

"Print" Document for ERC CDCynergy

This PDF document is a compilation of the checklists and worksheets for the emergency **EVENT** template.



This document consists of **47** pages.

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Together, we can save a life

Homeland Security Advisory System Recommendations

Neighborhood

<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 • 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
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 • 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
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 • 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.
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 • Ask the local Red Cross chapter to offer a presentation called “Preparing for the Unexpected” at an upcoming neighborhood meeting
LOW <i>(Green)</i>	<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

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> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <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. <ul style="list-style-type: none">○ 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. _____

**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,)	

**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.	

Emergency Risk Communication Response Team Call-Contact Roster

Name	Program	Business Phone	Pager	Cellular Phone	Fax Number	Home Phone	Contact Date/Comments

Date: _____ Last Updated On: _____

By: _____

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: _____

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		

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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

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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"/> _____		
	<input type="checkbox"/> _____		
	<input type="checkbox"/> _____		
	<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:

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 (FOR USE DURING 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. Use this tool during the event phase to do a quick assessment of any event crisis level and the appropriate communication response.

Instructions

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 to 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.

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>	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>Box 1 <u>not</u> checked.</p> <p>Two or more of boxes 2,3, and 4 checked.</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>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>	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>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>	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?		