

IRB Package Contents
March 6, 2015

Conduct an Older Adult Mobility Assessment Tool Impact Evaluation
and Develop a Dissemination Plan (OAMAT)
100051149-Task 6
Betsy Payn, Project Director

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BATTELLE INSTITUTIONAL REVIEW BOARD

Federal-wide Assurance No. FWA00004696

IRB Registration Number: IRB00000284

APPLICATION for HUMAN SUBJECTS PROTOCOL REVIEW

SECTION 1: COVER SHEET

Name of Battelle Principal Investigator/Project Manager/Project Director: Betsy Payn

Battelle Site Name: Seattle

Phone Number: (206) 528-3138

Full Study Title (and common or short title): Conduct an Older Adult Mobility Assessment Tool Impact Evaluation and Develop a Dissemination Plan (OAMAT)

IRB Number (if already assigned): **NOTE:** CPHRE Line of Review studies will NOT be assigned an IRB number

1. Project & Activity ID Number (or B&P number): 100051149-Task 6

2. Proposal Number (OP Number): **NOTE:** NOT required for CPHRE Line of Review studies.

3. Reason for Review. Complete and submit **only** those sections indicated.

- Request for Exemption (Sections 1 & 2)
- Continuing Review (Sections 1 & 3)
- Modification to IRB approved protocol (Sections 1 & 4)
- Pre-award review for proposal (Sections 1 & 5)
- Pre-test/Pilot study review only (Sections 1 & 5)
- Full study implementation (Sections 1 & 5)

4. Type of Award

- Contract/cooperative agreement
- PHS grant
- Other grant
- Subcontract to Battelle from:

Client / Funding Agency: CDC

sources

Agency principal Investigator: Gwen Bergen, PhD

Address: 4770 Buford Highway, NE, Mail Stop F-62; Atlanta, GA 3034

Phone: (770) 488-1394

e-mail Address gjb8@cdc.gov

Agency contract officer: Leanna Fox

Phone: (770) 488-3915

e-mail Address LMF8@cdc.gov

5. Period of Award

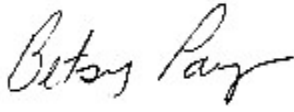
Contract/grant start date 08/04/2014

Contract/grant end date 09/08/2016

Will another IRB review this study?
Yes _____ / No X _____
If yes, identify the IRB(s):

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Date human subject contact begins (or began) 03/23/2015



Signature: _____

Date: 03/06/2015

Battelle Principal Investigator/Project Manager /Project Director

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SECTION 5: REQUEST FOR INSTITUTIONAL REVIEW BOARD REVIEW

A. STUDY DESCRIPTION

1. Study aims/hypothesis (200-300 words)

Under a contract with CDC, Battelle is conducting an impact evaluation study for the *Mobility Planning Tool* or *MPT*; see PDF file accompanying this application). The tool is a 4-page brochure that includes a mobility self-assessment and suggestions to plan for future changes in mobility. This includes changes in one's self (e.g., improving balance), changes inside one's house (e.g., removing tripping hazards), and changes outside one's house (e.g., knowing how to get around in the community without a car). The objective of this evaluation study is to determine whether the *MPT* is effective in changing older adults in terms of their attitudes and behaviors about their mobility and their planning behaviors related to their mobility.

To conduct the evaluation, Battelle will carry out two phases of data collection:

- (1) Phase 1 will involve conducting cognitive interviews with up to 9 adults between the ages of 60-74 to gather information on the feasibility and validity of the questions to be included in the evaluation surveys.
- (2) Phase 2 will involve conducting a baseline (pre-treatment) telephone survey and, two weeks later, a follow-up telephone survey (post-treatment) with a sample of 1,000 adults (control group = 500; treatment group = 500) between the ages of 60-74 with no known mobility limitations. The study's treatment (i.e., mailing the *MPT* to participants) will be sent two days after a participant in the Treatment arm of the study after he/she has completed the baseline survey. The Phase 2 study is referred to as the *Thinking About My Future Study*.

We will use Phase 1 (cognitive interviews) to determine whether any changes need to be made to the data collection materials that we plan to use in Phase 2 (baseline and follow-up evaluation surveys). We anticipate there will be only minor changes to the evaluation survey documents. As such, we are submitting materials on both Phases 1 and 2 in this application. If there are changes to the Phase 2 documents beyond minor wording changes or deletions, we will submit these modifications to the IRB for review and approval prior to conducting the Phase 2 data collection. After carrying out the evaluation surveys, we will conduct analyses to evaluate the effectiveness of the *MPT*, provide recommendations for changes to the *MPT*, and develop a dissemination plan for the *MPT*.

If time and funds permit, we may conduct a focus group(s) after completing the evaluation survey (Phase 2) and prior to final revisions to the *MPT*. The purpose of the focus group(s) would be to (1) clarify findings from the survey, including clarifying ways the *MPT* might be revised to make it maximally useful for the target population and (2) inform development of the *MPT* dissemination plan. Before recruiting for and conducting the focus group(s), we would submit a modification to the IRB for review and approval of the focus group protocol and related documents.

In this application to the IRB, we are only requesting review and approval of Phase 1 (cognitive interviews) and Phase 2 (two-wave evaluation survey) of the project.

2. **Does the research intend to collect data from or about vulnerable populations (* as defined by 45 CFR 46 or Battelle Corporate Policy 1.1.1.6)?**. Indicate those populations in the chart below. Use "OTHER" to describe any vulnerable populations not identified in the chart.

No data will be collected from vulnerable populations at either phase.

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<input type="checkbox"/> Minors / Children*	<input type="checkbox"/> Students
<input type="checkbox"/> Pregnant women*	<input type="checkbox"/> Terminally ill
<input type="checkbox"/> Fetuses*	<input type="checkbox"/> Comatose
<input type="checkbox"/> Prisoners or parolees*	<input type="checkbox"/> Cancer patients
<input type="checkbox"/> Battelle staff or families*	<input type="checkbox"/> Non-English speaking
<input type="checkbox"/> Institutionalized	<input type="checkbox"/> Unable to give informed consent
<input type="checkbox"/> Genetically susceptible/impaired	<input type="checkbox"/> Military personnel and/or immediate family
<input type="checkbox"/> Cognitively/psychologically/physically impaired	<input type="checkbox"/> Tribal, Hispanic, Asian, or other diverse subjects
<input type="checkbox"/> Socially or economically disadvantaged	<input type="checkbox"/> Workers/Employees
<input type="checkbox"/> Emergency patients	<input type="checkbox"/> Secondary Subjects (genetic/medical relationship)
	<input type="checkbox"/> Other:

3. Explain briefly the criteria for inclusion and/or exclusion of certain populations, if applicable.

- None
- Minors / Children
- Pregnant women
- Newborns*
- Prisoners or parolees
- Alcohol, drug or mental health clients
- HIV infected individuals
- Incompetent
- Other (specify) Older adults (60-74)

The inclusion/exclusion criteria will be the same for Phase 1 (cognitive interviews) and Phase 2 (evaluation surveys) of the project:

- Must be 60 to 74 years old
- Must be not in an institution and is living independently (e.g., not in a retirement community, assisted living, nursing home, etc.)
- Must not have self-rated mobility as *fair* or *poor*
- Must speak English

The inclusion/exclusion criteria are assessed in the screeners for each phase.

4. Describe sampling procedures (sampling plan; power calculations; stratifications) and eligibility criteria

Phase 1 (cognitive interviews): We will recruit up to 9 participants meeting the study selection criteria (adults age 60-74 with no known mobility limitations with fair to better self-reported health and speaks English) in the Seattle metropolitan area who will be scheduled for an individual in-person cognitive interview at Battelle's office or in the participant's home. To the extent possible, we will recruit a diverse set of participants in terms of age, gender, race and ethnicity, income level, marital status, and residential location (e.g., urban, rural, and suburban). Participants will be recruited by posting and distributing fliers, posting information from the flyer online including through social media, and by networking with individuals and organizations (e.g., churches, older adult community centers) in the community that usually include adults ages 60-74.

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The information provided in the cognitive interview recruitment flyers (Appendix 1) will be placed at (or sent to) venues frequented by older adults. Contact information will be included on each of the flyers along with other information about the cognitive interview study (e.g., purpose, length, incentive payment, etc.) as appropriate.

Phase 2 (evaluation surveys): The population of interest for the study is older adults age 60-74 with no known mobility limitations. The sampling frame will be an address-based list of telephone numbers of 10,000 households identified as likely having at least one resident within the target age range for the study (60-74). This address list will be selected from the universe of all U.S. households, with approximately 70% of the sample being drawn from addresses in urban or suburban areas. Non-English speaking residents will be excluded because developing the tool and survey in multiple languages would be cost prohibitive, and providing the tool in English to those who are not fluent would not be appropriate.

Individuals meeting the screening criteria and agreeing to participate in the study will be randomly assigned to one of the two study groups (MPT Group or the Comparison Group).

Based on previous research experience, we expect that contacting 10,000 households will yield a total of 1,000 individuals who meet the study criteria and agree to participate in the study. We anticipate that, of the individuals who complete an initial interview, 10% will drop out of the study, resulting in a total of 900 respondents completing a follow up interview. We assume that the drop out rate will be similar in both the MPT and the Comparison Groups.

The proposed sample size of 500 in each of the two study groups (MPT and Comparison) was selected to provide the analytic team with the flexibility to determine (1) whether there are mean differences across the two study groups at the Follow-Up interview in terms of each of the Readiness to Change variables, Behaviors, and Plan Development and (2) whether there are differences on each of these variables by Interview Time (Baseline vs. Follow-Up) in the MPT Group.

This sample size will provide the statistical power necessary to detect a relatively small difference between the MPT and Comparison groups, anticipating that there will be wide variation within each group, as is common in intervention studies similar to that proposed. Taking into consideration a potential 10% dropout rate between the Baseline and Follow-Up Interviews, 500 respondents per group at Baseline and 450 respondents per group at Follow-Up will provide 80% power to detect an approximately 0.84-point mean difference in the Readiness to Change variables, Behaviors, and Plan Development, assuming a common group standard deviation of 4.5, $\alpha = .05$. This estimate is based on a simple random sampling design, and is thus conservative if a stratified sample is conducted. Previous studies with similar measures and target populations have estimated group standard deviations of closer to 4 points, in which case with stratified cell sizes of approximately 20 participants in the MPT and Comparison Group this would marginally confer 80% power to detect differences of around 4 points within the subgroups, while controlling for Type I error at a rate of 0.05.

5. Sample size(s):

Phase 1 (cognitive interviews): Maximum of 9 cases.

Phase 2 (evaluation surveys): Up to 1,000 cases (500 controls; 500 treatment)

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6. Describe participant recruitment procedures, including advertisements, flyers, brochures, etc. (50-100 words)

Phase 1 (cognitive interviews): Potential interviewees will be recruited through advertisements in numerous local venues, including community centers and churches, and through online ads posted through social media (see Appendix 1 for draft flyer and ad). Contact information will be included on the flyers and in the ads along with other information about the cognitive interview study (e.g., purpose, length, incentive payment, etc.) as appropriate. Individuals interested in the study can call the phone number on the flyer or in the ad to get more information about the study and to be screened for eligibility (see Section B.1 below).

Phase 2 (evaluation surveys): Interviewers will telephone and screen prospective respondents (see Sections A and B in Appendix 8; voicemail message included) at each selected household until a sample of 1,000 individuals meeting the study selection criteria have been selected. Individuals will be randomly assigned to either Group 1 (The Treatment *MPT* Group) or Group 2 (The Control Group). The Treatment *MPT* Group will receive a copy of the *MPT* via FEDEX within 4 days after completing the Baseline interview. The Control Group will not receive a copy of the tool.

7. Will participants receive monetary or other compensation? Yes No If Yes, describe
a) the conditions that must be fulfilled to receive full or partial payments and b) why the compensation is reasonable.

Phase 1 (cognitive interviews): At the end of the cognitive interview, each participant will receive a \$50 gift card for completing an interview. This rate is based on what we have paid participants in other studies and takes into consideration the fact that participants will incur travel-related costs to travel to a Battelle office to be interviewed.

Phase 2 (evaluation surveys): A refrigerator magnet (worth less than \$2) will be mailed to all respondents in a thank-you letter (see Appendix 11) following completion of their second interview as a token of appreciation for their participation.

8. Is there any concern of potential conflict of interest? For example, is there a relationship between the sponsor and the potential participants that could create a conflict of interest (e.g., unions, teachers, physicians, employees)? Yes No, *not for either phase*
If Yes, describe.

B. DATA COLLECTION PROCEDURES

1. Provide a brief, sequential description of the overall study design, including any procedures that are experimental. Include the length of time that it will take for subjects to complete each procedure.

Phase 1 (cognitive interviews): Interested participants can call the toll-free number (listed in the flyer or ad; see Appendix 1) for more information on the study and to complete a brief (~5-minute) eligibility screening (see Appendix 2 for screener). In addition to describing the study, the eligibility screener includes questions to insure that recruited participants are within the ages of 60 to 74 and have no known mobility restrictions. In addition, if potential participants cannot complete the screener in English, they will not be eligible for the cognitive interviews. For those callers who are eligible and interested in participating, an appointment will be scheduled to conduct the cognitive interview at the Battelle offices in Seattle or in the participant's home.

Procedure Area: Human Subjects Research

For additional information, contact the Subject Matter Expert for this procedure area.

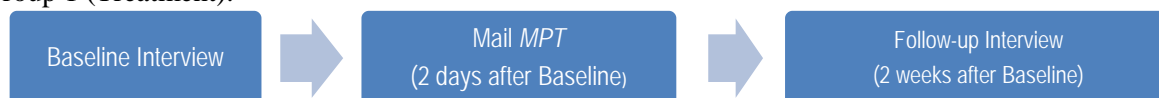
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Depending on a participant's preference, we will send a confirmation letter or email (see Appendix 3 for reminder letter or email) with details regarding the time and location of the interview. In addition, we will call participants 1 to 2 days before the appointment to confirm their appointment and answer any questions (see Appendix 4 for script for the reminder call). When participants arrive at the Battelle Seattle office, we will obtain their informed consent (see Appendix 5 for consent form) prior to conducting the cognitive interview (see Section C.3 for consenting details and Section B.3 for details on the cognitive interview). After completing the cognitive interview, we will provide participants with their incentive (\$50 gift card). We expect the full interview including consenting and incentive payment to take no more than two hours.

Phase 2 (evaluation surveys): Figure 1 below provides a visual representation of the overall study design. During the Pre-Test Period, all potential participants will be contacted by telephone, told about the study, consented for screening, screened for eligibility, consented if eligible and interested, and then interviewed (see Appendix 8). Two days after the baseline telephone interview, the *MPT* Tool will be mailed to participants in the Treatment arm (see Appendix 9 for cover letter and Appendix 1 for *MPT*). Two weeks after the baseline interview, all participants will re-interviewed by telephone (see Appendix 10 for follow-up interview). The interview questions in the follow-up interview will be nearly identical for the Treatment *MPT* and Control group participants. The exception will be a few additional questions about the *MPT* and its dissemination at the end of the interview that will be asked only of the Treatment *MPT* group participants. After participants complete the follow-up interview, we will send them a thank-you letter (see Appendix 11) and a magnet with information printed on it similar to what is included in the *MPT* (value less than \$2).

Figure 1. Pre-test/post-test design with an untreated control group for the evaluation.

Group 1 (Treatment):



Group 2 (Control):



We expect the baseline screening to take about 5 minutes, and the consenting and interviews at both baseline and follow-up to take about 10 minutes to complete. We are using a telephone survey methodology because 90 percent of persons aged 65 and older have a landline¹, and this technique is thus likely to result in a representative sample, and telephone surveys historically yield better response rates than mail or internet surveys. In addition, a telephone survey allows for screening prior to the survey, avoiding administration of the survey to ineligible participants.

2. Type(s) (check all that apply, indicate methods):

- Survey: No Yes – *Phase 2 (evaluation surveys)*

 Mail return

¹ <http://www.cdc.gov/nchs/data/nhis/earlyrelease/wireless201212.PDF>.

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- Self-administered at site
- Telephone/CATI questionnaire
- In-person interview/CAPI
- Other, specify:

Record Abstraction/Match: No Yes

- Computerized data
- Hard copy data
- Other, specify:

Biological Specimen Collection: No Yes

Describe Type of Specimen:

- | | | | | |
|---|--------------------------|----|--------------------------|-----|
| Will specimens be obtained directly from subjects | <input type="checkbox"/> | No | <input type="checkbox"/> | Yes |
| Will specimens be provided by clients or collaborators? | <input type="checkbox"/> | No | <input type="checkbox"/> | Yes |
| Will specimens be linked to original human donor(s)? | <input type="checkbox"/> | No | <input type="checkbox"/> | Yes |
| Will specimens be utilized for follow-on research | <input type="checkbox"/> | No | <input type="checkbox"/> | Yes |
| Will specimens be destroyed after study is completed? | <input type="checkbox"/> | No | <input type="checkbox"/> | Yes |

Environmental Specimens/Measures: No Yes

- Air
- Soil
- Water
- Food
- Other, specify:

Laboratory Procedure or Measurement: No Yes *Phase 1 (cognitive interviews)*

Describe Type of Laboratory Procedure:

- Psychological
- Physical
- Focus group
- Other, specify: Cognitive interviews

Other (e.g., device, drug) No Yes

Describe: _____

Private Health Information (PHI) Provided by a "HIPAA Covered Entity": No Yes

If Yes, is a Business Associate Agreement (BAA) Required? No Yes (attach copy of BAA)

3. Describe the data collection procedures (200-300 words)

Phase 1 (cognitive interviews): The Cognitive Interview Discussion Guide (see Appendix 6) provides information on preparation for the interview, the protocol for obtaining consent, and the questions to be asked when conducting the cognitive interview. The cognitive interviews will have two phases for each section of the survey, including the screener. First, participants will

Procedure Area: Human Subjects Research

For additional information, contact the Subject Matter Expert for this procedure area.

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answer each question or set of questions by using a “think-aloud” approach in which participants describe what they are thinking as they answer the question(s). Second, the Interviewer will ask a range of questions and probes from the interview guide about each specific question in the section in order to assess each participant’s impression and understanding of the content reviewed. The interviews will seek input from participants regarding level of difficulty, terminology and language used, and understandability of the survey questions that will be provided to the participants. The Interviewer may vary the specific questions asked from the Guide depending on the type of survey questions being reviewed and the responses given by a participant, as well as ask additional questions to follow-up on unique interpretations of the survey questions by participants. After asking about the participants’ background (Section 6 in the Cognitive Interview Guide) and before asking the Dissemination (Section 7 in the Cognitive Interview Guide), the Interviewer will give the participant a copy of the *MPT* to review (the *MPT* is in the PDF file accompanying this application). Then the Interviewer will continue the cognitive interview, asking questions about the *MPT* and its dissemination.

Once the Interviewer has asked questions about every section, the Interviewer will provide the participants with a handout listing the survey questions (see Appendix 8 for the handout of the survey questions). The Interviewer will ask general questions regarding the questions (e.g., which are more or less relevant, any questions that should not be asked, whether there are any missing questions or topics that should be asked about, etc.). At the end of the cognitive interview, each participant will receive a \$50 gift card for completing an interview.

The Interviewer also will record any final thoughts about the interview process with the participant that might inform the analysis of the data gathered. As noted above, the cognitive interview, including the consent process, is expected to last no more than 2 hours. We will digitally record the cognitive interviews to ensure complete, accurate data capture, and the interviewer will take detailed notes regarding participant responses.

Initially, we will schedule only 3 interviews to allow the Study Team to review the findings from the initial interviews and make adjustments to the survey instrument or interview guide if necessary. A second set of 3 interviews, and then a third set of three interviews, will be conducted if necessary to obtain additional information. Once the interview themes have been saturated (that is, once we are hearing the same kinds of remarks from most respondents), we will stop conducting interviews even if we have not reached the maximum number of 9 interviews.

Phase 2 (evaluation surveys): Telephone interview data will be collected using two telephone interviews: A baseline interview and a follow up interview (See Appendices 8 and 10, respectively). The baseline interview contains questions about individuals’ readiness to make mobility-related changes, mobility-related behaviors, willingness to develop a mobility plan, and background. Two days after completing the baseline interview, we will send participants in the Treatment group a copy of the *MPT* (see cover letter in Appendix 9). Two weeks after the baseline interview, Battelle will recontact the participants by phone to conduct the follow-up telephone interview. The questions in the follow-up interview are largely identical to the questions in the baseline interview. The differences between the two surveys is that the follow-up interview does *not* include background questions, but it does include questions only for the Treatment group on the use and dissemination of the *MPT*. A thank you letter (see Appendix 11) will be sent to all participants after the final interviews.

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4. Describe the methods to control access to the study data during and after the study.

Phase 1 (cognitive interviews): All audio recordings and electronic materials containing study data will be stored on password-protected Battelle computers during and after the study. All hard copies of materials containing study data will be stored in locked file cabinets at Battelle. After completion of the study, the audio recordings and identifiers will be destroyed. Data collected for this study will be accessible only to authorized Battelle staff. All identifiers will be destroyed after the data have been reviewed for use in revising the survey items. De-identified data will be provided to CDC, if requested.

Phase 2 (evaluation surveys): All study data will be stored on password-protected Battelle computers during and after the study. All hard copies of materials containing study data will be stored in locked file cabinets at Battelle. After completion of the study, the identifiers will be destroyed. Data collected for this study will be accessible only to authorized Battelle staff. All identifiers will be destroyed after the data have been reviewed for use in revising the survey items. De-identified data will be provided to CDC.

5. Are data being collected that would identify someone who is not the target study participant (“third parties”), e.g., family members, friends? No Yes If yes, identify:

No third parties in Phase 1 nor Phase 2 data collection.

6. Is there a data analysis plan? No Yes If yes, describe.

Phase 1 (cognitive interviews): After completion of the interview, the Interviewer will review his/her handwritten notes to identify themes in participants’ responses, noting any issues with the clarity or organization of survey items and summarizing information relevant to the development of the dissemination plan. The Interviewer will review the digital recordings, if necessary, to augment his/her handwritten notes. A brief (2 to 3 pages) summary of the cognitive interview findings will be prepared and submitted to CDC, along with a list of the most informative participant comments. After discussions with CDC, Battelle may make changes to the evaluation study (Phase 2) protocol and/or related documents. If there are changes to the Phase 2 documents beyond minor wording changes or deletions, we will submit these modifications to the IRB for review and approval prior to conducting the Phase 2 data collection.

Phase 2 (evaluation surveys): Effectiveness of the tool will be assessed using two kinds of comparisons: 1) a comparison between individuals’ attitudes and behaviors related to protecting their mobility as they age before and after receiving the *MPT* in the group that received the *MPT* and 2) a comparison of mobility-related attitudes and behaviors between the group that received the *MPT* (Treatment Group) and the group that did not receive the *MPT* (Control Group). The plan for analysis of the survey data will involve creating separate composite scores for mobility behaviors and attitudes for each respondent. Paired t-tests (or their non-parametric equivalent, as appropriate) will be used to compare mean composite scores within each group for the Baseline and Follow-Up surveys. ANOVA (or the non-parametric equivalent) will be used to examine whether there are differences between the mobility behavior and attitude composite scores for the two groups, at each of the two survey administrations. Analyses of mobility behaviors and attitudes by respondent subgroup (e.g., by sex, race/ethnicity, marital status, urban vs. rural, socioeconomic status) may also be conducted if desired by CDC. The *MPT* will be revised following the evaluation and the results summarized in a final evaluation report as well as in an

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article suitable for submission to a peer-reviewed journal. We provide a more detailed analysis plan in Appendix 12 (Detailed Analysis Plan for Phase 2).

7. **Is there a data sharing plan?** No Yes If yes, describe what is being done with the data and who will have access to the data during and after the study.

Phase 1 (cognitive interviews): The de-identified qualitative data (e.g., a list of the comments made about each survey question) will be shared with the client.

Phase 2 (evaluation surveys): A copy of the data set, along with documentation, will be provided to the client after all identifiers have been stripped from the data. The results of the study will be used to develop a Final Report that is internal to CDC and will be used to modify the *MPT*. Additionally, findings from this study will be disseminated through the publication of a manuscript in a peer-reviewed journal. Finally, study findings may also be disseminated through oral or poster presentations. All data will be de-identified prior to analysis, and the findings will be reported in aggregate. No published oral or written reports or presentations of the research will identify any participants

8. **If data leave Battelle, are all identifiers removed?** No Yes

9. **Is there a data retention plan?** No Yes If yes, describe where samples are being stored, when the data are destroyed, what data are being returned to the client, etc.

Phase 1 (cognitive interviews): After completion of the study, the audio recordings and identifiers will be destroyed. All identifiers will be destroyed after the data have been reviewed for use in revising the survey items. Only de-identified notes from the interviews and summary information will be retained. Signed consent forms will be stored in locked cabinets.

Phase 2 (evaluation surveys): As noted above in B.6, a copy of the data set (including both waves of data), along with documentation, will be provided to the client after all identifiers have been stripped from the data set. The de-identified data set will be encrypted and stored securely at Battelle. All identifiers will be destroyed at the end of the project period.

C. INFORMED CONSENT PROCEDURES

Informed consent must be obtained (minor assent and parental permission, when applicable). Attach copies of all versions of the informed consent, assent or parental permission documents to be used in this research study.

1. **Type:**

CONSENT # 1 **Form Title:** **Phase 1 (cognitive interview): Screener consent (see Appendix 2)**

- Written and signed
 Written, not signed
 Verbal, not signed

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CONSENT # 2 **Form Title:** **Phase 1 (cognitive interview): participant consent (see Appendix 5)**

- Written and signed
- Written, not signed
- Verbal, not signed

CONSENT # 3 **Form Title:** **Phase 2 (evaluation-baseline): screener (see Appendix 8, Sections A and B)**

- Written and signed
- Written, not signed
- Verbal, not signed

CONSENT # 4 **Form Title:** **Phase 2 (evaluation-baseline): telephone interview (see Appendix 8, Section D)**

- Written and signed
- Written, not signed
- Verbal, not signed

CONSENT # 5 **Form Title:** **Phase 2 (evaluation-follow-up): telephone interview (see Appendix 10, Section B)**

- Written and signed
- Written, not signed
- Verbal, not signed

2. Is/are copy(ies) of the consent form(s) left with the respondent? :

Phase 1 (cognitive interviews): No Yes

Phase 2 (evaluation surveys): No Yes

3. Informed consent is a process. Describe how participants will be informed and how their questions will be answered (200-300 words)

Phase 1 (cognitive interviews): For the cognitive interviews, the consent process begins with the Screener (Appendix 2) in which the Interviewer provides a preliminary description of the study before asking permission to ask the screening questions. The Interviewer also will assure potential participants that their information will be kept confidential and their participation in answer the screener is voluntary. Participants who are eligible for the study and interested in participating will be given two copies of the written consent (Appendix 5) when they arrive at the Battelle offices for their cognitive interview. Again, participants will have the opportunity to ask questions of Battelle staff. Participants will also be provided with two phone numbers if they have any questions.

Phase 2 (evaluation surveys): For the evaluation surveys, the consent process for the baseline survey begins with the Screener (Appendix 8, Sections A and B) in which the Interviewer provides a preliminary description of the study before asking for their verbal consent to ask the

Procedure Area: Human Subjects Research

For additional information, contact the Subject Matter Expert for this procedure area.

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screening questions. The Interviewer also will assure potential participants that their information will be kept confidential and their participation in answer the screener is voluntary. For participants who are eligible for the study and interested in participating, the Interviewer will describe the study, noting the follow-up survey, as well as the voluntary nature of the study, that they can refuse to answer any question, all the information will be kept confidential, possible risks, and two phone numbers if they have any questions about the study or their rights as a human subject (see Appendix 8, Section D). The Interviewer will then ask participants for their verbal consent to participate. The Interviewer also will obtain verbal consent from participants for participation in the follow-up survey (see Appendix 10, Section B). At both the baseline and follow-up surveys, participants will have the opportunity to ask questions about their participation.

4. How and by whom will it be determined if the subjects or their legally authorized representatives understand the information provided in informed consent/assent/parental permission documents?

Phase 1 (cognitive interviews): The Interviewer will determine if participants understand the information provided in the informed consent. This will be determined during several stages of the informed consent process, including: when the Interviewer provides an overview of the study and the purpose of the interview (prior to reviewing the consent form); when the participants review the consent form, read the consent to participate statement, and sign the consent form; and, if applicable, when the participants ask questions about the study and their role in it.

Phase 2 (evaluation surveys): The Interviewer will ask participants if they would like to consent to participate after they have been told about the study and their rights as a human subject (e.g., right to refuse to answer, right to confidentiality). The participants will be asked if they have questions so as to ensure they understand what their participation involves.

5. Is translation of the informed consent/assent/parental permission documents required?

No, only English-speaking participants will be enrolled in the two phases.

If yes, a translation certificate must be provided to the IRB.

6. Will any information about the research study be withheld from potential or participating subjects? If so, explain the deception, why it is necessary to accomplish the research aims and describe the plans for a post-study debriefing of the subjects?

No, no information will be withheld from participants (neither at Phase 1 or 2).

7. If third parties may be identified during the research study, will consent be obtained from the third party(ies)? If so, how?

No. No third-party data will be collected. Third-party consenting is not necessary.

D. POTENTIAL RISKS

1. Type (check all that apply)

Minimal physical

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- Minimal psychological/social/legal
- Substantial physical
- Substantial psychological/social/legal

2. Description of potential risks, including breach of confidentiality (100-200 words)

For both Phase 1 (cognitive interviews) and Phase 2 (evaluation surveys): To the best of our knowledge, the cognitive interviews and evaluation surveys will pose very minimal physical, psychological, social, legal, or other risk to the participants. One potential risk is the possibility of a breach of confidentiality of participants' identities and responses. To assure participants that the privacy and confidentiality of their personal identities and responses will be maintained, we indicate in the consent information that all information they share with us will be kept confidential and that we will not include names or any information that might identify them in our notes or any written reports. Each participant will be given a unique participant ID code. Any data leaving Battelle will have participant names and any other personally identifiable information replaced by participant ID codes or removed entirely. An additional risk is that some participants may experience discomfort in answering questions related to function or to their planning (or lack of planning) related to mobility. Given that the survey questions will be similar to ones that are asked by health care providers, we expect that most respondents will have only slight discomfort in answering the questions.

3. What specific steps will be taken to prevent/minimize potential risks or discomfort?

Phase 1 (cognitive interviews): We will follow a number of procedures to eliminate or reduce any discomfort a respondent may have while participating in this study. All audio recordings and electronic materials containing study data will be stored on password-protected computers during and after the study. All hard copies of materials containing study data will be stored in locked file cabinets. We will make it clear to participants that participation in the study is completely voluntary, and they may refuse to answer any questions or leave at any point without penalty. We will also inform participants that Battelle will protect all personally identifying information gathered through this project so that what they say will be used in a confidential manner. To protect their confidentiality and privacy, any materials that have personally identifiable information will not be shared with anyone outside the project staff, and any reports or publications that result from this project will not quote participants by name or contain any statements attributable to them.

Phase 2 (evaluation surveys): As described above, there is very little risk to the participants, except for the possibility that some participants may find certain questions uncomfortable to answer and a possibility for a breach of confidentiality. The data collection procedures will be designed to prevent or redress any discomfort from responding to a survey and to minimize the risk of breach of confidentiality. We will follow a number of procedures to eliminate or reduce any discomfort a respondent may have. First, we will make clear that responding to the baseline and follow-up surveys is completely voluntary and that the participants may refuse to answer any or all questions. Second, the Interviewers will be trained to deal with sensitive issues and to detect when a respondent is feeling discomfort. In that event, the Interviewers will encourage the respondent to move on to another question if necessary. With respect to the risk of breach of confidentiality, when mailing packages with survey information to the participants, we will ensure that the packages are addressed to the participant and that the packaging does not display information that might compromise confidentiality (e.g., study objectives).

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4. Unforeseen Events (including Adverse Events / Unanticipated Problems / Non-conformance). How will unforeseen events be handled and by whom?

For both Phase 1 (cognitive interviews) and Phase 2 (evaluation surveys): All unforeseen events (UE) will be reported by project staff to the Battelle Project Manager as soon as it is known that an UE has occurred. The Battelle Project manager will report the UE to the IRB. She will then resolve or address the UE, providing the IRB a report on the event and resolution.

E. POTENTIAL BENEFITS

1. Information provided to study participants – For both phases:

- No direct benefit
- Medical or physical data
- Sociological data
- Psychological data
- Environmental data
- Other, specify:

2. Services provided to study participants—For both phases:

- No direct services provided
- Medical or rehabilitation treatment
- Social/economic service
- Psychological counseling
- Environmental cleanup or correction
- Other, specify:

3. What are the benefits, if any, to society that may be expected from this research study?

For both Phase 1 (cognitive interviews) and Phase 2 (evaluation surveys): The population of older adults in the U.S. is growing rapidly. In 2014, there were more than 46 million adults aged 65 or older in the U.S., representing approximately 14.5% of the population. By 2030, this segment of the population will increase to an estimated 72 million (20% of the population). A critical public health issue for the older adult population is *mobility* – how well people are able to get to places they need to go. There is widespread agreement that older adults in the U.S. do not adequately plan for their future mobility needs, nor are most aware of existing mobility resources in their communities. Thus, when individuals' mobility becomes impaired, they are often poorly prepared to adapt their lifestyle to their changing needs. Development of the 4-page informational brochure -- *the Mobility Planning Tool (MPT)*—may help in promoting readiness to adopt mobility-protective behaviors among older adults.

F. PROTECTION OF SUBJECTS

1. Guarantees, as applicable

- Anonymity (no link between individual and data)
- Confidentiality – *for both phases*

2. Special procedures to reduce or alleviate risks, as applicable

Procedure Area: Human Subjects Research

For additional information, contact the Subject Matter Expert for this procedure area.

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None—for both phases

- Medical treatment
- Counseling
- Environmental remediation
- Certificate of Confidentiality (CoC) has been applied for.
- Certificate of Confidentiality (CoC) has been received.
- Other, specify:

3. Describe any other procedures to reduce or alleviate risks including measures to protect confidentiality (100-200 words)

For both Phase 1 (cognitive interviews) and Phase 2 (evaluation surveys): Interviewers will be required to sign an extensive confidentiality statement. This assurance will contain a listing of requirements to maintain confidentiality and will include a signed pledge indicating that staff will comply with these procedures. The signed assurance of confidentiality legally binds the person never to disclose any information regarding the data collected. It also ensures that she or he will abide by Battelle terms of shipping or handling confidential materials. Furthermore, a staff member or interviewer is prohibited from interviewing or handling the confidential data of any person that she or he may know. If an interviewer receives an assignment that includes someone she or he knows, it is to be returned to the supervisor for reassignment.

G. RISK/BENEFIT RATIO

1. Weigh the potential risks and benefits of participation (100-200 words)

For both Phase 1 (cognitive interviews) and Phase 2 (evaluation surveys): There are no direct benefits to participation. Indirectly, the information and feedback provided by cognitive interview participants will be used to improve survey data collection for the *MPT* evaluation study. In turn, the *MPT* may aid older adults in planning for changes in their mobility. The main potential risk of participation is the potential for breaches of confidentiality. As described earlier, we will implement procedures not only to protect the confidentiality of the data and materials, but also to assure participants that we will protect the privacy and confidentiality of their identities and interview responses in any reports we produce or data we share outside of Battelle. Overall, Phases 1 and 2 of the study present minimal risks to participants, with potential benefits outweighing the potential risks of participation.

2. Special issues or types of risk, as applicable

- None – *for both phases*
- Collaborative research
- Multi-site research
- Follow-on studies
- Required to release information to authorities (e.g., reporting suspected child abuse)
- International research
- Other, specify:

3. What is the level of risk to participants

Procedure Area: Human Subjects Research

For additional information, contact the Subject Matter Expert for this procedure area.

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- Minimal risk, minimal benefit – *for both phases*
- Minimal risk, substantial benefit
- Substantial risk, substantial individual benefit
- Substantial risk, substantial research/society benefit
- Other, describe:

H. INVOLVEMENT OF OTHER INSTITUTIONS

1. Name other institutions involved in this study. Indicate which institution has the lead.

There are no other institutions engaged in the research. CDC is funding the study but is not engaged in the research.

2. Describe the human subjects research activities that will be conducted at or by Battelle.

All the data collection activity will be conducted by Battelle. This includes all the cognitive interviews of Phase 1 and the baseline and follow-up telephone surveys of Phase 2.

3. Describe the human subject research activities that will be conducted at or by the other institution(s)

None.

I. OTHER CONSIDERATIONS

Other Considerations—FOR BOTH PHASES	Yes	No
Will the results of this research study be held for inspection by the U.S. Food and Drug Administration for a future permit for marketing or research?		X
Does the research study involve recombinant DNA?		X
Does the research study involve use of radioactive materials or radiation producing devices?		X
Does the research study involve any use of animals in research?		X
Does the study involve the participation of Battelle staff members as the research subject population?		X

If yes to any, explain below:

ATTACH COPIES OF (check all that apply):

- Research Protocol/Study Plan, that specifically pertain to Human Subjects Research
- Proposed informed consent and assent forms
- Contact letters
- Interview scripts, screener scripts, etc.
- Data collection instruments
- Focus group guides, draft questions or description of questions
- Recruitment materials (e.g., posters, brochures, flyers, e-mailers)
- PI human subjects protection training documentation (e.g., CITI or NIH certificate)

Procedure Area: Human Subjects Research

For additional information, contact the Subject Matter Expert for this procedure area.

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- IRB approvals from other institutions
- Any other relevant documents that will be helpful to the IRB for this review

As it deems necessary, the IRB can request other study-related documents, e.g., information about sub-contractor(s), e.g., CV or resume, Statements of Work, or a complete Research Protocol/Study Plan.

APPENDICES:

- Appendix 1: Cognitive Interview Recruitment Flyer and Advertisement
- Appendix 2: Cognitive Interview Screener
- Appendix 3: Cognitive Interview Reminder Email or Letter
- Appendix 4: Cognitive Interview Script for Reminder Call
- Appendix 5: Cognitive Interview Consent Form
- Appendix 6: Cognitive Interview Discussion Guide
- Appendix 7: Cognitive Interview Handout of Survey Questions
- Appendix 8: Evaluation Study – Baseline Survey Screener and Telephone Interview
- Appendix 9: Evaluation Study – Cover Letter for *MPT* Mailing
- Appendix 10: Evaluation Study – Follow-Up Survey Telephone Interview
- Appendix 11: Evaluation Study – Thank You Letter for Mailing Magnet and *MPT*
- Appendix 12: Detailed Analysis Plan for Phase 2
- Appendix 13: CITI IRB Training Completion Certificate for Betsy Payn

Send completed application to IRB Manager for the appropriate line of review: Gary Sapp, (614) 424-7648, sappg@battelle.org

APPENDIX 1:

**COGNITIVE INTERVIEW
RECRUITMENT FLYER AND ADVERTISEMENT**

Cognitive Interview Recruitment Flyer



Are you 60 to 74 years old and able to get to places you need to go?

Are you able to get around and do the things you want to do without assistance?

Would you like to take part in a research interview about mobility among older adults?

- ***What will I do in the study?***

You will meet with an interviewer at Battelle, a non-profit research firm, near South Lake Union. You will be asked your opinions on survey questions that may be used by the Center for Disease Control (CDC).

The interview will take about 2 hours. You will receive a \$50 gift card at the end of the interview.

- ***Who do you want to participate in the study?***

We are looking for adults ages 60 to 74 who are able to get around on their own and who do not have any mobility limitations.

- ***Who do I contact if I want more information or would like to participate?***

Please contact Betsy Payn at 206-528-3138 or payn@battelle.org to volunteer or learn more about the study.

Battelle, a non-profit research firm, is recruiting adults ages 60 to 74 who can get around without assistance to participate in a study funded by the Centers for Disease Control and Prevention (CDC). Participants will meet with an interviewer at the Battelle office (near South Lake Union) and provide their opinions on survey questions about older adult mobility that may be used in a future survey. The interview will take about 2 hours. Participants will receive a \$50 gift card at the end of the interview. If you would like more information or want to participate, contact Betsy Payn at 206-528-3138 or payn@battelle.org to volunteer or learn more about the study.

APPENDIX 2:
COGNITIVE INTERVIEW
SCREENER

Cognitive Interview Screener

[Purpose of script/screener: Potential participants may call the number in the flyer or advertisement. Battelle will provide information about the study and will obtain information from potential participants to determine whether they meet the eligibility criteria and help ensure a diverse sample. Responses to all questions and information gathered will be recorded on the form below and then entered into an Excel spreadsheet.]

Script for incoming calls:

My name is [NAME], and I work for Battelle. Thank you for your interest in *The Older Adult Mobility Planning Study* for the *Centers for Disease Control and Prevention or CDC*.

Battelle is a research organization that is currently assisting the CDC. Battelle has been asked to conduct cognitive interviews on survey questions that ask about plans to protect physical mobility as people age, such as their ability to get to places they need to go as they get older. The purpose of the interviews is to learn if the survey questions are easy to understand and answer. We are currently recruiting adults who are 60 to 74 years old and who can get around without assistance to participate in these interviews.

In a moment, I will ask you a series of questions to determine if you are eligible to participate. If eligible, you will be asked to participate in a 2-hour cognitive interview. During the cognitive interview, we will ask you to answer survey questions and then will ask you about your understanding of those questions. We will audio record the discussion to help with our analysis. The audio recording will be destroyed after the research study is completed.

Your participation is completely voluntary, and all the information you provide will be kept confidential. If you are eligible for the study and choose to participate, you will receive a \$50 gift card as a thank you for participating. Does this sound like something you are interested in participating in? Do you have any questions?

IF PARTICIPANT DOES NOT SPEAK ENGLISH, THEY ARE NOT ELIGIBLE. THANK THEM AND END CALL.

INTERVIEWER INSTRUCTIONS: CIRCLE THE LETTER OF THE RESPONSE CATEGORY OR FILL IN AS INDICATED.

1. What is your age? ____ Years Old --> ***IF NOT WITHIN AGE RANGE OF 60 TO 74, NOT ELIGIBLE. SAY: "Thank you for your time. You are not currently eligible to participate in this study," AND END CALL.***

2. How would you describe your ability to get where you need to go on a typical day?
Would you say it is very good, good, fair, or poor?
 - a. VERY GOOD
 - b. GOOD
 - c. FAIR → **NOT ELIGIBLE**. SAY: “Thank you for your time. You are not currently eligible to participate in this study,” AND END CALL.
 - d. POOR → **NOT ELIGIBLE**. SAY: “Thank you for your time. You are not currently eligible to participate in this study,” AND END CALL.

3. Do you currently live in a retirement community, nursing home, assisted living residence or facility, a skilled nursing facility, or in some other assisted living situation?
 - a. Yes → **NOT ELIGIBLE**. SAY: “Thank you for your time. You are not currently eligible to participate in this study,” AND END CALL.
 - b. NO → **ELIGIBLE. GO TO Q4**

4. **GENDER: RECORD WITHOUT ASKING, IF POSSIBLE**
 - a. Female
 - b. Male

5. Are you of Hispanic or Latino/Latina origin or descent?
 - a. Yes, Hispanic or Latino/Latina
 - b. No, Not Hispanic nor Latino/Latina

6. Which of the following best describes your race? [READ RESPONSES]
 - a. White,
 - b. Black or African American,
 - c. Asian,
 - d. Native Hawaiian or Other Pacific Islander, or
 - e. American Indian or Alaska Native.

7. What is the highest level of education you have completed? [READ RESPONSES]
 - a. Less than high school,
 - b. High School diploma or GED,
 - c. Some college but no degree,
 - d. Associates Degree or Trade School Certification
 - e. Bachelor’s Degree, or
 - f. Post graduate degree, such as a Master’s or PhD?

8. Of these income groups, which category best represents your total combined family income during 2014? Just tell me the letter. Is it...[READ RESPONSES]
 - a. Less than \$30,000,
 - b. \$30,000-\$49,000,
 - c. \$50,000-\$99,000, or
 - d. \$100,000 or more.

- e. REFUSED
- f. DON'T KNOW

9. Do you live in an area that is: [READ RESPONSES]
- a. Rural,
 - b. Suburban, or
 - c. Urban.

10. Which best describes your Marital Status? [READ RESPONSES]
- a. Married,
 - b. Not married but living with a partner,
 - c. Never been married,
 - d. Divorced,
 - e. Separated, or
 - f. Widowed.

I'd now like to gather contact information for you.

Name: _____

Address: _____

Telephone Number: _____

Is that (**CIRCLE ONE**):

Home

Work

Cell

Email: _____

SCHEDULING:

[DETERMINE SCHEDULING BASED ON NEED FOR A DIVERSE SAMPLE. IF SCHEDULING NOW:]

Thank you for answering these questions. You are eligible for the study. We would like to set up a time to conduct the cognitive interview with you at our Battelle office or your home.

[IF NOT SCHEDULING NOW:]

Thank you for answering these questions to help us determine if you are eligible for this study. If you are selected to participate in a cognitive interview, we will contact you soon by phone to schedule a time.

[THANK PARTICIPANT AND END.]

ASSIGN POTENTIAL PARTICIPANTS A THREE-DIGIT ID NUMBER SEQUENTIALLY BEGINNING WITH 100. ASSIGN ID NUMBER:

APPENDIX 3:

**COGNITIVE INTERVIEW
REMINDER EMAIL OR LETTER**

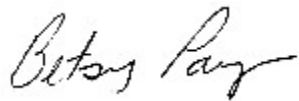
Reminder Email or Letter

[Battelle Letter head if letter]

Dear [PARTICIPANT NAME],

Thank you for agreeing to participate in the *Older Adult Mobility Planning Study*. I am writing to remind you of your scheduled appointment at Battelle on [DATE] at [TIME] to participate in a cognitive interview. Battelle is located on the 1100 Dexter Avenue North, Seattle, WA 98109. Please take the elevator to the 4th floor (Suite 400). The interview will take about 2 hours to complete. At the end of the interview, you will receive a \$50 gift card as a thank you for participating. If you have questions, please contact me at 206-528-3138 or by email at payn@battelle.org.

Best wishes,



Betsy Payn

Health Researcher

APPENDIX 4:

**COGNITIVE INTERVIEW
SCRIPT FOR REMINDER CALL**

Script for Reminder Call

Hi! Is [PARTICIPANT NAME] there?

[IF PARTICIPANT IS ON OR COMES TO THE PHONE, SAY:] I'm calling from Battelle about your participation in the *Older Adult Mobility Planning Study* and to remind you of your appointment at Battelle on **[DATE]** at **[TIME]**. Battelle is located on the 1100 Dexter Avenue North, Seattle, WA 98109. Please take the elevator to the 4th floor (Suite 400). The interview will take about 2 hours to complete. At the end of the interview, you will receive a \$50 gift card as a thank you for participating. Do you have any questions? **[ANSWER QUESTIONS]** Thank you. Good bye.

[IF PARTICIPANT IS NOT AVAILABLE, SAY:] May I leave a message? I'm calling to remind [PARTICIPANT NAME] of {his/her} appointment at Battelle on **[DATE]** at **[TIME]**. If [PARTICIPANT NAME] has any questions, {he/she} can contact Betsy Payn at 206-528-3138. Thank you. Good bye.

APPENDIX 5:
COGNITIVE INTERVIEW
CONSENT FORM

Cognitive Interview Consent Form

<p><i>The Older Adult Mobility Planning Study</i> Consent Form</p>

What is the purpose of this study?

The Centers for Disease Control and Prevention (CDC) has asked Battelle, a nonprofit research company, to develop a brochure or pamphlet that can help people ages 60 or older protect their ability to get places they need to go as they age. The study we are asking you to participate in is a cognitive interview to obtain your opinion about survey questions that will be used to evaluate the tool that is being developed. The purpose of the cognitive interview is to make sure the survey questions are relevant and understandable. Cognitive interview participants will be asked to provide feedback on potential questions for future use by the CDC.

What will I have to do if I am in this study?

If you are in this study, you will take part in a one-on-one interview at the Battelle Seattle office. Your interview will take no more than 2 hours of your time, not including time to and from the interview location. During the interview session, you may be asked to answer survey questions about what you are doing or are planning to do about your ability to get to get around in the future. You then will be asked about your understanding of the survey items.

What are the risks to being in this study?

There may be a level of discomfort for you in sharing your thoughts and opinions regarding the survey measures. Although steps will be in place to protect the confidentiality of your responses, there is a small possibility that the information you provide could be connected with your name.

What are the benefits to being in this study?

You will not benefit directly from this study. However, the information you provide will be used to improve tools to assist people in planning for changes in their mobility.

What about our privacy and the confidentiality of the information I provide?

All the information you share with us will be kept confidential. Only Battelle project staff will have access to any personally identifiable information about you. If you or someone else is in danger, we will need to tell people who can help. When conducting the study, we will not include in our notes or in any written reports your name or any other information that might identify you. In order to make sure our notes are correct, we will audio record the interview with you. The recording will only be used by members of the research team to confirm what is said during the discussion. The audio recordings will be destroyed after we are finished summarizing the information. Any other identifiable information about you also will be destroyed at the end of the study.

Do we have to agree to participate in the interview?

You can decide whether or not to take part in this cognitive interview. You may also choose not to answer any questions you wish. Nothing will happen to you if you choose not to participate. You will receive a \$50 gift card when we are finished today to thank you for your participation no matter how many questions you answer.

What if I have questions?

If you have any questions about this research study, you may call the Battelle Project Leader, Ms. Betsy Payn at (206) 528-3138. If you have questions about your rights as a research participant, please call the Battelle Institutional Review Board Chair (toll-free) at (877) 810-9530, ext. 500.

Participant's Consent to Participate

I understand the nature and purpose of the study, *The Older Adult Mobility Planning Study*, as described above. I understand the activities involved in the study and my rights as a research participant. I agree to participate in the cognitive interview.

Name of Participant (Print)

Signature of Participant

Date

APPENDIX 6:
COGNITIVE INTERVIEW
DISCUSSION GUIDE

Cognitive Interview Discussion Guide

General Instructions and Guidelines for Conducting the Cognitive Interview:

In order to assess respondent understanding and interpretation of each item, you will review the survey question by question with the interviewee and utilize a “think aloud” strategy for all the questions in a section, followed by probing for each question as described below. So, there will be two distinct “phases”: Think Aloud for all questions in a section (Phase I) and Verbal Probing separately for each question in the section (Phase II).

PHASE I: Think Aloud

In Phase I, you will read the survey questions to interviewees and ask them to think out loud as they answer the questions. After reading a survey question, you will inject little other than a prompt to “tell me what you are thinking” if the respondents pause. You are not asking any *specific* questions or probes at this point. The main purpose of this “phase” is to gather the interviewees’ thought process they first hear the question.

As the interviewees “think aloud” after hearing each question, it will be helpful for you to jot down some notes about words/phrases the interviewees find confusing/unclear, information they think is helpful, inappropriate, out of place, etc. This will help you to target your specific questions and probes in Phase II.

PHASE II: Verbal Probing

This is the phase of the interview after interviewees answer questions and let you know what they are thinking as they do so. The purpose is to:

- Try to understand further the reasons behind comments interviewees made during the “think-aloud” that are not clear to you;
- Assess the participants’ understanding of the question;
- Determine their impressions of the clarity and level of difficulty of the question; and,
- Ask (as appropriate) some item specific probes about the content that you and the participant have not discussed yet.

To accomplish this, read each survey question again with the participant and ask the following general questions:

- **Participants’ Understanding/Comprehension of the Content:** *E.g., – Can you repeat this question in your own words?*
- **Level of Difficulty:** *E.g. –Was that easy or hard to answer?*

- **Unclear/Confusing Content:** *E.g. – Was there anything about this particular question you found confusing? or What does the term “X” mean to you?*
- **Confidence Judgment:** *E.g. – How sure are you that the answer you picked accurately reflects how you really feel about this statement?*

In addition, follow up with interviewees about anything they mentioned during the Phase I review/“think aloud” that you feel you need a better understanding of (*e.g.*, “*What was your reason for mentioning [XX] again? I just want to make sure I understand.*”), and, as appropriate or needed, ask any item-specific probes for a particular question (examples of specific probes to consider asking are listed below throughout the remainder of the interview guide). Not all questions listed for Phase 2 should be asked. Use the questions as a reminder for what might be asked or probed given a participant’s answer and understanding of the question.

Finally, as you move through the questions, (and/or other appropriate times during the interview), remember not only to provide some occasional encouragement and praise to interviewees about how helpful their feedback is but also some occasional reminders about how there are no right or wrong answers, this is not a test, they are the “expert” today, etc. (as will be mentioned in the sample pre-interview script below).

Also pay attention to your time to make sure you get through all of the questions if possible. This may mean skipping some of the Phase 2 probing questions if you have enough information on particular survey questions.

General Questions on the Instrument

After completing Phases I and II for all the survey items, you will ask participants some general questions about the instrument as a whole. This will be followed by a question about the interview experience. This will conclude the interview. You will then provide the incentive (\$50) to the participant.

Prior to Each Interview:

- Call the participant 1 – 2 days prior to the interview, and again on the day of the interview if needed, to remind the participant about the interview date, time, and place. We expect the cognitive interview to last approximately 2 hours.
- Complete the table below with pertinent information about the interview (*e.g.*, unique participant ID code, interview date/time, interviewer)
- Remember to bring the following important items to the interview:
 - ✓ Audio recorder
 - ✓ Cognitive Interviewer Guide
 - ✓ At least two copies of consent form (one for participant to sign and return, one to keep)
 - ✓ Extra pens and batteries
- Welcome and Consent and Assent Process:
 - ✓ Point out location of restroom if/when needed.
 - ✓ When ready, obtain consent for participation.

Participant ID:	
Interview Date/Time:	
Interviewer:	

Pre-Interview Script:

Note: The pre-interview script is to be used as a *guide* to help make sure the important points are covered and doesn't need to be recited verbatim. Practice before the interview so it comes across as more conversational and try not to read from the script.

Welcome, and thanks again for agreeing to participate in our study, The Older Adult Mobility Planning Study. My name is [NAME] and I work for Battelle. Battelle is a non-profit research organization that is currently assisting the Centers for Disease Control and Prevention, or "CDC," to develop a brochure or pamphlet to help people who are 60 years or older protect their mobility, such as their ability to get to places they need to go as they get older.

CDC has contracted with Battelle to collect feedback on survey questions to be used in evaluating the brochure that CDC is developing. To accomplish this, we're identifying individuals from diverse backgrounds to participate in interviews to ensure that the survey questions are relevant and understandable.

The specific purpose of today's interview is to get your feedback on potential survey questions to be used in an evaluation study of a brochure developed by CDC to help older adults plan for future changes in their mobility. We're hoping to get your opinions about the content of the questions on a range of topics, including how understandable you think the questions are and how difficult they are to answer, as well as any particular word, phrases or concepts you think are confusing. There is no right or wrong answer – you are the expert. The feedback we receive from you and others who we interview about this will certainly help improve the content of the survey questions and the overall experience for individuals who will answer the future survey.

Basically, we are interested in what you are thinking when you hear the survey question. In order to find out what you are thinking, I want you to think out loud as much as you can as I ask you the questions. In other words, when you hear the question, I want you to say out loud everything you say to yourself silently, for example, about things you find confusing, things you think go against what you believe to be true, or any other impressions or thoughts you have that you feel are important to know.

I know this is kind of different. It's not what people usually do. Usually people would just answer the question asked. So, I may have to remind you from time to time to let me know what you're thinking. OK?

Before we begin, I'll also need to get your consent to participate in today's interview. Here's a copy of the consent form for our study for you to review and sign.

Hand consent form to the participant, have him/her read the form, and then answer any questions he/she has. Once all questions have been answered, ask the participant to sign the consent form for his/her participation. Provide the participant a blank copy of the consent to keep.

OK, great! I also want to mention before we begin that, although I will be taking some notes, I don't write that fast, so as was mentioned in the consent form, we'll need to have an audio record of what we discuss today, OK? I'm going to turn the recorder on now, and then we can start. We'll work through the questions until we finish, no later than [TIME 2 hours from time you began].

As I mentioned earlier, please try to "think aloud" as much as possible as I read you each question and you respond. Although I'll be asking you a bunch of general and item-specific questions to see what you think about each question, it's also very helpful to get your initial thoughts and impressions.

*****Remember to turn on audio recorder*****

SECTION 1, PHASE 1-THINK ALOUD: SCREENER QUESTIONS

First, I'd like to ask you a few questions to see if you are eligible for the survey.

1. What is your age?
2. Do you have any disability, handicap, or chronic condition that keeps you from participating in work, school, housework, or other activities?
3. Where do you currently live: in a retirement community, nursing home, assisted living residence or facility, a skilled nursing facility, or in some other assisted living situation?

NOTES:

SECTION 1, PHASE 2-VERBAL PROBING: SCREENER QUESTIONS

Now I'd like to ask you some specific questions about each item. We'll start with Question 1.

1. What is your age?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- e. Is there anything about this particular statement you found confusing or unclear?
- f. Is there anything else you'd like to say about this statement?

The next question is:

2. Do you have any disability, handicap, or chronic condition that keeps you from participating in work, school, housework, or other activities?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- e. Is there anything about this particular statement you found confusing or unclear?
- f. Is there anything else you'd like to say about this statement?

The next question is:

3. Where do you currently live: in a retirement community, nursing home, assisted living residence or facility, a skilled nursing facility, or in some other assisted living situation?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- e. Is there anything about this particular statement you found confusing or unclear?
- f. Is there anything else you'd like to say about this statement?

SECTION 2, PHASE 1-THINK ALOUD: TTM QUESTIONS

In thinking about the future, many people make plans for what they will do when there are big changes in their life, such as changes in their employment, such as retirement, changes in their home or where they live, or changes in their physical ability.

In this section of the interview, I will read several statements to you about what you might be doing to prepare for changes in your life. For each statement, please tell me how strongly you disagree or agree with each statement.

1. I am preparing to start a regular exercise program in the next few weeks.
2. I have started making changes to my home so as to protect me from tripping or falling in my home as I get older.
3. I have been thinking about my ability to get around as I get older.
4. I don't need to do anything to maintain or improve my physical strength or balance as I get older.
5. I am very motivated to conduct a safety check of my home to protect me from trips and falls as I get older.
6. I really think I should get started with a plan to make my home safe from the risk of tripping and falls.
7. I have been successful in making changes to eliminate trip and fall hazards in my home.
8. I could make changes to make my home safer from trips and falls as I get older, but I don't currently have plans to.
9. I have been talking with my family and friends about how I will get around as I get older.
10. I have made some changes to make sure I can get around as I get older, and I plan to continue.

11. I don't have the time or energy to think about how I will get where I need to go outside of my home as I get older.
12. I am doing something about the things that might limit my ability to get around as I get older, such as exercising or getting a vision checkup.
13. I have made the changes I need to make so I will have the physical ability to do the things I want to do as I get older.
14. I have been thinking about whether I will be able to do the things I want to do as I get older.
15. I know how to get around as I get older and will continue to look for opportunities or support as I need them.

NOTES:

SECTION 2, PHASE 2-VERBAL PROBING: TTM QUESTIONS

Now I'd like to ask you some specific questions about each item. The first question in this section is:

In thinking about the future, many people make plans for what they will do when there are big changes in their life, such as changes in their employment, such as retirement, changes in their home or where they live, or changes in their physical ability.

In this section of the interview, I will read several statements to you about what you might be doing to prepare for changes in your life. For each statement, please tell me how strongly you disagree or agree with each statement.

1. I am preparing to start a regular exercise program in the next few weeks. [Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?]
 - a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
 - b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
 - c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
 - d. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
 - e. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
 - f. Is there anything about this particular statement you found confusing or unclear?
 - g. Is there anything else you'd like to say about this statement?

The next question is:

2. I have started making changes to my home so as to protect me from tripping or falling in my home as I get older. [Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?]
 - a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
 - b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
 - c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
 - d. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
 - e. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
 - f. Is there anything about this particular statement you found confusing or unclear?
 - g. Is there anything else you'd like to say about this statement?

The next question is:

3. I have been thinking about my ability to get around as I get older. [Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?]

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?
- g. Is there anything else you'd like to say about this statement?

The next question is:

4. I don't need to do anything to maintain or improve my physical strength or balance as I get older. [Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?]

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?
- g. Is there anything else you'd like to say about this statement?

The next question is:

5. I am very motivated to conduct a safety check of my home to protect me from trips and falls as I get older. [Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?]

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?
- g. Is there anything else you'd like to say about this statement?

The next question is:

6. I really think I should get started with a plan to make my home safe from the risk of tripping and falls. [Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?]

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?
- g. Is there anything else you'd like to say about this statement?

The next question is:

7. I have been successful in making changes to eliminate trip and fall hazards in my home. [Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?]

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?
- g. Is there anything else you'd like to say about this statement?

The next question is:

8. I could make changes to make my home safer from trips and falls as I get older, but I don't currently have plans to. [Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?]

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?
- g. Is there anything else you'd like to say about this statement?

The next question is:

9. I have been talking with my family and friends about how I will get around as I get older. [Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?]

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?
- g. Is there anything else you'd like to say about this statement?

The next question is:

10. I have made some changes to make sure I can get around as I get older, and I plan to continue. [Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?]

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?
- g. Is there anything else you'd like to say about this statement?

The next question is:

11. I don't have the time or energy to think about how I will get where I need to go outside of my home as I get older. [Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?]

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?
- g. Is there anything else you'd like to say about this statement?

The next question is:

12. I am doing something about the things that might limit my ability to get around as I get older, such as exercising or getting a vision checkup. [Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?]

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?
- g. Is there anything else you'd like to say about this statement?

The next question is:

13. I have made the changes I need to make so I will have the physical ability to do the things I want to do as I get older. [Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?]

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?
- g. Is there anything else you'd like to say about this statement?

The next question is:

14. I have been thinking about whether I will be able to do the things I want to do as I get older. [Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?]

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?

- g. Is there anything else you'd like to say about this statement?

The next question is:

15. I know how to get around as I get older and will continue to look for opportunities or support as I need them. [Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?]

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?
- g. Is there anything else you'd like to say about this statement?

SECTION 3, PHASE 1-THINK ALOUD: BEHAVIORS IN THE PAST 2 WEEKS

Now I'd like to ask several questions about things you may have done in the last 2 weeks. For each activity, please tell me if in the last two weeks:

- You did not think about doing it,
 - You thought about doing it,
 - You made plans to do it, or
 - You did the activity.
1. The first activity is, had a physical checkup. In the last 2 weeks, did you not think about doing it, did you think about doing it, did you make plans to do it, or did you do it?
 2. [The next activity is...] Had all your medicines reviewed by your health care provider or pharmacist
 3. [The next activity is...] Had a vision checkup
 4. [The next activity is...] Participated in an exercise program to increase your physical strength
 5. [The next activity is...] Participated in an exercise program to increase your balance
 6. Checked your home for tripping hazards
 7. [The next activity is...] Made any changes for safety in your home, such as putting handrails on the stairs, grab bars in your bathroom, a lamp within reach of your bed, or any other changes for safety
 8. [The next activity is...] Took a driving refresher course
 9. [The next activity is...] Got your car checked to see how well it fits you
 10. [The next activity is...] Gathered information on transportation options other than driving yourself

SECTION 1, PHASE 2-VERBAL PROBING: BEHAVIORS IN THE PAST 2 WEEKS

Now I'd like to ask several questions about things you may have done in the last 2 weeks. For each activity, please tell me if in the last two weeks: You did not think about doing it; you thought about doing it; you made plans to do it; or, you did the activity.

1. The first activity is, had a physical checkup. In the last 2 weeks, did you not think about doing it, did you think about doing it, did you make plans to do it, or did you do it?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?
- g. Is there anything else you'd like to say about this statement?

[The next activity is...].

2. Had all your medicines reviewed by your health care provider or pharmacist? In the last 2 weeks, did you not think about doing it, did you think about doing it, did you make plans to do it, or did you do it?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?
- g. Is there anything else you'd like to say about this statement?

[The next activity is...].

3. Had a vision checkup? In the last 2 weeks, did you not think about doing it, did you think about doing it, did you make plans to do it, or did you do it?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?

- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?
- g. Is there anything else you'd like to say about this statement?

[The next activity is...].

4. Participated in an exercise program to increase your physical strength? In the last 2 weeks, did you not think about doing it, did you think about doing it, did you make plans to do it, or did you do it?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?
- g. Is there anything else you'd like to say about this statement?

[The next activity is...].

5. Participated in an exercise program to increase your balance? In the last 2 weeks, did you not think about doing it, did you think about doing it, did you make plans to do it, or did you do it?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?
- g. Is there anything else you'd like to say about this statement?

[The next activity is...].

6. Checked your home for tripping hazards? In the last 2 weeks, did you not think about doing it, did you think about doing it, did you make plans to do it, or did you do it?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?

- f. Is there anything about this particular statement you found confusing or unclear?
- g. Is there anything else you'd like to say about this statement?

[The next activity is...].

7. Made any changes for safety in your home, such as putting handrails on the stairs, grab bars in your bathroom, a lamp within reach of your bed, or any other changes for safety? In the last 2 weeks, did you not think about doing it, did you think about doing it, did you make plans to do it, or did you do it?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?
- g. Is there anything else you'd like to say about this statement?

[The next activity is...].

8. Took a driving refresher course? In the last 2 weeks, did you not think about doing it, did you think about doing it, did you make plans to do it, or did you do it?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?
- g. Is there anything else you'd like to say about this statement?

[The next activity is...].

9. Got your car checked to see how well it fits you? In the last 2 weeks, did you not think about doing it, did you think about doing it, did you make plans to do it, or did you do it?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?
- g. Is there anything else you'd like to say about this statement?

[The next activity is...].

10. Gathered information on transportation options other than driving yourself? In the last 2 weeks, did you not think about doing it, did you think about doing it, did you make plans to do it, or did you do it?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?
- g. Is there anything else you'd like to say about this statement?

SECTION 4, PHASE 1-THINK ALOUD: DEVELOPING PLAN

For each statement, please tell me how strongly you agree or disagree with each statement.

1. I have a plan for how I will maintain or increase my ability to do the things I want to do as I get older, including increasing my physical strength, improving my balance, and monitoring my vision and health. [Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?]
2. I have a plan for how I will make my home safe so I can avoid tripping and falling in my home. [Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?]
3. I have a plan for how I will get to where I want to go when I can no longer use my usual ways of getting around. [Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?]

SECTION 4, PHASE 2-VERBAL PROBING: DEVELOPING PLAN

1. I have a plan for how I will maintain or increase my ability to do the things I want to do as I get older, including increasing my physical strength, improving my balance, and monitoring my vision and health. [Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?]

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?
- g. Is there anything else you'd like to say about this statement?

The next statement is:

2. I have a plan for how I will make my home safe so I can avoid tripping and falling in my home. [Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?]

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?

g. Is there anything else you'd like to say about this statement?

The next statement is:

3. I have a plan for how I will get to where I want to go when I can no longer use my usual ways of getting around. [Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?]

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?
- g. Is there anything else you'd like to say about this statement?

SECTION 5, PHASE 1-THINK ALOUD: BACKGROUND QUESTIONS

Now I'd like to ask you some general questions about your background.

1. How long have you lived in your current residence?
2. How many adults, age 18 years or older, live in your home with you?
3. Are you of Hispanic or Latino/Latina origin or descent?
4. Which of the following best describes your race: White; Black or African American; Asian, Native Hawaiian or Other Pacific Islander; or, American Indian or Alaska Native?
5. What is your current marital status? Are you currently married, widowed, divorced, separated, or never married?
6. **ASK IF NOT OBVIOUS:** Are you male or female?
7. What is the highest grade or year of school that you completed?
8. Last week were you working full time at least 35 hours, working part time less than 35 hours, retired, going to school, keeping house, or doing something else?
9. How strongly do you disagree or agree with the following statement?: "I can count on my friends and family to listen when I need to talk." Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?
10. In a typical month, how often do you drive a car to get to a destination? Would you say: Every day; more than once a week; once a week; 2-3 times a month; once a month; less than once a month; never; or, you do not have a car to drive?
11. How about taking public transit? In a typical month, how often do you take public transit, such as take the bus or use the subway, to get to a destination? [IF NECESSARY, SAY:] Would you say: Every day; more than once a week; once a week; 2-3 times a month; once a month; less than once a month; never; or, there is no public transportation in your area?
12. And, in a typical month, how often do you walk to get to a destination? [IF NECESSARY, SAY:] Would you say: Every day; more than once a week; once a week; 2-3 times a month; once a month; or, never?

SECTION 5, PHASE 2-VERBAL PROBING: BACKGROUND QUESTIONS

Now I'd like to ask you some general questions about your background.

- 1. How long have you lived in your current residence?**
 - a. What do you think of when you hear this question? **PROBE:** What images or experiences come to mind?
 - b. Can you repeat this statement in your own words? **PROBE:** How would you suggest rephrasing this statement to make it more understandable or clearer?
 - c. Was this easy or hard to answer? **PROBE:** What made it [hard or easy]?
 - d. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
 - e. Is there anything about this particular statement you found confusing or unclear?
 - f. Is there anything else you'd like to say about this statement?

The next question is:

2. How many adults, age 18 years or older, live in your home with you?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- e. Is there anything about this particular statement you found confusing or unclear?
- f. Is there anything else you'd like to say about this statement?

The next question is:

3. Are you of Hispanic or Latino/Latina origin or descent?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- e. Is there anything about this particular statement you found confusing or unclear?
- f. Is there anything else you'd like to say about this statement?

The next question is:

4. Which of the following best describes your race: White; Black or African American; Asian, Native Hawaiian or Other Pacific Islander; or, American Indian or Alaska Native?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- e. Is there anything about this particular statement you found confusing or unclear?
- f. Is there anything else you'd like to say about this statement?

The next question is:

5. What is your current marital status? Are you currently married, widowed, divorced, separated, or never married?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?

- d. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- e. Is there anything about this particular statement you found confusing or unclear?
- f. Is there anything else you'd like to say about this statement?

The next question is:

6. ASK IF NOT OBVIOUS: Are you male or female?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- e. Is there anything about this particular statement you found confusing or unclear?
- f. Is there anything else you'd like to say about this statement?

The next question is:

7. What is the highest grade or year of school that you completed?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- e. Is there anything about this particular statement you found confusing or unclear?
- f. Is there anything else you'd like to say about this statement?

The next question is:

8. Last week were you working full time at least 35 hours, working part time less than 35 hours, retired, going to school, keeping house, or doing something else?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- e. Is there anything about this particular statement you found confusing or unclear?
- f. Is there anything else you'd like to say about this statement?

The next question is:

9. How strongly do you disagree or agree with the following statement?: “I can count on my friends and family to listen when I need to talk.” Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?
- g. Is there anything else you’d like to say about this statement?

The next question is:

10. In a typical month, how often do you drive a car to get to a destination? Would you say: Every day; more than once a week; once a week; 2-3 times a month; once a month; less than once a month; never; or, you do not have a car to drive?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?
- g. Is there anything else you’d like to say about this statement?

The next question is:

11. How about taking public transit? In a typical month, how often do you take public transit, such as take the bus or use the subway, to get to a destination? [IF NECESSARY, SAY:] Would you say: Every day; more than once a week; once a week; 2-3 times a month; once a month; less than once a month; never; or, there is no public transportation in your area?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?

- g. Is there anything else you'd like to say about this statement?

The next question is:

12. And, in a typical month, how often do you walk to get to a destination? [IF NECESSARY, SAY:] Would you say: Every day; more than once a week; once a week; 2-3 times a month; once a month; or, never?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?
- g. Is there anything else you'd like to say about this statement?

THE OLDER ADULT MOBILITY PLANNING TOOL

The last section is about the brochure that we are developing. [HAND PARTICIPANT THE BROCHURE.] Please take a few minutes to look through the brochure, then I'll continue with the cognitive interview.

[AFTER 5 MINUTES, TELL THE PARTICIPANT THAT YOU'LL START THE COGNITIVE INTERVIEW AGAIN, STARTING WITH THINK-ALOUD SECTION.]

SECTION 6, PHASE 1-THINK ALOUD: DISSEMINATION AND FEEDBACK ON USE OF BROCHURE

I would like to ask you some questions about the brochure.

1. Using a scale from 1 to 5, where 1 is not at all likely and 5 is very likely, how likely are you to download the brochure if it is on the Web or Internet?
2. How likely are you to use the brochure if it is given to you by your medical provider?
3. How likely are you to read the rest of the brochure if you only saw the first page?
4. Did you use the chart on page 2 of the brochure, *Mobility Plan for Myself*, to develop a mobility plan for yourself?
5. Which parts of the *Mobility Plan for Myself* on page 2 did you find most helpful?
6. Which parts of the *Mobility Plan for Myself* on page 2 did you find least helpful?
7. Did you use the chart on page 3 of the brochure, *Mobility Plan for Inside My Home*, to develop a plan to reduce the risk of trips and falls in your home?
8. Which parts of the *Mobility Plan for Inside My Home* on page 3 did you find most helpful?
9. Which parts of the *Mobility Plan for Inside My Home* on page 3 did you find least helpful?
10. Did you use the chart on page 4 of the brochure, *Mobility Plan for Outside My Home*, to develop a plan for how you would get around if you could not do what you usually do?
11. Which parts of the *Mobility Plan for Outside My Home* on page 4 did you find most helpful?
12. Which parts of the *Mobility Plan for Outside My Home* on page 4 did you find least helpful?

SECTION 6, PHASE 2-VERBAL PROBING: DISSEMINATION AND FEEDBACK ON USE OF BROCHURE

I would like to ask you some questions about the brochure.

1. Using a scale from 1 to 5, where 1 is not at all likely and 5 is very likely, how likely are you to download the brochure if it is on the Web or Internet?
 - a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
 - b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
 - c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?

- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?
- g. Is there anything else you'd like to say about this statement?

The next statement is:

2. How likely are you to use the brochure if it is given to you by your medical provider?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?
- g. Is there anything else you'd like to say about this statement?

The next statement is:

3. How likely are you to read the rest of the brochure if you only saw the first page?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. Were the response categories easy to use in answering the question? If not, what made them difficult to use?
- e. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- f. Is there anything about this particular statement you found confusing or unclear?
- g. Is there anything else you'd like to say about this statement?

The next statement is:

4. Did you use the chart on page 2 of the brochure, *Mobility Plan for Myself*, to develop a mobility plan for yourself?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- e. Is there anything about this particular statement you found confusing or unclear?

f. Is there anything else you'd like to say about this statement?

The next statement is:

5. Which parts of the *Mobility Plan for Myself* on page 2 did you find most helpful?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- e. Is there anything about this particular statement you found confusing or unclear?
- f. Is there anything else you'd like to say about this statement?

The next statement is:

6. Which parts of the *Mobility Plan for Myself* on page 2 did you find least helpful?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- e. Is there anything about this particular statement you found confusing or unclear?
- f. Is there anything else you'd like to say about this statement?

The next statement is:

7. Did you use the chart on page 3 of the brochure, *Mobility Plan for Inside My Home*, to develop a plan to reduce the risk of trips and falls in your home?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- e. Is there anything about this particular statement you found confusing or unclear?
- f. Is there anything else you'd like to say about this statement?

The next statement is:

8. Which parts of the *Mobility Plan for Inside My Home* on page 3 did you find most helpful?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?

- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- e. Is there anything about this particular statement you found confusing or unclear?
- f. Is there anything else you'd like to say about this statement?

The next statement is:

9 Which parts of the *Mobility Plan for Inside My Home* on page 3 did you find least helpful?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- e. Is there anything about this particular statement you found confusing or unclear?
- f. Is there anything else you'd like to say about this statement?

The next statement is:

10. Did you use the chart on page 4 of the brochure, *Mobility Plan for Outside My Home*, to develop a plan for how you would get around if you could not do what you usually do?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- e. Is there anything about this particular statement you found confusing or unclear?
- f. Is there anything else you'd like to say about this statement?

The next statement is:

11. Which parts of the *Mobility Plan for Outside My Home* on page 4 did you find most helpful?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- e. Is there anything about this particular statement you found confusing or unclear?
- f. Is there anything else you'd like to say about this statement?

The next statement is:

12. Which parts of the *Mobility Plan for Outside My Home* on page 4 did you find least helpful?

- a. What do you think of when you hear this question? PROBE: What images or experiences come to mind?
- b. Can you repeat this statement in your own words? PROBE: How would you suggest rephrasing this statement to make it more understandable or clearer?
- c. Was this easy or hard to answer? PROBE: What made it [hard or easy]?
- d. How sure are you that the answer you picked accurately reflects how you really feel about this statement?
- e. Is there anything about this particular statement you found confusing or unclear?
- f. Is there anything else you'd like to say about this statement?

GENERAL QUESTIONS ABOUT THE INSTRUMENT:

- *Overall, what would you say is the main purpose of the questions you were asked today?*

[HAND PARTICIPANT THE SURVEY ITEMS HANDOUT]

1. *Were there any questions that now stand out as being particularly difficult to answer? If so, what made them difficult?*
2. *The response categories for several of the questions are: “Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?” Other possible responses patterns could be:*
 - a. *“Do you disagree, are neutral, or agree with the statement?” OR*
 - b. *“Using a scale from 1 to 5, where 1 is strongly disagree and 5 is strongly agree, please tell your level of agreement with the statement.”*

If you were answering these questions on the phone, how would you prefer to answer these questions?

- *“Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?”*,
 - *“Do you disagree, are neutral, or agree with the statement?”*, OR
 - *“Using a scale from 1 to 5, where 1 is strongly disagree and 5 is strongly agree, please tell your level of agreement with the statement.”*
3. *Which of these questions seems **most** relevant to older adults without known mobility limitations?*

Probe: Can you give me an example of this?
 4. *Which of these seem **least** relevant to older adults without known mobility limitations?*

Probe: Can you give me an example of this?
 5. *Were there questions that we didn't ask that you think we should? What specifically?*
 6. *If these questions were asked over the telephone, are there any that would be difficult to answer over the phone? Which ones and why would they be difficult?*
 7. *Were there any questions that you would recommend we not ask of older adults without known mobility limitations? Why?*
 8. *Before we wrap up, is there anything else you feel would be important for us to know about and consider as we work to improve and finalize this set of survey questions?*

Interview Conclusion:

- *Well, we've finished...Do you have any questions?*
- *What did you think of the experience?*

Thank you very much for participating. Your input will be very helpful in improving the survey instrument.

[Remember to hand the interviewee the \$50 gift card for participating, have participant sign the incentive payment receipt form, walk with participant to the exit, and thank them again for providing valuable feedback.]

<u>INTERVIEWER OBSERVATIONS</u>
--

1. *Which questions did the participant not understand?*
2. *Which questions did the participant have difficulty answering and why?*
3. *Did the participant have difficulty using the response categories? If yes, how so?*
4. *Please provide any other information about the participant and/or the interview might help in analyzing the interview results.*

APPENDIX 7:

**COGNITIVE INTERVIEW
HANDOUT OF SURVEY QUESTIONS**

COGNITIVE INTERVIEW HANDOUT OF SURVEY QUESTIONS

Developing the OAMAT Evaluation Study
Cognitive Interview Participant Handout

SECTION 1: SCREENER QUESTIONS

First, I'd like to ask you a few questions to see if you are eligible for the survey.

1. What is your age?
2. How would you describe your ability to get where you need to go on a typical day? Would you say it is very good, good, fair, or poor?
3. Do you currently live in a retirement community, nursing home, assisted living residence or facility, a skilled nursing facility, or in some other assisted living situation?

SECTION 2: TTM QUESTIONS

In thinking about the future, many people make plans for what they will do when there are big changes in their life, such as changes in their employment, such as retirement, changes in their home or where they live, or changes in their physical ability.

In this section of the interview, I will read several statements to you about what you might be doing to prepare for changes in your life. For each statement, please tell me how strongly you disagree or agree with each statement.

[Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?]

1. I am preparing to start a regular exercise program in the next few weeks.
2. I have started making changes to my home so as to protect me from tripping or falling in my home as I get older.
3. I have been thinking about my ability to get around as I get older.
4. I don't need to do anything to maintain or improve my physical strength or balance as I get older.
5. I am very motivated to conduct a safety check of my home to protect me from trips and falls as I get older.
6. I really think I should get started with a plan to make my home safe from the risk of tripping and falls.
7. I have been successful in making changes to eliminate trip and fall hazards in my home.

8. I could make changes to make my home safer from trips and falls as I get older, but I don't currently have plans to.
9. I have been talking with my family and friends about how I will get around as I get older.
10. I have made some changes to make sure I can get around as I get older, and I plan to continue.
11. I don't have the time or energy to think about how I will get where I need to go outside of my home as I get older.
12. I am doing something about the things that might limit my ability to get around as I get older, such as exercising or getting a vision checkup.
13. I have made the changes I need to make so I will have the physical ability to do the things I want to do as I get older.
14. I have been thinking about whether I will be able to do the things I want to do as I get older.
15. I know how to get around as I get older and will continue to look for opportunities or support as I need them.

SECTION 3: BEHAVIORS IN THE PAST 2 WEEKS

Now I'd like to ask several questions about things you may have done in the last 2 weeks. For each activity, please tell me if in the last two weeks:

- You did not think about doing it,
 - You thought about doing it,
 - You made plans to do it, or
 - You did the activity.
1. The first activity is, had a physical checkup. In the last 2 weeks, did you not think about doing it, did you think about doing it, did you make plans to do it, or did you do it?
 2. [The next activity is...] Had all your medicines reviewed by your health care provider or pharmacist
 3. [The next activity is...] Had a vision checkup
 4. [The next activity is...] Participated in an exercise program to increase your physical strength
 5. [The next activity is...] Participated in an exercise program to increase your balance
 6. Checked your home for tripping hazards
 7. [The next activity is...] Made any changes for safety in your home, such as putting handrails on the stairs, grab bars in your bathroom, a lamp within reach of your bed, or any other changes for safety
 8. [The next activity is...] Took a driving refresher course

9. [The next activity is...] Got your car checked to see how well it fits you
10. [The next activity is...] Gathered information on transportation options other than driving yourself

SECTION 4: DEVELOPING PLAN

1. I have a plan for how I will maintain or increase my ability to do the things I want to do as I get older, including increasing my physical strength, improving my balance, and monitoring my vision and health. [*Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?*]
2. I have a plan for how I will make my home safe so I can avoid tripping and falling in my home. [Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?]
3. I have a plan for how I will get to where I want to go when I can no longer use my usual ways of getting around. [Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?]

SECTION 5: BACKGROUND

Now I'd like to ask you some general questions about your background.

1. How long have you lived in your current residence?
2. How many adults, age 18 years or older, live in your home with you?
3. Are you of Hispanic or Latino/Latina origin or descent?
4. Which of the following best describes your race: White; Black or African American; Asian, Native Hawaiian or Other Pacific Islander; or, American Indian or Alaska Native?
5. What is your current marital status? Are you currently married, widowed, divorced, separated, or never married?
6. **ASK IF NOT OBVIOUS:** Are you male or female?
7. What is the highest grade or year of school that you completed?
8. Last week were you working full time at least 35 hours, working part time less than 35 hours, retired, going to school, keeping house, or doing something else?
9. How strongly do you disagree or agree with the following statement?: "I can count on my friends and family to listen when I need to talk." Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?

10. In a typical month, how often do you drive a car to get to a destination? Would you say: Every day; more than once a week; once a week; 2-3 times a month; once a month; less than once a month; never; or, you do not have a car to drive?
11. How about taking public transit? In a typical month, how often do you take public transit, such as take the bus or use the subway, to get to a destination? [IF NECESSARY, SAY:] Would you say: Every day; more than once a week; once a week; 2-3 times a month; once a month; less than once a month; never; or, there is no public transportation in your area?
12. And, in a typical month, how often do you walk to get to a destination? [IF NECESSARY, SAY:] Would you say: Every day; more than once a week; once a week; 2-3 times a month; once a month; or, never?

SECTION 6: DISSEMINATION AND FEEDBACK ON USE OF BROCHURE

Finally, I would like to ask you some questions about the brochure that was sent to your home 2 weeks ago.

1. Using a scale from 1 to 5, where 1 is not at all likely and 5 is very likely, how likely are you to download the brochure if it is on the Web or Internet?
2. How likely are you to use the brochure if it is given to you by your medical provider?
3. How likely are you to read the rest of the brochure if you only saw the first page?
4. Did you use the chart on page 2 of the brochure, *Mobility Plan for Myself*, to develop a mobility plan for yourself?
5. Which parts of the *Mobility Plan for Myself* on page 2 did you find most helpful?
6. Which parts of the *Mobility Plan for Myself* on page 2 did you find least helpful?
7. Did you use the chart on page 3 of the brochure, *Mobility Plan for Inside My Home*, to develop a plan to reduce the risk of trips and falls in your home?
8. Which parts of the *Mobility Plan for Inside My Home* on page 3 did you find most helpful?
9. Which parts of the *Mobility Plan for Inside My Home* on page 3 did you find least helpful?
10. Did you use the chart on page 4 of the brochure, *Mobility Plan for Outside My Home*, to develop a plan for how you would get around if you could not do what you usually do?
11. Which parts of the *Mobility Plan for Outside My Home* on page 4 did you find most helpful?
12. Which parts of the *Mobility Plan for Outside My Home* on page 4 did you find least helpful?

APPENDIX 8:

**EVALUATION STUDY – BASELINE SURVEY
SCREENER AND TELEPHONE INTERVIEW**

Evaluation Study – Baseline Survey Screener and Telephone Interview

SECTION A: INTRODUCTORY TEXT

[SCRIPT IF SOMEONE ANSWERS THE PHONE:]

Hello, my name is [INTERVIEWER NAME] from Battelle, a research organization that is working with the Centers for Disease Control and Prevention or CDC on a study of how people who are age 60 or older protect their physical mobility as they age, including being able to get to places they need to go. We're looking for people to participate in a brief phone survey that will ask about your plans to protect your mobility over time. If you are interested, I will ask you a few questions to determine if you are eligible for the study. Your participation is completely voluntary, and all the information you provide will be kept confidential. May we begin?

INTERVIEWER INSTRUCTION: GO TO THE SCREENING QUESTIONS UNLESS PARTICIPANT DOES NOT SPEAK ENGLISH. IF DOES NOT SPEAK ENGLISH, THANK THEM AND END CALL.

[VOICE MAIL SCRIPT IF NO ONE ANSWERS THE PHONE:]

*Hi, my name is [INTERVIEWER NAME] from Battelle, a research organization that is working with the Centers for Disease Control and Prevention or CDC. We're looking for people age 60 or older to participate in a brief phone survey that asks about their plans to protect their mobility over time, including being able to get to places they need to go. If you are interested, please contact our research office at **XXX-XXX-XXXX** for more information. Thank you and we look forward to hearing from you soon.*

SECTION B: SCREENER

First, I'd like to ask you a few questions to see if you are eligible for the survey.

1. What is your age? ____ Years Old --> **IF NOT WITHIN AGE RANGE OF 60 TO 74, NOT ELIGIBLE. SAY: "Thank you for your time. You are not currently eligible to participate in this study," AND END CALL.**
2. How would you describe your ability to get where you need to go on a typical day? Would you say it is very good, good, fair, or poor?
 - a. VERY GOOD
 - b. GOOD
 - c. FAIR → **NOT ELIGIBLE. SAY: "Thank you for your time. You are not currently eligible to participate in this study," AND END CALL.**
 - d. POOR → **NOT ELIGIBLE. SAY: "Thank you for your time. You are not currently eligible to participate in this study," AND END CALL.**

3. Do you currently live: in a retirement community, nursing home, assisted living residence or facility, a skilled nursing facility, or in some other assisted living situation?
- a. Yes → ***NOT ELIGIBLE***. SAY: “Thank you for your time. You are not currently eligible to participate in this study,” AND END CALL.
 - b. No → **ELIGIBLE. CONTINUE.**

SCRIPT IF ELIGIBLE:

Thank you for answering these questions. You are eligible to participate in the study. I'd like to collect some contact information for you.

First, what is your full name? [RECORD FULL NAME.]

In order to send you your thank-you gift, I also need to collect your address. What is your mailing address? [RECORD ADDRESS.]

Do you have time to complete the study interview now? It should take no more than 10 minutes. [YES/NO]

[IF YES, GO TO CONSENT SCRIPT.]

[IF NO, SAY: *No problem. When would be a good time to call you back?*

RECORD TIME AND CONFIRM PHONE NUMBER TO USE FOR CALL-BACK.]

SECTION C: CALL-BACKS AND MESSAGES

FOR RESPONDENTS WHO HAVE AN APPOINTMENT:

Hello, may I please speak with [RESPONDENT NAME]?

IF RESPONDENT ANSWERS OR COMES TO PHONE, SAY: *This is [INTERVIEWER NAME], calling from Battelle on behalf of the Centers for Disease Control and Prevention or CDC. We are scheduled today to conduct an interview on protecting your mobility at you age. Is this still a good time to talk?*

IF YES, SAY: *Great. Let's get started. GO TO CONSENT SCRIPT*

IF NO, SAY: *That's okay. When might be a good time for me to call back?*

IF RESPONDENT NOT AVAILABLE, SAY: *May I leave a message for [RESPONDENT NAME]?*

IF YES, SAY: *Please ask [RESPONDENT NAME] to call us toll-free at 1-xxx-xxx-xxxx. We are trying to reach [HIM/HER] to complete a survey that [HE/SHE] agreed to participate in.*

IF NO, SAY: *Thank you for your time.*

VOICEMAIL SCRIPT: *Hello, this is [INTERVIEWER NAME]. I'm calling for [RESPONDENT NAME] to conduct a telephone interview. [HE/SHE] thought this would be a good time to talk. Please return our call toll-free at 1-xxx-xxx-xxxx. Thank you.*

FOR RESPONDENTS WHO DON'T HAVE AN APPOINTMENT:

Hello, may I please speak with [RESPONDENT NAME]?

IF RESPONDENT ANSWERS OR COMES TO PHONE, SAY: *This is [INTERVIEWER NAME], calling from Battelle on behalf of the Centers for Disease Control and Prevention or CDC. We are calling today to see if this might be a good time to conduct an interview on protecting your mobility at you age. Is this a good time to talk?*

YES, SAY: *Great. Let's get started. GO TO CONSENT SCRIPT*

NO, SAY: *That's okay. When might be a good time for me to call back?*

IF RESPONDENT NOT AVAILABLE, SAY: *May I leave a message for [RESPONDENT NAME]?*

IF YES, SAY: *Please ask [RESPONDENT NAME] to call us toll-free at [1-xxx-xxx-xxxx]. We are trying to reach [HIM/HER] to complete a survey that [HE/SHE] agreed to participate in.*

IF NO, SAY: *Thank you for your time.*

VOICEMAIL SCRIPT: *Hello, this is [INTERVIEWER NAME]. I'm calling for [RESPONDENT NAME] to conduct a telephone interview. Please return our call toll-free at 1-xxx-xxx-xxxx. Thank you.*

SECTION D: CONSENT

As I said before, we expect this interview to take about 10 minutes today. Just to remind you of some of the things I mentioned before, your participation is voluntary. You can decide whether or not to complete the interview, and you may end the interview at any time. Nothing will happen to you if you choose not to participate. You may experience a level of discomfort in answering some questions. You may also choose not to answer any questions you wish. All the information you share with us will be kept confidential. Only Battelle project staff will have access to any personally identifiable information about you. Although steps will be in place to protect the confidentiality of your responses, there is a small possibility that the information you provide could be connected with your name. Any identifiable information about you will be destroyed at the end of the study. In addition to today's survey, we will contact you again in about two weeks for a 10-minute follow-up interview. At the end of the study, we will send you a thank-you gift for participating in our study.

*If you have any questions about this research study, you can call **Betsy Payn** at 206-528-3138. If you have any questions about your rights as a study participant, you can call the Battelle IRB at 1-877-810-9530, ext. 500. I may also be able to address your questions.*

Do you have any questions before we begin? ADDRESS ANY QUESTIONS.

Okay, let's begin the interview.

PROGRAMMER INSTRUCTION: RECORD START TIME _____

SECTION E: TTM STAGES OF CHANGE

In thinking about the future, many people make plans for what they will do when there are big changes in their life, such as changes in their employment, such as retirement, changes in their home or where they live, or changes in their physical ability.

In this section of the interview, I will read several statements to you about what you might be doing to prepare for changes in your life. For each statement, please tell me how strongly you disagree or agree with each statement.

[AFTER READING THE FIRST STATEMENT, SAY: Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?]

[REPEAT RESPONSE OPTIONS AS NEEDED.]

[IF RESPONDENT HAS DIFFICULTY REMEMBERING THE RESPONSE CATEGORIES, SUGGEST THAT HE/SHE WRITE DOWN THE RESPONSES WITH A NUMBER BY EACH:

1 = STRONGLY DISAGREE

2 = DISAGREE

3 = NEITHER DISAGREE NOR AGREE

4 = AGREE

5 = STRONGLY AGREE

RESPONDENTS CAN STATE NUMBER RATHER THAN RESPONSE CATEGORY.]

1. I am preparing to start a regular exercise program in the next few weeks.
2. I have started making changes to my home so as to protect me from tripping or falling in my home as I get older.
3. I have been thinking about my ability to get around as I get older.
4. I don't need to do anything to maintain or improve my physical strength or balance as I get older.
5. I am very motivated to conduct a safety check of my home to protect me from trips and falls as I get older.
6. I really think I should get started with a plan to make my home safe from the risk of tripping and falls.
7. I have been successful in making changes to eliminate trip and fall hazards in my home.
8. I could make changes to make my home safer from trips and falls as I get older, but I don't currently have plans to.
9. I have been talking with my family and friends about how I will get around as I get

older.

10. I have made some changes to make sure I can get around as I get older, and I plan to continue.
11. I don't have the time or energy to think about how I will get where I need to go outside of my home as I get older.
12. I am doing something about the things that might limit my ability to get around as I get older, such as exercising or getting a vision checkup.
13. I have made the changes I need to make so I will have the physical ability to do the things I want to do as I get older.
14. I have been thinking about whether I will be able to do the things I want to do as I get older.
15. I know how to get around as I get older and will continue to look for opportunities or support as I need them.

SECTION F: BEHAVIORS IN THE PAST 2 WEEKS

Now I'd like to ask several questions about things you may have done in the last 2 weeks. For each activity, please tell me if in the last two weeks:

- You did not think about doing it,
- You thought about doing it,
- You made plans to do it, or
- You did the activity.

[IF RESPONDENT HAS DIFFICULTY REMEMBERING THE RESPONSE CATEGORIES, SUGGEST THAT THEY WRITE DOWN THE RESPONSES WITH A NUMBER BY EACH:

- 1 = YOU DID NOT THINK ABOUT DOING IT**
- 2 = YOU THOUGHT ABOUT DOING IT**
- 3 = YOU MADE PLANS TO DO IT**
- 4 = YOU DID THE ACTIVITY**

RESPONDENTS CAN STATE NUMBER RATHER THAN RESPONSE CATEGORY.]

1. *The first activity is, had a physical checkup. In the last 2 weeks, did you not think about doing it, did you think about doing it, did you make plans to do it, or did you do it?*

[ASK FOR EACH OF THE FOLLOWING ACTIVITIES:]

2. *[The next activity is...] Had all your medicines reviewed by your health care provider or pharmacist*
3. *[The next activity is...] Had a vision checkup*

4. *[The next activity is...] Participated in an exercise program to increase your physical strength*
5. *[The next activity is...] Participated in an exercise program to increase your balance*
6. *[The next activity is...] Checked your home for tripping hazards*
7. *[The next activity is...] Made any changes for safety in your home, such as putting handrails on the stairs, grab bars in your bathroom, a lamp within reach of your bed, or any other changes for safety*
8. *[The next activity is...] Took a driving refresher course*
9. *[The next activity is...] Got your car checked to see how well it fits you*
10. *[The next activity is...] Gathered information on transportation options other than driving yourself*

SECTION G: DEVELOPING PLAN

[CONTINUE DIRECTLY FROM PAST SECTION. NO INTRODUCTION TO THIS SECTION.]

[AFTER READING THE FIRST STATEMENT, SAY: *Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?***]**

[REPEAT RESPONSE OPTIONS AS NEEDED.]

1. I have a plan for how I will maintain or increase my ability to do the things I want to do as I get older, including increasing my physical strength, improving my balance, and monitoring my vision and health.
2. I have a plan for how I will make my home safe so I can avoid tripping and falling in my home.
3. I have a plan for how I will get to where I want to go when I can no longer use my usual ways of getting around.

SECTION H: BACKGROUND

Now I'd like to ask you some general questions about your background.

1. *How long have you lived in your current residence?* [RECORD NUMBER OF YEARS/ MONTHS]
2. *How many adults, age 18 years or older, live in your home with you?* [RECORD NUMBER]
3. *Are you of Hispanic or Latino/Latina origin or descent?*
 - a. Yes
 - b. No
4. *Which of the following best describes your race?* [READ LIST:]

- a. White,
- b. Black or African American,
- c. Asian,
- d. Native Hawaiian or Other Pacific Islander, or
- e. American Indian or Alaska Native.

5. *What is your current marital status? Are you currently married, widowed, divorced, separated, or never married?* [CURRENTLY MARRIED, WIDOWED, DIVORCED, SEPARATED, OR NEVER MARRIED]

6. ASK IF NOT OBVIOUS: *Are you male or female?* [MALE/FEMALE]

7. *What is the highest grade or year of school that you completed?*

RECORD RESPONSE:

- Less than High School Degree or GED
- High School Degree or GED only
- Some college (no degree)
- Completed associate or other technical 2-year degree
- Completed Bachelor's degree (but not graduate or professional degree)
- Completed graduate or professional degree (Master's degree or higher)

8. *Last week were you working full time at least 35 hours, working part time less than 35 hours, retired, going to school, keeping house, or doing something else?*

[RECORD ONE ONLY. IF MORE THAN ONE RESPONSE, GIVE PREFERENCE TO FIRST MENTIONED. IF "DOING SOMETHING ELSE", ASK RESPONDENT TO SPECIFY AND RECORD ANSWER.]

9. *How strongly do you agree with the following statement?:*

"I can count on my friends and family to listen when I need to talk."

Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?

10. *In a typical month, how often do you drive a car to get to a destination? Would you say: Every day; more than once a week; once a week; 2-3 times a month; once a month; less than once a month; never; or, you do not have a car to drive?*

[RECORD ANSWER]

11. *How about taking public transit? In a typical month, how often do you take public transit, such as take the bus or use the subway, to get to a destination?* [IF NECESSARY, SAY:] *Would you say: Every day; more than once a week; once a week; 2-3 times a month; once a month; less than once a month; never; or, there is no public transportation in your area?* [RECORD ANSWER]

12. *And, in a typical month, how often do you walk to get to a destination?* [IF NECESSARY, SAY:] *Would you say: Every day; more than once a week; once a week; 2-3 times a month; once a month; or, never?* [RECORD ANSWER]

SECTION I: END

Those are all the questions I have for you. Thank you very much for participating in the *Thinking About My Future Study*. We will contact you again in about two weeks for the follow-up survey. Goodbye.

APPENDIX 9:
EVALUATION STUDY – COVER LETTER
FOR *MPT* MAILING

Evaluation Study – Cover Letter for *MPT* Mailing

[On CDC letterhead]

[Date]

[Name]

[Address]

[City, State, Zip]

Dear [Name],

Thank you very much for agreeing to participate in the *Thinking About My Future Study* being conducted by the Centers for Disease Control and Prevention (CDC). The purpose of this study is to collect information about how people who are age 60 or older protect their physical mobility as they age, including being able to get places they want to go. As our interviewer mentioned on the phone, your participation in the study is completely voluntary.

At your convenience please review the materials enclosed in this packet. In about one week, an interviewer from Battelle (the research company assisting CDC with the study) will call to ask you some follow up questions. At the end of the study we will send you a thank you gift for participating.

If you have any questions regarding the study, please call Betsy Payn, M.A., Task Leader, Battelle, at 206-528-3138. If you have any questions regarding your rights as a study subject, please contact the Chair of the Battelle Institutional Review Board, at 1-877-810-9530, ext. 500.

Thank you in advance for your time and participation in this important study.

Sincerely,

Gwen Bergen, PhD, MPH, MS
Behavioral Scientist, Division of Unintentional Injury Prevention
National Center for Injury Prevention and Control
Centers for Disease Control and Prevention

APPENDIX 10:
EVALUATION STUDY – FOLLOW-UP SURVEY
TELEPHONE INTERVIEW

**Evaluation Study – Follow-Up Survey
Telephone Interview**

SECTION A: INTRODUCTORY TEXT

Hello, may I please speak with [RESPONDENT NAME]?

IF RESPONDENT ANSWERS OR COMES TO PHONE, SAY: *This is [INTERVIEWER NAME], calling from Battelle on behalf of the Centers for Disease Control and Prevention or CDC' study, Thinking About My Future Study, that you recently participated in. We are calling today to see if you are available to complete the follow-up interview that you agreed to be contacted for after our last interview. Is this a good time to talk?*

YES, SAY: *Great. Let's get started. GO TO CONSENT SCRIPT*

NO, SAY: *That's okay. When might be a good time for me to call back? TRY TO SCHEDULE AN APPOINTMENT WITH THE RESPONDENT*

IF RESPONDENT NOT AVAILABLE, SAY: *May I leave a message for [RESPONDENT NAME]?*

IF YES, SAY: *Please ask [RESPONDENT NAME] to call us toll-free at 1-xxx-xxx-xxxx. We are trying to reach [HIM/HER] to complete a survey that [HE/SHE] agreed to participate in.*

IF NO, SAY: *Thank you for your time.*

VOICEMAIL SCRIPT: *Hello, this is [INTERVIEWER NAME]. I'm calling for [RESPONDENT NAME] to conduct a telephone interview. Please return our call toll-free at 1-xxx-xxx-xxxx. Thank you.*

SECTION B: CONSENT

We expect the call today to take about 10 minutes. Just to remind you of some of the things I mentioned before, your participation is voluntary. You can decide whether or not to complete the interview, and you may end the interview at any time. Nothing will happen to you if you choose not to participate. You may experience a level of discomfort in answering some questions. You may also choose not to answer any questions you wish. All the information you share with us will be kept confidential. Only Battelle project staff will have access to any personally identifiable information about you. Although steps will be in place to protect the confidentiality of your responses, there is a small possibility that the information you provide could be connected with your name. Any identifiable information about you will be destroyed at the end of the study. We will send you a small gift when we are finished with this interview to thank you for your participation no matter how many questions you answer.

If you have any questions about this research study or your rights as a study participant, I can provide you with the names and the numbers of the people you can call. I may also

be able to address your questions.

Do you have any questions before we begin? ADDRESS ANY QUESTIONS.

Okay, let's begin the interview.

PROGRAMMER INSTRUCTION: RECORD START TIME _____

SECTION C: TTM STAGES OF CHANGE

In thinking about the future, many people make plans for what they will do when there are big changes in their life, such as changes in their employment, such as retirement, changes in their home or where they live, or changes in their physical ability.

In this section of the interview, I will read several statements to you about what you might be doing to prepare for changes in your life. For each statement, please tell me how strongly you disagree or agree with each statement.

[AFTER READING THE FIRST STATEMENT, SAY: *Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?*]

[REPEAT RESPONSE OPTIONS AS NEEDED.]

[IF RESPONDENT HAS DIFFICULTY REMEMBERING THE RESPONSE CATEGORIES, SUGGEST THAT HE/SHE WRITE DOWN THE RESPONSES WITH A NUMBER BY EACH:

- 1 = STRONGLY DISAGREE**
- 2 = DISAGREE**
- 3 = NEITHER DISAGREE NOR AGREE**
- 4 = AGREE**
- 5 = STRONGLY AGREE**

RESPONDENTS CAN STATE NUMBER RATHER THAN RESPONSE CATEGORY.]

1. I am preparing to start a regular exercise program in the next few weeks.
2. I have started making changes to my home so as to protect me from tripping or falling in my home as I get older.
3. I have been thinking about my ability to get around as I get older.
4. I don't need to do anything to maintain or improve my physical strength or balance as I get older.
5. I am very motivated to conduct a safety check of my home to protect me from trips and falls as I get older.
6. I really think I should get started with a plan to make my home safe from the risk of tripping and falls.

7. I have been successful in making changes to eliminate trip and fall hazards in my home.
8. I could make changes to make my home safer from trips and falls as I get older, but I don't currently have plans to.
9. I have been talking with my family and friends about how I will get around as I get older.
10. I have made some changes to make sure I can get around as I get older, and I plan to continue.
11. I don't have the time or energy to think about how I will get where I need to go outside of my home as I get older.
12. I am doing something about the things that might limit my ability to get around as I get older, such as exercising or getting a vision checkup.
13. I have made the changes I need to make so I will have the physical ability to do the things I want to do as I get older.
14. I have been thinking about whether I will be able to do the things I want to do as I get older.
15. I know how to get around as I get older and will continue to look for opportunities or support as I need them.

SECTION D: BEHAVIORS IN THE PAST 2 WEEKS

Now I'd like to ask several questions about things you may have done in the last 2 weeks. For each activity, please tell me if in the last two weeks:

- You did not think about doing it,
- You thought about doing it,
- You made plans to do it, or
- You did the activity.

[IF RESPONDENT HAS DIFFICULTY REMEMBERING THE RESPONSE CATEGORIES, SUGGEST THAT THEY WRITE DOWN THE RESPONSES WITH A NUMBER BY EACH:

1 = YOU DID NOT THINK ABOUT DOING IT

2 = YOU THOUGHT ABOUT DOING IT

3 = YOU MADE PLANS TO DO IT

4 = YOU DID THE ACTIVITY

RESPONDENTS CAN STATE NUMBER RATHER THAN RESPONSE CATEGORY.]

1. *The first activity is, had a physical checkup. In the last 2 weeks, did you not think about doing it, did you think about doing it, did you make plans to do it, or did you do it?*

[ASK FOR EACH OF THE FOLLOWING ACTIVITIES:]

2. *[The next activity is...] Had all your medicines reviewed by your health care provider or pharmacist*
3. *[The next activity is...] Had a vision checkup*
4. *[The next activity is...] Participated in an exercise program to increase your physical strength*
5. *[The next activity is...] Participated in an exercise program to increase your balance*
6. *[The next activity is...] Checked your home for tripping hazards*
7. *[The next activity is...] Made any changes for safety in your home, such as putting handrails on the stairs, grab bars in your bathroom, a lamp within reach of your bed, or any other changes for safety*
8. *[The next activity is...] Took a driving refresher course*
9. *[The next activity is...] Got your car checked to see how well it fits you*
10. *[The next activity is...] Gathered information on transportation options other than driving yourself*

SECTION E: DEVELOPING PLAN

[CONTINUE DIRECTLY FROM PAST SECTION. NO INTRODUCTION TO THIS SECTION.]

[AFTER READING THE FIRST STATEMENT, SAY: *Do you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree?***]**

[REPEAT RESPONSE OPTIONS AS NEEDED.]

1. I have a plan for how I will maintain or increase my ability to do the things I want to do as I get older, including increasing my physical strength, improving my balance, and monitoring my vision and health.
2. I have a plan for how I will make my home safe so I can avoid tripping and falling in my home.
3. I have a plan for how I will get to where I want to go when I can no longer use my usual ways of getting around.

[IF IN CONTROL GROUP, GO TO SECTION G. IF IN TREATMENT GROUP, GO TO SECTION F.]

SECTION F: DISSEMINATION AND FEEDBACK ON USE OF MPT

Finally, I would like to ask you some questions about the brochure that was sent to your home 2 weeks ago. **[INSERT DESCRIPTION OF BROCHURE AFTER TOOL IS FINALIZED.]**

[INTERVIEWER INSTRUCTIONS: IN THIS SECTION, DO NOT PROVIDE

PROMPTS TO THE RESPONDENT EVEN IF HE/SHE DOES NOT REMEMBER THE CONTENTS OF THE BROCHURE. DO NOT DESCRIBE THE CONTENTS OF THE BROCHURE.]

1. Using a scale from 1 to 5, where 1 is not at all likely and 5 is very likely, how likely are you to download the brochure if it is on the Web or Internet? [RECORD RESPONSE]
2. How likely are you to use the brochure if it is given to you by your medical provider? [RESTATE RESPONSE SCALE IF NECESSARY. RECORD RESPONSE.]
3. How likely are you to read the rest of the brochure if you only saw the first page? [RESTATE RESPONSE SCALE IF NECESSARY. RECORD RESPONSE.]
4. Did you use the chart on page 2 of the brochure, *Mobility Plan for Myself*, to develop a mobility plan for yourself? [yes/no]
5. Which parts of the *Mobility Plan for Myself* on page 2 did you find most helpful?
6. Which parts of the *Mobility Plan for Myself* on page 2 did you find least helpful?
7. Did you use the chart on page 3 of the brochure, *Mobility Plan for Inside My Home*, to develop a plan to reduce the risk of trips and falls in your home? [yes/no]
8. Which parts of the *Mobility Plan for Inside My Home* on page 3 did you find most helpful?
9. Which parts of the *Mobility Plan for Inside My Home* on page 3 did you find least helpful?
10. Did you use the chart on page 4 of the brochure, *Mobility Plan for Outside My Home*, to develop a plan for how you would get around if you could not do what you usually do? [yes/no]
11. Which parts of the *Mobility Plan for Outside My Home* on page 4 did you find most helpful?
12. Which parts of the *Mobility Plan for Outside My Home* on page 4 did you find least helpful?

SECTION G: END

Those are all the questions I have for you. Thank you very much for answering our survey. Goodbye

APPENDIX 11:

**EVALUATION STUDY – THANK YOU LETTER
FOR MAILING MAGNET AND *MPT***

**Evaluation Study – Thank You Letter
For Mailing Magnet and *MPT***

[On CDC letterhead]

[Date]

[Name]

[Address]

[City, State, Zip]

Dear [Name],

Thank you very much for participating in the *Thinking About My Future Study* conducted by the Centers for Disease Control and Prevention (CDC). The purpose of this study is to collect information about how people who are age 60 or older protect their physical mobility as they age, including being able to get places they want to go.

In appreciation for the time you spent participating in the study, we are providing you with the enclosed thank you gift.

Sincerely,

Gwen Bergen, PhD, MPH, MS
Behavioral Scientist, Division of Unintentional Injury Prevention
National Center for Injury Prevention and Control
Centers for Disease Control and Prevention

APPENDIX 12:
DETAILED ANALYSIS PLAN FOR PHASE 2

Detailed Analysis Plan for Phase 2

Analytic Plan

Hypotheses

There are six hypotheses that will be tested using this survey. They are organized into three parts as follows:

Stage of Change

1. Was the treatment group in a more advanced stage of change at follow-up as compared with baseline?
2. Was the treatment group more likely to have an increase in stage of change compared with the control group?

Behaviors

1. Was the treatment group more likely to have thought about, planned or done one of the mobility-planning behaviors at follow-up as compared with baseline?
2. Was the treatment group more likely to have an increase post-treatment in thinking about, planning or doing one of the mobility-planning behaviors compared with the control group?

Plan

1. Was the treatment group more likely to have a plan for self, a plan for their home, and a plan for travel at follow-up as compared with baseline?
2. Was the treatment group more likely to have an increase in having the three plans post-treatment compared with the control group?

Creation of Data Variables

Stage of Change

A stage of change will be determined for each of the three dimensions of mobility (individual, home, community) measured on the questionnaire for both the baseline and follow-up survey. The latest stage that the respondent strongly agreed or agreed with the appropriate statement will be selected as the respondent's stage. Table 1 shows the order of precedence for selecting the stage along with the question number for the questionnaire item used to measure that stage for each dimension. It also shows an example of how the stage would be assigned for the individual stage of change; the same logic would be used for home and community.

Table 1. Determining Stage of Change based on Questionnaire*

Stage	Dimension of Mobility		
	Questions for Measuring Individual Stage	Questions for Measuring Home Stage	Questions for Measuring Community Stage
Maintenance	Ex: If response to question 13 = <i>strongly agree</i> or <i>agree</i> then Individual Stage=Maintenance (value=5); else...	7	15
Action	If question 12 = <i>strongly agree</i> or <i>agree</i> then Individual Stage=Action (value=4); else...	2	10
Preparation	If question 1 = <i>strongly agree</i> or <i>agree</i> then Individual Stage=Preparation (value=3); else	5	9
Contemplation	If question 14 = <i>strongly agree</i> or <i>agree</i> then Individual Stage=Contemplation (value=2); else	6	3
Pre-contemplation	If question 4 = <i>strongly agree</i> or <i>agree</i> then Individual Stage=Pre-contemplation (value=1)	8	11

*Question numbers referenced in this table pertain to the section of the Baseline and Follow-Up Surveys labeled TTM Stages of Change

The results of this will be the following six variables:

- Individual baseline stage of change
- Individual follow-up stage of change
- Home baseline stage of change
- Home follow-up stage of change
- Community baseline stage of change
- Community follow-up stage of change

Two additional composite variables will be created:

Composite baseline stage of change = Individual baseline stage of change + Home baseline stage of change + Community baseline stage of change

Composite follow-up stage of change=Individual post-intervention stage of change + Home post-intervention stage of change + Community post-intervention stage of change

For each of the three dimensions and the composite, the difference in stages of change from baseline to post-intervention will be calculated:

Individual Stage = Individual follow-up stage of change – Individual baseline stage of change

Home Stage = Home follow-up stage of change-Home baseline stage of change

Community Stage =Community follow-up stage of change-Community baseline stage of change

Composite Stage =Composite follow-up stage of change-Composite baseline stage of change

These four variables (Individual, Home, Community, Composite) will be used for the remaining analysis.

Behaviors in the Past 2 Weeks. A composite *Behavior* score will be calculated for each respondent for each interview (Baseline and Follow-up) based on their responses to the 10 items indicative of mobility activities they performed in the past 2 weeks. Scores will range from 10-40, where lower scores are indicative of a low level of effort to changes and 40 is indicative of a high level of effort. A Behavior Change score will be calculated by subtracting the Baseline Behavior score from the Follow-up Behavior score.

Plan Development. Three (Individual, Home, Community) *Plan Development* scores will be calculated for each participant for each interview based on their responses to the 3 items in the section labeled *Developing Plan*. Scores will range from 1-5, where 1 is indicative of a low level of plan development and 5 is indicative of a high level of development. Three Change scores (Individual Plan Change, Home Plan Change, Community Plan Change) will be calculated by subtracting the respective baseline score from the respective follow-up score.

Analysis

Univariate Analyses

We will begin the analysis process by calculating frequency distributions for each of the variables in both the Baseline and Follow-Up Interview Guides. Descriptive statistics (means and standard deviations [SDs]) will be obtained for each of the continuous variables. As appropriate, statistics will be reported separately for each group (MPT vs. Comparison Group) at each time point (Baseline vs. Follow-Up; see sample table shells, below).

Bivariate Analyses

Mean differences between the two respondent groups (MPT and Comparison) on continuous variables such as age will be explored using a series of t-tests. Differences by respondent group and interview time will be explored using a series of chi square tests. Group differences in variables with ordinal scaling (e.g., frequency of driving a car within the last month; level of agreement on Transtheoretical Model [TTM] Behaviors and Planning items) will be explored using a series of Mann-Whitney U tests.

Multivariate Analyses

Repeated measures analyses of variance (ANOVAs) will be used to explore whether there are mean differences in the composite and individual scores for Behaviors, and Plan Development by Respondent Group (MPT vs. Comparison) and Interview Time (Baseline vs. Follow Up).

A series of logistic regressions will be used to examine whether respondent characteristics such as gender, race/ethnicity, rural/urban, level of social support, MPT respondent (where relevant) at Baseline predict the following outcomes:

1. A positive change in the Composite Stage
2. Whether an MPT respondent reports developing a *Mobility Plan for self*
3. Whether an MPT respondent reports developing a *Mobility Plan for Inside My Home*
4. Whether an MPT respondent reports developing a *Mobility Plan for Outside My Home* at Follow Up.

Potential Statistical Concerns

This study will be sufficiently powered to detect between and within-group differences of the magnitude expected. Thus, there are no concerns about statistical power.

Many of the planned inferences that result from the statistical analyses described in Part A rely on distributional assumptions of normality. While these procedures are moderately robust to departures from normality, some outcomes of interest are ordinal in nature as opposed to continuous, so we will assess this assumption via probability plots and the Shapiro-Wilk test. Non-parametric equivalents will be used if these assumptions are grossly violated, such as the Wilcoxon signed-rank test for within-group comparisons at the two time-points and the Kruskal-Wallis ANOVA for between-group comparison of medians.

Qualitative Analysis

The section of the Follow Up survey labelled *Dissemination and Feedback on Use of the MPT* contains several open ended questions (items 5,6,8,9,11 and 12). The responses from these questions will be grouped and presented by overall themes. These questions will apply to the MPT group only.

Illustrative Table Shells

Table 2. Respondent Characteristics (continuous variables)

Characteristic	Respondent Group						P*
	All		MPT		Comparison		
	Mean (SD)	Min-Max	Mean (SD)	Min-Max	Mean (SD)	Min-Max	
Age							
Length of time in current residence							
Number of adults age 18+ living in home with respondent							

**Group differences will be assessed either with T-test(s) or Mann-Whitney U test(s).*

Table 3. Respondent Characteristics (nominal variables)

Characteristic	Respondent Group						P*
	All		MPT		Comparison		
	Number	Percent	Number	Percent	Number	Percent	
Gender Male Female							
Ethnicity: Of Hispanic or Latino Origin Yes No							
Race White Black or African-American Asian Native Hawaiian or Other Pacific Islander American Indian or Alaska Native							
Education (highest grade completed) Less than High School or GED High school degree or GED Some college 2 year college degree Bachelor's degree Graduate or professional degree							

Characteristic	Respondent Group						P*
	All		MPT		Comparison		
	Number	Percent	Number	Percent	Number	Percent	
Employment status Work full time (≥ 35 hours/week) Work part time (< 35 hours/week) Retired Going to school Keeping house Other							
Urban/Rural Urban Rural							
Social support** <i>(assessed by degree of agreement with the statement "I can count on friends and family when I need to talk")</i> Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree							

*Chi square will be used to explore all associations except for social support.

**Mann-Whitney U test

Table 4. Transportation Habits

Item	Respondent Group						P*
	All		MPT		Comparison		
	Number	Percent	Number	Percent	Number	Percent	
Drive a car <i>(frequency in a typical month)</i> Every day More than 1 time per week Once per week 2-3 times per month Once per month Less than once per month Never Not applicable (do not have a car to drive)							
Use public transportation <i>(frequency in typical month)</i> Every day More than 1 time per week Once per week 2-3 times per month Once per month Less than once per month Never Not applicable (no public transportation in my area)							

Item	Respondent Group						P*
	All		MPT		Comparison		
	Number	Percent	Number	Percent	Number	Percent	
Walk to get to a destination <i>(frequency in typical month)</i> Every day More than 1 time per week Once per week 2-3 times per month Once per month Less than once per month Never							

*Mann-Whitney U tests

Table 5. Dissemination and Feedback on Use of Brochure (MPT Group Only)

Item	MPT Respondents		P*
	Number	Percent	
Likelihood of downloading the brochure from the Web or Internet 1 (Not at all likely) 2 3 4 5 (Very likely)			
Likelihood of using the brochure if given to respondent by medical provider 1 (Not at all likely) 2 3 4 5 (Very likely)			
Likelihood of reading the rest of the brochure based on seeing just the first page 1 (Not at all likely) 2 3 4 5 (Very likely)			
Used <i>Mobility Plan for Myself</i> to develop a mobility plan Yes No			

Item	MPT Respondents		p*
	Number	Percent	
Used <i>Mobility Plan for Inside My Home</i> to develop a mobility plan Yes No			
Used <i>Mobility Plan for Outside My Home</i> to develop a mobility plan Yes No			

**Mann Whitney U or chi-square tests*

Table 6. TTM Behaviors, by Time of Interview and Respondent Group

TTM Behaviors	Respondent Group and Time of Interview											
	Pre-Test						Follow-Up					
	All Respondents		MPT		Comparison		All Respondents		MPT		Comparison	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<p>I am preparing to start a regular exercise program in the next few weeks</p> <p>Disagree or strongly disagree</p> <p>Neither agree nor disagree</p> <p>Agree or strongly disagree</p>												
<p>I have started making changes to my home so as to protect me from tripping or falling in my home as I get older</p> <p>Disagree or strongly disagree</p> <p>Neither agree nor disagree</p> <p>Agree or strongly agree</p>												

TTM Behaviors	Respondent Group and Time of Interview											
	Pre-Test						Follow-Up					
	All Respondents		MPT		Comparison		All Respondents		MPT		Comparison	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
I have been thinking about my ability to get around as I get older Disagree or strongly disagree Neither agree nor disagree Agree or strongly agree												
I don't need to do anything to maintain or improve my physical strength or balance as I get older Disagree or strongly disagree Neither agree nor disagree Agree or strongly agree												

TTM Behaviors	Respondent Group and Time of Interview											
	Pre-Test						Follow-Up					
	All Respondents		MPT		Comparison		All Respondents		MPT		Comparison	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<p>I am very motivated to conduct a safety check of my home to protect me from trips and falls as I get older</p> <p>Disagree or strongly disagree</p> <p>Neither agree nor disagree</p> <p>Agree or strongly agree</p>												
<p>I really think I should get started with a plan to make my home safe from the risk of tripping and falls</p> <p>Disagree or strongly disagree</p> <p>Neither agree nor disagree</p> <p>Agree or strongly agree</p>												

TTM Behaviors	Respondent Group and Time of Interview											
	Pre-Test						Follow-Up					
	All Respondents		MPT		Comparison		All Respondents		MPT		Comparison	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
I have been successful in making changes to eliminate trip and fall hazards in my home Disagree or strongly disagree Neither agree nor disagree Agree or strongly agree												
I could make changes to make my home safer from trips and falls as I get older, but I don't currently have plans to Disagree or strongly disagree Neither agree nor disagree Agree or strongly agree												

TTM Behaviors	Respondent Group and Time of Interview											
	Pre-Test						Follow-Up					
	All Respondents		MPT		Comparison		All Respondents		MPT		Comparison	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
I have been talking with my family and friends about how I will get around as I get older Disagree or strongly disagree Neither agree nor disagree Agree or strongly agree												
I have made some changes to make sure I can get around as I get older, and I plan to continue Disagree or strongly disagree Neither agree nor disagree Agree or strongly agree												

TTM Behaviors	Respondent Group and Time of Interview											
	Pre-Test						Follow-Up					
	All Respondents		MPT		Comparison		All Respondents		MPT		Comparison	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<p>I don't have the time or energy to think about how I will get where I need to go outside of my home as I get older</p> <p>Disagree or strongly disagree</p> <p>Neither agree nor disagree</p> <p>Agree or strongly agree</p>												
<p>I am doing something about the things that might limit my ability to get around as I get older, such as exercising or getting a vision checkup</p> <p>Disagree or strongly disagree</p> <p>Neither agree nor disagree</p> <p>Agree or strongly agree</p>												

TTM Behaviors	Respondent Group and Time of Interview											
	Pre-Test						Follow-Up					
	All Respondents		MPT		Comparison		All Respondents		MPT		Comparison	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
I have made the changes I need to make so I will have the physical ability to do the things I want to do as I get older Disagree or strongly disagree Neither agree nor disagree Agree or strongly agree												
I have been thinking about whether I will be able to do the things I want to do as I get older Disagree or strongly disagree Neither agree nor disagree Agree or strongly agree												

TTM Behaviors	Respondent Group and Time of Interview											
	Pre-Test						Follow-Up					
	All Respondents		MPT		Comparison		All Respondents		MPT		Comparison	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
I know how to get around as I get older and will continue to look for opportunities or support as I need them Disagree or strongly disagree Neither agree nor disagree Agree or strongly agree												

Table 7. Stage of Change: Individual

Stage of Change	Respondent Group and Time of Interview											
	Pre-Test						Follow-Up					
	All Respondents		MPT		Comparison		All Respondents		MPT		Comparison	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Pre-contemplation												
Contemplation												
Preparation												
Action												
Maintenance												

Table 8. Stage of Change: Home

Stage of Change	Respondent Group and Time of Interview											
	Pre-Test						Follow-Up					
	All Respondents		MPT		Comparison		All Respondents		MPT		Comparison	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Pre-contemplation												
Contemplation												
Preparation												
Action												
Maintenance												

Table 9. Stage of Change: Community

Stage of Change	Respondent Group and Time of Interview											
	Pre-Test						Follow-Up					
	All Respondents		MPT		Comparison		All Respondents		MPT		Comparison	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Pre-contemplation												
Contemplation												
Preparation												
Action												
Maintenance												

Table 10. Stage of Change: Composite

Stage of Change	Respondent Group and Time of Interview											
	Pre-Test						Follow-Up					
	All Respondents		MPT		Comparison		All Respondents		MPT		Comparison	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Pre-contemplation												
Contemplation												
Preparation												
Action												
Maintenance												

Table 11. Type of Change in Stage of Readiness, By Mobility Dimension and Respondent Group

Dimension of Mobility	Respondent Group and Type of Change																	
	All Respondents						MPT						Comparison					
	Positive change		No change		Negative change		Positive change		No change		Negative change		Positive change		No change		Negative change	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Individual																		
Home																		
Community																		
Composite																		

Table 12. Behaviors in the Past Two Weeks, by Interview Time and Respondent Group

Behavior in the Past Two Weeks	Pre-Test						Follow-Up					
	All Respondents		MPT		Comparison		All Respondents		MPT		Comparison	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Had a physical check up Did not think about doing Thought about doing Made plans to do Did the activity												
Had all your medicines reviewed by your health care provider or pharmacist Did not think about doing Thought about doing Made plans to do Did the activity												
Had a vision check up Did not think about doing Thought about doing Made plans to do Did the activity												

Behavior in the Past Two Weeks	Pre-Test						Follow-Up					
	All Respondents		MPT		Comparison		All Respondents		MPT		Comparison	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Participated in an exercise program to increase your physical strength Did not think about doing Thought about doing Made plans to do Did the activity												
Participated in an exercise program to increase your balance Did not think about doing Thought about doing Made plans to do Did the activity												
Checked your home for tripping hazards Did not think about doing Thought about doing Made plans to do Did the activity												

Behavior in the Past Two Weeks	Pre-Test						Follow-Up					
	All Respondents		MPT		Comparison		All Respondents		MPT		Comparison	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Made any changes for safety in your home (e.g., putting handrails on the stairs) Did not think about doing Thought about doing Made plans to do Did the activity												
Took a driving refresher course Did not think about doing Thought about doing Made plans to do Did the activity												
Got your car checked to see how well it fits you Did not think about doing Thought about doing Made plans to do Did the activity												

Behavior in the Past Two Weeks	Pre-Test						Follow-Up					
	All Respondents		MPT		Comparison		All Respondents		MPT		Comparison	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Gathered information on transportation options other than driving yourself Did not think about doing Thought about doing Made plans to do Did the activity												

Table 13. Plan Development

Planning Behaviors	Respondent Group and Time of Interview											
	Pre-Test						Follow-Up					
	All Respondents		MPT		Comparison		All Respondents		MPT		Comparison	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<p>I have a plan for how I will maintain or increase my ability to do the things I want to do as I get older</p> <p>Disagree or strongly disagree</p> <p>Neither agree nor disagree</p> <p>Agree or strongly agree</p>												
<p>I have a plan for how I will make my home safe so I can avoid tripping and falling in my home</p> <p>Disagree or strongly disagree</p> <p>Neither agree nor disagree</p> <p>Agree or strongly agree</p>												

Planning Behaviors	Respondent Group and Time of Interview											
	Pre-Test						Follow-Up					
	All Respondents		MPT		Comparison		All Respondents		MPT		Comparison	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
I have a plan for how I will get to where I want to go when I can no longer use my usual ways of getting around Disagree or strongly disagree Neither agree nor disagree Agree or strongly agree												

**Table 14. Readiness to Change and Composite Scores for Behaviors and Plan Development,
by Interview Time and Respondent Group**

Characteristic	Pre-Test						Follow-Up					
	All Respondents		MPT		Comparison		All Respondents		MPT		Comparison	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Behaviors (composite score)												
Plan Development (composite score)												
Individual Plan Development												
Home Plan Development												
Community Plan Development												

Table 15. Plan Development Change, By Respondent Group

Characteristic	Respondent Group						P
	All		MPT		Comparison		
	Mean	SD	Mean	SD	Mean	SD	
Behavior Change							
Individual Plan Change							
Home Plan Change							
Community Plan Change							

APPENDIX 13:
CITI IRB TRAINING COMPLETION CERTIFICATE

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COURSEWORK REQUIREMENTS REPORT*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Betsy Payn (ID: 1099614)
- **Institution Affiliation:** Battelle Memorial Institute (ID: 1221)
- **Institution Unit:** CPHRE Seattle
- **Phone:** 206-528-3138

- **Curriculum Group:** Basic/Refresher Course - Human Subjects Research
- **Course Learner Group:** Investigators - Data or Specimens Only Research
- **Stage:** Stage 1 - Basic Course

- **Report ID:** 12658596
- **Completion Date:** 03/24/2014
- **Expiration Date:** 03/23/2016
- **Minimum Passing:** 80
- **Reported Score*:** 97

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Belmont Report and CITI Course Introduction	03/24/14	3/3 (100%)
History and Ethics of Human Subjects Research	03/24/14	7/7 (100%)
Basic Institutional Review Board (IRB) Regulations and Review Process	03/24/14	5/5 (100%)
Privacy and Confidentiality - SBE	03/24/14	5/5 (100%)
Records-Based Research	03/24/14	2/2 (100%)
Internet-Based Research - SBE	03/24/14	4/5 (80%)
Research and HIPAA Privacy Protections	03/24/14	5/5 (100%)
Battelle Memorial Institute	03/24/14	No Quiz
Research with Children - SBE	03/24/14	4/4 (100%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

CITI Program

Email: citisupport@miami.edu

Phone: 305-243-7970

Web: <https://www.citiprogram.org>

Collaborative Institutional
Training Initiative
at the University of Miami

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COURSEWORK TRANSCRIPT REPORT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Betsy Payn (ID: 1099614)
- **Institution Affiliation:** Battelle Memorial Institute (ID: 1221)
- **Institution Unit:** CPHRE Seattle
- **Phone:** 206-528-3138

- **Curriculum Group:** Basic/Refresher Course - Human Subjects Research
- **Course Learner Group:** Investigators - Data or Specimens Only Research
- **Stage:** Stage 1 - Basic Course

- **Report ID:** 12658596
- **Report Date:** 12/18/2014
- **Current Score**:** 98

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
History and Ethics of Human Subjects Research	03/24/14	7/7 (100%)
Students in Research	03/24/14	No Quiz
Defining Research with Human Subjects - SBE	01/01/09	5/5 (100%)
Belmont Report and CITI Course Introduction	03/24/14	3/3 (100%)
Records-Based Research	03/24/14	2/2 (100%)
Assessing Risk - SBE	01/01/09	5/5 (100%)
Privacy and Confidentiality - SBE	03/24/14	5/5 (100%)
Research with Children - SBE	03/24/14	4/4 (100%)
Internet-Based Research - SBE	03/24/14	4/5 (80%)
Battelle Memorial Institute	03/24/14	No Quiz
Research and HIPAA Privacy Protections	03/24/14	5/5 (100%)
Hot Topics	03/24/14	No Quiz
Conflicts of Interest in Research Involving Human Subjects	03/24/14	No Quiz
Basic Institutional Review Board (IRB) Regulations and Review Process	03/24/14	5/5 (100%)
Stem Cell Research Oversight (Part I)	03/24/14	No Quiz

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

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