Phase I: CARD SORT EXERCISE

MODERATOR GUIDE

BACKGROUND

Welcome. My name is _____, and I'm going to serve as the facilitator of our conversation. I'm working with the Office of Disease Prevention and Health Promotion, part of the U.S. Department of Health and Human Services, to translate and adapt the current English-language Web-based *Quick Guide to Healthy Living* for Spanish speakers.

The goal of this *Guide* is to provide health-related prevention content that is easy to understand and use.

The purpose of our discussion today is to get feedback from you on some initial ideas for this Spanish-language *Guide.* **Today, we are going to engage in some activities that will show me what kinds of health-related prevention information are most important to you.**

[The moderator will review the standard guidelines for group discussions (voluntary participation, microphones/audio-taping, mirror, confidential/no last names, speaking one at a time in a voice at least as loud as the moderator's, "there are no wrong answers," etc.).]

PARTICIPANT INTRODUCTIONS

The moderator will ask participants to introduce themselves and share with the group one health topic they are interested in learning more about.

PARTICIPANT ACTIVITIES

Goal 1: To determine target audience-informed ways to appropriately categorize and label multiple *QGHL* topics.

Goal 2: To determine which *QGHL* categories interest target audience members most.

Following participant introductions, the moderator will divide participants into three teams of two individuals each.

The moderator will give each paired team the topics sorted into categories as they are in the English *QGHL*. The moderator will then give participants the opportunity to switch around topics in categories, add topics (with blank cards), and change headers.

Once the participants have created their "piles" of cards, the moderator will ask how they came to categorize them as they did and to explain their preferred organizational structures (including soliciting feedback on missing headings).

- Why did you select these names/labels for the broad categories?
- Which of the broad categories are you interested in most?
- Which of the individual topics are you interested in most?
- How well does organizing the information under the broad category names that you selected work as a way to organize information in your head?

The moderator will next ask participants to rank the 3 categories (of all the categories created by participants) that they believe are most (and least) important to them and to explain why.

- Can you explain why you ranked the categories the way you did?
- These categories got your attention more than the others. How/Why?
- Please tell me why the other categories are *not* as useful?

Goal 3: To determine how audience members might prefer to rank *core prevention content* (this builds on activity for Goal 2).

The moderator will give each pair of participants a series of cards that briefly describe (in bullet points) the kind of content/information they might find under an individual topic and ask them how information could best be ranked so it will be most logical and useful to them.

- What is the <u>most</u> useful type of content/information for you?
- What is the <u>least</u> useful type of content/information for you?

The moderator will ask participants to explain their thoughts behind their selections.