Phase II: PAPER PROTOTYPE TESTING

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 focus our conversation on the** *information and content* **of the** *Guide,* **rather than the functional aspects of the Web site**.

[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.

Goal 1: To get feedback from target audience members on existing *QGHL* content.

QGHL Landing Page

Please walk me through the content—in general terms—of this Web site in your own words, thinking about the content as if you were looking for health information for yourself, or a friend or family member.

- What do you like? What do you not like? What gets your attention?
- Does this Web site/information look like something that you or your family members and friends would use?
- If you found this page on your own (through Google, for example), would you want to stay on this page? Why/why not?

TOPIC TO TEST: "Eat Healthy" (within the "Nutrition and Fitness" category)

Now, we are going to focus on a specific health-related prevention topic: "Eat Healthy." Please take the time that you need to review the information on these pages.

[The moderator will time the participants to see how long it takes them to review the pages and to observe whether participants are scanning the pages, reading the information word for word, engaging in a combination of both, and/or focusing on one particular section.]

[As soon as participants are done reading the pages, the moderator will pass out a brief questionnaire to assess levels of self-efficacy and engagement (Appendix A).]

I'm going to give you a sheet of paper with some questions about the "Eat Healthy" topic. Next to each question or description, write the number "1," "2," "3," "4," or "5." Writing "1" means you strongly agree with the statement or description; "5" means you strongly disagree with the statement or description; "3" means you are neutral or unsure. This is not a test like those you took in school. We want to make sure we are explaining things as best as we can. [The moderator will read each question/description out loud.]

[The moderator collects all questionnaires, completed by hand by each individual participant.]

Now, I will ask you some questions about the information on these pages. Again, this is not a test like you would take in school. We want to make sure we are explaining things in the best way possible.

- Did the title of this topic catch your attention ("Eat Healthy")? If not, what would you recommend for making the title more attention grabbing?
- When looking at the information this section provides, what do you like? What do you dislike?
- Now that you've read this section on eating healthy, can you tell me what you learned from these pages in your own words?
  - In your own words, describe what "a healthy diet" means. (What are some foods you should try to eat more of and some foods you should try to keep away from?)
  - In your own words, describe "trans fats."
  - In your own words, describe "saturated fats."
  - Name at least two diseases or health conditions you can help to prevent by eating a healthy diet (e.g., heart disease, bone loss, type 2 diabetes, high blood pressure, some cancers such as colorectal caner).
  - In your worn words, describe what a "food diary" is.
  - In your own words, describe what a "nutrition facts label" is.
    - How would you be able to tell how many calories a product has?
    - How would you be able to tell whether a product has fiber in it?
    - How would you be able to tell whether a product has vitamin A in it?
    - How would you be able to tell how much sodium a product has in it?
- Name at least 4 things you could do to help you eat a healthy diet (e.g., keep a food diary, plan meals ahead, find new and easy recipes, shop smart at the grocery store, use a healthy foods checklist, read the nutrition facts label, eat healthy away from home, get family members involved in planning and preparing meals, manage your high blood pressure and/or diabetes, cook at home instead of eating out).
  - How realistic are these action steps for you/your family?
- What information is missing?
- What information is confusing?
- What would you change to make the information clearer?
- Do you see any tools or links that you would like to look at?
- What do you think about the tone or style of the information?
- Do the action steps sound like things you might do?
- Does this content motivate you to take action? Why/Why not?
- What would you do if you clicked on a link that took you to an English-only section? [Probe for: exit site altogether, try to find an interpreter, print and bring to doctor, translate by oneself with a dictionary, etc.]
- Would you print or email this information? Who would you share it with? How would you use the printed information?
- Would you like tips like the ones listed here to be sent to your mobile/cell phone? Why/Why not?

Now, I will give you a series of cards that briefly describe (in bullet points) the kind of content you might find under **"Nutrition and Fitness."**

How could this information best be "chunked" so it will be most logical and useful to you?

Cards may include headings such as:
- Overview
- The Basics
- Take Action

Subheadings may include:
- Why do I need to eat healthy?
- What is high blood pressure?
- What causes diabetes?
- Steps to shop smart at the grocery store.
- Find additional resources

The moderator will also provide participants with blank cards (and ask them, "What other 'chunks' would you add?"). The moderator will ask participants to explain their thoughts about the most and least useful ways to "chunk" information. These cards may include headings such as:
- What is [disease X/health condition Y]? (definition of the health topic)
- What makes a person more likely to have [disease X/health condition Y]? (Am I at risk?)
- How often should I get my [disease X/health condition Y] checked?
- Strategies to prevent [disease X/health condition Y]
- Small steps for how I can start today
- Where I can go for help in my area
- Where I can go for more detailed information
- How does the doctor check [disease X/health condition Y]?
- Questions to ask the doctor about [disease X/health condition Y]
- Benefits of reducing risk of [disease X/health condition Y]

- The moderator will provide participants with blank cards and ask them, "What other 'chunks' would you add?"

- The moderator will ask participants to explain their thoughts about the most and least useful ways to "chunk" information.

[The moderator will probe for the following unless participants have already addressed the item on their own.]

How would you describe the following as it relates to the content of the Web site?
- Literacy level
- Terminology/Language

- Level of difficulty
- Clarity of language and content
- Tone
- Style
- Length
- Format (e.g., number of bullets)

Goal 2: To seek target audience members' reactions to different formats for the Spanish-language *QGHL*.

I am now going to show you different possibilities for ways that the content could be **organized.**

[The moderator will walk participants through the following potential format options.]

A. Same look and feel as the English-language *QGHL* ("Overview," "The Basics," and "Take Action" tabs versus no-tabbing mock-up)
B. Linear format (all information is available as a user scrolls down)[1]
C. Slideshow format with "Next"/"Previous" buttons to click)[2]
D. Additional format (we will develop and test another concept)

[Questions related to A, B, and C:]
- What do you like/dislike about this format?
- Which do you prefer? Why?
- If you could change this format to make it more appealing, what would you change?

Goal 3: To seek target audience members' reactions to popular "additional features" to the *QGHL*, as identified by the IDI testing.

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[1] While scrolling will be an option for users of the final product, we would like to explicitly test the scrolling option, as interviewees during the in-depth interviews (IDIs) identified this format on their own (i.e., without the interviewer having to probe) as easier for our target audience to use (limited-health-literacy monolingual Hispanics/Latinos) than the tab format (i.e., "Overview," "The Basics," "Take Action"). Interviewees reported the tab format would *not* be intuitive for our target audience and suggested presenting information "all on one page."

[2] We would like to test the slideshow format as an alternative to the tab format (i.e., "Overview," "The Basics," "Take Action"), given the findings from the IDIs. We suspect that the ease and intuitive nature of clicking "Next" or "Previous" might be more appealing to our target audience than the tab format. Because the version of *QGHL* for our target audience will be an adaptation from the English, we do *not* expect the format of the English-language *QGHL* to change and reflect the Spanish-language *QGHL*. We are working under the assumption that the Spanish-language and English-language *QGHL* products may have different formats and serve as "stand-alone" products.

I am now going to show you different features that we could include in the Spanish-language *QGHL*.

[The moderator will walk participants through the following features:]
  A. Photographs/pictures
  B. Stories/quotes/testimonials
  C. Receiving health information via mobile/cell phones (and other mobile concepts to be developed)
  D. Types of tools (for example, healthy recipes, food diary, personalized meal planner, checklists, conversations starters, quick tips, questions for the doctor, shopping lists)

 [Questions related to A, B, C, and D:]
  • What did you expect from this feature?
  • What do you like/dislike about this feature?
  • Would this feature be useful to you? Why/Why not?
  • Would this feature motivate you to take action (would it motivate you to change your health-related behaviors)? How? Why/Why not?
  • If you could change a feature to make it more appealing, what would you change?
    – Would you like to see a "Questions to Ask the Doctor" tool integrated into this feature?

[Questions related to C:]

Mobile Health Concepts
  • Do you own a cell phone?
  • Do you have text messaging capacity?
  • Do you pay for this text messaging service?
  • How would you feel about receiving health information on your cell/mobile phone, such as what we talked about today on ways to eat healthy? Would *you* be interested in this?
  • What kind of mobile health information and tools would you like to receive or be able to access?
  • Do you think receiving health information through cell/mobile phones is beneficial or useful?
  • Would *you* be open to receiving text messages on a particular health topic?
    – Do you think such text messages would motivate you to change your health behaviors? Why/Why not?
  • [Note: We will test 2-3 new mobile concepts with users to assess what would be interesting, unique, and motivating. For example, we may test how well participants would receive the myhealthfinder individual tailoring tool via their cell phones.]
    – What do you think about [INSERT TYPE OF SERVICE TO OFFER]?

The moderator will pass out a brief questionnaire to assess levels of applicability and acceptability (Appendix B).

APPENDIX A: MEASURES OF SELF-EFFICACY AND ENGAGEMENT

MEASURES OF SELF-EFFICACY

Please rate the following statements on a scale of 1 through 5, where:

1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly Disagree

1. The information on the site is very believable.
2. I trust this information to be accurate.
3. This information was presented in ways that I could easily understand.
4. This information was easy to use.
5. This information was useful to me.
6. This information is something I would recommend to a friend or relative.
7. This information gave me some specific ideas about what to do to [**eat healthier**].
8. This information made me feel more confident that I can do something about [**eating healthier**].
9. This information made me feel better prepared to do something about [**eating healthier**].
10. This information made me feel better prepared to do something in the next month to [**eat healthier**].
11. The information on the site was enough to help me make a decision about my health.
12. I still have questions about my health.

MEASURES OF ENGAGEMENT

Please rate the following on a scale of 1 through 5, where:

1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly Disagree

1. Absorbing
2. Attention Grabbing
3. Stimulating
4. Surprising
5. Suspenseful
6. Thought Provoking
7. Clever
8. Convincing
9. Balanced
10. Believable
11. Not Dull
12. Hip, Cool

APPENDIX B: MEASURES OF ACCEPTABILITY AND APPLICABILITY

MEASURES OF ACCEPTABILITY

Please rate the following on a scale of 1 through 5, where:

1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly Disagree

- "This information was easy to use."
- "This information was presented in ways that I could easily understand."

MEASURES OF APPLICABILITY

Please rate the following on a scale from 1 through 5, where:

1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly Disagree

- "This information was useful to me."
- "This information gave me some specific ideas about what to do."