

Attachment 1a:

CDC's Inside Knowledge Campaign, 2018 Focus Groups

ENGLISH MODERATOR DISCUSSION GUIDE

Public reporting burden of this collection of information is estimated to average two (2) hours to complete per response, including the time for reviewing instructions, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Reports Clearance Officer; 1600 Clifton Road NE, MS D-74, Atlanta, Georgia 30329; ATTN: PRA (0920-1154)

Moderator Discussion Guide: Focus Groups for Women aged 35-65 years

The collection of information is estimated to take two (2) hours to complete. Under the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid **OMB** control number.

I. BACKGROUND (5 minutes)

Moderator will:

- Introduce herself and thank participants for agreeing to come.
- Identify topic in broad terms and explain the purpose of the discussion.
- Explain the presence and purpose of recording and observers.
- Encourage participants to speak candidly.
- Note that participants' names will not be used in any report.

Example:

Greetings:

Good evening everyone. My name is ____. Thank you for coming today. [*Moderator mentions very brief background about herself.*]

Purpose/sponsor:

We're going to look at some early ideas for ads and other materials about some women's cancers. I can't wait to hear your reactions and suggestions.

Our discussion is sponsored by the Centers for Disease Control and Prevention - or CDC. Has anyone heard of CDC? It is part of the U.S. Public Health Service. The main reason I am telling you this is to emphasize that what we'll look at has nothing to do with getting you to buy something, like a lot of ads do. This is strictly a health education program.

No right or wrong answers:

I am interested in your ideas and opinions - there are no right or wrong answers. I encourage you to be candid about your personal views on anything we discuss. I will not use your

names in my report and hope that will help you feel comfortable about telling me your honest opinions. I did not work on this personally, so it will not hurt my feelings if there are things you do not like about what we look at. I want to hear about that. I am here to find out what you think—that is my job.

Recording/observers:

We are being audio- and video-taped, so that I can concentrate on talking with you and, just in case there is a problem with the recording, I've asked someone I work with to take notes in the room behind this mirror. Because of the recording, it is very important that you speak at least as loudly as I am. If you see me do this [*gestures with hands to raise voices*], it will be a reminder to speak up. At the same time, please do not be offended if I must interrupt you to move on to another topic. We have a lot to cover!

II. INTRODUCTIONS (10 minutes)

Let me hear about you now. Please take a moment before you introduce yourself to think about this...:

One of the things we will be talking about is your reaction to preliminary ideas for some ads that might be on television or the Internet. As you introduce yourself, please tell us about an ad that has been especially memorable for you whether you liked it or hated it- it can be about any product, anywhere. I am interested in what makes people remember certain ads.

[Calls on first person.] ____, will you begin?

III. DISCUSSION TOPICS

A. KNOWLEDGE ABOUT GYNECOLOGIC CANCER (@15 minutes)

Objective: Assess participant knowledge of gynecologic cancer topics

Before we look at the ad concepts, I'm curious about what kinds of things you may have already heard about gynecologic cancers. For example:

- I'm wondering if anyone has heard of gynecologic cancer?

[If not, moderator will see if they can guess what it means.]

- Can you tell me which cancers are gynecologic cancers?
- Have you heard anything about gynecologic cancers having symptoms? What are they?
- What have you heard about screening tests for these cancers? Which test for which cancer?
- Anything about who should be tested?
- *When someone mentions the Pap test: What cancers or conditions does it screen for?*
- How often do you get a Pap test?
- Would you wait longer between Pap tests if your doctor recommended that?
- Have you heard anything about when it might be okay to stop getting regular Pap tests? What have you heard?
- Have you heard of the HPV test...what it screens for and who should have it?

B. TV CONCEPT TESTING (@ 65 minutes, including display, rating, discussion)

Objective: Obtain reactions to television animatics concepts

Note: Each concept will have an assigned name, to avoid confusion. Flip order of testing of TV concepts from group to group.

- Remind participants to turn off cell phones.
- Ask participants to watch *entire* concept before rating it.
- Stress that titles are not important and will not be shown in actual ads. Explain titles are for identification purposes only.
- Tell participants that they will receive handouts with information about gynecologic cancers after the group, so they do not need to take notes while watching the concepts.

Background about TV concept testing:

Before showing concepts, moderator will explain (and repeat as needed, throughout discussion) key

points about what ad concepts are/are not to help women organize their reactions, grades, and comments. May use 'possible creative approaches' to describe 'concepts'. For example:

First, we'll look at some ideas for TV ads. Before I show them to you, here are a few things to keep in mind.

- These ads may be shown on television or the Internet, like on YouTube, or other web sites, even though I will refer to them as “TV ads”.
- The creative ideas you will see are *not* finished ads - these were created to give you an idea of what is being considered.
- Most real ads have actual people moving around, speaking, and so on. Today, you will see drawings or photographs edited together, so you'll need to use your imagination to picture what these ideas would look like when and if they are produced...In most TV ads, real people move and talk in actual scenes like the ones we've used photographs for here. So these ads...if they are produced, will include real people, speaking and talking and moving just like in a regular tv commercial. There is one exception...one ad I will show you is meant to be animated. I'll tell you about that before I show it to you.
- For each ad concept or rough draft, I will play a video. You'll hear one or more people 'act it out' by reading a script. **Remember this very clearly:** it's not a finished product. The people you see and hear today won't be in the final ad. If you don't like someone's voice, or think they don't look quite right, please don't judge it on that basis. Those things are easy to change when the real ad is produced. For each ad concept, your job is to think about the information, how it's given, and if an ad captures your attention. In other words, does it work for you? *[Try not to use the word “actors” - since participants always say they want “real” people.]*
- After you see each ad concept, I'll have you rate it, based on your reaction to the **creative approach** they used. If you think about it, there are many different ways to present the same information - for example: Some car ads are funny. Others are serious. Some have a narrator telling you what's happening. In others, there's just a close-up of the car. All of these are different creative approaches - that are all trying to do the same thing: sell cars. But one approach may work better than the others for you personally.
- So, as you watch each of these, I want you to focus on **the creative approach** for presenting information about our topic. We *will* talk about the information you hear, but your main job is deciding the best creative approach - **the way** the information is presented in these ideas.

- Please think only about your own personal reaction to each concept. It's tempting to think about how other women might react, but I want you to rate these based on how the creative approach works for YOU - not your mom, or daughter, or anyone else.

And finally, one other thing for you to try to do...even though it is difficult. Please try not to compare the first ad with the second or the third. I want to get your reaction to each ad as if that is the only one you'd seen. Because when it's on TV, you won't see other ads...you'll just see the one being shown. It's hard, but try anyway!

1. Presentation and rating of TV concepts:

Let's look at the rating sheets in front of you - so you can see what you'll be considering as you watch each ad. Are there any questions?

Introduce concepts in different order in each group, playing a DVD that shows an animated treatment for each ad.

Have participants write reactions on separate rating sheet after each spot, but not discuss until after the first three have been displayed. The rating sheet will provide an opportunity for participants to privately note their reaction, and write some reasons before discussion. See last page.

2. TV concept discussion:

After presenting three TV concepts, the moderator will facilitate discussion of each, focusing on ratings that participants assigned and reasons for them; e.g., likes/dislikes, etc.

I am going to start by having each of you call out how you rated this...let's use [key words from each rating option] No comments just yet. *[Moderator will have each participant call out ratings so notetakers/tape can record everyone's grades]*

Now I'd like to hear about the reasons you rated it the way you did. Remind us of the rating you called out and tell us about your reasons.

Moderator then will have several people explain why they assigned the ratings that they did.
Possible probes:

Whether you liked it or not, what are the take-away messages?

Listening for:

- All women are at risk for gynecologic cancers.
- It is important to know what is normal for you, so you may recognize signs and symptoms.
- Symptoms are not the same for all women.
- Talk to a health care provider if you experience symptoms for 2 weeks or more.
- Symptoms don't always mean gynecologic cancer, but it is important to find out.
- Early detection improves survival.
- The Pap test screens for cervical cancer. (It is not recommended to screen for any cancer other than cervical.)

Will probe specific phrases and messages used in the concepts that reflect campaign core messages, such as:

- **Does this ad speak to you personally? What are some reasons it does (or doesn't)?**
- **What appealed to you about this kind of creative approach?**
- **What did not appeal to you?**
- **Would it prompt you to do anything? What?**
- **If you think this ad should be changed or tweaked in some way, what would you do to make it more appealing to you? It's okay if you think it's fine the way it is. Or if you don't like it and think that it needs too much fixing to work.**
- **Is this an ad that would get your attention?**
- **Were there any words or phrases that were confusing or hard to understand?**
- **Was any information new to you? Surprising?**

[Moderator will repeat process of showing, rating, discussing remaining concepts.]

C. COMPARISON OF THE TV CONCEPTS (@15 minutes)

Objective: Determine which concept(s) resonate the most with participants and why

7/31/13 *[Note: Moderator should list concepts in the same order on flip chart as they appear on the ranking sheet.]*

Moderator will:

- Ask everyone to look at the storyboards for the ads again, now that all have been discussed.
- Explain the ranking sheet and have participants complete it.
- Facilitate reporting of first, second, third, and last place rankings.

Now you have the tough job of ranking these – to help the people working on this decide which ads might be worth producing.

Look back over all the concepts. *[Moderator displays boards to remind people of the concepts. There is not enough time to replay the DVD.]*

I want you to rank each creative approach in the order of your personal preference. Here is a ranking sheet that already has the titles of each concept. Let’s take a look at it to be sure it’s clear what you need to do.

Next to the title of the one you like best – that is, the one you think would have the best chance of getting your attention and make you want to learn more about this, write down the number 1.

Now find the title of the one like second best, and write number 2. And so on.

The one you like the least would get the number 6 (or 7).

Moderator will watch for people who may seem confused and need help with this exercise.

I’m going to refer to each ad now and see how you ranked it.

For the ad titled _____ did anyone put it in first place? If yes, please raise your hand and keep it up while I count.

Did anyone put the one with ___ in second place? *[Record votes on easel.]*

Did anyone put ___ in third place?

Last place...that’s 6th. *[Record votes]*

Moderator will repeat this process for the other titles.

Then will ask for some very brief discussion about overall results of ranking.

One more question just to make sure that we understand what you’re saying...if the CDC can produce just one or two ads, which ones should they be? (Moderator will confirm the top two

choices from the ranking, confirming the changes that are important to the women in the group.)

D. PRINT CONCEPT TESTING (if there is time to briefly test, we will use the following questions)

Objective: Obtain reactions to print/poster concepts, and determine which concept(s) resonate the most with participants and why.

Introduce concepts in different order in each group, handing out color printouts for each ad.

Have participants write reactions on separate rating sheet after each spot, but not discuss until all ads have been shown/reviewed.

Moderator will note that even though she says “print ads”, these also could be seen on the Internet or as out of home displays (in malls, airports, on buses, etc.)

Probe:

- **Is this an ad that would get your attention?**
- **Does this ad speak to you personally? What are some reasons it does (or doesn't)?**
- **What appealed to you about this kind of creative approach?**
- **What did not appeal to you?**
- **Would it prompt you to do anything?**
- **Do you have any suggestions to make this ad more appealing to you? Something easy to fix that may make you like the ad more? It's okay if you think it's great the way it is...or if you don't think it's fixable...we're just wondering if there is anything that should be done to make it more effective.**
- **Were there any words or phrases that were confusing or hard to understand?**

IV. CONCLUSION (@ 10 minutes)

Objective: Obtain participants' closing advice and thank them.

We're almost out of time now.

What other information about gynecologic cancer would you like?

Did any information you heard during this group surprise you? What?

Did you learn anything new?

The moderator then will:

- Step out to check with observer(s) about any final questions to pose if time permits, including feedback on the current ad they viewed while moderator is out of the room. (Moderator may have women write answers to questions above so they have something to do while she steps out.)
- Return to focus group room; pose questions as time allows.
- Have people put all of the ad concepts plus their ranking sheet together with a paperclip to collect after they leave.
- Thank everyone for participating and provide any needed departure instructions. (Let them know they will get fact sheets on gynecologic cancer to take home with them – along with their check.)

Additional probes (time permitting):

- **Had you ever heard of the *Inside Knowledge* campaign before our session today? If so, how and where did you hear about it?**

TOTAL TIME: @120 minutes excluding print concepts

CONTENT FOR RATING SHEET

Two Thumbs Up: (with graphic of female hands with 2 thumbs up)

It's great...It speaks to me and makes me want to learn more!

Here's why it works for me:

One Thumb Up: (with graphic of female hand with 1 thumb up)

It's pretty good.

If you make these changes, it would be even better at getting my attention and making me want to learn more:

Neutral: (with graphic of neutral female hand)

I'm not really sold...I can take it or leave it.

If you make these changes, it might work for me:

One Thumb Down: (with graphic of female hand with thumb down)

It doesn't work for me at all and I don't think it can be fixed.

Here's why I don't like it at all:

