

## **Attachment E: Individual Interview Guide**

### **I. Introduction**

- a. *Hello everyone, I am MODERATOR'S NAME. You are being asked to participate in a discussion being held by the Centers for Disease Control and Prevention (CDC), with the assistance of Oak Ridge Associated Universities. In the discussion, you will be asked your opinions and practices regarding some public health information. Your answers can help efforts to provide accurate, helpful information to the public. The discussion will be recorded (audio only) to be sure we get all the information. Your name will not be used in the final report. No statement you make will be linked to you by name. Only members of the research staff will be allowed to look at the records. When we present this study or publish its results, your name or other facts that point to you will not show or be used.*
- b. *First, please introduce yourself. Then I'll talk about more about the nature and purpose of this discussion. And then we'll get right into the discussion part of this session as quickly as possible.*
- c. *Any questions? OK, let's start with the scenario.*

*Public reporting burden of this collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Information Collection Review Office, 1600 Clifton Road NE, MS D-74, Atlanta, Georgia 30333; ATTN: PRA (0920-0572).*

## II. Scenario

- a. CDC's Radiation Studies Branch often uses comparisons to explain technical radiation concepts such as dose and contamination to the public. CDC experts are interested to see if these comparisons communicate radiation concepts effectively to you, especially in an emergency situation like a dirty bomb or nuclear power plant accident. The messages will contain information about the following concepts: radiation dose, radioactive contamination, and radiation health effects and cancer risks.

*I'll be asking you what you thought about the videos and messages. As you listen and view these messages, please think about if the messages are:*

- Relevant
  - Comprehensible
  - Credible
  - Appealing
  - Motivate you to do a desired action
- b. *There are three things I'd like you to keep in mind as we proceed:*
1. *Keep in mind some of the messages are still in development. We really would like to hear your honest feedback to help improve them.*
  2. *Remember that in the event of a radiation emergency, there will be constant news coverage, many press conferences and interviews with public health officials, elected officials, and others. TV, radio, newspapers, the Internet and other sources will have lots and lots of coverage. You are likely to hear information repeated often.*

**Play message or video.**

## III. Written Messages

### Message 1: Dose Makes the Poison

1. What is the main idea that this message is trying to get across, in your own words (1d)?
2. How would you sum up in just a few words your first impression of this message? Do you like it? Not like it? What makes you say that? (7d)
3. Is this message believable or not? Why or why not? (15d)
4. How could this message be improved? (33d)
5. Is there anything you want to know that this item does not tell you? (29d)
6. What do you think of the phrase "the dose makes the poison?"

### Message 2: Dose Message

1. What is the main idea that this message is trying to get across, in your own words (1d)?
2. How would you sum up in just a few words your first impression of this message? Do you like it? Not like it? What makes you say that? (7d)
3. How could this message be improved? (33d)
4. Is there anything you want to know that this item does not tell you? (29d)
5. Would any of these comparisons help you understand your dose?
6. Rank the messages in order from hardest to easiest. (flight, bananas, moving, etc.)

### Message 3: Cancer

1. What is the main idea that this message is trying to get across, in your own words (1d)?
2. How would you sum up in just a few words your first impression of this message? Do you like it? Not like it? What makes you say that? (7d)
3. Is this message believable or not? Why or why not? (15d)
4. How could this message be improved? (33d)
5. Do any of these phrases help you understand cancer risks from radiation dose?
6. Which phrase do you prefer:
  - Based on current conditions and contamination levels, health officials believe it is inconceivable that there would be any increased cancer risk for the population in the affected area.
  - Based on current conditions and contamination levels, health officials believe it is highly unlikely that there would be any increased cancer risk for the population in the affected area.
  - Based on current conditions and contamination levels, health officials do not believe that there would be any increased cancer risk for the population in the affected area.

### Message 4: Contamination

1. What is the main idea that this message is trying to get across, in your own words (1d)?
2. How would you sum up in just a few words your first impression of this message? Do you like it? Not like it? What makes you say that? (7d)
3. How easy are these guidelines for you to follow and understand? (54d)
4. What, if anything, makes it difficult to follow? How might this be presented in an easier way? (55d)
5. How could this message be improved? (33d)
6. Is there anything you want to know that this item does not tell you? (29d)
7. Which of these comparisons help you to best understand how to decontaminate yourself?

## IV. VIDEOS

### Fukushima Video

<https://www.youtube.com/watch?v=PsBQ7k5ilhc>

1. How well do you think the main ideas come across? (2d)
2. Is this message believable or not? Why or why not? (15d)

Probe specifically for the following content:

- a. "Even at 20 times higher than everyday radiation, it is not high enough to cause impact on human health."
- b. "We all get a certain amount of radiation everyday [radio, TV, studio]. Because of where we are right now the same amount of radiation that you would get in 1 year we're getting in a few weeks, that's what it means to have higher than normal radiation levels at this level."

### Contaminated Food Video

<https://www.youtube.com/watch?v=7TeTZAdYZXA>

1. How well do you think the main ideas come across? (2d)
2. Is this message believable or not? Why or why not? (15d)

Probe specifically for the following content:

- a. How does radiation get into food: "Plant reactors spew radioactive particles and they bind to dust that can settle in crops and grass that cows eat. When cows eat the contaminated grass that can be concentrated in their milk."
- b. CT scan example: "You get a certain amount of radiation everyday.....If you ate spinach with radioactive particles every day for a year you would get the same amount of radiation in 1 CAT scan."

### US risk after Fukushima

<https://www.youtube.com/watch?v=PxxJV5sseGg>

1. How well do you think the main ideas come across? (2d)
2. Is this message believable or not? Why or why not? (15d)

Probe specifically for the following content:

- a. Chest X-ray example
- b. They are finding radiation on plants coming in from Japan but at such low levels that wouldn't have impact on human health. Even here in Toyko the level has been up to 20x normal but even that's about 1/100th the level that would cause any human health impact."

## **V. Sources**

*Next I would like to ask you some questions about information sources.*

1. Who do you think would be a good spokesperson to use to convince you and your friends to take steps to protect your health during a radiation emergency? (91d)
2. How do you prefer to see health information presented? (66d)
  - In what form (probe: posters, brochures, fliers)? (67d)
3. What could CDC do to make you feel better about the health risks in your community [during a radiation emergency]? (97d)

## **VI. Wrap-Up**

1. Those are all of my questions for you.
2. Thank you.
3. I know thinking about this subject may have raised some questions. I'd like to provide you with some information from the Centers for Disease Control and Prevention. You can visit the Radiation Emergencies website at <http://emergency.cdc.gov/radiation>. If you have a specific question, you can email the CDC at [cdcinfo@cdc.gov](mailto:cdcinfo@cdc.gov) or call 1-800-CDC-INFO (1-800-232-4636).

