

FTC Communication Support Vendor - Applied Research & Consulting
FTC Senior Anti-Fraud Research
Focus Group Script
March 2013

Focus Group Markets and Dates:

- **Bethesda, MD – TBD**
- **Cleveland, OH - TBD**

(Total time of group: 85 minutes)

I. Introduction: (10 minutes)

Moderator outlines focus group process and asks respondents to introduce themselves and describe the nature of their work with senior/elder populations.

Opening question: Where do you work? What kind of a facility or institution is it (e.g., Senior Residence/Assisted-living facility/nursing home? Local community center/church/school where seniors attend classes and activities?)

How would you describe the senior populations you generally work with? What age ranges do you interact with?

II. Social Context: Understanding shared patterns of anxiety and ambition among seniors. (5 minutes)

What are some of the most common areas of concern and anxiety among the senior citizens you work with?

About what subjects do they feel most vulnerable, most concerned or anxious?

What are the most common areas of personal ambition and personal satisfaction?

When do the seniors you work with feel most accomplished? Most competent?
When do they feel best about themselves?

III. Category Issues - Education: An exploration of successful and unsuccessful senior education-relevant experiences. (30 minutes)

Under what conditions do seniors seem to learn best? When do they learn best in groups? When do they learn best in an individual setting?

How do you generally account for success or lack of success when trying to educate seniors?

What role do factors like technological sophistication, time-of-day, attention-span play in the success of education programs?

What specific examples can you give about successful educational efforts with seniors? [Probe: Best/most successful education programs or classes they have seen.]

Why do you feel these particular efforts were so successful? What made them work? [Probe: Methods of communication used, videos or other media, in-person instruction, personal instruction, ancillary materials/activities, frequency and amount of follow-up, etc.]

What factors generally drive resistance to learning? Are there specific subject matter areas that seniors want to avoid?

Are there approaches that just do not seem to work? What educational approaches or methods may actually inhibit learning and participation?

What are the least successful/least satisfying attempts you've seen at attempting to educate seniors?

Why do you feel these particular efforts were so unsuccessful? [Probe: subject matter, methods of communication, videos/media, in-person factors, ancillary materials/activities, lack of follow-up, etc.]

At your place of work, what are the main evaluative criteria used in deciding which subjects seniors might want to learn about and which programs are actually adopted by community centers/assisted-living residences, etc.?

What are you looking for/hoping for when selecting or adopting new educational programs for your senior populations?

What ultimately counts as success? What counts as failure?

IV. Category Issues: Frauds and Scams [Note to moderator: While the FTC already has a great deal of existing expertise about senior-directed fraud, research will include some attention to professional perspectives on seniors' attitudes, behaviors, biases and expectations regarding frauds and scams as a transition to stimulus-response testing of concepts and messages.] **(15 minutes)**

- How aware are most of the seniors you work with that there are frauds and scams that specifically target senior/aging populations?
- What is the general level of knowledge/confusion about specific types of frauds and scams, including identity theft scams, fake charities, email scams, phishing, telephone scams, direct mail scams, sweepstakes/prize scams, healthcare fraud, investment and securities fraud, etc.?
- How vulnerable do the seniors you work with feel they are to these various types of criminal and deceptive practices?
- How many seniors do you know who are fearful that they may be targeted by scammers? How many want to learn how to protect themselves?

- How many of your clientele seem to not worry at all about being targeted by frauds or scams and feel that these frauds only happen to other people?
- From your perspective, what factors drive different levels of concern or fear about scams and frauds?
 - Probe for demographic and psychographic factors: Education levels? Household income? Ethnicity? Age? Cognitive abilities? Nature of relationship with grown children and other relatives?
- Identification of barriers to learning about frauds and scams – is this too unpleasant a subject for some seniors? What can be done to overcome these barriers? What are some of the areas of resistance?
 - Attention-span?
 - Lack of interest?
 - This is an anxiety-provoking subject?

V. Anti-Fraud Education Communications Response (25 minutes)

Concept Testing: Expose each proposed concept and elicit response from each respondent to meaning, appeal and potential efficacy of each concept.

- Probe reactions to potential positioning concepts for an anti-senior-fraud “campaign.” Why is this a good idea/not a good idea?
- What similar approaches have you seen that work well? Have you seen similar approaches that do not work well?

Execution Testing: Expose all potential communications materials, tactical executions and communications approaches individually:

- Elicit responses from each respondent to individual messaging points, visual stimuli, design elements, logos, approaches, formats (e.g., games, quizzes, crossword puzzles, videos, information kits, presentations, seminar titles, etc.)
- In conclusion, what do you think might be the best way to educate the seniors you work with about protecting themselves from scams and frauds?
 - If it were up to you, how would you go about this? What methods would you use?
 - How much follow-up/repetition/additional information should there be on a subject like this?
- Any last thoughts or suggestion?

Thank you very much for your time!