

4-digit code (same for pre- and post-test): \_\_\_\_\_

## Pre-/Post-test Module 3: Communicating Environmental and Health Risk Student Copy

### Pre/Post-test

**NOTE: Post-test contains Self-assessment questionnaire. You may take the post-test as “open book.” You can check your answers against the instructor’s answer key and retake as needed to reach an 70% passing score. Make sure you save a copy of your post-test. Include your last name in the file when you save it.**

### Self-assessment: **Complete this only during post-test**

In reference to the Communicating Environmental and Health Risks module, please choose all that apply:

- a. Specifically useful for my work. If so, you can describe how here (optional):  
\_\_\_\_\_
  - b. Quick refresher
  - c. Offers me knowledge about a topic I am less familiar with
  - d. Gives me confidence to increase my skills in and understanding of communicating risk related to land reuse sites
  - e. Motivates me to learn more about land reuse sites and ways I can be engaged
  - f. Not needed for my work
  - g. None of the above
- Other (please specify) \_\_\_\_\_
- 

**Test begins on next page.**

**Minimum Passing Score: 70% (7 out of 10)**

**Allow 1 retake? (Y/N) Yes**

1. **Risk communication is (select all that apply):**
  - a. How we talk to the public about substances or behaviors that can be harmful
  - b. The process of informing people about potential hazards to their person, property, or community
  - c. A science-based approach for communicating effectively in situations that are of high concern, high stress, emotionally charged, or controversial
  - d. How we communicate with communities about the nature and level of risks, such as from environmental exposures
  
2. **The way you always communicate is the best way for effective crisis communication.**
  - a. True
  - b. False
  
3. **Select what components are needed in risk communication: (Select all that apply)**
  - a. Understanding of community concerns
  - b. Special expertise in toxicology
  - c. Communication plan
  - d. Communication in a sympathetic manner
  - e. Partnerships with community members and other stakeholders
  - f. Coursework in psychology
  
4. **Identify principles that are NOT part of Vincent Covello's Seven Cardinal Rules of Risk Communication: (Select all that apply)**
  - a. Accept and involve the public as a legitimate partner
  - b. Expect to be trusted by the audience
  - c. Speak clearly and with compassion
  - d. Always bring in outside experts to issue communications
  - e. Be honest, frank and open
  - f. Take a top-down approach to help tell the community what to do
  
5. **Key messages that are written, spoken, or visual can be used to educate a community about environmental and health risks.**
  - a. True
  - b. False

6. Several families attend a parent-teacher night health fair at a 50-year anniversary for a local pre-school that was built in 1968. You are an environmental health scientist who is part of a blood lead screening team using a quick-read blood lead testing system. Of 40 children who are screened, you note that 10 children have blood lead levels that range from 6 to 10 micrograms per deciliter ( $\mu\text{g}/\text{dL}$ ) of lead . All 10 children are in the same classroom, which has 20 students in total. At the end of the health fair, you take wipe samples of window sills and floor dust and confirm that there is lead dust on both surfaces in the classroom. Subsequently, the director of the pre-school closed the classroom, had additional lead sampling conducted by a professional, and scheduled a meeting with you and the parents of all 20 children in the classroom 5 days after the health fair. Select all of the most appropriate key messages:
- The director of the pre-school immediately closed the classroom
  - The source of lead is old paint on the window sills
  - All 20 children from the classroom will be screened for blood lead over the next 5 days, and all other students have an option to be screened as well
  - All 20 children likely have elevated blood lead levels
  - All 20 children are likely to have health problems from lead exposure
7. How many key messages are typically included in a message map?
- 1-2
  - 3-4
  - 5-8
  - 9-12
8. Community members attend an information session about intrusion of vapor from an old dry cleaning plant that closed 25 years ago. Vapor has intruded into a day care center, basements of several homes, and some local businesses. You and a team of other environmental health professionals are on hand to answer questions. To prepare, you think of questions and provide answers to them in advance of the meeting. Which questions are NOT included in your list? Select all that apply
- What is the effect of these chemicals on my health?
  - What levels of asbestos are safe?
  - Are my children at any special risk?
  - What can be done to stop the lead from intruding into our homes?
  - We've lived here for 20 years. Are we more likely to get cancer than people who have been here for only 5 years?
  - Why has it taken so long for the government to take action?
  - Will the arsenic hurt my health?
9. You are a new environmental health professional working in a local health department in a rural community. You have no risk communication experience. Your community has just been hit by a hurricane, which has destroyed a hazardous waste confinement facility that contains petroleum coke residue and lead smelter ash. Area surveillance cameras show that the chemical waste has

**been released into air and also has entered into the local river, which is a source of drinking water and recreation. There has been heavy rain every day since the hurricane subsided, which is expected to cause further damage to the confinement structures. Your supervisor tells you to respond to the crisis. You (select the best answers that apply):**

- a. Contact your state health agency for assistance
- b. Contact your state environmental agency for assistance
- c. Wait until the weather improves and then tour the impacted area to see how bad the release is
- d. Order the City Administrator to issue messages about the released contaminants

**10. What are some points to consider about your audience in land reuse meetings? Select all that apply.**

- a. Education
- b. Number of unwed mothers
- c. Income level
- d. Age
- e. Cultural background norms and values
- f. Incarceration rates
- g. Knowledge about environmental contamination