

CHS 484– Risk Communication: Spring 2013
Community Health Sciences/Fielding School of Public Health
ROOM 61 – 269

Lecture/Seminar, 3 hrs, 1 hr. field practice

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Office hours: Mon 1:30-3 & Tuesday 1- 2:30

The class website is where you will find syllabus, links to all readings and resource materials and lecture notes is now on Moodle : if you are signed up for class go to : and login <https://ccle.ucla.edu/course/view/13S-COMHLT484-1>

COURSE BACKGROUND AND DESCRIPTION

In this course students will learn about risk communication in public health. Risk communication, a field that emerged in the 1980's, has been used for both strategic and unplanned communications linked to the introduction of new technologies and products, environmental contamination, disease outbreaks, disasters, consumer products, drug and food safety, safety measures and devices, and new breakthroughs (genetic counseling). Events linked to terrorism over the past few years have increased attention to this area. Emphasis in the course is on professional best practices especially in regards to how to communicate with the general public, special populations, and the news media. Use of social media, especially for disaster communication and response will also be reviewed.

In addition to the theoretical and empirical literatures and review of specific case studies, students will attain specific competencies for learning how to communicate to the media and the public about risk. First students will participate in a series of exercises (1 – 3) that will give them background expertise about a specific risk communication competencies. Then they will learn how to create well-crafted risk communications messages in various formats: fact sheets, press releases, radio live reads, video scripts, text messages, op ed pieces, media kits, will be some of the formats to be learned. The term paper is a risk communication plan about a specific topic area the student has already done their exercises about. In week nine of the class a mock press conference on a pre-determined topic will be held. Finally on the last day of class, students will present on their topics.

COURSE OBJECTIVES

Students will learn and practice:

- Theories and research of risk communications
- How risk is portrayed by the media
- Risk communications best practices for public health professionals
- Crisis risk communications methods
- Risk communications skills and strategies for media outreach

PREREQUISITES

CHS 210, 211A and B or previous courses in social science & consent of instructor.

COURSE REQUIREMENTS

The course will meet once a week for a three hour seminar. The lecture-discussion sessions will be used for critical analysis and review of key readings and specific communications skills. Students are expected to come to class prepared to participate.

Each student is expected to produce a series of interlinked written exercises on a topic of interest. It is most efficient for exercises 1-3 if they are about the same topic. The term paper can be about the same topic, a related topic, or something entirely different.

- 1) Exercise 1 is a background workup on the basic risk communication issue that the student will be addressing. Mainly we are dealing with 'collective' risks and dangers such as environmental, biological, disaster and weather related crises, consumer and drug related products, infectious disease outbreaks, industrial accidents, large scale transportation accidents, or terrorist events. Due **3rd week** of the course. (narrative = 3 double spaced pages + references) .
- 2) Exercise 2 has two parts. In Part one, the student is asked to imagine a scenario (ie specific event or series) that has to do with the issue and populations (stakeholders) who need to be communicated with. Part two consists of picking the highest priority populations (no more than three) and developing a set of 'message maps' that have to do with the basic risk messages to be communicated to those populations Due **5th week** of the course. (No more than four pages) .
- 3) Exercise 3 also has two parts. Based on the scenario and the message map (Exercise 2) create a targeted fact sheet about the issue with background information and links to source documents. For Part two students have a choice. Given who their highest priority population is, they can either write a 1) radio or television live read script (45 seconds) or 2) a news press release or 3) a website page (1-2 pages). For exercise ideas from the previous exercises in regards to what is most important to communicate must be incorporated. Due the **7th week** of the course.
- 4) For the Exercise 4, students will participate in a mock press conference about an emerging risk communication event (TBD) that will be held in class session of **Week 9**. To prepare for the press conferences, students will be assigned to teams and take on roles as news reporters, public information officers, public officials, emergency preparedness workers, subject matter experts, members of the general public, corporate representatives, FBI, medical personnel, etc. Some materials for the exercise (questions, briefing materials, press kits) will be pre-scripted. Students will create media questions, message maps and briefing documents as part of the exercise, and then host the press conference.
- 5) The final project paper consists of a sample Crisis Communication Plan as outlined in the "Crisis & Emergency Risk Communication Tool Kit" 2011 edition (pp 17-23) which is posted on the class website. Based on prior exercises, this 12 – 15 page narrative document (not including appendices) will entail a complete risk communication strategy for the specific issue described and scenario created. Students will present their projects in class on the last day of class (Tuesday, **June 4th**). The completed term paper will be due the Friday after the last day of class **Friday June 7th** .

Please Note: Send electronic copies of each written assignment (1,2,3,5) on the date due to Dr. Glik dglidik@ucla.edu . Also students can get up **to 7 pts extra credit** if they want to present a risk communication **case study** in class = up to six slides / one outside reading / tell us scenario/ critically deconstruct risk communication efforts.

EVALUATION

Students will be evaluated based on meeting a range of course requirements. These requirements include:

- (10%) Participation in class discussion.
- (30%) 10 % @ Exercises 1, 2, 3
- (10%) Participation in mock press conference.
- (10 %) Class presentation.
- (40%) Final paper.

ASPH PUBLIC HEALTH COMPETENCIES

READINGS:

Required readings for CHS 484 are:

1. CHS 484 *E-reserve* readings, available online at the course website available at <http://ccle.ucla.edu> or through MY UCLA.
2. Crisis and Emergency Risk Communication Tool Kit (CA DHS), online at course website. Please Note : Final paper is based on outline pp 17 – 23 from California State EPO “Crisis and Emergency Risk Communication Toolkit” 2011 edition – we have put up this version PDF up on web to be utilized as resource throughout the course. It is available at: <http://www.bepreparedcalifornia.ca.gov/CDPHPrograms/PublicHealthPrograms/EmergencyPreparednessOffice/EPOProgramsandServices/RiskCommunication/Pages/CrisisandEmergencyRiskCommunicationToolkit.aspx> (Doc also on class site)
3. Reynolds, B et al, Crisis and Emergency Risk Communication (2012) CDC version : http://emergency.cdc.gov/cerc/pdf/CERC_2012edition.pdf (PDF also on class site)
4. A site to help you do message maps exercise is at http://www.orau.gov/hsc/HealthCommWorks/MessageMappingGuide/02_GettingStarted.htm
5. Other materials we will be putting up on website are examples of scenarios, message maps, creative briefs, fact sheets, press releases and radio live reads, and websites. *Familiarize yourself with them.*
6. PowerPoint overheads and other supplementary materials will be posted on line at the course website prior to class: you can download them if you choose.

Useful websites and on line materials :

1. United States Department of Health and Human Services ASPR website <http://www.hhs.gov/emergency/>
2. CDC national Office of Public Health Preparedness and Response : <http://www.cdc.gov/phpr/reportingonreadiness.htm>
3. CDC Communication and Social marketing risk communication materials <http://www.cdc.gov/healthcommunication/risks/index.html>
4. CDC Emergency Preparedness and Response webpage: <http://emergency.cdc.gov/>
5. National Red Cross <http://www.redcross.org/>

6. ARC/CDC *Preparedness Today* website <http://www.redcross.org/prepare>
7. Homeland Security *Ready* website www.ready.gov
8. Fema : <http://www.fema.gov>
9. Los Angeles County <http://www.labt.org>
10. Website for business <http://www.disaster-resource.com/>

Key CDC / HHS / Other resources on the web:

1. Communicating in the First Hours :Initial Communication With the Public During a Potential Terrorism Event <http://www.bt.cdc.gov/firsthours/>
2. CDC Cynergy for risk communication :
<http://www.orau.gov/cdcynergy/erc/default.htm>
3. *Public Health Workbook to Define, Locate and Reach Special, Vulnerable and At-Risk Populations in an Emergency* (www.bt.cdc.gov/workbook)
4. ATSDR workbook: Primer on Risk communication :
<http://www.atsdr.cdc.gov/risk/riskprimer/index.html>
4. Samsha . Substance Abuse and Mental Health Administration 2002. *Communication in crisis: risk communication guidelines for public officials.*
<http://www.hhs.gov/od/documents/RiskCommunication.pdf>
5. WHO sixth futures forum on crisis risk communication 2005. Available at :
http://www.euro.who.int/_data/assets/pdf_file/0004/90535/E85056.pdf
6. NYC emergency communication guide circa 2003:
<http://www.nyc.gov/html/doh/downloads/pdf/bt/comm-health-emergency-guide.pdf>

Games and songs for kids

1. Disasters for kids FEMA: <http://www.ready.gov/kids/fun-games>
2. Medical mysteries – epidemiological detection <http://medmyst.rice.edu/>
3. Tracking down food-borne outbreaks(also found on CDC Kids site)
<http://www.fooddetectives.com/>
4. CDC Games for kids sit about infectious diseases
http://www.bam.gov/sub_diseases/index.html
5. Get Ready (By Keith Holland & Steven J. Logwood) From the Groovy Pyramid
Go to <http://www.groovypyramid.com/getready.html>

CHS 484 – Risk Communication - OVERALL Course outline

SESSION ONE -April 2rd **Glik**
BASIC PRINCIPLES AND THEORIES: PSYCHOLOGY OF RISK – HEURISTICS AND BIASES, RISK PERCEPTIONS, OPTIMISTIC BIAS

SESSION TWO - April 9th **Glik**
II. RISK COMMUNICATION PRINCIPLES/SOCIAL AND CULTURAL CONSIDERATIONS/ SCIENCE LITERACY / NUMERACY/ COGNITIVE MAPS

SESSION THREE –April 16th **Glik/ Shafir**
III. RISK COMMUNICATION PRINCIPLES, CONT: CONSUMER PRODUCT SAFETY / FOOD AND DRUG SAFETY /GENETIC RESEARCH / MESSAGE RAMING****Exercise 1 due ****

SESSION FOUR -April 23th **Glik**
IV. CASE STUDIES IN COMMUNITY ENVIRONMENTAL RISK COMMUNICATION: /TRUST, CREDIBLITY / SCENARIO CREATION & MESSAGE MAPPING

SESSION FIVE – April 30th **Shoaf**
V. CRISIS RISK COMMUNICATIONS FOR UNINTENTIONAL & INTENTIONAL DISASTERS/WARNING SYSTEMS / SEMS, JICS and EOCs HEALTH SYSTEMS PREPAREDNESS FOR EMERGENCY RISK COMMUNICATION ****Exercise 2 due****

SESSION SIX –May 7th **Glik**
VI. THE CASE OF TERRORISM/ WHAT PEOPLE WANT TO KNOW / CRAFTING MESSAGES THAT STICK (THE 27/ 9 /3 RULE) / BASIC FORMATS AND STRATEGIES TO COMMUNICATE WITH NEWS MEDIA / (FACT SHEETS, RADIO , VIDEO , WEBSITE PAGES OR NEWS RELEASES)

SESSION SEVEN - May 14th **Glik/ Eisenman**
VII. BUILDING RESILIENT COMMUNITIES / NEW METHODS AND MODELS OF COMMUNITY PREPAREDNESS / PHEP CAPABILITIES/ TOOLKITS FOR COMMUNITY ENGAGEMENT ****Exercise 3 due ****

SESSION EIGHT- May 21th **Glik**
VIII.THE INFORMATION ENVIRONMENT AND RISK COMMUNICATION/ SOCIAL MEDIA FORMATS IN CRISIS RISK COMMUNICATION / BASIC FORMATS TO COMMUNICATE WITH NEWS / TRAINING AND & VIDEO RELEASES #2

SESSION NINE - May 28th **Glik**
MOCK PRESS CONFERENCE

SESSION TEN- June 4rd **Glik**
CLASS PROJECT PRESENTATIONS

****June 7th FINAL TERM PAPERS DUE ****

CHS 484 Risk Communication READING LIST-

SESSION ONE -April 2rd

Glik

BASIC PRINCIPLES AND THEORIES: PSYCHOLOGY OF RISK – HEURISTICS AND BIASES, RISK PERCEPTIONS, OPTIMISTIC BIAS

CASE STUDY – Polonium poisoning incident in London

E - resources

National Research Council (US), Committee on Risk Perception and Risk Communication. *Improving risk communication* [monograph on the Internet]. Washington (DC): National Academy Press; c1989 [modified 2000 May 19; cited 2000 Sep 25]. Read Introduction, pp 14 – 29 Available from:
<http://www.nap.edu/books/0309039436/html/>

Moodle PDFS

Covello, VT, Peters, RG, Wojtecki JG, Hyde, RC Risk Communication, the West Nile Virus Epidemic, : Responding to the Communication Challenges Posed by the Intentional and Unintentional Release of a Pathogen in an Urban setting, *Journal of Urban Health : Bulletin of the New York Academy of Medicine*, 78(2) : 382- 391, 2001.

Glik, Deborah C. Risk Communication For Public Health Emergencies *Annu Rev Public Health*. 2007 APR 21;28:33-54.

Covello Basic Theories and Principles of Risk Communication : Part 1.
Sandman, P Four types of risk communication.

Rubin, G James, Page, L, Morgan, O, et al Public Information needs after the poisoning of Alexander Litvinenko with polonium-210 in London: cross sectional telephone survey and qualitative analysis. *BMJ online* 2007.

Optional

McComas KA Defining Moments in Risk Communication Research: 1996-2005 *Journal of Health Communication*, Volume 11, Issue 1 January 2006 , pages 75 – 91

SESSION TWO - April 9th

Glik

II. RISK COMMUNICATION PRINCIPLES/SOCIAL AND CULTURAL CONSIDERATIONS/ SCIENCE LITERACY / NUMERACY/ COGNITIVE MAPS

CASE STUDY – The fifth Guy (Glik)

E - resources

National Research Council (US), Committee on Risk Perception and Risk Communication. *Improving risk communication* [monograph on the Internet]. Washington (DC): National Academy Press; c1989 [modified 2000 May 19; cited 2000

Sep 25]. Read Understanding Risks and Hazards pp 30 – 53 Available from:
<http://www.nap.edu/books/0309039436/html/>

Moodle PDFS

Lindell MK and Perry RW “Theoretical Bases of Risk Communication” in
Communicating Environmental Risk in Multiethnic communities , Sage, 2004, pp 25 –
65

Kennedy , A, Glasser , J, Covello, V, Gust, D Development of Vaccine Risk
Communication Messages Using Risk Comparisons and Mathematical Modeling
Journal of Health Communication, 13:793–807, 2008

Gigenerenzer, G and Edwards, A Simple Tools for understanding risks : from
innumeracy to insight *BMJ* 2003 : 327; 741 – 744

Fischhoff B, Bostrom A, Quadrel MJ. 2002. Risk perception and communication. In
Oxford Textbook of Public Health: The Methods of Public Health, ed. R Detels, J
McEwan, R Beaglehole, J Heinz, pp. 1105--23. New York: Oxford Univ. Press. 4th ed.

Deborah Glik, ScD¹, Allison Drury MPH ¹, Clint Cavanaugh, MD MPH¹, Kim Shoaf, PhD²
What Not To Say: Risk Communication for Botulism

Keselman A, Slaughter L, Patel VL. 2005. Toward a framework for understanding lay
public’s comprehension of disaster and bioterrorism information. *J. Biomed. Inform.*
38(4):331–44.

SESSION THREE –April 16th

Glik/ Shafir

III. RISK COMMUNICATION PRINCIPLES, CONT: CONSUMER PRODUCT SAFETY /
FOOD AND DRUG SAFETY /GENETIC RESEARCH / MESSAGE RAMING****Exercise**
1 due **

CASE STUDIES: e coli in Spinach from San Benito County , CA./Jack in the Box (Glik)

E - resources

National Research Council (US), Committee on Risk Perception and Risk
Communication. *Improving risk communication* [monograph on the Internet].
Washington (DC): National Academy Press; c1989 [modified 2000 May 19; cited 2000
Sep 25]. Read The Purposes of Risk Communications and Risk Messages pp 72- 93
Available from: <http://www.nap.edu/books/0309039436/html/>

FDA home page : food and product safety issues : <http://www.fda.gov/default.htm>

Canadian Food Inspection Agency
<http://www.inspection.gc.ca/eng/1297964599443/1297965645317>

Moodle PDFS

Verbeke W, Frewer LJ, Scholderer J, De Brabander HF. Why consumers behave as they do with respect to food safety and risk information. *Anal Chim Acta*. 2007 Mar 14;586(1-2):2-7. Epub 2006 Aug 1

Fleming K, Thorson E, Zhang Y. Going beyond exposure to local news media: an information-processing examination of public perceptions of food safety. *J Health Commun*. 2006 Dec;11(8):789-806.

Wilson K, Code C, Dornan C, Ahmad N, Hebert P, Graham I. The reporting of theoretical health risks by the media: Canadian newspaper reporting of potential blood transmission of Creutzfeldt-Jakob disease. *BMC Public Health*. 2004 Jan 5;4(1):1.

Entwistle VA, Watt IS, Johnson F The case of Norplant as an example of media coverage over the life of a new health technology. *Lancet*. 2000 May 6;355(9215):1633-6.

SESSION FOUR -April 23th

Glik

IV. CASE STUDIES IN COMMUNITY ENVIRONMENTAL RISK COMMUNICATION: /TRUST, CREDIBILITY / SCENARIO CREATION & MESSAGE MAPPING

CASE STUDIES ...Santa Susana Field Laboratory, Cryptosporidium OUTBREAK, Minnesota

E - resources

National Research Council (US), Committee on Risk Perception and Risk Communication. *Improving risk communication* [monograph on the Internet]. Washington (DC): National Academy Press; c1989 [modified 2000 May 19; cited 2000 Sep 25]. Read Conflict about Hazards and Risks, pp 54-71 & pp 94-107 Available from: <http://www.nap.edu/books/0309039436/html/>

Lum MR, Tinker TL. A primer on health risk communication principles and practices. Washington (DC): Agency for Toxic Substances and Disease Registry (US); 1994. Available from: US Government Printing Office, Washington, DC; no: HE 20.502:97024783. Available from: <http://www.atsdr.cdc.gov/risk/riskprimer/index.html>

UCLA Public Health Initiative; Santa Susan Field Laboratory studies website at : <http://www.ph.ucla.edu/erg/>

Moodle PDFS

McComas KA Public meetings and risk amplification: a longitudinal study. *Risk Anal.* 2003 Dec;23(6):1257-70.

Empact: risk communication in action: environmental case studies United States Environmental protection agency September 2002.

Thesenvitz J. *Developing Your Messages: It's a Risky Business*. Supplement to *The Update: Special Issue on Risk Communication*. The Health Communication Unit, Centre for Health Promotion, University of Toronto. Fall 2000.

SESSION FIVE – April 30th

Shoaf

V. CRISIS RISK COMMUNICATIONS FOR UNINTENTIONAL and INTENTIONAL DISASTERS/WARNING SYSTEMS / SEMS, JICS and EOCs – PUBLIC HEALTH SYSTEMS PREPAREDNESS FOR EMERGENCY RISK COMMUNICATION ****Exercise 2 due****

CASE STUDY – Hurricane Katrina

E resources

Crisis and Emergency Risk Communication Tool Kit (CA DHS) 2011 edition ,pp 93 – 117 & 118- 126. It is available at:

<http://www.bepreparedcalifornia.ca.gov/CDPHPrograms/PublicHealthPrograms/EmergencyPreparednessOffice/EPOProgramsandServices/RiskCommunication/Pages/CrisisandEmergencyRiskCommunicationToolkit.aspx>

Reynolds, B et al, Crisis and Emergency Risk Communication (2012) CDC version , Chapter 1 , pp 1- 17

http://emergency.cdc.gov/cerc/pdf/CERC_2012edition.pdf (PDF also on class site)

Moodle PDFs

Working Group on Natural Disaster Information Systems. Effective Disaster Warnings, November 2000

Joint Information Center Model, NRT Response Subcommittee Workgroup (2000)

Mileti DS and PeekL The Social Psychology of public response to warnings of a nuclear power plant accident. *Journal of Hazardous Materials*, 75: 181-194, 2000.

Wood, MM Mileti, DS, Kano, M, Kelley MM, ReganR, Bourque, LB 2011.

2Communicating Actionable Risk for Terrorism and Other Hazards_ *Risk Analysis* DOI: 10.1111/j.1539-6924.2011.01645.x

Brodie et al. Experiences of Hurricane Katrina Evacuees in Houston Shelters: Implications for Future Planning. *AJPH* 2005 [Brodie.pdf](#)

Cordasco, K, Eisenman, D Glik, DC Golden, J Asch S “They Blew the Levee”: Distrust of Governmental Authorities Among Hurricane Katrina Evacuees. Journal of Health Care for the Poor and Underserved 2007 May;18(2):277-82.

Optional

Quarantelli EL The Sociology of Panic, University of Delaware .

National Research Council (US), Committee on Risk Perception and Risk
Sellnow & Seeger Exploring the Boundaries of Crisis Communication: The Case of the 1997 Red River Valley Flood

SESSION SIX –May 7th

Glik

VI. THE CASE OF TERRORISM/ WHAT PEOPLE WANT TO KNOW / CRAFTING MESSAGES THAT STICK (THE 27/ 9 /3 RULE) / BASIC FORMATS AND STRATEGIES TO COMMUNICATE WITH NEWS MEDIA / (FACT SHEETS &ct RADIO , VIDEO , WEBSITE PAGES OR NEWS RELEASES)

CASE STUDIES, Sarin Gas in Tokyo, Virginia Tech Shootings, Anthrax after 911

e Resources

Centers for Disease Control and Prevention. Communicating in the First Hours: Initial Communication With the Public During a Potential Terrorism Event: Available from <http://www.bt.cdc.gov/firsthours/>

Moodle PDFs

Randal Beaton, Andy Stergachis, Mark Oberle, Elizabeth Bridges, Marcus Nemuth, Tamlyn Thomas. The Sarin Gas Attacks on the Tokyo Subway - 10 years later/Lessons Learned *Traumatology*, Vol. 11, No. 2, 103-119 (2005)

Blanchard, JC, Haywood Y, Stein, BD Tanielian, T L. Stoto, Ml, and Lurie, N In Their Own Words: Lessons Learned From Those Exposed to Anthrax March 2005, Vol 95, (3) *AJPH* 489-495

Ahern J, Galea S, Resnick H, Vlahov D Television images and probable posttraumatic stress disorder after September 11: the role of background characteristics, event exposures, and perievent panic. *J Nerv Ment Dis.* 2004 Mar;192(3):217-26.

Robinson S, Newstetter WC. 2003. Uncertain science and certain deadlines: CDC responses to the media during anthrax attacks of 2001. *J. Health Commun.* 8(S1):17–34

Sandra Crouse Quinn, Tammy Thomas, Carol McAllister, Postal Workers' Perspectives on Communication During the Anthrax Attack Biosecurity and Bioterrorism: Biodefense Strategy, Practice, and Science. Sep 2005, Vol. 3, No. 3: 207-215. Available at:

Prue C, Lackey C, Swenarski L, Gantt J. 2003. Communication monitoring: shaping CDC's emergency risk communication efforts. *J. Health Commun.* 8(S1):35–49

Wray, R. Rivers, J, Whitworth A, and Jupka K, Clements, B. Public Perceptions About Trust in Emergency Risk Communication: Qualitative Research Findings *International Journal of Mass Emergencies and Disasters*, March 2006, Vol. 24, No. 1, pp. 45-75

SESSION SEVEN - May 14th

Glik/ Eisenman.

VII. BUILDING RESILIENT COMMUNITIES / NEW METHODS AND MODELS OF COMMUNITY PREPAREDNESS / HEALTH DISPARITIES AND PREPAREDNESS/ PHEP CAPABILITIES/ TOOLKITS FOR COMMUNITY ENGAGEMENT ****Exercise 3 due****

CASE STUDY 1– Project Prep, CASE STUDY 2 – LA County Resilience Project

Eisenman, David P Glik, Deborah, Maranon, Richard, Zhou, Qiong, Tseng C Steven, Asch Tseng, C 2009 Improving Latino Disaster Preparedness Using Social Networks *American Journal of Preventive Medicine* 37, no. 6; 512-517

Andrulis, D., Siddiqui, N., & Gantner, J. (2007, September). Preparing Racially And Ethnically Diverse Communities For Public Health Emergencies. *Health Affairs*, 26(5), 1269-1279. Retrieved September 9, 2008, doi:10.1377/hlthaff.26.5.1269

Carter-Pokras, Olivia, Zambrana, Ruth E., Mora, Sonia E., Aaby, Katherine A. (2007). Emergency Preparedness: Knowledge and Perceptions of Latin American Immigrants. *Journal of Health Care for the Poor and Underserved*, Volume 18, Number 2, pp. 465-481.

SESSION EIGHT- May 21th

Glik

VIII. THE INFORMATION ENVIRONMENT AND RISK COMMUNICATION/ SOCIAL MEDIA FORMATS IN CRISIS RISK COMMUNICATION / BASIC FORMATS TO COMMUNICATE WITH NEWS / TRAINING AND VIDEO RELEASES #2

CASE STUDY – Zombie Apocalypse , 1. CASE STUDY 2 – The Great California Shakeout

e-resources

Reynolds, B et al, Crisis and Emergency Risk Communication (2012) CDC version , Chapter 9 , pp 257-292

http://emergency.cdc.gov/cerc/pdf/CERC_2012edition.pdf (PDF also on class site)

Sophia B. Liu, Leysia Palen, Jeannette Sutton, Amanda L. Hughes, and Sarah Vieweg In Search of the Bigger Picture: The Emergent Role of On-Line Photo Sharing in Times of Disaster connectivIT Lab & the Natural Hazards Center, University of Colorado, Boulder <https://www.cs.colorado.edu/~palen/Papers/iscram08/OnlinePhotoSharingISCRAM08.pdf>

Sutton, J., Palen, L. and Shlovski, I.. (2008) Back-Channels on the Front Lines: Emerging Use of SocialMedia in the 2007 Southern California Wildfires, *Proceedings of the 5th International ISCRAM Conference*, Wash., DC, USA, May 2008.

<https://www.cs.colorado.edu/~palen/Papers/iscram08/BackchannelsISCRAM08.pdf>

Sutton JN Twittering Tennessee: Distributed Networks and Collaboration Following a Technological Disaster

http://www.jeanettesutton.com/uploads/Twittering_Tennessee_FINAL.pdf

Moodle PDFs

Signorini A, Segre AM, Polgreen PM (2011) The Use of Twitter to Track Levels of Disease Activity and Public Concern in the U.S. during the Influenza A H1N1 Pandemic. *PLoS ONE* 6(5): e19467. doi:10.1371/journal.pone.0019467

Tinker, T and Vaughan *Social Media Workbook for Disasters* Booz Allen Hamilton and APHA

Mitchell JT , Thomas, Deborah SK, Hill, AA Cutter SL. Catastrophe in Reel Life vs Real Life : Perpetuating Disaster Myth Through Hollywood Films *Int Jo Of Mass Emergencies and Disasters* Nov 2000 18(3) , pp 383 – 402.

SESSION NINE - May 28th
MOCK PRESS CONFERENCE

Glik

e-resources

Reynolds, B et al, Crisis and Emergency Risk Communication (2012) CDC version , Chapter 6 , pp 178-210

http://emergency.cdc.gov/cerc/pdf/CERC_2012edition.pdf (PDF also on class site)

National Research Council (US), Committee on Risk Perception and Risk Communication. *Improving risk communication* [monograph on the Internet]. Washington (DC): National Academy Press; c1989 [modified 2000 May 19; cited 2000 Sep 25]. Read Recommendations for Improving Risk Communications ,pp 143- 182 Available from: <http://www.nap.edu/books/0309039436/html/>

Moodle PDFs

Covello VT Best Practices in Public Health Risk and Crisis Communication *Jo of Health Communication* 8 : 5- 8 , 2003

SESSION TEN- June 4rd
CLASS PROJECT PRESENTATIONS

Glik

**** June 7th FINAL TERM PAPERS DUE ****