

**ATTACHMENT 4:
INTERVIEW GUIDE
ENGLISH AS A SECOND LANGUAGE (ESL)
ADULTS**

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Moderator's Guide for In-Depth Interviews With ESL Adults

I. Welcome and Ground Rules (5 minutes)

Welcome and thank you for participating in today's interview. My name is _____, and I work for Hager Sharp, a private contracting company. Our discussion today is about emergency preparedness to inform the Centers for Disease Control and Prevention's (CDC) emergency preparedness efforts. The feedback we receive from you and others will assist in the development of information to help ensure people can make an informed decision about how to protect themselves during a bioterror emergency. Some of the situations we describe today may sound alarming, but we want to assure you that our discussion is purely hypothetical and not a sign of any imminent threat; these types of emergencies are very uncommon. This interview is being sponsored by CDC, and emergency preparedness is one of many public health topics CDC works on regularly. We will have about 60 minutes for our discussion. I really look forward to hearing your opinions.

Before we begin, I would like to remind you that your participation in this discussion is voluntary. As I mentioned, some subject matter may be a bit alarming, so if you are uncomfortable at any time, you can choose to not answer a question or end the conversation. Additionally, we are taping the discussion, so I can write a report and get what you say exactly right, but information that could possibly identify you, like your name, will not be used in the report or any materials resulting from these interviews.

Before we get going, I'd like to share a few ground rules:

- There are some colleagues from Hager Sharp and CDC listening in on our discussion.
- There are no right or wrong answers.
- All comments, positive and negative, what you know and don't know, are important.
- Please turn off any electronic devices.
- I am not a medical doctor nor an expert on our topic today, so you may have questions that I don't have answers to. At the end of our discussion, though, I can give you a website if you'd like to get more information.
- For participating you will receive a token of appreciation.

Do you have any questions before we get started?

Do you agree to participate in the interview, including having it be recorded?

I. Awareness and Knowledge of Anthrax (10 minutes)

As I mentioned before, we are talking today about emergency preparedness. Specifically, today we are going to discuss anthrax and review some anthrax-related health education materials.

1. What can you tell me about anthrax?
 - What have you heard? What do you know?
 - What are the symptoms of anthrax?
2. If you were exposed to anthrax, what would that mean for your health?

Thank you for sharing what you know about anthrax. To make sure we are on the same page for the rest of our discussion, I want you to know that anthrax is a type of bacteria that can make you seriously sick and can lead to death. To narrow our focus a little more, today we'll be talking specifically about anthrax as a biological weapon—meaning an intentional bioterror attack using anthrax. During an anthrax bioterror attack, anthrax could be placed in letters and mailed, it could be put into food or water, or it could be released into the air from a truck, building, or plane. It's microscopic, so you may not be able to see, taste, or smell it. And just a small amount of anthrax can make a lot of people sick. Also, anthrax isn't contagious, which means you can't catch it from another person the way you might catch a cold or the flu.

3. If you thought you'd been exposed to anthrax, what would you do?
 - What questions would you have?
 - Who or what resources would you turn to for that information? Why?

II. Feedback on Materials (30 minutes)

There are five materials which will be tested during this section of the interviews. Each participant will only review three materials in total. Approximately 10 minutes will be spent reviewing and discussing each item. The interviewer will display each item on the web conferencing platform during the interview to focus in on certain sections and content throughout the discussion.

Resource Rotation

Location	Audience Segment	Interview ID	Materials
Northeast	ESL adults (parent)	ESL1	1. POD Information Fact Sheet 2. Antibiotics and Children: How to protect your child from anthrax 3. General Antibiotics Fact Sheet
South	ESL adults	ESL2	1. POD Information Fact Sheet 2. General Antibiotics Fact Sheet 3. Anthrax Get Vaccinated
Midwest	ESL adults (parent)	ESL3	1. POD Information Fact Sheet 2. Antibiotics and Children: How to protect your child from anthrax 3. Anthrax Get Vaccinated
West	ESL adults	ESL4	1. POD Information Fact Sheet 2. General Antibiotics Fact Sheet 3. Anthrax Get Vaccinated
Northeast	Adults 65+	OA1	1. POD Information Fact Sheet 2. General Antibiotics Fact Sheet 3. Anthrax Get Vaccinated
South	Adults 65+	OA2	1. POD Information Fact Sheet 2. General Antibiotics Fact Sheet 3. Anthrax Get Vaccinated
Midwest	Adults 65+	OA3	1. POD Information Fact Sheet 2. General Antibiotics Fact Sheet 3. Anthrax Get Vaccinated
West	Adults 65+	OA4	1. POD Information Fact Sheet 2. General Antibiotics Fact Sheet 3. Anthrax Get Vaccinated
Northeast	Parents of children 0-17	P1	1. POD Information Fact Sheet 2. Antibiotics and Children: How to protect your child from anthrax 3. Anthrax Get Vaccinated
Northeast	Parents of children 0-17	P2	1. POD Information Fact Sheet 2. Antibiotics and Children: How to protect your child from anthrax 3. Antibiotics Pregnancy and Breastfeeding Women Fact Sheet
South	Parents of children 0-17	P3	1. POD Information Fact Sheet 2. Antibiotics Pregnancy and Breastfeeding Women Fact Sheet 3. Antibiotics and Children: How to protect your child from anthrax
South	Parents of children 0-17	P4	1. POD Information Fact Sheet 2. Antibiotics Pregnancy and Breastfeeding Women Fact Sheet 3. Antibiotics and Children: How to protect your child from anthrax

Midwest	Parents of children 0-17	P5	1. POD Information Fact Sheet 2. Antibiotics and Children: How to protect your child from anthrax 3. General Antibiotics Fact Sheet
Midwest	Parents of children 0-17	P6	1. POD Information Fact Sheet 2. Antibiotics Pregnancy and Breastfeeding Women Fact Sheet 3. Antibiotics and Children: How to protect your child from anthrax
West	Parents of children 0-17	P7	1. POD Information Fact Sheet 2. Antibiotics Pregnancy and Breastfeeding Women Fact Sheet 3. Antibiotics and Children: How to protect your child from anthrax
West	Parents of children 0-17	P8	1. POD Information Fact Sheet 2. Antibiotics and Children: How to protect your child from anthrax 3. Antibiotics Pregnancy and Breastfeeding Women Fact Sheet

For each resource tested:

4. What is the main idea that this material is trying to get across, in your own words?
5. What is this material asking you to do?
 - *[For each action discussed]* Do you think you could take this action or one like it? Why/why not?
 - i. What would make it easy to take this action?
 - ii. What would make it hard to take this action?
6. What is the most important information on this material?
 - What makes this important?
 - Is this part easy to understand?
7. Is there anything confusing, unclear, or hard to understand?
 - What makes this area confusing, unclear, or hard to understand?
 - How could it be changed to be clearer?
8. Is there anything unnecessary or that should be removed?
 - What makes this something to remove?
9. What changes or additions would you suggest to improve this material?
 - Is there any information that is important for you to know that was not included?
10. What about the design—does it work for you?
 - What do you like/dislike about the design?
 - Would images or graphics be helpful? If so, what types of images or graphics?
11. How do you feel about the colors?
 - What do you like/dislike about them?
12. Overall, how helpful would this material be for you during an anthrax attack?
 - To what extent does this material meet your information needs?
 - To what extent does this material provide you with clear next steps?
 - How confident does this material make you feel in determining and taking next steps?

III. Sources of Information (10 minutes)

13. Where would this material need to be or who should distribute it so you would read it?
- Why would this source be your preference?
 - Are there some places in particular that you would be most likely to notice and pay attention to this material?
 - In what formats would the content of this material be most helpful (e.g., website, social media, posters, brochures)? Why?
14. How do you feel about CDC as the source of this information?
- To what extent do you trust information from CDC?
 - To what extent does including the CDC logo make these materials more trustworthy or credible?
 - To what extent would the inclusion of other logos, such as that of a local health organization or health department, make this material more trustworthy or credible?

IV. Close (5 minutes)

15. Now that we've taken a closer look at some materials, are there additional materials that would be helpful for you during an anthrax bioterror emergency?
- Are there particular topics or anthrax emergency scenarios for which you feel you would need additional materials?

Great, let me check and see if any of our observers have any final questions.

Interviewer will check with observers for additional questions or comments.

Interviewer will display screen with the CDC anthrax website.

Thank you so much for participating today. I know this was an intense topic to discuss, but please remember that the topics we discussed today are to help us prepare for the possibility of an event like this occurring, though we do not expect that to happen. Your thoughts and opinions will be very useful in helping the CDC communicate if a bioterror attack were to happen. If you would like to learn more about anthrax or CDC's preparedness efforts, you can visit the CDC website.

Thank you again and have a good day.