

Appendix 1: Focus Group Moderator's Guide

Moderator's Guide: HIV Vaccine Research- Materials Testing

Objectives

- A. Assess current HIV vaccine research awareness and attitudes**
 - B. Explore low content materials (e.g., posters, videos, public service announcements)**
 - C. Explore heavy content materials (e.g., brochures, factsheets, Web site content)**
 - D. Explore design preferences for materials**
 - Discuss visual elements**
 - Discuss theme**
 - Discuss formats**
 - E. Explore attitudes and behavioral intentions**
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Introduction: Welcome (10 minutes)

- A. Purpose: The main purpose of our discussion is to talk about HIV vaccine research.
- B. Disclosures
 - Observation
 - Audio taping
 - Measures for safeguarding privacy
 - Discussion will last about two hours
- C. Ground rules
 - Need to hear from everyone; one at a time please
 - No right or wrong answers
 - Moderator is impartial, please be candid
 - Moderator cannot answer questions about HIV or HIV vaccines (will provide references to reliable sources of information at the end of the discussion).
- D. Participant introduction
 - Your first name only
 - What do you like to do for fun?

Issue A: Current HIV vaccine research awareness and attitudes*(10 minutes)*

1. What's the situation with HIV/AIDS in the United States today?

Probe:

What's the situation in your community?

2. What do you think of when you hear about research to find a vaccine that prevents HIV?

Probe:

What are some things that you have heard or seen about HIV vaccines?

3. If someone in your family, or a good friend, said they were thinking about volunteering for research to develop a vaccine to prevent HIV, what would you think?

Probe:

Would you have questions?

If you had concerns, what information about the research would you need to see to address your concerns?

Just to make sure we all understand, let me explain that HIV vaccines are an ongoing area of research. The goal is to develop a vaccine that will prevent HIV, just like we have vaccines to prevent diseases like polio, smallpox, and mumps. This research depends on participation of volunteers who do not have HIV.

As we go through our discussion today, I'm interested in learning what you think about some draft materials about HIV vaccine research. There are two areas that I would appreciate your feedback on—design and content.

Issue B: Low Content Materials Review (For low content materials like posters, giveaways, public service announcements, radio public service announcements, and videos)*(30 minutes)*

Let's start by talking about the content in the materials. We will talk about two sets of content, one that is longer and one that is shorter, starting with the shorter one (the [insert]).

Please take a moment to review this [item]. As you read/view/listen, I want you to think about what is its main message. Then write down what you would consider to be the main message. You can also make other comments on the notepad for our discussion as a group.

[If item is a television public service announcement: I'm going to present some ideas for Public Service Announcements, like the ones you might see on television during commercials. As we talk tonight, we'll call these Public Service Announcements "PSA's". Keep in mind that the ideas I'll be

showing you tonight are just that—ideas. What we'll see are just the paper-and-pencil versions—not the final videos.]

[If item is a radio public service announcement: Now we are going to listen to some Public Service Announcements like the ones you may hear on the radio during commercials. These are also just examples of the scripts, not the final version. The final version would sound a little different; for example, it might have background music or other sound effects.]

[If there are multiple versions: Rotate the order. Ask the following questions for each version]

1. Now let's talk about [insert]. I'm interested in hearing what you think about this. How likely is it that [insert] would catch your attention?

Probe:

Do you think you would ignore it or do you think you would [read/watch/listen to] part or all of the message?

2. What parts of the [insert] captured your attention?

Probe:

What did you like most about it?

3. Did anything strike you as distasteful or inappropriate? What?

Probe:

How could it be changed to make it less problematic?

4. What did you write as the main message?

Probe:

What do you think of that?
Was this a new idea, or something that you've heard before?
Was the message clear? Was it easy to understand?

5. Who do you think this [insert] is for?

Probe:

Is it for people like you, or someone else?
If not for participants, what could be done to make this [inset] more appropriate for you?

6. Is [insert] trying to get the [reader/viewer/listener] to do something? [If yes] What is it trying to get them to do?

Probe:

Do you think this [insert] will affect the way people think about taking this action?
Would you take this action? Why? Why not?

7. Does the [insert] seem appropriate for the topic?

Probe:

Does the tone seem appropriate for this topic?
What emotion or attitude do the person/people show? Does that emotion/attitude seem appropriate?

8. What other comments do you have about the [insert]?

Probe:

What would you change to make it better or more appealing to you?

9. How would you rate this [item] on a scale from 1 to 10, where 1 means you don't like it at all, and 10 means that you like it a lot?

Response: _____

10. How do you expect you may receive this material? What would you do with it if you received it?

Probe:

Can you think of someone you would be likely to pass it on to?

11. **[If multiple versions are presented]** Which of these [item] do you prefer? [Count preferences]

Probe:

What makes you say that?
What could be done to improve the other one?

Issue C: Content Heavy Materials Review (For content heavy materials like brochures, fact sheets, and Web site content)
(30 minutes)

Now we will talk about the longer content materials.

[Write instructions on flip chart.]

- **Underline** phrases or sentences you think are important.
- **Circle** things that are not clear or you don't understand.
- **X** out things you think aren't necessary.
- **Put an exclamation mark (!)** by anything you find offensive or inappropriate.

1. What is your initial reaction to the information?

Probe:

What went through your head as you read this information? Was there something in particular that made you feel that way (e.g., a specific line or phrase)?
Was it too much or too little information?
Was it asking you to do something? What?

2. What were the main messages for you?

3. What did you underline as important?

Probe:

What made you think this was important?
What information is important for people like yourself?

4. What did you circle as unclear?

Probe:

What was unclear about the information you circled?
What could be done to make that information clearer?

5. What did you X out?

Probe:

What made you mark it with an X?
Could it be made more relevant? How?

6. What did you put an exclamation mark by?

Probe:

What are some reasons why you felt this was inappropriate or offensive?
How would you change it to solve the problem you saw?

7. Who do you think this [insert] is for?

Probe:

Do you think this is written for someone like you, or someone else?
Is there anything that could be done to make it more appropriate for you?
Would you or the people close to you, like your family or friends, be likely to read this document?
If no: What could be done to make this [insert] more appealing? Would you like the information in a different format (i.e. Poster or brochure? Different headline?, etc)

8. Is there anything you want to know that this item does not tell you?

Probe:

Does this item leave you with any unanswered questions?

9. How do you expect you may receive this material? What would you do with it if you received it?

Probe:

Can you think of someone you would be likely to pass it on to?

10. Aside from things that have already been mentioned, what would you do to make this [insert] better?

Issue D: Design Elements

(30 minutes)

I would like to get your feedback on [insert number] different designs for new materials. **[Show design sheets.]** Each version has the same general content (or words) but a different theme, colors, images, and overall appearance. I am interested in getting your feedback about each version.

[Each design sheet will display several different materials (e.g., brochure, poster, giveaways) with the same design theme. This sheet will allow individuals to get an idea of what various materials with the same design look like.]

Have participants look at all of the designs and rate them before discussing them. Rotate designs between groups.

There are [insert number] different design sheets. Each sheet shows the design for a different version. They are designated by letters in the top right hand corner.

As you review them, I would like you to rate the [insert number] designs on a scale from 1 to 10, where 1 means you don't like it at all, and 10 means that you like it a lot. Please use this handout to rate each design.

1. What is your reaction to the design on this sheet?

Probe:

Overall, what do you think of how the materials look?
 What would you want to find out by reading the item?
 How well does the item catch your attention?
 Who do you think these materials are most suitable for? **(Probe for age, race/ethnicity, involvement with topic)**

2. What do think about the theme?

Probe:

How well does the theme catch your attention?
 Would this message make you interested in the topic (HIV vaccine research)?
 Would this theme motivate you to take action?
 What action would you take, or think about taking?
 Can you think of someone you would tell about this information?
 How might you interpret it? What does it mean to you?
 Would you change the theme to make it more appealing to you? How so?

3. What do you think of the pictures/graphics used on the page?

Probe:

How well do these pictures accurately reflect you or your community? Would you change anything to make them more relevant to you?
Do the pictures match the message of the [item]?
How likely is it that the images would grab your attention?
Does the image make you curious and want to know more about what it is talking about?
What makes you say that?
Would you change the pictures? How so?
[If appropriate] Do you prefer pictures of individuals, couples, or groups?

4. What do you think about the colors used?

Probe:

How would you improve the colors?

5. For those of you that chose this as your favorite, what made this your preferred design?

Probe:

What are some reasons you liked this one the best?

Distinguish what individuals like best. Is it the entire design? the images? the theme? the colors?

Repeat for each version.

Once all designs are discussed.

1. Which theme catches your attention most? Why?
2. Is there anything that could be misinterpreted in any of the designs? Why?

Formats

1. Each design sheet presented a variety of formats, [insert types]. Putting the designs aside, which formats would you be most interested in receiving (e.g., brochure, poster, etc.)?

Probe:

Why is that?
How would you use them?

2. Which formats would you be least interested in receiving?

Probe:

What makes you feel that way?

3. Would you be interested in receiving any other formats (i.e., posters, brochures)?

Probe:

What are they?
How would you use them?

4. If videos are not addressed: Would you be interested in viewing a video about HIV vaccine research?

Probe:

What kind of information should the video include?
When did you last see a health related video? Please tell me about it. How did you come across the video?
How would you like to come across a video?

5. If social networking is not addressed: Would you be interested in seeing information about HIV vaccine research on social networking sites (like Facebook)?

Probe:

How would you like to see it? (As a cause, a potential friend, an advertisement)
If you were on a Web site with HIV vaccine research information that had a link to a social networking page, would you click on it to see a social networking profile?

Issue E: Attitudes and Behavioral Intentions

(5 minutes)

1. After seeing this information, are you interested in going to a Web site to learn more about HIV vaccine research?

Probe:

Why? Why not?
What can be done to make you more interested in going to a Web site about this topic?

2. After reading these materials, do you think you would be supportive of a family member who wanted to participate in research to find a vaccine to prevent HIV?

Probe:

Why? Why not?

3. After reading these materials, do you think you would be supportive of a friend who wanted to participate in research to find a vaccine to prevent HIV?

Probe:

Why? Why not?

4. How did reading these materials affect your willingness to be supportive?

Probe:

If yes: Did it make you more supportive or less supportive? How so?
How would you show that support?

If no or less supportive: Could any information make you more supportive of HIV vaccine research? What information?

Issue F: Conclusion

(5 minutes)

I'm going to check with my colleagues to see if there are other questions they want me to ask. While I'm doing that, I'd like you to discuss with each other and see if you can agree on an answer to this question: ***If you could give the people who designed these materials one piece of advice, what would it be?***

- A. Check with clients for additional questions or comments
- B. Thank and dismiss participants
- C. For additional information, please visit: <http://betheneration.nih.gov>

Design Feedback

[Note that images will be rotated between cities]

Please rate each design on a scale from 1 to 10, where 1 means you don't like it at all, and 10 means that you like it a lot.

Feel free to write comments about anything featured in the design in the column labeled "comments" below.

	Rating 1 – 10	Comments
[Image to be inserted]		
[Image to be inserted]		
[Image to be inserted]		
[Image to be inserted]		