Module 2: Communication Planning

Module Overview

“Who taught you all this, Doctor?” The reply came promptly: “Suffering.”

- Albert Camus, The Plague

Developing risk communication plan provides guides and procedures for the conduct of Risk Communication within your agency and between your agency, the media, other agencies and the public in the event of any public health threat, emergency or controversial issue that demands a health response or desired behavior change. The plan not only addresses media relations and communications issue but also includes procedures for the rapid identification of potentially harmful situations and the methods for responding to these situations quickly and effectively. This module will guide participants on how to develop a Risk Communication plan, craft communication messages and develop appropriate communication materials that will strengthen the conduct of their risk communication.

This module is organized according to the steps involved in risk communication planning, from situation analysis to material development.

Module Objective

At the end of this module, the participant should be able to:

1. Describe the Communication Planning Process
2. Undertake a situational, audience and channel analyses
3. Develop communication objectives for specific audiences in a given scenario/disaster/emergency
4. Formulate appropriate messages for specific audiences
5. Conceptualize appropriate Risk Communication Material

Module Organization

- Session 1: Introduction to Risk Communication Planning
- Session 2: Situational Analysis
- Session 3: Audience Analysis
- Session 4: Channel Analysis
- Session 5: Objective Setting
- Session 6: Message Development

Expected Outputs

At the end of the module, participants would have prepared the following: a) situational analysis; b) audience analysis and segmentation; c) channel analysis; d) risk communication objectives; and e) risk communication messages.
TEACHING/LEARNING ACTIVITIES

This module adheres to adult learning principle approach. While the use of facilitative lecture – discussion will also be employed interactive teaching learning strategies such as small group discussion and structured learning exercises will be maximized. The following small group activities will be employed:

- Exercises (individual and group) will be used to deepen understanding of risk communication concepts.
- Workshops will be used to practice the skills and processes involved in risk communication.
## SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Topics</th>
<th>Methodology</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 30 mins.| Introduction to Risk Communication Planning | Risk Communication Planning: Definition and Concepts  
Risk Communication Paradigm  
Risk Communication Planning | Story Telling  
Brainstorming  
Game  
Lecture – Discussion | LCD  
Computers  
Metacards  
Powerpoint presentations  
Brown Paper/Tear Sheets  
Marker Pens |
| 1 hour  | Situational Analysis                  | Risk and Risk Perception  
WHO Communication Situational Analysis | Games  
Individual Exercise  
Group Activities | LCD  
Computers  
Metacards  
Brown Paper/Tear Sheets  
Marker Pens |
| 2 hours | Audience Analysis                     | Audience Analysis: Definition and Concepts  
Purpose and process in Audience Analysis | Lecture Discussion  
Structured Learning  
Exercise | LCD  
Computers  
Metacards  
Brown Paper/Tear Sheets  
Exercise sheets  
Marker Pens |
| 3 hours | Audience Segmentation  
Audience Prioritization              | Audience Segmentation  
Audience Prioritization | Lecture Discussion  
Individual Exercise  
Group Activity | LCD  
Computers  
Metacards  
Brown Paper/Tear Sheets  
Marker Pens |
| 2 hours | Channel Analysis                      | Channel Analysis: Concepts and Importance  
Channel Analysis Process  
Appropriate channel for the priority audience in a given case | Lecture Discussion  
Lecture Discussion  
Group Activity | LCD  
Computers  
Meta cards  
Brown Paper/Tear Sheets  
Marker Pens |
| 1 hour  | Objective Setting                     | Objective setting  
Guidelines in setting objectives  
Developing risk communication objectives | Lecture Discussion  
Lecture Discussion  
Group Activity | LCD  
Computers  
Meta cards  
Brown Paper/Tear Sheets  
Marker Pens |
Session 1: Introduction to risk communication planning

Before, during, and after disasters, people react differently. While some may follow warning of an impending disaster and transfer to a safer location, others may opt to stay behind until it is too late. The second reaction is especially true in cases where the expected disaster is slow in developing, resulting to more desensitized population. This session will help better understand this phenomenon and how provides insight how risk communicators can be effective in making people more sensitive of their precarious situation.

SESSION OBJECTIVES:

At the end of the session the participants will be able to:

1. Explain the basic concepts and principles in Communication Planning
2. Discuss the Risk Communication Paradigm
3. Describe the elements of Risk Communication Plan
4. Discuss the steps in Risk Communication Planning

Running Time: 30 minutes

Exercise 1. The Parable of the Frog.

First. A frog is put into a pot of water. The water happens to be boiling. The frog jumps out of the water immediately. Even if the water level is low, the frog still jumps as vehemently as he possibly could and gets out of the pot.

Second. The same frog is put into a pot of water. This time the water is pleasant. The frog is lying happily and enjoying his time. The water in the pot is slowly heated. At points, the frog does get upset but doesn’t do much. The temperature keeps rising. There comes a time when the water is boiling, and it’s too late for the frog to jump out since he can almost not do anything in water as hot as that. The frog is boiled. Alive.

Key processing points:

- We are conditioned to respond to any immediate threats to our survival, such as “fight or flight” responses.
- But slow, gradual change is more subtle, and insidious. The slow developing trend or threats are so difficult to grasp. By the time we realize it, it may be too late to do anything. Or, it can be that anything we do will not matter anymore.
- The parable also shows us how gradual change - even if it is unhealthy, contrary to survival and life-threatening - can nevertheless be tolerated over time and thus take life from the unsuspecting or complacent.
- As communicators there is need for us to be catalyst to people for being sensitive rather than being left relatively motionless while growth bubbles build around them. Maybe we all can do
something now starting from ourselves first...through careful planning.

SESSION 1: LECTURE GUIDE

Lecture 1. Definition of Risk Communication

Risk communication may be defined as:

1. the process of involving potentially affected “audiences” in identifying hazards, quantifying risks, and considering risk management strategies
2. process of bringing together various stakeholders to come to a common understanding about the risks, their acceptability, and
3. actions needed to reduce the risks

Lecture 2. Purposes of Risk Communication

Purpose of Risk Communication

- Advocacy and policy development
- Information and education (communities, health personnel and decision-makers) to stimulate behavior change
- Emergency information for action
- Prevent misallocation and wasting of resources
- Decrease illness, injuries and deaths

Lecture 3. Paradigms of Risk Communication

Three paradigms in Risk Communication

1. Precaution, advocacy and warning (Health Education)
   Audience is characterized by being apathetic, passive, in denial, and ignoring a serious risk. Tasks are to inform people and mobilize their concern to a level of fear or worry proportionate to the hazard.

2. Fear Management
   Audience is characterized by being afraid, overreacting and panicking (often due to unfounded or exaggerated fears). Tasks are to inform people and manage their fear.

3. Crisis Communication
   Audience’s fear/concern is generally high. The task is to inform them of what are the real risks, what the authorities are doing and what they can do.

In Summary: “WHO says WHAT to WHOM through WHAT CHANNELS and with WHAT EFFECTS”
Lecture 4. Elements of Risk Communication

Elements of Risk Communication.

1. Sender – WHO says
2. Message – WHAT
3. Audience – to WHOM
4. Medium – through what CHANNEL
5. Intended Result – with what EFFECTS

Lecture 5. Risk Communication Planning

Risk communication planning: summary

Lecture 6. Steps in Risk Communication Planning

Steps in Risk Communication Planning

1. Situational Analysis
2. Audience Analysis
3. Channel Analysis
4. Objective Setting
5. Message Development
6. Material Development
7. Evaluation
Session 2: Situational analysis

Individuals perceive the same thing differently, including risk. This is something that a risk communicator should always be reminded of if he wants his communication messages to produce desired behaviors. In this session, participants will better understand how risk is perceived and why. This session will end with participants doing a risk communication situational analysis, the important first step in risk communication planning.

SESSION OBJECTIVES:

At the end of the session, participants will be able to:

1. Define Risk and Risk Perception in the context of Risk Communication Planning
2. Identify what determines Risk Perception
3. Conduct situational analysis

Running Time: 1 hour

Exercise 2: How Many Triangles Do You See?

Instructions to the participants:
1. Study the picture
2. What do you see? Write what you see on your metacards.
3. Post your metacards

Alternative to the Triangle: “The Old Woman”

Exercise 3. Factors Affecting Risk Perception

Instruction to participants:
- List factors that determine Risk Perception.
- Write your responses on metacards and post them on the board.
Workshop 1: Communication Situation Analysis After a Disaster.

Objective of this exercise:
1. To come up with a post disaster communication situation analysis after a disaster.

Instructions to the groups:
1. Identify a recent disaster that occurred in your area of operation and prepare a short description.
2. Following the WHO CSA framework, do a communication situation analysis of the disaster area. Describe the following elements in your situational analysis:
   - Knowledge, awareness and perceptions among at risk and other groups.
   - Social/political/economic context.
   - Media coverage.
   - Partner communication.
   - Recommended changes to messaging and communication activities.
   - Emerging communication issues.
3. Write your analysis on a flipchart or prepare a powerpoint presentation.
4. Be ready to report in the plenary.

SESSION 2: LECTURE GUIDE

Lecture 7. Definition of Risk and Risk Perception

Risk:
It is the likelihood that an individual will experience the effect of danger.

A situation or an event where something of human value (including humans themselves) is at stake and where the outcome is uncertain”.

Perception:
Process of forming impressions about something and then making a judgment about it.

Risk Perception:
Belief (whether rational or irrational) held by an individual, group, or society about the chance of occurrence of a risk or about the extent, magnitude, and timing of its effect(s).

A subjective appreciation by individuals which will more often than not bear little relation to the statistical probability of damage or injury.

Risk perception is the subjective assessment of the probability of a specified type of accident happening and how concerned we are with the consequences. To perceive risk includes evaluations of the probability as well as the consequences of a negative outcome.
Lecture 8. Factors that determine Risk Perception

- Individual level in Maslow’s hierarchy of needs
- Individual and social values
- Culture
- Level of education
- Outrage factors
- Who the person is and how he/she is affected
- Level of control over the event
- Experiences

Lecture 9. Communication Situation Analysis: (Event, date, time, author)

- Knowledge, awareness and perceptions among at risk and other groups
  - Note significant gaps in knowledge as to cause, transmission, and risk reduction practices
  - Highlight any notable knowledge gaps in specific populations
  - Confirm key information sources among at risk and other populations

- Social/political/economic context
  - Note any potential barrier to infection control such as existing norms or traditional beliefs, economic cost of adherence, or local political tensions

- Media coverage
  - Note any inaccurate trends in coverage that would demand correction
  - Note any rumors or misinformation reflected in the media
  - Where relevant, characterize discussion among web-based discussion groups

- Partner communication
  - Note whether or not partners are actively communicating public health messages
  - Isolate any key differences among public partner communication that might be confusing to external audiences

- Recommended changes to messaging and communication activities
  - Briefly describe the recommended communications strategy changes
  - Briefly describe the recommended communication activity changes
  - Briefly describe the recommended messaging changes

- Emerging communication issues
  - Briefly describe what issues, questions, and potential problems that are likely to emerge in the coming days and the communication strategies that may be required to address them
Session 3: Audience analysis

One thing that a risk communicator should always remember is that audience are not always the same. Audience in a certain community can be segmented. Each segment possesses certain characteristics that should be always considered when preparing communication messages and materials. This session will help participants appreciate the value of audience analysis and segmentation and provide them with techniques in doing the second step of communication planning.

SESSION OBJECTIVES:

At the end of the session, participants will be able to:

1. Define Audience Analysis
2. Identify the purpose of Audience Analysis
3. Describe the steps in Audience Analysis
4. Explain Audience Segmentation
5. Enumerate the classification of Audience

Running Time: 2 hours

EXERCISE AND WORKSHOP GUIDE

Exercise 4. We Belong Together.

Mechanics of “We belong together”

Instruction to participants:
1. Divide into small groups of at least 5 members.
2. Each group will be given one set of communication messages.
3. Read the messages carefully
   • Discuss with group members the intended audience for each message and your reason for the choice. To facilitate sharing, prepare your presentation using the table below.

<table>
<thead>
<tr>
<th>Message</th>
<th>Target Audience</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Message 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summarizing key points:

- Risk communication messages should fit needs of intended audience.
- It is therefore important that intended audiences are segmented and analyzed.
- The activity highlights the importance of doing Audience Analysis prior to the preparation of any risk communication materials.
Workshop 2. Audience Analysis and Audience Segmentation

Time allotted: 30 minutes

Objective: Using as bases data gathered during the WS on situational analysis the participants will be able to do audience analysis and audience segmentation.

Instructions to the participants:
1. Return to WS1 grouping.
2. Using the data gathered during the situational analysis, conduct audience segmentation.
3. Identify the possible target audience.
4. Rank the target audience according to priority and classify them as primary, secondary, or tertiary.
5. State reasons for identifying targeted audience/s.
6. Use the following template for presentation of outputs:

Name of disaster:
Place:
Audience segmentation

<table>
<thead>
<tr>
<th>Audience</th>
<th>Prioritization</th>
<th>Classification</th>
<th>Reason for choice of this audience group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SESSION 3: LECTURE GUIDE

Lecture 10. Audience Analysis

It is determining the important characteristics of an audience in order to choose the best style, format and information for Risk Communication

Understanding the identity, personality and characteristics brought to a situation by the specific type of audience.

Audience analysis helps one to determine what type of media to use and how one will conduct the campaign.

Lecture 11. Purpose of Audience Analysis

- Helps in understanding the social situation
- To develop strategy to adapt arguments to best suit an audience.
- Informs the communicator about the people he or she is talking to.
Aids in the development of messages
Facilitates efficient use of resources

Lecture 12. Steps in Audience Analysis

- Analysis- Who is the audience?
- Understanding- What is the audience’s knowledge of the hazard/risk?
- Demographics- What is their age, gender, education background etc.?
- Interest- What is the reason for the outrage/fear?
- Environment- How will the message be sent?
- Needs- What are the audience’s needs?
- Customization- What specific needs/interests should you address relating to the specific audience?
- Expectations- What does the audience expect to learn from your document? What specific behavior needs to be performed? The audience should walk away having their fears answered and explained.

Lecture 13. Guide Questions in Audience Analysis

- Who needs to hear your message?
- Who has influence over the target of your campaign?
- Who must be moved to action so your goals will be met?
- Who has the greatest impact on the outcome of your campaign efforts?

Lecture 14. Audience Segmentation

- Health communicators segment audiences to achieve the most appropriate and effective ways to communicate with these groups
- Dividing and organizing an audience into smaller groups of people who have similar communication-related needs, preferences, and characteristics.
- Prioritizing audience according to their communication needs and desired behavior change

Lecture 15. Steps in Audience Segmentation

1. Audience Identification
2. Prioritization
3. Profiling
4. Touch point analysis
5. Resource Allocation

Lecture 16. Classification of Audience

1. Primary Audience
2. Secondary Audience
3. Tertiary Audience
Session 4: Channel analysis

In the last two sessions the situation and the audience or risk communication were analyzed. The next task for the risk communicator is to identify how risk communication messages are best delivered. There are several channels available to risk communicators and this session will help them decide later on the most appropriate channel given their communication context.

SESSION OBJECTIVES:

At the end of the session, participants will be able to perform Channel Analysis. Specifically they should be able to:

1. Explain Channel Analysis
2. Discuss the importance of channel analysis
3. Explain the channel analysis process
4. Describe the different channels of communication

Running Time: 2 hours

EXERCISE AND WORKSHOP GUIDE

Exercise 5. Communication Channels and Examples

Instruction to participants:
1. Be sure you have received 2-3 metacards each.
2. In the metacards, write examples of communication channels (2 minutes)
3. Post your metacards on the board.

Channel analysis.

a. Key points:
   - the choice of communication channel to be used, is dependent on the purpose of the message:
     i. To inform
     ii. To make an emotional appeal
     iii. To motivate a desired behavioral change
   - Channels of communication can be categorized according to:
     i. Description
     ii. When best to use
SESSION 4: LECTURE GUIDE

Lecture 17 . Definition of Communication Channel

Communication Channel – refers to the medium used to convey information from a sender (or transmitter) to a receiver.

Channel Analysis

Process of identifying the best medium for the delivery of the message, according to its objectives

Lecture 18. Theories of Channel Analysis

1. Gate keeping theory/History and Orientation - audience learns how much importance to attach to a news item from the emphasis the media place on it. It refers mainly to the importance of an issue
2. Priming - enhancing the effects of the media by offering the audience a prior context – a context that will be used to interpret subsequent communication. It tells us whether something is good or bad
3. Framing - provide meaning through selective simplification, by filtering people's perceptions and providing them with a field of vision for a problem
4. Content Analysis - is a systematic method used to turn items (mainly texts) into content categories.
   It is a research technique for the objective, systematic and quantitative description of the manifest content of communication. It describes the content of communication (Bernard Bereson)
5. Discourse analysis - “set of methods and theories for investigating language in use and language in social contexts” (Wetherell et al. 2001)
6. Conversation analysis examines the methods people use to make sense of their everyday social world
7. Sociolinguistics - focuses on the structure of language units. It conventionally involves using invented sentences to illustrate how these rules work. It is a method which tends to be disconnected from ordinary talk and social context
8. Frame analysis looks for key themes within a text. It shows how themes shape our understanding of events. It shows how aspects of the language and structure of news items emphasize certain aspects (and omit others)

Lecture 19 Channels of Communication

<table>
<thead>
<tr>
<th>Mass media</th>
<th>Folk Media</th>
<th>Print Media</th>
<th>Electronic Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV</td>
<td>Story telling</td>
<td>Bill boards</td>
<td>Telephone</td>
</tr>
<tr>
<td>Radio</td>
<td>Drama</td>
<td>Posters</td>
<td>SMS</td>
</tr>
<tr>
<td>Newspaper</td>
<td>Dance</td>
<td>Banners</td>
<td>Fax</td>
</tr>
<tr>
<td>Cinema</td>
<td>Song</td>
<td>Leaflets</td>
<td></td>
</tr>
<tr>
<td>Internet</td>
<td>Puppet show</td>
<td>Pamphlets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Street entertainment</td>
<td>Brochures</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpersonal/Face to face</th>
<th>Postal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group meetings</td>
<td>Direct mailing</td>
</tr>
<tr>
<td>Seminars, workshops, conferences</td>
<td></td>
</tr>
<tr>
<td>Marches</td>
<td></td>
</tr>
<tr>
<td>Exhibitions</td>
<td></td>
</tr>
<tr>
<td>Door to door knocking</td>
<td></td>
</tr>
<tr>
<td>Community leaders</td>
<td></td>
</tr>
<tr>
<td>Channel</td>
<td>Audiences Reached</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td><strong>Interpersonal channel</strong></td>
<td>Individuals</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Community Channels</strong></td>
<td>Men, women, children</td>
</tr>
<tr>
<td>Community media</td>
<td></td>
</tr>
<tr>
<td>(community newspapers, local</td>
<td></td>
</tr>
<tr>
<td>radio)</td>
<td></td>
</tr>
<tr>
<td>Community Activities</td>
<td>Audience segments</td>
</tr>
<tr>
<td>(folk drama, group meetings,</td>
<td></td>
</tr>
<tr>
<td>rallies, community advocacy or</td>
<td></td>
</tr>
<tr>
<td>mobilization</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mass Media Channels</strong></td>
<td>Households, families</td>
</tr>
<tr>
<td></td>
<td>(men, women, adolescents, children)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio</td>
<td>Individuals, families, adolescents</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Magazines</td>
<td>Men, women, youth</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Newspapers</td>
<td>Well-educated men and women, policymakers</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Outdoor/transit (billboards,</td>
<td>Men and women</td>
</tr>
<tr>
<td>bus advertising)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Session 5: Objective setting

What do you want to achieve with your communication messages? What behavior you want to change? Change to what? These are some of the questions you will address as you prepare your risk communication objectives.

SESSION OBJECTIVES:

At the end of the session, participants will be able to:

1. Discuss the process of objective setting
2. Formulate risk communication objectives

Running Time: 2 hours

EXERCISE AND WORKSHOP GUIDE

Highlight the following of last session:

a. In the process of conceptualizing objectives, the communicator needs to always think of the audience to whom the message is intended for.

b. The Risk Communication paradigm needs also to be remembered.

c. The primary objective of Risk Communication is to inform, with a secondary task which is dependent on the risk communication paradigm.

Exercise 6: How SMART are These Objectives.

Instruction to participants:
1. You will be shown an example of risk communication objective
2. Comment on the shown objective in terms of:
   a. Fulfilling requirements of SMART objectives
   b. Appropriateness
   c. Suggestions for improvement
Workshop 3: Emergency Risk Communication Objective Development

**Workshop Objective:**
Using output of WS 1 and WS2, SMART risk communication objectives

Time allotted: 1 hour

**Instructions to participants:**
1. Group according to WS and 2 groupings.
2. Formulate risk communication objectives in response to results of WS 1 and WS 2. Use ERCOD Sheet from ATSDR as template.
3. Prepare to present your group's output
Emergency Risk Communication

Objectives Development Worksheet

Site Name: _____________________________ Date: _____________________________

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

Step 1: Answer the following questions:

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

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

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

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

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

2a.
______________________________________________________________________________________________
______________________________________________________________________________________________

2b.
______________________________________________________________________________________________

2c.
______________________________________________________________________________________________

2d.
______________________________________________________________________________________________

2e.
______________________________________________________________________________________________

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

3a.
______________________________________________________________________________________________

3b.
______________________________________________________________________________________________

3c.
______________________________________________________________________________________________

3d.
______________________________________________________________________________________________

3e.
______________________________________________________________________________________________

Source: Adapted from ATSDR Handbook 8-01.
SESSION 5: LECTURE GUIDE

Lecture 20. WHO guidelines on setting objectives

Pre-event: Set objectives for communication in advance of an outbreak, including raising awareness among the public, partners and within the organization of potential threats.

Introduction of disease: Objectives must emphasize the importance of the first announcement of a real or potential outbreak, as well as the need to engage public communication partners in the initial stages of an outbreak.

Rapid increase of disease and peak transmission: In this stage, numbers and geographic spread of cases in affected areas increase within a short period of time, often challenging the ability of health agencies to respond. Effective listening is crucial during this period, including evaluation and adaptation of communication strategies, as required.

Decrease in disease and eventual resolution: As an outbreak moves towards resolution, numbers of cases decrease and continue to decline to levels at which other health agencies are able to respond adequately and public health control and mitigation strategies can be relaxed. Objectives should include reinforcing vigilance and aiding the recovery process.

Lecture 21. Developing SMART objectives:

The key to developing strategic behavior change objectives is keeping them SMART (Piotrow, Kincaid, Rimon, & Rinehart, 1997). A SMART objective is:

- **Specific**: The objective should say who or what is the focus of the effort and what type of change is intended.
- **Measurable**: The objective should include a verifiable amount or proportion of change expected.
- **Appropriate**: The objective should be sensitive to audience needs and preferences as well as to societal norms and expectations.
- **Realistic**: The objective should include a degree of change that can reasonably be achieved under the given conditions.
- **Time-bound**: The objective should clearly state the time period for achieving these behavior changes.