment from fact sheets).
- Did you have forewarning this might happen?
- Why wasn't this prevented from happening (again)?
- What else can go wrong?
- When did you begin working on this (e.g. were notified of this, determined this had occurred)?
- What does this data/information mean?
- What bad things aren't you telling us? (Don't forget to tell them the good things.)

5. **Create an information sheet** on the event that can be used for public, public health partners and stakeholders. _____

Have it ready within the hour. It doesn't always have to be a press release. If it's quicker issue a press statement of facts and what's currently being done.

6. **Line up your clearance personnel** and give everyone the ground _____

rules.

If you are the main clearance officer, be sure that you are set up to get clearance from your higher authority if that is required. But, be certain that they know you must release within a set period of time (usually if the event is critical, you have a one to two hour time frame before you should have information released).

7. **Prioritize incoming information** for clearance and dissemination. _____
Activate your three people to clear information. Clear simultaneously and in person when possible.

It is best if you can get the primary clearance authorities in one room with the door closed and no interruptions allowed. This allows for questions/comments about the information, discussions, and resolutions quickly. Make sure everyone would be comfortable seeing this information as the headline of the local paper the next day or on CNN within the hour. Remind everyone that the information you've compiled and are attempting to clear either: (1) answers important questions from the public, media, and partners; or (2) is in response to troubling trends from your own analysis about where the event is heading and that you are trying to mitigate effects.

8. Develop a **quick fact sheet** or Q&A sheet on the event based on what is currently known. _____

You will update this constantly in the next 48 hours. Pull any fact sheets on the incident that have been prepared in advance and are in your database (e.g. on the disease, on the type of crisis, etc.).

9. Make sure all **communications functions** (e.g. web team, hotline personnel) have the communication material and key messages. _____

10. **Get information out** as soon as possible. _____

Explain to responsible authorities that "no release" is worse than an "incomplete" release. Get "need to know" information out the door fast. Get "want to know" information released as soon as possible without straining relationships with authorities who must clear new information.

CLINICIAN COMMUNICATION

Assigned To:

Tasks:

Done

1. Identify **critical groups** and **channels** to reach them. _____
2. Arrange for **routine briefings** to key clinician networks. _____
3. Prepare **information** in appropriate **formats** for clinicians. _____
4. **Coordinate information** dissemination with PHCT and FGCT. _____

COMMUNICATION MONITORING AND RESEARCH

Assigned To:

Tasks:

Done

1. Activate **enhanced media monitoring systems**. This could be through overnight clipping service, people assigned to watch TV news, an online surveillance to survey media several times daily or other means. _____
2. Determine which **media are most important** to monitor and be sure to assess coverage several times during the first 48 hours. Messages about the event on radio news, or television news, or daily newspapers' online editions can change quickly. _____
3. **Analyze** what **messages** are appearing on the event. _____
 - Determine what messages are needed,
 - Determine what misinformation needs correcting.
 - Identify concerns, interests and needs arising from the crisis as it is being reported.
4. Prepare **short analysis** of this for the triage decision-making team. This should not be more than a page or two. Update it as frequently as needed during the first 48 hours. _____
5. **Research** whether there have been **similar events** to the one you have, and whether there is anything in the communication to be used from it. _____
6. Set up daily **mechanisms to capture** and do short analysis reports of _____

information needs from hotline reports and Web site or special Web page hits.

7. Determine whether you can bring together representatives from the affected populations **quickly to test messages**. Identify whether the event is of such magnitude that attitudes need to be measured quickly. If so, mount a quick survey. _____
8. Monitor public inquiries and media contact logs to **look for information gaps** and needs. _____

COMMUNITY HEALTH EDUCATION

Assigned To:

Tasks:

- | | Done |
|---|-------------|
| 1. Monitor potential areas of confusion and lack of information. | _____ |
| 2. Work with CMRT team to develop materials to address gaps in knowledge of audiences. | _____ |
| 3. Develop programs for public information campaigns. | _____ |
| 4. Speak with affected communities to educate and inform. | _____ |
| 5. Coordinate dissemination with CCT and FGCT. | _____ |

GOVERNMENT COMMUNICATION

Assigned To:

Tasks:

Done

1. Activate the **legislator/special interest group log** and identify those in the affected event area, or with oversight responsibility for your organization. Make certain they are contacted first. Then, contact the others on your list. _____
2. **Distribute** all communication developed to legislator/special interest group list via fax or e-mail. _____
3. Offer to conduct **special briefings** for the legislative and special interest groups. _____
4. Determine whether **legislative/special interest group** will be **actively involved** in the event and provide recommendations for involvement. _____

HOTLINE

Assigned To:

Tasks:

Done

1. **Obtain all communication being developed** and brief hotline operators on the content, and how to respond. _____
2. **Obtain FAQ's** and use them as scripts for operators in responding to public calls. _____
3. Provide the **public** with the Web site or special Web page information if they want to have frequent updates. _____
4. **Report all information** about the event coming from the public to the communication team. This lets them know the concerns of the public about the event and will assist in message development. _____
5. **Update the communication team** frequently on callers' questions that do not have answers and work up a suitable response. _____

Assigned To:

Tasks:

Done

1. **Assess media needs** and organize mechanisms to fulfill media needs during crisis (e.g. determine whether you will do daily briefings in person, how you will handle media that are camped out there, and when might you use web site updates for media). _____
2. **Develop triage** for response to media requests and inquiries. Make sure that this team knows what you will do and won't do with the media. _____
3. Activate **media contact lists** and call logs. _____
4. Begin **logging all media calls** and types of inquiries. _____
5. Produce and distribute **immediate information materials** (e.g. press releases, media alerts, press statements, fact sheets, and Q&As). _____
6. **Prepare B-roll** or slides, if possible, for television use. _____
7. **Prepare graphics** to illustrate the incident or what is being done. _____
8. **Translate and test messages** for cultural and language requirements of special populations. _____
9. **Review with spokesperson**, tips for personal demeanor and message content, prior to media contact. (Refer to Spokesperson's checklist.) _____
10. **Get with director for frequent updates** of the information coming in about the event. Prepare further communication materials as new information comes in (it may be that in the first 48 hours, depending on the severity of the event and media response, that you will need to produce and release new information many times). _____

PUBLIC HEALTH COMMUNICATION / PARTNERS

Assigned To:

Tasks:	Done
1. Identify critical groups and channels to reach them. Use Stakeholder/Partner Reaction Assessment Worksheet to assist you in framing your responses.	_____
2. Work on message dissemination through HAN and EPI-X.	_____
3. Provide specific background materials .	_____
4. Coordinate dissemination with CCT and FGCT.	_____

SPOKESPERSON

Assigned To:

Tasks:	Done
1. Be the organization , act like the organization. Embody its identity, especially if your organization is about caring and protecting health and people's lives. Be real.	_____
2. Express empathy and caring about the situation immediately.	_____
3. Describe the health and safety impact on individuals and communities – what is the risk.	_____
4. Describe the incident and its magnitude – what happened:	_____
o What	
o Where	
o When	
o Why	
o How	
5. Describe the process in place to respond to the incident – what we are doing.	_____
6. Give anticipatory guidance (e.g. side effects of antibiotics).	_____
7. Be regretful , not defensive. Say "We feel terrible about..." or "We are very sorry that..." to acknowledge the incident.	_____
8. Acknowledge the shared misery (people are frightened, feeling a lack of control) from the event. Give them the actions your organization is taking or that they can take themselves.	_____
9. Express wishes . "I wish we knew more right now." " I wish our answers were more definitive about..."	_____

10. Be willing to **answer the questions** everyone wants to know: _____

- What has happened?
- What is the impact?
- What is being done?
- Are my family and I safe? What will affect us?
- What can I do to protect my family and me?
- Who (what) caused this problem? Can you fix it?
- Who is in charge here?
- How are those who got hurt getting help?
- Is this thing being contained?
- Why did this happen (Don't speculate. Repeat facts of the situation, describe data collection effort, and describe treatment from fact sheets)?
- Why wasn't this prevented from happening (again)?
- What else can go wrong?
- When did you begin working on this (e.g. were notified of this, determined this had occurred)?
- What does this data/information mean?
- What bad things aren't you telling us (Don't forget to tell them the good things)?

11. **Ask people to share the risk** with you. Show your caring and determination as a role model for them. _____

12. **Don't over reassure.** Reassurance can backfire. Acknowledging to people how scary the situation is, even though the actual numbers affected are small, can make them calmer about the situation. _____

Assigned To:

Tasks:

Done

1. **Format content** materials developed by the communication team and publish on the organization's Web site. _____

Expect to start publishing information within one to two hours of activating the crisis action plan for the event. **Make sure everything published has been released first.**
2. Create links to other **governmental agency Web sites** that also will have information about the event. _____
3. Prepare to **update your Web site** as frequently as information changes. This could be hourly. _____
4. **Release information** to other partner Web site operators as you have it. _____
5. Begin developing **special Web pages** for the event, if the emergency warrants it. _____

Phases and Steps of the Emergency Risk Communication Process

PRE-EVENT ACTIVITIES

1. Conduct a needs assessment for crisis and emergency risk communication.
2. Develop a crisis/emergency risk communication plan.
3. Evaluate channels to use for public communications.
4. Determine the functions needed to carry out the plan.
5. Determine the resources needed to carry out the plan.
6. Prepare team to carry out the plan.

EVENT STEPS

1. Verify situation.
2. Conduct notifications.
3. Assess level of crisis.
4. Organize assignments.
5. Prepare information and obtain approvals.
6. Release information to public.
7. Monitor, maintain, and make adjustments for the remaining life of the crisis.

POST-EVENT ACTIVITIES

1. Provide for the well-being and recovery of the communication team.
2. Conduct public education.
3. Monitor messages and events (media, public, partner, stakeholders).
4. Debrief response team (early).
5. Review data on messages, delivery, and effects.
6. Compile and analyze comprehensive set of data.
7. Develop results/lessons learned and report measures of success.
8. Establish a new state of readiness and implement ERC plan changes.

**Emergency Risk Communication
EVENT: IMMEDIATE CHECKLIST**

Step 1: Verify situation.	Done
1. Have all of the facts been received? (to the best of your knowledge)	<input type="checkbox"/>
2. Was information obtained from additional sources to put event in perspective ?	<input type="checkbox"/>
3. Was the information's origin ascertained?	<input type="checkbox"/>
4. Was the information source's credibility ascertained?	<input type="checkbox"/>
5. Is the information consistent with other sources?	<input type="checkbox"/>
6. Is the characterization of the event plausible ?	<input type="checkbox"/>
7. If necessary, was the information clarified through a SME ?	<input type="checkbox"/>

Step 2: Conduct notifications.	Done
1. Have notifications/contacts been made to the appropriate persons in your organization?	<input type="checkbox"/>
2. Has your core team been briefed ?	<input type="checkbox"/>
3. Has your senior management group been notified?	<input type="checkbox"/>
4. Has your communication team been briefed?	<input type="checkbox"/>
5. Have the elected officials at all levels been notified?	<input type="checkbox"/>
6. Have the appropriate local and county agencies been notified?	<input type="checkbox"/>
7. Have the appropriate state agencies been notified?	<input type="checkbox"/>
8. Have the appropriate federal agencies been notified?	<input type="checkbox"/>
9. Have other groups (e.g., board members, clients, residents) been notified?	<input type="checkbox"/>

Step 3: Assess level of crisis.	Done
1. Has a crisis level (A,B,C,D) been identified that corresponds to the event characteristics?	<input type="checkbox"/>
2. Have the hours of operation for the communication team been established?	<input type="checkbox"/>
3. Has jurisdiction over information been established?	<input type="checkbox"/>
4. Will federal agencies release information or will states?	<input type="checkbox"/>

Step 4: Organize and give assignments.	Done
1. Are the functional teams activated ?	<input type="checkbox"/>
2. Are the spokespeople activated ?	<input type="checkbox"/>
3. Have you decided on the operation and schedule?	<input type="checkbox"/>
4. Were specific assignments given to each team or function?	<input type="checkbox"/>
5. Do all those involved know their role and immediate tasks ?	<input type="checkbox"/>

Step 5: Prepare information and obtain approvals.	Done
1. Have you planned for a timely release?	<input type="checkbox"/>
2. Has the accuracy of all information been checked?	<input type="checkbox"/>
3. Does the message show compassion ?	<input type="checkbox"/>
4. Were the specific audience concerns addressed?	<input type="checkbox"/>
5. Does the message meet the criteria of good message development ? (see Message Development Checklist)	<input type="checkbox"/>
6. Have you anticipated media questions and developed answers?	<input type="checkbox"/>
7. Has the message been cleared for release ?	<input type="checkbox"/>

Step 6: Release information to public.	Done
1. Have you released information as quickly as possible?	
2. Was the same information given to all media at the same time ?	
3. Was the information released to other groups as planned? (e.g., partners, legislators, special interest groups)	
4. Was the information released through other channels as planned? (e.g., Web, 800 number, mailings, meetings,)	

Equipment and Supplies Checklist

Equipment:		Location	How to Obtain It
<input type="checkbox"/>	Fax machine (pre-programmed for broadcast fax releases to media and partners)		
<input type="checkbox"/>	Computers (on LAN with e-mail listservs designated for partners and media)		
<input type="checkbox"/>	Laptop computers		
<input type="checkbox"/>	Printers for every computer		
<input type="checkbox"/>	Copier (and backup)		
<input type="checkbox"/>	Several tables		
<input type="checkbox"/>	Cell phones/pagers/personal data devices and e-mail readers		
<input type="checkbox"/>	Visible calendars, flow charts, bulletin boards, easels		
<input type="checkbox"/>	Designated personal message board		
<input type="checkbox"/>	Small refrigerator		
<input type="checkbox"/>	Paper		
<input type="checkbox"/>	Color copier		
<input type="checkbox"/>	A/V equipment		
<input type="checkbox"/>	Portable microphones		
<input type="checkbox"/>	Podium		
<input type="checkbox"/>	TVs with cable hookup		
<input type="checkbox"/>	VHS VCR		
<input type="checkbox"/>	CD-ROM		
<input type="checkbox"/>	Paper shredder		

Supplies:		Location	How to Obtain It
<input type="checkbox"/>	Copier toner		
<input type="checkbox"/>	Printer ink		
<input type="checkbox"/>	Paper		
<input type="checkbox"/>	Pens		
<input type="checkbox"/>	Markers		
<input type="checkbox"/>	Highlighters		
<input type="checkbox"/>	Erasable markers		
<input type="checkbox"/>	FedEx and mail supplies		
<input type="checkbox"/>	Sticky notes		
<input type="checkbox"/>	Tape		
<input type="checkbox"/>	Notebooks		
<input type="checkbox"/>	Poster board		
<input type="checkbox"/>	Standard press kit folders		
<input type="checkbox"/>	Organized B-roll beta format (keep VHS copies around for meetings)		
<input type="checkbox"/>	Formatted computer disks		
<input type="checkbox"/>	Color-coded everything (folders, inks, etc.)		
<input type="checkbox"/>	Baskets (to contain items not ready to be thrown away)		
<input type="checkbox"/>	Organizers to support your clearance and release system		
<input type="checkbox"/>	Expandable folders (indexed by alphabet or days of the month)		
<input type="checkbox"/>	Staplers (several)		
<input type="checkbox"/>	Paper punch		
<input type="checkbox"/>	Three-ring binders		
<input type="checkbox"/>	Organization's press kit or its logo on a sticker		

Supplies:		Location	How to Obtain It
<input type="checkbox"/>	Colored copier paper (for door-to-door flyers)		
<input type="checkbox"/>	Paper clips (all sizes)		
<input type="checkbox"/>	Personal "go kit": <ul style="list-style-type: none"> • sweater/sweatshirt • rain gear • ball cap • comfortable shoes • socks • underwear • gloves (cold climates) • toothpaste/toothbrush, floss • mouthwash • deodorant • brush/comb • snacks (nutrition bars) • bottled water • other personal toiletries as needed 		

Other Resources List

Space:

- Room/ space for operating your communication teams outside the EOC. You need a place to bring media on site (separate from the EOC)
- Room / space for quickly training spokespersons
- Room / space for holding team meetings
- Room / space for housing equipment, exclusive for your use. (You cannot stand in line for the copier when media deadlines loom.)
- Web site capability 24/7. (Attempt to have new information posted within 2 hours; some experts advise within 10 minutes)

Personnel:

- Public affairs specialist
- Health communication specialist
- Communication officer
- Health education specialist
- Training specialist
- Writer/editor
- Technical writer/editor
- Audio/visual specialist
- Internet/Web design specialist
- Others who contribute to public/provider information

Services Contracts:

- A media newswire
- A radio newswire
- Writers or public relations personnel who can augment your staff
- Administrative support
- A phone system/contractor to supply a phone menu that directs caller to level of information desired:
 - General information about the threat
 - Tip line, listing particular actions people can take to protect themselves
 - Reassurance/counseling
 - Referral information for health care/medical facility worker
 - Referral information for epidemiologists or others to report cases
 - Lab/treatment protocols
 - Managers looking for policy statements for employees

Effective Message Checklist

Use the chart below to rate the effectiveness of your message.

Message Content Checkpoint	Yes	No
1. Is the message clear? (easy to understand and free from jargon)		
2. Is the message consistent? (conveys what science tells us about the risks and what we do not yet understand)		
3. Is the message focused? (covers most important points; avoids extraneous information, clauses, and caveats)		
4. Is the message constructed with appropriate tone and appeal? (creates a sense of urgency for action; reassures the audience that answers are being sought; does not confuse or frighten)		
5. Is the message responsive to audience concerns? (information is relevant and important)		

ERC Needs Assessment Checklist

Use this comprehensive checklist to help assess your organization's preparedness for responding to an emergency.

I. Planning, Research, Training, and Evaluation	Yes	No
1.1 Does your organization have an emergency response/crisis communication operational plan for public information and media, partner, and stakeholder relations?		
If yes, does the plan have the following elements:	Yes	No
a. Designated line and staff responsibilities for the public information team?		
b. Information verification and clearance/approval procedures?		
c. Agreements on information release authorities (who releases what/when/how)?		
d. Regional and local media contact list (including after-hours news desks)?		
e. Procedures to coordinate with the public health organization response teams?		
f. Designated spokespersons for public health issues in an emergency?		
g. Public health organization emergency response team after-hours contact numbers?		
h. Contact numbers for emergency information partners (e.g., Governor's public affairs officer, local FBI public information special agent in charge, local or regional department of agriculture or veterinarian public information officers, Red Cross and other non-government organizations)?		
i. Agreements/procedures to join the Joint Information Center (JIC) of the emergency operations center (if activated)?		
j. Procedures to secure needed resources (space, equipment, people) to operate the public information operation during a public health emergency 24 hours a day/7 days a week, if needed?		
k. Identified vehicles of information dissemination during a crisis to public, stakeholders, partners (e.g., e-mail list serves, broadcast fax, door-to-door leaflets, press releases)?		
	Yes	No
1.2 Have you coordinated your planning with the community or state emergency operation center?		
1.3 Have you coordinated your planning with other response organizations or competitors?		
1.4 Have designated spokespersons received media training and risk communication training?		
1.5 Do the spokespersons understand emergency crisis/risk communication principles to build trust and credibility?		

II. Message and Audiences		Yes	No
2.1 Are any of the following types of incidents (disasters) likely to require intense public information, media, and partner communication responses by your organization:			
a. Airborne infectious disease outbreak (e.g., pandemic influenza)?			
b. Foodborne infectious disease outbreak (e.g., listeria)?			
c. Waterborne (Cryptosporidiosis)?			
d. Vector borne (West Nile virus)?			
e. Outbreak with potential to spread outside your region or to your region?			
f. Unknown infectious agent?			
g. Chemical or toxic material disaster?			
h. Natural disasters?			
i. Unknown infectious agent (international) with potential to spread to U.S.?			
j. Known infectious agent (international) with potential to spread to U.S.?			
k. Large scale environmental crises ?			
l. Radiological event?			
m. Terrorist event			
m.1 Biological (suspected or declared)?			
m.2 Chemical?			
m.3 Radiological?			
m.4 Mass explosion?			
n. Site-specific emergencies			
n.1 Laboratory incident with laboratory worker?			
n.2 Laboratory incident/release of material in community?			
n.3 Death of employee/contractor/visitor while on campus/premises?			
n.4 Hostage event with/by employee/contractor on campus/premises?			
n.5 Bomb threat?			
n.6 Explosion/fire—destruction of property?			
n.7 Violent death of an employee/contractor or visitor on campus/premises?			
		Yes	No
2.2 Have you identified special populations (e.g., elderly, first language other than English, Tribal communities, border populations)? List any specific sub-populations that need to be targeted with specific messages during a public health emergency related to your organization (e.g., Tribal nations, persons with chronic respiratory illness, unvaccinated seniors).			
2.3 Have you identified your organization’s partners who should receive direct information and updates (not solely through the media) from your organization during a public health emergency?			
2.4 Have you identified all stakeholder organizations or populations (groups or organizations that your organization believes have an active interest in monitoring activities—to whom you are most directly accountable, other than official chain of command) who should receive direct communication during a public health-related emergency?			

II. Message and Audiences		Yes	No
2.5	Have you planned ways to reach people according to their reactions to the incident (fight or flight)? Are messages, messengers, and methods of delivery sensitive to all types of audiences in your area of responsibility?		
2.6	Are there mechanisms/resources in place to create messages for the media and public under severe time constraints, including methods to clear these messages within the emergency response operations of your organization (include cross clearance)?		
2.7	Have you identified how you will perform media evaluation, content analysis, and public information call analysis in real time during an emergency to ensure adequate audience feedback?		
		Yes	No
2.8	Have you developed topic-specific precrisis materials for identified public health emergency issues, or identified sources of these materials if needed:		
	a. Topic fact sheet (e.g., description of the disease, public health threat, treatment, etc.)?		
	b. Public Questions/Answers?		
	c. Partner Questions/Answers?		
	d. Resource fact for media/public/partners to obtain additional information?		
	e. Web access and links to information on the topic?		
	f. Recommendations for affected populations?		
	g. Background beta video (B-roll) for media use on the topic?		
	h. List of subject matter experts outside your organization who would be effective validators to public/media regarding your activities during a public health emergency?		

III. Messenger	Yes	No
3.1 Have you identified public health spokespersons for media and public appearances during an emergency?		
If yes, have you:		
a. Identified persons by position to act as spokespersons for multiple audiences (e.g., media spokesperson, community meeting speaker, etc.) and formats about public health issues during an emergency?		
b. Ensured that the spokespersons understand their communication roles and responsibilities and will incorporate them into their expected duties during the crisis?		

IV. Methods of Delivery (information dissemination) and Resources	Yes	No
4.1 Does your organization have go kits for public information officers who may have to abandon their normal place of operation during a public health emergency or join a JIC?		
If yes, does the kit include:	Yes	No
a. A computer(s) capable of linking to the Internet/e-mail?		
b. A CD-ROM or disks containing the elements of the crisis communication plan (including media, public health, and organization contact lists, partner contact lists; information materials, etc.)?		
c. A cell phone or satellite phone, pager, wireless e-mail, etc.?		
d. A funding mechanism (credit card, etc.) that can be used to purchase operational resources as needed?		
e. Manuals and background information necessary to provide needed information to the public and media?		
f. Care and comfort items for the public information operations staff?		
4.2 Have you identified the mechanisms that are or should be in place to ensure multiple channels of communication to multiple audiences during a public health emergency?		
If yes, do they include:	Yes	No
a. Media channels (print, TV, radio, Web)?		
b. Web sites?		
c. Phone banks?		
d. Town hall meetings?		
e. Listserv e-mail?		
f. Broadcast fax?		
g. Letters by mail?		
h. Subscription newsletters?		
i. Submissions to partner newsletters?		
j. Regular or special partner conference calls?		
k. Door-to-door canvassing?		
4.3 Are contracts/agreements in place to post information to broadcast fax or e-mail systems?		
4.4 Have locations for press conferences been designated and resourced?		

V. Personnel	Yes	No
5.1 Have you identified employees, contractors, fellows, interns currently working for you or available to you in an emergency, that have skills in the following areas:		
a. Public affairs specialist?		
b. Health communication specialist?		
c. Communication officer?		
d. Health education specialist?		
e. Training specialist?		
f. Writer/editor?		
g. Technical writer/editor?		
h. Audio/visual specialist?		
i. Internet/Web design specialist?		
j. Others who contribute to public/provider information?		
5.2 Have you identified who will provide the following expertise or execute these activities during a public health emergency (including backup):		
Command and control:	Yes	No
a. Directs the work related to the release of information to the media, public, and partners?		
b. Activates the plan, based on careful assessment of the situation and the expected demands for information by media, partners, and the public?		
c. Coordinates with horizontal communication partners, as outlined in the plan, to ensure that messages are consistent and within the scope of the organization's responsibility?		
d. Provides updates to organization's director, EOC command and higher headquarters, as determined in the plan?		
e. Advises the director and chain of command regarding information to be released, based on the organization's role in the response?		
f. Ensures that risk communication principles are employed in all contact with media, public, and partner information release efforts?		
g. Advises incident-specific policy, science, and situation?		
h. Reviews and approves materials for release to media, public, and partners?		
i. Obtains required clearance of materials for release to media on policy or sensitive topic-related information not previously cleared?		
j. Determines the operational hours/days, and reassesses throughout the emergency response?		
k. Ensures resources are available (human, technical, and mechanical supplies)?		
Media:	Yes	No
a. Assesses media needs and organizes mechanisms to fulfill media needs during the crisis (e.g., daily briefings in person, versus a Web site update)?		
b. Triage the response to media requests and inquiries?		
c. Ensures that media inquiries are addressed as appropriate?		
d. Supports spokespersons?		

V. Personnel		Yes	No
e.	Develops and maintains media contact lists and call logs?		
f.	Produces and distributes media advisories and press releases?		
g.	Produces and distributes materials (e.g., fact sheets, B-roll)?		
h.	Oversees media monitoring systems and reports (e.g., analyzing environment and trends to determine needed messages, determining what misinformation needs to be corrected, identifying concerns, interests, and needs arising from the crisis and the response)?		
i.	Ensures that risk communication principles to build trust and credibility are incorporated into all public messages delivered through the media?		
j.	Acts as member of the JIC of the field site team for media relations?		
k.	Serves as liaison from the organization to the JIC and back?		
Direct public information:		Yes	No
a.	Manages the mechanisms to respond to public requests for information directly from the organization by telephone, in writing or by e-mail?		
b.	Oversees public information monitoring systems and reports (e.g., analyzing environment and trends to determine needed messages, determining what misinformation needs to be corrected, identifying concerns, interests, and needs arising from the crisis and the response)?		
c.	Activates or participates in the telephone information line?		
d.	Activates or participates in the public e-mail response system?		
e.	Activates or participates in the public correspondence response system?		
f.	Organizes and manages emergency response Web sites and Web pages?		
g.	Establishes and maintains links to other emergency response Web sites?		
Partner/stakeholder information:		Yes	No
a.	Establishes communication protocols based on prearranged agreements with identified partners and stakeholders?		
b.	Arranges regular partner briefings and updates?		
c.	Solicits feedback and responds to partner information requests and inquiries?		
d.	Oversees partner/stakeholder monitoring systems and reports (e.g., analyzing environment and trends to determine needed messages, determining what misinformation needs to be corrected, identifying concerns, interests, and needs arising from the crisis and the response)?		
e.	Helps organize and facilitate official meetings to provide information and receive input from partners or stakeholders?		
f.	Develops and maintains lists and call logs of legislators and special interest groups?		
g.	Responds to legislator/special interest groups requests and inquiries?		
Content and material for public health emergencies:		Yes	No
a.	Develops and establishes mechanisms to rapidly receive information from the EOC regarding the public health emergency?		
b.	Translates EOC situation reports and meeting notes into information appropriate for public and partner needs?		
c.	Works with subject matter experts to create situation-specific factsheets, Q/As, and updates?		

V. Personnel		Yes	No
d.	Compiles information on possible public health emergency topics for release when needed?		
e.	Tests messages and materials for cultural and language requirements of special populations?		
f.	Receives input from other communication team members regarding content and message needs?		
g.	Uses analysis from media, public and partner monitoring systems, and reports (e.g., environmental and trend analysis to determine needed messages, what misinformation need to be corrected, identify concerns, interests and needs arising from the crisis and the response) to identify additional content requirements and materials development?		
h.	Lists contracts/cooperative agreements/consultants currently available to support emergency public/private information dissemination?		

VI. Suggestions to Consider about Resources:		Yes	No
Do you have space:			
a.	To operate your communication teams outside the EOC? (You need a place to bring media on site, separate from the EOC.)		
b.	To quickly train spokespersons?		
c.	For team meetings?		
d.	For equipment, exclusive for your use? (You cannot stand in line for the copier when media deadlines loom.)		
Have you considered the following contracts and memoranda of agreement:		Yes	No
a.	A contract with a media newswire?		
b.	A contract with a radio newswire?		
c.	A contract for writers or public relations personnel who can augment your staff?		
d.	A contract for administrative support?		
e.	A phone system/contractor to supply a phone menu that directs type of caller and level of information desired, including:		
e.1	General information about the threat?		
e.2	Tip line, listing particular actions people can take to protect themselves?		
e.3	Reassurance/counseling?		
e.4	Referral information for health care/medical facility workers?		
e.5	Referral information for epidemiologists or others to report cases?		
e.6	Lab/treatment protocols?		
e.7	Managers looking for policy statements for employees?		
Do you have the following recommended equipment:		Yes	No
a.	Fax machine (with a number that's pre-programmed for broadcast fax releases to media and partners)?		
b.	Web site capability 24/7? (You should attempt to have new information posted within 2 hours; some say within 10 minutes.)		
c.	Computers (on LAN with e-mail listservs designated for partners and media)?		
d.	Laptop computers?		
e.	Printers for every computer?		
f.	Copier (and backup)?		
g.	Tables? (You will need a large number of tables.)		
h.	Cell phones/pagers/personal data devices and e-mail readers?		
i.	Visible calendars, flow charts, bulletin boards, easels?		
j.	Designated personal message board?		
k.	Small refrigerator?		
l.	Paper?		
m.	Color copier?		
n.	A/V equipment?		

VI. Suggestions to Consider about Resources:		Yes	No
o.	Portable microphones?		
p.	Podium?		
q.	TVs with cable hookup?		
r.	VHS VCR?		
s.	CD-ROM?		
t.	Paper shredder?		
Do you have the following recommended supplies:		Yes	No
a.	Copier toner?		
b.	Printer ink?		
c.	Paper?		
d.	Pens?		
e.	Markers?		
f.	Highlighters?		
g.	Erasable markers?		
h.	FedEx and mail supplies?		
i.	Sticky note pads?		
j.	Tape?		
k.	Notebooks?		
l.	Poster board?		
m.	Standard press kit folders?		
n.	Organized B-roll in beta format (keep VHS copies around for meetings)?		
o.	Formatted computer disks?		
p.	Color-coded items (folders, inks, etc.)?		
q.	Baskets (to contain items you're not ready to throw away)?		
r.	Organizers to support your clearance and release system?		
s.	Expandable folders (alphabetized or days of the month)?		
t.	Staplers?		
u.	Paper punch?		
v.	Three-ring binders?		
w.	Organization's press kit or its logo on a sticker?		
x.	Colored copier paper (for door-to-door flyers)?		
y.	Paper clips (all sizes)?		

Crisis Communication Spokesperson Checklist

Criteria	Yes	No
Message Preparation*		
1. Did you mobilize resources and staff quickly?		
2. Did you recognize that public perceptions matter more than facts?		
3. Did you seek outside help , including volunteers?		
4. Did you coordinate efforts with other emergency response organizations?		
5. Did you enlist support from credible third parties ?		
6. Did you monitor and listen closely to what the news media, public officials, and other important players were saying and the questions they are asking?		
7. Did you refrain from trying to control the flow of information?		
8. Did you withhold names of injured or deceased until next-of-kin were properly notified?		
Message Content*		
9. Did you express and show concern, empathy, and compassion consistently for damages, injuries, and any inconvenience?		
10. Did you emphasize dedication, commitment, and social responsibility ?		
11. Did you provide an early or immediate apology ?		
12. Did you provide a list of facts and an action plan ?		
13. Were you open and honest about capabilities, needs, and problems?		
14. Did you know exactly what you wanted to say to the media and did you use two key messages?		
15. Did you acknowledge responsibility but avoid placing blame?		
16. Did you indicate that investigations are under way to determine the cause?		
17. Did you tell the truth as best you knew it?		
18. Did you use examples, human-interest stories, and concrete analogies to establish a common understanding ?		
19. Did you use simple visuals and graphics as much as possible?		
20. Did you test your message content prior to delivery?		
21. Did you refrain from going "off the record" ?		

Crisis Communication Spokesperson Checklist

Criteria	Yes	No
22. Did you avoid saying "no comment?"		
23. Did you avoid evading statements and shifting responsibility?		
24. Did you avoid statements that imply that cost is more important than public safety, health, or environment?		
25. Did you avoid the use of technical and legal jargon ?		
26. Did you avoid providing too much technical detail ?		
Message Delivery*		
1. Was top management involved and visible ?		
2. Did you go immediately to the scene?		
3. Were you easily accessible to the media?		
4. Did you stay calm ? (not lose your temper)		
5. Did you practice what you planned to say to the media aloud and did you test it?		
6. Did you indicate that you would get back by a specific time with an answer if you did not know an answer to a question?		
7. Did you avoid conjecture and speculation ("What if" questions)?		
Nonverbal Communication**		
1. Were you sensitive to the non-verbal messages you were communicating?		
2. Did you sit up straight , showing that you are paying attention and respecting your audience?		
3. Did you make eye contact ? (Avoiding eye contact can make you look deceitful. If it is very difficult to make eye contact, focus on the back of the room, not on your notes or the floor.)		
4. Did you avoid defensive, argumentative, and unreceptive body language (e.g., arms crossed)? Did you stand with your arms straight at your sides?		
5. Did you avoid fidgeting , shuffling papers, or playing with your pen? (Keeping your feet planted on the ground, sitting or standing still will make you look more controlled and confident.)		

**This material is based largely on the findings of advanced environmental communication research conducted by Dr. Vincent T. Covello and the staff of the Center for Risk Communication, 1995.*

***This material is based largely on the ATSDR Handbook 8-01.*

Assignment Sheet

CLINICIAN COMMUNICATION

Assigned To:	
Tasks:	Done
1. Identify critical groups and channels to reach them.	
2. Arrange for routine briefings to key clinician networks.	
3. Prepare information in appropriate formats for clinicians.	
4. Coordinate information dissemination with PHCT and FGCT.	

Assignment Sheet

CONTENT AND CLEARANCE

Assigned To:		
Tasks:		Done
1.	Determine your key messages and information based only what is currently known about the event. Use these as the basis for all communication materials.	
2.	Express empathy and caring in the first lines or first 30 seconds of your communications.	
3.	<p>Answer what the public wants to know: magnitude, immediacy duration, control/management of emergency, timely/accurate information</p> <ul style="list-style-type: none"> • Are my family and I safe? • What have you found that will affect my family and me? • What can I do to protect my family and me? • Who (what) caused this problem? • Can you fix it? 	
4.	<p>Prepare to answer what media and communities want answered:</p> <ul style="list-style-type: none"> • Who is in charge here? • How are those who got hurt getting help? • Is this thing being contained? • What can we expect? • What should we do? • Why did this happen? (Don't speculate. Repeat facts of the situation, describe data collection effort, and describe treatment from fact sheets). • Did you have forewarning this might happen? • Why wasn't this prevented from happening (again)? • What else can go wrong? • When did you begin working on this (e.g. were notified of this, determined this had occurred)? • What does this data/information mean? • What bad things aren't you telling us? (Don't forget to tell them the good things.) 	
5.	<p>Create an information sheet on the event that can be used for public, public health partners and stakeholders.</p> <p>Have it ready within the hour. It doesn't always have to be a press release. If it's quicker issue a press statement of facts and what's currently being done.</p>	

6.	<p>Line up your clearance personnel and give everyone the ground rules.</p> <p>If you are the main clearance officer, be sure that you are set up to get clearance from your higher authority if that is required. But, be certain that they know you must release within a set period of time (usually if the event is critical, you have a one to two hour time frame before you should have information released).</p>	
7.	<p>Prioritize incoming information for clearance and dissemination. Activate your three people to clear information. Clear simultaneously and in person when possible.</p> <p>It is best if you can get the primary clearance authorities in one room with the door closed and no interruptions allowed. This allows for questions/comments about the information, discussions, and resolutions quickly. Make sure everyone would be comfortable seeing this information as the headline of the local paper the next day or on CNN within the hour. Remind everyone that the information you've compiled and are attempting to clear either: (1) answers important questions from the public, media, and partners; or (2) is in response to troubling trends from your own analysis about where the event is heading and that you are trying to mitigate effects.</p>	
8.	<p>Develop a quick fact sheet or Q&A sheet on the event based on what is currently known.</p> <p>You will update this constantly in the next 48 hours. Pull any fact sheets on the incident that have been prepared in advance and are in your database (e.g. on the disease, on the type of crisis, etc.).</p>	
9.	<p>Make sure all communications functions (e.g. web team, hotline personnel) have the communication material and key messages.</p>	
10.	<p>Get information out as soon as possible.</p> <p>Explain to responsible authorities that "no release" is worse than an "incomplete" release. Get "need to know" information out the door fast. Get "want to know" information released as soon as possible without straining relationships with authorities who must clear new information.</p>	

Assignment Sheet

LEADERSHIP (Command and Control)

Assigned To:		
Tasks:		Done
1.	Meet with decision-making team (science, administrative, communication). Within less than two hours, determine known information, what more will be coming in, and what can be said based on what you know now.	
2.	Activate the plan based on careful assessment of the situation and the expected demands for information by the public, media and partners.	
3.	Bring in needed resources (human, technical and mechanical supplies as specified in your pre-planning activities.) Activate added personnel and contractors.	
4.	Bring together communication team ; brief them on event, advise on what can be communicated now, and delegate assignments.	
5.	Meet with upper management to advise on what communications are being done, and when you anticipate releasing information in accordance with the organization's role in the response.	
6.	Make telephone contact with other governmental agencies involved to learn what communication they are planning, and coordinate response, and timing of release of information.	
7.	Line up your designated spokesperson or get ready to be the spokesperson. Let them know that you will need them available to the media in two hours, and that you want to brief them on the messages prior to that time. Let them know what background material on the event you can provide to update them, and when they can expect it.	
8.	Prepare your clearance team as well as review and approve materials yourself for release.	
9.	Determine the operational hours/days for the communication team throughout the emergency response. <ul style="list-style-type: none"> • Reassess after 12 hours • Reassess after 24 hours • Reassess after 36 hours • Reassess after 48 hours 	
10.	Make certain to fully communicate and update your staff decision-making team and other agency communicators several times during the first 24 hours.	

Assignment Sheet

GOVERNMENT COMMUNICATION

Assigned To:

Tasks:

Done

1.	Activate the legislator/special interest group log and identify those in the affected event area, or with oversight responsibility for your organization. Make certain they are contacted first. Then, contact the others on your list.	
2.	Distribute all communication developed to legislator/special interest group list via fax or e-mail.	
3.	Offer to conduct special briefings for the legislative and special interest groups.	
4.	Determine whether legislative/special interest group will be actively involved in the event and provide recommendations for involvement.	

Assignment Sheet

COMMUNITY HEALTH EDUCATION

Assigned To:

Tasks:	Done
1. Monitor potential areas of confusion and lack of information.	
2. Work with CMRT team to develop materials to address gaps in knowledge of audiences.	
3. Develop programs for public information campaigns.	
4. Speak with affected communities to educate and inform.	
5. Coordinate dissemination with CCT and FGCT.	

Assignment Sheet

HOTLINE

Assigned To:	
Tasks:	Done
1. Obtain all communication being developed and brief hotline operators on the content, and how to respond.	
2. Obtain FAQ's and use them as scripts for operators in responding to public calls.	
3. Provide the public with the Web site or special Web page information if they want to have frequent updates.	
4. Report all information about the event coming from the public to the communication team. This lets them know the concerns of the public about the event and will assist in message development.	
5. Update the communication team frequently on callers' questions that do not have answers and work up a suitable response.	

Assignment Sheet

MEDIA

Assigned To:

Tasks:

Done

1.	Assess media needs and organize mechanisms to fulfill media needs during crisis (e.g. determine whether you will do daily briefings in person, how you will handle media that are camped out there, and when might you use web site updates for media).	
2.	Develop triage for response to media requests and inquiries. Make sure that this team knows what you will do and won't do with the media.	
3.	Activate media contact lists and call logs.	
4.	Begin logging all media calls and types of inquiries.	
5.	Produce and distribute immediate information materials (e.g. press releases, media alerts, press statements, fact sheets, and Q&As).	
6.	Prepare B-roll or slides, if possible, for television use.	
7.	Prepare graphics to illustrate the incident or what is being done.	
8.	Translate and test messages for cultural and language requirements of special populations.	
9.	Review with spokesperson , tips for personal demeanor and message content, prior to media contact. (Refer to Spokesperson's checklist.)	
10.	Get with director for frequent updates of the information coming in about the event. Prepare further communication materials as new information comes in (it may be that in the first 48 hours, depending on the severity of the event and media response, that you will need to produce and release new information many times).	

Assignment Sheet

COMMUNICATION MONITORING AND RESEARCH

Assigned To:	
Tasks:	Done
1. Activate enhanced media monitoring systems . This could be through overnight clipping service, people assigned to watch TV news, an online surveillance to survey media several times daily or other means. (See "Analyzing Newspaper Content: A How-To-Guide")	
2. Determine which media are most important to monitor and be sure to assess coverage several times during the first 48 hours. Messages about the event on radio news, or television news, or daily newspapers' online editions can change quickly.	
3. Analyze what messages are appearing on the event. <ul style="list-style-type: none"> o Determine what messages are needed, o Determine what misinformation needs correcting. o Identify concerns, interests and needs arising from the crisis as it is being reported. 	
4. Prepare short analysis of this for the triage decision-making team. This should not be more than a page or two. Update it as frequently as needed during the first 48 hours.	
5. Research whether there have been similar events to the one you have, and whether there is anything in the communication to be used from it.	
6. Set up daily mechanisms to capture and do short analysis reports of information needs from hotline reports and Web site or special Web page hits.	
7. Determine whether you can bring together representatives from the affected populations quickly to test messages Identify whether the event is of such magnitude that attitudes need to be measured quickly. If so, mount a quick survey.	
8. Monitor public inquiries and media contact logs to look for information gaps and needs.	

Assignment Sheet

PUBLIC HEALTH COMMUNICATION / PARTNERS

Assigned To:	
Tasks:	Done
1. Identify critical groups and channels to reach them. Use Stakeholder/Partner Reaction Assessment Worksheet to assist you in framing your responses.	
2. Work on message dissemination through HAN and EPI-X.	
3. Provide specific background materials .	
4. Coordinate dissemination with CCT and FGCT.	

Assignment Sheet

SPOKESPERSON

Assigned To:		
Tasks:		Done
1.	Be the organization , act like the organization. Embody its identity, especially if your organization is about caring and protecting health and people’s lives. Be real.	
2.	Express empathy and caring about the situation immediately.	
3.	Describe the health and safety impact on individuals and communities – what is the risk.	
4.	Describe the incident and its magnitude – what happened: <ul style="list-style-type: none"> ○ What ○ Where ○ When ○ Why ○ How 	
5.	Describe the process in place to respond to the incident – what we are doing.	
6.	Give anticipatory guidance (e.g. side effects of antibiotics).	
7.	Be regretful , not defensive. Say “We feel terrible about...” or “We are very sorry that...” to acknowledge the incident.	
8.	Acknowledge the shared misery (people are frightened, feeling a lack of control) from the event. Give them the actions your organization is taking or that they can take themselves.	
9.	Express wishes “I wish we knew more right now.” “ I wish our answers were more definitive about...”	

10.	<p>Be willing to answer the questions everyone wants to know:</p> <ul style="list-style-type: none"> ○ What has happened? ○ What is the impact? ○ What is being done? ○ Are my family and I safe? What will affect us? ○ What can I do to protect my family and me? ○ Who (what) caused this problem? Can you fix it? ○ Who is in charge here? ○ How are those who got hurt getting help? ○ Is this thing being contained? ○ Why did this happen (Don't speculate. Repeat facts of the situation, describe data collection effort, and describe treatment from fact sheets)? ○ Why wasn't this prevented from happening (again)? ○ What else can go wrong? ○ When did you begin working on this (e.g. were notified of this, determined this had occurred)? ○ What does this data/information mean? ○ What bad things aren't you telling us (Don't forget to tell them the good things)? 	
11.	<p>Ask people to share the risk with you. Show your caring and determination as a role model for them.</p>	
12.	<p>Don't over reassure. Reassurance can backfire. Acknowledging to people how scary the situation is, even though the actual numbers affected are small, can make them calmer about the situation.</p>	

Assignment Sheet

WEB

Assigned To:

Tasks:	Done
<p>1. Format content materials developed by the communication team and publish on the organization's Web site.</p> <p>Expect to start publishing information within one to two hours of activating the crisis action plan for the event.</p> <p>Make sure everything published has been released first.</p>	
<p>2. Create links to other governmental agency Web sites that also will have information about the event.</p>	
<p>3. Prepare to update your Web site as frequently as information changes. This could be hourly.</p>	
<p>4. Release information to other partner Web site operators as you have it.</p>	
<p>5. Begin developing special Web pages for the event, if the emergency warrants it.</p>	

**Checklist:
First 48 Hours
Critical First Steps After Verification**

Notification:	Done
1. Use your crisis plan's notification list to ensure all of the communication chain of command is aware and know you are involved.	
2. Ensure your leadership is aware (especially if it comes from the media and not the EOC) of the emergency and that they know you are involved.	
3. Give leadership your first assessment of the emergency from a communication perspective and inform them of the next steps you are taking. <i>Remember: Be first, be right, be credible.</i>	
Coordination:	Done
1. Contact local, state, federal partners now.	
2. If potential criminal investigation, contact FBI counterpart now.	
3. Secure spokesperson as designated in the plan.	
4. Initiate alert notification and call in extra communication staff, per the plan.	
5. Connect with the EOC—make your presence known.	
Media:	Done
1. Be first: Provide a statement that your agency is aware of the emergency and is involved in the response. (Use the "Template for Prescribed, Immediate Response to Media Inquires".)	
2. Be credible: Give directions to media about when and where to get updates from your agency.	
3. Be right: Start media monitoring for misinformation that must be corrected now.	
Public:	Done
1. Trigger your public information toll-free number operation now if you anticipate the public will be seeking reassurance or information directly from your organization. (You can adjust hours of operation and number of call managers as needed.)	
2. Use your initial media statement as first message to the public.	
3. Ensure your statement expresses empathy and acknowledges their concern about the uncertainty.	
4. Give the pre-cleared facts you have and refer them to other information sites as appropriate.	
5. Remind them that your agency has a process in place to mitigate the crisis.	
6. Start public call monitoring to catch trends or rumors now.	
Partner/Stakeholders:	Done
1. Send basic statement to partners (same as media) to let them know you are thinking about them.	
2. Use pre-arranged notification systems (preferably email listserv).	
3. Engage leadership to make important first phone calls, based on your plan, to partners and key stakeholders to let them know your agency is responding.	
4. Use the internal communication system (email) to notify employees that their agency is involved in the response and that updates will follow. Ask for their support.	
Resources:	Done
1. Conduct the crisis risk assessment and implement assignments and hours of operation accordingly. (Use the "ERC Needs Assessment Checklist".)	
2. Stake out your pre-planned place in the EOC or adjoining area.	

Public Information Emergency Response Call Tracking

Time of call: _____ a.m. p.m.

Nature of call:

Specific information contained in stock materials:

- Disease or illness-related
- Treatment-related
- Prevention-related
- Clarify recommendations
- Current status of the incident
- Hot topic 1 _____
- Hot topic 2 _____

Request for referral:

- For more health information
- For medical attention
- Other _____

Feedback to agency:

- Complaint about specific contact with agency
- Complaint about recommended actions
- Concern about ability to carry out recommended action

- Report possible cases or markers (e.g., dead birds for West Nile or increased absences from place of employment)
- Rumor or misinformation verification (briefly describe)

Outcome of call:

- Calmed caller based on scripted information

Referred caller to:

- Health expert outside the department
- Personal doctor or health care professional
- Emergency room
- Red Cross or other non-government organization
- FEMA or state emergency management agency

Action needed:

- None
- Return call to: Caller's name: _____ Telephone number: _____
Gender: M F

Return Call urgency:

- Critical (respond immediately)
- Urgent (respond within 24 hours)
- Routine

Call taken by: _____ Date: _____

EMERGENCY PLAN REVIEW DATES AND EXERCISE RECORDS

To be effective, your emergency risk communication plan must be consistently and continuously reviewed, practiced, and modified as needed. In addition, training exercises should be scheduled so that everybody who has an identified role and responsibility under the plan can practice carrying out their function. Use this form to schedule and document plan reviews and practice sessions.

	Dates	Participants
First Plan Review		
Next Scheduled Review		
Next Scheduled Review		
Plan Training Exercise		
Plan Training Exercise		
Plan Training Exercise		
Exercise		

Date: _____

Updated by: _____

Based on the British Columbia Association of Specialized Victim Assistance and Counseling Programs' Women in Disasters Workbook)

Notification/Coordination Roster

Use this worksheet to identify organizations and individuals who should be contacted/coordinated with in the event of an emergency. Be sure to include both day and evening contact information.

Group	Notifications (check those that apply)	Contact	
		Who	How (Day/Evening)
Local and County	<input type="checkbox"/> City / county health department officer		
	<input type="checkbox"/> City / county health department public information officer		
	<input type="checkbox"/> City mayor / county commissioners public information officer		
	<input type="checkbox"/> City / county hospital public information department head		
	<input type="checkbox"/> City / county fire, police public information office		
	<input type="checkbox"/> Other		
State Government	<input type="checkbox"/> State health director		
	<input type="checkbox"/> State health director's public information officer		
	<input type="checkbox"/> Governor's office, press officer		
	<input type="checkbox"/> Elected officials		
	<input type="checkbox"/> Other		
Federal Government	<input type="checkbox"/> Elected officials		

Notification/Coordination Roster

Use this worksheet to identify organizations and individuals who should be contacted/coordinated with in the event of an emergency. Be sure to include both day and evening contact information.

Group	Notifications (check those that apply)	Contact	
		Who	How (Day/Evening)
	Centers for Disease Control and Prevention (notification chain)		
	<input type="checkbox"/> Center level, associate director of communication		
	<input type="checkbox"/> Director, Media Relations Division		
	<input type="checkbox"/> Director, CDC office of the director, office of communication		
	<input type="checkbox"/> CDC, Washington		
	<input type="checkbox"/> Office of Legal Counsel		
	<input type="checkbox"/> HHS Assistant Secretary for Public Affairs		
	Within CDC (depending on event)		
	<input type="checkbox"/> Associate director for minority health		
	<input type="checkbox"/> Associate director for science		
	<input type="checkbox"/> Freedom of Information Act office		
	<input type="checkbox"/> Information resources management office		
	<input type="checkbox"/> Management analysis and services office		

Notification/Coordination Roster

Use this worksheet to identify organizations and individuals who should be contacted/coordinated with in the event of an emergency. Be sure to include both day and evening contact information.

Group	Notifications (check those that apply)	Contact	
		Who	How (Day/Evening)
	<input type="checkbox"/> National Vaccine Program Office		
	<input type="checkbox"/> Office of Global Health		
	<input type="checkbox"/> Office of Health and Safety		
	<input type="checkbox"/> Office of Women's Health		
	<input type="checkbox"/> Epidemiology Program Office		
	<input type="checkbox"/> National Center for Chronic Disease Prevention and Health Promotion		
	<input type="checkbox"/> National Center for Environmental Health		
	<input type="checkbox"/> Office of Genetics and Disease Prevention		
	<input type="checkbox"/> National Center for Health Statistics		
	<input type="checkbox"/> National Center for HIV, STD, and TB Prevention		
	<input type="checkbox"/> National Center for Infectious Diseases		
	<input type="checkbox"/> National center for Injury Prevention and Control		
	<input type="checkbox"/> National Immunization Program		

Notification/Coordination Roster

Use this worksheet to identify organizations and individuals who should be contacted/coordinated with in the event of an emergency. Be sure to include both day and evening contact information.

Group	Notifications (check those that apply)	Contact	
		Who	How (Day/Evening)
	<input type="checkbox"/> National Institute for Occupational Safety and Health		
	<input type="checkbox"/> Public Health Practice Office		
	<input type="checkbox"/> Other		

Notification/Coordination Roster

Use this worksheet to identify organizations and individuals who should be contacted/coordinated with in the event of an emergency. Be sure to include both day and evening contact information.

Group	Notifications (check those that apply)	Contact	
		Who	How (Day/Evening)
Other national agencies to notify (depending on event)	<input type="checkbox"/> Public Health Service, Office of Surgeon General		
	<input type="checkbox"/> National Institutes for Health		
	<input type="checkbox"/> Food and Drug Administration		
	<input type="checkbox"/> Health Resources Services Administration		
	<input type="checkbox"/> Centers for Medicare and Medicaid Services		
	<input type="checkbox"/> National Public Health Information Coalition		
	<input type="checkbox"/> WHO Press Office		
	<input type="checkbox"/> Federal Bureau of Investigation		
	<input type="checkbox"/> Environmental Protection Agency		
	<input type="checkbox"/> (Through Health and Human Services) U.S. Department of Agriculture, State Department, Interior Department, Department of Justice and Homeland Security		
	<input type="checkbox"/> Other		

Notification/Coordination Roster

Use this worksheet to identify organizations and individuals who should be contacted/coordinated with in the event of an emergency. Be sure to include both day and evening contact information.

Group	Notifications (check those that apply)	Contact	
		Who	How (Day/Evening)
Our Stakeholders	<input type="checkbox"/> _____		
	<input type="checkbox"/> Other		
Other	<input type="checkbox"/> Employees		
	<input type="checkbox"/> Families		
	<input type="checkbox"/> Retirees		
	<input type="checkbox"/> Board Members		
	<input type="checkbox"/> Advisors		
	<input type="checkbox"/> Clients		
	<input type="checkbox"/> Customers		

Notification/Coordination Roster

Use this worksheet to identify organizations and individuals who should be contacted/coordinated with in the event of an emergency. Be sure to include both day and evening contact information.

Group	Notifications (check those that apply)	Contact	
		Who	How (Day/Evening)
	<input type="checkbox"/> Residents		
	<input type="checkbox"/> Business leaders		
	<input type="checkbox"/> Consumer groups		
	<input type="checkbox"/> Unions		
	<input type="checkbox"/> Competitors		
	<input type="checkbox"/> Legal advocates		
	<input type="checkbox"/> Other		

**Template for
Prescribed, Immediate Response to Media Inquires**

Use this template if the media is "at your door" and you need time to assemble the facts for the initial press release statement. Getting the facts is a priority. It is important that your organization not give in to pressure to confirm or release information before you have confirmation from your scientists, emergency operations center, etc. The following are responses which give you the necessary time to collect the facts. Use "Template for Press Statement" for providing an initial press release statement after the facts are gathered.

NOTE: Be sure you are first authorized to give out the following information.

Date: _____ **Time:** _____ **Approved by:** _____

Prescribed Responses:

If on phone to media:

- ❖ “We’ve just learned about the situation and are trying to get more complete information now. How can I reach you when I have more information?”
- ❖ “All our efforts are directed at bringing the situation under control, so I’m not going to speculate about the cause of the incident.” How can I reach you when I have more information?”
- ❖ “I’m not the authority on this subject. Let me have (name) call you right back.”
- ❖ “We’re preparing a statement on that now. Can I fax it to you in about two hours?”
- ❖ “You may check our web site for background information and I will fax/e-mail you with the time of our next update.”

If in person at incident site or in front of press meeting:

This is an evolving emergency and I know that, just like we do, you want as much information as possible right now. While we work to get your questions answered as quickly as possible, I want to tell you what we can confirm right now:

At approximately (time) , a (brief description of what happened).

At this point, we do not know the number of (persons ill, persons exposed, injuries, deaths, etc.) .

We have a (system, plan, procedure, operation) in place for just such an emergency and we are being assisted by (police, FBI, EOC) as part of that plan.

The situation is (under) (not yet under) control and we are working with (local, State, Federal) authorities to (contain this situation, determine how this happened, determine what actions may be needed by individuals and the community to prevent this from happening again).

We will continue to gather information and release it to you as soon as possible. I will be back to you within (amount of time, 2 hours or less) to give you an update. As soon as we have more confirmed information, it will be provided.

We ask for your patience as we respond to this emergency.

Source: CDC Public Health Training Network satellite and web broadcast CDC Responds: Risk Communication and Bioterrorism December 6, 2001, Barbara Reynolds, CDC Crisis Communication Plan, Draft 1999.

**Template for
Press Statement**

If the media is "at your door" and you need time to assemble the facts for this initial press release statement, use "Template for Prescribed, Immediate Response to Media Inquires". Getting the facts is a priority. It is important that your organization not give in to pressure to confirm or release information before you have confirmation from your scientists, emergency operations center, etc.

The purpose of this initial press statement is to answer the basic questions: who, what, where, when. This statement should also provide whatever guidance is possible at this point, express the association and administration's concern, and detail how further information will be disseminated. If possible, the statement should give phone numbers or contacts for more information or assistance. Please remember that this template is meant only to provide you with guidance. One template will not work for every situation.

FOR IMMEDIATE RELEASE

CONTACT: (name of contact)
PHONE: (number of contact)
Date of release: (date)

Headline—Insert your primary message to the public

Dateline (your location)—Two-three sentences describing current situation

Insert quote from an official spokesperson demonstrating leadership and concern for victims.

"

"

Insert actions being taken.

List actions that will be taken.

List information on possible reactions of public and ways citizens can help.

Insert quote from an official spokesperson providing reassurance.

List contact information, ways to get more information, and other resources.

Anticipated Questions and Answers Worksheet

Use these worksheets to write anticipated questions about a specific event; then develop appropriate answers for the public and sound bites for the media.

Step 1: Review the following list of questions commonly asked by the media. The spokesperson should have answers to these questions prepared and change/update as necessary throughout the duration of the crisis:

Questions Commonly Asked by Media in a Crisis (Covello, 1995)
• What is your (spokesperson's) name and title?
• What effect will it have on production and employment?
• What happened? (Examples: How many people were injured or killed? How much property damage occurred?)
• What safety measures were taken?
• When did it happen?
• Who is to blame?
• Where did it happen?
• Do you accept responsibility?
• What do you do there?
• Has this ever happened before?
• Who was involved?
• What do you have to say to the victims?
• Why did it happen? What was the cause?
• Is there danger now?
• What are you going to do about it?
• Will there be inconvenience to the public?
• Was anyone hurt or killed? What are their names?
• How much will it cost the organization?
• How much damage was caused?
• When will we find out more?

Step 2: Using the Answer Development Model below, draft answers for the public and sound bites for the news media in the space provided below the model. Then go back and check your draft answers against the model. Don't forget that sound bites for the news media should be 8 seconds or less and framed for television, radio or print media.

Answer Development Model	
In your answer/sound bite, you should...	By...
1. Express empathy and caring in your first statement	<ul style="list-style-type: none"> • Using a personal story • Using the pronoun "I" • Transitioning to the conclusion
2. State a conclusion (key message)	<ul style="list-style-type: none"> • Limiting the number of words (5-20) • Using positive words • Setting it apart with introductory words, pauses, inflections, etc.
3. Support the conclusion	<ul style="list-style-type: none"> • At least two facts • An analogy • A personal story • A credible 3rd party
4. Repeat the conclusion	<ul style="list-style-type: none"> • Using exactly the same words as the first time
5. Include future action(s) to be taken	<ul style="list-style-type: none"> • Listing specific next steps • Providing more information about <ul style="list-style-type: none"> - Contacts - Important phone numbers

Question:

Response for Public:

Sound bite for Media:

Question:

Response for Public:

Sound bite for Media:

Question:

Response for Public:

Sound bite for Media:

Question:

Response for Public:

Sound bite for Media:

Choosing The Spokesperson(s) Worksheet

Candidate:

Qualification	Meets
<i>To be effective, a crisis communication spokesperson must (based on Covello, 1995):</i>	
1. Be perceived as highly credible by the news media and the public	
2. Be able to be flexible while staying on message	
3. Possess excellent communication skills	
4. Possess relevant technical knowledge about the specific crisis, its dynamics, and how it is being managed	
5. Be someone of sufficient authority to be accepted as speaking for the company	
6. Be able to express technical knowledge in a way that can be understood by the news - media and the average person	
7. Be able to respond to sensitive questions	
8. Be resourceful and a quick learner	
9. Be able to make decisions regarding on the spot media responses	
10. Be able to work well under pressure	
11. Be able to accept constructive feedback	
12. Be able to recognize limitations of authority to speak and when to defer (can check "ego at door")	
13. Be able to reflect appropriate tone for audience and crisis needs	
Other Deciding Factors to Be Considered in Spokesperson Selection (Covello, 1995)	Notes
14. Subject matter expertise related to event	
15. Established relationships and patterns of communication with affected audiences as the normal course of business	
16. Severity of the crisis	
17. Liabilities, for the person or for the company	
18. Conflicts with other crisis management responsibilities	
19. Anticipated legal issues	
20. Expected level of media interest	
21. Expected level of public interest	
22. Expected level of government involvement	
23. Political – who do people want to see?	

Community Interaction Planning Worksheet

Site Name _____ Date _____

Define the community and the individual audiences for health risk communication activities.

Consider:

1. Individuals/groups that can facilitate action _____

2. Individuals/groups previously involved _____

3. Individuals/groups likely to be concerned _____

4. Individuals/groups likely to be affected _____

5. Individuals/groups likely to be angry if not involved _____

Community Interaction Planning Worksheet

Audience Group	Key Contact	Specific Concerns/Issues
State agency staff		
Elected officials		
Local agency staff		
Citizen groups		
Area residents		
Local health professionals		

Community Interaction Planning Worksheet

Audience Group	Key Contact	Specific Concerns/Issues
Local business representatives		
Civic groups		
Public interest groups		
Local school principals		
Potentially responsible parties		
Other federal agencies (EPA)		

Community Interaction Planning Worksheet

Audience Group	Key Contact	Specific Concerns/Issues
Other Agency staff		
Other		
Other		

Community Interaction Planning Worksheet

Subgroup	Main Contact	Specific Concerns/Issues
Non-English speakers		
Social/cultural situations		
Activists		
Workers and their families		
Other groups with special characteristics		

Source: [ATSDR Handbook 8-01]

Emergency Risk Communication Objectives Development Worksheet

Site Name _____

Date _____

Use this worksheet to set measurable, specific objectives for emergency risk communication, when you communicate with affected audiences.

Step 1: Answer the following questions:

1a. **Why** are you conducting communication activities at this site?

1b. What **behaviors** of community residents do you want to influence?

1c. What **knowledge** of community residents do you want to influence?

1d. What **attitudes** of community residents do you want to influence?

Step 2: Based on the answers above, write your communication objectives: (Be sure they are clear, time-specific, and measurable.)

2a. _____

2b. _____

2c. _____

2d. _____

2e. _____

Step 3: Identify how you will determine whether these objectives are being met.

3a. _____

3b. _____

3c. _____

3d. _____

3e. _____

Source: Adapted from ATSDR Handbook 8-01

Environmental Effects Overview Worksheet

Site Name _____ Date _____

Summarize your knowledge of the situation, including a brief site history, overview of work to date at the site, and any unique circumstances of the investigation.

Type of Site

<input type="checkbox"/> NPL Superfund	<input type="checkbox"/> Department of Energy
<input type="checkbox"/> Cooperative Agreement	<input type="checkbox"/> Military Base
<input type="checkbox"/> Department of Defense	<input type="checkbox"/> Brownfield
<input type="checkbox"/> Minority Health	<input type="checkbox"/> Environmental Justice

Public Health Situation

Contaminants of concern detected _____

Environmental media with potential or known contamination

<input type="checkbox"/> air	<input type="checkbox"/> sediment
<input type="checkbox"/> soil	<input type="checkbox"/> biological (fish/game)
<input type="checkbox"/> water	

Residents on groundwater wells? yes no

Potential health effects _____

Suspected and/or documented health effects _____

Completed exposure pathways _____

Potential exposure pathways _____

Known exposures _____

Source: [ATSDR Handbook 8-01]

Emergency Risk Communication Evaluation Planning Worksheet

Use this worksheet to plan the evaluation of your emergency risk communication work against your original objectives. Revisit this worksheet often to make program notes, suggestions for future work, and observations.

Site Name _____ Date _____

1. Baseline data against which you can measure (e.g., prevalence of activities or beliefs you hope to change)

2. Planning (formative) evaluation to test messages and materials

2a. What are you evaluating? _____

2b. How will you evaluate it? _____

2c. What were the results? _____

3. Immediate impact (process) evaluation to review and document activities conducted

3a. What are you evaluating? _____

3b. How will you evaluate it? _____

3.c What were the results? _____

4. Midpoint (outcome) evaluation to determine whether short-term objectives were met

4a. What are you evaluating? _____

4b. How will you evaluate it? _____

4c. What were the results? _____

5. Results (impact) evaluation to assess long-term effects

5a. What are you evaluating? _____

5b. How will you evaluate it? _____

5c. What were the results? _____

Source: Adapted from ATSDR Handbook 8-01

Media List Planning Worksheet

Site Name _____

Date _____

Use this worksheet to identify the media serving the community and plan your communications with them. Be sure to consider the media's coverage in the past of the site during the planning process.

Media	Contact Information	Past Coverage History of the Site
Newspapers		
Radio Stations		
Television Stations		
Other Media		

Source: [ATSDR Handbook 8-01]

Message Development Worksheet

Step 1: Determine Audience, Message Purpose, and Delivery Method by checking each that applies:

Audience:	Purpose of Message:	Method of delivery:
<input type="checkbox"/> Relationship to event	<input type="checkbox"/> Give facts/update	<input type="checkbox"/> Print media release
<input type="checkbox"/> Demographics (age, language, education, culture)	<input type="checkbox"/> Rally to action	<input type="checkbox"/> Web release
<input type="checkbox"/> Level of outrage (based on risk principles)	<input type="checkbox"/> Clarify event status	<input type="checkbox"/> Through spokesperson (TV or in-person appearance)
	<input type="checkbox"/> Address rumors	<input type="checkbox"/> Radio
	<input type="checkbox"/> Satisfy media requests	<input type="checkbox"/> Other (e.g., recorded phone message)

Step 2: Construct message using Six Basic Emergency Message Components:

1. Expression of empathy:

2. Clarifying facts/Call for Action:

Who _____

What _____

Where _____

When _____

Why _____

How _____

3. What we don't know:

4. Process to get answers:

5. Statement of commitment:

6. Referrals:

For more information _____

Next scheduled update _____

Step 3: Check your message for the following:

Does your message use...	Yes	No
positive action steps?		
an honest/open tone?		
risk communication principles?		
simple words, short sentences?		
Does your message avoid...		
jargon?		
judgmental phrases?		
humor?		
extreme speculation?		

Emergency Risk Communication Quick Planning Worksheet

Site Name _____ Date _____

Site Team

Think about the people on your site team. Who will have what communication responsibilities? (Do not forget about team members outside the agency, such as state health and environmental departments, community representatives, EPA, etc.)

Name, division, phone	Responsibilities/expertise
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Situation Overview (*Attach a site map*)

Summarize the situation.

Quick Planning Worksheet (continued)

Summarize the emergency risk situation.

What are the community's main concerns?

Health _____

Environmental _____

Economic _____

Legal _____

Resources and Contacts

List the name, address, phone, and e-mail for these key contacts.

State Health Department _____

Local Health Department _____

EPA Regional Representative _____

Quick Planning Worksheet (continued)

Media

List the station/paper contact name, address, and phone for the major media serving the community.

Newspaper _____

Radio _____

Television _____

Audiences

List the three main audiences at the site, identify the contact, and summarize each group's concerns.

1. _____

2. _____

3. _____

Objectives ("what" you want to accomplish and how long it will take)

Determine your emergency risk communication objectives. Consider what behaviors, knowledge, and attitudes of community residents you want to influence.

1. _____

2. _____

3. _____

Messages

Write out your three main communication messages and stick to them.

1. _____

2. _____

3. _____

Quick Planning Worksheet (continued)

Strategies and Techniques

Outline your communication strategies (what you plan to do) and tactics (how you will do it).

1. _____
Tactics _____

2. _____
Tactics _____

3. _____
Tactics _____

4. _____
Tactics _____

Timeline

Create a timeline for emergency risk communication activities, including the responsible party and due date.

Evaluation

Outline your plan to track your work against your original objectives.

Planning (formative) evaluation to test messages and materials _____

Immediate impact (process) evaluation to review/document activities conducted _____

Midpoint (outcome) evaluation to determine whether short-term objectives were met _____

Results (impact) evaluation to assess long-term impact _____

Source: Adapted from ATSDR Handbook 8-01

Event Response Matrix and Assessment Worksheet

Purpose

The [Event Response Matrix](#) and [Event Assessment Worksheet](#) are tools to guide decisions about the communication response (hours of operation for a communications center, level of support, etc.) according to the event's crisis level.

There are two primary ways to use these tools:

1. (EVENT PHASE) For a quick assessment to determine the crisis level and corresponding communication response.
2. (PRE-EVENT PHASE) For response planning (based on weighted criteria) by analyzing potential events using an "intensity score".

Instructions

Quick Assessment

1. Using the "Event Assessment Worksheet",
 - briefly describe the event at the top of the worksheet
 - review each event criteria in Column C
 - check the boxes in Column A for those criteria that apply to this event
2. Using the "Event Response Matrix",
 - review the check box pattern instructions (far left column) according to the boxes you checked in Column A of the worksheet.
 - note the corresponding Crisis Level (A, B, etc.), Description and Recommended Communication Response on the Event Response Matrix.
3. Based on your knowledge of the event, determine if the course of action recommended in the Event Response Matrix is appropriate.

Pre-event Analysis Planning

1. Using the "Event Assessment Worksheet",
 - briefly describe the event
 - review each event criteria in Column C
 - check the boxes in Column A for those criteria that apply to this event
2. For each box checked in Column A, add the intensity points listed in Column B to derive the final intensity score for this event.
3. Record the total intensity points in the space provided on the worksheet.
4. Based on information given for pre-event scenario planning, use this intensity score to rank anticipated events with each other in order of priority for resource utilization and materials development.

Notes

This matrix and worksheet is meant to be used as a general guide and tool for generating discussion about response and resources during the pre-event planning phase. The worksheet is meant to take only a few minutes to complete. Do not spend a lot of time considering whether or not to check a box in Column A of the worksheet.

Your ultimate goal is to be able to anticipate the longevity of the initial phase of the crisis and the need for long-term maintenance and follow-up from a communication perspective. This tool will help you to do this based on the identification of a "crisis level". Ultimately what resources are needed for public information and media relations, your staffing, and hours of operation are all affected by the intensity and longevity of the emergency or crisis.

Event Response Matrix

Patterns From Columns A and B of Worksheet	Crisis Level	Crisis Description	Recommended Communication Response*
<p><i>Box 1 checked.</i></p> <p><i>Two or more of boxes 2,3, and 4 checked.</i></p>	A	<p>Highly intense in the initial phase</p> <p>Need to disseminate information rapidly to the public and media is critical. Life and limb will be at risk if the public is not notified about the risk and public health recommendations.</p>	<ul style="list-style-type: none"> • Operate 24 hours a day, 7 days a week for media and public response, with an expectation that relief and replacement staff will be needed. • Per your plan, form or join a joint information center (JIC).
<p><i>Box 1 <u>not</u> checked.</i></p> <p><i>Two or more of boxes 2,3, and 4 checked.</i></p>	B	<p>Intense</p> <p>Need to directly provide public health recommendations to the public and media to save life or limb is not immediate. The public and media, however, believe their health and safety are or could soon be at risk. There is a high and growing demand for more information.</p>	<ul style="list-style-type: none"> • Operate 20 hours a day, 7 days a week during the initial phase. • Set up routine times for media briefings, allow public to e-mail or leave phone messages during non-duty times, and move into maintenance phase when possible. • Be prepared to face “initial phase” demands, depending on developments during the maintenance phase (maintenance phases with bumps). • May need to form a joint information center.
<p><i>Box 3 checked.</i></p> <p><i>Box 2 <u>not</u> checked.</i></p> <p><i>Box 4 <u>not</u> checked.</i></p> <p><i>Three or more of the ++ boxes checked.</i></p> <p><i>One or more of the +++ boxes checked</i></p>	C	<p>Moderately intense</p> <p>Media frenzy develops. Interest is generated because of the event novelty versus a legitimate and widespread or immediate public health concern. Interest could die suddenly if a “real” crisis occurred.</p>	<ul style="list-style-type: none"> • Operate 10-12 hours a day, 5-6 days a week and assign a single team member for after-hour purposes during the initial phase. • Operate on weekend if event occurs on a weekend; otherwise use on-call staff only on weekends, not during full operation. • Attempt to move the media and public to maintenance phases with prescribed times and outlets for updates. • No need to form a joint information center.
<p><i>Box 1 <u>not</u> checked.</i></p> <p><i>Box 2 <u>not</u> checked.</i></p> <p><i>Box 3 <u>not</u> checked.</i></p> <p><i>More + or ++ boxes checked than +++ boxes.</i></p>	D	<p>Minimally intense</p> <p>Builds slowly and may continue for weeks, depending on the outcome of further investigation. Requires monitoring and reassessments.</p>	<ul style="list-style-type: none"> • Operate normally in the initial phase while preparing to move to 24 hours a day, 7 days a week, if needed. • Notify relief and replacement staff that they may be called for duty depending on how the event develops. • Do not “burn out” staff with long hours before the public and media demand escalates. • Practice your crisis communication operations (during normal duty hours) to ensure the system works. • Consider operating a joint information center if information release is shared.

**An event may move from one level to another.*

Event Assessment Worksheet

Description of Event: *(Write a brief description.)*

(Col A) Check if Applicable	(Col B) Intensity Points (0-8)	(Col C) Event Criteria
1. <input type="checkbox"/>	+ + + + + + + +	The timing of the initial event is an unexpected, legitimate, public health emergency requiring swift and widespread public education to prevent further morbidity and mortality and inform the public (e.g., multistate e-coli outbreak or a bioterrorism event).
2. <input type="checkbox"/>	+ + + +	Deaths are expected within a short window of time (catastrophic event). Diagnosis and/or treatment are uncertain.
3. <input type="checkbox"/>	+ + + +	The media and public perceive the event as the "first," "worst," or "biggest," etc.
4. <input type="checkbox"/>	+ + + +	Deaths are expected well above normal levels.
5. <input type="checkbox"/>	+ + +	The event is occurring in a metropolitan area (with dense media outlets) versus a sparsely populated area (with fewer media outlets).
6. <input type="checkbox"/>	+ + +	The event is sudden, is national in scope, or has the potential to have a national health impact.
7. <input type="checkbox"/>	+ + +	The government is perceived as a cause of or responsible for the event.
8. <input type="checkbox"/>	+ + +	The event predominantly impacts children or previously healthy adults.
9. <input type="checkbox"/>	+ + +	The event is possibly "man-made" and/or deliberate.
10. <input type="checkbox"/>	+ + +	Controlling the event will require a suspension of civil rights for a significant portion of the population.
11. <input type="checkbox"/>	+ + +	Persons involved in the event must take active steps to protect their personal health and safety.
12. <input type="checkbox"/>	+ + +	Responsibility for mitigating the event falls within the scope of your organization.
13. <input type="checkbox"/>	+ +	The event has some "exotic" aspect.
14. <input type="checkbox"/>	+ +	A well-known product, service, or industry is involved.
15. <input type="checkbox"/>	+ +	Sensitive international trade or political relations are involved.
16. <input type="checkbox"/>	+ +	A well-known "celebrity" is involved.
17. <input type="checkbox"/>	+ +	An ongoing criminal investigation is involved.
18. <input type="checkbox"/>	+ +	The disease or public health emergency, disaster, or crisis is not well understood by the general population, or the general population is misinformed about the situation.
19. <input type="checkbox"/>	+ +	The event is "acute." The event occurred and your organization is faced with explaining the event and the aftermath (e.g., an accident in the laboratory or a chemical release).
20. <input type="checkbox"/>	+	The long-term health effects for humans involved in the event are uncertain.
21. <input type="checkbox"/>	+	The event is evolving. Its progression is uncertain and may become more or less serious (e.g., identification of a novel influenza virus).
22. <input type="checkbox"/>	+	The event site does not have a well-equipped and resourced public information response capability.
23. <input type="checkbox"/>	0	The event occurred internationally with little chance of affecting the U.S. population.
24. <input type="checkbox"/>	0	Treatment or control of exposure is generally understood and within the person's control.

[] ← Total Intensity Points



Crisis Level:

- (A) - Highly Intense
- (B) - Intense
- (C) - Moderately Intense
- (D) - Minimally Intense

Site History Worksheet

Attach a map of the site and its relationship to residences, schools, parks, water sources, etc.

Key Facts

Past uses of site _____

Ownership of site _____

Employment at site _____

EPA involvement _____

Critical decisions and significant actions _____

Key dates in the future _____

Government Structure

Local government type _____

Key political players _____

Community's past involvement with government/agencies _____

Community Description

Geographic boundaries _____

Total population density _____

Commuting populations _____

Age distribution of residents _____

Education level _____

Ethnic mix _____

Languages spoken _____

Socioeconomic status _____

Religious groups _____

Interests _____

Characteristics

____ Immediate neighborhood

____ Wildlife/natural resource areas

____ Schools/childcare facilities

____ Community medical facilities

____ Community buildings (churches)

____ Additional industries in area

____ Office buildings/work facilities

____ Other potential sources of pollution

____ Parks and recreation areas

Community Concerns

Health concerns _____

Environmental concerns _____

Economic concerns _____

Legal concerns _____

Unmet needs for information, education, or training _____

Perceived lack of response to concerns _____

What does the community know about the site? _____

What gaps exist in the community's knowledge? _____

What does the community want to know? _____

What attitudes/beliefs do community members hold that may **negatively** affect their willingness to engage in preventive actions or community collaborations? _____

What attitudes/beliefs do community members hold that may **positively** affect their willingness to engage in preventive actions or community collaborations? _____

What are community members doing that puts them at risk? _____

What can community members do to protect themselves from site-related hazards? _____

Community Organizations and Contacts

Environmental _____

Business _____

Social _____

Religious _____

Community Leaders

Elected _____

Nonelected _____

Site Publicity

News coverage _____

Visibility of site _____

Source: [ATSDR Handbook 8-01]

Situation Overview Worksheet

Site Name _____ Date _____

Summarize your knowledge of the situation, including a brief site history, overview of work to date at the site, and any unique circumstances of the investigation.

Type of Site

<input type="checkbox"/> NPL Superfund	<input type="checkbox"/> Department of Energy
<input type="checkbox"/> Cooperative Agreement	<input type="checkbox"/> Military Base
<input type="checkbox"/> Department of Defense	<input type="checkbox"/> Brownfield
<input type="checkbox"/> Minority Health	<input type="checkbox"/> Environmental Justice

Public Health Situation

Contaminants of concern detected _____

Environmental media with potential or known contamination

air sediment
 soil biological (fish/game)
 water

Residents on groundwater wells? yes no

Potential health effects _____

Suspected and/or documented health effects _____

Completed exposure pathways _____

Potential exposure pathways _____

Known exposures _____

Source: [ATSDR Handbook 8-01]

Situation Verification Worksheet

Date:	Time:
Source of the information:	
Source person to contact:	

Notes:

Verification questions to consider:	Yes	No
1. Is the source a formal source such as CDC, the state public health laboratory, or county health official?		
2. Was this person part of the incident and not a third party?		
3. Have there been related calls to a HOTLINE or information line for the public?		
4. Is your report from first responders?		
5. Can you identify and locate witnesses?		
6. If the information came from a Web site or e-mail, is the site or e-mail sender credible?		
7. Did you question the veracity of the information source and find it trustworthy?		

Emergency Risk Communication Staffing Planning Worksheet

Use this worksheet to plan your staffing for the Functional Team members needed for your emergency communication response. Don't forget to consider individuals from some such as State/County/local Health Department, partners, volunteers, contractors, and other government agencies.

Site Name _____

Date _____

Team / Function	Qualifications/Skills Needed	# of Staff Needed	Potential Staff Member (Contact Information)	Training Needed?
Leadership (Command and Control)	<ul style="list-style-type: none"> • Decision-making authority • Management skills • Spokesperson skills 			
Content and Clearance	<ul style="list-style-type: none"> • Senior Science Officer • Senior Administrative Officer • Senior Communications Officer • Message Development 			
Clinician Communications	<ul style="list-style-type: none"> • Knowledge of clinician environment • Analytical skills 			

Team / Function	Qualifications/Skills Needed	# of Staff Needed	Potential Staff Member (Contact Information)	Training Needed?
Communication Monitoring and Research				
Government Communications				
Hotline				

Team / Function	Qualifications/Skills Needed	# of Staff Needed	Potential Staff Member (Contact Information)	Training Needed?
Media				
Web				
Spokespersons	<ul style="list-style-type: none"> • Risk communication principles • Message development • Communication skills 			

Stakeholder Reaction Assessment Worksheet

This form should be completed during the preplanning phase for those stakeholders you know about. You may need to add information during an event to help you with those stakeholders that may be specific to the type of crisis you are experiencing.

Stakeholder group: _____

Importance (1-5): _____ Severity of likely reaction (1-5): _____

Position: [] Advocate [] Adversary [] Ambivalent

1. Significance of this stakeholder group?
2. Likely Initial Reaction?
3. Turning point?
4. What would cause them to change their position?
5. Key message(s):

6. Key contacts:

Name	Title	Phone/E mail

7. Opportunities for feedback?

Stakeholder Group: _____ **(Continued)**

8. Strategies to inform/involve stakeholders?

9. Strategies to help keep them from getting involved (satisfy needs early)?

10. Products to provide:

11. Contact Updates:

Date	Contact Made With	Method of Contact	Contact Made By

Emergency Risk Communication Strategies and Techniques Planning Worksheet

Map out a specific plan for emergency risk communication activities, identifying strategies, techniques, and the key players needed to implement the strategies. Strategies are what you plan to do, and techniques are how you will do them. The worksheet below lists some suggested strategies appropriate for most emergency risk communication activities; space has been left for you to add additional strategies and techniques.

Site Name _____	Date _____
Strategy 1. Introduce organization to the community.	Implementation Date: _____
Key Players:	
Techniques	
a. _____	
b. _____	
c. _____	
d. _____	
e. _____	

Strategy 2. Involve the community in health risk communication.

Implementation Date: _____

Key Players:

Techniques

a. _____

b. _____

c. _____

d. _____

e. _____

Strategy 3. Work effectively and inclusively with community leadership and other partners. **Implementation Date:** _____

Key Players:

Techniques

a. _____

b. _____

c. _____

d. _____

e. _____

Strategy 4. Communicate early and regularly with the community.

Implementation Date: _____

Key Players:

Techniques

a. _____

b. _____

c. _____

d. _____

e. _____

Strategy 5. Use the news media to convey accurate information.

Implementation Date: _____

Key Players:

Techniques

a. _____

b. _____

c. _____

d. _____

e. _____

Strategy 6. Be prepared for a crisis.

Implementation Date: _____

Key Players:

Techniques

a. _____

b. _____

c. _____

d. _____

e. _____

Strategy 7. If applicable, stay connected to the community after the main work is finished. Implementation Date: _____
Key Players:
Techniques a. _____ b. _____ c. _____ d. _____ e. _____
Strategy Plans:

Source: Adapted from ATSDR Handbook 8-01

S A M P L E

Emergency Risk Communication Strategies and Techniques Planning Worksheet

Map out a specific plan for emergency risk communication activities, identifying strategies, techniques, and the key players needed to implement the strategies. Strategies are what you plan to do, and techniques are how you will do them. The worksheet below lists some suggested strategies appropriate for most emergency risk communication activities; space has been left for you to add additional strategies and techniques.

Site Name _____

Date _____

Strategy 1. Introduce organization to the community.

Implementation Date: _____

Key Players:

Internal- Public affairs/public information officers with community relationships; Senior officials who represent face of organization.

External- Opinion Leaders (e.g. mayor, city council); healthcare providers

Techniques

- a. Hold community briefing
- b. Do media interviews
- c. Place information at local community gathering places
- d. Broadcast public service announcement
- e. Liaison with business community and government officials

SWOT and Ethics Intervention Worksheet

(Complete one worksheet for each option considered)

Directions:

1. Describe each relevant strategy as a potential intervention.
2. Conduct a SWOT analysis in relation to your agency's ability to implement this intervention.
3. Identify any potential ethical dilemmas.
4. Summarize what your agency must be prepared to do to implement the proposed intervention successfully.

Strengths, Weaknesses, Opportunities, Threats
An intervention that may affect the problem is ...
Internal factors that influence your agency's ability to implement the intervention:
Strengths
Weaknesses
External factors that influence your agency's ability to implement the intervention:
Opportunities
Threats
What ethical considerations must be considered for this strategy?
What aspects of your agency need to be strengthened to carry out this activity?
Summarize the needs of your intervention: