

**Testing of Brand Concepts and Messages
for Promotion of Diabetes Self-Management Education and Support Services
Moderator's Guide for Focus Groups with People with Diabetes**

I. Introduction (3 minutes)

A. Introduction

- Moderator's introduction
- Welcome participants

B. Procedural Details

- Colleagues are listening in (disclose listeners in listen only mode); disclose if any observers/note-takers
- Audio recording (speak one at a time): The recordings will be used to help in writing a summary report. No one outside of this project will listen to the recordings. We will keep what you say secure to the extent permitted by law. We will NOT put your name in the report or on the recordings. We will keep the recordings in a locked cabinet. The recordings will be destroyed by October 2022.
- Restrooms (leave one at a time)
- Turn off cell phones & pagers [if by phone, ask to mute for background noise]
- A lot to cover; may need to move the conversation along

II. Purpose (4 minutes)

You're here today to take part in a focus group. It's a discussion to find out your opinions about a particular topic. This focus group is being sponsored by the Centers for Disease Control and Prevention, also known as CDC.

We've asked you to be in this discussion to hear about your opinions related to health services for diabetes. Over the course of our discussion today, I will show you some words, images, and statements. After I show them to you, I will ask you a few questions to get your reactions.

Moderator's Guide for Focus Groups with Consumers

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Public Reporting Burden Statement

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

What you tell us today will help inform how CDC and its partners can better serve people with diabetes so that they can have a better quality of life and are less likely to develop diabetes complications.

I personally have no part in creating any of these, so feel free to tell me what you really think. All your comments, whether positive or negative, are welcome. There are no right or wrong answers.

III. Participant Introductions (4 minutes)

We're going to go around the room [or take turns on the phone] to briefly allow everyone to introduce themselves. When it's your turn, please tell us:

- Your first name
- Have you participated in any kind of diabetes education, program, or support; what kind? This can include individual or group activities, in-person or online. (PROBE) Did you find that education, program or support helpful in living with and managing your diabetes?

IV. Reactions to DSMES Services (15 minutes)

I would like us to start by talking, in general, about diabetes self-management education and support services.

Let me share with you a **description** of diabetes self-management education and support. **[SHOW PLAIN LANGUAGE DESCRIPTION OF DSMES AND READ IT ALOUD.]**

Diabetes self-management education and support (DSMES) services help people keep on track to live well with diabetes.

Diabetes care and education specialists connect people with resources to build skills and reach their goals. They lead one-on-one, group, or online sessions.

Sessions can be on eating healthy, checking blood sugar, being active, managing stress, and solving problems.

- a. What does this description tell you about these services and what you would get if you received them? What questions do you have about these services?
- b. What type of person do you think would seek these services? How is that person like you or different from you? Do you believe these services would help a person with diabetes? Would they help you?
- c. What would motivate someone to go to something like this? What would make it more appealing? What would make it more relevant for you?

For purposes of our discussion today, when I mention diabetes self-management education and support services, I'm going to use the letters "DSMES". CDC wants to help inform people with diabetes of the benefits of DSMES, so that they can talk with their health care provider about how these services can help them manage their diabetes. With that in mind, I'm going to share with you the following statement.

[SHOW DSMES BENEFIT STATEMENT AND READ ALOUD.]

For people with diabetes who want or need help managing their diabetes and learning how to live with it, DSMES offers continuous, personalized skill-building, knowledge, resources and tools that prepare people to confidently manage and live with diabetes in all aspects of their lives.

Unlike diabetes education classes or other diabetes management products or tools, DSMES services let people build a lasting relationship with a trained diabetes care and education specialist and get support tailored to their needs for as long as they need it. The skills knowledge, resources and tools that are part of DSMES are based on a set of national standards that have been proven to help people with diabetes live their healthiest lives and prevent diabetes related difficulties.

1. What do you think of this statement? [Probe value/benefit words in the statement.]
2. What is unique or different about this, if anything?
3. Is this appealing to you? Why or why not?
4. What would you change/add to make it appealing for someone living with diabetes?

VI. Reactions to Branding Concepts

(20 minutes)

Now I would like to get your reactions to some concepts.

[Rotate branding concepts]

[Branding concepts may include mood boards, visual elements, images/graphics, key words]

I would like to start by showing you the following **[SHOW FIRST CONCEPT]**

Overall reactions

1. What do you see in this [board/visual/word]?
 - a. (PROBE) What first comes to mind when you first see this? What caught your attention?
 - b. How does it make you feel? [Listen for positive/negative reactions]
 - c. What questions does it raise for you?
2. What is the main idea that this concept is trying to get across, in your own words?
 - a. Who do you think this concept is trying to reach?
 - b. How believable or realistic is this? Why do you say this?
 - c. What is interesting or unique about this?

- d. What kind of personality, emotion, relationship, or personal connection (if any) is it trying to convey? How does it convey this?
 - e. Is this telling you to do something? What would motivate someone to do this?
3. What would make this more appealing or relevant for you?
 4. Is there anything confusing, annoying, or offensive on this? Anything else you don't like? Anything that makes it not trustworthy?
 5. (If a visual) How do you do you feel about the colors and graphics?
 - a. What do you like/dislike about them?
 - b. Are there things about the image that you think are particularly attention-getting?

[REPEAT ABOVE QUESTIONS, AS APPLICABLE, WITH EACH BRAND CONCEPT]

Comparison of Branding Concepts

Now I would like to show you the concepts again and ask you some questions about how they compare to one another.

[Show concepts side by side]

1. Now that you have seen all the concepts, which one feels most appealing or relevant to you? What about it makes it more relatable?

VII. Reactions to Names, Tag Lines and/or Supporting Messages (20 minutes)

Next, I would like to show you several messages and get your reactions. **[SHOW FIRST MESSAGE]**

1. What is the main idea that this [name/message] is trying to get across, in your own words?
 - a. How well does this convey something that would help you? Help others?
 - b. What benefits, if any, is this message conveying?
 - c. Was this a new idea or something that you've heard before?
2. Who would you say this message is for?
3. Is this message believable or not? Why or why not?
 - a. [If not believable] What additional information would you need in order to more strongly believe this message?

4. Tell me about the text. Do you like the way it is written? [Probe: tone, language/style, clear language, etc.]
 - a. Is it easy or difficult to read? [Probe: Font too big? Too small? Too dense?]
5. If you saw or heard this message, would it get your attention? Why or why not?
 - a. Are there any words or phrases here that you think are especially attention-getting or appealing?
6. Does this message make you want to do anything?
 - a) Would it make you think about the importance of DSMES services?
 - b) Does this motivate you to take action to find out about DSMES services?
 - c) Is there anything that could be changed to make it more likely you would be motivated to participate in DSMES services?

[REPEAT ABOVE QUESTIONS, AS APPLICABLE, WITH EACH MESSAGE]

Comparison of Messages

Now I would like to show you the messages again and ask you about how they compare to one another.

[Show messages side by side]

1. Do you think one of these is more appealing or motivating than the others? Which? Why/why not?

IX. Overall reactions to DSMES

(5 minutes)

To finish, I would like to ask you a few questions about your reactions to DSMES services based on what you have seen and discussed today.

[DISTRIBUTE HANDOUT WITH TWO FIGURES WITH QUOTE BUBBLES]

1. Given what we've talked about today, I would like you to imagine a conversation between two people with diabetes. What are they saying about DSMES services? Take a minute and jot down that conversation. [GIVE PARTICIPANTS 1 MINUTE.] If you are willing, I'd like you to share with the group what you wrote.
 - a. If you were trying to influence a friend or a family member [to participate in DSMES services], what would you say? [Probe for benefits and way to overcome barriers.]
2. Now thinking about **your own reaction** to today's conversation, in general, how appealing are DSMES services for you, as a way to manage your diabetes and reduce the risk of developing complications?

3. How feasible is it that you would try to find DSMES services near you and participate
Please explain.
4. Do you see yourself asking your health care provider to refer you to DSMES services?
Please explain
 - a. What makes it hard to do this?
 - b. What would make this easier for you to do?
 - c. Who would support you on this?

XI. WRAP-UP

(1 minute)

Answer any questions about DSMES that may have come up during discussion or refer them to CDC/Association of Diabetes Care and Education Specialists resources like “find a DSMES program”.

Thank participants for their participation.

ATTACHMENTS: DRAFT BRAND ELEMENTS AND VISUALS