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## **ANTIBIOTIC USE CAMPAIGN—R2 CONCEPT TESTING CONSUMER FOCUS GROUP MODERATOR GUIDE**

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Consistent with the CDC-approved formative research plan (FRP), the Persuasive Health Message Framework (PHM) serves as the theoretical framework guiding formative research to generate effective messages for the CDC’s campaign to raise knowledge and awareness of antibiotic use. This instrument has been developed to gather information to answer the overarching research questions to create campaign messages and materials.

### **INTRODUCTION TO GROUP PROCESSES AND PROCEDURES (3 MIN)**

Thank you for taking the time to join us for this online focus group discussion. My name is [INSERT NAME] and I work for ICF, a research and consulting firm in Atlanta, Georgia. First, I want to take a few minutes to tell you what to expect from our conversation. After that, I’m going to ask each of you to share something about yourselves and then we’ll begin our discussion.

As you may recall, we are conducting this study on behalf of the Centers for Disease Control and Prevention, or CDC. We are gathering feedback on creative concepts that may be used in upcoming CDC communications materials to raise knowledge and awareness about appropriate antibiotic use.

During our discussion, I will show you several creative concepts—like visual identities (similar to logos) and ideas for ads that you might see on TV or in a magazine—and ask you a series of questions to get your thoughts and opinions on them. I don’t expect you to tell me anything you would be uncomfortable sharing, but I do hope that you will feel free to speak honestly and openly when responding to the questions I ask.

My role is to simply facilitate the discussion, make sure we stay on topic, and keep us within our 90 minutes. I am not here to push any particular agenda or point of view. Keep in mind that there are no right or wrong answers. We all have our own likes and dislikes and our own thoughts and feelings.

As I mentioned, my role is just to guide the discussion. Sometimes we may really get going on one question, and I’ll have to move the conversation on to the next question so that we may cover everything. Please don’t take it personally! We just need to hear from everyone about all of the concepts.

I’d like to briefly review the main points of the informed consent form we sent via email and asked you to review.

- Your participation is completely voluntary. You may choose to not answer any question for any reason or leave the group at any time.
- Our discussion is private. We will not report your comments by name, or use your names in any reports. We ask that you respect one another’s privacy in the same way.
- Individuals from CDC and ICF will be observing this online focus group silently. They have signed confidentiality forms stating that they will not discuss the specifics of the focus group.
- We will be audiotaping today’s discussion as a back up to our notes.
- Contact information for the Research Director is in the informed consent form, should you have any questions about this study.
- We have a technology support person to assist with any of our technical needs during our discussion.

There are also some ground rules that I would like us to adopt for our discussion:

- You have been asked here to offer your views and opinions. Everyone’s input is important. We will encourage everyone to participate.
- Respect the privacy of your fellow group members.
- Avoid side conversations.
- Let one person speak at a time.
- I may need to cut a discussion short to get through the whole discussion. Please do not be offended.
- Silence any background noise—this includes muting your phone when not speaking if needed.
- All answers will be maintained in a secure manner, so feel free to speak your mind.
- Respect one another at all times.
- It’s okay to disagree.
- There are no right or wrong answers.
- Most importantly, please try to speak up, speak clearly. We are audiotaping the discussion so that we have an accurate record of it.

Do you consent to participate in the focus group?  Yes  No

Do you agree to be audiotaped?  Yes  No

***[Moderator begins recording.]***

Do you have any questions before we get started?

## **PARTICIPANT INTRODUCTIONS AND WARM-UP EXERCISE (2 MIN)**

So we can get to know each other a little, let’s go around the room and introduce ourselves. Please tell me where you live and one way that you like to spend your free time.

Thank you. Now, let’s get started with our discussion.

## **DISCUSSION (80 MIN)**

### **Section 1. Visual Identity Testing (30 min)**

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First, I’d like to show you some options for visual identifies—similar to logos—that may be used to raise knowledge and awareness about appropriate antibiotic use, or taking antibiotics only when necessary. These visual identities could be used on print materials, like fact sheets, in television ads, or on webpages. I’ll show you one at a time and ask you a series of questions about each.

#### **[Show Visual Identity Option<sup>1</sup>]**

**[Moderator shows visual/reads name; asks q1 for each option. For options with the same name/slogan, moderator asks select subquestions.]**

1. What is your general reaction to this visual identity? Does this appeal to you? Please describe.

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<sup>1</sup> Visual identities will be rotated to appear in different orders for each triad

[Assesses general reaction]

- a. What is the meaning of this visual identity? What is it telling you? *Probe design and name/slogan.*  
[Assesses comprehension]
- b. Are there things about this visual that are particularly attention-getting? Please describe. *Probe colors.*  
[Assesses ability to capture attention]
- c. Is the text easy or difficult to read? *Probe font size and density.*  
[Assesses readability]
- d. What do you like and dislike about this visual? What are its strengths and weaknesses?  
[Identifies strong and weak points, sensitive language]
- e. Is this visual relevant to you and people like you? Please describe.  
[Assesses personal/cultural relevance]
- f. If you saw this visual somewhere, would it motivate you to take action, such as googling it to learn more or telling others about it? Please describe.  
[Assesses ability to motivate]

**[Moderator shows slide with all names and logos]**

2. Of the options I've shown you, which two do you prefer and in what order? Why? *Probe name, slogan, and design.*  
[Assesses preference]
3. Which visual identity do you least prefer? Why? *Probe name, slogan, and design.*  
[Assesses preference]

## **Section 2. PSA Television Ad Concept Testing (30 min)**

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Next, I'd like to show you 3 different creative concepts, or ideas, that may be used in television or online ads. The concepts are still in development, so I will not be showing you anything that looks like a final ad. Rather, I'll be playing the concept to help you imagine what each ad might look like. As I play each one, I would like you to imagine you're watching it on television or on the internet. I'll show one concept at a time and play it twice. After you've had a few moments, I'll ask you some questions.

### **[Show TV Ad Concept Option<sup>2</sup>]**

**[Moderator shows ad concept; asks q4 for each option]**

4. What is your general reaction to this ad concept? Does this appeal to you? Please describe.  
[Assesses general reaction]
  - a. What is the main message in this ad concept? What is it telling you?  
[Assesses comprehension]
  - b. Are there things about this ad concept that are particularly attention-getting? Please describe.  
[Assesses ability to capture attention]
  - c. What do you like and dislike about this concept? What are its strengths and weaknesses? *Probe for believability, tone, relatability.*  
[Identifies strong and weak points, sensitive language]

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<sup>2</sup> PSA TV ad concepts will be rotated to appear in different orders for each triad

- d. Is this ad concept relevant to you and people like you? Please describe.  
[Assesses personal/cultural relevance]
- e. What do you think about the tone of this ad? Is it appropriate?  
[Assesses preference for how information is presented]
- f. If you saw an ad using this idea online or on TV, would it motivate you to take action, such as googling it to learn more or telling others about it? Please describe.  
[Assesses ability to motivate]

**[Moderator shows slide with all PSA TV ad concepts]**

- 5. Of the ad concepts I've shown you, which do you prefer? Why?  
[Assesses preference]
- 6. Which of the television concepts do you like least? Why?  
[Assesses preference]

**Section 3. PSA Print Ad/Poster Testing (20 min)**

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Now, I'd like to show you 3 different concepts, or ideas, that may be used in print media, such as magazines and posters. Again, the concepts are still in development. I'll show one at a time and ask you some questions about each. Please imagine yourself seeing these as an ad in a magazine as I show them to you.

**[Show Print Ad/Poster Option<sup>3</sup>]**

**[Moderator shows print ad/poster; asks q7 for each option]**

- 7. What is your general reaction to this print ad/poster? Does this appeal to you? Please describe.  
[Assesses general reaction]
  - a. What is the main message in this print ad/poster concept? What is this telling you?  
[Assesses comprehension]
  - b. Is the text easy or difficult to read? *Probe font size and density.*  
[Assesses readability]
  - c. Are there things about this print ad/poster that are particularly attention-getting? Please describe.  
[Assesses ability to capture attention]
  - d. What do you like and dislike about this print ad/poster concept? What are its strengths and weaknesses?  
[Identifies strong and weak points, sensitive language]
  - e. Is this print ad/poster concept relevant to you and people like you? Please describe.  
[Assesses personal/cultural relevance]
  - f. If you saw this print ad/poster in your HCP's office or clinic, would it motivate you to take action, such as talking to your HCP or others about it?  
[Assesses motivation]

**[Moderator shows all print ads/posters]**

- 8. Of the print ads/posters I've shown you, which do you prefer? Why?  
[Assesses preference]

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<sup>3</sup> Print ad/posters will be rotated to appear in different orders for each triad

9. Which of the print ads/posters do you least prefer? Why? *Probe design or language.*  
[Assesses preference]

### **FALSE CLOSE (2 MIN)**

Thanks for answering all of my questions. Before we end, please take a couple of minutes to think about what kind of slogan would be ideal to motivate HCPs like you to [\[state desired audience behavior\]](#). You can choose one of the slogans I showed you earlier or come up with a slogan on your own. Take 2 minutes to do this while I check in with my observers to see if they want me to ask you any more questions.

### **CLOSING (3 MIN)**

10. Okay, now. Please tell me about your ideal slogan. Where would it be most effective to place or show this slogan?

**[Moderator asks any final questions/probes from observers.]**

Thank you for your time. Is there anything else you'd like to add before we end our discussion?