

ESTABLISHING TRUST AND EMPATHY

Skill:	Why this is important:
Acknowledge concerns, fears or other emotions	Connect with public
Personalize caring (within first 30 seconds)	Makes public feel concern
State confidence problem will be solved (even if not all info is available)	Instills confidence in solutions
Use short words (< than 3 syllables)	Improves public understanding
Use common terms (lay language)	Improves public understanding
Use short sentences (< than 10 seconds)	Improves public understanding and recall of messages
Describe risk or situation without statistics	Improves public understanding for informed decisions
Show preparation and competence	Instills confidence and trust
Describe commitment	Instills confidence and trust

SPEAKING IN THE COMMUNITY

Skill:	Why this is important:
State key messages concisely	Listener will lose meaning if message is too long or rambling
Gives clear action to take; show the action if possible	Most outbreaks or emergencies require public action; action relieves stress of emergency by giving people control of something
Am transparent about information available	Public and media should not think any information is hidden
Accurately portray the risk; don't over-reassure or dismiss problem	Help public make informed decisions
Acknowledge uncertainty	Public and media should not think any information is hidden
Explain when more information will be available if the situation is not clear for the time being	Help to reduce public's anxiety
Use "we" for organization/Ministry	Helps avoid long organizational names or acronyms; gives speaker a more friendly tone
Speak clearly	Ensure understanding
Speak at good pace and fluidly (without long pauses, "umms", "errrs")	Hesitation may make listener think speaker is lacking confidence or not sharing all information
Redirect negative questions	Keep messages positive in tone
Correct misinformation, myths or rumor	Help public make informed decisions



FIELD EPIDEMIOLOGY TRAINING PROGRAM

Applied Communication Skills



CREATE DO-ABLE RECOMMENDATIONS

Evidence based	Based on investigation results Leave aside recommendations that are not direct deductions of your investigations
Specific	Focus on 3-5 key recommendations, ranked by priority Describe the action to be taken, exactly: What, Who, When and How?
Feasible	Do not recommend action that you know will not or cannot be done Consider <ul style="list-style-type: none"> ■ Logistics and time ■ System and access ■ Willingness ■ Ability/skills/capacity to pay ■ Sustainability Identify small steps that may be taken to improve the situation
Cost effective	Measure costs: Effects must be worth the costs <ul style="list-style-type: none"> ■ Substantial burden ■ Effective intervention
Acceptable	Acceptable to the decision makers, stakeholders and public who must follow recommendation <ul style="list-style-type: none"> ■ Politically ■ Culturally ■ Socially
Ethical	Guarantee confidentiality Ensure equity Protect minorities Address gender issues Avoid stigmatization or finger-pointing

ASKING USEFUL QUESTIONS

Aim for open-ended questions	Start with how, why, what, tell me more have no defined answer
Use closed-ended for necessary information	For dates, times, demographic information Gives you yes/no and 1-word answers
AVOID <ul style="list-style-type: none"> ■ Two questions in one ■ Multiple choice ■ Forced answer 	Confusing, limiting, may be judgmental

EFFECTIVE LISTENING

Listening and using what you heard during an interview to encourage a respondent to elaborate and give more details.

1. **Repeating:** "So, you said you became worried when..."
2. **Rephrasing:** "It sounds like..."; "I think I heard you say..."
3. **Asking for more detail:** "Can you tell me more about when..."

And keep aware of your focus and body language:

- Keep your mind focused on the respondent. Be in his/her shoes.
- Keep a non-judgmental expression.
- Talk only to clarify information or to keep the interview moving along.
- Watch the respondents face and body language.
- Allow silence between questions.
- Make note of what you **hear** and what you **infer**.

Checklist for conducting interviews

- ✓ Lean forward, look at interviewee
- ✓ Nod head; use verbal agreements to show listening
- ✓ Repeat back/rephrase feelings or concerns
- ✓ Use open ended questions whenever possible
- ✓ Use simple words and lay terms
- ✓ Use greetings at beginning and end of interview

Talking Points
Audience is:
Current situation: <i>In simple language, describe the outbreak situation. Acknowledge fear, uncertainty, or pain.</i>
Key action and who should do it: <i>Be specific!</i>
Benefits, from audience's point of view: <i>Provide some motivation to help people care about doing something</i>
Other rationale, important facts from audience's point of view:
Instructions or information needed to do action:
Who you are, and what are you planning to do to solve the problem? <i>Use "we" for your organization or Ministry</i>
Where audience can get more information: