

Developing effective risk communication

Wändi Bruine de Bruin, PhD
Carnegie Mellon University
Dept. of Social and Decision Sciences and
Dept. of Engineering and Public Policy

Overview

1. Need for effective risk communications
2. Features of effective risk communications
3. Examples of existing risk communications
4. The mental models approach to developing effective risk communications

Overview

1. Need for effective risk communications
2. Features of effective risk communications
3. Examples of existing risk communications
4. The mental models approach to developing effective risk communications

Need for risk communication

- Risk communication can help lay people to
 - Respond to acute situations and their aftermath
 - Participate in policy making
- Risk communication can help experts to
 - Provide practical information
 - Obtain informed consent
 - Maintain public trust and morale

Overview

1. Need for effective risk communications
2. Features of effective risk communications
3. Examples of existing risk communications
4. The mental models approach to developing effective risk communications

Effective risk communications

- Help people to understand the risk and to reduce it
- Are based on a systematic expert model
 - Reflect interdisciplinary scientific literature
- Are based on formative research with members of the intended audience
 - Use wording that lay people understand
 - Address decision-relevant gaps and misconceptions
 - Give behaviorally realistic advice

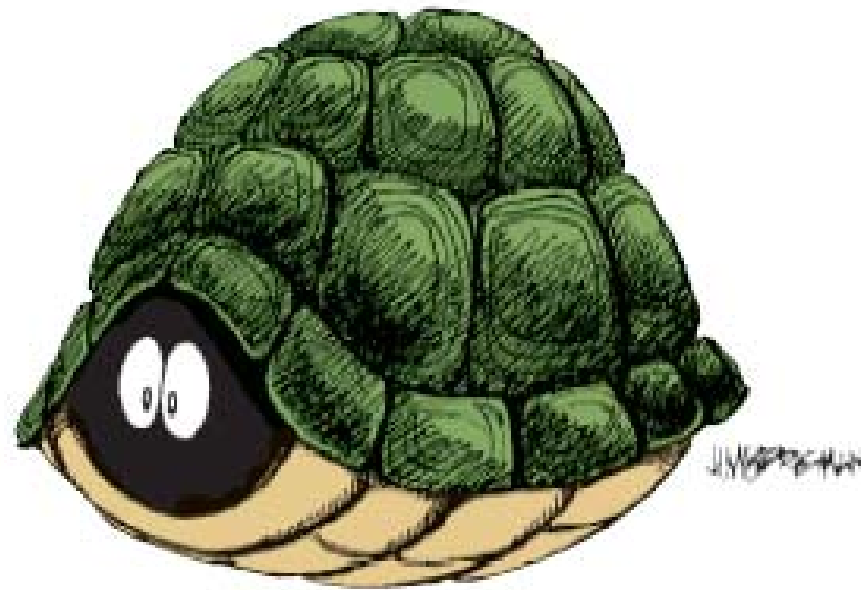
Existing risk communications

- Are often not evaluated
- Are often ineffective, if they are evaluated
- Often lack the features of effective communications
 - Use wording lay people don't understand
 - Present basic facts, but don't fix gaps and misconceptions
 - Fail to give behaviorally realistic advice

Overview

1. Need for effective risk communications
2. Features of effective risk communications
3. Examples of existing risk communications
4. The mental models approach to developing effective risk communications

Example: Wording



SHELTER IN PLACE

Example: Not fixing knowledge gaps



Example: Not fixing knowledge gaps

This special UV light shows where the bacteria that can cause food poisoning could lurk on hands



Copyright Food and Drink Federation

Tel: 020 7836 2460 Fax: 020 7379 0481 Email: foodlink@fdf.org.uk Web: www.foodlink.org.uk
Sponsor Wedeco

Example: No behavioral strategy



Overview

1. Need for effective risk communications
2. Features of effective risk communications
3. Examples of existing risk communications
4. The mental models approach to developing effective risk communications

Mental Models Approach

1. Normative: What should people know?
 - Interdisciplinary literature review and expert panel
 - Create expert model
2. Descriptive: What do people already know?
 - Conduct qualitative interviews and quantitative surveys
 - Identify relevant wording and decision contexts
 - Create lay model
3. Prescriptive: What do people still need to know?
 - Comparison of expert model and lay model
 - Identify knowledge gaps and misconceptions
 - Iterative message development
4. Evaluation: Does the risk communication work?
 - Randomized controlled trial, comparing risk communication to control group

Example:

Pandemic influenza

Problem:

- Not enough data to judge likelihood of occurrence, or effectiveness of interventions

1. Normative:

- Model of risk with behavioral interventions (e.g., hand washing, social distancing, barrier methods)
- Estimates of model parameters

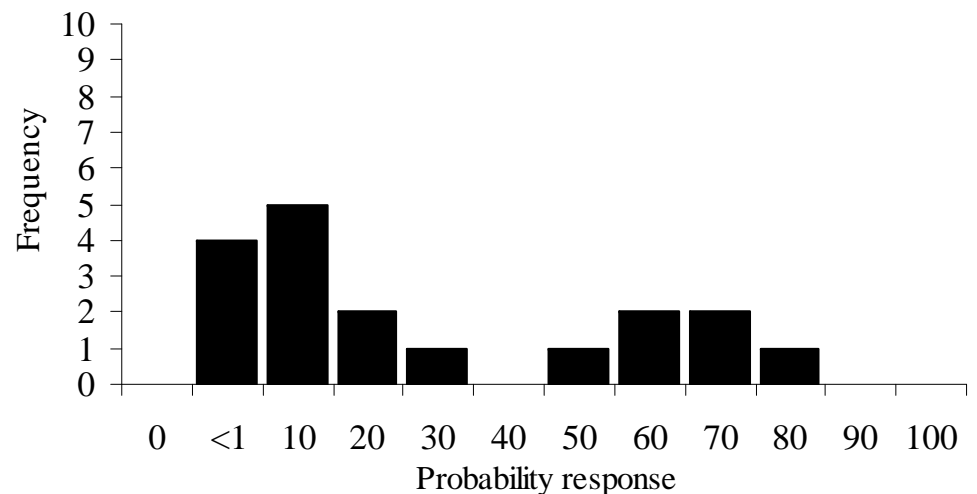
2. Descriptive: In progress

3. Prescriptive: In progress

Probability of

Efficient Human-to-Human Transmission

What is the probability that H5N1 will **become an efficient human-to-human transmitter (capable of being propagated through at least two epidemiological generations of affected humans)** sometime during the next 3 years?



Median=15%

Example:

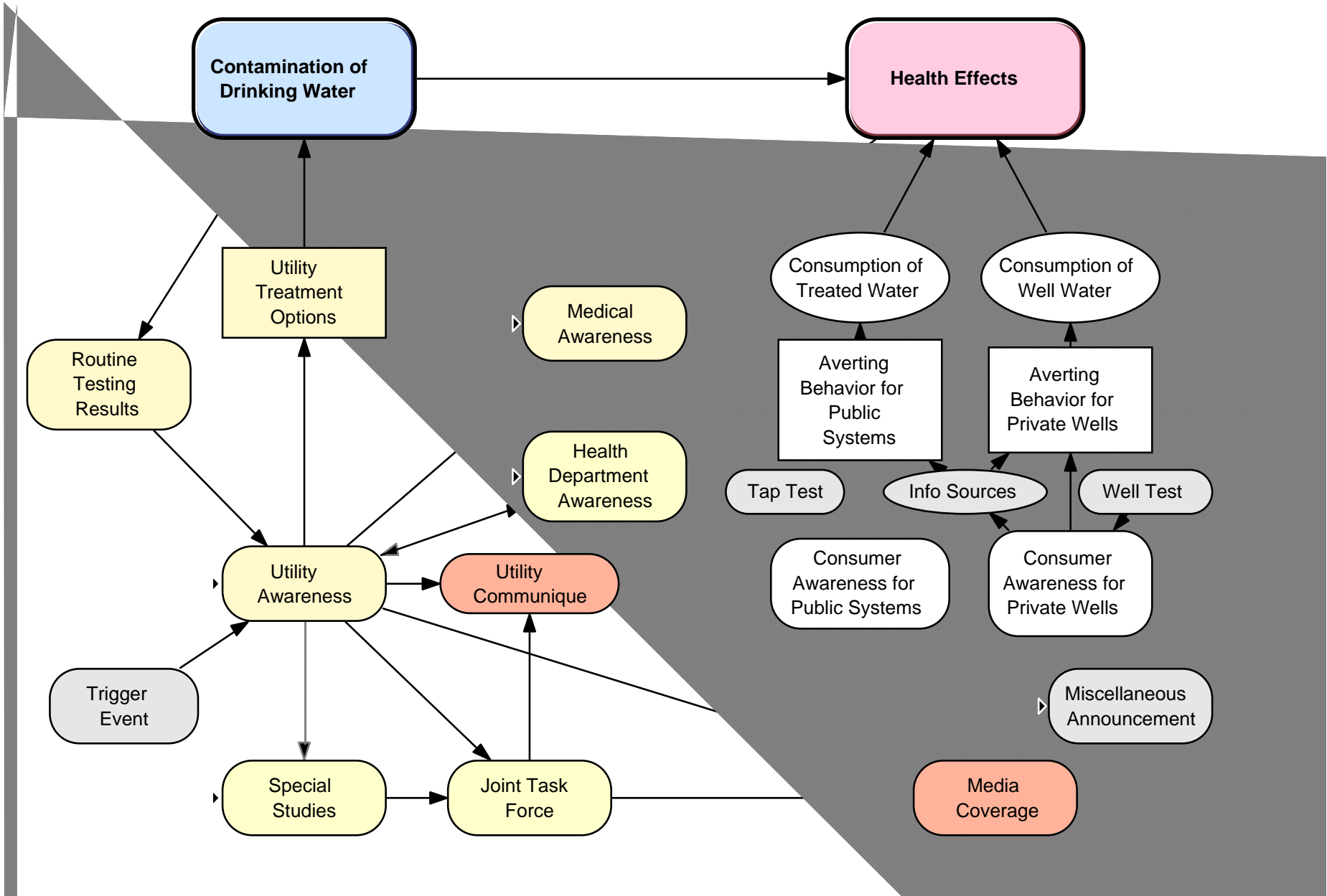
Drinking-water-borne Cryptosporidium

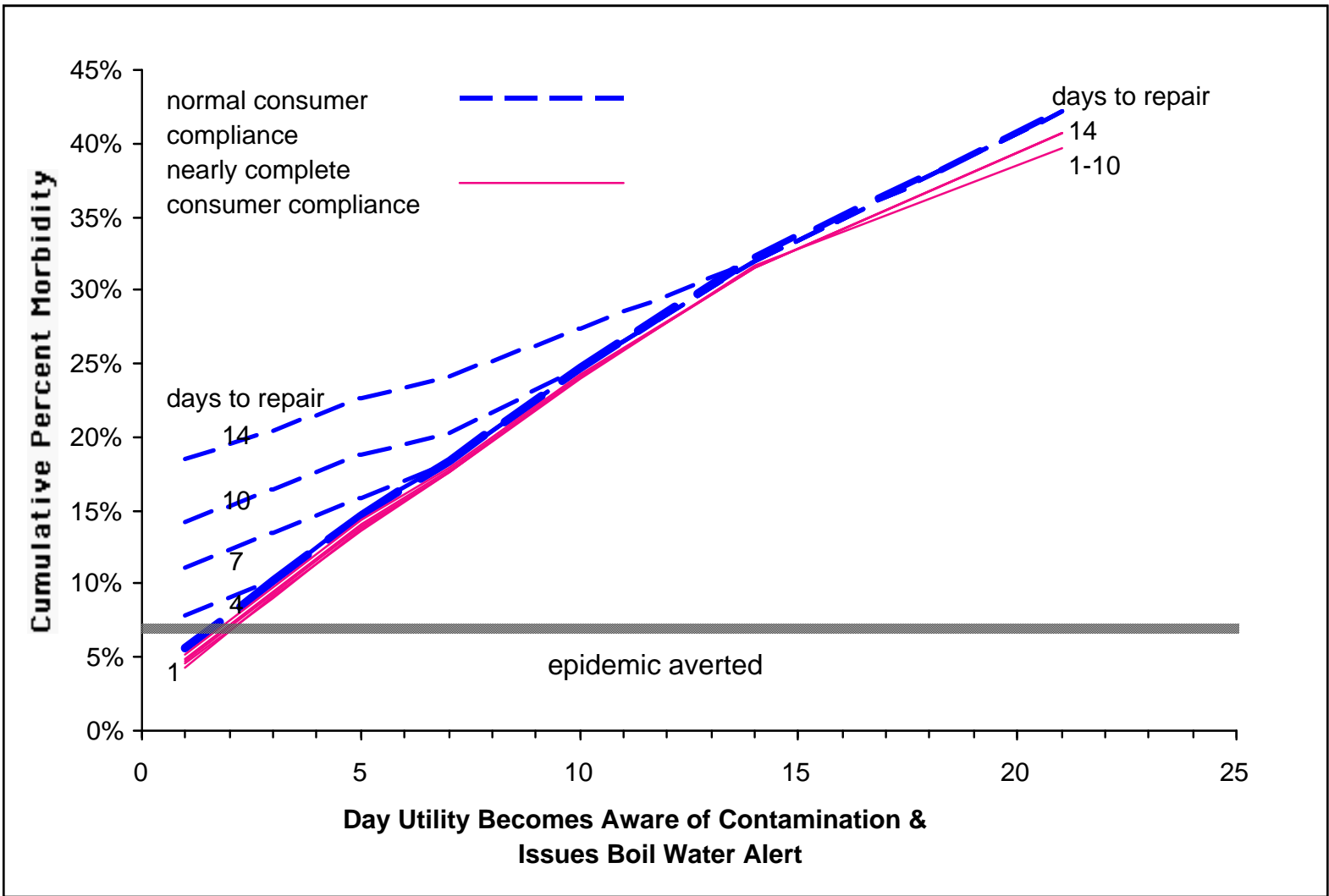
Problem

- Reduce risk of outbreak

1. Normative:

- Risk model to track occurrence and evolution of outbreak, including contaminant delivery and detection, water treatment efficiency, timing of interventions, compliance with boil water notices





Example:

Drinking-water-borne Cryptosporidium

Problem:

- Reduce risk of outbreak

1. Normative:

- Risk model to track occurrence and evolution of outbreak, including contaminant delivery and detection, water treatment efficiency, timing of interventions, compliance with boil water notices

2. Descriptive:

- Little to no knowledge in general population
- Useless knowledge in vulnerable populations

3. Prescriptive:

- Abandon reliance on current warning system
- Provide protective resources for immunocompromised

Example:

Carbon Capture and Storage

Problem:

- Inform public acceptance judgments

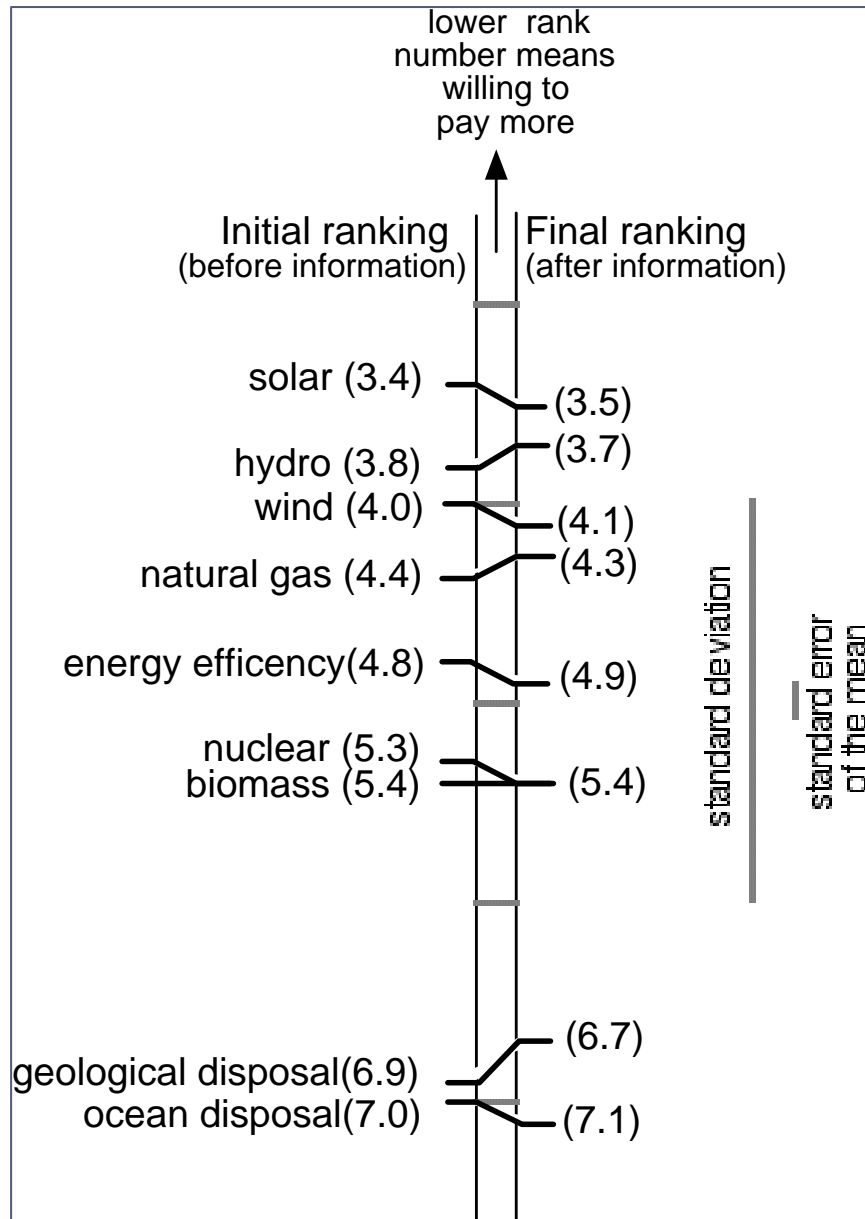
1. Normative:

- CCS may help to reduce carbon dioxide emissions

2. Descriptive:

- Interviewees had little to no knowledge about CCS
- They preferred to discuss CCS relative to other low-carbon technologies as part of a low-carbon energy portfolio

Public perceptions of CCS



- Survey respondents ranked CCS below other low-carbon options
- However, they had limited information about these options

See Palmgren et al., ES&T, 2004

Example:

Carbon Capture and Storage

Problem:

- Inform public acceptance judgments

1. Normative:

- CCS may help to reduce carbon dioxide emissions

2. Descriptive:

- Interviewees had little to no knowledge about CCS
- They preferred to discuss CCS relative to other low-carbon technologies as part of a low-carbon energy portfolio

3. Prescriptive: In progress

- Provide more realistic information about costs and benefits of portfolios including CCS vs. alternative portfolios (which may make CCS look better)

Communication materials

Wind Power

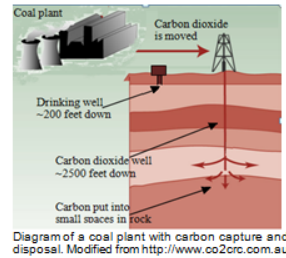
How it Works: Unlike the old windmills that ground grain and pumped water in Holland, or the metal wind mills that pumped water for cattle in the American West, modern wind machines are large (often more than 100 feet high). The machines have blades designed like wings of airplanes. Wind turns the blades of the turbine, which are connected to a generator to make electricity.



	MORE INFORMATION
Cost	The cost of wind power has made. <i>To learn more, see the separate sheet on "Cost Comparison".</i>
Air and water pollution	Wind farms cause very little pollution. <i>To learn more, see the separate sheet on "Pollution Comparison".</i>
Availability	Wind plants are built in wind rich areas in the center of the state. How much power that is possible if the wind is not blowing.
Reliability	Wind varies in strength and direction. Electricity made in PA comes from times when it is not windy. Wind (in batteries) may also be used.
Average Lifespan	Wind turbines can operate for 20 years.
Noise	Wind farms make some low level noise. But, since the wind turbines are far apart, the noise can be very noticeable.
Land use and ecology	Wind farms need between 4 and 10 acres per turbine. Many turbines require hundreds of acres. This can still be used for farming. This can disturb the land and can be very visible.
Accidental death/injury	Wind farms are very safe for people. They can strike and kill birds and bats.
Waste	There is very little solid waste.

Carbon Dioxide (CO₂) Capture

How it Works: Ordinarily, when coal is burned, CO₂ is released to the atmosphere. However, equipment can be added to plants that captures CO₂ instead of letting it escape. Once captured, the CO₂ gas is made into a liquid form and carried by pipeline to a place where it can be permanently disposed in suitable rock formations more than half a mile underground. If the location is chosen correctly, the CO₂ will stay trapped in the underground rocks. The CO₂ can be monitored to make sure it stays in place. After a few decades, the CO₂ will dissolve in the water in the rocks. Over thousands of years, it may change into minerals.



	MORE INFORMATION
Cost	The cost of capturing CO ₂ is factored into the cost of electricity for coal power plants. <i>To learn more, see the separate sheet on "Cost Comparison".</i>
Air/water pollution	The pollution made from capturing carbon dioxide is factored into pollution from coal power plants. <i>To learn more, see the separate sheet on "Pollution Comparison".</i>
Availability	<ul style="list-style-type: none"> There are suitable rock formations in much of the U.S. The formations are tested to make sure that they can safely hold the CO₂. PA has lots of space that can be used. There is enough underground space to capture CO₂ for the entire lifetime of any new coal plant that is built. There are thousands of miles of oil and gas pipelines in the U.S. today. CO₂ can be moved through similar pipelines. Some CO₂ pipelines are already in use in the U.S.
Reliability	Capturing CO ₂ will not affect the dependability of electricity from coal plants.
Average Lifespan	<ul style="list-style-type: none"> It should be possible to capture CO₂ however long the power plant is operating. Experts disagree on how long the underground space will need to be monitored. Once an underground space is full and closed, the government will continue to monitor it for safety.
Accidental death/injury	<ul style="list-style-type: none"> Unlike oil and gas, CO₂ cannot burn or explode. As with oil and gas pipelines, the chance of pipeline leaks is low. CO₂ could cause people to suffocate if gas did leak. There is a small chance that CO₂ could leak out of the underground space. This can be monitored with underground equipment. If the CO₂ starts to move to places where it should not be, this can be fixed. The CO₂ will eventually dissolve in underground water, making leaks less likely. The government will limit any risks to underground drinking water. CO₂ wells will be built more than 10 times deeper than a drinking well. Pumping CO₂ into the ground builds up underground pressure. This could increase the risk of small earthquakes in the area. However, PA is not prone to earthquakes.

- 10 technologies presented on 9 mini-sheets
- Multi-attribute qualitative information presented
- Readability at low grade level:
 - Flesch-Kincaid score is 7.7

Energy portfolio ranking study

- Participants sampled from the community
 - hs education
 - no science or technical background
- Procedure
 - Study materials at home
 - Conduct initial individual ranking
 - Group discussion jury-like groups of 6-8 people
 - Conduct group ranking
 - Conduct individual ranking
 - Exit survey

Public acceptance of CCS *may be increased with*

- Broader public understanding of
 - Costs and risks of CCS and alternatives to reduce CO₂
- Better risk communication
 - Open and respectful of the public's concerns

Conclusion

- Effective risk communications
 - help people to make informed decisions
 - Are not developed by one expert but require extensive input from experts and lay people
- Their effectiveness is shown in randomized controlled trials, comparing the risk communication to controls

Relevant references

- Bruine de Bruin, W., Fischhoff, B., Brilliant, L., & Caruso, D. (2006). Expert judgments of pandemic influenza risks. *Global Public Health, 1*, 178-193.
- Byram, S., Fischhoff, B., Embrey, M., Bruine de Bruin, W. & Thorne, S. (2001). Mental Models of Women with Breast Implants: Local Complications. *Behavioral Medicine, 27*, 4-14.
- Casman, E.A., Fischhoff, B., Palmgren, C., Small, M.J., & Wu, F. (2000). An integrated risk model of a drinking-water borne cryptosporidiosis outbreak. *Risk Analysis, 4*, 495-511.
- Eggers, S.L., & Fischhoff, B. (2004). A defensible claim? Behaviorally realistic evaluation standards. *Journal of Public Policy and Marketing, 23*, 14-27.
- Palmgren, C., Morgan, M.G., Bruine de Bruin, W., & Keith, D. (2004). Initial public perceptions of deep geological and oceanic disposal of carbon dioxide. *Environmental Science & Technology, 38*, 6441-6450.
- Downs, J.S., Murray, P.J., Bruine de Bruin, W., White, J.P., Palmgren, C. & Fischhoff, B. (2004). Interactive Video Behavioral Intervention to Reduce Adolescent Females' STD Risk: A Randomized Controlled Trial. *Social Science & Medicine, 59*, 1561-1572.
- Downs, J.S., Bruine de Bruin, W., & Fischhoff, B. (in press). Parents' vaccination comprehension and decisions. *Vaccine*.
- Morgan, M.G., Fischhoff, B., Bostrom, A., & Atman, C. (2001). *Risk communication: The mental models approach*. New York: Cambridge University Press.