

SAMPLE

Moderator's Guide:

HIV Vaccine Research- Formative Research

Objectives

- A. Assess current HIV vaccine research knowledge and attitudes**
 - Identify and prioritize existing myths/barriers
 - B. Explore preferences for materials development and dissemination**
 - Current and preferred sources of HIV vaccine research information
 - Preferred channels for HIV vaccine research information
 - C. Explore concepts/themes**
 - D. Other:**
 - Explore existing formats
 - Discuss print language for Hispanic/Latino audiences
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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 knowledge and attitudes

(30 minutes)

1. What do you think of when you hear “HIV”?

Probe:

What comes to mind when you think of this?

2. What do you think of when you hear “HIV vaccine”?

Moderator to write “HIV vaccine” on flipchart and record responses

Probe:

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

Moderator to take note of barriers/myths for prioritization exercise

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

As we continue talking today, I want to learn about what people think about HIV vaccine research in general. **Not about specific vaccine studies.** I am interested in learning what people close to you, like your family and friends, would think about HIV vaccine research.

3. Suppose that an HIV vaccine research study was being conducted and individuals from your community were being recruited to participate. What is your general reaction to hearing that information? How do you think people close to you, like family and friends would react about the research study?

Probe:

What questions might you have about the research?

Would you have any concerns? If yes, what concerns would they be? Are there any other things that you believe would influence your opinion about HIV vaccine research?

Are there reasons why people would support HIV vaccine research? What are the benefits of supporting HIV vaccine research?

Continue to probe until respondents run out of suggestions.

Moderator to take note of barriers/myths for prioritization exercise

Prioritizing Exercise

4. Let’s assume that there are people who wouldn’t be supportive of HIV vaccine research. What may be some of the concerns?

Moderator lists concerns on the flipchart and labels them A-Z. Once all participant suggestions have been offered, add any other barriers/problems/reasons/myths that were introduced earlier. Do not mention any barriers that were not mentioned by the group. Once all items are listed, move on.

Let's look at the list we have compiled. I want you to take a few minutes to rank each of these concerns as strong to weak. The piece of paper I am handing out has a bull's eye on it. We are going to use it to rank each of the concerns we listed. **DON'T PUT YOUR NAMES ON THE PAPER.** The center of the bull's-eye represents an **EXTREMELY STRONG REASON**. **Moderator shows an example of a completed bull's eye.** If you put a reason in the center that means this concern is so strong that you would not support HIV vaccine research studies. The further you move away from the center, the less of a concern it is, and the area outside the bull's-eye is considered a very weak concern. Please write the letter associated with each problem on the bull's eye to note how strong you think it is.

5. **[Once respondents have completed the activity. Please note that the moderator does not need to address every barrier included on the bull's eye.]** Let's discuss the way you prioritized the reasons. Did anyone place something in the center of the bull's eye? (Again, this means it's a reason so strong that you wouldn't support HIV vaccine research.)

Probe:

What makes this such a strong concern?
Is there anything that can be done to reduce that concern?

6. Were any concerns placed in the middle three rings of the bull's eye? What makes these concerns only somewhat strong?

Probe:

Is there anything that can be done to reduce that concern?

7. Were any reasons on the outside of the bull's eye, meaning they pose less of a concern?

Probe:

What makes these concerns less important to you?

Moderator collects bull's eyes.

8. Now I'm going to read you some statements about HIV vaccine research. Listen carefully and think about what your reaction is to these statements. **[Moderator distributes copies and reads the following]**
- o HIV is the virus that causes AIDS.
 - o Currently, a preventive HIV vaccine does not exist.
 - o Research is being conducted to find an effective vaccine that would prevent the transmission of HIV.
 - o The safety of participants is always the top priority in HIV vaccine research.
 - o The HIV vaccines used in research studies do not infect study participants with HIV.
 - o Preventive HIV vaccines go through significant testing before they are tested in human volunteers.
 - o Finding vaccines that help prevent HIV infection can benefit every community because HIV knows no boundaries.

What would be your reaction to this information?

Probe:

Do you believe it (i.e., do you think it's scientifically accurate)?

If no, which part do you believe or not believe?

Continue to probe until respondents run out of comments.

Once discussion of information is completed, inform respondents that the information is true.

9. There are people who are supportive of HIV vaccine research. What are some of the reasons why you would support HIV vaccine research?

Probe:

What would be the benefits to your community of vaccine research?

Issue B: Materials development and dissemination

(30 minutes)

Let's pretend that we had new information for you and your family/friends about HIV vaccine research. I'm interested in learning how you would like to get this information. I've developed a list of some potential sources of HIV vaccine research information. Please take a look over the types of sources of HIV vaccine research information.

Moderator distributes "Sources of Information" sheet.

1. Are there any other sources, good or bad, that may be a source of information about HIV vaccine research? Please remember that you don't have to like a source and that it is OK to disagree. **Have participants add these sources to the list.**

Now I'd like for you to take a few minutes to rank the trustworthiness of the sources listed. **[Shows example]** For example, if you strongly trust a source, you would mark the square in the right hand column. If you're unsure of whether information coming from a source, mark the middle column.

Please take a few minutes to do that now.

Please note: We are interested in learning who or what organizations individuals consider to be the "government." Find a way to probe this issue.

2. Now that we have finished ranking, which sources did you rank as being trustworthy sources of HIV vaccine research information?

Probe:

What makes those sources trustworthy?

3. Which sources do you find untrustworthy sources for HIV vaccine research information?

Probe:

Why don't you trust those sources?

[Moderator collects sheets]

Now I'd like to discuss formats for getting information about HIV vaccine research. I am putting pieces of paper with words or phrases on the wall. **Moderator to read words as they are placed on the wall. Please note: we are interested in gathering information about preferred sources. Please discuss the topic but only do the activity if time allows.**

Words or Phrases include:

Fliers or Brochures

Posters

Videos (**Probe:** TV, DVD, Online)

Website (**Probe:** Organization, News)

Social Networking Websites (e.g., MySpace, Facebook, Friendster) (**Probe:** MySpace, Facebook, Friendster)

Out of Home Advertising (e.g., Billboards, Subway or Bus advertisements) (**Probe:** Billboards, Subway or Bus advertisements)

Cell phone applications (e.g., iPhone apps, Podcast) (**Probe:** iPhone apps, Podcast)

Other

Please take a minute to look over these different ways to receive information about HIV vaccine research. I am giving you several types of stickers. I want you to go around the room and put red dots under ways you would NOT want to receive information about HIV vaccine research, yellow dots under the ways you would want to receive HIV vaccine research information, and a green dot on your most preferred way to get information. **Moderator to show flip chart page explaining colors.** There is also one sheet that says "other." Please add suggestions of ways you would like or not like to get information to the list. Make sure to put the appropriate colored dot next to your suggestion. Please take this time to put dots next to each of the items.

Once the group has finished putting up their dots, talk about the two items that had the most yellow dots and the two items that had the most red dots. If there are trends, discuss the items that had the most green dots.

4. Now that we have finished it looks like **X** was the most popular way to receive information. For those who selected it, what makes you prefer to receive information this way?

Probe:

What makes this way better than other options?

Repeat for second most popular.

5. **X** was the least popular way of receiving information. What makes this the least desirable way to receive information?

Probe:

Why do you dislike this way more than other options?

Repeat for second least popular.

6. **If suggestions were added to the "other" list, go through list to see why individuals included those items on the list.** Now let's look at the list of "others."

Probe:

What makes this a good way to get information?
What makes this a bad way to get information?

Issue C: Concept-Theme Testing

(45 minutes)

Next we're going to look at some descriptions of possible ideas for an education campaign about HIV vaccine research. As we do this activity, please note that the purpose of this education campaign is to increase knowledge and support for HIV vaccine research in general. The purpose is not to get people to volunteer to participate.

What I'm going to show you is just words on paper. There are no colors or pictures. The words describe an idea of what the campaign could look like. Each concept has a slogan and some supporting information.

We will go through 5 different versions. I will ask for your opinion on each version. As you read through each idea, I'd like you to:

Point to instructions on flipchart

- Underline words or phrases you think are important
- Circle things that are not clear or you don't understand
- X-out things you think should be deleted

Hand out first concept and read aloud to the group. Have participants review each concept on paper before discussing. Rotate order between groups.

1. What do you think of this theme?

Probe:

How interesting do you find this idea? Very interesting, somewhat interesting, or not at all interesting?

Would this message grab your attention?

Would this message make you interested in the topic (HIV vaccine research)?

How relevant is this idea to you?

2. What information is most important?

Probe:

What makes this important to you?

Is this part easy to understand?

3. Was there any information that you found confusing or difficult to understand?

Probe:

What makes this area confusing or hard to understand?

How could it be changed to be clearer?

4. Did you mark anything that should be deleted?

Probe:

What could be changed about this content to make it better?

5. Is there anything you would change about this idea to make it more appealing?

Repeat for all concepts

When finished discussing all, write letters F, H, M, R, W on flip chart.

1. Now, I'd like you to pick the idea that would be most likely to make you feel positive towards or supportive of HIV vaccine research. Please put a star on the sheet of the idea you like most.
2. Let's go through and see which messages were picked. How many of you included message [X] as most important to hear when thinking about HIV vaccine research? **Tally on flip chart. Continue through all five concepts.**
3. **After tallying is complete** What made you pick this concept?

Probe:

Is there something that made you more interested in this concept?

Repeat for all concepts

1. As you may have noticed, each of the concepts had a sentence about supporting HIV vaccine research or getting involved. What's the best way to say it that would motivate you?
2. I would like to show you some alternative themes for **[one or two]** of the ideas. **[Base the number of concepts discussed on preferences from participants]** I would like you to cross out the themes that you don't like and circle the themes that you do like. Please don't leave any of the themes blank.

Issue D: Other: *Be the Generation* Formats and Language

(5 minutes)

Show participants a copy of the *Be the Generation* brochure, mini-brochure, fact sheet, and poster.

1. **[If time allows]** I want to show you some draft formats: a brochure, mini-brochure, a fact sheet, and a poster. What do you think of these formats?

Probe:

Which (if any) do you think you would be more likely to look at? Why? What makes that item more appealing?

2. **[For Hispanic/Latino groups only- please make sure to ask this question even if you don't have time for the question above]** We plan to make written materials in both English and Spanish. If you were given written materials about this topic, what language would you prefer to receive them in? **[Get response from each participant, note that "Spanglish" is an option but we would need you to probe what that means to them]**

Issue E: 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: ***what do you think would be the most frequently asked question or concern about HIV vaccine research among your family, friends and/or community?***

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

Sources of Information

Please rank the trustworthiness of each potential source of HIV vaccine research information from 1 to 5 by checking a box under one of the numbers.

- A check under the number 1 means that you believe that the source is very untrustworthy.
- A check under the number 5 means that you believe that the source is very trustworthy.

	1	2	3	4	5
	I strongly distrust this source	I don't trust this source much	Unsure whether or not I trust this source	I trust this source somewhat	I strongly trust this source
Health care provider (Doctor, Nurse, Pharmacist)					
Federal government					
Local government					
Religious leader					
HIV/AIDS organizations					
HIV Vaccine Research organizations					
Community organizations that promote wellbeing (YMCA/YWCA)					
NIH: National Institutes of Health					
CDC: Centers for Disease Control and Prevention					
Public figures (Celebrities, community leaders) Who: _____					
Former HIV vaccine research volunteers					
Individuals living with HIV/AIDS					
Family or friends					
Advocacy organizations (NAACP, La Raza, National LGBT Task Force)					
Internet					

OMB No. XXXX-XXXX
Expires XX/XX/XXX

Television					
Radio					
Print media (Newspapers, magazines)					

**Concerns about
HIV vaccine
research**

**Reasons to support
HIV vaccine
research**

