Using Concept Mapping to Develop a Theory to Describe the Work of the National Domestic Violence Hotline with Family and Friends of Victims/Survivors – Formative Data Collection

Formative Data Collections for Program Support

0970 - 0531

INSTRUMENT 1: ONLINE GCM DIRECTIONS -ANNOTATED FOR OMB REVIEW

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1. Online Group Concept Mapping (GCM)

This document provides an overview of the proposed SAF-T Project Group Concept Mapping (GCM) process including screenshots of what stakeholder participants will see as they navigate through the Concept Systems, Inc. online groupwisdom[™] GCM platform. The information in this document is presented in the order that participants will experience in the system and is organized by three main activities included in GCM (i.e., brainstorming, sorting, and rating). The initial "General Project Areas" section contains screenshots of messages to participants every time they access the system (whether it is their first time, or they are a returning user), including important elements such as safety warnings, informed consent, welcome, and thank you messages. The "Participant Questions" section contains questions that will be asked of all participants before the sorting and rating activity.

Depending upon how individuals are recruited, they may participate in GCM activities anonymously or confidentially. Participants referred to the GCM via The Hotline (i.e., victims/survivors of relationship abuse, family members of victims/survivors, or friends of victims/survivors) will participate <u>anonymously</u> and will not be assigned a login/password. While they will be able to return to the system as many times as they like for the brainstorming activity, anonymous route respondents will be encouraged to complete the sorting and rating in one sitting (for each activity) since their data are not linked across sessions through a login/password. As the instructions included below show, anonymous participants will be encouraged to start sorting or rating only if they have enough time to complete the activity.

Participants who participate via the <u>confidential</u> path will be able to return multiple times to complete the sorting and rating tasks using a confidential username and password. Each time directions provided in this document mention returning to complete activities, these directions are specific to confidentialroute respondents and will not be visible to the anonymous-route respondents. There are notes throughout this document indicating which directions anonymous participants will not see.

Given the aforementioned differences, there will also be two separate consent forms.¹ Finally, we include notes throughout this document to indicate where example data have been included for illustrative purposes. Example data will be removed before data collection begins.

1

¹ See Appendix C.1: GCM Online Consent Form – Confidential Route and Appendix C.2: GCM Online Consent Form – Anonymous Route.

2. General Project Areas

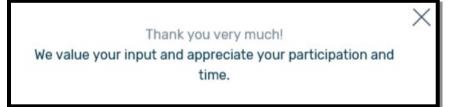
Exhibit 2a. Informed consent introductory text and safety alert

Safety Alert: If you are concerned about your safety in visiting this website or participating in this study, please exit the webpage and clear your browser history. If this is your first time on this site, please scroll down to download and review the consent document before proceeding. If you have read the consent form and are ready to begin participating in a concept mapping activity, scroll down and select "ACCEPT." Clicking "ACCEPT" indicates that you have reviewed the document. you are at least 18 years of age, and you are not concerned about your safety related to participation. Your input will be used to better understand the ways that The Hotline can support the family members and fore the family members and fore the family members.	Informed Consent		
proceeding. If you have read the consent form and are ready to begin participating in a concept mapping activity, scroll down and select "ACCEPT." Clicking "ACCEPT" indicates that <u>you have reviewed the</u> <u>document. you are at least 18 years of age, and you are not concerned about your safety related to</u> <u>participation</u> . Your input will be used to better understand the ways that The Hotline can support the family members and			e or participating in this study,
	proceeding. If you have read the consent form activity, scroll down and select "ACCEPT." Clic document, you are at least 18 years of age, an	m and are ready to begin partic king "ACCEPT" indicates that	ipating in a concept mapping you have reviewed the
Triends of victims/survivors of relationship abuse.	friends of victims/survivors of relationship ab		support the family members and
		DECLINE	ACCEPT

Exhibit 2b. Welcome message



Exhibit 2c. General completion thank you message



3. Brainstorming Activity

After respondents consent to participate, they will be provided with general instructions for participating in the brainstorming activity as illustrated in Exhibit 3a.

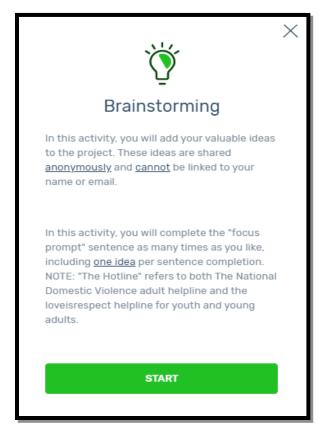
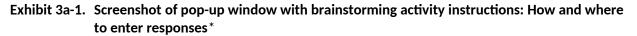


Exhibit 3a. Brainstorming activity general instructions message

After respondents select "START" at the bottom of the brainstorming activity general instructions message, they will be presented with pop-up windows with detailed instructions on the brainstorming activity as illustrated in Exhibits 3a-1 through 3a-4. Respondents can choose to skip or navigate forward or back through these activity instructions. After respondents progress through (or skip) these instructions, they will advance to the activity interface where they can begin the brainstorming activity (See Exhibit 3b).



O FOCUS PROMPT :	I think one way The H	Hotline can support family (or friends who cor	ntact The Hotline is
Add Ideas 💿		Collected stateme	ents: O	
Type to add an idea		statement.		t the trade offs the survivor woul a (e.g., have they thought about o
	(0/250 characters left)	SKIP INTRO understanding what fea umented immigrants).	NEXT ars family members have	ábout institutional involvement (e
ADD STATEMENT		the idea that it is more o	complicated than what m	eets the eye.

Instructions in screenshot: "Type a statement here that completes the sentence started above. Please keep each statement brief and include just <u>one thought per statement</u>." NOTE: All example statements shown under "Collected statements" in the screen shot below will be removed before data collection. Actual brainstormed statements (from participants, the literature review, and advocate interviews) will be viewable by participants should they wish to see examples.

Exhibit 3a-2. Screenshot of pop-up window with brainstorming activity instructions: Location of participant responses*

O FOCUS PROMPT: I think one way The Hoti	ine can support family or friends who contact The Hotline is
Once you add statements they will show here, together with other participant ideas. You may add as many statements as you wish.	Collected statements: 0 C Refresh list
	Q Search
SKIP INTRO BACK NEXT	asking the friend or family what s/he knows about the trade offs the survivor would have to mak e to get the kind of help that would be appropriate (e.g., have they thought about custody or doc umentation issues?)
(0/250 characters left)	understanding what fears family members have about institutional involvement (e.g., for undoc umented immigrants).

* Instructions in screenshot: "Once you add statements they will show here, together with other participant ideas. You may add as many statements as you wish." NOTE: All example statements shown under "Collected statements" in the screen shot below will be removed before data collection.

Exhibit 3a-3. Screenshot of pop-up window with brainstorming activity instructions: Auto-save function and option to respond during more than one session*

œ¶÷]¢ 41 statements collected				Moreunio	FINISH
O FOCUS PROMPT: I think one way The Hotline can support far		otline can support fam	Your ideas are automatically saved s	so you can leave at any time and r	eturn to add more later.	
Add Ideas o		Collected state	SKIP INTRO	BACK	NEXT	
			0.0			

* Instructions in screenshot: "Your ideas are automatically saved so you can leave at any time and return to add more later."

Exhibit 3a-4. Screenshot of pop-up window with brainstorming activity instructions: Careful consideration of focus prompt before responding*

• FOCUS PROMPT: • I think one way The Hotline can support family or friends who contact The Hotline is				
Add Ideas	Think carefully about your ideas. Consider o	different experiences or information relatir BACK	ng to the focus prompt.	
Type to add an idea				

* Instructions in screenshot: "Think carefully about your ideas. Consider different experiences or information relating to the focus prompt."

Exhibit 3b. Brainstorming activity interface*

← Brainstorming ENG				
41 statements collected		Moreinfo > FINISH		
• FOCUS PROMPT: I think one way The Hotlin	ne can support family or friends who contact The F	lotline is		
Add Ideas 🐠	Collected statements: 0	🗘 Refresh list		
Type to add an idea	Q Search			
	asking the friend or family what s/he knows about the trade off e to get the kind of help that would be appropriate (e.g., have th umentation issues?)			
(0/250 characters left)	understanding what fears family members have about institution umented immigrants).	onal involvement (e.g., for undoc		
ADD STATEMENT	the idea that it is more complicated than what meets the eye.			

* <u>NOTE</u>: All example statements shown under "Collected statements" in the screen shot below will be removed before data collection.

When respondents are finished with the brainstorming activity, they will select "FINISH" and will receive a thank you message as illustrated in Exhibit 3c.

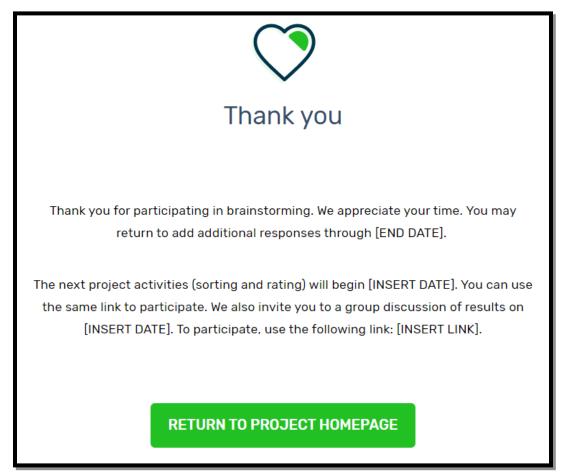
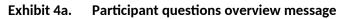
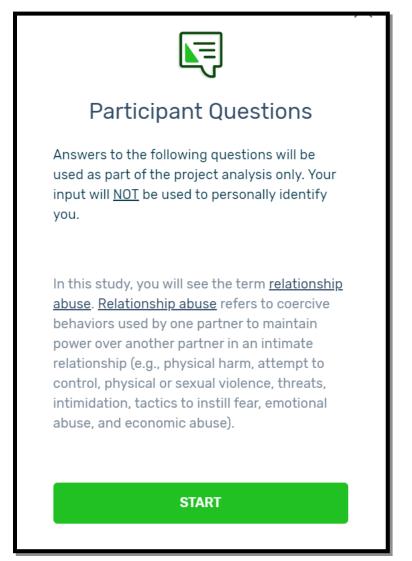


Exhibit 3c. Brainstorming activity completion thank you message

4. Participant Questions

Before beginning sorting/rating activities, participants will be prompted to answer participant questions and will be provided the definition of "relationship abuse" as illustrated in Exhibit 4a.





After respondents select "START" at the bottom of the participant questions overview message, they will be prompted to answer five participant questions. Screen shots of the five questions are illustrated in Exhibits 4b-1 through 4b-5. The responses to the participant questions will allow subsequent analyses of differences by key stakeholder group, age, race/ethnicity, and preferred mode of contacting The Hotline.

Exhibit 4b-1.	Stakeholder	group participant	question 1	: Stakeholder	group membership
---------------	-------------	-------------------	------------	---------------	------------------

l identify as a member of the following group(s) [check all that apply]: *
Relationship abuse refers to coercive behaviors used by one partner to maintain power over another partner in an intimate relationship (e. g., physical harm, attempt to control, physical and/or sexual violence, threats, intimidation, tactics to instill fear, emotional abuse, and eco nomic abuse).
Victim/survivor of relationship abuse
Family member of a victim/survivor
Friend of a victim/survivor
National Domestic Violence Hotline/loveisrespect staff member
Practitioner (e.g., therapist, service provider) working with people affected by relationship abuse (e.g., family members, friends, vi ctims/survivors)
I prefer not to answer

Exhibit 4b-2. Stakeholder group participant question 2: Recruitment stakeholder group

	I was recruited to participate in this study primarily because I am a member of the following group [please select just one]: *			
g., ph	Relationship abuse refers to coercive behaviors used by one partner to maintain power over another partner in an intimate relationship (e. g., physical harm, attempt to control, physical and/or sexual violence, threats, intimidation, tactics to instill fear, emotional abuse, and eco nomic abuse).			
\bigcirc	Victim/survivor of relationship abuse			
\bigcirc	Family member of a victim/survivor			
\bigcirc	Friend of a victim/survivor			
\bigcirc	National Domestic Violence Hotline/loveisrespect staff member			
\bigcirc	Practitioner (e.g., therapist, service provider) working with people affected by relationship abuse (e.g., family members, friends, v ictims/survivors)			
\bigcirc	I prefer not to answer			

Plea	se select your age group: *
\bigcirc	18 to 24
\bigcirc	25 to 34
\bigcirc	35 to 44
\bigcirc	45 to 54
\bigcirc	55 and up
\bigcirc	I prefer not to answer

Exhibit 4b-3. Stakeholder group participant question 3: Age group

Exhibit 4b-4. Stakeholder group participant question 4: Race/Ethnicity

Pleas	Please select your race/ethnicity: *					
\bigcirc	American Indian/Alaska Native					
\bigcirc	Asian/Pacific Islander					
\bigcirc	Black/African American					
\bigcirc	Hispanic or Latino/Latina/Latinx					
\bigcirc	White/Caucasian					
\bigcirc	Multiple races/ethnicities					
\bigcirc	I prefer not to answer					
\bigcirc	Other					
	Type answer here					

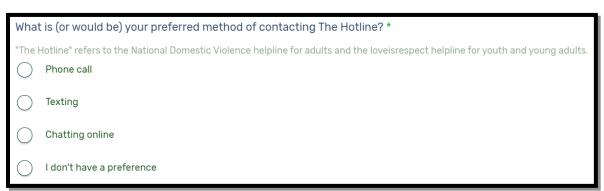
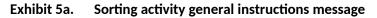
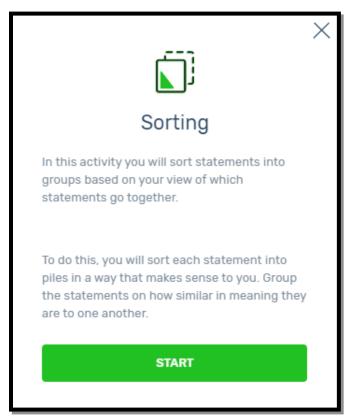


Exhibit 4b-5. Stakeholder group participant question 5: Preferred method of contacting The Hotline

5. Sorting Activity

After responding to the five participant questions, respondents will be provided with general instructions for participating in the sorting activity as illustrated in Exhibit 5a.





After respondents select "START" at the bottom of the sorting activity general instructions message, they will be presented with pop-up window detailed instructions on the sorting activity as illustrated in Exhibits 5a-1 through 5a-3. Respondents can choose to skip or navigate forward or back through these activity instructions. After respondents progress through (or skip) these instructions, they will advance to the activity interface where they can begin the sorting activity (See Exhibit 5b-1).

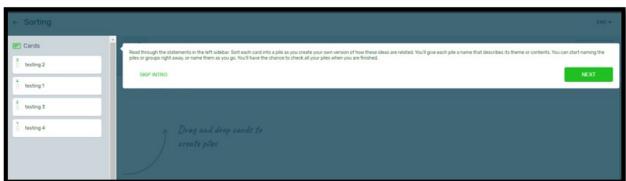


Exhibit 5b-1. Screenshot of pop-up window with sorting activity instructions: Sorting cards into piles*

* Text in screen shot: "Read through the statements in the left sidebar. Sort each card into a pile as you create your own version of how these ideas are related. You'll give each pile a name that describes its theme or contents. You can start naming the piles or groups right away, or name them as you go. You'll have the chance to check all your piles when you are finished." NOTE: All example statements under "Cards" will be removed before data collection.

Exhibit 5b-2. Screenshot of pop-up window with sorting activity instructions: Editing and organizing piles*



* Text in screen shot: "Edit and organize piles in the blank area. People vary on how many piles they create. Usually 5 to 20 piles work well to organize this number of statements." NOTE: All example statements under "Cards" will be removed before data collection.

Exhibit 5b-3. Screenshot of pop-up window with sorting activity instructions: Auto-save function and option to respond during more than one session*

← Sorting		ENG ¥
🖭 Cards	ggi s our saturante arres	Hann and a 👔 🖉 FRATSH
testing 2	FOCUS PROMPT: >1 think • You do not need to complete the sorting activity all at once. The piles you create will be auto-saved so you can leave the activity and log-in at	a later time to complete with a username and password.
4 testing 1	D. Expand 40 . X. Catagora, SKIP INTRO	BACK DONE
² testing 3		
testing 4		
	create piles	

* Text in screen shot: "You do not need to complete the sorting activity all at once. The piles you create will be auto-saved so you can leave the activity and log-in at a later time to complete with a username and password." NOTE 1: Anonymous participants will not see these directions. NOTE 2: All example statements under "Cards" will be removed before data collection.

Exhibit 5c. Sorting activity interface*

+	Sorting				ENG 🗸
e	Cards	¶¶€	0 of 41 statements sorted Maceunto	:	FINISH
24 ::	helping them understand that survivors are the expert on their own experience.	FOCUS P	IOMPT: >I think one way The Hotline can support family or friends who contact The H	otline	e is
23 ::	let the caller know that he or she alone cannot save or rescue the survivor/victim.		al 🛣 Collapse All		
2	understanding what fears family members have about institutional involvement (e.g., f more		Drag and drop cards to create piles		
13 ::	It is important for family and friends to know that survivors experience shame about more				

* NOTE: All example statements under "Cards" will be removed before data collection.

When respondents have completed the sorting activity, they will select "FINISH" and will receive a thank you message as illustrated in Exhibit 5d.

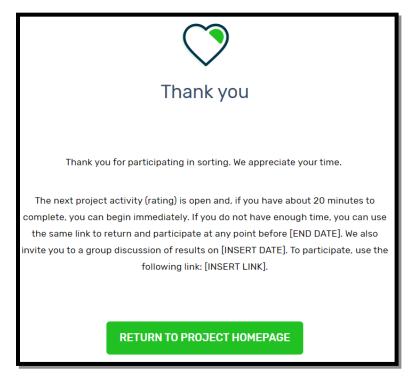


Exhibit 5d. Sorting activity completion thank you message

6. Rating Activity

For the rating activity, respondents will be asked to rate statements according to importance and usefulness. At the beginning of the activity, respondents will see the importance section of the rating activity general instructions message as illustrated in Exhibit 6a.

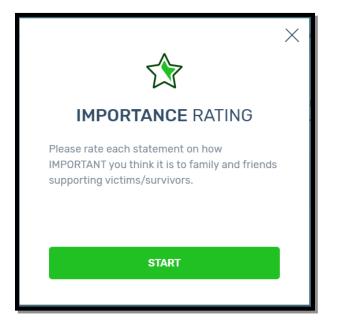


Exhibit 6a. Importance rating activity general instructions message

After respondents select "START" at the bottom of the importance section of the rating activity general instructions message, they will be presented with pop-up windows with detailed instructions on the importance section of the rating activity as illustrated in Exhibits 6a-1 and 6a-2. Respondents can choose to skip or navigate forward or back through these instructions. After respondents progress through (or skip) these instructions, they will advance to the activity interface where they can begin the importance section of the rating activity (See Exhibit 6b).

Exhibit 6a-1. Screenshot of pop-up window with importance rating activity instructions: Range of responses*

Page 1 of 1 Statements 1 to 4				On this page:	All (4)	Unrated (4)	Rated (0)
1 testing 4							
Not at all Important	2 O Somewhat Important	3 O Important	4 Very Important	5 Extremely Important			
Rate each stateme SKIP INTRO	ent according to the range BACK	indicated.	σ	5			
Ó	Õ	Ó	Ó	Õ			

* Text in screen shot: "Rate each statement according to the range indicated." NOTE: All example statements in this section will be removed before data collection.

Exhibit 6a-2. Screenshot of pop-up window with importance rating activity instructions: Auto-save function and option to respond during more than one session*

- IMF	PORTANCE			ENG 🛩
9			Mare info a	FINISH
Focus	PROMPT: I think one way The Hotline ca	The ratings you enter will be auto-saved. You can log-in later, with a usernam	ne and password, to complete	a ratings if necessary.
	Page 1 of 1 Statements 1 to 41	SKIP INTRO	BACK	DONE

* Text in screen shot: "The ratings you enter will be auto-saved. You can log-in later, with a username and password, to complete ratings if necessary." NOTE: Anonymous participants will not see the last sentence in these directions.

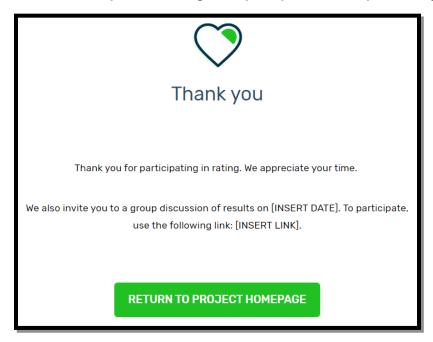
Exhibit 6b. Importance rating activity interface*

	ORTANCE					ENG 🗸
¶¶÷	0 of 41 statements rated				More info >	FINISH
FOCUS	PROMPT: I think one way The	Hotline can suppor	t family or friends who c	contact The H	lotline is	
	Page 1 of 1 Statements 1 to 41		On this page:	All (41)	Unrated (41) Rated (0)	
	1 Hearing from someon	ne sympathetic who answe	rs the hotline.			
		2	3	4	5	
	Not Important	A Little Important	Somewhat Important	Important	Very Important	

* NOTE: All example statements in this section will be removed before data collection.

When respondents have completed the importance rating activity, they will select "FINISH" and will receive a thank you message as illustrated in Exhibit 5e.

Exhibit 6c. Importance rating activity completion thank you message



After completing the importance rating activity, respondents will receive general instructions for participating in the usefulness rating activity as illustrated in Exhibit 6d.

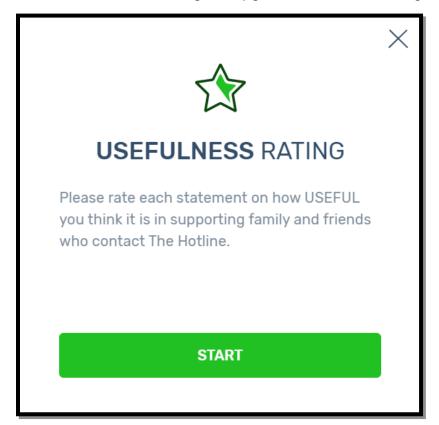


Exhibit 6d. Usefulness rating activity general instructions message

After respondents select "START" at the bottom of the usefulness section of the rating activity general instructions message, they will be presented with pop-up windows with detailed instructions on the usefulness section of the rating activity as illustrated in Exhibits 6d-1 and 6d-2. Respondents can choose to skip or navigate forward or back through these instructions. After respondents progress through (or skip) these instructions, they will advance to the activity interface where they can begin the usefulness section of the rating activity (See Exhibit 6e).

Exhibit 6d-1. Screenshot of pop-up window with usefulness rating activity instructions: Range of responses*

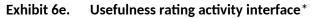
1 Guiding the victim to take the appropriate steps based on their current abusive situation.								
	2	3	4	5				
Not Useful	A Little Useful	Somewhat Useful	Useful	Very Useful				
Rate each statement acc	BACK	IEXT	4	5				

* Text in screen shot: "Rate each statement according to the range indicated." NOTE: All example statements in this section will be removed before data collection.

Exhibit 6d-2. Screenshot of pop-up window with usefulness rating activity instructions: Auto-save function and option to respond during more than one session*

2a	The ratings you enter will be auto-saved. You can log-in later, with a	username and password, to compl	ete ratings if necessary.	
	SKIP INTRO	ВАСК	DONE	
	on this page. An (41)	omatsu (41) Rate	a (o)	

* Text in screen shot: "The ratings you enter will be auto-saved. You can log-in later, with a username and password to complete ratings if necessary." NOTE: Anonymous participants will not see the last sentence in these directions.



	EFULNESS		Ċ.			ENG 🗸
¶€	0 of 41 statements rated				More info >	FINISH
FOCUS F	PROMPT: I think one way The	Hotline can suppor	rt family or friends who co	ontact The H	Hotline is	
þ	Page 1 of 1 Statements 1 to 41		On this page:	All (41)	Unrated (41) Rated (0)	c
	1 Guiding the victim to	take the appropriate steps	based on their current abusive sit	uation.		
		2	3	4	5	
	Not Useful	A Little Useful	Somewhat Useful	Useful	Very Useful	

* NOTE: All example statements in this section will be removed before data collection.

When respondents are finished participating in the usefulness rating activity, they will select "FINISH" and will receive a thank you message as illustrated in Exhibit 6f.

Exhibit 6f. Usefulness rating activity completion thank you message

