

Testing of Brand Concepts, Messages and Materials for the National Diabetes Prevention Program

Moderator's Guide for Focus Groups with Consumers

Public Reporting Burden Statement

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I. Introduction

(2 minutes)

Welcome everyone. My name is [MODERATOR NAME], and I work for Alan Newman Research, a research organization. We are working on a project for the Centers for Disease Control and Prevention, also known as the CDC. We are talking to members of the general population and health care providers about concepts, messages, and materials for the National Diabetes Prevention Program. Thank you for taking part in this discussion.

Before we begin, I'd like to explain a few things about this room and how the discussion will work.

1. We are not selling or promoting any product or service to you.
2. There are **no right or wrong answers** -- We want to know your honest opinions.
3. I do not work for the people who are sponsoring this research, and I was not personally involved in the development of any of the ideas and items that I am going to share with you today. Please share your negative as well as positive reactions with us.
4. Don't feel like you need to answer every question. But if I haven't heard from you in a while, I may call on you occasionally.
5. There are microphones in this room that we are using to **audiotape** our discussion. We have to write a report afterwards, and the tapes it will help us remember what you've said here today. No one outside of this project will listen to the recordings. We will keep what you say secure to the extent permitted by law. We will NOT put your name in the report or on the recordings. We will keep the recordings in a locked cabinet. The recordings will be destroyed by December 2015.
6. Because we are taping, it is important that you try to **speak one at a time**. I may occasionally interrupt you when two or more people are talking at once to be sure

everyone gets a chance to talk and that responses are accurately recorded.

7. Behind me is a **one-way mirror**. Some of the people working on this project are watching this discussion so that they can hear your opinions directly from you. We are also streaming a video online for people watching in their offices. We are **not** being videotaped.
8. Your identity and feedback will be kept secure to the extent permitted by law. In the summary we write for the CDC we will not include anyone's names or other identifying information.
9. I may occasionally interrupt the discussion to move us along so that we finish on time.
10. Please turn off or silence your **cell phones**. Should you need to go to the restroom during the discussion, please feel free to leave, but we'd appreciate it if you would go one at a time.

Do you have any questions before we get started?

II. Self Introductions (4 minutes)

We're going to go around the room briefly to allow everyone to introduce himself. When it's your turn, please tell us:

- Your first name
- Something you know about diabetes that troubles you

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III. Purpose (4 minutes)

You're here today to take part in a focus group. It's a discussion to find out your opinions – like a survey, but with broad, general questions.

This focus group is being sponsored by the Centers for Disease Control and Prevention, also known as the CDC.

We've asked you to be in this discussion to get your feedback on some materials related to a diabetes prevention program. During our discussion today, I will show

you some images, messages and other materials. After I show them to you, I will ask you a few questions to get your reactions.

What you tell us today will help CDC and its partners know how they can better communicate about a diabetes prevention program. For example, it may help determine how CDC and its partners present information on print materials or on their website.

Personally I have no part in any communications or materials from CDC, so feel free to tell me what you really think. It will not hurt my feelings if you don't like what I show you. All of your comments, positive or negative, will be very helpful.

Before we get started let me begin by asking:

1. Before being contacted for this study, had you ever heard of CDC or the Centers for Disease Control and Prevention? **(60f)**
 - a. Yes
 - b. No
2. Have you heard of [the National Diabetes Prevention Program]? **(16c)**
 - a. What can you tell me about [the National Diabetes Prevention Program]? **(17c)**

IV. Awareness of Topic Area & Information Seeking (8 minutes)

Before we look at some specific materials or information, I would like us to start by talking, in general, a little bit about the topic of diabetes and diabetes prevention.

1. Have you ever heard of [prediabetes]? **(16c)**
 - a. What can you tell me about [prediabetes]? **(17c)**
2. Have you ever heard of [being “at risk” for diabetes]? **(16c)**
 - a. What can you tell me about [what it means to be “at risk” for diabetes]? **17c)**
3. Has your doctor talked with you about [diabetes prevention]? **(70d)**
 - a. What did he or she tell you? **(70d)**
4. Is [diabetes prevention] a topic on which you seek out information? If so, how? **(72d)**
 - a. What type of information are you seeking? **(72d)**
 - b. Where might you seek out information? **(72d)**
 - c. Where would you turn first for information? **(72d)**

V. Current Diabetes Prevention Behaviors & Intentions

(4 minutes)

On a scale from 1 to 5, where 1 indicates that you strongly disagree, and 5 indicates that you strongly agree, please tell me the number which indicates how much you agree or disagree with each statement.

1. I am taking action to/for [preventing diabetes] right now? **(25f)**
2. I have thought about taking action to/for [preventing diabetes]? **(22f)**

VI. Reactions to Messages

(20 minutes)

I would like to show you several messages and get your reactions. **[SHOW FIRST MESSAGE]**

1. What is the main idea that this message is trying to get across, in your own words? **(1d)**
 - a. How well do you think the main idea comes across? **(2d)**
 - b. Was this a new idea or something that you've heard before? **(12d)**
2. How would you sum up in just a few words your impression of this message? Do you like it? Not like it? What makes you say that? **(7d)**
3. If you saw or heard this message, would it get your attention? Why or why not? **(30d)**
 - a. Are there any words or phrases here that you think are especially attention-getting or appealing? **(31d)**
4. Does this message make you want to do anything? **(1f)**
 - a. Does this motivate you to take action? **(1f)**
 - b. Would it make you think more about the importance of [diabetes prevention]? **(2f)**
5. Who would you say they are trying to reach? **(24d)**
 - a. Does it seem like this message is talking to you, and people like you? Or someone else? **(24d)**
 - b. What in the message suggested it was talking to you and people like you or someone else? **(24d)**
6. Is this message believable or not? Why or why not? **(15d)**
 - a. [If not believable] What additional information would you need in order to more strongly believe this message? **(17d)**

7. Do you like the way it is written? [Probe: tone, language/style, etc.] Is it easy to read? **(28d)**
 - a. Is there anything confusing, unclear, or hard to understand? **(6d)**
 - b. Are there any words or phrases that bother you or that you think should be said differently? **(32d)**
8. How could this message be improved? **(33d)**
 - a. What could be changed to make it more effective? **(120d)**
 - b. Is there a way to say this differently that would make you personally more likely to notice and think about the message? **(34d)**
 - c. Is there anything you want to know that this item does not tell you? **(29d)**
 - d. Is there anything that could be changed to make it more likely you would be motivated to [participate in the National DPP lifestyle intervention]? **(10f)**.
9. Do any companies or organizations say something like this now? Which ones? **(98d)**

[REPEAT ABOVE QUESTIONS, AS APPLICABLE, WITH EACH MESSAGE.]

Comparison of Messages

Now I would like to show you again some of the messages or statements we have discussed and ask you some questions about your thoughts regarding how they compare to one another.

[Show all messages again – on one page]

1. Do you think one is more appealing than the others? Which? Why/why not? **(104d)**
 - a. What about this particular one is most engaging? **(114d)**
 - b. What makes this message most effective? **(113d)**
2. Which one was most inspiring or motivating for you personally? **(110d)**
3. Did any of the concepts turn you off? What was it about the statement/s that turned you off? **(118d)**

VII. Reactions to Branding Concepts (Name, Visual Identity, Tagline) (20 minutes)

Now I would like to show you several concepts for visuals, names, and taglines and get your reactions.

Reactions to Branding Concepts

Moderator: I would like to start by showing you the following **[SHOW FIRST BRANDING CONCEPT – Visual Identity, Tagline, and brief description]**

Overall

1. What do you think of this idea? **(45d)**
 - a. How does it make you feel **(11d)** [Listen for positive/negative reactions]
2. What is the main idea that this message is trying to get across, in your own words? **(1d)**
3. Who would you say they are trying to reach? Please check all that apply. **(25d)**
 - You
 - People like you
 - Someone else
 - None of these.
4. Is there anything confusing, unclear or hard to understand? **(6d)**
5. Would it catch your attention if you saw it somewhere? **(9e)**
6. Do any companies or organizations say something like this now? Which ones? **(98d)**

Visual Identity

1. What is your general reaction to the way these look? **(6e)**
2. How appealing is this image to you personally? **(7e)**
 - a. Picturing this image on a poster, brochure, print ad, or other material, how like is it that an image like this will help draw your attention and curiosity—that's you personally, no one else. **(3e)**
3. What is the main message of this illustration? What does it tell you? **(2e)**
 - a. Looking at the image, would you say it fits in with what they are trying to convey? **(1e)**
4. How do you feel about the colors and graphics? What do you like/dislike about them? **(8e)**
 - a. Are there things about the pictures that you think are particularly attention
5. If you had to give this image a grade, like in school, where "A" is the best and "F" is a failing grade, what grade would you give this visual identity as a choice for a health education campaign? **(19e)**

Text [Name AND Tagline]

1. Do you like the way it is written? [Probe: tone, language/style, etc.] Is it easy to read? **(28d)**
2. Is it easy or difficult to read? [Probe: Font too big? Too small? Too dense?] **(16e)**

[REPEAT ABOVE QUESTIONS, AS APPLICABLE, WITH EACH OF THE THREE BRAND CONCEPTS.]

Comparison of Branding Concepts

Now I would like to show you the concepts we have discussed again and ask you some questions about how they compare to one another.

[Show again concepts X and Y, and Z]

1. Now that you have seen all of these concepts, which one catches your attention the most **(106d)**
 - a. Do you think one is more appealing than the others? Which? Why/why not? **(104d)**
 - b. What about this particular one is most engaging? **(114d)**
 - c. What makes this message most effective? **(113d)**
2. Did any of the concepts turn you off? What was it about the statement/s that turned you off? **(118d)**

VIII. Reactions to Materials

(15 minutes)

Next, I would like to show you several materials and get your reactions **[SHOW FIRST MATERIAL (BROCHURE THEN POSTER)]**.

1. What was the main message of this brochure? **(64e)**
2. How does it make you feel **(11d)** [Listen for positive/negative reactions]
 - a. Is there anything you especially liked about this brochure? **(65e)**
 - b. Is there anything you would change about this brochure? **(66e)**
3. Do you like the way it is written? [Probe: tone, language/style, etc.] Is it easy to read? **(28d)**
 - a. Is it easy or difficult to read? [Probe: Font too big? Too small? Too dense? **(16e)**

4. Is there anything confusing, unclear or hard to understand? **(6d)**
 - a. How could this information be conveyed more effectively? **(79d)**
5. Are they believable? **(88d)**
6. Would it make you think more about the importance of [diabetes prevention]? **(2f)**
 - a. Would it make you want to [participate in the National DPP lifestyle intervention]? **(4f)**
7. Thinking back to the information they are trying to convey, is there anything else you would add? **(35d)**
 - a. Is there anything you want to know that this item does not tell you? **(29d)**
 - b. Is there anything that could be changed to make it more likely you would be motivated to [participate in the National DPP lifestyle intervention]? **(10f)**
8. What is your general reaction to the way these look? **(6e)**
 - a. Would it catch your attention if you saw it somewhere? **(9e)**
9. What would you think of having the visual identity of [CDC and/or a partner (e.g., the Y)] on these concepts? **(21e)**

[REPEAT ABOVE QUESTIONS, AS APPLICABLE, WITH EACH MATERIAL (BROCHURE FOLLOWED BY POSTER).]

Comparison of Materials

Now I would like to ask you some questions about your thoughts regarding how these materials compare to one another.

[Show again materials X and Y]

4. Do you think one is more appealing than the others? Which? Why/why not? **(104d)**
 - a. What about this particular one is most engaging? **(114d)**
 - b. What makes this message most effective? **(113d)**
5. Which one was most inspiring or motivating for you personally? **(110d)**

6. Did any of the concepts turn you off? What was it about the statement/s that turned you off? **(118d)**

IX. Promotion channels for NDPP Lifestyle Intervention (5 minutes)

The CDC and its partners are working to promote the lifestyle intervention program across the country to encourage individuals who may benefit from it to participate. I would now like to ask you some questions to get your feedback on how you think the CDC and its partners may be able to best promote this lifestyle intervention. In other words, how can they best share materials and messages such as the ones you have seen today.

1. What are some places where you might notice messages like these? **(81d)**
 - a. Where would you expect to see it? **(64d)**
 - b. Where would it need to be so you would pay attention to it? **(65d)**
 - c. In what form (probe: posters, brochures, fliers)? **(67d)**
2. If you were trying to make up your mind about [participating in the National DPP intervention program], who would influence you? **(93d)**
3. When it comes to [diabetes prevention AND/OR diabetes prevention lifestyle programs], are there any organizations that you would really trust as a reliable source of information? **(74d)**
 - a. What makes them a trusted source of [diabetes prevention AND/OR diabetes prevention lifestyle programs] information? **(75d)**
4. What if the CDC was to say something like this? Would that change the way you look at these statements? Would it make any of them more or less believable? More or less appealing? Motivating? **(102d)**
 - a. How do you feel about CDC as the source of this information? **(90d)**
 - b. Are they a good source of information? **(87d)**
 - c. Do they seem trustworthy? **(89d)**
5. What if the CDC and [**Insert Partner Name (e.g., the Y)**] said something like this? Would that change the way you look at these statements? Would it make any of them more or less believable? More or less appealing? Motivating? **(103d)**
6. What types of information would you like to receive regarding [the National DPP lifestyle intervention]? What would be the most effective way or format to provide this information? (Probes: Video? Educational pamphlets? Community/public meetings? Internet?) **(80d)**

X. Overall reactions to the National DPP Lifestyle Intervention (5 minutes)

We are almost done. To finish, I would like to ask you a few questions about your general reactions to the National DPP lifestyle intervention based on what we have seen and discussed today.

1. How appealing is it to you as a way to control [the risk of developing diabetes]? **(46d)**
2. Do you see yourself doing this...or something like it? Why/why not? **(26d)**
3. How feasible is it that you would try to do this? Please explain. **(39d)**
 - a. What makes it hard to do this? **(57d)**
 - b. What would make it easier for you to do? **(51d)**

Thinking about all the materials and information you have seen today...

4. Is there anything that could be changed to make it more likely you would be motivated to [participate in the National DPP lifestyle intervention]? **(10f)**.

Finally...

5. If you were trying to influence a friend to [participate in the National DPP lifestyle intervention], what would you say? **(94d)**
 - a. Probe for benefits and way to overcome barriers.

XI. WRAP-UP

(1 minute)

On behalf of the Centers for Disease Control and Prevention, I wish to thank all of you for your participation today.