

WELCOME TO INTRODUCTION TO COURSE NAME

As you wait...

If you do not already have the exercise packet handy, please download a copy from your email. You will need the packet to participate in most of the course exercises. We will also place the packet in the chat when the course starts.

OBJECTIVES

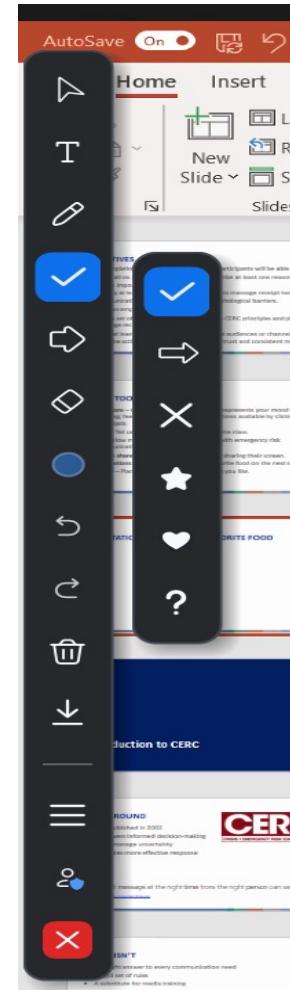
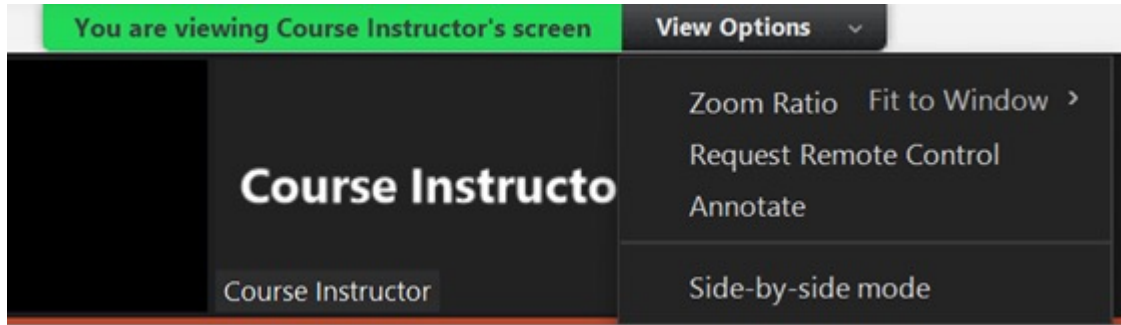
Upon completion of this training, successful participants will be able to:

- Name all six core CERC principles and describe at least one reason why each is important.
- Identify at least two psychological barriers to message receipt two communication tactics for overcoming psychological barriers.
- Draft an empathy statement.
- Draft a set of key messages consistent with CERC principles and plain language recommendations.
- Tailor at least one key message for different audiences or channels.
- Describe actions they can take to promote trust and consistent messaging.

ZOOM TOOLS

- **Reactions** – Choose the reaction that best represents your mood this morning; feel free to use the additional options available by clicking on the ellipsis.
- **Chat** – Tell us what you hope to get out of the class.
- **Poll** – How much experience do you have with emergency risk communication?
- **Screen share** – One brave soul please start sharing their screen.
- **Annotations** – Write the name of your favorite food on the next slide.
- **Stamp** – Place a stamp on the food options you like.

ANNOTATIONS & STAMPS – WHAT TO LOOK FOR



ANNOTATIONS & STAMPS – FAVORITE FOOD

Introduction to CERC

BACKGROUND

- First published in 2002
- Empowers informed decision-making
- Helps manage uncertainty
- Promotes more effective response

The right **message** at the right **time** from the right **person** can save lives.

<https://emergency.cdc.gov/cerc/index.asp>

...AND ISN'T

- The right answer to every communication need
- A rigid set of rules
- A substitute for media training

THE CERC RHYTHM

Engage Community • Empower Decision-Making • Evaluate

Preparation

- Draft and test messages
- Develop partnerships
- Create plans
- Determine approval process

Initial

- Express empathy
- Explain risks
- Promote action
- Describe response efforts

Maintenance

- Explain ongoing risks
- Segment audiences
- Provide background information
- Address rumors

Resolution

- Motivate vigilance
- Discuss lessons learned
- Revise plan

SIX CORE CERC PRINCIPLES

- 1**  **Be First**
- 2**  **Be Right**
- 3**  **Be Credible**
- 4**  **Express Empathy**
- 5**  **Promote Action**
- 6**  **Show Respect**

BE FIRST

- If your organization has information, and it is your responsibility to provide it, do so as soon as possible.
- Tell people what you know, when you know it.

BE RIGHT

- Accuracy helps establish credibility.
- If you don't have all the answers, tell people what you do know.
- If you can't provide information, explain how you are working to get it.

BE CREDIBLE

- Honesty is essential.
- Knowing about uncertainty is better than having no information at all.
- Rumors are more damaging than hard truths.

“People can take the truth.” – Dr. Thomas Frieden

Quoted in [Pharmacy Practice News](#)

EXPRESS EMPATHY

- Acknowledge feelings in words.
- Create a sense of inclusion.
- Every message does not need to be an empathy statement, but the first messages need to have them.

PROMOTE ACTION

- Giving people things to do calms anxiety.
- Promoting action can help restore a sense of control.

SHOW RESPECT

- Treat people the way they want to be treated—the way you want your loved ones to be treated.
- Respect can help build rapport and cooperation.

EXERCISE: CERC IN ACTION

Listen to the excerpt from the COVID-19 media briefing for February 14, 2020. See if you can identify the use of each CERC core principle in action.

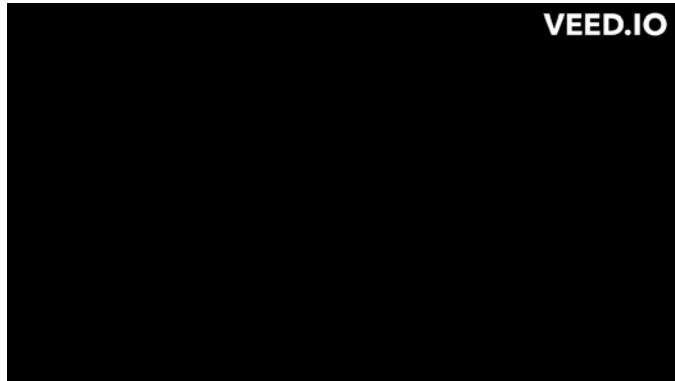
If you prefer to read along, refer to your course materials packet. Feel free to take notes.

We will discuss as a class after listening.



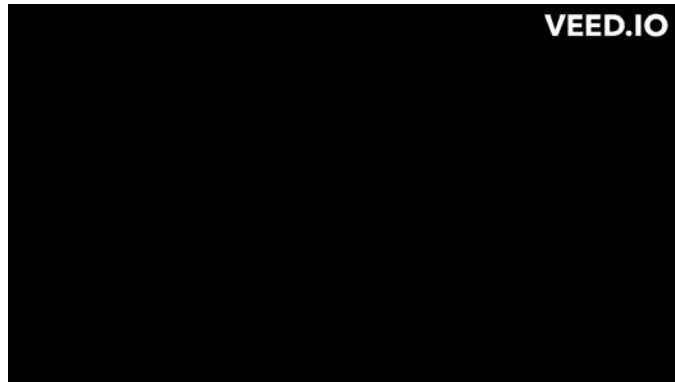
Photo credit: [CDC YouTube](#)

LISTEN FOR THE SIX PRINCIPLES



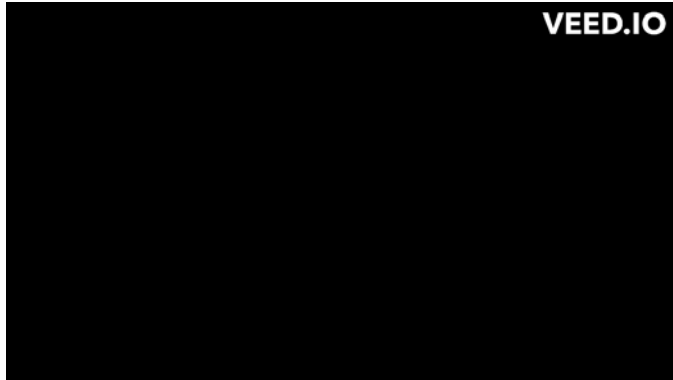
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- 1**  **Be First**
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1. Be first.

4. Express empathy.

2. Be right.

5. Promote action

3. Be credible.

6. Show respect.

Break

Psychology of a Crisis

PSYCHOLOGICAL BARRIERS TO COMMUNICATION

When people experience a crisis, disaster, or emergency, they may experience

- Uncertainty
- Anxiety, fear, or dread
- Hopelessness and helplessness
- Denial
- But NOT panic

STRESS IMPEDES COMMUNICATION

People under stress typically...

- Focus on the negative more than the positive
- Process information at several levels below their usual level
- Focus intensely on issues of trust, benefits, fairness, and control

RISK PERCEPTION: NOT ALL ABOUT THE NUMBERS

Risk = Hazard + Outrage*

Many factors can increase or decrease the level of outrage such as

- Voluntary or involuntary
- Natural or human-made
- Familiar or exotic
- Affecting adults or affecting children

As communicators, we don't seek to remove outrage, but to match the level of outrage to the level of hazard.

*Peter Sandman, [Risk Communication Website](#)

OVERCOMING PSYCHOLOGICAL BARRIERS

People tend to...	So you should...
Simplify messages	Use simple messages
Hold on to current beliefs	Share messages through credible sources
Look for additional information and opinions	Use consistent messages
Believe the first message	Release accurate messages as soon as possible

EXERCISE: HAZARD AND OUTRAGE

Your instructor will briefly describe a hazard situation. Use the stamp tool (in annotations) to note whether you think each situation is high or low hazard and outrage.

	High Hazard	Low Hazard
High Outrage		
Low Outrage		

KNOWLEDGE CHECK 2

Your instructors will launch the questions. If you need accessibility support to complete this activity, please let us know in the way that best meets your needs.

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Simplify messages	Use simple messages
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Empathy Statements & Key Messages

EXPRESS EMPATHY

- Acknowledge feelings in words.
- Empathy can build trust.
- Every message does not need to be an empathy statement, but the first messages need to have them.

VIDEO: EXPRESSING EMPATHY



POLL: WHICH IS THE EMPATHY STATEMENT?

For each poll question, select the empathy statement. Be prepared to discuss why the other is not an empathy statement or is a less suitable empathy statement.

SCENARIO: FIRST HOURS

The U.S. Geological Survey reports that an earthquake that registered a 6.4 magnitude on the Richter scale struck the town of Miasto at 11:22 a.m.

- Minor damage to Town Center
- Multiple plywood factory buildings collapsed, trapping hundreds of workers
- Family members of workers and residents trying to get into the area to search for family and reach their homes
- Rescue operations underway
- The number of people who have died and the degree of damage to the town are unknown

EXERCISE: WRITE AN EMPATHY STATEMENT

- Working in your breakout rooms, write an empathy statement for the **First Hours** of the scenario. This should be no more than three sentences; one sentence is often enough.
- This exercise will take about 7 minutes. You do not need to start on the informational points at this time.
- When we return to the main room, I'll ask for volunteers to share your empathy statements and thoughts about creating them.

WHAT PEOPLE WANT IN AN EMERGENCY

- Facts to protect themselves and their families
- Ability to make informed decisions
- Active participation in response and recovery
- Confidence that resources are administered effectively and fairly
- Return to normal

People in crises have a lot of information to process and limited mental capacity to process that information.

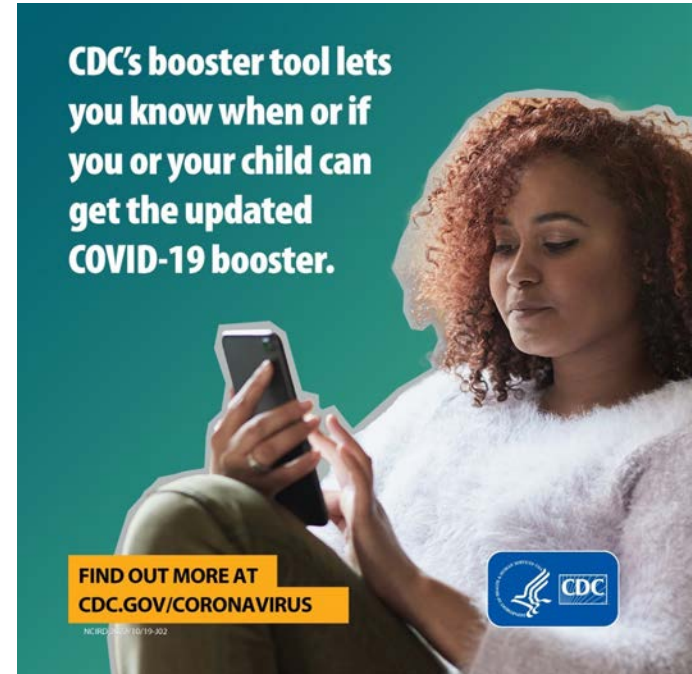


Image from CDC [Facebook](#)

USE PLAIN LANGUAGE

- Be brief.
- Give positive action steps.
- Use words your audience uses.
- Use personal pronouns.

Visit [cdc.gov](https://www.cdc.gov) for more guidance.

- Health Literacy
- CDC Clear Communication Index
- Health Equity Guiding Principles for Inclusive Communication



Photo credit: L. Briseño

CLEAR COMMUNICATION INDEX

Main Message and Call to Action	
<p>1. Does the material contain one main message statement?</p> <p><i>A main message is the one thing you want to communicate to a person or group that they must remember. A topic, such as heart disease or seasonal flu, isn't a main message statement. If the material contains several messages and no main message, answer no. (User Guide page 5)</i></p> <p>NOTE: If you answered No to Question 1, score 0 for Questions 2-4 and continue to Question 5.</p>	<p><input type="checkbox"/> Yes = 1</p> <p><input type="checkbox"/> No = 0</p>
<p>2. Is the main message at the top, beginning, or front of the material?</p> <p><i>The main message must be in the first paragraph or section. A section is a block of text between headings. For a Web material, the first section must be fully visible without scrolling. (User Guide page 6)</i></p>	<p><input type="checkbox"/> Yes = 1</p> <p><input type="checkbox"/> No = 0</p>
<p>3. Is the main message emphasized with visual cues?</p> <p><i>If the main message is emphasized with font, color, shapes, lines, arrows or headings, such as "What you need to know," answer yes. (User Guide page 7)</i></p>	<p><input type="checkbox"/> Yes = 1</p> <p><input type="checkbox"/> No = 0</p>

AVOID STIGMA

- Avoid geographic links if not necessary (e.g., Spanish flu pandemic versus 1918 flu pandemic).
- Avoid visuals that link group to threat—watch out for subconscious links.
- Teach response professionals about stigma.
- Share with media the concern.
- Scan for stigma and confront quickly.
- Consider the risks and benefits when creating products about historical events.

MESSAGE MAP

Empathy Statement:		
Key Message 1	Key Message 2	Key Message 3
<i>Supporting Point 1-1</i>	<i>Supporting Point 2-1</i>	<i>Supporting Point 3-1</i>
<i>Supporting Point 1-2</i>		
<i>Supporting Point 1-3</i>		

EXERCISE: DEVELOP KEY MESSAGES

- Work with your group to determine the most important pieces of information the people affected by the earthquake need right now.
- Write down the three most important messages and supporting messages as needed. These should be full sentences that could be used as talking points.
- Decide whether you should leave out any of the suggested messages.
- This exercise should take about 20 minutes. Afterwards, we'll reconvene to discuss as a class.
- **One person from the group should email your document** to [your email address] before leaving.

End of Day 1

EXERCISE: REVIEW KEY MESSAGES

Review another group's key messages. Ask yourself:

- Do the messages include the most important information without too much detail?
- Are the messages easy to understand, even when someone is in a crisis state of mind?
- If I were in Miasto and going through this crisis, would the messages provide the information I feel that I need and help me know what to do?

The breakout portion of this exercise should take about 10 minutes. One person from your group should email your feedback to [your email address] and we will also discuss as a class.

Audience Segmentation

THERE IS NO GENERAL PUBLIC

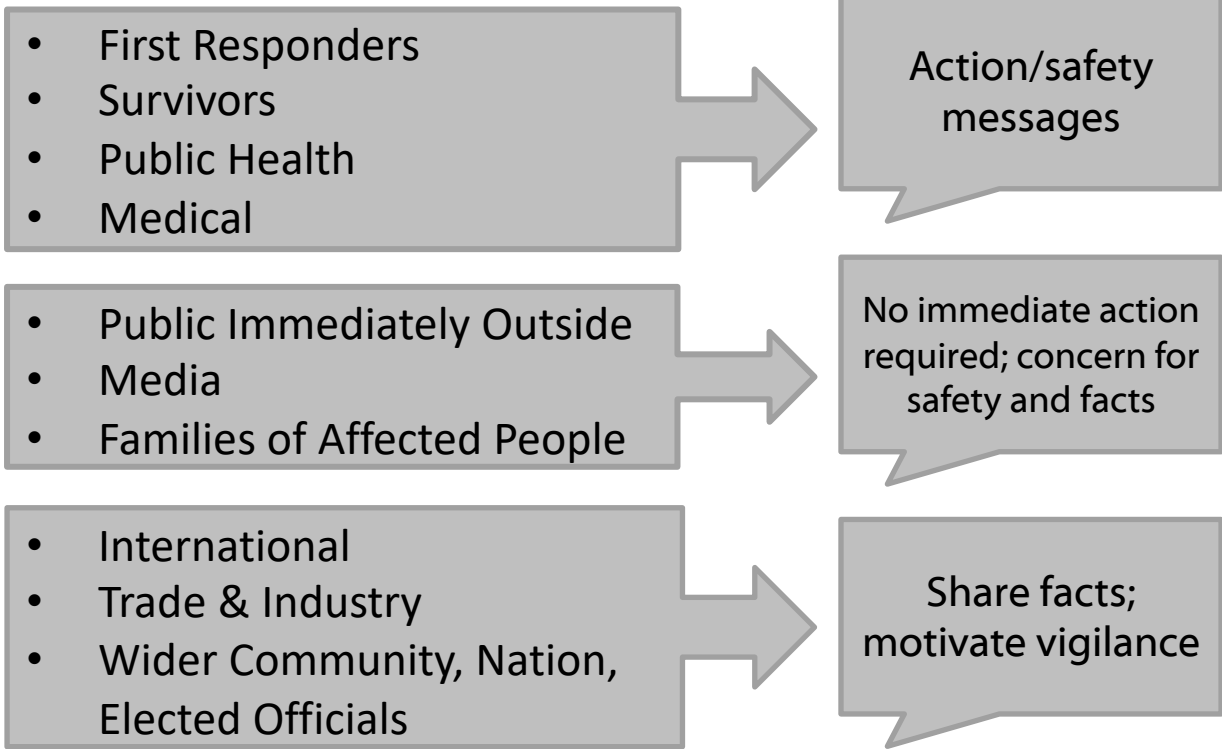
There are many ways to consider audience perspectives and influences on their perceptions.

**Relationship to
the event**

Demographics

Culture

Emergency



DEMOGRAPHIC GROUPS

- Age
- Education
- Income level
- Spiritual beliefs
- Geographic location
- Languages spoken and read
- Race, ethnicity, country of origin



Photo credit: [Palau Ministry of Health and Human Services](#)

CULTURE AND COMMUNICATION

- Language
- Perception of risk
- Beliefs about institutions
- Credible sources of information
- Ceremonial practices and traditions
- Beliefs about community and family roles
- Beliefs about acceptable and appropriate forms of communication
- Emphasis on individuals or groups

SCENARIO: 24 HOURS

- Aftershocks have subsided
- Half the homes moderately to severely damaged; hospital is intact
- Most people following advice to stay away from damaged areas
- Fears rising regarding trapped loved ones
- All of Miasto and some outlying areas under a boil water notice
- People seeking care for cramping and diarrhea at the hospital

EXERCISE: IDENTIFYING AUDIENCES

- In your groups consider the current scenario.
- Collectively list as many different audiences as you can think of.
- Save your answers as we will revisit them later in the course.

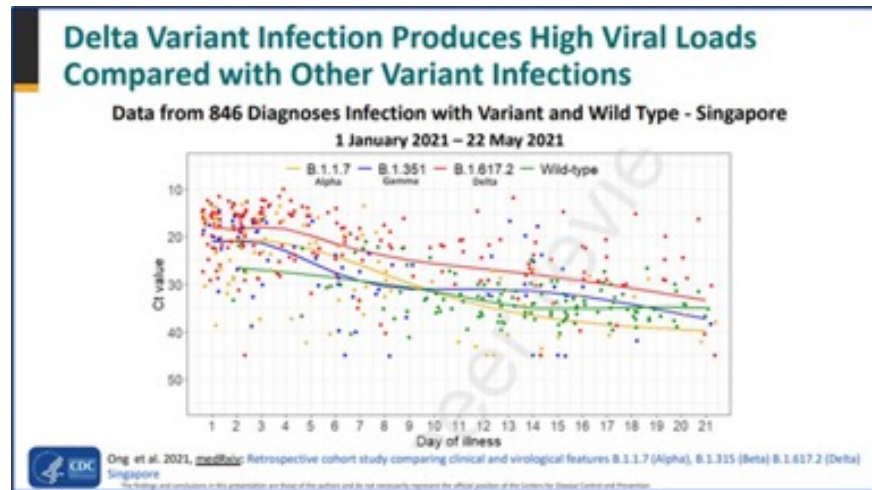
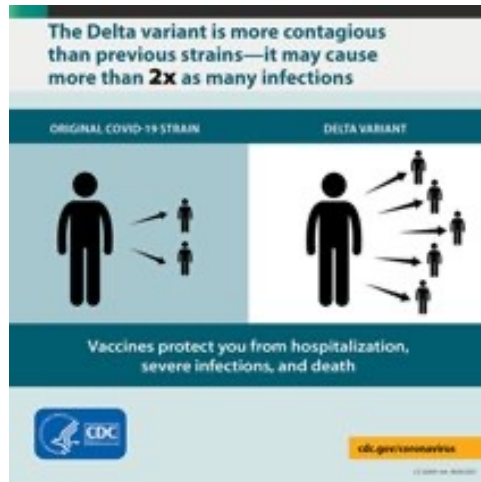
DISCUSSION: LEARNING ABOUT AUDIENCE SEGMENTS

- What kinds of information can we know about our audience segments before an emergency happens?
- Where can we get that information?
- Is there any group we need to partner with to quickly confirm or obtain information about certain audience segments?

Tailoring for Your Audience

TAILOR FOR THE AUDIENCE

- Identify your audiences and groups within those audiences.
- Continue to base your message on key messages.
- Consider the role of culture in tailoring and sharing your message.



TAILOR FOR THE CHANNEL

- Message length
- Message format
- Accessibility
- Resources & tools



Image from CDC [Social Media Toolkit](#)

CONSIDERATIONS FOR PRINT MATERIALS

- Languages
- Durability
- Timeliness
- Print quality
- Funding

CONSIDERATIONS FOR CHANNELS

- Audience
- Reach
- Impact
- Cost Effectiveness
- Durability
- Timeliness

Audience(s)	Channel/Tool	Reach	Impact	Durability	Cost effectiveness	Total	Notes
	Matte articles	2	1	1	2	6	
	Shareable key messages or talking points	3	3	1	3	10	
	Radio interviews	3	3	1	3	10	
	Billboards	3	2	3	1	9	
	Community town hall meetings						
	Social media						Which one(s)?
	Agency website						
	Media Kit (print & digital?)						

DISCUSSION: TYPES OF MESSAGE CHANNELS

- What messaging channels do you use most often?
- How do you decide when to use which channels?

EXERCISE: UPDATE KEY MESSAGES

- Considering the current situation (**Scenario: 24 Hours**), work with your group to determine the most important pieces of information the various groups of people in Miasto need right now.
- Next, work with your group to choose and write down the three most important messages. Also write supporting messages as needed.
- You may opt to use the template message map in **Appendix A**.
- This exercise should take about 15 minutes.

EXERCISE: TAILORING FOR AUDIENCES & CHANNELS

- Choose one audience from the list your audience created in the Identifying Audience exercise.
- Consider which channels that audience uses.
- Create at least two messaging products for that audience. Messages should be based on the key messages you just developed.
- Feel free to be artistic!

Each group will share their work with the others when we return to the main room. We recommend sharing your screen when sharing your work.

Collaboration and Coordination

TRUST AND MISTRUST

- Ingredients for building trust
 - Speed
 - Accuracy
 - Empathy
 - Openness
- Mistrust has serious consequences
 - Higher rates of illness, injury, or death
 - Demands for resources
 - Potential for opportunists



Photo credit: [CDC](#)

BEING TRUSTWORTHY

- Share information early.
- Acknowledge the concerns of others.
- Under-promise and over-deliver.
- Select a spokesperson who is familiar with the community.
- Follow proper protocols for engaging with communities.
 - Engage community leaders.
 - Recognize their authority and influence.



Photo credit: Dr. Juliana de Fatima da Silva, [CDC](#)

WORKING WITH THE MEDIA

- Maintain connections even when not in an emergency response.
- Manage expectations.
- Provide equal access.
- Provide messages in formats media can use:
 - Consider preparing some evergreen materials such as B-roll.
 - Avoid too much detail, focus on the key messages.

BUILDING PARTNERSHIPS

- Connect before the emergency happens.
- Seek and accept input.
- Define shared goals.
- Stay in touch.
- Listen to and acknowledge concerns and history.
- Consider what commitments you can (and can't) make.
- Consider what both parties can gain from building a partnership.

PROMOTE REPETITION AND CONSISTENT MESSAGING

- Share the same message across multiple channels.
- Coordinate messaging with response partners.

Consistent messaging and repetition promote recall, understanding, and trust.



Photo credits: ABC 13 Houston, National Oceanic and Atmospheric Administration, and L. Briseño

COLLABORATIVE MESSAGING AND OUTREACH

- It does NOT mean all saying the exact same thing.
- Each partner shares the right messages for their audiences and area of expertise.
- Sometimes you may disagree; try to resolve before you reach out to others.
- Sometimes it's helpful to have multiple partners at one event.

SCENARIO: 2 WEEKS

- 2 weeks since the earthquake
- Many people applying for disaster assistance, but few from
 - Low-income neighborhoods and
 - Households that prefer a non-English language
- Hospital is still seeing people with gastrointestinal illness
- Department of health realizes they will have to work with partners to provide face-to-face messaging

DISCUSSION: WORKING WITH PARTNERS

- Using the current scenario (**2 Weeks**) for your discussion,
 - Name at least three groups or types of groups the jurisdictions of Miasto can work with to address the situation.
 - Name at least two actions response units (such as the outreach section, the communication section, or the scientific section) can take to foster better collaboration and more consistent messaging.
- Share with the larger group one or two things your group decided or learned.

Contact information and disclaimer