

PREVENT

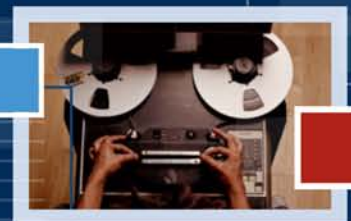
Global Avian Influenza and Zoonotic Disease
Behavior Change and Communication Support Activity

RISK

COMMUNICATION

W O R K S H O P

SERIES II



USAID
FROM THE AMERICAN PEOPLE

The Risk Communication Workshop Series is the product of many sources including the experiences of the authors in planning and handling crisis situations. The authors also would like to acknowledge several other sources: The Futures Group International, Social Marketing for Change's (SOMARC) Practical PR: Crisis Communication; Kelly Burke, First Take Communications and Sheehan Associates; The World Health Organization (WHO), and the Pan American Health Organization (PAHO) for their input in crisis and risk communication.

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August 2011



PREVENT



AGENDA – Day 1

| | | |
|----------------|--|-----------|
| 8:30-9:15 am | SESSION 1: Introduction and Ambush Video Review (45 MINUTES) | 1 |
| 9:15-9:30 am | SESSION 2: Basics on Risk Communication Planning (15 MINUTES) | 5 |
| 9:30-10:00 am | SESSION 3: Interpersonal Communication (30 MINUTES) | 9 |
| 10:00-10:15 am | TEA BREAK | |
| 10:15-11:15 am | SESSION 3: (Continued) IPC (60 MINUTES) ACTIVITY: Writing behavior messages for case studies and practice IPC on camera | 14 |
| 11:15-11:45 am | SESSION 4: Understanding the Media (30 MINUTES) | 23 |
| 11:45-12:15 pm | SESSION 5: Working with the Media (30 MINUTES) | 36 |
| 12:15-1:15 pm | LUNCH | |
| 1:15-2:45 pm | SESSION 6: Delivering Messages (90 MINUTES) ACTIVITY: Gibberish Interview: 1) on tape recorder focusing on vocal and 2) on camera focusing on vocal and visual | 53 |
| 2:45-3:00 pm | TEA BREAK | |
| 3:00-4:45 pm | SESSION 7: Writing Message Tracks and Great Sound Bites (105 MINUTES) ACTIVITY: Analyze and construct message track and sound bites for case study | 66 |
| 4:45-5:00 pm | Daily Wrap Up (15 MINUTES) | |

AGENDA – Day 2

- 8:45-9:15am Review Day 1 and Rumor Video Reviews (30 MINUTES)
- 9:15-10:45 am **SESSION 8: Overcoming Communication Challenges** _____ **84**
(90 MINUTES)
ACTIVITY: Anticipate questions, develop answers and
practice bridging to your message for case study
- 10:45-11:00 am **TEA BREAK**
- 11:00-12:30 pm **SESSION 9: On Camera Practice: Sound bites for case studies**
(90 MINUTES)
- 12:30-1:30 pm **LUNCH**
- 1:30-3:30 **SESSION 9: On Camera Practice: Interviews for case studies**
(120 MINUTES)
- 3:30-4:30 pm Review Studio Videos (60 MINUTES)
- 4:30-5:00 pm Workshop Wrap Up (30 MINTUES)

SESSION 1 – Introduction

8:30-9:15 am

- Introduction to the training
- AMBUSH interviews

What Do These Photos Have in Common?



Shared Characteristics

- Disciplined
- Prepared
- Focused
- Professional
- Agile – Flexible
- Physically Toned (mind and body)

NBC Anchor References Ambush Interview

- Ambushes do happen!
- Preparation and planning can turn ambushes into positive tools to get your messages across



FHI360 Ambushes YOU

- Let's review some ambushes that occurred this morning
- What did they do well?
- What could they have done better or differently?

SESSION 2 – Risk Communication Planning Review

9:15-9:30 am

- Channels of communication
- Messages to be conveyed
- Materials to develop and distribute
- Operational & administrative issues
- Monitor communication

Channels of Communication

Based on each audience

- Community-based communications (community meetings, house visits, loudspeaker announcements)
- Broadcast (radio or television, etc.)
- Community organizations (religious groups, women's union members, etc.)
- Community health workers/volunteers
- Telephone hotlines

What support materials will each group need?

Messages to be Conveyed

Decide on the messages

- Situation/ basic information
- Prevention
- Reporting / identifying new cases
- Treatment
- For further information

Keep communications consistent and clear

Materials to Develop and Distribute

- Review materials available
- Decide what support materials are needed by whom
- Identify gaps
- Produce additional support materials (if any)
- Develop distribution plan

Operational & Administrative Issues

- Spokesperson(s)
- Approvals/Sign-off
- Budget Needs
- Checklists
- Contact Information
- Expected Media Questions
- Feedback/ Monitoring/ Review

Keep communications consistent and clear

Monitor Communication

Primary or Earned Media

- News story placement
- Distribution of materials
- Meetings and workshops

Secondary Results

- Visits to web site
- Call-ins to hotlines or information lines
or radio programs
- Letters to the editor
- News or feature stories

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- Visits to web site
- Call-ins to hotlines or information lines or radio programs
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- News or feature stories

Monitoring and Evaluation

- Telephone surveys
- Omnibus surveys
- Focus group discussions

SESSION 3 – Interpersonal Communication

9:30-10:00 am

KEY SKILLS

- Greeting
- Appropriate messaging
- Speaking simply
- Active listening
- Questioning and probing

CASE STUDIES AND ROLE PLAYING

Interpersonal Communication (IPC)

IPC, a powerful tool:

- Used during investigative interviews following outbreaks
- Used to promote prevention and control behaviors for diseases with individuals and small groups
- Used by counselors to help individuals develop their own path to behavior change

Key Skills

- 1. Greeting**
- 2. Appropriate Messaging**
- 3. Speaking Simply**
- 4. Active Listening**
- 5. Questioning & Probing**

Greeting



First contact sets the tone for the discussion

First impressions are generated in seconds

Immediately relay you are:

- Warm
- Welcoming
- Respectful
- Culturally appropriate

Appropriate Messaging



Know the key messages you want to express before engaging with individuals

Messaging should be based on agreed upon set of control and prevention behaviors

Ensure behavioral messages:

- are doable
- are easily understood
- will prevent and control the spread of disease
- includes a benefit or addresses an obstacle
 - during an outbreak, health benefits work well

Appropriate Messaging

- **If the risk is:** Rift Valley Virus is spread by mosquitoes
- **A behavior to promote is:** All people should sleep under an ITN every night
- **And a message might be:** To protect your family, make sure they sleep under an ITN every night

Appropriate Messaging Activity

For the following risks:

- Disease can be spread through the blood of an animal
- The virus lives in contaminated blood in syringes
- The disease can be spread through coughs and sneezes

What might be a behavior and corresponding message for each of the above risks?

Speaking Simply

- Simple language increases understanding between parties
- Adjust language to accommodate literacy level of individual or group
- Take three minutes to rewrite this information in simple language:

Avian Influenza is similar to New Castle disease. A virus such as Influenza A (H5NI) is highly pathogenic. It is dangerous because it spreads quickly and has a high death rate among birds

Possible Answer: *H5N1 is a virus that all birds can get, but this kind of virus is very dangerous because it can kill many birds fast, as it quickly spreads between animals.*

Activity: Active Listening

- Break into pairs; one person is A and one B
- For two minutes, A tells a story to B (the listener) about something that happened during the week.
- B cannot talk during the two minutes
- After two minutes, switch roles
- With your partner discuss the experience and describe moments when you felt the other was listening or not listening
- How did you feel listened to without words?

Active Listening

Paying attention to both verbal and non-verbal communication

Verbal

- Repeat words
- Ask questions
- Sounds to show you are listening
- Talk at same level/language

Non-Verbal

- Nod your head
- Look at other person, make eye contact
- Observe body language and tone of voice of other
- Use body language to show you are interested and engaged

Example:

Community member: *Good morning*

Officer: *Good morning, how can I help you?*

Community member: *I need to tell you something...*

Officer: *Yes, I'm listening...*

Community member: *I'm so upset with my neighbor...*

Officer: *Upset? tell me more....*

Community member: *Yes, it makes me so mad that he told the local official about the dead chickens in my cousin's farm.....*

Officer: *Mmmmm... I see...*

Questioning & Probing

Open-Ended Questions

- To probe and find out more information
- Cannot be answered with just a word or two; need an explanation
 - Can you tell me more about what happened last week?
 - Will you please describe the symptoms?

Close-Ended Questions

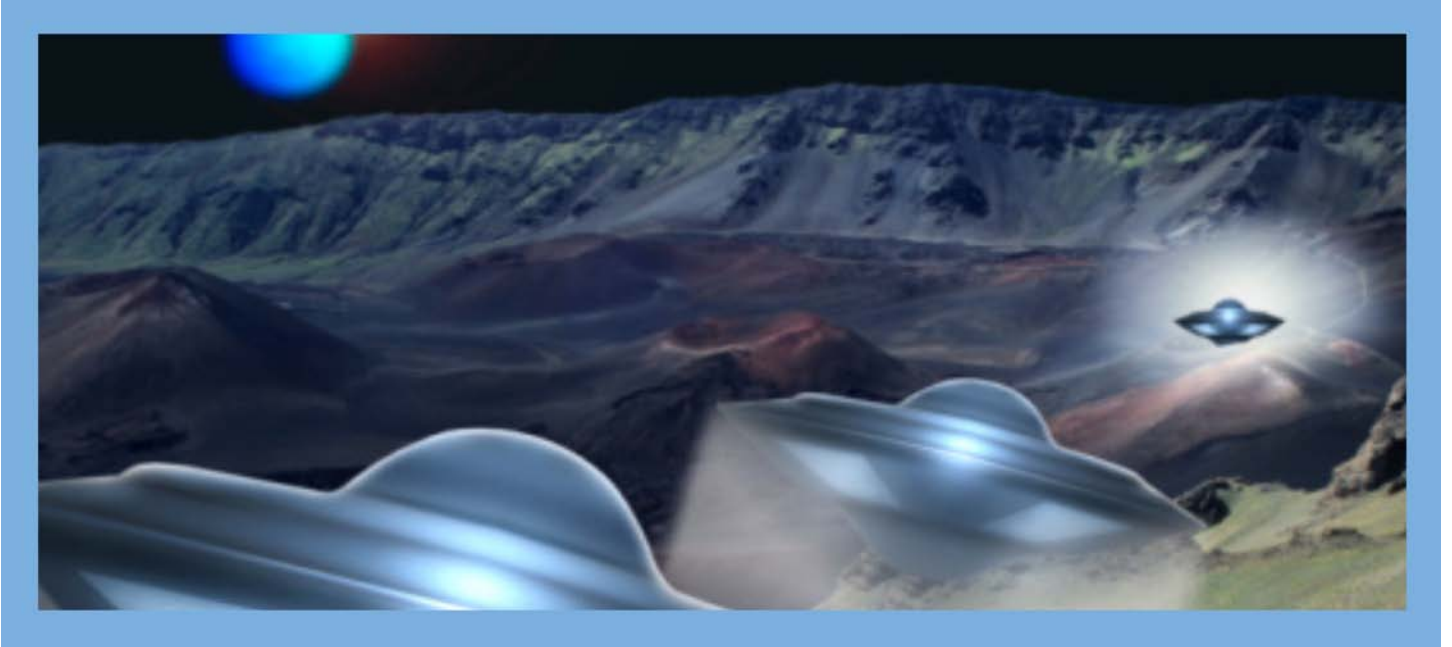
- To clarify or confirm information
 - How many goats are dead?
 - Where did you see the dead goats?

SESSION 4 – Understanding the Media

11:15-11:45am

- Types of Media
- Overall media environment
- Lack of control over media
- Characteristics of journalists

Planet Media



.....A Very Different Place

Categories of News

Hard News

- The story or event triggers the coverage need an explanation
 - Crisis communication often falls here

Features

- The story or event triggers the coverage need an explanation

Editorials

- Positions on the story usually developed by the editorial staff or experts

Sources of Information

Sources

- Government
- Industry/associations
- Other news media
- Experts

Channel

- Interview
- Press releases
- Press Conference
- Editorial meetings/briefings

The Interview

- Most frequent interface between you and a journalist
- Takes place in a studio, at the scene, at an office or they intercept you on your way somewhere
- Radio interviews often over the phone
- Your words will be filtered through journalist's interpretation of the message
 - Often only want a good 5-10 second sound bite
 - Selection of words by journalist may change the thrust of your message

Planet Media – *Alien Environment*

Is it round or is it flat?



- “It’s like they just want a quote for a story they’ve already written.”
- “To them, perceptions become reality whether they are true or not.”
- “Media logic? If it looks like a duck, swims like a duck and quacks like a duck, then it must be a cow.”

Case Example: MMR & Autism

- Medical community view gets only about 5 seconds of the entire story
 - Interview was probably at 30-60 minutes long
- All support or facts are edited out of the medical communities clip



Law of the Galaxy

1

You don't control the terrain

Ultimate Challenge



- **Navigate in an environment you don't control**
- **You have limited control over**
 - Framing
 - Other sources
 - Questions
 - Editing
 - Outcome

Law of the Galaxy

2

There are inhospitable inhabitants

Planet Media – *Landscape*

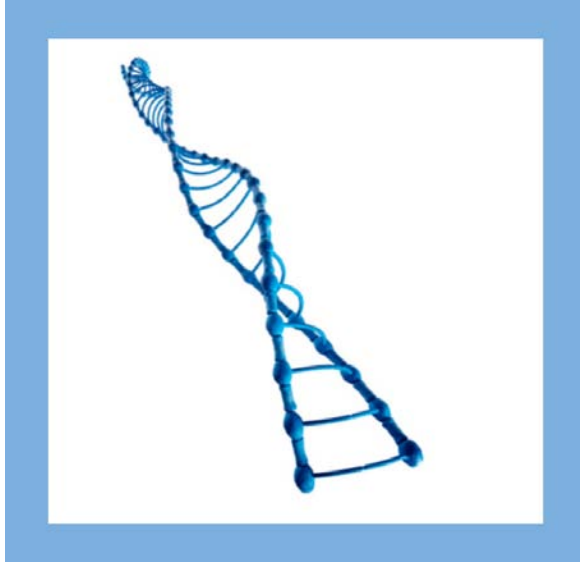
- **Global technological information explosion/
digital revolution**
- **More distribution outlets beyond mainstream media**
 - Internet-Pew Study ('09): internet surpassed all other media except TV as outlet for news
 - Social media: information travels faster than ever with more impact (Egypt, Libya, Syria, Yemen, etc.)
- **Real time reporting - 24/7**
 - Requires continuous posting and updating
 - More demands on time (never enough!)
- **Increased competitive pressures**
 - More tabloid approach and toxic headlines
- **Institutional/operational pressures prevent thoughtful treatment of information**
 - Consolidations, budget cuts
 - Fewer staff, resources, support. Must do more with less

- **Information clutter**
 - “Swine Flu” search on Google - 5.4 million hits
 - More confusion, less clarity
- **Silo Context/access**
 - More “narrowcasting”
 - Audiences turn to sources that support preconceived views

“The irony of the information age is it has brought new respectability to uninformed opinion.”

—**John Lawton**, Journalist, 1995

Planet Media – *DNA*



- Journalists are inherently skeptical
- Don't like to be told how to do their jobs
- Don't want to be obligated to serve authority
- Don't like to be manipulated
- Don't like to be corrected
- Don't like to be lied to
- Don't like arrogant or condescending newsmakers
- Don't like dull newsmakers or stories
- Don't like complexity
- Don't like to spend too much time on anything
- Don't think they need to be educated

Planet Media – *Unalterable Orbit*



Are/Aren't

- Are going to use some things*
- Aren't going to use other things*

Can/Can't

- Can use some things*
- Can't use other things*

**NO MATTER WHAT YOU WOULD LIKE THEM
TO USE**

SESSION 5 – Working Effectively with the Media

11:15-11:45am

- Planning Phase – what to do before there is a public health situation
- Response Phase – what to do during a public health incident

The Good News In Health Crises, the Media Need You

- They recognize a public health crisis is different
- They know a health crisis is an important, newsworthy story
- They know their audiences expect them to provide accurate and complete information
- They recognize they need sources of expertise to give them information and verify reports

Two Phases

- Risk Communication Planning – what to do before there is a public health situation
- Risk Communication Response – what to do during a public health incident

Phase One: Planning phase

What The Media Want

- News-specific events, tangibles – not ideas
vor abstractions
- Quick convenient access
- Information that is simple, concise, clear
- Timely subjects and trends
- Visual
- Emotional
- Conflict/Controversy

Not All Media Are Created Equal



The New York Times
Expect the World®



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Not All Media Are Created Equal

When working with the media:

- Be fair – don't play favorites
- Respond to all media – reasonably
- Keep it simple
- Downplay sensationalism – even if provoked
- Know each outlet's "slant" and reporting requirements (i.e., Twitter vs. newspaper vs. TV)
- Stay in touch – even when there is no news or no emergency (plan ahead)

Not All Media Are Created Equal Headlines from Same Day

MSNBC

Wall Street, Washington play chicken over debt
Insert headlines from recent story here

CNN

Obama seeks compromise on U.S. debt deal
Insert headlines from recent story here

FOX

Obama, Boehner Square Off Over Debt
Insert headlines from recent story here

AL JAZEERA

Obama attacks Republicans over debt crisis
Insert headlines from recent story here

Planning Before a Crisis

1. Create a risk communication plan and timeline for execution
2. Develop messages and materials that convey key health information
3. Engage reporters and editors to establish credibility and trust
4. Create an archive of media contacts
 - Reporters, owners, publishers, editors, producers, assignment editors, community leaders, sports figures
 - Phone number, address, e-mail, Facebook, Twitter
5. Become familiar with past stories and interests – to understand the “slant”
6. Make a list of story ideas
7. Prepare to provide assistance in setting up those stories
8. Create an news/media link with reference materials on your website

Phase Two: Response Phase

Response to a Crisis

1. Prepare and distribute materials that reflect the known situation
2. Update news/media links on your website
3. Make experts available
 - Include epidemiologists and officials that are authorized to speak for the government
4. Provide updates as new information is known
(Do not have a briefing just to have a briefing)
5. Balance risk to avoid panic
 - Provide facts that help put risk into context
 - Emphasize what can be done to avoid risk
 - Avoid speculation. State what you know and where possible use data or real numbers
 - Avoid certainty if things are uncertain
 - Assess factors affecting public “outrage” or fear.
If actions are being taken, there is less outrage and fear
 - Accept public’s emotions. Take them into account.

Law of the Galaxy

3

**Media relationships are best based on
trust and credibility**

Briefing the Media



- **Objective:** Explain to the media how their role is critical and they serve their audiences by communicating your messages in a health crisis
- **The right tone:**
 - Your priority: protecting the public's health (not the public health system)
 - Informing the media, not educating them
 - Speak of the value of their efforts, not their obligation
 - You are an information resource not a gatekeeper
 - Ask not just for their help, but their ideas

Photo Spray during U.S. Debt Talks



Briefing Example: Janet Napolitano, Secretary of the Department of Homeland Security

- Held regular U.S. Government briefings with the media after the H1N1 virus outbreak in Mexico
- Prepared statement with the media



Media Briefing Content

1. What the disease is and what it means
 - Potential human impact and degree of risk to population
 - How it is transmitted
 - What are the symptoms
 - Common ways to prevent
2. Concise list of actions and alliances that are managing the crisis
3. Unknowns and uncertainties for which you are seeking resolution
4. Consequences if information not conveyed accurately and completely to the public
5. Call to action: “We need your help to minimize impact of this pandemic”
6. Announce offering of media workshop
7. Brief list of resources for more information
8. Ask for comments or ideas to help foster better communication

Law of the Galaxy

4

**Avoid offering predictions
or guarantee an outcome**

Mentoring the Media

- Follow up. Target media that may need the most input
- Provide early intervention to prevent misinformation from becoming embedded
- Offer corrections quickly
- Offer individual support:
 - You may want to consider...
 - Here’s how others are reporting it because...
 - I can refer you to...
 - The misinformation could cause problems for people...
- Provide additional resources that are simple and clear
- Suggest a follow-up story
- Monitor stories and provide additional feedback
- Offer media workshop

Goal: To hear the media say, “Thanks for helping us get it right.”

Briefing Example: Sue Matthews, Niagara Health System

- Regular National Health Service briefings after a *C. difficile* outbreak in Ontario, Canada
- Matthews takes questions at a briefing in an effort to keep the media informed



SESSION 6 – Delivering Messages

1:15 - 2:45pm

The importance of the three V's
in delivering messages:

- **Visual**
- **Vocal**
- **Verbal**

The Three V's

VISUAL: 55% of communication

Body Language, Eye Contact, Visuals, Clothes

VOCAL: 38% of communication

Pace, Pitch, Projection, Pronunciation, Pauses

VERBAL: 7% of communication

Content

Visual



Dress comfortably

- Warm colors (avoid black and white)
- Keep patterns to minimum; Avoid plaid or herringbone
- Keep jewelry to minimum

Maintain eye contact

- With host and camera to appear attentive, respectful and involved
- Treat camera as one person in your audience
- Make contact with camera when making an important point

Visual



Body language

- At ease and confident
- Sit comfortably in neutral position (not slumping; not with a jutted chin)
- If standing, stand solid
- Too many or too few gestures say I'm uncomfortable with what I'm saying
- Symmetry in gestures promotes confidence and credibility

Visuals

- You lead and visuals complement
- Simple and clear

Vocal



Project easy, assured air of informality and confidence (visual too!)

In interviews, use conversational voice as though talking to one person

Pace

- Studies suggest fast talkers are more credible to non-like-minded audience while slow talkers are more credible to like-minded audiences
- If trying to influence keep a fairly crisp pace

Pitch

- Rising inflection at end of statement seems questioning – lack of credibility
- Downward inflection at end of statement authoritative and in-control or possibly condescending

Vocal



Pronunciation

- Voice clarity and proper pronunciation of words holds the audience better

Projection

- Loud enough to have a decent inflection range; less inflection makes people feel that you don't believe what you are saying

Pauses

- Hold attention, can make people sit on the edge of their seat
- Underscores importance of what is to be said

Verbal



Use short sentences

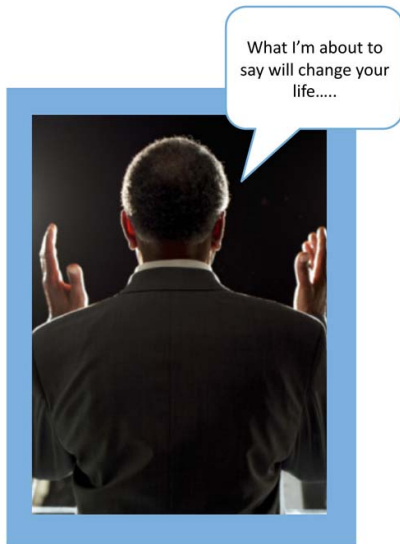
Use words with few syllables

Remember your job is to educate, persuade and illuminate your audience

State important facts first

Include “news bites”

Verbal



Be personal to connect with the audience

- Use interviewer's name once or twice
- Use anecdotes

Never lie. If you don't know the answer just say so and offer to follow up later

**Correct untrue statements and back them up with facts
Turn negative questions into positive answers**

Avoid uhs, ums, likes, etc...

Credibility

Depends on:

- Who you are (an expert?)
- Delivery (excellent use of “Vocal and Visual” make you seem more credible)
- Message (Verbal)

Start with high credibility and sustain it

- First impressions count!

Visual and Voice

- Dr. Fleming, CDC, speaks of exciting aspects of healthcare reform in a monotone voice



- Mayor Fenty: Shiny bald head is distracting
- John McCain lack of eye contact causes speculation



Radio – A “Cool” Medium



- Be dynamic
- Speak with enthusiasm and color, at a crisp pace
- Deliver messages that are direct and to the point
- Listen carefully to others, keep notes to organize thoughts
- Use short sentences, simple words, variety in voice inflection
- Avoid voice patterns that can lull audience to sleep

Television – A “Hot” Medium



- Speakers must tone down and not be overly animated
- Added visual dimension—55% of communication

Activity

Record audio gibberish interviews focusing on Vocal

Film video gibberish interviews focusing on Vocal and Visual

After listening or watching each recording, answer:

1. Overall, how did the person make you feel?
2. Did they seem trustworthy? Likable? Were you for or against them?
3. How was the tone and pace of their voice?
4. How were their body language and facial expressions?
5. What did they do well and where could they improve

SESSION 7 – Writing Message Tracks and Sound Bites

3:00 - 4:45pm

- Importance of having well-designed messages
- Creating message tracks
- Converting messages into sound bites

Case Background: Measles Outbreak in Milwaukee, WI, 2008



- Higher number of measles cases across the country in 2008
- 2nd infection confirmed in Milwaukee
- Concerns that people who do not vaccinate their children may be to blame
- 2nd case was said to be vaccinated as a child
- Infectious disease expert interviewed about the new cases

Case Analysis: Measles Outbreak in Milwaukee, WI, 2008

- Initially, laid back smirky/smug body language
- Uses jargon and convoluted at times
- Makes hypothetical guesses
- Most important: no message, just an answer

Answers — especially weak ones — are not enough.
You must have messages!

Law of the Galaxy

5

**You should never be surprised by
anything YOU say**

Effective Messaging

You are not just reporting facts or data
You Are Telling Your Story!

- Messages influence perceptions
- Messages give broader meaning to answers
- Messages divert attention from negatives
- Messages give you more control

Designing Messages

Address the key question: **Why should I care?**



Important



Relevant (What's in it for me?)

Designing Messages

Set Objectives

Define Target Audience

Strategize

- Messages should incorporate YOUR objectives
- Respond to anticipated questions

Prepare/Test/Refine

Practice

Success is achieved through **FOCUS**.....
Not just knowledge

Messaging Gone Awry

- Vice President Joe Biden only gives personal view about preventing H1N1 and does not state US public health policy



- White House does damage control regarding Biden's remark, but takes an “unbelievable” approach



Message Development Process

Analyze

- Establish objective
- Define target audiences
- Provide background justifying your view
- Analyze opposition points and other vulnerabilities
- Brainstorm preliminary ideas for messages
- Remove information that is irrelevant, redundant, too complex or toxic

Analyze

- Summarize common themes into 3 or 4 topline messages that are simple and clear
- Add support and proof points under topline messages
- Add an overall, middle theme that represents case being made
- Review and add message enhancers (sound bites)
- Develop list of bridges to take `you back to your messages

Tips for Constructing Messages

- Stay positive
- Clear
- Concise
- Simple
- Focused



Message Track Template

Top Line Message 1
Talking Points:
Support & Proof-Msg 1

Top Line Message 2
Talking Points:
Support & Proof-Msg 2



Top Line Message 3
Talking Points:
Support & Proof-Msg 3

Top Line Message 4
Talking Points:
Support & Proof-Msg 4

Case Analysis: H1N1 vaccine shortage; Dr. Anne Schuchat, Director CDC and Kathleen Sebelius, Secretary HHS

- Both stay on message with the Verbal
- One has Voice, Visual and Messaging better



Message Track: Dr. Anne Schuchat, CDC Director

More vaccines are coming out every day

There will be widespread availability for schools and doctors offices in November

**Don't worry,
the vaccines
will be widely
available**

Stay informed about what is available near you and where the vaccine is offered

Other prevention you can do while awaiting the vaccine includes staying home if you're sick, washing your hands, and covering your cough or sneeze.

Message Track: Kathleen Sebelius, HHS Secretary

Almost ½ the population will receive the first vaccines: PW, HCW, children 6-24 months w/underlying conditions and older adults w/underlying conditions

First doses are coming out 10 days ahead of schedule

We will be distributing the vaccine to 90,000 sites across the country

You can find local information about where to get the vaccine on www.flu.gov

We will be distributing the vaccine to 90,000 sites across the country

Enhancing Your Messages

Media looking for a short quote (5-10 seconds) they feel summarizes your point

Control selection of words by media by dropping the sound bite(s) into your interview several times(repeat)

Tips for creating sound bites and quotable phrases:

- Specific examples
- Analogy
- Three Cs:
 - Cliches
 - Colorful words
 - Contemporary references
- One liners
- Anecdote
- Personal experience
- Quotations
- Absolutes
- Meaningful numbers
- Appropriate humor

Activity

Work on case studies

- Based on the messages you created for the IPC activity, construct a message track and support statements
- Feel free to further refine your messages
- Enhance top line messages for great sound bites

RVF Message Track

To ensure the upcoming Eid is a joyous occasion, appoint one person to handle all aspects of slaughtering. This person should wear gloves or plastic bags during the slaughter and never slaughter sick or dead animals. These simple slaughtering tips will help keep your family safe from Rift Valley Virus.

1. The vast majority of human infections are a result of direct or indirect contact with the blood or organs of infected animals.
2. The CDC Kenya Research Medical Institute confirmed cases of RVF in humans in the North Eastern Province in mid-December
3. There has never been a documented case of human-to-human transmission

There is a lock down on livestock. No livestock should be bought, sold or moved within the North Eastern Region.

1. RVF is able to infect many species of animals causing severe disease in domesticated animals including cattle, sheep, and goats.
2. Among animals, the RVF virus is spread primarily by the bite of infected mosquitoes, which can acquire the virus from feeding on infected animals.

**We can
prevent the
spread of Rift
Valley in our
livestock and
people**

If you prepare meat correctly, Rift Valley won't come knocking at your door. Always wash your hands with soap and water after handling raw meat, separate raw meat from other foods and only serve meat that has been well cooked.

1. RVF can be spread from ingesting uncooked or undercooked meat.
2. RVF virus dies at xx degrees

Outside of North Eastern Region, if your livestock is cleared as Rift Valley free they will be vaccinated.

1. Vaccination will not take place in North Eastern Region. Once an outbreak has occurred animal vaccination should NOT be implemented because there is a high risk of intensifying the outbreak.

Marburg Message Track

Across the country, hospitals will be under a strict protocol to sterilize every needle every time to prevent the spread of Marburg. If you are receiving an injection at a hospital ask your health care worker if the needle was sterilized.

1. Injections with non-sterilized needles were the cause for the Marburg outbreak at All Saints Hospital in September.
2. The All Saints Hospital has been closed and 8 of the 17 staff have died

Your best chance of recovery lies at the health facilities. If you experience any of these symptoms: fever, chills, rash, muscle aches, nausea report to a health facility for care.

1. Specially equipped units have been set up to protect health workers and the public to diagnose and treat potential Marburg cases
2. These facilities will be able to care for and monitor all potential and confirmed Marburg patients
3. Reporting to a health facility also prevents the virus from spreading to other family members

**Together we
will control
and stop the
spread of
Marburg Virus**

The buck **MUST** stop here. All travel in and out of the Eastern Region is banned.

1. Marburg virus is a dangerous disease with a roughly 50% mortality rate.
2. We can confirm that this outbreak has infected 108 people and there have been 76 deaths.
3. Transmission of the virus from person to person requires close contact with a patient.
4. Infection results most commonly from contact with infected blood

SESSION 8 – Overcoming Communication Challenges

9:15 - 10:45am

- Types of Challenges
- Fatal Flaws
- Tips for Taking Control of Messages

Rumor Interviews



Review the 30 second “rumor interviews”

Health Crisis!



Want to....get away?

Dangerous or an Opportunity

Can't Eliminate the Crisis, Can Manage It!

Communication Challenges



- Answering questions while staying on message
- Adversarial interviewers
- Misinformation gets media time
- Changing context means incomplete, inconsistent, inaccurate information
- Seeming in control in the face of unknowns
- Difficulty verifying the degree of risk and harm and assessing the appropriate level of response
- Navigating between extremes: overreaction or under-reaction

Anthrax: Prof. Clements, Tulane University



- Just answers, no message
- Leads multiple times with “I don’t know” or “We don’t know”...no positive

Poor Response Creates Negative Behaviors that Delay Recovery



Worry Warts

- Demands for unneeded treatments
- Unreasonable trade and travel restrictions



Apathy

- Denial
- Rejection of recommendations

Decisions Are Not Logic Based

People tend to

- Simplify
- Cling to current beliefs
- Remember what they have seen or experienced before
- Develop perceptions based on first messages and messengers (remember 3 V's)
- Make perceptions reality

Factors Influencing Acceptance of Risk

People more likely to accept risk:

- If it is natural as opposed to man-made
- If it is fairly distributed among the population and does not single them out
- If it is familiar (e.g., malaria) rather than something outside their experience (e.g., new virus)
- If they have some control over it
- If it affect adults vs. children

Law of the Galaxy

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Most Wounds are Self-Inflicted

Fatal Flaws



- Defensive
- No comment
- Cover Up
- Complexity
- Wake sleeping dogs
- Usign absolutes when unsure
- Seeming unprepared

Fatal Flaws: MP Louise Mensch



- Initially, inaccurate information given
- Defensive
- Unprepared
- Follows questions context
- Why did she take this interview?

Keys to Taking Control of the Message

Answer – Transition – Message

- Don't just answer the question. Go to your message
- Don't deny or repeat the negative
- Don't judge the question or argue
- Don't speculate, guess or hypothesize
- Don't give up the game plan
- Don't forget....you are always on

Transition Bridges

Answer – Transition – Message

- What's most important is...
- Another thing to remember is...
- If you look closely, you'll find...
- Let me just add that...
- That reminds me of...
- What that means is...
- The real issue here is...
- That's not my area of expertise, but I think you'd be interested to know that...

A-T-M Examples

- Michael Chertoff, Secretary of the Department of Homeland Security: Asked about the difference between Louisiana and Alabama's response to Katrina



- Bob Dudley, CEO of BP (British Petroleum): Asked if BP misled government over their crisis plans



Four-Part Answers

You should address the question before transitioning

Four-Part Answer

1. Restate the question in your own words (positive)
2. Give a summary statement that responds to the question
3. Substantiate position with examples, facts
4. Leave with a positive

Transition to message if not in answer

These are guidelines (not absolutes)

Four-Part Answer Example

Q: What are the side effects of the vaccine for pregnant women?

[Question Restated] The vaccines have undergone rigorous testing for side effects and are proven to be safe for pregnant women.

[Summary Statement] The majority of pregnant women, 99%, do not have side effects. There are few women that do and those side effects – like burning or itching or light fever – are temporary and there can be relief by resting or taking an aspirin. Let me stress that the benefit and protection from a vaccine far outweigh the temporary discomfort of an injection.

[Support] More than 99% of pregnant women who received the vaccine reported no side effects. And the vast majority of those who did, only experience minor side effects like soreness around the injection area. There are only 4 reported cases of women with side effects who required medical assistance.

[Switch to Positive] But the vaccine does have an important positive side effect. The vaccine also protects the baby from illness even after birth.

Activity

Continue case study work

- Develop list of anticipated questions
- Answer list of possible questions
- Develop bridges for answers that do not contain message

Use previously developed message track, anticipated question/answers and bridges to prepare for on-camera interviews!

Reviewing On-Camera Interviews How Did We Do?

- How did they make you feel?
- How was the body language?
- How was the voice?
- What were key messages?
- Were the messages enhanced to become great sound bites?
- Were any supporting points used?
- Did they transition to their messages after addressing the question?