

The following statement will be read once all participants are seated:

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USDA/WIC “AFTER YOU DELIVER” BROCHURE FOCUS GROUP TEST

I. WELCOME AND FOCUS GROUP SET-UP (5 minutes)

[**INSTRUCTION:** Set up the focus group by stating the information listed below.]

- Welcome to the focus group session.
- My name is _____. I am with Annapolis Professional Resources, Inc. The Food and Nutrition Service of the U.S. Department of Agriculture has contracted with our firm to conduct a series of focus groups with WIC participants. The purpose of these focus groups is to obtain your input regarding a brochure that is distributed to mothers when they graduate from the WIC Program. Your comments and suggestions will help make the revised version of this brochure appealing and useful to WIC participants like yourself.
- This focus group will be two hours long.
- I will moderate the session and _____ [INTRODUCE RECORDER] will take notes of your discussion. The session will also be audio recorded to ensure we capture your comments completely and accurately.
- Do you have any questions?

[**INSTRUCTION:** If there are questions, answer them. If none, move on.]

II. GROUND RULES AND INTRODUCTIONS (10 minutes)

1. I am going to review some ground rules with you:
 - Observe confidentiality (what's said here, stays here)
 - Share from your personal experience
 - There's no need to agree with others; if you do that's fine
 - Engage each other in conversation
 - This is not a test; there are no right or wrong answers
2. Do you have any questions about the ground rules?
3. Does everyone agree to abide by the ground rules?
4. To help us get acquainted, please tell us your first name and something that's special about your baby.

Let's begin ...

III. PRESENTATION (15 minutes)

[**INSTRUCTION:** Distribute "After You Deliver" brochure to all participants]

1. This is the current version of the "After You Deliver" brochure. Your comments and suggestions will help WIC decide what the revised version of this brochure will look like and what information it will contain. Let's begin by talking about the design of the current brochure, starting with the outside. How attractive do you find this cover?
 - **PROBE** for opinions about the colors
 - **PROBE** for opinions about the graphics
 - **PROBE** for opinions about the layout
2. Please open the brochure and flip through the pages. How attractive do you find this layout?
 - **PROBE** for opinions about the colors
 - **PROBE** for opinions about the graphics
 - **PROBE** for opinions about the layout
3. What suggestions do you have for the visual design of the revised brochure?
 - **PROBE** for suggestions about colors
 - **PROBE** for suggestions about graphics
 - **PROBE** for suggestions about layout

4. What do you think about the size of this brochure?
5. Do you think the revised brochure should be larger, smaller, or about this size?
6. What do you think about the length of the brochure? Does it have too many pages, not enough pages, or about the right amount of pages to give you the information you need?

IV. NUTRITIONAL INFORMATION (45 minutes)

A. Eat Right for Good Health (5 minutes)

READ: For the next 45 minutes or so, we're going to be talking about food and ways to eat for good health that will help both you and your baby. Let's start by looking at page 1 of "After You Deliver." There are several statements on this page, "Eat Right for Good Health." Please take a minute to review them, and then we'll talk about this information.

[**INSTRUCTION:** Allow 1-2 minutes for participants to review the information]

1. What are your overall impressions of this information? In other words, when you read these statements, what are they saying to you?
2. What information would you find useful in terms of helping you to eat for good health?
 - **PROBE** for ideas about ways to help their children eat healthy; e.g. introduction of foods to babies, dealing with picky eaters, and food allergies

B. Food Guide Pyramid (25 minutes)

[**INSTRUCTION:** Distribute "MyPyramid: Steps to a Healthier You" mini-poster to all participants]

READ: Rather than looking at pages 2 and 3 of the brochure, I'd like you to take a look at the revised Food Guide Pyramid in this handout, "MyPyramid: Steps to a Healthier You." Please take a few minutes and review both sides of the handout.

[**INSTRUCTION:** Allow 2-3 minutes for participants to review the handout]

1. How familiar are you with MyPyramid? Where have you seen it before?
 - **PROBE** for where they may have seen it (packages, posters in WIC office, other handouts, doctors' offices, Web site, etc.)
2. In your own words, what is MyPyramid trying to tell you?
 - **PROBE** for eat a variety of foods, exercise, etc.

3. Now I'd like to ask you about your thoughts on the tips that follow each food group that is listed on the backside of this handout. How meaningful/useful/helpful are these tips for you?
 - **PROBE** for whether these tips make sense to them, are practical and/or realistic for them. If tips do not make sense, ask: What information about this food group would help you make better food choices?

Grains Group

4. Looking at the grains group (orange column) there is a statement, "Make half your grains whole." Have you seen this term before?
5. What does the term "whole grains" mean to you?
6. Are you familiar with foods that are "whole grains"?
 - **PROBE** for concrete examples, such as popcorn, oatmeal, brown rice, whole wheat bread, tortillas and pasta, whole grain cereals (e.g., whole grain wheat flakes, like Wheaties), and barley.
7. What types of additional information would help you include more whole grains in your food choices?

Physical Activity

8. Now let's take a look at the tips on physical activity (exercise) toward the bottom of the page. How meaningful/useful/helpful are these tips for you?
 - **PROBE** for whether these tips make sense to them, are practical and/or realistic for them.
9. What (additional) advice or information about physical activity would help you "move" more?
10. What ways have you found enjoyable to exercise/be physically active?
11. What are some realistic ways that you personally might be encouraged to "move" more?

Fruits and Vegetables [OPTIONAL QUESTIONS: USE IF TIME PERMITS]

READ: Take a look at the information on the mini-poster about vegetables (green column) and fruits (red column). Each column has three tips beneath it on how to include these food groups in your daily eating plan.

12. How meaningful/useful/helpful are these tips for you?

- **PROBE** for whether these tips make sense to them, are practical and/or realistic for them.
13. What (additional) advice or information about fruits and vegetables would help you eat more fruits and vegetables regularly?

Milk Group [OPTIONAL QUESTIONS: USE IF TIME PERMITS]

READ: The blue column on the mini-poster is about the “milk” group and the importance of eating enough calcium-rich foods.

14. How meaningful/useful/helpful are these tips for you?
15. The second tip talks about “lactose-free” products and calcium-fortified foods and beverages. Can you think of any foods and beverages that are lactose-free?
- **PROBE** for lactaid milk, soy milk, rice milk.
16. Are you aware of any (can you think of any) foods and beverages that are calcium-fortified?
- **PROBE** for orange juice, other fruit juices, breakfast cereals, Wonder bread, waffles, etc.
17. What (additional) advice or information about the milk group would help you eat more calcium-rich foods regularly?

Meat & Beans Group [OPTIONAL QUESTIONS: USE IF TIME PERMITS]

READ: The purple column on the mini-poster is about the “meat and beans” group and the importance of eating a variety of low-fat or lean types of protein.

18. How meaningful/useful/helpful are these tips for you?
19. The first tip talks about “choosing low-fat or lean meats and poultry”. Can you think of ways to choose low-fat or lean beef, chicken, pork or other meats you buy when you grocery shop?
20. Can you think of ways to choose low-fat or lean beef, chicken, pork or other meats when you eat somewhere other than home, such as a restaurant or relative’s house?
21. When you cook your meats and poultry how do you usually do it?
- **PROBE** for fry, bake, broil, grill, steam and their reasons.

22. The third tip suggests “varying your protein routine” such as choosing more fish, beans, peas, nuts and seeds. Which of these foods do you include in your meals and how often?
23. What (additional) advice or information about the meat and beans group would help you eat more lean protein?

C. Folic Acid (15 minutes)

Now I’d like to have you look at pages 4 to 10 in “After You Deliver,” which are about including more folic acid in your diet.

[**INSTRUCTION:** Allow 2-3 minutes to review the information]

24. How familiar are you with the vitamin “folic acid”?
- **PROBE** for whether they have received education/counseling about folic acid, either through WIC or a healthcare provider.
25. Of the information presented on pages 4 through 10, which information did you find most interesting/helpful/useful? (What information stood out for you or got your attention?)
26. Page 5 is about using the Nutrition Facts panel to find foods that contain folic acid. How familiar are you with the Nutrition Facts panel?
- When buying foods, how often do you check the Nutrition Facts panel?
- What nutrients have you checked for?
27. Page 10 lists ways of using foods that contain folic acid. How likely are you to try any of these tips?
- If participants say they are not likely to try the tips, ask: What types of advice or information about making healthier choices would be more helpful to you?
28. How likely is it that you will be able to use the information or try the advice offered about folic acid?
- **PROBE** for whether the information and tips make sense/are practical/realistic for them.
 - If participants say they are not likely to use or try the advice, ask: What gets in the way of being able to follow this advice?
29. Does the brochure contain too much, too little, or just enough information about folic acid?

V. BREASTFEEDING (10 minutes)

READ: Please turn to pages 11, 12 and 13 and review the information about breastfeeding.

[**INSTRUCTION:** Allow 1-2 minutes to review the information]

1. How helpful/useful is the information on breastfeeding?
2. Of the tips and information offered, did anything catch your attention?
3. Has the information presented in this brochure changed your understanding or willingness to try breastfeeding?
4. What are some reasons why you think someone might decide not to breastfeed?
5. Does this brochure contain too much, too little, or just enough information about breastfeeding?
6. What other information would you like to see included on breastfeeding?

VI. IMMUNIZATION INFORMATION (10 minutes)

READ: Please turn to pages 14 to 16 and review the information on immunizations.

[**INSTRUCTION:** Allow 2-3 minutes for participants to review the information]

1. What information about immunizations is important to you and your family?
2. What is the best way to present that information?
3. Does the brochure have too much, too little, or just enough information on this topic?

VII. ALCOHOL, TOBACCO, AND DRUGS (10 minutes)

READ: Please turn to pages 17 to 21 and review the information on alcohol, tobacco, and drugs.

[**INSTRUCTION:** Allow 2-3 minutes for participants to review the information]

1. What information about alcohol, tobacco, and drugs is important to you and your family?
2. What is the best way to present that information?
3. Does the brochure have too much, too little, or just enough information on this topic?

VIII. READABILITY AND UNDERSTANDING (5 minutes)

1. Now that you've had a chance to review the brochure, we would like to know how easy it was to read and understand the information. To respond to these questions, please use the colored dots and the sheet of paper marked "read" and "understand" that are in the envelope in front of you.
 - a. If you think the brochure is difficult to **read**, please use a red dot; if the brochure is easy for you to **read**, please use a green dot; and if it's somewhere in between, please use a yellow dot. Put your dot on the slip of paper in the column for **read**.
 - b. If you think the brochure is difficult to **understand**, please use a red dot; if the brochure is easy for you to **understand**, please use a green dot; and if it's somewhere in between, please use a yellow dot. Put your dot on the slip of paper in the column for **understand**.
 - c. Fold the paper, and pass the paper to me.

IX. OTHER ISSUES (5 minutes)

1. What additional types of advice or information about making healthier food choices or leading a healthy lifestyle would be helpful to you?
2. What is your general impression of the sequence or order of topics in this brochure?
3. What suggestions do you have for the sequence or order of topics in the revised brochure?

SPECIAL INSTRUCTIONS: Ask the following question only in the Spanish speaking focus groups.
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4. Were any of the Spanish words or phrases I used inappropriate, meaningless or problematic for you? If so, what are those words and phrases, and how could we say it differently to make it better for you?

X. THANK YOU AND CLOSE (5 minutes)