

Emergency Medical Services (EMS)



Public Information, Education and Relations (PIER)— National Standard Curriculum



U.S. Department
of Transportation
National Highway
Traffic Safety
Administration

NHTSA
People Saving People
<http://www.nhtsa.dot.gov>

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EMS Public Information, Education and Relations

ADMINISTRATOR'S GUIDE

A. Purpose of this Document

This Administrator's Guide provides an introduction to and overview of the eight-hour EMS Public Information, Education and Relations (PIER) seminar developed by the National Highway Traffic Safety Administration (NHTSA), Division of Emergency Medical Services.

This Administrator's Guide is intended to facilitate the planning and implementation of the EMS PIER seminar program. The Guide provides an overview the 6 hours and 45 minutes of seminar instruction and the documents/materials that make up the curriculum package for the course. It describes the seminar's administrative requirements and provides guidelines for accomplishing those requirements satisfactorily. It outlines the preparation necessary before the seminar and the follow-up work that should be completed.

B. Overview of the Seminar

1. Intended Audience

The workshop is designed for EMS providers who are actively involved or are interested in becoming involved in conducting PIER programs. Specifically, it is for EMS personnel who are likely to: a) work with the media on EMS issues and injury prevention; b) prepare briefings for media, legislators, and community groups on EMS and injury prevention issues; c) distribute information about EMS and injury prevention to a variety of audiences; and d) conduct public education programs on EMS and injury prevention.

Participants should come to this workshop with a clear sense of their agency's current public information program and some suggestions on how they can become involved in working the media and the public on EMS and injury prevention issues.

2. Goal and Objectives of the Seminar

Goal

The workshop goal is to promote the development of proactive EMS PIER programs that raise public awareness, understanding and participation in the EMS system.

Objectives

The program objectives are to have participants:

- a) understand why PIER is important to EMS;
- b) identify essential elements of a PIER program; and
- c) learn techniques for implementing effective PIER programs.

3. Session Topics and Length of Training

The workshop takes approximately 8 hours and 30 minutes (including lunch and breaks). Total instructional time is 6 hours and 45 minutes. The workshop schedule is as follows:

Session I

Length: 55 minutes

Introduction and Overview: Introduces instructors and participants and elicits their expectations. Includes a class activity and an overview of the sessions to be presented. Provides student exercise geared to apply the components of developing an actual PIER plan.

Session II

Length: 120 minutes

Developing & Managing PIER Program: Discusses the components (research, planning, implementation and evaluation) and the benefits of having a PIER plan. Provides ideas for PIER support and resources in conducting successful PIER programs.

Session III

Length: 170 minutes

Media Relations: Discusses the media tools and how to effectively use them in building proactive working relationships with the media. Provides student exercises geared to concepts learned in this session (press release writing and on-camera interview).

Session IV

Length: 45 minutes

On-Scene Media Relations: Explains the duties of the on-scene PIO. Stresses the key points for establishing safe and effective media access and staging at the scene.

Session V

Length: 15 minutes

Summary/Critique: Reviews major points covered in the seminar. Allows time for a participant evaluation.

The workshop is designed to be interactive. The course includes instruction and skill sessions where participants are given hands-on opportunities to learn/improve the techniques discussed in the workshop (i.e. develop a press release or mock television interviews).

A sample agenda is included in the Administration Support Materials.

C. Overview of the Curriculum Package

In addition to this Administrator's Guide, the curriculum package consists of the following documents/materials:

- o Instructor's Lesson Plans Manual
- o EMS PIER Manual
- o Visual Aids
- o Appendix (Reference Material and Student Handouts)

1. Instructor's Lesson Plans Manual

The Instructor's Lesson Plans Manual is a complete and detailed blueprint of what the seminar covers and how it is to be taught. Each session consists of a cover page, an outline page, the lesson plans themselves, and master (paper) copies of visual aids referenced in the lesson plans.

The cover page presents the session's title and the estimated instructional time required to complete the module. The outline page lists the specific performance objectives of the session, i.e., the capabilities that the participants will achieve once they have successfully completed the session. The outline page also lists the session's content segments and the major types of learning activities employed during the session.

The lesson plans are arranged in a standard, side-by-side content/instructional notes format. The "Content" (left side) of each page outlines what is to be taught. This content includes:

- o facts,
- o concepts, and
- o procedural steps.

The "Instructional Notes" (right side) portion of each page specifies how the content is to be taught. It defines how the instructor is to present the material, involve the students/participants in the presentation, ensure that they understand and assimilate the material. Typical entries under the "Instructional Notes" column include:

- o approximate amount of time to be devoted to each major content segment;
- o cues for what visual aids are to be used and when they are to be used;
- o indications of points requiring special emphasis;
- o suggestions for tailoring certain content to the specific circumstances of a particular community; and
- o descriptions of group exercises, questions and other methods of involving participants actively in the lesson.

The Instructor's Lesson Plans Manual serves, first, as a means of preparing the instructor to teach the seminar. The instructor should review the entire set of lesson plans, become familiar with the content and develop a clear understanding of how the course "fits together." He or she is also expected to become thoroughly familiar with each session that he or she is assigned to teach; to prepare acetate copies of the visual aids (overhead transparencies); to assemble all "props" and other instructional equipment referenced in the lesson plans; and to augment the instructional notes as necessary to ensure that his or her own teaching style is applied to the content.

Subsequently, the Instructor's Lesson Plans Manual serves as an in-class reference document for the instructor, to help him or her maintain the sequence and pace of presentations and other learning activities.

It is worth emphasizing that the Instructor's Lesson Plans Manual does not contain the full text of any speech. Although its outlines of content information are fairly well detailed and comprehensive, those outlines are not to be read verbatim to the participants. This training program is intended to be a dynamic, highly interactive learning experience in which the students are active participants. Instructors bring the course "alive" by using their own teaching style and using their own experiences and examples to illustrate the curriculum. It should not be permitted to degenerate into a series of mere lectures.

2. EMS PIER Manual

This manual should be provided to each participant attending the course. It is not a follow along student manual but, rather, is to be used as a resource once the student begins to apply the concepts learned in the course. The resource manual contains information on all of the topics covered in this seminar, as well as an extensive list of outside references and PIER resources. The instructor should refer to this manual for more information on seminar topics.

3. Visual Aids

The visual aids used in this seminar are overhead transparencies (instructor and student) and video segments.

The overheads are simple displays of graphic and/or narrative material that emphasize key points and support the instructor's presentation. Full-size paper copies of those overheads are found in the back of the various sessions of the Instructor's Lesson Plans. These paper copies must be made into transparencies for instructor use.

A student overhead handout is in the Administration Support Materials. This handout contains a smaller version of the overheads (three to a page) with space for optional note-taking. This handout should be copied for each student to use as a follow along document.

Detailed descriptions of the video segments are located in the Appendix. These descriptions should be used to introduce the video segments and to highlight the major learning points for the students.

D. General Administrative Requirements

1. Facility Requirement Checklist:

- ___ Conference room that comfortably seats 25 participants at tables arranged in a U-shape, with space for extra tables and 3 break-outs groups.**
- ___ Approximately five extra tables to:
(1) hold faculty teaching materials at front and center of the room;
(2) seat additional guests at back of room;
(3) register participants;
(4) display resource materials; and
(5) hold refreshment breaks in the back -- if held inside the room.**
- ___ Five break-out rooms. Each room should have adequate lighting for filming and accommodate seven (7) people and a VHS video camera on a tripod. NOTE: The main conference room may be used as a breakout room ONLY if the other four rooms are in close proximity.**
- ___ Three additional staff people to assist with media interview breakouts.**
- ___ Refreshment breaks held on-site and in close proximity to the conference room.**

2. Equipment and Material Requirement Checklist:

- ___ Five VHS video cameras with tripods**
- ___ 25 VHS ½" videotapes (one for each student)**
- ___ One VHS video player and monitor (monitor should be large enough to be seen by all participants). Two monitors may be necessary if the room is large**
- ___ One overhead projector (with extra bulb) and screen**
- ___ One large flip chart 24"x 36" (with paper, felt tip markers and masking tape)**

- **Student Handouts (one copy for each participant)**
 - (1) EMS PIER manual
 - (2) Workshop agenda
 - (3) Student Overhead Handout
 - (4) PIER Event form
 - (5) PIER Planning Exercise
 - (6) Press Release Exercise
 - (7) Name tags, table tent nameplates
 - (8) Course Completion certificates
 - (9) Participant Evaluation Form

- **Scenario Folders (11). Each folder should contain two copies of Media Interview Scenario and EMS Incident Release Form (if applicable); and five copies of Reporter Questions. NOTE: Prepare folders ahead of time to make it easy to select the five scenarios for the workshop and keep the papers together.**

- **Overhead Transparencies for instruction**

3. Instructor Qualifications

The course should be taught with **two instructors**. This course is best taught by instructors who have previous experience working with the media, and have conducted PIER programs specifically related to EMS and injury prevention.

The afternoon media interview exercise requires a minimum of **three additional people** to serve as room hosts for the exercise. Ideally, these people will have media experience and be able to critique the student interview performance.

4. Class Size Considerations

The seminar is designed for a maximum of 25 students. Additional people may participate as observers; however, the media interview exercise can only accommodate 25 students.

E. Seminar Planning and Preparation Requirements

The planning process should commence with the seminar host meeting with the lead instructor. This meeting should also involve all of the individuals responsible for coordinating, planning and administering the workshop. The principal purpose of the meeting should be to discuss the planning steps necessary to conduct the course. The workshop goals and objectives, logistical requirements, costs and administrative responsibilities should all be covered.

The lead instructor should provide an overview of the seminar, the curriculum package and general administrative requirements during the planning meeting. At this time the planners can identify specific tasks to be accomplished, establish a schedule, identify potential resources and assign responsibilities to ensure that all tasks are accomplished.

Allow a minimum of 60 days after this presite meeting for the host to secure the participants, conference site and equipment.

Using the following checklist as a guide for conducting this planning meeting.

1. Planning Seminar Checklist:

- **Discuss Course Overview and Goals and Objectives**
Review session topics using the course outline (**See Administration Support Materials**). Ask host what they want to accomplish by having seminar and discuss if seminar meets those needs.

- **Discuss Intended Audience**
Assign host task of sending invitation letters to potential participants; enclose with registration form (**See Administration Support Materials**).

- **Review Costs**
Possible costs: faculty (honorarium, per diem and travel); facility; equipment; participant course materials and copying costs; and food/refreshments.

- **Review Background Information Requirements**
Request the completed registration forms, State/local PIER plan and any other pertinent information be sent to both instructors two weeks prior to the seminar. Instructors use this to tailor the training to the participants.

- **Review Facility and Equipment Requirements - see checklist**
Assign task of securing conference site and equipment.

- **Seminar Final Preparation Meeting**
Arrange for a final meeting between instructors , seminar planners, and the three additional media interview room hosts the night before the seminar to cover: participants' PIER experience; sensitive local issues; the role/duties of media interview room hosts; facility set-up and equipment; course materials copies; and course completion certificates.

- **Opening and Closing Remarks**
Identify who from the hosting agency will make some brief welcoming remarks to open seminar. Invite host to make closing remarks.

- **Discuss Continuing Education Credits/Course Completion Certificates**
Inquire about continuing education credits for participants and if course completion certificates will be provided. Assign responsibility.

- **Discuss Course Evaluation**
Discuss student evaluation and who will receive copies (**See Administration Support Materials**).

F. Administrative Support Materials

These materials/handouts are for the instructor to use in preparation for the course. The following documents are contained in this section.

1. Course Outline
2. Seminar Agenda
3. Registration Form
4. Participant Evaluation
5. Overhead Transparencies - Student Handout

**Emergency Medical Services (EMS)
Public Information, Education and Relations (PIER)
COURSE OUTLINE**

- I. Introduction and Overview

- II. Developing and Managing PIER
 - A. PIER Plan
 - 1. Why have a PIER plan?
 - 2. PIER Management:
 - Mission statement, Goals and objectives
 - Work plan
 - 3. Look for PIER Program Opportunities

 - B. PIER Implementation
 - 1. Assign Tasks and monitor progress
 - 2. Assure consistency in public image

 - C. Measuring PIER Outcome
 - 1. Why evaluate?
 - 2. Evaluation tools
 - Records/run reports
 - Surveys (mail, telephone, street interviews, etc.)
 - Focus groups
 - Tracking PIER Activities
 - 3. Report evaluation results

 - D. Coalitions and Networking
 - 1. Define Coalitions and Benefits
 - 2. Define Networking and Benefits

 - E. PIER Program Support
 - 1. Research organization and program support needs
 - 2. Three kinds of PIER Support: Financial, People, and In-Kind

 - F. PIER Planning Exercise

- III. Media Relations
 - A. Establishing Media Relations
 - 1. Why Media Relation are Important
 - 2. Consequences of Poor Media Relations
 - 3. Appoint a Public Information Officer (PIO)
 - 4. Establish a Media Policy
 - 5. Learn How the Media Work

- B. Involving the Media
 - 1. Reciprocal Ride-along Program
 - 2. CPR, first aid and safety classes for the media
 - 3. Media participation in training exercise/drills
 - 4. Media Day/Media Recognition
 - 5. PIER Planning Steering Committee
 - 6. PIER Planning Steering Committee
 - 7. Form a Media - Emergency Services Advisory Group

- C. Media Tools

- 1. News Release
- 2. Media Kits
- 3. Public Services Announcements (PSAs)
- 4. Op eds, Letters to the Editor, Feature Stories
- 5. Press Briefing/Media Event
- 6. Interviews
- 7. Radio/Television Talk Shows

- D. Negative Media Coverage

- 1. Plan before a Negative Incident Occurs
- 2. Actions to Effectively Handle Negative Media Events

- E. Media Interview Exercise

- IV. On-Scene Media Relations

- A. Establishing On-Scene Media Relations

- B. Role of the PIO

- C. Establishing Safe and Effective Media Access

- 1. Legal and Safety Considerations
- 2. Setting Boundaries

- D. Establishing a Media Staging Area/Info. Center

- E. Information Flow

- 1. Why is this important?
- 2. Anticipate Media Information Needs:
 - Casualties? Damages? Cause?
 - Rescue/Relief? Description of Scene?
 - Legal Issues? Unusual Elements? Visual Elements?

- V. Summary/Critique

- A. PIER Review
- B. Participant Critique

EMS Public Information, Education and Relations

DATE

LOCATION

AGENDA

8:00 - 8:15	Registration and Coffee	
8:15 - 8:30	Welcome & Introductions	Host State/Region Faculty
8:30 - 9:25	Session I: Introduction & Overview	Faculty
9:25 - 9:35	Break	
9:35 - 10:35	Session II: Planning Implementation and Evaluation	Faculty
10:35 - 10:45	Break	
10:45 - 11:45	Session II (CONT.)	Faculty
11:45 - 12:30	Lunch	
12:30-2:10	Session III: Media Relations	Faculty
2:10 - 3:20	(Break-out exercise)	
3:20 - 3:30	Break	
3:30-4:15	Session IV: On-Scene Media Relations	Faculty
4:15 - 4:30	Session V: PIER Summary/Critique	Faculty
	Adjourn	

This workshop is jointly sponsored by (HOST) and (SPONSORS OF LUNCHEON -- if different than host). This program was developed by the National Highway Traffic Safety Administration as one of its National Standard Curricula.

PUBLIC INFORMATION, EDUCATION AND RELATIONS WORKSHOP

Date/Location

REGISTRATION FORM

NAME: _____ TITLE: _____

ORGANIZATION (volunteer, career, private, fire, third service, or other): _____

MAILING ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

TELEPHONE: _____ FAX: _____

In an effort to tailor this seminar, we would appreciate your answers to the following questions:

1) Does your agency currently have a designated public information officer (PIO)?
____ Yes ____ No If yes, are you the designated PIO? ____ Yes ____ No

2) What PIER activities have you conducted in the past year?

3) List two problems that you have encountered in conducting your PIER programs?

4) What is the approximate number of media contacts your agency has in a month?

5) Does your agency have a written media policy? ____ Yes ____ No
Is it useful? ____ Yes ____ No

**Student
Overhead
Transparencies**



What is PIER?

Public Information
+
Public Education
+
Public Relations

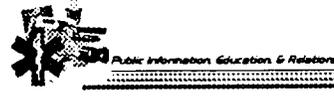
11



Workshop Goal

To promote the development of proactive EMS PIER programs that raise public awareness, understanding, and participation in the EMS system.

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Workshop Objectives

- Understand the need for PIER.
- Identify essential PIER tools to use in research, planning, implementation, and evaluation of a PIER program.
- Practice using some tools required to work with and influence the media and the public.

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Public Information, Education & Relations

Four Essentials of PIER Management

- **Research** - establishes baseline
- **Planning** - provides direction
- **Implementation** - executes plan
- **Evaluation** - measures progress

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Public Information, Education & Relations

Sample PIER Mission Statement

"The Anytown EMS agency is committed to educating and informing the public about their role in a medical emergency; promoting the services of Anytown EMS to the public and decision makers; and to the prevention of injury."

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Public Information, Education & Relations

Sample PIER Goal & Objective

Goal:

To decrease the incidence & severity of traffic-crash related injuries to children in Springfield.

Objective:

To increase the use of child safety seats to 85% of all child passengers observed at selected intersections by December 1, (year).

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Organizing Your Approach

- Research
 - Your organization
 - Your needs

8-12



Types of PIER Support

- Financial
- People
- In-kind

8-13



Initiate Contact

- Identify likely donors
- Write solicitation letter/application
- Use personal contact
- Follow-up

8-14



Writing a News Release

- **Format:** Letterhead, double-spaced, contact name/number, no jargon
- **Strong local lead:** Who, What, When, Where, and Why
- **Inverted pyramid:** Get important info up top
- **Distribution:** Fax to contacts; next update?

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Media Briefing

Key Questions:

1. **Is the news timely and of importance to the public?**
2. **Any conflicting issues and/or events?**
3. **Am I assured of a good media turnout?**

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Eight Tips For A Successful Briefing

1. **Notify media by press release as early as possible.**
2. **Hold briefing in the morning.**
3. **Good times: Mondays & Tuesdays / before & after major holidays.**
4. **Open with general statement, introduce speakers.**

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Eight Tips For A Successful Briefing (cont'd)

5. Be brief.
6. Illustrate key points with charts & graphs.
7. If outdoors: Remember weather, noise & pedestrians.
8. Prepare media kits; send to media who couldn't attend.



Interview Tips

- Plan what you say
- Stick to the facts
- Be professional
- Listen carefully
- Look at the reporter, not the camera
- Speak slowly, clearly, and briefly
- No jargon!



Interview Tips (cont'd)

- You are in control
- Nothing is "Off The Record"
- "No Comment" is a comment
- If you don't know, say so
- Never lie
- Relax

G. Course Evaluation

An evaluation of the seminar should be undertaken each time it is conducted. The Participant's Critique Form is contained in the Administration Support Materials. The emphasis of this evaluation should be on identifying deficiencies in the training, so that it can be improved for future offerings. Guidelines for analyzing the Participant's Critique Form and preparing a post course evaluation report are attached.

After the course, instructors should offer students technical assistance with questions regarding developing their PIER programs. This is a first step in building networks for PIER as described in the curriculum.

Guidelines for Preparing Post-Course Evaluation

A Critique Form is provided to document students' ratings of the course content and activities. The form is divided into eight parts:

- A. Training Objectives
- B. Workshop Sessions and Quality of Instruction
- C. Course Design
- D. Topic Deletions/Additions
- E. Overall Course Rating
- F. Quality of Instruction
- G. Final Comments or Suggestions

The following instructions are provided to guide review, analysis and interpretation of participant's comments:

Section A - Training Objectives

Determine raw tabulation and percentages for each objective:

- o If the "no"/"not sure" responses total 20% or more, some explanation should be provided. Assess the problem and explain or recommend changes as appropriate.

Section B - Workshop Sessions and Quality of Instruction

The rating choices are as follows:

5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor

Analysis Procedures

Tabulate total ratings for each activity in "session" column and total rating for each activity in "quality" column.

Divide total rating for each activity in each column by the number of responses. The result is the final rating:

- o Any rating of 4.6-5.0 indicates the participant's consensus was that the activity or quality was excellent.
- o 3.6-4.5 indicates very good
- o 2.6-3.5 indicates good
- o 1.6-2.5 indicates fair
- o 0.0-1.5 indicates poor

Section C - Course Design

Determine raw tabulation and percentage for each statement.

Some comment or explanation should be provided if the inappropriate ("agree"/"disagree") or "not sure" responses exceed 20%.

Section D - Topic Deletions/Additions

Prepare a summary of responses for each item. Comment as appropriate.

Section E - Overall Course Rating

The rating choices are as follows:

5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor

Analysis Procedures

Tabulate total ratings for each activity in "session" column and total rating for each activity in "quality" column.

Divide total rating for each activity in each column by the number of responses.

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- o 1.6-2.5 indicates fair
- o 0.0-1.5 indicates poor

Section F - Quality of Instruction

The rating choices are as follows:

5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor

Analysis Procedures

Tabulate total ratings for each activity in "session" column and total rating for each activity in "quality" column.

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- o 3.6-4.5 indicates very good
- o 2.6-3.5 indicates good
- o 1.6-2.5 indicates fair
- o 0.0-1.5 indicates poor

Section G - Final Comments and Suggestions

Prepare a summary of responses. Comment as appropriate.

**EMS PUBLIC INFORMATION, EDUCATION AND RELATIONS
WORKSHOP**

Participant Evaluation Form

Workshop Location and date: _____

Current EMS affiliation (volunteer, career, other): _____

Area served by your EMS agency (rural, suburban, urban): _____

A. Training Objectives

Please indicate whether you believe that you personally achieved the workshop objectives.

	<u>Yes</u>	<u>No</u>	<u>Not Sure</u>
1. Do you understand the need for PIER programs in EMS?	_____	_____	_____
2. Can you identify the essential elements of a comprehensive PIER program?	_____	_____	_____
3. Did you learn some practical PIER skills to use in working with the media and the public?	_____	_____	_____
4. Can you begin to plan, implement and evaluate PIER programs?	_____	_____	_____

B. Workshop Sessions and Quality of Instruction

Please rate how helpful each workshop session was to you. Please consider instructor subject knowledge, instructional techniques and accomplishment of learning objectives. Use a scale from 1 to 5 where: 5=Excellent, 4=Very Good, 3=Good, 2=Fair, 1=Poor

- o Introduction and Overview _____
- o Developing and Managing PIER Programs _____
- o Media Relations _____
- o On-scene Media Relations _____
- o Summary/Critique _____

C. Course Design

Please circle the appropriate word to indicate your agreement or disagreement with each of the following statements.

1. The length of this workshop is just about right.

Agree Not Sure Disagree

If disagree, too long too short

2. I believe that the curriculum covered will be useful to me and my EMS agency.

Agree Not Sure Disagree

Why: _____

3. The workshop instructors were well prepared.

Agree Not Sure Disagree

4. I did not get as much out of this workshop as I had hoped.

Agree Not Sure Disagree

5. I am very glad I attended this workshop.

Agree Not Sure Disagree

6. The workshop contained some information that is not needed and that should be deleted.

Agree Not Sure Disagree

Why: _____

7. There were some important topics missing from the training that should have been included.

Agree Not Sure Disagree

Why: _____

8. I obtained much practical PIER information from this workshop.

Agree Not Sure Disagree

Why: _____

9. The information was presented at a level I could understand.

Agree

Not Sure

Disagree

10. The audiovisual aids were relevant and enhanced the instructors' presentations.

Agree

Not Sure

Disagree

Why: _____

Please answer the following questions in as much detail as you think is necessary.

11. What was the strongest aspect of the workshop?

12. What was the weakest aspect of the workshop?

D. Topic Deletions/Additions

13. If you absolutely had to delete one session or topic from this workshop, what would it be?

14. If you could add one new session or topic to this workshop, what would it be?

E. Overall Course Rating

Please rate the overall quality of the workshop using the 1-5 scale. _____

F. Quality of Instruction

Please rate each instructor on a scale from 1 to 5 where: 5=Excellent, 4=Very Good, 3=Good, 2=Fair, 1=Poor

_____	_____	_____	_____
Instructor	Rating	Instructor	Rating

G. Final Comments or Suggestions

Your comments are valuable. Please use the back of this sheet to make any additional comments. Thank you for completing this evaluation.

ATTENTION: LEAD INSTRUCTOR/COURSE ADMINISTRATOR

In order to assist the National Highway Traffic Safety Administration in the validation of course materials, the Transportation Safety Institute is requesting your feedback. The purpose of conducting this evaluation is to determine:

- ▶ accuracy and completeness of course materials
- ▶ adequacy of course material design
- ▶ utility of course materials
- ▶ usability of course materials

Course materials are evolving documents which must be updated and refined in detail over the life of the course through a process of review, comment, analysis and revision in order to meet the training requirements of instructors as well as participants.

The attached questionnaire provides the expert users (lead instructors/course administrators) an opportunity to assess the viability of the course materials in relation to its capabilities and constraints. The goal of this questionnaire is to identify and set in motion actions to resolve course implementation issues as early as possible. The review and input that you provide is vital to the success of NHTSA's training mission.

DIRECTIONS: Fill out the **Lead Instructor/Course Administrator Questionnaire** at the completion of this course. Use this questionnaire to record your comments about the strengths and weaknesses of the instructional package provided for this course. Please provide detailed answers for each item requiring further explanation. (Use specific examples when available.) **RETURN QUESTIONNAIRE WITHIN 10 DAYS OF CLASS TO:**

NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION
EMS DIVISION
400 SEVENTH STREET SW
WASHINGTON DC 20590

If further information is needed, or if you have any questions concerning this evaluation process, contact NHTSA EMS Division (202) 366-5440.

**LEAD INSTRUCTOR/COURSE ADMINISTRATOR
QUESTIONNAIRE**

Course Name: _____ Course Date: _____

Course Location: _____

Lead Instructor Name: _____

Address: _____ Phone: _____

ACCURACY AND COMPLETENESS

1. The instructor manual and accompanying course materials **provide sufficient guidance** and information to plan, administer, and teach this course.

Strongly Agree Agree Disagree Strongly Disagree

Comments:

2. The **complete list of training aids**, devices, and equipment needed to support this course are listed in the administrator's guide.

Strongly Agree Agree Disagree Strongly Disagree

Comments:

3. The work session **directions are explained thoroughly** for both instructor and student.

Strongly Agree Agree Disagree Strongly Disagree

Comments:

4. Are the instructional materials and media:

Yes No

a. Easy to read and understand? _____ _____

b. Easy to use? _____ _____

c. Accurate and complete? _____ _____

	Yes	No
d. Congruent with stated objectives?	_____	_____
e. Appropriate to skill and knowledge level of course participants?	_____	_____
f. Clear in purpose , goals, and objectives for both students and instructors?	_____	_____
g. Modern in format and appearance?	_____	_____
h. Free of extraneous details or distractions?	_____	_____
i. Un-biased (free of gender, ethnic, or racial bias)?	_____	_____
j. Relevant to the instruction (does it provide “real world” highway safety examples)?	_____	_____

Cite specific examples for any “no” response. (Additional comment space is provided on following page.)

ADAPTABILITY

5. The course material **accommodates all learning styles** (auditory, visual, tactile, etc.)?

Strongly Agree

Agree

Disagree

Strongly Disagree

Comments:

6. The course material and content are adaptable (**some content can be altered in sequence, length, or strategy**) according to the needs of the sponsoring organization? **NOTE:** Some courses which contain technical or legal information cannot be altered. These courses are excluded from this question. Example: SFST and DEC courses.

Strongly Agree

Agree

Disagree

Strongly Disagree

Comments:

USABILITY

7. The course modules are **logically sequenced** in a manner that allows ease of learning.

Strongly Agree

Agree

Disagree

Strongly Disagree

If not, what sequence would you suggest and why?

8. Were there any particular **portions** of the course material or work sessions that students perceived as **“too difficult?”** If so, list and explain.

9. This course provides sufficient **opportunity for student interaction and participation.**

Strongly Agree

Agree

Disagree

Strongly Disagree

Comments:

10. The course content allows **sufficient work sessions** which reinforce the lecture sessions.

Strongly Agree

Agree

Disagree

Strongly Disagree

Comments:

11. The course content is broken into **logical learning “chunks”** that are easy for students to comprehend and retain.

Strongly Agree

Agree

Disagree

Strongly Disagree

Comments:

12. Were you able to adhere to the **pre-determined time estimates?** If not, specify which segments need more time, which need less and why.

RELEVANCE

13. The course materials will be used as a **future reference and resource tool** for students.

Strongly Agree

Agree

Disagree

Strongly Disagree

Which materials do you consider the most useful?

14. Do you believe that **additional content segments** are needed for this course? If so, please identify and describe how they will benefit this instruction.
15. Should any of the content **segments** of this course be **eliminated**? If so, which ones and why are they not needed?
16. Does this course provide students with the **skills and knowledge** they need to improve their job performance? If not, why?
17. What **recommendations** would you make for improving this course material? (Additional comment space is provided at the bottom of this page.)

Additional Comments?

H. Requests for Information, Assistance or Materials

If you need further information, assistance in planning or conducting this training, or course curriculum materials, please contact your NHTSA Regional Office.

55 Minutes

SESSION I

INTRODUCTION AND OVERVIEW

SESSION I: INTRODUCTION & OVERVIEW

Upon successfully completing this section, the participants will be able to:

- o Define Public Information, Public Education, and Public Relations.
 - o State the goal and objectives of this seminar.
 - o Identify the major benefits of PIER to EMS.
 - o Describe the schedule of seminar activities.
-
-

Content Segments

Learning Activities

- | | |
|--|-----------------------------|
| A. Welcoming Remarks/Introductions of Faculty and Participants | o Faculty-led Presentations |
| B. Definition of PIER | o Student Exercise |
| C. Workshop Goal and Objectives | |
| D. Major Benefits of PIER | |
| E. Schedule of Activities | |

Video:
Clip 1: Mass CPR News Story

I. INTRODUCTION AND OVERVIEW

Total Session Time:
Approx. 55 Minutes

A. Welcoming Remarks

Segment A: 20 Minutes

1. Faculty names, background, & affiliation

Faculty and students will briefly introduce themselves.

2. Participants' names and affiliation

Have students state one objective they hope to learn from this workshop. One faculty member leads group while the other summarizes students' remarks on flipchart; hang on wall and refer to through the day.

B. Define PIER

Segment B: 5 Minutes

Chapter 1 in PIER Manual.



Visual I-1

“What is PIER?”

1. Public Information - is "news."
2. Public Education - imparts knowledge or training in specific skills.
3. Public Relations - the process of shaping public opinion.

- o Define these terms and ask students for examples of each.
- o Example: Announcements such as adding Automatic External Defibrillation.
- o Example: Training the public how to call for help properly or administer CPR.
- o Example: Parades or Toys for Tots. Emphasize that PR is a necessary component of PIER.
- o Seldom is any activity purely PI, PE, or PR...the three are interconnected.



Introduce Video
“Mass CPR News Story”
 (1 clip - 3:00) See video
 description in Appendix

C. Workshop Goal and Objectives

Segment C: 5 Minutes

1. The purpose of this workshop is to provide an overview of PIER and its importance to all phases of EMS operations.

2. Goal: To promote the development of proactive EMS PIER programs that raise public awareness, understanding, and participation in the EMS system.

3. Objectives:

a. Understand the need for PIER programs

b. To identify essential PIER tools for research, planning, implementation, and evaluation of PIER programs



Visual I-2
“Workshop Goal”

- o Public's role:
 - support your EMS system
 - prevent injuries and medical emergencies
 - access system properly and appropriately



Visual I-3
“Workshop Objectives”

- o Increase public's knowledge of EMS system. For example, access to 9-1-1 or misuse of the EMS system.
- o Problem ID, resources, multi-agency PIER planning committee, setting objectives, conducting PIER programs, media relations, and evaluating the program.

- c. Gain practical experience in using some of the media tools necessary to work with and influence the media and the public

- o For example, students will complete an exercise in press release writing and interview techniques.

D. Major Benefits of PIER

Segment D: 20 Minutes

1. Why is PIER needed?

STUDENT EXERCISE:

- a. Phases of a routine EMS call:

Prior to class, on an easel pad, list in their proper order all phases of an EMS call start to finish. Leave room at the top to add "Prevention & Preparedness." Cover this with a blank sheet.

- (1) occurrence
- (2) detection/recognition
- (3) notification
- (4) dispatch
- (5) travel en route to scene
- (6) actions at scene
- (7) travel to first receiving facility
- (8) hand-off to receiving facility
- (9) return to service

Ask students to list phases of an EMS call; write them on the blank easel sheet. Flip the page, use the properly ordered list to identify areas of the call where PIER could assist them in doing their job better.

- b. Prevention and Preparedness

Does the traffic magically part for your vehicles? Are house numbers easy for you to spot day and night? At the scene, do you find good bystander care in progress? At scene, are crowds cooperative? Are bills for service paid promptly?

Go back to list of phases and add prevention and preparedness at the top (example: using safety equipment, posting house numbers). Stress that these two steps ensure efficient use of current resources and facilitates acquisition of additional resources.

- c. EMS is embracing injury prevention as a part of its role.

- 2. Effects on public of not having a PIER plan.
 - a. Public is misinformed or uninformed.
 - b. Unprepared to handle emergency.
 - c. False or poor image of EMS agency.
 - d. Unrealistic expectations of EMS.

- 3. Effects on EMS agency of not having a PIER plan.
 - a. Waste resources and time.
 - b. Additional cost.
 - c. Provider burnout.
 - d. Unsatisfactory patient care.

- 4. What are the benefits?

- 5. Even the best EMS system is worthless if the community does not understand:
 - o Managed Care has a prevention focus and this is also influencing EMS.
 - o Ask students for some examples of injury prevention activities they have been involved in.
 - o Stress that these problems are true regardless of the type of service (whether volunteer, paid, urban, rural, large, small, private, public, fire, etc.)
 - o PIER is not a luxury...it is a necessity.



Visual I-5
“PIER Benefits”

- a. Who you are,
- b. What you do,
- c. How the system helps them, and
- d. How to properly access and use the system

E. Schedule of Activities

- 1. Introduction & Overview
- 2. Developing & Managing a PIER Program
- 3. Media Relations
- 4. On-Scene Media Relations
- 5. EMS PIER Summary

Segment E: 5 Minutes



**Visual I-6
“PIER Seminar Schedule”**

- o Briefly highlight what the participants will learn and discuss what is to be covered in each section.
- o Explain how long the training will take and the types of learning activities planned. Training is interactive and not strictly lecture. Participation is necessary for a successful workshop.
- o Explain that the EMS PIER Manual is a resource and not a follow-along manual. The topics covered today are in the PIER manual. Students can use this manual for additional assistance in planning their PIER program. Also contains a list of additional resources for PIER programs.

Overhead Transparencies



Public Information, Education, & Relations

What is PIER?

Public Information

+

Public Education

+

Public Relations



Public Information, Education, & Relations

Workshop Goal

To promote the development of proactive EMS PIER programs that raise public awareness, understanding, and participation in the EMS system.



Workshop Objectives

- Understand the need for PIER.
- Identify essential PIER tools to use in research, planning, implementation, and evaluation of a PIER program.
- Practice using some tools required to work with and influence the media and the public.



PIER Benefits

- **Increases public knowledge of your EMS system**
- **Better use of EMS resources – less misuse**
- **Improves recruitment and retention**
- **Increases financial and political support**
- **Enhances patient outcome**



Public Information, Education, & Relations

PIER Seminar Schedule

- I. Introduction & Overview**
- II. Developing & Managing a PIER Program**
- III. Media Relations**
- IV. On-Scene Media Relations**
- V. EMS PIER Summary**

120 Minutes

SESSION II
DEVELOPING & MANAGING A PIER PROGRAM

SESSION II: DEVELOPING & MANAGING A PIER PROGRAM

Upon successfully completing this session, the participants will be able to:

- o Identify the components and benefits of a written PIER plan.
 - o Identify the four essentials of PIER management (research, planning, implementation and evaluation).
 - o State the benefits of coalitions and networking.
 - o Identify three essential kinds of support/resources for PIER programs.
 - o Plan solicitations for PIER support.
 - o Understand the necessity of evaluating PIER programs.
 - o Identify four tools for evaluation.
-
-

Content Segments

- A. PIER Plan
- B. PIER Implementation
- C. Measuring PIER Outcome
- D. Coalitions/Networking
- E. PIER Program Support
- F. PIER Planning Student Exercise

Learning Activities

- o Faculty-led presentations
- o Student exercises (3)

Video:

- Clip 1 Colorado Teen DUI News Story and PSA**
- Clip 2 Make the Right Call PSAs**
- Clip 3 Designated Driver PSA**
- Clip 4 Heads Up Bicycle Program**

DEVELOPING & MANAGING A PIER PROGRAM

A. PIER Plan

1. Why have a PIER plan?
 - a. Defines problem(s)
 - b. Gives direction
 - c. Saves effort, time and money
 - d. Shows you what you accomplished
 - e. May get you more resources
2. PIER Management.

Total Session Time:
Approximately 120 Minutes

Segment A: 35 Minutes

Refer to Chapters 2-5 in PIER Manual.

- o Stress: Most people in EMS are reactive not proactive. Overcoming this mindset is the first step of successful planning.
- o Be sure when defining your problem, you have identified an area you need to address vs. simply wanting to address. (Example: your run report data shows poor safety belt usage in your community.) If not, you may waste valuable time, money and resources.

STUDENT EXERCISE: Have students provide examples of problems they see working in EMS. Write examples on flipchart (e.g., people who don't wear safety belts/use car seats; impaired drivers).



Visual II-1
“Essentials of PIER Management”

- a. Successful PIER must incorporate:
 - (1) Research - establishes baseline
 - (2) Planning - provides direction
 - (3) Implementation - executes plan
 - (4) Evaluation - measures progress

- b. Depending upon the complexity and nature of the project(s) and available resources, consider forming a PIER Steering Committee.
 - o Stress: The four essentials of PIER management apply to all PIER programs regardless of resources (people, time, money) and complexity of project(s).
 - o Stress: Research and evaluation are interconnected and use the same tools. In order to be effective, the processes must be the same.

EXAMPLE: In patient care, providers take an initial blood pressure (BP), subsequent BPs in the ambulance en route, and final BP prior to hand-off at the hospital. This is baseline research, midline and evaluation!
 - o Committee may include a variety of skills and backgrounds, not just EMS people (marketing, business, media, research, writing).
 - o What's In It For Me (WIIFM)? People "buy into" what they are a part of.
 - o Committee should reflect your community and the target of your project. Choose groups that can assist in getting your message out to your target audiences.

- c. Use your PIER Steering Committee to develop mission statement, goals/objectives, and work plan.

- (1) Mission statement.
 - (a) Definition: Comprehensive statement(s) to outline PIER priorities.
 - (b) Mission statement could be specifically for PIER or PIER could come under your organizational mission statement.
 - (2) Goals/objectives.
 - (a) Set up realistic goals (start with small successes and work up).
 - (b) Have objectives that produce measurable results.
 - (3) Work plan specifies activities to achieve objectives.
- o Purpose: Obtain endorsement of PIER from both top management and from "street medics." Also provides organizational direction and accountability.
 - o  **Visual II-2**
"Sample PIER Mission Statement"
 - o Refer to "problem" of non-usage of child safety seats.
 - o  **Visual II-3A**
"Sample PIER Goal & Objective"
 - o Use concrete, descriptive and accountable terms.
 - o  **Visual II-3B**
"Workplan"

- o Explain “Please be Seated” program: Citizens observing children not riding in car seats mail in postcards, identifying the license plate number and model of “offending” car. “Offending” motorists then receive an educational letter about the importance of child seat usage and explains the state’s law. A discount coupon for a child safety seat may also be enclosed.

3. Look for PIER program opportunities.

EMS is taking an active role in injury prevention as:

- o role models
- o collectors of injury data/ identifiers of hazards
- o injury advocates
- o educators
- a. Year-round Issues



**Visual II-4
“Role of EMS Providers in Injury Prevention”**

- o wear safety belts in ambulances
- o document safety devices used in car crashes (belts, car seats)
- o support legislation (i.e. safety belt, helmet laws)
- o conduct injury prevention programs to educate public on personal protection



**Introduce Video
“Colorado Teen DUI News Story and PSA”
(2:25) See video description in Appendix**

- o Align your service with a year-round PIER program. Example: safety seats/belts; bike helmets. This helps gain credibility as “the expert,” as the public identifies your service with that issue.

- b. Tie in with “special campaigns,” holidays and seasons.
 - o EMS Week, Child Passenger Safety Week, National Drunk and Drugged Driving Awareness Month, Poison Prevention, Memorial/Labor Day travel, Halloween, heat/cold emergencies.

- c. EMS has a wide variety of issues that are good for PIER. Only limitation is imagination!

- d. Use existing programs:
 - Ask students what programs they have conducted.
 - o NHTSA has program materials on occupant protection; impaired driving; school bus, motorcycle, bicycle and pedestrian safety.

- (1) National Highway Traffic Safety Administration (NHTSA) programs.
 - o  **Introduce Video “Make The Right Call PSAs” (1:00) See video description in Appendix**
 - o Other MTRC campaign materials and ordering information are found in the Sample Section of the PIER Manual.
- (a) “Make the Right Call.”

B. PIER Implementation

Segment B: 5 Minutes

1. Assign tasks and meet regularly to monitor progress.

2. Assure consistency in public image.
 - a. Up to each member because each will benefit.

 - b. Clinical and personnel standards must meet expectations set by PIER.

 - c. A consistent positive public image pays off when the news is bad.



Visual II-5
 “Implementation”

- o Make sure everyone has a clear understanding of goals and objectives.

- o Build in points for evaluation and "mid-course corrections." (Refer to the BP example again.)

- o Everyone in agency is a part of the PIER program, whether providing patient care, patient contact, billing and community events. Your ambulance is a “rolling billboard.”

C. Measuring PIER Outcome

Segment C: 15 Minutes

1. Why evaluate?
 - a. You can't measure what you haven't defined.



Visual II-6
 “Evaluation”

- o These evaluation tools should be used in the front part of your planning -- the research phase.

- b. To measure progress towards goal and mission statement. Compare apples to apples before, during and after research method. Did you accomplish what you said you wanted to do?
- c. To determine if target audience was reached and needs met adequately.
- d. To establish financial accountability.
- e. To plan for future PIER programs.

- o Evaluation must be on-going during the PIER project. (Remember BP example.)
- o See PIER Manual Chapter 10 "Measuring Your Success." The "Evaluation Primer" listed in the resource section of your PIER Manual provides more in-depth information.
- o We could do entire workshop on evaluation!! It takes time and is not always easy...but very important.

2. Evaluation tools.

Replicate research methods ("before" and "after")

- a. Records/run reports.
- b. Surveys.
 - (1) telephone
 - (2) mail
 - (3) street interviews

- o Discuss pros and cons of each evaluation method.



Visual II-7
"PIER Research/Evaluation Tools"

- o Seek qualified assistance with survey construction, execution and evaluation (e.g., local colleges, survey research/polling company, ad agency).

- (4) reply card
 - o Example: Send a response to those who thank you and those who complain, showing appreciation for their feedback to your service. This can be a letter or preprinted card, signed by agency director.

- (5) observational
 - o State Highway Safety office may be able to assist with observational surveys (traffic related).

- c. Focus groups.
 - o Seek outside assistance in determining questions for focus group and conducting sessions. Look to colleges, public relations or advertising firms, management consultants or survey companies for assistance.
 - (1) Internal - What do co-workers think?
 - (2) Public perception - What does the public think?
 - (3) Campaign message - Does the target audience understand the message?

- d. Tracking PIER activities.
 - o See Sample PIER Event Form in Appendix of Instructor Manual. Have copies for students.

Tracking your PIER activities is vital to your efforts. A sample event form can assist you in establishing a database (electronic or manual).

 - (1) Information can be newsworthy in itself for your agency.

- o Auditing examples include:
 - number & type of activities
 - resources utilized
 - number of contacts
 - crew hours dedicated
 - dollar value of air time for PSAs
 - dollar value of column inches as paid advertising costs

- (2) Can help you to demonstrate the need for additional resources.

3. Report results of evaluation.



Visuals II-8
“Evaluation Questions”

- a. Lets people know what was accomplished.
- b. Sets stage for future support, builds goodwill and morale.
- c. Provides baseline to compare future efforts

- o DISCUSSION: Ask for ways to report results of PIER program.

D. Coalitions/Networking

Segment D: 20 Minutes

We have discussed the components of a PIER plan. Now let’s talk about how to get help for your program. You don’t have to do it alone!

1. Define Coalition.



Visual II-9
“Coalitions”

- a. Some projects may benefit from forming short/long term coalitions/task groups.

- o DEFINITION: Coalition is the joining of two or more agencies to achieve a common goal. See Chapter 4 PIER Manual.
- o Call attention to the fact that you may have non-EMS people involved with EMS agency program design and execution.

STUDENT EXERCISE:

Your service has identified poor addressing as a problem in your community. You've decided to form a coalition to attack this problem. Who can share this problem with you? Who helps with this problem? List on flip chart (post office; police; delivery companies; utilities; pizza stores; florists; boy/girl scouts).

- b. Discuss benefits of coalitions.
 - (1) Creates larger base of support; shares resources.
 - (2) Creates visibility.
 - (3) Saves time, effort and avoids duplication.
 - (4) Enhances credibility.
- c. Discuss long and short-term coalitions.
 - o Ask students to give benefits (all types from in-kind to people) to achieve program goals.
 - o National Mailbox Improvement Week sponsored by post office - same week as EMS week. Invite Post Office to set up display at your EMS Week Open House showing a poorly marked mailbox and one properly marked.
 - o Stress: Coalitions can be short- or long- term depending on their goals and objectives. Examples: A short-term coalition may be formed to support the passage of a safety belt law and disbanded once the law is passed. A long-term coalition may be formed to stop impaired driving in your community.

- (1) Example: Wichita, Kansas formed a long-term coalition to educate the community about the need for designated drivers.



Introduce Video
“Designated Driver PSA”
 (:15) See video description in Appendix

- (2) A poster was developed through this coalition.



Visual II-10
“Designated Driver Poster”

- (3) Each member had a specific “assignment” in the campaign. Very effective use of coalition -- sharing the work and the rewards.

Example: the mortuary provided funding for the poster, the beer distributor disseminated the posters (clubs, stores, etc.).

d. Define networking.



Visual II-11
“Networking”

- o DEFINITION: Networking is the informal sharing of information, ideas, resources.

e. Discuss benefits of networking.

- (1) Swap ideas and materials with other EMS agencies.

- o Ask participants what opportunities they have in their community to participate in a coalition and/or network.

- (2) Saves time, money, effort.

- o Broaden scope to other EMS Public Information Officers (PIOs) inside and outside your state.

- National Information Officers Association for Public Safety PIOs (See PIER Manual Resource section)
- National or State EMS conferences
- Interactive television/EMSAT

E. PIER Program Support

1. Research your organization.

Can your organization accept outside funding? What is the mission and purpose of your organization? How does the program fit with your mission? Who in the community will benefit from your program?

2. Research your needs.
 - a. Describe the program in writing.
 - b. Identify who will work on the program. Write job descriptions for everyone connected with the program (paid and volunteer).

Segment E: 15 Minutes



**Visual II-12
“Organizing Your Approach”**

- o Stress: You need to know your own organization and needs, as well as the organization you want to approach for help. (See Chapter 5 “Funding PIER” in the PIER Manual)
- o Stress: Very important to put your program requests in writing. This provides direction and prevents miscommunication among all involved.
- o Co-op with other community groups/issues if possible.

- c. Establish a time line for development and implementation.
 - d. Estimate all needs and costs.
 - e. Assemble all supporting materials (budget, letters of support, IRS certificate of tax exempt status).
3. The three kinds of PIER resources and support.



**Visual II-13
"Types of PIER Support"**

- o See Chapter 5 "Funding PIER" in PIER Manual.
 - o Ask participants for examples in each.
- a. Financial Support
 - o **EXAMPLES:** Foundations; "The Foundation Directory" grants; corporations; service organizations such as Kiwanis, Lions, Rotary; health care groups; insurance companies.
 - b. People Support
 - o **EXAMPLES:** Coalitions or service groups such as Kiwanis, colleges/schools, corporate staff, employee groups, unions, religious organizations and health care groups, Eagle Scout projects.
 - c. In-Kind Support
 - o **EXAMPLES:** Printers, local merchants, specialty advertising firms, photographers, video production firms.

- o Give a receipt to in-kind donors for value of donation for tax deduction purposes; this can be a letter.

4. Initiate Contact.



**Visual II-14
“Initiate Contact”**

- | | |
|--|--|
| <ul style="list-style-type: none"> a. Solicitation letter -- use service letterhead. Cover the highlights of project. Outline needs. Use facts, not emotional appeal. b. Use a business-like approach: be positive, not negative (even with facts). c. Point out how contribution will benefit giver. WIIFM? d. Personal contact -- try to get an appointment with the person who can make a decision. Go in uniform. Be brief and to the point. Ask for what you want and be grateful for what you receive. | <ul style="list-style-type: none"> o Stress: For local funding requests, the letter should mention you will be personally contacting them to arrange an appointment. o Plan carefully and allow ample lead time when requesting resources. o Use statistical data compiled during research phase. o Tips for writing solicitation letter are covered in PIER Manual Chapter 5. Read before drafting your letter! |
|--|--|

5. Follow-up.

- a. Report program results to all who supported it.
- b. Notify media of success.
- o Thank donors with a letter or other token.
- o Will this person or organization want public credit? Some may not.

F. PIER Planning Exercise

Segment F: 30 Minutes

1. Purpose: To put into practice ideas learned in this section.

This exercise reviews the concepts learned in this section.

2. Structure:

Tailor break-outs topics to fit class.
Instructor assigns problems.
Examples to choose from:

- a. Divide class into four groups; each group is a PIER steering committee.
- b. Assign each group a "problem" to address with a campaign.
- c. Explain PIER planning exercise.
- 1. elder pedestrian injuries/deaths
- 2. non-use of bicycle helmets
- 3. improper use of child safety seats
- 4. 15-to-20 youth DUI
- 5. speeding on particular road
- 6. misuse of EMS system (9-1-1 or seven-digit emergency number)
- 7. failure to yield to emergency vehicles

- (1) Distribute handout
- (2) Recorder - each committee selects a recorder. (All plans will be compiled by host agency, typed and distributed to class participants along with a class roster.)

- o PIER Planning Exercise handout is in the Appendix for copying.

- d. Spokesperson - Each committee chooses a member to report on their plan.

Ask other groups to comment on each report. Add observations. Summarize.

3. Example:

- a. “Heads Up” Bike Safety Helmet Video Project - the idea for this project was developed in a previous PIER class using this exercise.



Introduce Video
“Heads Up Bicycle Safety Program” (2:40) See video description in Appendix.

Overhead Transparencies



Four Essentials of PIER Management

- **Research - establishes baseline**
- **Planning - provides direction**
- **Implementation - executes plan**
- **Evaluation - measures progress**



Sample PIER Mission Statement

"The Anytown EMS agency is committed to educating and informing the public about their role in a medical emergency; promoting the services of Anytown EMS to the public and decision makers; and to the prevention of injury."



Sample PIER Goal & Objective

Goal:

To decrease the incidence & severity of traffic-crash related injuries to children in Springfield.

Objective:

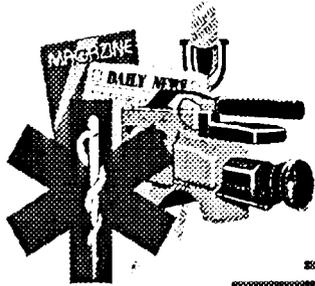
To increase the use of child safety seats to 85% of all child passengers observed at selected intersections by December 1, (year).



Workplan

Sample activities to achieve stated objective:

- Survey selected intersections in Springfield to establish safety seat use baseline by Jan. 1, (year), midline by Aug. 1, (year), and evaluation by Nov. 1, (year).
- Hold press conference to kick off campaign by Feb. 1, (year).
- Develop media plan to place stories on proper child seat installation & usage by March 1, (year).
- Set up "Please Be Seated" program by April 1, (year).
- Hold ten classes for expectant parents at local hospitals by July 1, (year).



Role of EMS Providers

- **Role models**
- **Collectors of injury data/identifiers of hazards**
- **Injury prevention advocates**
- **Educators**

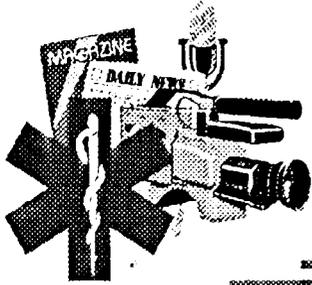


Implementation

Meet regularly to monitor progress on tasks assigned in the plan.

Be sure:

- everyone understands his/her role
- everyone presents a consistent message and image



Evaluation

- Why evaluate your PIER activities?
- What evaluation tools are appropriate for our project?



Public Information, Education, & Relations

PIER Research/Evaluation Tools

- Records/Run Reports
- Surveys
(Telephone, mail, street interviews, reply card, observational)
- Focus Groups
- Audit PIER Activity
- Measure Media Exposure



Public Information, Education, & Relations

Evaluation Questions

Typical questions to ask:

- Did we reach the target audience(s)?
- Did we accomplish what we set out to do?
- How much contact did we have with the target population?
- Did we get the expected results or did something unexpected



Coalitions

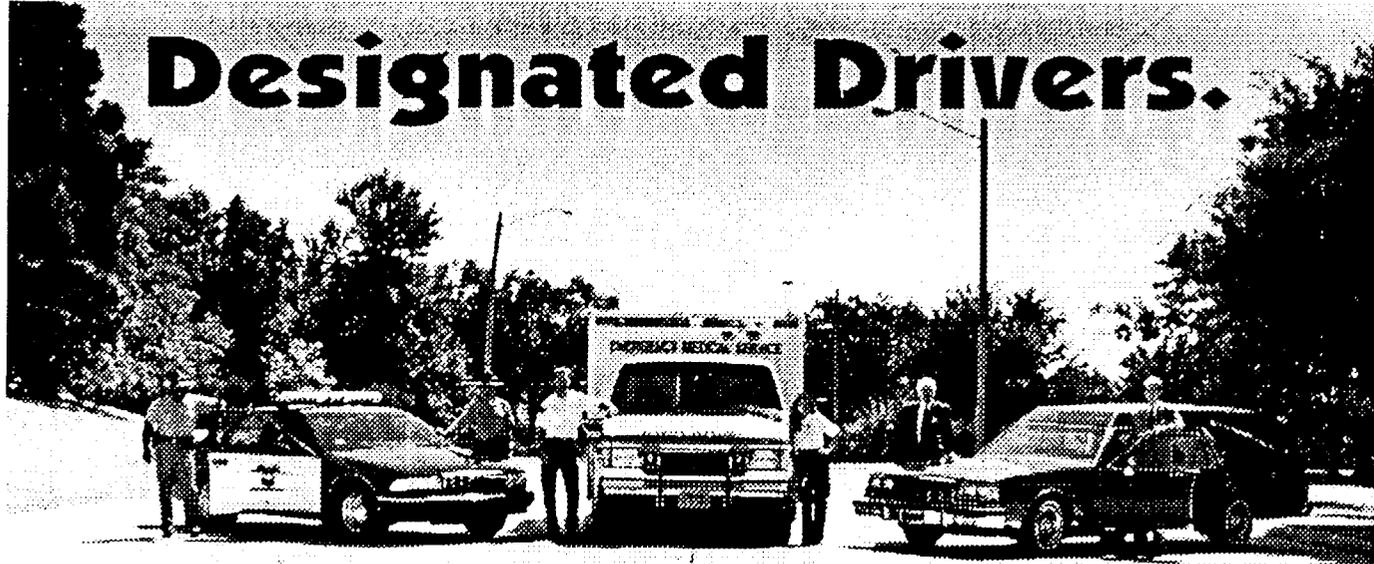
- The joining of two or more agencies to achieve a common goal.

- Benefits



Public Information, Education, & Relations

Designated Drivers.



Your Choice or Ours.

Please Don't Drink and Drive.

EMS Paramedics
and fire services

Suburban County EMS
1511 Durbin Ave. - Aurora, IL 60004
708.233.1104

Funding provided by: Administrative Services
Printing donated by: Planet Publishing
Photography by: Frank Island Studios
Pre-press by: J. B. & J. B.



Approved: State of Illinois Department
of Transportation
1994
214-83-3200



Networking

- The informal sharing of information, ideas, and resources.

- Benefits



Organizing Your Approach

- **Research**

- **Your organization**

- **Your needs**



Types of PIER Support

- Financial
- People
- In-kind



Initiate Contact

- Identify likely donors
- Write solicitation letter/application
- Use personal contact
- Follow-up

170 Minutes

SESSION III
MEDIA RELATIONS

SESSION III: MEDIA RELATIONS

Upon successfully completing this session, the participants will be able to:

- o Identify the components of establishing and maintaining media relationships for emergency medical services agencies.
 - PIO
 - Media Relations Policy
 - Media Contact List
 - Media Participation
 - Media Advisory Group

NOTE: This includes involving media as a means of generating positive coverage; understanding how media works; developing local media lists/contacts; and planning, conducting, and following up with media contacts.

- o Identify different media tools (news release, press briefings, media kits, etc.) and understand how to use them appropriately.
- o Effectively handle negative media coverage.
- o Conduct a print or broadcast interview.

Content Segments

Learning Activities

- | | |
|--------------------------------------|-----------------------------|
| A. Establish Media Relations | o Faculty-led presentations |
| B. Involve the Media | o Student exercise |
| C. Media Tools | o Break-out session |
| D. Negative Media | |
| E. Video Interview Break-out Session | |

Video

Clip 1 Media/Emergency Services Confrontation News Story

Clip 2 Media Day News Story

Clip 3 School Bus Crash Interview

Clip 4 Ambulance/Auto Crash News Story

III. MEDIA RELATIONS

Total Session Time
 Approximately 100 Minutes
 (excluding practical)
 Practical = 70 Minutes

Refer to Chapter 6 “You and the Media”

A. Establish Media Relations

Segment A: 25 Minutes



Visual III-1
“Why Are Media Relations Important”

1. Why are media relations important to your agency?

Stress:

a. Impacts all phases of operation

- o Recruitment, morale, funding, political support
- o Reach large numbers of people

b. Cost-and time-effective



Visual III-2 A/B
“Good Headlines”
“Bad Headlines”

c. Influential, credible and powerful access to public

- o Offers potential to head off negative press

d. Prevention

e. Positive exposure

2. Consequences of poor media relations.



Introduce Video
“Media/Emergency Services Confrontation News Story”
 (3:15) See video description in Appendix

- a. Poor public image
- b. Poor media coverage
- c. Increased costs to agency
- d. Increased media scrutiny

Video Instructor Note: Specific problems: charges against agency, poor relations with public safety agencies, cost to fire dept.

Lead-in to how situation could be avoided.

3. Appoint a PIO



**Visual III-3
“Public Information
Officer”**

- a. A "must" for every agency
 - o PIO acts as a single source of information for routine, crisis and on-scene media contacts.
- b. PIO plans, coordinates and maintains PIER program continuity and activities
 - o PIO maintains continuity of information flow from your agency.
- c. Establishes media contacts, plans media and special events, etc.
- d. Acts as a leader but is not alone.
 - o Command staff must “buy into” PIO concept/need.
- e. Handles release of information.
 - o Clear with command staff.

4. Establish and formally adopt a media relations policy.

- a. Should be part of agency standard operating procedures (SOPs).
 - o Refer to sample Newport News Fire Dept. (urban) Media Policy in PIER manual and Sedgwick Co. EMS (rural). Chapter 6 in PIER manual.
- b. Assures consistent and appropriate release of information.
 - o Provides "protection" (i.e. it is against our policy to release that information). Also protects EMS worker (refer media questions to PIO).

5. Understand how media work.



**Visual III-4
“Working with the Media”**

- a. Observe media (key contacts and style).
 - (1) Hard news/features
 - (2) Local, state
 - (3) Health
 - (4) Photos

- b. Develop media list.
 - (1) Mailing/phone lists of key contacts; deadlines; PSA, news release submission policies/format; demographics; editorial style; community calendar.
 - o Note circulation, broadcast area, audience profile, deadlines.
 - (2) Update regularly.
 - o Media list saves time and effort and targets your messages to appropriate audience.
 - o Media list forms in PIER manual.
 - o Sources of starter lists (telephone books, state press association, hospital P.R. departments, "Working Press of the Nation," state broadcast association).

- c. Plan, conduct, and follow-up media contacts.
 - (1) Set clear goals and plan of action before approaching media.
 - What is the message?
 - o Personalize approach to media in requesting coverage.
 - Who is the audience?
 - o EXAMPLE: Program to increase use of child safety seats (refer to morning exercise, Session II).
 - o Identify appropriate media outlet/contact, know what you want from them and what you have to offer.
 - How can you reach the target audience?
 - o Check demographics served by outlet in media list.

- What do you want the media to do?
- What can you provide the media?

(2) When meeting with media:

- be prepared
- be on time
- be brief, succinct and available for additional information

- o Know what you want (news story, PSA, ask them to develop); what you can offer (script/story ideas).

- o Recognize deadlines: Don't contact media with routine requests near deadline.
- o Include background information (history of agency, etc.), as well as new information.
- o Pros and cons of thanking media (media does not want to appear biased in coverage or act as your PR firm).

B. Involve the Media

Segment B: 20 Minutes



Visual III-5
"Involve the Media"

1. Reciprocal Ride-along program
2. Offer CPR, first aid and safety classes to media

- o Discuss pros and cons of ride alongs
- o Benefit is positive media coverage of these events
- o Builds positive relationships (provides media valuable skills and makes media look good in the community)

- | | |
|---|---|
| <p>3. Participation of media in training exercises/drills (extrication, rescue, mass casualty).</p> | <ul style="list-style-type: none"> o Participate as "victim," "rescuer," or "reporter" o Critique event |
| <p>4. "Media Day"</p> | <p> Introduce Video
 "Media Day News Story"
 (1:15) See video description in Appendix</p> |
| <p>5. Media appreciation/recognition</p> | <ul style="list-style-type: none"> o Invite to awards banquets; give media award for best coverage; "thank-you" letters; "givies" (cups, hats with logos) to supportive media. |
| <p>6. Invite media to participate in PIER planning</p> <ul style="list-style-type: none"> a. Brief them on issue (why it is important to community) b. Hold regular meetings to discuss strategies and get their input c. Lay out expectations (role, commitments) | <ul style="list-style-type: none"> o May be short or long-term advisory panel of TV, newspaper reporters, and radio DJ (whatever mix is appropriate for your area) o Breakfast or luncheon meetings <u>will</u> help increase attendance (provide food). |
| <p>7. Form a Media-Emergency Services Advisory Group</p> <ul style="list-style-type: none"> a. Hold routinely scheduled meetings to improve media/EMS relations b. Media policy c. Scene safety/access | <ul style="list-style-type: none"> o Stress role of group is proactive, preventative measure to define/explain media access policies; post-incident critiques; educational/training opportunity for EMS and media. o Guest speaker (police, fire, EMS, media) quarterly meetings to critique incidents. |

d. Critique major events

e. Ground rules - requires strict ground rules.

8. Notify media of breaking events; give reporter a pager.

o Not-for-publication meetings; no interviews.

o Violation = rescind privileges.

C. Media Tools

1. News release

- a. What it is.
- b. When to use it.
- c. Writing/distribution.
- d. AP style book.
- e. Inverted pyramid.
- f. Suggest students write a press release about attending this seminar when they return home, and submit it to local media.

Segment C: 30 Minutes



Visual III-6

“News Release”

- o Discuss format (no errors or jargon)
 - 1) Format: why important?
 - 2) Strong lead: who, what, when, where and why
 - 3) Inverted pyramid format good for “news triage”
 - 4) Distribution: wide broadcast fax pre-programmed, no favoritism; notify of updates.

STUDENT EXERCISE: Have students critique sample press release. (Exercise is in the Appendix and should take 8 minutes or less. Note: Misspellings count as only one mistake.)

2. Media Kits

- a. General agency information
- b. Photographs
- c. Specific news release on the unplanned event

- o Prepare kit prior to event; add specific release on breaking news.
- o Kit content listing in PIER Manual, Chapter 6.

- o Multiple uses:
 - reporters
 - press conferences
 - special interest groups
 - businesses
 - breaking news events

- 3. PSAs
 - o Useful in public education campaigns.
 - o Unpaid, so may not receive wide distribution/air time.
 - a. Radio, TV or newspaper
 - b. Pre-recorded (National Campaign)/slicks.
 - c. Locally produced.

- 4. Op eds, letters to editor, feature stories
 - o Keep letters short; opinion pieces may be longer. Editor's discretion to run it. Keep a positive tone; don't be a doomsayer.
 - o Features may run as space permits; don't send same feature idea to multiple outlets.
 - a. Op eds and letters provide a forum to state agency views.
 - b. Features are a great place to recognize member's contribution.

- 5. Press Briefing/Media Event
 - o  Visual III-7 "Media Briefing"
 - o  Visual III-8 A/B "Tips for Media Briefing"
 - a. When and when not to call
 - b. Planning/timing
 - c. Preparation
 - d. Conducting the event
 - e. Follow-up

- 6. Interviews
 - o  Visual III-9 A/B "Interview Tips"

- a. Print, broadcast
- b. Preparation
- c. Techniques

- o Discuss similarities and differences
- o "Off the record"
- o "No comment"



**Introduce Video
"School Bus Crash
Interview"**

(2:15) See video description in Appendix

7. Radio/TV talk shows

- o EMS Week, safety weeks, pre-holiday.
- o Same preparation and tips; longer format requires in-depth knowledge. Anticipate questions and identify resources outside your agency. (Example: talk show on car seats - know location of loaner program).

D. Negative Media Coverage

Segment D: 25 Minutes

1. Bad news is a fact of life (not all the news is good news)

a. Four Cs of media interest:

- Crisis and Conflict
- Catastrophe
- Crime and Corruption
- Color

- o Callers or host may raise unanticipated issues; interview may turn negative.
- o "If it bleeds it leads"
- o Good news at the mercy of bad news

Ask for scenario involving negative coverage from participants. What did they do about it?

- a. Public interest was peaked and follow-up stories were printed because the newspapers were pulled.



Introduce Video
“Ambulance/Auto Crash News Story”
 (1:16) See video description in Appendix



Visual III-10 A/B/C
“Handling Negative Press”

- 3. Plan before negative incident occurs

- a. Have media policy in place.
- b. Have PIO to serve as single source for damage control.

- o Relate to pre-planning before an emergency incident.

- o Everybody knows the rules.
- o Don't make the situation worse with wrong information from multiple sources.

- 4. Managing negative news

- a. Contact media first if possible - but be prepared.
- b. Continuously gather and release new information, but clear it first.
- c. Tell the truth - never lie.
- d. Stick to the facts.
- e. Report incident to other authorities if required.

- o Bad news dies quickly if you respond quickly and honestly. A cover-up can become the news. "Once the tooth-paste is out of the tube, it's hard to put it back in."
- o If media doesn't get information from you they will get it from somewhere else.
- o Don't fuel the fire by lying, losing your temper, or losing control.
- o Don't speculate or go beyond your area of responsibility (i.e., fire, police).
- o Acknowledge report to police, EMS oversight, for investigation.

- f. Emphasize corrective action taken.
 - g. Have standard information package (media kit) ready.
 - h. Include positive facts.
 - i. Don't get upset over minor errors.
 - j. Not happy with the truth? Don't blame the media.
- o Internal investigation of incident, refresher training, discipline (consult personnel policies before releasing this information).
 - o Problem identified; accident-free history; corrective actions being taken.
 - o Don't judge media based on one bad experience/reporter. Would you judge all EMS based on your experiences with one bad EMT?
 - o Don't let your response to the news become the news.
 - o Twain said: "Never argue with people who buy ink by the barrel."
 - o Example: educate public on how to yield to emergency vehicles.
5. Look for opportunities to place positive stories related to negative event.

E. Media Interview Exercise

Segment E: 70 Minutes

Break-out Session

Media Interviews

- a. 5 groups of no more than 5 students per station.
- b. Each student will have a different scenario.

- Time allotted for break-out exercise:
- o 5 minutes - explain exercise, divide students into groups, and walk to break-out rooms.
 - o 17 minutes - 1st round
 - o 12 minutes - 2nd round
 - o 12 minutes - 3rd round
 - o 12 minutes - 4th round
 - o 12 minutes - 5th round

- c. Show one or two samples if time allows when you return to the main conference room.

PIER WORKSHOP SCENARIOS
INSTRUCTIONS FOR ROOM HOSTS

- Total time for exercise: 70 minutes.
- Time limit on first scenario: 17 minutes. Assign one student to operate the video camera and select the first PIO. The camera operator loads each student's tape and films the interview scenario. When the scenario is completed the **INSTRUCTOR COLLECTS ALL THE SHEETS AND ROTATES TO THE NEXT ROOM. STUDENTS REMAIN IN THE SAME ROOM THROUGHOUT THE EXERCISE.** (Note: The extra time is allotted to assign the camera operator and to familiarize students with the exercise.)
- Time on 4 subsequent scenarios: 12 minutes each. Allow approximately 4 minutes for PIO preparation; 4 minutes for interview/filming; 4 minutes for critique. Start and stop promptly.
- Distribute scenario information to "PIO." They have 3-4 minutes to review the information and formulate an opening statement.
- Distribute question sheets to "reporters." The PIO should not see these questions. The sheets also contain basic information about why they are doing the interview. The questions are keyed to the information given to the student.
- Start filming when "PIO" makes a brief opening statement based on the information provided. NOTE: The reporters will not have the detailed background information provided to the PIO.
- Reporters should randomly select questions, ask more than one question or ad lib their own questions. Within reason, reporters may interrupt the PIO or ask multiple questions -- just like a real press briefing. The scenario continues until all questions are asked or time expires.
- Return tape to student. Briefly (as time allows) discuss how the PIO felt about the interview. Ask each reporter for one point that was particularly positive, and one area for improvement. The instructor should also provide feedback based on their knowledge and expertise.
- This is a learning exercise that is not meant to embarrass the students. Mistakes are expected -- it's better to make them here rather than during a real interview. Have fun, but be mindful of class control and time constraints.

**SCENARIO #1
PRESS CONFERENCE
PIO INFORMATION SHEET**

BACKGROUND

Three teenagers in your first-due territory were killed last month in an alcohol-related traffic crash. These were the latest of 5 teen-age DUI-related fatalities in your area this year. As PIER official for your EMS agency, you have planned a PIER program to be implemented at your local high school to reduce drunk/drugged driving. You are holding a press conference in front of the high school to announce the kick-off and outline the elements of your program.

KEY POINTS TO EMPHASIZE:

- The *Safe & Sober* program is in response to a series of teenage DUI fatalities in the community. Quote: "As EMS providers, we see first-hand the devastating effects of teenage DUI deaths. Every member of our community has been touched, and the goal of this program is to prevent any further tragedies."
- Mock DUI crash. In cooperation with fire and police, a demonstration will be held for entire student body to observe EMS extrication and patient care activities at the scene of a simulated DUI-related traffic crash. The president of the student council, the head cheerleader, and the editor of school paper will be "victims" of a crash caused by another intoxicated student who strikes them broadside while leaving a football game. The council president is killed in the crash. Police arrest the intoxicated driver for DUI and vehicular homicide.
- "Ghost Out." Fatalities of "crash" will be dressed in all white robes and have face and hands covered with white make-up. "Victims" are not be allowed to speak or be spoken to the entire day after the mock crash demo. This will graphically illustrate the loss of members of the student body.
- "Drunk DJ Demo." In cooperation with local police, an impaired driving exercise will be held for the students involving a popular local radio station DJ. The DJ will negotiate a driving course while drinking more alcohol. This will illustrate even a little alcohol can severely impair driving skills.
- "Safe Ride Home." Your EMS agency is offering "Safe Ride Home" program for Prom and graduation nights. The EMS agency will provide any intoxicated students a ride home and release them into the care of their parents or legal guardian. This program is being done with the financial support of Jones Insurance Company, a local insurance agency.

SCENARIO #1
PRESS CONFERENCE
REPORTER QUESTIONS

BACKGROUND

The rescue squad's PIO called a press conference to announce a program in response to recent deaths of teens in DUI-related crashes. The briefing is being held in front of the local high school.

- Why do you believe this program is needed?
- Tell us more about this simulated crash you are planning? How realistic will it be?
- Don't programs like having the DJ drink and drive just encourage teenage drinking? After all, the DJ is a role model to the teens. Will he drive on a public roadway? Are you going to let the DJ drive home?
- Why do you think a mock crash and "ghost out" will have an impact on these cynical teenagers?
- Who will be your crash "victims" and how were they chosen?
- Has this program been done anywhere else?
- Tell us more about your safe ride home program?
- Have you gotten any local support for your Safe Ride Home program?
- Are you assuming a legal risk by providing a ride home?
- Why are you and not law enforcement doing this program?
- We understand that one of your own members was stopped last week for DUI while off duty. Have you suspended this person or is he still operating your emergency vehicles?
- Will your Safe Ride Home program encourage the teens to drink since they know they will get a ride home? Does it condone underage drinking?
- Many of these students were deeply disturbed by the recent deaths of their friends. Are you worried that these realistic demonstrations will upset some of those students? How will you handle that?

SCENARIO #2
PRESS CONFERENCE
PIO INFORMATION SHEET

BACKGROUND

You are the PIO for a rural volunteer EMS agency that receives 40% of its operating funds from the United Way. The other 60% of its budget comes from local government, through property taxes. In response to a reporter's question during an unrelated interview, United Way officials stated they are planning to withhold those funds from your agency starting the next fiscal year. They cited more pressing needs for the funds and raised the possibility of duplication of your services by a commercial ambulance provider which operates in 25% of your service area.

Last week your leadership entered into negotiations with United Way officials to see if a compromise can be worked out. The leadership is also discussing alternative sources of funding, including billing for services, but has made no public statements about those options. To date, only one meeting has been held and the situation has yet to be resolved.

The reporter's story about the United Way cuts ran in the paper and you are now getting several media calls about this issue. Due to the volume of calls, as PIO you have elected to hold a press conference to address this issue.

The information outlined above is all that you know at this time about this situation.

SCENARIO #2
PRESS CONFERENCE
REPORTER QUESTIONS

BACKGROUND

Your newspaper has discovered that the local volunteer EMS agency is in danger of losing 40 percent of its funding from the United Way. After repeated media inquiries, the squad PIO is holding a press conference to address the issue.

- What is your official position on the proposed United Way cuts?
- What percentage of your operating budget comes from United Way?
- How will these cuts alter your operations? Will services be cut? Will any employees lose their jobs?
- By how much will your response time to emergency calls be reduced?
- Is there any truth to the rumor that the commercial ambulance service is trying to take over your area and charge residents for the service?
- Do you plan to start billing residents for your services to make up for the loss of funding?
- What are you and United Way doing to resolve this issue?
- How much will residential property taxes increase to make up the funding shortfall if United Way's contribution disappears?
- We understand from reliable sources that the real reason United Way cut your budget is because of concerns about fiscal mismanagement within your agency. Will you comment on this?
- Is it true that political pressure has been put on United Way to maintain the current funding percentages to your agency?
- We have been told by sources within your agency that some of your volunteers have threatened to quit and disable your vehicles if United Way cuts the budget. Are you aware of these threats, and how are you addressing them?
- Does your squad encourage its members to support the United Way during its fundraising campaign at their places of employment?

SCENARIO #3
PRESS CONFERENCE
PIO INFORMATION SHEET

BACKGROUND

You are PIO for a rural/suburban EMS agency that is primarily volunteer with paid daytime staffing. To announce the implementation of ALS service by your EMS agency, you have decided to hold a press conference.

The ALS services will be provided by your paid staff from 6:00 am to 6:00 pm, the remainder of the time your volunteers will provide the ALS services. Three members of that daytime staff and six volunteers have just received their ALS certification as Paramedics.

The press conference is being held at your headquarters building. You have the ALS equipment on display and will conduct a "Mega-Code" demonstration using several of your newly-certified Paramedics to show how the ALS equipment operates. Press photographers have been advised that there will be a "photo opportunity." Your medical control physician was scheduled to attend but canceled due to a last-minute emergency call.

SCENARIO #3
PRESS CONFERENCE
REPORTERS QUESTIONS

BACKGROUND

The PIO of your community's rural/suburban EMS agency has called a press briefing to announce the start of ALS service. A combination of paid staff and volunteers will provide the service. There will be a "photo opportunity" demonstration of the new equipment.

- What exactly does ALS mean?
- What made you decide to implement this service?
- What sort of training did your staff have to go through to perform these advanced procedures?
- How much did the equipment cost?
- Why were only nine of your EMTs certified to perform these skills?
- Will this advanced service be provided around-the-clock? Will this equipment be sent on all calls?
- What does the hospital think of this new service?
- Will the doctor who supervises this program be liable for possible mistakes made by your squad members?
- Do you plan to continue this service or is this just a test?
- What drugs will you carry on your vehicles?
- I did some checking around and found out the all of the surrounding jurisdictions implemented ALS several years ago. Why did it take your agency so long to provide this life-saving service? Is there documentation of lives that could have been saved if ALS had been available, and if so, what would you say to the families of the people who would be alive today if your agency had not delayed implementing ALS?
- We understand that the county will be cutting the yearly appropriation to your agency by 30%. Given that fact, why are you starting this expensive new program? How will it be funded?

SCENARIO #4
RADIO/TELEVISION TALK SHOW
PIO INFORMATION SHEET

BACKGROUND

You are a PIO making an appearance on a local community affairs talk show *News Maker* program that airs on Saturday mornings. You are there to promote a community-wide PIER program your agency is conducting, *Make the Right Call*, on proper EMS system access. This appearance is part of your *Make the Right Call* campaign that has included community talks, demos in schools, production and distribution of a brochure and video/radio PSAs. The *Make the Right Call* campaign goal is to educate the public on proper EMS system access and what to do before professional help arrives.

KEY POINTS TO EMPHASIZE:

- Public is vital member of EMS team, without the call for help we can't do our jobs.
- Prompt notification of the emergency system, time is critical in an emergency to save lives.
- Stay calm and stay on the line until the dispatcher (call taker) instructs you to hang up.
- Answer all questions as best you can and follow dispatcher instructions.
- Know your location
- Be prepared for an emergency: 1)post your emergency numbers by the phone; 2) make sure your house numbers can be seen from the road; and 3) assist emergency responders in locating you (e.g. turn on porch light, send someone to meet EMS at curb, etc.).
- Cellular phone users:
 - * Your 9-1-1 call may be answered at a distant location, so it is imperative that you provide your location, including state.
 - * Some states may have a special cellular phone emergency number to report disabled vehicles. These calls are answered by police.

SCENARIO #4
RADIO/TELEVISION TALK SHOW
REPORTER QUESTIONS

BACKGROUND

Your local rescue squad PIO is appearing on your *News Maker* show to feature its *Make the Right Call* program. *Make the Right Call* is a public service program that teaches the public how and when to call for emergency help. The program also addresses what actions the public can take before trained help arrives.

- Can you tell us what the *Make the Right Call* program is about?
- Tell me, what made you decide to conduct a program like this?
- What should people do to make it easier for EMS to help them in an emergency?
- What have you done so far to spread the word about this important undertaking?

CALL-IN QUESTION (angry): I called for an ambulance last week and it took them an hour to get to my house. Instead of doing this talk show, why aren't you on an ambulance?

- Should people just dial the operator if they can't remember the proper emergency number?
- Does the few minutes saved by taking the steps you outlined make all that much difference?
- How has this program been received in the schools? Do you teach it at all grade levels?
- Do cellular phone users call the same number?
- Are there some instances where calling for EMS may not be appropriate?

CALL-IN QUESTION: Why did it cost \$350 for my wife to go to the emergency room? I only live a half-mile from the hospital.

- Can you tell us about one of your more memorable calls?
- In some cases a fire truck is sent when a person calls for an ambulance. Can you tell me why this occurs?

SCENARIO #5
RADIO/TELEVISION TALK SHOW
PIO INFORMATION SHEET

BACKGROUND

The weather has been dangerously hot and muggy for three days and there's no end in sight. Because of the weather, your EMS agency has responded to a record number of calls. Extra crews have been called in and shifts have been extended, with the personnel on overtime. Your agency is concerned that many citizens don't seem to know how to prevent and treat heat illnesses; particularly the large number of elderly residents who live in your service area.

Two years ago, your area suffered a similar weather crisis and your EMS agency was criticized for slow response times and for allowing calls to back up. Some critics claimed that people died due to the delayed responses. Your research shows that no calls went unanswered, but response times were two minutes above the agency's average due to the volume of calls.

Your PIER committee has launched a media campaign to inform citizens about the prevention and treatment of heat illnesses and injuries. You also want to do some "damage control" to put the public's mind at ease by pointing out that you are better prepared this time. Your agency has strategically positioned specially-equipped crews, your mutual-aid plan is ready if needed and you are assisting local officials in setting up shelters.

You are a guest on a morning "talk show" on your local station.

SCENARIO #5
RADIO/TELEVISION TALK SHOW
REPORTER QUESTIONS

BACKGROUND

In the midst of a scorching heat wave, the local rescue squad PIO is the guest on a local talk show to discuss the emergency situation. The agency was criticized for inadequate response during a similar emergency two years ago, and call volume is again at a record high.

- Today is going to be another scorcher. How many heat-related calls have you answered? How many people have died so far? How does this compare to two years ago?
- Can you handle the volume of calls coming in? Your medics are working in this heat too -- with all the extra calls, how are they holding up?
- Two years ago people said you didn't respond quickly to their calls for help. Will their calls for help go unanswered again?
- What have you done to be better prepared this year?
- Are you getting support from other agencies to deal with this heat emergency?

CALL-IN QUESTION: It sounds like you guys have an interesting job. How can I get hired on down there?

- How do you know that your extra preparations will work?
- Is there any particular group in the community, or any particular neighborhoods that seem hardest hit?
- How can the average person recognize a heat illness? When should they call 9-1-1?

CALL-IN QUESTION: I'm a widow on Social Security, and I can't afford air conditioning. What do you expect me to do?

- Times like this call for us to look out for each other, how can folks help each other?
- Are you getting some calls from people who don't really need an ambulance? How many? Why do you respond to those calls?

SCENARIO #6
ON-SCENE INTERVIEW
PIO INFORMATION SHEET

BACKGROUND

You are the PIO at the scene of an airplane crash in your response area. A small commuter aircraft has crashed into a row of townhouses. The plane and buildings are still on fire. Search, rescue and fire suppression are underway.

It is 40 minutes into the incident; local and statewide media have arrived. You have completed your EMS Incident News Release Form using the information available. Only the information on the Release Form has been cleared by the incident commander. No media have been allowed near the scene, but the photographers want to get closer for pictures of the search and rescue operation.

You are conducting the first official interview from the scene.

SCENARIO #6
ON-SCENE INTERVIEW
REPORTER QUESTIONS

BACKGROUND

Local and state print and broadcast media have arrived on the scene of a commuter plane crash. The plane crashed into a row of townhouses, which caught fire. Firefighting and search efforts are still underway. The media is being denied access to the accident scene.

- How many people have been killed or injured? Were they on the plane or in the townhouses? We understand there is a playground in that area -- were any children involved?
- Where were the injured taken?
- Are there people still missing?
- When did the plane crash? What airline was it? Do you have the flight number?
- Is it true that our Congressman was on board?
- Where did the flight originate? What was its destination?
- Has the FAA been called in to investigate?
- We need pictures of the accident scene NOW! Why can't we get closer? We want to photograph the firefighting and rescue efforts -- if you won't let us in, we want to talk to whoever is in charge!
- Can you verify reports that the plane was making no engine noise before the crash?
- These power lines are really close to those townhouses. Is it true that the plane hit the wires before crashing?
- A police source told me that one of the townhouses struck is a drug lab. Could this have contributed to the explosion and fire?
- Is it true that your response to this crash was delayed because your members were attending your annual picnic?
- When can you give us more information?

SCENARIO #7
ON-SCENE INTERVIEW
PIO INFORMATION SHEET

BACKGROUND

There has been an explosion in the chemistry lab at your local high school. Your rescue squad is first on the scene. You have overheard some of the students talking that the chemistry teacher had been out of the room at the time of the explosion. Preliminary findings issued by the federal Bureau of Alcohol, Tobacco, and Firearms spokesperson on the scene indicate the explosion is being investigated as a suspicious incident.

You have been assigned the role of PIO by the on-scene incident commander. Local and statewide media are on the scene. Using the information on your EMS Incident News Release Form, you are conducting the first official news briefing from the scene.

SCENARIO #7
ON-SCENE INTERVIEW
REPORTER QUESTIONS

BACKGROUND

You are part of a large media group assigned to the breaking story of a high school chemistry lab explosion. There is multi-agency response, including fire, EMS and police. Although the fire has been suppressed, search and rescue efforts continue, as well as patient triage and transport.

- Is it true that the class was unsupervised at the time of the incident?
- Is this incident connected to the multiple bomb threats received by the school over the past several months?
- A fireman said that shortly before the incident, the school received a bomb threat. If this is the case, why wasn't there an attempt to evacuate the building?
- How many students and teachers are injured? Any dead? What are their names?
- What is the current situation?
- Where have the injured been taken?
- How can the parents find out if their children have been involved in the blast? Should they come to the school for information?
- Is it true that only 50% of your ambulances were available for response, and the others taken out of service for repairs? Don't you have a preventive maintenance program?
- How many fire and rescue units responded?
- Any injuries suffered by fire or rescue personnel?
- How are you dealing with the parents?
- Where have they taken the uninjured students and teachers?
- When are we going to know more?
- Can we move our trucks up next to the school so we can get a better satellite feed and background for our interview?

SCENARIO #8
ON-SCENE INTERVIEW
PIO INFORMATION SHEET

BACKGROUND

You are the PIO at the site of a trench collapse. It is 30 minutes into the incident. Local and statewide media are on the scene.

Your service does not have a heavy rescue team, and has called for assistance from the Tactical Rescue Team from a nearby agency. Meanwhile, your personnel are attempting to stabilize the trench. When you arrived at the scene, you overheard one medic say that the man will likely suffocate if he is not rescued within 15-20 minutes. You also overheard a conversation in which two construction workers discussed a similar accident in another area involving the same company that was caused by an improperly shored trench. They said that the company received a heavy fine from OSHA.

Using the information on your EMS Incident News Release Form, you are ready to conduct the first official interview from the scene.

SCENARIO #8
ON-SCENE INTERVIEW
REPORTER QUESTIONS

BACKGROUND

There has been a trench collapse on a construction site at a highway project. The rescue squad is attempting to reach at least one worker trapped in the trench. It is 30 minutes into the incident, and the squad's PIO is releasing the first information from the scene.

- Is the man still alive? What is his name? How deep is he buried?
- How are you going to get him out?
- Does your agency have any special training to handle an incident like this?
- You people seem to be wasting a lot of time with all that plywood and stuff, why don't you just go down there and get the guy out? What are you waiting for, a *Rescue 911* film crew to show up?
- Was anyone else injured?
- What caused the cave-in? What was the man doing when the trench collapsed?
- Would you say that the trench was improperly secured and this led to the collapse?
- What's the name of the company that was digging the ditch? Can we talk to their foreman?
- I've been told this company has been cited for numerous OSHA violations. Similar violations could have caused the collapse, right?
- Can we move our trucks closer to the trench so we can get a better background shot?
- Don't you think the weight of that crane near the trench probably made the trench collapse?
- When was the last time the highway department project supervisor inspected the trench for safety?
- Traffic is backed up for 10 miles -- when will you let the commuters through to their jobs?
- Who will pay for the cost of this rescue?

SCENARIO #9
ON-SCENE INTERVIEW
PIO INFORMATION SHEET

BACKGROUND

There has been a multi-vehicle crash on the interstate that runs through your territory. You are PIO for the responding EMS agency and are on the crash scene. It is 20 minutes into the incident and local media have arrived on the scene.

You have surveyed the scene and noticed eight empty beer cans on the floor of one of the cars. You heard a medic treating one of the patients say that, "She has ETOH on board." There was also a child safety seat in the back seat of the same vehicle. A police officer who arrived on the scene first has told your rescuers that one of the injured, a child, was not riding in the child safety seat. Witnesses have told police that the car was traveling east in the westbound lanes.

Using the information on your EMS Incident News Release Form, you are conducting the first official interview from the scene.

SCENARIO #9
ON-SCENE INTERVIEW
REPORTER QUESTIONS

BACKGROUND

You are at the scene of a multi-vehicle crash on the interstate involving several cars and a tractor-trailer. Twenty minutes after the crash, rescue operations are still underway. The scene is obscured by smoke, apparently from a fire on private property near the highway.

- Can you tell us what caused the crash?
- How many people were hurt? Any killed?
- What are the names and ages of the injured? How serious are the injuries?
- Would you say that careless burning caused the crash?
- What are you doing for the injured?
- Has the highway been closed?
- Is it true that the truck was carrying hazardous chemicals?
- A source told us that one of the drivers was drunk, and that a child in her car was ejected because she was not in a safety seat. Is that true? Was she responsible for the crash?
- Who is in charge here? Can we get an interview, we are about to go live on TV.
- How many fire and rescue units are on this scene?
- As a result of all of these fire and rescue trucks here on this scene your response to any other emergencies would be delayed, right?
- Our police sources say that the person who set the fire will be charged with manslaughter. Is this true?
- When will we get some fresh information?

SCENARIO #10
ON-SCENE INTERVIEW
PIO INFORMATION SHEET

BACKGROUND

A three-vehicle traffic crash was apparently caused by a member of your EMS agency who was off-duty and appeared to be intoxicated. This member is below legal drinking age and had just left a private Fourth of July party put on by members of your agency.

There is one confirmed fatality, a 12-year-old girl, and four other seriously injured persons. After the member reported the wreck on an EMS radio, witnesses heard him say, "Oh my God, what have I done." They said he then staggered from the scene on foot wearing a jacket bearing your EMS agency name on the back and an EMT patch on the sleeve. The member has not been located at this time.

You are PIO for your agency and your command staff has assigned you the role of official spokesperson. Using your EMS Incident News Release Form, you are ready to conduct an interview from the scene.

SCENARIO #10
ON-SCENE INTERVIEW
REPORTER QUESTIONS

BACKGROUND

An off-duty member of the local rescue squad has been involved in a three-vehicle crash with multiple injuries. Witnesses say the man appeared drunk, and staggered from the scene wearing a jacket with the agency's name and an EMT patch. The agency PIO is conducting the first on-scene briefing.

- How many people were injured? How severely? Anyone killed?
- Where are the injured being taken?
- What is the name of the dead girl?
- Who caused the wreck?
- Is the claim of witnesses true that a member of your organization was involved in the wreck and fled the scene? Has the member been located? What is his name?
- You're telling us that a person who is supposed to save lives may have taken one. How do you feel about this?
- Are you going to let someone like this continue to work for you?
- Law enforcement sources tell us that they had been called earlier today to break up a loud party sponsored by your organization just blocks away from this crash site. They stated that underage drinking was going on, but because it was EMS people that the officers knew personally, they just warned the host. Were the police giving your members special treatment? Are they above the law?
- Was the driver of the car at the party? Was he drunk? Was he of legal drinking age?
- Will charges be filed against the driver who fled? If so, what will they be?
- Would you say that your own members contributed to this crash by letting an obviously drunk person drive a car? Should the host be charged as an accessory?
- This will really hurt your *Safe and Sober* campaign, won't it?

SCENARIO #11
ON-SCENE BRIEFING
PIO INFORMATION SHEET

BACKGROUND

You are the PIO of a combination volunteer/career agency in a suburban area. A member of your agency has been injured while treating a patient who was hurt in a traffic crash.

The member, one of your paid Paramedics, was helping to move the patient to the ambulance when an automobile struck her and threw her against the ambulance. The injured Paramedic was stabilized by her partner, who also called for assistance and continued to care for the original patient until additional help arrived. The original patient did not suffer any additional injuries in the subsequent crash that injured your member.

Witnesses on the scene said the police had not arrived and there was no traffic control around the crash site when your member was hit. They also said the vehicle that hit her appeared to be speeding and had crossed the center line on a curve as it approached the crash scene.

The director of your service rushed to the hospital to be with the Paramedic and her family. You are on the scene of the crash, where local print and broadcast media have gathered. Using your EMS Incident News Release Form, you are ready to conduct a media briefing from the scene.

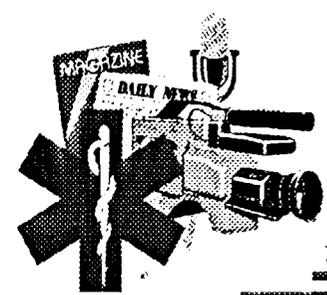
SCENARIO #11
ON-SCENE BRIEFING
REPORTER QUESTIONS

BACKGROUND

A Paramedic with the local rescue squad has been injured at the scene of a traffic crash. Radio traffic monitored on your newsroom scanner included a panicked call for help from one of the medics at the scene, followed by the dispatch of two additional ambulances. You are at the scene to cover the story, and the agency's PIO is conducting the first on-scene briefing.

- How many people were injured? How severely? Anyone killed?
- What was she doing when she was hit by the car?
- Was she following proper procedures for working near traffic?
- We have been told that the police had not arrived on the scene, and there was no traffic control around the wreck when your medic was hit. Is that true? Is that unusual?
- Who is responsible for traffic control around a crash scene? What are your procedures for protecting your medics at such scenes?
- Can you give us more information about the injured medic: What is her name? Age? Does she have family here? How long has she worked for you?
- I heard the call for help when the medic was hit -- it sounded bad. What is her condition? Where was she taken?
- Do you have procedures in place for handling an incident like this? What are they?
- We want to talk to the medic's partner. Is he still on duty?
- Has the driver been charged? Is it true that the driver is the mayor's son -- who as you know was in court last week for his third DUI arrest.
- What should motorists know about driving around the scene of a vehicle crash?
- Was your ambulance damaged? Is it still in service?
- What happened to the original patient? Did he go to the hospital? Was he taken before or after your medic?

Overhead Transparencies



Why Are Media Relations Important?

- Impacts all phases of EMS operations
- Cost- and time-effective
- Influential and credible
- Prevention/Damage Control
- Positive exposure



Public Information, Education, & Relations

'It takes a special breed'

Rescue units backed
by 'state-of-the-art'
tools and volunteers

Rescue Squad Takes Top Honors

Celebrating EMS Awareness Week

City paramedics mark 10 years of saving lives

Squads Provide Excellent Emergency Care

State's rescue squad system praised

'You feel good' after helping

Rescue volunteers save lives without pay



Courtroom to be site of next battle
between volunteers, paid rescuers

Ambulance service ex-manager
loses certification from state

**EMT has
license revoked**

2 medics fired in failure to check
pulse

Haste to give aid sometimes results in a wreck on the way

**Rescue aide
convicted
of sex abuse**

Personnel drop causes
Hunton crew to stop
manning one station

Other rescuers taking over satellite location



Public Information Officer (PIO)

- Why have one?
- PIO role/duties



Working With The Media

- **Observe media**
- **Develop media list**
- **Make media contacts**



Involve The Media

- Ride-along, CPR, First-Aid programs
- Training exercises/drills
- "Media Day," media appreciation
- PIER planning committee
- Media / Emergency Services advisory groups



Writing a News Release

- **Format:** Letterhead, double-spaced, contact name/number, no jargon
- **Strong local lead:** Who, What, When, Where, and Why
- **Inverted pyramid:** Get important info up top
- **Distribution:** Fax to contacts; next update?



Media Briefing

Key Questions:

1. Is the news timely and of importance to the public?
2. Any conflicting issues and/or events?
3. Am I assured of a good media turnout?



Eight Tips For A Successful Briefing

- 1. Notify media by press release as early as possible.**
- 2. Hold briefing in the morning.**
- 3. Good times: Mondays & Tuesdays / before & after major holidays.**
- 4. Open with general statement, introduce speakers.**



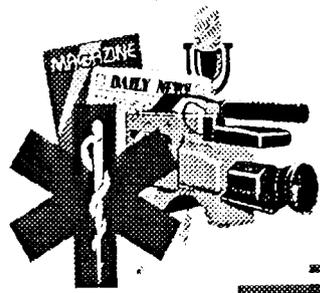
Eight Tips For A Successful Briefing (cont'd)

5. Be brief.
6. Illustrate key points with charts & graphs.
7. If outdoors: Remember weather, noise & pedestrians.
8. Prepare media kits; send to media who couldn't attend.



Interview Tips

- Plan what you say
- Stick to the facts
- Be professional
- Listen carefully
- Look at the reporter, not the camera
- Speak slowly, clearly, and briefly
- No jargon!



Interview Tips (cont'd)

- You are in control
- Nothing is "Off The Record"
- "No Comment" is a comment
- If you don't know, say so
- Never lie
- Relax



Bad News --Handling Negative Press

- 1. Have a plan before a negative event.**
- 2. Have only one "voice" (the PIO).**
- 3. Quickly respond to the issue.**
- 4. Continuously gather & release new information.**



Bad News --Handling Negative Press (cont'd)

- 5. Tell the truth...never lie.**
- 6. Stick to the facts, but clear them first.**
- 7. Report to authorities if required.**
- 8. Emphasize corrective actions taken.**



Bad News --Handling Negative Press (cont'd)

- 9. Have standard information packet ready.**
- 10. Include positive facts that demonstrate isolated nature of the event.**
- 11. Don't get upset over minor errors.**
- 12. Not happy with the truth? Don't blame the media.**

45 Minutes

SESSION IV
ON-SCENE MEDIA RELATIONS

SESSION IV: ON-SCENE MEDIA RELATIONS

Upon successfully completing this session, the participants will be able to:

- o State the role of the Public Information Officer (PIO) at emergency scenes.
 - o Identify the key points for establishing safe and effective media access.
 - o Identify the key points for establishing a media staging/information area.
 - o Understand the necessity of promptly releasing accurate and appropriate information from the scene to the media.
-
-

Content Segments

- A. Benefits of On-Scene Media Relations
- B. Role of the PIO
- C. Establishing Safe and Effective Media Access
- D. Establishing a Media Staging Area/Info. Center
- E. Information Flow

Learning Activities

- o Faculty-led presentations

Video

Clip 1 Flood News Story

Clip 2 Scene Access: Raw Footage/News Story

Clip 3 Raw Footage of Two Crash Scenes

IV ON-SCENE MEDIA RELATIONS

Total Session Time
Approximately 45 Minutes

Chapter 8 in PIER Manual

A. Establishing On-scene Media Relations

Segment A: 5 Minutes

1. Poor on-scene consequences. If you haven't established media relations, an emergency scene is not the best place to start.

2. Techniques/information in this section apply to any incident (big or small) and any setting (urban, suburban or rural). Preparation is needed whether dealing with one or ten reporters.

o Emphasize: Students should modify these techniques to fit the scope of the incident.

3. Benefits of on-scene media relations.



**Visual IV-1
"On-Scene Media Relations"**

a. Operations go smoother without distraction of uncontrolled media wandering on scene.

b. Reduces risks to public by aiding evacuations and reducing panic.

c. Reduces risks to rescuers and media.

o The media can show up at any scene no matter how rural. Technological advances allow instant coverage from remote locations (Home video cameras, cellular, satellite/microwave).

o Emergency scene is a dangerous obstacle course.

- d. Provides an opportunity to strengthen positive media relations.
- e. Highlights your operation.

- o Emergency scene probably most frequent point of contact between media and EMS. Make the best of it.

B. The Role of the On-Scene PIO

Segment B: 10 Minutes

1. Facilitator

- a. Helps reporters get accurate and detailed information from knowledgeable sources.
- b. Provides timely and helpful information to ensure public safety.

- o On all incidents a PIO should be designated by command staff as soon as possible.
- o PIO function part of Incident Command System (ICS).
- o PIO is briefed and information cleared by command staff before released.



**Introduce Video
“Flood News Story”**

(1:25) See video description in Appendix

- o PIO should be clearly identified. Example: wear a PIO vest.



**Visual IV-2
“PIO/Media Vest”**

2. Coordinator

- a. Coordinates rescue and media operations.
 - (1) Prevents interference with rescuers

- o Assess scene safety and set media boundaries and/or staging areas.
- o Identifies media as soon as possible.

(2) Minimizes danger to media and rescuers

- o Determines what coverage will be allowed from the scene and how soon it will be allowed.
- o Consider opportunities to highlight your service (i.e. using ambulance with agency name as backdrop for briefing).
- o Constantly reassess the scene and gather new facts. See EMS Incident News Release Form in manual.
- o Reassess media access as incident continues: should boundaries be adjusted?



**Visual IV-3
“EMS Incident News
Release Form”**

- o Media follow-up after event.

C. Determining Safe and Effective Media Access

Segment C: 15 Minutes

1. Legal Considerations - If an incident occurs in a public place the media has a legal right to reasonable access to the scene.

- o The First Amendment allows for freedom of the press. EMS should not act as "field censor." It is not good patient care to divert attention away from the victim because of concerns with what the media's filming.
- o Private property is off-limits to reporters without owners' permission.

- o Students should become familiar with local laws.
 - o Refer students to Chapter 7 "PIER and Legal Issues."

- 2. **Safety Considerations - Authorities can restrict media access to an area if it directly interferes with operations or endangers the safety of the victims, emergency personnel or media. Air space can be restricted too.**
 - o Prevent on-scene confrontation by meeting with local media before the incident to establish and maintain ground rules for on-scene coverage.

- 
Introduce Video Scene Access: Raw Footage/ News Story (2:30) See video description in Appendix.

- 3. **Setting Boundaries - Consider the following eight factors when determining safe media access on all incidents:**
 - a. Safety
 - b. Interference
 - c. Legality
 - d. Coordination
 - e. Fairness

- 
Visual IV-4 "Setting Media Boundaries"
 - o Ask yourself: will the media be endangering themselves or rescue personnel or interfering with your operations? If not, let them do their jobs.

If so, can you legally block media access? (Ask students for examples)

 - o Boundaries must be clearly marked and coordinated with other agencies on the scene.
 - o Perimeter security must be promptly notified of media boundaries/staging area.

- f. Range
 - o Be aware of capabilities of lenses and microphones. Are they too far away to capture scene? Are they too close to command post?

- g. Convenience
 - o Don't make the PIO travel too far between command post and media.

- h. Special Treatment
 - o Don't get star-struck if national media arrives. When they leave, you'll still have to work with the locals.

 - o Allow all members of the media equal access to the scene and to information. Consider media "pools." In most states, media are granted greater access to scene than general public.

4. Video is example of setting media boundaries.



Introduce Video
Traffic Crashes Raw
Footage (2 scenes) See video description in Appendix.

D. Establishing a Media Staging Area/Info. Center

Segment D: 10 Minutes

- 1. Why do it?
 - a. A media staging area serves as a gathering place for reporters.
 - o Helps PIO control media movement on scene.

 - o Helps speed the flow of information from the scene.

 - o Allows PIO to do "one-shot" distribution of information and updates.

- o Size of incident does not matter. Establish boundaries and/or a staging area whenever the media shows up.
 - b. Staging area serves as a place to coordinate scene access, to check and issue media credentials, and to inform media of on-scene hazards.
- 2. Key points to remember when setting up a media staging area.
 - o Anticipate the needs of the media and do your best to meet them. (EXAMPLE: parking, electrical, telephone access to the scene for video and photos, interviews with command staff.)
 - a. Clearly identify staging area. Promptly notify perimeter security of staging area location.
 - o To avoid unnecessary confusion and confrontation, it is vital that perimeter security be notified of media staging area and/or boundaries.
 - o Most media listen to scanners, so announce media staging area over radio.
 - b. Staging area should be mobile if situation changes.
 - o "If you want to move the media, move the information."



Visual IV-5
"Media Staging Area"

- c. Should be safe and accessible to the scene, but out of range of your command post (microphones and lenses are very powerful).
- d. Should not disrupt operations.
- e. Should be at a fixed site if incident is expected to last more than 24 hours.

- o Media need parking and access for microwave towers and satellite dishes. Good staging areas: parking lots, open fields, closed off streets, schools or community centers.
- o EMS buildings and fire stations do not make good media staging areas because of interference, inconvenience and the possibility of comments overheard by media becoming public.

E. Information Flow

Segment E: 5 Minutes

1. Why is this important?

- a. Timely release of accurate information from the scene prevents confusion, rumors, misinformation and possibly panic.

- o Good information affects all phases of your operation. (Example: traffic and/or crowd control, evacuation, interference and resource availability.)
- o Information should be released ASAP once cleared with command.
- o Hold briefings on a regular basis even if you have no new information to report.

2. Anticipate media information needs:

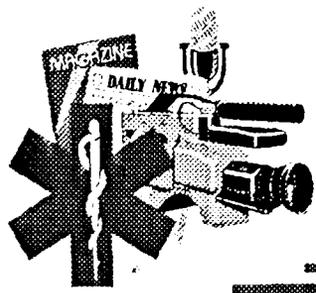
- a. Basic facts about incident.
- b. Incident-specific information.

 **Visual IV-6A
“Anticipate Basic Facts”**

 **Visual IV-6B
“Incident-Specific Information”**

- | | | |
|---------------------------|---|--|
| | o | Stick to the facts; never speculate. |
| (1) Casualties? | o | Dead, injured, missing. |
| (2) Damages? | o | Try not to give dollar estimate. |
| (3) Causes? | o | Don't speculate! |
| (4) Rescue/relief? | o | Include other agencies (i.e., Red Cross). |
| (5) Description of Scene? | o | Radio needs audio description. |
| (6) Legal Issues? | o | Comment only on your area of responsibility. You may not have all the answers. |
| (7) Unusual Elements? | o | Acts of heroism; unusual incident. |
| (8) Visual Elements? | o | Photographers need scene access. |
| | o | Stress: Review "Interviews" and "Press Briefings" in Chapter 6 of PIER manual. |

Overhead Transparencies



On-Scene Media Relations

- Smoother operations
- Reduces public risk & panic
- Reduces risks to emergency services & media personnel
- Provides opportunity to strengthen positive media relations.
- Presents opportunity to highlight rescue activities.



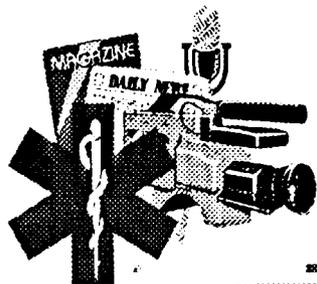
Public Information, Education, & Relations





Setting Media Boundaries

1. Safety
2. Interference
3. Legality
4. Coordination
5. Fairness
6. Range
7. Convenience
8. Special treatment



Setting Up A Media Staging Area

"If you want to move the media – move the information."

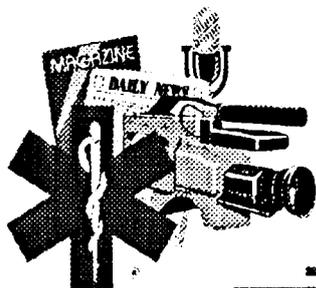
Establish as early in the incident as possible.

Clearly identify.

Notify perimeter security ASAP

Select location.

Other considerations if incident is to last longer than 24 hours.



Anticipate Need for Basic Facts

Remember:

Who?

What?

When?

Where?

Why?

How?

What next?



Incident-Specific Information

- Casualties?
- Damages?
- Causes?
- Rescue/Relief?
- Description of scene?
- Legal issues?
- Unusual elements?
- Visual elements?

15 Minutes

SESSION V
EMS PIER SUMMARY

SESSION V: EMS PIER SUMMARY

Upon successfully completing this session, the student will be better able to:

- o Identify benefits of a proactive, planned PIER program.
 - o Understand the need for having a PIER program.
-
-

Content Segments

- A. PIER Review
- B. Participant Evaluation
- C. Closing Remarks

Learning Activities

- o Faculty-led presentations

Video

- Clip 1 Drive Right News Story**
- Clip 2 Oklahoma Bombing Tribute**

V. EMS PIER SUMMARY

Total Session Time
Approximately 15 Minutes

A. PIER Review

Segment A: 5 Minutes

1. The workshop goal was to have a proactive EMS PIER program that raises public awareness, understanding and participation in the EMS System.

The workshop covered: how to plan, manage, implement and evaluate PIER programs; and how to effectively work with the media in helping the public understand EMS and injury prevention.

An effective PIER program can reap great rewards and public recognition for your service.



**Introduce video
“Drive Right News Story”
(1:45) See video
description in Appendix**



**Visual V-1
“Newspaper Clips”**



**Introduce video
“Oklahoma Bombing
Tribute” (1:10) See video
description in Appendix**

B. Participant Evaluation

Segment B: 5 Minutes

1. Comments from participants.
2. Participant evaluation.

- o Refer to the learning expectations collected from students in Session I. Were they covered?

- o See Participant Evaluation in Administrative Support Materials. Distribute copies to participants. Collect evaluation forms.

3. Course completion certificates.

Hand out certificates. Complete continuing education forms, if applicable.

C. Closing Remarks

Segment C: 5 Minutes

1. Thank workshop host.
2. Thank lunch sponsor.
3. Thank participants.

Overhead Transparencies



Public Information, Education, & Relations

EMTs deserve everyone's thanks

**Emergency personnel
remarkable people**

Saying thanks is not enough

EMS appreciated

Everyday heroes

Apartment officials praise
paramedics' quick response

*EMS: Saving lives
is their business*

Hooray for our EMTs

**YOUR SERVICE
NAME HERE**



P. I. E. R.

PUBLIC INFORMATION, EDUCATION AND RELATIONS EVENT FORM

INFORMATION

Organization: _____

Event: _____

Date: _____ Time: _____

Place: _____

Purpose: _____

Contact Person: Anna Ruh + Steve Phone: _____

Mailing Address: _____

Ambulance Requested: Yes No ALS BLS

Number and Approximate Ages of Those Expected to Attend: _____

Handouts: _____

Equipment: _____

Date of Request: _____ Person Taking Information: _____

TO BE FILLED OUT BY EMS PERSONNEL

Ambulance:

--	--	--	--	--

 Crew: _____

Times: _____

Number of Public Contacts: _____

Narrative: _____

Handouts Given: Yes No N/A Equipment Returned: Yes No N/A

Signatures: _____

Notes: _____

FOR OFFICE USE ONLY

Media Contact: _____

Photos Taken: _____

Press Release Sent To: _____

Follow Up: _____

PIER PLANNING EXERCISE

PIER Steering Committees will:

1. Develop one specific objective (including ID of target audience)
2. Identify a minimum of five workplan activities to achieve the objectives (kind of activity, dates, times, locations)
3. Identify support needed and possible sources
4. Break down one work plan activity into tasks; make task assignments with correlating time lines (time permitting).
5. Identify other agencies with which to build a coalition
6. Determine theme or title
7. Determine how project will be evaluated

* Be aware of the limited time frame for this exercise. Do not spend all of your time on one step; try to work through all seven steps. Realize these plans may be very rough and basic with the time constraints.

Contact EMS Public Information, 856-7000

AMBULANCE SERVICE FIGHTS HEAT WAVE

City ambulance crews are responding to more calls for help than usual, because of the heat wave. Soaring temperatures and high humidity are taking their toll on our paramedics, too.

All lot of the calls to MedCom turn out to be not real emergencies and that prevents us from getting to serious patients. 9-1-1 should be called only if they have an emergency.

There are ways to avoid heat stroke and people should know how to give first aid for it. Heat exhaustion is less serious but can into heat stroke. Also, there are heat cramps. the victim should be cooled down as the main thing to do for heat stroke.

To prevent heat stroke, wear a hat when outdoors, drink fluids, and don't work too hard. Old people are must susceptible to heat stroke because their hypothalamus doesn't work good. Don't keep pets in locked cars, either.

For more information, call the EMS office.

Since the heat wave started, three individuals whose names we cannot release have died from heat stroke while in our care and we expect more to. Their core temperatures were over 107 degrees, which is often irreversibly fatal.

"People are dropping like flies out there," EMS chief Haselbach said.

CRITIQUE THE PRESS RELEASE: "Ambulance Service Fights Heat Wave"

Directions: There are numerous flaws in this hypothetical press release. Can you identify at least five flaws? Some of the flaws are broad in nature, while others are quite detailed.

1. _____
2. _____
3. _____
4. _____
5. _____

Press Release Exercise

14 FLAWS IN THE RELEASE, "Ambulance Service Battles Heat Wave"

1. The story is run on plain bond paper (using the EMS agency's letterhead or special news release stationery is preferred).
2. There is no release date in the upper left hand corner.
3. The "contact" name and number should be in the upper right hand corner, not the upper left. There is no specific person names, for the contact. The number given is most likely a switchboard. (Neither are helpful to reporters following up.)
4. There are no lines left blank between the contact information and the suggested headline. Editors use those blank lines.
5. There is no "dateline" (name of community where the news originated and the date of those events) at the start of the first paragraph. Example: (BOSTON, MAY 10)
6. Misspellings, weak sentence structure, and poor grammar start in the second sentence and run through the piece. Mistakes such as "there" for "their" diminish one's credibility. High school English teachers would be disappointed; a lot of editors would post a story such as this on the newsroom bulletin board for laughs. From the "AP Style Book," the writer would learn many guidelines, including: do not use contractions.
7. The story does not follow the "inverted pyramid" sequence (presenting each paragraph in the order of decreasing priority).
8. The opening paragraph is not a true "lead" paragraph, because it does not encompass the W's and the H.
9. The content lacks focus; it jumps around on several heat-related topics (even referring to safety for pets at one point). It is quite disjointed. There are probably two or three separate stories embedded in these paragraphs.
10. Lack of specificity is rife. How much have calls increased during the heat wave? What number at EMS is the source of more information? What is Chief Haselbach's first name?
11. The first aid advice given is inadequate. How does one cool down the heat stroke victim? (It's crucial not to cool the victim to the point of shivering.) How does one recognize heat stroke? Should bystanders call 9-1-1 (or the seven-digit number for EMS) right away? (The story seems to complain about getting too many calls.)
12. There are two technical terms, "MedCom," and "hypothalamus," which most readers would not understand (without a definition).
13. The story is single-spaced; it should be double-spaced.
14. There is no "-30-", "###" or "END" at the bottom.

Press Release Exercise

PRINTED ON AGENCY'S PRESS RELEASE LETTERHEAD

for immediate release (8/20/year)

contact PIO Whit Sharpe

office: 798-4302

pocket phone: 795-1049

HEAT ILLNESS ALERT FROM FESCUE RESCUE SQUAD

(Fescue, August 20) - Fescue Rescue Squad is asking the public's help to prevent more deaths from the current heat wave.

Squad spokesman Whit Sharpe and Vermer County medical examiner Vince Scott reported today that three Vermer County residents died from heat stroke in the past five days.

Calling the heat "deadly," they issued a "heat illness alert." Sharpe said calls for Fescue Rescue ambulance service were up twenty percent compared to the same five days last year.

"There are specific ways citizens can help us help them," Sharpe said, adding, "Folks need to know how to prevent heat illness, recognize it and give first aid for it."

Sharpe and Dr. Scott said the elderly, the very young, those with chronic medical conditions, alcoholics, and the overweight are more prone to heat illness. The two advised:

- * Limit outdoor activity to cooler hours. Wear a loose-weave hat or carry a parasol.
- * Go to a library, shopping center or other public place that has air conditioning if your home does not. Ventilate living spaces by opening windows on opposite sides of rooms.

MORE

HEAT ILLNESS, add one of one, 8/20/93:

- * Drink plenty of non-alcoholic, caffeine-free fluids or drink the commercial "sport" drinks. Do not overexert yourself.

Heat stroke is the deadlier form of heat illness. It is sometimes called "sun stroke," but can happen indoors as well as outdoors. Heat stroke is known by hot, dry skin. Sometimes the skin is red or mottled. The pulse is rapid, beating strongly for a period and growing weak. The heat stroke victim may lose consciousness.

First aid for heat stroke is to remove the victim from the source of heat and to cool immediately with cool wet cloths or with a sponge bath. Cold packs can be placed under each armpit, on each wrist, on the groin and alongside the neck. Do not cool the victim to the point of shivering.

Heat stroke can be fatal or cause brain damage. Call 9-1-1 for emergency assistance from the Fescue Rescue Squad.

Heat exhaustion, less serious than heat stroke, is known by heavy sweating with cool, clammy skin plus total body weakness, weak pulse, and dizziness. Heat exhaustion sometimes cramps the legs, arms or stomach.

First aid for heat exhaustion is to move the person to a nearby cool place, have the person lie down and elevate the feet eight to twelve inches. Loosen the clothing and fan the victim without chilling him. Gently massage any cramps. Call 9-1-1.

NHTSA PIER VIDEO CLIP INFORMATION

SESSION: I

TITLE OF CLIP: Mass CPR Training - News Story (3:10)

INTRODUCTION: This is a news story that was a live remote broadcast from the site of a mass CPR training event targeting the senior population. The one-day event offered first-responder CPR and EMS system access training for over 700 persons. This is the first clip used in the PIER course because it is an example of many components of PIER. Some of the components/key terms are listed below. Refer to this clip when discussing the terms, do not take time to define all of them at this point in the lesson plan. Define PIER using this as an example.

STUDENT LEARNING POINTS:

1. Public Information - This was a news event with many media “hooks.” It was of interest to the general public as well as a specific (and growing) high-risk target audience. This story aired for over three minutes on the evening news. This was one of the first times in the nation that a mass CPR training event was held for such a large senior target group. It involved several community groups. the event was held on the opening day of an International Cardiac Care Conference taking place in the same city.
2. Public Education - The event imparted specific knowledge, training and skills in CPR and how to properly access the EMS system.
3. Public Relations - The event shaped public opinion and attitudes towards CPR and the EMS system. The many agencies that were part of the event received valuable positive exposure.
4. Coalition - Much of the success of the event was due to the fact that many of the tasks (and resources) were shared among a coalition of many organizations. This event involved the Heart Association, Red Cross, the Virginia Office of EMS, two senior advocacy groups, local EMS agencies, a local advertising firm, TV stations, a supplier of manikins, and the list goes on.
5. Planning/Evaluation - The planning for this event started a year before it took place. The success of the event was measured by the number of registrants. Each registrant was also asked to complete a brief questionnaire.

SUGGESTED ACTION STEPS:

1. Involve the media in the actual training. (e.g., the news anchor team/reporter gets certified.)

ADDITIONAL BACKGROUND INFORMATION: The local TV station ranked highest with the senior population was a co-sponsor. They did a three-part news series on CPR, produced PSAs, did on-air sign up of registrants and did two live remote broadcasts from the event. Flyers about the event were distributed to seniors who meet in the morning at area shopping malls for a walk.

NHTSA PIER VIDEO CLIP INFORMATION

SESSION: II

TITLE OF CLIP: Colorado Teen DUI Campaign - News Story and PSA (2:23)

INTRODUCTION: Following an increase in deaths and injuries related to teens driving under the influence (DUI), the Colorado EMS Division developed **OPERATION: Cheat the Reaper**. The campaign is designed to reduce teen DUI while increasing the positive exposure and injury prevention resources/activities of EMS/fire/law enforcement organizations. This clip is a news story on the shooting of a PSA for the campaign as well as the finished PSA.

STUDENT LEARNING POINTS:

1. It is an example of a visual, timely and positive news event.
2. Two local stations covered the event. The local paper ran a front-page story and color photo.
3. A positive relationship already in place with the local media was very beneficial.
4. **OPERATION: Cheat the Reaper** is a coalition of the state EMS Division, Drive Smart colorado, local EMS/fire/law enforcement and the statewide PIER Committee.
5. The campaign was tied into the opening of school and prom season.
6. Focus groups of teens were used in the development and testing of messages.

SUGGESTED ACTION STEPS:

1. Maintain the coalition for future projects.
2. Notify the media of future events of this type. Get them more involved.
3. Evaluate the success of the program at regular intervals.

ADDITIONAL BACKGROUND INFORMATION: The PSAs became part of the **OPERATION: Cheat the Reaper Program Planning Guide**. The guide offers information on how to do Mock DUI Crashes and "Ghost-Outs." The guide includes an instructional video and a manual on a computer disk. For more information, contact the Colorado EMS Division. A number of the persons involved with the production of the PSAs and the development of the **OPERATION: Cheat the Reaper Program Planning Guide** are graduates of the NHTSA PIER course.

NHTSA PIER VIDEO CLIP INFORMATION

SESSION: II

TITLE OF CLIP: *Make The Right Call* Campaign PSAs (:30 x 2)

INTRODUCTION: The PSAs were produced as part of the national *Make The Right Call* Campaign. They have been (and continue to) air nationwide. The *Make The Right Call* Campaign is designed to promote proper EMS system access and boost public understanding of the EMS system. The first PSA is for children, the second for adults. The *Make The Right Call* Campaign provides enough PIER materials to conduct year-round activities.

STUDENT LEARNING POINTS:

1. The campaign packet is an excellent, comprehensive and professionally produced. It is designed to be ready-to-use with minimal preparation time. It is already in use by many EMS agencies.
2. The campaign focuses on when to and when not to call EMS, how to call, what to do until professional help arrives and the nature of the EMS system.
3. The campaign kit includes background information, sample press releases, camera-ready ad slick, radio PSA scripts, teaching outlines, two videos (one for adults and one for children).
4. The campaign materials and PSAs are also available in Spanish-language versions.
5. The second edition has materials customized to seniors, people with disabilities, rural residents, inner-city residents and babysitters.

SUGGESTED ACTION STEPS:

1. Encourage the class to order and use the materials. All materials are free.
2. Freeze graphic of campaign materials list and contact address at end of PSAs.
3. Ask the students if they have ever used or seen the *Make The Right Call* materials.

ADDITIONAL BACKGROUND INFORMATION: The *Make The Right Call* Campaign is a joint effort by NHTSA, the U.S. Fire Administration, and the Maternal and Child Health Bureau.

NHTSA PIER VIDEO CLIP INFORMATION

SESSION: II

TITLE OF CLIP: Designated Driver PSA (:15)

INTRODUCTION: The TV PSA was produced by a coalition to educate the public on the importance of designated drivers. The PSA was one part of a larger PIER campaign conducted in Sedgwick County, Kansas.

STUDENT LEARNING POINTS:

1. The TV PSA is part of a campaign that included posters, radio PSAs and billboards.
2. Campaign was created by a long-term coalition put together to promote the use of designated drivers. The coalition included Sedgwick County EMS and Sheriffs Office, a local mortuary, a beer distributor, a large nightclub, a local photographer and the public television station.
3. Each member had specific assignments to carry out. This spread the workload and allowed each person to focus on one or more areas of expertise.
4. Many community resources were used in this campaign.
5. The campaign was kicked-off with a press conference. At the press conference, the vehicles used in the PSA were positioned as they were in the PSA and used as a backdrop.

SUGGESTED ACTION STEPS:

1. Seek in-kind donation of billboard space, broadcast air time, printing and other needs.
2. Think of other groups who may be interested and/or receive benefits from supporting this campaign.
3. Ask: What does the class think about having a beer distributor in the coalition? How would they respond to, (or pro-actively prevent) any criticism.

NHTSA PIER VIDEO CLIP INFORMATION

SESSION: II

TITLE OF CLIP: Heads Up Bicycle Safety Program-Video Highlights (2:40)

INTRODUCTION: The video is part of a campaign to decrease pediatric head injuries from non-use of bicycle helmets. The clips are excerpts from a longer-length very creative video targeting youth with the bike safety message. The campaign theme is "Heads Up" and was produced by a coalition formed by San Diego County EMS.

STUDENT LEARNING POINTS:

1. The "Heads Up" Coalition used a grant, in-kind donations and promotional support to produce the videos, student workbooks, teachers guides, school assembly scripting and props.
2. The coalition included San Diego County EMS, Childrens Hospital of San Diego, San Diego SAFE KIDS coalition and the San Diego Trauma Research Foundation.
3. The coalition established a goal and identified specific measurable objectives. They identified a specific at-risk group (K-8 grades) using data from EMS run reports. They conducted pre-campaign observational helmet use surveys. The surveys will be repeated at the end of the campaign to measure the effectiveness of the program. As on-going evaluation, the students were given bike safety quizzes to take home and complete with their parents.
4. The celebrity sports figures donated their time. The coalition sought their services through the PR departments of their respective organizations.

SUGGESTED ACTION STEPS:

1. Ask: What does the class perceive as the strengths of this effort?
2. Ask: Short of an effort this comprehensive, how could you improve helmet use in your area?

ADDITIONAL BACKGROUND INFORMATION: The idea for this campaign was developed in a previous PIER class using the PIER Planning Exercise.

NHTSA PIER VIDEO CLIP INFORMATION

SESSION: III

TITLE OF CLIP: On-Scene Media/Emergency Services Confrontation-News Story (3:20)

INTRODUCTION: At the scene of a fatal traffic crash, members of a volunteer fire department physically restrained two news videographers from shooting footage and eventually turned a stream of water on the camera crews. This news story aired after the confrontation.

STUDENT LEARNING POINTS:

1. This is a classic example of, "Don't let your response *to* news *become* news."
2. If an emergency takes place in a public location, the media have legal right to access. The emergency personnel have the responsibility to protect the safety of people on the scene and can bar the media if they believe the scene to be truly dangerous.
3. Do your job and let the media do theirs. In this case the hose line should have been protecting the scene, not hosing down reporters. The EMS personnel should have been doing patient care, not taking their attention away from patient care/extrication to hassle reporters.
4. Most TV news stories last less than a minute. This story aired for over three minutes.
5. Right or wrong, the media will always get the last word.

SUGGESTED ACTION STEPS:

1. Meet with the media before an incident to discuss boundaries, access and safety. Good on-scene media relations begin behind the scene, *before* the incident.
2. Have a clearly defined policy for working with the media on emergency scenes.
3. Appoint a PIO (and a back-up).
4. QUESTION: What would be suggested strategies to recover from this incident?

ADDITIONAL BACKGROUND INFORMATION: This incident severely damaged the short and long-term relationships between the local fire and EMS, the media. It will take a long time to recover from this and build a good working relationship with the media. For instance, the local emergency services agencies had a repeater (radio) antenna mounted on the large antenna of the TV station. They leased space on the antenna free of charge. After the incident they started receiving a bill. Also, when the volunteer rescue squad involved wants good media coverage for their next fund drive or recruitment campaign, do you think they will get it from these stations?

NHTSA PIER VIDEO CLIP INFORMATION

SESSION: III

TITLE OF CLIP: Media Day-News Story (2:00)

INTRODUCTION: This is a news story that ran following a special event held for the media by the Chesterfield County (VA) Fire Department. It is an example of excellent proactive positive media relations.

STUDENT LEARNING POINTS:

1. The fire department holds this special event on a regular basis (about every two years). They invite all local media to participate in various fire, rescue and EMS activities. The department conducts presentations about on-scene safety for the media, on-scene operations, how and where to contact them for information. They suit up the media in turn-out coats and let them “fight” a fire. They even serve the media lunch.
2. The event provides an ideal opportunity to educate the media while building positive relationships. By educating the reporters and firefighters about each other, it prevents on-scene confrontations and interference.
3. Make the media “look good” and they will likely reciprocate. The story showed the media getting involved with the story *and* the community. Having them involved in the story improves the chances that the story will be aired. In this case, it was two minutes on the evening news. The story also ran on the late news and the morning news the next day.
4. Although it was not shown in this news story, the fire personnel also put on demonstrations of fire suppression, rescue, EMS techniques (AED demo) and specialized equipment and vehicles.
5. “Spin-off” stories often are developed from an event of this type. In this case, a news story ran later in the week about the department placing Automatic External Defibrillators on all of their engine companies. They also did a profile on the “firehouse chef” that prepared lunch.

SUGGESTED ACTION STEPS:

1. Keep the program going on a regular basis.
2. Invite journalism students to participate.
3. Use the event to highlight new equipment, training or programs.

ADDITIONAL BACKGROUND INFORMATION: The program may also be expanded to include law enforcement information and demonstrations.

NHTSA PIER VIDEO CLIP INFORMATION

SESSION: III

TITLE OF CLIP: School Bus Crash-News Story Interview (2:15)

INTRODUCTION: This is a live news story from the site of a school bus crash. It illustrates many good media interview techniques.

STUDENT LEARNING POINTS:

1. The fire official anticipates media questions, has his facts ready and refers to them. He is not afraid to say he doesn't have all the information but restates key details. It's OK to look at notes. He is also clearly identified as an official on the scene.
2. He sticks to the facts, doesn't speculate. He doesn't use technical terms or jargon.
3. The reporter tries to get him to answer questions out of his area of responsibility (cause of crash/bus may have run red light). He again sticks to the facts he knows to be true and refers the reporter to the proper authorities. This way he avoids (in an especially sensitive incident) the chance of rumor or panic.
4. Note the positioning of the interview subject and reporter in front of the overturned bus. The media will use visual elements to tell the story with more than just the interview. Also note the position of the fire department staff car (it is not known if this was intentional.)
5. He provides additional details that are helpful to the public (avoid the area due to traffic).

SUGGESTED ACTION STEPS:

1. Ask: What did he do well? What could he have done better?

NHTSA PIER VIDEO CLIP INFORMATION

SESSION: III

TITLE OF CLIP: Ambulance/Auto Crash-News Story (1:10)

INTRODUCTION: This is a news story (the lead story) of an ambulance/auto crash in which a woman and child were killed. The woman in the auto that was struck was an off-duty member of the EMS agency whose ambulance struck her. While this is a highly unusual incident, unfortunately ambulance crashes are not and they *will* generate media coverage.

STUDENT LEARNING POINTS:

1. This clip illustrates that bad news (and the media coverage it generates) is a fact of life. Don't fault the media for doing their jobs. News is what is *different* from the routine. You will never see a headline or TV news story that leads, "*Anytown EMS Had No Crashes Today.*"
2. How well (or poorly) a negative incident is managed will have long and short-term effects on your relationship with the local media.
3. It is OK to show compassion, emotion and caring. But, be careful publicly accepting responsibility without approval of your legal counsel.
4. In this case, it was important to call a press conference as soon as possible. They held the press conference the afternoon of the crash.
5. Refer to this story when discussing handling negative press. How would the class handle a situation like this? How would they follow-up?

SUGGESTED ACTION STEPS:

1. Have fact sheets, number of runs, number of miles traveled without a crash ready.
2. State the corrective actions you plan on taking. This could be remedial training, disciplinary actions and the like.
3. Get ready to be interviewed. Look sharp (Shave). Be ready with the facts *and* your feelings.

ADDITIONAL BACKGROUND INFORMATION:

Shortly after this story aired, several local EMS agencies reported seeing an unmarked van (with someone inside shooting video) following them responding to calls and transporting patients to the hospital. It was never confirmed that this was the media and no stories aired (Other than follow-up stories about the crash.) Following this incident and the media interest it generated, the emergency response policies of the agencies in this EMS system were reviewed and revised.

NHTSA PIER VIDEO CLIP INFORMATION

SESSION: IV

TITLE OF CLIP: Flooding-News Story (1:25)

INTRODUCTION: This is a news story about local flooding where the media interview the PIO from the local EMS agency.

STUDENT LEARNING POINTS:

1. This is an example of maintaining good media relations. The media contacted the EMS agency about the impact of the flooding on the area. The reason they did this is because the PIO has established himself as a credible and available media contact. The contact *could* have been law enforcement or highway department officials.
2. The PIO does a good job of instructing the public and alerting them to the danger without creating panic and/or confusion.
3. The PIO uses good interview technique. He stuck to the facts and did not speculate. He didn't use technical terms or jargon.
4. This is a good example of tailoring your on-scene media technique to the size and nature of the incident. No major media staging areas were needed, no long-term arrangements were required. Yet the PIO provided media good access, safe access and timely information
5. Even though the media wanted to focus on how the flood was damaging property, the PIO played the story from the EMS angle emphasizing life safety.

SUGGESTED ACTION STEPS:

1. More visible identification of agency and fact that he is their PIO.

NHTSA PIER VIDEO CLIP INFORMATION

SESSION: IV

TITLE OF CLIP: Scene Access-Raw Footage and News Story (2:30)

INTRODUCTION: This is highlights of 19 minutes of raw footage and the news story that aired about a fatal traffic crash. The news crew arrived at the crash moments before the emergency personnel. It illustrates many aspects of on-scene media relations and the media's process of producing a story.

STUDENT LEARNING POINTS:

1. The issues of media safety, interference, legality and coordination apply to this incident.
2. The raw footage illustrates the important point that often only a *fraction* of the footage shot on a scene will show up on the final news broadcast. Don't worry if a news crew is shooting something bloody, showing the face of a patient, license plates, etc. They will always shoot more than they will use. The emergency personnel should not, *and legally cannot*, act as "field censors." Community standards (and reactions) will set what is shown and accepted in the local broadcast and/or print media.
3. The media were able to get close enough to get good, dramatic shots without interfering in the operation or endangering themselves. They were on a public highway so they had a legal right to be on the scene.
4. The emergency personnel were not distracted from their patient care and did not "loose their cool" and start interfering with the media.
5. Listen carefully just before the flight paramedic begins the field cryc. A bystander (or possibly an EMS provider) says off camera, "I wouldn't film this if I were you." Note that it didn't air.

SUGGESTED ACTION STEPS:

1. Have an on-scene PIO to provide information and highlight key activities.
2. Ask: What if the videographer was not with a TV station, but was a freelancer or an individual with a personal camcorder. Would you treat them differently?

NHTSA PIER VIDEO CLIP INFORMATION

SESSION: IV

TITLE OF CLIP: Traffic Crashes-Raw News Footage at Two Different Crash Scenes (1:55)

INTRODUCTION: The scene of a traffic crash is one of the more common points of contact between the media and emergency services. These two clips point out safety, interference and legal issues. They were shot in the same state by the same TV station that shot the footage at the scene where they were hosed down. Compare and contrast the situations.

Note: To help with the production of this videotape, in clip number-one, the TV station intentionally shot footage of the other news videographer on the scene.

STUDENT LEARNING POINTS:

1. Note: Show the clips then show the visual about setting media boundaries.
2. Clip number-one shows the news shooter/reporter moving around the scene to get shots from various angles and perspectives. He stays at a safe distance and is not interfering. The emergency personnel concentrate on their duties and are not distracted or interfering with the media doing their job.
3. In clip number-two the medic on the scene asserted control by shouting to clear the area, but remained fairly calm. He was seemed briefly distracted by the bystanders (and media?) he wanted cleared from the scene. What was his apparent motivation?
4. Clip number-two illustrates the fact that even when the media are moved back, they can still use long lenses to get close up footage of the scene. Also be aware of powerful microphones.

SUGGESTED ACTION STEPS:

1. Ask: how well does your agency ensure that all of your personnel are well-informed about media rights on the scene, about your agency's media policies and about the harm an unwise word or action can do.
2. Ask: Was the scene truly unsafe in clip number-two? Would putting up the barrier tape sooner have helped?
3. Provide an on-scene PIO

NHTSA PIER VIDEO CLIP INFORMATION

SESSION: V

TITLE OF CLIP: Drive Right Campaign-News Story (1:45)

INTRODUCTION: This is a news story that was part of a larger public education campaign to encourage people to properly yield to emergency vehicles. The campaign included news stories (print, TV, radio) and this PSA as well as talks to community groups. The campaign was kicked off with a press conference.

STUDENT LEARNING POINTS:

- 1. In the beginning of the PIER course, you discussed how PIER can have a positive impact on all phases of an EMS call. This story and campaign are examples of how PIER can improve response times and increase the safety and comfort of your patient and crew.**
- 2. It is an example positive media relations, involving the media in the story (ride along) and coalition building.**
- 3. The program was coordinated by the same PIO that was in the earlier news story on flooding. If he had been a member of the fire department that hosed down the reporters, or had a similar run-in, do you think the media would be doing this story?**
- 4. The local EMS agency provided in-kind support to the state agency that produced the PSA.**

SUGGESTED ACTION STEPS:

- 1. Do an evaluation of response times/ambulance crash statistics before and after the campaign.
Report the results to the media for a possible follow-up story.**

NHTSA PIER VIDEO CLIP INFORMATION

SESSION: V

TITLE OF CLIP: Oklahoma City Bombing Tribute (1:10)

INTRODUCTION: This clip is from a four-minute news story done by a local Oklahoma City TV station as tribute to the victims, the rescuers and the people of Oklahoma City.

STUDENT LEARNING POINTS:

- 1. If you have good media relations, this can be an outcome.**
- 2. The bombing in Oklahoma City was the largest on-scene media event in history. Thousands of reporters worldwide sought stories. If it can happen there, it can happen in your territory. Are you and your organization ready?**
- 3. This helps end the class on a positive note with a “feel good” piece.**

SUGGESTED ACTION STEPS: