

## "Print" Document for ERC CDCynergy

This PDF document is a compilation of the checklists and worksheets for **PRE EVENT** phase.

This document consists of **62** 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.



## 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"> <li>• sweater/sweatshirt</li> <li>• rain gear</li> <li>• ball cap</li> <li>• comfortable shoes</li> <li>• socks</li> <li>• underwear</li> <li>• gloves (cold climates)</li> <li>• toothpaste/toothbrush, floss</li> <li>• mouthwash</li> <li>• deodorant</li> <li>• brush/comb</li> <li>• snacks (nutrition bars)</li> <li>• bottled water</li> <li>• other personal toiletries as needed</li> </ul>		

## 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

# 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?		
<b>If yes, does the plan have the following elements:</b>	<b>Yes</b>	<b>No</b>
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)?		
	<b>Yes</b>	<b>No</b>
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 <b>identified special populations</b> (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 <b>identified your organization’s partners who should receive direct information and updates</b> (not solely through the media) from your organization during a public health emergency?			
2.4 Have you <b>identified all stakeholder organizations</b> 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 <b>planned ways to reach people according to their reactions</b> 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 <b>mechanisms/resources in place to create messages</b> 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 <b>media evaluation, content analysis, and public information call analysis in real time</b> during an emergency to ensure adequate audience feedback?		
		Yes	No
2.8	Have you developed <b>topic-specific precrisis materials</b> 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 <b>go kits</b> 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 <b>multiple channels of communication to multiple audiences</b> 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 <b>contracts/agreements</b> in place to post information to broadcast fax or e-mail systems?		
4.4 Have <b>locations for press conferences</b> 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):		
<b>Command and control:</b>	<b>Yes</b>	<b>No</b>
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)?		
<b>Media:</b>	<b>Yes</b>	<b>No</b>
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?		

<b>V. Personnel</b>		<b>Yes</b>	<b>No</b>
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?		
<b>Direct public information:</b>		<b>Yes</b>	<b>No</b>
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?		
<b>Partner/stakeholder information:</b>		<b>Yes</b>	<b>No</b>
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?		
<b>Content and material for public health emergencies:</b>		<b>Yes</b>	<b>No</b>
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?		

<b>V. Personnel</b>		<b>Yes</b>	<b>No</b>
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?		

<b>VI. Suggestions to Consider about Resources:</b>		<b>Yes</b>	<b>No</b>
<b>Do you have space:</b>			
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.)		
<b>Have you considered the following contracts and memoranda of agreement:</b>		<b>Yes</b>	<b>No</b>
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?		
<b>Do you have the following recommended equipment:</b>		<b>Yes</b>	<b>No</b>
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?		

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

## Crisis Communication Spokesperson Checklist

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

# 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)
	<b>Centers for Disease Control and Prevention (notification chain)</b>		
	<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		
	<b>Within CDC (depending on event)</b>		
	<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		

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

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:

<b>Qualification</b>	<b>Meets</b>
<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	
<b>Other Deciding Factors to Be Considered in Spokesperson Selection (Covello, 1995)</b>	<b>Notes</b>
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

<b>Audience Group</b>	<b>Key Contact</b>	<b>Specific Concerns/Issues</b>
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*

# 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
<b>Newspapers</b>		
<b>Radio Stations</b>		
<b>Television Stations</b>		
<b>Other Media</b>		

Source: [ATSDR Handbook 8-01]

## Event Response Matrix and Assessment Worksheet (FOR USE DURING PRE-EVENT PHASE)

### 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 and intensity score. When used for pre-event planning, it facilitates decision-making about the resources and materials needed for an actual event.

### Instructions

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>Box 1 checked.</p> <p>Two or more of boxes 2,3, and 4 checked.</p>	<b>A</b>	<p><b>Highly intense in the initial phase</b></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"> <li>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.</li> <li>Per your plan, form or join a joint information center (JIC).</li> </ul>
<p>Box 1 <u>not</u> checked.</p> <p>Two or more of boxes 2,3, and 4 checked.</p>	<b>B</b>	<p><b>Intense</b></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"> <li>Operate 20 hours a day, 7 days a week during the initial phase.</li> <li>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.</li> <li>Be prepared to face “initial phase” demands, depending on developments during the maintenance phase (maintenance phases with bumps).</li> <li>May need to form a joint information center.</li> </ul>
<p>Box 3 checked.</p> <p>Box 2 <u>not</u> checked.</p> <p>Box 4 <u>not</u> checked.</p> <p>Three or more of the ++ boxes checked.</p> <p>One or more of the +++ boxes checked</p>	<b>C</b>	<p><b>Moderately intense</b></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"> <li>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.</li> <li>Operate on weekend if event occurs on a weekend; otherwise use on-call staff only on weekends, not during full operation.</li> <li>Attempt to move the media and public to maintenance phases with prescribed times and outlets for updates.</li> <li>No need to form a joint information center.</li> </ul>
<p>Box 1 <u>not</u> checked.</p> <p>Box 2 <u>not</u> checked.</p> <p>Box 3 <u>not</u> checked.</p> <p>More + or ++ boxes checked than +++ boxes.</p>	<b>D</b>	<p><b>Minimally intense</b></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"> <li>Operate normally in the initial phase while preparing to move to 24 hours a day, 7 days a week, if needed.</li> <li>Notify relief and replacement staff that they may be called for duty depending on how the event develops.</li> <li>Do not “burn out” staff with long hours before the public and media demand escalates.</li> <li>Practice your crisis communication operations (during normal duty hours) to ensure the system works.</li> <li>Consider operating a joint information center if information release is shared.</li> </ul>

*\*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]

## 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?
<b>Leadership (Command and Control)</b>	<ul style="list-style-type: none"> <li>• Decision-making authority</li> <li>• Management skills</li> <li>• Spokesperson skills</li> </ul>			
<b>Content and Clearance</b>	<ul style="list-style-type: none"> <li>• Senior Science Officer</li> <li>• Senior Administrative Officer</li> <li>• Senior Communications Officer</li> <li>• Message Development</li> </ul>			
<b>Clinician Communications</b>	<ul style="list-style-type: none"> <li>• Knowledge of clinician environment</li> <li>• Analytical skills</li> </ul>			

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

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

## 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 _____
<b>Strategy 1. Introduce organization to the community.</b>	<b>Implementation Date:</b> _____
<b>Key Players:</b>	
<b>Techniques</b>	
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. \_\_\_\_\_

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

*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 ...
<b>Internal</b> factors that influence your agency's ability to implement the intervention:
<b>Strengths</b>
<b>Weaknesses</b>
<b>External</b> factors that influence your agency's ability to implement the intervention:
<b>Opportunities</b>
<b>Threats</b>
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: