

## Preparation and Stage Setting

<b>Topic:</b>	Administrative tasks and preparation
<b>Purpose:</b>	To complete administrative tasks associated with participation in the focus group, and to prepare participants for the group discussion
<b>Objectives:</b>	Upon successful completion of this segment, participants will: <ul style="list-style-type: none"><li>• Sign-in and complete paperwork to receive their incentives</li><li>• Complete name tags and/or table tents</li><li>• Prepare to discuss <i>A Patient-Centered {e-learning program or e-resource name} To Implementing Language Access Services in Healthcare Organizations</i></li></ul>
<b>Time:</b>	5 minutes
<b>Materials/Logistics:</b>	Consent forms Pre-prepared name tags/table tents Incentive checks Small table clock for the moderator Pads/Paper/Flipcharts Minimum of 14 pens/pencils Audio-recording equipment Laptop with cord to take notes Refreshments for participants

As participants arrive, the facility staff will show them to the refreshments, explain the consent form, ask if they have any questions, and have participants sign the consent form. A copy of the consent form will be provided to the participant, and a copy will be sent back to SRA.

Once participants get their refreshments, they will enter the meeting room. The Moderator will ask participants to select their name from the preprinted name tags/table tents. While waiting for everyone to settle into their seats, the Moderator will remind them that the session will start promptly at **X:XX**.

**\*\* ! Bolded questions** are those that must be asked of all groups! **\*\***

<b>Introduction</b>
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- Topic:** Welcome and Introductions
- Purpose:** To welcome participants to the focus group and complete introductions to provide participants with an overview of the purpose of the discussion and the ground rules
- Objectives:** Upon successful completion of this phase of the focus group, participants will:
- Know the name of the moderator, the other group participants, their specialties, and what they enjoy about their profession
  - The ground rules governing the focus group discussion
  - The purpose and goals of the focus group
- Time:** 10 minutes
- Materials/Logistics:** Flipchart sheet with the ground rules listed  
Flipchart sheet with the goals listed

<u><b>MODERATOR</b></u>	<u><b>ACTIVITIES/NOTES</b></u>
<p>Thank you all for being here this evening, and for taking the time to participate in this group discussion. My name is _____ and I will be one of the moderators for tonight’s discussion. Moderating with me is _____.</p> <p>We work for SRA International, Inc., which is a nationwide systems and research company based in the Washington, DC area. We are currently supporting a Health and Human Services Office of Minority Health funded project to create continuing education materials for oral health professionals, which will be part of a larger series of continuing education and training programs. Tonight, we’re interested in getting your feedback on the {e-learning program or e-resource name}. We want to learn which parts of the {e-learning program or e-resource name} are most valuable, what else (if anything) is needed, and which parts may need to be changed.</p> <p>Before we get started, there is some information and ground rules we need to go over with you:</p> <ul style="list-style-type: none"> <li>• Location of bathrooms</li> </ul> <p><b>Ground Rules</b></p> <ul style="list-style-type: none"> <li>• Please, if you could, check that your cell phones are turned off or on vibrate.</li> </ul>	<p style="color: blue;">Present Flipchart sheet with ground rules written</p>

- Speak in a voice at least as loud as mine.
- Since we are interested in all of your ideas, and others in the group may get ideas just from listening to yours, please avoid side conversations with your neighbors.
- This is an open discussion and there are no wrong answers; all of your experiences are important in helping us understand the value and usefulness of the {e-learning program or e-resource name}.
- We want everyone to participate equally.
- Please be respectful of each other's opinions and allow for different points of view.
- Take breaks if needed; however, we ask that only one person leave at a time.
- **Disclosures:** We are audio and videotaping tonight's session to ensure that we capture all that you say.
- We will be writing a report for our client at the Office of Minority Health, but please be assured that no one's name will be mentioned in the report.

Okay, great. As I said, you are here today so we can get your feedback on the {e-learning program or e-resource name}. Our goal is to gather as much information as possible regarding this {e-learning program or e-resource name}.

If it seems that some questions are repetitive throughout our discussion, it is because we need to make certain that all the elements within the {e-learning program or e-resource name} are thoroughly explored.

So with all of that said, as I mentioned, my name is \_\_\_\_\_, and I work with \_\_\_\_\_ on development and evaluation of this {e-learning program or e-resource name} as well as several continuing education e-learning programs and e-resources. **Provide brief background information (degree, # of years doing this work, etc.). Other moderator provide information.**

Now that you know a little bit about us, we'd like you to tell us a little about yourself. Please tell us your name, what you do, one thing you enjoy about your work, and what you most enjoy

Have participants provide their names, and other biographical information.

doing when you are not at work.

Thank you and welcome! Right now, we'd like to briefly share the specific goals for our discussion with you:

- To determine if the {e-learning program or e-resource name} and its case studies, resource units, and other features convey useful information that health professionals can use to provide linguistically appropriate services to diverse populations.
- To determine if the case studies, resource units, and other features in the {e-learning program or e-resource name} are realistic and useful in promoting linguistically appropriate health care.
- To determine if the website is useful and if the web features are interesting and complementary to the {e-learning program or e-resource name} material.

Transition to next phase.

**Your Patients**

**Topic:** Talking about Your Patients’ Needs

**Purpose:** To determine the culturally and linguistically diverse populations to which the participants provide health care; to discuss challenges and the participants may face when working with individuals and patients from different cultural and linguistic backgrounds; to determine the participants’ knowledge and understanding of cultural and linguistic competency; and to determine whether participants’ self-reported knowledge of linguistically appropriate services increased as a result of completing the {e-learning program or e-resource name}.

**Objectives:** Upon successful completion of this phase of the focus group, participants will:

- Discuss the linguistic background of their patients and how it relates to their clinical practices
- Discuss what resources and tools they have available to help them provide linguistically appropriate care and services
- Discuss whether their knowledge of how to provide culturally and linguistically appropriate services, has increased due to using the e-learning program/e-resource

**Time:** 10 minutes

**Materials/Logistics:** None

<u><b>MODERATOR</b></u>	<u><b>ACTIVITIES/NOTES</b></u>
<p><b>What are some of the challenges you and your colleagues face working with/caring for patients from linguistically diverse populations?</b></p> <p><b>PROBES:</b> How do you deal with these challenges? What practices or policies does your organization implement to help address these challenges?</p> <p><b>What types of tools and/or resources do you need to better serve linguistically diverse populations?</b></p> <p>Where do you look for the communication and language assistance tools and resources that you use to meet the challenges of providing language assistance to patients? <b>PROBE:</b> How have these tools and resources been advertised to you?</p> <p>Transition to next phase.</p>	<p><b>Additional probes:</b>                      “How so?”                      “In what way?”                      “Anything else?”                      “Please tell me more about...”                      “What else can someone tell me about this?”                      “What did you say to yourself when...”                      “Anyone feel differently about this?”                      “What reactions have been missed/not heard yet?”</p>

**Overall Review**

- Topic:** Overall review of {e-learning program or e-resource name}
- Purpose:** To discuss participants’ reactions to the {e-learning program or e-resource name}’s overall content and to determine whether and how the information presented in the {e-learning program or e-resource name} will be used in their institution or organization’s day-to-day provision of services
- Objectives:** Upon successful completion of this phase of the focus group, participants will:
- Provide their impressions of and feedback for the {e-learning program or e-resource name}, including likes and dislikes, and recommendations for modifications
  - Describe what new information was learned and how they could apply it to their day-to-day provision of services
  - Discuss the relevance and appropriateness of the information to health professionals and other members of their institution or organization
- Time:** 10 minutes
- Materials/Logistics:** Flipchart sheet with the components of the {e-learning program or e-resource name}

<u>MODERATOR</u>	<u>ACTIVITIES/NOTES</u>
<p>Now we would like to talk about your overall impression of the {e-learning program or e-resource name} that you reviewed prior to coming to this group.</p> <p>As a reminder, {e-learning program or e-resource name} provides information on:</p> <ul style="list-style-type: none"> <li>• {E-learning program or e-resource} objectives</li> </ul> <p><b>So, approximately how long did it take you to review this {e-learning program or e-resource name}?</b></p> <p><b>What was your overall reaction to the {e-learning program or e-resource name} in general?</b></p> <p><b>What 3 things did you like most about the {e-learning program or e-resource name}, overall?</b>  <u>PROBES:</u> What about the length? The content? The resources? How the content was organized?</p> <p><b>What 3 things did you like least about the {e-learning program</b></p>	<p style="color: blue;">Present flipchart sheet with the course outline the {e-learning program or e-resource name}.</p> <p style="color: blue;">Go around the table and have each participant share how long it took to review the {e-learning program or e-resource name}.</p>

<p>or e-resource name}, <b>overall?</b></p> <p><b>PROBES:</b> What about the length? The content? The resources? How the content was organized?</p> <p><b>How relevant was the information presented to you or your job?</b></p> <p><b>PROBE:</b> If not, how could it be more relevant to you? If not, for whom in your organization would this information be relevant?</p> <p>Are there any topics relevant to your work or your organization that were not addressed by the {e-learning program or e-resource name}?</p>	<p><b>Additional probes:</b></p> <p>“How so?”</p> <p>“In what way?”</p> <p>“Anything else?”</p> <p>“Please tell me more about...”</p> <p>“What else can someone tell me about this?”</p> <p>“What did you say to yourself when...”</p> <p>“Anyone feel differently about this?”</p> <p>“What reactions have been missed?”</p>
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**{E-learning program or e-resource name Course/Unit Review (Repeats for each Course/Unit)}**

<b>Topic:</b>	E-learning Program/E-resource Course/Unit Review
<b>Purpose:</b>	To discuss participants’ reactions to the Course/Unit content and to determine whether and how the information presented will be used in their institution or organization’s day-to-day provision of services
<b>Objectives:</b>	<p>Upon successful completion of this phase of the focus group, participants will:</p> <ul style="list-style-type: none"> <li>• Provide their impressions of and feedback on the Course/Unit, including recommendations for modifications</li> <li>• Describe what new information was learned and how they could apply it to their day-to-day provision of services</li> <li>• Discuss the relevance and appropriateness of the information to health professionals and other members of their institution or organization</li> </ul>
<b>Time:</b>	15 minutes
<b>Materials/Logistics:</b>	Flipchart sheet with the components of the {e-learning program or e-resource Course/Unit}

<b><u>MODERATOR</u></b>	<b><u>ACTIVITIES/NOTES</u></b>
<p>Now we would like to talk about the {e-learning program or e-resource Course/Unit} that you reviewed prior to coming to this group.</p> <p>As a reminder, the {e-learning program or e-resource Course/Unit} provides information on:</p> <ul style="list-style-type: none"> <li>• {E-learning program or e-resource Course/Unit} objectives</li> </ul> <p><b>What was your initial reaction to the {e-learning program or e-resource Course/Unit}?</b></p> <p>What do you think about the information provided in the {e-learning program or e-resource Course/Unit}?</p> <p><b>PROBES:</b> Is the information relevant? Is there too much information or too little? Is the material boring? Is the material redundant?</p> <p><b>What information from the {e-learning program or e-resource Course/Unit} (and only the {e-learning program or e-resource Course/Unit}) is most helpful to you in your daily practice?</b></p> <p><b>PROBE:</b> How could it be more helpful to you?</p> <p>After reviewing the {e-learning program or e-resource</p>	<p style="color: blue;">Present flipchart sheet with the course outline of the {e-learning program or e-resource Course/Unit}.</p> <p style="color: red;">Additional probes:                      “How so?”                      “In what way?”                      “Anything else?”                      “Please tell me more about...”                      “What else can someone tell me about this?”                      “What did you say to yourself when...”                      “Anyone feel differently about this?”</p>



<p>Course/Unit}, how comfortable do you feel about the {e-learning program or e-resource Course/Unit} objectives/skills? <b>PROBES:</b> What would help you feel more comfortable?</p> <p><b>Is there anything that we have not asked or discussed about the {e-learning program or e-resource Course/Unit}that you would like to tell us?</b> <b>PROBES:</b> Anything you wanted to share that you have not shared yet?</p>	<p><b>“What reactions have been missed/not heard yet?”</b></p>
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<b>Website Usability and Experience</b>
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**Topic:** Overall Website Usability, Ease of Navigation, and Experience

**Purpose:** To discuss participants’ feedback and opinions on the usability and navigability of the {e-learning program or e-resource name} web site, as well as any feedback regarding their online experience

**Objectives:** Upon successful completion of this phase of the focus group, participants will:

- Provide global feedback on the usability of the {e-learning program or e-resource name}’s website
- Provide feedback on the appearance of the {e-learning program or e-resource name}’s website
- Discuss whether participants would recommend the site to others

**Time:** 10 minutes

**Materials/Logistics:** None.

<u><b>MODERATOR</b></u>	<u><b>ACTIVITIES/NOTES</b></u>
<p>Now we want to shift to talking about the website and your experience using and navigating the site.</p> <p><b>What about the website did you like?</b></p> <p><b>What about the website you did not like?</b></p> <p style="padding-left: 20px;"><b>PROBES:</b> Tell me more. Do you have any recommendations on how we can improve that?</p> <p>How many of you reviewed the resource on a device other than a computer or laptop?</p> <p style="padding-left: 20px;"><b>PROBES:</b> What kind of device did you use? (E.g., tablet, smartphone?)</p> <p>For those of you that reviewed the program on a tablet, how did the site look?</p> <p style="padding-left: 20px;"><b>PROBES:</b> Was it appealing—in what ways? How easy was it for you find information on the page?</p> <p>Now let’s talk about navigation. Tell us about your experience in navigating through the website.</p> <p style="padding-left: 20px;"><b>PROBES:</b> How easy was it for you to navigate from one page to another? Was it easy to get to particular parts of the site (e.g., Glossary, Resources, etc.)?</p>	<p style="color: blue;">Count how many participants used an alternate device.</p>

**In what ways could we improve the way the content was presented?**

**PROBES:** What additional (interactive) features would you recommend? Did the organization of the material make sense? More case studies? What format would be best to convey information to you?

**Is there anything that we have not asked or discussed about the website that you would like to tell us?**

**PROBES:** Anything you wanted to share that you have not shared yet?

**Overall Comments and Closing**

**Topic:** Overall Comments and Closing

**Purpose:** To discuss participants’ feedback and opinions not already shared in previously phases of the group and their general/overall impressions of the program; to determine others who would benefit from the program; and to conclude the group discussion.

**Objectives:** Upon successful completion of this phase of the focus group, participants will:

- Provide global feedback on the usability of the {e-learning program or e-resource name}
- Indicate other types of settings that would benefit from the {e-learning program or e-resource name}

**Time:** 10 minutes

**Materials/Logistics:** Business cards

<u><b>MODERATOR</b></u>	<u><b>ACTIVITIES/NOTES</b></u>
<p>We are getting ready to wrap up our group discussion, but before we do, we just have a few more questions.</p> <p><b>What information from the {e-learning program or e-resource name} would you share with your colleagues?</b>  <u><b>PROBE:</b></u> Specific information?</p> <p><b>Thinking of your co-workers, which of them do you think would benefit from this {e-learning program or e-resource name}?</b>  <u><b>PROBES:</b></u> Other specialists? Front desk staff?            Administrative staff? What would you say to your coworkers about the {e-learning program or e-resource name}?</p> <p>Now, let’s talk about the various Case Studies used in the {e-learning program or e-resource name}. What were your overall impressions of the Case Studies?  <u><b>PROBES:</b></u> Were the situations presented realistic? Is the situation presented in the vignette something you could realistically encounter in your service area? If not, what would make it more applicable to your experience?            How well did the vignette provide a tangible example of how to be more linguistically appropriate in your day-to-day provision of services?</p>	

Did the case studies help to reinforce the concepts presented in the {e-learning program or e-resource name}?

What feedback do you have for us about the Resource Library?

**PROBES:** What kind of additional resources are needed?

**Is there anything more you would like to tell us about this {e-learning program or e-resource name}?**

Thank you all so much for your time and attention in sharing your opinions and feedback about the {e-learning program or e-resource name}. Your insights allow us to continue developing an effective and engaging {e-learning program or e-resource name} that offers free content, tools, and resources to help health and health care professionals.

Thank you very much! We have learned a great deal from you today. We appreciate you sharing your ideas and suggestions. They will help us tremendously as we continue to develop this continuing education program. Thank you again for your participation and please do not hesitate to contact us with any further comments or questions you may have.

Offer business cards to contact for further comments/questions.