Community Feedback Supplement

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Developed for the
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NOTE

The Community Feedback Supplement provides community feedback techniques to help achieve Incident Command System goals and objectives related to community information.

The "Job Aid: Community Feedback Techniques" table on the following page lists action steps to take. The use of the action steps is based on the supplement which has brief descriptions of related information in a question and answer format, has appendices with potential questions, and has four worksheets to record the content of community feedback.

Information obtained from community feedback should help either the JIC staff or Liaison Officer staff to respond to community perceptions about the response effort and identify community information needs.

Job Aid: Community Feedback Techniques

Step	Action
1	Identify JIC or Liaison Officer / community information needs • Do we have community publics / media contacts identified? • Do we have incident information including press releases? • Have community publics requested specific information? • Have community publics offered comments to the JIC or Liaison Officer? • Do we have perspective on community / media information?
2	Select community feedback techniques • Should we identify community publics? • Should we observe, discuss issues with, or interview community publics? • What issues should be considered for interviews or discussions? • Should we complete content analysis for media reports? • What issues should be considered for content analysis?
3	Assign / train JIC or Liaison Officer staff for community feedback • Which staff are available to assist with community feedback? • Which units / branches are available for community feedback efforts? • Does the staff require training in community feedback techniques?
4	Collect community feedback information • In what time frame should information be collected? • Who is assigned to oversee community feedback efforts? • How does community feedback effort relate to our other efforts?
5	Evaluate community feedback information • Was community feedback collected from all community publics? • Did content analysis results identify follow-up issues? • Is further feedback information needed?
6	Incorporate community feedback into ICS and JIC operations • Was the key staff briefed on feedback results? • Should specific issues be clarified for community publics? • Should we refocus efforts to address community understandings? • Should we use triangulation to resolve conflicting information?
7	Triangulate / review / evaluate feedback results • What were results from triangulation efforts? • What are the "lessons learned" for ICS, JIC, and Liaison Officer? • What is the overall community feedback for the incident? • Did we meet our objectives for the ICS, JIC, and Liaison Officer?

Community Feedback Supplement

Table of Contents

Cover page

Note page

Table	Job Aid: Community Feedback Techniques
Section 1	Role of community feedback to support the ICS
Section 2	Community points of content
Section 3	Community feedback techniques
Section 4	Questions for community feedback
Section 5	Content analysis
Appendix 1	List of publics
Appendix 2	Questions for community feedback
Appendix 3	Questions for multi-person interview
Appendix 4	Information questions
Appendix 5	Attitude questions
Appendix 6	Behavior questions
Appendix 7	Opening statement for interviews
Worksheet 1	Media content analysis
Worksheet 2	Media content analysis (multi-entry)
Worksheet 3	Community feedback content analysis
Worksheet 4	Community feedback content analysis (multi-entry)
Worksheet 5	Media content analysis (coded version)
Worksheet 6	Community feedback content analysis (coded version)

Section 1: Role of community feedback to support the ICS

What is the role of the Joint Information Center and Liaison Officer within the ICS?

Multiple public and private agencies often collaborate in responding to emergent environmental, health, and safety incidents. These organizations are usually structured within an Incident Command System.

The timely, effective, and efficient flow of information to and from the community and media is integral to a successful incident response. The Incident Command System includes both a Joint Information Center and a Liaison Officer. The various interactions with the wide range of community publics can be accomplished either by the Joint Information Center or the Liaison Officer.

Since the efforts of the Joint Information Center and Liaison Officer are somewhat similar, a specific delineation of tasks should be determined early in the incident response. An example delineation is as follows:

- The Joint Information Center interacts with the community publics, primarily to provide incident information.
- The Liaison Officer interacts with community publics such as specific stakeholder groups with the task to obtain feedback for incorporation into the Incident Command System and Joint Information Center community information efforts.

The community feedback techniques can be used either by the Joint Information Center or the Liaison Officer. The specific use of community feedback techniques depends on whether the Joint Information Center or Liaison Officer function is established and the delineation of tasks between the two groups.

What is the role of the Joint Information Center?

The Joint Information Center or JIC is the organizational structure used to facilitate the necessary information flow or interchange. The JIC is normally headed by the designated Information Officer. Among the general objectives established for the JIC and Information Officer are the following:

- Establishing and maintaining community trust and confidence.
- Providing timely and accurate information, both written and visual.
- Evaluating and responding to community information needs.

The Joint Information Center Manual outlines a flexible organizational structure that can range from an initial response effort with an Information Officer and three assistants to the establishment of a much more elaborate JIC. The manual specifies “major accomplishments” or objectives for the different units, branches and managers which might be established depending on the breadth of the JIC deemed necessary for a specific incident. Many of the “major accomplishments” are largely impacted by community information needs and the results of community feedback.

Three JIC units or managers are primarily involved with community interaction. The Dissemination Unit has the “major accomplishments” to receive community and media input.

Also, the Dissemination Unit might assist with identifying or interacting with community stakeholders, influentials, and other interested individuals.

If established under the Incident Command System, the Liaison Officer normally interacts with community publics such as specific stakeholder groups with the task to obtain feedback for incorporation into the Incident Command System and Joint Information Center community information efforts.

The Services Unit has the "major accomplishments" to prepare spokespersons, to analyze information, and to evaluate potential issues. Finally, the Community Manager has the "major accomplishments" to determine community information needs and to obtain community feedback.

What is the role for community feedback in support of the Joint Information Center?

The role for community feedback is primarily to support JIC objectives for information interchange with the community. The need for community feedback is common to all emergency response agencies. Without feedback, response agencies have limited insight into community information needs, their expectations for the role to be played by the response agencies, and the lessons to be learned from specific response efforts. The Joint Information Center Manual establishes specific objectives for JIC units, branches, and managers as "goals" or "major accomplishments."

In general, the objectives normally established for a crisis information center are of two types. The first, and more traditional objective, is the output objective where the crisis information center (e.g., JIC and Information Officer) seek to share information with the community about the incident. The crisis information center produces and distributes press releases, answers questions from community members, and attempts to keep the community updated on the status of the incident.

The second type of objectives is termed impact objectives. Impact objectives represent the potential end result or impact from how the JIC and the response agencies engage in information interchanges with the community. Community feedback related to impact objectives might be under the purview of the Liaison Officer.

The three most commonly discussed impact objectives are informational, attitudinal, and behavioral.

- Informational objectives include issues related to whether the community is exposed to the JIC messages, how well the community comprehends the messages, and the extent to which the community might retain the message over time. As an example, media or JIC messages might create visual images or general picture representations of an issue that are held in a community member's mind. The JIC informational objective should be to create an image that is appropriate to the incident situation. Community feedback helps to evaluate the actual images held with the community or presented by the news media.

- Attitudinal objectives include issues related to the knowledge or feelings community members might have toward the response agencies and whether the response effort meets their community expectations. Attitudinal objectives are often termed opinion objectives. As an example, feedback from the community is important to incorporate into "lessons learned." Community members might have a specific attitude about the issue, the response agencies, or the messengers who represent the response agencies. Since attitudes often impact behavior, an

understanding of attitudes might help response agencies be better prepared to support the community information needs.

- Behavioral objectives include issues related to actions that might be taken by community members based on the incident situation. As an example, the JIC might assist with communicating messages related to protective or corrective actions (or behaviors) required of community members. These behavioral decisions are the results of a community member's evaluations, judgments, and choices among various alternatives.

  Community feedback helps to evaluate whether the JIC impact objectives (i.e., informational, attitudinal, and behavioral) have been reached. As an example, the informational objective might be deemed reached based on the ability of the JIC to disseminate specific information about an issue. Alternatively, the behavioral objective might be deemed reached based an ability to persuade community members to take some protective actions during the incident.

  As feasible during the emergent situation, response agencies might obtain community feedback to help in decision-making or information interchanges with the community. Most response agencies prepare an after action report to address "lessons learned." Areas for improvement or "lessons learned" provide a basis for making changes in the response agency's future communication efforts.

<u>How should the "Job Aid: Community Feedback Techniques" table and the community feedback supplement be used to support the ICS, JIC and Liaison Officer</u>?

The "Job Aid: Community Feedback Techniques" table lists seven action steps.

Step 1 is to identify current information needs for either the JIC staff, Liaison Officer staff, or community publics. Of primary importance is identification of community publics and media contacts. Also, initial feedback, comments, and requests for information from the community publics including the media should be evaluated. JIC or Liaison Officer staff might not be available to initiate content analysis of community feedback or news media reports. However, the initial tasks for the JIC or Liaison Officer staff can be to begin to collect such information for later analysis.

Step 2 is to select potential feedback techniques to use. As an example, additional information on community members might be needed. Section 2 in the supplement describes community points of contact. Appendix 1 has a generic list of community publics to consider. These can be reviewed to begin developing a comprehensive list of points of contact. As a second example, the JIC or Liaison Officer staff might want to evaluate community understanding of crisis messages. Section 4 in the supplement describes questions that might be asked. Appendices 2 through 6 list specific questions. Also, Appendix 7 provides an opening statement for interviews or discussions with community members.

Step 3 is to assign staff from either the JIC or Liaison Officer staff to collect community feedback information. The specific delineation of tasks between the JIC staff and the Liaison Officer staff is important to preclude overlapping efforts. Training for either staff in community feedback techniques should be provided, if needed. As a minimum, a copy of the community feedback supplement should be available for review.

Step 4 is to collect community feedback information. Section 5 describes the general approach to media content analysis. Worksheets 1 and 2 provide specific worksheets to document the analysis. Worksheet 5 is a coded version of the worksheet. Other JIC or Liaison Officer staff might be assigned to contact influentials for comments. Appendices 2 through 6 list specific questions that might be used. Appendix 7 provides an opening statement to preface interviews. Worksheets 3 and 4 provide specific worksheets to document a summary of the interviews or discussions. These worksheets are suitable to document summaries of other community feedback results such as incoming telephone calls, observations of community interactions, and one-on-one interviews. Worksheet 6 is a coded version of the worksheet for community feedback content analysis.

Step 5 is evaluate community feedback information. The community publics identified initially should be compared to the community publics for which feedback is available to determine if other publics should be approached for feedback. Media content analysis results should be evaluated for potential information needs for the media or community publics. Community feedback content analysis results should be evaluated for potential information needs for the media or community publics. The JIC or Liaison Officer staff should determine an overall assessment of community publics' understanding of the incident.

Step 6 is to incorporate feedback results into ICS and JIC operations. The key staff for the ICS, JIC, and Liaison Officer should be routinely briefed on community feedback results. Community feedback results should be used to help prepare updated or revised crisis messages, to evaluate community receipt of information, to evaluate information impacts (e.g., informational, attitudinal, or behavioral), and to identify new community information needs. The results from media content analysis might identify requirements to correct factual misstatements or misunderstandings. Finally, additional efforts for community feedback to help resolve conflicting results should be considered. As an example, the Liaison Officer staff might contact influentials to discuss their perspective on the incident and then triangulate that new information to previous community feedback results.

Step 7 is to triangulate, review and evaluate feedback results. The results from any efforts to triangulate conflicting information should be evaluated to help establish a revised understanding of community perspective on the incident. "Lessons learned" can be developed from all the various feedback results. Community feedback results from influentials and other community members can help evaluate the overall success of the ICS, JIC, and Liaison Officer efforts to meet community information objectives. Finally, community feedback results can be incorporated into the after action report for the incident.

Section 2: Community points of contact

When should community points of contact be identified?

Some response agencies pre-plan the actions that might be taken during an emergent situation. The pre-planning should involve identifying community points of contact and determining baseline evaluation of community information needs.

Who are the usual community points of contact?

The community points of contact are also known as community members, community publics, community stakeholders, or the affected community. The community points of contact include the persons who live, work, or have an interest in events occurring at a specific location. Often these persons reside in the proximity of the location.

In addition, the points of contact can include those persons who evaluate the issue or situation as having an impact on their values. An example might be environmental activists who respond to all oil spills, irrespective of their geographic location.

Community points of contact include, but are not limited to, the following: local, state, and federal elected and appointed officials; civic, business, and economic group representatives; neighbors, social groups, social agencies, and public health groups, interest groups for environmental, economic, and business issues; local, regional, and national media.

Appendix 1 provides a general list of potential community publics that should be considered during any specific emergent situation.

Who are the influentials?

Influentials or opinion leaders are the small group of community members who make or have important impact on community decisions, attitudes, or behaviors.

A community member might exert influence by virtue of their position or rank within an important organization. Some community members exert influence based on their perceived power or their extensive network of community contacts. Some community members have organizational authority to make decisions and so are influential.

Finally, some community members have an established reputation for participation in community issues. Their influential effect is based on their knowledge of issues, their ability to be involved, and their actual participation and interaction. In some situations, an influential can be identified with specific demographic parameters.

What is self-identification?

Self-identification involves the community members becoming involved in environmental, health, or safety issues by participating in public meetings, being impacted by ongoing issues, or submitting comments or requesting assistance.

Their involvement helps to identify them as important community members.

What is third party identification?

Third party identification involves obtaining feedback from other response agencies, other affected community members, or opinion leaders.

JIC or Liaison Officer staff who have worked with the local community previously usually have work experience or knowledge about community points of contact.

What are other methods to identify community points of contact?

Lists of groups or individual community members can be obtained from the yellow pages, chambers of commerce, city directories, direct mailing lists, and contract researchers.

Maps provide a basis for geographic definition of the affected community. Historical analysis considers lists of prior participants, correspondence files, media content analysis, and library files on past issues.

Most yellow pages list numerous categories of potential community contacts.

The listing for "mailing lists" includes contract researchers who have or can prepare lists for specific community groups or issues.

Section 3: Community feedback techniques

What are recommended community feedback techniques?

The community feedback techniques might be used either by the JIC or Liaison Officer staff.

Community feedback techniques include the following:

- Interviews, unsolicited feedback, or discussions with community members such as influentials, public officials, community members affected by the incident, or other stakeholders
- Content analysis of media reports or community feedback
- Observations of community members such as at public meetings
- Questionnaires with specific question to help obtain community perspective on specific issues
- Triangulation techniques to further refine the community perspective on issues based on initial community feedback results

What is the distinction between quantitative and qualitative feedback techniques?

Quantitative techniques are defined as techniques designed to obtain data in a form that can be represented by numbers. This type of community feedback technique has a research design that results in quantities and magnitudes that can be measured, assessed, and interpreted with the use of mathematical or statistical manipulation.

Qualitative techniques are defined as techniques designed to obtain data in the form of words or other indications that do not lend themselves to quantitative analysis. This type of community feedback technique has a research design that requires analysis and interpretation which depends on subjective judgment. Some enumeration of the results can be provided such as the total number of persons contacted or media reports reviewed. However, the qualitative results are not considered necessarily representative of the overall community population.

The community feedback techniques used by the JIC or Liaison Officer staff are usually qualitative techniques. The subjective judgment or evaluation of the feedback is made by the JIC or Liaison Officer staff.

What are the types of community discussions or interviews typically used for community feedback?

The interview is one technique of collecting community feedback. The interview can be as basic as a discussion between the JIC or Liaison Officer staff and a member of an important community public. The discussion results can be later summarized by the staff and evaluated as community feedback information.

The intercept interview is a feedback technique in which the interviewer (i.e., JIC or Liaison Officer staff) stops persons on the street, in a mall, or some other public location to conduct face-to-face interviews or multi-person interviews.

The one-on-one interview is a less structured feedback method conducted in person by an interviewer with one person from the community at a time. The telephone interview is a technique that involves telephoning community members such as influentials to obtain their response to questions about the incident.

What is content analysis?

Content analysis is the review of media reports or community comments to determine the type of information being reported in the media or the type of comments being offered back to the response agency by the community.

Areas for evaluation include visual images, information sources, factual statements, and key messages.

How do community observations help with community feedback?

Observations involve watching or observing community members in situations where the community member is faced with or is responding to the environmental, health, or safety situation.

An example, is observing community members who report to a relocation center or attend a public information meeting. The JIC or Liaison Officer staff who are also at the same relocation center or meeting should observe and listen to community members. Community feedback in an informal situation might help identify community concerns or information needs.

What is the role of questions in community feedback?

The role of questions is to help obtain community feedback. The focus of questions can be to information, attitudes, behaviors, or other issues.

Every question should focus directly to a single, specific issue or topic. Questions should be as brief as possible.

Longer questions are more difficult for community members. Short questions are less likely to be misinterpreted.

The meaning of the question should be completely clear to all community members. Clarity requires that virtually all community members interpret the question in the same way.

The questions should be in the "core" vocabulary used by most community members. Grammar and sentences should be understandable to community members.

What is triangulation?

Triangulation is an attempt to continually update and revise the JIC or Liaison Officer staff's understanding of the community perspective using a variety of community feedback techniques.

Various community feedback techniques are used at different times to evaluate current community positions. The most recent feedback results are compared to prior results. A new perspective on community positions is formulated.

Other community feedback techniques are used to reevaluate community positions. Often, the follow-up techniques approach the issues from a slightly different perspective and at a different point in time.

Section 4: Questions for community feedback

What is the purpose of questions?

The purpose of questions is to help obtain community feedback on information, attitude, and behavior issues by asking community members to respond to specific questions. The questions should be specific to ICS, JIC, or Liaison Officer efforts to have an information interchange with the community either as a pre-planning effort or during an actual emergent situation

What is the difference between open-ended questions and close-ended questions?

An open-ended question is defined as an unstructured question that does not include a list of alternative answers, so that community members can answer in their own words. Open-ended questions are questions that allow community members to provide detailed answers. They encourage detailed responses, which can be later evaluated using content analysis techniques and combined into an overall community response.

A close-ended question is defined as a structured survey question where the alternative answers are listed so that community members must ordinarily pick only from among those answers.

Why do community members sometimes give answers different from their actual opinions?

Some community members might respond to questions with answers that do not reflect their actual opinions.

The JIC or Liaison Officer staff who prepare questions to ask community members should be careful to avoid questions that result in responses based on the community members' predispositions or that are based on concerns about being asked questions.

Questions should be meaningful (questions people are able to answer) and not a threat (questions people are unwilling to answer).

The JIC or Liaison Officer staff who pose questions or have discussions with community members should be respectful of the community member's potential concerns with being asked questions.

Some of the reasons for the different answers are listed below:

- *Social desirability*: response based on what's perceived as being socially acceptable or respectable.
- *Acquiescence*: response based on respondent's perception of what would be desirable to the sponsor.
- *Yea- and nay-saying*: response influenced by the global tendency toward positive or negative answers.
- *Prestige*: response intended to enhance the image of the respondent in the eyes of others.
- *Threat*: response influenced by anxiety or fear instilled by the nature of the question.

- *Hostility*: response arising from feelings of anger or resentment engendered by the response task.

- *Auspices*: response dictated by the image or opinion of the sponsor rather than the actual question.

- *Mental set*: cognitions, thoughts, or perceptions based on previous items influence response to later ones.

- *Order*: the sequence in which a series is listed affects the responses to the items.

- *Extremity*: clarity of extremes and ambiguity of mid-range options encourage extreme responses

<u>What are probing techniques in asking questions</u>?

Probing techniques are used to help draw out the community member's response. Probing techniques include the following:

- Echo probe: Restate the respondent's exact answer (e.g., "I think it's a good plan."), while raising your voice at the end to form a question (i.e., "You think it's a good plan?").

- Repeat probe: Repeat part of the question.

- Silent probe: Remain silent momentarily.

- Restate probe: Request the respondent to rephrase his or her previous answer.

- Specification probe: Ask a question to get a more specific comment.

Section 5: Content analysis

What is content analysis?

Content analysis can be defined as any technique for making judgments about communications, reports, comments, or messages by using a systematic approach to evaluate the content variables of the messages.

Content analysis usually includes the review of media reports or community member comments to determine the type of information being reported in the media or the type of comments being offered back to the response agencies by the community.

Content variable or areas for systematic evaluation might include the following:

- Overall themes or key messages in media reports or comments by community members, with emphasis on negative information, possible misperceptions, or rumors
- Statements of information needs or requirements, such as a when community member indicates a lack of information interchange with the response agencies
- Visual images reported by the media or described by community members, including metaphors, analogies, or stories
- Information sources quoted by media reports or community members, with emphasis on credible sources, influentials, and opinion leaders
- Factual statements, with emphasis on technical accuracy

What is media content analysis?

Media content analysis is the application of content analysis to news media reports. The news media reports can be from radio broadcasts, television reports, or newspaper articles.

The content variables or areas for systematic evaluation of news media reports might include the following:

- Length of the report, either as length of broadcast or number of newspaper columns
- Placement of the report, either as the lead story on the evening news, a featured story on page one, or else found later in the newscast
- Sources quoted in the report, such as response agencies' representatives, community members, subject matter experts, elected officials, or activists
- Factual statements which should be validated for accuracy or sources who make statements which represent their opinion or judgment, not necessarily based on scientific evidence
- Key messages as stated by the sources, quoted in the report, or implied as the overall theme of the report
- Visuals such as pictures, word analogies, or anecdotal stories as the overall theme or background information to explain the environmental, health, or safety issue
- Negative words or phrases which might provide a significant influence on the community perception or understanding of the issue

What is the purpose of content analysis?

Content analysis is one of several community feedback techniques available to the JIC or Liaison Officer staff.

The purpose of content analysis is to complete a systematic evaluation of available media reports or community comments, record a brief summary on a worksheet, and evaluate the overall significance of the content on the ICS, JIC, or Liaison Officer objectives for information interchange with the community.

Community feedback resulting from content analysis might provide a basis for changes in communication efforts or identify a need to correct factual errors.

Appendix 1: List of publics

Community publics

Community media
- Mass
- Specialized

Community leaders
- Public officials
- Educators
- Religious leaders
- Professionals
- Executives
- Bankers
- Union leaders
- Ethnic leaders
- Neighborhood leaders

Community organizations
- Civic
- Service
- Social
- Business
- Cultural
- Religious
- Youth
- Political
- Special interest groups
- Other

Government publics

Federal
- Legislative branch
  - Representatives, staff, committee personnel
  - Senators, staff, committee personnel
- Executive branch
  - President
  - White House staff, advisers, committees
  - Cabinet officers, departments, agencies, commissions

State
- Legislative branch
  - Representatives, delegates, staff, committee personnel
  - Senators, staff, committee personnel
- Executive branch
  - Governor
  - Governor's staff, committee personnel
  - Cabinet officers, departments, agencies, commissions
- County
  - County executive
  - Other county officials, commissions, departments
- City
  - Mayor or city manager
  - City council
  - Other city officials, commissions, departments

<u>Consumer publics</u>

Company employees

Customers
- Professionals
- Middle class
- Working class
- Minorities
- Other

Activist consumer groups

Consumer publications

Community media, mass and specialized

Community leaders and organizations

<u>Special publics</u>

Media consumed by this special public
- Mass
- Specialized

Leaders of this special public
- Public officials
- Professional leaders
- Ethnic leaders
- Neighborhood leaders

Organizations composing this special public
- Civic
- Political
- Service

Business
Cultural
Religious
Youth
Other

Public health publics

Local health educators

Local physicians

Public health nurses

Community health workers

Unlicensed health professionals

Members and volunteers of voluntary health agencies

Clients of health related services

Appendix 2: Questions for community feedback

1. What are you hearing people in your community say about the response agencies?

2. What actions, responses, or activities involving the response agencies have you heard about or seen?

3. Think back to an experience or interaction you had with the response agencies recently. Describe the experience. (*Encourage storytelling*).

4. What has been your greatest disappointment with how the response agencies responds?

5. Who in the community appears to be left out when the response agencies take actions or respond?

6. Let's talk about the needs of the community and actions by the response agencies to meet those needs. What needs do the response agencies meet most effectively. What needs are being overlooked by the response agencies?

7. What are people saying about how the response agencies works with other emergency organizations and agencies or with your local community?

8. How would you measure the response agencies' success?

9. What do you think is most important for the response agencies to keep doing?

10. When you work or interact with the response agencies, what is the single most important thing that could happen that would make you say response agencies' support meets community needs?

Appendix 3: Questions for multi-person interviews

1. If you were in charge of how the response agencies respond to these types of incidents, what kind of changes would you make?

2. What would it take for us (e.g., the response agencies) to meet community expectations and needs?

3. If you were the moderator for this meeting, what would be the next question to ask the group?

4. What would you tell other community members about the response agencies and how well they have responded to this incident?

5. Assume that the response agencies was just one person, how would you describe that one person?

6. If you could change one thing about the response agencies, what would you change? What is the main reason that one thing needs changing?

7. What would it take for the response agencies to get a passing grade or even an "A", at least for their efforts to respond to this type of incident?

8. Can you tell me two positive things about the response agencies, no matter how small that positive thing is? Can you tell me two negative things about the response agencies?

9. If you were responsible for telling other community members or the local mayor about the response agencies and their response to this incident, what is the most important thing you would say?

10. What other information do you need to know about the response agencies, in order to approve or disapprove how it responds to these types of incidents?

Appendix 4: Information questions

1. What, if anything, have you heard or read about the… ?
2. Do you happen to know when the warning was sounded for… ?
3. As best you can recall, what did the emergency center say about… ?
4. What do you understand by the recommendation from the emergency center to… ?
5. Who is in charge of the emergency response for the incident at… ?
6. Where do you get information during an emergency like… ?
7. Who in your community has the best contacts with the persons living… ?
8. When did you relocate from… ?
9. In which neighborhoods would you say that the warning was not sounded for… ?
10. What kind of information do you need to help when… ?

Note:

Responses to information type questions should be evaluated for the following:

- presence / absence of knowledge
- vague / specific knowledge of detail
- high / low level of knowledge
- correct / incorrect knowledge

Appendix 5: Attitude questions

1. What do you think of the emergency response effort for...?
2. How important is it for the water to be... ?
3. Do you favor or oppose a general relocation or evacuation if... ?
4. Would you agree or disagree that the response agencies were... ?
5. Is it or is it not your position that the first priority should be... ?
6. Would you say that most people in the community are for or against... ?
7. Do you accept or reject the emergency center's explanation that... ?
8. What do you think of how the emergency response teams helped with... ?
9. How strongly do you feel about... ?
10. As far as you are concerned, what is the most important... ?

Note:

Responses to attitude questions should be evaluated for the following:

- presence / absence of a specific attitude
- structured / unstructured focus for the attitude
- positive / negative emphasis and direction of the attitude
- high / low degree of intensity of the attitude

Appendix 6: Behavior questions

1. Did you use the relocation center at the… ?
2. Did you follow the recommendation to use only bottled water for… ?
3. How many times did you use the… ?
4. Do you know whether or not your neighbors used the… ?
5. Were you able to do all the things listed in the brochure from… ?
6. How often did you… ?
7. What was the first thing that you did when… ?
8. What was something that you delayed doing until… ?
9. How strongly do you feel about… ?

Note:

Behavior questions should relate to the following issues:

- presence / absence of the behavior
- regular / irregular frequency of occurrence
- degree of complete / incomplete performance
- high / low degree of importance

Appendix 7: Opening statement for interviews

Example for intercept interview

Hello, my name is _____, and I'm from the Joint Information Center that is helping with the response to the incident (*describe*).

Do you live or work in this area?

We are asking a few community members to give us feedback on the incident.

We want to make sure we are getting you and all community members the information you want and need.

The questions will only take a few minutes to answer.

I can assure you that your answers will be kept in confidence.

First, let me ask…

Example for telephone interview

Hello, my name is _____, and I'm calling from the Joint Information Center that is helping with the response to the incident (*describe*).

Is this (*state telephone number*)?

We are asking a few community members to give us feedback on the incident.

We want to make sure we are getting you and all community members the information you want and need.

The questions will only take a few minutes to answer.

I can assure you that your answers will be kept in confidence.

First, let me ask…

Media Content Analysis

Media Source:
Date/Time/Length/Placement:
Spokespersons/Information Sources:
Facts/Statements:
Words/Phrases:
Visuals (pictures, analogies, anecdotes):
Key Messages/Themes:
Overall Evaluation/Follow-Up Issues:

Media Content Analysis

Media Source	Date/Time Length/Placement	Spokespersons/ Sources	Facts/Statements/ Words/Phrases	Visuals	Messages/Them

Worksheet 2

Community Feedback Content Analysis

Public Represented:
Date/Time/Feedback Type:
Information Sources/Influentials:
Facts/Statements:
Words/Phrases:
Visuals (pictures, analogies, anecdotes):
Key Messages/Themes:
Overall Evaluation/Follow-Up Issues:

Worksheet 3

Community Feedback Content Analysis

Public Represented	Date/Time Feedback Type	Sources/ Influentials	Facts/Statements/ Words/Phrases	Visuals	Messages/Them

Worksheet 4

Media Content Analysis

(coded version)

Media Source: indicate whether radio, television, newspaper or other media; note specific name to help identify whether local, regional, or national media source
Date/Time/Length/Placement: indicate date and time for news release; note total length of story in broadcast time or number of columns; note placement as either lead story (front page) or specific location in the media source
Spokespersons/Information Sources: indicate name and affiliation of persons quoted or cited as information sources; note other information sources cited such as scientific study or environmental publication
Facts/Statements: list facts or statements that represent the main body of report; note facts or statements which should be evaluated for accuracy; note facts or statements that represent conclusions
Words/Phrases: list key words or phrases which might impact community understanding with emphasis on negative allegations; note keys words or phrases that might be represented as "sound bites"
Visuals (pictures, analogies, anecdotes): list important visuals or visual representations shown in television reports or newspaper pictures; note specific anecdotal stories or analogies used to illustrate or explain the story
Key Messages/Themes: list any stated key messages, themes, or claims; note any implied key message emphasis or theme in the story; state the key message or theme which might result from the story
Overall Evaluation/Follow-Up Issues: note overall evaluation of the story as either positive, neutral, or negative; identify facts or statements to correct; note apparent misunderstandings or rumors; note potential community needs for additional information

Community Feedback Content Analysis

(coded version)

Public Represented: indicate the specific community public such as neighbor, influential, elected official, etc.
Date/Time/Feedback Type: indicate date and time for feedback; indicate feedback type such as interview (one-on-one, multi-group, intercept, or telephone), observation, or direct request/comment to JIC
Information Sources/Influentials: indicate name and affiliation of persons quoted or cited as information sources; note other information sources cited such as scientific study or environmental publication; identify specific or apparent influentials for the community publics
Facts/Statements: list facts or statements that represent the main body of the community feedback; note facts or statements which should be evaluated for misunderstanding or accuracy; note facts or statements that represent conclusions held by community publics
Words/Phrases: list key words or phrases which might impact community understanding with emphasis on negative allegations or concerns with the overall response efforts; note keys words or phrases that might be represented as "sound bites" by the media or other community publics
Visuals (pictures, analogies, anecdotes): list important visuals or visual representations discussed by community publics, especially those shown in television reports or newspaper pictures; note specific anecdotal stories or analogies used to illustrate or explain the feedback or comments
Key Messages/Themes: list any stated key messages, themes, or claims; note any implied key message emphasis or theme in the feedback or comments; state the key message or theme which the media or other community publics might infer from the feedback or comments
Overall Evaluation/Follow-Up Issues: note overall evaluation of the comments as either positive, neutral, or negative; identify facts or statements to correct; note apparent misunderstandings or rumors; note potential community needs for additional information